



**Board Work Session Minutes
Monday, June 8, 2026**

The Board of Directors held a Work Session on Monday, June 8, 2026. The meeting began at 6:00pm and was held at District Office. Directors Gray, Cannon, Killman, Nolan and Woodworth were present. Also attending were Superintendent Travis Hanson and Assistant Superintendents Jay Jordan and Jared Hoadley.

I. Executive Session

At 6:00pm President Gray called the meeting to order and then immediately called for an Executive Session of approximately 15 minutes for the purpose of discussion related to a real estate sale.

At 6:10pm President Gray reopened the public meeting.

Spanish Immersion Program Update

This was a last-minute addition to the agenda due to recent program developments/changes. Learning & Teaching Assistant Superintendent, Jay Jordan, along with Director of Curriculum, Assessment & State & Federal Programs, Robin Placzek, shared an update on the Spanish Immersion program at Midway Elementary for the 2026/2027 school year. A message was sent last week to families of students in the program that after careful review of the program, student needs, staffing realities, and research on dual-language education, the program will transition from the current 80/20 language allocation model to a 50/50 language allocation model. Midway Principal, Christine Spinnell, shared that this change makes the program more sustainable for seeing the current group of students through to the end of fifth grade. As has been noted previously, finding quality, viable staff to continue to offer this program to incoming students has proven difficult. There have been no new kindergarten cohorts the past two years or this year due to the inability to find qualified teachers. Given this reality, the district does not have plans for future cohorts. However, the district will ensure that current students in the program can finish with consistent, high-quality immersion and instruction and this 50/50 model allows for this. The 50/50 model still provides extensive exposure to Spanish and remains a proven pathway to bilingualism and biliteracy.

Dr. Jordan and Superintendent Hanson both conveyed their appreciation for Ms. Placzek and Ms. Spinnell and how well they have led this program despite the particular challenge of staffing.

II. IMC Presentation on Elementary School Curriculum Adoption - ELA Foundational Skills, Writing & Handwriting

Dr. Jordan, Ms. Placzek, and Elementary Curriculum Coordinator, Tanya Gunther, shared curriculum adoption recommendations for Elementary English Language Arts. The recommendations are for:

Heggerty Phonemic Awareness	TK - 2 nd grade
UFLI Foundations	K - 2 nd grade
Simplify Writing	K - 5 th grade
Handwriting Heroes	TK - 1 st grade

Ms. Gunther reported that the Instructional Materials Committee (IMC) was a big group, had good expertise and wisdom and was great to work with. The committee met a total of 5 times

beginning in January and finishing at the end of April. Ms. Gunther shared a quick overview of what the team learned together, and the standards that need to be met.

Heggerty Phonemic Awareness and UFLI Foundations are supplemental to and elevate the current Benchmark Advanced curriculum which was adopted in 2018 and is staying in place. Heggerty provides short, daily, oral and auditory lessons which cover the 8 phonemic skills listed in the standards. UFLI Foundations provides daily, explicit lessons on a 2-day cycle, exposing a new skill, then practicing it. The addition of these, in conjunction with Benchmark, make for a systematic curriculum with a very clear scope and sequence. Each building has \$10,000.00 to tailor for any gaps in regards to foundational reading, and Ms. Gunther has created a good reference list of quality expenditures to meet this need.

An entire unit of Simplify Writing was piloted in March/April and the curriculum has a differentiation library, including a full spelling option, to enhance core lessons. Teachers access the information online (students do not access anything online). Handwriting Heroes teaches letters in groups, rather than in alphabetical order and includes ways to make it fun for students.

Should these curriculums be adopted by the board, elementary teachers will receive training in August by a trainer that covers both the material and the “why” behind it. Once adopted, teachers will be required to use these curriculums. This curriculum adoption recommendation will be on the agenda for action at the next Regular Board Meeting.

