



**Board Work Session Minutes
Monday, August 10, 2026**

The Board of Directors held a Work Session on Monday, August 10, 2026. The meeting began at 6:00pm and was held at the District Office. Directors Gray, Cannon, Killman, Nolan and Woodworth were present. Also attending were Superintendent Travis Hanson and Assistant Superintendent Jay Jordan.

I. Executive Session

At 6:00pm President Gray called the meeting to order and then immediately called for an Executive Session of approximately 45 minutes for the purpose of discussion related to pending litigation.

At 7:05pm President Gray reopened the public meeting.

II. Annual ALE Report (Policy 2255)

Heather Havens, Executive Director of Special and Alternative Programs, and Nick Edwards, Principal of Mead Learning Options, gave an annual report regarding Mead School District's ALE Program as required by Policy 2255.

Mr. Edwards shared a short summary of Mead's alternative programs, how the various programs were built in isolation and were brought together several years ago, and are now all part of Mead Learning Options. He stated this has been a journey going from multiple sites with specific program staff to now being housed together, coupled with the elimination of two office staff due to the consolidation of the programs.

His focus this year has been identifying areas where improvements are needed and working towards organizational shifts for sustainability. He worked with staff, families and MEA to identify six areas where improvements are necessary. Strides have already been made in each of these areas and the work will continue. The six areas with the desired impacts are as follows:

1. **Schedules Due in Spring:** The desired impact is more predictability, accurate capacity planning, and fewer fall scheduling changes.
2. **Curriculum:** The desired impact is more structure and predictability with reduced administrative stress.
3. **Direct Instruction:** The desired impact is greater consistency and equity in instructional expectations.
4. **New WSLP Platform:** The desired impact is one consistent process with stronger accountability and accurate information.
5. **Onboarding New Families:** The desired impact is safer, more consistent enrollment and clearer family communication.
6. **Club Offerings:** The desired impact is a more stable club model that is easier to staff, schedule, and sustain.

For more information, the Mead Learning Options Organizational Shifts for Sustainability handout that Mr. Edwards distributed is attached in order to review the specific steps being taken in each area.

Mr. Edwards shared that there are a number of students on the wait list for Mead Outdoor School (MOS) and the hope is to bring in a number of those students off of the wait list. They are also working towards building more capacity in the Mead Virtual Program (MVP), one way is for Running Start students who attend college classes only to be classified as MLO students where they will have an advisor from MLO's high school rather than classified as MVP students. Mr. Edwards predicts a head count of approximately 700 students in the various MLO programs and another 300-400 students in MVP accessing at least one class.

Superintendent Hanson praised the immense progress that has been made and the excellent leadership that Ms. Havens and Mr. Edwards have provided. Mead School District is very committed to this program and appreciates the balance of freedom and flexibility it provides to families while following Washington State's ALE rules and guidelines.

The board members had some questions related to the information Mr. Edwards shared as well as commendations for what an amazing program it is due, in large part, to the excellent leadership. It was noted that while improvements and continued work is warranted, there is a lot that is being done right. MLO is where the most growth is showing in the district and it has a superb reputation in the ALE world.

III. Policy/Procedure 3131 – Assignment to Schools discussion (intra-district transfers)

Director Gray began the discussion by referencing a prior discussion a couple of years ago where there was some thought and analysis around the framework that is currently used when students want to transfer to a school outside of their attendance boundary. Director Cannon commented that as it stands currently, it could be viewed that students outside of the district get to choose while students inside the district do not. Directors Killman and Gray discussed what it might look like to have an "open" enrollment policy and some of the challenges that creates. It was suggested that perhaps the district should review and analyze what other districts do yet while that would provide information, it is important that the board does what is best for this district and some of its unique factors. Ultimately, the goal is to give everyone the same opportunities regardless of which Mead school a student attends.

There was some discussion around intra-district transfer data and how hardship is determined. There was a question about perceived inconsistencies in the intra-district decision-making process (i.e. – some have suggested that internal transfers are being granted for reasons other than substantial hardship). Superintendent Hanson shared that while he is not directly involved in the transfer process, based on conversations with those involved, he believed the decision-making team was working hard to stay true to the procedural parameters for intra-district transfer. He agreed to do some research on this issue and reconnect with the decision-making team, ensuring that the process is consistent, fair, and in alignment with current procedural language.

Superintendent Hanson also shared with the board that prior to considering changes to current policy and procedure, there would need to be significant discussion and research, as there are many important considerations involved in changes to the district's current school assignment and transfer model.

Director Cannon suggested that before a policy change is discussed, having further analysis and discussion would be in order. He'd like to hear from Superintendent Hanson and his perspective after his discussions and research. Superintendent Hanson agreed to gather more information and discuss at a future work session, possibly the October work session. Director Killman requested several years of data history.

IV. Review of Annual Board Goals (Policy 1810); Set new goals for 2026/2027

The board members provided suggestions and input regarding new goals for the upcoming school year of 2026/2027 and Superintendent Hanson made a draft which reflected their suggestions and feedback. He then suggested they review the draft alongside last year's goals and provide any feedback by August 19, 2026. The plan is to have final goals for 2026/2027 ready for approval at the upcoming August Regular Board Meeting.

V. Plan upcoming board topics for 2026-2027 - potential policy changes related to annual reports

Superintendent Hanson shared that very few of the district's policies have a legal requirement for an annual report to be given to the board but many state that an annual report will be given. As an example, the ALE annual report that Mr. Edwards gave this evening is not a legal requirement but it is stated in Policy 2255 that the board will receive an annual report. Another example is Policy 6801 where Travis Bown, Director of Maintenance and Operations, provides an annual report on district fixed assets. Superintendent Hanson inquired if the board would like to consider any policy changes to make reports 'at the discretion of' or 'at the request of the board' rather than an annual requirement based on the policy language.

