



AGENDA FOR THE REGULAR BOARD MEETING
Monday, October 20, 2025 - 6 pm
Union Event Center, 12509 N. Market St., Bldg. D, Mead, WA 99021

Webinar Link: mead354-org.zoom.us/j/89776601906
Or Call 669-900-6833 Webinar ID 897 7660 1906

- I. PLEDGE OF ALLEGIANCE**
- II. APPROVAL OF AGENDA** (Action)
- III. APPROVAL OF MINUTES** (Action)
Approval of the Minutes from the Regular Board Meeting of September 22, 2025 and Work Session of October 6, 2025
- IV. REMARKS FOR THE GOOD OF THE SCHOOLS - Public Comment on Agenda Items**
- V. CONTINUING BUSINESS –**
 - A. 2nd Reading Policy & Procedure 2020 Revision**
Course Design, Selection and Adoption of Instructional Materials (Action) 1
(Presented by: *Jay Jordan, Learning & Teaching Assistant Superintendent*)
 - B. 2nd Reading Policy & Procedure 4010 Revision**
Learning Improvement (Action) 2
(Presented by: *Jay Jordan, Learning & Teaching Assistant Superintendent*)
 - C. 2nd Reading Policy & Procedure 3241 Revision**
Student Discipline (Action) 3
(Presented by: *Travis Hanson, Superintendent*)
 - D. 2nd Reading Policy 2331 Adoption** (Action) 4
Controversial Issues - Guest Speakers
(Presented by: *Jay Jordan, Learning & Teaching Assistant Superintendent*)
 - E. 2nd Reading Policy 5281 Revision/Procedure 5281 Suspension** (Action) 5
Disciplinary Action & Discharge
(Presented by: *Keri Hutchins, HR Director*)
- VI. NEW BUSINESS**
 - A. Consent Agenda**
Vouchers, Personnel Actions, Co-Curricular, Extra-Curricular & Supplemental Contracts (Action) 6
 - B. Student Travel Proposal**
Mead High School Girls Basketball (Action) 7
(Presented by: *Jay Jordan, Learning & Teaching Assistant Superintendent*)
 - C. Student Travel Proposal** (Action) 8
Mt. Spokane Yearbook
(Presented by: *Jay Jordan, Learning & Teaching Assistant Superintendent*)
 - D. Student Travel Proposal** (Action) 9
Mead High School DECA
(Presented by: *Jay Jordan, Learning & Teaching Assistant Superintendent*)
 - E. 1st Reading Policy 1111 Revision** (Non-Action) 10
Oath of Office
(Presented by: *Travis Hanson, Superintendent*)
- VII. REPORTS**
 - A. 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, September 22, 2025**

The Board of Directors held a Regular Board Meeting on Monday, September 22, 2025. This meeting was held in-person and virtually via a Zoom link posted on the Mead School District website. The meeting, that began at 6 pm, was held at Union Event Center. Directors Cannon, Gray, Burchard, Nolan and Killman were present. 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 President Cannon asking all to rise for the Pledge of Allegiance.

II. Approval of Agenda

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

III. Approval of Minutes

Director Nolan made a motion to approve the minutes of the August 25, 2025 Regular Board Meeting and September 8, 2025 Work Session, as presented. Director Gray seconded the motion. The motion carried unanimously.

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

President Cannon first opened the floor for school updates. This was followed by board/staff comments. There were no individuals who signed up to speak on agenda items.

High School Reports

Mead High School - Ben Herzog, ASB President, presented a brief review of the academic, athletic, leadership and music events recently completed and upcoming at Mead High School. *Link Crew* has been instrumental in helping incoming 9th graders and students new to Mead High School feel welcome, 1,100 tickets were sold to the *Homecoming Dance* (theme *Rhythms of Rio*) that took place on September 20th and students are actively participating in a Food Drive jointly sponsored by Mead High School ASB and Mt. Spokane High School ASB. Athletic teams are doing very well with football heading into the *Battle of the Bell* (September 26th) undefeated. The annual *Cat Fight* volleyball rivalry with Mt. Spokane takes place on September 23rd.

Mt. Spokane High School - ASB officers Beau Tampien and Brooklyn Buth presented a brief review of the academic, athletic, leadership and music events recently completed and upcoming at Mt. Spokane High School. All athletic teams are doing very well with football heading into the upcoming *Battle of the Bell* football game with a 2-1 record. *Link Crew* has played a significant role welcoming students to the new school year. Regarding Homecoming, taking place October 4th, there is an intentional focus to make this year's event welcoming and inclusive for everyone. Mt. Spokane students are also excited to participate in the Mt. Spokane HS/Mead HS combined Food Drive, as well as future joint community service projects.

Board/Staff Comments

President Cannon was very complimentary of the recent Mead Learning Options Open House/Family Event that was held in collaboration with Spokane County Fire District 9, Spokane

County SWAT and the Spokane County Sheriff's Office. He additionally referenced an upcoming Parent Night (October 15th at Mead High School), sponsored by the district's Tech Advisory Committee, entitled *Empowering Parents in the Digital Age*.

Director Killman, who was in attendance at a recent Mead High School football game hosted at University High School, commended ASB President Ben Herzog and other students for cleaning up the bleacher area where they were sitting before leaving. President Cannon, who was also in attendance at that game, expressed appreciation for how well Mead High School students represented themselves and the district. It was a proud moment for him.

Regarding the Mead High School football program, and district athletic programs in general, President Cannon read the following statement:

I want to take a moment to update our community on the status of the independent investigation into the Mead High School football program and our district's athletic programs more broadly. As previously announced, the Mead School District Board of Directors voted to engage the law firm of Carney, Badley, Spellman to conduct this review, reinforcing our strong commitment to transparency, accountability, and full compliance with all applicable laws, regulations, and board policies.

Out of respect for the parties involved, and in consultation with numerous law firms that we have engaged, we have decided to pause the investigation. Importantly, this litigation is actively yielding many of the insights and outcomes we originally sought through the independent review, allowing us to advance toward clarity and resolution in a comprehensive manner.

Our dedication to student safety, well-being, and fostering a supportive school environment is stronger than ever. We remain focused on these core values as we responsibly manage the current legal landscape. Once the litigation reaches a stage where the independent review can continue, we will re-evaluate. In the interim, we are grateful for the continued understanding of our students, families, staff, and community as we build toward an even brighter future.

Director Nolan provided a brief update on the WSSDA General Assembly meeting he participated in on Saturday, September 20th. Overall attendance was less than 50% with District 9, the district Mead is a part of, having 38% attendance. West Side of the state attendance was overall higher than East Side. In addition to noting bylaw changes, Director Nolan, in particular, referenced a proposed change to an existing resolution that would have, in the statement "parents and guardians are important stakeholders," replaced the word *important* with *primary*. This proposal was the only contentious issue of the day. The change was not approved. It was defeated by 10 votes.

Director Gray, regarding the *Cat Scramble* fundraiser, expressed her appreciation to members of both the Mead High School and Mt. Spokane High School athletic booster clubs for the work that goes into putting on this event that benefits athletic programs at both high schools.

V. Continuing Business

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

President Cannon, 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.

VI. New Business

A. Consent Agenda

In response to a question from Director Nolan, Human Resources Director Keri Hutchins shared the number of new hires listed on the Consent Agenda is typical for the start of a new school year.

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

Consent Agenda

1. Hired Certificated Personnel:

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)
Hailey Horn	Special Services/Shiloh Hills	Cert	1.0 FTE Resource Room Teacher 25/26 school year effective 9/11/25
Chloe Hodge	Learning Services	Cert	1.0 FTE Continuing TK teacher effective 9/2/25
Brianne Williams	Learning Services	Cert	1.0 FTE Continuing TK teacher effective 9/11/25
Terrance Cloer	Mt. Spokane	Cert	.2 FTE Non-Continuing Math Teacher Super Contract 1 st semester 25/26 effective 9/2/25 (in addition to 1.0 FTE Continuing)
Cooper Hatton	Mt. Spokane	Cert	.2 FTE Non-Continuing Science Teacher Super Contract 1 st semester 25/26 effective 9/10/25 (in addition to 1.0 FTE Continuing)
Summer Clegg	Mt. Spokane	Cert	.2 FTE Non-Continuing Math Teacher Super Contract 1 st semester 25/26 effective 9/15/25 (in addition to 1.0 FTE Continuing)
Pamela Tsuchida	Mt. Spokane	Cert	.2 FTE Non-Continuing Math Teacher Super Contract 1 st semester 25/26 effective 9/15/25 (in addition to 1.0 FTE Continuing)
Whitni Sanford	Special Services/Midway	Cert	.05 FTE Continuing Resource Room teacher effective 9/2/25 (in addition to .75 FTE Continuing)

2. Hired 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
Shariah 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
Isabelle Docken	Shiloh Hills	Class	4.75 hrs/day Para Ed effective 9/11/25
Brooklyn Moore	Shiloh Hills	Class	4.75 hrs/day Para Ed effective 9/11/25
Rachelle Pearson	Mt. Spokane	Class	7 hrs/day Behavior Tech effective 9/11/25

3. Hired Classified Substitutes:

Stacy Erickson	Jennifer Sibbett	Heidi Simmons	Stephanie Address
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. **Hired 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. **Approved AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust & ASB.**

Vouchers audited and certified by auditing officers as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board. As of this day, **September 22, 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 123353 to 123839** in the following amounts:

<u>Fund</u>	<u>Amount</u>
General Fund - AP	\$ 5,838,650.69
General Fund - PR	11,562,086.29
ASB Fund	217,961.07
Capital Projects Fund	324,597.86
Transportation Vehicle Fund	375,861.86

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

7. **Accepted the Following Donations:**

- \$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. **Approved Requests for Unpaid Leave (i.e. parenting, medical, Good of the District, 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. **Approved Employee Termination:**

Michael Anderson	Transportation	Class	Effective 9/22/25 (Bus Driver)
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10. **Accepted Requests for Retirement/Resignation:**

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)
Allyssa St. Clair	MLO	Cert	Resignation effective 8/31/25 (Counselor)
Jordyn Strobel	Mountainside	Class	Resignation effective 8/31/25 (Para Ed)

B. Student Travel Proposal

Mead High School Band, Color Guard & Theatre Students

Learning & Teaching Assistant Superintendent Jay Jordan presented a request from Mead High School Band, Color Guard and Theatre students (approximately 140), plus teachers Rob Lewis, Brandon Campbell, Jonathan Fick and Greg Bertsch, and 15 additional adult chaperones, 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. This Disney World/Universal Studios experience occurs only once during a student's four-year high school career.

Students will miss two days of school, Monday, April 13th and Tuesday, April 14th, and teachers will need substitutes for those two days.

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.

Following discussion, that included President Cannon sharing he went on this trip when his son was a student at Mead High School, Director Nolan made a motion to approve the request from Mead High School Band, Color Guard and Theatre students to travel to Orlando, Florida, April 8-14, 2026, as presented. Director Gray seconded the motion. The motion carried unanimously.

**C. Contract/Bargaining Agreement
1135 MT (Bus Driver) Contract**

Human Resources Director Keri Hutchins presented a tentative one-year contract agreement (September 1, 2025 - August 31, 2026) between 1135 MT (Bus Driver) and the Mead School District for board consideration. The association has ratified the tentative agreement.

A summary of contract changes, including a cost estimate where appropriate, was provided to board members. Ms. Hutchins noted a thoughtful bargaining approach was utilized with the goal of taking care of employees while also being fiscally responsible.

Director Nolan made a motion to approve the one-year tentative collective bargaining agreement between 1135 MT (Bus Driver) and the Mead School District, as presented. Director Gray seconded the motion. The motion carried unanimously.

**D. Contract/Bargaining Agreement
Mead Education Association Contract**

Business & Operations Assistant Superintendent Jared Hoadley presented a tentative two-year contract agreement (September 1, 2025 - August 31, 2027) between the Mead Education Association and the Mead School District for board consideration. The association has ratified the tentative agreement.

A summary of contract changes was provided to board members. In particular Dr. Hoadley referenced updated discipline language that aligns with Policy/Procedure 3241 that is being brought forward for first reading revision consideration later in the meeting, new MTSS/inclusionary practices language, reductions in DLC class size and 5th grade class size, as well as new elementary overload language. IPD for all bargaining unit members continues. In summary, contract changes addressed shared areas of concern resulting in solutions that are mutually beneficial and cost effective.

President Cannon expressed his appreciation to the bargaining teams for both the Mead Education Association contract and the bus driver contract.

Director Nolan made a motion to approve the two-year tentative collective bargaining agreement between the Mead Education Association and the Mead School District, as presented. Director Killman seconded the motion. The motion carried unanimously.

**E. 1st Reading Policy & Procedure 3241 Revision
Student Discipline**

Superintendent Travis Hanson presented a revision to Policy & Procedure 3241, Student Discipline, 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 new proposed language was red and WSSDA language to be deleted was crossed out/highlighted. Board members were also provided with a

copy of a *Behavior Violation Matrix and Best Practices* document that is referenced in the proposed procedure revision. The presented revisions comply with state law and current district practice.

Noting the length of the proposed policy and procedure, Superintendent Hanson acknowledged there is "a lot to go through." In particular, he noted the emergency rules regarding classroom exclusions that were put into place in 2024. The state has spent the past year hearing Public Comment on these emergency rules. The rules have now been officially adopted (July 2025) and are reflected in the presented revision drafts.

To help educate school administrators attorney Garrett Williams will be conducting two student discipline trainings. The first will take place on October 1st with the second training taking place a few weeks later.

The *Behavior Violation Matrix and Best Practices* document will be published online. Discussion of the presented policy and procedure revisions will be an agenda item at the October 6th Work Session. Director Burchard suggested the district also publish a "definitions" document to aide in understanding terms used in the *Behavior Violation Matrix and Best Practices* document.

This was a first reading, non-action, item.

F. 1st Reading Policy 2331 Adoption Controversial Issues - Guest Speakers

Learning & Teaching Assistant Superintendent Jay Jordan presented the adoption of Policy 2331, Controversial Issues - Guest Speakers, 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 were highlighted/crossed out and new proposed language was red.

Policy 2331 is referenced in revisions the board is considering to Policy/Procedure 2020, Course Design, Selection and Adoption of Instructional Materials.

In response to a question from Director Killman, Superintendent Hanson shared that, at the district level, there is no current process to track guest speaker information.

Discussion of the presented policy adoption will be an agenda item at the October 6th Work Session.

This was a first reading, non-action, item.

G. 1st Reading Policy & Procedure 4010 Revision Learning Improvement

Learning & Teaching Assistant Superintendent Jay Jordan presented a revision to Policy & Procedure 4010, Learning Improvement, for first reading, non-action, consideration. This policy and procedure were adopted on January 27, 2003, with no revisions since that date.

In each document new proposed language was red and language to be deleted was 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.

Regarding School Improvement Plans, Dr. Jordan noted "one pagers" are due October 1st with full plans (some are 45 pages in length) due by the end of October.

Discussion of the presented policy/procedure revision will be an agenda item at the October 6th Work Session.

This was a first reading, non-action, item.

H. 1st Reading Policy 5281 Revision & Procedure 5281 Suspension Disciplinary Action & Discharge

Human Resources Director Keri Hutchins presented a revision to Policy 5281, Disciplinary Action & Discharge, and the suspension of Procedure 5281, 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). The presented policy revision complies with state law and current district practice.

In response to a question regarding Social Media, Ms. Hutchins shared the district does not currently have a specific Social Media policy.

Discussion of the presented policy revision and procedure suspension will be an agenda item at the October 6th Work Session.

This was a first reading, non-action, item.

I. Adoption of 2025/2026 Board Goals

President Cannon presented a final draft of 2025/2026 Board Goals for board consideration. This draft was the result of discussion that took place at the September 8, 2025 Work Session.

Director Burchard made a motion to adopt the 2025/2026 Board Goals, as presented. Director Nolan seconded the motion. The motion carried unanimously. A copy of the 2025/2026 Board Goals is attached and will be posted on the district website.

VII. Reports

A. Technology Services Report

Network Administrators Emily Magney and Dave Willyard presented the following Technology update:

- Chromebooks for middle school and MLO students were readied for deployment over the summer. When considering the purchase of Chromebooks the department, that completes repairs in house, places a high value on durability.
- Regarding E-Rate projects the board approved last winter, the Mead High School internal fiber optics upgrade was completed over the summer and wireless access points replacement at Mead High School, Mt. Spokane, Northwood and Mountainside will begin October 1st with the project taking approximately two weeks to complete. The Fat Beam fiber optics project has been delayed because of a slower than anticipated permitting process. It is anticipated this project will be completed by May 1st.

Not wanting Mr. Willyard and Ms. Magney to undersell the outstanding work they and their department do over the summer and throughout the school year, Superintendent Hanson extended his personal thanks to the department and them personally.

B. Disability History Month Report

Noting October is nationally recognized as Disability Awareness Month, and in compliance with RCW 28A.230.158, Heather Havens, Executive Director Special & Alternative Programs, shared the many ways the district celebrates the talents, accomplishments and contributions of individuals with disabilities. One out of every five students has some sort of disability (academic, cognitive, physical or emotional).

Throughout October and beyond district schools host assemblies, lessons, student projects and guest speakers to build disability awareness. While October brings special recognition, Disability Awareness Month is about fostering a culture of inclusion throughout the year.

C. Superintendent's Report

Superintendent Hanson shared the following:

1. Noting 20% of Mead School District students have an IEP or 504, Superintendent Hanson recognized the outstanding work of Special Services administrators Heather Havens, Kellie Jo Timberlake and Andrea Staton in serving this segment of students.
2. Enrollment is down slightly - 20 FTE below budget. In particular, kindergarten enrollment is 43 below projections. This is the second year in a row with lower than anticipated enrollment at this grade level. High school enrollment is 60 FTE over budget with increased numbers seen primarily at Mt. Spokane and middle school enroll is plus six. Overall, enrollment is very close to what was budgeted. For years Mead consistently saw an increase in enrollment but that is no longer the norm. The district will be carefully monitoring this new trend.
3. Thanks to taxpayer approval of the 2024 Levy, installation of new cameras is underway starting first at secondary schools. In locations that have been upgraded end-user training is underway.
4. *Battle of the Bell* will take place on Friday, September 26th. Noting this is a great community event, Superintendent Hanson thanked all who have a part in putting on this event. In particular he acknowledged the work of both high school athletic booster clubs.
5. Superintendent Hanson shared it has been a good/smooth start to the new school year. He expressed his appreciation to all staff and welcomed the following administrators who are either new to the district or serving in new roles:
 - Rachel Schuerman, Prairie View Principal
 - Glenn Dugan, Mead High School Assistant Principal
 - Matt Walter, Mead High School Assistant Principal
 - Troy Hughes, Mead High School Principal

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

Ron McInerney, Mead School District resident, talked about social media posts, referencing in particular any that would celebrate the taking of Charlie Kirk's life, and asked the district to adopt a social media policy. To listen to his comments in their entirety please visit www.mead354.org/board where you can access a link to the Zoom recording of the meeting.

Kristin Harvey, who at the August 25, 2025 board meeting expressed her concern/opposition to school board members having access to the district's student information system/s, noted she feels ignored as she has not yet received a response to an email she sent 28 days ago on this topic. 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.

IX. Adjourn

The meeting was adjourned at 7:05 pm.

President

Secretary



2025-26 Board Goals

EACH STUDENT FUTURE READY

Foster **Belonging** || Instill **Purpose** || Cultivate **Curiosity**

Directors

Chad Burchard

District 1

Alan Nolan

District 2

Jennifer Killman

District 3

Michael Cannon

District 4 - President

BrieAnne Gray

District 5 - VP

Goals/Target Objectives:

Curriculum & Technology (Strategic Plan Priority Areas 1 & 2):

Improve academic outcomes and create high levels of learning for students through focused and accountable School Improvement Plans (SIPs), updates to core instructional materials as well as refining and recalibrating the use of technology in schools/classrooms.

- Reverse the decline in student academic achievement. Emphasize SIPs focused on producing measurable improvements in student learning throughout the general education population, with assessment of performance with accountability that encourages system-wide growth.
- The 2024 EP & O Levy campaign committed to investments in updates to aging instructional materials (Social Studies, Science, and Mathematics were identified as high-needs areas). Providing a guaranteed and viable curriculum aligned to content standards is a vital element of instructional success and is a high priority.
- In continuing the work of the district's Technology Advisory Committee, the board supports ongoing refinement of ed-tech integration and improvements to the district's Digital Citizenship programs and the distraction-free (cell phone free) classroom initiative at the secondary level and increased emphasis on teacher-directed, educationally focused use of technology. Explore approach and roadmap to integration of AI into the classroom where appropriate.

Governance and Fiscal Stewardship (Strategic Plan Priority Area 3):

The Board seeks to engage in data-informed approaches, student-focused decision-making, and transparent communication in pursuit of budgetary decisions consistent with board policies.

- Exercise prudent fiscal decisions to achieve a net positive budget outcome in SY25-26. Carefully monitor key financial metrics (e.g. - enrollment trends, revenues/expenditures, staffing) to rebuild unassigned/ unrestricted cash reserves consistent with Policy 6022.
- Work to establish budget limits and sustainable patterns of spending.
- Reinforce the success of district facility management personnel in improving the energy efficiency of district facilities, consistent with Washington State Clean Building Performance Standards.

School Culture, Safety and Security (Strategic Plan Priority Areas 2, 3, 4, and 5):

Reinforce an organizational culture that encourages a sense of ownership from all members of the school community – students, staff, leadership and parents – in areas of learning, with systems that reward merit, effort, and achievement.

- Clarify and communicate high expectations for student behavior and staff professionalism, including policy and procedural frameworks as well as effective structures for accountability.
- Address issues associated with student discipline and discriminatory harassment and in our schools.
- Continue the district's Safety and Security Task Force, generating a report to the school board with proposed improvements to processes and equipment. Enhance safety and security in school environments through continued investment in capital projects and advanced technological tools, while continuing to refine practices and procedures that equip and prepare district staff to meet the needs of students in crisis and effectively respond to emergencies and threats.



**Board Work Session Minutes
Monday, October 6, 2025**

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

I. Policy & Procedure 2020 (Course Design, Selection and Adoption of Instructional Materials) Revision 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 the September 8, 2025 Work Session presented them to the board for further discussion. After incorporating suggested changes from September 8th, the policy/procedure revision was presented for first reading, non-action, consideration at the September 22, 2025 Regular Board Meeting.

Incorporating first reading feedback and an update made by WSSDA on Friday, October 3, 2025, Dr. Jordan shared an updated draft of the procedure. The change from previous drafts was primarily in the *Selection of Supplemental Instructional Materials* section.

Discussion included the request that the *Review & Removal* section be relocated (moved up) and apply to not only *Supplemental Materials* but also *Core Instructional Materials*. The topics of accountability, guardrails, particularly with regarding to *Supplemental Materials*, and building administrator responsibilities were also discussed. In response to a question regarding making sure the guardrails around *Supplemental Materials* are understood and adhered to, Superintendent Hanson noted this will be reviewed annually by principals at teacher back to school days. Director Nolan, regarding sexuality, shared the topic is "significant enough" that it should be specifically referenced - maybe a standalone sentence - in the procedure.

