



Board Work Session Minutes Monday, September 14, 2026

The Board of Directors held a Work Session on Monday, September 14, 2026. The meeting began at 6:00pm and was held at the District Office. Directors Gray, Nolan, Cannon, Killman, and Woodworth were present. Also attending were Superintendent Travis Hanson and Assistant Superintendents Jay Jordan and Jared Hoadley.

I. Policy 2230 'Transition to Kindergarten Program' Discussion

Director of Curriculum, Assessment & State & Federal Programs, Robin Placzek, shared WSSDA model policy 2230 'Transition to Kindergarten Program' with the board and recommended consideration of adoption. The district does not currently have a Transition to Kindergarten (TK) Program policy and WSSDA classifies this policy as "critical." One note she gave was the WSSDA model policy includes language which authorizes the district to charge sliding scale fees for enrollment, with some exceptions. Currently, Mead's TK Program is free but if the state continues to reduce funding for this program (this year funding was reduced from 7 classes to 3 classes), the district would have the option to charge a fee to maintain the program. Ms. Placzek recognized the board may not choose that option but recommended preserving the language in the policy should that be decided in the future.

Director Gray requested this policy be brought to the next Regular Board Meeting for first reading.

II. Review Assessment Data

Assistant Superintendent Jay Jordan, along with Ms. Placzek and elementary building principals Christine Spinnell (Midway), Eric Olson (Skyline), Laura Duchow (Creekside) shared a thorough presentation of how Mead's elementary schools view and use data, at both the macro and micro level, and how that data informs instruction.

Macro level data, which is district and school-level data, informs reporting and accountability around student growth and proficiency, and shows how Core/Tier 1 instruction is working for the vast majority of Mead students. This level of data provides the answer to the question: are materials and resources having the intended effect for all stakeholders to include students, parents, teachers, departments? Micro level data, which is school and classroom-level data (grade by grade, classroom by classroom), informs instruction, school improvement plans (SIPs), goals, the work of professional learning communities (PLCs), and how the school addresses the needs of students for which Core/Tier 1 instruction is not sufficient for proficiency.

Dr. Jordan discussed the SBA and what it tells the district and shared that Mead continues to perform strongly relative to many regional peers. At the same time, Mead has not returned to pre-pandemic performance in many areas, and significant gaps remain for some students, particularly students receiving special education services. He stated that comparison (to regional peers) provides context but that is not Mead's target. The target is for more students to meet goals every year. Dr. Jordan shared that there is a 30% gap between students with IEPs and students without. That is a large subgroup of students with a gap which is why Learning & Teaching is focused on this group because better outcomes are desired for students who have an IEP. Many slides were shown and discussed showing SBA data trends from the last 8 years and it was noted that district testing scores are inclusive of all students, even those who opt out of testing which results in a zero score. Those zeros are factored into the district score. Approximately 75-85% of Mead's ALE families opt out of testing which can significantly affect scores.

While the SBA is a “dipstick” for one point in time, MAP testing takes place 3 times/year and gives more granular information than the SBA so while it fits in the macro-level data column, it shows more explicitly where some gaps are for students. MAP is meant to capture student progress on specific skills and standards. While Mead students grow more than expected based on national norms, the most persistent achievement gap is for students receiving special education services. Closing that gap is a system responsibility, the district wants students both with and without IEPs to be proficient at their grade level. IEP students can take several years to get there and rigorous growth is the goal.

Director Nolan inquired how good of a measurement is MAP? Ms. Placzek answered that SBA is a better representation of application and skills and MAP is a little bit in between with some application but mostly skills and standards. MAP is good in terms of being very individual to students but lacks the “what do we do next?” for the whole class. PLCs help with this as teachers use their student data to make instructional decisions together. Teachers are working together to close gaps and/or accelerate growth for their students. The Renaissance STAR Assessment tool is being piloted this year and the hope is for Renaissance to help a teacher know how to help their class as a whole. This is being piloted by all Mead’s elementary and middle schools and will be reviewed more in depth at a future work session.

