



**Board Work Session Minutes
Monday, October 12, 2026**

The Board of Directors held a Work Session on Monday, October 12, 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. Special Services Update

A. Policy/Procedure 3246/3246P - 'Restraint, Isolation and Other Uses of Reasonable Force' Revision Discussion

Executive Director of Special & Alternative Programs, Heather Havens, presented proposed revisions to Policy/Procedure 3246/3246P. The proposed revisions align with updated Washington State requirements and come from WSSDA's model policy. Ms. Havens presented a summary of the major changes which include:

- 1) Stricter requirements for restraint and isolation
 - Restraint or isolation is permitted only when a student's spontaneous behavior presents an imminent likelihood of serious harm to themselves or another person.
 - Property damage alone is no longer identified as justification.
- 2) Clarification between escorts, physical prompts and restraint
 - Physical escorts and instructional physical prompts are distinguished from physical restraint.
- 3) Significant restrictions on isolation rooms
 - Districts may no longer create, remodel, or repurpose rooms primarily for student isolation - but districts can continue to use the spaces already built.
 - Voluntary calming spaces and appropriate unlocked spaces remain allowable.
 - Emergency isolation requires adherence to safety, monitoring, and reporting requirements.

There are no changes to IEP and Section 504 planning or staff training and certification. Special Services Secondary Director, Andrea Staton, is the district's MANDT System trainer and she is recertified each year (the Mandt System training is a comprehensive, trauma-informed crisis prevention and de-escalation framework). Ms. Havens reviewed the reporting process to the district office and OSPI, as well as the parental notification process.

There were some questions and discussion around what will happen when the district's current isolation or "blue" rooms become inoperable as this new policy precludes any repairs/remodels. Ms. Havens acknowledged this is problematic and she is working with her team on solutions. In the meantime, the existing isolation rooms can continue to be used when necessary, and she noted that these rooms are typically used more for helping students regulate than restraint and isolation.

These policy/procedure revisions will be on the agenda at the next Regular Board Meeting for first reading as an information item.

B. Disability History Month - October

Ms. Havens shared that October is a designated month of awareness and inclusion for students with disabilities, and a time to celebrate their strengths and contributions. She noted that

celebrating students with disabilities' accomplishments happens all year but October is set aside to honor them. Ms. Havens has communicated with and encouraged all staff to participate in various awareness events throughout the month to promote inclusive practices, champion diversity and ensure all students thrive. A list of specific dates for recognizing specific disabilities was disseminated to staff as well.

Additionally, Ms. Havens reported that 'Child Find Screening' handouts have been shared and posted throughout school buildings. The handout addresses questions surrounding child development and provides a resource for anyone who might suspect a child has a disability and/or needs extra help. Anyone can initiate a screening and there are varying levels of help available through the district.

Superintendent Hanson took this opportunity to draw attention to and celebrate district staff who do amazing work with students who have disabilities. Many are passionate about serving this population of students and do an excellent job moving students forward toward their goals as well as handle the many aspects of administrative paperwork and procedures involved.

II. Learning & Teaching Update

Learning & Teaching Assistant Superintendent Jay Jordan began by stating that the update he provided last year was focused primarily on curriculum adoption and working through revisions to Policy 2020 regarding the adoption of instructional materials. This year he is providing a broader overview of the Learning & Teaching Department and the three priorities that guide their work which include:

- 1) Strong instruction (improve student learning).
- 2) Timely support (respond effectively when students need additional support).
- 3) Belonging & access (create environments where students feel connected and able to succeed).

Learning & Teaching is aligning tools, people, and practices across schools through six connected areas of their work: Curriculum, Assessment & Data, Intervention/MTSS, Inclusive Pathways, Communication and Principal Support. These are connected efforts, not separate projects.

Currently Learning & Teaching is working on adopting new K-12 math curriculum. The curriculum adoption team has identified curriculums they plan to pilot and are currently being trained on the pilot materials. The Instructional Materials Committee (IMC) has already met and been given an overview of the upcoming process and has also reviewed some secondary novels up for consideration to be added as approved curriculum. Regarding the implementation of new curriculum that was adopted at the end of last school year, there has been good support so far and Dr. Jordan recognizes there is a learning curve. When asked if there is staff "buy-in" he stated there are lots of ongoing conversations about what is going well and what needs work, and those discussions are helpful in getting staff what they need. He is taking note of ways to frontload an improved implementation process for staff for future curriculum adoption based on current feedback.

As has been shared in a previous meeting, all elementary and middle schools are piloting the Renaissance Star assessment tool this year and staff will receive continued training on this as part of the upcoming LID day on Friday, October 16th. While Renaissance Star is similar to MAP (the district's current assessment tool), it provides additional features that are helpful. Better assessment data can lead to better support of students.

Regarding Intervention/MTSS, Learning & Teaching is looking to provide better central support to buildings so they are surveying schools as to how they currently use/do interventions. Dr. Jordan reviewed the definition of MTSS (Multi-Tiered System of Supports) and the three tiers (Tier 1 is core instructions, Tier 2 is targeted support, and Tier 3 is intensive support). He shared

that there is scheduled intervention time at all schools at least weekly and an Elementary MTSS Coordinator position has been added to support teachers and principals at the elementary level.

Dr. Jordan reported on Cat Tracks which is the district's transition program for young adults ages 19-22. As a note of reference, this program was being provided at each high school previously and this year is now housed in one location. There are 23 students currently being served in this program. In response to a question from Director Killman, it was shared that this is a full-time program with students taking classes there and also going out to work at internships. The students in Cat Tracks have typically finished their credit-bearing coursework at the building level, and the life skills component is what they're still working on with their transition into life being the focus of the program. Director Woodworth shared that he visited the program and found the resources offered there very valuable.