President Cannon confirmed the revision to Policy/Procedure 2020 can be brought forward for 2nd reading action at the October 20, 2025 Regular Board Meeting.

II. Mahmoud Court Case Discussion

Regarding the recent Mahmoud Supreme Court case decision, Superintendent Hanson shared information on the topic, compiled by district legal counsel, will be forwarded to board members.

III. Continued Discussion

- **Policy & Procedure 4010 Revision - Learning Improvement**
- **Policy & Procedure 3241 Revision - Student Discipline**
- **Policy 2331 Adoption - Controversial Issues**
- **Policy 5281 Revision/Procedure 5281 Suspension - Disciplinary Action & Discharge**

Each of the policies/procedures listed above was brought forward for first reading, non-action, consideration at the September 22, 2025 Regular Board Meeting.

Policy & Procedure 4010 (Learning Improvement) Revision

Noting the only date referenced in the procedure is November 1st when School Improvement Plans must be submitted to the Board of Directors, discussion centered on the importance of results and what progress monitoring by Learning & Teaching looks like throughout the year. The board asked that an update, with available performance data, be presented at a Work Session

prior to the end of the year (May or June). Superintendent Hanson noted this update can be added to the published calendar of board meeting agenda items developed and shared online for each year.

President Cannon confirmed the revision to Policy/Procedure 4010 can be brought forward for 2nd reading action at the October 20, 2025 Regular Board Meeting.

Policy & Procedure 3241 (Student Discipline) Revision

Regarding student discipline and the provisions of Policy/Procedure 3241 President Cannon, who attended a presentation on the topic to school administrators by district legal counsel Garrett Williams, noted he has a new appreciation for "all" that is involved when it comes to student discipline. Superintendent Hanson shared Mr. Williams will be doing a second administrator training on student discipline in the next few weeks as the district focuses on having a consistent roll-out of new discipline requirements.

President Cannon confirmed the revision to Policy/Procedure 3241 can be brought forward for 2nd reading action at the October 20, 2025 Regular Board Meeting.

Policy 2331 (Controversial Issues - Guest Speakers) Adoption

Director Gray noted gray/ambiguous areas in the policy such as the line that states, "When an invited speaker expresses opinions which are partisan or considered controversial by a large portion of the community, the school will provide for presentation of opposing views." To help with clarity it was recommended the phrase, *by a large portion of the community*, be removed from that sentence..

In the paragraph that references notification beforehand if a speaker's topic is determined to be controversial, Director Nolan requested notification be made to parents as well as students.

President Cannon confirmed the adoption of Policy 2331 can be brought forward for 2nd reading action at the October 20, 2025 Regular Board Meeting.

Policy 5281 (Disciplinary Action & Discharge) Revision/Procedure 5281 Suspension

As was shared at both the September 8th Work Session and September 22nd Regular Board Meeting, 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).

Discussion included the need for a policy that addresses social media. On that topic the board, in the near future, will consider, in consultation with legal counsel, the adoption of a Staff Expression policy.

President Cannon confirmed the revision of Policy 5281 and suspension of Procedure 5281 can be brought forward for 2nd reading action at the October 20, 2025 Regular Board Meeting.

IV. Review of School Improvement Plan One Pagers

Learning & Teaching Assistant Superintendent Jay Jordan provided board members with a copy of the summary, *One Pager*, School Improvement Plan for each school. Learning & Teaching is in the process of analyzing stated goals to ensure they are clear and measurable and is committed to engaging in and maintaining, through one-on-one conversations, a continuous learning process with building leaders.

Director Nolan noted that, at some schools, there appears to be a lack of focus on academic outcomes. He would like to see a move to a more critical assessment - more of a business type approach. Regarding uniformity, Superintendent Hanson talked about the differences between elementary and secondary plans. Dr. Jordan referenced the relationship between how students

feel connected at school to their academic success as the reason behind many schools having not only academic but also school culture/belonging goals.

President Cannon shared he is not a fan of “buzz word/fluffy SEL language” and noted the Farwell and Midway “One Pagers” are examples of plans he likes.

Dr. Jordan assured that as Learning & Teaching works with school administrators they will emphasize the importance of measurable goals.

V. Learning & Teaching Update

Information shared in this update presented by Learning & Teaching Assistant Superintendent Jay Jordan included the following:

- **Entry/General Observations** - As a new district level administrator, Dr. Jordan referenced the many positive interactions he has had with school leaders, teachers, students and parents. These have included several classroom visits.
- **Curriculum Audit/Curriculum Adoption** - In addition to the curriculum mapping that is a part of the audit, curriculum work will include updating Policy/Procedure 2020, selecting members of the Instructional Materials Committee and identifying a starting place for curriculum adoptions. Regarding curriculum, Dr. Jordan reviewed the current status at both elementary and secondary levels. At both levels Social Studies curriculum has been initially identified as a key area of need. Curriculum adoption includes complex implementation processes that involve and incorporate the voice of many.

VI. WIAA Amendment Discussion

President Cannon shared a 2025-26 WIAA Proposed Amendment Form on the topic of Gender Identity Participation and inquired if Mead would like to sign the amendment as a supporting school district. Lynden School District is the originating school district. Following discussion, it was the consensus of the board to sign on as a supporting school district and have President Cannon complete the necessary paperwork.

VII. Parental Notification Permission Form Discussion

Director Nolan provided board members with a sample *Student Parental Notification Permission Form*. In discussing whether or not the Mead School District should implement the use of this form or something similar, concerns were expressed particularly around items listed on the form that fall well outside the scope of the learning services provided by a school district. Director Gray noted the form could create mass confusion with parents thinking the district is providing services that they are not.

Superintendent Hanson noted he spoke with Garrett Williams, district legal counsel. Mr. Williams noted several liability concerns associated with the form. Only the first two items on the form have any connection to the school district. The district has no control over any of the other items listed.

VIII. Superintendent Update

Superintendent Hanson updated the board on the following topics:

- In the next few days The Hechinger Report, a national publication out of New York, is expected to run a story that includes reference to the Mead School District/Mead School Board. It is likely the Seattle Times will simultaneously run the article.
- The annual Spokane County School Board Directors dinner/meeting will take place on Thursday, October 9th at Highland Middle School.
- At the next Regular Board Meeting the Consent Agenda will include a payment of \$150,000 to Sweetser Law Office, PLLC, in trust for Kolby Bumpas. This approved payment settles a claim regarding the nonproduction of documents associated with a Public Records Request in Bumpas v. Mead School District with Plaintiff Kolby Bumpas.

- Oral arguments in Keith Stamps termination appeal are scheduled for March 20, 2026.
- At the next Work Session calendar proposals for the upcoming school year developed by the Balanced Calendar Committee will be shared with the board.
- At an upcoming meeting an agenda item will be discussion on the topic of a Discipline Appeals Board.

Before adjourning there was a brief discussion on the addition of a Jazz 3 Club at Mead High School. There are more students wanting to take part in Jazz Band than can be accommodated in the two 0-hour Jazz Band classes currently offered.

IX. Adjourn

The meeting was adjourned at 9:50 pm.

President

Secretary

MEAD SCHOOL DISTRICT

Board Meeting of October 20, 2025

Continuing Business

V.A.

Agenda Item: **2nd Reading Policy & Procedure 2020 Revision
Course Design, Selection and Adoption of Instructional
Materials**

Background: A revision to Policy & Procedure 2020, Course Design, Selection and Adoption of Instructional Materials, is being presented for second reading consideration. The policy and procedure were adopted on May 24, 1978, with revisions approved on February 25, 1981, January 9, 2012 and February 9, 2015.

WSSDA Sample Policy 2020 and WSSDA Sample Procedure 2020 were used as the base/templates for the presented revisions.

At the August 11, 2025 Work Session proposed revisions to Policy & Procedure 2020 were first presented for board consideration/discussion. Using feedback from that meeting revised draft documents were presented/discussed at the September 8, 2025 Work Session. After incorporating suggested changes from September 8th, the policy/procedure revision was presented for first reading, non-action, consideration at the September 22, 2025 Regular Board Meeting.

At the October 6, 2025 Work Session discussion continued on the revisions to the policy/procedure. The attached documents have incorporated revisions based on that discussion. Because of the number of drafts leading up to this second reading, the presented policy and procedure drafts are clean copies. For comparison purposes the WSSDA sample policy and procedure, as well as current Policy and Procedure 2020, are also attached.

Staffing Implication: None

Recommendation: Approval of the presented second reading revisions to Policy and Procedure 2020, Course Design, Selection and Adoption of Instructional Materials, is recommended.

Attachments:

- Draft Policy 2020
- Draft Procedure 2020
- WSSDA Sample Policy 2020
- WSSDA Sample Procedure 2020
- Current Policy 2020
- Current Procedure 2020

COURSE DESIGN, SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The board recognizes its responsibility for improving and growing the schools' educational programs. To this end, course designs will be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

I. Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

A. Course Design is the process that includes identifying and sequencing essential content to support students' skill development towards state learning standards. Course design involves providing teachers with appropriate instructional materials, professional development, and support systems as they implement the course.

B. Instructional Materials are materials designed for students and their teachers as learning resources to help students acquire facts and skills, develop cognitive processes, and meet state learning standards. Instructional materials may be printed or digital and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types, from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction toward course requirements.

Alternative Core Materials are the primary instructional materials for a given course used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

Supplemental Instructional Materials are used in conjunction with the core instructional materials of a course that are not expressly required by the school or district and are instead selected at a teacher's discretion. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software, and other digital content.

District staff should, as much as practical, use consistent supplemental materials for middle school and high school core classes both within and across schools.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course, depending on the nature and scope of the material.

C. Instructional Materials Committee is the body that recommends core instructional materials to the board based on superintendent-established procedures.

II. Course Design

The superintendent or designee will establish procedures for course design that provide for the regular review of selected content areas and implementation of any suggested changes and for the involvement of community representatives and staff members at appropriate times.

III. Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. All instructional materials will be selected in conformance with applicable state and federal laws, goals and learning standards of the district and state, and Procedure 2020.

The board is responsible for adopting all core instructional materials used in the district.

The superintendent or designee will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent or designee will ensure that the district maintains a list of all core instructional materials used within the school curriculum and that it is available for public review in person or online.

The board intends for the superintendent to delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the district's professional staff. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests.

Legal References:	RCW 28A.150.230 District school directors' responsibilities
	RCW 28A.320.230 Instructional materials ☐ ☐ ☐ Instructional materials committee
	RCW 28A.320.170 Tribal history and culture [as amended by SSB 5433]

RCW 28A.405.060 Course of study and regulations
□□□Enforcement □□□ Withholding salary warrant for failure
Chapter 28A.640 RCW Sexual Equality
WAC 180-44-010 Responsibilities related to instruction
WAC 392-190-055 Textbooks and instructional materials □□□
Scope □□□ Elimination of bias
RCW 28A.320.233 Student materials□□□Denial based on
protected class prohibited□□□Complaint procedure
RCW 28A.320.235 Supplemental instructional
materials□□□Policies and procedures□□□Definitions
RCW 28A.345.130 Model policy and procedure for instructional
materials□□□Diverse and inclusive curricula
Chapter 28A.642 RCW Discrimination Prohibition

Management Resources: 2015 - December Issue
 2025 - April Issue

Adopted: May 24, 1978
Revised: February 25, 1981
Revised & Renumbered: January 9, 2012
Revised: February 9, 2015
Revised:



COURSE DESIGN, SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high-quality core instruction and, as appropriate, strategic and intensive intervention supports matched to their needs.

I. Course Design

A. Existing Courses

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district learning and teaching directors and, as appropriate, external content area experts. This review cycle should be based on student needs, changing demographics, and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review the following:

1. Relevance, rigor, and alignment to state learning standards
2. Efficacy of core, alternative core, and intervention instructional materials that support student learning
3. Processes and resources used to assess student progress and address teacher professional learning

Based on this review, the following might occur:

1. Affirmation of continued use of current processes and instructional materials
2. Establishment of a timeline for completion of recommended tasks
3. Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design
4. Recommendation of new instructional materials selection to the Instructional Materials Committee (IMC)
5. Design of course implementation and staff development plans
6. Identification of projected budget needs in accordance with established timelines
7. Maintained communications with impacted stakeholders

B. New Courses or Major Modifications to Existing Courses

The superintendent or designee will review new course offerings or major course modifications that propose significant changes to course objectives or scope before they are scheduled to

ensure that the course is rigorous, uses appropriate instructional materials, and is carefully considered part of the school's college and career pathways. New course proposals are submitted to department of learning and teaching for review using 2020F [Secondary Course Proposal Form](#).

When implementing new or modified courses requires adopting new instructional resources, the IMC will consider those resources using the process outlined in this procedure.

II. Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental. They shall be selected according to the following procedures. The principal is responsible for ensuring their certificated staff is familiar with this procedure. The district will provide the technical assistance necessary to accomplish this.

A. Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	Representatives on IMC	Representatives on IMC	establish adoption procedure	recommend	adopt
Alternative core	identify	Principal and Certificated Staff	Superintendent Designee		
Intervention	identify	Principal and Certificated Staff	Superintendent Designee		
Supplemental	Certificated Staff				
Temporary Supplemental	Certificated Staff				

B. Social Studies Instructional Materials Review or Adoption

In compliance with [RCW 28A.320.170](#), when the board adopts or reviews the district's social studies course design, it will incorporate the history, culture, and government of the nearest federally recognized Indian tribe or tribes using the John McCoy (lulilas) Since Time Immemorial: Tribal Sovereignty in Washington State instructional materials on the Office of the Superintendent of Public Instruction (OSPI) website. The district may adapt these resources for regional relevance or integrate them into existing instructional materials.

During regularly scheduled reviews and revisions of its social studies and history courses, the district will collaborate with any federally recognized tribe within or near its boundaries to incorporate expanded and improved instructional materials about Indian tribes and create classroom and community cultural exchange programs. OSPI's Office of Native Education will help identify federally recognized Indian tribes whose reservations are in whole or in part within the district's boundaries and those nearest to the district.

The district will collaborate with OSPI on instructional areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes.

C. Inclusive Instructional Materials

The Mead School District will be in compliance with RCW 28A.345.130.

In adopting curricula and selecting instructional materials, the board must seek curricula and instructional materials that are culturally and experientially diverse as possible, recognizing that the availability of materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups may vary.

D. Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, including textbooks, technology-based materials, or other educational media.

E. Open Educational Resources

Open Educational Resources (OERs) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high-quality instructional content is available, from supplemental to core instructional materials. Supplemental instructional materials may be found on OSPI's Washington OER Hub. District staff are encouraged to consider OERs when selecting instructional materials. OERs are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

F. Technology-based Resources

As new technologies rapidly evolve, district educational technology staff should be involved early in selecting and adopting core instructional materials and in developing policy regarding selecting digital supplemental materials. Key considerations include evaluating district technological impacts, ensuring compliance with student privacy and data protection laws, and promoting equitable access for students and teachers.

III. Core Instructional Material Selection

A. Instructional Materials Committee

The IMC is formed to establish and monitor the evaluation and recommendation of core materials used by the district in conformance with stated criteria. The committee will act upon requests for core material approval and evaluate and act upon a parent's ("parent" means a parent or legal guardian of a student enrolled in the district) requests for reconsideration of core materials.

Committee meetings will be held on a schedule determined by the district. If necessary, the committee chairperson may call special meetings. The committee secretary will provide department heads, principals, and program developers with copies of the committee meeting schedule.

In alignment with RCW 28A.320.230, the IMC will include the following: representative members from the district's professional staff, including those involved in curriculum development, and one or more parents of enrolled students, ensuring that parent members make up less than half of the committee's total membership.

The district will provide parents with reasonable notice of the opportunity to serve on the IMC and the terms of office for members. The district will also develop and implement a comprehensive outreach program to recruit a diverse pool of parent members that reflects the district's demographics and learning needs to the greatest extent possible. If the IMC cannot recruit at least one parent, it must report quarterly to the board and the public about its recruitment efforts.

The superintendent or designee will appoint members through the district's committee process. The board must approve membership. The chairperson and the secretary will be permanent members of the committee. Other members will have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

B. Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based on the degree to which they do the following:

1. Demonstrate a likelihood of impact as shown by scientific or evidence-based research
2. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements
3. Provide sufficient flexibility to meet the varied needs and abilities of the students served
4. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students
5. Where appropriate, present balanced but differing views of issues, controversial or otherwise, so students may develop critical analysis and informed decision-making skills
6. Demonstrate consideration of appropriate formats (including technological, visual, and/or auditory components)
7. Support equitable access to learning and learning materials for all students, including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them
8. Are free of stereotyping and other forms of bias, recognizing that under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The Washington model resource, Screening for Biased Content in Instructional Materials, published by OSPI, should be consulted when selecting non-biased materials.

C. Identification of Core Instructional Materials

Core materials shall be initially selected by certificated staff assigned by the superintendent or designee. Materials must meet the Criteria for the Selection of Core Materials described above.

D. Recommendation of Core Instructional Materials

The staff assigned by the superintendent will recommend core instructional materials for the IMC to review. The IMC will review those materials in accordance with this procedure to ensure compliance with the described selection criteria and will use the instructional material evaluation guidance on the OSPI Course Design & Instructional Materials website.

Based on its evaluation, the IMC will recommend instructional materials to the board for adoption.

The board will ultimately decide what instructional materials are used and reference RCW 28A.320.230 and RCW 28A.320.233 for guidance.

E. Adoption of Core Instructional Materials

The board must approve core instructional materials before they are used in the classroom. Texts selected previously are exempt from this requirement.

F. Regularly Scheduled Core Material Updates

Any courses using district-adapted OER as their core instructional material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material result in significant changes to course objectives or scope, the revised resource shall be forwarded to the IMC for consideration and formal recommendation for board adoption.

G. Exceptional Needs or Rapidly Changing Circumstances

The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

H. Dual Credit Programs

Dual credit programs consistent with the requirements under Chapter 28A.600 RCW, may have varying course designs as necessitated by their course credit transfer requirements. See the OSPI Dual Credit Programs website for program-specific Frequently Asked Questions documents.

I. Field Testing

The superintendent or designee may consider using field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, or assessment resources through careful experimentation for an identified purpose based on student needs.

The superintendent may authorize trial-use core instructional material that is experimental and field-tested for no more than one school year before the materials must be adopted through the formal process.

J. Citizen Access to View Core Materials

Community members are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, district office, or online. The review and examination process should be arranged to avoid disrupting the educational program. Core materials should be reviewed with the knowledge of district objectives in mind.

K. Protest Procedure for Core Instructional Materials

In accordance with RCW 28A.320.230, the process for receiving, considering, and acting upon complaints regarding the district's core instructional materials is described below.

The decisions made under this process must comply with RCW 28A.320.233, be based on the selection criteria for core instructional material described in this procedure and **may apply only to the student or students whose parent or guardian submitted the complaint.**

1. **Submitting a Complaint:** A parent may submit a written complaint about core instructional materials to the principal of the school where the materials are being used.
2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and a teacher using the materials in question to address the parent's concerns and find solutions.
3. **Committee Review:** If the issue cannot be resolved at the school level, the IMC will provide a written decision. The decision must be issued within 60 days of the meeting between the parent or within 90 days of receiving the complaint, whichever is later.
4. **Appeal Process:** The parent, a teacher using the reviewed materials, or the principal may appeal the IMC's decision by submitting a written request to the superintendent or designee. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances has arisen.

IV. Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students at risk of not meeting established learning standards will be approved by the superintendent or designee based on evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

V. Alternative Core Instructional Material Selection

The superintendent has established that certificated staff designated by the building principal will select these alternative core materials.

VI. Supplemental Instructional Material Selection and Temporary Supplemental Material Selection

From Policy

Supplemental Instructional Materials are used in conjunction with the core instructional materials of a course that are not expressly required by the school or district and are instead selected at a teacher's discretion. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software, and other digital content. District staff should, as much as practical, use consistent supplemental materials for middle school and high school core classes both within and across schools.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course, depending on the nature and scope of the material.

Supplemental instructional materials and Temporary supplemental materials will not require IMC approval or board adoption. The certificated staff of the district will rely on reason and professional judgment in selecting high-quality supplemental and temporary supplemental materials appropriate for their students' instructional programs, developmental levels, and interests.

A. Selection of Supplemental and Temporary Supplemental Instructional Materials

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the certificated staff of the district. While these materials do not require item-by-item approval of the IMC, staff are expected to thoroughly review such materials and give due consideration to the text complexity, developmental level of students, appropriateness of language or images, bias against racial, gender, ethnic, or other social groups, and other sensitive issues.

In selecting supplemental and temporary supplemental materials, staff should, when appropriate, consult with administrative leadership if materials address current and contentious social and/or political issues (also see Policy 2331: Controversial Issues). For example, materials related to active citizenship, divergent points of view, and tolerance (e.g. - issues such as immigration, religion, sexuality, and race) can often be sensitive or controversial. Inclusion of contentious issues in supplemental and temporary supplemental materials may be appropriate for encouraging participation and enabling student growth, but the topic must have direct relevance to the courses overall content and learning objectives, and alignment to applicable state learning standards.

In any such case, staff shall present various perspectives in a balanced manner, addressing all sides of an issue without bias and without promoting a particular point of view. Staff shall 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.

Parents have the right to opt-out of certain materials if they deem it violates their right to direct their children's religious upbringing (see also Policy 2340).

The district's Learning Services Department will provide technical assistance, guidance, and support as needed. Decisions to deny use of supplemental instructional materials must be in conformity with RCW 28A.320.233.

B. Requests for Review and Removal of Supplemental Instructional Materials

The decisions made under this process must comply with RCW 28A.320.233, will be based on the criteria for selecting supplemental instructional materials described in this procedure, **and may apply only to the student or students whose parent submitted the complaint.**

1. **Request for Review:** A parent may submit a written request to review and remove supplemental instructional materials to the applicable teacher and principal.
2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher to address the parent's concerns and find solutions.
3. **Principal's Decision:** If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within 30 days of meeting with the parent or within 60 days of receiving the complaint if the parent doesn't request a meeting.
4. **Appeal Process:** If the parent or teacher disagrees with the principal's decision, they may appeal to the superintendent or designee in writing. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered until the following school year unless the superintendent determines a significant change in circumstances arises.

Excluding Student from a Program/Opt-Out

Upon a parent/guardian's written request based on sincerely held religious beliefs, the District will excuse a student from identified lesson(s) or material(s) and provide a reasonable, non-stigmatizing alternative. Excused students will not be penalized academically. Requests should specify the material or unit; the District will respond within five (5) school days.

Adopted: May 24, 1978

Revised: February 25, 1981

Revised & Renumbered: January 9, 2012

Revised: February 9, 2015
Revised:

Policy Console - WSSDA

Policy: 2020
Section: 2000 - Instruction

Course Design, Selection, and Adoption of Instructional Materials

The board recognizes its responsibility for improving and growing the schools' educational programs. To this end, course designs will be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

I. Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

A. **Course Design** is the process that includes identifying and sequencing essential content to support students' skill development towards state learning standards. Course design involves providing teachers with appropriate instructional materials, professional development, and support systems as they implement the course.

B. **Instructional Materials** are materials designed for students and their teachers as learning resources to help students acquire facts and skills, develop cognitive processes, and meet state learning standards. Instructional materials may be printed or digital and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types, from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction toward course requirements.