III. 2026/2027 Highly Capable Program Plan - Preparatory Report

As a precursor to the June 22, 2026 Regular Board Meeting where an agenda item will be approval of the district’s 2026/2027 Highly Capable Program Plan, Ms. Placzek, presented information on the district’s Highly Capable Program, including the plan for the upcoming 2026/2027 school year. Information shared included the following:

- Definitions Review: Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments.
- Fiscal Considerations: Washington’s Highly Capable Program is a component of basic education. The 2026/2027 Highly Capable allocation is anticipated to be slightly less than the allocation received for this current school year, less by approximately \$10,000.00. State funding is based on 5% of each school district’s student population. In Mead, the vast majority of this funding has been, and will again in 2026/2027, be used to cover the salaries of the two full-time elementary gifted magnet program teachers.
- Program Goals: The Mead School District is committed to identifying and providing for the intellectual, social and emotional needs of its highly capable students, preparing them academically for college and career readiness as part of their access to a basic education. The district’s Highly Capable mission matches the state MTSS model of layered support. Students with Highly Capable Learning Plans (grades 1-5) access universal, targeted and/or intensive learning experiences and students’ families have the opportunity to contribute to their learning plan.
- Students Served: As of May 2026, there are 1,256 students identified as highly capable across grades 1-12 (Elementary = 446, Middle School = 411, High School = 399).
- Identification of Students: The district identification process applies equitably to all enrolled students and families. The identification process includes universal screening, referrals, and assessment from three types of data (aptitude, achievement & qualitative). A multidisciplinary selection committee evaluates the results of universal screening, any further individual student assessment and any available district data in making selection decisions. Families are notified of the selection committee’s decision via a letter sent home in December for 5th graders and May for all other grades.
- Services/Instructional Program: For Elementary, Service-delivery options include, but are not limited to, differentiation, enrichment, acceleration and participation in a full-time

gifted magnet program. For Secondary, Service-delivery options include, but are not limited to, differentiation, enrichment and/or acceleration.

- Professional Learning: Current professional learning resources include curated resources available to staff in a shared Google Drive and OSPI's Javits HiCapPLUS modules. Ms. Placzek noted this is an area for growth. Professional learning opportunities tend to require additional staffing and/or funding. She would like to find job-embedded learning for staff at the building level and possibly access opportunities through Whitworth University.
- Program Evaluation: The evaluation process includes examining the number of students served by grade level K-12 with student demographic information, and data to determine if the programs/services provided met the academic needs of these students. An assessment will be done to see if any programmatic changes are warranted based upon this information.

Discussion included (1) the Learning & Teaching Department will work to obtain specific data per Director Nolan's prior request to help evaluate the impact of the Highly Capable program on students. Dr. Jordan shared that this summer should provide some time for in depth data review; (2) Extra-curricular opportunities for all students, including highly capable students, are not the same at every school (i.e. Math Is Cool) because many of these opportunities are dependent on parent and/or teacher volunteers; and (3) Families whose students are part of the full-time gifted program at Farwell Elementary have given very good reports about the program. The principal, Josh Van Cleef, has done an excellent job incorporating the program into the school as a whole where students are able to interact with the whole study body.

IV. 2026/2027 Fee Schedule

Dr. Jordan revisited a request for the board to consider a change to the middle school ASB fee from \$15.00/year to \$25.00/year, which is listed in the proposed 2026/2027 Fee Schedule. This was first presented at the April Work Session by Director of Schools, Jeff Naslund, where he shared this increase is very reasonable when compared with ASB fees in surrounding districts. Notably, the middle school ASB fee hasn't changed for at least the last 20 years. There was agreement it is time for this change and this will be on the agenda at the next Regular Board Meeting.

Dr. Jordan inquired on what the board thought about the possibility of charging performing arts students the participation fee that student athletes pay on an annual basis, which offsets transportation costs, and it was determined this should be studied further before additional discussion or decision.

V. Review of Annual Board Goals (Policy 1810)

Superintendent Hanson shared that according to Policy 1810, 'Annual Goals and Objective of the Board,' the board is to reflect on which goals and objectives have been accomplished by conducting a self-evaluation at the conclusion of the year. The board's goals are typically formulated in the August timeframe and often build upon prior goals.

