



## Centralia School District

### April Regular Board Meeting

#### Board Agenda

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##### Date and Time

Thursday April 24, 2025 at 5:00 PM PDT

##### Location

Centralia District Office Boardroom  
2320 Borst Ave  
Centralia, WA 98531

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Thursday, April 24, 2025

Centralia District Office Boardroom

5:00 p.m. Board Meeting

Zoom: <https://zoom.us/j/99234765568>

Facebook: <https://www.facebook.com/centraliaschooldistrict>

**Our Mission:** Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

**Our Vision:** All Students Achieve Academic and Personal Excellence

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##### Agenda

Purpose

Presenter

Time

#### I. Opening Items

5:00 PM

##### A. Call the Meeting to Order

	Purpose	Presenter	Time
<b>B.</b>	Flag Salute	CHS Student	
<b>C.</b>	Director Attendance	Tim Browning, Board President	
	Tim Browning, Board President Maritza Bravo, Board Vice President Sarah Holmes, Board Director Cameron McGee, Board Director Deb Parnham, Board Director Kycen Donahue, Student Board Representative Nikolas Lawrence, Student Board Representative Lilyian Trousdale, Student Board Representative		
<b>D.</b>	Approval of the Agenda	Tim Browning, Board President	

## II. RECOGNITION/DONATION

State Attending SkillsUSA Students:

- Owen Sharp- Individual Welding-- Gold
- Carlos Cozar, Saryn Pelesky and Pedro Picazo-- Occupational Health & Safety-- Gold
- Saryn Pelesky- T-Shirt Design-- Gold
- Pedro Picazo- Carpentry-- Silver
- Destin Perkins & Julyonna Smith- Audio Production-- Bronze
- Jack Klawitter- Photography-- Bronze
- Will Guthrie and Evan Thummel - 3D Animation-- Gold
- Frida Iman-Lopez- Audio Production
- EmbryAnna Schluter- Audio Production
- Mackenzie Tucker- Video News Production
- Bella Tenney- Video News Production
- Elizabeth Snell- Video News Production
- Ian Hudson- Video News Production
- Nikolas Lawrence- Job Interview
- Eli Baldwin- Welding Sculpture
- Caiden Tukes- Welding
- Mathew Shaw- Early Childhood Education
- Coral Tobeck- Early Childhood Education



	Purpose	Presenter	Time
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### State Placing Wrestlers

- Jocelyn Navarro (100) 2nd place
- Luna Martinez-Arevalo (200) 5th place
- Eva Reinitz (115) 2nd place
- Ramona Reinitz (120) 3rd place
- Ronin Blair (215) 3rd place

### III. PUBLIC COMMENT

Please fill out a pink comment card and give to the secretary BEFORE the meeting begins. You will be given 3 minutes to speak to the board.

### IV. SCHOOL HIGHLIGHT

A. Centralia High School	FYI	Scot Embrey, CHS Principal
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### V. REPORTS TO THE BOARD

A. Student Representative Report	Discuss	Kycen, Lilyian & Nikolas: Student Board Representatives
B. Superintendent Report	Discuss	Lisa Grant, Superintendent
C. Strategic Plan Update	Discuss	Lisa Grant, Superintendent

### VI. BOARD DISCUSSION

### VII. APPROVAL OF CONSENT AGENDA

A. Previous Meeting Minutes	Approve Minutes	
B. Personnel	Vote	Samantha Mitchell, Executive Director

	Purpose	Presenter	Time
		of Human Resources	
<b>C.</b> Travel Requests			
<b>D.</b> Budget Status Report	Vote	Joe Vetter, Executive Director of Fiscal Services	
<b>E.</b> Voucher Warrants	Vote	Joe Vetter, Executive Director of Fiscal Services	
<b>VIII. OLD BUSINESS</b>			
<b>A.</b> Second and Final Approval of Board Policies	Discuss		
<b>IX. NEW BUSINESS</b>			
<b>A.</b> Consideration of Approval of Board Policies (First Reading)	Discuss		
<b>B.</b> Consideration of Approval of Resolution 2025-08 Warrant Cancellation	Vote		
<b>C.</b> Consideration of Approval of Resolution 2025-09 Warrant Cancellation	Vote	Joe Vetter	
<b>D.</b> Consideration of Approval of Resolution 2025-10, Cancellation of Warrants	Vote	Joe Vetter, Executive Director of Fiscal Services	
<b>E.</b> Consideration of Approval of CKLA K-2 Adoption	Vote	Jeff Broome, Executive Director of Teaching & Learning	
<b>F.</b> Consideration of Approval of Centralia Middle School Conference Days Memorandum of Understanding	Vote	Samantha Mitchell, Executive Director of Human Resources	
<b>G.</b> Consideration of Approval of Centralia Education Association Choir Festival Memorandum of Understanding	Vote	Samantha Mitchell, Executive Director of Human Resources	

	Purpose	Presenter	Time
<b>H.</b> Consideration of Approval of 2025-26 Teacher Prep Day Schedule Memorandum of Understanding	Vote	Samantha Mitchell, Executive Director of Human Resources	
<b>I.</b> Consideration of Approval of Dicks Sporting Goods Grant/Donation	Vote	Tim Ahern, Athletics Director	
<b>J.</b> Consideration of Approval of Sertoma Donation	Vote	Tammie Jensen-Tabor, Executive Director of Special Services	
<b>X. PROCEDURE UPDATE</b>			
<b>A.</b> Procedure	Discuss		
<b>XI. BOARD MEMBER REPORTS</b>			
<b>XII. FUTURE MEETING SCHEDULE AND BOARD RECOMMENDED AGENDA ITEMS FOR FUTURE MEETINGS</b>			
<b>Study Session</b>			
Thursday, May 8, 2025			
5:00 p.m. at Centralia District Office Boardroom			
<b>Special Board Meeting</b>			
<b>CSD Town Hall</b>			
Wednesday, May 14, 2025			
5:30 p.m. at Centralia High School Performing Arts Center			
<b>Regular Board Meeting</b>			
Thursday, May 22, 2025			
5:00 p.m. at Centralia District Office Boardroom			
<b>XIII. EXECUTIVE SESSION</b>			
To discuss the performance of a school district employee. RCW 42.30.110			
<b>XIV. Closing Items</b>			

	Purpose	Presenter	Time
<b>A.</b> Adjourn Meeting	Vote		

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People with disabilities should contact the superintendent's office at least 24 hours in advance so that arrangements can be made for them to participate in board meetings.

# Coversheet

## Centralia High School

<b>Section:</b>	IV. SCHOOL HIGHLIGHT
<b>Item:</b>	A. Centralia High School
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	CHS Presentation.pdf

# ***Tiger Country***

*Growing our culture for staff and students  
through Being Consistent, Being Present and  
Inspiring Hope*

## CHS Pillars:

### *Effective Teaching and Learning for All*

- Our students need to know their ‘WHY’ surrounding succeeding in high school.
- Our students need to have more voice and choice in their education.
- Our 9th graders need more intentional efforts to support being on track to graduate.

## Goal: Increase student voice and choice at school.

- ❑ Leadership Bootcamp
- ❑ Community Involvement
- ❑ Course Expo & Forecasting
- ❑ FAFSA & Dollars For Scholars Workshops
- ❑ ELA Electives
- ❑ Scheduling Courses for Next Year





We work hard,  
we play hard!



# Course Expo

Goal: Ensure students are aware of the courses offered at CHS & support them in making informed decisions for their future.

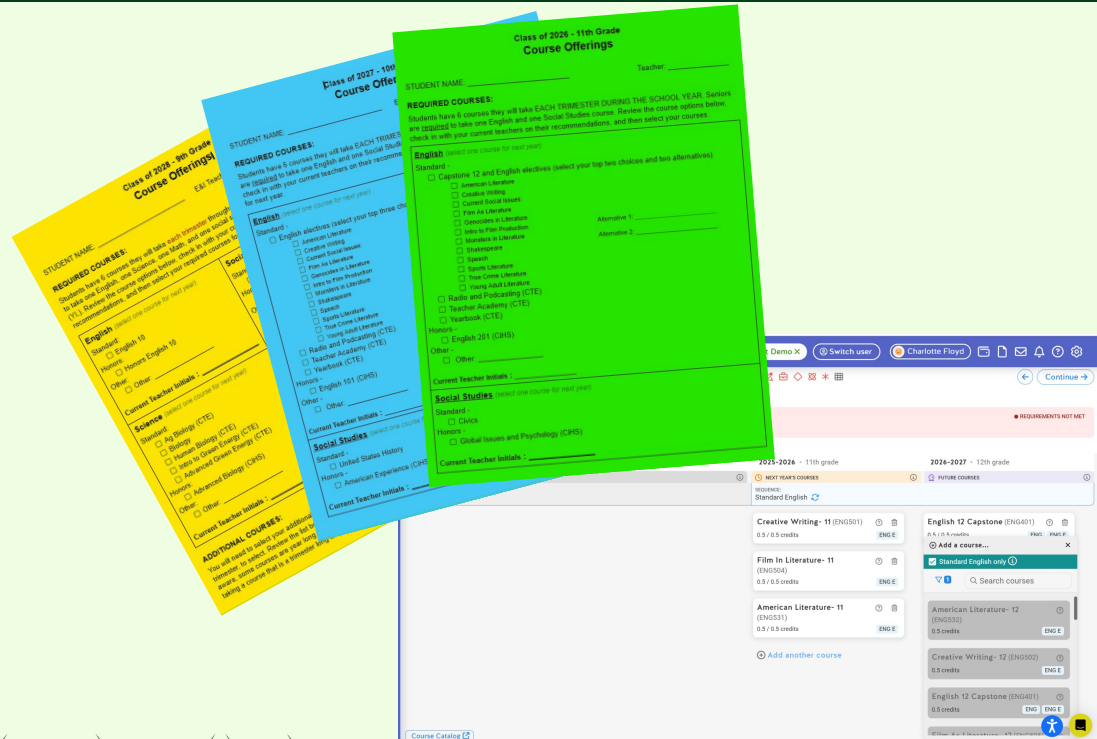


# Future Scheduling is Student Focused

**Students reviewed course options and choose classes.**

**Students reviewed choices with parents.**

**Students used SchoolLinks to enter future courses and course plan.**



## Focus on Freshman

### Discipline

- ❑ 125 less referrals than last year = 25% decrease
- ❑ 28% of freshman with referrals have only 1 referral

### Grades

- ❑ Substantial increase in passing math – 68% (23-24) to 77% (24-25)
- ❑ Steady increase in freshman on-track for graduation since 2021, with a 3% increase from last year



## CHS Pillars:

### *Professional Practice and Continuous Learning*

- We will provide staff-to-staff professional development (the experts are often in the room).
- We will implement an understanding of AVID, both schoolwide and elective.
- We utilize data-driven practices to enhance CTE frameworks and ensure alignment across pathways, supporting student readiness for postsecondary success and workforce demands.

## Goal: Increase the opportunities for staff to learn from each other.

- ❑ Increased opportunities for mentorship
- ❑ Mini monthly professional development
- ❑ “Bite size” trainings
- ❑ Modeling teaching strategies



# CTE Rigor & Alignment

## HEALTH SCIENCE:

- Applied Biomedical Science
- Biomed: Anatomy and Physiology
- Principles of Biomedical Science

## AGRICULTURE:

- Forestry Technician
- Agriculture Science- 8th
- Veterinary Detectives

## FAMILY & CONSUMER SCIENCE:

- Teacher Academy
- Applied Algebra 1
- STEM Science 1 & 2

## SKILLED AND TECH:

- Radio/Podcasting
- Graphic Computer Arts
- Jewelry Design 1 & 2
- Advanced Welding
- Off Campus Construction

## BUSINESS & MARKETING:

- Intro to Project Management
- Computer Science
- AP Computer Science
- Office Management
- Project Management 1 & 2
- Cybersecurity
- College and Career Prep

## S.T.E.M:

- STEM Robotics
- Intro to Green Energy
- Advanced Green Energy

## Growth:

- Dual Credit 19 → 57
- Industry Credentials 8 → 30

## Internships/Apprenticeships

- Industrial
- Water
- Nursing
- Cybersecurity
- Teacher Academy

**We work hard,  
we play hard!**

Centralia School District - April Regular Board Meeting - Agenda - Thursday April 24, 2025 at 5:00 PM





## CHS Pillars:

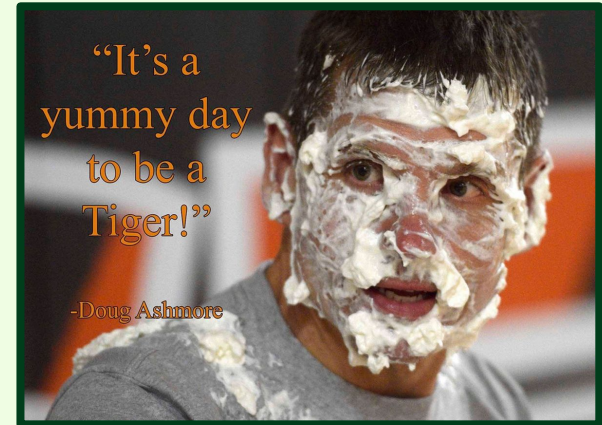
### *Culture and Community Excellence*

- We will increase community engagement of students, staff, and families.

# Staff Involvement

Goal: Staff being more present at sporting events, music events, student activities, and assemblies.

- 50% more staff at class comps this year
- Staff games at our assemblies



# Student Involvement

Goal: Increase students involvement in our community.

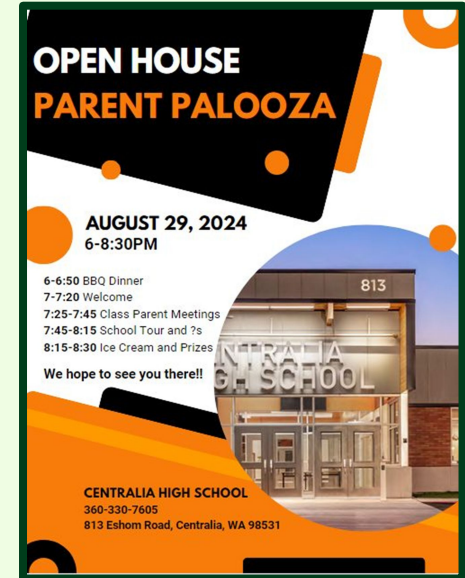
- Students presenting To City Hall
- Rake and Run had students giving back to the community



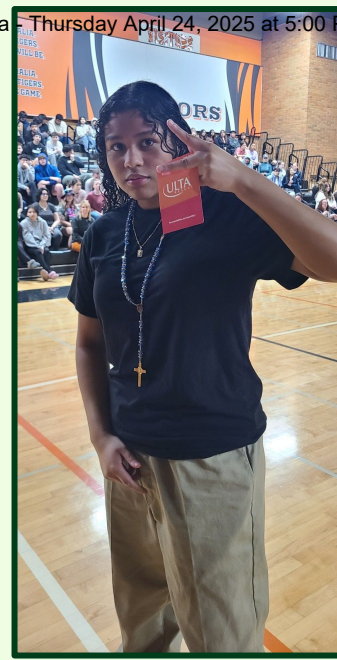
# Parent Involvement

Goal: Encourage more family and community engagement with our school.

- Parent-Palooza
- 8th Grade Family Night
- FAFSA Information Nights
- Freshman Orientation



# This Calls for a Celebration!



*Students earned 2x as many  
tiger bucks this year!*

*Staff saw the treat trolley visit  
their classrooms!*

## CHS Pillars:

### *Supportive Learning Environment for Success*

- Creating a safe learning environment, where students feel comfortable to make social connections and take on academic challenges.



# STAMP Testing for Language Proficiency

**Goal: Increase our students earning credit through STAMP testing.**

- ❑ **Eligibility for Biliteracy Seal**
- ❑ **Competency testing for credits (up to 6 total)**
- ❑ **Open to all students that speak a language other than English**
- ❑ **Tests reading, writing, speaking and listening**
- ❑ **Gives students the opportunity to pursue other interests**



# STAMP Testing for Language Proficiency



- ❑ **43 students earned 1+ credits!**
- ❑ **31 students qualified for the Biliteracy Seal.**
- ❑ **More than 30 students will be taking the test in May.**



# Student Perceptions: Authenticity

*Students rated their ability to be their “true selves” highly at school with 66% of student responses at a 3 or 4 ratings on a 4-point scale.*

Rationale students provided:

**I feel my true self everyday  
and enjoy coming to school.**

**I don't know, it just better  
than where I was before so I  
have no complaints.**

**Good environment.**

**I've always been myself. I  
don't pretend and I feel like  
everyone else doesn't judge.**

***I'm usually comfortable at  
school.***

**Because a lot of kids are  
themselves so that makes  
me feel more confident to  
also be myself.**

# Student Perceptions: Belonging

*Students rated a high sense of belonging at the school with 72% of student responses at a 3 or 4 ratings on a 4-point scale.*

Rationale students provided:

**Because I am part of the band community. I also feel like this school does a great job at making clubs and activities that appeal to almost everyone.**

***I've been involved mainly with soccer and FBLA but those alone make me feel a sense of belonging in this school.***

**Because I have friends from all grades that support me.**

**I don't know why I'd ever feel excluded.**

**Because it feels like home and [I] really enjoyed the last 4 years.**

# Student Perceptions: Safety

*Students rated the school as an overall safe place with 79% of student responses at a 3 or 4 ratings on a 4-point scale.*

Rationale students provided:

**My teachers are always here for me and I have friends that are here for me.**

**Because we have a wonderful staff that keeps us safe.**

**I don't know, it just better than where I was before so I have no complaints.**

**Because I'm surrounded by great friends and great teachers.**

***We have good security and not just anyone can come in to our school.***

**Because I have teachers I can go to if something is wrong.**

## Improving Discipline

**Goal: Create a safe learning environment for students and staff.**

- ❑ 18% decrease in ALL discipline referrals
- ❑ 30% decrease in vape referrals
- ❑ 61% decrease in marijuana referrals
- ❑ 278 positive referrals for students exhibiting excellent behavior!

## Future Success

- ❑ Improving and sustaining student enrollment – Intent to Return for 9th and 10th
- ❑ AVID – College and Career Ready, CiHS only classes
- ❑ Parent and Principal Advocacy Group
- ❑ Math Adoption for Algebra I and Structured Pilot of Geometry and Algebra II

Working toward  
1% better every  
day!



# Coversheet

## Previous Meeting Minutes

<b>Section:</b>	VII. APPROVAL OF CONSENT AGENDA
<b>Item:</b>	A. Previous Meeting Minutes
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	03.27.25 Regular Board Meeting Minutes.pdf 04.03.25 Study Session Board Meeting Minutes.pdf



## **Regular Board Meeting Minutes**

Thursday, March 27, 2025

Centralia District Office Boardroom

5:00p.m. Board Meeting

### **1. CALL TO ORDER**

#### **ATTENDANCE**

Tim Browning, President; Maritza Bravo, Vice President; Sarah Holmes, Director; Deb Parnham; Nikolas Lawrence, Student Board Representative; Kycen Donahue, Student Board Representative; and Lisa Grant, Secretary; and Brittany Kindell, Recording Secretary. Lilyian Trousdale, Student Board Representative Elect was excused for the evening.

#### **PLACE AND TIME OF MEETING**

The Centralia School District Board of Directors met at the Centralia District Office Boardroom. Tim Browning, President, called the Regular Board Meeting to order at 5:00p.m.

### **2. FLAG SALUTE**

Layne Fresen-Burkett, Washington Elementary student, led the pledge of allegiance.

### **3. APPROVAL OF THE AGENDA**

Cameron McGee moved, and Deb Parnham seconded the motion.  
The motion carried with a unanimous vote.

### **4. RECOGNITION/DONATION**

#### **• For the Love of Writing Winners**

- Poppy Moseley, Edison Elementary
- David Brewer, Edison Elementary
- Sonora Gonzalez, Fords Prairie Elementary
- Ivy Markstrom, Fords Prairie Elementary
- Daneiris Byrd, Fords Prairie Elementary
- Vesper Trupo, Fords Prairie Elementary
- Elaina Salinas, Washington Elementary
- Tyden norsian Paulson, Oakview Elementary
- Ariadna Angel Bautista, Oakview Elementary
- William Fink, Oakview Elementary
- Dilan Silverio Diaz, Oakview Elementary
- Riley Brown, Oakview Elementary
- Roberto Francisco Ancelmo, Oakview Elementary

#### **• i-Ready Growth Achievers**

- **ELA**
  - Mary Knutson, Washington Elementary
  - Amy Browning, Washington Elementary





- Josie Talley, Fords Prairie Elementary
- Miranda Rosenborg, Jefferson Lincoln Elementary
- Melissa Styger, Edison Elementary
- Shannon McDermitt, Jefferson Lincoln Elementary
- **MATH**
  - Alia Sherwood, Washington Elementary
  - Dan Garry, Washington Elementary
  - Jill Pilloud, Jefferson Lincoln Elementary
  - Kayla Capps, Edison Elementary
  - DeLynne Dietz, Edison Elementary
- Sylvia Freund, Art in Schools, was recognized for her donation of \$1800 for infusing art into the classroom.

## 5. PUBLIC COMMENT

There were no public comments for the evening.

## 6. SCHOOL HIGHLIGHT- Washington Elementary School

Danielle Vekich, Principal, shared her School Improvement Plan (SIP) goals, school initiatives that drive best practices, student pride and motivation such as the golden whistle, CYS basketball champions for boys and girls (7-0 season), shoutout to Mr. Mano for teaching all four teams at WA this year,. Vekich also shared pictures of life at Washington Elementary.

## 7. PROGRAM HIGHLIGHT-AVID Update

Allison Hillstrom, Academies Director, shared an update on how AVID is being implemented in the middle and high school. Hillstrom shared what implementation looked like for CMS this year and what the preparation year looked like at CHS. She also shared what CMS year two will look like and what year 1 will look like next year at CHS.

## 8. REPORTS TO THE BOARD

### a. Parent Involvement

Coral Tobeck and Brianna Hernandez-Perez, CHS students, shared a presentation on the importance of parent involvement. They shared that students are 50% more likely to drop out of school if there is not parent involvement in their schooling. Tobeck shared potential ideas for increasing parent involvement at the high school.

### b. Student Representative Report

Kycen Donahue shared that winter sports ended and spring sports have started. All students who participated in the band/choir/orchestra ensemble placed in either a 1 or a 2 rating (excellent or superior), great job and many of those students are now off to state. Cispus is a week after spring break and Jazz band is heading up there to play to the students on the Wednesday. Nikolas Lawrence shared that SkilsUSA is going on right now and many students are moving on to state. FBLA had their burgerville fundraiser on the 25th, they will know soon how much they made from that. FFA is selling soil bags for



\$7/bag as a fundraiser for FFA convention. They hope to have each student sell 20 bags to fund half of the convention. Each class is selling flower bowls as a fundraiser as well.

**c. Superintendent Report**

Lisa Grant, Superintendent, shared the monthly report with an update on upcoming events, enrollment, and district activities.

**d. Strategic Plan Update**

Lisa Grant, Superintendent, shared the monthly Strategic Plan report on the district's plans to achieve strategic plan goals in the 2024-2025 school year.

**9. APPROVAL OF CONSENT AGENDA**

Cameron McGee moved, and Maritza Bravo seconded the motion.

The motion carried with a unanimous vote.

- a. Previous Minutes
- b. Personnel Report
- c. Travel
- d. Budget Status Report
- e. Voucher Warrants

Maritza Bravo moved, and Cameron McGee seconded the motion.

The motion carried with a unanimous vote.

**10. NEW BUSINESS**

**a. Consideration of Approval of Kiddin' Around Donation**

Maritza Bravo moved, and Cameron McGee seconded the motion.

The motion carried with a unanimous vote.

**b. Consideration of Approval of Board Policies (First Reading)**

- i. **Policy 1220 Board Officers and Duties of the Board**
- ii. **Policy 1410 Executive or Closed Session**
- iii. **Policy 2022 Electronic Resources, Internet Safety, and AI**
- iv. **Policy 3117 Students in or Released from Institutional Education Facility**
- v. **Policy 3241 Student Discipline**
- vi. **Policy 3414 Infectious Diseases**
- vii. **Policy 3420 Anaphylaxis Prevention and Response**
- viii. **Policy 3432 Emergencies**
- ix. **Policy 6020 System of Funds**
- x. **Policy 6011 Tuition**
- xi. **Policy 6959 Acceptance of Completed Projects**

These policies were moved to a second reading and final approval on April 24, 2025.

**c. Consideration of Approval of Resolution 2025-05 Reduction in Force**

Maritza Bravo moved and Deb Parham seconded the motion.

The motion carried with a unanimous vote.

**d. Consideration of Approval of Resolution 2025-06 Warrant Cancellation**

Martiza Bravo moved and Deb Parnham seconded the motion.

The motion carried with a unanimous vote.



**e. Consideration of Approval of Resolution 2025-07 Warrant Cancellation**

Maritza Bravo moved, and Deb Parnham seconded the motion.

The motion carried with a unanimous vote.

**11. BOARD PROCEDURE UPDATES**

- a. 2022 Electronic Resources, Internet Safety, and AI**
- b. 2161 Special Education and Related Services for Eligible Students**
- c. 2162 Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973**
- d. 3414 Infectious Diseases**
- e. 3420 Anaphylaxis PRevention and Response**
- f. 3424 Opioid Related Overdose Reversal**

No board approval is required.

**12. BOARD MEMBER REPORTS**

Each board member shared information on their activities and work they were involved with throughout the District over the past month.

**13. FUTURE MEETING SCHEDULE AND BOARD RECOMMENDED AGENDA ITEMS FOR FUTURE MEETINGS**

**Study Session**

Thursday, April 3, 2025

5:00 p.m., Centralia District Office Boardroom

**Board Meeting**

Thursday, April 24, 2025

5:00 p.m., Centralia District Office Boardroom

**14. EXECUTIVE SESSION**

Tim Browning adjourned the meeting at 6:55 p.m. to go into executive session (closed to the public) to discuss the performance of a public employee. The session was expected to end at 7:20 p.m. with no action taken. The executive session began at 7:00 p.m.

**15. ADJOURNMENT**

The Executive Session and Regular Board meeting concluded for the evening, in consensus, at 7:40 p.m.

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Tim Browning, President

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Lisa Grant, Superintendent



## **Board Study Session Meeting Minutes**

Thursday, Apr 3, 2025

Centralia District Office Boardroom

5:00 p.m. Board Meeting

### **1. CALL TO ORDER**

**The Board went into a brief break at 5:00 p.m. until a quorum was established.**

#### ATTENDANCE

Tim Browning, President; Maritza Bravo, Vice President; Sarah Holmes, Deb Parnham, Director; Director; Cameron McGee, Director; Lisa Grant, Secretary; and Brittany Kindell, Recording Secretary.

#### PLACE AND TIME OF MEETING

The Centralia School District Board of Directors met at the Centralia District Office Boardroom. Tim Browning, President, called the Special Board Meeting to order at 5:05 p.m.

### **2. FLAG SALUTE**

Deb Parnham led the pledge of allegiance.

### **3. APPROVAL OF THE AGENDA**

Deb Parnham moved, and Sarah Holmes seconded the motion.

The motion carried with a unanimous vote.

### **4. REPORTS TO THE BOARD**

#### **a. Academies Update**

Allison Hillstrom, Director of STEM and Academies, shared about the K-12 alignment of academies: No Excuses University, AVID, and CTE at the high school. Hillstrom shared the five academies that are currently offered at the high school level: Human and Health Services; Engineering, Manufacturing & Technology; Science and Sustainability; Creative Arts & Communication; and Business Leadership. She highlighted the tremendous work on green energy courses with Intro to Green Energy in its 2nd year at the HS and it continues to gain popularity with students. She also shared internship opportunities, and what next steps are happening to continue to align the work.

#### **b. Data Review: Trimester 2 Grades; i-Ready; Attendance; and Discipline**

Jeff Broome, Executive Director of Teaching & Learning and Lisa Grant, Superintendent, shared about data. Broome shared Trimester 2 grades for the high school, and spent time reviewing i-Ready data for K-8 with a discussion around 7-8 data being concerning. Lisa Grant, Superintendent, shared ION data regarding discipline, highlighting trends of high referrals especially in 9th grade.

#### **c. Policy and Procedure Review**

##### **i. Policy and Procedure 3116 Students in Foster Care**

##### **ii. Policy 4210 Regulation of Dangerous Weapons on School Premises**



**iii. Policy 5005 Employment- Disclosures, Certification, Assurances, and Approval**

These policies will be moved to the April 24, 2025 board meeting as a first reading.

**5. DIRECTOR DISCUSSION**

**a. Self-Assessment Survey**

Lisa Grant, superintendent, shared a document with the board which was the compilation of questions from last year's WSSDA survey. Two board members submitted suggested questions for addition and removal and they were reflected in the document. The board agreed to send additional questions/comments by Friday, April 11th for final review before sending out the survey for board members to complete.

**6. FUTURE MEETING SCHEDULE AND BOARD RECOMMENDED AGENDA ITEMS FOR FUTURE MEETINGS**

**Regular Board Meeting**

Thursday, April 24, 2025

5:00 p.m. at Centralia District Office Boardroom

**Study Session**

Thursday, May 8, 2025

5:00 p.m. at Centralia District Office Boardroom

**7. ADJOURNMENT**

The board meeting concluded for the evening, in consensus, at 6:45 p.m.

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Tim Browning, President

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Lisa Grant, Superintendent

# Coversheet

## Personnel

<b>Section:</b>	VII. APPROVAL OF CONSENT AGENDA
<b>Item:</b>	B. Personnel
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Personnel Memo 4-25.pdf



TO: Lisa Grant

FROM: Samantha Mitchell

DATE: April 18, 2025

SUBJECT: New hires, transfers, and other personnel changes for April 24, 2025 approval by the Board

### **Certificated Hires**

#### **Temporary**

Sarah Qualia	WA	3 <sup>rd</sup> Grade Teacher – Temporary Leave Replacement
Gavin Warnick	CHS	Science Teacher – Temporary Leave Replacement

### **Classified Hires**

#### **Continuing**

#### **Temporary**

#### **Coaches and Advisors**

Mario Silva Gutierrez	CHS	Assistant Boys Soccer Coach
Gil Vazquez	CHS	Assistant Boys Soccer Coach
Steven Brockman	CMS	Track Coach
Malakai Emmons	CMS	Track Coach
Lynnae Erickson	CMS	Track Coach
K'Lynn Winkle	CMS	Track Coach

#### **Cispus**

Stuart Des Rochers	Cispus	Director
Lane Wasson	Cispus	Director
Monica Lewis	Cispus	Assistant Director
Melissa Crowston-Sikel	Cispus	Dining Hall Supervisor
Chris Mjolsnes	Cispus	Nurse
Donovan Albert	Cispus	Outdoor Education Teacher
Rex Ashmore	Cispus	Outdoor Education Teacher
Colleen Baine	Cispus	Outdoor Education Teacher
Veronica Bjorhus	Cispus	Outdoor Education Teacher
Dan Garry	Cispus	Outdoor Education Teacher
Shari Johnson	Cispus	Outdoor Education Teacher
Shannon McDermitt	Cispus	Outdoor Education Teacher
Madison Frank	Cispus	Outdoor Education Teacher
Byran King	Cispus	Outdoor Education Teacher



## Resignations/Retirements/Leaves of Absence

Employee Name	Position	Personnel Action	Effective Date
Austin Baker	CTE Director at CHS	Resignation	May 6, 2025
Coleen Bridges	Kindergarten Teacher at JL	Retirement	June 16, 2025
Todd Cheney	Bus Driver at TR	Leave of Absence	April 14, 2025
<i>Todd Cheney is requesting a leave of absence from April 14 through May 21, 2025.</i>			
Jasmine Cisneros	Accounting Assistant at DO	Resignation	March 31, 2025
Megan Crichton	3 <sup>rd</sup> Grade Teacher at WA	Leave of Absence	April 14, 2025
<i>Megan Crichton is requesting a leave of absence from April 14 through June 16, 2025.</i>			
Jina Criscola	Paraeducator at CMS	Leave of Absence	January 27, 2025
<i>Jina Criscola is requesting an extension of her leave of absence through April 30, 2025.</i>			
Jesseca Crowston	Behavior Paraeducator at OAK	Resignation	September 1, 2025
Roberta Dison	Elem. Lead FSW at JL	Leave of Absence	March 17, 2025
<i>Roberta Dison is requesting a leave of absence from March 17 through April 4, 2025.</i>			
Joy Lewis	Special Ed. Paraeducator at ED	Leave of Absence	March 4, 2025
<i>Joy Lewis is requesting a leave of absence from March 4 through March 25, 2025.</i>			
Megan Lord	Special Ed. Paraeducator at ED	Leave of Absence	March 25, 2025
<i>Megan Lord is requesting a leave of absence from March 25 through April 4, 2025.</i>			
Brandy Ly	ML Advocate/ML Para at CMS	Resignation	June 16, 2025
Kerri Kite-Pocklington	PE Teacher at ED	Retirement	June 16, 2025
Avery McLeod	Art Teacher at CHS	Leave of Absence	September 30, 2025
<i>Avery McLeod is requesting to extend his leave of absence through June 16, 2025.</i>			
Kim Pettit	Admin. Asst. to Ex. Dir. of T&L	Leave of Absence	May 6, 2025
<i>Kim Pettit is requesting a leave of absence from May 6 through June 17, 2025.</i>			
Heidi Weaver	Counselor at FP	Leave of Absence	March 4, 2025
<i>Heidi Weaver is requesting a leave of absence from March 4 through March 11, 2025.</i>			



# Coversheet

## Travel Requests

<b>Section:</b>	VII. APPROVAL OF CONSENT AGENDA
<b>Item:</b>	C. Travel Requests
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Student Travel- Choir Regionals.pdf Student Travel- SkillsUSA Nationals.pdf Staff Travel- Skills USA Nationals.pdf Staff Travel- Skills USA Nationals 2.pdf Staff Travel- Skills USA Nationals 1.pdf Staff Travel- Skills USA Nationals 3.pdf

Submit by Email

Print Form

## Centralia School District

### Travel Request for Students, Clubs, Overnight Trips

Pre-approval from the Board of Directors is required for any overnight stay, beyond 300 mile radius, or out of state travel (including Portland). This travel request must be submitted to the Superintendent, with supervisor's signature, at least seven (7) days prior to the Board of Director's Meeting.

Person(s) initiating travel request: Lauri Johnson

Class or club involved (i.e. DECA, Band, Biology): choir

Destination: Elkensburg/CWU

Date(s) of travel (note departure/return time): Leave CHS Friday 4/25 Return 4/26 evening

Reason for travel: Students that won@ regionals compete @ state

What is the ultimate goal of this experience: TO WIN!!

Mode of travel ((i.e. district vehicle, bus, air): District van

Type of lodging (i.e. hotel, gym, private home): Hotel one night

Number of students participating: 6

Ratio of students to chaperones: 1/6

Note: If a bus or van is needed, a "Request for District Vehicle" form still needs to be submitted to Transportation.

List names of chaperones: Lauri Johnson

Estimated cost to district: \$1,000

☐ General Fund

☒ A.S.B. Fund

☐ Grant Monies

Estimated cost to student(s): \$60

☐ Check if fundraisers will help defray cost to students

Date submitted: 4/2/25

Heather Allen

Supervisor's Approval

4/4/25

Date

Superintendent's Approval

Date

Date Board Approved (needed if overnight or beyond 300 mile radius or out of state)

Date

CTE

Submit by Email

Print Form

## Centralia School District

## Travel Request for Students, Clubs, Overnight Trips

Pre-approval from the Board of Directors is required for any overnight stay, beyond 300 mile radius, or out of state travel (including Portland). This travel request must be submitted to the Superintendent, with supervisor's signature, at least seven (7) days prior to the Board of Director's Meeting.

Person(s) initiating travel request: Mitch Smith, Brian Taylor, Levi Rodriguez

Class or club involved (i.e. DECA, Band, Biology): Skills USA Woods

Destination: Atlanta Georgia

Date(s) of travel (note departure/return time): 6-22 to 6-28  
11:AM 5 PM

Reason for travel: Attend Skills USA National Conference

What is the ultimate goal of this experience: Compete @ Skill USA National Conference

Mode of travel ((i.e. district vehicle, bus, air): District Van, Airplane, Rental Van

Type of lodging (i.e. hotel, gym, private home): Hotel

Number of students participating: 6

Note: If a bus or van is needed, a "Request for District Vehicle" form still needs to be submitted to Transportation.

Ratio of students to chaperones: 14-6

List names of chaperones: Mitch Smith, Brian Taylor, Levi Rodriguez, Bobbi Smith

Estimated cost to district: 22,835.00

☒ General Fund

☒ A.S.B. Fund

☐ Grant Monies

Estimated cost to student(s): 4,500.00

☒ Check if fundraisers will help defray cost to students

Date submitted: April 15th 2025

Austin W. Becker

Supervisor's Approval

Lisa Grams

Date

4.17.25

Superintendent's Approval

Date

Date Board Approved (needed if overnight or beyond 300 mile radius or out of state)

Date

CTE

## Centralia School District

6213F

## Pre-Travel Request &amp; Post-Travel Reimbursement Form

This pre-travel request must be submitted to the Superintendent's office at least 14 days prior to travel.(If out of state travel (excluding Portland), must be submitted to the Superintendent's office at least 14 days prior to the Board of Director's meeting.)

Person Traveling			Accounts to be Charged		
Name	Bobbi Smith		Registration	3100.27.7340.2166	
Job Title	Counselor-Chaperone		Lodging	3100.27.8580.2166	
School	Elma High School		Travel/Meals	3100.27.8580.2166	
Destination	Reason For Travel or Name of Training	Date	Substitute		
You may list up to 6 trainings if there are multiple dates, or trainings are at the same location.					
1	Albion	Attend Sta. 115 UTA	6-27		
2	Georgia	National Conference	6-28		
3					
4					
5					
6					
			Other		
			Substitute Needed	YES	NO
			Means of Travel	District Car	Private Car
				Other	
Approved By			Estimated Expenses		
Signature		Date	Registration	\$ 1,000	
1. Applicant	Matt Lint	14/1/25	Lodging	\$	
2. Supervisor	Austin W. Baker	14/1/25	Meals	\$ 545.00	
3. Fiscal Director	JJ	14.15.25	Travel	\$ 850.00	
4. Superintendent	/	/	Other	\$	
5. Board Approval	/	/			

**Reimbursement Request: LOWER SECTION TO BE FILLED OUT AND SUBMITTED AFTER TRAVEL IS COMPLETED**

- All travel vouchers must be returned within **10 days** after travel is completed.
- Receipts for plane, bus, train, taxi fares, ferry, toll bridges, lodging expenses, registration fees, supplies and meals.
- If per diem is used for meals, no meal receipts are needed. See per diem rate at <http://www.ofm.wa.gov/resources/travel.asp> or Board Policy #6213

**Please Fill In The Appropriate Fields Below For Any Reimbursement That You Are Requesting**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Date						
Breakfast 22	\$					
Lunch 23	\$					
Dinner 36	\$					
Lodging	\$					
Registration	\$					
Other	\$					
<b>TOTAL</b>	\$					
# of Miles Driven						
<b>TOTAL (official use only)</b>						

I hereby certify under penalty of perjury that this is a true and correct claim for necessary expenses incurred by me, and that no payment has been received by me on account thereof.

Date	/	Applicant's Signature	/	Title	Date	/	Supervisor's Approval
------	---	-----------------------	---	-------	------	---	-----------------------

RECEIVED	4/4	lee
COPIED	4/4	lee
SENT FOR APPR.	4/1	lee
SENT FOR REIMB.		

Revised May 2018

6213F

CTE

## Centralia School District

## Pre-Travel Request &amp; Post-Travel Reimbursement Form

This pre-travel request must be submitted to the Superintendent's office at least 14 days prior to travel.If out of state travel (excluding Portland), must be submitted to the Superintendent's office at least 14 days prior to the Board of Directors meeting.

Person Traveling			Accounts to be Charged	
Name	Brian Taylor		Registration	3100.27.7340.2166
Job Title	CTE Teacher		Lodging	3100.27.8550.2166
School	CHS		Travel/Meals	3100.27.8550.2166
Destination	Reason For Travel or Name of Training	Date	Substitute	
You may list up to 6 trainings if there are multiple dates, or trainings are at the same location.				
1	Atlanta, GA	Skills USA National Conference	6/22/25 - 6/28/25	
2				
3				
4				
5				
6				
Approved By			Estimated Expenses	
1. Applicant	Signature	Date	Registration	\$ 1000.00
2. Supervisor	Signature	Date	Lodging	\$ 1300.00
3. Fiscal Director	Signature	Date	Meals	\$ 545.00
4. Superintendent	Signature	Date	Travel	\$ 1900.00
5. Board Approval	Signature	Date	Other	\$ 350.00 parking

**Reimbursement Request: LOWER SECTION TO BE FILLED OUT AND SUBMITTED AFTER TRAVEL IS COMPLETED**

1. All travel vouchers must be returned within **10 days** after travel is completed.
2. Receipts for plane, bus, train, taxi fares, ferry, toll bridges, lodging expenses, registration fees, supplies and meals.
3. If per diem is used for meals, no meal receipts are needed. See per diem rate at <http://www.ofm.wa.gov/resources/travel.asp> or Board Policy #6213

Please Fill In The Appropriate Fields Below For Any Reimbursement That You Are Requesting

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Date						
Breakfast	\$					
Lunch	\$					
Dinner	\$					
Lodging	\$					
Registration	\$					
Other	\$					
<b>TOTAL</b>	\$					
<b># of Miles Driven</b>						
<b>TOTAL (official use only)</b>						

I hereby certify under penalty of perjury that this is a true and correct claim for necessary expenses incurred by me, and that no payment has been received by me on account thereof.

Date

Applicant's Signature

Title

Date

Supervisor's Approval

RECEIVED 4/4  
 COPIED 4/4  
 SENT FOR APPR. 4/4  
 SENT FOR REIMB.

CTE

## Centralia School District

6213F

## Pre-Travel Request &amp; Post-Travel Reimbursement Form

This pre-travel request must be submitted to the Superintendent's office at least 14 days prior to travel.If out of state travel (excluding Portland), must be submitted to the Superintendent's office at least 14 days prior to the Board of Director's meeting.

Person Traveling			Accounts to be Charged	
Name	Mitch Smith		Registration	3100.27.7340.2166
Job Title	Teacher		Lodging	3100.27.8580.2166
School	CHS		Travel/Meals	3100.27.8580.2166
Destination	Reason For Travel or Name of Training	Date	Substitute	
You may list up to 6 trainings if there are multiple dates, or trainings are at the same location.				
1	Atlanta	Attend Skills USA	6-22, 6-28	Other
2	Georgia	National Conference		
3				
4				
5				
6				
Approved By			Substitute Needed	YES <input type="radio"/> NO <input checked="" type="radio"/>
Signature			Means of Travel	<input checked="" type="radio"/> District Car <input type="radio"/> Private Car
Date			Other <u>Rental Van</u>	
1. Applicant	<u>Mitch Smith</u>	<u>4/11/25</u>	Estimated Expenses <u>Airplane</u>	
2. Supervisor	<u>Andrew Baker</u>	<u>4/11/25</u>	Registration	\$ <u>1,000.00</u>
3. Fiscal Director	<u>[Signature]</u>	<u>4.15.25</u>	Lodging	\$ <u>1,300.00</u>
4. Superintendent	<u>[Signature]</u>	<u>1</u>	Meals	\$ <u>545.00</u>
5. Board Approval	<u>1</u>	<u>1</u>	Travel	\$ <u>1,900.00</u>
			Other	\$ <u>Parking - 350.00</u>

**Reimbursement Request: LOWER SECTION TO BE FILLED OUT AND SUBMITTED AFTER TRAVEL IS COMPLETED**

- All travel vouchers must be returned within **10 days** after travel is completed.
- Receipts for plane, bus, train, taxi fares, ferry, toll bridges, lodging expenses, registration fees, supplies and meals.
- If per diem is used for meals, no meal receipts are needed. See per diem rate at <http://www.ofm.wa.gov/resources/travel.asp> or Board Policy #6213

Please Fill In The Appropriate Fields Below For Any Reimbursement That You Are Requesting

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Date	22					
Breakfast	23	\$				
Lunch	36	\$				
Dinner		\$				
Lodging		\$				
Registration		\$				
Other		\$				
TOTAL		\$				
# of Miles Driven						
TOTAL (official use only)						

I hereby certify under penalty of perjury that this is a true and correct claim for necessary expenses incurred by me, and that no payment has been received by me on account thereof.

Date	Applicant's Signature	Title	Date	Supervisor's Approval
/	/	/	/	

RECEIVED	4/4
COPIED	4/4
SENT FOR APPR.	4/4
SENT FOR REIMB.	



CTE

## Centralia School District

6213F

## Pre-Travel Request &amp; Post-Travel Reimbursement Form

This pre-travel request must be submitted to the Superintendent's office at least 14 days prior to travel.If out of state travel (excluding Portland), must be submitted to the Superintendent's office at least 14 days prior to the Board of Director's meeting.

Person Traveling			Accounts to be Charged	
Name	LEW RODRIGUEZ		Registration	3100.27.7340.21164
Job Title	TEACHER		Lodging	3100.27.8580.21164
School	CHS		Travel/Meals	3100.27.8580.21164
Destination	Reason For Travel or Name of Training	Date	Substitute	
You may list up to 6 trainings if there are multiple dates, or trainings are at the same location.				
1 ATL GA	SKILLS USA NATIONAL CONF.	6/22-28	Other	
2			Substitute Needed	YES <input type="radio"/> NO <input checked="" type="radio"/>
3			Means of Travel	<input checked="" type="radio"/> District Car <input type="radio"/> Private Car
4			Other	
5				
6				

Approved By	Signature	Date	Estimated Expenses
1. Applicant		4/1/25	Registration \$ 1,000.00
2. Supervisor		4/2/25	Lodging \$ 1,300.00
3. Fiscal Director		4/5/25	Meals \$ 545.00
4. Superintendent		/	Travel \$ <del>21164.00</del> 900.00
5. Board Approval		/	Other \$

**Reimbursement Request: LOWER SECTION TO BE FILLED OUT AND SUBMITTED AFTER TRAVEL IS COMPLETED**

- All travel vouchers must be returned within **10 days** after travel is completed.
- Receipts for plane, bus, train, taxi fares, ferry, toll bridges, lodging expenses, registration fees, supplies and meals.
- If per diem is used for meals, no meal receipts are needed. See per diem rate at <http://www.ofm.wa.gov/resources/travel.asp> or Board Policy #6213

Please Fill In The Appropriate Fields Below For Any Reimbursement That You Are Requesting

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Date						
Breakfast @ 22	\$					
Lunch @ 23	\$					
Dinner @ 36	\$					
Lodging	\$					
Registration	\$					
Other	\$					
<b>TOTAL</b>	\$					
# of Miles Driven						
<b>TOTAL (official use only)</b>						

I hereby certify under penalty of perjury that this is a true and correct claim for necessary expenses incurred by me, and that no payment has been received by me on account thereof.

4/1/25

Date

Applicant's Signature

Title

Date

Supervisor's Approval

RECEIVED	4/4
COPIED	4/4
SENT FOR APPR.	4/4
SENT FOR REIMB.	

Revised May 2018

# Coversheet

## Voucher Warrants

<b>Section:</b>	VII. APPROVAL OF CONSENT AGENDA
<b>Item:</b>	E. Voucher Warrants
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Voucher Warrants.pdf

# Centralia School District #401

Affidavit covering payment of payroll, invoices, and voids for General Fund, Capital Projects Fund,  
Associated Student Body Fund, and Transportation Vehicle Fund

DATE: April 16, 2024

THIS IS TO CERTIFY, under penalty of perjury, that the undersigned has examined the attached vouchers and payroll, and that each of the invoices and vouchers were duly certified to have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law; that the extensions and additions of said invoices and vouchers have been checked by Financial Services Office staff and were found to be correct.