Alternative Core Materials are the primary instructional materials for a given course used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

Supplemental Instructional Materials are used in conjunction with the core instructional materials of a course that are not expressly required by the school or district and are instead selected at a teacher's discretion. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software, and other digital content.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for over one year requires consideration of the material as either

part of the core instructional material for a course or supplemental material for the course, depending on the nature and scope of the material.

C. Instructional Materials Committee is the body that recommends core instructional materials to the board based on superintendent-established procedures.

II. Course Design

The superintendent or designee will establish procedures for course design that provide for the regular review of selected content areas and implementation of any suggested changes and for the involvement of community representatives and staff members at appropriate times.

III. Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. All instructional materials will be selected in conformance with applicable state and federal laws, goals and learning standards of the district and state, and Procedure 2020.

The board is responsible for adopting all core instructional materials used in the district.

The superintendent or designee will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent or designee will ensure that the district maintains a list of all core instructional materials used within the school curriculum and that it is available for public review in person or online.

The board intends for the superintendent to delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the district's professional staff. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests.

Cross References:

2027 - District Ownership of Staff-Created Work

Legal References:

RCW 28A.150.230 District school directors' responsibilities
RCW 28A.320.230 Instructional materials ☐☐☐ Instructional materials committee
RCW 28A.320.170 Tribal history and culture [as amended by SSB 5433]
RCW 28A.405.060 Course of study and regulations ☐☐☐ Enforcement
☐☐☐ Withholding salary warrant for failure
Chapter 28A.640 RCW Sexual Equality
WAC 180-44-010 Responsibilities related to instruction
WAC 392-190-055 Textbooks and instructional materials ☐☐☐ Scope
☐☐☐ Elimination of bias
RCW 28A.320.233 Student materials ☐☐☐ Denial based on protected class prohibited ☐☐☐ Complaint procedure
RCW 28A.320.235 Supplemental instructional materials ☐☐☐ Policies and procedures ☐☐☐ Definitions
RCW 28A.345.130 Model policy and procedure for instructional materials ☐☐☐ Diverse and inclusive curricula
Chapter 28A.642 RCW Discrimination Prohibition

Management Resources:

2015 - December Issue

2025 - April Issue

Last Revised: **April 16, 2025**

Classification: **Critical**

Prior Revised Dates: **06.97; 06.11; 04.15;12/01/2015**

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Policy Console - WSSDA

Procedure 2020
Section: 2000 - Instruction

Procedure - Course Design, Selection, and Adoption of Instructional Materials

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high-quality core instruction and, as appropriate, strategic and intensive intervention supports matched to their needs.

I. Course Design

A. Existing Courses

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student needs, changing demographics, and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review the following:

1. Relevance, rigor, and alignment to state learning standards
2. Efficacy of core, alternative core, and intervention instructional materials that support student learning
3. Processes and resources used to assess student progress and address teacher professional learning

Based on this review, the following might occur:

1. Affirmation of continued use of current processes and instructional materials
2. Establishment of a timeline for completion of recommended tasks
3. Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design
4. Recommendation of new instructional materials selection to the Instructional Materials Committee (IMC)
5. Design of course implementation and staff development plans
6. Identification of projected budget needs in accordance with established timelines

7. Maintained communications with impacted stakeholders

B. New Courses or Major Modifications to Existing Courses

The superintendent or designee will review new course offerings or major course modifications that propose significant changes to course objectives or scope before they are scheduled to ensure that the course is rigorous, uses appropriate instructional materials, and is carefully considered part of the school's college and career pathways.

When implementing new or modified courses requires adopting new instructional resources, the IMC will consider those resources using the process outlined in this procedure.

II. Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental. They shall be selected according to the following procedures. The principal is responsible for ensuring their certificated staff is familiar with this procedure. The district will provide the technical assistance necessary to accomplish this.

A. Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	identify		establish adoption procedure	recommend	adopt
Alternative core	identify		designate selector		
Intervention	identify		designate selector		
Supplemental	identify	designate selector			
Temporary Supplemental	select – within district guidelines				

B. Social Studies Instructional Materials Review or Adoption

In compliance with RCW 28A.320.170, when the board adopts or reviews the district's social studies course design, it will incorporate the history, culture, and government of the nearest federally recognized Indian tribe or tribes using the John McCoy (Iulilas) Since Time Immemorial: Tribal Sovereignty in Washington State instructional materials on the Office of the Superintendent of Public Instruction (OSPI) website. The district may adapt these resources for regional relevance or integrate them into existing instructional materials.

During regularly scheduled reviews and revisions of its social studies and history courses, the district will collaborate with any federally recognized tribe within or near its boundaries to incorporate expanded and improved instructional materials about Indian tribes and create

classroom and community cultural exchange programs. OSPI's Office of Native Education will help identify federally recognized Indian tribes whose reservations are in whole or in part within the district's boundaries and those nearest to the district.

The district will collaborate with OSPI on instructional areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes.

C. Inclusive Instructional Materials

In compliance with RCW 28A.345.130, the board, within available materials, must adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people as the term is defined in RCW 43.114.010, and people with various socioeconomic and immigration backgrounds.

In adopting curricula and selecting instructional materials, the board must seek curricula and instructional materials that are culturally and experientially diverse as possible, recognizing that the availability of materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups may vary.

D. Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, including textbooks, technology-based materials, or other educational media.

E. Open Educational Resources

Open Educational Resources (OERs) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high-quality instructional content is available, from supplemental to core instructional materials. Supplemental instructional materials may be found on OSPI's Washington OER Hub. District staff are encouraged to consider OERs when selecting instructional materials. OERs are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

F. Technology-based Resources

As new technologies rapidly evolve, district educational technology staff should be involved early in selecting and adopting core instructional materials and in developing policy regarding selecting digital supplemental materials. Key considerations include evaluating district technological impacts, ensuring compliance with student privacy and data protection laws, and promoting equitable access for students and teachers.

III. Core Instructional Material Selection

A. Instructional Materials Committee

The IMC is formed to establish and monitor the evaluation and recommendation of core materials used by the district in conformance with stated criteria. The committee will act upon requests for core material approval and evaluate and act upon a parent's ("parent" means a parent or legal guardian of a student enrolled in the district) requests for reconsideration of core materials.

Committee meetings will be held on a schedule determined by the district. If necessary, the committee chairperson may call special meetings. The committee secretary will provide

department heads, principals, and program developers with copies of the committee meeting schedule.

In alignment with RCW 28A.320.230, the IMC will include the following: representative members from the district's professional staff, including those involved in curriculum development, and one or more parents of enrolled students, ensuring that parent members make up less than half of the committee's total membership. [For districts with elementary schools only, the educational service district superintendent, who is responsible for aligning elementary school materials with those of the high school districts that serve these students, must also be a member of the IMC.]

The district will provide parents with reasonable notice of the opportunity to serve on the IMC and the terms of office for members. The district will also develop and implement a comprehensive outreach program to recruit a diverse pool of parent members that reflects the district's demographics and learning needs to the greatest extent possible. If the IMC cannot recruit at least one parent, it must report quarterly to the board and the public about its recruitment efforts.

The superintendent or designee will appoint members through the district's committee process. The board must approve membership. The chairperson and the secretary will be permanent members of the committee. Other members will have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

B. Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based on the degree to which they do the following:

1. Demonstrate a likelihood of impact as shown by scientific or evidence-based research
2. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements
3. Provide sufficient flexibility to meet the varied needs and abilities of the students served
4. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students
5. Where appropriate, present balanced but differing views of issues, controversial or otherwise, so students may develop critical analysis and informed decision-making skills
6. Demonstrate consideration of appropriate formats (including technological, visual, and/or auditory components)
7. Support equitable access to learning and learning materials for all students, including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them
8. Are free of stereotyping and other forms of bias, recognizing that under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed to

teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The Washington model resource, Screening for Biased Content in Instructional Materials, published by OSPI, should be consulted when selecting non-biased materials.

C. Identification of Core Instructional Materials

Core materials shall be initially selected by certificated staff assigned by the superintendent or designee. Materials must meet the Criteria for the Selection of Core Materials described above.

D. Recommendation of Core Instructional Materials

The staff assigned by the superintendent will recommend core instructional materials for the IMC to review. The IMC will review those materials in accordance with this procedure to ensure compliance with the described selection criteria and will use the instructional material evaluation guidance on the OSPI Course Design & Instructional Materials website.

Based on its evaluation, the IMC will recommend instructional materials to the board for adoption.

As outlined in RCW 28A.320.230, recommendations must include culturally and experientially representative instructional materials including materials on the study of the role of contributions of individuals or groups that are part of a protected class under RCW 28A.642.010 and 28A.640.010, but the board will ultimately decide what instructional materials are used.

In accordance with RCW 28A.320.233, the board cannot refuse to approve or prohibit any instructional materials for student instruction because they relate to or include the study of the role and contributions of any individual or group who is part of a protected class as established by RCW 28A.642.210 and 28A.640.010.

E. Adoption of Core Instructional Materials

The board must approve core instructional materials before they are used in the classroom. Texts selected previously are exempt from this requirement.

F. Regularly Scheduled Core Material Updates

Any courses using district-adapted OER as their core instructional material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material result in significant changes to course objectives or scope, the revised resource shall be forwarded to the IMC for consideration and formal recommendation for board adoption.

G. Exceptional Needs or Rapidly Changing Circumstances

The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

H. Dual Credit Programs

Dual credit programs [Insert link to district information regarding dual credit programs](#) consistent with the requirements under Chapter 28A.600 RCW, may have varying course

designs as necessitated by their course credit transfer requirements. See the OSPI Dual Credit Programs website for program-specific Frequently Asked Questions documents.

I. Field Testing

The superintendent or designee may consider using field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, or assessment resources through careful experimentation for an identified purpose based on student needs.

The superintendent may authorize trial-use core instructional material that is experimental and field-tested for no more than one school year before the materials must be adopted through the formal process.

J. Citizen Access to View Core Materials

Community members are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, district office, or online. The review and examination process should be arranged to avoid disrupting the educational program. Core materials should be reviewed with the knowledge of district objectives in mind.

K. Protest Procedure for Core Instructional Materials

In accordance with RCW 28A.320.230, the process for receiving, considering, and acting upon complaints regarding the district's core instructional materials is described below.

1.
 1. **Submitting a Complaint:** A parent may submit a written complaint about core instructional materials to the principal of the school where the materials are being used.
1.
 2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and a teacher using the materials in question to address the parent's concerns and find solutions.
1.
 3. **Committee Review:** If the issue cannot be resolved at the school level, the IMC will provide a written decision. The decision must be issued within 60 days of the meeting between the parent or within 90 days of receiving the complaint, whichever is later.
1.
 4. **Appeal Process:** The parent, a teacher using the reviewed materials, or the principal may appeal the IMC's decision by submitting a written request to the superintendent or designee. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances has arisen.

The decisions made under this process must comply with RCW 28A.320.233, be based on the selection criteria for core instructional material described in this procedure and may apply only to the student or students whose parent or guardian submitted the complaint.

IV. Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students

at risk of not meeting established learning standards will be approved by the superintendent or designee based on evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

V. Alternative Core Instructional Material Selection

The superintendent or designee will establish procedures for approving schools' use of alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that certificated staff designated by the building principal should select these alternative core materials.

VI. Supplemental Instructional Material Selection

Supplemental instructional materials will not require IMC approval or board adoption.

A. Selection of Supplemental Instructional Materials

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly review such materials and give due consideration to the text complexity, developmental level of students, appropriateness of language or images, bias against racial, gender, ethnic, or other social groups, and other sensitive issues.

In accordance with RCW 28A.320.233, principals and professional staff cannot refuse to approve or prohibit any supplemental instructional materials for student instruction because they relate to or include the study of the role and contributions of any individual or group who is part of a protected class as established by RCW 28A.642.210 and 28A.640.010.

B. Requests for Review and Removal of Supplemental Instructional Materials

1.
 1. **Request for Review:** A parent may submit a written request to review and remove supplemental instructional materials to the applicable teacher and principal.
1.
 2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher to address the parent's concerns and find solutions.
1.
 3. **Principal's Decision:** If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within 30 days of meeting with the parent or within 60 days of receiving the complaint if the parent doesn't request a meeting.
1.
 4. **Appeal Process:** If the parent or teacher disagrees with the principal's decision, they may appeal to the superintendent or designee in writing. The superintendent's or designee's decision is final and cannot be appealed. Once

a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances arises.

The decisions made under this process must comply with RCW 28A.320.233, will be based on the criteria for selecting supplemental instructional materials described in this procedure, and may apply only to the student or students whose parent submitted the complaint.

Excluding Student from a Program/Opt-Out

Upon a parent/guardian's written request based on sincerely held religious beliefs, the District will excuse a student from identified lesson(s) or material(s) and provide a reasonable, non-stigmatizing alternative. Excused students will not be penalized academically. Requests should specify the material or unit; the District will respond within five (5) school days.

VII. Temporary Supplemental Material Selection

The district's professional staff will rely on reason and professional judgment in selecting high-quality temporary supplemental materials appropriate for their students' instructional programs, developmental levels, and interests.

Last Revised: **October 02, 2025**

Classification: **Critical**

Prior Revised Dates: **06.97; 06.11; 04.15; 12/01/2015; 06/28/2021; 04/16/2025**



CURRICULUM DEVELOPMENT AND ADOPTION OF INSTRUCTIONAL MATERIALS

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted and developed on a continuing basis and in accordance with a plan for curriculum growth. Instructional materials shall be selected to assist students in attaining the basic skills and work skills as required by the state.

All new courses or major modifications to existing courses must be approved by the superintendent prior to implementation. The superintendent, in turn, shall inform the board before the new course, or major revision to an existing course, is implemented.

The superintendent shall establish procedures for curriculum development that provide for involvement of community representatives and staff members at appropriate times, the annual review of selected areas on a cyclical basis and any suggested changes that should be made as a result of the curriculum study.

Selection and Adoption of Instructional Materials

The board is legally responsible for the selection of all instructional materials used in the district. Instructional materials shall be defined as all text and electronic resources furnished by the district for student use and/or included on students' reading lists. The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials shall be selected in conformance with:

- A. Applicable state and federal laws;
- B. The state standards for the given content area; and
- C. Procedures established by the Instructional Materials Committee.

Criteria for Selection of Instructional Material

Staff shall rely on reason and professional judgment in the selection of high quality materials that comprise a comprehensive collection appropriate for the instructional program. Instructional materials selected shall include, but are not limited to, those which:

- A. Enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests and maturity levels of the students served.
- B. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness and literary and ethical standards.

- C. Provide sufficient variety so as to present contrasting and differing viewpoints of controversial issues in order that students may develop the skills of critical analysis and informed decision making.
- D. Contribute to the development of an understanding of the ethnic, cultural and occupational diversity of American life.
- E. Present objectively the concerns of and build upon the contributions, current and historical, of both sexes and members of religious, ethnic and cultural groups. The district recognizes that under certain conditions biased materials may represent appropriate resources in presenting contrasting and differing points of view.
- F. Provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity and personal values of every individual.
- G. Eliminate in all texts and electronic resources bias pertaining to sex, race, creed, religion, color, national origin, honorably discharged veterans or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.

Any requests from organizations that provide instructional materials and/or aids must be examined to insure that such materials meet the criteria above. The principal shall review for accuracy and educational value to the total school program all materials or activities proposed by outside sources for student or staff use.

The responsibility for preparing all student reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of the district with the understanding that they must be selected under the criteria detailed in this policy and are subject to normal reconsideration procedures as set forth in Procedure 2020.

Texts and electronic resources shall be adopted by the board prior to their use in schools except for trial-use materials of a pilot nature, which may be authorized by the superintendent for use for a period of no more than one school year prior to board adoption. Materials approved for trial use shall be restricted to classes specified.

The superintendent shall insure that a listing of all textbooks used within the school curriculum is maintained in every district school and is available for public review.

Cross Reference:	Board Policy 6881	Disposal of Surplus Property
Legal References:	RCS 28A.405.060	Course of study and regulations – Enforcement – Withholding salary warrant for failure
	RCW 28A.320.230	Instructional materials – Instructional materials committee
	RCW 28A.150.230	Basic Education Act – District School Directors Responsibilities
	RCW 28A.640	Sexual Equality
	RCW 28A.642	Discrimination Prohibition

WAC 392-190-055

Textbooks and instructional materials – Scope –
Elimination of Bias

WAC 180-44-010

Responsibilities related to Instruction

Adopted: May 24, 1978

Revised: February 25, 1981

Revised & Renumbered: January 9, 2012

Revised: February 9, 2015



CURRICULUM DEVELOPMENT AND ADOPTION OF INSTRUCTIONAL MATERIALS

The following curriculum of the district will be reviewed on a regular basis:

- Mathematics K-12
- Science/Health K-12
- Writing K-12, English Language Arts 7-12
- Social Studies K-12
- Fitness, Music, Fine Arts K-12
- Reading K-8
- World Languages 9-12

Instructional Materials Review Committee: Scope and Schedule

The Instructional Materials Review Committee is formed to establish and monitor such procedures as may be necessary for the selecting, adopting and discarding of instructional materials owned and used by the district. The committee will act upon requests for text and electronic resources approval and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the committee is to ensure that materials are selected in conformance to stated criteria.

Committee meetings will be called on an "as needed" basis, but not less than once per year. The district will be responsible for arranging release time for committee members.

Instructional Materials Review Committee Membership

This committee will consist of the superintendent and/or designee(s), three building administrators, three certificated staff members and the district librarian. Members will be appointed by the superintendent and/or designee(s) to serve for a minimum of a one-year term up to a three-year term. Principals and certificated staff will not be current members of the Curriculum Development Coordinating Council.

The Instructional Materials Review Committee will establish screening criteria to identify and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, disability or the use of a trained dog guide or service animal.

Selection of Instructional Materials: Responsibilities

The Instructional Materials Review Committee will conduct a final review of all texts and electronic resources recommended by the Curriculum Development Coordination Council prior to sending these materials forward to the Superintendent for recommendation for final approval by the board. Texts selected prior to the adoption of this policy are exempt from this requirement.

Curriculum Development Coordinating Council

The Curriculum Development Coordinating Council has as its primary responsibility the monitoring of Mead School District curriculum and instructional materials.

Purpose:

To provide quality education to all students by:

1. Evaluating changing curriculum needs.
2. Directing attention to current educational issues and research.
3. Encouraging cooperation and understanding among grade levels, academic areas including CTE, LAP, Highly Capable and across buildings.
4. Presenting, discussing and recommending curriculum practices including professional development needs.

Functions:

1. Determine the curriculum adoption cycle and recommend changes to the cycle when necessary.
2. Coordinate the K-12 curriculum, approve the study of areas in need of curriculum improvement and initiate curriculum change.
3. Stay abreast of educational research and consider the implications on current curriculum and instructional materials.
4. Create sub committees and task forces based on curriculum adoption cycle and support those entities with curriculum development and instructional materials selection.
5. Evaluate recommendations from sub committees and task forces and, when approved, submit to the Instructional Materials Review Committee.
6. Consider requests from principals and staff for curriculum revisions and instructional materials.
7. Assist in the staff development programs, particularly the development of in-service opportunities.

Membership:

Learning Services Assistant Superintendent(s) representing K-12
Special Services Assistant Superintendent
Finance Assistant Superintendent
Student Services Executive Director
Technology Director
Principals: 2 elementary, 1 middle school, 1 high school
Librarian
Teachers: 3 elementary, 2 middle school, 2 high school
Parents: 1 elementary 1 middle school 1 high school

Terms of Office:

Three-year commitment
One-third of membership renewed annually
Vacated positions to be filled immediately

Meetings:

Meetings will be scheduled quarterly: October, January, March, May.
Meetings will take place outside the school day.
An Assistant Superintendent of Learning Services will be the Committee Chair.

Instructional Materials Adoption Process

This committee has the responsibility to use content standards and the policy criteria as the guides in their screening process. Parents and community will be given an opportunity to give input on the selection prior to recommendation to the Instructional Materials Review Committee.

Supplementary Materials

Supplementary materials support the major text of a course and should be available in sufficient amounts to support the curriculum. Supplemental materials will be selected by certificated staff using such materials with the understanding that while such materials do not require item-by-item approval of the Instructional Materials Review Committee or the school board, they must be selected under the criteria detailed in Policy 2020 and are subject to normal reconsideration procedures.

The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirements of this policy and procedure. The district office will provide such technical assistance as may be necessary.

Citizens Participation in the Instructional Materials Reconsideration Process

A community member wishing to protest use of any instructional materials in the school system must use the form for requesting reconsideration of instructional materials. These forms are available from the district Learning Services office. The complainant will deliver the completed request form to the superintendent. A request to remove an item from schools or limit its use will be acted upon by the committee, using the procedure outlined below. A written decision will be delivered to the complainant within two months. Any appeal of this decision must be delivered in writing to the superintendent within two weeks. The board will make final decisions on appeals.

The Instructional Materials Review Committee Chair will take the following steps to assure timely consideration of requests:

- a. Set a time and place for an open hearing of the complaint by the Instructional Materials Review Committee. Such hearing will be within 30 days of receipt of the completed request form.
- b. Notify the complainant and appropriate staff, including those using the materials, of the time and place of the meeting. Such notification will include an invitation to present relevant information, oral or written.
- c. Assemble such data, including reviews and professional opinions of the materials, the staff member's objectives in using the materials, and the specific objections of the complainant, as may be necessary for the committee to properly judge the request for reconsideration.

Hearings of a community member's request for reconsideration will be open to the public. The committee will consider all matters presented and give reasonable credit to such matters according to the weight to which they are reasonably entitled. Decisions will be by majority vote of the committee. Decisions of the committee will be delivered in writing to the superintendent, complainant and affected staff within the required two month time period.

Conditions for Loan and Sale of Instructional Materials

Free textbooks and other instructional materials may be made available for loan to students when, in the judgment of the board members, the best interests of the district will be served by such a decision. The

professional staff will maintain records necessary for the proper accounting of all instructional materials and will set forth conditions for student replacement of lost or badly damaged materials.

District instructional materials which students are not required to own may be made available to students who wish to purchase them. New and used materials currently utilized in the instructional program will be sold at the replacement cost of each item. Used materials no longer in basic or supplementary use will be sold at a price reflecting the depreciated value of the materials. Instructional materials that do not meet current district standards for subject content, sex balance, ethnic content or are not repairable maybe declared obsolete by the superintendent and disposed of per district policy.

Removal of Instructional Materials

Instructional materials may be removed from collections at any time that they no longer meet the criteria for initial selection outlined in "Criteria for Selection of Instructional Material." Any instructional materials may be removed when the administration judges such removal to be in the best interests of the district. Ordinary procedures for withdrawal of materials are outlined below:

- A. **Texts and/or electronic resources** will be removed from collections by the committee based on the criteria for selection in this procedure and on the availability of suitable replacement materials.
- B. **Supplementary materials** will be removed from collections by individual certificated staff holding such collections based on the criteria for selection in this procedure and on the availability of suitable replacement materials.

Members of the community are invited to review any instructional materials in current use or proposed for district purchase. Such review may be accomplished at the school or in the district learning resource center. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of materials should be undertaken with the knowledge of district objectives in mind. The following activities will be employed to help citizens become familiar with instructional materials:

- A. A variety of learning materials will be available for perusal at any time in the district learning resource center.
- B. Displays of learning materials may be provided in schools during PTA meetings, parent-teacher conferences and public meetings during the school year during the adoption process.