Next, the guest principals (named above) each shared how their school uses micro level data to inform many of the decisions made within their school to include instructional practices, intervention/extension, staffing, SIP goals etc. Many positive stories, situations, and wins were shared as the principals relayed their teachers have been encouraged and motivated by the micro level data exhibiting that they are having an impact and making a difference.

Several board directors expressed their appreciation for the robust review and discussion of assessment data. Director Nolan asked what things can we institutionalize that create incentives for teachers? There was discussion about how every teacher wants to be effective and teachers can and do learn how to be more effective through their PLCs and professional development. Dr. Jordan shared that dollars invested in high quality professional development make a difference and is very important to prioritize when funds are available. It is important to continue to fund a multi-year curriculum process too, which also leads to quality training for teachers. Director Cannon expressed his desire to see the successes the principals shared communicated out to the district and community. It can be difficult for people to sort through all the data but sharing these successes in terms of specific stories and examples is powerful and needed. Additionally, communicating these successes recognizes the fantastic work teachers and staff are doing.

The discussion wrapped up with Superintendent Hanson sharing data from the last 8 years showing SBA trends alongside Mead’s significant increases in the number of students qualifying for free/reduced lunch and students qualifying for special education services. Superintendent Hanson pointed out that discussion of SBA trend data must consider the context of changes in Mead’s demographic data over the span of time being analyzed - especially when the changes are pronounced. This matters because education research identifies socioeconomic factors (poverty) and Special Education needs as two particularly important areas to consider when examining opportunity and achievement gaps. Tier II and Tier III interventions (MTSS frameworks and inclusionary practices) are crucial to helping many of these students achieve grade-level proficiency. The district is investing significantly in this work, and promising evidence in several of our schools demonstrates its effectiveness.

III. Middle School Chromebook Procedures

Dr. Jordan informed the board that he plans to engage with middle school staff about the district’s current one-to-one chromebook model for middle school students. Currently, each middle school student receives a chromebook that is checked out to them for their use at school and at home. They are exploring the possibility of moving to the elementary chromebook model where students use chromebooks from a classroom cart, as needed, and do not take chromebooks home. He reviewed that the one-to-one model began as a response to Covid and has continued the same way since then at the secondary level. Dr. Jordan plans to talk with and

survey staff to better understand what homework looks like in middle school, what assignments look like etc. Moving to the elementary model of classroom carts is actually a little more costly (some additional devices would need to be purchased) but the intent is that chromebooks could potentially last longer with less damage occurring from the daily back and forth from home to school to home, and it would be one less device for families to monitor, amongst other benefits. Dr. Jordan will keep the board informed as this option is explored.

Director Killman asked about the current technology plan and both Assistant Superintendent Hoadley and Superintendent Hanson shared that Learning & Teaching Services and Technology have been working in conjunction with one another on this and are moving in a positive direction.

IV. Policy 3131 – ‘Assignments to Schools’ (Intra-District Transfers) Discussion

Superintendent Hanson presented information regarding a potential change to the district’s “Assignments to Schools – (Intra-District Transfers)” Policy 3131 per the board’s request. First, he shared that the neighborhood-school model is what has been in place for a long time, which is essentially residence-area attendance. This model is consistent with the vast majority of school districts in Washington and helps organize a complex operation (staffing, classroom counts, bus routes etc.). This is how Mead currently operates and Policy 3131 allows for transfers amongst Mead schools based on “substantial hardship.” He discussed how “substantial hardship” can be and is subjective and when a transfer hinges on proving “substantial hardship” the standard can become a story to sell rather than a number to meet.

Superintendent Hanson reviewed how Policy 3131 currently works today at the elementary and secondary levels. He discussed the WIAA rule change in 2025 where an athlete can transfer once within a defined window and then has to sit out 40% of the season rather than an entire year. He asked if changing Policy 3131 to more of an open enrollment policy could create a “winner” and a “loser” school, meaning the desired school versus the under-enrolled school. This could be particularly troublesome for a district with only 2 high schools.