Dr. Jordan reviewed the district's move to ParentSquare, the new web and mobile communication tool for school-to-home connections, and Puredata, the new PowerSchool plugin that serves as an electronic referral system with student tracking and communication capabilities. Both are new systems, take time to implement and early feedback has been good. Puredata is internal only (it does have a communication component that is turned off at this time) and has been fully implemented at the secondary level and is just starting to launch in the elementary schools. Some discussion ensued regarding ParentSquare as Directors Nolan and Killman noted they are still receiving some communication from schools through other platforms. It was noted that Final Forms, which is used by the district's coaches, does not yet "talk with" ParentSquare but the district has reached out to them to inquire when this will be an option. What ParentSquare accomplishes is the provision of a communication tool for teachers and staff to communicate with students and parents without having to use a separate app and to be able to have two-way communication without exchanging phone numbers. The goal remains to have a single source of communication from the district and this transition, as any, takes time, and is headed in that direction.

Lastly, Dr. Jordan reported on how Learning & Teaching collaborates with principals to lead together. He outlined the types of meetings and frequency with which they occur in order to create recurring opportunities for coordination and support. The agendas for these meetings are heavily generated by the principals/leaders. Additionally, there are weekly and biweekly opportunities to connect (via virtual check-ins) outside of regularly scheduled meetings and many one to one phone calls, texts and meetings in buildings.

Learning & Teaching's goal is not more initiatives. It is a stronger system of support overall.

III. Policy 6801 – 'Fixed Assets' Revision Discussion

Superintendent Hanson proposed revisions to Policy 6801 on behalf of Director of Maintenance & Operations, Travis Bown. The revisions mirror the most updated WSSDA model policy and include:

- 1) Changing the term "fixed assets" to "capital or theft-sensitive assets."
- 2) Changing the value of the inventory referenced in the policy from \$5,000.00 to \$10,000.00.
- 3) Changing the language to have the Director of Maintenance & Operations provide an annual inventory in the form of a report to the board, rather than attend and present to the board in person each year unless requested by the board.

Regarding an accompanying procedure to this policy, Superintendent Hanson noted that Mr. Bown recommended not adopting WSSDA's model procedure because enough specificity is provided in the proposed revised policy. The policy provides the necessary parameters and

specific nature of what is required. It was agreed to bring the proposed revised policy to the next Regular Board Meeting for first reading as an information item.

Director Nolan then inquired about mowing the “swale” areas by Union Stadium – the shallow, low-lying areas between the sidewalk and the road as weeds are taking over. While these areas are not technically district property, he’d like to come up with a plan on how to maintain them so they look better. Director Killman shared that there is not enough parking for the large events held at Union Stadium (i.e. Battle of the Bell) and would like to consider having some of the fields graded with gravel to make them more usable for overflow parking. She asked Superintendent Hanson to add that to the list of considerations for the Facilities & Long-Range Planning Committee.

IV. AI Discussion

In line with the Board’s goal surrounding the use of AI, Superintendent Hanson shared a unique opportunity the district has to apply for a grant through Playlab, in conjunction with the Gates Foundation and Gonzaga University. Playlab is a non-profit AI platform built for educators and students that provides access to multiple AI foundation models inside a single interface. He gave an example of how beneficial AI can be to a school district and/or building in analyzing large data sets to help administrators and staff identify trends and patterns, therefore helping staff to address issues and obtain actionable information (i.e. using information from Puredata regarding student behavior/referrals). There are student-facing opportunities with Playlab as well but Playlab has no specific expectation with how the district would choose to use their product. Working with Playlab through this grant opportunity would provide the district with a solid partner in the constantly changing AI landscape. Playlab’s business is to help education utilize AI models and seems to fit with district/board goals of exploring AI in a manner with guardrails and a framework that guides learning. The district plans to pursue this grant opportunity.

V. Superintendent Update

Superintendent Hanson shared information with the board regarding a meeting held on October 1st where a conversation about racial equity took place with families in the district who were invited by their principal. The district has seen an uptick in categories of discriminatory harassment, bigotry and racism in recent years and is concerned. A 2-hour conversation occurred about these issues with families who have experienced some type of race specific or bias incident in the district. Superintendent Hanson shared the primary goal in bringing these families together was to acknowledge the issues, connect, and establish ongoing relationships in an effort to learn and improve. Directors Killman and Woodworth attended this meeting and shared their experience from the evening. Director Killman hopes the families will stay invested in this conversation and Director Woodworth stated he was impressed by the desire of the families to be engaged in this conversation and appreciated their perspective and willingness to share. Superintendent Hanson said the next meeting will be held in the January/February timeframe and there will be more to come on this topic.

Superintendent Hanson conveyed to the board that regarding their question to the district’s insurance provider regarding coverage limits, a response was provided and he has the letter available for their review.

Superintendent Hanson noted that the board will be receiving an email from his assistant regarding the Educational Equity Training that is required by law for all Washington State school board directors through WSSDA. Details regarding the specific requirements and timelines are forthcoming.

Lastly, the Facilities & Long-Range Planning Committee begins tomorrow evening on October 13th. There were approximately 30+ applicants from a wide variety of backgrounds and professions which should make for a well-rounded committee. Superintendent Hanson is excited to get the work started. Each meeting will be held at a different building allowing for the committee to view

many buildings in the district, both old and new. The first several meetings will mainly be providing background and equipping the committee with all the information they are going to need in order to make decisions about the future of the district. He anticipates a mid-term report will be ready to deliver to the board sometime in June 2027.

VI. Adjourn

The meeting was adjourned at 8:23pm.

President

Secretary