Discussion ensued around the first stated goal for 2025/2026 which includes improving academic outcomes and creating high levels of learning for students through focused and accountable School Improvement Plans (SIPs). Dr. Jordan shared that all buildings did a mid-year SIP evaluation that he will make available to the board and the buildings will be conducting a year end evaluation by the end of this month. Dr. Jordan agreed to present year-end SIP data at the August work session. It was agreed that this is an ongoing goal for the board and will remain so when finalizing 2026/2027 goals. Superintendent Hanson also shared that there are subjective components, such as teachers not having to pull together their own resources as much or having to work with dated materials due to new curriculum adoptions, or current curriculums having been assessed and additional resources then being provided to teachers, and curriculum being taught with fidelity to be sure the standards are being taught. These all bode well for the future.

Superintendent Hanson shared the hard work that Chief Financial Officer, Heather Ellingson, has been doing to get to a balanced budget for the upcoming school year, which is related to the second stated goal for 2025/2026 involving Governance and Fiscal Stewardship. There will be more budget discussion to come at future meetings.

The directors plan to review their 2025/2026 goals and also look towards next year's goals by selecting their top 3 or 4 priorities for moving forward. They plan to review existing goals in more depth at the August work session as well as set new goals for the 2026/2027 school year.

VI. Superintendent's Update

Superintendent Hanson shared the following:

1) A reminder that the MLO graduation is going to be held at Whitworth University on Thursday, June 11th, due to the flood that occurred at Mt. Spokane High School in their theater. Director of Maintenance & Operations, Travis Bown, has been involved with the abatement and service professionals in sorting through the aftermath. There is significant damage and even the district's insurance company has additional people working on this due to the high costs involved.

2) A meeting time was coordinated with the board to reach a quorum available to hear an upcoming MEA grievance, specific to certificated nurses.

3) Based on continued decline in clinic usage, CHAS has made the decision to close their health clinic and move out of Shiloh Hills Elementary. This change will allow for office space for several staff including a full-time mental health therapist. All that is required for CHAS to vacate is for them to remove their signage and the transaction counter.

4) Spokane Regional Health District (SRHD) reached out to renew an agreement they currently have with Mead School District (and surrounding school districts) that expires this coming November. The agreement allows for SRHD to use Mead's facilities, equipment and grounds as vaccinations clinics or medication dispensing centers during a disaster, communicable disease outbreak, or other public health emergency. An important distinction is that SRHD will not be providing school day services to students, rather this agreement is just for SRHD to use Mead's facilities when and if community-based services are needed in the examples noted above. It is essentially a facilities use agreement. Superintendent Hanson stated he will obtain the proposed new agreement from SRHD and bring it to the August work session for the board's review.

5) Mead's current Policy 1210 'Annual Re-Organization of Board of Directors' states "In even-numbered years in June a legislative representative shall be elected who shall serve a two-year term." This has, in practice, been done in December when the board elects a President and Vice-President from among its members. After some discussion, the board would like to make a change to Policy 1210 to have both occur in December each year in order to simplify and bring these elections into alignment with one another. This proposed policy revision will be brought to the next Regular Board Meeting.

6) Superintendent Hanson shared a recent occurrence and referenced Mead's current Policy/Procedure 4400 'Election Activities.' A local organization recently rented Mead High School for an event where active campaigning was carried out on school grounds which could be construed as the Mead School District's endorsement. After reviewing the current Policy/Procedure and discussing with the district's attorney, it was determined that candidates and political parties can enter into district facility use agreements as long as there is fair and equal access to all candidates and political parties. It was noted that Mead's facilities staff will inform any such parties in the future that the outside of Mead's buildings cannot be used as a place for campaigning for any specific ballot issue or candidate.

VII. Adjourn

The meeting was adjourned at 8:15pm.

President

Secretary