Adopted: May 24, 1978

Revised: February 25, 1981

Revised & Renumbered: January 9, 2012

Revised: February 9, 2015

MEAD SCHOOL DISTRICT

Board Meeting of October 20, 2025
Continuing Business

V.B.

Agenda Item: 2nd Reading Policy & Procedure 4010 Revision
Learning Improvement

Background: A revision to Policy & Procedure 4010, Learning Improvement, is being presented for second reading consideration. The 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.

The revisions to the policy and procedure were discussion topics at the September 8, 2025 Work Session, September 22, 2025 Regular Board Meeting (first reading) and October 6, 2025 Work Session. Feedback from those discussions 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: Approval of the presented second reading revisions to Policy and Procedure 4010, Learning Improvement, is recommended.

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
Revised:

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

Revised:

MEAD SCHOOL DISTRICT

Board Meeting of October 20, 2025
Continuing Business

V.C.

Agenda Item: 2nd Reading Policy & Procedure 3241 Revision
Student Discipline

Background: A revision to Policy & Procedure 3241, Student Discipline, is being presented for second reading 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.

The revisions were discussion topics at the September 22, 2025 Regular Board Meeting (first reading) and October 6, 2025 Work Session.

Staffing Implication: None

Recommendation: Approval of the presented second reading revisions to Policy and Procedure 3241, Student Discipline, is recommended.

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, 9.41.280, 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:
 - 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
 - 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

Behavior Violation Matrix and Best Practices Accompanies Policy/Procedure 3241

Behavior Level Violation ¹ & Severity Level ²	Range of Potential Responses Based on Conditions, Limitations, and Interventions					
	PS Incident Type and (Subtype)	Classroom Exclusion	ISS	OSS Short	OSS Long	School Referrals and Protocols ³
Type 6 Firearm⁴ <i>Weapon or device from which a projectile or projectiles may be fired by an explosive such as gunpowder.</i>	Weapons (Weapons)	N/A	N/A	N/A	N/A	*School-Based Threat Assessment Referral ⁵ *Contact Law Enforcement
Type 6 Behavioral Violations – Best Practices/Other Forms of Discipline None – Mandatory Expulsion						

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	School Referrals and Protocols
Type 5 Assault – II⁶ <i>Assault in the first degree has the intent <u>and</u> inflicts great bodily harm on another person. May involve a firearm or deadly weapon.</i>	Assault	Yes	Yes	Yes	No K-4 Yes 5-12	*School-Based Threat Assessment Referral *Contact Law Enforcement
Sexual Assault⁷ <i>Sexual Assault is rape, child molestation, sexual misconduct with a minor, <u>indecent liberties</u>, or voyeurism.</i>	Assault (Sex Offences)	Yes	Yes	Yes	No K-4 Yes 5-12	*Title IX Coordinator Referral ⁸ *Contact Law Enforcement
Illicit Drug Distribution⁹ <i>Actual transfer from one person to another of a schedule 1-5 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	*Prevention/Intervention Referral ¹⁰ *Contact Law Enforcement
Possession of a Weapon¹¹ <i>Knowingly carrying or possessing a dangerous weapon as defined by: Firearm, slungshot, spring blade knife, nun-chu-kas, throwing stars, air gun (using compressed air or gas), tasers, brass knuckles, or concealed dagger.</i>	Weapons (Weapons) (Possession of Dangerous Object)	Yes	Yes	Yes	No K-4 Yes 5-12	*School-Based Threat Assessment Referral *Contact Law Enforcement

Robbery¹²

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.

	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 Directed towards a teacher or school staff, actions which have the intent <u>and</u> inflict great bodily harm causing serious bodily injury.	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 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.	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)					School Referrals and Protocols	
	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion		
Type 4 Assault - I ¹⁶	Assault (Assault)	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	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	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 <i>(Alcohol, possession, use, sale)</i>	Yes	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	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>Safe IV 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	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 Bullying²⁷ 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
Fighting without Major Injury²⁹ <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 1-5 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	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	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	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	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	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	Yes	No	No	No	Consider: *Consult with Director of Student of Family services, Director of Secondary Ed, and Director of Elementary Ed for guidance

<u>Physical Aggression</u> ³⁷ <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
<u>Tobacco Possession or Use</u> ³⁸ <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
<u>Failure to Cooperate</u> ³⁹ <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> *Mitigating factors which may elevate violation to higher severity level: (Type 3 other III) *Causes a major disruption of the educational environment *Supervisory/safety concern *Ongoing and escalation of failure to cooperate	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
<u>Sexually Inappropriate Conduct</u> ⁴⁰ <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
<u>Disruptive Conduct</u> ⁴¹ <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) *Causes a major disruption of the educational environment *Supervisory/safety concern *Ongoing and escalation of failure to cooperate	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
<u>Other II</u> ⁴² <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 9.94A.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](#).

“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.

“Possession of a weapon” refers to behavioral violations that meet the definition of an offense under [RCW 9A.41.280](#).

“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](#).

“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 9A.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.

[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.”

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.

“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](#).

“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.

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

“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.

“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](#).

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

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

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

“Alcohol distribution” refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

“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.

“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) but 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 69.50 RCW.

12 “Alcohol possession or use” refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

13 “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.

14 “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.

15 “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.

16 “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**.

17 “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.

18 “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.

19 “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.

20 “Sexually inappropriate conduct” refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

21 “Disruptive conduct – II” refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

22 “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.

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

24 “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.

25 “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.12.020 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

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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 registered 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 October 20, 2025
Continuing Business

V.D.

Agenda Item: **2nd Reading Policy 2331 Adoption
Controversial Issues -Guest Speakers**

Background: The adoption of Policy 2331, Controversial Issues - Guest Speakers, is being presented for second reading 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.

The adoption of this policy was a discussion topic at the September 22, 2025 Regular Board Meeting (first reading) and October 6, 2025 Work Session. Feedback from those discussions has been incorporated into the presented 2nd reading policy draft.

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

Staffing Implication: None

Recommendation: Second reading adoption of Policy 2331, Controversial Issues - Guest Speakers, as presented, is recommended.

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 parents and students beforehand that any student who does not wish to attend the presentation may have an alternative assignment.

MEAD SCHOOL DISTRICT

Board Meeting of October 20, 2025

Continuing Business

V.E.

Agenda Item: **2nd 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 second reading 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.

The revision to Policy 5281 and suspension of Procedure 5281 were discussion topics at the September 22, 2025 Regular Board Meeting (first reading) and October 6, 2025 Work Session.

Staffing Implication: None

Recommendation: Approval of the presented second reading revision to Policy 5281, Disciplinary Action & Discharge, and suspension of Procedure 5281, is recommended.

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

Chapter 181-86 RCW Policies and procedures for administration of certification proceedings

WAC 181-87 Acts of Unprofessional Conduct

Management Resources: 2004 -October Issue

Adopted: October 8, 2012

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

MEAD SCHOOL DISTRICT

Board Meeting of October 20, 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 October 20, 2025

1. Hire Certificated Personnel:

Andreanna Rockwood	Learning & Teaching	Cert	1.0 FTE Continuing LAP teacher effective 9/10/25
Tija Smith-Wallis	Northwood	Cert	.2 FTE Continuing Spanish teacher effective 9/2/25 (in addition to .8 FTE Continuing)
Mardi Williamson	Highland	Cert	.4 FTE Continuing Intervention & Inclusion teacher effective 9/2/25 (in addition to .6 FTE Continuing)
Ellison Powers	Special Services	Cert	.4 FTE Continuing Elementary Resource Room teacher effective 9/10/25 + .4 FTE Continuing Elementary Resource Room teacher effective 9/22/25
Katie Booher	Creekside	Cert	1.0 FTE Leave Replacement 4 th Grade teacher 25/26 school year effective 9/2/25
Hannah Pelkie	Shiloh Hills	Cert	1.0 FTE Continuing 1 st Grade teacher effective 9/2/25
Isabel Smith	Brentwood	Cert	1.0 FTE Leave Replacement 3 rd Grade teacher 1 st semester 25/26 effective 9/2/25
Paige Buccola	Mead HS	Cert	1.0 FTE Continuing English teacher effective 9/2/25
Kari Hennessy	Learning & Teaching	Cert	.2 FTE Continuing LAP teacher in addition to .8 FTE Continuing effective 9/2/25
Shannon Wenman	Highland	Cert	.4 FTE Leave Replacement Science teacher 25/26 school year effective 9/12/25 + .4 FTE Leave Replacement Electives teacher 1 st semester 25/26 school year effective 9/29/25
Suzanne Swenland	Shiloh Hills	Cert	.4 FTE Leave Replacement Specialist time (in addition to .4 FTE Leave Replacement) 25/26 school year effective 9/2/25
John Drake	Brentwood	Cert	1.0 FTE Leave Replacement teacher 25/26 school year effective 9/16/25
Andrea McNitt	Midway	Cert	.4 FTE Non-Continuing Combo Support teacher 25/26 school year effective 9/29/25
Sharilyn Sorenson	Shiloh Hills	Cert	1.0 FTE Leave Replacement 2 nd grade teacher 25/26 school year effective 9/25/25
Denise Miller	Learning & Teaching	Cert	1.0 FTE Leave Replacement ELD teacher 25/26 school year effective 9/24/25
Courtney Broderick	Skyline	Cert	.4 FTE Leave Replacement 3 rd Grade teacher 1 st semester 25/26 school year effective 9/30/25 (in addition to .4 FTE Leave Replacement 25/26 school year)
Jocelyn Cook-Cox	Mead HS	Cert	.4 FTE Leave Replacement Sports Medicine teacher 25/26 school year effective 9/2/25

2. Hire Classified Personnel:

Olivia Aleta	Special Services/Creekside	Class	5.2 hrs/day Preschool Para Ed effective 9/5/25
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Jared Bone	Mead HS	Class	6.15 hrs/day Spec Ed Para Ed effective 9/18/25
Brett Carlsen	Brentwood	Class	6.25 hrs/day Para Ed effective 9/25/25
Kyle Curtis	Custodial Services	Class	8 hrs/day Custodian effective 9/18/25
Amanda Dikes	Colbert	Class	6.12 hrs/day Para Ed effective 9/16/25
Matthew Hebert	Custodial Services	Class	8 hrs/day Custodian effective 9/11/25
Stacia Johnson	Brentwood	Class	6.25 hrs/day Spec Ed Para Ed effective 9/25/25
Zachary Johnson	Mountainside	Class	5.23 hrs/day Para Ed effective 10/1/25
Michael Keller	Transportation	Class	8 hrs/day Mechanic effective 9/24/25
Sara Malmsten	Highland	Class	4.25 hrs/day Para Ed effective 9/22/25
Kaitlyn Riddle	MLO	Class	6 hrs/day Spec Ed Para Ed effective 10/1/25
Andrea Skredsvig	Brentwood	Class	6.25 hrs/day Spec Ed Para Ed effective 9/25/25
Aliyah Tucker	Mt. Spokane	Class	6.15 hrs/day Para Ed effective 10/1/25
Kristi VanMatre Clements	Shiloh Hills	Class	3 hrs/day Para Ed effective 9/11/25
Kao Wagner	Skyline	Class	6.03 hrs/day Para Ed effective 9/24/25
Jessica Ziegler	Colbert	Class	6.03 hrs/day DLC Para Ed effective 9/16/25

3. Hire Certificated Substitutes:

Caroline Irwin	Evie Rooklidge	Courtney Martin	Sarahann Mercado-Zeski
Logan Schoesler	Anna Minto	Jody Croft	Rebecca Jones
Jacquelin Hatzke	Ian Lynch	Adrian Melendez	Gracie Liberta
Madilynn Husselblad	Nicole Arnold	Julie Loew	Kayleigh Sliman
Josh Watkins	Noah Ziemann	Lucas McGill	

4. Hire Certificated Substitutes:

Leanne Ferris	Megan Smith	Leona McAuley	Darin Wiseman
Otto Bright	Brenda Burns	James Ketcham	Hannah Houghton
Jessica Gilliland	Ashlee Schultheis	Katherine Stoker	Tisha Jordan
Kirstin Thompson	Isabella Cooley	Palwahsa Hamid	

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:

- \$1,000 from Jace & Tiffany Hilton to Mead HS Boys Cross Country
- \$500 from Randy & Mary Martin to Mead HS Boys Cross Country
- \$1,436.85 from Mead Sports Booster Organization to Mead HS Girls Soccer

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

Scott Atkins	Transportation	Class	9/2/25 - 11/20/25
DeAnn Beeman	Special Services	Class	9/15/25 - 10/9/25
Sheri Eggleston	Highland	Class	9/2/25 - 6/16/26
Alexandra Horn	Brentwood	Class	10/6-9/25
Diane Mitchell	Northwood	Cert	9/22/25 - 12/12/25
Deborah Swanson	Highland	Class	10/8/25- 12/1/25
Ryley Warren	Brentwood	Class	10/3-31/25
Jacob Zachman	Highland	Cert	10/1/25 - 12/17/25
Karen Lonn	Meadow Ridge	Class	10/7/25 & 10/14/25
Yolanda Dooley	Mt. Spokane	Class	10/13-17/25

Joe Harless	Transportation	Class	11/3-11/25
Shelia Jalbert	Highland	Class	10/27/25 - 11/18/25
Laura Williams	Evergreen	Class	10/6-17/25 & 4/2/26
Jill Truxall	Northwood	Cert	.4 FTE 2 nd semester 25/26
Lisa King	Evergreen	Class	9/23/25 - 1/9/26
Jacobe Valenzuela	Brentwood	Cert	9/25/25 - 1/11/26
Julie Allen	Meadow Ridge	Cert	10/13/25 - 1/23/26

9. Declare the Following Items Surplus:

Item	qty	Location	
SawStop Table Saw (S)	1	Mt. Spo	
Powermatic Bandsaw	1	Mt. Spo	
Delta Planer/Jointer	1	Mt. Spo	
JET Spindle Sander	1	Mt. Spo	
Drill press	1	Mt. Spo	
Stand up/Verticle Sheetgoods Saw	1	Mt. Spo	
Wood Master Combination Sander	1	Kevins Shop	
Snow Plow	2	MMS	
Ex-Mark Stand-up mower	1	Storage bay 4	
Meyer De-Ice Spreader	1	MMS	
Small Untility Trailer	1	MMS	
Red Flatbed Trailer	1	MMS	
Gas Tank	1	MMS	
1994 GMC 2500 #261	1	MMS	VIN# 1GTFC24H&RE547411
1991 GMC 3500 4x4 #216	1	MMS	VIN# 1GDJK34K1ME521745
1996 Ford F-150 #217	1	MMS	VIN# 2FTEF15N3TCA49186
1990 Chevy 2500 #205	1	MMS	VIN# 1GCGK24K6LE250172
1991 Ford F-250 #209	1	MMS	VIN# 1FTHF25Y8MKA51154
RIGID 1/4 Impact Driver	2	Grounds Shop	
RIGID Drill Cordless	1	Grounds Shop	
RIGID Right Angle Grinder	2	Grounds Shop	
RIGID Sawzall	1	Grounds Shop	
RIGID Light	1	Grounds Shop	
RIGID Chop Saw	1	Grounds Shop	
Trinco- Dry Blast Sandblaster	1	Storage	
PEXTO- Sheet Metal Brake	1	Storage	
Old Basketball Duffle Bags (girls)	15	Mt. Spokane	
Old Basketball (girls) Uniform Kits (jersey + short)	30	Mt. Spokane	

10. Accept the Following Resignations/Retirements:

Rachel Bucholtz	Mead HS	Class	Resignation effective 10/10/25 (Para Ed)
Michelle Magni	Farwell	Class	Resignation effective 10/17/25 (Cook)
Destiny Maher	Colbert	Class	Resignation effective 9/30/25 (teacher)

Christopher Parkin	Mt. Spokane	Class	Resignation effective 6/17/25 (Para Ed)
Jennifer Richards	Mead HS	Class	Resignation effective 9/26/25 (Para Ed)
Alan Hill	Transportation	Class	Retirement effective 10/31/25 (driver)
Susan Madel	Prairie View	Class	Retirement effective 11/3/25 (cook)
Samual Mattingly	Transportation	Class	Retirement effective 10/6/25 (driver)
Richard McCarty	Mead HS	Class	Retirement effective 10/6/26 (custodian)

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
10/20/2025

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:			
9/26/2025	1304	123841-123850	\$115,245.22
9/26/2025	1009	123854-123917	\$335,076.02
9/26/2025	1010	ACH	\$150.00
9/30/2025	1015	123992	\$10,000.00
10/3/2025	1306	123993-124002	\$1,094,152.17
10/3/2025	1307	ACH	\$42.98
10/3/2025	1016	124006-124077	\$393,060.29
10/3/2025	1017	ACH	\$1,957.07
10/10/2025	1309	124123-124133	\$537,569.62
10/10/2025	1021	124135-124193	\$488,750.84
10/10/2025	1022	ACH	\$1,684.57
10/13/2025	1311	ACH - USE TAX	\$192.46
10/13/2025	1025	ACH - USE TAX	\$9,913.72
10/17/2025	1030	124219-124302	\$485,335.53
10/17/2025	1031	ACH	\$4,751.07
		TOTAL/General Fund:	\$3,477,881.56
Payroll:			
9/16/2025	37	123704-123709	\$3,173.82
9/16/2025	1295	ACH	\$22,493.71
9/16/2025	1296	ACH	\$5,218.40
9/30/2025	1	123940-123969	\$69,701.94
9/30/2025	38	123933-123939	\$1,277.07
9/30/2025	1012	123970-123991	\$2,803,928.31
9/30/2025	1013	ACH	\$6,842,279.46
9/30/2025	1014	ACH	\$4,103,705.13
9/30/2025	2	124105-124121	\$1,861.90
10/16/2025	1026	ACH	\$234,103.43
10/16/2025	1027	ACH	\$51,417.51
10/2/2025	1029	ACH	\$111,528.99
		TOTAL/General Fund:	\$14,250,689.67
Capital Projects:			
10/17/2025	1032	124303	\$25,896.42
		TOTAL/Capital Projects:	\$25,896.42
Assoc. Student Body:			
9/26/2025	1305	123851-123853	\$2,861.49
9/26/2025	1011	123918-123932	\$36,650.79
10/3/2025	1308	124003-124005	\$2,268.96
10/3/2025	1018	124078-124104	\$29,918.75
10/3/2025	1019	ACH	\$55.00
10/10/2025	1310	124134	\$1,824.00
10/10/2025	1023	124194-124215	\$14,681.02
10/13/2025	1025	ACH - USE TAX	\$268.74
10/17/2025	1033	124304-124328	\$12,620.30
10/17/2025	1034	ACH	\$30.00
		TOTAL/ASB Fund:	\$101,179.05

Transportation Vehicle Fund:

10/10/2025

1024

124216

\$406,819.71

TOTAL/Transportation Fund:

\$406,819.71

TOTAL ALL FUNDS

\$18,262,466.41

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: 1304

Starting Check Number: 123841

Check #	Date	Payee	Amount
123841	08/31/2025	AMAZON	\$196.77
123842	08/31/2025	CLEARWATER MUSIC	\$529.14
123843	08/31/2025	CUSTOM STRINGS	\$351.75
123844	08/31/2025	ESD 113	\$2,200.00
123845	08/31/2025	KSB LITIGATION, P.S.	\$37,370.00
123846	08/31/2025	LANGUAGE LINE SERVICES INC	\$31.74
123847	08/31/2025	NAPA AUTO PARTS	\$45.35
123848	08/31/2025	SPOKANE INTERNATIONAL TRANSLATION	\$120.00
123849	08/31/2025	STEVENS, CLAY PS	\$74,279.40
123850	08/31/2025	WEITZ ENTERPRISES LLC	\$121.07

09/26/2025

Total Amount: \$115,245.22

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1009

Starting Check Number: 123854

Check #	Date	Payee	Amount
123854	09/26/2025	ACE HARDWARE	\$39.29
123855	09/26/2025	ACTION DRAIN & ROOTER SERVICE	\$1,114.87
123856	09/26/2025	AMAZON	\$5,499.80
123857	09/26/2025	AMERIGAS PROPANE LP	\$444.15
123858	09/26/2025	AUTOMATED LOGIC CONTRACTING SERVICES	\$11,009.79
123859	09/26/2025	BRYSON SALES & SERVICE OF WASHINGTON	\$827.33
123860	09/26/2025	CERTIPORT	\$575.00
123861	09/26/2025	CITY GLASS	\$321.26
123862	09/26/2025	CLAYTON, JENNIFER	\$25.00
123863	09/26/2025	COMMERCIAL TIRE INC	\$1,015.04
123864	09/26/2025	CUSTOM STRINGS	\$770.18
123865	09/26/2025	DEPT OF LICENSING	\$1,500.00
123866	09/26/2025	EDUCATIONAL TESTING SERVICE	\$2,800.00
123867	09/26/2025	EVCO SOUND & ELECTRONICS	\$6,052.94
123868	09/26/2025	FRANZ FAMILY BAKERIES	\$2,676.50
123869	09/26/2025	GOLD STAR FOODS INC	\$10,631.72
123870	09/26/2025	GUARDIAN OCCUPATIONAL HEALTH	\$700.00
123871	09/26/2025	HD SUPPLY	\$108.14
123872	09/26/2025	HEGGERTY PHONEMIC AWARENESS	\$4,814.91
123873	09/26/2025	HOFFMAN MUSIC CO	\$687.09
123874	09/26/2025	HOME DEPOT CREDIT SERVICES	\$28.86
123875	09/26/2025	HORIZON AUTOMATIC RAIN COMPANY DBA	\$1,953.47
123876	09/26/2025	INSIGHT DISTRIBUTING COMPANY	\$3,449.59
123877	09/26/2025	JOHNSTONE SUPPLY	\$29.40
123878	09/26/2025	JOSTENS	\$33.26
123879	09/26/2025	JW PEPPER	\$375.46
123880	09/26/2025	KAPLAN EARLY LEARNING COMPANY	\$1,166.64
123881	09/26/2025	KC BEHAVIORAL CONSULTING LLC	\$3,420.00
123882	09/26/2025	KCDA	\$3,231.96
123883	09/26/2025	LAKESHORE LEARNING MATERIALS	\$847.24
123884	09/26/2025	LINC FOODS	\$2,518.95
123885	09/26/2025	LINDELOF, JENNIFER	\$85.75
123886	09/26/2025	M & L SUPPLY	\$37.92
123887	09/26/2025	MATHFACTLAB, LLC	\$1,152.00
123888	09/26/2025	MOTION AUTO SUPPLY	\$168.45
123889	09/26/2025	NAPA AUTO PARTS	\$2,179.88
123890	09/26/2025	NATIONAL BARRICADE & SIGN CO	\$268.98
123891	09/26/2025	NORTH 40 OUTFITTERS	\$425.70