In response, the board would like to continue to receive an annual ALE report but would like to change Policy 6801 to have a report "at their request." Moving forward, as reports are given in the coming year at various board meetings, this question may be revisited related to the specific reports that are given.

VI. Superintendent Update

Superintendent Hanson shared a letter from Fulcrum Environmental showing independent testing that has been completed for district buildings affected by the recent fires to ensure safety from any dangerous airborne particulates. By doing independent testing, the district is doing its due diligence to keep staff and students safe. While the price tag for such testing is steep, the district is working with its insurer and other related agencies to get the cost of the work reimbursed.

This information provided a segue into the need for Resolution 26-05 "Emergency Declaration for the Spokane Complex Fire," which states that an emergency situation exists and the district can waive competitive bid and other requirements for the award of goods, services and public works contracts in an effort to minimize the damage and adverse impacts caused by the Spokane Complex Fire. The board will hold a Special Board Meeting on Wednesday, August 12, 2026, in order to approve Resolution 26-05.

Director Nolan inquired about Map and SBA assessment data with the goal of seeing if/how district scores have improved. Assistant Superintendent Jay Jordan responded that he would work with his team to be ready to present data at the upcoming September Work Session. Superintendent Hanson made the distinction that when comparing data between different groups of students at different schools, while valuable, it is more impactful to follow cohorts of students from year to year. There was some discussion surrounding various ways to analyze data as well as different data measurements. Director Nolan revisited a previous discussion about highly capable students and requested that data be brought, if possible, to show if students identified as highly capable who did NOT participate in Mead's highly capable program have similar results as those who DID participate in Mead's highly capable program. Director Nolan wants to know if that program is making a measurable difference. Dr. Jordan will work with his team to see if this data can be extrapolated.

Director Cannon stated that it is important that the board and district do a better job of highlighting achievement statistics for the upcoming levy cycle. He suggested communicating to the community about Mead School District's achievement rather than just where the levy dollars go. He feels achievement conveys value in a very succinct way, both academic and

athletic/activity achievement. Dr. Jordan suggested highlighting the number of high school students who are taking college courses at the high school, a relatively new offering through the “College in High Schools” program.

Superintendent Hanson shared with the board that, in a departure from (at least) a couple decades of past practice, both Spokane Public Schools and Central Valley School District have chosen to place their Educational Programs & Operations levy renewals on the ballot in the November (2026) general election, and not in a Special Election in February (2027). Typically, districts throughout the region have been on a similar cycle and have placed local tax measures before voters in a Special Election. With this in mind, Superintendent Hanson informed the board that election efforts in those two districts will commence this fall, while Mead’s process will begin in January and into the first couple weeks of February, as in past years.

Regarding the upcoming decision about the amount the district will ask voters to approve (often communicated in the rate per thousand dollars of assessed property value), Superintendent Hanson shared information with the board about upcoming reductions in Local Effort Assistance (LEA) money the district receives from the state. In 2028, and along with districts across the state receiving LEA monies, Mead will see a significant reduction in state levy assistance (approximately \$1.5 million). This reduction in LEA revenue is a variable the district must take into account when determining the tax rate for the upcoming EP & O levy. Anything less than the current \$2.50 levy rate will only exacerbate challenges associated with the looming cut to LEA already forecasted.

Superintendent Hanson shared that communication was all set to go out on Monday, August 3rd regarding the upcoming Facilities and Long-Range Planning Committee but due to the fires that communication was put on hold. Communication will likely go out later this week to begin to recruit members of the committee.

VII. Adjourn

The meeting was adjourned at 9:16pm.

President

Secretary

MEAD LEARNING OPTIONS

ORGANIZATIONAL SHIFTS FOR SUSTAINABILITY

Spring 2026 planning priorities for greater consistency, clarity, and efficiency

Our focus: create predictable systems that support students, families, and staff while protecting program flexibility.

01

Schedules Due in Spring

- Build master schedules before summer break.
- Place returning students into classes and clubs early.
- Clearly define what can change - and when.

DESIRED IMPACT

More predictability, accurate capacity planning, and fewer fall scheduling changes.

02

Curriculum

- Consolidate and streamline curriculum options.
- Reduce vendor complexity and order-tracking demands.
- Improve timeliness and communication for families.

DESIRED IMPACT

More structure and predictability with reduced administrative stress.

03

Direct Instruction

- Define instructional models at elementary, middle, and high school.
- Clarify expectations for teacher time with students.
- Communicate in-person opportunities clearly to families.

DESIRED IMPACT

Greater consistency and equity in instructional expectations.

04

New WSLP Platform

- Adopt one WSLP process that meets state requirements.
- Provide consistent training, expectations, and student information.
- Build in time for staff to learn and adjust.

DESIRED IMPACT

One consistent process with stronger accountability and accurate information.

05

Onboarding New Families

- Require full PowerSchool enrollment before instruction begins.
- Standardize intake with fewer staff and a clear rubric.
- Ensure IEP, 504, and health information is available from day one.

DESIRED IMPACT

Safer, more consistent enrollment and clearer family communication.

06

Club Offerings

- Create a stable schedule first, then place students into it.
- Clarify club facilitator roles and responsibilities.
- Reduce room changes, turnover, and last-minute adjustments.

DESIRED IMPACT

A more stable club model that is easier to staff, schedule, and sustain.