Joe Vetter, Executive Director of Financial Services

THIS IS TO CERTIFY that the warrants and electronic transfers of the Centralia School District No. 401, Lewis County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME	WARRANTS (INCLUSIVE)				AMOUNT
<b><u>GENERAL:</u></b>	Payroll Checks	50140117	to	50140138	\$ 767,981.55
	Payroll Direct Deposit	900092626	to	900093138	\$ 4,056,300.05
	Payroll AP ACH		to		
	Payroll CT Wire Transfer	202400088	to	202400101	\$ 1,244,954.83
	Payroll CT Wire Transfer				
	Payroll Direct Deposits		to		
	Accounts Payable	50140088	to	50140116	\$ 120,463.64
	Accounts Payable	50140139	to	50140152	\$ 102,052.43
	Accounts Payable	50140153	to	50140189	\$ 549,377.94
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable ACH	242500232	to	242500232	\$ 92,234.89
	Accounts Payable ACH	242500217	to	242500218	\$ 6,287.00
	Accounts Payable ACH	242500219	to	242500231	\$ 978.84
	Accounts Payable ACH	242500233	to	242500271	\$ 6,049.73
	Accounts Payable ACH	202400102	to	202400102	\$ 57.48
	Accounts Payable ACH		to		
	Accounts Payable ACH		to		
	Accounts Payable ACH		to		
	<b>TOTAL GENERAL FUND:</b>				<b>\$ 6,946,738.38</b>
<b><u>CAPITAL PROJECTS:</u></b>	Accounts Payable	50201354	to	50201354	\$ 13,127.43
	Accounts Payable	50201355	to	50201356	\$ 971.34
	Accounts Payable	50201357	to	50201357	\$ 32,749.65
	Accounts Payable		to		
	<b>TOTAL CAPITAL PROJECTS FUND:</b>				<b>\$ 46,848.42</b>
<b><u>ASSOCIATED STUDENT BODY</u></b>	Accounts Payable ACH	202400103	to	202400103	\$ 58.59
	Accounts Payable ACH		to		
	Accounts Payable ACH		to		
	Accounts Payable	50404902	to	50404904	\$ 4,647.00
	Accounts Payable	50404905	to	50404906	\$ 1,026.65
	Accounts Payable		to		
	<b>TOTAL ASSOCIATED STUDENT BODY FUND:</b>				<b>\$ 5,732.24</b>
<b><u>TRANSPORTATION VEHICLE:</u></b>	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable ACH		to		
	<b>TOTAL TRANSPORTATION VEHICLE FUND:</b>				<b>\$ -</b>

Board of Directors of Centralia School District No. 401

I, Dr. Lisa Grant, being duly sworn, depose and say that: I am the Secretary to the Board of Centralia School District No. 401, Lewis County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$116.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:  
Wire Transfer Payments 202400102 through 202400103, totaling \$116.07

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
202400102	DEPARTMENT OF REVENUE	04/07/2025	57.48
202400103	DEPARTMENT OF REVENUE	04/07/2025	58.59
2	Wire Transfer Check(s) For a Total of		116.07

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$6,049.73. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:  
ACH Numbers 242500233 through 242500271, totaling \$6,049.73

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500233	ABBARNO, HOLLY CHRISTINE	04/04/2025	341.08
242500234	ALLWINE, JAMIE L	04/04/2025	69.86
242500235	ASHMORE, JENNIFER JEAN	04/04/2025	29.79
242500236	ATHENS, JULIA RACHEL	04/04/2025	197.65
242500237	AUST, BECKY K	04/04/2025	233.74
242500238	BARNES, REBEKAH	04/04/2025	200.00
242500239	BLASER, LOUIS EDWARD	04/04/2025	250.96
242500240	BROOME, JEFFREY J	04/04/2025	117.00
242500241	CHACE, THERESA ANN	04/04/2025	43.30
242500242	CHAMBERS, NATALIE VICTORIA	04/04/2025	200.00
242500243	CROWLEY JR, LARRY C	04/04/2025	199.30
242500244	DICHOSO, CHRISTINA LYNN	04/04/2025	43.61
242500245	ELLIS, STACI GAYE	04/04/2025	85.26
242500246	GRUBBS, TAMARA M	04/04/2025	6.07
242500247	HERNANDEZ GUZMAN, YADIRA LIBIE	04/04/2025	26.83
242500248	JENSEN-TABOR, TAMMIE M	04/04/2025	62.44
242500249	JUSTICE, RANA KAYE	04/04/2025	47.08
242500250	KERN, TANJA	04/04/2025	111.00
242500251	LAYTON, CHARITY CHRISTINA	04/04/2025	200.00
242500252	LONEY, SUSAN ANN	04/04/2025	835.00
242500253	MOLINE, ADAM DAVID	04/04/2025	173.08
242500254	QUINTERO-PEREZ, KAREN GUADALUP	04/04/2025	25.00
242500255	RAAPPANA, BEVERLY ANN	04/04/2025	8.33
242500256	READ, HILLARY ALLISON	04/04/2025	200.00
242500257	RICHMOND, SABRINA ELISA	04/04/2025	200.00
242500258	RIFFE, ADAM WAYNE	04/04/2025	78.68
242500259	ROBERTS, KIMBERLY DAWN	04/04/2025	42.51
242500260	SEELEY, THEODORE J	04/04/2025	111.00
242500261	SIMMONS, HALEY NICOLE	04/04/2025	200.00
242500262	SPEARMAN, KATLIN RENEE	04/04/2025	55.72
242500263	SPRAGUE, HEATHER L	04/04/2025	200.00
242500264	STEENKOLK, JOHNNA RANE	04/04/2025	200.00
242500265	TERPENING, ELIZABETH WYTHE	04/04/2025	9.52

Check Nbr	Vendor Name	Check Date	Check Amount
242500266	TERRY, NICOLE ANNE	04/04/2025	200.00
242500267	THURSTON, JOSIAH LEE	04/04/2025	190.84
242500268	VAN LEEUWEN, TRAVIS RANDY J	04/04/2025	34.86
242500269	VEKICH, DANIELLE LYNN	04/04/2025	525.00
242500270	WILSON, CATHERINE SARAH	04/04/2025	184.22
242500271	WOLD, MERRITT K	04/04/2025	111.00

39 ACH

Check(s) For a Total of

6,049.73



	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	39	ACH	Checks For a Total of	6,049.73
	0	Computer	Checks For a Total of	0.00
Total For	39	Manual, Wire Tran, ACH & Computer	Checks	6,049.73
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		6,049.73

## F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	6,049.73	6,049.73

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,026.65. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:  
Warrant Numbers 50404905 through 50404906, totaling \$1,026.65

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50404905	TUMWATER HIGH SCHOOL	04/04/2025	450.00
50404906	WILLIE'S SPORT SHOP INC	04/04/2025	576.65

2	Computer	Check(s) For a Total of	1,026.65
---	----------	-------------------------	----------

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	1,026.65
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	1,026.65
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,026.65

F U N D   S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	1,026.65	1,026.65

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$32,749.65. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:  
Warrant Numbers 50201357 through 50201357, totaling \$32,749.65

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
50201357	ATS AUTOMATION INC	04/04/2025	32,749.65

1	Computer	Check(s) For a Total of	32,749.65
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	32,749.65
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	32,749.65
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		32,749.65

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	32,749.65	32,749.65

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$549,377.94, and voids/cancellations, totaling \$375.00. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50140153 through 50140189, totaling \$549,377.94  
Voids/Cancellations, totaling \$375.00

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
50140153	AEQUOR HEALTHCARE SERVICES LLC	04/04/2025	10,957.50
50140154	ALL COUNTY ROOTER & REPAIR	04/04/2025	400.34
50140155	AMERGIS	04/04/2025	16,661.30
50140156	AMN ALLIED SERVICES LLC	04/04/2025	6,144.00
50140157	AWARDS WEST-PRINTWARES INC	04/04/2025	17.85
50140158	AYA HEALTHCARE, INC.	04/04/2025	12,600.00
50140159	CEN-CHE PUPIL TRANSPORTATION	04/04/2025	394.86
50140160	CENTRAL WELDING SUPPLY CO INC	04/04/2025	261.27
50140161	CENTRALIA COLLEGE	04/04/2025	212,403.05
50140162	CULLIGAN	04/04/2025	360.48
50140163	DEPT OF LABOR & INDUSTRIES	04/04/2025	457.00
50140164	DEPUYE-PHILLIPS, MARGARET	04/04/2025	550.00
50140165	EDNETICS INC	04/04/2025	7,107.47
50140166	ESD #113	04/04/2025	123,598.04
50140167	FATBEAM	04/04/2025	2,396.27
50140168	FOOD SERVICE EQUIPMENT	04/04/2025	720.88
50140169	GOEBEL SEPTIC TANK SERVICE INC	04/04/2025	150.00
50140170	GRANT, LISA M	04/04/2025	500.00
50140171	JOSTEN'S	04/04/2025	565.83
50140172	JW PEPPER & SON INC	04/04/2025	101.64
50140173	KCDA	04/04/2025	3,625.23
50140174	LINKUP TELETHERAPY	04/04/2025	12,475.40
50140175	LOPEZ DIAZ, ROSA LINDA	04/04/2025	17.85
50140176	NORTHWEST EDUCATION AND EVALUA	04/04/2025	13,965.00
50140177	PUBLIC CONSULTING GROUP INC	04/04/2025	1,259.51
50140178	QUADIENT FINANCE USA INC	04/04/2025	500.00
50140179	RIVERSIDE INSIGHTS	04/04/2025	1,095.05
50140180	SCHOLASTIC INC (MAGAZINES/NEWS	04/04/2025	412.09
50140181	SCHOOLS INSURANCE ASSN OF WA	04/04/2025	2,500.00
50140182	SECURITAS TECHNOLOGY CORPORATI	04/04/2025	86.02
50140183	SHRED-IT USA	04/04/2025	23.62



Check Nbr	Vendor Name	Check Date	Check Amount
50140184	SOLVEPATH LLC	04/04/2025	6,037.50
50140185	SOUTH PUGET SOUND COMMUNITY CO	04/04/2025	933.52
50140186	TEACHERS ON CALL INC	04/04/2025	72,352.02
50140187	THE BRECKENRIDGE COMPANY LLC	04/04/2025	37,310.00
50140188	WSIPC	04/04/2025	347.35
50140189	YOUNG, MELISSA	04/04/2025	90.00
37	Computer	Check(s) For a Total of	549,377.94

Check Nbr	Vendor Name	Check Date	Check Amount
50139919	WA-ACTE	04/03/2025	375.00
1	Void	Check(s) For a Total of	375.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	37	Computer	Checks For a Total of	549,377.94
Total For	37	Manual, Wire Tran, ACH & Computer	Checks	549,377.94
Less	1	Voided	Checks For a Total of	375.00
			Net Amount	549,002.94

## FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	549,002.94	549,002.94

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$978.84. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:  
ACH Numbers 242500219 through 242500231, totaling \$978.84

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500219	ALLWINE, JAMIE L	03/28/2025	34.72
242500220	ATHENS, JULIA RACHEL	03/28/2025	13.93
242500221	CHEEK, HEATHER RENEE	03/28/2025	174.97
242500222	DIETZ, AIMEE MARIE	03/28/2025	117.72
242500223	ELLIS, STACI GAYE	03/28/2025	33.49
242500224	FORD, DANIELLE ALLISON	03/28/2025	71.34
242500225	GRONSETH, MIKAELA JOY	03/28/2025	29.12
242500226	JENSEN-TABOR, TAMMIE M	03/28/2025	26.06
242500227	MOLINE, ADAM DAVID	03/28/2025	29.14
242500228	PONTER, ROBIN A	03/28/2025	64.99
242500229	SPEARMAN, KATLIN RENEE	03/28/2025	32.29
242500230	TAYLOR, BRIAN M	03/28/2025	336.80
242500231	VAN LEEUWEN, TRAVIS RANDY J	03/28/2025	14.27

13	ACH	Check(s) For a Total of	978.84
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	13	ACH	Checks For a Total of	978.84
	0	Computer	Checks For a Total of	0.00
Total For	13	Manual, Wire Tran, ACH & Computer Checks		978.84
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		978.84

## F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	978.84	978.84

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$971.34. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:  
Warrant Numbers 50201355 through 50201356, totaling \$971.34

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
50201355	LEWIS COUNTY PUD # 1	03/28/2025	157.94
50201356	PACIFIC MOBILE STRUCTURES INC	03/28/2025	813.40

2 Computer Check(s) For a Total of 971.34

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	971.34
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	971.34
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		971.34

## F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	971.34	971.34



The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$102,052.43. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50140139 through 50140152, totaling \$102,052.43

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50140139	ATS AUTOMATION INC	03/28/2025	53.77
50140140	CAPITAL BUSINESS MACHINES INC	03/28/2025	5,320.67
50140141	CHEHALIS SCHOOL DISTRICT #302	03/28/2025	28,537.17
50140142	DEPARTMENT OF REVENUE - LEASEH	03/28/2025	578.17
50140143	DRUNETIX LLC	03/28/2025	28,350.01
50140144	EDNETICS INC	03/28/2025	14,729.34
50140145	FATBEAM	03/28/2025	2,396.27
50140146	HELSELL FETTERMAN LLP	03/28/2025	1,155.00
50140147	HERMANSON COMPANY LLP	03/28/2025	8,933.45
50140148	LINCOLN CREEK LUMBER INC	03/28/2025	319.80
50140149	SHRED-IT USA	03/28/2025	104.84
50140150	STATE AUDITOR'S OFFICE	03/28/2025	1,251.90
50140151	WALTER E NELSON COMPANY	03/28/2025	9,984.79
50140152	WATERFIELD, ROSE	03/28/2025	337.25

14	Computer	Check(s) For a Total of	102,052.43
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	14	Computer	Checks For a Total of	102,052.43
Total For	14	Manual, Wire Tran, ACH & Computer	Checks	102,052.43
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		102,052.43

## F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	28,537.17	73,515.26	102,052.43

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$767,981.55. The payments are further identified in this document.

Total by Payment Type for Cash Account, GE WARRANTS OUTSTANDING:  
Warrant Numbers 50140117 through 50140138, totaling \$767,981.55

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50140117	CENTRALIA SD - WRESTLING	03/31/2025	136.66
50140118	DOLLARS FOR SCHOLARS	03/31/2025	625.00
50140119	EMPLOY SECURITY WALTC	03/31/2025	16,553.04
50140120	ESD - PFML CARE CENTER	03/31/2025	27,086.52
50140121	ESD 113 WORKERS COMPENSATION	03/31/2025	34,611.91
50140122	ESD 113 UNEMPLOYMENT COOPERATI	03/31/2025	14,075.26
50140123	GORDON, AYLWORTH & TAMI, P.C.	03/31/2025	834.15
50140124	GRIMM COLLECTIONS	03/31/2025	1,684.67
50140125	HCA-SEBB BENEFITS	03/31/2025	614,327.00
50140126	HCA-SEBB FLEX SPEND	03/31/2025	3,258.35
50140127	HEALTH EQUITY INC.	03/31/2025	1,112.50
50140128	INFOARMOR INC	03/31/2025	42.85
50140129	THE LEGALEASE GROUP	03/31/2025	55.84
50140130	NATIONWIDE VETERINARY PET INSU	03/31/2025	69.97
50140131	PUB SCHOOL EMPLOYEES OF WA	03/31/2025	2,267.17
50140132	The Standard Insurance Company	03/31/2025	5,683.37
50140133	TEAMSTERS LOCAL UNION 252	03/31/2025	6,544.50
50140134	THORBECKES	03/31/2025	5,195.45
50140135	UNITED WAY OF LEWIS COUNTY	03/31/2025	293.00
50140136	WA STATE SCHOOL RETIREES ASSN	03/31/2025	217.00
50140137	WEA PAYROLL DEDUCTIONS	03/31/2025	22,927.34
50140138	WESTERN CONFERENCE OF TEAMSTER	03/31/2025	10,380.00

22	Computer	Check(s) For a Total of	767,981.55
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
22	Computer	Checks For a Total of	767,981.55
Total For 22	Manual, Wire Tran, ACH & Computer Checks		767,981.55
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		767,981.55

## FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	767,981.55	0.00	0.00	767,981.55



The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$6,287.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:  
ACH Numbers 242500217 through 242500218, totaling \$6,287.00

Secretary _____	Board Member _____		
Board Member _____	Board Member _____		
Board Member _____	Board Member _____		
Check Nbr	Vendor Name	Check Date	Check Amount
242500217	OMNI GROUP	03/31/2025	6,240.00
242500218	PSE LOCAL DUES	03/31/2025	47.00
2	ACH	Check(s) For a Total of	6,287.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	2	ACH	Checks For a Total of	6,287.00
	0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	6,287.00
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		6,287.00

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	6,287.00	0.00	0.00	6,287.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$4,647.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:  
Warrant Numbers 50404902 through 50404904, totaling \$4,647.00

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50404902	LEWIS COUNTY SHERIFF	03/21/2025	195.00
50404903	SOUND DRAGON EVENTS LLC	03/21/2025	1,500.00
50404904	WASHINGTON FBLA - SW REGION	03/21/2025	2,952.00

3	Computer	Check(s) For a Total of	4,647.00
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
3	Computer	Checks For a Total of	4,647.00
Total For 3	Manual, Wire Tran, ACH & Computer	Checks	4,647.00
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		4,647.00

## FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	4,647.00	4,647.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$120,463.64. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50140088 through 50140116, totaling \$120,463.64

Secretary \_\_\_\_\_

Board Member \_\_\_\_\_

Board Member \_\_\_\_\_

Board Member \_\_\_\_\_

Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
50140088	CENTRAL WELDING SUPPLY CO INC	03/21/2025	41.17
50140089	CIT	03/21/2025	4,633.51
50140090	CITY SANITARY CO	03/21/2025	6,221.93
50140091	EDNETICS INC	03/21/2025	1,219.14
50140092	ESD #113	03/21/2025	78,500.00
50140093	FERGUSON-SEATTLE #3007	03/21/2025	15.65
50140094	HERMANSON COMPANY LLP	03/21/2025	856.11
50140095	INDUSTRIAL SPECIALTIES INC	03/21/2025	42.04
50140096	JOES REFUSE	03/21/2025	1,410.14
50140097	JOHNSON CONTROLS FIRE PROTECTI	03/21/2025	6,142.25
50140098	JW PEPPER & SON INC	03/21/2025	6.41
50140099	LAEL'S LANDSCAPE & STONE LLC	03/21/2025	119.02
50140100	LEMAY MOBILE SHREDDING	03/21/2025	124.73
50140101	LINCOLN CREEK LUMBER INC	03/21/2025	2,232.23
50140102	LOYER, SARA ELIZABETH	03/21/2025	17.92
50140103	PENMAN, TIMOTHY MARTIN	03/21/2025	64.89
50140104	PUGET SOUND ENERGY	03/21/2025	3,994.15
50140105	RECYCLE SERVICES	03/21/2025	2,205.09
50140106	RIVERSIDE INSIGHTS	03/21/2025	2,939.69
50140107	SAFEWAY	03/21/2025	275.39
50140108	SHRED-IT USA	03/21/2025	23.62
50140109	SKILLSUSA WASHINGTON	03/21/2025	100.00
50140110	SUTTON, TUCKER DAIN	03/21/2025	165.50
50140111	THE FARM STORE INC	03/21/2025	112.98
50140112	WALA	03/21/2025	2,500.00
50140113	WASHINGTON FBLA - SW REGION	03/21/2025	3,976.00
50140114	WEST COAST GREASE TRAPS LLC	03/21/2025	541.00
50140115	WILSON PARTS CORPORATION	03/21/2025	37.03
50140116	WSIPC	03/21/2025	1,946.05

29      Computer      Check(s) For a Total of

120,463.64

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	29	Computer	Checks For a Total of	120,463.64
Total For	29	Manual, Wire Tran, ACH & Computer	Checks	120,463.64
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	120,463.64

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	120,463.64	120,463.64

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$13,127.43. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:  
Warrant Numbers 50201354 through 50201354, totaling \$13,127.43

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50201354	CHRISTENSEN NET WORKS	03/21/2025	13,127.43
1	Computer	Check(s) For a Total of	13,127.43

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	13,127.43
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	13,127.43
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	13,127.43

## FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	0.00	13,127.43	13,127.43

Payments have been audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING Check Number 50814179 through 50814191 and for payment those Direct Deposits included in the following list and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING Direct Deposit Number 900092626 through 900093138 in the total amount of \$4,056,300.05.

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Apacpv04.p CENTRALIA SCHOOL DISTRICT #401 1:38 PM 03/25/25  
05.25.02.00.00-010051 PAY SUMMARY FOR EOM / End Of Month Ru - AFTER CALCS PAGE 1  
CHECK DATE: 03/31/2025 PERIOD ENDING DATE: 03/31/2025

Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
C013	TEACHER	331	188.0000		1423,293.25	27577.10
C013A	TEACHER	5	3.0000		19,917.57	404.90
C023	TEMP TEACHER	7	5.0000		22,372.55	700.50
C023A	TEMP TEACHER	1	1.0000		9,981.22	142.50
C023B	TEMP TEACHER	1	1.0000		7,025.63	150.00
C033	EXTENDED YEAR	69	42.0000		19,811.18	
C043	FACILITATOR	4	2.0000		18,330.34	296.00
C053	DEPT HEAD	9	9.0000		1,136.37	
C073	NURSE	6	5.0000		24,245.32	714.80
C083	LPN	1	1.0000		3,272.64	138.20
C093	STIPEND	4	4.0000		1,551.00	
C103	SUPER FTE	1	1.0000		1,673.60	
C123	LEADERSHIP STIP	62	62.0000		9,515.66	
C123A	LEADERSHIP STIP	2	2.0000		295.19	
C153	ASB COORD	2	2.0000		641.01	
C173	ASSESSMENT CORD	10	10.0000		1,421.94	
C183	TECHNOLOGY CORD	8	8.0000		1,901.20	
C273	TRACK	6	6.0000		7,859.36	146.00
C283	BASEBALL	2	2.0000		2,647.79	42.00
C284	BASEBALL	2	2.0000		1,676.90	42.00
C323	ANNUAL ADVISOR	3	2.0000		613.34	
C333	BAND	2	2.0000		927.76	
C373	SPRG VOLLEYBALL	2	2.0000		3,104.00	66.00
C374	SPRG VOLLEYBALL	2	2.0000		3,104.00	328.00
C403	ELEM MUSIC	4	4.0000		402.84	
C413	EVENT MANAGER	1	1.0000		620.30	42.00
C453	HONOR SOC AD	1	1.0000		145.50	
C463	CLASS ADVISOR	4	4.0000		501.98	
C483	STRINGS ADVISOR	1	1.0000		388.09	
C493	CHOIR ADVISOR	1	1.0000		615.67	
C493M	CHOIR ADV	1	1.0000		183.34	
C503	SPRING SOCCER	2	2.0000		2,086.00	620.30
C504	SPRING SOCCER	3	3.0000		4,526.34	172.00



Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
C523	FFA ADVISOR	2	2.0000		534.26	
C594	SPRING GOLF	1	1.0000		1,401.00	52.00
C604	SPRING TENNIS	2	2.0000		2,694.34	81.20
C624	FASTPITCH	3	3.0000		4,324.68	104.00
C673	LIBRARIAN	1	1.0000		9,165.17	148.00
C683	COUNSELOR	13	11.0000		78,343.45	1554.00
C693	K12 COACH	7	1.0000		9,165.17	148.00
C713	ACCTS PAYABLE	2	1.0000		3,011.78	94.50
G723	PAYROLL	1	1.0000		7,668.01	168.00
C733A	HR COORDINATOR	1	1.0000		8,803.76	168.00
C743	TEMP CLASS	41	34.0000		63,067.43	3402.60
C743A	TEMP CLASS	1	1.0000		685.76	39.50
C743B	Temporary Class	1	1.0000		77.33	4.90
C763	BUS SERVICE WKR	1	1.0000		4,784.00	168.00
C764	BUS SERVICE WKR	1	1.0000		4,927.87	168.00
C774	ASST MECHANIC	1	1.0000		5,536.27	168.00
C774B	ASST MECHANIC	1	1.0000		-15.02	
C783	MECHANIC	1	1.0000		7.29	
C784	MECHANIC	4	4.0000		25,944.79	672.00
C784A	MECHANIC	1	1.0000		7,067.48	168.00
C814	GRNDS/MAINTNCE	6	3.0000		16,646.95	504.00
C834	COMPTR TECH	6	3.0000		21,072.15	504.00
C844	CUSTODIAN	15	15.0000		67,636.88	2308.90
C853	LIBRARY TECH	10	7.0000		19,782.95	967.40
C873	OFFICE ASST	6	3.0000		9,336.40	444.10
C883	SECRETARY	11	11.0000		57,457.19	1782.00
C884	SECRETARY	1	1.0000		3,463.78	153.00
C894	FOOD SVC DELVRY	1	1.0000		3,606.40	157.90
C903	PARAEDUCATOR	100	68.0000		159,858.19	8044.40
C903A	PARAEDUCATOR	8	7.0000		11,451.90	597.90
C913	ASST DIR TRANSP	1	1.0000		7,286.54	168.00
C923	TRANSP DIR	1	1.0000		9,937.33	168.00
C933	MAINT DIR	1	1.0000		9,937.33	168.00
C943	FISCAL SVC DIR	1	1.0000		13,335.42	168.00
C953	CTAE DIR	2	1.0000		11,366.75	168.00
C963	ASST PRINCIPAL	4	4.0000		42,361.42	588.00
C973	PRINCIPAL	7	7.0000		94,635.59	1176.00
CAA3	SUPERINTENDENT	1	1.0000		17,500.00	168.00
CAC3	SECRETARY I	3	3.0000		13,835.91	477.80
CAD3	SECRETARY II	10	8.0000		25,879.29	997.70
CAE3	SECRETARY III	8	5.0000		17,971.47	769.70
CAK4	ASE CERT	3	3.0000		1,040.73	
CAK4A	ASE CERT	1	1.0000		122.87	
CAO	BUS DRIVERS	24	24.0000		50,946.38	2201.20
CAO6	RTE TIME CHANGE	11	11.0000		8,069.26	358.70
CAO6A	RTE CHANGE 2	2	2.0000		3,648.18	157.30
CAO7	ROUTE CHANGE	2	2.0000		2,390.00	108.30
CAO8	ADD'L ROUTE	2	2.0000		926.87	39.10
CAP	KITCHEN MANAGER	1	1.0000		3,963.70	157.90
CAR	SEC LEAD FSW	2	2.0000		6,831.72	296.20
CAS	SEC FSW	7	7.0000		13,779.47	729.70
CAS2	SEC FSW	1	1.0000		140.63	9.80



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Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE
						HOURS
TD4	DRIVER TRNR 614	2		37.2500	1,147.53	37.30
TEV4	EVT CERT TIME	2		5.5000	8.63	
TH04	HOLIDAY 615	1		2.0000	91.72	2.00
TM04	Taxable Meal	3	4.0000		135.00	
TOV3	OVT HOURS 613	4		39.0000	1,959.01	39.20
TOV4	OVT HOURS 614	16		111.5000	5,354.16	111.70
TPP3	Prep Period	49	54.5000		3,644.12	
TPRP	TEACHER PREP	1		1.0000	84.77	
TRG3	REGULAR PAY 613	5		-89.0000	-2,524.69	-89.00
TRG4	REGULAR PAY 614	16		-350.6600	-8,916.28	-350.90
TSCL3	SUB CLSSFD 613	6		205.7500	4,749.65	205.80
TSCL4	SUB CLSSFD 614	35		1011.2500	22,960.96	1011.70
TSCR3	SUB CERT FULL	2		120.5000	5,100.03	113.50
TSCS3	SUB CERT HALF	2		7.5000	206.00	7.60
TTP4	TRIP PAY	5		57.5000	1,322.50	57.60
REPORT TOTAL		2427	1127.3300	2196.9200	2944,181.00	70476.30

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CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	2427	178,804.32
1FIT	Fed Inc Tax	FEDERAL TAX	2426	253,063.34
1FIT+	FIT Add Amount	FEDERAL TAX	435	15,117.00
1Med	Medicare	MEDICARE	2427	41,817.18
1PFML	WA PAID FML	PFML	2427	19,372.64
1ReE0	SERS Plan 0	RETIREMENT	322	
1ReE2	SERS Plan 2	RETIREMENT	346	35,835.96
1ReE3	SERS Plan 3	RETIREMENT	226	24,667.94
1ReP1	PERS Plan 1	RETIREMENT	4	
1ReT0	TRS Plan 0	RETIREMENT	248	
1ReT2	TRS Plan 2	RETIREMENT	917	71,192.24
1ReT3	TRS Plan 3	RETIREMENT	1044	91,498.57
1WC	WORKERS COMP	WORKERS' COMP	2427	5,558.28
1WLTC	WA LTC	LONG-TERM CARE	2369	16,553.04
A1167	OMNI - ANNUITY	TSA-BEFORE TAX	38	6,240.00
A2114	PSE DUE-PUB SCH		74	2,211.17
A2115	PSE COPE DUES		11	56.00
A5PA	PSE ANNUAL DUE		74	47.00
A6PC	PSE ADD-PSE ADD		9	
ACH2	2ND ACH		48	11,425.00
ACH3	3RD ACH		1	200.00
CAA	Cent Adm Assoc		6	80.00
D2158	DRS - DEF COMP	TSA-BEFORE TAX	50	22,685.00
D2159	DCP 10%	TSA-BEFORE TAX	4	467.47
D2161	DCP ROTH %	TSA-AFTER TAX	1	321.53
DINFO	INFOARMOR		3	42.85
DLEGA	LEGALEASE		9	55.84
DNVPI	PET INSURANCE		1	69.97
G1157	GRIMM COLLECTIO		4	1,684.67
G1231	GARN-WA ST CS		5	1,460.00
G1244	GARN-GORD, AYLW		3	834.15
HCFSA	Medical FSA	OTH BEF TAX	40	3,258.35
HEHSA	Hlth Equity HSA	OTH BEF TAX	17	1,112.50
JQ132	THORBECKES		170	5,195.45
KEYB	Key Bank		1	50.00
KP1ER	Kai WA Smt1 EMP	OTH BEF TAX	3	80.00
KP2ER	Kai WA Smt2 EMP	OTH BEF TAX	4	114.00
KP2FR	Kai WA Smt2 FAM	OTH BEF TAX	5	709.00
KP2SR	Kai WA Smt2 E/S	OTH BEF TAX	1	228.00
KP3CR	Kai WA Smt3 E/C	OTH BEF TAX	1	473.00
KP3ER	Kai WA Smt3 EMP	OTH BEF TAX	4	540.00
KW1CR	Kai WA Core1E/C	OTH BEF TAX	4	143.00
KW1ER	Kai WA Core1EMP	OTH BEF TAX	12	184.00
KW1FR	Kai WA Core1FAM	OTH BEF TAX	2	69.00
KW1SR	Kai WA Core1E/S	OTH BEF TAX	2	46.00
KW2CR	Kai WA Core2E/C	OTH BEF TAX	3	192.00
KW2ER	Kai WA Core2EMP	OTH BEF TAX	8	275.00
KW2FR	Kai WA Core2FAM	OTH BEF TAX	7	660.00
KW2SR	Kai WA Core2E/S	OTH BEF TAX	2	220.00
KW3CR	Kai WA Core3E/C	OTH BEF TAX	6	364.00
KW3ER	Kai WA Core3EMP	OTH BEF TAX	5	624.00
KW3FR	Kai WA Core3FAM	OTH BEF TAX	2	1,248.00
KW3SR	Kai WA Core3E/S	OTH BEF TAX	7	1,248.00



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CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
KWSCR	Kai WA SndChE/C	OTH BEF TAX	10	1,284.00
KWSEK	Kai WA SndChEMP	OTH BEF TAX	18	976.00
KWSFR	Kai WA SndChFAM	OTH BEF TAX	3	391.00
LTD50	Emp Pd LTD 50%		73	538.62
LTD60	Emp Pd LTD 60%		454	5,144.27
LTDADJ	LTD ADJUSTMENT		2	0.48
PHCR	Prem Hgh PPOE/C	OTH BEF TAX	7	708.00
PHER	Prem Hgh PPOEMP	OTH BEF TAX	13	995.00
PHFR	Prem Hgh PPOFAM	OTH BEF TAX	11	1,620.00
PHSR	Prem Hgh PPOE/S	OTH BEF TAX	1	270.00
PMCR	Prem HMCrEPOE/C	OTH BEF TAX	1	30.00
PMER	Prem HMCrEPOEMP	OTH BEF TAX	3	59.00
PMSR	Prem HMCrEPOE/S	OTH BEF TAX	4	34.00
PSCR	Prem Std PPOE/C	OTH BEF TAX	13	966.00
PSER	Prem Std PPOEMP	OTH BEF TAX	24	973.00
PSFR	Prem Std PPOFAM	OTH BEF TAX	11	1,709.00
PSSR	Prem Std PPOE/S	OTH BEF TAX	1	208.00
S1127	DOLLAR-SCHOLAR		115	625.00
SECU	SCHOOL EMP CU		33	5,365.00
SECU2	SCHOOL EMP CU		2	70.00
T0	TEAMSTER - PT		118	4,221.00
T1	TEAMSTER - FT		43	2,303.50
T5	TEAMSTERS INIT		1	20.00
TP	FTT PENSION		62	10,380.00
U0115	UNITED WAY		23	293.00
V1CR	UMPACP-UWMedE/C	OTH BEF TAX	3	182.00
V1ER	UMPACP-UWMedEMP	OTH BEF TAX	4	208.00
V1FR	UMPACP-UWMedFAM	OTH BEF TAX	3	624.00
V1SR	UMPACP-UWMedE/S	OTH BEF TAX	2	491.00
VACADJ	VAC ADJUST	OTH BEF TAX	5	665.00
VACR	UMP Achieve2E/C	OTH BEF TAX	41	3,723.00
VAER	UMP Achieve2EMP	OTH BEF TAX	91	6,800.00
VAFR	UMP Achieve2FAM	OTH BEF TAX	51	10,225.00
VASP	UMP Achiev2E/SPT		1	125.00
VASR	UMP Achieve2E/S	OTH BEF TAX	22	3,725.00
VHSAC	UMP CDHP E/C	OTH BEF TAX	1	37.00
VHSAE	UMP CDHP EMP	OTH BEF TAX	5	63.00
VHSAF	UMP CDHP FAM	OTH BEF TAX	14	466.00
VHSAS	UMP CDHP E/S	OTH BEF TAX	10	210.00
VUCR	UMP Achieve1E/C	OTH BEF TAX	54	1,590.00
VUER	UMP Achieve1EMP	OTH BEF TAX	108	3,200.00
VUFR	UMP Achieve1FAM	OTH BEF TAX	79	4,610.00
VUSR	UMP Achieve1E/S	OTH BEF TAX	48	2,180.00
WOKA	WEA DUES - 1/2		2	63.34
WOKC	WEA DUES-FULL		295	16,080.25
WOKE	WEA DUES-FL NFC		132	6,558.75
WOKP	WEA-PAC		185	225.00
WIKZ	WSSRA DUES		67	217.00
WSECU	WA ST-EMP CU		3	1,900.00
99208	GSD Wrestling		1	136.66
			20965	921,883.33

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## Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	2427	178,804.32
1Med	Medicare	MEDICARE	2427	41,817.18
1PFML	WA PAID FML	PFML	2427	7,713.88
1ReE0	SERS Plan 0	RETIREMENT	325	
1ReE2	SERS Plan 2	RETIREMENT	337	48,538.69
1ReE3	SERS Plan 3	RETIREMENT	207	38,900.16
1ReT0	TRS Plan 0	RETIREMENT	223	
1ReT2	TRS Plan 2	RETIREMENT	917	87,053.09
1ReT3	TRS Plan 3	RETIREMENT	1040	112,910.84
1UC	UNEMPLOYMENT	UNEMPLOY COMP	2427	14,075.26
1WC	WORKERS COMP	WORKERS' COMP	2427	29,053.63
SEBB	SEBB HCA		882	552,482.00
SRDP+	SRDP Medical +		1	770.00
			16067	1,112,119.05

\*\*\*\*\* End of report \*\*\*\*\*

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,244,954.83. The payments are further identified in this document.

Total by Payment Type for Cash Account, CT WIRE TRANSFERS:

Wire Transfer Payments 202400088 through 202400101, totaling \$1,244,954.83

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
202400088	DRS SERS PLAN 2&3 DEF BEN	02/28/2025	0.00
202400089	DRS SERS PLAN 3 DEF CONTRIB	02/28/2025	0.00
202400090	COLUMBIA BANK PR DEP	02/28/2025	-63.54
202400091	DRS SERS PLAN 2&3 DEF BEN	03/04/2025	0.00
202400092	DRS SERS PLAN 3 DEF CONTRIB	03/04/2025	0.00
202400093	COLUMBIA BANK PR DEP	03/04/2025	63.54
202400094	PUB EMP RET SYST	03/31/2025	0.00
202400095	TEACHER RET SYST	03/31/2025	271,156.17
202400096	DRS TRS-3 EMPLOYEE CONTRIB	03/31/2025	91,498.57
202400097	DRS SERS PLAN 2&3 DEF BEN	03/31/2025	123,274.81
202400098	DRS SERS PLAN 3 DEF CONTRIB	03/31/2025	24,667.94
202400099	DRS DEFERRED COMP PROGRAM	03/31/2025	23,474.00
202400100	WA STATE SUPPORT REGISTRY	03/31/2025	1,460.00
202400101	COLUMBIA BANK PR DEP	03/31/2025	709,423.34

14 Wire Transfer Check(s) For a Total of 1,244,954.83



	0	Manual	Checks For a Total of	0.00
	14	Wire Transfer	Checks For a Total of	1,244,954.83
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	14	Manual, Wire Tran, ACH & Computer Checks		1,244,954.83
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		1,244,954.83

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,244,954.83	0.00	0.00	1,244,954.83



The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 24, 2025, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$92,234.89. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:  
ACH Numbers 242500232 through 242500232, totaling \$92,234.89

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500232	SODEXO INC & AFFILIATES	04/01/2025	92,234.89
1	ACH	Check(s) For a Total of	92,234.89

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	1	ACH	Checks For a Total of	92,234.89
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer Checks		92,234.89
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		92,234.89

## FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	92,234.89	92,234.89

# Coversheet

## Second and Final Approval of Board Policies

**Section:** VIII. OLD BUSINESS  
**Item:** A. Second and Final Approval of Board Policies  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**

Summary Sheet- Policy 1220.pdf  
1220 Board Officers and Duties of Board Members\_read 1\_revised\_3.27.25.pdf  
Summary Sheet- Policy 1410.pdf  
1410 Executive or Closed Sessions.pdf  
Summary Sheet - policy 3117.pdf  
3117 Students in or released from an Institutional Education Facility.pdf  
Summary Sheet- Policy 2022.pdf  
2022 Electronic Resources w AI added.pdf  
summary sheet - policy 3420.pdf  
3420 Anaphylaxis Prevention.pdf  
Summary Sheet - policy 3414.pdf  
3414 Infectious Diseases 2-25.pdf  
Summary Sheet- Policy 3241.pdf  
3241 Student Discipline.pdf  
summary sheet - policy 3424.pdf  
3424 Opioid Related Overdose Reversal 2-25.pdf  
Summary Sheet- Policy 3432.pdf  
3432 Emergencies.pdf  
Summary Sheet- olicy 6011.pdf  
6111, Tuition.pdf  
Summary Sheet- Policy 6020.pdf  
6020, System of Funds and Accounts.pdf  
Summary Sheet- Policy 6022.pdf  
6022 Minimum Fund Balance.pdf  
Summary Sheet- Policy 6959.pdf  
6959, Acceptance of Completed Project.pdf

**Centralia School District 401**  
**Regular School Board Meeting**  
**REQUEST FOR APPROVAL**

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**DATE:** March 27, 2025

**From:** Lisa Grant, Ed.D., Superintendent

**SUBJECT:** First Reading, Policy 1220 Board Officers and Duties of the Board

**BACKGROUND:**

The proposed revisions to Policy 1220 Board Officers and Duties of the Board include adding “chair” with “president” in the language and clarification of Director absences. The proposed language eliminates approval of absences, while adding a process if four consecutive meetings are missed by a Director. Legal references have also been updated.

This policy was last reviewed in June 2022.

**ALTERNATIVES:**

1. Approve
2. Do not approve

**RECOMMENDATION:**

Approve revisions at the second reading.

**RATIONALE:**

The proposed revisions align with RCW and clarify the process for Director absences.

**FINANCIAL IMPACT/REVENUE SOURCE(S):**

Not applicable

**DATA SOURCES:**

Centralia School Board  
WSSDA

**SUBMITTED BY:**

Lisa Grant, Superintendent



## **CENTRALIA SCHOOL DISTRICT BOARD POLICY #1220 BOARD OFFICERS AND DUTIES OF BOARD MEMBERS**

### **Chair/President**

The chair/president presides at all meetings of the board and sign all papers and documents as required by law or as authorized by action of the board. The chair/president conducts the meetings in the manner prescribed by the board's policies. The chair/ president has the full right to participate in all aspects of board action without relinquishing the chair, including the right to vote on all matters put to a vote.

It is the responsibility of the board chair/president to manage the board's deliberation so that it will be clear, concise, and directed to the issue at hand; summarize discussion and/or action before moving on to the next agenda item; and to generally manage the meeting so that the agenda is treated in an expeditious manner.

The chair/president will be the official recipient of correspondence directed to the board and shall provide, or cause to be provided to other board members and the superintendent, copies of the correspondence received on behalf of the board.

The chair/president is authorized to consult with the superintendent on issues such as board meeting, study session and board retreat planning prior to presentation to the full board and perform tasks to facilitate board meetings.

In dealing with the media and the public in general, the chair/president or his/her designee will serve as the spokesperson of the board. The chair/president is authorized to report and discuss those actions which have been taken and those decisions made by the board as a body. The president shall avoid speculating upon actions or decisions which the board may take but has not yet taken.

### **Officers of the Board: Vice Chair/President**

The vice *chair*/president will preside at board meetings in the absence of the chair/president and will perform all of the duties of the chair/president in case of his/her absence or disability.

## Legislative Representative

The legislative representative shall serve as the board's liaison with the Washington State School Directors' Association (WSSDA) on legislative issues. The legislative representative will be elected from among the board members at the first regular meeting of the year and will serve for a period of two years. The legislative representative will represent the board at WSSDA's Legislative Assembly, conveying local views and concerns to that body and, when appropriate, obtaining their board's support for a legislative proposal to be submitted to the Assembly and supporting it at the Assembly. The legislative representative shall monitor proposed school legislation, and provide legislative updates periodically at board meetings. Additionally he/she will build relationships with local policy makers regarding WSSDA's legislative positions and priorities.

## Duties of Individual Board Members

The authority of individual board members is limited to participating in actions taken by the board as a whole when legally in session. Board members will not ~~assume~~ perform responsibilities of administrators or other staff members. The board or staff shall not be bound in any way by any action taken or statement made by any individual board member except when such statement or action is pursuant to specific instructions and official action taken by the board.

Each board member will review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

Each member is obligated to attend board meetings regularly. Whenever possible, each director will give advance notice to the chair/president or superintendent of his/her inability to attend a board meeting. . If a Director misses four (4) consecutive regular board meetings, the School Board President and superintendent will attempt to meet with the Director to determine if the Director can continue to serve as a board member or if there is a need to declare the position open ~~prior to the School Board declaring the position vacant~~. The board may declare a board member's position vacant after four consecutive unexcused absences from regular board meetings.

Cross References:                   1225 - School Director Legislative Program  
  1450 - Absence of a Board Member

Legal References:                   RCW 28A.330.030 Duties of president  
  RCW 28A.330.040 Duties of vice-president  
  RCW 28A.330.080 Payment of claims — Signing of warrants  
  RCW 28A.330.200 Organization of the board — Assumption of  
  superintendent's duties by board member, when

Policy No. 1220  
Board of Directors

RCW 28A.343.390 Quorum — Failure to attend meetings

Management Resources: 2017 - April Issue  
Policy News, December 2007 Role of the School Board President  
2022 - October Issue

**Adoption Date:** January 16, 1980

**Centralia School District**

**Revised:** October 20, 1982; March 15, 1995; December 18, 1996; August 18, 2010; June 14, 2017; June 8, 2022; April 24, 2025

**Classification:** Optional



**Centralia School District 401**  
**Regular School Board Meeting**  
**REQUEST FOR APPROVAL**

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**DATE:** March 27, 2025

**From:** Lisa Grant, Ed.D., Superintendent

**SUBJECT:** First Reading, Policy 1410 Executive or Closed Sessions

**BACKGROUND:**

The proposed revisions to Policy 1410 Executive or Closed Sessions add the requirement to enter the purpose of the executive session in the meeting minutes. The agenda must include the purpose of the executive session, but the minutes must now also include the purpose. Legal references have also been updated.

This policy was last reviewed in June 2022.

**ALTERNATIVES:**

1. Approve
2. Do not approve

**RECOMMENDATION:**

Approve revisions and move the policy to second reading.

**RATIONALE:**

The proposed revisions align with RCW and the requirements for documenting Executive Sessions.

**FINANCIAL IMPACT/REVENUE SOURCE(S):**

Not applicable

**DATA SOURCES:**

Centralia School Board  
WSSDA

**SUBMITTED BY:**

Lisa Grant, Superintendent



Policy No. 1410  
Board of Directors

## CENTRALIA SCHOOL DISTRICT BOARD POLICY #1410 EXECUTIVE OR CLOSED SESSIONS

### Executive Sessions

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Before convening in executive session, the chair/president ~~shall will~~ publicly announce the general purpose for excluding the public from the meeting place and the time when the executive session will be concluded. The executive session may be extended to a stated later time by announcement of the chair/president.

An executive session may be conducted for one or more of the following purposes:

- A. To consider, if in compliance with any required data breach disclosure under RCW 19.255.010 and 42.56.590, and with legal counsel available, information regarding the infrastructure and security of computer and telecommunications networks, security and service recovery plans, security risk assessments, and security test results to the extent that they identify specific system vulnerabilities, and other information that, if made public, may increase risk to the confidentiality, integrity, or availability of agency security or to information technology infrastructure or assets;
- A.B. To consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price;
- B.C. To consider the minimum price at which real estate will be offered for sale or lease when public knowledge regarding such consideration would cause a likelihood of decreased price. However, discussion of the factors comprising the minimum value of the property, and the final action of selling or leasing public property will be taken in a meeting open to the public;
- C.D. To review negotiations on the performance of publicly-bid contracts when public knowledge regarding such consideration would cause a likelihood of increased costs;
- D.E. To receive and evaluate complaints or charges brought against a director or staff member; however, upon the request of such director or staff member, a public hearing or a meeting open to the public shall be conducted on such complaint or charge;
- E.F. To evaluate the qualifications of an applicant for public employment or to review the performance of a staff member; however, discussion of salaries, wages, and other conditions of employment to be generally applied within the district shall occur in a meeting open to the public, and when the board elects to take the final action of hiring, setting the salary of an individual staff member or class of staff members, or discharging or disciplining an employee, that action shall be taken in a meeting open to the public;
- F.G. To evaluate the qualifications of a candidate for appointment to the board; however, any interview of such candidate and final action appointing a candidate to the board shall be in a meeting open to the public; or

Policy No. 1410  
Board of Directors

H. To discuss with legal counsel representing the district matters relating to district enforcement actions, or litigation or potential litigation to which the district, the board, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the district.