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1009

Starting Check Number: 123854

Check #	Date	Payee	Amount
123892	09/26/2025	OTICON INC	\$2,499.99
123893	09/26/2025	OTIS ELEVATOR	\$1,359.34
123894	09/26/2025	PAULEY, RYAN	\$34.80
123895	09/26/2025	PBISAPPS	\$366.67
123896	09/26/2025	PDX READING SPECIALIST, LLC	\$918.27
123897	09/26/2025	PETROCARD SYSTEMS INC	\$31,502.76
123898	09/26/2025	PLANK ROAD PUBLISHING INC	\$136.62
123899	09/26/2025	PRO MECHANICAL SERVICES, INC	\$7,266.90
123900	09/26/2025	PROJECT READ AI INC	\$350.00
123901	09/26/2025	REALLY GREAT READING	\$4,240.58
123902	09/26/2025	RENAISSANCE	\$10,424.25
123903	09/26/2025	RWC INTERNATIONAL	\$9,587.21
123904	09/26/2025	SCHOLASTIC INC-	\$3,749.07
123905	09/26/2025	SCHOOL SPECIALTY	\$219.51
123906	09/26/2025	SITEONE LANDSCAPE SUPPLY LLC	\$180.25
123907	09/26/2025	SODEXO AMERICA, LLC	\$1,436.17
123908	09/26/2025	STONEWAY ELECTRIC	\$11,020.46
123909	09/26/2025	TEACHING STRATEGIES LLC	\$754.78
123910	09/26/2025	TED BROWN MUSIC CO	\$326.54
123911	09/26/2025	TERRY'S DAIRY INC	\$15,680.74
123912	09/26/2025	THE MATH LEARNING CENTER	\$300.00
123913	09/26/2025	US BANK CORPORATE PYMT SYSTEM	\$86,949.82
123914	09/26/2025	US FOODS INC	\$69,559.77
123915	09/26/2025	WCP SOLUTIONS	\$1,795.60
123916	09/26/2025	WESTERN STATES EQUIPMENT	\$472.18
123917	09/26/2025	WURTH USA INC	\$957.22
Total Amount:			\$335,076.02

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1010

09/26/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
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Boyle, Laura Estella

1.0.530.9900.52.5190.09.36.000.0000 UNIFORM REPLACEMENT

\$150.00

Vendor Total:

\$150.00

Grand Total:

\$150.00

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1015

Starting Check Number: 123992

Check #	Date	Payee	Amount
123992	09/30/2025	OSPI	\$10,000.00
Total Amount:			\$10,000.00

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1306

Starting Check Number: 123993

Check #	Date	Payee	Amount
123993	08/31/2025	ACCESS INFORMATION PROTECTED	\$223.16
123994	08/31/2025	EDNETICS INC	\$1,063,846.52
123995	08/31/2025	EVCO SOUND & ELECTRONICS	\$163.35
123996	08/31/2025	INSIGHT INVESTMENTS	\$4,541.86
123997	08/31/2025	JW PEPPER	\$301.92
123998	08/31/2025	MOMENTUM INC	\$985.17
123999	08/31/2025	POWER CITY ELECTRIC INC	\$1,755.30
124000	08/31/2025	RESOURCE SYNERGY LLC	\$5,528.43
124001	08/31/2025	STEVENS, CLAY PS	\$14,198.80
124002	08/31/2025	WASA	\$2,607.66

Total Amount: \$1,094,152.17

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2024-2025

Voucher Batch Number: 1307

08/31/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
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Swegle, Loree Kae

1.0.530.9700.13.8582.01.03.000.0000 TRAVEL-OUT OF DISTRICT

\$42.98

Vendor Total: \$42.98

Grand Total: \$42.98

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1016

Starting Check Number: 124006

Check #	Date	Payee	Amount
124006	10/03/2025	A-L COMPRESSED GASES	\$222.86
124007	10/03/2025	ACE HARDWARE	\$36.45
124008	10/03/2025	AMAZON	\$4,164.23
124009	10/03/2025	AMERICAN ON SITE SERVICES	\$1,875.00
124010	10/03/2025	AMERIGAS PROPANE LP	\$656.69
124011	10/03/2025	AMPLIFY EDUCATION, INC	\$836.36
124012	10/03/2025	AVISTA UTILITIES	\$146,373.92
124013	10/03/2025	BARGREEN ELLINGSON INC	\$1,178.43
124014	10/03/2025	Caryl-Smith, Serena Noelle	\$3,649.17
124015	10/03/2025	CHARLIE'S PRODUCE	\$1,281.75
124016	10/03/2025	CITY OF SPOKANE	\$19.00
124017	10/03/2025	CO ENERGY	\$848.73
124018	10/03/2025	CUSTOM STRINGS	\$729.19
124019	10/03/2025	DECA	\$890.00
124020	10/03/2025	DELTAMATH SOLUTIONS INC	\$940.00
124021	10/03/2025	DESHLER DIAGNOSTICS	\$14,026.00
124022	10/03/2025	EDNETICS INC	\$40,788.46
124023	10/03/2025	ENTERPRISE HOLDINGS, INC	\$185.31
124024	10/03/2025	ESD 101	\$15,799.04
124025	10/03/2025	FCCLA	\$11.00
124026	10/03/2025	FIRST CHOICE SERVICES	\$359.86
124027	10/03/2025	FISHER'S TECHNOLOGY	\$9,609.92
124028	10/03/2025	FP MAILING SOLUTIONS	\$280.31
124029	10/03/2025	GAGGLE.NET INC	\$38,759.95
124030	10/03/2025	GLOWFORGE, INC	\$953.45
124031	10/03/2025	GRAYBAR ELECTRIC CO INC	\$233.47
124032	10/03/2025	GREATAMERICA FINANCIAL SERVICES	\$740.79
124033	10/03/2025	GUARDIAN OCCUPATIONAL HEALTH	\$100.00
124034	10/03/2025	HD SUPPLY	\$54.27
124035	10/03/2025	HEGGERTY PHONEMIC AWARENESS	\$581.52
124036	10/03/2025	HOME DEPOT CREDIT SERVICES	\$207.73
124037	10/03/2025	HORIZON AUTOMATIC RAIN COMPANY DBA	\$81.55
124038	10/03/2025	INSIGHT DISTRIBUTING COMPANY	\$4,006.79
124039	10/03/2025	INTERMAX NETWORKS	\$2,507.24
124040	10/03/2025	JW PEPPER	\$190.58
124041	10/03/2025	KCDA	\$1,904.56
124042	10/03/2025	LEA, MARY	\$58.10
124043	10/03/2025	LES SCHWAB TIRE	\$5,249.27

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1016

Starting Check Number: 124006

Check #	Date	Payee	Amount
124044	10/03/2025	LEXIA	\$1,502.82
124045	10/03/2025	M & L SUPPLY	\$388.40
124046	10/03/2025	MAINTENANCE SOLUTIONS INC	\$501.43
124047	10/03/2025	MAKEMUSIC, INC.	\$1,506.58
124048	10/03/2025	MAMIS, SAMMIE	\$224.00
124049	10/03/2025	MATHARU, ANITA	\$124.00
124050	10/03/2025	MEAD SCHOOL DISTRICT	\$1,985.00
124051	10/03/2025	MEAD SCHOOL DISTRICT FACILITIES	\$325.00
124052	10/03/2025	MICROK12	\$883.18
124053	10/03/2025	NAPA AUTO PARTS	\$1,325.79
124054	10/03/2025	NATIONAL COLOR GRAPHICS, INC	\$240.02
124055	10/03/2025	NORTH 40 OUTFITTERS	\$307.91
124056	10/03/2025	NORTHWEST TEXTBOOK DEPOSITORY	\$13,007.89
124057	10/03/2025	OXARC	\$204.26
124058	10/03/2025	POWERSCHOOL GROUP LLC	\$21,147.45
124059	10/03/2025	REALLY GREAT READING	\$1,198.66
124060	10/03/2025	RIDDELL	\$1,969.53
124061	10/03/2025	ROMAINE ELECTRIC CORP	\$374.62
124062	10/03/2025	RWC INTERNATIONAL	\$4,969.89
124063	10/03/2025	SAFEGUARD BUSINESS SYSTEMS	\$134.88
124064	10/03/2025	SCHOLASTIC INC-	\$155.29
124065	10/03/2025	SHERWIN WILLIAMS	\$121.90
124066	10/03/2025	SIMMONS, LILY	\$33.00
124067	10/03/2025	SPOKANE CO WATER DIST 3	\$3,642.18
124068	10/03/2025	SPOKANE HARDWARE SUPPLY INC	\$30.06
124069	10/03/2025	STARPLEX CORPORATION	\$1,068.00
124070	10/03/2025	STONEWAY ELECTRIC	\$1,845.96
124071	10/03/2025	TARWON, JUSTON	\$94.08
124072	10/03/2025	THINKWELL CORP	\$383.52
124073	10/03/2025	ULINE	\$81.68
124074	10/03/2025	US LINEN & UNIFORM INC	\$4,045.75
124075	10/03/2025	VOYAGER SOPRIS LEARNING	\$716.46
124076	10/03/2025	WA ST FIRST AID	\$1,270.00
124077	10/03/2025	WSIPC	\$26,860.15
Total Amount:			\$393,060.29

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1017

10/03/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Anderson, Vanessa Colette				
		1.0.530.2100.26.7810.01.09.000.0000	MEMBERSHIPS	\$350.00
Bigelow, Troy			Vendor Total:	\$350.00
		1.0.530.9900.52.8582.09.36.000.0000	TRAVEL-OUT OF DISTRICT	\$98.40
Clegg, Summer A			Vendor Total:	\$98.40
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$71.00
Eckman, Alicia G			Vendor Total:	\$71.00
		1.0.530.0100.23.5100.11.11.000.0000	PRINCIPAL SUPPLIES	\$113.11
Figon, Kirk			Vendor Total:	\$113.11
		1.0.530.9900.52.5370.09.36.000.0000	LICENSES & PERMITS	\$75.00
Finley, Eric andrew			Vendor Total:	\$75.00
		1.0.530.9900.52.8582.09.36.000.0000	TRAVEL-OUT OF DISTRICT	\$94.00
Gilbert, Donald L			Vendor Total:	\$94.00
		1.0.530.9700.63.8581.07.35.000.0000	TRAVEL-IN DISTRICT	\$71.19
Harkness, Jody Katrina			Vendor Total:	\$71.19
		1.0.530.0100.24.5100.28.28.000.0000	COUNSELING SUPPLIES	\$34.72
Martin, Lisa Ann			Vendor Total:	\$34.72
		1.0.530.0100.27.5100.19.19.000.0000	TEACHING SUPPLIES	\$370.91
Paul, Larry G			Vendor Total:	\$370.91
		1.0.530.9900.52.8582.09.36.000.0000	TRAVEL-OUT OF DISTRICT	\$107.00

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1017

10/03/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Pfarr, Demi N			Vendor Total:	\$107.00
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$71.00
Rasmussen, Mark David			Vendor Total:	\$71.00
		1.1.530.0128.28.8582.20.20.000.0000	TRAVEL-OUT OF DISTRICT	\$120.40
Sain, Kim Marie			Vendor Total:	\$120.40
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$71.00
Shuba, John Alan			Vendor Total:	\$71.00
		1.0.530.9900.52.5190.09.36.000.0000	UNIFORM REPLACEMENT	\$96.34
Sonneland, Andrew Arthur			Vendor Total:	\$96.34
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$71.00
Spring, Claire Sharon			Vendor Total:	\$71.00
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$71.00
Whitford, Dori K			Vendor Total:	\$71.00
		1.1.530.0128.28.8582.28.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$71.00
			Vendor Total:	\$71.00
			Grand Total:	\$1,957.07

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1309

Starting Check Number: 124123

Check #	Date	Payee	Amount
124123	08/31/2025	COMMUNITY COLLEGES OF SPOKANE	\$53,723.62
124124	08/31/2025	EWU STUDENT FINANCIAL SERVICES	\$9,127.80
124125	08/31/2025	FERGUSON ENTERPRISES LLC	\$13,968.88
124126	08/31/2025	LAYERS OF LEARNING	\$232.97
124127	08/31/2025	LOGIC OF ENGLISH INC	\$25.80
124128	08/31/2025	MCGRAW-HILL CO	\$1,627.86
124129	08/31/2025	MEAD SCHOOL DISTRICT	\$294,210.11
124130	08/31/2025	MOVING BEYOND THE PAGE	\$1,457.55
124131	08/31/2025	MR B'S CLEAN SWEEP INC	\$11,924.55
124132	08/31/2025	SWEETSER LAW OFFICE PLLC	\$150,000.00
124133	08/31/2025	WASA	\$1,270.48
Total Amount:			\$537,569.62

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1021

Starting Check Number: 124135

Check #	Date	Payee	Amount
124135	10/10/2025	AMAZON	\$4,086.89
124136	10/10/2025	AMERIGAS PROPANE LP	\$727.04
124137	10/10/2025	ANDRADE, ANTHONY	\$65.00
124138	10/10/2025	APPLE COMPUTER INC	\$357.27
124139	10/10/2025	BARGREEN ELLINGSON INC	\$72.75
124140	10/10/2025	CAMP FIRE INLAND NORTHWEST	\$5,665.00
124141	10/10/2025	CHRISTOFF, KRISTIE	\$3.50
124142	10/10/2025	CITY OF SPOKANE - UTILITIES DIVISION	\$23,173.67
124143	10/10/2025	CLASS CREATOR LLC	\$713.60
124144	10/10/2025	CUSTOM STRINGS	\$45.71
124145	10/10/2025	CUTLER, DAN J	\$400.00
124146	10/10/2025	DELTAMATH SOLUTIONS INC	\$410.00
124147	10/10/2025	DENISON ALGEBRA	\$360.00
124148	10/10/2025	EDNETICS INC	\$26,980.19
124149	10/10/2025	ESD 101	\$11,821.25
124150	10/10/2025	ESD 189/NORTHWEST	\$3,500.00
124151	10/10/2025	FIRST CHOICE SERVICES	\$36.45
124152	10/10/2025	FISHER'S TECHNOLOGY	\$3,234.36
124153	10/10/2025	FLUID APPLIED ROOFING	\$1,572.86
124154	10/10/2025	GRADUATION ALLIANCE	\$5,846.96
124155	10/10/2025	GUARDIAN OCCUPATIONAL HEALTH	\$100.00
124156	10/10/2025	HARM, LEWIS	\$26.25
124157	10/10/2025	HD SUPPLY	\$2,036.84
124158	10/10/2025	HOFFMAN MUSIC CO	\$3,206.64
124159	10/10/2025	INSIGHT DISTRIBUTING COMPANY	\$6,383.47
124160	10/10/2025	IXL SUBSCRIPTIONS DEPARTMENT	\$531.25
124161	10/10/2025	JW PEPPER	\$424.66
124162	10/10/2025	KCDA	\$255,071.98
124163	10/10/2025	KREITZ, MIKAYLA	\$20.00
124164	10/10/2025	KUNTZ, MARICELA	\$6.10
124165	10/10/2025	LANGUAGE LINE SERVICES INC	\$9.21
124166	10/10/2025	LIGHTSPEED TECHNOLOGIES INC	\$62.08
124167	10/10/2025	LILAC CITY BEHAVIORAL SERVICES PLLC	\$73,333.32
124168	10/10/2025	MATHARU, ANITA	\$45.00
124169	10/10/2025	McCroskey, Amanda Louise	\$130.07
124170	10/10/2025	MCGRAW-HILL CO	\$273.13
124171	10/10/2025	MEAD SCHOOL DISTRICT	\$10,500.00
124172	10/10/2025	MITCHELL, SHEENA	\$48.30

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1021

Starting Check Number: 124135

Check #	Date	Payee	Amount
124173	10/10/2025	NORTHWESTERN STAGE LINES	\$13,950.00
124174	10/10/2025	PRO ED INC	\$105.51
124175	10/10/2025	PROVIDENCE HEALTHCARE	\$60.00
124176	10/10/2025	PURE FILTRATION PRODUCTS INC	\$10,474.66
124177	10/10/2025	RWC INTERNATIONAL	\$2,326.21
124178	10/10/2025	SCHOLASTIC INC-	\$1,965.50
124179	10/10/2025	SCHOOL SPECIALTY	\$221.40
124180	10/10/2025	SHERWIN WILLIAMS	\$83.79
124181	10/10/2025	STARPLEX CORPORATION	\$2,294.50
124182	10/10/2025	STONEWAY ELECTRIC	\$702.26
124183	10/10/2025	SWIRE COCA-COLA, USA	\$1,684.32
124184	10/10/2025	T-MOBILE	\$3,621.25
124185	10/10/2025	THINKAUM	\$239.00
124186	10/10/2025	THINKWELL CORP	\$890.52
124187	10/10/2025	US FOODS INC	\$55.05
124188	10/10/2025	WAMOA	\$280.00
124189	10/10/2025	WCP SOLUTIONS	\$2,311.03
124190	10/10/2025	WEITZ ENTERPRISES LLC	\$263.05
124191	10/10/2025	WHITESTONE MOUNTAIN ORCHARD INC	\$3,701.50
124192	10/10/2025	WIN TIME SOLUTIONS LLC	\$2,210.00
124193	10/10/2025	WURTH USA INC	\$30.49
Total Amount:			\$488,750.84

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1022

10/10/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Aoki, Jenelle				
		1.0.530.0100.27.8581.01.05.000.0000	TRAVEL-IN DISTRICT	\$65.03
Bower, Shelly Ann			Vendor Total:	\$65.03
		1.0.530.9700.63.8581.07.35.000.0000	TRAVEL-IN DISTRICT	\$50.40
Conner, Justin P			Vendor Total:	\$50.40
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$128.00
Daratha, Irvin Scott			Vendor Total:	\$128.00
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$199.00
Harris, Moleena			Vendor Total:	\$199.00
		1.0.530.3451.21.8582.01.39.000.0000	TRAVEL-OUT OF DISTRICT	\$178.55
Lungo, Dustin Ray			Vendor Total:	\$178.55
		1.0.530.0100.23.5100.13.13.000.0000	PRINCIPAL SUPPLIES	\$653.38
Madel, Susan S			Vendor Total:	\$653.38
		1.0.530.9800.41.8581.07.07.000.0000	TRAVEL-IN DISTRICT	\$14.63
Mukai, Carpenter			Vendor Total:	\$14.63
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$71.00
Newton, Samuel Scott			Vendor Total:	\$71.00
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$71.00
Rabe, Andrea Mika			Vendor Total:	\$71.00
		1.0.530.9800.41.8581.07.07.000.0000	TRAVEL-IN DISTRICT	\$22.68

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1022

10/10/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Round, Patrick			Vendor Total:	\$22.68
		1.1.530.0128.28.8582.26.28.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$58.80
Sonneland, Andrew Arthur			Vendor Total:	\$58.80
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$128.00
Wren, Jared Dewane			Vendor Total:	\$128.00
		1.0.530.0100.27.8581.26.03.000.0000	TRAVEL-IN DISTRICT	\$44.10
			Vendor Total:	\$44.10
			Grand Total:	\$1,684.57

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1030

Starting Check Number: 124219

Check #	Date	Payee	Amount
124219	10/17/2025	ACE HARDWARE	\$101.62
124220	10/17/2025	AMAZON	\$6,203.50
124221	10/17/2025	ANGUS MEAT INC	\$179.92
124222	10/17/2025	APPLE COMPUTER INC	\$137.43
124223	10/17/2025	BARGREEN ELLINGSON INC	\$251.95
124224	10/17/2025	BROCKS ACADEMY LLC	\$11,531.25
124225	10/17/2025	CAMTEK	\$2,507.78
124226	10/17/2025	CLASS CREATOR LLC	\$1,472.00
124227	10/17/2025	CULLIGAN SOFT WATER SERVICE	\$2,199.77
124228	10/17/2025	D'ESTERRE, SHEILA	\$16.40
124229	10/17/2025	DEPT OF LICENSING	\$105.00
124230	10/17/2025	DEVERS, ANGEL KAY	\$122.50
124231	10/17/2025	EDNETICS INC	\$8,692.06
124232	10/17/2025	EPS OPERATIONS LLC	\$1,234.81
124233	10/17/2025	EVERYDAY SPEECH LLC	\$544.49
124234	10/17/2025	FIRST IMPRESSIONS	\$136.38
124235	10/17/2025	FISHER'S TECHNOLOGY	\$2,560.32
124236	10/17/2025	FLUID APPLIED ROOFING	\$41,477.97
124237	10/17/2025	FRANZ FAMILY BAKERIES	\$2,030.56
124238	10/17/2025	GRADUATION ALLIANCE	\$2,655.12
124239	10/17/2025	HD SUPPLY	\$83.54
124240	10/17/2025	HOFFMAN MUSIC CO	\$872.80
124241	10/17/2025	HOME DEPOT CREDIT SERVICES	\$323.89
124242	10/17/2025	HOPSKIPDRIVE INC	\$39,629.14
124243	10/17/2025	HOUGHTON MIFFLIN	\$8,400.00
124244	10/17/2025	INCWEBS INC	\$1,680.00
124245	10/17/2025	INLAND POWER & LIGHT CO	\$14,909.82
124246	10/17/2025	INTERSTATE ALL BATTERY CENTER	\$119.03
124247	10/17/2025	JOHNSTONE SUPPLY	\$1,303.90
124248	10/17/2025	JORDAN, JOANNA	\$125.20
124249	10/17/2025	JW PEPPER	\$104.10
124250	10/17/2025	KCDA	\$1,954.58
124251	10/17/2025	KENWORTH SALES SPOKANE	\$9,247.98
124252	10/17/2025	LANGUAGE LINE SERVICES INC	\$58.12
124253	10/17/2025	LIGHTSPEED TECHNOLOGIES INC	\$79.51
124254	10/17/2025	LINC FOODS	\$1,759.56
124255	10/17/2025	LIVE LIFTED LLC	\$493.23
124256	10/17/2025	M & L SUPPLY	\$152.02

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1030

Starting Check Number: 124219

Check #	Date	Payee	Amount
124257	10/17/2025	MCLAUGHLIN, NATACIA	\$24.00
124258	10/17/2025	MECHANICAL SALES INC	\$6,191.08
124259	10/17/2025	NAPA AUTO PARTS	\$1,965.15
124260	10/17/2025	NORTH 40 OUTFITTERS	\$461.87
124261	10/17/2025	NORTHWEST EVALUATION ASSOC	\$1,216.25
124262	10/17/2025	OXARC	\$20.76
124263	10/17/2025	PAPE MACHINERY	\$113.26
124264	10/17/2025	PETROCARD SYSTEMS INC	\$40,044.87
124265	10/17/2025	PICKA TIME	\$50.00
124266	10/17/2025	PPC SOLUTIONS, INC	\$4,311.26
124267	10/17/2025	PURE FILTRATION PRODUCTS INC	\$7,578.66
124268	10/17/2025	RISSMANN, KAREN	\$20.30
124269	10/17/2025	RONYAK, CORI	\$15.00
124270	10/17/2025	RWC INTERNATIONAL	\$4,531.09
124271	10/17/2025	SAFETY-KLEEN	\$182.67
124272	10/17/2025	SCHOLASTIC INC-	\$266.19
124273	10/17/2025	SCHOOLS INSURANCE ASSOC OF WA	\$3,998.73
124274	10/17/2025	SEATTLE POTTERY SUPPLY	\$3,600.30
124275	10/17/2025	SHERWIN WILLIAMS	\$401.53
124276	10/17/2025	SIMPLE SOLUTIONS LEARNING INC	\$1,220.00
124277	10/17/2025	SPOKANE CO SEWER BILLING	\$4,600.09
124278	10/17/2025	SPOKANE CO SOLID WASTE	\$199.03
124279	10/17/2025	SPOKANE CO TREASURER	\$1,395.00
124280	10/17/2025	SPOKANE HARDWARE SUPPLY INC	\$88.40
124281	10/17/2025	SPOKANE HOPE	\$7,500.00
124282	10/17/2025	SPOKANE OVERHEAD DOOR LLC	\$198.89
124283	10/17/2025	SPOKANE SUNSCREEN	\$217.80
124284	10/17/2025	SPOKANE TESTING SOLUTIONS	\$1,139.30
124285	10/17/2025	STAPLES ADVANTAGE	\$379.41
124286	10/17/2025	STAPLES INC	\$1,649.16
124287	10/17/2025	STONEWAY ELECTRIC	\$1,841.57
124288	10/17/2025	SUNSHINE DISPOSAL & RECYCLING	\$3,630.74
124289	10/17/2025	SWIRE COCA-COLA, USA	\$969.36
124290	10/17/2025	SYNOVIA SOLUTIONS LLC	\$387.40
124291	10/17/2025	TERRY'S DAIRY INC	\$24,701.50
124292	10/17/2025	THORSON, CAMILE	\$15.00
124293	10/17/2025	TITAN TRUCK	\$29,114.22
124294	10/17/2025	US FOODS INC	\$76,473.24