Superintendent Hanson emphasized what the district and each school would need to put in place if the board decides to explore a more open enrollment policy which would include priority tiers under a capacity-based model. Priority or Tier 1 would be for children of full-time district staff at that building/district per RCW 28A.225.225 all the way down to a Tier 5 for out-of-district (choice) applicants per WAC 392-137. He reviewed the perceived benefits of a more open enrollment policy as well as the risks and potential long-term consequences of such a change. If a change is pursued, staff input would be needed and transportation could only be provided for those who choose their neighborhood school.

Lastly, Superintendent Hanson shared that if the board doesn’t see the status quo as an option, the research points to one recommendation which is a three-year pilot of a tiered, capacity-based open enrollment system which increases choice and transparency while capping risk to facilities and program balance.

Director Gray expressed her appreciation for the thorough presentation and information and stated this kind of change would be big. She inquired how to better enforce the current policy to which Superintendent Hanson shared that the current policy is being fairly enforced and that any perceived inconsistencies are likely due to not having the full information surrounding each transfer request. Superintendent Hanson recognized that the current policy is subjective so people can view requests and outcomes differently. There was more discussion amongst the board directors that it is likely not worth the unintended consequences to make this kind of change to Policy 3131, but they would like to consider making small changes to the current policy to allow for more flexibility. Superintendent Hanson will speak again with Mead High School Principal Troy Hughes, Mt. Spokane High School Principal Chelsea Gallagher, and Student & Family Services Director Josh Westermann to discuss ways to revise the current procedure to potentially accommodate more transfer requests.

V. Facility Use Extension Discussion Re: The Table Fellowship's ongoing use of Prairie View Elementary

Superintendent Hanson reported that a church has been renting Prairie View Elementary for the last two years on Sunday mornings and the board has already granted them a 6-month extension. The church, named The Table Fellowship, is requesting an additional 6-month extension and conveyed that they are still looking for a facility but have not found one yet. There was some discussion around this, specifically about not wanting to disadvantage another organization that might want to use the building, or setting a precedent that organizations can use a public-school facility indefinitely. It was conveyed that there is no other organization that has inquired about the use of Prairie View Elementary at this time. According to the Facilities Department, The Table Fellowship has been a good steward of the building and there have been no complaints. Without another organization wanting the space and the current tenant treating the building well, there may be no reason to reject the request for an additional 6 months. It was determined to add this request to the agenda at the next Regular Board Meeting for a final decision.

VI. Superintendent Update

Superintendent Hanson updated the board that the district has received applications from 25 parents who are interested in participating in the upcoming Facilities & Long-Range Planning Committee. The applicants have diverse professional backgrounds and he is pleased with the applicant pool thus far. The Mead Matters newsletter will be arriving in community mailboxes this week and the hope is to receive additional applicants from those in the community who do not have students in the district, in order to have all different perspectives at the table. At this point, the plan is to have the first committee meeting in early to mid-October, the original plan was to hold it at the end of September. Director Nolan asked how the members will be chosen from the applicant pool and Superintendent Hanson stated that likely the criteria that is used for an Instructional Materials Committee will be used for this, with a potential lottery depending on the number of total applicants. The total number desired for the committee is somewhere between 20-25 people.

Superintendent Hanson noted that the district is holding a meeting on Oct 1, 2026 at 6:00pm at Union Event Center to bring families together to discuss discriminatory harassment and bias in the district. Principals are reaching out to invite families who have had personal experience with harassment in order to get their insight and perspective. The district will share the PEACE framework which is what the district uses for responding to discriminatory harassment and bias. He will share the invite with the board and asked that two board members attend.

Lastly, Superintendent Hanson reminded the board that last winter, Secondary Special Services Director, Andrea Staton, came to them to create a Cat Tracks program for DLC students who are in the 18-22 year old age group and are transitioning to the work force. He reported that the old M.E.A.D. building has been renovated, staff has been hired and there are currently 24 students being served in this program (12 from Mead HS and 12 from Mt. Spokane HS). The location is great as it is on a bus line, there are community partners involved and both families and staff are excited about it. The hope is to grow this program in the years to come where even more students can be served.

VII. Adjourn

The meeting was adjourned at 8:55pm.

President

Secretary