Potential litigation means matters protected by attorney-client privilege related to litigation that has been specifically threatened; litigation that the district reasonably believes may be commenced; or the litigation or legal risks of a proposed action or current practice of the district, if public discussion is likely to result in an adverse or financial consequence to the district.

G. The announced purpose of the executive session will be entered into the minutes of the meeting.

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### **Closed Sessions/Private Meetings**

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The Open Public Meetings Act does not apply to certain board activities and public notice is not required prior to holding a closed session for any of the following purposes:

- A. Consideration of a quasi-judicial matter between named parties as distinguished from a matter having a general effect on the public or a class or group; or
- B. Collective bargaining sessions with employee organizations or professional negotiations with an employee, including contract negotiations, grievance meetings, and discussions relating to the interpretation or application of a labor agreement, or when the board is planning or adopting the strategy or position to be taken during the course of collective bargaining, professional negotiations, or grievance or mediation proceedings, or reviewing the proposals made in the negotiations or proceedings while in progress while in progress.

### Legal References:

RCW 19.255.010 Disclosure, notice - Definitions - Rights, remedies  
RCW 42.30.110 Executive sessions  
RCW 42.30.140 Chapter controlling — Application  
RCW 42.56.590 Personal information - Notice of security breaches.

### Management Resources:

2017 - July Issue  
Policy News, June 2001 Legislature Addresses Executive Session  
2022 - June Issue

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**Legal References:**      ~~RCW 19.255.010 Disclosure, notice—Definitions—Rights, remedies;~~  
                                 ~~RCW 42.30.110 Executive sessions~~  
                                 ~~RCW 42.30.140 Chapter controlling—Application~~  
                                 ~~RCW 42.56.590 Personal information—Notice of security breaches;~~

**Management Resources:**      ~~2017—July Issue~~  
                                 ~~Policy News, June 2001 Legislature Addresses Executive Session~~

**Adoption Date:** January 16, 1980

**Centralia School District**

**Revised:** October 20, 1982; September 20, 1995; October 17, 2001; October 18, 2017; June 8, 2022; April 24, 2025

**Classification:** Optional

## Centralia School District 401

### Regular School Board Meeting

#### AGENDA ITEM DETAILS

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##### SUBJECT:

Review of Policy 3117, *Students in or Released from an Institutional Education Facility*.

##### BACKGROUND:

This is a new policy for Centralia School Board consideration. This policy was previously declined for adoption in the 23-24 school year.

##### RATIONALE:

Centralia School District works closely with the Chehalis School District regarding the education of Centralia students who are incarcerated in the county detention center or at the Greenhill Juvenile Rehabilitation Center. Students who are incarcerated often receive disrupted education and credit accrual deficits due to their incarceration status. This policy provides guidance for schools within the Centralia School District to award earned credit for the students' work in these institutional settings.

##### FISCAL IMPACT:

N/A

##### BUDGET SOURCE:

N/A

##### DATA SOURCES:

Initial language for this policy was provided by Washington State School Directors Association (WSSDA). This language was reviewed by secondary Administrators and Dr. Broome, Exec Dir of Teaching and Learning. It was also discussed with School Counselors prior to submission.

##### SUBMITTED BY:

Tammie Jensen-Tabor

##### RECOMMENDED ACTION:

First reading



Policy: 3117  
Section: 3000- Students

## Students in or Released from an Institutional Education Facility

\*\*\*NEW TO US (previously declined adoption) \*\*\*

The Centralia School Board recognizes the students in Washington's secure facilities have been unable to access the education and supports they need to make life-changing academic progress. As a result, these students have experienced dismal graduation and recidivism rates, and have lost invaluable opportunities for home and transformation. Therefore, the Centralia School District and its schools will take steps to support students in or released from an institutional education facility, such that these students have the opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship.

### Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students in or released from an institutional education facility if similar coursework has been satisfactorily completed in another school district; 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students in or released from an institutional education facility with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation, or both, and allow the student to earn credits regardless of the student's date of enrollment in the district. In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district. In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred into the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements to ensure that the student receives a diploma.





**Policy: 3117**

**Section: 3000- Students**

Additionally, the district will provide students in or released from an institutional education facility with access to world language proficiency tests, American Sign Language proficiency tests, and General Education Development tests. The district will not condition access to the tests upon a student's request. The district will award mastery-based credit according to the board's mastery-based credit policies cross-referenced below. For students in or released from an institutional education facility, the district will award at least one high school credit to students upon meeting the standard established by the State Board of Development test. The district may award additional credits if a student in or released from an institutional education facility has completed a course or courses of study to prepare for the test.

Cross References:

- 2402 - English Language Arts Mastery-Based Credit
- 2403 - Math Mastery-Based Credit
- 2404 - Science Mastery-Based Credit
- 2405 - Social Studies Mastery-Based Credit
- 2409 - World Language Mastery-Based Credit
- 2411 - Certificate of Educational Competency
- 2413 - Equivalency Credit Opportunities
- 2418 - Waiver of High School Graduation Credits

Legal References:

- RCW 28A.320.192
- RCW 28A.175.105

Adoption: February 2024

Classification: Encouraged

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**Centralia School District 401**  
**Regular School Board Meeting**  
**AGENDA ITEM DETAILS**

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3/18/25

**SUBJECT:** Modification of Policy 2022 Technology Acceptable Use

**BACKGROUND:**

Policy 2022 was updated and previously adopted by the board of directors in June 2024. A change was made to the policy to include artificial intelligence in the purview of policy. This change will require the superintendent to update the procedure for this policy as well. In the rapidly changing landscape of artificial intelligence it is imperative that the district place some guard rails on student and staff use. All of these changes are outlined in the procedure portion of policy 2022.

**RATIONALE:**

Artificial intelligence will continue to have a significant impact on education and will continue to do so in the future. Updates to Policy 2022 are necessary to keep pace with the rapidly changing world of artificial intelligence.

**FISCAL IMPACT:**

There will be no direct impact on district budgets with this policy update. There could be future impact if licenses are purchased for Artificial Intelligence search engines in the future.

**BUDGET SOURCE:** Basic Education/Levy Funding

**DATA SOURCES:**

WSSDA Updates

AI work group

Resources gathered by OSPI and WASA

**SUBMITTED BY:** Dr. Jeff Broome, Executive Director of Teaching and Learning

**RECOMMENDED ACTION:**

We recommend that the CSD Board of Directors adopt Policy 2022 with the Artificial Intelligence updates.



Policy No. 2022  
Instruction

## CENTRALIA SCHOOL DISTRICT BOARD POLICY #2022 ELECTRONIC RESOURCES AND INTERNET SAFETY

The Centralia School District Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

### Electronic Resources

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The Centralia School District will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings. The district's technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work and to take ownership of their lives.

The superintendent or designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent or designee is authorized to develop procedures and acceptable use guidelines for staff and students as to use of district electronic resources, including those that access Internet, ~~and~~ social media, artificial intelligence, and to regulate use of personal electronic resources on district property and related to district activities.

### **Internet Safety**

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, use of artificial intelligence, and cyberbullying awareness and response.

To promote internet safety and appropriate online behavior of students and staff as they access material from the Internet, the superintendent or designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent or designee, in evaluating such procedures and instructional materials, should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of district Internet safety measures, all district-owned electronic resources, including computer networks and Wi-Fi, in all district facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful or violent material. How-

Policy No. 2022  
Instruction

ever, given the ever-changing nature of the Internet, the district cannot guarantee that a student will never be able to access objectionable material.

Further students use the Internet from school facilities; district staff will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates district staff may instruct the person to cease using that material and/or implement sanctions consistent with district policies, procedures, guidelines, or student codes of conduct

Cross References:      [5281 - Disciplinary Action and Discharge](#)  
                                  [4040 - Public Access to District Records](#)  
                                  [4400 - Election Activities](#)  
                                  [3241 - Student Discipline](#)  
                                  [3231 - Student Records](#)  
                                  [3207 - Prohibition of Harassment, Intimidation, and Bullying of Students](#)  
                                  [2025 - Copyright Compliance](#)  
                                  [2020 - Course Design, Selection and Adoption of Instructional Materials](#)  
                                  [2023 - Digital Citizenship and Media Literacy](#)

Legal References:      [18 USC § 2510-2522 Electronic Communication Privacy Act](#)  
                                  [Pub. L. No. 110-385 Protecting Children in the 21st Century Act](#)

Management Resources:      [2015 - June Policy Issue](#)  
                                  [2012 - October Issue](#)  
                                  [2012 - February Issue](#)  
                                  [Policy News, June 2008 Electronic Resources](#)  
                                  [Policy News, June 2001 Congress Requires Internet Blocking at School](#)  
                                  [Policy News, August 1998 Permission required to review e-mail](#)

Cross References:      ~~Board Policy 2020~~      ~~Curriculum Development and Adoption of Instructional Materials~~  
                                  ~~2025~~      ~~Copyright Compliance~~  
                                  ~~3207~~      ~~Harassment, Intimidation and Bullying~~

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Instruction

<del>3231</del>	<del>Student Records</del>
<del>3241</del>	<del>Classroom Management, Corrective Actions or Punishment</del>
<del>4040</del>	<del>Public Access to District Records</del>
<del>4400</del>	<del>Election Activities</del>
<del>5281</del>	<del>Disciplinary Action and Discharge</del>

<del>Legal Reference: 18 USC §§ 2510-2522</del>	<del>Electronic Communication Privacy Act</del>
<del>Pub. L. No. 110-385</del>	<del>Protecting Children in the 21<sup>st</sup> Century Act</del>

**Management Resources:**

<del>Policy News, June 2015</del>	
<del>Policy News, October 2012</del>	<del>Updates and Corrections</del>
<del>Policy News, February 2012</del>	<del>Federal Guidance Requires Changes to Electronic Resources Policy</del>
<del>Policy News, June 2008</del>	<del>Electronic Resources</del>
<del>Policy News, June 2001</del>	<del>Congress Requires Internet Blocking at School</del>
<del>Policy News, August 1998</del>	<del>Permission required to review e-mail</del>

Adoption Date: October 15, 2008

Centralia School District

Revised: June 15, 2011; April 18, 2012; April 17, 2013; March 15, 2017; June 12, 2024

Classification: Priority

**Centralia School District 401**

**Regular School Board Meeting**

**AGENDA ITEM DETAILS**

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**SUBJECT:**

Centralia School District Policy and Procedure 3420 *Anaphylaxis Prevention and Response*

**BACKGROUND:**

Centralia School Board reviewed and adopted this policy and related procedure on April 24, 2025.

**RATIONALE:**

This update includes policy and procedure revisions recommended by Washington State School Directors Association (WSSDA). The suggestions were reviewed with the school nursing team. After the March 2025 Centralia School Board study session, the nursing team asked for an additional change to the wording within the policy and procedure. The policy as well as procedure includes an addition that includes the provision for the school district to maintain a stock of undesignated epinephrine nasal spray. Upon review the nursing team suggested a wording change to indicate epinephrine rather than designate a specific medication delivery system.

**FISCAL IMPACT:**

N/A

**BUDGET SOURCE:**

N/A

**DATA SOURCES:**

WSSDA recommendations and review by school nursing team.

**SUBMITTED BY:**

Tammie Jensen-Tabor

**RECOMMENDED ACTION:**

First reading.





Policy No. 3420  
Students

## CENTRALIA SCHOOL DISTRICT BOARD POLICY #3420 ANAPHYLAXIS PREVENTION AND RESPONSE

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and may require follow-up care by an allergist/immunologist.

The Centralia School District Board of Directors expects school administrators, teachers, and support staff to be informed and aware of life threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life threatening allergens are peanuts, tree nuts, fish, dairy, bee or other insect stings, latex, and some medications. Affected students require planned care and support during the school day and during school sponsored activities. Additionally, any student could potentially have a life threatening allergic reaction even without a history of such.

Parents/ guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medications and medical supplies. The district will take reasonable measures to avoid the presence allergens for affected students. The district will train school staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, the district will provide appropriate personnel. The plan shall be distributed to appropriate staff based on the students' needs and the staffs' level of interaction with the student as determined in the health plan. Documentation of distribution of these plans will be kept in the building health room.

Even with the district's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the district will take reasonable precautions to reduce the risk of exposure to allergens of afor students with a history of anaphylaxis. coming into contact with the offending allergen in school.

~~Keep the following language if stocking undesignated and epinephrine auto injectors:~~

The district ~~will may~~ maintain at designated school locations a supply of epinephrine ~~auto injectors or nasal spray~~ based on the number of students enrolled at the school. Undesignated epinephrine ~~auto injectors or nasal spray~~ must be obtained with a prescription in the name of the school by a licensed health professional within the scope of their prescribing authority and must be accompanied by a standing order protocol for their administration Prescriptions and standing orders may be obtained from a community Licensed Health Care Provider or through a statewide standing order from the Secretary of Health or designee.

In the event a student with a current prescription for ~~an epinephrine auto injector~~ on file at the school experiences an anaphylactic event, the school nurse or designated trained school personnel may use the school supply of epinephrine ~~auto injectors~~ to respond if the student's supply is not immediately available. In the event of a student with out a current prescription for epinephrine on file with the school or a student with undiagnosed anaphylaxis experiences an anaphylactic event, the school nurse may utilize the school supply of epinephrine to respond under the standing order protocol according to RCW 210.380 and RCW 28A.210.320. if their student is identified with a life threatening allergy.

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Students

The school's supply of epinephrine ~~or nasal spray~~ does not negate parent/guardian responsibility to ensure that they provide the school with appropriate medication and treatment orders pursuant to RCW 28A.210.320 if their student is identified with a life-threatening allergy.

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The superintendent will establish procedures to support this policy and to ensure:

- 1) Rescue protocol in cases of suspected anaphylaxis will follow OSPI's current Guidelines for the Care of Students with Anaphylaxis (2009);
- 2) A simple and standardized format for emergency care plans is utilized;
- 3) A protocol is in place to ensure emergency care plans are current and completed and distributed to appropriate staff;
- 4) Medication orders are clear and unambiguous;
- 5) Training and documentation is a priority.; ~~(insert the following language if stocking undesignated epinephrine auto-injectors ; and~~
- 6) Each school's supply of epinephrine ~~auto-injectors~~, if any, is maintained pursuant to manufacturer's instructions and district medication policy and procedures.

Cross References:      3419 - Self-Administration of Asthma and Anaphylaxis Medications  
                                  3418 - Response to Student Injury or Illness  
                                  3416 - Medication at School

Legal References:      WAC 392-380 PUBLIC SCHOOL PUPILS—IMMUNIZATION REQUIREMENT AND LIFE-THREATENING HEALTH CONDITION  
                                  RCW 28A.210.380Anaphylaxis — Policy guidelines — Procedures — Reports.  
                                  RCW 28A.210.383 Epinephrine and epinephrine autoinjectors (EPI pens)—School supply—Use.

Management Resources:      2018 - August 2018 - August Policy Issue  
                                  2013 - December Issue  
                                  2012 - August Issue  
                                  2009 - February Issue  
                                  OSPI, Guidelines for the Care of Students with Anaphylaxis

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Students

~~Cross References: Model Policy 3419 Self Administration of Asthma and  
Anaphylaxis Medications~~

~~Legal References: RCW 28A.210.380 Anaphylaxis Policy Guidelines  
Procedures Report~~

~~Management Resources:~~

~~Policy News, August 2012 Anaphylaxis Prevention and Response~~

~~Policy News, February 2009 Anaphylaxis Prevention Policy Required~~

~~OSPI, March 2009 Guidelines for the Care of Students with  
Anaphylaxis~~

**Adoption Date:** April 15, 2009

**Centralia School District**

**Revised:** June 20, 2012; November 19, 2012; January 2019; April 24, 2024; April 24, 2025

**Classification:** Essential

## Centralia School District 401

### Regular School Board Meeting

#### AGENDA ITEM DETAILS

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**SUBJECT:**

Review of Centralia School District Policy 3414 & Procedure, *Infectious Diseases*

**BACKGROUND:**

Last reviewed and adopted by Centralia School Board on Feb 28, 2024.

**RATIONALE:**

Suggested language changes by Washington State School Directors Association (WSSDA) were reviewed by the Special Services department in conjunction with the district school nursing team. Minor changes in language to delete the word, “disease” and insert the word “infection” which aligns with the title and intent of the policy. “Guardian” is added to the term parent. Recommended changes aligned with Department of Health’s guidance documents and recommendations.

**FISCAL IMPACT:**

N/A

**BUDGET SOURCE:**

N/A

**DATA SOURCES:**

Recommended technical edits from WSSDA (Washington State School Directors Association), with review and input from district nursing team.

**SUBMITTED BY:**

Tammie Jensen-Tabor

**RECOMMENDED ACTION:**

First reading

## CENTRALIA SCHOOL DISTRICT BOARD POLICY #3414 INFECTIOUS DISEASES

In order to safeguard the school community from the spread of certain communicable diseases, the superintendent will implement procedures assuring that all school buildings are in compliance with state board of health rules and regulations regarding the presence of persons who have or have been exposed to infectious diseases deemed dangerous to the public health. Such procedures will also prescribe the manner in which safeguards are taken to remove the danger to others.

The district will require that the parents/legal guardian/persons complete a medical history form at the beginning of each school year, or upon enrollment into Centralia School District. The nurse or school physician may use this information to advise the parent (as defined by WAC) of the need for further medical attention and to plan for potential health problems in school.

The board authorizes the school principal to exclude a student who has been diagnosed by a licensed Health Care Provider (LHP), or is suspected of having an infectious disease, in accordance with the regulations within the most current Infectious Disease Control Guide, provided by the ~~State Department of Health, and the Office of Superintendent of Public Instruction (OSPI)~~

The principal and/or school nurse will report the presence of a suspected case or cases of reportable communicable disease to the appropriate local health authority as required by the Washington State Board of Health. Such information concerning a student's present and past health condition will be treated as confidential. The principal will cooperate with the local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted ~~disease~~infection, the test result, any information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district has a release, the information may be disclosed pursuant to the restrictions in the release.

A school principal or designee, has the authority to send an ill child home without the concurrence of the local health officer, but if the ~~disease~~infection is reportable, the local health officer must be notified. The local health officer is the primary resource in the identification and control of infectious disease in the community and school. The local health officer, in consultation with the superintendent/designee can take whatever action deemed necessary to protect the health of the public to control or eliminate the spread of disease, including closing a school.

Legal References:	RCW 28A.210.010	Contagious diseases, limiting contact —
		Rules and regulations
	Ch 246-110 WAC	School districts and day care centers —
		Contagious diseases
	RCW 70.02	Medical records — health care
		information access and disclosure

Management References:

*Policy & Legal News*, February 2013   Policy Revisions

**Adoption Date:** June 15, 2012

**Centralia School District**

**Revised:** May 21, 1997; June 20, 2012; March 19, 2014; February 27, 2019

**Reviewed:** February 28, 2024; April 24, 2025

Policy No. 3414  
Students

**Classification:** Priority



**Centralia School District 401**  
**Regular School Board Meeting**  
**REQUEST FOR APPROVAL**

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**DATE:** March 27, 2025  
**From:** Lisa Grant, Ed.D., Superintendent  
**SUBJECT:** First Reading, Policy 3241

**BACKGROUND:**

The proposed revisions to Policy and Procedure 3241 and 3241P Student Discipline. The State Board adopted emergency rules around student discipline and the proposed revisions align with the emergency rules. The State Board is currently in the full rule review process: additional revisions may be necessary once those are approved.

The revisions include changes in definitions, specifically the distinction between discretionary and nondiscretionary discipline. They also include revisions to school meals in a discipline situation, exclusions, suspension and expulsion hearings,

This policy was last reviewed in February 2021.

**ALTERNATIVES:**

1. Approve
2. Do not approve

**RECOMMENDATION:**

Approve revisions.

**RATIONALE:**

The proposed revisions align with RCW and the WAC regarding student discipline.

**FINANCIAL IMPACT/REVENUE SOURCE(S):**

Not applicable

**DATA SOURCES:**

District Discipline-Behavior Committee  
WAC Chapter 392-400  
WSSDA

**SUBMITTED BY:**

Lisa Grant, Superintendent



Policy No. 3241  
Students

**CENTRALIA SCHOOL DISTRICT  
BOARD POLICY # 3241  
STUDENT DISCIPLINE**

**Introduction/Philosophy/Purpose**

The board of the Centralia School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic excellence. "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. Discipline applies in all face to face and virtual settings. Discipline also applies in school-related activities. The purpose is to teach consequences and to help the student succeed in school and life academically and personally. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increase 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 and families;
- Administering discipline in ways that respond to the needs and strengths of students and keeping 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, parents, 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 and for district employees.

**Rights and Responsibilities/ District Commitment**

The Board recognizes the negative and disproportionate impact of exclusionary 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;
- Proactively implementing policies/practices that support staff in effectively managing behavior;
- Maintaining professional and emotional control; and
- Addressing the best practice of remaining objective and avoiding taking misbehavior personally.

**Commented [LG1]:** These bullets were added by the Discipline Committee previously. The Discipline Committee recommends maintaining them

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Policy No. 3241  
Students

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 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, consistent with Board Policy 3112- Social Emotional Climate.

#### Development and Review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, and behavioral violations, and ~~other forms of discipline the district considered or attempted~~, is essential for effective review of this policy; therefore, the district will ensure such reporting.

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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 at least annually 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 will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:~~

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1. ~~Establish behavioral expectations with students and proactively teach expectations across various school settings~~
2. ~~Develop precise definitions for problem behaviors and behavior violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.~~



Policy No. 3241  
Students

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. A school's building discipline standards must be annually approved by the superintendent or designee.~~

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School principals will ensure 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 judgement 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 at least annually 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 through the district discipline committee. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency ~~expulsion~~ removal, and expulsion.

The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. 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.



Policy No. 3241  
Students

~~The District will support each school to:~~

- ~~• Set at least one goal annually for improving equitable student outcomes;~~
- ~~• Create an actions plan or plans;~~
- ~~• Evaluate previous goals and action plans; and~~
- ~~• Revise goals and action plans~~

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~~Schools will share identified goals and action plans with all staff, students, parents, families, and the community.~~

#### **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 IV of the Civil Rights Act of 1964.

The District will ensure the 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, 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. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to 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  
2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973  
3122 - Excused and Unexcused Absences  
3210 - Nondiscrimination  
3244 - Prohibition of Corporal Punishment  
3520 - Student Fees, Fines, or Charges  
4210 - Regulation of Dangerous Weapons on School Premises  
4218 - Language Access Plan

#### **Legal References:**



Policy No. 3241  
Students

RCW 9.41.280 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  
[2018 – August Policy Issue](#)  
[2019 - April Policy Alert](#)

**Adoption Date:** **04.19**

**Classification:** **Essential**

**Revised Dates:** **04.99; 12.06; 06.10; 10.11; 08.14; 12.14; 07.16; 08.18; 04.19; 02.21, February 20242025**

## Centralia School District 401

### Regular School Board Meeting

#### AGENDA ITEM DETAILS

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##### SUBJECT:

Review of Centralia School District Policy and Procedure 3424 *Opioid Related Overdose Reversal*

##### BACKGROUND:

This policy was reviewed by the Centralia School District board in February of 2024.

##### RATIONALE:

Substitute Senate Bill 5804 amended RCW 28A.210.390. This amendment to the RCW required that all schools within the district have staff that are trained and ready to respond in the case of an opioid overdose. Requirements for training and medication are exemplified within the policy and procedure. The updates to policy and procedure have been reviewed and are in alignment with law and current district practice.

##### FISCAL IMPACT:

N/A

##### BUDGET SOURCE:

N/A

##### DATA SOURCES:

Changes recommended by the Washington State School Directors Association (WSSDA) were reviewed and align with changes made by the district in the Fall of 2024 in response to the above noted changes in legal requirements.

##### SUBMITTED BY:

Tammie Jensen-Tabor

##### RECOMMENDED ACTION:

First Reading





Policy: 3424  
Section: 3000 - Students

## Opiod Related Overdose Reversal

The board recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. To assist a person at risk of experiencing an opioid-related overdose, the district will seek to obtain and maintain at least one set of opioid overdose reversal medication doses in each of its high-schools.

SSB 5804 amended RCW 28A.210.390, tThe district ~~has authority to~~must obtain and maintain opioid overdose reversal medication either through a standing order, prescribed and dispensed according to RCW 69.41.095(5), or through one or more donation sources. The district will seek at least one set of opioid reversal medication doses for each of its high-schools. However, if the district documents a good faith effort to obtain and maintain opioid overdose reversal medication through a donation source, and is unable to do so, the district is exempt from the obligation to have a set of opioid reversal medication doses for each high-school. Documentation of good faith effort must be kept on file.

The following personnel may distribute or administer the school-owned opioid overdose reversal medication to respond to symptoms of an opioid-related overdose:

- A school nurse,
- School personnel who become designated trained responders, or
- A health care professional or trained staff person located at a health care clinic on public school property or under contract with the school district.

Training for school personnel to become designated trained responders and distribute or administer opioid overdose reversal medication must meet the requirements for training described in the statute and any rules or guidelines for such training adopted by the Office of Superintendent Public Instruction. ~~If a district high school does not have a full-time school nurse or trained health care clinic staff, t~~The district shall identify at least one member of each high-school's personnel to become a designated trained responder who can distribute and administer opioid overdose reversal medication.

Opioid overdose reversal medication may be used on school property, including the school building, playground, and school bus, as well as during field trips or sanctioned excursions away from school property. A school nurse or a designated trained responder may carry an appropriate supply of school-owned opioid overdose reversal medication on in-state field trips and sanctioned in-state excursions.

Individuals who have been directly prescribed opioid overdose reversal medication according to RCW 69.41.095 lawfully possess and administer opioid overdose reversal medication, based on their personal prescription. However, such "self-carrying" individuals and those who obtain opioid overdose reversal medication over-the-counter, must show proof of training as verified by a licensed registered professional



nurse employed or contracted by the district or participate in district training as specified in the accompanying procedure.

Administration of the district's overdose reversal medication will be performed by designated, trained, district personnel as needed. However, "RCW 69.41.095 allows for "any person" (including students) to lawfully possess, store, deliver, distribute, and administer an opioid overdose reversal medication that has been properly prescribed and/or authorized. The board further recognizes that:

- Incidences of opioid overdoses are increasing in communities and schools.
- Naloxone is highly unlikely to cause harm if administered when not needed.
- Students may carry naloxone for suspected overdose or delay activating emergency medical services could cause severe harm.

Therefore, neither the district nor its schools will pursue disciplinary action for students or personnel solely for possession or good faith administration of naloxone. Naloxone will not be confiscated from students.

Students who exhibit concern for the risk of overdose for themselves or others shall be counseled on the availability of behavioral health supports and instructed of the district policy and procedure for opioid overdose response, and the importance of summoning adult help and emergency services for any suspected overdose.

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If any type of overdose is suspected, including an opioid related overdose, district staff will call 9-1-1 and alert ~~a first responder~~ emergency services. The school nurse, designated trained responder, or trained staff person located at a health care clinic on public school property or under contract with the school district will follow the [Washington Department of Health](#) steps for administering naloxone for a suspected opioid related overdose.

Cross References: 3418 - Response to Student Injury or Illness  
3416 - Medication at School

Legal References: Chapter 28A.210 RCW – Health Screening and Requirements  
Chapter 69.50.315 RCW – Health Screening and Requirements  
Chapter 69.50.315 RCW – Drug-related overdose

Management Resources: 2020 - February Issue  
OSPI, January 2020, *Opioid Related Overdose Policy Guidelines and Training in the School Setting*

Adoption Date:  
February 2020  
Classification: **Essential**  
Revised Dates:  
Reviewed: February  
2024; April 24, 2025

**Centralia School District 401**

**Regular School Board Meeting**

**AGENDA ITEM DETAILS**

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SUBJECT: 3432 Emergencies

BACKGROUND:

Board Policy 3432 is a policy that describes the emergency standards for the District.

RATIONALE:

Emergency procedures 3432 are laid out for the buildings, including what to do externally and internally. This adds additional language to ensure substitute teachers are included in the notification process.

FISCAL IMPACT:

None

BUDGET SOURCE:

N/A

DATA SOURCES:

WSDA  
Joe Vetter, Executive Director of Financial Services

SUBMITTED BY:

Joe Vetter, Executive Director of Financial Services

RECOMMENDED ACTION:

Approval of the Agreement

## CENTRALIA SCHOOL DISTRICT BOARD POLICY #3432 EMERGENCIES

The Centralia School District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its school shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Address emergency mitigation, preparedness, response, and recovery;
- Include provisions for assisting and communicating with students and staff, including those with special needs or disabilities;
- Include a family-student reunification plan, including procedures for communicating reunification plan to the staff, students, families, and emergency responders;
- Use the training guidance provided by the Washington emergency management division of the state military department in collaboration with the state school safety center in the office of the superintendent of public instruction, established under RCW 28A.300.635;
- Require the building principal to be certified on the incident command system;
- Consider how school facilities can be used as a community asset in the event of a community-wide emergency; and
- Set guidelines for requesting city or county law enforcement agencies, local fire departments, emergency service providers, and county emergency management agencies to meet with the district and participate in safety-related drills; and
- Include how substitute teachers and other temporary employees receive necessary information about safe school plans, including school safety policies and procedures and the basic functional drill responses described below.-

To the extent that funds are available, the district will do the following annually:

- Review and update the safe school plans in collaboration with emergency response agencies;
- Conduct an inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system, trained on the incident command system, or are certified on the incident command system;
- Identify school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements; and
- Provide information to all staff on the use of emergency supplies and alert procedures.
- 

### Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional responses. Therefore, each school in the district will conduct at least one safety related drill each month or portion of a month that school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

### **Basic Functional Drills**

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold-on):

- **Evacuation**

When the emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc. They will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

- **Lockdowns**

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures.

- **Shelter-in-Place**

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

- **Earthquakes: Drop-Cover-Hold on**

The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm

“Drop-cover-hold on” is the basic functional earthquake response. The superintendent will establish guidelines and the action for building principals to take should an earthquake occur while school is in session.

### **Additional Drills**

In addition to the above four response drills, the District shall, at a minimum, also develop response plans for the following:

**Pandemic/Epidemic**

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish protocols to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

**Bomb Threats**

The superintendent will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

**Emergency School Closure or Evacuation (Modified Shelter-in-Place)**

**When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.**

The superintendent will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and times of such drills. Each school will maintain the time and type of drill in the school.

Cross References: Policy 4310

District Relationships with Law  
Enforcement, DSHS and the Health  
Department

Legal References: [RCW 19.27.110](#)

[RCW 28A.320.125](#)

International Fire Code —  
Administration and Enforcement by  
Counties, other political subdivisions  
and municipal counties  
Safe school plans — Requirements —  
Duties of school districts, schools,  
and educational service districts —  
Reports — Drills — Rules

Policy No. 3432  
Students

Management Resources:

[OSPI School Safety Planning Manual  
\(June 2008\)](#)

*Policy and Legal News*, June 2013

*Policy News*, August 2008

*Policy News*, October 2006

*Policy News*, February 1999

Emergencies Policy Updated

School Safety Plans

Pandemic Flu Planning for School  
Districts

Fire Drills Required Monthly

Adoption Date: January 16, 1980

Centralia School District

Revised: December 16, 1998; May 19, 1999; January 17, 2007; November 18, 2008;  
April 18, 2012; January 15, 2014; November 14, 2017; February 2024; April 24, 2025

Classification: Essential



**Centralia School District 401**

**Regular School Board Meeting**

**AGENDA ITEM DETAILS**

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SUBJECT: 6111 Tuition

BACKGROUND:

Board Policy 6111 is a policy that describes the payment process for Tuition related to students over the age of 21.

RATIONALE:

6111 previously had the Tuition cost directed by OSPI. Additional language is recommended to allow for fees to be charged for unfunded summer school or other optional vacation period programs.

FISCAL IMPACT:

None

BUDGET SOURCE:

N/A

DATA SOURCES:

WSDA

Joe Vetter, Executive Director of Financial Services

SUBMITTED BY:

Joe Vetter, Executive Director of Financial Services

RECOMMENDED ACTION:

Approval of the Agreement



## CENTRALIA SCHOOL DISTRICT BOARD POLICY #6111 TUITION

Tuition shall be charged to all persons age 21 or older ~~who wish~~after approval by the district to attend the regular educational program. Additionally, tuition and special fees may be charged to offset the maintenance and operation costs for summer school and/or other optional student vacation period programs. The formula for determining the rate of tuition is fixed by the state superintendent of public instruction.

Cross References:

2240 - Summer School

Legal References:

RCW 28A.225.220 Adults, children from other districts, agreements for attending school - Tuition

RCW 28A.320.500 Summer and/or other student vacation period programs - Authorized - Tuition and fees

Legal Reference: ~~RCW 28A.225.220~~ ~~Adults, children from other districts, agreements for attending school - Tuition~~

**Adoption Date: August 18, 2010**

**Centralia School District**

**Revised: January 2023' March 27, 2025**

**Classification: Optional**

**Centralia School District 401**  
**Regular School Board Meeting**  
**AGENDA ITEM DETAILS**

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**SUBJECT:** 6020 System of Funds and Accounts

**BACKGROUND:**

Board Policy 6020 is a policy that describes the different funds that the District utilizes for operations.

**RATIONALE:**

We are recommending a slight change in the wording in the capital fund language.

**FISCAL IMPACT:**

None

**BUDGET SOURCE:**

N/A

**DATA SOURCES:**

WSDA  
Joe Vetter, Executive Director of Financial Services

**SUBMITTED BY:**

Joe Vetter, Executive Director of Financial Services

**RECOMMENDED ACTION:**

Approval of the Agreement

## CENTRALIA SCHOOL DISTRICT BOARD POLICY #6020 SYSTEM OF FUNDS AND ACCOUNTS

### **FUNDS**

The district shall maintain a system of funds with the county treasurer in accordance with state law and the accounting manual approved by the state superintendent of public instruction. Below is a description of the district's system of funds.

#### **General Fund**

The General Fund (GF) is financed primarily from local taxes, state support funds, federal grants, and local receipts. These revenues are used specifically for financing the ordinary and legally authorized operations of the district for all grades. The GF includes moneys which has been segregated for the purpose of carrying on specific activities such as the basic education program, the program for the handicapped and so on. The GF is managed in accordance with special regulations, restrictions and limitations and constitutes an independent fiscal and accounting entity.

As a part of its GF, the district has a local revenue subfund to account for the district's operations that are paid for with local revenues.

The following local revenues will be deposited in the district's local revenue subfund:

- Enrichment levies and transportation levies collected under RCW 82.52.053;
- Local assistance funding received under chapter RCW 28A.500; and
- Other local revenues such as, but not limited to, grants, donations, and state and federal payment in lieu of taxes, or local revenues that operate as an offset to the district's basic education allocation under RCW 28A.150.250.

The district will track expenditures from the subfund to account for the expenditures based on each of the streams of revenue described above.

#### **Capital Projects Fund**

The Capital Projects Fund (CPF) contains :

- proceeds from the sale of voted bonds (unlimited tax general obligation bonds) and non-voted bonds (limited general obligation bonds);
- State of Washington financing assistance (state matching money);
- transfers from the district's basic education allotment,;
- the proceeds of special levies earmarked for building purposes,
- earnings from capital projects fund investments, growth management impact fees, state environmental protection act mitigation payments; and
- ~~growth management impact fees,~~
- ~~state environmental protection act mitigation payments,~~

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Management Support

- Rental or lease proceeds and proceeds from the sale of property.

The district may use proceeds from the sale of voted bonds, including the interest earnings thereof, for capital purposes including, but not limited to, the following purposes:

- Funding outstanding indebtedness or bonds already issued;
- Purchasing sites for building playgrounds, physical education, and athletic facilities;
- Erecting buildings and furnishing those buildings with the necessary furniture, apparatuses, and equipment;
- Improving the energy efficiency of the district's building and/or installing systems and components to utilize renewable and/or inexhaustible energy resources;
- Making major or minor structural changes and structural additions to buildings, structures, facilities, and sites necessary or proper to carry out the functions of the district; and
- Paying for an installment purchase contract for school plant facilities or a financing lease, the term of which is ten years or longer and that contains an option by the district to purchase the leased property for nominal consideration, but only to the extent such payment constitutes a capital expenditure.

All other money deposited into the CPF may be used for the purposes described above and following purposes:

- Making major renovations to and replacing facilitating systems where periodical repairs no longer economical or to extend the useful life of the facility or system beyond its original planned useful life, including but not limited to replacing or refurbishing roofs, exterior walls, windows, heating and ventilating systems, floor covering in classrooms and public common areas, and electrical plumbing systems;
- Renovating and rehabilitating playfields, athletic fields, and other district real property;
- Conducting preliminary energy audits and energy audits of district building and making energy capital improvements that are identified as being cost-effective in the audits;
- Purchasing or installing additional major items of equipment and furniture;
- Paying the costs of associated with implementing technology systems, facilities, and projects- including acquiring hardware licenses, licensing software, and online applications- and paying the costs associated with training related to the installation of such systems, facilities, and projects;
- Paying the costs associated with the application and modernization of technology systems for operations and instruction-including but not limited to, the ongoing fees for online applications, subscriptions, or software licenses, including upgrades and incidental services- and paying for ongoing training related to the installation and integration of such products and services (to the extent funds are used for this purpose, the district will transfer the portion of the capital project funds used to the district's GF); and

## Policy 6020 Management Support

- Repairing major equipment, painting facilities, and performing other preventative maintenance (to the extent funds are used for this purpose, the district will transfer the portion of the capital funds project funds used to the district's GF).

After holding a public hearing, the board may determine by resolution to use any money from the sale of voted bonds and investment earnings thereon remaining after the authorized capital improvements have been completed to acquire, construct, install, equip and make other capital improvements to the district's facilities or to retire and/or defease a portion of voted bonds.

Investment earnings derived from other sources in the CPF should be retained in the CPF and used for statutorily authorized purposes. The district may transfer investment earnings in the CPF that have not been derived from voted bond proceeds to a different fund if the earnings are used only for instructional supplies, equipment, or capital outlay purposes. The superintendent or ~~designee~~designee should consult the board and appropriate district staff prior to altering the use of voted bond proceeds and transferring investment earnings out of the CPF.

### **Debt Service Fund**

The money in the Debt Service Fund (DSF) is used to pay for the principal of and interest on outstanding voted and non-voted bonds. Disbursements are made by the county treasurer by means of treasurer's checks. Provision will be made annually for the making of a levy sufficient to meet the annual payments of principal and semiannual payments of interest. The district may transfer surplus investment earnings from the DSF to any other district fund as long as such earnings are spent only for instructional supplies, equipment, or capital outlay purposes. The district may transfer such investment earnings to other district funds unless the resolution authorizing the voted bonds requires investment earnings to remain in the DSF to secure payment of voted bonds, thereby reducing future tax collections and the corresponding tax levy rate. The superintendent or designee should consult with the board and appropriate staff prior to transferring interest earnings out of the DSF.

Non-voted bonds are required to be repaid from the district's DSF, rather than the fund that actually received the non-voted bond proceeds. As a result, to pay the principal of and interest on the non-voted bond, an operating transfer must be used from the CPF (or other fund) to the DSF. The district should create a separate account within the DSF to repay the non-voted bond. The district should internally segregate the money pledged to repay the non-voted bond from any excess property taxes deposited in the DSF for the repayment of voted bonds.

Prior to the issuance of a non-voted bond, the superintendent or a designee will review the repayment process with the board and the county treasurer. The proceeds from the sale of real property may be placed in the DSF or CPF, except for the amount required to be expended for the costs associated with the sale of such property.

### **Associated Student Body Program Fund**

The board is responsible for the protection and control of student body financial resources just as it is for other public funds placed in its custody. The financial resources of the Associated Stu-

## Policy 6020 Management Support

dent Body Program Fund (ASB Fund) are for the benefit of students. Student involvement in the decision-making processes related to the use of this money is an integral part of the associated student body, except that the board may delegate the authority to a staff member to act as the associated student body for any school that does not contain a grade higher than grade six.

Money in the ASB Fund is public money and may not be used to support or oppose any political candidate or ballot measure. Money raised by students through recognized student body organizations will be deposited in and disbursed from the fund maintained by the county treasurer. The ASB Fund is subject to management and accounting procedures that are similar to those required for all other district moneys. ASB constitutions will provide for participation by ASB representatives in the decisions to budget for and disburse ASB Fund money. Private non-associated student body fund moneys raised for scholarships, student exchanges, and charitable purposes will be held in trust by the district.

### **Transportation Vehicle Fund**

The transportation vehicle fund (TVF) includes:

- The proceeds from the sale of transportation vehicles;
- Lease, rental, or occasional use of surplus buses;
- Depreciation reimbursement for district-owned buses;
- Proceeds of TVF levies;
- Optional transfers from the GF; and
- Investment funds coming from the TVF.

The TVF may be used to purchase school buses; to pay for major repairs to school buses; to complete a feasibility plan to transition from gas or diesel school buses to electric or zero emission school buses; to purchase, install, and repair electric school bus charging stations and other zero emission school gas or diesel school buses to electric or zero emission school buses. Money may be transferred from the TVF to the DSF exclusively for the payment of debt and interest associated with purchase agreements for school buses, including lease purchase agreements.

### **SKILL CENTER MINOR REPAIR AND MAINTENANCE CAPITAL ACCOUNT**

A host district of a cooperative skill center must maintain a separate minor repair and maintenance capital account for facilities constructed or renovated with state funding. Participating districts must make annual deposits into the account to pay for future minor repair and maintenance costs of those facilities. The host district has authority to collect those deposits by charging participating districts an annual per-pupil facility fee.

### **BANK ACCOUNTS**

The district shall maintain a system of bank accounts as follows:



## Policy 6020 Management Support

- A. A district depository and/or transmittal bank account;
- B. An associated student body imprest bank account for each school having an associated student body organization approved by the board; and
- C. Petty cash accounts in such numbers as are necessary to meet the petty cash needs of the schools and divisions of the district.

The board may authorize the establishment of such accounts. Each petty cash account shall be approved by the board. A custodian shall be appointed for these accounts who shall be independent of invoice processing, check signing, general accounting and cash receipts functions. If this separation of functions is not feasible, another employee who is independent of those functions shall be responsible for reviewing the management of each account.

### Cross References:

6030 - Financial Reports

3510 - Associated Student Bodies

6100 - Revenues From Local, State and Federal Sources

### Legal References:

WAC 392-142-260 Allowable use of the transportation vehicle fund

WAC 392-142-255 Deposit of payments in the transportation vehicle fund

RCW 28A.245.100 Minor repair and maintenance capital accounts

RCW 28A.160.130 Transportation vehicle fund ☐☐☐ Deposits in ☐☐☐ Use ☐☐☐ Rules for establishment and use

RCW 28A.320.320 Investment of funds of district ☐☐☐ Service fee

RCW 28A.320.330 School funds enumerated ☐☐☐ Deposits ☐☐☐ Uses

RCW 28A.325.010 Fees for optional noncredit extracurricular events ☐☐☐ Disposition

RCW 28A.325.020 Associated student bodies ☐☐☐ Powers and responsibilities affecting

RCW 28A.325.030 Associated student body program fund ☐☐☐ Fund ☐☐☐ raising activities ☐☐☐ Nonassociated student body program fund moneys

RCW 28A.335.060 Surplus school property ☐☐☐ Rental, lease or use of ☐☐☐ disposition of moneys received from

RCW 28A.505.140 Rules for budgetary procedures ☐☐☐ Review by superintendent ☐☐☐ Separate accounting of state and local revenues ☐☐☐ Notice of irregularity ☐☐☐ Budget revisions

RCW 28A.530.010 Directors may borrow money, issue bonds

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RCW 28A.530.020 Bond issuance Election Resolution to specify purposes  
RCW 28A.530.080 Additional authority to contract indebtedness-Notice  
RCW 42.17A.555 Use of public office or agency facilities in campaigns Prohibition Exceptions  
RCW 43.09.200 Local Government Accounting Uniform system of accounting  
RCW 43.09.210 Local Government Accounting Separate accounts for each fund or activity Exemptions  
RCW 84.52.053 Levies by school districts authorized When Procedure  
RCW 84.52.056 Excess levies for capital purposes authorized  
Chapter 392-123 WAC Finance School District Budgeting  
Chapter 392-138 WAC Finance ASB Moneys  
State Auditor Bulletin #301, III(E), Petty Cash, (PT 3, Ch 3, Pg 8)

Management Resources:      2019 - March 2019 - March Policy Issue  
    2017 - July Issue

Legal References:      Wash.Const., Article VII, § 2      Voted bond proceeds and capital levy proceeds—Uses  
    RCW 28A.320.320      Investment of funds of district  
    RCW 28A.320.330      School funds enumerated      Deposits      Uses  
    RCW 28A.325.010      Fees for optional noncredit extra-curricular events—Disposition  
    RCW 28A.325.020      Associated student bodies      Powers and responsibilities affecting  
    RCW 28A.325.030      Associated student body program fund      Fund-raising activities      Nonassociated student body program fund moneys  
    RCW 28A.335.060      Surplus school property      Rental, lease or use of—disposition of moneys received from  
    RCW 28A.505.140      Rules and regulations for budgetary procedures      Review when superintendent [SPI] determines budget irregularity      Revised budget, state board's financial plan until adoption  
    RCW 28A.530.010      Purposes for use of voted bond proceeds  
    RCW 28A.530.020      Bond issuance      Election      Resolution to specify purposes  
    RCW 28A.530.080      Additional authority to contract indebtedness

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<del>RCW 42.17.130</del>	<del>Use of public office or agency facilities in campaigns — Prohibition — Exceptions</del>
<del>RCW 43.09.200</del>	<del>Division of municipal corporations — Uniform system of accounting</del>
<del>RCW 43.09.210</del>	<del>Division of municipal corporations — Separate accounts for each fund or activity</del>
<del>RCW 84.52.053</del>	<del>Levies by school districts authorized — When Procedure</del>
<del>RCW 84.52.056</del>	<del>Excess levies for capital purposes authorized</del>
<del>WAC 392-123</del>	<del>Finance — School District Budgeting</del>
<del>WAC 392-138</del>	<del>Finance — ASB Moneys</del>
<del>State Auditor Bulletin #301, III(E), Petty Cash</del>	

**Adoption Date: September 20, 1995**

**Centralia School District**

**Revised: February 20, 2002; January 19, 2011; June 13, 2018; June 19, 2019; January 25, 2023; January 2024; March 27, 2025**

**Classification: Priority**

**Centralia School District 401**

**Regular School Board Meeting**

**AGENDA ITEM DETAILS**

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**SUBJECT:** 6022 Minimum Fund Balance Policy

**BACKGROUND:**

Board Policy 6022 is a policy that describes the minimum fund balance at 5-7% of previous year expenditures.

**RATIONALE:**

6022 previously just the minimum fund balance included, this is a threshold that does not completely ensure the District is able to meet our payroll obligations. We are recommending an additional multi year target to reach called a target fund balance which is two months of payroll expenditures.

**FISCAL IMPACT:**

None

**BUDGET SOURCE:**

N/A

**DATA SOURCES:**

WSDA

Joe Vetter, Executive Director of Financial Services

2023-2024 F196 (Financial Statements)

**SUBMITTED BY:**

Joe Vetter, Executive Director of Financial Services

**RECOMMENDED ACTION:**

Approval of the Agreement

Policy No. 6022  
Management Support



## CENTRALIA SCHOOL DISTRICT BOARD POLICY #6022 MINIMUM FUND BALANCE

(Select one of the options)

### Option A:

The district recognizes the importance of maintaining a prudent fund balance in the general fund to ensure operational cash flow needs are met, to set aside resources for known obligations and to help protect against unforeseen circumstances in the short term. Accordingly, the district adopts this policy in regards to those portions of fund balance that are in spendable form but are not legally restricted as to their use from outside sources. Annually, the superintendent or designee will present a general fund budget that includes a ~~commitment of at least~~ **minimum fund balance** of ~~5-7%~~ **5-7%** (insert the percentage for the district or a range of percentages) percent of the prior year's ~~current year's / prior year's~~ expenditures towards a minimum fund balance.

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The District also sees the need to grow our fund balance beyond the minimum to properly assess future economic risks and pressures. In addition to the minimum fund balance, the District sees the need to create a multi year target fund balance that is equal to two months of prior year payroll. Starting in the 2024-2025 school year that amount is equal to \$8 million. The target fund balance is meant to be a financial goal that is achieved in multiple years.

(OR)

### Option B:

~~Annually, it is in the best interest of Centralia School District that the board of directors target a goal of (insert the percentage for the district or a range of percentages) percent of the (current or prior year's) expenditures to address potential general fund needs and continue to maintain an acceptable and adequate minimum fund balance for district operations.~~

### Cross References:

6040 - Expenditures in Excess of Budget  
6020 - System of Funds and Accounts

### Legal References:

RCW 28A.320.070 School district as self-insurer - Authority  
RCW 28A.505 School Districts' Budgets  
28A.505.130 Budget - Requirements for balancing estimated expenditures

~~Centralia School District recognizes the importance of maintaining a sufficient fund balance in each of its funds to assure sound financial practices, provide program stability, and obtain excellent bond ratings. Fund balance is the excess of a fund over its liabilities and reserves.~~

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Management Support

The fund balance in the Debt Service Fund, Transportation Vehicle Fund, Capital Projects Fund, and Associated Student Body Fund is primarily a function of the scope of projects and activities found within the operation of each fund. Stability of revenue and predictability of expenditures in these funds enables the district to establish an appropriate fund balance.

The complexities of funding and other economic uncertainties in the operation of the General Fund requires a different approach in setting the fund balance for the General Fund include:

1. Enrollment Fluctuations
2. Unanticipated changes in tax and appropriation levels by state and federal agencies
3. Legislative mandates having financial impacts on school systems
4. Passage/failure of voter referendums and levies
5. Financial impacts of labor agreements including arbitration judgement
6. Litigation
7. Energy cost increases and weather related damages

To provide stability to the instructional program and maintain sound financial practices, the district will establish a prudent fund balance level in the General Fund. This will be accomplished through five components of the fund balance:

1. Restricted Fund Balance
2. Non-Spendable Fund Balance
3. Committed Fund Balance
4. Assigned Fund Balance
5. Unassigned Fund Balance

The above classifications represent those fund categories established and directed by the Accounting Manual for School Districts and are assigned as:

**Restricted Fund Balance** represents those amounts that are restricted to specific purposes as a result of externally imposed by laws or regulations.

**Non-Spendable Fund Balance** represents those portions of the fund balance that cannot be spent either because they are not in a spendable form, or are legally required to be maintained intact. i.e. Food Service Inventory.

**Committed Fund Balance** represents those amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the school board.

**Assigned Fund Balance** represents those amounts that are constrained by the school district's intent to be used for specific purposes, but are neither restricted nor committed. Authority for making these assignments may rest with senior administration of the school district, i.e., labor agreement obligations, legislative action regarding retirement rates, etc.

**Unassigned Fund Balance** is the residual fund balance designation for the General Fund. The amount contained in this account within the General Fund represents that amount of fund balance

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Management Support

~~that is spendable but has not been restricted, committed, or assigned to specific purposes within the General Fund.~~

~~Unassigned General Fund Balance~~ should include an ~~Unassigned to Minimum Fund Balance~~ account. This account should be sufficient to compensate for economic uncertainties and shall be maintained at a minimum of five percent (5%) and within a range of five (5) to seven (7) percent of the prior year General Fund expenditures.

~~The Board establishes the order in which fund balances will be spent when multiple fund balance types are available for a specific purpose is committed, assigned, and lastly unassigned. The Superintendent or designee shall establish and maintain procedures for determining if resources would meet the definition of assigned.~~

~~Cross References:~~  
~~6040 Expenditures in Excess of Budget~~  
~~6020 System of Funds and Accounts~~

~~Legal References:~~  
~~RCW 28A.320.070 School district as self insurer Authority~~  
~~RCW 28A.505 School Districts' Budgets~~  
~~28A.505.130 Budget Requirements for balancing estimated expenditures~~

Adoption Date:  
Classification: **Discretionary**  
Revised Dates:  
Reviewed: January 25, 2023; March 27, 2025

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**Centralia School District 401**

**Regular School Board Meeting**

**AGENDA ITEM DETAILS**

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SUBJECT: 6959 Acceptance of Completed Project

BACKGROUND:

Board Policy 6959 is a policy that describes the process for closing out completed capital projects.

RATIONALE:

6959 will have clarification that the board of Director's will have to approve completed projects and then no sooner than 60 days following their acceptance, the project will be considered complete.

FISCAL IMPACT:

None

BUDGET SOURCE:

N/A

DATA SOURCES:

WSDA

Joe Vetter, Executive Director of Financial Services

SUBMITTED BY:

Joe Vetter, Executive Director of Financial Services

RECOMMENDED ACTION:

Approval of the Agreement

## CENTRALIA SCHOOL DISTRICT BOARD POLICY #6959 ACCEPTANCE OF COMPLETED PROJECT

The district will follow all laws pertaining to liens and retainage relating to all public works projects. Those projects that are completed by the district are excluded from laws for liens and retainage.

For any contracted public works project, the district will not release final payment until the following items have been received (if applicable to the project):

~~Final payment under contract shall be subject to the following:~~

- A. Completion of building commissioning;
- B. The architect's letter of inspection indicating that the work has been completed;
- C. Certification by the superintendent that no liens have been filed on the project, or if liens have been filed, a certified list of the liens and their respective order of priority ~~;- and~~
- D. ~~Written final acceptance by the board.~~

Public works contracts are not considered complete until the board has taken action to accept the project as complete.

The district will follow its procedures and applicable state laws following acceptance of the project as complete to issue final payment to the contractor. This will be done no earlier than sixty (60) days following acceptance by the board, or receipt of all releases, whichever comes later.

For projects receiving state funding assistance, the district will follow all rules and regulations issued by the Office of the Superintendent of Public Instruction (OSPI). The district may elect to have OSPI act as its agent for the handling of retainage.

~~Pursuant to statute, final payment shall not be made until the district has received from the state department of revenue, state department of employment security, and state department of labor and industries certification that all taxes due, or to become due by the project's contractor, have been paid in full. The superintendent shall notify each department listed that the work is completed and officially accepted so that a determination of tax liabilities of the contractor may be made.~~

~~The contract shall provide that a percentage of the project cost shall be retained by the district as required by law to insure that the project shall remain free and clear of any materialmen, subcontractor or tax liens. The district prefers that five percent of all moneys earned by the contractor be reserved by the district and will request that the state board of education acting through the superintendent of public instruction act as agent of the school district for managing the cash retainage. The district will accept a bond submitted by the contractor for any portion of the retainage in a form acceptable to the district, and the superintendent of public instruction if state funds are part of the project, from a bonding company registered with the Washington state insurance commissioner and on the currently authorized insurance list published by the Washington state insurance commissioner, unless the district can demonstrate good cause for refusing to accept the bond.~~

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Management Support

Legal References:    [RCW 60.28](#)  
  
                              [WAC 392-343-080](#)  
  
                              [WAC 392-344-067](#)  
                              [WAC 392-344-075](#)  
                              [WAC 392-344-147](#)

Lien for Labor, Materials, Taxes on  
Public Works  
Value engineering studies,  
constructability reviews, and  
building commissioning —  
Requirements and definition  
Building commissioning contracts  
Contracts — Filing  
Retained Percentage Law Related  
Requirements

**Adoption Date: July 18, 2007**  
**Centralia School District**  
**Revised: January 25, 2023; April 24, 2025**  
**Classification: Priority**

# Coversheet

## Consideration of Approval of Board Policies (First Reading)

**Section:** IX. NEW BUSINESS  
**Item:** A. Consideration of Approval of Board Policies (First Reading)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
Summary Sheet\_3116.pdf  
3116 Students In Foster Care.pdf  
5005 Employment - Disclosures Certification Assurances and Approval.pdf

**Centralia School District 401**

**Regular School Board Meeting**

**AGENDA ITEM DETAILS**

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**SUBJECT:** First Reading of Policy 3116 Students in Foster Care

**BACKGROUND:**

Policy 3116 describes the district's policy and procedure for serving students in foster care. There are no recommended revisions to the policy content. The proposed revisions update legal references and cross references.

This policy was last revised March 2024.

**RATIONALE**

The proposed revisions ensure legal compliance and accurate references for reference by all stakeholders.

**FISCAL IMPACT:**

None

**BUDGET SOURCE:**

Not applicable

**DATA SOURCES:**

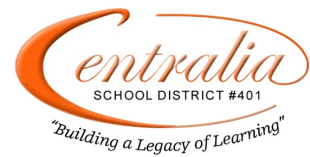
Centralia School Board  
Josue Lowe, District Foster Care Liaison, Edison Principal  
Washington State School Directors Association (WSSDA)

**SUBMITTED BY:**

Lisa Grant, Superintendent

**RECOMMENDED ACTION:**

Approval the proposed revisions.



## CENTRALIA SCHOOL DISTRICT BOARD POLICY #3116 STUDENTS IN FOSTER CARE

The board recognizes that students in foster care include all students who are the subject of a dependency proceeding as defined in RCW 26A.150.510 and that these students, experience mobility in and out of the foster care system and from one home placement to another that disrupts their education, thereby creating barriers to academic success and on-time graduation. Through collaboration with state, local and/or tribal child welfare agencies, the district will strive to minimize or eliminate educational barriers for students in foster care, particularly with regard to enrollment, transfer of student records, and transportation to their school of origin. The superintendent or designee is authorized to establish procedures and/or practices for implementing this policy.

The District and its schools will work to improve systems to identify students in foster care to ensure that each student has proper access to free school meals and that applicable accountability and reporting requirements are satisfied.

### **District and Building Level Points of contact**

The superintendent or designee will designate an appropriate staff member to serve as the district's point of contact for local child welfare agencies if such agencies notify the District in writing that they have designated a point of contact for the District. The point of contact will work with appropriate state, local and/or tribal child welfare agencies to receive notifications and share information regarding the status and progress of students in foster care. The point of contact will also work collaboratively with the district's Title I coordinator to provide supports for students in foster care that are enrolled or seeking to enroll in the district. The district's foster care liaison will train the building level points of contact.

Each district school, including elementary, middle, and high schools will establish a building point of contact for students who are in foster care. The principal of each district school will appoint the building point of contact for students in foster care in consultation with the district foster care liaison. The building level point of contact will be responsible for coordinating services and resources for students in foster care.

### **Enrollment**

Students in foster care must remain enrolled in the school they were attending at the time they entered foster care or changed foster placements, unless it is determined to be in their best interest to attend the neighborhood school. Best-interest determinations should be made as quickly as possible in order to prevent educational discontinuity for the student, and should take

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Students In Foster Care

into consideration the student-centered factors and input from the relevant and appropriate persons listed in procedure 3116P..

If remaining in the school of origin is determined not to be in the student's best interest, the district will immediately enroll that student in their new school. Enrollment may not be denied or delayed based on the fact that documents normally required for enrollment have not been provided.

A school may not prevent a student in foster care from enrolling based on incomplete information of any history of placement in special education, any past, current, or pending disciplinary action, any history of violent behavior, or behavior listed in RCW 13.04.155, any unpaid fines or fees imposed by other schools, or any health conditions affecting the student's educational needs during the ten (10) day period that the Department of Social and Health Services has to obtain that information. Upon enrollment, the district will make reasonable efforts to obtain and assess the child's educational history in order to meet the child's unique needs within two (2) school business days.

### **Records Transfer**

When a student in foster care transfers schools, whether within the district or to another school district, the enrolling school will immediately contact the sending school to obtain academic and other records. The sending school will respond as soon as possible to requests it receives for records of students in foster care.

Additionally, upon receipt of a request for education records of a student in foster care from the Department of Social and Health Services, the district will provide the records to the agency within two (2) school days.

### **Transportation**

The district will collaborate with the state, local, or tribal child welfare agencies, as appropriate, to implement a written transportation procedure by which prompt, cost-effective transportation will be provided, arranged, and funded for students to remain in their school of origin when in their best interest for the duration of their time in foster care.

If the student's foster care placement changes to an area served by another school district, and it is determined to be in the best interest of the student to remain in the school of origin, the school district of origin and the school district in which the student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the transportation shall be shared equally between the districts.



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Students In Foster Care

**Dispute resolution**

In the event that a caregiver or education decision-maker disputes a district decision regarding the best interest of the student in foster care with regard to enrollment or the provision of any other education-related service, including transportation, the caregiver or education decision-maker may use the three-tiered appeals process outlined in the procedure that accompanies this policy. The district will make all reasonable efforts to collaborate with appropriate agencies and aggrieved parties to resolve the dispute at the local level.

Disputes between the district and a child welfare agency that remain unresolved may be forwarded to the Office of Superintendent of Public Instruction for resolution.

**Review of unexpected or excessive absences**

A district representative or school employee will review unexpected or excessive absences of students in foster care and those awaiting placement with the student and adults involved with the student, including their caseworker, educational liaison, attorney if one is appointed, parent, guardian and foster parents. The purpose of the review is to determine the cause of the absences, taking into account: unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues and unavoidable appointments during the school day. The representative or employee will take proactive steps to support the student's school work so the student does not fall behind and to avoid suspension or expulsion based on truancy.

**Facilitating on-time grade level progression**

The district will: 1) waive specific courses required for graduation for students in foster care if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will make best efforts to provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and to provide students in foster care with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

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Students In Foster Care

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Cross References:

2418 - Waiver of High School Graduation Credits  
3115 - Students Experiencing Homelessness - Enrollment Rights and Services  
3120 - Enrollment  
3122 - Excused and Unexcused Absences  
3231 - Student Records  
6100 - Revenues From Local, State and Federal Sources

Legal References:

RCW 28A.150.510 Transmittal of education records to department of social and health services – Disclosure of educational records – Data-sharing agreements – Comprehensive needs requirement document – Report  
RCW 28A.225.023 Youth dependent pursuant to Chapter 13.34  
RCW - Review of unexpected or excessive absences – Support for youth’s school work  
RCW 28A.225.215 Enrollment of children without legal residences  
RCW 28A.225.330 Enrolling students from other districts—Requests for information and permanently records—Withheld transcripts-Immunity from liability—Notification to teachers and security personnel—Rules  
RCW 28A.225.350 Best interest determinations  
RCW 28A.320.148 Foster care liaison – Building point of contact  
RCW 28A.320.192 On-time grade level progression and graduation of students who are dependent youth  
RCW 74.13.550 Child placement – Policy of educational continuity

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Students In Foster Care

20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]

Management Resources:

2022 – June Issue  
2021 - June Issue  
2018 - May Policy Issue  
2017 - July Issue  
2016 - November Issue  
OSPI list of Foster Care Liaisons/DSHS Contacts

Legal References:

~~RCW 28A.150.510 Transmittal of education records to department of social and health services—Disclosure of educational records—Data-sharing agreements—Comprehensive needs requirement document—Report~~

~~RCW 28A.225.023 Youth dependent pursuant to Chapter 13.34~~

~~RCW—Review of unexpected or excessive absences—Support for youth’s school work~~

~~RCW 28A.225.215 Enrollment of children without legal residences~~

~~RCW 28A.225.330 Enrolling students from other districts—Requests~~

~~for information and permanently records—~~

~~Withheld transcripts—Immunity~~

~~from liability—Notification to teachers and security personnel—Rules~~

~~RCW 28A.320.192 On time grade level progression and graduation of students who are dependent youth~~

~~RCW 28A.225.350 Best Interest Determinations~~

~~RCW 28A.320.148 Foster Care Liaison—Building point of Contact~~

~~RCW 74.13.550 Child placement—Policy of educational continuity~~

~~20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]~~

~~Cross References: 2418 Waiver of High School Graduation Credits~~

~~3115 Homeless Students—Enrollment Rights and Services~~

~~3120 Enrollment~~

Policy No. 3116  
Students In Foster Care

~~3122 Excused and Unexcused Absences~~

~~3231 Student Records~~

~~6100 Revenues from Local, State and Federal Sources~~

~~Management Resources: 2016 November Issue OSPI list of Foster Care Liaisons/DSHS  
Contacts~~

Adoption Date: May 17, 2017

Classification: Priority

Revised Dates: March 23, 2024; April 27 2025



Policy No. 5005  
Personnel

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## CENTRALIA SCHOOL DISTRICT BOARD POLICY #5005

### EMPLOYMENT AND VOLUNTEERS: DISCLOSURES, CERTIFICATION REQUIREMENTS, ASSURANCES, AND APPROVAL

#### **Federal Immigration Law Compliance for Staff**

The board has the legal responsibility of employing all staff. The responsibility of administering the recruitment process is assigned to the superintendent or their designee. Prior to final action by the board, a prospective staff member shall present necessary documents which establish eligibility to work as required by federal immigration law. The superintendent or their designee shall certify that they have: “examined the documents which were presented to me by the new hire, that the documents appear to be genuine, that they appear to relate to the individual named, and that the individual is a U.S. citizen, a legal permanent resident, or a non-immigrant alien with authorization to work.” This certification shall be made on the I-9 form issued by the Federal Immigration and Naturalization Service.

#### **Child Support Reporting for Staff**

The district shall report all new hires to the state Department of Social and Health Services Division of Child Support as required by [P.L. 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996](#).

#### **Sexual Misconduct Release Form for Staff**

Pursuant to state law, the district shall require that every prospective staff member sign a release form allowing the district to contact school employers regarding prior acts of sexual misconduct. The applicant shall authorize current and past school district employers including employers outside of Washington to disclose to the district sexual misconduct, if any, and make available to the district all documents in the employer’s personnel, investigative or other files related to the sexual misconduct. The applicant is not prohibited from employment in Washington state if the laws or policies of another state prohibit disclosure or if the out-of-state district denies the request.

#### **Disclosure for Staff and Volunteers**

Prior to employment of any unsupervised staff member or volunteer, the district shall require the applicant to disclose whether they have been:

- Convicted of any crime against persons; and/or

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Personnel

- Found in any dependency action under [RCW 13.34](#) to have sexually assaulted or exploited any minor or to have physically abused any minor; and/or
- Found by a court in a domestic relations proceeding under [Title 26 RCW](#) to have sexually abused or exploited any minor or to have physically abused any minor; and/or Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor: and/or
- Convicted of a crime related to drugs: manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance.

For purposes of this policy, unsupervised means not in the presence of another employee or volunteer and working with children under sixteen years of age or developmentally disabled persons. The disclosure shall be made in writing and signed by the applicant and sworn to under penalty of perjury. The disclosure sheet shall specify all crimes committed against persons.

#### **Background Check for Staff and Volunteers**

Definition: "Unsupervised Access to Children" means contact with children that provides personal interaction when not under the direct supervision of a child care provider or staff with supervisor authority, whether in person or virtual.

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#### **Staff and Volunteers with Regularly Scheduled Unsupervised Access to Children:**

Prospective staff members and volunteers, who have regularly scheduled unsupervised access to children, will have their records checked through the Washington State Patrol criminal identification system and through the Federal Bureau of Investigation. The record check shall include a fingerprint check using a complete Washington state criminal identification fingerprint card.

#### **All Other Staff and Volunteers:**

Supervised sStaff and volunteers ~~without unsupervised access to children~~ will undergo a name and birth date background check with the Washington State Patrol.

If a volunteer has undergone a criminal record check in the last two years for another entity, the district shall request a copy from the volunteer, or have the volunteer sign a release permitting the entity for whom the check was conducted to provide a copy to the district.

#### **Conditional Employment:**

New hires shall be employed on a conditional basis pending the outcome of the background check and may begin conditional employment once completed fingerprint cards have been sent to the Washington State Patrol. If the background check reveals evidence of convictions, the candidate may not be recommended for employment, or if temporarily employed, may be terminated dependent on the nature of the conviction(s). When such a background check is received, the superintendent or their designee should consult with legal counsel, except in cases where the conviction is for a felony, at which time the superintendent or their designee shall consult with legal counsel.

Policy No. 5005  
Personnel**Pre-employment Drug Testing**

If the district requires prospective staff members to undergo pre-employment drug testing, the district will comply with the requirements of RCW 49.44.240.

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**Record Check Database Access Designee**

The superintendent or their designee is directed to establish procedures for determining which staff members are authorized to access the Office of the Superintendent of Public Instruction's (OSPI) record check database. Fingerprint record information is highly confidential and shall not be disseminated to any organization or individual by district staff. Records of arrest and prosecution (RAP sheets) shall be stored in a secure location separate from personnel and applicant files and access to this information is limited to those authorized to access the OSPI record check database.

**Certification Requirements**

The district shall require that certificated staff hold a Washington state certificate, with proper endorsement (if required for that certificate and unless eligible for out-of-endorsement assignment), for the role and responsibilities for which they are employed. Failure to meet this requirement shall be just cause for termination of employment. State law requires that the initial application for certification shall require a background check of the applicant through the Washington State Patrol criminal identification system and Federal Bureau of Investigation. No salary warrants may be issued to the staff member until the district has registered a valid certificate for the role to which they have been assigned.

All certificated staff members are required to maintain their certification in accordance with state and federal requirements.

**Classified Staff**

Classified staff who are engaged to serve less than twelve (12) months, shall be advised of their employment status for the ensuing school year prior to the close of the school year. If the district chooses to reemploy the staff member the following year, the superintendent or their designee shall give "reasonable assurance" by written notice that the staff member will be employed during the next school year.

**Board Approval**

All staff members selected for employment shall be recommended by the superintendent or their designee. Staff members must receive an affirmative vote from a majority of all members of the board. In the event an authorized position must be filled before the board can take action, the superintendent or their designee has the authority to fill the position with a temporary employee who shall receive the same salary and benefits as a permanent staff member. The board will act on the superintendent or their designee's recommendation to fill the vacancy at its next regular meeting.

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Policy No. 5005  
Personnel

Cross References:

[6530 - Insurance](#)  
[5610 - Substitute Employment](#)  
[5520 - Staff Development](#)  
[5281 - Disciplinary Action and Discharge](#)  
[5252 - Staff Participation in Political Activities](#)  
[5006 - Certification Revocation](#)  
[1610 - Conflicts of Interest \(Districts with 2,000 or more students\)](#)

Legal References:

[RCW 9.96A.020 Employment, occupational licensing by public entity ☐☐☐ Prior felony conviction no disqualification ☐☐☐ Exceptions](#)  
[RCW 28A.320.155 Criminal history record information ☐☐☐ School volunteers](#)  
[RCW 28A.400.300 Hiring and discharging of employees ☐☐☐ Written leave policies ☐☐☐ Seniority and leave benefits of employees transferring between school districts and other educational employers](#)  
[RCW 28A.400.301 Information on past sexual misconduct - Requirement for applicants - Limitation on contracts and agreements - Employee right to review personnel file](#)  
[RCW 28A.400.303 Record checks for employees](#)  
[RCW 28A.405.060 Course of study and regulations ☐☐☐ Enforcement ☐☐☐ Withholding salary warrant for failure](#)  
[RCW 28A. 405.210 Conditions and contracts of employment ☐☐☐ Determination of probable cause for nonrenewal of contracts ☐☐☐ Nonrenewal due to enrollment decline or revenue loss ☐☐☐ Notice ☐☐☐ Opportunity for hearing](#)  
[RCW 28A.410.010 Certification ☐☐☐ Duty of professional educator standards board ☐☐☐ Rules ☐☐☐ Record check ☐☐☐ Lapsed certificates ☐☐☐ Superintendent of public instruction as administrator](#)  
[RCW 28A.660.020 Proposals - Funding](#)  
[RCW 28A.660.035 Partnership grant programs - Priority assistance in advancing cultural competency skills](#)  
[RCW 43.43.830 Background checks ☐☐☐ Access to children or vulnerable persons ☐☐☐ Definitions](#)  
[RCW 50.44.050 Benefits payable, terms and conditions ☐☐☐ "Academic year" defined](#)  
[RCW 50.44.053 "Reasonable assurance" defined ☐☐☐ Presumption, employees of educational institutions](#)

Policy No. 5005  
Personnel

[RCW 49.44.240 Discrimination based on cannabis use](#)  
[Exceptions](#)

[P.L. 99-603 Immigration Reform and Control Act of 1986 \(IRCA\)](#)

[P.L. 104-193 Personal Responsibility and Work Opportunity Reconciliation Act of 1996](#)

[WAC 162-12 Preemployment Inquiry Guide \(Human Rights Commission\)](#)

[WAC 180-16-220 Supplemental basic education program approval requirements](#)

[WAC 181-79A Standards for teacher, administrator and educational staff associate certification](#)

[WAC 181-82-105 Assignment of classroom teachers within districts](#)

[WAC 181-82-110 School district response and support for nonmatched endorsements to course assignment of teachers](#)

[WAC 181-85 Professional certification](#) [Continuing education requirement](#)

[WAC 392-300-050 Access to record check data base](#)

[WAC 392-300-055 Prohibition of redissemination of fingerprint record information by educational service districts, the State School for the Deaf, the State School for the Blind, school districts, and Bureau of Indian Affairs funded schools](#)

[WAC 392-300-060 Protection of fingerprint record information by educational service district, the State School for the Deaf, the State School for the Blind, school districts, and Bureau of Indian Affairs funded schools](#)

[WAC 446-20-280 Employment](#) [Conviction records](#)

[Management Resources:](#)

[2017 - July Issue](#)

[2010 - October Issue](#)

[Policy News, October 2005 Public Disclosure](#)

[Policy News, October 2005 Sex Offender Reporting Requirements](#)

[Policy News, April 2004 School Employee Sexual Misconduct](#)

[Policy News, October 2001 Updates from the State Board of Education](#)

[Policy News, June 1999 School Safety Bills Impact Policy](#)

[Policy News, February 1999 Local Boards Decide Endorsement Waivers](#)

[Policy News, August 1998 District Must Report New Hires](#)

Policy No. 5005  
Personnel

<del>Legal- References</del>	<del>RCW 9.96A.020</del>	<del>Employment, occupational licensing by public entity— prior felony conviction no disqualification— Exceptions</del>
	<del>RCW 28A.320.155</del>	<del>Criminal history record information—School volunteers</del>
	<del>RCW 28A.400.300</del>	<del>Hiring and discharging of employees—Written leave policies—Seniority and leave benefits of employees transferring between school districts and other educational employers</del>
	<del>RCW 28A.400.301</del>	<del>Information on past sexual misconduct—Requirement for applicants—Limitation on contracts and agreements— Employee right to review personnel file</del>
	<del>RCW 28A.400.303</del>	<del>Record checks for employees and certain volunteers and contractors—Cost</del>
	<del>RCW 28A.405.060</del>	<del>Course of study and regulations—Enforcement— Withholding salary warrant for failure</del>
	<del>RCW 28A.405.210</del>	<del>Conditions and contracts of employment— Determination of probable cause for nonrenewal of contracts— Nonrenewal due to enrollment decline or revenue loss— - Notice—Opportunity for hearing</del>
	<del>RCW 28A.410.010</del>	<del>Certification—Duty of professional educator standards board—Rules—Record check—Lapsed certificates— Superintendent of public instruction as administrator</del>
	<del>RCW 28A.660.020</del>	<del>Program design—Funding—Reports</del>
	<del>RCW 28A.660.035</del>	<del>Partnership programs—Priority assistance in advancing cultural competency skills</del>
	<del>RCW 43.43.830</del>	<del>Background checks—Access to children or vulnerable persons—Definitions</del>
	<del>RCW 50.44.050</del>	<del>Benefits payable, terms and conditions—“Academic year” defined</del>
	<del>RCW 50.44.053</del>	<del>Education employees—Determination of “contract” or “reasonable assurance”</del>
	<del>P.L. 99-603</del>	<del>Immigration Reform and Control Act of 1986</del>
	<del>P.L. 104-193</del>	<del>Personal responsibility and Work Opportunity- Reconciliation Act of 1996</del>
	<del>WAC 162-12</del>	<del>Preemployment Inquiry Guide (Human Rights Commission)</del>
	<del>WAC 180-16-220</del>	<del>Supplemental basic education program approval</del>

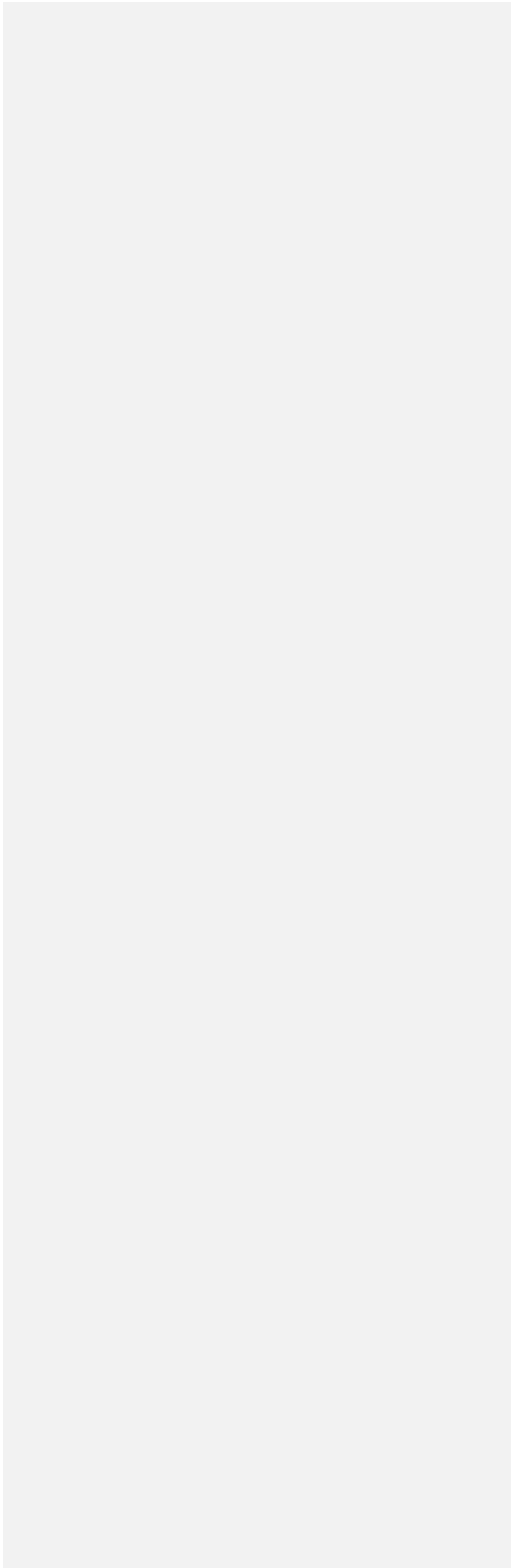
Policy No. 5005  
Personnel

		requirements
	<u>WAC 181-79A</u>	Standards for teacher, administrator and educational staff associate certification
	<u>WAC 181-82-105</u>	Assignment of classroom teachers within districts
	<u>WAC 181-82-110</u>	School district response and support for nonmatched endorsements to course assignments of teachers
	<u>WAC 181-85</u>	Professional certification—Continuing education requirement
	<u>WAC 392-300-050</u>	Access to record check data base
	<u>WAC 392-300-055</u>	Prohibition of redissemination of fingerprint record information for educational service districts, the Washington state center for childhood deafness and hearing loss, the state school for the blind, school districts, Bureau of Indian Affairs funded schools, state tribal education compact schools, approved private schools, and approved charter school
	<u>WAC 392-300-060</u>	Protection of fingerprint record information by educational service district, the Washington center for childhood deafness and hearing loss, state school for the blind, school districts, Bureau of Indian Affairs funded schools, state tribal education compact schools, approved private schools, and approved charter schools
	<u>WAC 446-20-280</u>	Employment—Conviction records
Cross-References	6530	Insurance
	5610	Substitute Employment
	5520	Staff Development
	5281	Disciplinary Action and Discharge
	5252	Staff Participation in Political Activities
	5006	Certification Revocation
	1610	Conflicts of Interest
Management Resources	2017	July Issue
	2010	October Issue
	Policy News	October 2005 Public Disclosure
	Policy News	October 2005 Sex Offender Reporting Requirements
	Policy News	April 2004 School Employee Sexual Misconduct

Policy No. 5005  
Personnel

	<del>Policy News</del>	<del>October 2001 Updates from the State Board of Education</del>
	<del>Policy News</del>	<del>June 1999 School Safety Bills Impact Policy</del>
	<del>Policy News</del>	<del>February 1999 Local Boards Decide Endorsement</del>
		<del>Waivers</del>
	<del>Policy News</del>	<del>August 1998 District Must Report New Hires</del>

Policy No. 5005  
Personnel



Policy No. 5005  
Personnel

~~school districts, and Bureau of Indian  
Affairs-funded schools~~

~~WAC 446-20-280 — Employment — Conviction Records~~

**Management Resources:**

~~Policy News, October 2010 — Employment Disclosures~~

~~Policy News, October 2005 — Public Disclosure~~

~~Policy News, October 2005 — Sex Offender Reporting Requirements~~

~~Policy News, April 2004 — School Employee Sexual Misconduct~~

~~Policy News, October 2001 — Updates from the State Board of  
Education~~

~~Policy News, June 1999 — School Safety Bills Impact Policy~~

~~Policy News, February 1999 — Local Boards Decide Endorsement  
Waivers~~

~~Policy News, August 1998 — District Must Report New Hires~~

~~Policy News, October 2010 — Employment Disclosures~~

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Adoption Date: December 18, 1996

Centralia School District

Revised: July 16, 1998; October 21, 1998; May 19, 1999; July 21, 2004; February 15, 2006; July  
18, 2007; April 20, 2011; November 14, 2017 September

2024; April 24, 2025

~~Classification: Essential~~

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# Coversheet

## Consideration of Approval of Resolution 2025-08 Warrant Cancellation

<b>Section:</b>	IX. NEW BUSINESS
<b>Item:</b>	B. Consideration of Approval of Resolution 2025-08 Warrant Cancellation
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Summary Sheet- 2025-08 Warrant Cancellation.pdf 2025-08 Warrant Cancellation.pdf



# Centralia School District 401

## Regular School Board Meeting

### AGENDA ITEM DETAILS

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#### SUBJECT:

Warrant Cancellation Check Number: 50138905

#### BACKGROUND:

Check was lost in transit to vendor

#### RATIONALE:

Void and Reissue

#### FISCAL IMPACT:

None

#### BUDGET SOURCE:

General

#### DATA SOURCES:

None

#### SUBMITTED BY:

Trevor Blank

#### RECOMMENDED ACTION:

Approval from the board for cancelled warrant



# CENTRALIA SCHOOL DISTRICT

*A Learning Community · Educating Each Student · Exceeding Expectations*

**DATE:** 04/03/2025

**TO:** Lewis County Treasurer

**FROM:** Joseph Vetter, Executive Director of Fiscal Services

**CC:** Trevor Blank, Accounts Payable; Brittany Kindell, Executive Asst. to Supt.

**RE:** **Resolution 2025-08, WARRANT CANCELLATION**

Please cancel the following warrant(s):

<u>Payee Name</u>	<u>Reason</u>	<u>Date</u>	<u>Warrant #</u>	<u>Fund</u>	<u>Amount</u>
Macmillan Holdings LLC	Check Lost in Transit	07/26/2024	50138905	11	\$3,314.52

       We **are not** reissuing replacement warrants for the above listed warrant(s).

  X   We **are** reissuing the following replacement warrants for the above listed warrant(s).

THEREFORE, BE IT RESOLVED that the preceding warrants issued by Centralia School District #401 be cancelled and the Lewis County Treasurer notified of this action.

DATED this   24   day of   April   2025

BOARD OF DIRECTORS  
CENTRALIA SCHOOL DISTRICT #401

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Secretary of the Board

# Coversheet

## Consideration of Approval of Resolution 2025-09 Warrant Cancellation

<b>Section:</b>	IX. NEW BUSINESS
<b>Item:</b>	C. Consideration of Approval of Resolution 2025-09 Warrant Cancellation
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Summary Sheet- 2025-09 Warrant Cancellation.pdf Resolution 2025-09 Warrant Cancellation.pdf

# Centralia School District 401

## Regular School Board Meeting

### AGENDA ITEM DETAILS

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#### SUBJECT:

Warrant Cancellation Check Number: 50139919

#### BACKGROUND:

Check was a duplicate payment, did not get notice from vendor they had cashed the original check.

#### RATIONALE:

Void

#### FISCAL IMPACT:

None

#### BUDGET SOURCE:

General

#### DATA SOURCES:

None

#### SUBMITTED BY:

Trevor Blank

#### RECOMMENDED ACTION:

Approval from the board for cancelled warrant



# CENTRALIA SCHOOL DISTRICT

*A Learning Community · Educating Each Student · Exceeding Expectations*

**DATE:** 04/03/2025

**TO:** Lewis County Treasurer

**FROM:** Joseph Vetter, Executive Director of Fiscal Services

**CC:** Trevor Blank, Accounts Payable; Brittany Kindell, Executive Asst. to Supt.

**RE:** **Resolution 2025-09 WARRANT CANCELLATION**

Please cancel the following warrant(s):

<u>Payee Name</u>	<u>Reason</u>	<u>Date</u>	<u>Warrant #</u>	<u>Fund</u>	<u>Amount</u>
WA_ACTE	Duplicate Payment	02/07/2025	50139919	11	\$375.00

  X   We **are not** reissuing replacement warrants for the above listed warrant(s).

       We **are** reissuing the following replacement warrants for the above listed warrant(s).

THEREFORE, BE IT RESOLVED that the preceding warrants issued by Centralia School District #401 be cancelled and the Lewis County Treasurer notified of this action.

DATED this   3   day of   April   2025

BOARD OF DIRECTORS  
CENTRALIA SCHOOL DISTRICT #401

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Secretary of the Board

## Coversheet

### Consideration of Approval of Resolution 2025-10, Cancellation of Warrants

<b>Section:</b>	IX. NEW BUSINESS
<b>Item:</b>	D. Consideration of Approval of Resolution 2025-10, Cancellation of Warrants
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Summary Sheet-2025-10 Warrant Cancellation.pdf 2025-10 Warrant Cancellation.pdf

# Centralia School District 401

## Regular School Board Meeting

### AGENDA ITEM DETAILS

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#### SUBJECT:

Warrant Cancellation Check Number: 50140114

#### BACKGROUND:

Check was damaged in transit to vendor

#### RATIONALE:

Void and Reissue

#### FISCAL IMPACT:

None

#### BUDGET SOURCE:

General

#### DATA SOURCES:

None

#### SUBMITTED BY:

Trevor Blank

#### RECOMMENDED ACTION:

Approval from the board for cancelled warrant



# CENTRALIA SCHOOL DISTRICT

*A Learning Community · Educating Each Student · Exceeding Expectations*

**DATE:** 04/08/2025

**TO:** Lewis County Treasurer

**FROM:** Joseph Vetter, Executive Director of Fiscal Services

**CC:** Trevor Blank, Accounts Payable; Brittany Kindell, Executive Asst. to Supt.

**RE:** **Resolution 2025-10, WARRANT CANCELLATION**

Please cancel the following warrant(s):

<u>Payee Name</u>	<u>Reason</u>	<u>Date</u>	<u>Warrant #</u>	<u>Fund</u>	<u>Amount</u>
West Coast Grease Traps LLC	Check damaged in Transit	03/21/2025	50140114	11	\$541.00

☐ We **are not** reissuing replacement warrants for the above listed warrant(s).

☒ We **are** reissuing the following replacement warrants for the above listed warrant(s).

THEREFORE, BE IT RESOLVED that the preceding warrants issued by Centralia School District #401 be cancelled and the Lewis County Treasurer notified of this action.

DATED this 24 day of April 2025

BOARD OF DIRECTORS  
CENTRALIA SCHOOL DISTRICT #401

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Secretary of the Board



# Coversheet

## Consideration of Approval of CKLA K-2 Adoption

**Section:** IX. NEW BUSINESS  
**Item:** E. Consideration of Approval of CKLA K-2 Adoption  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
K-2 Adoption Presentation.pdf  
Summary Sheet- Amplify CKLA.pdf  
WA-DEPO- Centralia SD 401- (District) CKLA Skills GK-2 250210 ( 1 year).pdf  
CKLA SCORE SHEETS.pdf  
CKLA 2ND CONTENT.pdf  
CKLA 1ST CONTENT.pdf  
CKLA K CONTENT.pdf

# *CSD Program & Materials Review*

# **K-2 FOUNDATIONS**

Centralia School Board Presentation  
April 24, 2025



# Why a Foundational Materials Review?

- A need for high-quality foundational literacy teaching materials that are aligned with research, the common core state standards, and the needs of our students
- While current adopted materials meet the needs of many of the standards, they do not adequately address foundational literacy skills
  - To address this gap, teachers are spending considerable time to find and create materials needed to supplement
- Data shows that foundational skills gaps continue to be a barrier to accelerating literacy growth for all students

# K-2 Review Team

## Committee Members

Anna Martin, Kindergarten Oakview  
Darla Wasson, Kindergarten Fords Prairie  
Michelle Ramsey, Kindergarten Edison

Tiffany Kennedy, 1st Grade Washington

Charity Layton, 2nd Grade Jefferson Lincoln  
Jenilee Ray, 2nd Grade Fords Prairie

Heather Sprague, Instructional Facilitator Washington  
Shawn Peters, Instructional Facilitator Oakview  
Jenny Ashmore, Instructional Facilitator Jefferson Lincoln  
Aimee Turner, Instructional Facilitator Edison

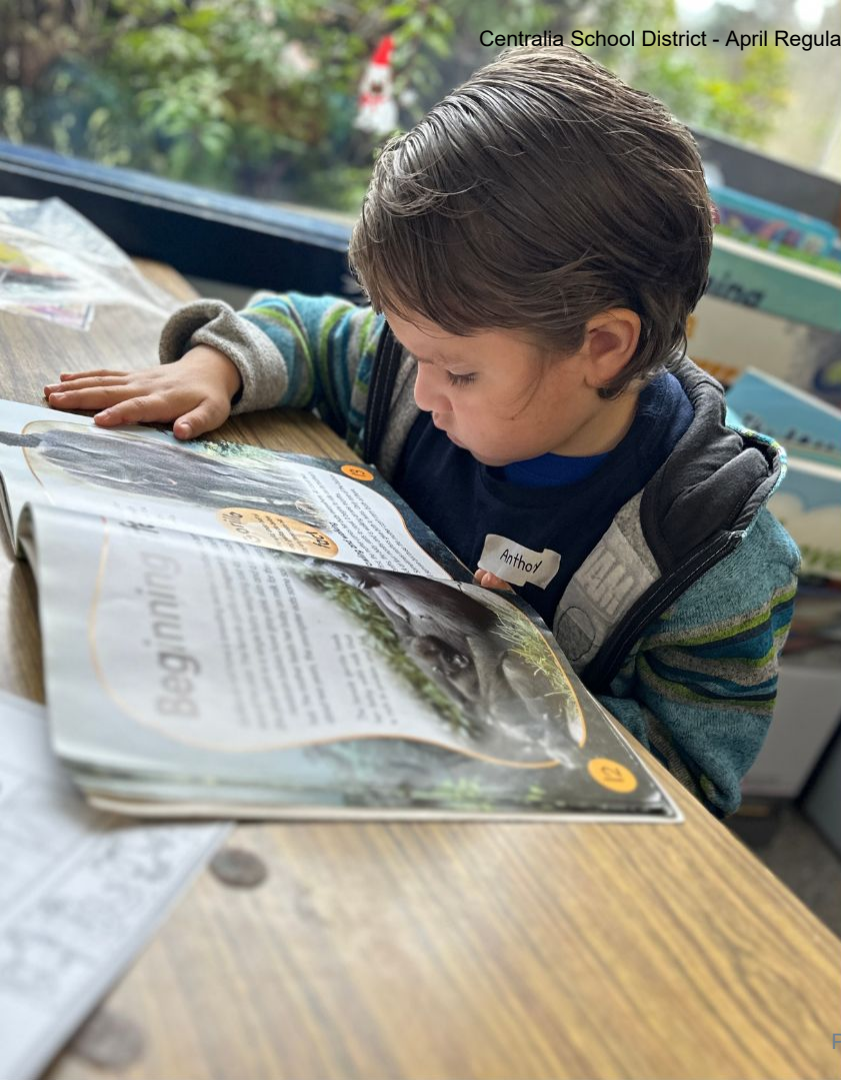
Julia Athens, CSD Special Education Specialist  
Katie Ingles, Multilingual Teacher Fords Prairie  
Crystal Allen, Principal Oakview

## Committee Facilitators

Sara Alvarado, CSD Elementary Specialist  
Dr. Jeff Broome, Executive Director of Teaching & Learning  
Kim Pettit, Teaching & Learning Secretary



# K-2 Materials Review Process



- Standards Review and Vertical Progression of K-2 Foundational Skills
- Literacy Leadership Brief: Meeting the Challenges of Early Literacy Phonics Instruction (2019)
- Publisher's Criteria
- Defined Criteria of Program
- Defined Committee Agreements
- Training on the IMET Tool
- Training on the OSPI Screening Tool
- Analyze independent reviews, selected programs for review
- Publisher presentations
- Teacher reviews using IMET tool and OSPI tool
- Demo sample lessons with students
- Data collection and decision process
- Community open house to view finalist programs
- Selection
- IMRC for approval
- Board approval



# Timeline

**2024-2025**

June 24: Team alignment

Sept. 17: Preparing for presentations

Nov. 5: Materials #1: 2020 From Phonics to Reading

Jan. 7: Materials #2: UFLI Foundations

Feb 4: Materials #3: 2020 Amplify CKLA

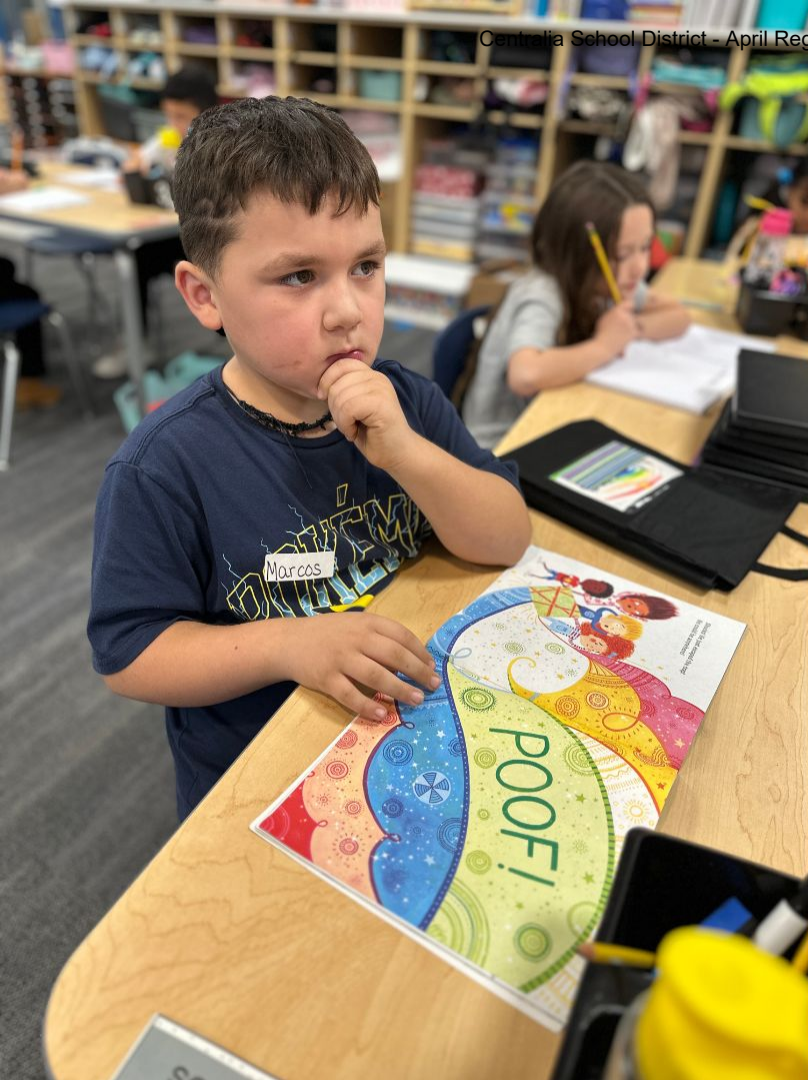
Feb. 18: Materials #4: 2024 Reading Horizons Discovery

March 5: All staff and community finalist materials review

March 18: Team final decision meeting

April 1: IMRC presentation

April 24: School board presentation



# Revised Publishers' Criteria, IMET Tool, and OSPI Screening Tool

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## Publisher's Criteria:

- 1. Materials allow for flexibility in meeting the needs of a wide range of students.**
- 2. Materials include effective instruction for all aspects of foundational reading.**
3. Fluency is a particular focus of instructional materials--including routines and guidance such as monitored partner reading, choral reading, repeated readings, etc. Teacher support for fluency instruction should explicitly recognize that reading rates vary with the type of text being read and the purpose for reading.
4. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.
5. Materials offer assessment opportunities that measure progress in the foundations of reading.

# Instructional Materials Evaluation Tool (IMET)

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## IMET Non-Negotiable 4: Foundational Skills

- Alignment to grade level standards, variety of reading material and activities, clear and well structured assessments, guide students to read for purpose, opportunities to engage in a range and volume of reading to achieve fluency

## IMET Alignment Criterion 4: Access to the Standards for All Students

- Materials can reasonably be taught within a school year, materials regularly provide all students opportunities to meet grade level standards (differentiation, extension, and intervention), materials systematically build in time and resources for teachers to adjust instruction to help students meet grade level standards



# Screening for Biased Content in Instructional Materials

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## OSPI Screening Tool for Biased Content

- In accordance with WAC 392-190-055
  - Tool to help school districts comply with Washington state nondiscrimination law that requires screening criteria to identify and eliminate bias in all instructional materials as a part of any adopted instructional materials policy
- Any criteria marked as partially met, or not met were points of discussion

# A summary of our data collection

Committee members priority ranked programs.

Lowest cumulative score reflects higher ranking priority (priority rating 1, 2, 3)

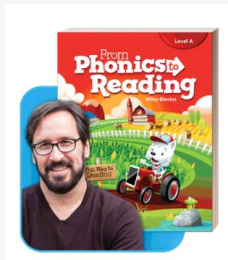
Highest cumulative score reflects lower ranking priority (priority 6, 7, 8.)

Overall Ranking	Cumulative Priority Score	Program Title
1	26	2020 From Phonics to Reading
2	33	UFLI Foundations
3	37	2020 Amplify CKLA Skills
4	38	2024 Reading Horizons Discovery
5	39	2023 Savvas Essentials: Foundational Reading
6	42	2023 Magnetic Reading Foundations
7	54	Fast Track Phonics
8	54	Foundations A-Z

# Finalist Program Presentations

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From Phonics to  
Reading  
11-5-24



Amplify CKLA  
Skills  
2-4-25

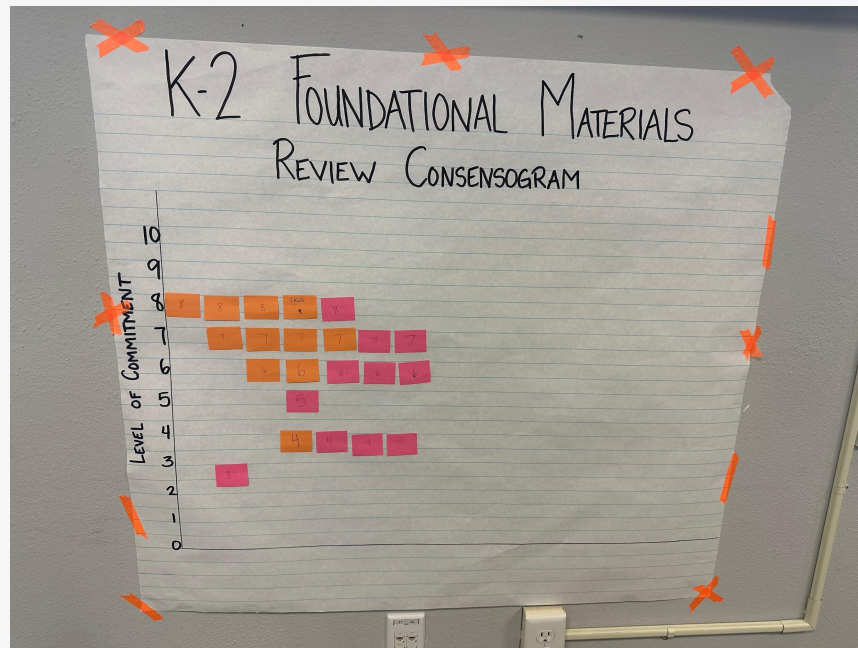
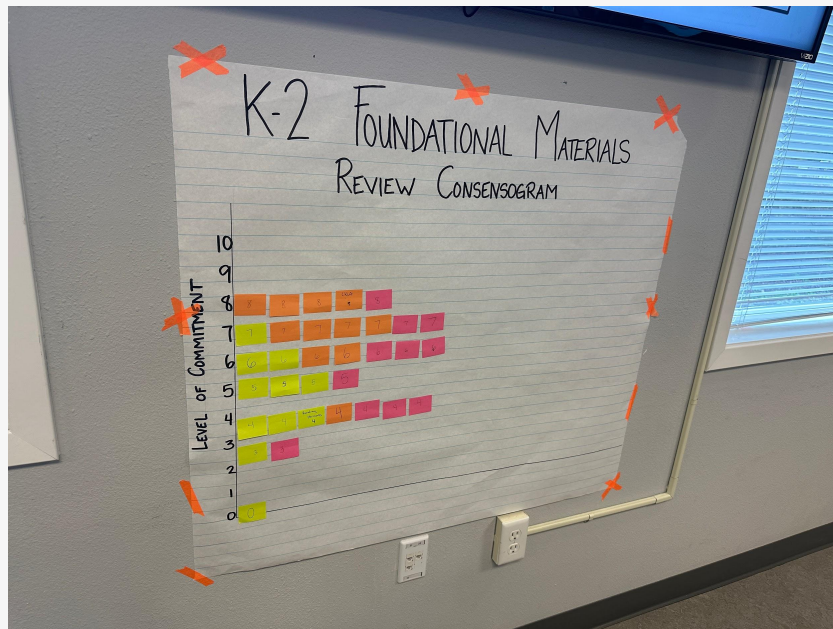


Reading Horizons  
Discovery  
2-18-25



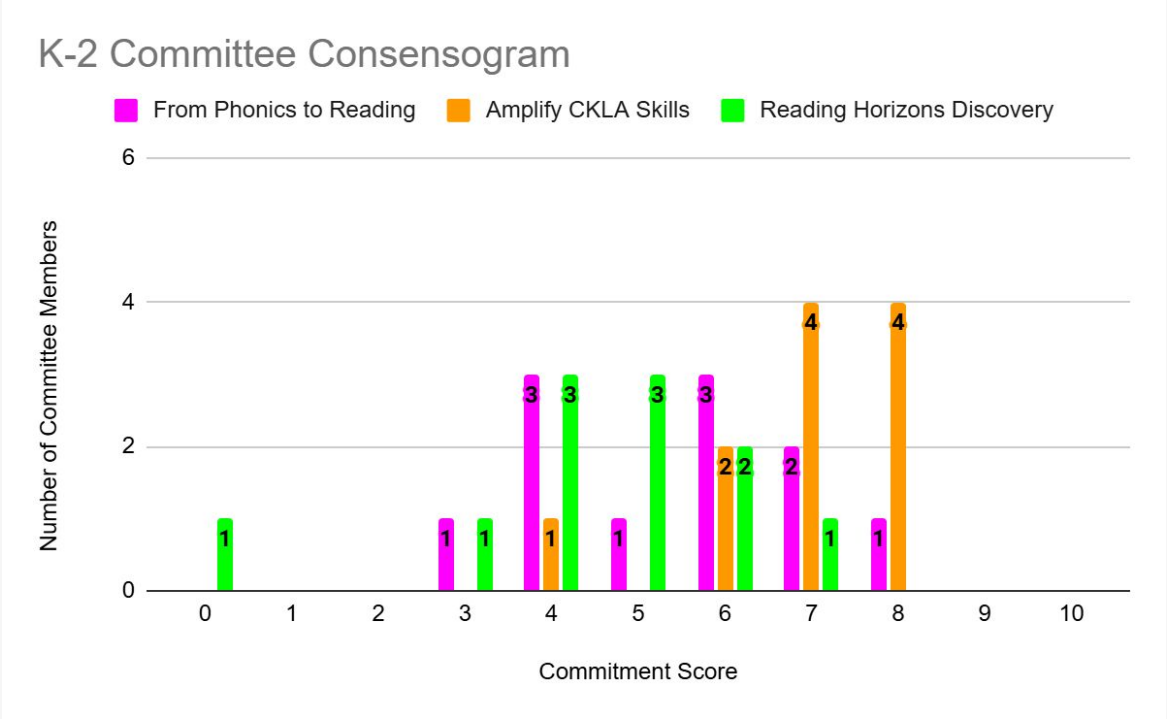
# A summary of our data collection

## Consensogram Protocol



# A summary of our data collection

## Consensogram Protocol



# Recommendation

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The committee voted 100% in favor to recommend **Amplify CKLA Skills**.

This recommendation is based on much discussion and analysis by the committee through using:

- A variety of resources and tools including the IMET, OSPI Screening Tool for Biased Content, International Literacy Association Leadership Briefs, Common Core State Standards, and Ed Reports
- Feedback from teachers, students, and parents

# **Decision & Strengths**

## **Amplify CKLA Skills (K-2)**

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- Aligned with LETRs strategies and science of reading research
- Enough decodable books for every student
- Embedded writing lessons
- Common assessments: formative and summative
- Easy to use and plan with for teachers
- Includes hands-on activities, workbook practice, and technology pieces
- Parent letters and take home pages
- Activities with each lesson to support all students including multilingual support, students with learning disabilities, students needing additional support and practice, and enrichment
- Online components are easy to access and work well with current district technology
- Strong vocabulary and writing components
- Intentional about supporting developing reading across contents (connecting what is learned during the lesson to what students are reading)
- Engaging for students

# Next Steps

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- IMRC approval (April 1, 2025)
- CSD Board of Directors approval
- Implementation and monitoring
  - Professional development
    - Amplify Company
    - CSD Educational Specialists support
    - Instructional Facilitators support
  - Implementation monitoring, support, adjustments
- Tentative training date on June 18th based on board approval of materials.



# Next Steps

- Board approval
- Implementation and monitoring
  - Professional development
    - Amplify Education
    - CSD Educational Specialists support
    - Instructional Facilitators support
  - Implementation monitoring, support, adjustments



## **Centralia School District 401**

### **Regular School Board Meeting**

#### **AGENDA ITEM DETAILS**

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4.16.25

**SUBJECT:** Amplify CKLA Foundational Literacy Skills materials adoption approval

**BACKGROUND:**

During the 2018 adoption of the Fountas and Pinnell reading program, it was found to be weak in foundational reading skills, including phonological awareness, phonics, and concepts of print. Research regarding the science of reading supports that these areas have a significant impact on student learning. Since that time, teachers have been using various materials to supplement a gap in our core reading curriculum. During the 24-25 school year, a team of educators reviewed materials using rubrics and selected the Amplify CKLA materials to support foundational reading skills for our students in grades K-2.

**RATIONALE:**

Amplify is a well-respected and research-supported curriculum that will support our students across the district. Based on teacher evaluation and implementation feedback, the material received high marks in supporting student engagement and the availability of decodable books to build reader confidence.

**FISCAL IMPACT:**

These materials will cost \$138,737.40 plus shipping and taxes for the first year. We estimate that every year we will need to spend about \$30,000 per year for student workbooks and consumables. This number will vary based on the number of student workbooks needed.

**BUDGET SOURCE:**

These materials will be covered in the first year with voter-approved levy funds, and in future years it will be covered using district basic education funds.

**DATA SOURCES:**

There were several data sources used to make this recommendation to the board. They include

- Staff review scoring sheets
- EDreports reviews
- Staff voting
- Parent feedback

SUBMITTED BY: Dr. Jeff Broome, Executive Director of Teaching and Learning

RECOMMENDED ACTION:

We recommend that the CSD Board of Directors adopt this material for use in all K-2 classrooms for foundational literacy skills.



## Price Quote

### Amplify

55 Washington Street, Suite 800  
Brooklyn, NY 11201  
Phone: (800) 823-1969  
Fax: (646) 403-4700

Quote #: Q-512380-1  
Date: 4/2/2025  
Expires On: 5/2/2025  
Delivery Service Level: Standard

### Customer Contact Information

Sara Alvarado  
Centralia School District 401  
360-330-7600  
salvarado@centralia.wednet.edu

### Amplify Contact Information

Erin Elfving-Strayhan  
Senior Account Executive  
971.291.9854  
estrayhan@amplify.com

1 year of print consumables

### Grade K

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify CKLA 2nd Ed GK Skills Consumable Set_NS	978-1-64383-677-5	\$34.56	0	230	\$0.00	\$7,948.80
CKLA 2nd Ed GK Skills Dig Exp Teacher License_NS - 7yr (2025-2032)	979-8-88576-772-9	\$313.00	17	17	\$5,321.00	\$5,321.00
CKLA GK Skills Dig Exp Student License - 1yr (2025-2026)	978-1-63602-983-2	\$12.43	230	0	\$2,858.57	\$0.00
Amplify CKLA 2nd Ed GK Skills Classroom Kit_NS	979-8-88576-000-3	\$1,998.00	0	17	\$0.00	\$33,966.00
TOTAL					\$8,179.57	\$47,235.80

### Grade 1

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify CKLA 2nd Ed G1 Skills Consumable Set_NS	978-1-63602-494-3	\$34.56	0	255	\$0.00	\$8,812.80
CKLA 2nd Ed G1 Skills Dig Exp Teacher License_NS - 7yr (2025-2032)	979-8-88576-773-6	\$313.00	17	17	\$5,321.00	\$5,321.00

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
CKLA G1 Skills Dig Exp Student License - 1yr (2025-2026)	978-1-63602-984-9	\$12.43	255	0	\$3,169.29	\$0.00
Amplify CKLA 2nd Ed G1 Skills Classroom Kit_NS	979-8-88576-001-0	\$1,782.00	0	17	\$0.00	\$30,294.00
TOTAL					\$8,490.29	\$44,427.80

**Grade 2**

PRODUCT	ISBN	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL DISCOUNT	TOTAL PRICE
Amplify CKLA 2nd Ed G2 Skills Consumable Set_NS	978-1-63602-458-5	\$34.56	0	280	\$0.00	\$9,676.80
CKLA 2nd Ed G2 Skills Dig Exp Teacher License _NS - 7yr (2025-2032)	979-8-88576-774-3	\$313.00	18	17	\$5,634.00	\$5,321.00
CKLA G2 Skills Dig Exp Student License - 1yr (2025-2026)	978-1-63602-985-6	\$12.43	280	0	\$3,480.00	\$0.00
Amplify CKLA 2nd Ed G2 Skills Classroom Kit_NS	979-8-88576-002-7	\$1,782.00	0	18	\$0.00	\$32,076.00
TOTAL					\$9,114.00	\$47,073.80

TOTAL DISCOUNT	\$25,783.86
GRAND TOTAL	\$138,737.40

**Scope and Duration****Payment Terms:**

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

**License and Services Term:**

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- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

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- Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

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**Please include these three documents with your order:**

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

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**If submitting your order via sending a check:**

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- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: [amplify.com/ordering-support](https://amplify.com/ordering-support).**

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## Directions for Non-Negotiable 4

### Foundational Skills

**Non-Negotiable 4:** Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.

### Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions ([www.achievethecore.org/page/710/text-dependent-questions-resources](http://www.achievethecore.org/page/710/text-dependent-questions-resources))

### Metrics to Review

- **NN Metric 4A:** Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.
- **NN Metric 4B:** Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.
- **NN Metric 4C:** Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.
- **NN Metric 4D:** Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

- **NN Metric 4E:** Grade 2 materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade level text as required by the Foundational Skills Standards.

### Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 2 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 2 as Meets.

# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4A: K-2</b> Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.	<p><b>What to look for:</b> Foundational reading elements required by the Standards for each grade level are all present. Look for materials that include:</p> <ul style="list-style-type: none"><li>• Explanations of why foundational skills are organized and introduced in the sequence they are.</li><li>• References to seminal research that has informed the foundational skills approach chosen.</li><li>• Progressions of skills that are introduced and developed gradually and coherently.</li><li>• Routines and guidance that will remind teachers to monitor student progress.</li><li>• In each of the five areas of foundational reading, skills move from simple to complex cases; this progression helps students come to understand and use the system of correspondences that characterize written English.</li><li>• The elements of foundational reading are connected to one another through the materials in a way that makes sense for both teachers and students.</li></ul> <p><b>Where to look:</b> Examine the research-based scope and sequence for foundational skills or the table of contents to see if this matches up with the foundational standards for each of the grades. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.</p>	<p>- Appendix in Skill books</p> <p>- Speaker presentation/slides as well as being noted in the Teacher Guide</p> <p>- Based on information from the Science of Reading + Reading Rope</p> <p>- Noted in each lesson</p> <p>- Covers all components from specific foundational skills to more complex reading</p>
		<b>Rating</b>

☒ Meets  
☐ Does Not Meet / Insufficient Evidence

# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4B: K-2</b> Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.	<p><b>What to look for:</b> Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for flexibility in meeting the needs of a wide range of students. Materials incorporate:</p> <ul style="list-style-type: none"> <li>• High-quality activities for those students who are able to reach mastery of the foundational skills with less practice.</li> <li>• High-quality activities for students who require multiple practice opportunities.</li> <li>• Resources for both supported and independent practice of foundational skills.</li> </ul> <p><b>Where to look:</b> Conduct a full reading of several lessons and the associated materials and task sets.</p>	<p>- Games and activities are listed in each lesson - margins - ML Component in new version - Practice Pages</p> <p>Take home activities - small group guides</p> <p>Yes - In each lesson - I do, we do, you do - Support activities listed for each lesson.</p>
<p><b>Rating</b></p> <p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet / Insufficient Evidence</p>		

# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4C: K-2</b> Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.	<p><b>What to look for:</b> Materials that include clear systematic and regular diagnostic assessment materials and protocols.</p> <ul style="list-style-type: none"><li>Regular diagnostic assessment interval expectations are clear and supported with materials.</li><li>Materials include guidance for instruction and remediation based on regular (at least weekly) diagnostic assessment.</li><li>Explicit, clear, and ongoing instruction to teachers on how to diagnose and remediate student skill attainment.</li></ul> <p><b>Where to look:</b> Examine the Foundational Skills scope and sequence and any ancillary assessment materials.</p>	<p>Students pencil/paper assessments Online resources Checks throughout lessons specific to skill being taught. Formative assessments each lesson - Yes in Assessment + Remediation Guide</p>

### Rating


☒ Meets

☐ Does Not Meet / Insufficient Evidence

Published v.  - send feedback to [info@studentsachieve.net](mailto:info@studentsachieve.net)

Grade Reviewed:

Reviewer



Title of Program:

CKLA - Amplify

# Non-Negotiable 4

## Foundational Skills

### Metric

#### NN Metric 4D: K-2

Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

### How to Find the Evidence

**What to look for:** When reading for foundational skill practice, making meaning from reading is expected and prompted by the materials. Sequential, cumulative instruction and practice opportunities for the full range of foundational skills allow for flexibility in meeting the needs of a wide range of students. Look for materials that include:

- High-quality activities (both in and out of context) for students who require multiple practice opportunities, as well as those who reach mastery of the foundational skills with less practice.
- Routines and guidance that will remind teachers to monitor student progress.
- Sufficient practice to achieve fluency for all, that is, a variety of fluency-building techniques supported by research that involve the student in monitoring progress toward a specific fluency goal.
- Foundational skill practice where making meaning from reading is expected.
- Limited introductions to selections (i.e., pre-reading activities are at a minimum) so the central ideas of a text are not simply given to students, or alternatively, students' attention is drawn away from the text.

**Where to look:** Read instructions, notes to students and prefatory material from throughout the submission to evaluate how well this is done. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.

### Evidence

- Decodables - Practice Pages - Take Home - Games for each lesson  
- Routine for monitoring is embedded in each lesson. Additional support activities provided.  
- Read Pictures in early lesson - Read from left to right  
Decodables - Lessons build upon lessons

### Rating

☒ Meets

☐ Does Not Meet / Insufficient Evidence



# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4E: Grade 2</b> Materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level text as required by the Foundational Skills Standards.	<b>What to look for:</b> Instructional opportunities that are frequently built into the materials for students to practice their developing reading skills with grade-appropriate texts.  • Regular opportunities to read and reread are built into lessons and materials.  • Prompts to use decoding strategies and context to make meaning and correct as necessary are evident in instructions and routines.  <b>Where to look:</b> Conduct a full reading of several lessons and the associated fluency practice tasks.	Yes - Read together - read phrases Partner Reading - picture reader Ido-Wedo-You do  → Yes - Fingers teaching Arm Chop Chain Folder
<b>Rating</b>		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet / Insufficient Evidence

## Non-Negotiable 4

### Foundational Skills

**Non-Negotiable 4:** Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.

### Rating for Non-Negotiable 4

Rating

If all metrics were rated as Meets, then rate Non-Negotiable 4 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 4 as Does Not Meet. Check the final rating.

☒ Meets

☐ Does Not Meet

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

**Strengths / Weaknesses:**

**\*If you have completed all the Non-Negotiables and Alignment Criteria 1-3, skip to Alignment Criterion 4 on Page 40. Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.**





# Directions for Alignment Criterion 4

Access to the Standards for All Students

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

## Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Because the Standards are for all students, evaluation requires that careful attention be paid to ensure that all students, including English Language Learners and those with different learning needs, have access to high-quality, aligned materials. The IMET is designed primarily to help educators determine whether instructional materials are aligned to the Shifts and major features of the CCSS. The IMET also allows room for local considerations to ensure that selected materials provide access for the specific set of students who will be using those materials.

### Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- If the submission includes formative assessments and supplemental support materials as separate documents, gather them prior to evaluating this critical Alignment Criterion.

### Metrics to Review

- **AC Metric 4A:** Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.
- **AC Metric 4B:** Materials regularly provide all students, including those who read, write, speak, or listen below grade-level, or whose first language is other than English, with extensive opportunities to work with and meet grade level standards.

- **AC Metric 4C:** Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.
- **AC Metric 4D:** Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).
- **AC Metric 4E:** Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.

### Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 7 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 47 before going on. The more points the materials receive on the Alignment Criteria, the better they are aligned.

SP

Reviewer Initials:

Grade Reviewed:

Published v.4 2016 - send feedback to info@studentsachieve.net

Title of Program:

40

CKLA - Amplify

# Alignment Criterion 4

Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<b>AC Metric 4A: K-2</b> Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.	<p><b>What to look for:</b> Materials that are streamlined and allow teachers and students to carefully read and thoughtfully respond to grade-level complex texts. Look for:</p> <ul style="list-style-type: none"><li>• Sample multiple lessons across the year and in different grades to evaluate whether they can reasonably be completed in the recommended time.</li><li>• Specific recommendations for how much time to allot for student discussion and tasks or in responding to questions. Is a range of time provided such that most students could accomplish what is being asked within that time?</li><li>• Recommended pacing charts, weeks at a glance or 'how to use this...' documents that offer a clear picture of how the materials are paced and how thoroughly rich texts are studied.</li></ul> <p><b>Where to look:</b> Examine the tasks and instructions in the selection chapters from throughout and across grades.</p>	<ul style="list-style-type: none"><li>- Scope and sequence provided as well as minutes that should be spent on each lesson component</li><li>- Yes indicated in each section of each lesson.</li><li>- Yes noted in Scope and Sequence as well as in each lesson.</li></ul> <p><b>Rating</b></p> <p><input checked="" type="checkbox"/> Meets (2) <input type="checkbox"/> Partially Meets (1) <input type="checkbox"/> Does Not Meet (0)</p>

# Alignment Criterion 4

## Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<p><b>AC Metric 4B: K-2</b> Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.</p>	<p><b>What to look for:</b> Materials that support the varying needs of all students. Look for:</p> <ul style="list-style-type: none"> <li>• Foundational reading sections that have frequent (weekly) pauses for diagnostic assessment and clear guidance/adequate materials for students who have not yet mastered a given phonic pattern or any aspect of foundational skills required by the Standards at that grade level.</li> <li>• Extended practice opportunities that are available for students who need more time and repeated exposures in order to attain that particular skill.</li> <li>• Extended practice materials that are easy to access and in a mix that allows students to work independently as well as with support.</li> </ul> <p><b>Where to look:</b> Examine the tasks and instructions in the selection chapters from throughout and across grades.</p>	<p>- Built in pauses for assessment Games + activities + additional supports provided. Take home activities - On line games</p> <p>- Games - Chaining Folder - Small groups</p> <p>- PP Pages, Partner games - take home pages</p>
		<p><b>Rating</b></p> <p><input checked="" type="checkbox"/> Meets (2)</p> <p><input type="checkbox"/> Partially Meets (1)</p> <p><input type="checkbox"/> Does Not Meet (0)</p>

# Alignment Criterion 4

Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<b>AC Metric 4C: K-2</b> Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	<p><b>What to look for:</b> Materials that support the varying needs of all students. Look for:</p> <ul style="list-style-type: none"> <li>•Extension opportunities are available for students who have attained a given skill.</li> </ul> <p><b>Where to look:</b> Examine the tasks and instructions in the selection of chapters from throughout and across grades. Prefatory materials might also help determine publisher attention to providing extension activities and study.</p>	<p>- Challenge activities - found in margin</p> <p>- Take home activities</p> <p>- Partner Reading</p> <p>- ML Component</p> <p>- Games</p>

**Rating**

☒ Meets (2)
 ☐ Partially Meets (1)
 ☐ Does Not Meet (0)

# Alignment Criterion 4

## Access to the Standards for All Students

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

Metric	How to Find the Evidence	Evidence
<b>AC Metric 4D: K-2</b> Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).	<b>What to look for:</b> Materials that support teachers to plan and present differentiating instructions.  <b>Where to look:</b> Evaluate teacher instructions in sample lessons to determine how systematically the materials provide these opportunities and guidance.	- Embedded throughout - Lessons are explicit and well organized - Variety of options and ideas

**Rating**  
☒ Meets (2)  
☐ Partially Meets (1)  
☐ Does Not Meet (0)

# Alignment Criterion 4

Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<p><b>AC Metric 4E: K-2</b> Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p><b>What to look for:</b> Formative and interim assessments.</p> <p><b>Where to look:</b> Examine the table of contents to see how assessment of student progress is handled. If there are supplemental materials that provide assessments, evaluate how closely linked they are to lessons and instruction in at least 5 samplings from across the year.</p>	<p>- Assessment and Remediation Guide</p> <p>- Each lesson has an observable &amp; written assessment</p>

**Rating**

☒ Meets (2)  
☐ Partially Meets (1)  
☐ Does Not Meet (0)

## Alignment Criterion 4

Access to the Standards for All Students

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

**Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.**

### Points Assigned for Alignment Criterion 4

Rating

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 4. If materials earn fewer than 7 points, the Criterion has not been met. Check the final rating.

10 Total (10 points possible)

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

☒ Meets

☐ Does Not Meet

**Strengths / Weaknesses:**

**Move to the Evaluation Summary on the following page to record the final Meets or Does Not Meet rating.**



# IMET Evaluation Summary 1 of 2

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

Title of Submission: CKLA Amplify  
Publisher: Amplify  
Date of Publication: 2022

Name of Evaluator(s): Shawn Peters, Darka Mason, Anna Martin  
Date of Evaluation: 2-4-25  
Signature of Each Evaluator(s): Shawn Peters, Darka Mason, Anna Martin

## Non-Negotiable Criteria

Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.

Non-Negotiable 1: High-quality Text  
Non-Negotiable 2: Evidence-based Discussion and Writing

☒ Meets  
☐ Does Not Meet  
☐ Does Not Meet

Non-Negotiable 3: Building Knowledge  
Non-Negotiable 4: Foundational Skills  
☒ Meets  
☐ Does Not Meet  
☐ Does Not Meet

## Overall

Non-Negotiables Overall  
☒ Meets  
☐ Does Not Meet

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## Alignment Criteria

Each Alignment Criterion must be met with a sufficient number of points in order for Alignment Criteria to be labeled as "Meets" overall. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1: Range and Quality of Texts

Points:     of 4 possible.

(Materials must receive at least 3 of 4 points to align.)

☐ Meets  
☐ Does Not Meet  
☐ N/A

Alignment Criterion 3: Building Knowledge with Texts, Vocabulary, and Tasks

Points:     of 6 possible.

(Materials must receive at least 4 of 6 points to align.)

☐ Meets  
☐ Does Not Meet  
☐ N/A

Alignment Criterion 4: Access to the Standards for All Students

Points: 10 of 10 possible.

(Materials must receive at least 7 of 10 points to align.)

☒ Meets  
☐ Does Not Meet  
☐ N/A

Reviewer: SP

Grade Reviewed: K

Title of Program: CKLA Amplify

# IMET Evaluation Summary 2 of 2

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

Title of Submission: CKLA Amplify  
Publisher: Amplify  
Date of Publication: 2022

## Summary

If the materials meet both Non-Negotiables and relevant Alignment Criteria, they are aligned to the Shifts and major features of the CCSS.

Do the materials meet both Non-Negotiables and the relevant Alignment Criteria?

☒ Yes  
☐ No

What are the specific areas of strength and weakness based on this evaluation?  
Publishers or those implementing curricula can use this information in order to modify the materials or use them differently to improve alignment.

Name of Evaluator(s): Shawn Peters, Darla Wasson, Anna Martin  
Date of Evaluation: 2-4-25  
Signature of Each Evaluator(s): Shawn Peters, Darla Wasson, Anna Martin





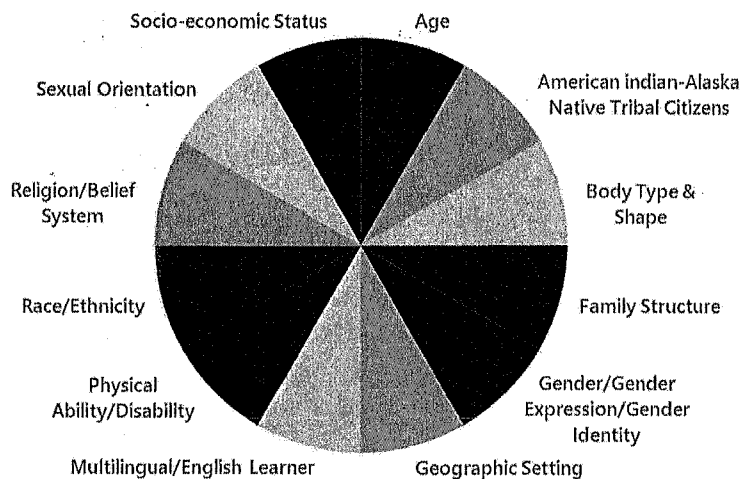
Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

## SCREENING TOOL FOR BIASED CONTENT

Title: CKLA Amplify Developer/Author: Amplify  
Content Area: Foundational Reading Grade Band: K Year Published: 2022

### Diversity and Representation

Representation in the instructional material should reflect the rich cultural diversity and lived experiences of all students. Below are some aspects of diversity to consider as you review the criteria in the screening tool.



Include other identifiers of students and families in your community (e.g., military families, students experiencing homelessness, etc.):

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### Variety of Roles and Character Traits

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
Characters/figures central to the instructional material show diverse groups in a variety of roles and occupations.					
different genders and gender identities	X				
different races/ethnicities/cultures/tribal citizens	X				
persons with disabilities	X				
other identifiers important to our district		X			
When present in the instructional material, character traits such as courage, leadership, intelligence, integrity, etc., are distributed among diverse groups.					
different genders and gender identities	X				
different race/ethnicities/cultures/tribal citizens	X				
persons with disabilities	X				
other identifiers important to our district	X				

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
Characters/figures are described by their behaviors, beliefs, and values rather than unnecessary socioeconomic descriptors.	X				

## Multiple Perspectives and Contributions

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
Biographical, contemporary, or historical materials infuse perspectives and contributions from members of diverse groups substantially, accurately, and respectfully.					Stories are based on fun real-life / Kid friendly topics.
different genders and gender identities				X	
different races/ethnicities/cultures/tribal citizens				X	
persons with disabilities				X	
other identifiers important to our district				X	
The instructional material presents multiple sides of any controversial and complex issues related to the content area.				X	
When reviewing and adopting instructional materials for social studies and history, the Since Time Immemorial and tribally-developed curriculum resources ( <u>RCW 28A.320.170</u> ) are integrated.				X	

## Multicultural Representation

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
The instructional materials include literature, examples, or situations that accurately reflect the culture, languages, traditions, beliefs, values, and customs of people from diverse backgrounds.	X				
Any belief systems covered in the instructional materials are presented respectfully, accurately and with appropriate context.	X				
If belief systems are covered in the instructional materials, multiple belief systems/religions are presented. No one belief system is positioned as superior to others.	X				

## Imagery and Language

### Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
The instructional material uses imagery that promotes inclusion and belonging in real-life, contemporary contexts.	X				
The instructional material provides a range of text, examples, scenarios, and applications relevant to our district students' real-life experiences and cultural backgrounds.	X				
The curriculum features visually diverse characters, and the characters of color do not all look alike.	X				
Visual materials include people with disabilities, with various body types, and/or of advanced age.	X				
Illustrations depict different groups in roles of power and authority.	X				
All labels or captions of images use inclusive and gender-neutral language and avoid stereotypical descriptions.	X				
If the images/text in instructional material addresses a stereotype or bias, the historical, social or cultural context is relevant to contemporary issues.				X	

## Family Representation

### Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
When family depiction is present in instructional material, families exhibit a range of configurations in addition to the traditional nuclear family model - single parents, adopted and foster children, stepparents, same-sex parents, and/or relatives living with the family.		X			
When family references are present in instructional material, examples are sensitive to diversity in family dynamics and student experience of family and home.	X				

## Teacher Guidance

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
The instructional material provides strategies for teachers to elicit and instructionally respond to their students' prior knowledge, interests, and identities.	X				
Guidance is provided on opportunities to partner with students' families and caregivers to enhance lessons.	X				

## Additional Considerations

Criteria	Y/N	Comments
Do you have any concerns about author bias? If so, provide evidence in the comments section.	N	
Do you have any additional concerns about generalizations, stereotypes or misrepresentations in the instructional material? Please document in comments section.	N	

## Final Recommendations

Criteria	Y/N	Comments
<p>Do you recommend the use of this instructional material from an inclusive and unbiased content perspective?</p> <p><i>Note that this material will also need to meet the quality criteria for Washington State Learning Standards alignment as well as other state statutory requirements and district priority areas.</i></p> <p><i>Promising practices and resources can be found in the <u>OSPI Course Design and Instructional Materials Toolkit</u>.</i></p>	Y	

Name of Evaluator:

Shawn Peters

Signature of Evaluator:

Shawn Peters

Date:

2-4-25



# Directions for Non-Negotiable 4

## Foundational Skills

**Non-Negotiable 4: Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.**

## Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions ([www.achievethecore.org/page/710/text-dependent-questions-resources](http://www.achievethecore.org/page/710/text-dependent-questions-resources))

## Metrics to Review

- **NN Metric 4A:** Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.
- **NN Metric 4B:** Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.
- **NN Metric 4C:** Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.
- **NN Metric 4D:** Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

- **NN Metric 4E:** Grade 2 materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade level text as required by the Foundational Skills Standards.

## Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 2 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 2 as Meets.

Title of Program: Amplify CKLA

Reviewer Initials: tb tk

Grade Reviewed: 1st



# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4A: K-2</b> Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.	<p><b>What to look for:</b> Foundational reading elements required by the Standards for each grade level are all present. Look for materials that include:</p> <ul style="list-style-type: none"><li>• Explanations of why foundational skills are organized and introduced in the sequence they are.</li><li>• References to seminal research that has informed the foundational skills approach chosen.</li><li>• Progressions of skills that are introduced and developed gradually and coherently.</li><li>• Routines and guidance that will remind teachers to monitor student progress.</li><li>• In each of the five areas of foundational reading, skills move from simple to complex cases; this progression helps students come to understand and use the system of correspondences that characterize written English.</li><li>• The elements of foundational reading are connected to one another through the materials in a way that makes sense for both teachers and students.</li></ul> <p><b>Where to look:</b> Examine the research-based scope and sequence for foundational skills or the table of contents to see if this matches up with the foundational standards for each of the grades. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.</p>	<ul style="list-style-type: none"><li>• tricky words</li><li>• additional support</li><li>• Language skills</li></ul>

Rating

☒ Meets

☐ Does Not Meet / Insufficient Evidence

# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence	Rating
<b>NN Metric 4B: K-2</b> Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.	<b>What to look for:</b> Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for flexibility in meeting the needs of a wide range of students. Materials incorporate: <ul style="list-style-type: none"> <li>• High-quality activities for those students who are able to reach mastery of the foundational skills with less practice.</li> <li>• High-quality activities for students who require multiple practice opportunities.</li> <li>• Resources for both supported and independent practice of foundational skills.</li> </ul> <b>Where to look:</b> Conduct a full reading of several lessons and the associated materials and task sets.	• support on side bars • additional activities - differentiation	<div> <input checked="" type="checkbox"/> Meets                             <input type="checkbox"/> Does Not Meet / Insufficient Evidence                         </div>

Non-Negotiable 4  
Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4C: K-2</b> Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.	<p><b>What to look for:</b> Materials that include clear systematic and regular diagnostic assessment materials and protocols.</p> <ul style="list-style-type: none"><li>Regular diagnostic assessment interval expectations are clear and supported with materials.</li><li>Materials include guidance for instruction and remediation based on regular (at least weekly) diagnostic assessment.</li><li>Explicit, clear, and ongoing instruction to teachers on how to diagnose and remediate student skill attainment.</li></ul> <p><b>Where to look:</b> Examine the Foundational Skills scope and sequence and any ancillary assessment materials.</p>	<p>Differentiation</p> <ul style="list-style-type: none"><li>learning games</li><li>take home activities</li><li>Formative assessments</li><li>Summative assessments</li><li>Slides</li><li>check for understanding</li></ul>

**Rating**

☒ Meets

☐ Does Not Meet / Insufficient Evidence

Non-Negotiable 4  
Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4D: K-2</b> Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.	<p><b>What to look for:</b> When reading for foundational skill practice, making meaning from reading is expected and prompted by the materials. Sequential, cumulative instruction and practice opportunities for the full range of foundational skills allow for flexibility in meeting the needs of a wide range of students. Look for materials that include:</p> <ul style="list-style-type: none"><li>• High-quality activities (both in and out of context) for students who require multiple practice opportunities, as well as those who reach mastery of the foundational skills with less practice.</li><li>• Routines and guidance that will remind teachers to monitor student progress.</li><li>• Sufficient practice to achieve fluency for all, that is, a variety of fluency-building techniques supported by research that involve the student in monitoring progress toward a specific fluency goal.</li><li>• Foundational skill practice where making meaning from reading is expected.</li><li>• Limited introductions to selections (i.e., pre-reading activities are at a minimum) so the central ideas of a text are not simply given to students, or alternatively, students' attention is drawn away from the text.</li></ul> <p><b>Where to look:</b> Read instructions, notes to students and prefatory material from throughout the submission to evaluate how well this is done. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.</p>	<p>- small group work - foundational -&gt; meaning - word chaining</p> <p>* Reading Intro • purpose • wrap up • discussion</p>
<b>Rating</b>		<div><input checked="" type="checkbox"/> Meets</div> <div><input type="checkbox"/> Does Not Meet / Insufficient Evidence</div>

# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4E: Grade 2</b> Materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level text as required by the Foundational Skills Standards.	<p><b>What to look for:</b> Instructional opportunities that are frequently built into the materials for students to practice their developing reading skills with grade-appropriate texts.</p> <ul style="list-style-type: none"><li>• Regular opportunities to read and reread are built into lessons and materials.</li><li>• Prompts to use decoding strategies and context to make meaning and correct as necessary are evident in instructions and routines.</li></ul> <p><b>Where to look:</b> Conduct a full reading of several lessons and the associated fluency practice tasks.</p>	<p><b>NA</b></p>

**Rating**

☐ Meets

☐ Does Not Meet / Insufficient Evidence

## Non-Negotiable 4

### Foundational Skills

**Non-Negotiable 4: Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.**

#### Rating for Non-Negotiable 4

##### Rating

If all metrics were rated as Meets, then rate Non-Negotiable 4 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 4 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

☒ Meets

☐ Does Not Meet

#### Strengths / Weaknesses:

**\*If you have completed all the Non-Negotiables and Alignment Criteria 1-3, skip to Alignment Criterion 4 on Page 40. Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.**



# Directions for Alignment Criterion 4

## Access to the Standards for All Students

### Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Because the Standards are for all students, evaluation requires that careful attention be paid to ensure that all students, including English Language Learners and those with different learning needs, have access to high-quality, aligned materials. The IMET is designed primarily to help educators determine whether instructional materials are aligned to the Shifts and major features of the CCSS. The IMET also allows room for local considerations to ensure that selected materials provide access for the specific set of students who will be using those materials.

### Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- If the submission includes formative assessments and supplemental support materials as separate documents, gather them prior to evaluating this critical Alignment Criterion.

### Metrics to Review

- **AC Metric 4A:** Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.
- **AC Metric 4B:** Materials regularly provide all students, including those who read, write, speak, or listen below grade-level, or whose first language is other than English, with extensive opportunities to work with and meet grade level standards.

- **AC Metric 4C:** Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.
- **AC Metric 4D:** Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).
- **AC Metric 4E:** Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.

### Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 7 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 47 before going on. The more points the materials receive on the Alignment Criteria, the better they are aligned.



# Alignment Criterion 4

Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence	Rating
<b>AC Metric 4A: K-2</b> Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.	<p><b>What to look for:</b> Materials that are streamlined and allow teachers and students to carefully read and thoughtfully respond to grade-level complex texts. Look for:</p> <ul style="list-style-type: none"><li>• Sample multiple lessons across the year and in different grades to evaluate whether they can reasonably be completed in the recommended time.</li><li>• Specific recommendations for how much time to allot for student discussion and tasks or in responding to questions. Is a range of time provided such that most students could accomplish what is being asked within that time?</li><li>• Recommended pacing charts, weeks at a glance or 'how to use this...' documents that offer a clear picture of how the materials are paced and how thoroughly rich texts are studied.</li></ul> <p><b>Where to look:</b> Examine the tasks and instructions in the selection chapters from throughout and across grades.</p>	165 - 186 days 1 hr per lesson 166 lessons	<div><input type="checkbox"/> Meets (2)</div> <div><input checked="" type="checkbox"/> Partially Meets (1)</div> <div><input type="checkbox"/> Does Not Meet (0)</div>

# Alignment Criterion 4

Access to the Standards for All Students

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

Metric	How to Find the Evidence	Evidence
<p><b>AC Metric 4B: K-2</b> Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.</p>	<p><b>What to look for:</b> Materials that support the varying needs of all students. Look for:</p> <ul style="list-style-type: none"> <li>• Foundational reading sections that have frequent (weekly) pauses for diagnostic assessment and clear guidance/adequate materials for students who have not yet mastered a given phonic pattern or any aspect of foundational skills required by the Standards at that grade level.</li> <li>• Extended practice opportunities that are available for students who need more time and repeated exposures in order to attain that particular skill.</li> <li>• Extended practice materials that are easy to access and in a mix that allows students to work independently as well as with support.</li> </ul> <p><b>Where to look:</b> Examine the tasks and instructions in the selection chapters from throughout and across grades.</p>	<p>- standards are written in</p> <p>- support for ML on side bar</p> <p>- technology supports ML students</p> <p>- reading aloud (speed adjustment)</p> <p>- highlighting words as read</p>
<p><b>Rating</b></p> <p> <input type="checkbox"/> Meets (2)  <input checked="" type="checkbox"/> Partially Meets (1)  <input type="checkbox"/> Does Not Meet (0)         </p>		

**Alignment Criterion 4**  
Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<b>AC Metric 4C: K-2</b> Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	<p><b>What to look for:</b> Materials that support the varying needs of all students. Look for:</p> <ul style="list-style-type: none"><li>•Extension opportunities are available for students who have attained a given skill.</li></ul> <p><b>Where to look:</b> Examine the tasks and instructions in the selection of chapters from throughout and across grades. Prefatory materials might also help determine publisher attention to providing extension activities and study.</p>	<p><i>- additional supports materials</i> <i>- above grade level</i></p>

**Rating**

☐ Meets (2)

☒ Partially Meets (1)

☐ Does Not Meet (0)

Alignment Criterion 4  
Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<p><b>AC Metric 4D: K-2</b> Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).</p>	<p><b>What to look for:</b> Materials that support teachers to plan and present differentiating instructions.</p> <p><b>Where to look:</b> Evaluate teacher instructions in sample lessons to determine how systematically the materials provide these opportunities and guidance.</p>	<p>Routine is every so often, not predictable for every lesson.</p>

**Rating**

☐ Meets (2)

☒ Partially Meets (1)

☐ Does Not Meet (0)

# Alignment Criterion 4

Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<b>AC Metric 4E: K-2</b> Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.	<p><b>What to look for:</b> Formative and interim assessments.</p> <p><b>Where to look:</b> Examine the table of contents to see how assessment of student progress is handled. If there are supplemental materials that provide assessments, evaluate how closely linked they are to lessons and instruction in at least 5 samplings from across the year.</p>	<ul style="list-style-type: none"><li>• Formative</li><li>• Summative</li><li>• Comprehension - Basic</li></ul>
		<div>Rating</div> <div><input checked="" type="checkbox"/> Meets (2) <input type="checkbox"/> Partially Meets (1) <input type="checkbox"/> Does Not Meet (0)</div>

# Alignment Criterion 4

Access to the Standards for All Students

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

## Points Assigned for Alignment Criterion 4

Rating

5 Total (10 points possible)

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 4. If materials earn fewer than 7 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

☐ Meets

☒ Does Not Meet

Strengths / Weaknesses:

Move to the Evaluation Summary on the following page to record the final Meets or Does Not Meet rating.

# IMET Evaluation Summary 1 of 2

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

Title of Submission: \_\_\_\_\_ Name of Evaluator(s): \_\_\_\_\_

Publisher: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Date of Publication: \_\_\_\_\_ Signature of Each Evaluator(s): \_\_\_\_\_

## Non-Negotiable Criteria

Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.

Non-Negotiable 1: High-quality Text  
Non-Negotiable 2: Evidence-based Discussion and Writing

☐ Meets ☐ Meets  
☐ Does Not Meet ☐ Does Not Meet

Non-Negotiable 3: Building Knowledge  
Non-Negotiable 4: Foundational Skills

☐ Meets ☐ Meets  
☐ Does Not Meet ☐ Does Not Meet

## Overall

Non-Negotiables Overall

☐ Meets  
☐ Does Not Meet

Alignment Criteria Overall

☐ Meets  
☐ Does Not Meet

## Alignment Criteria

Each Alignment Criterion must be met with a sufficient number of points in order for Alignment Criteria to be labeled as "Meets" overall. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1:

Range and Quality of Texts

Points: \_\_\_\_ of 4 possible.

(Materials must receive at least 3 of 4 points to align.)

☐ Meets ☐ N/A  
☐ Does Not Meet

Alignment Criterion 2:

Questions, Tasks, and Assignments

Points: \_\_\_\_ of 10 possible.

(Materials must receive at least 7 of 10 points to align.)

☐ Meets ☐ N/A  
☐ Does Not Meet

Alignment Criterion 3:

Building Knowledge with Texts, Vocabulary, and Tasks

Points: \_\_\_\_ of 6 possible.

(Materials must receive at least 4 of 6 points to align.)

☐ Meets ☐ N/A  
☐ Does Not Meet

Alignment Criterion 4:

Access to the Standards for All Students

Points: \_\_\_\_ of 10 possible.

(Materials must receive at least 7 of 10 points to align.)

☐ Meets ☐ N/A  
☐ Does Not Meet

# IMET Evaluation Summary 2 of 2

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

Title of Submission: \_\_\_\_\_  
Publisher: \_\_\_\_\_  
Date of Publication: \_\_\_\_\_

Name of Evaluator(s): \_\_\_\_\_  
Date of Evaluation: \_\_\_\_\_  
Signature of Each Evaluator(s): \_\_\_\_\_

## Summary

If the materials meet both Non-Negotiables and relevant Alignment Criteria, they are aligned to the Shifts and major features of the CCSS.

Do the materials meet both Non-Negotiables and the relevant Alignment Criteria?

☐ Yes  
☐ No

What are the specific areas of strength and weakness based on this evaluation?  
Publishers or those implementing curricula can use this information in order to modify the materials or use them differently to improve alignment.







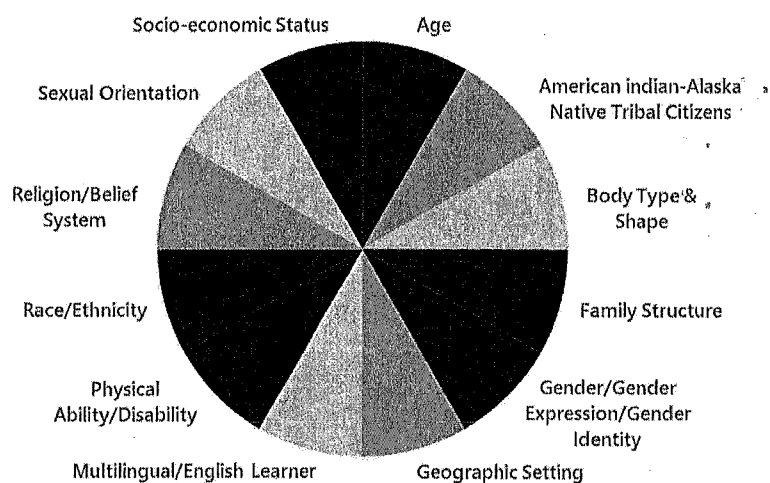
Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

## SCREENING TOOL FOR BIASED CONTENT

Title: Amplify: CKLY Developer/Author: \_\_\_\_\_  
Content Area: \_\_\_\_\_ Grade Band: 1st Year Published: \_\_\_\_\_

### Diversity and Representation

Representation in the instructional material should reflect the rich cultural diversity and lived experiences of all students. Below are some aspects of diversity to consider as you review the criteria in the screening tool.



Include other identifiers of students and families in your community (e.g., military families, students experiencing homelessness, etc.):

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### Variety of Roles and Character Traits

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
Characters/figures central to the instructional material show diverse groups in a variety of roles and occupations.					
different genders and gender identities		X			
different races/ethnicities/cultures/tribal citizens		X			
persons with disabilities		X			
other identifiers important to our district		X			
When present in the instructional material, character traits such as courage, leadership, intelligence, integrity, etc., are distributed among diverse groups.					
different genders and gender identities		X			
different race/ethnicities/cultures/tribal citizens		X			
persons with disabilities		X			
other identifiers important to our district		X			

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
Characters/figures are described by their behaviors, beliefs, and values rather than unnecessary socioeconomic descriptors.		X			

## Multiple Perspectives and Contributions

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
Biographical, contemporary, or historical materials infuse perspectives and contributions from members of diverse groups substantially, accurately, and respectfully.					
different genders and gender identities	X				
different races/ethnicities/cultures/tribal citizens		X			
persons with disabilities		X			
other identifiers important to our district		X			
The instructional material presents multiple sides of any controversial and complex issues related to the content area.				X	
When reviewing and adopting instructional materials for social studies and history, the Since Time Immemorial and tribally-developed curriculum resources ( <a href="#">RCW 28A.320.170</a> ) are integrated.		X			

## Multicultural Representation

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
The instructional materials include literature, examples, or situations that accurately reflect the culture, languages, traditions, beliefs, values, and customs of people from diverse backgrounds.	X				
Any belief systems covered in the instructional materials are presented respectfully, accurately and with appropriate context.		X			
If belief systems are covered in the instructional materials, multiple belief systems/religions are presented. No one belief system is positioned as superior to others.				X	

## Imagery and Language

### Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
The instructional material uses imagery that promotes inclusion and belonging in real-life, contemporary contexts.	X				
The instructional material provides a range of text, examples, scenarios, and applications relevant to our district students' real-life experiences and cultural backgrounds.	X				
The curriculum features visually diverse characters, and the characters of color do not all look alike.	X				
Visual materials include people with disabilities, with various body types, and/or of advanced age.		X			
Illustrations depict different groups in roles of power and authority.		X			
All labels or captions of images use inclusive and gender-neutral language and avoid stereotypical descriptions.		X			
If the images/text in instructional material addresses a stereotype or bias, the historical, social or cultural context is relevant to contemporary issues.		X			

## Family Representation

### Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
When family depiction is present in instructional material, families exhibit a range of configurations in addition to the traditional nuclear family model - single parents, adopted and foster children, stepparents, same-sex parents, and/or relatives living with the family.		X			
When family references are present in instructional material, examples are sensitive to diversity in family dynamics and student experience of family and home.		X			

## Teacher Guidance

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
The instructional material provides strategies for teachers to elicit and instructionally respond to their students' prior knowledge, interests, and identities.		X			
Guidance is provided on opportunities to partner with students' families and caregivers to enhance lessons.	X				

## Additional Considerations

Criteria	Y/N	Comments
Do you have any concerns about author bias? If so, provide evidence in the comments section.	N	
Do you have any additional concerns about generalizations, stereotypes or misrepresentations in the instructional material? Please document in comments section.	N	

## Final Recommendations

Criteria	Y/N	Comments
<p>Do you recommend the use of this instructional material from an inclusive and unbiased content perspective?</p> <p><i>Note that this material will also need to meet the quality criteria for Washington State Learning Standards alignment as well as other state statutory requirements and district priority areas.</i></p> <p><i>Promising practices and resources can be found in the <u>OSPI Course Design and Instructional Materials Toolkit</u>.</i></p>	Y	

Name of Evaluator:

Amel Turner Tiffany Kennedy Deatrice Spague

Signature of Evaluator:

Amel Turner Jennifer King Date: 2/4/25

## Directions for Non-Negotiable 4

### Foundational Skills

**Non-Negotiable 4:** Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.

### Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions ([www.achievethecore.org/page/710/text-dependent-questions-resources](http://www.achievethecore.org/page/710/text-dependent-questions-resources))

### Metrics to Review

- **NN Metric 4A:** Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.
- **NN Metric 4B:** Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.
- **NN Metric 4C:** Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.
- **NN Metric 4D:** Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

- **NN Metric 4E:** Grade 2 materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade level text as required by the Foundational Skills Standards.

### Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 2 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 2 as Meets.

# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4A: K-2</b> Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.	<p><b>What to look for:</b> Foundational reading elements required by the Standards for each grade level are all present. Look for materials that include:</p> <ul style="list-style-type: none"><li>• Explanations of why foundational skills are organized and introduced in the sequence they are.</li><li>• References to seminal research that has informed the foundational skills approach chosen.</li><li>• Progressions of skills that are introduced and developed gradually and coherently.</li><li>• Routines and guidance that will remind teachers to monitor student progress.</li><li>• In each of the five areas of foundational reading, skills move from simple to complex cases; this progression helps students come to understand and use the system of correspondences that characterize written English.</li><li>• The elements of foundational reading are connected to one another through the materials in a way that makes sense for both teachers and students.</li></ul> <p><b>Where to look:</b> Examine the research-based scope and sequence for foundational skills or the table of contents to see if this matches up with the foundational standards for each of the grades. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.</p>	<p>Pg. 10</p> <ul style="list-style-type: none"><li>- Back of Book</li><li>- scope &amp; sequence</li><li>- lesson plans</li><li>- yes- Prefixes are sprinkled in (heavier focus on suffixes).</li><li>heavier focus on prefixes in 3rd.</li></ul>

Rating

☒ Meets

☐ Does Not Meet / Insufficient Evidence



# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4B: K-2</b> Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.	<p><b>What to look for:</b> Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for flexibility in meeting the needs of a wide range of students. Materials incorporate:</p> <ul style="list-style-type: none"> <li>• High-quality activities for those students who are able to reach mastery of the foundational skills with less practice.</li> <li>• High-quality activities for students who require multiple practice opportunities.</li> <li>• Resources for both supported and independent practice of foundational skills.</li> </ul> <p><b>Where to look:</b> Conduct a full reading of several lessons and the associated materials and task sets.</p>	<p>Boost Game- word City</p> <p>- assessment, decodable text</p> <p>- Take Home Pages Spelling</p> <p>- Pause &amp; Point Pages</p> <p>- Writing/Grammar</p>
<b>Rating</b>		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet / Insufficient Evidence



# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4C: K-2</b> Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.	<p><b>What to look for:</b> Materials that include clear systematic and regular diagnostic assessment materials and protocols.</p> <ul style="list-style-type: none"><li>Regular diagnostic assessment interval expectations are clear and supported with materials.</li><li>Materials include guidance for instruction and remediation based on regular (at least weekly) diagnostic assessment.</li><li>Explicit, clear, and ongoing instruction to teachers on how to diagnose and remediate student skill attainment.</li></ul> <p><b>Where to look:</b> Examine the Foundational Skills scope and sequence and any ancillary assessment materials.</p>	<p>spelling</p> <p>Fluency</p> <p>Progress monitoring that aligns w/ dibels</p> <p>assessment after each lesson. to see what students are missing the skill + need more support.</p>
<b>Rating</b>		
		<input checked="" type="checkbox"/> Meets
		<input type="checkbox"/> Does Not Meet / Insufficient Evidence

# Non-Negotiable 4

## Foundational Skills

### Metric

**NN Metric 4D: K-2**  
Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

### How to Find the Evidence

**What to look for:** When reading for foundational skill practice, making meaning from reading is expected and prompted by the materials. Sequential, cumulative instruction and practice opportunities for the full range of foundational skills allow for flexibility in meeting the needs of a wide range of students. Look for materials that include:

- High-quality activities (both in and out of context) for students who require multiple practice opportunities, as well as those who reach mastery of the foundational skills with less practice.
- Routines and guidance that will remind teachers to monitor student progress.
- Sufficient practice to achieve fluency for all, that is, a variety of fluency-building techniques supported by research that involve the student in monitoring progress toward a specific fluency goal.
- Foundational skill practice where making meaning from reading is expected.
- Limited introductions to selections (i.e., pre-reading activities are at a minimum) so the central ideas of a text are not simply given to students, or alternatively, students' attention is drawn away from the text.

**Where to look:** Read instructions, notes to students and prefatory material from throughout the submission to evaluate how well this is done. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.

### Evidence

- Wood chains
- take home reading
- Spelling
- fill in the blank
- small group game activities
- Spelling / Grammar
- Check for understandings are built into lessons
- end of every unit starting w/ Unit Skills 2
- word assessments for Unit Skills 1

### Rating

- ☒ Meets  
☐ Does Not Meet / Insufficient Evidence

- venting - pulling out into from a decodable to answer questions.

SAVF  
OK

Reviewer Initials:

Grade Reviewed:

Title of Program: CKLA Amplify

# Non-Negotiable 4

## Foundational Skills

Metric	How to Find the Evidence	Evidence
<b>NN Metric 4E: Grade 2</b> Materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level text as required by the Foundational Skills Standards.	<b>What to look for:</b> Instructional opportunities that are frequently built into the materials for students to practice their developing reading skills with grade-appropriate texts.  • Regular opportunities to read and reread are built into lessons and materials.  • Prompts to use decoding strategies and context to make meaning and correct as necessary are evident in instructions and routines.  <b>Where to look:</b> Conduct a full reading of several lessons and the associated fluency practice tasks.	- Take home readings - Decodables-daily work - Built in throughout the lessons

**Rating**  
☒ Meets  
☐ Does Not Meet / Insufficient Evidence

# Non-Negotiable 4

Foundational Skills

**Non-Negotiable 4:** Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.

## Rating for Non-Negotiable 4

Rating

If all metrics were rated as Meets, then rate Non-Negotiable 4 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 4 as Does Not Meet. Check the final rating.

☒ Meets

☐ Does Not Meet

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Strengths: decodable books & a class set  
: spelling assessments  
- take home readings  
- assessments aligned w/ dibels - this can also be brought to  
M.T.S.S.  
- writing / Grammar  
- assessment after each lesson to see who got the skill & who needs more support.

Strengths / Weaknesses:

not a lot of  
prefixes - hit hard  
in 3rd.

\*If you have completed all the Non-Negotiables and Alignment Criteria 1-3, skip to Alignment Criterion 4 on Page 40.

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.

Grade Reviewed: 2nd  
Reviewer Initials: JAKE  
af

Title of Program: CKLA Amplify



# Directions for Alignment Criterion 4

Access to the Standards for All Students

## Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Because the Standards are for all students, evaluation requires that careful attention be paid to ensure that all students, including English Language Learners and those with different learning needs, have access to high-quality, aligned materials. The IMET is designed primarily to help educators determine whether instructional materials are aligned to the Shifts and major features of the CCSS. The IMET also allows room for local considerations to ensure that selected materials provide access for the specific set of students who will be using those materials.

### Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- If the submission includes formative assessments and supplemental support materials as separate documents, gather them prior to evaluating this critical Alignment Criterion.

### Metrics to Review

- **AC Metric 4A:** Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.
- **AC Metric 4B:** Materials regularly provide all students, including those who read, write, speak, or listen below grade-level, or whose first language is other than English, with extensive opportunities to work with and meet grade level standards.

- **AC Metric 4C:** Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.
- **AC Metric 4D:** Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).
- **AC Metric 4E:** Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.

### Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 7 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 47 before going on. The more points the materials receive on the Alignment Criteria, the better they are aligned.

# Alignment Criterion 4

Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<b>AC Metric 4A: K-2</b> Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.	<p><b>What to look for:</b> Materials that are streamlined and allow teachers and students to carefully read and thoughtfully respond to grade-level complex texts. Look for:</p> <ul style="list-style-type: none"><li>• Sample multiple lessons across the year and in different grades to evaluate whether they can reasonably be completed in the recommended time.</li><li>• Specific recommendations for how much time to allot for student discussion and tasks or in responding to questions. Is a range of time provided such that most students could accomplish what is being asked within that time?</li><li>• Recommended pacing charts, weeks at a glance or 'how to use this...' documents that offer a clear picture of how the materials are paced and how thoroughly rich texts are studied.</li></ul> <p><b>Where to look:</b> Examine the tasks and instructions in the selection chapters from throughout and across grades.</p>	<p>→ time recommendations for each lesson + the time each part of the lesson should take</p> <p>→ yes, scope + sequence, how many days a unit should take to teach</p>
<b>Rating</b>		
<input checked="" type="checkbox"/> Meets (2) <input type="checkbox"/> Partially Meets (1) <input type="checkbox"/> Does Not Meet (0)		



# Alignment Criterion 4

## Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<p><b>AC Metric 4B: K-2</b> Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.</p>	<p><b>What to look for:</b> Materials that support the varying needs of all students. Look for:</p> <ul style="list-style-type: none"> <li>• Foundational reading sections that have frequent (weekly) pauses for diagnostic assessment and clear guidance/adequate materials for students who have not yet mastered a given phonic pattern or any aspect of foundational skills required by the Standards at that grade level.</li> <li>• Extended practice opportunities that are available for students who need more time and repeated exposures in order to attain that particular skill.</li> <li>• Extended practice materials that are easy to access and in a mix that allows students to work independently as well as with support.</li> </ul> <p><b>Where to look:</b> Examine the tasks and instructions in the selection chapters from throughout and across grades.</p>	<p>→ 3x's / year assessment</p> <p>→ lesson assessments</p> <p>- small group activities / games</p> <p>- Boost games</p> <p>- Home Reading</p> <p>→ small group</p> <p>- side bars, ML</p> <p>- Yes!</p>

### Rating

- ☒ Meets (2)  
☐ Partially Meets (1)  
☐ Does Not Meet (0)



# Alignment Criterion 4

Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<b>AC Metric 4C: K-2</b> Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	<p><b>What to look for:</b> Materials that support the varying needs of all students. Look for:</p> <ul style="list-style-type: none"> <li>• Extension opportunities are available for students who have attained a given skill.</li> </ul> <p><b>Where to look:</b> Examine the tasks and instructions in the selection of chapters from throughout and across grades. Prefatory materials might also help determine publisher attention to providing extension activities and study.</p>	<p>→ Boost games, partner work, P.P. pages, Take-home Readings, writing</p>

**Rating**

☒ Meets (2)

☐ Partially Meets (1)

☐ Does Not Meet (0)

# Alignment Criterion 4

## Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<b>AC Metric 4D: K-2</b> Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).	<b>What to look for:</b> Materials that support teachers to plan and present differentiating instructions.  <b>Where to look:</b> Evaluate teacher instructions in sample lessons to determine how systematically the materials provide these opportunities and guidance.	- small group activities / games - Boost games - ML supports - universal access - additional supports in every lesson

### Rating

- ☒ Meets (2)  
☐ Partially Meets (1)  
☐ Does Not Meet (0)

# Alignment Criterion 4

Access to the Standards for All Students

Metric	How to Find the Evidence	Evidence
<b>AC Metric 4E: K-2</b> Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.	<b>What to look for:</b> Formative and interim assessments.  <b>Where to look:</b> Examine the table of contents to see how assessment of student progress is handled. If there are supplemental materials that provide assessments, evaluate how closely linked they are to lessons and instruction in at least 5 samplings from across the year.	-Formative Assessments built into lessons -spelling tests -check for understanding -Grammar tests -Comprehension tests -Fluency -Unit Assessments
<b>Rating</b>		
<input checked="" type="checkbox"/> Meets (2) <input type="checkbox"/> Partially Meets (1) <input type="checkbox"/> Does Not Meet (0)		

## Alignment Criterion 4

Access to the Standards for All Students

**Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.**

### Points Assigned for Alignment Criterion 4

Rating

10 Total (10 points possible)

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 4. If materials earn fewer than 7 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

☒ Meets

☐ Does Not Meet

**Strengths / Weaknesses:**

**Move to the Evaluation Summary on the following page to record the final Meets or Does Not Meet rating.**

# IMET Evaluation Summary 1 of 2

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

Title of Submission: Amplify CKLA  
Publisher: Amplify Learning

Date of Publication: 2023

Name of Evaluator(s): Charity Layton, Jenny Ashmore, Katie Ingels  
Date of Evaluation: Feb. 4, 2025  
Signature of Each Evaluator(s): Charity Layton

## Non-Negotiable Criteria

Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.

Non-Negotiable 1: High-quality Text  
Non-Negotiable 2: Evidence-based Discussion and Writing

☐ Meets  
☐ Does Not Meet

☐ Meets  
☐ Does Not Meet

Non-Negotiable 3: Building Knowledge  
☒ Meets  
☐ Does Not Meet

Non-Negotiable 4: Foundational Skills  
☐ Meets  
☐ Does Not Meet

## Overall

Non-Negotiables Overall

☒ Meets  
☐ Does Not Meet

Alignment Criteria Overall

☒ Meets  
☐ Does Not Meet

Published v. - send feedback to info@studentsachievethe.net

Grade Reviewed: 2nd

Reviewer: car v z

Title of Program: Amplify CKLA

# IMET Evaluation Summary 2 of 2

Instructional Materials Evaluation Tool (IMET)  
ELA/Literacy, Grades K-2

Title of Submission: Amplify CKLA  
Publisher: Amplify Learning  
Date of Publication: 2023

Name of Evaluator(s): Charity Layton, Jenny Ashmore, Katie Ingles  
Date of Evaluation: Feb. 4, 2025  
Signature of Each Evaluator(s): Charity Layton, Katie Ingles

## Summary

If the materials meet both Non-Negotiables and relevant Alignment Criteria, they are aligned to the Shifts and major features of the CCSS.

Do the materials meet both Non-Negotiables and the relevant Alignment Criteria?

☒ Yes  
☐ No

What are the specific areas of strength and weakness based on this evaluation?  
Publishers or those implementing curricula can use this information in order to modify the materials or use them differently to improve alignment.

Reviewer Initials: JA  
CE  
VI

Grade Reviewed: 2nd

Title of Program: Amplify CKLA





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

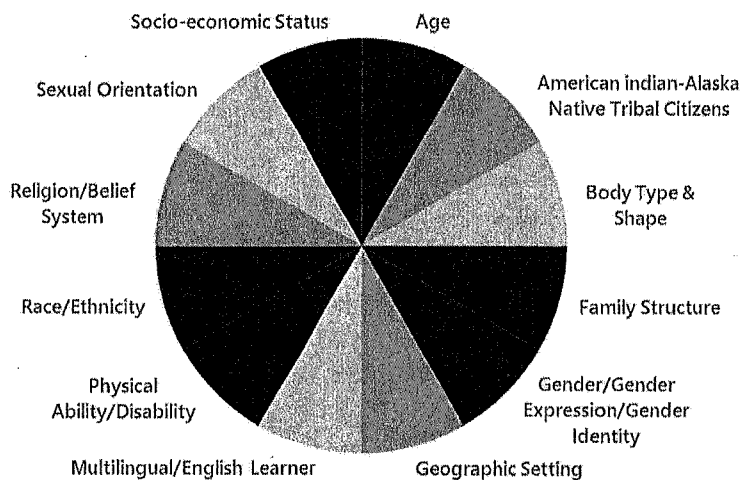
## SCREENING TOOL FOR BIASED CONTENT

Title: Amplify CKLA  
Content Area: Foundational Skills

Developer/Author: Amplify CKLA  
Grade Band: 2<sup>nd</sup> Year Published: 2023

### Diversity and Representation

Representation in the instructional material should reflect the rich cultural diversity and lived experiences of all students. Below are some aspects of diversity to consider as you review the criteria in the screening tool.



Include other identifiers of students and families in your community (e.g., military families, students experiencing homelessness, etc.):

ML

Homeless

### Variety of Roles and Character Traits

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
Characters/figures central to the instructional material show diverse groups in a variety of roles and occupations.					
different genders and gender identities		X			
different races/ethnicities/cultures/tribal citizens	X				
persons with disabilities	X				
other identifiers important to our district	X				
When present in the instructional material, character traits such as courage, leadership, intelligence, integrity, etc., are distributed among diverse groups.					
different genders and gender identities		X			
different race/ethnicities/cultures/tribal citizens	X				
persons with disabilities	X				
other identifiers important to our district	X				



Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
Characters/figures are described by their behaviors, beliefs, and values rather than unnecessary socioeconomic descriptors.	X				

## Multiple Perspectives and Contributions

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
Biographical, contemporary, or historical materials infuse perspectives and contributions from members of diverse groups substantially, accurately, and respectfully.					
different genders and gender identities		X			
different races/ethnicities/cultures/tribal citizens	X				
persons with disabilities	X				
other identifiers important to our district	X				
The instructional material presents multiple sides of any controversial and complex issues related to the content area.				X	
When reviewing and adopting instructional materials for social studies and history, the Since Time Immemorial and tribally-developed curriculum resources ( <a href="#">RCW 28A.320.170</a> ) are integrated.				X	

## Multicultural Representation

Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
The instructional materials include literature, examples, or situations that accurately reflect the culture, languages, traditions, beliefs, values, and customs of people from diverse backgrounds.	X				
Any belief systems covered in the instructional materials are presented respectfully, accurately and with appropriate context.				X	
If belief systems are covered in the instructional materials, multiple belief systems/religions are presented. No one belief system is positioned as superior to others.				X	

## Imagery and Language

### Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
The instructional material uses imagery that promotes inclusion and belonging in real-life, contemporary contexts.	X				
The instructional material provides a range of text, examples, scenarios, and applications relevant to our district students' real-life experiences and cultural backgrounds.		X			
The curriculum features visually diverse characters, and the characters of color do not all look alike.	X				
Visual materials include people with disabilities, with various body types, and/or of advanced age.	X				
Illustrations depict different groups in roles of power and authority.	X				
All labels or captions of images use inclusive and gender-neutral language and avoid stereotypical descriptions.				X	
If the images/text in instructional material addresses a stereotype or bias, the historical, social or cultural context is relevant to contemporary issues.				X	

## Family Representation

### Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
When family depiction is present in instructional material, families exhibit a range of configurations in addition to the traditional nuclear family model - single parents, adopted and foster children, stepparents, same-sex parents, and/or relatives living with the family.		X			- mostly shows single parents
When family references are present in instructional material, examples are sensitive to diversity in family dynamics and student experience of family and home.		X			

## Teacher Guidance

## Criteria guidance

Criteria	Met 2	Part Met 1	Not Met 0	NA	Comments and/or examples where criteria are exhibited
The instructional material provides strategies for teachers to elicit and instructionally respond to their students' prior knowledge, interests, and identities.	X				
Guidance is provided on opportunities to partner with students' families and caregivers to enhance lessons.	X				- available in Spanish (online)

## Additional Considerations

Criteria	Y/N	Comments
Do you have any concerns about author bias? If so, provide evidence in the comments section.	N	
Do you have any additional concerns about generalizations, stereotypes or misrepresentations in the instructional material? Please document in comments section.	N	

## Final Recommendations

Criteria	Y/N	Comments
<p>Do you recommend the use of this instructional material from an inclusive and unbiased content perspective?</p> <p><i>Note that this material will also need to meet the quality criteria for Washington State Learning Standards alignment as well as other state statutory requirements and district priority areas.</i></p> <p><i>Promising practices and resources can be found in the <u>OSPI Course Design and Instructional Materials Toolkit</u>.</i></p>	Y	

Name of Evaluator: Katie Ingles, Charity Layton, Jenny Ashmore

Signature of Evaluator: Katie Ingles, Charity Layton Date: 2/4/25

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2**

*The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.*

**Unit 1 (22–27 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Basic Code Spellings for /a/, /i/, /p/, /b/, /t/, /d/ Chaining: One-Syllable Short Vowel Words Whole Group Reading Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel Words
<b>Lesson 2</b>	Basic Code Spellings for /o/, /e/, /u/, /k/, /g/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel Words
<b>Lesson 3</b>	Basic Code Spellings for /k/, /j/, /v/, /f/, /h/, /l/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel Words
<b>Lesson 4</b>	Basic Code Spellings for /th/, /th/, /n/, /ng/, /sh/, /ch/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel Words
<b>Lesson 5</b>	Basic Code Spellings for /s/, /z/, /m/, /w/, /r/, /y/, /x/, /qu/ Chaining: One-Syllable Short Vowel Words Whole Group Reading* Reading Comprehension: Multiple Choice		Dictation: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel Words
<b>Lesson 6</b>	Story Reading Assessment			Word Writing: Creating Compound Words



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 2

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 7</b>	Story Reading Assessment Word Reading Assessment			Multi-Sentence Description Pictorial Representation
<b>Lesson 8</b>	Story Reading Assessment Word Reading Assessment			
<b>Lesson 9</b>	Story Reading Assessment Word Reading Assessment			Pictorial Representation Word Writing: Creating Compound Words
<b>Lesson 10</b>	Word Reading Assessment			Pictorial Representation Multi-Sentence Description
<b>Lesson 11</b>	Tricky Words: <i>the, he, she, we, be, me</i> Double Letter Spellings 'bb', 'cc', 'ck', 'dd', 'ff', 'gg', 'll' Partner Reading		Spelling Words Introduction: <i>bandit, shelf, sprang, munch, picnic, think, wish, drift, box, she*</i>	
<b>Lesson 12</b>	Tricky Words: <i>was, of, a*</i> Double Letter Spellings 'mm', 'nn', 'pp', 'rr', 'ss', 'tt', 'zz'; Whole Group Reading Reading Comprehension: Order of Events			
<b>Lesson 13</b>	Two-Syllable Words Small Group Reading* Reading Comprehension: Multiple Choice			Word Writing: Two-Syllable Words with <i>-ing</i> Endings Response to Text: Sentence
<b>Lesson 14</b>	Tricky Words: <i>do, down, how, to</i> Tricky Spelling 'g' Small Group Reading			Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/
<b>Lesson 15</b>	Tricky Spelling 'c' Small Group Reading		Spelling Assessment	Word Writing: One- and Two-Syllable Words with 'c' > /k/ or /s/
<b>Lesson 16</b>	Spelling Alternatives 'qu', 'wh', 'wr', 'kn' Whole Group Reading		Spelling Words Introduction: <i>snacking, mixing, smelling, running, kissing, buzzing, hitting, until, problem, how*</i>	Word Writing: One-Syllable Words (with Cues)



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 2

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 17</b>	Spelling Alternatives 'ge', 've' Tricky Words: <i>what</i> , <i>where</i> , <i>why</i> , <i>from</i> * Whole Group Reading*			
<b>Lesson 18</b>	Tricky Words: <i>once</i> , <i>one</i> Spelling Alternatives 'se', 'ce', 'ch' Whole Group Reading*			
<b>Lesson 19</b>	Small Group Reading Reading Comprehension: Multiple Choice	Past Tense -ed		Word Writing: Two- Syllable Words with -ed Endings Response to Text: Sentences
<b>Lesson 20</b>	Tricky Spelling 's'		Spelling Assessment	Word Writing: One- and Two-Syllable Words with 's' > /s/ or /z/
<b>Lesson 21</b>	Tricky Spelling 'n' Tricky Words: <i>could</i> , <i>would</i> , <i>should</i> Partner Reading* Reading Comprehension: Multiple Choice		Spelling Words Introduction: <i>sand</i> , <i>sang</i> , <i>sank</i> , <i>hunt</i> , <i>hung</i> , <i>hunk</i> , <i>thin</i> , <i>thing</i> , <i>think</i> , <i>should</i> *	Response to Text: Sentences
<b>Lesson 22</b>	Tricky Words: <i>there</i> , <i>said</i> , <i>says</i> , <i>word</i> Reading: Wiggle Cards	Skills Assessment	Spelling Assessment Dictation Identification Assessment	
<b>Pausing Point</b>	Reading: Wiggle Cards Chaining: One-Syllable Short Vowel Words Review: Sound Spelling, Digraphs, Spelling Alternatives, Tricky Words, Tricky Spellings	Review: Capitalization, Punctuation, Past Tense -ed		Word Writing: One- and Two-Syllable Words (with Cues)

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2****Unit 2 (16–21 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Review: Basic Code Spellings for /ae/ and /ie/ Chaining: One-Syllable Words with Magic 'e' Ending Tricky Words: <i>I, you, your, street</i> Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: <i>yelled, yanked, slumped, limped, plopped, smiled, shrugged, liked, patted, you*</i>	Response to Text: Sentences (with Citation) *
<b>Lesson 2</b>	Review: Basic Code Spellings for /oe/ and /ue/* Chaining: One-Syllable Words with Magic 'e' Ending Reading Two-Syllable Words Tricky Words: <i>my, by, have</i> Whole Group and Partner Reading			
<b>Lesson 3</b>	Basic Code Spellings /ee/ Chaining: One-Syllable Words with Magic 'e' Close Reading*			Response to Text: Multi-Sentence Description
<b>Lesson 4</b>	Tricky Words: <i>all, who</i> Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Quotation Marks Contractions		Handwriting: Quotations Response to Text: Sentences (with Citation)*
<b>Lesson 5</b>	Review: Tricky Spelling 'oo' Tricky Words: <i>no, go, so</i> Small Group Reading		Spelling Assessment	
<b>Lesson 6</b>	Tricky Words: <i>are, were, some</i>		Spelling Words Introduction: <i>smiling, racing, hoping, baking, inviting, confusing, tasting, competing, hopping, were*</i>	Planning a Fictional Narrative *
<b>Lesson 7</b>	Basic Code 'ou' and 'ow' for /ou/			Drafting a Fictional Narrative (Whole Group)

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2**

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 8</b>	Basic Code 'oi' and 'oy' for /oy/ *		Chaining: One-Syllable Words	Editing a Fictional Narrative (Whole Group)
<b>Lesson 9</b>	Close Reading Reading Comprehension: Multiple Choice	Quotation Marks Commas		Handwriting: Quotations Word Writing: One-Syllable Words (with Cues) Response to Text: Multi-Sentence Description (with Citation)
<b>Lesson 10</b>	Tricky Words: <i>they, their</i> Review: Basic Code Spellings for /er/ Partner Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Word and Sentence Writing: Two-Syllable Words with /er/ Endings (with Cues) Response to Text: Sentences (with Citation)
<b>Lesson 11</b>	Review: Basic Code Spellings for /or/ and /ar/ *	Quotation Marks Apostrophes	Spelling Words Introduction: <i>It's, that's, she's, isn't, aren't, wasn't, I'll, you'll, she'll, their*</i>	Word Writing: One- and Two-Syllable Words (with Cues) Handwriting: Quotations *
<b>Lesson 12</b>	Close Reading*			Planning and Drafting a Narrative Book Report Response to Text: Multi-Sentence Description
<b>Lesson 13</b>	Partner Reading* Close Reading Reading Comprehension: Multiple Choice, Sequencing	Antonyms		Editing a Narrative Book Report Response to Text: Sentence
<b>Lesson 14</b>		Antonyms		Editing and Writing a Final Narrative Book Report
<b>Lesson 15</b>	Whole Group Reading	Apostrophes	Spelling Assessment	Response to Text: Fill-in-the-Blank, Multi-Sentence Description, Pictorial Representation
<b>Lesson 16</b>	Reading Comprehension Assessment Words Correct Per Minute Assessment		Dictation Identification Assessment	



# Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 2

	Phonics & Reading	Grammar	Spelling	Writing
<b>Pausing Point</b>	Review: Sound Spelling, Tricky Words, Tricky Spelling Reading: Wiggle Cards, Two-Syllable Words Reading Comprehension: Yes/No Questions, Multiple Choice Independent Reading	Review: Quotation Marks	Chaining: One-Syllable Words Dictation Identification: One-Syllable Words	Review: Fictional Narrative Writing, Narrative Book Report Writing Word Writing: One- and Two-Syllable Words (with Cues) Sentence Writing Response to Text: Pictorial Representation, Multi-Sentence Description, Sentences

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2****Unit 3 (25–30 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Spelling Alternatives for /ae/ Review: Tricky Words Whole Group Reading* *		Spelling Words Introduction: <i>sister, letter, expert, born, sports, short, mark, started, backyard, some*</i>	*
<b>Lesson 2</b>	Spelling Alternatives for /ae/: 'a_e', 'ai', 'ay'* Partner Reading Reading Comprehension: Multiple Choice*			Word Writing: One- and Two-Syllable Words with 'ai', 'ay', or 'a_e' > /ae/ Response to Text: Sentences (with Citation)
<b>Lesson 3</b>	Spelling Alternatives for /ae/: 'a' Tricky Spelling 'a' Partner Reading* Reading Comprehension: Fill-in-the-Blank		Chaining	Word Writing: One- and Two-Syllable Words with /ae/ Sound Spelling (with Cues) Response to Text: Sentences (with Citation)
<b>Lesson 4</b>	Review: /s/ > 'c', 'ce' /; /j/ > 'g', 'ge' Tricky Spelling 'a' Close Reading Reading Comprehension: Fill-in-the-Blank			Response to Text: Venn Diagram
<b>Lesson 5</b>	Review: Spelling Alternatives		Spelling Assessment: /er/ , /ar/ , /or/	Word and Sentence Writing: One- and Two-Syllable Words with 'a_e', 'a', 'ai', or 'ay' > /ae/
<b>Lesson 6</b>	Spelling Alternatives for /oe/ Whole Group and Small Group Reading* Reading Comprehension: Yes/No Questions*		Spelling Words Introduction: <i>page, germ, digit, gray, space, face, cell, center, carpet, are*</i>	
<b>Lesson 7</b>	Spelling Alternatives for /oe/: 'oa', 'oe'* Chaining: One-Syllable Words	Common Nouns		Word and Sentence Writing: One- and Two-Syllable Words with 'oa', 'oe', or 'o_e' > /oe/, Nouns
<b>Lesson 8</b>	Spelling Alternatives for /oe/: 'o' Tricky Spelling 'o' Close Reading *			Word Writing: One- and Two-Syllable Words with 'o', 'oa', 'oe', 'o_e' Response to Text: Venn Diagram*



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2**

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 9</b>	Review: 'kn' > /n/, 'wr' > /r/, 'wh' > /w/, Long Vowels Tricky Spelling 'o' Small Group Reading Reading Comprehension: Fill-in-the-Blank			Word Writing: Building Two-Syllable Words (with Cues)
<b>Lesson 10</b>	Review: Spelling Alternatives Small Group Reading Reading Comprehension: Fill-in-the-Blank		Spelling Assessment	Word Writing: One- and Two-Syllable Words with /oe/ Sound Spelling (with Cues)
<b>Lesson 11</b>	Spelling Alternatives for /ie/ Close Reading Reading Comprehension: Fill-in-the-Blank, Sequencing Events		Spelling Words Introduction: <i>knotted, knitting, knocked, wringing, wronged, whipped, whined, quitting, quacked, all*</i>	Writing the Spelling Word Writing: One- and Two-Syllable Words (with Cues)
<b>Lesson 12</b>	Spelling Alternatives for /ie/: 'ie', 'i'	Common and Proper Nouns		Sentence Writing: Common and Proper Nouns
<b>Lesson 13</b>	Tricky Spelling 'i' Review: Spelling Alternatives Small Group Reading* Reading Comprehension: Fill-in-the-Blank*			Word Writing: One- and Two-Syllable Words with /ie/ Sound Spelling (with Cues) *
<b>Lesson 14</b>	Partner/Independent Reading	Capitalization Common and Proper Nouns		Word and Sentence Writing: Correcting Grammar (with Cues)*
<b>Lesson 15</b>	Dictation Decoding Assessment	Plural Nouns	Spelling Assessment	Word Writing: Plural Nouns
<b>Lesson 16</b>	Spelling Alternatives for /ue/ Partner Reading Reading Comprehension: Fill-in-the-Blank		Spelling Words Introduction: <i>under, noise, open, brave, cute, over, silence, close, scared, ugly, minus, last, foe, robber, road, subtract, final, rival, bandit, street*</i>	Word Writing: One- and Two-Syllable Words (with Cues) *
<b>Lesson 17</b>	Spelling Alternatives for /ue/: 'u', 'u_e', 'ue' Reading Comprehension: Fill in the Blank	Antonyms and Synonyms Plural Nouns		Word Writing: One-, Two- and Three-Syllable Words (with Cues), Plural Nouns

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2**

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 18</b>	Review: Spelling Alternatives for /ue/: 'u', 'u_e', 'ue' Close Reading Reading Comprehension: Fill in the Blank			Word and Sentence Writing: One-, Two-, and Three- Syllable Words with /ue/ Sound Spelling (with Cues) Response to Text: Adjectives *
<b>Lesson 19</b>	Spelling Alternatives for /aw/: 'aw', 'au' Close Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentence (with Citation)
<b>Lesson 20</b>	Spelling Alternatives for /aw/: 'augh' Close Reading		Spelling Assessment	Response to Text: Adjectives
<b>Lesson 21</b>	Review: Spelling Alternatives for /aw/ Reading Comprehension: Yes/No Questions*			Planning a Personal Narrative (Whole Group)* *
<b>Lesson 22</b>		Action Verbs		Planning and Drafting a Personal Narrative (Whole Group)*
<b>Lesson 23</b>		Action Verbs		Planning and Drafting a Personal Narrative (Independent) Sentence Writing*
<b>Lesson 24</b>				Edit and Rewrite a Personal Narrative (Independent) *
<b>Lesson 25</b>	Reading Comprehension Assessment Reading: Wiggle Cards	Noun and Verb Assessment	Dictation Identification Assessment	
<b>Pausing Point</b>	Review: Spelling Alternatives, Tricky Words Chaining: One- and Two- Syllable Words Reading Comprehension: Fill in the Blank, Yes/No Questions, Multiple Choice	Review: Nouns, Verbs, Synonyms and Antonyms	Chaining: One- and Two- Syllable Words Dictation: Long Vowel Words	Sentence Writing (with Cues) Word Writing: One-, Two-, and Three- Syllable Words (with Cues) Response to Text: Pictorial Representation, Sentences Narrative Writing



## Core Knowledge Language Arts®

### Scope and Sequence • Skills Strand • Grade 2

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2****Unit 4 (25–30 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Spelling Alternatives for /er/: 'er', 'ur', 'ir' Reading Comprehension: Yes/No Questions Review: Tricky Words		Spelling Words Introduction: <i>hawk, yarn, crawl, vault, haunted, causes, oil, spoiled, coin, cowboy, enjoy, destroy, moon, spool, cartoon*</i>	
<b>Lesson 2</b>	Spelling Alternatives for /er/: 'er', 'ur', 'ir*' Reading Comprehension: Yes/No Questions Whole Group Reading			
<b>Lesson 3</b>	Spelling Alternative for /i/: 'y' Reading Comprehension: Yes/No Questions Fill in the Blank* Partner Reading*			Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
<b>Lesson 4</b>	Spelling Alternatives for /ie/: 'i' in One-Syllable Words Reading Comprehension: Fill in the Blank Close Reading			Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Multi-Sentence Description
<b>Lesson 5</b>	Spelling Alternative for /ie/: 'igh' Partner Reading Reading Comprehension: Multiple Choice	Synonyms and Antonyms	Spelling Assessment	Word Writing: Synonyms and Antonyms (with Cues) Response to Text: Sentence
<b>Lesson 6</b>	Spelling Alternative for /ie/: 'y' Reading: Wiggle Cards Changing 'y' to 'i' and Adding -es Partner Reading		Spelling Words Introduction: <i>car, bar, store, chore, nerve, serve, stir, shirt, girl, bird, fur, hurt, turn, purse, all*</i>	Word Writing: Plural Words
<b>Lesson 7</b>	Whole Group Reading	Singular and Plural Nouns		Word Writing: Plural Words Response to Text: Sentences
<b>Lesson 8</b>	Tricky Spelling 'o' Spelling Alternative for /oe/: 'o' in One-Syllable Words Reading Comprehension: Fill in the Blank Close Reading*	Action Verbs		Word Writing: One-Syllable Words Response to Text: Summary Paragraph*



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 2

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 9</b>	Spelling Alternative for /oe/: 'ow' Tricky Spelling 'ow' Whole Group Reading	Nouns and Action Verbs		Word Writing: One-Syllable Words with 'ow' > /oe/ or /ow/
<b>Lesson 10</b>	Partner Reading	Regular and Irregular Singular and Plural Nouns	Spelling Assessment	Word and Sentence Writing: Plural Nouns Response to Text: Sentences
<b>Lesson 11</b>	Tricky Spelling 'e' Spelling Alternative for /ee/: 'e' Whole Group Reading *		Spelling Words Introduction: <i>below, yellow, elbow, rainbow, snow, sorrow, arrow, plow, flowers, growling, powder, shower, meow, chow, your*</i>	
<b>Lesson 12</b>	*	Proper Nouns		Word and Sentence Writing: Proper Nouns Introduction to a Persuasive Writing
<b>Lesson 13</b>	*	Proper Nouns		Word and Sentence Writing: Proper Nouns Planning and Drafting a Persuasive Letter *
<b>Lesson 14</b>		Introduction of <i>to be</i> as a Verb		Word and Sentence Writing: Verb 'to be' Writing the Spelling Planning and Drafting a Persuasive Letter
<b>Lesson 15</b>	Close Reading		Spelling Assessment	Response to Text: Multi-Sentence Description Planning and Drafting a Persuasive Letter
<b>Lesson 16</b>	Partner Reading Reading Comprehension: Fill in the Blank		Spelling Words Introduction: <i>eve, complete, creek, week, meeting, she, we, fever, zero, pretend, squeak, meal, wheat, seal, people*</i>	Word Writing: One-, Two-, Three-Syllable Words with /ie/ Sound Spelling Editing a Persuasive Letter
<b>Lesson 17</b>	Tricky Spelling 'y' Spelling Alternatives for /ee/: 'y', 'ey' Reading Comprehension: Fill in the Blank* Close Reading			Word Writing: One- and Two-Syllable Words (with Cues)* Response to Text: List



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2**

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 18</b>	Tricky Spelling 'y' Changing 'y' to 'i' and Adding -es Small Group Reading Partner Reading* *			Word Writing: One-, Two-, and Three-Syllable Words with 'y' (with Cues), Nouns and Verbs *
<b>Lesson 19</b>	Small Group Reading Partner Reading	Present and Past Tense: <i>to be</i>		Word and Sentence Writing: <i>to be</i>
<b>Lesson 20</b>		Grammar Review	Spelling Assessment	Editing a Persuasive Letter
<b>Lesson 21</b>	Spelling Alternative for /aw/ 'a' + 'l' Reading Comprehension: Fill in the Blank* Whole Group Reading			Word Writing: One-, Two-, and Three-Syllable Words (with Cues)*
<b>Lesson 22</b>	Reading Comprehension Assessment Reading: Wiggle Cards	Grammar Assessment		Response to Text
<b>Lesson 23</b>	Oral Reading Fluency Assessment			
<b>Lesson 24</b>	Oral Reading Fluency Assessment Word Identification and Decoding Skills Assessment			
<b>Lesson 25</b>	Oral Reading Fluency Assessment			
<b>Pausing Point</b>	Review: Sound Spelling, Tricky Spelling Independent Reading Reading Comprehension: Fill in the Blank, Yes/No Questions	Review of Synonyms and Antonyms Review of Singular, Plural, Proper Nouns Review of Action Verbs	Dictation: High- Frequency Words	Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Sentences

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**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2****Unit 5 (30–36 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Spelling Alternatives for /u/: 'o', 'ou', 'o_e'	Introduce Adjectives Alphabetical Order	Spelling Words Introduction: <i>quickly, slowly, daddy, neatly, funny, happy, ugly, angry, pretty, jelly, empty, grumpy, chilly, mommy, alphabet*</i>	
<b>Lesson 2</b>	Spelling Alternative for /u/: 'o' Reading Comprehension: Fill in the Blank Whole Group Reading*			Word Writing: One- and Two-Syllable Words with 'u' or 'o' > /u/ *
<b>Lesson 3</b>	Spelling Alternative for /u/: 'o_e', 'ou' Partner Reading*	Adjectives		Word and Sentence Writing: Words with /u/ Sound Spelling *
<b>Lesson 4</b>	Close Reading *	Adjectives		Response to Text: Defining <i>well</i>
<b>Lesson 5</b>	Review: Spelling Alternatives for /u/ Partner Reading Reading Comprehension: Fill in the Blank, Multiple Choice		Spelling Assessment	Word Writing: Words with /u/ Sound Spelling (with Cues) Response to Text: Multi-Sentence Description
<b>Lesson 6</b>	Review: Spelling Alternatives for /u/ *	Subject and Predicate Alphabetical Order	Spelling Words Introduction: <i>knight, light, nearby, might, bright, trying, high, crying, sky, right, pry, drying, frightened, why, kingdom*</i>	Response to Text: Parts of Speech (with Citation), Sentence or Story
<b>Lesson 7</b>	Spelling Alternatives for Schwa /ə/: 'a', 'e' Close Reading	Subject and Predicate		Response to Text: List, Sentences *
<b>Lesson 8</b>	Spelling Alternatives for /ə/: 'a', 'e' Whole Group Reading*		Dictation: One-, Two-, and Three-Syllable Words with /ə/ or /u/	Word Writing: One-, Two-, and Three-Syllable Words with /ə/ or /u/ Response to Text: Sentences, Parts of Speech
<b>Lesson 9</b>	Spelling Alternatives for /ə/: 'a', 'e' Small Group Partner Reading Reading Comprehension: Matching	Compound Subjects and Predicates Contractions		Response to Text: Summary Writing Words That Make Contractions *



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2**

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 10</b>		Review: Parts of Speech Subject and Predicate	Spelling Assessment	Sentence Writing
<b>Lesson 11</b>	Spelling Alternatives for /ə/ + /l/ 'al', 'il', 'ul' Small Group/Partner Reading*		Spelling Words Introduction: <i>field, achieve, niece, piece, relief, cookies, shield, grief, ladies, thief, yield, babies, kitties, movie, water*</i>	Word Writing: Words with the 'ul', 'al', or 'il' Ending Response to Text: Sentences
<b>Lesson 12</b>	Review: Spelling Alternatives for /ə/ + /l/: 'al', 'il', 'ul' Reading Comprehension: Fill in the Blank	Review		Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Sentence and Word Writing: Correcting Grammar
<b>Lesson 13</b>	Spelling Alternatives for /ə/ + /l/: 'el', 'le' Review: Syllable Chunking Whole Group Reading			
<b>Lesson 14</b>	Review: Spelling Alternatives for /ə/ + /l/: 'el', 'le' Reading Comprehension: Fill in the Blank Close Reading	Review		Word Writing: One-, Two-, and Three-Syllable Words (with Cues) Response to Text: Parts of Speech, Sentence or Story
<b>Lesson 15</b>	Spelling Alternatives for /sh/ /ə/ /n/: 'tion' Reading Comprehension: Fill in the Blank Whole Group Reading		Spelling Assessment	Word Writing: Two- and Three-Syllable Words (with Cues) Response to Text: List, Sentences, Pictorial Representation
<b>Lesson 16</b>	Review: Spelling Alternatives for /sh/ /ə/ /n/: 'tion' Reading Comprehension: Fill in the Blank, Sequencing Events Close Reading *		Spelling Words Introduction: <i>yelled, symbol, yawn, yarn, system, sticky, yellow, cry, lying, yes, frying, energy, myth, satisfy, edge*</i>	Word Writing: Two- and Three- Syllable Words (with Cues)
<b>Lesson 17</b>	*	Changing Action Verb Tense		Word Writing: Past Tense Verbs Writing a Different Ending



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2**

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 18</b>	Partner Reading* Reading Comprehension: Matching	Review: Verb Tenses		Writing a Different Ending Response to Text: Sentence
<b>Lesson 19</b>	Review: Vowel Code	Changing Action Verb Tense		Sentence Writing: Future Tense Verbs Writing and Editing a New Ending
<b>Lesson 20</b>	Partner Reading		Spelling Assessment	Word Writing: Alphabetizing Response to Text: Sentences, Parts of Speech
<b>Lesson 21</b>	Tricky Spelling 'a'* Partner Reading		Spelling Words Introduction: <i>turtle, label, education, bundle, angel, inspection, pickle, gravel, motion, shuffle, jewel, question, cattle, fiction, schwa*</i>	Word Writing: Words with the Tricky Spelling 'a' Response to Text: Sentences, Pictorial Representation
<b>Lesson 22</b>	Tricky Spelling 'e'* Reading Comprehension: Multiple Choice Partner Reading	Alphabetical Order		Response to Text: Sentences, Parts of Speech Word Writing: Words with the Tricky Spelling 'e'
<b>Lesson 23</b>	Tricky Spelling 'o'* Close Reading	Verb Review: Past, Present, Future Tense		Word Writing: Words with the Tricky Spelling 'o' Response to Text: List, Sentences
<b>Lesson 24</b>	Tricky Spelling 'o_e' Partner Reading Reading Comprehension: Matching	Subject and Predicate		Word Writing: Words with the Tricky Spelling 'o_e'* Response to Text: Summary
<b>Lesson 25</b>	Tricky Spelling 'ou' Whole Group Reading Reading Comprehension: Multiple Choice, Sequencing Events		Spelling Assessment	Word Writing: Words with the Tricky Spelling 'ou' Response to Text: Sentences
<b>Lesson 26</b>	Reading Assessment Alphabetizing	Grammar Assessment		
<b>Lesson 27</b>	Decoding Assessment Whole Group Reading Reading Comprehension: Sequencing Events Alphabetizing Assessment		Spelling Bee	Response to Text: Sentences Writing the Spelling

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2**

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 28</b>	Individual Decoding Assessment Individual High-Frequency Word Assessment			
<b>Lesson 29</b>	Individual Decoding Assessment Individual High-Frequency Word Assessment			
<b>Lesson 30</b>	Individual Decoding Assessment Individual High-Frequency Word Assessment			
<b>Pausing Point</b>	Review: Tricky Spellings, Sound Spelling, Alphabetizing Reading Comprehension: Fill in the Blank, Yes/No Questions, Matching	Review	Dictation	Word Writing: One-, Two-, and Three-Syllable Words with Tricky Spellings Sentence Writing: Correcting Grammar

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**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Grade 2****Unit 6 (36–42 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Spelling Alternative for /f/: 'ph' Reading Comprehension: Fill in the Blank*	Review: Nouns, Adjectives, Verbs	Spelling Words Introduction: <i>noise, ferret, jolly, dolphin, night, whistle, ginger, graph, kneel, window, gentle, finish, wrinkle, western, margin, traffic, ripple, jungle, photo, Britain*</i>	Word Writing: Multi- Syllabic Words (with Cues)
<b>Lesson 2</b>	Whole Group Reading Spelling Alternative for /f/: 'ph' Reading Comprehension: Yes/No Questions, Fill in the Blank*			Word Writing: One-, Two-, and Three-Syllable Words (with Cues) *
<b>Lesson 3</b>	Whole Group Reading Tricky Spelling 'ea' > /e/ Reading Comprehension: Fill in the Blank			Word Writing: One- and Two-Syllable Words (with Cues)
<b>Lesson 4</b>	Whole Group Reading			
<b>Lesson 5</b>	Tricky Words: <i>Great Britain, Europe, native, Americans, signature, war</i> Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	
<b>Lesson 6</b>	Partner Reading* Reading Comprehension: Multiple Choice (with Citation) Spelling Alternatives for /er/		Spelling Words Introduction: <i>after, birthday, burden, marker, informer, barber, swirling, furnace, parcel, organize, camera, thirteen, hamburger, ramparts, perform, difference, chirping, turtle, safari, war*</i>	
<b>Lesson 7</b>	Whole Group Reading	Introducing Adverbs		Sentence Writing: Adverbs
<b>Lesson 8</b>	Whole Group Reading* Spelling Alternatives for /er/: 'ar' and 'or'	Adverbs	*	
<b>Lesson 9</b>	Small Group Reading Reading Comprehension: True/False*	Adverbs		Response to Text: Speech *



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 2

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 10</b>		Complete vs. Incomplete Sentences	Spelling Assessment	Sentence Writing Response to Text: Parts of Speech
<b>Lesson 11</b>	Tricky Words: <i>imagine, soldier, Washington</i> Whole Group Reading* Reading Comprehension: True/False, Sequencing Events Spelling Alternatives for /k/: 'ch'		Spelling Words Introduction: <i>revenge, nudge, direction, option, cottage, large, huge, fraction, action, addition, judge, locomotion, change, caption, fudge, attention, stations, range, Europe*</i>	Word Writing: One-, Two-, and Three-Syllable Words with 'ch'
<b>Lesson 12</b>	Close Reading	Run-On Sentences Review: Adjectives, Adverbs		Sentence Writing: Correcting Grammar
<b>Lesson 13</b>	Tricky Word: <i>iron</i> Whole Group Reading Tricky Spelling 'i'			Word Writing: Words with Tricky Spelling 'i'
<b>Lesson 14</b>	Close Reading* Reading Comprehension: Multiple Choice, Fill in the Blank* Tricky Spelling 'i'			Word Writing: Multi-Syllabic Words (with Cues)*
<b>Lesson 15</b>	Tricky Word: <i>special</i> Whole Group Reading Reading Comprehension: Sequencing Events	Run-On Sentences	Spelling Assessment	Response to Text: Multi-Sentence Description Sentence Writing: Correcting Grammar
<b>Lesson 16</b>	Close Reading* Tricky Spelling 'i'		Spelling Words Introduction: <i>Madison, Washington, Dolley, monarchy, support, president, impressment, merchants, navy, troops, Congress, cannon, paved, battle, painting, British, death, hawks, march, Ironsides*</i>	
<b>Lesson 17</b>	Tricky Word: <i>shoe</i> Whole Group Reading*	Building Sentences		Response to Text: Parts of Speech, Multi-Sentence Description Sentence Writing: Correcting Grammar
<b>Lesson 18</b>	Small Group/Independent Reading Reading Comprehension: Multiple Choice (with Citation)	Building Sentences		Sentence Writing



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 2

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 19</b>	Tricky Word: <i>Fort McHenry</i> Whole Group Reading* Spelling Alternatives for /ə/			
<b>Lesson 20</b>	Partner Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Sentences (with Citation)
<b>Lesson 21</b>	Tricky Words: <i>early, whose, broad, bomb</i> Whole Group Reading* Reading Comprehension: True/False (with Citation), Fill in the Blank		Spelling Words Introduction: <i>ransacked, ship, poem, construct, White House, commander, anthem, burned, harbor, rockets, dawn, stitching, flag, McHenry, giant, fifteen, stripes, brave, port, bomb*</i>	Response to Text: Pictorial Representation Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
<b>Lesson 22</b>	Close Reading			Identifying a Topic Sentence Sentence Writing Word Writing: Multi-Syllabic Words (with Cues)
<b>Lesson 23</b>	Whole Group Reading* Tricky Words: <i>Andrew, new</i>		Alphabetizing to the Second Letter	Response to Text: Sentences Writing Paragraphs
<b>Lesson 24</b>	Close Reading	Review: Capitalization and Punctuation		Sentence Writing: Correcting Grammar
<b>Lesson 25</b>	Whole Group Reading Reading Comprehension: Multiple Choice (with Citation), Fill in the Blank Spelling Alternative for /ə/: 'a'		Spelling Assessment	Response to Text: Sentence Word Writing: Words with Initial 'w'
<b>Lesson 26</b>	Close Reading* Spelling Alternative for /ə/: 'a' Reading Comprehension: Matching		Spelling Words Introduction: <i>general, peace, traders, drains, streak, mortar, treaty, river, orphan, defend, ragtag, soldiers, goods, fired, hickory, knotty, Mississippi, highways, proud, New Orleans*</i>	



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 2

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 27</b>	<i>The War of 1812</i> Reading Assessment Review: Tricky Spelling 'a'	Review: Capitalization and Punctuation	Correcting Spelling Errors	Response to Text: Parts of Speech, Multi-Sentence Description
<b>Lesson 28</b>	Review: Tricky Spelling 'a'		Alphabetizing to the Second Letter	Drafting a Report Word Writing: One-, Two-, and Three-Syllable Words (with Cues)
<b>Lesson 29</b>				Drafting a Report Topic Sentences and Concluding Sentences*
<b>Lesson 30</b>	Partner Reading		Spelling Assessment	Identifying Topic and Irrelevant Sentences
<b>Lesson 31</b>	Whole Group Reading			Response to Text: Taking Notes
<b>Lesson 32</b>	Whole Group Reading			Response to Text: Taking Notes
<b>Lesson 33</b>	Silent Reading Comprehension Assessment			Drafting a Report
<b>Lesson 34</b>	Optional Fluency Assessment			Drafting and Editing a Report
<b>Lesson 35</b>	Optional Word Reading in Isolation Assessment *			Editing and Writing a Report for Final Publication
<b>Lesson 36</b>	Optional Word Reading in Isolation Assessment			Editing and Writing a Report for Final Publication
<b>Pausing Point</b>	Review: Sound Spelling, Tricky Spelling Partner Reading Reading Comprehension: Multiple Choice	Review: Verbs and Adverbs, Complete Sentences, Run-On Sentences	Review: Weekly Spelling Words	Word Writing: Multi-Syllabic Words (with Cues) Sentence Writing: Correcting Grammar Paragraph Writing Response to Text: Sentences

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.





## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

*The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.*

## Unit 1 (32–35 days)

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Sounds /p/, /k/, /g/, /n/, /a/ Spelled 'p'—'P', 'c'—'C', 'g'—'G', 'n'—'N', 'a'—'A' Chaining: One-Syllable Short Vowel Words			Handwriting 'a' 'A' 'p' 'P' 'n' 'N' 'c' 'C' 'g' 'G': Letters and Words
<b>Lesson 2</b>	Sounds /l/, /o/, /t/, /d/ Spelled 'l'—'l', 'o'—'O', 't'—'T', 'd'—'D'* Chaining: One-Syllable Short Vowel Words			Handwriting 'l' 'l' 'o' 'O' 't' 'T' 'd' 'D': Letters Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 3</b>	Tricky Words: a, l Sounds /e/, /u/ Spelled 'e', 'u'	Identifying Nouns		Review: Handwriting— Letters Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 4</b>	Sounds /m/, /f/, /v/ Spelled 'm'—'M', 'f'—'F', 'v'—'V'* Chaining: One-Syllable Short Vowel Words			Handwriting 'm' 'M' 'f' 'F' 'v' 'V': Letters Phrase Writing: One- Syllable Short Vowel Words (with Cues)
<b>Lesson 5</b>	Sounds /s/, /z/, /h/ Spelled 's'—'S', 'z'—'Z', 'h'—'H' Tricky Words: no, so, of Practice Reading Phrases		Large Card Chaining: One-Syllable Short Vowel Words	Handwriting 's' 'S' 'z' 'Z' 'h' 'H': Letters and Words
<b>Lesson 6</b>	Word Recognition Assessment Partner Reading			
<b>Lesson 7</b>	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
<b>Lesson 8</b>	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
<b>Lesson 9</b>	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
<b>Lesson 10</b>	Reading Assessment Independent Reading			Word Writing: Using Letters to Make Words



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 11</b>	Sister Sounds /s/ and /z/, /f/ and /v/* Tricky Words: <i>is, to</i>		Chaining: One-Syllable Short Vowel Words	Review: Handwriting— Letters and Words
<b>Lesson 12</b>	Sounds /b/, /l/, /r/ Spelled 'b'—'B', 'l'—'L', 'r'—'R'		Chaining: One-Syllable Short Vowel Words	Handwriting 'b' 'B' 'l' 'L' 'r' 'R': Letters and Words Word Writing: One- Syllable Short Vowel CVC and CVCC Words (with Cues)
<b>Lesson 13</b>	Sounds /w/, /e/, /u/ Spelled 'w'—'W', 'e'—'E', 'u'—'U' Tricky Words: <i>all, some*</i>		Chaining: One-Syllable Short Vowel Words	Handwriting 'w' 'W' 'e' 'E' 'u' 'U': Letters Word Writing: Tricky Words (with Cues)
<b>Lesson 14</b>	Tricky Words: <i>from, word</i> Reading Phrases	Identifying Nouns		Review: Handwriting— Letters and Words
<b>Lesson 15</b>	Sounds /j/, /y/ Spelled 'j'— 'J', 'y'—'Y' Tricky Words: <i>are, have,</i> <i>were*</i> Reading Phrases		Chaining: One-Syllable Short Vowel Words	Handwriting 'j' 'J' 'y' 'Y': Letters and Words
<b>Lesson 16</b>	Sounds /x/, /k/ Spelled 'x'—'X', 'k'—'K' Chaining: One-Syllable Short Vowel Words <sup>†</sup> Tricky Words: <i>one, once</i>		Chaining: One-Syllable Short Vowel Words <sup>†</sup>	Handwriting 'x' 'X' 'k' 'K': Letters and Words
<b>Lesson 17</b>	Sounds /ch/, /sh/ Spelled 'ch', 'sh' Chaining: One-Syllable Short Vowel Words Tricky Words: <i>do, two*</i>	Identifying Nouns		Handwriting 'ch' 'sh': Letters and Words
<b>Lesson 18</b>	Sister Sounds /th/ and /th/* Chaining: One-Syllable Short Vowel Words Practice Reading Phrases and Sentences			Handwriting 'th': Letters and Words
<b>Lesson 19</b>	Tricky Words: <i>the, who</i> Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 20</b>	Sounds /ng/, /qu/ Spelled 'ng', 'qu'* Tricky Words: <i>said, says</i> Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Handwriting 'ng' 'qu': Letters and Words Response to Text: Sentences
<b>Lesson 21</b>	Review: Vowel Sounds Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
<b>Lesson 22</b>	Review: Consonant and Vowel Sounds Small Group Reading*	Identifying Nouns		
<b>Lesson 23</b>	Sounds /k/, /b/, /d/, /f/, /g/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff', 'gg', 'll', 'ss' Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
<b>Lesson 24</b>	Sounds /k/, /n/, /p/, /r/, /t/, /z/ Spelled 'cc', 'nn', 'pp', 'rr', 'tt', 'zz' Sound /k/ Spelled 'c', 'ck', 'k', 'cc'			Word Writing: One Syllable Short Vowel Words with Double-Letter Spellings (with Cues)
<b>Lesson 25</b>	Sister Sounds /s/ and /z/ Tricky Words: <i>was, when,</i> <i>why</i> *			
<b>Lesson 26</b>	Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns*		Response to Text: Sentences
<b>Lesson 27</b>	Tricky Words: <i>where,</i> <i>what, which</i>	Review: Question Mark		
<b>Lesson 28</b>	Partner Reading Review: Tricky Words *			Response to Text: Sentences
<b>Lesson 29</b>	Tricky Words: <i>here, there</i>	Identifying Nouns Review: Question Mark	Dictation: One-Syllable Short Vowel Words	

## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 30</b>	Review: Letter Names Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice *		Dictation: One-Syllable Short Vowel Words with Double-Letter Spellings	Response to Text: Sentences
<b>Lesson 31</b>	Review: Tricky Words Partner Reading			Response to Text: Sentences
<b>Lesson 32</b>	Review: Tricky Words Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
<b>Pausing Point</b>	Review: Sound Spelling, Tricky Words, Alphabet Partner Reading* Practice Reading Phrases* Reading Comprehension: Multiple Choice		Chaining Dictation	Review: Handwriting— Letters Word and Phrase Writing: One-Syllable Short Vowel Words (with Cues) Response to Text: Sentences

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<sup>t</sup>Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

## Unit 2 (19–22 days)

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Vowel Digraph 'ee'* Demonstration Story Reading Comprehension: Multiple Choice			Handwriting 'ee': Letters and Words Response to Text: Sentences
<b>Lesson 2</b>	Chaining: One-Syllable Long Vowel Words Tricky Words: <i>he, she, be,</i> <i>me, we</i> Demonstration Story* Reading Comprehension: Multiple Choice	Identifying Proper Nouns		Response to Text: Sentences
<b>Lesson 3</b>	Vowel Digraph 'a_e' Small Group Reading*		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs
<b>Lesson 4</b>	Review: Vowel Digraphs Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice		Chaining: One-Syllable Long Vowel Words	Response to Text: Sentences, Pictorial Representation
<b>Lesson 5</b>	Tricky Words: <i>they, their</i> * Whole Group Reading Small Group Reading Reading Comprehension: Multiple Choice		Chaining: One-Syllable Long Vowel Words	Response to Text: Sentences
<b>Lesson 6</b>	Vowel Digraph 'i_e' Partner Reading *		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
<b>Lesson 7</b>	Review: Tricky Words Demonstration Story Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 8</b>	Vowel Digraph 'o_e' *		Chaining: One-Syllable Long Vowel Words Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Handwriting 'o_e': Words
<b>Lesson 9</b>	Small Group Reading	Identifying Nouns	Chaining: One-Syllable Long Vowel Words	
<b>Lesson 10</b>	Tricky Words: <i>my, by</i> Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences *
<b>Lesson 11</b>	Review: Tricky Words Partner Reading Reading Comprehension: Multiple Choice *	Identifying Nouns	Chaining: One-Syllable Long Vowel Words	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
<b>Lesson 12</b>	Vowel Digraph 'u_e' Demonstration Story*		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
<b>Lesson 13</b>	Partner Reading Reading Comprehension: Multiple Choice *		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One- Syllable Words with Long Vowel Digraphs Response to Text: Sentences
<b>Lesson 14</b>	Tricky Words: <i>you, your</i> Small Group Reading			
<b>Lesson 15</b>	Review: Tricky Words Demonstration Story* Review: Sound Spelling	Review: Identifying Nouns		
<b>Lesson 16</b>	Small Group Reading Review: Sound Spelling, Tricky Words	Review: Identifying Nouns		
<b>Lesson 17</b>	Partner Reading Reading Comprehension: Multiple Choice Reading: Wiggle Cards Review: Sound Spelling, Tricky Words*	Review: Identifying Nouns		Response to Text: Sentence, Pictorial Representation
<b>Lesson 18</b>	Word Recognition Assessment Reading: Wiggle Cards			

## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 19</b>	Small Group Reading	Assessment: Identifying Nouns		
<b>Pausing Point</b>	Review: Sound Spelling, Tricky Words* Partner Reading* Reading Comprehension: Multiple Choice	Review: Identifying Nouns	Chaining: One-Syllable Words Dictation: One-Syllable Words with Long Vowel Digraphs	Review: Handwriting—Words with Vowel Digraphs, Tricky Words Word Writing: One-Syllable Words with Long Vowel Digraphs (with Cues) Response to Text: Sentences, Pictorial Representation

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.



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## Scope and Sequence • Skills Strand • Grade 1

## Unit 3 (19–22 days)

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Sound /oo/ Spelled 'oo' Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: <i>same,</i> <i>green, stone, line, make,</i> <i>hide, seed, they*</i>	Handwriting 'oo': Letters and Words Response to Text: Sentences (with Citation)
<b>Lesson 2</b>	Tricky Word <i>because</i> *		Dictation: One-Syllable Words	Planning a Fictional Narrative Response to Text
<b>Lesson 3</b>	Review: Sound /oo/ Partner Reading			Drafting a Fictional Narrative
<b>Lesson 4</b>	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Editing a Fictional Narrative Response to Text: Sentences (with Citation)
<b>Lesson 5</b>	Review: Tricky Words Sound /oo/ Spelled 'oo' *		Spelling Assessment	Handwriting 'oo': Letters and Words
<b>Lesson 6</b>	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: <i>frog, moth,</i> <i>quote, wood, took,</i> <i>spoon, tooth, why*</i>	Planning and Drafting a Book Report Response to Text: Sentences (with Citation)
<b>Lesson 7</b>	Tricky Spelling 'oo'* Tricky Words: <i>could,</i> <i>should, would</i>			Editing a Book Report Word Writing: One- Syllable 'oo' Words (with Cues)
<b>Lesson 8</b>	Small Group Reading	Identifying Verbs		Publishing a Book Report Word Writing: One- Syllable Words (with Cues)
<b>Lesson 9</b>	Sound /ou/ Spelled 'ou' Small Group Reading			Handwriting 'ou': Letters and Words
<b>Lesson 10</b>	Tricky Word <i>down</i> Chaining: One-Syllable Words Whole Group Reading*	Identifying Verbs	Spelling Assessment	Word Writing: One- Syllable Words (with Cues) Vocabulary: Pictorial Representations
<b>Lesson 11</b>	Chaining: One-Syllable Words Reading: Wiggle Cards Review: Tricky Words Reading Comprehension: Yes/No Questions		Spelling Words Introduction: <i>brook,</i> <i>stood, booth, room,</i> <i>south, proud, shout,</i> <i>down</i>	Word Writing: One- Syllable Words (with Cues)

## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 12</b>	Sound /oi/ Spelled 'oi'* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Handwriting 'oi': Letters and Words  Response to Text: Sentences, Pictorial Representation (with Citation)
<b>Lesson 13</b>	Review: Sounds Small Group Reading	Identifying Past- and Present-Tense Verbs	Chaining: One-Syllable Words	
<b>Lesson 14</b>	Small Group Reading		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
<b>Lesson 15</b>	Sound /aw/ Spelled 'aw' Reading: Wiggle Cards		Spelling Assessment	Handwriting 'aw': Letters and Sounds
<b>Lesson 16</b>	Review: Tricky Words* Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Identifying Present- and Past-Tense Verbs		Response to Text: Pictorial Representation
<b>Lesson 17</b>	Small Group/Partner Reading*		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
<b>Lesson 18</b>	Review: Tricky Words Chaining: One-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: One-Syllable Words  Response to Text: Sentences, Pictorial Representation (with Citation)
<b>Lesson 19</b>	Word Recognition Assessment Reading: Wiggle Cards Story Comprehension Assessment			Story Comprehension Assessment
<b>Pausing Point</b>	Review: Sound Spelling, Tricky Words, Words with Vowel Digraphs Practice Reading Phrases and Sentences Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Identifying Verbs, Identifying Nouns	Chaining: One-Syllable Words Dictation: One-Syllable Words, Phrases, and Sentences	Word Writing: One-Syllable Words, Tricky Words (with Cues) Review: Handwriting—Words with Double-Letter Consonant Sounds Response to Text: Sentences, Pictorial Representation (with Citation)

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## Unit 4 (28–31 days)

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Sound /er/ Spelled 'er'		Spelling Words Introduction: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*</i>	
<b>Lesson 2</b>	Review: Sound /er/ Speller 'er'* Whole Group Reading	Contractions		Word Writing: One-Syllable Words (with Cues)
<b>Lesson 3</b>	Small Group Reading Reading Comprehension: Multiple Choice (with Citation) Vowel Digraph Spellings	Contractions		Handwriting 'er': Letters and Words Word Writing: One-Syllable Words (with Cues) Response to Text: Sentences
<b>Lesson 4</b>	Medial Sounds Sound /ar/ Spelled 'ar'* Whole Group Reading			Handwriting 'ar': Letters and Words
<b>Lesson 5</b>	Review: Medial Sounds Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment Dictation: One-Syllable Words with /er/ and /ar/	Word Writing: One-Syllable Words with /er/ and /ar/ Response to Text: Sentences (with Citation)
<b>Lesson 6</b>	Reading: Wiggle Cards	Contractions	Spelling Words Introduction: <i>sharp, fern, start, spoil, verb, shark, crawl, because*</i>	Word Writing: One-Syllable Words (with Cues)
<b>Lesson 7</b>	Minimal Pairs Reading: Wiggle Cards Sound /or/ Spelled 'or'*		Two-Syllable Words	Handwriting 'or': Letters and Words
<b>Lesson 8</b>	Two-Syllable Words Tricky Words: <i>yesterday, today, tomorrow</i> Small Group Reading*		Dictation: Tricky Words	Word Writing: Tricky Words
<b>Lesson 9</b>	Two-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns and Verbs	Dictation: One-Syllable Words with Digraph Vowel Sounds or an <i>r</i> -Controlled Syllable	Word Writing: One-Syllable Words with Digraph Vowel Sounds or an <i>r</i> -Controlled Syllable Response to Text: Sentences



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## Scope and Sequence • Skills Strand • Grade 1

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 10</b>	Chaining: Two-Syllable Words Whole Group Reading* Reading Comprehension: Multiple Choice		Spelling Assessment	Response to Text: Sentences
<b>Lesson 11</b>	Chaining with Two-Syllable Words Reading: Wiggle Cards *		Spelling Words Introduction: <i>barking, carpet, zipper, perfume, border, morning, forest, today*</i> Dictation: Two-Syllable Words (with Cues)	Word Writing: Two-Syllable Words (with Cues)
<b>Lesson 12</b>	Reading: Wiggle Cards Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Verb Identification: Present and Past Tense		Sentence Writing (with Cues) Response to Text: Fill-in-the-Blank, Sentence
<b>Lesson 13</b>	Small Group Reading *	Past, Present, and Future Verb Tenses		Word Writing: Two-Syllable, Past-Tense Verbs (with Cues)
<b>Lesson 14</b>	Clapping and Reading Two-Syllable Words Review: Vowel Sounds Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice			Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences
<b>Lesson 15</b>	Partner Reading		Spelling Assessment Chaining: One-Syllable Words	Response to Text: Sentences
<b>Lesson 16</b>	Whole Group Reading	Verb Identification	Spelling Words Introduction: <i>sounded, lifted, pointed, parked, waved, grinned, tripped, have*</i>	Response to Text: Sentences
<b>Lesson 17</b>	Small Group Reading	Identifying Nouns, Adjectives and Verbs		
<b>Lesson 18</b>	Chaining: Two-Syllable Words with Endings – <i>ness</i> and <i>-less</i> <sup>†</sup> *	Using Adjectives	Chaining: One-Syllable Words <sup>†</sup>	
<b>Lesson 19</b>	Partner Reading	Past-Tense Verbs		Word Writing: Two-Syllable, Past-Tense Verbs (with Cues) Response to Text: Sentences



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	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 20</b>	Review: Sounds /ar/ , /or/ , and /er/		Spelling Assessment	Descriptive Writing: Planning Word Writing: Two-Syllable Words (with Cues)
<b>Lesson 21</b>	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Descriptive Writing: Drafting* Response to Text: Sentences
<b>Lesson 22</b>	* Identify Adjectives	Past-Tense Marker –ed		Descriptive Writing: Planning and Research Using Informational Text Word Writing: Two-Syllable, Past-Tense Verbs
<b>Lesson 23</b>	Small Group Reading *			Descriptive Writing: Drafting
<b>Lesson 24</b>	Review: Word Reading			Descriptive Writing: Editing Word Writing: Two-Syllable, Compound Words (with Cues)
<b>Lesson 25</b>	Small Group Reading	Grammar Assessment	Dictation Assessment	Dictation Assessment Descriptive Writing: Review
<b>Lesson 26</b>	Reading Comprehension Assessment Word Reading in Isolation Assessment			
<b>Lesson 27</b>	Reading Comprehension Assessment Word Reading in Isolation Assessment			
<b>Lesson 28</b>	Reading Comprehension Assessment Word Reading in Isolation Assessment			
<b>Pausing Point</b>	Review: Recognizing and Isolating Sounds, Tricky Words, Minimal Pairs Reading Phrases and Sentences Reading Decodable Stories*	Identifying Verbs and Adjectives in Phrases/Sentences Understanding Past, Present, and Future Tense	Dictation: One-Syllable Words Chaining: One-Syllable Words	Review: Handwriting—Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences, Paragraph

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## Unit 5 (22–25 days)\*

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Spelling Alternatives 'p' and 'pp' for /p/	Plural Nouns Root Words	Spelling Words Introduction: <i>horn, porch, short, park, barns, herd, verb, said*</i>	Word Writing: One-Syllable Singular and Plural Nouns (with Cues); Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings
<b>Lesson 2</b>	Tricky Word <i>how</i> Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Plural Nouns		Word Writing: One-Syllable Singular and Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
<b>Lesson 3</b>	Spelling Alternatives 'b' and 'bb' for /b/	Statements and Questions		Word Writing: Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings (with Cues) Handwriting '?', ':', Marks and Sentences *
<b>Lesson 4</b>	Spelling Alternatives 'c' 'k' 'cc' 'ck' for /k/ Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation) *
<b>Lesson 5</b>	Spelling Alternatives 'c' 'k' 'cc' 'ck' for /k/	Root Words Statements and Questions	Spelling Assessment	Word Writing: Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings (with Cues) Sentence Writing: Correcting Punctuation and Capitalization
<b>Lesson 6</b>	Spelling Alternatives 'ch' and 'tch' for /ch/ Small Group Reading		Spelling Words Introduction: <i>chips, much, catch, fetch, marsh, shine, flash, how*</i>	Word Writing: One- and Two-Syllable Words (with Cues)
<b>Lesson 7</b>	Spelling Alternatives 'g' and 'gg' for /g/ Partner Reading Reading Comprehension: Multiple Choice (with Citation) *	Statements and Questions		Sentence Writing: Correcting Punctuation and Capitalization Response to Image Response to Text: Sentences, Pictorial Representation
<b>Lesson 8</b>	Spelling Alternatives 'j' 'g' 'ge' for /j/ Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences, Pictorial Representation



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	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 9</b>	Tricky Spelling 'g' for /g/ and /j/ Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Plural Nouns*		Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/ (with Cues) Response to Text: Sentences (with Citation)
<b>Lesson 10</b>	Review: Sound Spelling Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Paragraph
<b>Lesson 11</b>	Spelling Alternatives 't' 'tt' 'ed' for /t/ *	Statements, Questions, and Exclamations	Spelling Words Introduction: <i>jumping, jars, germ, gem, charged, fringe, magic, your*</i>	Word Writing: One- and Two-Syllable Words with 't', 'tt', or 'ed' > /t/ (with Cues) Handwriting 'l' '?' ':' Marks and Sentences
<b>Lesson 12</b>	Review: Sister Sounds Spelling Alternatives 'd' 'dd' 'ed' for /d/ Tricky Word ( <i>stage</i> ) <i>coach</i> Small Group Reading Reading Comprehension: Multiple Choice (with Citation) *			Word Writing: One- and Two-Syllable Words with 'd', 'dd', 'ed' > /d/ (with Cues) Response to Text: Sentences (with Citation)
<b>Lesson 13</b>	Spelling Alternatives 'f' 'ff' for /f/ Small Group Reading	Statements, Questions, and Exclamations		Word Writing: One- and Two-Syllable Words (with Cues) Handwriting 'l' '?' ':' Marks and Sentences Response to Text: Fill-in-the-Blank, Sentence, Pictorial Representation (with Citation)
<b>Lesson 14</b>	Spelling Alternatives 'v' 've' for /v/ Tricky Word <i>picture</i> Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Statements, Questions, and Exclamations		Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentence (with Citation)
<b>Lesson 15</b>	Partner Reading		Spelling Assessment	Introduction to Opinion Writing



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	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 16</b>	Spelling Alternatives 'r' 'rr' 'wr' for /r/		Spelling Words Introduction: <i>trucker,</i> <i>kitten, parked, duck, add,</i> <i>planned, offer, was*</i>	Word Writing: One- and Two-Syllable Words with 'r', 'rr', 'wr' > /r/ (with Cues)  Writing an Opinion Paragraph (Whole Group)
<b>Lesson 17</b>	Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Writing and Opinion Paragraph (Independent) Response to Text: Sentences (with Citation)
<b>Lesson 18</b>	*	Sentence Building		Editing an Opinion Paragraph
<b>Lesson 19</b>	Spelling Alternatives 'l' 'll' for /l/			Word Writing: One- Syllable Words with 'l', 'll' > /l/ (with Cues)
<b>Lesson 20</b>	Reading: Wiggle Cards Review: Tricky Words Partner Reading*	Review: Adjectives	Spelling Assessment	Response to Text: Sentences (with Citation)
<b>Lesson 21</b>	Review: Two-Syllable Words Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: Two- Syllable Words (with Cues)  Response to Text: Sentences (with Citation)
<b>Lesson 22</b>	Word Recognition Assessment Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Grammar Assessment		Response to Text  Response to Text: Sentences (with Citation)
<b>Pausing Point</b>	Review: Sound Spelling, Tricky Words, Minimal Pairs, Sister Sounds, Tricky Spellings Partner Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Statements, Questions, and Exclamations; Building Sentences	Chaining: One- and Two- Syllable Words  Dictation: One- and Two- Syllable Words	Review: Handwriting— Letters and Words  Word Writing: One- and Two-Syllable Words (with Cues)  Sentence Writing (with Cues)  Response to Text: Sentences, Friendly Letter (with Citation)

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## Unit 6 (25–28 days)\*

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Spelling Alternative 'c' for /s/		Spelling Words Introduction: <i>swimming, rotten, hidden, batter, shredded, popping, nodded, their*</i>	Introduction to Personal Narratives
<b>Lesson 2</b>	Tricky Spelling 'c' for /s/ and /k/			Planning a Personal Narrative (Whole Group)* Word Writing: One- and Two-Syllable Word with 'c' > /k/ or /s/ (with Cues)
<b>Lesson 3</b>	Review: Tricky Spelling 'c'			Writing a Personal Narrative (Whole Group)
<b>Lesson 4</b>	Spelling Alternatives 'ce' 'se' for /s/			Planning and Writing a Personal Narrative (Individual) Word Writing: One-Syllable Words with 'ce' or 'se' > /s/ (with Cues)
<b>Lesson 5</b>			Spelling Assessment	Editing and Publishing a Personal Narrative
<b>Lesson 6</b>	Review: Tricky Spelling 'c', Spelling Alternatives for /s/ Whole Group Reading Reading Comprehension (with Citation)		Spelling Words Introduction: <i>sun, kiss, cent, prince, jazz, pigs, zip, here*</i>	Response to Text: Sentence (with Citation)
<b>Lesson 7</b>	Small Group Reading*	Adjectives, Prepositions and Pronouns		Word Writing: Pronouns
<b>Lesson 8</b>	Review: Tricky Spelling 'g', Spelling Alternatives for /j/ Small Group Reading			Response to Text: Sentences (with Citation)
<b>Lesson 9</b>	Small Group Reading	Nouns and Pronouns		Word Writing: Pronouns, One-Syllable Words (with Cues)* Response to Text: Sentences (with Citation)
<b>Lesson 10</b>	Spelling Alternative 'kn' for /n/ Small Group Reading		Spelling Assessment	Response to Text: Sentences (with Citation) Word Writing: One- and Two-Syllable Word with 's', 'ss', or 'c' > /s/ (with Cues)*



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 11</b>	Review: Spelling Alternatives for /s/ and /n/ Small Group Reading		Spelling Words Introduction: <i>maps, mice, hammer, trimmed, skipped, scrub, space, could*</i>	Word Writing: One- or Two-Syllable Words with 'n', 'nn', or 'kn' > /n/ (with Cues), One-Syllable Words with -ed and -ing Endings Response to Text: Sentences (with Citation)
<b>Lesson 12</b>	Review: Tricky Words Small Group Reading			Response to Text: Sentences (with Citation)
<b>Lesson 13</b>	Small Group Reading*	Nouns and Pronouns		Word Writing: Pronouns Response to Text: Sentences (with Citation)
<b>Lesson 14</b>	Small Group Reading	Building Sentences with Adjectives and Prepositions		Response to Text: Sentences (with Citation)
<b>Lesson 15</b>	Partner Reading	Review: Plural Nouns	Spelling Assessment	Word Writing: One-Syllable Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
<b>Lesson 16</b>	Spelling Alternative 'wh' for /w/ Small Group Reading		Spelling Words Introduction: <i>knit, kneel, nose, center, nugget, running, winner, which*</i>	Response to Text: Sentences (with Citation)
<b>Lesson 17</b>	Partner Reading		Spelling Dictation	Response to Text: Sentences (with Citation)
<b>Lesson 18</b>	Spelling Alternative 'n' for /ng/ Small Group Reading*			
<b>Lesson 19</b>	Tricky Spelling 'n' for /n/ and /ng/ Small Group Reading			Word Writing: One-Syllable Words with 'n' > /n/ or /ng/ (with Cues) Response to Text: Sentences (with Citation)
<b>Lesson 20</b>	Partner Reading	Review: Pronouns	Spelling Assessment	Response to Text: Sentences (with Citation)
<b>Lesson 21</b>	Review: Root Words and Endings Small Group Reading*			Word Writing: Two-Syllable Words with -ed or -ing Endings Response to Text: Sentences (with Citation)
<b>Lesson 22</b>	Small Group Reading		Spelling Dictation	Response to Text: Sentences (with Citation)



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 23</b>	Tricky Word cow Small Group Reading *			Word Writing: One- and Two- Syllable Words (with Cues) Response to Text: Sentences (with Citation)
<b>Lesson 24</b>	Word Recognition Assessment Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
<b>Lesson 25</b>	Story Comprehension Assessment Wiggle Cards			Response to Text: Sentences (with Citation)
<b>Pausing Point</b>	Review: Sound Spelling, Tricky Words Partner Reading*	Review: Building Sentences with Adjectives and Prepositions, Pronouns		Word Writing: One- and Two-Syllable Words (with Cues) Planning and Drafting Descriptions Response to Text: Sentences (with Citation)

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## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

## Unit 7 (20–23 days)

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 1</b>	Spelling Alternatives for /ae/ Reading: Wiggle Cards		Spelling Words Introduction: <i>fade, knocked, knitting, pitch, wrapper, hands, drinking, by*</i>	Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)
<b>Lesson 2</b>	Chaining: One-Syllable Words Whole Group Reading			Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)*
<b>Lesson 3</b>	Small Group Reading	Review: Common, Proper and Plural Nouns		Response to Text: Sentences (with Citation)
<b>Lesson 4</b>	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement		Word Writing: Nouns and Verbs, One- and Two-Syllable Words (with Cues) Response to Text: Paragraph
<b>Lesson 5</b>	Reading Comprehension: Multiple Choice Small Group Reading*		Spelling Assessment	
<b>Lesson 6</b>	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement	Spelling Words Introduction: <i>rain, hair, explain, stay, stray, display, escape, your*</i>	Word Writing: Nouns and Verbs (with Cues) Response to Text: Sentences (with Citation)
<b>Lesson 7</b>	Partner Reading	Commas in a Series		Response to Text: Sentences (with Citation), Friendly Letter
<b>Lesson 8</b>	Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Root Words and Endings		Word Writing: Two-Syllable Words with <i>-ed</i> and <i>-ing</i> Endings Sentence Writing Response to Text: Sentence (with Citation)
<b>Lesson 9</b>	Partner Reading	Review: Punctuation*		Response to Text: Sentences (with Citation)
<b>Lesson 10</b>	Small Group Reading	Review: Punctuation	Spelling Assessment	
<b>Lesson 11</b>	Spelling Alternatives for /oe/ Small Group Reading		Spelling Words Introduction: <i>classmate, airplane, gain, brainstorm, railway, layer, playground, who*</i>	Response to Text: Sentences (with Citation)
<b>Lesson 12</b>	Small Group Reading	Building Sentences with Conjunctions		Word Writing: One-Syllable Words with 'oa' > /oe/ or 'ai', 'ay' > /ae/ (with Cues) Response to Text: Sentences (with Citation)



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Grade 1

	Phonics & Reading	Grammar	Spelling	Writing
<b>Lesson 13</b>	Whole Group Reading			Response to Text: Sentences (with Citation), Pictorial Representation Instructional Writing: Introduction
<b>Lesson 14</b>	Small Group Reading*			Instructional Writing: Sequencing Steps
<b>Lesson 15</b>	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Sentences (with Citation) Instructional Writing: Giving Good Oral Instructions
<b>Lesson 16</b>	Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation) Instructional Writing: Planning and Drafting
<b>Lesson 17</b>	Small Group Reading			Instructional Writing: Editing and Publishing
<b>Lesson 18</b>	Small Group Reading*	Noun-Verb Agreement Commas in a Series		Response to Text: Sentences (with Citation)
<b>Lesson 19</b>	Silent Reading Comprehension Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
<b>Lesson 20</b>	Fluency Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
<b>Lesson 21</b>	Word Reading in Isolation Assessment Reading: Wiggle Cards			Word Writing: One- and Two-Syllable Words (with Cues)
<b>Pausing Point</b>	Review: Spelling Alternatives Reading: Wiggle Cards Reading Comprehension: Multiple Choice	Review: Quotation Marks, Commas	Chaining: One-Syllable Words Dictation: Sounds, Words, Phrases, and Sentences	Word Writing: One- and Two-Syllable Words (with Cues)

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**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

*The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.*

**Unit 1 (10–13 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Awareness of Noises Left/Right Discrimination	Use Common Prepositions		Prewriting Skills: Drawing on a Vertical Surface
<b>Lesson 2</b>	Awareness of Noises Left/Right Discrimination	Use Common Prepositions		Prewriting Skills: Vertical Line*
<b>Lesson 3</b>	Awareness of Noises Left/Right Discrimination *	Use Common Prepositions		Prewriting Skills: Vertical Line
<b>Lesson 4</b>	Awareness of Noises Left/Right Discrimination Blending Pretest	Use Common Prepositions		Prewriting Skills: Horizontal Line*
<b>Lesson 5</b>	Awareness of Noises and Words* Left/Right Discrimination	Use Common Prepositions		Prewriting Skills: Circle*
<b>Lesson 6</b>	Awareness of Noises, Words, and Phrases*	Use Common Prepositions		Writing Strokes Pretest Prewriting Skills: Circle
<b>Lesson 7</b>	Awareness of Noises and Words Tracking Practice	Use Common Prepositions		Prewriting Skills: Diagonal Line*
<b>Lesson 8</b>	Awareness of Words	Use Common Prepositions		Prewriting Skills: Square; Vertical and Horizontal Lines—Review
<b>Lesson 9</b>	Awareness of Words *	Use Common Prepositions		Prewriting Skills: Triangle; Circle and Diagonal Line—Review
<b>Lesson 10</b>	Awareness of Words and Phrases Tracking Assessment*	Use Common Prepositions		Prewriting Skills Assessment
<b>Pausing Point</b>	Review: Awareness of Noises, Words, and Phrases Review: Directionality and Tracking			Review: Prewriting Skills

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**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten****Unit 2 (10–13 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Tracking Practice			Prewriting Skills: Cup*
<b>Lesson 2</b>	Blending Syllables and Sounds	Use Common Prepositions		Prewriting Skills: Hump*
<b>Lesson 3</b>	Blending Sounds into Words Differentiating Shapes	Use Common Prepositions		Prewriting Skills: Zigzag * *
<b>Lesson 4</b>	Blending Sounds into Words Beginning/End Recognition	Use Common Prepositions		Prewriting Skills: Wavy Line* *
<b>Lesson 5</b>	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Spiral Handwriting: Own Name* *
<b>Lesson 6</b>	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: X, +* Handwriting: Own Name
<b>Lesson 7</b>	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Loop Handwriting: Own Name* *
<b>Lesson 8</b>	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Cane* Handwriting: Own Name
<b>Lesson 9</b>	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Hook* Handwriting: Own Name
<b>Lesson 10</b>	Blending Sounds into Words Sound Blending Assessment *	Use Common Prepositions		Handwriting: Own Name Prewriting Skills Assessment
<b>Pausing Point</b>	Review: Syllable and Sound Blending, Blending Sounds into Words Review: Tracking			Review: Prewriting Skills Review: Handwriting—Own Name

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**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten****Unit 3 (14–17 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Sound /m/ Spelled 'm'	Use Common Prepositions		Handwriting 'm': Letter
<b>Lesson 2</b>	Sound /a/ Spelled 'a'	Use Common Prepositions		Handwriting 'a': Letter
<b>Lesson 3</b>	Sound /t/ Spelled 't' Chaining: One-Syllable Short Vowel Sounds	Use Common Prepositions		Handwriting 't': Letter
<b>Lesson 4</b>	Sound /d/ Spelled 'd' Chaining: One-Syllable Short Vowel Sounds *	Use Common Prepositions		Handwriting 'd': Letter
<b>Lesson 5</b>	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds <sup>1</sup>		Chaining: One-Syllable Short Vowel Sounds <sup>1</sup>	Review: Handwriting 'm', 'a', 't', 'd'—Letter
<b>Lesson 6</b>	Sound /o/ Spelled 'o' Chaining: One-Syllable Short Vowel Sounds *	Use Common Prepositions		Handwriting 'o': Letter Handwriting 'm', 'a', 't', 'd': Words*
<b>Lesson 7</b>	Sound /k/ Spelled 'c' Chaining: One-Syllable Short Vowel Sounds *	Use Common Prepositions		Handwriting 'c': Letter
<b>Lesson 8</b>	Sound /g/ Spelled 'g' Chaining: One-Syllable Short Vowel Sounds	Use Common Prepositions		Handwriting 'g': Letter
<b>Lesson 9</b>	Sound /i/ Spelled 'i' Chaining: One-Syllable Short Vowel Sounds*	Use Common Prepositions		Handwriting 'i': Letter and Word*
<b>Lesson 10</b>	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds <sup>1</sup> *	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds <sup>1</sup>	Review: Handwriting 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'—Letters and Words*
<b>Lesson 11</b>	Chaining: One-Syllable Short Vowel Sounds <sup>1</sup> Reading Assessment *	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds <sup>1</sup>	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 12</b>	Chaining: One-Syllable Short Vowel Sounds <sup>1</sup> Reading Assessment	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds <sup>1</sup>	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 13</b>	Tricky Words: one and	Use Common	Circle Spelling: One-	Word Writing: One-



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 14</b>	<i>two (Picture Reader)</i> Reading Assessment *	Prepositions	Syllable Short Vowel VC and CVC Words	Syllable Short Vowel CVC Words (with Cues)
	Tricky Word: <i>three</i> (Picture Reader) Reading Assessment *	Use Common Prepositions	Stomp and Spell: One- Syllable Short Vowel CVC Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Pausing Point</b>	Review: Oral Blending and Sound Spelling		Chaining: One-Syllable Short Vowel Sounds	Review: Handwriting— Letters and Words Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

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<sup>†</sup> Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten****Unit 4 (15–18 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Sound /n/ Spelled 'n' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'n': Letter and Words
<b>Lesson 2</b>	Sound /h/ Spelled 'h' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'h': Letter and Words
<b>Lesson 3</b>	Sound /s/ Spelled 's' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 's': Letter and Words
<b>Lesson 4</b>	Sound /f/ Spelled 'f' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'f': Letter and Words*
<b>Lesson 5</b>	Practice Reading Words		Chaining: One-Syllable Short Vowel Words	
<b>Lesson 6</b>	Sound /v/ Spelled 'v' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'v': Letter and Words*
<b>Lesson 7</b>	Sound /z/ Spelled 'z' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions	Dictation: Sounds	Handwriting 'z', 'a', 'o', 'm', 't', 's', 'c': Letters
<b>Lesson 8</b>	Sound /p/ Spelled 'p' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'p': Letter and Words
<b>Lesson 9</b>	Sound /e/ Spelled 'e' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'e': Letter and Words
<b>Lesson 10</b>		Introduction to Phrases	Chaining: One-Syllable Short Vowel Words Dictation: Sounds*	
<b>Lesson 11</b>	Practice Reading Phrases Reading Assessment *		Chaining: One-Syllable Short Vowel Words Dictation: Sounds	Review: Handwriting 'm', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'e'—Letters
<b>Lesson 12</b>	Demonstration Story Practice Reading Words Reading Assessment		Stomp and Spell	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 13</b>	Demonstration Story Practice Reading Words* Reading Assessment		Dictation: Sounds	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 14</b>	Tricky Word: <i>the</i> ( <i>Picture Reader</i> ) Practice Reading Words Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 15</b>	Tricky Word: <i>a</i> ( <i>Picture Reader</i> ) Phrases and Wiggle Cards Practice Reading Words* Reading Assessment		Spelling Hopscotch	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
<b>Pausing Point</b>	Review: Segmenting and Sound Spelling Practice Reading Words and Phrases Demonstration Story		Dictation: Sounds and One-Syllable Short Vowel CVC Words	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

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## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Kindergarten

## Unit 5 (16–19 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 1</b>	Sound /b/ Spelled 'b'* Sound /d/ Spelled 'd'*		Chaining: One-Syllable Short Vowel Words	Handwriting 'b': Letter and Words  Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 2</b>	Sound /l/ Spelled 'l'*			Handwriting 'l': Letter and Words  Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 3</b>	Sound /r/ Spelled 'r'			Handwriting 'r': Letter and Words  Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 4</b>	Sound /u/ Spelled 'u'* Reading: Wiggle Cards			Handwriting 'u': Letter and Words*  Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 5</b>	Tricky Word: <i>blue</i> (Picture Reader)		Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 6</b>	Sound /w/ Spelled 'w'		Chaining: One-Syllable Short Vowel Words	Handwriting 'w': Letter and Words  Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 7</b>	Sound /j/ Spelled 'j'			Handwriting 'j': Letter and Words  Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 8</b>	Sound /y/ Spelled 'y'* Tricky Word: <i>yellow</i> (Picture Reader)			Handwriting 'y': Letter and Words  Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 9</b>	Sound /x/ Spelled 'x' *		Chaining: One-Syllable Short Vowel Words	Handwriting 'x': Letter and Words  Phrase Writing: One- Syllable Short Vowel CVC Words (with Cues)

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 10</b>	Spelling Alternative for /k/ Spelled 'k' Practice Reading Words		Chaining: One-Syllable Short Vowel Words	Handwriting 'k': Letter and Words  Phrase Writing: One- Syllable Short Vowel VC and CVC Words (with Cues)  Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 11</b>	Tricky Word: <i>look</i> (Picture Reader)*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: Sounds Practice Spelling Words: Stomp and Spell	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 12</b>	Reading Assessment *		Chaining: One-Syllable Short Vowel Words	Review: Handwriting 'b', 't', 'r', 'u', 'w', 'k', 'y', 'x', 'j'—Letters
<b>Lesson 13</b>	Demonstration Story Practice Reading Words Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Short Vowel Words	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 14</b>	Demonstration Story Practice Reading Phrases Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One- Syllable Short Vowel CVC Words (with Cues)*
<b>Lesson 15</b>	Demonstration Story Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One- Syllable Short Vowel CVC Words (with Cues)
<b>Lesson 16</b>	Demonstration Story Practice Reading Phrases* Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: Sounds Practice Spelling Words: Spelling Hopscotch	
<b>Pausing Point</b>	Review: Sound Spelling		Chaining: One-Syllable Short Vowel Words  Review: Dictation— Sounds	Word Writing: One- Syllable Short Vowel CVC Words (with Cues)  Review: Handwriting— Letters and Words

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**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten****Unit 6 (15–18 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Alphabet/Letter Names (lowercase) Tricky Word: <i>I</i> ( <i>Picture Reader</i> ) Demonstration Story *	Use Question Words Capitalize the First Word in a Sentence/Pronoun I	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
<b>Lesson 2</b>	Alphabet/Letter Names Demonstration Story	Use Question Words Use Common Prepositions	Chaining Dictation: One-Syllable Short Vowel Words with Consonant Clusters	Word Writing: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs (with Cues)
<b>Lesson 3</b>	Alphabet/Letter Names* Sound /z/ spelled 's' Demonstration Story*	Form Plural Nouns by adding /s/ or /es/ Use Question Words Use Common Prepositions	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	Word Writing: One-Syllable Short Vowel VC and CVC Words (with Cues)
<b>Lesson 4</b>	Sounds /s/ and /z/ Partner Reading	Form Plural Nouns by adding /s/ or /es/ Use Question Words		Word Writing: One-Syllable Short Vowel Words in which 's' > /s/ or /z/ (with Cues)*
<b>Lesson 5</b>	Alphabet/Letter Names Demonstration Story Small Group Reading *	Use Question Words Use Common Prepositions		
<b>Lesson 6</b>	Tricky Word: <i>are</i> ( <i>Picture Reader</i> ) *	/s/ and /z/ in Plural Nouns and Verbs	Chaining: One-Syllable Short Vowel CVC Words	
<b>Lesson 7</b>	Reading: Wiggle Cards Small Group Reading* *	Use Question Words	Chaining: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
<b>Lesson 8</b>	Demonstration Story Small Group Reading *	Use Question Words	Dictation: One-Syllable Short Vowel Words with Consonant Clusters	
<b>Lesson 9</b>	Rhyming Words Small Group and Partner Reading* *		Chaining: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
<b>Lesson 10</b>	Demonstration Story Small Group Reading* *	Use Question Words	Dictation: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 11</b>	Review: Rhyming Words Tricky Word: <i>little</i> (Picture Reader)		Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
<b>Lesson 12</b>	Demonstration Story Small Group and Partner Reading*	Use Question Words	Tap and Spell: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	
<b>Lesson 13</b>	Review: Rhyming Words* Small Group and Partner Reading	Use Question Words	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
<b>Lesson 14</b>	Demonstration Story Small Group Reading Review: Letter Names and Rhyming Words	Use Question Words Use Common Prepositions		
<b>Lesson 15</b>	Review: Letter Names		Chaining: One-Syllable, Short-Vowel Words with Consonant Clusters	Word Writing: One-Syllable Short Vowel Words (with Cues)
<b>Lesson 16</b>	Demonstration Story Small Group and Partner Reading	Use Question Words	Dictation: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	
<b>Lesson 17</b>	Assessment: Letter Names Assessment: Rhyming Words Assessment: Consonant Clusters Small Group and Partner Reading			Word Writing: One-Syllable Short Vowel Words (with Cues)
<b>Pausing Point</b>	Review: Sound Spelling, Letter Names, Rhyming Words* Demonstration Stories Partner Reading*		Chaining: One-Syllable Short Vowel Words with Digraphs Dictation: Words and Phrases	Word Writing: One-Syllable Short Vowel CVCC, CVCCC, and CCVCC Words (with Cues) Review: Handwriting—Letters and Words

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

**Unit 7 (17–20 days)**

	Phonics & Reading	Grammar/ Language	Spelling	Writing
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**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 1</b>	Sound /ch/ Spelled 'ch'			Handwriting 'ch': Letters and Words Word Writing: One-Syllable Short Vowel CCVCC and CVCCC Words (with Cues)
<b>Lesson 2</b>	Sound /sh/ Spelled 'sh'*		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'sh': Letters and Words
<b>Lesson 3</b>	Review: Sounds /ch/ Spelled 'ch' and /sh/ Spelled 'sh'* Tricky Word: <i>down</i> (Picture Reader) Reading: Wiggle Cards	Use Common Prepositions		
<b>Lesson 4</b>	Sound /th/ Spelled 'th'		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'th': Letters and Words
<b>Lesson 5</b>	Sound /th/ Spelled 'th'*			Handwriting 'th': Letters and Words
<b>Lesson 6</b>	Review: Sounds /ch/ Spelled 'ch', /sh/ Spelled 'sh', /th/ Spelled 'th', and /th/ Spelled 'th'		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting: One-Syllable Short Vowel Words Word Writing: One-Syllable Short Vowel Words with Digraphs (with Cues)
<b>Lesson 7</b>	Sound /qu/ Spelled 'qu'*		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'qu': Letters and Words
<b>Lesson 8</b>	Sound /ng/ Spelled 'ng'			Handwriting 'ng': Letters and Words Word Writing: One-Syllable Short-Vowel Words with Digraphs (with Cues)
<b>Lesson 9</b>	Tricky Word: <i>out</i> (Picture Reader) Practice: Segmenting into Phonemes Demonstration Story*	Use Question Words Use Common Prepositions		
<b>Lesson 10</b>	Demonstration Story Partner Reading	Use Question Words	Dictation Identification: One-Syllable Short Vowel CCVC, CVCC, and CCVCC Words	Handwriting: One-Syllable Short Vowel CCVC, CVCC, and CCVCC Words



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 11</b>	Tricky Word: <i>of</i> (Picture Reader) Reading Assessment Demonstration Story Small Group and Partner Reading*	Use Question Words Use Common Prepositions		
<b>Lesson 12</b>	Chaining: One-Syllable Short Vowel Words with Digraphs Reading Assessment Small Group and Partner Reading*			Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
<b>Lesson 13</b>	Demonstration Story Partner Reading	Use Question Words	Chaining: One-Syllable Short Vowel Words with Digraphs	
<b>Lesson 14</b>	Reading Assessment Demonstration Story Small Group and Partner Reading*	Use Question Words		Word Writing: One-Syllable, Short-Vowel Words with Digraphs (with Cues)
<b>Lesson 15</b>	Reading Assessment Small Group and Partner Reading*		Practice: Tap and Spell	Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
<b>Lesson 16</b>	Reading: Wiggle Cards Practice Reading Words Reading Assessment Demonstration Story Small Group and Partner Reading	Use Question Words		Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
<b>Lesson 17</b>	Review Tricky Words: <i>down, out, of</i> Practice Reading Phrases Reading Assessment Small Group and Partner Reading*			

# Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Kindergarten

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Pausing Point</b>	Review: Sounds Spelling Practice Reading Words and Phrases* Demonstration Stories Partner Reading*			Review: Handwriting—Letters and Words Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs(with Cues)

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten****Unit 8 (20–23 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Tricky Word: <i>funny</i> (Picture Reader)* Demonstration Story	Use Question Words Recognize End Punctuation		Word Writing: Tricky Word <i>funny</i> * Generative Sentence Writing: Including Tricky Words Handwriting: Words Vocabulary: Pictorial Representations
<b>Lesson 2</b>	Tricky Words: <i>all</i> (Picture Reader) Small Group and Partner Reading	Use Question Words Recognize End Punctuation		Word Writing: Tricky Word <i>all</i> * Generative Sentence Writing: Including Tricky Words
<b>Lesson 3</b>	Review: Tricky Words* Demonstration Story Small Group and Partner Reading	Use Question Words Recognize End Punctuation	Dictation: Tricky Words	Handwriting: Words, including Tricky Words Vocabulary: Pictorial Representations
<b>Lesson 4</b>	Review: Tricky Words, Rhyming Words Small Group and Partner Reading			
<b>Lesson 5</b>	Tricky Words: <i>from</i> (Picture Reader) Demonstration Story Partner Reading*	Use Question Words Recognize End Punctuation		Word Writing: One-Syllable Short Vowel Tricky Words (with Cues) Handwriting: Words Vocabulary: Pictorial Representations
<b>Lesson 6</b>	Demonstration Story Small Group and Partner Reading*	Use Question Words Recognize End Punctuation	Chaining: One Syllable Short Vowel Words with Initial or Final Digraphs and/or Clusters	Handwriting: Words Vocabulary: Pictorial Representations
<b>Lesson 7</b>	Small Group and Partner Reading		Dictation: One-Syllable Short-Vowel Words with Initial or Final Blends, Clusters, or Digraphs	Phrases Writing: Including One-Syllable Short Vowel Words with Digraphs (with Cues)
<b>Lesson 8</b>	Tricky Word: <i>was</i> (Picture Reader)* Demonstration Story Partner Reading	Use Question Words Recognize End Punctuation	Dictation: Tricky Words	Handwriting: Tricky Words
<b>Lesson 9</b>	Review: Tricky Words and Rhyming Words Practice Reading Phrases *			



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 10</b>	Double-Letter Spellings for Consonant Sounds Chaining: One-Syllable Short-Vowel Words with Initial or Final Blends, Clusters, or Consonant Digraphs Demonstration Story*	Use Question Words Recognize End Punctuation		Word Writing: One Syllable Short Vowel Words with a Double Consonant Final Spelling (with Cues)
<b>Lesson 11</b>	Chaining: One-Syllable Short Vowel Words with Initial or Final Blends, Clusters, or Consonant Digraphs Partner Reading		Dictation: Tricky Words	
<b>Lesson 12</b>	Double-Letter Spellings for Consonant Sounds* Demonstration Story Whole Group Reading	Use Question Words Recognize End Punctuation		Vocabulary: Pictorial Representations
<b>Lesson 13</b>	Practice Reading Sounds, Words, and Sentences Demonstration Story*	Use Question Words Recognize End Punctuation	Practice: Guess It and Spell It	Handwriting: Words Vocabulary: Pictorial Representations
<b>Lesson 14</b>	Practice Reading Phrases Partner Reading*			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
<b>Lesson 15</b>	Word Recognition Assessment Demonstration Story Whole Group Reading	Recognize End Punctuation		Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
<b>Lesson 16</b>	Lowercase Letter Name Assessment Small Group/Partner Reading Practice: Rhyming Words Reading Assessment			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
<b>Lesson 17</b>	Tricky Word Assessment Demonstration Story Practice Reading Phrases Code Knowledge Diagnostic Assessment *	Recognize End Punctuation Use apostrophe –s to Determine Meaning		Handwriting: Words Vocabulary: Pictorial Representations

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 18</b>	Partner Reading* Story Reading Assessment Code Knowledge Diagnostic Assessment			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
<b>Lesson 19</b>	Demonstration Story Small Group and Partner Reading*	Use Question Words		Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
<b>Lesson 20</b>	Review: Rhyming Words Small Group and Partner Reading		Dictation: One-Syllable Short Vowel Words with Digraphs and Double-Letter Spellings for Consonant Sounds	Handwriting: Tricky Words
<b>Pausing Point</b>	Review: Tricky Words, Sound Spelling, Rhyming Words Partner Reading*		Dictation: Words and Phrases	Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)  Review: Handwriting—Double-Letter Spellings for Consonant Sounds, Words—Tricky Words

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten****Unit 9 (23–26 days)**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 1</b>	Tricky Words: <i>when, word*</i> Uppercase Letters: 'A', 'B', 'C', 'D'	Use Question Words		Handwriting 'A' 'B' 'C' 'D'; Tricky Words: Letters and Words*
<b>Lesson 2</b>	Tricky Words: <i>why, to</i> Whole Group Reading	Use Question Words Use Common Prepositions		Response to Text Vocabulary: Pictorial Representations
<b>Lesson 3</b>	Uppercase Letters: 'E' 'F' 'G' 'H' Small Group Reading	Use Question Words		Handwriting 'E' 'F' 'G' 'H'; Tricky Words: Letters and Words* Vocabulary: Pictorial Representations
<b>Lesson 4</b>	Review: Uppercase Letters Small Group and Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text
<b>Lesson 5</b>	Tricky Words: <i>where, no</i>	Use Question Words		Sentence Writing (with Cues) Word Writing: Tricky Words (with Cues)
<b>Lesson 6</b>	Uppercase Letters: 'I' 'J' 'K' 'L' 'M' Whole Group Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting 'I' 'J' 'K' 'L' 'M'; Tricky Words: Letters and Words* Response to Text Vocabulary: Pictorial Representations
<b>Lesson 7</b>	Tricky Words: <i>what, so</i> Uppercase Letters: 'N' 'O' 'P' 'Q' 'R'	Use Question Words		Handwriting 'N' 'O' 'P' 'Q' 'R'; Tricky Words: Letters and Words*
<b>Lesson 8</b>	Review: Tricky Words Small Group and Partner Reading*	Use Question Words	Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Consonant Digraphs Dictation: Letters	
<b>Lesson 9</b>	Review: Tricky Words Small Group and Partner Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Word Writing: Tricky Words (with Cues) Response to Text

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 10</b>	Tricky Word: <i>which</i> Uppercase Letters: 'S' 'T' 'U' 'V' 'W' Assessment: Tricky Word Recognition Small Group and Partner Reading*	Use Question Words		Handwriting 'S' 'T' 'U' 'V' 'W'; Tricky Words: Letters and Words Vocabulary: Pictorial Representations
<b>Lesson 11</b>	Review: Uppercase Letters Tricky Word: <i>once</i> Small Group and Partner Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text *
<b>Lesson 12</b>	Uppercase Letters: 'X' 'Y' 'Z' Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting 'X' 'Y' 'Z'; Tricky Words: Letters and Words Word Writing: Tricky Words (with Cues) Response to Text
<b>Lesson 13</b>	Tricky Words: <i>said, says</i> Small Group and Partner Reading	Use Question Words		Word Writing: Tricky Words
<b>Lesson 14</b>	Small Group and Partner Reading Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Review: Handwriting—Capital Letters Response to Text
<b>Lesson 15</b>	Reading: Wiggle Cards Practice Reading Sentences			Word Writing: Tricky Words (with Cues)
<b>Lesson 16</b>	Tricky Words: <i>were</i> Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text Vocabulary: Pictorial Representations
<b>Lesson 17</b>	Tricky Words: <i>here, there</i> * Whole Group Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Word Writing: Tricky Words Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 18</b>	Review: Tricky Words Small Group and Partner Reading*	Use Question Words	Dictation: Phrases	Word Writing: Tricky Words (with Cues) Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
<b>Lesson 19</b>	Small Group and Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting: '?' '!' 'I' Response to Text
<b>Lesson 20</b>	Small Group and Partner Reading Practice Reading: Wiggle Cards Assessment: Tricky Word Recognition Assessment: Upper Case Letter Writing Assessment: Punctuation	Use Question Words		
<b>Lesson 21</b>	Small Group and Partner Reading Practice Reading: Wiggle Cards Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Review: Handwriting—Capital Letters Handwriting: Tricky Words Sentence Writing (With Cues) Response to Text
<b>Lesson 22</b>	Whole Group Reading* Practice Reading: Wiggle Cards Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
<b>Lesson 23</b>	Partner Reading* Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Sentence Writing (with Cues) Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations

# Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Kindergarten

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Pausing Point</b>	Review: Tricky Words, Uppercase Letters Partner Reading*		Review: Spelling Dictation	Response to Text Review: Handwriting— Capital Letters, Tricky Words Word Writing: Tricky Words (with Cues)

\*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (\*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.



## Core Knowledge Language Arts®

## Scope and Sequence • Skills Strand • Kindergarten

## Unit 10 (29–32 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 1</b>	Sound /ee/ Spelled 'ee' Small Group and Partner Reading	Use Question Words		Handwriting 'ee': Letters and Words Handwriting: One-Syllable Short Vowel Words Vocabulary: Pictorial Representations
<b>Lesson 2</b>	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One Syllable 'ee' Words (with Cues)* Response to Text
<b>Lesson 3</b>	Chaining: One-Syllable Long Vowel Words Tricky Words: <i>he, she, we</i> Small Group and Partner Reading	Use Question Words		
<b>Lesson 4</b>	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: One-Syllable Words with /e/ and /ee/ sounds/spellings	Response to Text
<b>Lesson 5</b>	Tricky Words: <i>be, me</i> Whole Group Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text
<b>Lesson 6</b>	Reading: Wiggle Cards Review: Tricky Words		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words, Long 'e' Words
<b>Lesson 7</b>	Sound /ae/ Spelled 'a_e' Small Group and Partner Reading*			Handwriting 'a_e': Words Writing the Spelling
<b>Lesson 8</b>	Tricky Words: <i>they, their</i> Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Large Card Chaining	Response to Text *



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 9</b>	Whole Group Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One- Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
<b>Lesson 10</b>	Dictation Identification: One-Syllable Long and Short Vowel Words Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One- Syllable Long Vowel Words (with Cues) Response to Text
<b>Lesson 11</b>	Sound /ie/ Spelled 'i_e' Small Group and Partner Reading*			Handwriting 'i_e': Words Word Writing: One- Syllable Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
<b>Lesson 12</b>	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One- Syllable Long Vowel Words (with Cues) Response to Text
<b>Lesson 13</b>	Tricky Word: my Small Group and Partner Reading	Use Question Words	Chaining: One-Syllable Short and Long Vowel Words with the Final -e Spelling	Word Writing: One- Syllable Long Vowel Words (with Cues)* Vocabulary: Pictorial Representations
<b>Lesson 14</b>	Practice: Reading Words with the Final -e Spelling Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text
<b>Lesson 15</b>	Tricky Word: by Reading: Wiggle Cards Partner Reading *	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Vocabulary: Pictorial Representations
<b>Lesson 16</b>	Review: Tricky Words *		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words



**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	Phonics & Reading	Grammar/ Language	Spelling	Writing
<b>Lesson 17</b>	Sound /oe/ Spelled 'o_e' Small Group and Partner Reading*	Use Question Words		Handwriting 'o_e': Words Vocabulary: Pictorial Representations
<b>Lesson 18</b>	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text
<b>Lesson 19</b>	Review: Sound Spelling Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One-Syllable Short and Long Vowel Words Vocabulary: Pictorial Representations
<b>Lesson 20</b>	Dictation Identification: One-Syllable, Long-Vowel Words Small Group and Partner Reading	Use Question Words		Word Writing: One-Syllable Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
<b>Lesson 21</b>	Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Long and Short Vowel Words	Response to Text
<b>Lesson 22</b>	Sound /ue/ Spelled 'u_e' Small Group and Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Handwriting 'u_e': Words Word Writing: One-Syllable Short and Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
<b>Lesson 23</b>	Tricky Words: <i>you, your</i> Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Long Vowel Words with the Final -e Spelling	Response to Text *
<b>Lesson 24</b>	Whole Group Reading*	Use Question Words	Chaining: One-Syllable Long Vowel Words with the Final -e Spelling	Response to Text Word Writing: One-Syllable Short Vowel Words (with Cues)
<b>Lesson 25</b>	Reading: Wiggle Cards		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words

**Core Knowledge Language Arts®****Scope and Sequence • Skills Strand • Kindergarten**

	<b>Phonics &amp; Reading</b>	<b>Grammar/ Language</b>	<b>Spelling</b>	<b>Writing</b>
<b>Lesson 26</b>	End-of-the-Year Assessment: Word Reading Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One- Syllable Short and Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
<b>Lesson 27</b>	Whole Group Reading* End-of-the-Year Assessment: Letter Sounds	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	End-of-the-Year Assessment: Sound Writing	End-of-the-Year Assessment: Sound Writing Response to Text Word Writing: One- Syllable Short and Long Vowel Words (with Cues)
<b>Lesson 28</b>	End-of-the-Year Assessment: Uppercase Letter Names Small Group and Partner Reading* End-of-the-Year Assessment: Letter Sounds	Use Question Words	Chaining: One-Syllable Long Vowel Words with the Final -e Spelling	End-of-the-Year Assessment: Writing Lowercase Letters
<b>Lesson 29</b>	Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Short and Long Vowel Words	Response to Text
<b>Pausing Point</b>	Review: Digraphs, Sound Spelling, Tricky Words Reading: Wiggle Cards Partner Reading*		Chaining: One-Syllable Long Vowel Words with the Final -e Spelling Dictation: One-Syllable Short and Long Vowel Words	Word Writing: One- Syllable Long Vowel Words (with Cues) Response to Text Handwriting: Tricky Words

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## Coversheet

### Consideration of Approval of Centralia Middle School Conference Days Memorandum of Understanding

**Section:** IX. NEW BUSINESS  
**Item:** F. Consideration of Approval of Centralia Middle School Conference Days Memorandum of Understanding  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Summary Sheet- CMS Conference Day MOU.pdf  
CMS Conference Days CEA MOU.pdf



**Centralia School District 401**  
**Regular School Board Meeting**  
**AGENDA ITEM DETAILS**

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**SUBJECT:**

Approval of Memorandum of Understanding (MOU) – CMS Spring Conference Schedule Adjustment

**BACKGROUND:**

The Centralia School District has scheduled spring conferences for April 3–4, 2025 and obtained a state waiver to count these days toward the 180-day school requirement. To better accommodate families and maximize conference participation, CMS has proposed an adjustment to the typical staff schedule.

**RATIONALE:**

To approve a temporary adjustment in the Centralia Middle School (CMS) conference schedule and associated staff working hours for Spring Conferences held on April 2–4, 2025. This MOU is effective through the end of the 2024–2025 school year and applies only to the stated conference days. It does not alter any other terms of the CBA unless specifically stated.

**FISCAL IMPACT:**

CMS staff will work 15 total contracted hours over two days:

- Wednesday, April 2, 2025
- Thursday, April 3, 2025

In exchange for working 15 hours over two days, CMS staff will not be required to work on Friday, April 4, 2025

**BUDGET SOURCE:**

Human Resources Department  
Fiscal Department

**DATA SOURCES:**

Samantha Mitchell, Executive Director of Human Resources  
Centralia Education Association

**SUBMITTED BY:**

Samantha Mitchell, Executive Director of Human Resources

**RECOMMENDED ACTION:**

BOD Approval of the MOU



**Memorandum of Understanding  
Between the Centralia School  
District and  
the Centralia Education Association**

Whereas Centralia School District has scheduled Spring conferences on April 3-4, 2025, and the District has obtained a waiver to have these days count as two of the 180 regular school days, AND whereas Centralia Middle School, in order to maximize conference attendance, would like to alter the working hours of the calendar approved by the Board, the parties agree to the following:

- CMS staff shall have a total of 15 hours of contracted time for conferences, split between Wednesday, April 2<sup>nd</sup> and Thursday, April 3<sup>rd</sup>. The 15 hours will be treated as a regular workday under the CBA with all applicable language.
- CMS staff shall receive 30 minutes of duty-free mealtime and 51 minutes of prep time for every 7.5 hours worked.
- Meal and/or prep times shall be scheduled no more than four hours apart.
- Preparation time be proportionally split across Wednesday, April 2<sup>nd</sup> and Thursday April 3<sup>rd</sup> to reflect the equivalent times worked but shall not be less than 30 minutes at a time.
- As a trade of time CMS shall not be required to work on Friday, April 4<sup>th</sup>.

This MOU shall remain in effect through the end of the 24-25 school year. All terms and conditions of the Collective Bargaining Agreement shall remain in full force and effect unless specifically modified by this MOU.

For the Association:

\_\_\_\_\_  
Angie Brown, CEA Co-Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rebekah Barnes, CEA Co-Chair

\_\_\_\_\_  
Date

For the District:

\_\_\_\_\_  
Dr. Lisa Grant, Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tim Browning, Board President

\_\_\_\_\_  
Date

## Coversheet

### Consideration of Approval of Centralia Education Association Choir Festival Memorandum of Understanding

**Section:** IX. NEW BUSINESS  
**Item:** G. Consideration of Approval of Centralia Education Association Choir  
Festival Memorandum of Understanding  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
Summary Sheet- Music Festival MOU.pdf  
Centralia Education Association Memorandum of Understanding regarding Choir Festival.pdf

**Centralia School District 401**  
**Regular School Board Meeting**  
**AGENDA ITEM DETAILS**

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**SUBJECT:**

Approval of Memorandum of Understanding (MOU) for Compensation Related to the District Choral Festival

**BACKGROUND:**

The inaugural District Choral Festival was scheduled to take place on April 1, 2025, at Centralia High School. This all-day event will feature students across various grade levels, culminating in a 5:30 PM performance in the gymnasium.

Given the significant time and effort required to plan and coordinate the event, the District and the Association have collaborated to determine fair compensation for the staff involved.

**RATIONALE:**

To formally acknowledge and approve a one-time compensation agreement between the District and CEA for elementary music teachers organizing the inaugural District Choral Festival.

This is a one-time agreement applicable only for the 2024–2025 academic year. It does not set a precedent for future compensation or events.

**FISCAL IMPACT:**

Elementary music teachers will receive 15 trade hours (equivalent to 2 full days or 7.5 hours per day). Trade time will be scheduled for April 3 and 4, 2025, during conference days. Coordination with building principal's is required to minimize instructional disruption.

**BUDGET SOURCE:**

Human Resources Department  
Fiscal Department

**DATA SOURCES:**

Samantha Mitchell, Executive Director of Human Resources  
Centralia Education Association

**SUBMITTED BY:**

Samantha Mitchell, Executive Director of Human Resources

**RECOMMENDED ACTION:**

BOD Approval of the MOU

## **Memorandum of Understanding Between the Centralia School District and the Centralia Education Association**

### **Purpose**

This Memorandum of Understanding (MOU) is entered into between the Centralia School District and Centralia Education Association to address the compensation for elementary music teachers organizing the inaugural District Choral Festival, scheduled for April 1, 2025.

### **Background**

The District Choral Festival will be an all-day event at Centralia High School, involving students from multiple grades and culminating in a concert in the gymnasium at 5:30 pm.

Recognizing the additional time, effort, and responsibilities involved in organizing and coordinating this event, the District and the Association agree to the following temporary compensation arrangement for the 2024-2025 academic year.

### **Agreement**

The parties agree as follows:

Elementary music teachers involved in organizing the District Choral Festival will be compensated with a trade of 15 (2-7.5 days) hours. The 15 hours will be scheduled during the designated April 3 and April 4, 2025, conference days and coordinated with the building principal to ensure minimal disruption to the school schedule.

This arrangement is a one-time agreement to compensate for the additional workload associated with the festival for the 2024-2025 academic year. This MOU does not set a precedent for future processes or compensation. Both parties acknowledge that this is not a long-term solution and agree to revisit the matter for future events.

### **Effective Date and Duration**

This MOU will take effect immediately upon signing and remain in force through the conclusion of the 2024-2025 school year.

### **For the Association:**

\_\_\_\_\_  
Angie Brown, CEA Co-Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rebekah Barnes, CEA Co-Chair

\_\_\_\_\_  
Date

### **For the District:**

\_\_\_\_\_  
Dr. Lisa Grant, Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tim Browning, Board President

\_\_\_\_\_  
Date

## Coversheet

### Consideration of Approval of 2025-26 Teacher Prep Day Schedule Memorandum of Understanding

**Section:** IX. NEW BUSINESS  
**Item:** H. Consideration of Approval of 2025-26 Teacher Prep Day Schedule  
Memorandum of Understanding  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Summary Sheet- 25-26 Teacher Prep Day Schedule MOU.pdf  
Teacher Prep Day MOU.pdf



**Centralia School District 401**  
**Regular School Board Meeting**  
**AGENDA ITEM DETAILS**

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**SUBJECT:**

Approval of Memorandum of Understanding (MOU) – Teacher Classroom Preparation Day Flexibility (2025–2026 School Year)

**BACKGROUND:**

Teachers in the District are entitled to a paid classroom preparation day prior to the start of the school year. To better accommodate teacher schedules and pre-scheduled trainings, the District and the CEA have agreed to offer optional flexibility in how this day may be utilized in August 2025.

**RATIONALE:**

To approve a one-time agreement providing flexibility for teachers in scheduling their paid classroom preparation day at the beginning of the 2025–2026 school year.

Teachers may fulfill their one (1) paid prep day in the following ways:

- One full day on either August 19 or August 20, 2025, OR
- Two half-days, split between August 19 and August 20, 2025

This agreement is limited to the 2025–2026 school year only and does not set precedent for future arrangements.

**FISCAL IMPACT:**

Timekeeping Requirements:

- All time must be time sheeted and compensated per standard district procedures
- Staff must accurately report on hours worked

**BUDGET SOURCE:**

Human Resources Department  
Fiscal Department

**DATA SOURCES:**

Samantha Mitchell, Executive Director of Human Resources  
Centralia Education Association

**SUBMITTED BY:**

Samantha Mitchell, Executive Director of Human Resources

**RECOMMENDED ACTION:**

BOD Approval of the MOU

## **Memorandum of Understanding Between the Centralia School District and the Centralia Education Association**

### **Purpose**

This Memorandum of Understanding (MOU) is entered into by and between the Centralia School District (District) and the Centralia Education Association (CEA) to allow teachers the flexibility to split their classroom preparation day into either half-day ( $\frac{1}{2}$ ) or full-day increments between August 19 and August 20, 2025, while ensuring this arrangement does not set a precedent for future years.

### **Terms of Agreement**

#### **1. Classroom Preparation Day Flexibility:**

- Teachers may choose to complete their one (1) paid classroom preparation day in either:
- One full day on August 19 or August 20, 2024, OR
- Two half-days, split between August 19 and August 20, 2024.
- Teachers who have pre-scheduled training on either August 19 or August 20 shall be permitted to complete their preparation day on the remaining available date.

#### **2. Non-Precedent Setting Agreement:**

- This arrangement applies exclusively to the 2025-2026 school year and shall not establish a precedent for future years.

#### **3. Timekeeping and Compensation:**

- The preparation day shall be time-sheeted and compensated as outlined in the original agreement.
- Employees must accurately report their work time in compliance with district procedures.

#### **4. Duration & Termination:**

- This MOU is applicable only to the 2025-2026 school year and will expire on August 29, 2025, the last day to turn in timesheets for the teacher preparation day.

**For the Association:**

\_\_\_\_\_  
Angie Brown, CEA Co-Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rebekah Barnes, CEA Co-Chair

\_\_\_\_\_  
Date

**For the District:**

\_\_\_\_\_  
Dr. Lisa Grant, Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tim Browning, School Board President

\_\_\_\_\_  
Date

# Coversheet

## Procedure

<b>Section:</b>	X. PROCEDURE UPDATE
<b>Item:</b>	A. Procedure
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	3116P-Procedure Students in Foster Care.pdf



**Policy: 3116P**  
**Section: 3000 - Students**

## Procedure - Students in Foster Care

### Definitions

- **Additional costs incurred in providing transportation** are those costs that reflect the difference between what the district would otherwise spend to transport a student to his or her assigned school and the cost of transporting a student in foster care to his or her school of origin. The district would, for example, incur an additional cost if it had no choice but to re-route busses to transport a student in foster care to one of its schools.
- **Best interest determination** means using child-centered criteria for determining which educational setting is best for a particular child. Decisions should be made on a case-by-case basis and should not be based on the cost of transportation.
- **Caregiver** means potential out-of-home placement options including licensed foster homes, relatives, group care providers or other court-ordered suitable parties. All placement options result from state dependency court actions. This term is relevant to the dispute resolution process for education-services decisions relevant to students in foster care.
- **Educational decision-maker** means the caregiver and social worker listed on the *Caregiver Authorization Form* who are authorized to make day to day decisions for children and youth in out-of-home care. Additional decision-makers such as the birth parent, education liaison, or other appropriate adult may be court-appointed and identified on the *Health and Education Authorization Court Order*. This term is relevant to the dispute resolution process for enrollment and transportation decisions relevant to students in foster care.
- **Foster care** has the same meaning as in RCW 26A.150.510 and describes the status of any student who is the subject of a dependency proceeding, including Unaccompanied Refugee Minors (URM) and students under the sole jurisdiction of tribal child welfare.
- **Other supervising agency** means an agency licensed by the state under RCW 74.15.090 or licensed by a federally recognized Indian tribe located in Washington under RCW 74.15.190 that has entered into a performance-based contract with the department to provide case management for the delivery and documentation of child welfare services as defined in RCW 74.13.020.
- **School of origin** means the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of placement change.

### Duties of the foster care liaison

The superintendent or designee will designate a district foster care liaison to facilitate district compliance with state and federal laws related to students in foster care and to collaborate with the department of children, youth, and families to address educational barriers for these students. The role and responsibilities of a foster care liaison may include:

- (a) Coordinating with the department of children, youth, and families on the implementation of state and federal laws related to students in foster care;
- (b) Coordinating with foster care education program staff at the office of the superintendent of public instruction;
- (c) Attending training and professional development opportunities to improve school district implementation efforts;
- (d) Serving as the primary contact person for representatives of the department of children, youth, and families;
- (e) Leading and documenting the development of a process for making best interest determinations in accordance with the processes identified in this procedure;





- (f) Facilitating immediate enrollment in accordance with RCW 28A.225.330;
- (g) Facilitating the transfer of records in accordance with RCW 28A.150.510 and 28A.225.330;
- (h) Facilitating data sharing with child welfare agencies consistent with state and federal privacy laws and rules;
- (i) Developing and coordinating local transportation procedures;
- (j) Managing best interest determination and transportation cost disputes according to the best practices developed by the office of the superintendent of public instruction;
- (k) Ensuring that students in out-of-home care are enrolled in and regularly attending school, consistent with RCW 28A.225.023; and
- (l) Providing professional development and training to school staff on state and federal laws related to students in foster care and their educational needs, as needed.

The district foster care liaison will also:

- Collaborate with the district's Title I coordinator and the appropriate child welfare agency point of contact on the implementation of Title I provisions;
- Document all best interest determination processes as well as collaboration with the child welfare agency or agencies;
- Develop and coordinate local transportation procedures;
- Manage transportation costs disputes;
- Coordinate all appeals of education-based decisions for students in out-of-home care and district appeals of inter-agency disputes; and
- As resources permit, provide guidance to school staff on Title I provisions and educational needs of students in foster care on an as-needed basis.

### **Enrollment in school of origin**

When the district foster care liaison receives notification from a child welfare agency that a student in foster care will be moving to a new residence and the necessary timeframe for determining the student's most appropriate school placement, the district liaison/designee will in turn provide the agency with information on the appropriateness of the current educational setting. In order to minimize disruption to their education, students in foster care must remain enrolled in their school of origin, unless it is determined that such placement is not in the student's best interest. School of origin means the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin must be considered the school in which the child is enrolled at the time of the placement change.

### **Best interest determination**

When a determination of the student's best interest is necessary, it will take into account a variety of student-centered factors and input from relevant and appropriate persons. The student-centered factors for consideration should include:

- (a) How long is the student's current foster care placement expected to last?
- (b) What is the student's permanency plan and how does it related to school stability?
- (c) How many schools has the student attended in the current year?
- (d) How many schools has the student attended over the past few years?
- (e) Considering the impacts of past transfers, how may transferring to a new school impact the student academically, emotionally, physically, and socially?
- (f) What are the immediate and long-term educational plans of, and for, the student?
- (g) How strong in the student academically?
- (h) If the student has special needs, what impact will transferring to a new school have on the student's progress and services?
- (i) To what extent are the programs and activities at the potential new school comparable to, or more appropriate than, those at the school of origin?
- (j) Does one school have programs and activities that address the unique needs or interests of the student that the other school does not have?
- (k) Which school does the student prefer?
- (l) How deep are the child's ties to his or her school of origin?
- (m) Would the timing of the school transfer coincide with a logical juncture, such as after testing, after an event that is significant to the student, or at the end of the school year?



- (n) How would changing schools affect the student's ability to earn full academic credit, participate in sports or other extracurricular activities, proceed to the next grade, or graduate on time?
- (o) How would the commute to the school under consideration impact the student, in terms of distance, mode of transportation, and travel time?
- (p) How anxious is the student about having been removed from the home or about any upcoming events?
- (q) What school does the student's sibling attend? And
- (r) Are there safety issues to consider?

When making best-interest determination, every effort should also be made to gather meaningful input from relevant and appropriate persons on their perspective regarding which school the student should attend during his or her time in foster care, consistent with the student's case plan. Such relevant and appropriate persons include:

- (a) Representatives of the department of children, youth, and families;
- (b) Representatives of the school of origin, such as a teacher, counselor, coach, or other meaningful person in the student's life;
- (c) Biological parents;
- (d) Foster parents;
- (e) Educational liaisons identify under RCW 13.34.045;
- (f) The student's relatives; and
- (g) Depending on their age, the student.

Additionally, the district will adopt any best-interest determination guide developed by the office of the superintendent of public instruction during the discussion about the advantages and disadvantages of keeping the student in the school of origin or transferring the student to a new school.

The best interest determination will be made as quickly as possible in order to prevent educational discontinuity for the student. Written notification of the determination will be given to appropriate parties involved in the determination, including the student's biological parents, foster parents, school representatives and educational liaisons, as well as representatives of the department of children, youth, and families.

Only a caregiver or education decision-maker for the student may file an appeal using the Dispute Resolution Process.

**Dispute resolution process: Disputes between the district and the student's caregiver/education decision-maker.**

The District will adopt and implement any dispute resolution process developed by the office of the superintendent of public instruction when there is a disagreement about the best interest determination or other foster care provisions of the Every Student Succeeds Act of 2015. Students who are in foster care and who are also eligible for special education services have access to additional processes. Disagreements that arise about a student's special education program can be resolved using the dispute resolution options available under special education law.

**Level One**

The student's caregiver or education decision-maker may dispute the district's best interest determination, or the implementation of the foster care provisions of the Every Student Succeeds Act of 2015 for a student in foster care. They may do so by providing the district or the district's foster care liaison with written notice of the dispute within fifteen (15) business days of receiving notice of the district's determination (e.g., that the district intends to enroll the student in a school other than the school of origin).

The notice of dispute, if provided *to the district*, will be immediately forwarded to the foster care liaison, or, if that person is unavailable, another designee. The liaison will log receipt of the notice (including the date and time), and then forward a copy of this documentation to their immediate supervisor and the superintendent or designee.



The liaison will make a decision on the dispute within five (5) business days of receipt and inform the caregiver or educational decision-maker in writing of the result. The following documents will be included with the decision in an "appeals package":

- A copy of the original notice of dispute;
- Any additional information from the caregiver or educational decision-maker and/or foster care liaison; and
- Instructions on appealing the decision to Level II.

The liaison will verify receipt of the written decision by the caregiver or education decision-maker.

### **Level Two**

If the caregiver or education decision-maker disagrees with the decision of the foster care liaison, he or she may appeal the decision to the superintendent or his/her designee (who must be someone other than the foster care liaison). He or she may do so by providing the superintendent's office with a copy of the Level I appeals package within ten (10) business days of their receipt of the Level I decision.

Within five (5) business days of the notification to the district that the caregiver or education decision-maker intends to appeal, the superintendent or designee will arrange to meet within a reasonably expeditious time period either in-person or through phone/video conference with the student's caregiver or educational decision-maker, the student if appropriate, and at least one representative from DCYF or another supervising agency. If it is not possible for the DCYF or other supervising agency representative to be present within a reasonable time, the superintendent or designee will document their efforts to include the representative and proceed with the conference.

Within five (5) business days of the conference, the superintendent or designee will provide the caregiver or educational decision-maker with a written decision, supporting evidence, reasons for the decision and an appeals package that includes:

- A copy of the initial dispute filed at Level I and the Level I decision;
- The Level II decision rendered by the superintendent or designee;
- Any additional information from the caregiver or education decision-maker and/or foster care liaison;
- Instructions as to how to file a Level III appeal, including the physical address and email address of where to submit the dispute:

Foster Care Education Program Supervisor  
Old Capital Building  
PO Box 47200  
Olympia, WA 98504-7200  
fostercare@k12.wa.us

The district's foster care liaison will also be provided a copy of the Level II decision and appeals package. The liaison will be responsible for verifying receipt of the decision and appeals package by the caregiver or educational decision-maker.

### **Level III**

If the caregiver or education decision-maker disagrees with the decision of superintendent or designee, he or she may appeal the decision by notifying the district's foster care liaison within ten (10) business days of receipt of the Level II decision of their intent to file a Level III appeal.

The superintendent or designee will forward all written and electronic documentation to the OSPI Foster Care Education Program Supervisor or designee for review within five (5) business days of receiving notification of the caregiver or education decision-maker's intent to file a Level III appeal.

The caregiver or education decision-maker may also submit related documentation to the OSPI Foster Care Education Program Supervisor and the district's foster care liaison for review within five (5) business days after notifying the district of their intent to file a Level III appeal. The documentation must be submitted in one consolidated and complete package via email or the US Postal Service.



The OSPI Foster Care Education Program Supervisor or designee and appropriate DCYF representatives shall make a decision within fifteen (15) business days of receipt of the dispute. The decision will be forwarded to the district's foster care liaison for distribution to the caregiver or educational decision-maker, the DCYF representative engaged by the district at Level II and the superintendent. The decision shall be the final resolution for placement and the provision of services for a child or youth in foster care in the district.

The district will maintain records of disputes resolved at the Level I, Level II and/or Level III and shall be made available to OSPI upon request.

**Dispute Resolution Process: Disputes between the district and the child welfare agency**

For every type of dispute regarding a student in foster care, the district and the local child welfare agency must make every effort to resolve the dispute collaboratively at the local level. Disputes between the district and DCYF or Other Supervising Agency that remain unresolved shall be forwarded in writing by either of the disputing parties to the OSPI Foster Care Education Program Supervisor or designee, and the other party.

A decision will be made by the OSPI Foster Care Education Program Supervisor, or designee, along with a committee of OSPI and DCYF staff within ten (10) business days of the receipt of the dispute.

The decision will be forwarded, in writing, to the district's superintendent, the district's foster care liaison, and the DCYF representative involved in the dispute. The decision made by the committee shall be final.

Last Revised: **June 29, 2022; April 3, 2025**

Classification: **Encouraged**

Prior Revised Dates: **05/01/2018; 06/28/2021**