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1030

Starting Check Number: 124219

Check #	Date	Payee	Amount
124295	10/17/2025	WA ACTE	\$2,825.00
124296	10/17/2025	WA STATE BOARD FOR COMMUNITY & TECH	\$3,250.00
124297	10/17/2025	WASTE MANAGEMENT OF SPOKANE	\$5,359.98
124298	10/17/2025	WHITESTONE MOUNTAIN ORCHARD INC	\$2,001.25
124299	10/17/2025	WHITWORTH WATER DIST 2	\$61,315.16
124300	10/17/2025	WILDROSE GRAPHICS	\$1,689.27
124301	10/17/2025	WURTH USA INC	\$860.54
124302	10/17/2025	ZAYO ENTERPRISE NETWORKS	\$11,864.00
Total Amount:			\$485,335.53

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1031

10/17/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Anderson, Diana Frances				
		1.0.530.2101.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$7.00
Anderson, Vanessa Colette				
			Vendor Total:	\$7.00
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$20.51
Armstrong, Kalin K				
			Vendor Total:	\$20.51
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$26.04
Bakos, Melinda Nichole				
			Vendor Total:	\$26.04
		1.0.530.2130.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$198.80
Barnes, Jessi Dee				
			Vendor Total:	\$198.80
		1.0.530.2100.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$297.08
Beeman, Deann C				
			Vendor Total:	\$297.08
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$26.46
Belding-Wilson, Dawn				
			Vendor Total:	\$26.46
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$47.39
Berry, Jared Charles Astley				
			Vendor Total:	\$47.39
		1.0.530.2102.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$6.58
Boxleitner, Grace Danielle				
			Vendor Total:	\$6.58
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$41.16
Breitenbach, Karen T				
			Vendor Total:	\$41.16
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$62.02

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1031

10/17/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Broussard, Faythe Noel				Vendor Total: \$62.02
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$108.85
			Vendor Total:	\$108.85
Carrell, Julia				\$6.02
		1.0.530.2102.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$6.02
			Vendor Total:	\$6.02
Clegg, Stefani Kate				\$22.12
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$22.12
			Vendor Total:	\$22.12
Conner, Justin P				\$118.00
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$118.00
			Vendor Total:	\$118.00
Daratha, Irvin Scott				\$118.00
		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$118.00
			Vendor Total:	\$118.00
DuVall, Hannah Alene				\$25.62
		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$25.62
			Vendor Total:	\$25.62
Eckersley, Kiana Arielle Jasmyne				\$19.46
		1.0.530.2102.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$19.46
			Vendor Total:	\$19.46
Elkins, Kimberly				\$123.41
		1.0.530.9800.41.8581.07.07.000.0000	TRAVEL-IN DISTRICT	\$123.41
			Vendor Total:	\$123.41
Erwin, Emily				\$18.20
		1.0.530.2101.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$18.20
			Vendor Total:	\$18.20
Finch, Mary Ellen Robeson				\$18.20
			Vendor Total:	\$18.20

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1031

10/17/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Gilcrest, Heather Janet		1.0.530.9800.41.8581.07.07.000.0000	TRAVEL-IN DISTRICT	\$52.92
				Vendor Total: \$52.92
Harris, Moleena		1.0.530.2107.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$142.45
				Vendor Total: \$142.45
Hill, Amelia Louise		1.0.530.3451.21.8582.01.39.000.0000	TRAVEL-OUT OF DISTRICT	\$169.40
				Vendor Total: \$169.40
Hoffman, Ashly Patricia		1.0.530.2100.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$104.23
				Vendor Total: \$104.23
Horn, Lisa Marie		1.0.530.2101.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$105.56
				Vendor Total: \$105.56
Jaecks, Meredith Madeline		1.0.530.5200.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$64.00
				Vendor Total: \$64.00
Kenney, Sara Teresa		1.0.530.2109.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$211.96
				Vendor Total: \$211.96
Lehrman, Jennifer True		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$93.10
				Vendor Total: \$93.10
Martinsen, Jennifer L		1.0.530.2100.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$75.04
				Vendor Total: \$75.04
		1.0.530.2101.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$25.62
				Vendor Total: \$25.62

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1031

10/17/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Masiarek, Lindsey Johanna				
McCann, Kelly C		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$27.23
			Vendor Total:	\$27.23
Meyer, Jennifer Anne		1.0.530.9900.52.5370.09.36.000.0000	LICENSES & PERMITS	\$110.00
			Vendor Total:	\$110.00
Mukai, Carpenter		1.0.530.2109.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$119.28
			Vendor Total:	\$119.28
Nemec, Shelli Denise		1.1.530.0128.28.8582.27.27.000.0000	AD/SPORTS TRAVEL-OUT OF DISTRICT	\$118.00
			Vendor Total:	\$118.00
O'Donnal, Charmaine Coleman		1.0.530.9700.14.7540.01.04.000.0000	ADVERTISING	\$50.00
			Vendor Total:	\$50.00
Olson, Jill Marie		1.0.530.2100.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$77.70
			Vendor Total:	\$77.70
Osborne, Chrisandra		1.0.530.2102.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$27.65
			Vendor Total:	\$27.65
Oswalt, Mark Philo		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$121.45
			Vendor Total:	\$121.45
Ott, Kayla		1.0.530.9800.41.8581.07.07.000.0000	TRAVEL-IN DISTRICT	\$163.52
			Vendor Total:	\$163.52
		1.0.530.2100.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$7.70

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1031

10/17/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Overhauser, Johanna Marie		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	Vendor Total: \$7.70
Palmer, Crystal E		1.0.530.2107.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	Vendor Total: \$24.01
Palpant, Kristen A		1.0.530.0100.26.7810.01.08.000.0000	MEMBERSHIP DUES AND FEES	Vendor Total: \$134.82
Patry, Katherine Sarah		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	Vendor Total: \$10.78
Pfannensiel-Wilner, Mary Lou		1.0.530.2130.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	Vendor Total: \$157.15
Placzek, Robin V		1.0.530.5200.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	Vendor Total: \$276.80
Poston, Bethany Ruth		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	Vendor Total: \$27.58
Ranin, Evangeline Benito		1.0.530.2130.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	Vendor Total: \$119.49
Schafer, Joseph Harold		1.0.530.2102.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	Vendor Total: \$52.78
Spinnell, Christine Rachelle				Vendor Total: \$52.78

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1031

10/17/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Sponenburg, Sarah		1.0.530.5200.31.8582.01.05.000.0000	TRAVEL-OUT OF DISTRICT	\$64.00
			Vendor Total:	\$64.00
Staton, Andrea Rae		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$18.41
			Vendor Total:	\$18.41
Strate, Carolyn Ann		1.0.530.2100.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$77.91
			Vendor Total:	\$77.91
Thoburn, Heather		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$40.46
			Vendor Total:	\$40.46
Thomas, Lori A		1.0.530.2102.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$59.01
			Vendor Total:	\$59.01
Timberlake, Kelliejo D		1.0.530.2100.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$89.18
			Vendor Total:	\$89.18
Turner, Finis		1.0.530.2100.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$84.98
			Vendor Total:	\$84.98
Wall, Stephanie LeeAnn		1.0.530.2130.27.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$102.20
			Vendor Total:	\$102.20
Witherspoon, Ana Maria		1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$13.79
			Vendor Total:	\$13.79
		1.0.530.2102.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$21.42
			Vendor Total:	\$21.42

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1031

10/17/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
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Zylstra, Dana Elizabeth

1.0.530.2133.26.8581.01.09.000.0000	TRAVEL-IN DISTRICT	\$75.32
Vendor Total:		\$75.32
Grand Total:		\$4,751.07

End of Report

CAPITAL PROJECTS FUND

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1032

Starting Check Number: 124303

Check #	Date	Payee	Amount
124303	10/17/2025	INLAND ASPHALT COMPANY	\$25,896.42
Total Amount:			\$25,896.42

End of Report

ASB FUND

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1305

Starting Check Number: 123851

Check #	Date	Payee	Amount
123851	~~08/31/2025~~	BSN SPORTS	\$283.09
123852	~~08/31/2025~~	MEAD SCHOOL DISTRICT	\$732.86
123853	~~08/31/2025~~	TED BROWN MUSIC CO	\$1,845.54
	09/26/2025		
		Total Amount:	\$2,861.49

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1011

Starting Check Number: 123918

Check #	Date	Payee	Amount
123918	09/26/2025	AMAZON	\$767.08
123919	09/26/2025	ASSISTANT COACH FUNDRAISING LLC	\$6,739.30
123920	09/26/2025	FUEL TO THRIVE	\$250.00
123921	09/26/2025	GONZAGA UNIVERSITY	\$980.00
123922	09/26/2025	HUNT, NATHAN	\$3,500.00
123923	09/26/2025	KCDA	\$109.06
123924	09/26/2025	LIQUID LOGOS LLC	\$2,130.13
123925	09/26/2025	MEAD HIGH SCHOOL ASB	\$30.00
123926	09/26/2025	NORTHTOWN BEVERAGE LLC	\$288.84
123927	09/26/2025	PEPSI COLA BOTTLING CO	\$202.50
123928	09/26/2025	PREMIER CHEER NORTHWEST	\$300.00
123929	09/26/2025	SFMEA	\$475.00
123930	09/26/2025	THE BLUE DOOR THEATRE	\$450.00
123931	09/26/2025	US BANK CORPORATE PYMT SYSTEM	\$20,363.88
123932	09/26/2025	YOUNG, JUSTIN	\$65.00
Total Amount:			\$36,650.79

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1308

Starting Check Number: 124003

Check #	Date	Payee	Amount
124003	08/31/2025	POWER CITY ELECTRIC INC	\$1,755.30
124004	08/31/2025	TROPHIES UNLIMITED	\$223.66
124005	08/31/2025	WIAA	\$290.00
Total Amount:			\$2,268.96

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1018

Starting Check Number: 124078

Check #	Date	Payee	Amount
124078	10/03/2025	AMAZON	\$788.18
124079	10/03/2025	ASSISTANT COACH FUNDRAISING LLC	\$5,896.00
124080	10/03/2025	BELLEVUE HIGH SCHOOL	\$300.00
124081	10/03/2025	COLUMBIA HIGH SCHOOL	\$450.00
124082	10/03/2025	CREATIVE COSTUME & DESIGN INC	\$2,986.00
124083	10/03/2025	DECA	\$3,650.00
124084	10/03/2025	DEER PARK HIGH SCHOOL	\$400.00
124085	10/03/2025	ENTERTAINMENT WAREHOUSE	\$463.67
124086	10/03/2025	FCCLA	\$1,600.00
124087	10/03/2025	FERRIS HIGH SCHOOL	\$300.00
124088	10/03/2025	GOPHER	\$111.67
124089	10/03/2025	HOFFMAN MUSIC CO	\$2,766.78
124090	10/03/2025	K C ENTERPRISES	\$4,185.19
124091	10/03/2025	KCDA	\$64.20
124092	10/03/2025	LAKESIDE HIGH SCHOOL	\$150.00
124093	10/03/2025	LAKEWOOD HIGH SCHOOL	\$125.00
124094	10/03/2025	LEWIS, CLINT	\$200.00
124095	10/03/2025	MEAD HIGH SCHOOL ASB	\$210.00
124096	10/03/2025	MOSES LAKE HIGH SCHOOL	\$80.00
124097	10/03/2025	MOUNTAINSIDE MIDDLE SCHOOL	\$15.00
124098	10/03/2025	PETERSON, TRACY	\$50.00
124099	10/03/2025	POST FALLS HIGH SCHOOL	\$450.00
124100	10/03/2025	RIDDELL	\$305.68
124101	10/03/2025	SFMEA	\$250.00
124102	10/03/2025	SPOKANE COMM COLLEGE	\$2,800.00
124103	10/03/2025	TED BROWN MUSIC CO	\$821.38
124104	10/03/2025	WHITWORTH UNIVERSITY..	\$500.00
Total Amount:			\$29,918.75

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1019

10/03/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
Strate, Adam Geoffrey		4.0.960.1100.00.0000.28.00.000.0000	ASB YEARBOOK	\$40.00
			Vendor Total:	\$40.00
Webley, Hannah Alice		4.0.960.1060.00.0000.26.00.000.0000	MEMBERSHIP	\$15.00
			Vendor Total:	\$15.00
			Grand Total:	\$55.00

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1310

Starting Check Number: 124134

Check #	Date	Payee	Amount
124134	08/31/2025	ROSS POINT	\$1,824.00
	10/10/2025		
Total Amount:			\$1,824.00

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1023

Starting Check Number: 124194

Check #	Date	Payee	Amount
124194	10/10/2025	AMAZON	\$3,471.39
124195	10/10/2025	AMERICAN ON SITE SERVICES	\$250.00
124196	10/10/2025	ANDRADE, ANTHONY	\$40.00
124197	10/10/2025	BEACON ATHLETICS LLC	\$692.63
124198	10/10/2025	CHENEY HIGH SCHOOL	\$107.00
124199	10/10/2025	CHRISTOFF, KRISTIE	\$100.00
124200	10/10/2025	CURTIS HIGH SCHOOL	\$100.00
124201	10/10/2025	K C ENTERPRISES	\$527.96
124202	10/10/2025	MEAD HIGH SCHOOL ASB	\$30.00
124203	10/10/2025	MICROK12	\$534.70
124204	10/10/2025	PATTON, SARAH	\$10.00
124205	10/10/2025	PEPSI COLA BOTTLING CO	\$541.15
124206	10/10/2025	POST FALLS HIGH SCHOOL	\$450.00
124207	10/10/2025	RAYMENT, ALESHA	\$25.00
124208	10/10/2025	RIDGELINE HIGH SCHOOL	\$200.00
124209	10/10/2025	SEWELL, JENNIFER	\$30.00
124210	10/10/2025	SPOKANE HOUSE OF HOSE INC.	\$85.84
124211	10/10/2025	TRESONA MULTIMEDIA, LLC	\$840.00
124212	10/10/2025	UNIVERSITY HIGH SCHOOL	\$1,050.00
124213	10/10/2025	VIROC	\$2,575.00
124214	10/10/2025	WALSWORTH PUBLISHING COMPANY, INC.	\$1,967.35
124215	10/10/2025	WASHINGTON OFFICIALS ASSOCIATION	\$1,053.00
Total Amount:			\$14,681.02

End of Report

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1033

Starting Check Number: 124304

Check #	Date	Payee	Amount
124304	10/17/2025	AMAZON	\$1,721.30
124305	10/17/2025	BLAKESLEY, LUANN	\$200.00
124306	10/17/2025	BSN SPORTS	\$2,946.42
124307	10/17/2025	ENTERPRISE HOLDINGS, INC	\$572.28
124308	10/17/2025	FERRIS HIGH SCHOOL	\$200.00
124309	10/17/2025	GONZALES, MARY	\$200.00
124310	10/17/2025	HENSHAW, JENNIFER	\$20.00
124311	10/17/2025	HUDL	\$64.96
124312	10/17/2025	JOURNALISM EDUCATION ASSOCIATION	\$95.00
124313	10/17/2025	KCDA	\$57.86
124314	10/17/2025	LAKEWOOD HIGH SCHOOL	\$125.00
124315	10/17/2025	LEWIS & CLARK HS	\$350.00
124316	10/17/2025	LIPSKY, MELANIE	\$25.00
124317	10/17/2025	MEAD HIGH SCHOOL ASB	\$200.00
124318	10/17/2025	MOMENTUM INC	\$1,291.65
124319	10/17/2025	OIEN, AMY	\$25.00
124320	10/17/2025	OSTER, KRISTY	\$20.00
124321	10/17/2025	OSTI MUSIC	\$750.00
124322	10/17/2025	PENSKE TRUCK LEASING CO	\$587.61
124323	10/17/2025	PILLERS, JAMIE	\$30.00
124324	10/17/2025	SPOKANE CO TREASURER	\$720.00
124325	10/17/2025	UNITED SPIRIT ASSOCIATION	\$1,110.00
124326	10/17/2025	WASH STATE THESPIANS	\$725.00
124327	10/17/2025	WASHINGTON JOURNALISM EDUCATION ASSOCIAT	\$543.22
124328	10/17/2025	WEBB, PHOEBE	\$40.00
Total Amount:			\$12,620.30

End of Report

Mead School District No 354

Voucher Supplement Account Summary

Fiscal Year: 2025-2026

Voucher Batch Number: 1034

10/17/2025

Vendor Remit Name	Vendor #	Account	Description	Amount
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Thoburn, Heather		4.0.960.1550.00.0000.27.00.000.0000	ASB/LEADERSHIP	\$30.00
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Vendor Total: \$30.00

Grand Total: \$30.00

End of Report

TRANSPORTATION VEHICLE FUND

Mead School District No 354

Payee Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: SPOKANE COUNTY TREASURER
153607390207

Voucher: 1024

Starting Check Number: 124216

Check #	Date	Payee	Amount
124216	10/10/2025	RWC INTERNATIONAL	\$406,819.71
Total Amount:			\$406,819.71

End of Report

EXTRA CURRICULAR CONTRACTS

October 2025

Location	First Name	Last Name	Activity	Amount
Mead High	Brett	Ogata	Football	\$ 8,741.00
Mead High	Anthony	Cao	Marching Band	\$ 1,000.00
Mead High	Jon	Fick	Marching Band	\$ 2,500.00
Mead High	Natalie	Lingow	Marching Band	\$ 800.00
Mead High	Kyle	Kostelecky	Marching Band	\$ 2,000.00
Mead High	Dan	Nguyen	Marching Band	\$ 3,600.00
Mead High	Mario	Lima	Marching Band	\$ 2,500.00
Mead High	Jay	Nguyen	Marching Band	\$ 1,500.00
Mead High	Isaiah	Williams	Marching Band	\$ 1,500.00
Mountainside Middle	Jorene	Klopsch	Fellowship of Christian Athletes	\$ 463.00
Mountainside Middle	Chris	Weiland	Fellowship of Christian Athletes	\$ 463.00
Mountainside Middle	Jolynn	Watson-Dowers	Math is Cool Club	\$ 1,389.00
Mountainside Middle	Kim	Ralston	Volleyball 6th	\$ 2,109.00
Mountainside Middle	Mackenzie	Blanc	Volleyball 6th	\$ 1,409.00
Mountainside Middle	Shaney	Redmon	Volleyball 6th	\$ 1,498.00
Mt. Spokane	Zach	Johnson	2025 Fall Football	\$ 1,500.00
Mt. Spokane	Terry	Cloer	2025 Summer Football Camp	\$ 700.00
Mt. Spokane	Randy	Cornwell	2025 Summer Football Camp	\$ 200.00
Mt. Spokane	Kellen	Flanigan	2025 Summer Football Camp	\$ 475.00
Mt. Spokane	Josh	Lucas	2025 Summer Football Camp	\$ 250.00
Mt. Spokane	Andrew	Sonneland	Coach Van Driving	\$ 50.00
Mt. Spokane	Scott	Daratha	Coach Van Driving	\$ 50.00
Mt. Spokane	Justin	Conner	Coach Van Driving	\$ 50.00
Mt. Spokane	Scott	Daratha	Coach Van Driving	\$ 50.00
Mt. Spokane	Justin	Conner	Coach Van Driving	\$ 50.00
Mt. Spokane	Jordan - Leigh	Hughes	Dance	\$ 4,663.00
Mt. Spokane	Terra	Davidson	Interim Girls Soccer	\$ 3,607.41
Mt. Spokane	Morgan	Hartanov	Interim Girls Soccer	\$ 2,600.47

SUPPLEMENTAL CONTRACTS
October 2025

Location	First Name	Last Name	Activity	Amount
Business Office	Heather	Warren	Invol Tnsfr Moving Stipend	\$ 2,491.52
District Office	Melissa	McDonald	Webmaster	\$ 368.16
Learning & Teaching	Jessica	Rempel	Theatre Management	\$ 5,000.00
Learning & Teaching	Greg	Bertsch	Theatre Management	\$ 5,000.00
Mountainside Middle	Kristy	Hoff	Dept. Head ELA	\$ 1,100.00
Mountainside Middle	Michael	Bartlett	Dept. Head Electives	\$ 1,100.00
Mountainside Middle	Jeff	Lochhead	Dept. Head Math	\$ 1,100.00
Mountainside Middle	Bryan	Swenland	Dept. Head Music / Arts	\$ 1,100.00
Mountainside Middle	Melissa	Mather	Dept. Head PE	\$ 1,100.00
Mountainside Middle	Emily	Gillin	Dept. Head Science	\$ 1,100.00
Mountainside Middle	Kelly	Creasey	Dept. Head Soc Studies	\$ 1,100.00
Mountainside Middle	Kim	Killman	Dept. Head SPED	\$ 1,100.00
Special Services	Teresa	Arnzen	Aug Extended Days	\$ 3,425.84
Special Services	Jared	Berry	Aug Extended Days	\$ 1,982.21
Special Services	Julia	Carrell	Aug Extended Days	\$ 4,386.53
Special Services	Kiana	Eckersley	Aug Extended Days	\$ 1,416.06
Special Services	Vanessa	Englehart	Aug Extended Days	\$ 1,922.03
Special Services	Cathy	Moczulski	Aug Extended Days	\$ 3,425.84
Special Services	Jill	Olson	Aug Extended Days	\$ 3,425.84
Special Services	Kim	Sain	Aug Extended Days	\$ 3,458.78
Special Services	Joseph	Schafer	Aug Extended Days	\$ 3,737.28
Special Services	Heather	Thorburn	Aug Extended Days	\$ 3,737.28
Special Services	Candice	Tulberg	Aug Extended Days	\$ 1,873.62
Special Services	Ana	Witherspoon	Aug Extended Days	\$ 2,016.20
Special Services	April	Schober	Aug Extended Days	\$ 3,683.62
Special Services	Kelly	Inderrieden	Summer ESY	\$ 912.96

CO-CURRICULAR CONTRACTS

October 2025

Location	First Name	Last Name	Activity	Amount
Learning & Teaching	Holly	Chase	HMS Instrumental	\$ 1,851.00
Learning & Teaching	Jon	Fick	MSH Band	\$ 8,331.00
Mt. Spokane	Susan	Best	Annual Advisor	\$ 10,559.00
Mt. Spokane	Jessica	Klingback	Debate Advisor	\$ 12,671.00
Mt. Spokane	Cassie	Hare	PE Coordinator 2.25%	\$ 1,054.75
Mt. Spokane	Terry	Cloer	PE Coordinator 6.75%	\$ 3,164.25

MEAD SCHOOL DISTRICT

Board Meeting of October 20, 2025

New Business

VI.B.

Agenda Item: **Student Travel Proposal**
 Mead High School Girls Basketball

Background:

Mead High School Girls Basketball, 12 athletes plus three adult chaperones including Head Coach Quantae Anderson, request permission to travel to San Diego, California, December 26-31, 2025, to compete in the *Surf 'N Slam* basketball tournament. In addition to playing in the tournament the trip itinerary includes a visit to the University of San Diego campus and a book study (*The Energy Bus*).

The trip takes place during Winter Break so no school will be missed.

A copy of the Student Travel Proposal, which includes the trip itinerary, is attached.

Fiscal Impact:

The estimated per student cost is \$275-\$400 with fundraising opportunities available. ASB funds will cover tournament fees.

Recommendation:

Approval of the request from Mead High School Girls Basketball to travel to San Diego, California, December 26-31, 2025, is recommended.

Attachment(s): **Student Travel Proposal**



STUDENT TRAVEL PROPOSAL

School: Mead

Group: Girls Basketball

Trip Name: Surf 'N Slam

Submission Date: 9/26/2025

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 10/1/2025

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).

✓ 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: 12/26-31/2025 Person in Charge Quante Anderson

Destination(s) San Diego, California

Approvals

Principal Activities/Athletic Director

Director of Elementary or Secondary Nurse

School Board _____ Final Approval Date _____

Trip Educational Benefit and Planned Activities:

The proposed winter basketball trip for the Mead High School Girls Varsity Team to participate in the Surf N Slam Tournament in San Diego provides a meaningful educational experience aligned with the district's commitment to developing well-rounded, culturally aware students.

Traveling from Spokane to San Diego exposes student-athletes to new environments, encouraging adaptability, responsibility, and independence. Competing against teams from across the nation promotes critical thinking, teamwork, and resilience while fostering sportsmanship and leadership skills.

In addition to athletic growth, this experience strengthens school pride, builds time management and communication skills, and enhances students' understanding of diverse cultures and communities through travel and exploration. Overall, the trip supports the district's mission to prepare students to be engaged, responsible, and culturally competent citizens.

Cost & Funding Sources:

Building Budget Covering: N/A	\$ 0
ASB Funds Covering: Tournament fees \$735.00 per player	\$ X12 players 8820.00 X8 players 5880
District Funds Covering: N/A	\$ 0
Student/Parent Cost (per student) Covering – Please Itemize: Flight	\$ Estimates... \$275.00-\$400

Fundraising Opportunities:

To support this trip, we plan to launch a fundraising campaign through Money Dolly, a platform that was highly successful for our program last season. The fundraiser consists of two components:

- **Digital Discount Cards:** Supporters can purchase a discount card offering savings at a variety of local and national retailers and restaurants.

- **Direct Donations:** Community members may also make contributions directly to the program.

Funds raised will go directly toward covering room and board, and food expenses for participating players during the tournament. Based on our previous experience, we are confident this fundraiser will generate strong support from our community again this year.

In the event that the fundraiser does not fully meet our financial goal, the tournament director has expressed

Participants:

Estimated # of Students 12 Estimated # of Adults (Chaperons & Staff) 3

of School Days Missed: 0 # of Sub Days Needed: 0 Student/Chaperone Ratio: 4:1

Additional Information:

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

- Swimming and/or Boating
- Remote Locations/Hiking
- Outdoor Education
- Animals
- Air Travel
- Motorized Activities

2. Lodging: Marriott Mission Valley 8757 Rio San Diego Drive San Diego, California 92108

3. Transportation: Ground transportation provided by the Surf 'N Slam tournament to and from the airport,
games, and beach.

4. Supporting Documents:

Preliminary Trip Itinerary attached? ☒ Yes ☐ No

Related brochures/information attached: ☒ Yes ☐ No

Student Trip Expectations attached: ☐ Yes ☒ No



SURF 'N SLAM

34TH ANNUAL SAN DIEGO HOOP CLASSIC

DEC. 26-31, 2025 | SAN DIEGO, CALIFORNIA

Take your team on the ultimate Christmas trip with warm beaches, the San Diego Zoo, and more! This tournament has fierce competition in a relaxing destination with endless activities available for your team to take part in.

Each team is guaranteed three games. Teams are split into brackets based on skill level and will be announced after all teams have signed up (typically in late October).

Parents and family can also support your team by purchasing packages for the same prices and benefits!



Transportation to and from games, San Diego airport, and the beach!



Stay at Marriott Mission Valley with outdoor pool



Spend a day at the beach or plan your own team activities!

WHAT'S INCLUDED

- Accommodations at Marriott Mission Valley (5 nights)
- Complimentary buffet breakfast (3 per person)
- Ground transportation to games, airport, and beach
- Lunch at In-N-Out Burger
- Tournament fees
- Tournament long-sleeve t-shirt
- Coaches gift

WHAT'S NOT INCLUDED

- Airfare or travel costs to Surf 'N Slam
- Meals outside of hotel breakfast
- Incidental expenses (phone, laundry, etc.)
- Travel insurance

ITINERARY

DEC 26 Arrive in San Diego
DEC 27 Game Day #1
DEC 28 Off Day
DEC 29 Game Day #2
DEC 30 Game Day #3
DEC 31 Depart San Diego

TEAM MAXIMUM

The Surf 'N Slam welcomes up to **32 teams each year**. Spots fill up quickly, so don't miss your chance, secure your spot for 2025 with a deposit today!

PRICING

QUAD \$735	TRIPLE \$805
DOUBLE \$935	SINGLE \$1,275

Note: Pricing is per person based upon number of people per room. All players and coaches must purchase tournament pricing.

SIGN UP NOW

\$1,500 Deposit
Secure your spot today!

Final Payment Due:
November 15, 2025

Note: Deposit is non-refundable and secures your spot in the tournament and is first come, first served.

ELIGIBILITY

This holiday tournament is open to all NFHS/AIA sanctioned and eligible boys and girls varsity high school teams.



CONTACT:
ERIK EVANS | erik@globalsande.com

Itinerary for Surf 'N Slam

December 26th-31st, 2025
Marriot Mission Valley
8757 Rio San Diego Drive
San Diego, CA 92108
Phone: 619-692-3800

Friday, December 26th

Destination: San Diego, CA
Departure Time: Various
Arrive in San Diego: Various
Ground Transportation from the airport for the team provided by the tournament.
Lunch/Dinner: TBD
Lights out: 11:00 pm

Saturday, December 27th

Wake up/Breakfast: 8:00 am Hotel
Team Activity: 10:00 am
Lunch: 11:00 am
Game: 1:30 pm
Ground Transportation to the game for the team provided by the tournament
Return to the Hotel: Change for dinner
Dinner: TBD
Team Bonding activity at the hotel:
Reading of the book "The Energy Bus"
Lights out: 11:00 pm

Sunday, December 28th

Wake up/Breakfast: Time TBD
Beach Day Ground Transportation to the beach for the team provided by the tournament
Lunch: TBD at down at the beach
Back to hotel: 4:30 change for dinner
Dinner: TBD
Game: No Game
Lights out: 11:00 pm

Monday, December 29th

Breakfast: Between 7:00-9:00 am depending on game time at hotel

Lunch/Dinner: TBD

Game: TBD

Ground Transportation to the game for the team provided by the tournament

Team Bonding activity at the hotel:

Reading of the book "The Energy Bus"

Tuesday, December 30th

Breakfast: Between 7:00-9:00 am depending on game time at hotel

Lunch/Dinner: TBD

Game: TBD

Ground Transportation to the game for the team provided by the tournament

Back to the hotel after the game.

Campus visit to University of San Diego

Zags at USD game: TBD

Team Bonding activity at the hotel:

Reading of the book "The Energy Bus"

Wednesday, December 31st

Depart for home: Various

Ground Transportation from the airport for the team provided by the tournament.

***Necessary Items**

Both sets of uniforms, socks, shoes, shooting shirts, practice jerseys, shorts, etc.

Water bottles

Personal hygiene products.

Snacks and money for food

Clothes for before and after the game.

MEAD SCHOOL DISTRICT

Board Meeting of October 20, 2025
New Business

VI.C.

Agenda Item: Student Travel Proposal
Mt. Spokane Yearbook

Background:

Mt. Spokane Yearbook, 8 students plus 1-2 adult chaperones including Yearbook Advisor Susan Best, requests permission to travel to Nashville, Tennessee, November 13-16, 2025, to take part in the JEA Convention. At this convention students will attend sessions, led by industry professionals, on various aspects of journalism and yearbook production.

Students will miss two days of school, November 13 & November 14, and Ms. Best will need a substitute teacher for those same two days.

A copy of the Student Travel Proposal, which includes the trip itinerary, is attached.

Fiscal Impact:

The estimated per student cost is \$500 with fundraising opportunities available. ASB funds will cover the remaining trip expenses.

Recommendation:

Approval of the request from Mt. Spokane Yearbook to travel to Nashville, Tennessee, November 13-16, 2025, is recommended.

Attachment(s): Student Travel Proposal



CTE STUDENT TRAVEL PROPOSAL pg 1/3

School: MT. Spokane High School Group: Yearbook - Susan Best

Trip Name: JE A Convention Submission Date: 9/9/2025

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

Susan Best

Susan Best (Sep 12, 2025 09:49:56 PDT)

Teacher/Advisor signature

9/9/2025

Date

Extended Field Trip (Overnight)

Trips related to club, leadership or academic activities that involve overnight stays in Washington, Montana, Idaho, Oregon or British Columbia (e.g. overnight leadership camps). Requires preliminary approval of building Principal, Activities Director & CTE Director.

✓ 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. trips to national or regional student leadership conference). Requires preliminary approval of building Principal, Activities Director & CTE Director, followed by final School Board approval. All trips to destinations outside of Washington, Montana, Idaho, Oregon or British Columbia fall into this category.

Day Trip

No overnight stay....Requires building Principal and CTE Director approval only.

Date(s) of Trip: 11/13/25 - 11/14/25 Person In Charge: Susan Best

Destination(s): JE A Convention in Nashville, TN

Approvals

Principal

Chen Halls

Activities Director

Susan Dunfield
Susan Dunfield (Sep 16, 2025 11:19:09 PDT)

CTE Director

Moleena Harris

Nurse

Jennifer Dikes

Jennifer Dikes (Sep 12, 2025 10:10:41 PDT)

Director

Jeff Naslund

Jeff Naslund (Sep 17, 2025 10:22:51 PDT)

School Board Approval Date



CTE STUDENT TRAVEL PROPOSAL pg 2/3

Trip Educational Benefit and Planned Activities:

The JEA convention allows students to attend journalism sessions about various aspects of journalism + yearbook. They are led by professionals. Students will participate in national contest team building activities + critiques.

Building Budget Covering - please itemize:	\$ 0
ASB Funds Covering - please itemize: Hotel 1/2 conference fee per person transportation, 1 dinner	\$
District Funds Covering - please itemize:	\$ 0
Student/Parent Cost (per student) Covering - please itemize: Airfare 1/2 convention fee Food/experience	\$ 500/ student
CTE Budget Covering - please itemize:	\$

Fundraising Opportunities:

Senior ads



CTE STUDENT TRAVEL PROPOSAL pg 3/3

Participants:

Estimated # of Students 8

Estimated # of Adults (Chaperones & Staff) 1 OR 2

Student/Chaperone Ratio 8 → 1 Teacher Susan Best

Chaperone Names: (sharing more chaperone w/ Mead name to be determined)

Chaperone Names: _____

of School Days Missed 2

of Sub Days Needed 2

Additional Information:

1. Does the trip involve any of the following...Please check the box

- ☒ Swimming and/or Boating (hot pool)
- ☐ Remote Locations/Hiking
- ☐ Outdoor Education
- ☐ Animals
- ☒ Air Travel
- ☐ Motorized Activities

2. Lodging: Gaylord Gaylord Resort & Convention Center

3. Transportation: air

4. Supporting Documents:

- ☒ Preliminary Trip Itinerary Attached
- ☒ Related Brochures/Information Attached
- ☒ Student Trip Expectations Attached
- ☐ List of Student Attendees Attached TBL

Student Travel Field Trips Trip Date: Nov 13-14

Date Submitted: 9/9/25

Supervisor Name: Sharon B. Smith

Total number of adults participating: 2

Copies Included:

- _____ Student Travel Proposal Forms (3 pages)
- _____ Transportation Request Sheet
- _____ Permission Slip w/ Info Filled In (Parent signed slips will be collected by teacher at a later date)
- _____ Itinerary
- _____ Student Expectations and Attire (Normal School Rules Apply)
- _____ Student List
- _____ Chaperone Names and Contact Information
- _____ Contact Information of Trip Supervisor
- _____ Pre-Travel Request Claim Form (if planning to claim per diem or reimbursement for out of pocket expenses)

IMPORTANT REMINDERS:

- * Schedule your sub in AESOP/Frontline
- * Meet with the nurse the week before your trip for necessary information and training.
- * All chaperones must have a Washington State background check completed and approved. Check with your building secretary for this process.
- * Take the collected signed permission slips with you on the trip in case of emergency. You should have one for each student attending the trip.

EXPENSE BREAKDOWN

Transportation (mark all that apply)

How Many?

How Many? \$ 1.50

How Many?

How Many?

How is Transportation being funded?

Circle one:

CTE funds

Building funds

ASB funds

District Car(s) and/or Van(s)

Rental Car(s) and/or Van(s)

District Bus

Charter Bus

Plane

$$\underline{10} \times \$\underline{450} = \$\underline{4500}$$

Lodging

None

School Stay

Hotel or Camp (circle one)

$$\begin{array}{r} \text{3} \times \$280 = \\ \times 30 \text{ days} \\ \hline \end{array} \quad \begin{array}{r} \$ \\ \$2520 \end{array}$$

Fees

None

Registration Fees

$$\underline{10} \times \$ \underline{125} = \$ \underline{1250}$$

Subs

No sub needed

Sub needed

How are Subs being funded?

Circle one:

CTE funds

Building funds

ASB funds

1/2 Day _____ **x \$65.00=**

Full Day(s) 2 x \$130.00 = \$ 260.00

ADDITIONAL INFORMATION:

is a central part, no registration + airfare
is not included. The UP part is not included
is checked - transportation to/from
airport + no registration.

**Permission To Participate In School Trip – Middle and High School**

After reviewing the information provided regarding this trip, I hereby grant permission to participate for

STUDENT NAME _____ SCHOOL _____

DATE OF BIRTH _____ EMERGENCY CONTACT NAME _____

CONTACT HOME NUMBER _____ CELL/WORK NUMBER _____

TRIP PURPOSE EA Convention in Nashville

TRIP DESTINATION Nashville, TN TRIP DATE 11/13 - 11/16

TRANSPORTATION: District Bus or vehicle _____

Other (description) Air + shuttle van

ADDITIONAL NOTES: _____

TO BE COMPLETED BY PARENT (All bold faced items):

Please list any **medical conditions or medications needed** which school staff should be aware of:

I acknowledge that this activity entails inherent risks of bodily injury as well as damage to or loss of property. I hereby release the Mead School District, and its staff and representatives, from liability for such loss or injury as the result of this trip, to the extent allowed by law.

I certify that my child has no known medical or physical conditions which could interfere with his/her safety in this activity. In the event that it becomes necessary for the school district staff in charge to obtain emergency care for my child, I acknowledge that neither the school district or the individual staff member is responsible for the expense incurred as the result of the accident, injury, illness, or other unforeseen circumstance.

I authorize qualified medical and emergency professionals to examine, and in the event of injury or serious illness, administer emergency care to the above named student. I understand that an effort will be made to contact me to explain the nature of the problem prior to any treatment.

Signature of Parent/Legal Guardian _____

Date _____

Phone _____

TRIP INFORMATION (Attached)

I have read and reviewed with my child the attached itinerary (detailing dates, places, events, times, etc.) and behavior expectations. I am also fully aware of the special dangers and risks inherent in participating in these activities. Being fully informed as to these risks and expectations, we agree to abide by those expectations and participate in the event listed above.

Signature of Parent/Legal Guardian _____

Date _____

Phone _____

Dear parents of yearbook students,

Yearbook students have the opportunity to attend the JEA Journalism National Convention in Nashville from Nov 13- 16. We attend the fall and spring conventions each year. I will have a parents' meeting closer to the convention, but I have to begin planning, so please read through the information and email me as to whether or not your student is able to go by Sept 15 so that I can buy the airfare and reserve the hotel rooms; your student will then be committed to the cost of the trip whether or not they attend. In no way is attendance at the convention a part of your student's grade in Yearbook class. To attend: students must be passing all of their classes with a 70% or above, agree to share their learning with students in class, participate in a contest at the convention, and have proven their work ethic during class. Please email me with questions you have regarding the convention.

What: JEA Fall National Journalism Convention (JEA.org).

You can go to <https://fall.journalismconvention.org/> to learn more about the convention.

When: Leave Thursday, Nov 13 (your student will need a ride to the airport), and return Sunday, Nov 16. (3 nights).

Where: Gaylord Opryland Resort & Convention Center

Why: Participants attend convention sessions on various journalism and yearbook topics, compete in national competitions, bond with fellow MSHS Yearbook students, and meet professionals in the journalism and publishing community. Ultimately, attending conventions and listening to professionals in the field improves our product and our skills. Participating in competitions improves students' skills, adds credibility to our publication, and looks good on college applications.

How: Meet at the Spokane Airport to board a plane, take a shuttle bus or Uber from the airport to the downtown hotel, attend the opening keynote speaker Thursday night, attend the convention sessions Friday and Saturday, and compete in the competitions on Friday. Attend awards ceremonies Saturday, sightsee Sat and fly home Sunday. Students would need to be picked up from the airport.

Students and parents are responsible for food, airfare, part of the convention fee, and tourist attractions. The yearbook fund will cover the cost of the hotel (3 nights, max 4 students in a room) and one dinner. If your student wants to attend the convention, but cost is an issue, we can discuss ways to off-set the costs. Your costs will be about \$500 plus food/souvenirs/etc.

The yearbook fund will cover the rest of the cost for each student.

Thank you for your consideration of this experience for your student; it's exciting when we return from the convention full of ideas that we can bring to the yearbook for next year. Please let me know by September 15 if your student can go.

Susan Best, MSHS English Teacher & Yearbook Adviser

Expectations for JEA National Convention
Students and parents: please read and sign the following.

1. **After 11PM, students will be in their own rooms**, making no excessive noise. Lights out at midnight.
2. Students will be expected to follow all convention rules and **attend at least 8 break-out sessions** (see itinerary), listen to 1-2 keynote speakers, participate in at least 1 critique of our book from a professional, and attend the awards ceremony even if they didn't compete.
3. During the day, students are expected to stay in groups of 2 or more during free time outside of the hotel. Students are expected to stay within 2-3 blocks of the hotel. We will sightsee as a group.
4. Students must be in the hotel after dark or, if outside of the hotel, with a chaperone. Students may not leave the hotel by themselves without the express consent and knowledge of the chaperone.
5. Students may not ride scooters. Transportation will include the train, air, and possible Uber if necessary.
6. Students may not be in a room alone with the opposite gender.
7. Students may not invite people outside of our group to their hotel room. Students should carry a cell phone (give Mrs. Best #) and have a charger at the hotel. If I text you, you must answer me immediately.
8. If the school is charged for damages to the hotel, students staying in that room will split the cost unless the student who did the damage confesses.
9. Per convention and school rules, students are not allowed to smoke on any part of the trip.
10. I will follow the MSHS rules/consequences when it comes to drinking and drugs as well as contact parents and then send student(s) home (all costs of going home early will be paid by the parent).
11. While in attendance at school or school sponsored events, students are expected to remove themselves immediately from any situation where illegal activities are occurring or where other persons are engaging in conduct which violates school or district rules. If a situation is during a school sponsored field trip (whether local or extended), activity, or event, students will report the situation immediately and in confidence to school supervisory personnel.

Failure to follow the rules will result in the student being sent home at the parents' expense. I will contact parents if their student breaks the rules.

Thank you for your cooperation, I look forward to a fun, safe, educational trip.

Please sign your names acknowledging and accepting the rules, if you have any questions, please ask.

Student _____ date _____

Parent/adult in household _____ date _____

Nashville -Fall JEA Convention Itinerary 2025

Thursday, Nov 13

Fly from Spokane to Nashville

Meet at the Spokane airport on Nov 13, at _____ inside the terminal.

We will go through security together.

Students must bring photo ID

Flight information: TBD

We will take the shuttle bus to the hotel.

Check in:

Gaylord Opryland Resort & Convention Center/Get settled in rooms

5:15 PM Dinner as a group -

YB fund will cover dinner this night only.

Go to the trade show to check out booths and pick up registration materials

7 PM Keynote speaker

Hotel/in rooms by 11

Friday, April 25

9-10AM Session 1

****required:** take notes on all sessions, you will need a notebook and writing utensil to carry around with you.

Session name _____, room ____, speaker name _____

Notes:

2 useful takeaways:

1.

2.

10-11AM Session 2

****meet with Varsity reps for feedback at Varsity Booth**

Session name _____, room ____, speaker name _____

Notes:

2 useful takeaways:

1.

2.

11-12AM Session 3

Session name _____, room ____, speaker name _____
Notes:

2 useful takeaways:

1.

2.

12-1:15 -lunch

Time TBD Walsworth critique @ Walsworth booth

2-3PM session 4

Session name _____, room ____, speaker name _____
Notes:

2 useful takeaways:

1.

2.

4-6 Contests

****Each student has been entered into a contest, students will go back to their room if they finish early**

6:30 dinner

8-10PM Student entertainment in hotel or we go find something to do or hang out in hotel

11 PM - in room

Saturday, April 25

****Attend at least 4 sessions from 8-2 - eat lunch at your leisure - take notes**

Session 1, Time:

Session name _____, room _____, speaker name _____

Notes:

2 useful takeaways:

1.

2.

Session 2, Time:

Session name _____, room _____, speaker name _____

Notes:

2 useful takeaways:

1.

2.

Session 3, Time:

Session name _____, room ____, speaker name _____

Notes:

2 useful takeaways:

1.

2.

Session 4, Time:

Session name _____, room ____, speaker name _____

Notes:

2 useful takeaways:

1.

2.

3-5 awards ceremony - everyone attends

Sunday

Flight: TBD

Parents please pick up student at SPO airport at _____

***Students will need money for food (\$50-70 a day?), souvenirs, and any other activities they decide to do as a group.

To check a bag is \$30. I strongly suggest you don't do that.

I always bring bars or something easy for breakfast and snacks - stuff is expensive in the hotel and the Starbucks line is too long to get to the sessions on time.

My number is 206-910-2891. Put it in your phone and text me your name. I will create a group chat to send out info to you all at once, don't put inappropriate stuff in the group chat.

MEAD SCHOOL DISTRICT

Board Meeting of October 20, 2025
New Business

V.L.D.

Agenda Item: Student Travel Proposal
Mead High School DECA

Background:

Mead High School DECA students, 10 students plus two adult chaperones including DECA advisor Brandon Butler, request permission to travel to Arlington, Virginia, November 20-23, 2025, to take part in the DECA Power Trip Leadership Conference. This conference is designed to help prepare students for DECA competitions and instruct current DECA officers in how to train next year's officers.

Students will miss two days of school (November 20 & 21) and Mr. Butler will need a substitute teacher for those same two days.

A copy of the Student Travel Proposal, which includes the trip itinerary, is attached.

Fiscal Impact:

The estimated per student cost is \$300 with fundraising opportunities available. ASB and CTE funds will cover the remaining trip expenses.

Recommendation:

Approval of the request from Mead High School DECA students to travel to Arlington, Virginia, November 20-23, 2025, is recommended.

Attachment(s): Student Travel Proposal



CTE STUDENT TRAVEL PROPOSAL pg 1/3

School: Meacham HS Group: DECA

Trip Name: DECA Power Trip- Leadership Conf Submission Date: 9-6-2025

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/Advisor signature

9-5-25
Date

X Extended Field Trip (Overnight)

Trips related to club, leadership or academic activities that involve overnight stays in Washington, Montana, Idaho, Oregon or British Columbia (e.g. overnight leadership camps). Requires preliminary approval of building Principal, Activities Director & CTE Director.

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. trips to national or regional student leadership conference). Requires preliminary approval of building Principal, Activities Director & CTE Director, followed by final School Board approval. All trips to destinations outside of Washington, Montana, Idaho, Oregon or British Columbia fall into this category.

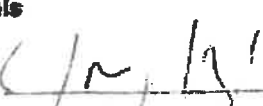
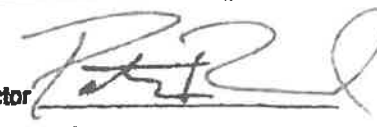
Day Trip

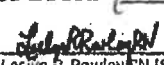
No overnight stay....Requires building Principal and CTE Director approval only.

Date(s) of Trip: 11/20-11/23 Person in Charge: Brandon Butler

Destination(s): Arlington VA

Approvals

Principal:  Activities Director: 

CTE Director: Molebna Harris (Sep 8, 2025 13:34:11 PDT) Nurse:  Leslyn R. Rowley (Sep 9, 2025 07:29:33 PDT)

Director: Jeff Naslund (Sep 9, 2025 07:43:09 PDT) School Board Approval Date: ?



CTE STUDENT TRAVEL PROPOSAL pg 2/3

Trip Educational Benefit and Planned Activities:

This is a leadership Conference to help prepare students for competition and train our officers to help prepare this year's and next year's officers. This is a replacement for FLC

Cost & Funding Sources:

Building Budget Covering - please itemize:	\$	
ASB Funds Covering - please itemize: Flights for Students \$500 each —\$5,000 Registration for Conference. \$140 each—\$1,400 Rooms \$250/per night 4 to a room—\$2 250	\$	\$8,650 - \$3,000 = \$3,650
District Funds Covering - please itemize:	\$	
Student/Parent Cost (per student) Covering - please itemize: \$300 per student	\$	\$3,000
CTE Budget Covering - please itemize: Room, Flight, Registration, Uber, Sub \$750. \$1000. \$140. \$300. \$260	\$	\$2,450

Fundraising Opportunities:

Student Store



CTE STUDENT TRAVEL PROPOSAL pg 3/3

Participants:

Estimated # of Students 10

Estimated # of Adults (Chaperones & Staff) 2

Student/Chaperone Ratio 5:1 Teacher: Brandon Butler

Chaperone Names: Stefanie Butler

Chaperone Names: _____

of School Days Missed 2

of Sub Days Needed 2

Additional Information:

1. Does the trip involve any of the following...Please check the box

- ☐ Swimming and/or Boating
- ☐ Remote Locations/Hiking
- ☐ Outdoor Education
- ☐ Animals
- ☒ Air Travel
- ☐ Motorized Activities

2. Lodging: Hotel

3. Transportation: Air and Uber

4. Supporting Documents:

- ☒ Preliminary Trip Itinerary Attached
- ☒ Related Brochures/Information Attached
- ☒ Student Trip Expectations Attached
- ☒ List of Student Attendees Attached

Student Travel Field TripsTrip Date: 11-20/11-23Date Submitted: 9-5-25Supervisor Name: Brandon ButlerTotal number of students participating: 10Total number of adults participating: 2**Copies Included:**

- ☐ Student Travel Proposal Forms (3 pages)
- ☐ Transportation Request Sheet
- ☐ Permission Slip w/ Info Filled In (Parent signed slips will be collected by teacher at a later date)
- ☐ Itinerary
- ☐ Student Expectations and Attire (Normal School Rules Apply)
- ☐ Student List
- ☐ Chaperone Names and Contact Information
- ☐ Contact Information of Trip Supervisor
- ☐ Pre-Travel Request Claim Form (if planning to claim per diem or reimbursement for out of pocket expenses)

IMPORTANT REMINDERS:

- * Schedule your sub in AESOP/Frontline
- * Meet with the nurse the week before your trip for necessary information and training.
- * All chaperones must have a Washington State background check completed and approved. Check with your building secretary for this process.
- * Take the collected signed permission slips with you on the trip in case of emergency. You should have one for each student attending the trip.

EXPENSE BREAKDOWN**Transportation (mark all that apply)**☐ District Car(s) and/or Van(s)☐ Rental Car(s) and/or Van(s)☐ District Bus☐ Charter Bus☒ Plane500 x \$ 12 = \$ 6,000

How Many?

How Many?

How Many?

How Many?

How is Transportation being funded?☐ CTE fundsCircle one:
Building funds☒ ASB funds2-Adults**Lodging**☐ None☐ School Stay☒ Hotel or Camp (circle one)750 x \$ 3 nights = \$ 2,250

x \$ _____ =

x \$ _____ =

How is Lodging being funded?☐ CTE fundsCircle one:
Building funds☐ ASB funds2 adults**Fees**☐ None☒ Registration Fees140 x \$ 11 = \$ 1,540

x \$ _____ =

How are Fees being funded?☐ CTE fundsCircle one:
Building funds☐ ASB funds1 adult**Subs**☐ No sub needed☒ Sub needed1/2 Day x \$65.00 = \$ _____Full Day(s) 2 x \$130.00 = \$ 260**How are Subs being funded?**☐ CTE fundsCircle one:
Building funds☐ ASB funds**ADDITIONAL INFORMATION:**

Stefanie Butler is Brandon Butlers wife and will be the chaperone for females and won't be charged registration fees or a room fee



Policy 2152

Permission To Participate In School Trip – Middle and High School

After reviewing the information provided regarding this trip, I hereby grant permission to participate for:

STUDENT NAME _____ SCHOOL _____

DATE OF BIRTH _____ EMERGENCY CONTACT NAME _____

CONTACT HOME NUMBER _____ CELL/WORK NUMBER _____

TRIP PURPOSE _____

TRIP DESTINATION Arlington VA TRIP DATE 11-20/11/23

TRANSPORTATION: District Bus or vehicle Uber / Flight

Other (description) _____

ADDITIONAL NOTES: _____

TO BE COMPLETED BY PARENT (All bold faced items):

Please list any **medical conditions or medications needed** which school staff should be aware of:

I acknowledge that this activity entails inherent risks of bodily injury as well as damage to or loss of property. I hereby release the Mead School District, and its staff and representatives, from liability for such loss or injury as the result of this trip, to the extent allowed by law.

I certify that my child has no known medical or physical conditions which could interfere with his/her safety in this activity. In the event that it becomes necessary for the school district staff in charge to obtain emergency care for my child, I acknowledge that neither the school district or the individual staff member is responsible for the expense incurred as the result of the accident, injury, illness, or other unforeseen circumstance.

I authorize qualified medical and emergency professionals to examine, and in the event of injury or serious illness, administer emergency care to the above named student. I understand that an effort will be made to contact me to explain the nature of the problem prior to any treatment.

Signature of Parent/Legal Guardian _____

Date _____

Phone _____

TRIP INFORMATION (Attached)

I have read and reviewed with my child the attached itinerary (detailing dates, places, events, times, etc.) and behavior expectations. I am also fully aware of the special dangers and risks inherent in participating in these activities. Being fully informed as to these risks and expectations, we agree to abide by those expectations and participate in the event listed above.

Signature of Parent/Legal Guardian _____

Date _____

Phone _____

Names for Power Trip

Elsa Erdman

Hannah Borders

Ava Engeland

Claire Blackwell

Sarah Talb

Monroe Ballou

Jerzie Damrill

Ben Herzog

Ben Heidergott

Josh Knaggs

Adults

Brandon Butler

Stefanie Butler

EDUCATIONAL PROGRAM

DECA has the ultimate power trip waiting for you with dynamic general sessions, a day full of learning and leadership labs, powerful presentations by professionals, and all the favorites of a leadership conference.

Most conference activities will take place at the Crystal Gateway Marriott.

FRIDAY NOVEMBER 21

8:00 AM - 6:00 PM	Explore Washington, D.C. on Your Own
3:00 PM - 6:00 PM	Registration
3:00 PM - 6:00 PM	Association Meetings (Optional)
7:00 PM - 8:15 PM	Opening Session
8:30 PM - 9:15 PM	Connect Leadership Labs by Association Officer Teams
9:30 PM - 10:15 PM	Connect Leadership Labs by Association Officer Teams
11:30 PM	Curfew

SATURDAY NOVEMBER 22

8:00 AM - 4:00 PM	College, Career and Company Exhibits
8:30 AM - 4:00 PM	Competitive Excellence Experience
8:30 AM - 11:30 AM	Learning Labs
8:30 AM - 4:00 PM	Educator Professional Learning Series
11:30 AM	Chartered Association Officer and Advisor Luncheon, by invitation
11:30 AM - 12:45 PM	Lunch on Your Own
1:00 PM - 4:00 PM	Learning Labs
7:00 PM - 11:00 PM	DECA After Dark D.C. Night Tour
11:30 PM	Curfew

SUNDAY NOVEMBER 23

8:30 AM - 10:00 AM	Closing Session
10:30 AM	Explore Washington, D.C. on Your Own and Departures



Visit decadirect.org for
previews and highlights.

Schedule subject to change. Check decapowertrip.org for the latest schedule.



LEARNING LABS

DECA's Learning Labs will engage DECA members and focus on important elements of preparing for college and careers. With this schedule, all DECA members will experience a learning lab related to preparing for college, choosing a career pathway, developing your DECA chapter and becoming a better competitor.



Become a champion in the **Competitive Excellence Experience** and participate in a Marketing Communications Series role-play, which will take place during one learning lab block. Advisors must select "yes" to competitive events for members during online registration to participate.

SATURDAY, NOVEMBER 22

8:30-8:15 COLLEGE	Preparing for College	Choosing a College + Major	Financing College	College Success 101	Making the Most of College
9:30-10:15 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
10:30-11:15 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
11:30-12:45	LUNCH ON YOUR OWN				
1:00-1:45 CAREER	Marketing	Business Management	Hospitality	Entrepreneurship	Sports + Entertainment Marketing
2:00-2:45 CHAPTER	DECA Diamond Fundraising Model	Content is King: Social Media for Your Chapter	I AM DECA: Telling Your DECA Story	Chapter Competition Success System	DECA Leadership Styles
3:00-3:45 COMPLETE	Rockin' the Role-Play and Exam	From the Judge's Perspective	Making an Awesome Written Event	Tips and Tricks for Presentation Design	Dress for Success and Professionalism

**Sessions may vary depending as speakers are confirmed.*

KEYNOTE SPEAKERS

Feel the energy when 1,500 DECA members come together for energetic, educational general sessions filled with dazzling lights, upbeat music and a powerful message.



Eddie Slowikowski
OPENING SESSION

Three minutes and 58 seconds. That is the amount of time it took Eddie Slowikowski to run the mile. Whether it's as a Gold Medal winner for the USA Track & Field Team, a three-time NCAA All-American, or the world's most dynamic professional speaker, Eddie knows a thing or two about peak performance. He has always had the can-do spirit of an entrepreneur, in all walks of life.

Throughout all the accomplishments and medals, Eddie sought to enrich his life with service and empowerment for himself and others. Through month-long service projects in Central America and helping the homeless in the city of Chicago, Eddie widened his worldview beyond the life of sports. One thing is for sure: with Eddie Slowikowski, you'll learn how to energize your performance to get the best out of your ability.



Josh Sundquist
CLOSING SESSION

Josh Sundquist is a Paralympic ski racer and bestselling author who has been featured in The New York Times, CNN and Forbes and has spoken across the world. His high-octane blend of energy and humor inspires organizations and individuals to adopt his training motto, 1MT1MT (one more thing, one more time) as their new standard of excellence.

In his keynote, One More Thing, One More Time, Josh shares stories from his journey to the Paralympics—plus some hilarious Halloween costumes—to impart motivation for facing adversity and reaching peak performance.



REGISTRATION INFORMATION

From monuments and memorials to the display of art and history at every turn, Washington, D.C. is a place like no other! Historians, foodies, art enthusiasts and more— D.C. has something special for everyone to enjoy. Get ready to immerse yourself in the beauty and culture of the U.S. Capital at the Ultimate DECA Power Trip.

REGISTRATION

\$140* per attendee

The conference registration fee applies to DECA members, advisors and chaperones, and includes the following:

- Powerful general sessions
- Conference workshops
- Conference materials
- Conference t-shirt
- Conference insurance
- DECA After Dark activity

Deadline: October 15, 2025

*There is a \$110 non-refundable cancellation fee.

AIR TRAVEL

Ronald Reagan Washington National Airport (DCA)

Metro Yellow Line
4.9 miles, 19 minutes

Dulles International Airport (IAD)

Metro Silver Line
28 miles, 44 min

Baltimore/Washington International Thurgood Marshall Airport (BWI)

32.8 miles, 1 hr 6 min

ACCOMMODATIONS

Crystal Gateway Marriott 1700 Richmond Highway Arlington, VA 22202

\$216 King
\$227 Double/Double
includes tax (currently 14.25%)

Ritz-Carlton Pentagon City 1250 South Hayes Street Arlington, VA 22202

\$250 King
\$250 Double/Double
includes tax (currently 14.25%)

AC Hotel National Landing 1999 Richmond Highway Arlington, VA 22202

\$227 King
\$227 Double/Double
includes tax (currently 14.25%)

Residence Inn Arlington Capital View

2850 South Potomac Ave
Arlington, VA 22202

\$182 Studio King Suite + Pullout Sofa
\$193 Studio with Two King Beds
includes tax (currently 14.25%)
Breakfast included

Renaissance Arlington Capital View

2800 South Potomac Ave
Arlington, VA 22202

\$159 King
\$159 Double/Double
includes tax (currently 14.25%)

Deadline: October 15, 2025

Hotels will be filled on a first-come, first-served basis. When planning your budget and requesting approval, we encourage you to use the highest room rate in the event certain hotels become unavailable.

Rooms are subject to availability within our block. Once the room block is full, which may occur before the deadline, room rates may increase and/or housing may no longer be available. Please confirm your rooming reservation before booking travel.

Make your hotel reservations in the online registration system with DECA Inc. Do not contact the hotel to make reservations.



REGISTRATION
QUESTIONS

ED TRANG

conferences@deca.org

REGISTRATION PROCEDURES

REGISTER

www.deca.org/register

All student attendees must be on a submitted DECA membership roster to register. Collect the following information from each attendee to complete the registration process:

- First name
- Last name
- T-shirt size
- Insurance beneficiary information
- Competitive event (yes or no)
- Housing information

CONFIRMATION:

If you have not received a registration confirmation email from DECA within two days after submitting your online registration, please email conferences@deca.org.

CHANGES AND SUBSTITUTIONS:

Changes and substitutions will be accepted until October 15. All changes after October 15 must be submitted to DECA Inc. by e-mailing conferences@deca.org and are subject to availability.

REGISTRATION + HOUSING PAYMENT

After completing online registration, please mail a copy of all registration materials and payment to:

DECA Inc.
Ultimate Power Trip
1908 Association Drive
Reston, VA 20191

METHODS OF PAYMENT:

Check or credit card (MasterCard, VISA or American Express) are accepted. Purchase orders will be accepted in advance of the registration deadline as a guarantee of payment, but all funds must be received in full prior to event dates to gain entry to the conference.

REFUND POLICY:

There is a \$110 non-refundable registration fee. No refunds will be granted for adjustment of a chapter's registration after 6 p.m. on November 21. Refund checks will be sent within one month after the close of the conference.

HOTEL RESERVATION PROCEDURES

Conference participants must stay in one of the designated conference hotels. Make your hotel reservations in the online registration system with DECA Inc. Due to the limited number of rooms, students will be housed in triples and quads when possible.

Once the hotel block has been filled, registration will not be able to be submitted, and DECA will attempt to secure additional housing. After the registration deadline, DECA Inc. will submit the rooming list to the hotel. Once the hotel provides confirmation numbers, DECA Inc. will forward those to the advisor.

All changes and cancellations must be submitted by the advisor in writing to conferences@deca.org. Rooms must be canceled in writing by the advisor to conferences@deca.org at least 72 hours prior to check-in to be eligible for a refund.

SUPERVISION RATIO

A minimum of one advisor for every ten student-delegates (1:10) or portion of ten student-delegates is required for registration. It is the chapter advisor's responsibility to see that your chapter adheres to this ratio. This ratio will be strictly enforced by DECA Inc. Chaperones and spouses must pay the registration fee and be listed on the registration form.

CONDUCT AND DRESS CODE

Advisors should bring signed copies of the *Conference Delegate Practices and Procedures* and *Dress Code* for each participant. These do not have to be submitted to DECA Inc., but should be kept available by the advisor for reference. You can find the general DECA dress code at deca.org/power.

NON-DISCRIMINATION POLICY:

DECA Inc. is committed to creating and maintaining a healthy and respectful environment for all of our emerging leaders and entrepreneurs. Our philosophy is to ensure all members, regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, or socioeconomic status are treated equally and respectfully. Any behavior in the form of discrimination, harassment, or bullying will not be tolerated. It is the responsibility of all members to uphold and contribute to this climate.

Mead DECA parents,

Thank you for allowing your daughter/son to go to this year's DECA Power Trip event! On November 20th-23rd, we fly to Arlington, VA, for a three-day event. We have an extremely full schedule, and I wanted to share some of the activities and rules that students/parents must understand when we attend such a prestigious event. The costs for each student are \$300, and the rest is paid for by the Mead DECA student store and ASB. However, students will need to bring money to pay for all meals and Washington, DC tours.

Chaperones for our trip are:

Brandon Butler-DECA advisor/Mead HS teacher 509-263-9242
Stefanie Butler- Mead School District/CTE and Tech 509-263-9405

Time Line:

Thursday:

Casual attire for Travel

Arrive at the airport 3:45AM

Leave at -5:05 AM-----Delta DL203

Arrive at Arlington VA at 3:25PM

Uber to:

Ritz-Carlton Pentagon City

1250 South Hayes Street

Arlington, VA 22202

Dinner

Friday:

Casual Attire

Washington DC Tours until 5:00PM

Opening Session 7PM-8:15PM

Learning Labs 8:30-10:00PM

Group Dinner TBD

11:30 PM Curfew and room check with security provided on each floor.

Saturday:

Business Dress Attire Required

Learning Labs all day 8:00AM-4:00

Curfew 11:30PM

Sunday:

Closing Session 8:30-10:00AM

More Tours in the AM

Depart Virginia 4:17PM

Arrive in Spokane at 8:45PM

ALL TIMES ARE SUBJECT TO BEING LATER OR EARLIER DUE TO MANY ISSUES

The Rules are as follows for kids traveling to the Power Trip in Arlington VA:

(First of all, we have an amazing group going to this leadership conference, and I don't believe any of the following will happen).

The students shall not possess alcoholic beverages, narcotics, or any drugs or weapons in any form at any time under any circumstances.

The students shall not use any nicotine or tobacco products and electronic cigarettes (Vape). Tobacco is prohibited at all DECA functions regardless of age.

Student must adhere to the dress code at all times.

Students will refrain from using inappropriate or profane language at all times.

Students must not dress or behave in a manner that can be interpreted as sexually explicit.

If a student opens the room door after curfew and breaks the blue tape they will be sent home.

Students shall keep their adult advisors informed of their activities and whereabouts at all time.

Students will spend nights at their assigned hotel and in their assigned room. No guest allowed during curfew hours. Students will be quiet at curfew.

Students will not be allowed in rooms of the opposite sex unless the door is ajar.

If a student breaks the code or any of the rules listed, it is the parent's responsibility to provide transportation home the same day of the offense.

I have read and understand that my son/daughter will adhere to rules while representing Mead High School at DECA state competition. If they don't it's the parent or guardian's responsibility to provide transportation from Bellevue, WA to Spokane, WA the day of the offense.

Parent Signature _____ Print Name _____

Student Signature _____ Print Name _____

Questions? Please call me at 465-7033 or email me at brandon.butler@mead354.org Brandon Butler M.H.S

MEAD SCHOOL DISTRICT

Board Meeting of October 20, 2025

New Business

V.L.E.

Agenda Item: 1st Reading Policy 1111 Revision
Oath of Office

Background: A revision to Policy 1111, Oath of Office, is being presented for first reading, non-action, consideration. This policy was adopted on January 29, 2007. There have been no revisions to the policy.

WSSDA Sample Policy 1111 was used as the template for the presented revision. New WSSDA language is highlighted/red and language no longer included in the WSSDA policy is crossed out/highlighted.

During the 2025 Legislative Session the Legislature affirmed and strengthened oath of office requirements for school board directors in House Bill 1296, Sec. 305(2). Before directors can be seated to undertake their duties, they must swear an oath, not only to the U.S. Constitution, but also to the Constitution and laws of the state of Washington. The addition of the phrase, *laws of the state of Washington*, is a new oath requirement.

Staffing Implication: None

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

Attachments:

- Draft Policy 1111

OATH OF OFFICE

Each newly elected, re-elected, or appointed director will ~~According to statutory provision,~~
~~each new Board member shall take~~ an oath or affirmation to support the constitutions of the
United States and the state of Washington, **and the laws of the state of Washington,** and ~~to~~
~~promote the interests of education and to faithfully discharge the duties of~~ **the his/her** office to
the best of his or her ability. **The oath or affirmation must be endorsed by and sworn to**
before an officer authorized to administer oaths. School officials are authorized to
administer all oaths or affirmation pertaining to their respective offices. A school district
~~officer or notary public authorized to administer oaths must certify to this oath and the signature~~
~~of the Board member. After the oath or affirmation is made, it must filed with the county~~
auditor. ~~with properly completed, the Oath of Office shall be filed with the Spokane County~~
~~Auditor and ESD-101.~~

Legal Reference: RCW 28A.343.360 Oath of office

Adopted: January 29, 2007

Revised:

