



Centralia School District

August Regular Board Meeting

Date and Time

Thursday August 28, 2025 at 5:00 PM PDT

Location

Centralia District Office Boardroom
2320 Borst Ave
Centralia, WA 98531

Thursday, August 28, 2025

Centralia District Office Boardroom

5:00 p.m. Board Meeting

Zoom: <https://zoom.us/j/93810355599>

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

Agenda

Presenter

I. Opening Items

- A. Call the Meeting to Order
- B. Flag Salute
- C. Record Attendance

Presenter

Tim Browning, President
Sarah Holmes, Director
Cameron McGee, Director
Kayla Mounts, Director
Deb Parnham, Director

D. Approval of the Agenda

II. Public Comment

III. Reports to the Board

A. Superintendent Report

Lisa Grant

B. Strategic Plan Update

Lisa Grant & Jeff
Broome

IV. Approval of Consent Agenda

A. Previous Meeting Minutes

Lisa Grant

B. Travel Requests

C. Personnel

Samantha Mitchell,
Exec. Director of
Human Resources

D. Voucher Warrants

Joe Vetter, Exec.
Director of Fiscal
Services

V. New Business

A. Consideration of Board Policy (First and Second Reading)

B. Consideration of Approval of Board Policy First Reading

C. Consideration of Approval of School Improvement Plans (SIP)

Lisa Grant

D. Consideration of Approval of Surplus Items

Jeff Broome

E. Consideration of Approval of 2025-26 Salary Schedules

Samantha Mitchell,
Exec. Director of
Human Resources

	Presenter
F. Consideration of Approval of 2025-2028 Part-Time Teamsters Collective Bargaining Agreement	Samantha Mitchell, Exec. Director of Human Resources
G. Consideration of Approval of 2025-2028 Full-Time Teamsters Collective Bargaining Agreement	Samantha Mitchell, Exec. Director of Human Resources
H. Consideration of Approval of Centralia Education Association and District Collective Bargaining Ratified Layoff and Recall Procedure Lanugage Update	Samantha Mitchell, Exec. Director of Human Resources
I. Consideration of Approval School Board Committee Assignments	Tim Browning
J. Consideration of Approval of School Board Vice President Selection	Tim Browning
K. Consideration of Approval of 2025-26 Board of Directors Goals	Tim Browning
L. Consideration of Approval of 2025-26 Superintendent Goals	Lisa Grant

VI. Board Procedure Updates

- A.** Procedure 3245 Students and Telecommunication Devices
- B.** Procedure 6701 PE and Recess Requirements

VII. Board Member Reports

VIII. Closing Items

- A.** Future Meeting Schedule and Board Recommended Agenda Items for Future Meetings

Study Session

Thursday, September 11, 2025

5:00 p.m. at Centralia High School Performing Arts Center

Board Meeting

Thursday, September 25, 2025

5:00 p.m. at Centralia High School Performing Arts Center

- B.** Executive Session

To discuss the performance of a school district employee. RCW 42.30.110.

Presenter

C. Adjourn Meeting

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

Strategic Plan Update

Section:	III. Reports to the Board
Item:	B. Strategic Plan Update
Purpose:	Discuss
Submitted by:	
Related Material:	Aug 2025_strat plan update_template.pptx.pdf

STRATEGIC PLAN UPDATE

Aim High, Target Success!



August 28, 2025

2025-26 PRIORITIES & FOCUS

Aim High, Target Success

KEY PERFORMANCE INDICATORS - OUTCOMES

- **80%** of our students believe, "My teacher(s) helps me learn by challenging me with interesting activities in class".
- **80%** of our students believe, "The school is doing a good job of preparing me to succeed in my life".
- **80%** of our staff believe, "Our staff believe that all students can meet state standards".
- **95%** of our students getting no more than 1 behavior referral per trimester.
- **95%** of our 7-12 grade students will pass classes every trimester.
- **100%** of our students will show at least one year of growth.
- **100%** of our Multilingual, Special Education and Highly Capable students will show at least one year of growth.
- **75%** of our K-2 grade students will be proficient in reading according to iReady scores.
- **75%** of our K-6 grade students will be proficient in math according to iReady scores.

HIGH EXPECTATIONS & BELIEFS - ACTIONS

We are committed to holding high expectations and academic rigor grounded in an unwavering belief that all students can achieve excellence.

- **Classroom Structures & Behavior System (CHAMPS/DISC):** Staff will use CHAMPS/DISC structures and the district behavior matrices.
- **No Excuses University (Elementary):** Elementary schools will learn and implement NEU systems.
- **AVID (MS & HS):** Middle and High School will implement AVID systems.

POWERFUL CORE INSTRUCTION - ACTIONS

We are committed to utilizing effective pedagogy and instructional best practices.

Fully implement the K-2 Amplify foundational skills curriculum: Staff will use LETRS strategies to implement the Amplify adopted curriculum using the district scope/sequence and pacing guides.

Writing K-6: Staff will align their writing to grade level expectations and use writing as an extension of reading comprehension using the district scope/sequence and pacing guides.

Math (K-6): All staff will engage students using complex mathematical problems to support deep math understanding while using the district scope/sequence and pacing guides.

WICOR (7-12): All staff will use school-wide WICOR strategies focusing on the Universal Design for Learning (UDL) framework to ensure access points for all students.



Based upon staff feedback and data, the priorities for the 2025-2026 school year are high expectations and beliefs and instruction.



Our Vision: All Students Achieve Academic and Personal Excellence

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

CULTURE CODE

In Centralia School District

An educational professional is unequivocally committed to their personal success and the success of their students.

We:

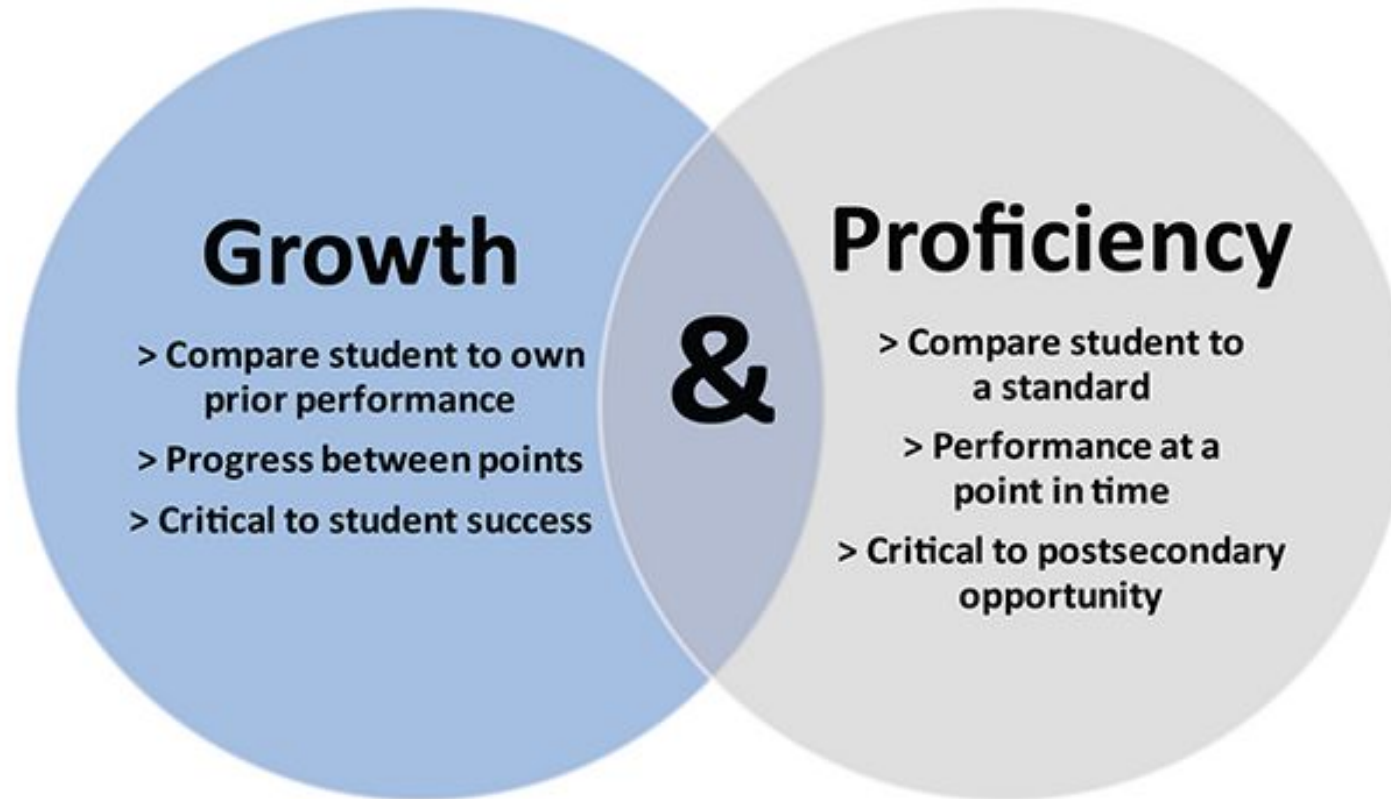
- Believe Effort is Essential
- Communicate Expectations Clearly and Explicitly
- Hold Each Other to the Highest of Standards While Accepting Progress over Perfection
- Celebrate and Recognize Hard Work, Growth, and Success
- Believe Fun is Fuel

We are working to embed the culture code into all of our practices in order to create an environment that supports staff and student success

Aim High, Target Success!

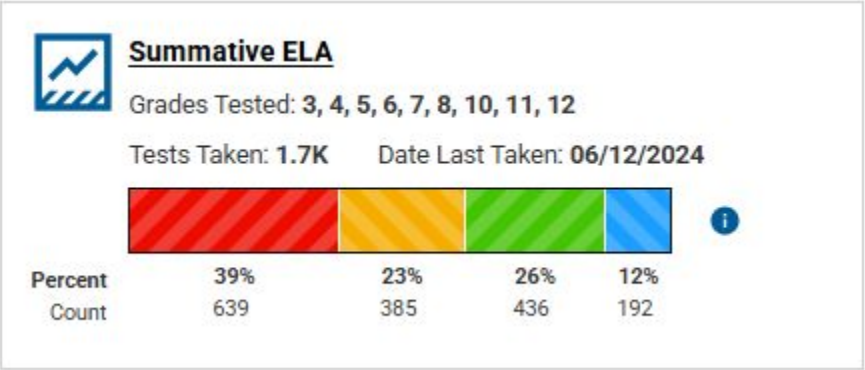
Data Review 24-25 School Year

A More Complete Picture of Student Learning

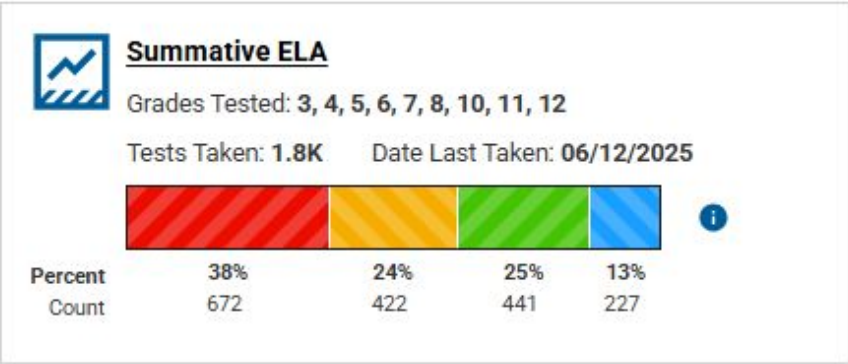


Aim High, Target Success!

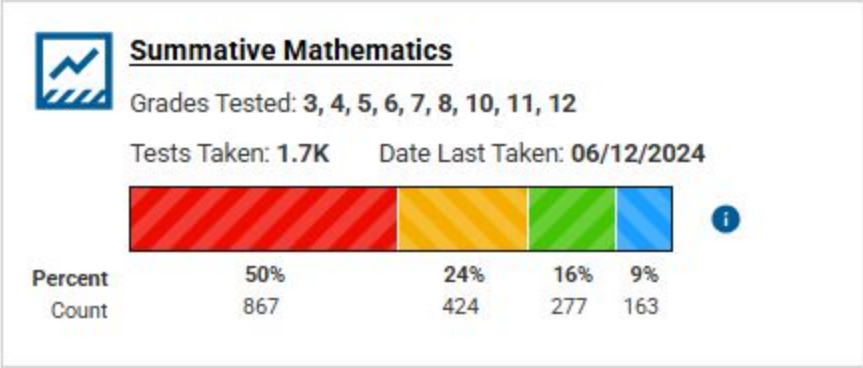
ELA 2024-25



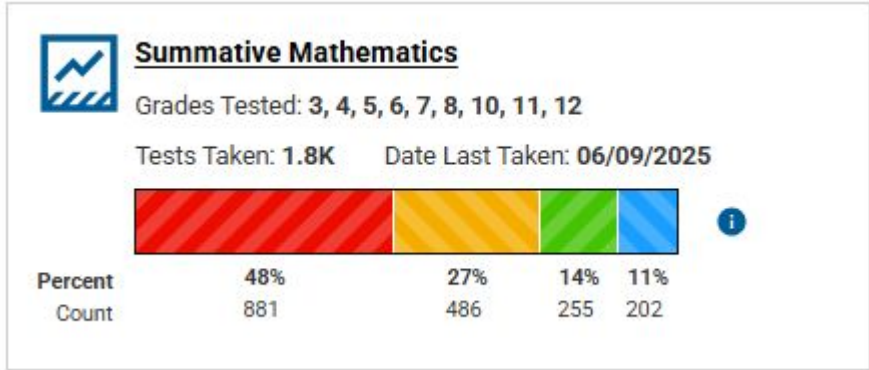
ELA 2025-26



Math 2024-25



Math 2025-26



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10th grade ELA

Gains in Level 4 and a reduction in Level 1

Overall and Reporting Category Level Performance

Performance Levels	School Year & Test Reason		
	2022 - 2023	2023 - 2024	2024 - 2025
	Spring 2022-2023 (Summative)	Spring 2023-2024 (Summative)	Spring 2024-2025 (Summative)
Overall			
Student Count	226	219	237
Average Scale Score	2551 i	2577 i	2566 i
Level 1	31%	25%	27%
Level 2	23%	19%	24%
Level 3	32%	35%	30%
Level 4	13%	21%	20%

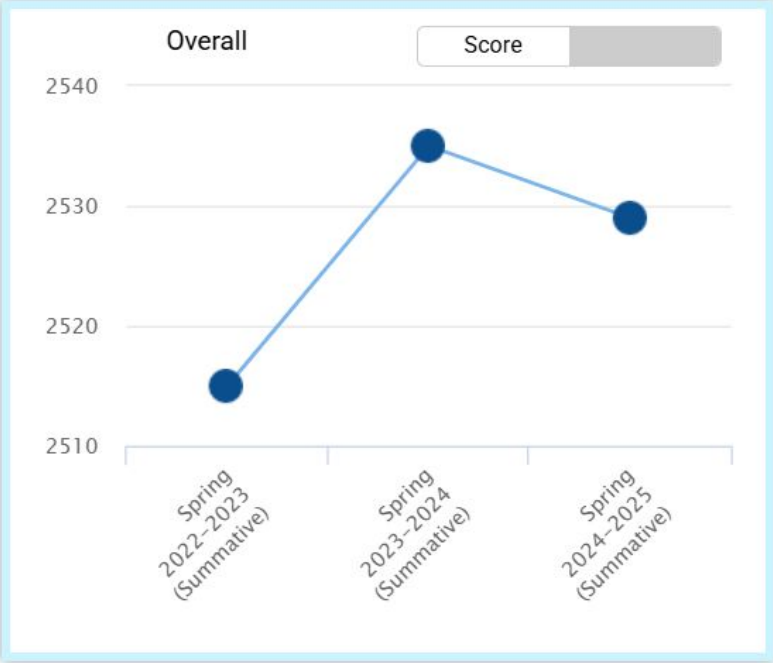
Next steps: 7-12 adoption team focused on full integration of AVID strategies. Aligned scope, sequence and pacing guide.

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10th grade Math

Gains in Level 4 and stability in the rest of the levels

Next steps: Focused PD and support for 8-12 math, new curriculum and improved instructional strategies.



Overall and Reporting Category Level Performance

Performance Levels	School Year & Test Reason		
	2022 - 2023	2023 - 2024	2024 - 2025
	Spring 2022-2023 (Summative)	Spring 2023-2024 (Summative)	Spring 2024-2025 (Summative)
Overall			
Student Count	237	229	239
Average Scale Score	2515	2535	2529
Level 1	54%	51%	53%
Level 2	26%	22%	22%
Level 3	14%	15%	15%
Level 4	6%	12%	10%

Aim High, Target Success!



8th grade ELA

Gains in Level 4 and
reduction in Level 1

Overall and Reporting Category Level Performance

Performance Levels	School Year & Test Reason		
	2022 - 2023	2023 - 2024	2024 - 2025
	Spring 2022-2023 (Summative)	Spring 2023-2024 (Summative)	Spring 2024-2025 (Summative)
Overall			
Student Count	226	219	237
Average Scale Score	2551	2577	2566
Level 1	31%	25%	27%
Level 2	23%	19%	24%
Level 3	32%	35%	30%
Level 4	13%	21%	20%

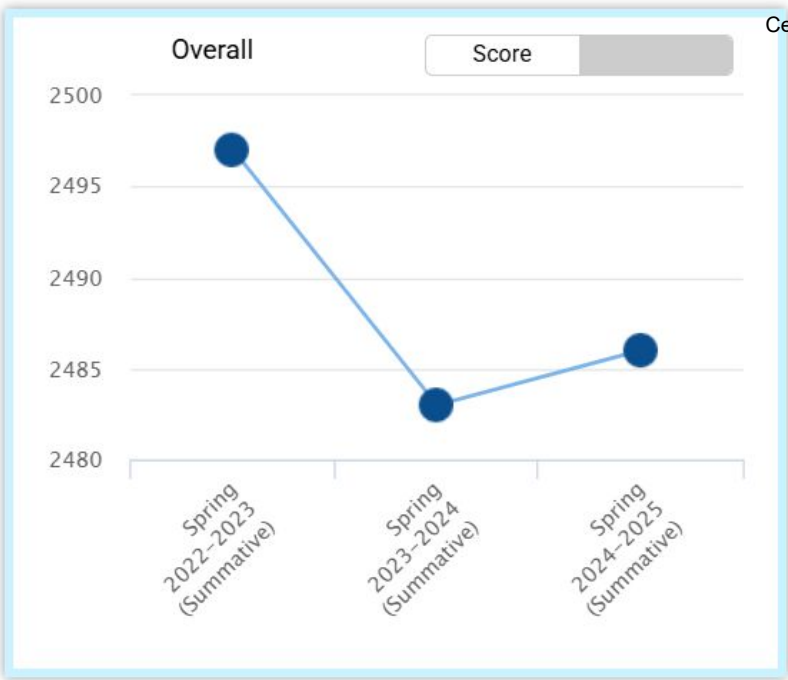
Next steps: 7-12 ELA Alignment,
focus on AVID implementation.

Aim High, Target Success!

8th grade Math

Significant concerns regarding student progress

Next steps: PLC Leadership shift, refocusing the Math instructional specialist to provide additional support.



Overall and Reporting Category Level Performance

Performance Levels	School Year & Test Reason		
	2022 - 2023	2023 - 2024	2024 - 2025
	Spring 2022-2023 (Summative)	Spring 2023-2024 (Summative)	Spring 2024-2025 (Summative)
Overall			
Student Count	243	255	234
Average Scale Score	2497	2483	2486
Level 1	57%	60%	57%
Level 2	23%	23%	27%
Level 3	11%	13%	8%
Level 4	9%	5%	8%

Aim High, Target Success!



6th grade ELA

Overall and Reporting Category Level Performance

Performance Levels	School Year & Test Reason		
	2022 - 2023	2023 - 2024	2024 - 2025
	Spring 2022-2023 (Summative)	Spring 2023-2024 (Summative)	Spring 2024-2025 (Summative)
Overall			
Student Count	239	228	262
Average Scale Score	2491 i	2488 i	2498 i
Level 1	36%	38%	36%
Level 2	29%	30%	24%
Level 3	27%	24%	28%
Level 4	8%	8%	11%

Gains in Level 3 and Level 4

Consistent growth, need to accelerate our growth.

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6th grade Math

Gains in Level 4 and a reduction in Level 1

Highlight: Aligned scope, sequence and pacing guide. Skilled PLC facilitation, regular check-ins and monitoring student data.



Overall and Reporting Category Level Performance

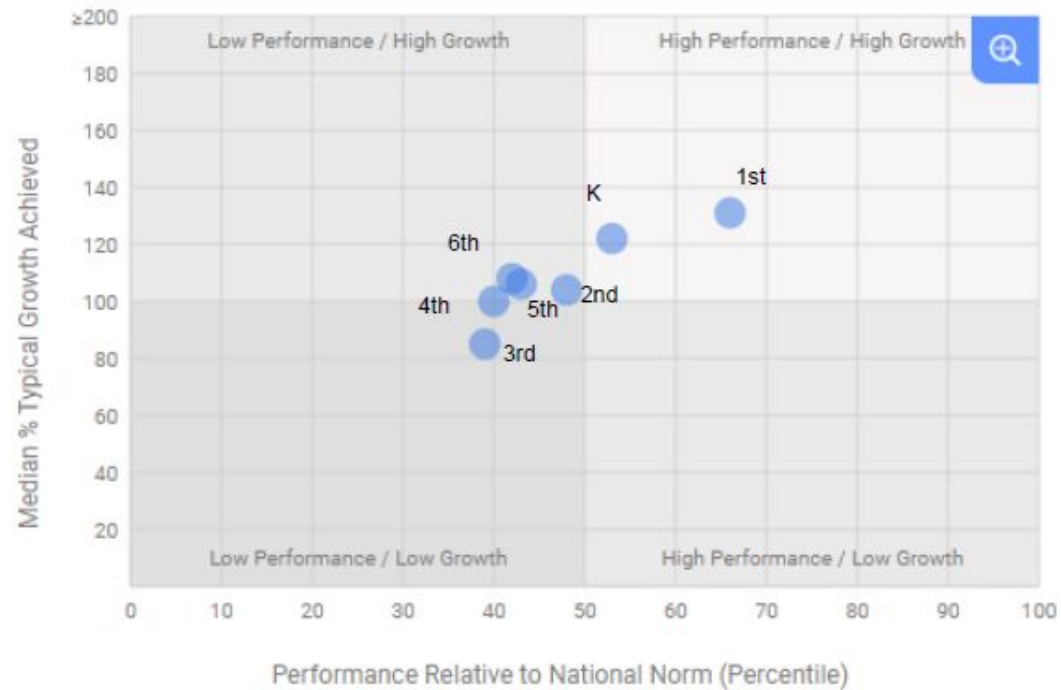
Performance Levels	School Year & Test Reason		
	2022 - 2023	2023 - 2024	2024 - 2025
	Spring 2022-2023 (Summative)	Spring 2023-2024 (Summative)	Spring 2024-2025 (Summative)
Overall			
Student Count	240	234	263
Average Scale Score	2470 i	2450 i	2479 i
Level 1	50%	55%	47%
Level 2	27%	26%	24%
Level 3	14%	14%	13%
Level 4	9%	4%	16%

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Student Growth in **Math** Shown by **Grade**

Across the District from Fall to **Spr K-6 (24-25)**

05/05/25 - 06/04/25



Math Growth by Grade Level

Student Growth in **Math** Shown by **School**

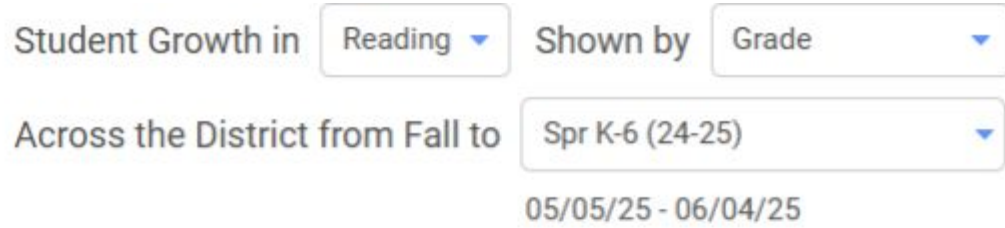
Across the District from Fall to **Spr K-6 (24-25)**

05/05/25 - 06/04/25

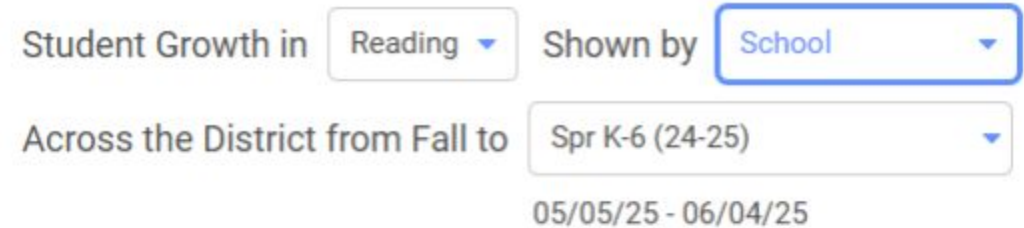


Math Growth by School

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ELA Growth by Grade Level



ELA Growth by School

Next Steps:

- **Ensure all activities are aligned** to the strategic priorities. From the boardroom to the classroom, we must be united.
- Clear focus on **aligned scope, sequence and pacing guide** for K-6 ELA/Math and Writing.
- **Focused PD** to help staff improve instruction based on the strategic priorities.
- 80/20 Rule— **focus on tier 1**, classroom based instruction for behavior and academics.
- Strengthening staff skills in **meeting the needs of students**, including multilingual learners through BeGLAD training.
- Increased monitoring and **support for learning** by building principals.
- Increased **parent involvement, communication and engagement** through the Edlio re-boot.
- Create a **shared sense of urgency** for improvement across the district.

Why visuals matter



Studies show that 35% of an audience's retention rate is attributed to visuals, so use these best practices.

Use high-quality images

Avoid stock photos that feel overused. Use animated images sparingly. Motion should enhance, not distract.

Leverage infographics

Present complex data in an easy-to-digest format.

Keep text minimal

Slides should support your speech, not replace it.

Use brand colors

Maintain consistency in fonts and color palettes for professionalism.

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DELIVERING WITH IMPACT

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Effective delivery techniques

Your delivery can make or break your presentation. Focus on the following techniques.

Voice modulation

Vary pitch, tone, and volume to emphasize key points. Pause strategically as silence builds anticipation.

Body language

Maintain open gestures and avoid crossing your arms. Move naturally. Step forward when making a strong point.

Non-verbal cues

Look for cues (like nodding and note-taking) that show that your audience is engaged.

Additional tips

Be confident, rehearse aloud, and show enthusiasm.

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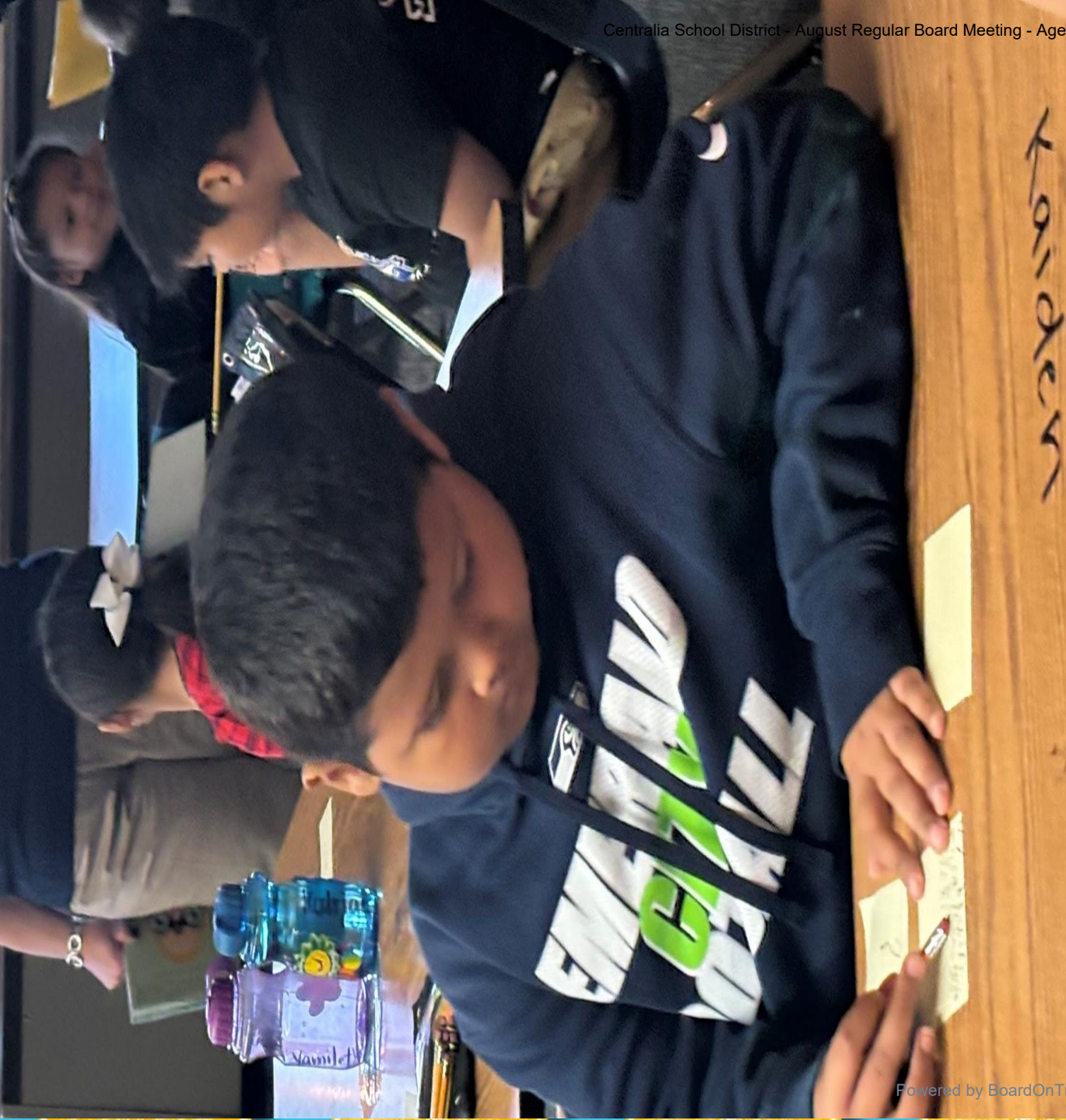
**— Meaningful eye contact,
purposeful gestures, and
good posture can enhance
your message and make it
more memorable.**

Aim High, Target Success!



QUESTIONS?

Aim High, Target Success



Coversheet

Previous Meeting Minutes

Section:	IV. Approval of Consent Agenda
Item:	A. Previous Meeting Minutes
Purpose:	Vote
Submitted by:	
Related Material:	07.18.25 Special Board Meeting Minutes.pdf 2025_07_24_board_meeting_minutes.pdf 7.30.25 Special Board Meeting Minutes.pdf 7.31.25 Study Session Meeting Minutes (1).pdf 7.31.25 Special Board Meeting Session Meeting Minutes.pdf



Special Board Meeting Minutes

Friday, Jul 18, 2025

Centralia District Office Boardroom

8:30 a.m. Special Board Meeting

1. CALL TO ORDER

ATTENDANCE

Tim Browning, President; Sarah Holmes, Director; Cameron McGee, Director; Deb Parnham, Director; 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 8:30 a.m.

2. FLAG SALUTE

Tim Browning led the pledge of allegiance.

3. APPROVAL OF THE AGENDA

Cameron McGee moved, and Sarah Holmes seconded the motion.
The motion carried with a unanimous vote.

4. SCHOOL BOARD DIRECTOR INTERVIEWS

- a. Lisa Little
- b. Monique Farland
- c. Kayla Mounts

The School Board interviewed three candidates for the appointment vacancy. The Board will make their decision at the July 24, 2025 regular board meeting. The appointed board member will take their oath at the July 30th special board meeting retreat at 8:30 a.m.

5. FUTURE MEETING SCHEDULE AND BOARD RECOMMENDED AGENDA ITEMS FOR FUTURE MEETINGS

July Budget Hearing- Special Board Meeting

Thursday, Jul 24, 2025

4:30 p.m. at Centralia District Office Boardroom

July Regular Board Meeting

Thursday, Jul 24, 2025

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

Board Retreat

Wednesday, Jul 30, 2025



8:30 a.m. at Centralia District Office Boardroom

Study Session

Thursday, July 31, 2025

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

6. EXECUTIVE SESSION

Tim Browning adjourned the meeting at 10:08 a.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 11:15 a.m. with no action taken. The executive session began at 10:15 a.m. The executive session was extended for 20 minutes.

7. ADJOURNMENT

The Executive Session and Special board meeting concluded for the evening, in consensus, at 11:35 a.m.

Tim Browning, President

Lisa Grant, Superintendent

DRAFT



Centralia School District

Minutes

Budget Hearing

Special Board Meeting

Date and Time

Thursday July 24, 2025 at 4:30 PM

Thursday, July 24, 2025

Centralia District Office Boardroom

4:30 p.m. Special Board Meeting

Zoom: <https://zoom.us/j/93495757981>

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

Directors Present

C. McGee, D. Parnham, S. Holmes, T. Browning

Directors Absent

None

Non Voting Members Present

B. Kindell, L. Grant

I. Opening Items

A. Call the Meeting to Order

T. Browning called a meeting of the board of directors of Centralia School District to order on Thursday Jul 24, 2025 at 4:30 PM.

B. Flag Salute

C. Record Attendance

D. Approval of the Agenda

S. Holmes made a motion to Approve the Agenda.

C. McGee seconded the motion.

The board **VOTED** to approve the motion.

II. Budget Hearing

A. Budget Hearing Presentation

Joe Vetter, Executive Director of Fiscal Services, shared a five year history of enrollment, student FTE broken down by grades comparing the 24-25 actuals and the 25-26 projected numbers, a staffing 5 year history, an explanation of the budget grants and programs, a four year revenue comparison, an expenditure breakdown, a levy breakdown, and detailed information about the Capital Project Fund, Debt Services Fund, Associated Student Body Fund (ASB), and Transportation Vehicle Fund.

The board asked questions and Vetter responded. The Board verified there were no questions online or in person from the public. There were none.

III. Closing Items

A. Future Meeting Schedule and Board Recommended Agenda Items for Future Meetings

July Board Retreat

Wednesday, July 30, 2025

8:30 a.m. at the Centralia District Office Boardroom

Study Session

Thursday, July 31, 2025

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

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:54 PM.

Respectfully Submitted,
T. Browning

Documents used during the meeting

- Budget Hearing Report.pdf
- F195_Budget_Summary (6).pdf

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.



Special Board Meeting Minutes

Wednesday, July 30, 2025

Centralia District Office Boardroom

8:30 a.m. Board Meeting

1. CALL TO ORDER

ATTENDANCE

Tim Browning, President; Sarah Holmes, Director; Cameron McGee, Director; Kayla Mounts, Director; Deb Parnham, Director; 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 8:30 a.m.

2. FLAG SALUTE

Tim Browning led the pledge of allegiance.

3. APPROVAL OF THE AGENDA

Sarah Holmes moved, and Cameron McGee seconded the motion.
The motion carried with a unanimous vote.

4. OATH OF OFFICE- KAYLA MOUNTS

Lisa Grant, Superintendent, led Kayla Mounts through the Oath of Office.

5. BOARD RETREAT

- a. **A Call to Action- The Urgent Need to Build "Fortress Centralia"**
- b. **Public Education in America**
- c. **Improving Public Education in Centralia School District**
- d. **A Commitment to Outcomes**
- e. **There is Solution**
- f. **Support the Role of the Superintendent as a Leader in the District and the Community- Success Requires Powerful Leadership**
- g. **The Community and All District Tour**
- h. **The Staff Commitment**
- i. **Centralia- the Amazing Community**
- j. **Enhance and Encourage an Understanding and Sense of Community Among Cabinet, Key Administrators, Principals, and School Board**
- k. **Encourage and Reward Successful Teachers and Create a Sense of Community**
- l. **Enhance and Encourage a Sense of Community and Community Outreach by the School Board**
- m. **Improve the Effectiveness and Efficiency of the Board**



n. Topics for Future Study Sessions

The Board reviewed each topic, and discussed ideas to streamline and strengthen board agendas, board goals, superintendent goals, and community outreach.

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

Study Session

Thursday, July 31, 2025

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

Special Board Meeting

Thursday, July 31, 2025

6:00 p.m. at Centralia District Office Boardroom

August Study Session

Thursday, August 14, 2025

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

August Board Meeting

Thursday, August 28, 2025

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

7. ADJOURNMENT

The board meeting concluded for the evening, in consensus, at 6:29 p.m.

Tim Browning, President

Lisa Grant, Superintendent



Study Session Meeting Minutes

Thursday, July 31, 2025

Centralia District Office Boardroom

5:00p.m. Board Meeting

1. CALL TO ORDER

ATTENDANCE

Tim Browning, President; Sarah Holmes, Director; Cameron McGee, Director; Kayla Mounts, Director; Deb Parnham, Director; 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 Study Session to order at 5:00p.m.

2. FLAG SALUTE

Tim Browning led the pledge of allegiance.

3. APPROVAL OF THE AGENDA

Sarah Holmes moved, and Cameron McGee seconded the motion.
The motion carried with a unanimous vote.

4. REPORTS TO THE BOARD

a. Evaluation Data

Samantha Mitchell, Executive Director of Human Resources, shared a presentation on staff evaluations. It was explained, the differences between comprehensive and focused evaluations for certificated staff, with timelines of each. It was also shared the process for non-instructional staff. A comparison between last year and this year's breakdown of evaluations was shared. They were comparative to the state data on evaluations. Time was spent on understanding the difference between a plan of support and a plan of improvement.

b. Board Policy and Procedure Review

- i. Policy and Procedure 6605 Student Safety, Walking, Biking, and Riding Buses to School

Samantha Mitchell, Executive Director of Human Resources, shared the policy and procedure. Minor changes were requested in the procedure.

- ii. Policy and Procedure 6701 Physical Fitness

Jeff Broome, Executive Director of Teaching and Learning, shared the policy and procedure. No changes were requested.

The board made suggestions for changes and they will come back to the board on August Regular Board meeting as a first reading for both policies.



5. BOARD MEMBER REPORTS

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

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

August Study Session

Thursday, August 14, 2025

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

August Board Meeting

Thursday, August 28, 2025

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

7. ADJOURNMENT

The board meeting concluded for the evening, in consensus, at 6:15 p.m.

Tim Browning, President

Lisa Grant, Superintendent



Special Board Meeting Minutes

Thursday, July 31, 2025

Centralia District Office Boardroom

6:00p.m. Board Meeting

1. CALL TO ORDER

ATTENDANCE

Tim Browning, President; Sarah Holmes, Director; Cameron McGee, Director; Kayla Mounts, Director; Deb Parnham, Director; 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 6:23 p.m.

2. FLAG SALUTE

Tim Browning led the pledge of allegiance.

3. APPROVAL OF THE AGENDA

Sarah Holmes moved, and Cameron McGee seconded the motion.
The motion carried with a unanimous vote.

4. NEW BUSINESS

a. Consideration of Approval of 2025-26 Kelly Substitute Contract

Sarah Holmes moved, and Cameron McGee seconded the motion.
The motion carried with a unanimous vote.

5. BOARD MEMBER REPORTS

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

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

August Study Session

Thursday, August 14, 2025

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

August Board Meeting

Thursday, August 28, 2025

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



7. ADJOURNMENT

The board meeting concluded for the evening, in consensus, at 6:29 p.m.

Tim Browning, President

Lisa Grant, Superintendent

Coversheet

Travel Requests

Section: IV. Approval of Consent Agenda
Item: B. Travel Requests
Purpose:
Submitted by:
Related Material: Student Overnight Request.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: Kelly Sneed

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

Destination: CHS back field

Date(s) of travel (note departure/return time): 8/21 - overnight @ CHS

Reason for travel: Culture/team building to start the year

What is the ultimate goal of this experience: Build a strong team w/ shared vision

Mode of travel ((i.e. district vehicle, bus, air): Parent drop off/pick up

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

Number of students participating: 24

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:

List names of chaperones: June Lee, Leigh Anne Eiland, Jacobee, Danika Demontbrun

Estimated cost to district: 0

☐ General Fund

☒ A.S.B. Fund

☐ Grant Monies

Estimated cost to student(s): 0

☐ Check if fundraisers will help defray cost to students

Date submitted: 8/14/25

Kelly Sneed
Supervisor's Approval

8/14/25

Date

Superintendent's Approval

Date

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

Date

Coversheet

Personnel

Section:	IV. Approval of Consent Agenda
Item:	C. Personnel
Purpose:	Vote
Submitted by:	
Related Material:	Personnel Memo 8-25.pdf



TO: Lisa Grant

FROM: Samantha Mitchell

DATE: August 22, 2025

SUBJECT: New hires, transfers, and other personnel changes for August 28, 2025 approval by the Board

Certificated Hires

Continuing

Amanda Caple	District	Library/Media Specialist
Hannah Dailey	OAK	Special Education Teacher
Morgan Eiding	JL	4th Grade Teacher
Cristal Hermenegildo	JL	Kindergarten Teacher
Jasmine Mora-Parke	FP	3 rd Grade Teacher
Karlee Pearson	FP	2 nd Grade Teacher
Stephanie Shiflett	JL	Special Education Teacher
Ashley Shultz	CMS	Counselor
Denney Vullo	JL	1st Grade Teacher

Temporary

Marylin Trujillo	CHS	Spanish Teacher - Leave Replacement
Cynthia Weisenfeld	WA	3 rd Grade Teacher – Leave Replacement

Classified Hires

Continuing

Holly Fraser	CHS	Special Education Paraeducator
Stacy Kaech	FP	Special Education Paraeducator
Teresa Leonard	OAK/WA	Special Education SLP Support Paraeducator
Teresa Mena	ED	Special Education Paraeducator
Maribel Ortega	CHS	Special Education Paraeducator
Anjelica Young	CHS	Special Education Paraeducator

Temporary

Madison Atkins	ED	Special Education Paraeducator
Paul Avery	FP	Special Education Paraeducator
Hannah De Lair	CMS	Special Education Paraeducator
Carissa Kaut	JL	Paraeducator
Joy Lewis	ED	Special Education Paraeducator
Megan Lord	ED	Special Education Paraeducator
Emily McCarthy	CMS	HRA/Special Education Paraeducator

Coaches/Advisors



Michaela Rademacher FP Elementary Music Stipend (24-25 SY)

High School Sports

Eric Snelson	CHS	Assistant Football Coach
Michael Gibons	CHS	Assistant Football Coach
Jordan Thomas	CHS	Assistant Football Coach
Jason Patterson	CHS	Assistant Football Coach
Tanner Demonbrun	CHS	Assistant Football Coach
Gabe Seymour	CHS	Assistant Football Coach
Taylor Lively	CHS	Assistant Football Coach
Gwynneth Wilson	CHS	Assistant Football Coach
Ryker Gronseth	CHS	Assistant Football Coach
Luis Magana Reyna	CHS	Head Girls Soccer Coach
Payton Zandofsky	CHS	Assistant Girls Soccer Coach
Ryan Stockdale	CHS	Head Cross Country Coach
Keith Hopkins	CHS	Boys Tennis Coach
Chie Bringman	CHS	Head Swimming Coach
Sydni Galligher	CHS	Fall Pep Staff Advisor
Ross Fain	CHS	Events Manager

Middle School Sports

Adam Riffe	CMS	Super FTE – Athletic Director
Don Gallon	CMS	Head 8 th Grade Football Coach
Lance Somers	CMS	Assistant 8 th Grade Football Coach
Craig Emerson	CMS	Head 7 th Grade Football Coach
Malakai Emmons	CMS	Assistant 7 th Grade Football Coach
Devin Burton	CMS	Girls Soccer Coach
David Bennett	CMS	Girls Soccer Coach
Lynnae Erickson	CMS	Cross Country Coach

Extended Day Contracts

Holly Abbarno	District	Educational Specialist - Extended Days – 15 days
Isis Albert	OAK	MLL Teacher - Extended Days – 7 days
Sara Alvarado	District	Educational Specialist - Extended Days – 25 days
Julia Athens	District	Educational Specialist - Extended Days – 25 days
Margaret Bannan	CHS	Counselor - Extended Days – 10 days
Natalie Chambers	FP	Instructional Facilitator – Extended Days – 8 days
Iris Craig	CMS	MLL Teacher – Extended Days – 7 days
Christina Dichoso	CHS	CTE Teacher – Extended Days – 8 days
Stephanie Durbin	CHS	CTE Teacher – Extended Days – 8 days
Jayne Evans	CMS	CTE Teacher – Extended Days – 2.5 days
Tyler Gedney	CMS	CTE Teacher – Extended Days – 2.0 days
William Gentry	WA/FP	MLL Teacher – Extended Days – 7 days
Mikaela Gronseth	CHS	Counselor – Extended Days – 15 days
Nicolette Hart	District	Educational Specialist – Extended Days – 25 days
Yadira Hernandez-Guzman	ED/WA	MLL Teacher – Extended Days – 7 days
Katie Ingles	FP	MLL Teacher – Extended Days – 7 days
Tobias Johnson	CHS	CTE Teacher – Extended Days – 5 days



Danette Jones	CHS	CTE Teacher – Extended Days – 8 days
Peter Kendall	CHS	CTE Teacher – Extended Days – 8 days
Drew Kostelnik	CMS	Counselor – Extended Days – 10 days
Amy Lucier	FHS	Counselor – Extended Days – 5 days
Lisa Mack	CHS	CTE Teacher – Extended Days – 8 days
Kelli Macleod	CMS	CTE Teacher – Extended Days – 2.5 days
Robert McKay	CHS	CTE Teacher – Extended Days – 8 days
Avery McLeod	CHS	CTE Teacher – Extended Days – 5 days
Kendra Meek	CHS	CTE Teacher – Extended Days – 32 days
Adam Moline	District	Educational Specialist – Extended Days – 25 days
Shawn Peters	OAK	Instructional Facilitator – Extended Days – 8 days
Levi Rodriguez	CHS	CTE Teacher – Extended Days – 8 days
Mitch Smith	CHS	CTE Teacher – Extended Days – 16 days
Julie Smith	CMS	CTE Teacher – Extended Days – 2.5 days
Hector Soto Nazario	CMS	CTE Teacher – Extended Days – 8 days
Brian Taylor	CHS	CTE Teacher – Extended Days – 8 days
Vivian Tesner	JL	MLL Teacher – Extended Days – 7 days
Aimee Turner	ED	Instructional Facilitator – Extended Days – 8 days
Lance Ulrigg	CHS	CTE Teacher – Extended Days – 8 days
Krista Ulrigg	CHS	CTE Teacher – Extended Days – 5 days
Rose Waterfield	CHS	Counselor – Extended Days – 10 days
Delia Wittlake	CHS	MLL Teacher – Extended Days – 7 days

High School Advisor Stipends

Doug Ashmore	CHS	Department/Logistics Stipend - PE
Louis Blaser	CHS	Band Advisor
Stephanie Durbin	CHS	Department/Logistics Stipend - CTE
Phaedra Hazelton	CHS	Department/Logistics Stipend - Math
Danika Jensen	CHS	Freshman Class Advisor
Lauri Johnson	CHS	Vocal Music Advisor
Lauri Johnson	CHS	Department/Logistics Stipend – FLAM
Jacob LeDuc	CHS	Department/Logistics Stipend – Special Education
Brandon Lewis	CHS	Junior Class Advisor
Brandon Lewis	CHS	Department/Logistics Stipend - English
Monica Lewis	CHS	Department/Logistics Stipend - Science
Kendra Meek	CHS	FFA Advisor
Jon Rooklidge	CHS	Department/Logistics Stipend – Social Studies
Krista Ulrigg	CHS	Assessment Coordinator
Rose Waterfield	CHS	Department/Logistics Stipend – Counseling

Middle School Advisor Stipends

Jillian Cryder	CMS	Annual Advisor
Aimee Dietz	CMS	Band Advisor
Aimee Dietz	District	Strings Advisor
Lauri Johnson	CMS	Vocal Music Advisor

Other Stipends

Cheryl Gorton	JL	Elementary Music Stipend
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Michaela Rademacher	FP	Elementary Music Stipend
Tammy Seaton	WA	Elementary Music Stipend
Alison Sharp	OAK	Elementary Music Stipend
Peggy Floyd	District	Nursing Leadership Stipend
Deborah Carey	District	Human Resources/Negotiations (12 days)
Brittany Kindell	District	Board Prep And Attendance (12 days)
Erin Montgomery	District	Negotiations (6 days)

Leadership Stipends

Doug Ashmore	CHS	Leadership Stipend
Austin Danielson	CHS	Leadership Stipend
Phaedra Hazelton	CHS	Leadership Stipend
Zachary Hemond	CHS	Leadership Stipend
Brandon Lewis	CHS	Leadership Stipend
Avery McLeod	CHS	Leadership Stipend
Adrienne Ross	CHS	Leadership Stipend
Krista Ulrigg	CHS	Leadership Stipend
Steve Brockman	CMS	Leadership Stipend
Chad Condit	CMS	Leadership Stipend
Jillian Cryder	CMS	Leadership Stipend
Kyle Donahue	CMS	Leadership Stipend
Mike Finley	CMS	Leadership Stipend
Ana Summers	CMS	Leadership Stipend
Colleen Baine	ED	Leadership Stipend
Ashley Leyde	ED	Leadership Stipend
Lyndsey Lord	ED	Leadership Stipend
Patricia McCowan	ED	Leadership Stipend
Michelle Ramsey	ED	Leadership Stipend
Levi Sathre	ED	Leadership Stipend
Karin Waber	ED	Leadership Stipend
Natalie Chambers	FP	Leadership Stipend
Chelsea Haskins	FP	Leadership Stipend
Katie Ingles	FP	Leadership Stipend
Byran King	FP	Leadership Stipend
Bethany Reich	FP	Leadership Stipend
Johnna Steenkolk	FP	Leadership Stipend
Josie (Talley) May	FP	Leadership Stipend
Nicole Terry	FP	Leadership Stipend
Darla Wasson	FP	Leadership Stipend
Rex Ashmore	WA	Leadership Stipend
Regina Brown	WA	Leadership Stipend
Amy Browning	WA	Leadership Stipend
Shari Johnson	WA	Leadership Stipend
Susan Loney	WA	Leadership Stipend
Alia Sherwood	WA	Leadership Stipend
Chelsea Thayer	WA	Leadership Stipend



Resignations/Retirements/Leaves of Absence

Employee Name	Position	Personnel Action	Effective Date
Ann Barlow	Paraeducator at CMS	Resignation	August 5, 2025
Kim Cervantes	Secretary at TR	Resignation	August 21, 2025
Stuart Des Rochers	PE Teacher at OAK	Leave of Absence	September 11, 2025
<i>Stuart Des Rochers is requesting an intermittent leave of absence from September 11, 2025 through April 11, 2026.</i>			
Scott Gagnon	Assistant Principal at CMS	Leave of Absence	July 1, 2025
<i>Scott Gagnon is requesting an intermittent leave of absence from July 1, 2025 through June 30, 2026.</i>			
Cindy Garcia	Paraeducator at WA	Leave of Absence	September 2, 2025
<i>Cindy Garcia is requesting an intermittent leave of absence from September 2, 2025 through June 12, 2026.</i>			
Madison Glasoe	Special Ed. Paraeducator at FP	Resignation	July 21, 2025
Stasia Habersetzer	ASB Secretary at CHS	Leave of Absence	August 25, 2025
<i>Stasia Habersetzer is requesting a leave of absence from August 25 through September 5, 2025.</i>			
Dorinda Iverson	Kindergarten Teacher at FP	Resignation	July 23, 2025
Melia Livingstone	Counselor at CMS	Resignation	July 30, 2025
Kippi Phelps	Custodian at FP	Leave of Absence	August 15, 2025
<i>Kippi Phelps is requesting a leave of absence from August 15 through September 15, 2025</i>			
Jenilee Ray	3 rd Grade Teacher	Resignation	July 29, 2025
Josh Rodland	Spanish Teacher at CHS	Leave of Absence	August 21, 2025
<i>Josh Rodland is requesting a leave of absence from August 21, 2025 through June 12, 2026.</i>			
Ted Seeley	ELA/SS/PE Teacher at FHS	Leave of Absence	August 21, 2025
<i>Ted Seeley is requesting a leave of absence from August 21 through September 19, 2025.</i>			
James Segura	PE Teacher at CHS	Leave of Absence	September 9, 2025
<i>James Segura-Mitchell is requesting an intermittent leave of absence from September 9, 2025 through March 10, 2026.</i>			
Amanda Whalen	Special Ed. Paraeducator at FP	Resignation	July 23, 2025

Coversheet

Voucher Warrants

Section: IV. Approval of Consent Agenda
Item: D. Voucher Warrants
Purpose:
Submitted by:
Related Material: July Voucher Warrants.pdf
August 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: **December 12, 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
<u>GENERAL:</u>	Payroll Checks	50140516	to	50140537	\$ 785,162.85
	Payroll Direct Deposit	900094669	to	900094670	\$ 4,017.43
	Payroll AP ACH	242500348	to	242500349	\$ 6,288.00
	Payroll CT Wire Transfer	202400121	to	202400131	\$ 1,233,959.21
	Payroll CT Wire Transfer	202400120		202400120	\$ 462.16
	Payroll Direct Deposits	900094168	to	900094668	\$ 4,038,500.76
	Accounts Payable	50140344	to	50140353	\$ 96,836.21
	Accounts Payable	50140631	to	50140656	\$ 159,677.50
	Accounts Payable	50140398	to	50140470	\$ 614,610.97
	Accounts Payable ACH	242500447	to	242500452	\$ 2,999.50
	Accounts Payable ACH	242500453	to	242500461	\$ 1,738.81
	Accounts Payable	50140657	to	50140659	\$ 3,397.06
	Accounts Payable	50140471	to	50140505	\$ 198,019.94
	Accounts Payable	50140506	to	50140515	\$ 61,060.12
	Accounts Payable	50140538	to	50140553	\$ 20,501.50
	Accounts Payable	50140554	to	50140577	\$ 480,718.05
	Accounts Payable	50140578	to	50140630	\$ 134,087.53
	Accounts Payable ACH	242500443	to	242500443	\$ 379.97
	Accounts Payable ACH	242500422	to	242500442	\$ 6,337.74
	Accounts Payable ACH	242500421	to	242500421	\$ 136,745.22
	Accounts Payable ACH	242500317	to	242500317	\$ 89,318.54
	Accounts Payable ACH	242500310	to	242500312	\$ 42,527.76
	Accounts Payable ACH	242500309	to	242500309	\$ 12.00
	Accounts Payable ACH	242500318	to	242500329	\$ 2,053.52
	Accounts Payable ACH	242500330	to	242500343	\$ 1,192.69
	Accounts Payable ACH	242500344	to	242500344	\$ 200.00
<u>CAPITAL PROJECTS:</u>	Accounts Payable ACH	242500345	to	242500347	\$ 74,463.61
	Accounts Payable ACH	242500350	to	242500420	\$ 11,239.76
	TOTAL GENERAL FUND:				\$ 8,206,508.41
	Accounts Payable	50201368	to	50201370	\$ 222,019.66
	Accounts Payable	50201364	to	50201364	\$ 794.00
<u>ASSOCIATED STUDENT BODY</u>	Accounts Payable	50201365	to	50201365	\$ 5,582.32
	Accounts Payable	50201366	to	50201367	\$ 1,023.45
	TOTAL CAPITAL PROJECTS FUND:				\$ 229,419.43
	Accounts Payable	50404946	to	50404950	\$ 3,611.31
	Accounts Payable	50404943	to	50404945	\$ 4,607.15
	Accounts Payable Comptax	202400133	to	202400133	\$ 8.45
	Accounts Payable	50404938	to	50404942	\$ 7,532.35
<u>TRANSPORTATION VEHICLE:</u>	Accounts Payable	50404951	to	50404951	\$ 625.00
	Accounts Payable	50404933	to	50404937	\$ 1,690.27
	Accounts Payable	50404924	to	50404925	\$ 2,800.00
	TOTAL ASSOCIATED STUDENT BODY FUND:				\$ 20,874.53
	Accounts Payable	50900010	to	50900010	\$ 406,959.51
	Accounts Payable		to		
	Accounts Payable ACH		to		
	TOTAL TRANSPORTATION VEHICLE FUND:				\$ 406,959.51

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

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$625.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404951 through 50404951, totaling \$625.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
50404951	CISPUS LEARNING CENTER INC	07/24/2025	625.00

1	Computer	Check(s) For a Total of	625.00
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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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$406,959.51. The payments are further identified in this document.

Total by Payment Type for Cash Account, TVF WARRANTS OUTSTANDING:
Warrant Numbers 50900010 through 50900010, totaling \$406,959.51

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

Check Nbr	Vendor Name	Check Date	Check Amount
50900010	SCHETKY NORTHWEST SALES INC	07/24/2025	406,959.51
1	Computer	Check(s) For a Total of	406,959.51

	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	406,959.51
Total For	1	Manual, Wire Tran, ACH & Computer Checks		406,959.51
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		406,959.51

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$222,019.66. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 50201368 through 50201370, totaling \$222,019.66

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50201368	CENTRALIA SCHOOL DISTRICT #401	07/24/2025	221,024.30
50201369	LEWIS COUNTY PUD # 1	07/24/2025	180.46
50201370	PACIFIC MOBILE STRUCTURES INC	07/24/2025	814.90
3	Computer	Check(s) For a Total of	222,019.66

	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	222,019.66
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	222,019.66
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		222,019.66

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 July 24, 2025, the board, by a _____ vote, approves payments, totaling \$785,162.85. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140516 through 50140537, totaling \$785,162.85

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50140516	CENTRALIA SD - WRESTLING	06/30/2025	91.11
50140517	DOLLARS FOR SCHOLARS	06/30/2025	625.00
50140518	DYNAMIC COLLECTORS	06/30/2025	860.75
50140519	EMPLOY SECURITY WALTC	06/30/2025	16,585.68
50140520	ESD - PFML CARE CENTER	06/30/2025	27,109.35
50140521	ESD 113 WORKERS COMPENSATION	06/30/2025	28,298.27
50140522	ESD 113 UNEMPLOYMENT COOPERATI	06/30/2025	12,922.84
50140523	HCA-SEBB BENEFITS	06/30/2025	612,995.00
50140524	HCA-SEBB FLEX SPEND	06/30/2025	3,268.35
50140525	HEALTHEQUITY INC.	06/30/2025	1,112.50
50140526	INFOARMOR INC	06/30/2025	42.85
50140527	THE LEGALEASE GROUP	06/30/2025	55.84
50140528	NATIONWIDE VETERINARY PET INSU	06/30/2025	69.97
50140529	PUB SCHOOL EMPLOYEES OF WA	06/30/2025	2,278.05
50140530	The Standard Insurance Company	06/30/2025	5,822.60
50140531	TEAMSTERS LOCAL UNION 252	06/30/2025	6,713.25
50140532	THORBECKES	06/30/2025	5,200.80
50140533	UNITED WAY OF LEWIS COUNTY	06/30/2025	278.00
50140534	VEBA TRUST V CONTRIB ID# Y1299	06/30/2025	28,610.55
50140535	WA STATE SCHOOL RETIREES ASSN	06/30/2025	210.00
50140536	WEA PAYROLL DEDUCTIONS	06/30/2025	22,801.34
50140537	WESTERN CONFERENCE OF TEAMSTER	06/30/2025	9,210.75

22 Computer Check(s) For a Total of

785,162.85

	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	785,162.85
Total For	22	Manual, Wire Tran, ACH & Computer	Checks	785,162.85
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		785,162.85

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	785,162.85	0.00	0.00	785,162.85

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 July 24, 2025, the board, by a _____ vote, approves payments, totaling \$6,288.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500348 through 242500349, totaling \$6,288.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500348	OMNI GROUP	06/30/2025	6,240.00
242500349	PSE LOCAL DUES	06/30/2025	48.00
2	ACH	Check(s) For a Total of	6,288.00

	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	6,288.00
	0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	6,288.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	6,288.00

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	6,288.00	0.00	0.00	6,288.00

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 July 24, 2025, the board, by a _____ vote, approves payments, totaling \$1,233,959.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, CT WIRE TRANSFERS:
Wire Transfer Payments 202400121 through 202400131, totaling \$1,233,959.21

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

Check Nbr	Vendor Name	Check Date	Check Amount
202400121	PUB EMP RET SYST	06/30/2025	0.00
202400122	TEACHER RET SYST	06/30/2025	267,544.97
202400123	DRS TRS-3 EMPLOYEE CONTRIB	06/30/2025	93,018.72
202400124	DRS SERS PLAN 2&3 DEF BEN	06/30/2025	120,524.68
202400125	DRS SERS PLAN 3 DEF CONTRIB	06/30/2025	25,297.13
202400126	DRS DEFERRED COMP PROGRAM	06/30/2025	19,834.01
202400127	WA STATE SUPPORT REGISTRY	06/30/2025	1,610.00
202400128	COLUMBIA BANK PR DEP	06/30/2025	704,866.27
202400129	TEACHER RET SYST	06/30/2025	456.38
202400130	DRS TRS-3 EMPLOYEE CONTRIB	06/30/2025	286.11
202400131	COLUMBIA BANK PR DEP	06/30/2025	520.94

11	Wire Transfer Check(s) For a Total of	1,233,959.21
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	0	Manual	Checks For a Total of	0.00
	11	Wire Transfer	Checks For a Total of	1,233,959.21
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	11	Manual, Wire Tran, ACH & Computer	Checks	1,233,959.21
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,233,959.21

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,233,959.21	0.00	0.00	1,233,959.21

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 July 24, 2025, the board, by a _____ vote, does approve for payment those Direct Deposits included in the following list and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING Direct Deposit Number 900094669 through 900094670 in the total amount of \$4,017.43.

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

4pacpv04.p CENTRALIA SCHOOL DISTRICT #401 12:11 PM 06/25/25
05.25.02.00:00-010051 PAY SUMMARY FOR X-Cy / X-Cycle - AFTER CALCS PAGE: 1
CHECK DATE: 06/30/2025 PERIOD ENDING DATE: 06/30/2025

Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE
						HOURS
CCH	RETIRE NOTICE	2	2.0000		3,404.72	
	REPORT TOTAL	2	2.0000	0.0000	3,404.72	

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	2	211.10
1FIT	Fed Inc Tax	FEDERAL TAX	2	
1Med	Medicare	MEDICARE	2	49.37
1PFML	WA PAID FML	PFML	2	22.40
1Ret2	TRS Plan 2	RETIREMENT	1	120.70
1Ret3	TRS Plan 3	RETIREMENT	1	286.11
1WC	WORKERS COMP	WORKERS' COMP	2	
1WLTC	WA LTC	LONG-TERM CARE	2	19.74
			14	709.42

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	2	211.10
1Med	Medicare	MEDICARE	2	49.37
1PFML	WA PAID FML	PFML	2	8.92
1Ret2	TRS Plan 2	RETIREMENT	1	147.61
1Ret3	TRS Plan 3	RETIREMENT	1	188.07
1UC	UNEMPLOYMENT	UNEMPLOY COMP	2	7.64
1WC	WORKERS COMP	WORKERS' COMP	2	
			12	612.71

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

Centralia School District - August Regular Board Meeting - Agenda Thursday August 28, 2025 at 5:00 PM
Payments have been audited and certified by the Auditing Office 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 July 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 50814215 through 50814223
and for payment those Direct Deposits included in the following list
and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING
Direct Deposit Number 900094168 through 900094668
in the total amount of \$4,038,500.76.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

4pacpv04.p CENTRALIA SCHOOL DISTRICT #401 2:21 PM 06/24/25
05.25.02.00.00-010051 PAY SUMMARY FOR EOM / End Of Month Ru - AFTER CALCS PAGE: 1
CHECK DATE: 06/30/2025 PERIOD ENDING DATE: 06/30/2025

Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE
						HOURS
C013	TEACHER	289	184.0000		1427,707.59	14083.04
C013A	TEACHER	5	4.0000		23,092.68	323.40
C023	TEMP TEACHER	7	6.0000		28,909.18	474.50
C023B	TEMP TEACHER	2	2.0000		11,754.58	165.00
C033	EXTENDED YEAR	69	42.0000		20,393.40	2400.00
C043	FACILITATOR	4	2.0000		18,330.34	150.80
C053	DEPT HEAD	9	9.0000		1,136.37	
C073	NURSE	6	5.0000		24,245.32	363.90
C083	LPN	1	1.0000		3,272.64	77.00
C093	STIPEND	3	3.0000		1,134.33	
C103	SUPER FTE	1	1.0000		1,673.60	
C123	LEADERSHIP STIP	62	62.0000		9,506.50	
C123A	LEADERSHIP STIP	2	2.0000		295.19	
C153	ASB COORD	2	2.0000		641.01	
C163	GRAD COORD	1	1.0000		1,601.00	
C173	ASSESSMENT CORD	10	10.0000		1,421.94	
C183	TECHNOLOGY CORD	8	8.0000		1,901.20	
C273	TRACK	2	2.0000		3,061.00	
C274	TRACK	2	2.0000		4,636.00	58.00
C323	ANNUAL ADVISOR	3	2.0000		613.34	
C333	BAND	2	2.0000		927.76	
C403	ELEM MUSIC	4	4.0000		402.84	
C403A	ELEM MUSIC	1	1.0000		309.50	
C413	EVENT MANAGER	1	1.0000		620.30	20.00
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	
C523	FFA ADVISOR	2	2.0000		534.26	
C673	LIBRARIAN	1	1.0000		9,165.17	75.40
C683	COUNSELOR	13	11.0000		78,343.45	791.70
C693	K12 COACH	7	1.0000		9,165.17	75.38

Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE
						HOURS
C713	ACCTS PAYABLE	2	1.0000		3,011.77	94.49
C713A	ACCTS PAYABLE	2	1.0000		2,378.54	73.51
C723	PAYROLL	1	1.0000		7,668.01	168.00
C733A	HR COORDINATOR	1	1.0000		8,803.76	168.00
C743	TEMP CLASS	39	32.0000		55,070.58	1597.00
C743A	TEMP CLASS	3	3.0000		1,811.59	167.60
C743B	Temporary Class	1	1.0000		77.33	2.60
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	16	16.0000		71,521.58	2234.60
C853	LIBRARY TECH	10	7.0000		19,782.95	541.80
C873	OFFICE ASST	6	3.0000		9,336.40	226.10
C883	SECRETARY	11	11.0000		57,457.19	1571.00
C884	SECRETARY	1	1.0000		3,463.78	93.40
C894	FOOD SVC DELVRY	1	1.0000		3,606.40	88.50
C903	PARAEDUCATOR	98	66.0000		154,207.99	4053.10
C903A	PARAEDUCATOR	14	12.0000		12,076.86	1725.90
C903B	PARAEDUCATOR	1	1.0000		1,443.96	66.00
C913	ASST DIR TRANSP	1	1.0000		7,286.52	168.00
C923	TRANSP DIR	1	1.0000		9,937.37	168.00
C933	MAINT DIR	1	1.0000		9,937.37	168.00
C943	FISCAL SVC DIR	1	1.0000		13,335.38	168.00
C963	ASST PRINCIPAL	4	4.0000		42,361.34	588.00
C973	PRINCIPAL	7	7.0000		94,635.51	1176.00
CAA3	SUPERINTENDENT	1	1.0000		17,500.00	168.00
CAC3	SECRETARY I	3	3.0000		13,835.91	440.70
CAD3	SECRETARY II	10	8.0000		23,943.52	739.40
CAE3	SECRETARY III	8	5.0000		17,971.47	552.80
CAK4	ASE CERT	4	4.0000		1,159.23	
CAK4A	ASE CERT	1	1.0000		122.87	
CAO	BUS DRIVERS	23	23.0000		45,623.11	997.50
CAO6	RTE TIME CHANGE	11	11.0000		9,885.34	232.40
CAO6A	RTE CHANGE 2	2	2.0000		2,761.31	53.00
CAO6B	RTE CHANGE 3	1	1.0000		564.38	19.20
CAO7	ROUTE CHANGE	2	2.0000		2,390.00	55.30
CAO8	ADD'L ROUTE	2	2.0000		926.87	20.20
CAP	KITCHEN MANAGER	1	1.0000		3,963.70	88.50
CAR	SEC LEAD FSW	2	2.0000		6,831.72	150.80
CAS	SEC FSW	7	7.0000		13,779.47	375.90
CAS2	SEC FSW	1	1.0000		140.63	5.00
CAT	ELEM LEAD FSW	4	4.0000		7,812.26	190.80
CAT2	ELEM LEAD FSW	1	1.0000		1,100.81	52.20
CAU	ELEM FSW	11	11.0000		14,489.06	298.10
CAU2	ELEM FSW	1	1.0000		429.94	12.60
CBA	INST COACH	1	1.0000		8,792.84	75.40

05.25.02.00.00-010051

PAY SUMMARY FOR EOM / End Of Month Ru - AFTER CALCS

PAGE: 3

CHECK DATE: 06/30/2025 PERIOD ENDING DATE: 06/30/2025

Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
CBH	DISPATCHER	2	2.0000		8,473.21	336.00
CBK	EX DIR OF HR	1	1.0000		12,692.87	168.00
CBL	EX DIR SP ED	1	1.0000		13,668.75	168.00
CBM	OT	2	2.0000		16,219.17	150.80
CBN	PT	1	1.0000		7,332.13	60.30
CBO	PSYCH	1	1.0000		9,165.17	75.40
CBP	SLP	1	1.0000		9,165.17	75.40
CBS	BUS MONITOR	7	7.0000		7,101.04	214.50
CBS1	BM ROUTE CHANGE	7	7.0000		4,796.23	163.50
CBS2	BM ROUTE CHANGE	3	3.0000		723.75	27.00
CBT	DIR OF T & L	2	1.0000		13,668.75	168.00
CBV	SLPA	1	1.0000		628.68	
CBV1	SLPA	1	1.0000		2,033.20	71.50
CBX	IEP STIPEND	29	27.0000		9,545.94	
CCB	DIR OF TECH	2	1.0000		9,937.37	168.00
CCD	ADMIN ENRICHMEN	16	15.0000		9,518.16	
CCK	ACCT ASSISTANT	2	1.0000		4,583.52	80.00
CCL	LEAD MECH STIP	1	1.0000		416.67	
CCN2	ATHLETIC DIR	1	1.0000		11,942.13	168.00
CCP	MENTAL HEALTH	1	1.0000		5,023.20	75.40
CCS	DIR EXTRA DAYS	7	6.0000		889.50	
CCT	SECRETARY IV	4	1.0000		4,407.01	88.00
CCZ	SAFETY & SECURI	2	1.0000		5,812.82	96.50
CDB	E-SPORTS	1	1.0000		243.09	
CDF	K-8 ATH PROG	1	1.0000		5,547.42	120.00
CDI	TR COORD SP	1	1.0000		6,179.34	168.00
CDJ	DIR OF STEM	1	1.0000		5,683.41	84.00
CDK	CAREER & COLLEG	1	1.0000		3,802.76	120.60
CDL	CERT EXP STIPEN	111	64.0000		23,789.40	
CDL2	CERT EXP STIPEN	1	1.0000		284.95	
CEA#2	ENRICHMENT STIP	327	211.0000		20,578.39	
CEA#3	DISTRICT DAYS	570	204.0000		53,737.48	
CEA#4	LONGEVITY STIP	54	53.0000		3,229.28	
CEA#8	SPANISH STIPEND	2	2.0000		126.99	
CEA2A	ENRICHMENT	5	4.0000		288.67	
CEA2B	ENRICHMENT STIP	2	2.0000		147.04	
CEA4A	LONGEVITY STIP	1	1.0000		34.53	
LWOP3	Leave w/o Pay	38	-336.1400		-12,716.74	-336.32
LWOP4	Leave w/o Pay	7	-140.1100		-3,574.78	-140.20
TAP3	ACTIVITY PY 613	3		14.5000	263.30	14.50
TBS3	BOARD STIPEND	4		10.0000	500.00	
TC03	CERT OVERLOAD P	26		89.5000	8,666.23	
TCEE3	CURRICULUM RATE	8		14.5000	613.79	14.50
TCLE3	CLASS EXTRA 613	27		157.1700	3,759.92	157.30
TCLE4	CLASS EXTRA 614	42		372.0800	9,514.37	372.80
TCP3	CERT PER DIEM	18		122.5000	8,054.01	122.50
TCTR4	FS CATERING 614	6		32.0000	1,270.30	32.00
TDF3	DIFFRTNL PY 613	3		108.0000	3,839.76	108.00
TDF4	DIFFRTNL PY 614	8		263.7500	7,858.08	263.80
TDT4	DRIVER TRNR 614	2		16.2500	510.78	16.30
TEVT4	EVT CERT TIME	1		22.7500	119.44	22.80
TMeal	Taxable Meal	9	11.0000		305.00	

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE
						HOURS
TOV3	OVT HOURS 613	5		44.7500	2,085.98	44.80
TOV4	OVT HOURS 614	13		44.5000	1,959.03	44.60
TPP3	Prep Period	38	43.5000		3,186.20	
TRG3	REGULAR PAY 613	6		-156.2500	-4,175.53	-156.30
TRG4	REGULAR PAY 614	17		-361.0800	-9,593.53	-361.30
TSCL3	SUB CLSSFD 613	6		224.1600	4,838.41	224.20
TSCL4	SUB CLSSFD 614	34		1261.7500	29,151.51	1262.10
TSCR3	SUB CERT FULL	8		235.5000	8,332.82	235.50
TSCS3	SUB CERT HALF	3		26.2500	721.00	26.40
TTP4	TRIP PAY	6		67.5400	1,553.42	67.60
ZSLBB	SICK LEAVE BB	1	1350.0000		28,610.55	
ZVPE	PERS LV CASHOUT	1	15.0000		346.00	
REPORT TOTAL		2381	2236.2500	2610.1200	2943,255.15	46128.00

CHECK DATE: 06/30/2025 PERIOD ENDING DATE: 06/30/2025

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	2381	177,059.59
1FIT	Fed Inc Tax	FEDERAL TAX	2381	252,051.89
1FIT+	FIT Add Amount	FEDERAL TAX	439	15,877.00
1Med	Medicare	MEDICARE	2381	41,409.10
1PFML	WA PAID FML	PFML	2381	19,366.58
1ReE0	SERS Plan 0	RETIREMENT	347	
1ReE2	SERS Plan 2	RETIREMENT	382	34,415.67
1ReE3	SERS Plan 3	RETIREMENT	264	25,297.13
1ReP1	PERS Plan 1	RETIREMENT	4	
1Ret0	TRS Plan 0	RETIREMENT	233	
1Ret2	TRS Plan 2	RETIREMENT	856	69,647.44
1Ret3	TRS Plan 3	RETIREMENT	983	93,018.72
1WC	WORKERS COMP	WORKERS' COMP	2379	4,694.54
1WLTC	WA LTC	LONG-TERM CARE	2326	16,565.94
A1167	OMNI - ANNUITY	TSA-BEFORE TAX	36	6,240.00
A2114	PSE DUE-PUB SCH		82	2,222.05
A2115	PSE COPE DUES		12	56.00
A5PA	PSE ANNUAL DUE		82	48.00
A6PC	PSE ADD-PSE ADD		7	
ACH2	2ND ACH		47	11,425.00
ACH3	3RD ACH		1	200.00
CAA	Cent Adm Assoc		6	80.00
D2158	DRS - DEF COMP	TSA-BEFORE TAX	48	19,035.00
D2159	DCP 10%	TSA-BEFORE TAX	5	470.47
D2161	DCP ROTH %	TSA-AFTER TAX	2	328.54
DINFO	INFOARMOR		4	42.85
DLEGA	LEGALEASE		9	55.84
DNVPI	PET INSURANCE		1	69.97
G1158	DYNAMIC COLLECT		1	860.75
G1231	GARN-WA ST CS		8	1,610.00
HCFSA	Medical FSA	OTH BEF TAX	37	3,268.35
HEHSA	Hlth Equity HSA	OTH BEF TAX	15	1,112.50
J0132	THORBECKES		173	5,200.80
KEYB	Key Bank		1	50.00
KP1ER	Kai WA Smt1 EMP	OTH BEF TAX	2	40.00
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	11	207.00
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	11	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	5	364.00
KW3ER	Kai WA Core3EMP	OTH BEF TAX	5	624.00
KW3FR	Kai WA Core3FAM	OTH BEF TAX	4	1,248.00
KW3SR	Kai WA Core3E/S	OTH BEF TAX	7	1,248.00
KWSCR	Kai WA SndChE/C	OTH BEF TAX	9	1,284.00

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
KWSER	Kai WA SndChEMP	OTH BEF TAX	11	854.00
KWSFR	Kai WA SndChFAM	OTH BEF TAX	2	391.00
LTD50	Emp Pd LTD 50%		75	550.20
LTD60	Emp Pd LTD 60%		441	5,272.40
PHCR	Prem Hgh PPOE/C	OTH BEF TAX	7	708.00
PHER	Prem Hgh PPOEMP	OTH BEF TAX	12	995.00
PHFR	Prem Hgh PPOFAM	OTH BEF TAX	13	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	5	34.00
PSCR	Prem Std PPOE/C	OTH BEF TAX	17	966.00
PSER	Prem Std PPOEMP	OTH BEF TAX	22	973.00
PSFR	Prem Std PPOFAM	OTH BEF TAX	10	1,472.00
PSSR	Prem Std PPOE/S	OTH BEF TAX	1	208.00
S1127	DOLLAR-SCHOLAR		112	625.00
SECU	SCHOOL EMP CU		30	5,215.00
SECU2	SCHOOL EMP CU		2	70.00
T0	TEAMSTER - PT		131	4,234.00
T1	TEAMSTER - FT		46	2,429.25
T5	TEAMSTERS INIT		3	50.00
TP	FTT PENSION		59	9,210.75
U0115	UNITED WAY		22	278.00
V1CR	UMPACP-UWMedE/C	OTH BEF TAX	2	182.00
V1ER	UMPACP-UWMedEMP	OTH BEF TAX	6	208.00
V1FR	UMPACP-UWMedFAM	OTH BEF TAX	2	312.00
V1SR	UMPACP-UWMedE/S	OTH BEF TAX	2	491.00
VACAJ	VAC ADJUST	OTH BEF TAX	1	94.00
VACR	UMP Achieve2E/C	OTH BEF TAX	42	3,942.00
VAER	UMP Achieve2EMP	OTH BEF TAX	91	6,675.00
VAFR	UMP Achieve2FAM	OTH BEF TAX	51	10,225.00
VASP	UMPAchiev2E/SPT		1	125.00
VASR	UMP Achieve2E/S	OTH BEF TAX	23	3,725.00
VEBAT	VEBA TAX DEF		3	28,610.55
VHSAC	UMP CDHP E/C	OTH BEF TAX	1	37.00
VHSAE	UMP CDHP EMP	OTH BEF TAX	12	105.00
VHSAF	UMP CDHP FAM	OTH BEF TAX	13	466.00
VHSAS	UMP CDHP E/S	OTH BEF TAX	8	168.00
VUCR	UMP Achieve1E/C	OTH BEF TAX	46	1,520.00
VUER	UMP Achieve1EMP	OTH BEF TAX	112	3,255.00
VUFR	UMP Achieve1FAM	OTH BEF TAX	82	4,490.00
VUSR	UMP Achieve1E/S	OTH BEF TAX	42	2,075.00
W0ADJ	WEA DUES ADJUST		1	245.50
W0KA	WEA DUES - 1/2		2	63.34
W0KC	WEA DUES-FULL		273	15,834.75
W0KE	WEA DUES-FL NFC		129	6,435.00
W0KP	WEA-PAC		180	222.75
W1KZ	WSSRA DUES		68	210.00
WSECU	WA ST EMP CU		3	1,900.00
Z9208	CSD Wrestling		1	91.11
			20626	938,686.32

CHECK DATE: 06/30/2025 PERIOD ENDING DATE: 06/30/2025

Board Report

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	2381	177,059.59
1Med	Medicare	MEDICARE	2381	41,409.10
1PFML	WA PAID FML	PFML	2381	7,711.45
1Re0	SERS Plan 0	RETIREMENT	346	
1Re2	SERS Plan 2	RETIREMENT	369	46,614.54
1Re3	SERS Plan 3	RETIREMENT	245	39,494.47
1Re0	TRS Plan 0	RETIREMENT	210	
1Re2	TRS Plan 2	RETIREMENT	856	85,164.53
1Re3	TRS Plan 3	RETIREMENT	978	112,733.00
1UC	UNEMPLOYMENT	UNEMPLOY COMP	2381	12,915.20
1WC	WORKERS COMP	WORKERS' COMP	2379	23,603.73
SEBB	SEBB HCA		879	547,770.00
SRDP+	SRDP Medical +		1	770.00
			15787	1,095,245.61

***** 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 July 24, 2025, the board, by a _____ vote, approves payments, totaling \$89,318.54. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500317 through 242500317, totaling \$89,318.54

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500317	SODEXO INC & AFFILIATES	06/02/2025	89,318.54
1	ACH	Check(s) For a Total of	89,318.54

	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	89,318.54
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH &	Computer Checks	89,318.54
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	89,318.54

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	89,318.54	89,318.54

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 June 12, 2025, the board, by a _____ vote, approves payments, totaling \$1,690.27. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404933 through 50404937, totaling \$1,690.27

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50404933	NAPAVINE YOUTH BASKETBALL	05/30/2025	600.00
50404934	RODRIGUEZ, LEVI J	05/30/2025	280.00
50404935	SAFEWAY	05/30/2025	210.27
50404936	SMITH, MITCHELL M	05/30/2025	460.00
50404937	TAYLOR, BRIAN M	05/30/2025	140.00

5

Computer

Check(s) For a Total of

1,690.27

	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
	5	Computer	Checks For a Total of	1,690.27
Total For	5	Manual, Wire Tran, ACH & Computer	Checks	1,690.27
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,690.27

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	1,690.27	1,690.27

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 June 25, 2025, the board, by a _____ vote, approves payments, totaling \$42,527.76. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500310 through 242500312, totaling \$42,527.76

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500310	BMO (BANK OF MONTREAL)	05/16/2025	29,397.73
242500311	BMO (BANK OF MONTREAL)	05/16/2025	8,322.60
242500312	BMO (BANK OF MONTREAL)	05/16/2025	4,807.43

3	ACH	Check(s) For a Total of	42,527.76
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	3	ACH	Checks For a Total of	42,527.76
	0	Computer	Checks For a Total of	0.00
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	42,527.76
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	42,527.76

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	29,397.73	29,397.73
20	Capital Projects	0.00	0.00	8,322.60	8,322.60
40	Associated Stude	0.00	0.00	4,807.43	4,807.43

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 June 25, 2025, the board, by a _____ vote, approves payments, totaling \$12.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500309 through 242500309, totaling \$12.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500309	LESLIE, YUEH-HUA	05/16/2025	12.00

1	ACH	Check(s) For a Total of	12.00
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	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	12.00
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	12.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	12.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	12.00	0.00	12.00

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 June 25, 2025, the board, by a _____ vote, approves payments, totaling \$96,836.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140344 through 50140353, totaling \$96,836.21

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140344	CITY OF CENTRALIA-UTILITIES	05/16/2025	46,604.85
50140345	CITY SANITARY CO	05/16/2025	6,264.32
50140346	DEPUYE-PHILLIPS, MARGARET	05/16/2025	300.00
50140347	JOES REFUSE	05/16/2025	1,465.32
50140348	LEMAY MOBILE SHREDDING	05/16/2025	79.73
50140349	NORTHWEST TREK	05/16/2025	600.00
50140350	PERRY-CAPLE, MADISON	05/16/2025	14.00
50140351	PUGET SOUND ENERGY	05/16/2025	38,132.28
50140352	RECYCLE SERVICES	05/16/2025	2,240.76
50140353	SCHOLASTIC BOOK FAIRS	05/16/2025	1,134.95

10	Computer	Check(s) For a Total of	96,836.21
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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
	10	Computer	Checks For a Total of	96,836.21
Total For	10	Manual, Wire Tran, ACH & Computer	Checks	96,836.21
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	96,836.21

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	1,748.95	95,087.26	96,836.21

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 June 25, 2025, the board, by a _____ vote, approves payments, totaling \$2,800.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404924 through 50404925, totaling \$2,800.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
50404924	SHELTON SCHOOL DISTRICT	05/16/2025	200.00
50404925	UNIVERSAL CHEERLEADERS ASSOCIA	05/16/2025	2,600.00

2	Computer	Check(s) For a Total of	2,800.00
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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
	2	Computer	Checks For a Total of	2,800.00
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	2,800.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	2,800.00

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	2,800.00	2,800.00

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$794.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 50201364 through 50201364, totaling \$794.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
50201364	CENTRALIA SCHOOL DISTRICT #401	06/05/2025	794.00
1	Computer	Check(s) For a Total of	794.00

	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
	1	Computer	Checks For a Total of	794.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	794.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	794.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
20	Capital Projects	0.00	794.00	0.00	794.00

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$614,610.97. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140398 through 50140470, totaling \$614,610.97

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140398	AEQUOR HEALTHCARE SERVICES LLC	06/06/2025	13,410.00
50140399	AMERGIS	06/06/2025	18,925.00
50140400	AQUATIC SPECIALTY SERVICES	06/06/2025	676.26
50140401	AWARDS WEST-PRINTWARES INC	06/06/2025	388.07
50140402	AWESOME FORD	06/06/2025	479.06
50140403	AYA HEALTHCARE, INC.	06/06/2025	19,800.00
50140404	B & H PHOTO VIDEO INC	06/06/2025	1,000.77
50140405	BALL CHAIN MANUFACTURING CO. I	06/06/2025	364.64
50140406	BAXTER AUTO PARTS	06/06/2025	319.42
50140407	BRYSON SALES & SERVICE OF WASH	06/06/2025	601.01
50140408	CAPITOL CITY PRESS INC	06/06/2025	329.42
50140409	CENTRALIA-CHEHALIS CHAMBER OF	06/06/2025	350.00
50140410	CHEHALIS SCHOOL DISTRICT #302	06/06/2025	109,913.05
50140411	CHRISTENSEN INC	06/06/2025	32,075.21
50140412	COAST WENATCHEE CENTER HOTEL	06/06/2025	1,940.04
50140413	COMMERCIAL BRAKE & CLUTCH	06/06/2025	113.71
50140414	CRESSY DOOR COMPANY INC	06/06/2025	5,533.77
50140415	DEBOER TAGGART, LESLIE ANN	06/06/2025	160.00
50140416	DEPUYE-PHILLIPS, MARGARET	06/06/2025	600.00
50140417	DRY BOX INC	06/06/2025	189.01
50140418	ECOLUBE RECOVERY LLC	06/06/2025	316.70
50140419	ESD #113	06/06/2025	135,616.08
50140420	EVOLUTION HEALTH LLC	06/06/2025	750.00
50140421	FASTENAL COMPANY INC	06/06/2025	284.14
50140422	FREIGHTLINER NORTHWEST	06/06/2025	3,982.26
50140423	GARCIA, MEGAN	06/06/2025	130.98
50140424	INDUSTRIAL SPECIALTIES INC	06/06/2025	284.71
50140425	INDUSTRIAL BOLT & SUPPLY INC.	06/06/2025	1,863.92
50140426	JOHNSON CONTROLS FIRE PROTECTI	06/06/2025	690.98
50140427	JOSTEN'S	06/06/2025	1,515.19
50140428	LANGUAGE LINE SERVICES	06/06/2025	765.67
50140429	LAWSON PRODUCTS INC	06/06/2025	2,236.19
50140430	LECO SUPPLY INC	06/06/2025	73.77

Check Nbr	Vendor Name	Check Date	Check Amount
50140431	LINCOLN CREEK LUMBER INC	06/06/2025	1,642.86
50140432	NORTHWEST EDUCATION AND EVALUA	06/06/2025	17,199.00
50140433	NOVUS AUTO GLASS OF CHEHALIS	06/06/2025	742.11
50140434	O'REILLY AUTO PARTS	06/06/2025	85.15
50140435	OLYMPIA JUNIOR PROGRAMS INC	06/06/2025	378.00
50140436	PETTY CASH - CHS	06/06/2025	76.59
50140437	POMPS TIRE SERVICE INC	06/06/2025	811.08
50140438	PROJECT LEAD THE WAY INC.	06/06/2025	74,109.26
50140439	PUBLIC CONSULTING GROUP INC	06/06/2025	415.81
50140440	QUADIENT FINANCE USA INC	06/06/2025	275.43
50140441	RIVERSIDE INSIGHTS	06/06/2025	476.96
50140442	ROMAINE ELECTRIC CORPORATION	06/06/2025	739.67
50140443	RWC GROUP	06/06/2025	630.97
50140444	S.A.N.E.	06/06/2025	204.10
50140445	SAFEWAY	06/06/2025	403.69
50140446	SCHETKY NORTHWEST SALES INC	06/06/2025	7,229.39
50140447	SCHOLASTIC INC (MAGAZINES/NEWS	06/06/2025	323.08
50140448	SCHOOLS INSURANCE ASSN OF WA	06/06/2025	5,000.00
50140449	SHRED-IT USA	06/06/2025	103.16
50140450	SIGN PRO	06/06/2025	490.03
50140451	SOLVEPATH LLC	06/06/2025	27,600.00
50140452	SOUNDS OF SUCCESS LLC	06/06/2025	11,812.50
50140453	STATE AUDITOR'S OFFICE	06/06/2025	16,278.00
50140454	TERRACON CONSUTANTS INC	06/06/2025	2,500.00
50140455	THE BRECKENRIDGE COMPANY LLC	06/06/2025	49,725.00
50140456	THE FARM STORE INC	06/06/2025	492.28
50140457	THE LINCOLN ELECTRIC COMPANY	06/06/2025	431.08
50140458	THORBECKES	06/06/2025	17,909.34
50140459	TRIM-FLEX	06/06/2025	221.19
50140460	TRUCK PARTS SALES INC.	06/06/2025	18.98
50140461	TURF STAR WESTERN	06/06/2025	3,524.91
50140462	US CELLULAR	06/06/2025	736.52
50140463	VESTIS	06/06/2025	298.00
50140464	WA-ACTE	06/06/2025	2,000.00
50140465	WATER MANAGEMENT LABORATORIES	06/06/2025	358.00
50140466	WELDERMADE LLC	06/06/2025	2,661.60
50140467	WICKED NORTH COFFEE ROASTERS I	06/06/2025	4,227.60
50140468	WILSON PARTS CORPORATION	06/06/2025	6,333.25
50140469	WSIPC	06/06/2025	347.35
50140470	YOUNG, MELISSA	06/06/2025	120.00

73 Computer Check(s) For a Total of 614,610.97

	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
	73	Computer	Checks For a Total of	614,610.97
Total For	73	Manual, Wire Tran, ACH & Computer	Checks	614,610.97
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	614,610.97

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-234.99	0.00	614,845.96	614,610.97

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$5,582.32. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 50201365 through 50201365, totaling \$5,582.32

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

Check Nbr	Vendor Name	Check Date	Check Amount
50201365	ALWAYS SAFE & LOCK INC	06/06/2025	5,582.32
1	Computer	Check(s) For a Total of	5,582.32

	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	5,582.32
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	5,582.32
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	5,582.32

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	5,582.32	5,582.32

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$2,053.52. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500318 through 242500329, totaling \$2,053.52

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500318	ALLEN, CRYSTAL JO	06/06/2025	179.23
242500319	ALLWINE, JAMIE L	06/06/2025	31.01
242500320	BLASER, LOUIS EDWARD	06/06/2025	98.14
242500321	DIETZ, AIMEE MARIE	06/06/2025	44.80
242500322	JONES, DANETTE MORENA	06/06/2025	160.00
242500323	KENDALL, PETER DOUGLAS	06/06/2025	160.00
242500324	KINDELL, BRITTANY ROCHELLE	06/06/2025	748.00
242500325	RAMSEY, MICHELLE KAY	06/06/2025	200.00
242500326	SJOBLOM, ROBERTA J	06/06/2025	50.00
242500327	SMITH, MITCHELL M	06/06/2025	200.92
242500328	TAYLOR, BRIAN M	06/06/2025	160.00
242500329	TERPENING, ELIZABETH WYTHE	06/06/2025	21.42

12 ACH Check(s) For a Total of 2,053.52

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	12	ACH	Checks For a Total of	2,053.52
	0	Computer	Checks For a Total of	0.00
Total For	12	Manual, Wire Tran, ACH &	Computer Checks	2,053.52
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		2,053.52

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	2,053.52	2,053.52

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$7,532.35. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404938 through 50404942, totaling \$7,532.35

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

Check Nbr	Vendor Name	Check Date	Check Amount
50404938	NATIONAL FFA ORGANIZATION	06/06/2025	325.50
50404939	SKILLSUSA WASHINGTON	06/06/2025	900.00
50404940	SOUND DRAGON EVENTS LLC	06/06/2025	1,893.50
50404941	THE FARM STORE INC	06/06/2025	213.35
50404942	WALSWORTH PUBLISHING COMPANY I	06/06/2025	4,200.00
5	Computer	Check(s) For a Total of	7,532.35

	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
	5	Computer	Checks For a Total of	7,532.35
Total For	5	Manual, Wire Tran, ACH & Computer	Checks	7,532.35
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	7,532.35

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	7,532.35	7,532.35

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$198,019.94. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140471 through 50140505, totaling \$198,019.94

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140471	ALL COUNTY ROOTER & REPAIR	06/16/2025	5,238.00
50140472	ANIXTER INC	06/16/2025	338.50
50140473	AQUATIC SPECIALTY SERVICES	06/16/2025	631.61
50140474	CAPITAL BUSINESS MACHINES INC	06/16/2025	8,546.63
50140475	CENTRAL WELDING SUPPLY CO INC	06/16/2025	413.71
50140476	CENTRICITY	06/16/2025	166.00
50140477	CIT	06/16/2025	4,360.28
50140478	CRISIS PREVENTION INST	06/16/2025	4,699.00
50140479	CULLIGAN	06/16/2025	1,336.19
50140480	CURFMAN CUSTOM FABRICATION LLC	06/16/2025	439.02
50140481	FERGUSON-SEATTLE #3007	06/16/2025	1,081.16
50140482	FOOD SERVICE EQUIPMENT	06/16/2025	1,272.73
50140483	GOEBEL SEPTIC TANK SERVICE INC	06/16/2025	300.00
50140484	GRANT, LISA M	06/16/2025	500.00
50140485	HUB CITY MUSIC	06/16/2025	202.84
50140486	INDUSTRIAL SPECIALTIES INC	06/16/2025	113.55
50140487	KCDA	06/16/2025	3,540.03
50140488	LEWIS COUNTY SOLID WASTE	06/16/2025	77.00
50140489	LINCOLN CREEK LUMBER INC	06/16/2025	452.66
50140490	MADSEN'S SHOP & SUPPLY INC	06/16/2025	80.36
50140491	MARTIN, ANNA	06/16/2025	200.00
50140492	MARTIN, KRISTI ROSE	06/16/2025	1,845.00
50140493	PAPE MACHINERY INC	06/16/2025	346.85
50140494	PORTER FOSTER RORICK	06/16/2025	21,315.00
50140495	PUGET SOUND ENERGY	06/16/2025	10,155.79
50140496	SECURITAS TECHNOLOGY CORPORATI	06/16/2025	4,191.35
50140497	SHI INTERNATIONAL	06/16/2025	24,453.74
50140498	STAPLES ADVANTAGE	06/16/2025	1,641.17
50140499	TEACHERS ON CALL INC	06/16/2025	85,926.18
50140500	TED BROWN MUSIC CO INC	06/16/2025	1,067.81
50140501	THE FARM STORE INC	06/16/2025	3.86
50140502	THORBECKES	06/16/2025	5,803.15
50140503	TURF STAR WESTERN	06/16/2025	498.03

Check Nbr	Vendor Name	Check Date	Check Amount
50140504	TYLER RENTAL INC	06/16/2025	195.75
50140505	WALTER E NELSON COMPANY	06/16/2025	6,586.99
35	Computer	Check(s) For a Total of	198,019.94

	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
	35	Computer	Checks For a Total of	198,019.94
Total For	35	Manual, Wire Tran, ACH & Computer	Checks	198,019.94
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	198,019.94

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	198,019.94	198,019.94

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$4,607.15. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404943 through 50404945, totaling \$4,607.15

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

Check Nbr	Vendor Name	Check Date	Check Amount
50404943	AWARDS WEST-PRINTWARES INC	06/16/2025	431.15
50404944	BNB CAMPS LLC	06/16/2025	3,400.00
50404945	CENTRALIA HIGH SCHOOL-ASB	06/16/2025	776.00

3	Computer	Check(s) For a Total of	4,607.15
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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	4,607.15
Total For 3	Manual, Wire Tran, ACH & Computer Checks		4,607.15
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		4,607.15

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	4,607.15	4,607.15

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$1,192.69. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500330 through 242500343, totaling \$1,192.69

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500330	ALVARADO, SARA A	06/16/2025	100.00
242500331	ATHENS, JULIA RACHEL	06/16/2025	12.04
242500332	BLIGH JR, DAVID KEITH	06/16/2025	200.00
242500333	BROOME, JEFFREY J	06/16/2025	88.53
242500334	DIETZ, DELYNNE	06/16/2025	200.00
242500335	GRUBBS, TAMARA M	06/16/2025	9.51
242500336	HABERSETZER, STASIA MICHELLE	06/16/2025	66.64
242500337	ISAACSON, ALISON LINN	06/16/2025	200.00
242500338	LESLIE, YUEH-HUA	06/16/2025	20.24
242500339	LOPEZ DIAZ, ROSA LINDA	06/16/2025	21.49
242500340	MOLINE, ADAM DAVID	06/16/2025	126.28
242500341	ROSS, ADRIENNE MARIE	06/16/2025	107.82
242500342	SLEIPNESS, LUCILY CAPANGPANGAN	06/16/2025	19.21
242500343	VAN LEEUWEN, TRAVIS RANDY J	06/16/2025	20.93

14	ACH	Check(s) For a Total of	1,192.69
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	14	ACH	Checks For a Total of	1,192.69
	0	Computer	Checks For a Total of	0.00
Total For	14	Manual, Wire Tran, ACH & Computer	Checks	1,192.69
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,192.69

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	1,192.69	1,192.69

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$200.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500344 through 242500344, totaling \$200.00

Secretary	_____	Board Member	_____
Board Member	_____	Board Member	_____
Board Member	_____	Board Member	_____
Check Nbr	Vendor Name	Check Date	Check Amount
242500344	LANGAN, REBECCA DAWN	06/18/2025	200.00
1	ACH	Check(s) For a Total of	200.00

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	200.00
0	Computer	Checks For a Total of	0.00
Total For 1	Manual, Wire Tran, ACH & Computer Checks		200.00
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		200.00

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	200.00	200.00

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$61,060.12. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140506 through 50140515, totaling \$61,060.12

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140506	CITY OF CENTRALIA-UTILITIES	06/18/2025	41,759.93
50140507	CITY SANITARY CO	06/18/2025	6,599.79
50140508	JOES REFUSE	06/18/2025	1,388.67
50140509	KAPCO	06/18/2025	806.30
50140510	LEMAY MOBILE SHREDDING	06/18/2025	159.46
50140511	PUGET SOUND ENERGY	06/18/2025	1,224.85
50140512	QUADIENT FINANCE USA INC	06/18/2025	560.37
50140513	RECYCLE SERVICES	06/18/2025	2,240.76
50140514	THORBECKES	06/18/2025	5,759.99
50140515	WAAE	06/18/2025	560.00

10	Computer	Check(s) For a Total of	61,060.12
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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
	10	Computer	Checks For a Total of	61,060.12
Total For	10	Manual, Wire Tran, ACH & Computer	Checks	61,060.12
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	61,060.12

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	61,060.12	61,060.12

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$74,463.61. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500345 through 242500347, totaling \$74,463.61

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500345	BMO (BANK OF MONTREAL)	06/18/2025	30,349.29
242500346	BMO (BANK OF MONTREAL)	06/18/2025	37,943.36
242500347	BMO (BANK OF MONTREAL)	06/18/2025	6,170.96

3	ACH	Check(s) For a Total of	74,463.61
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	3	ACH	Checks For a Total of	74,463.61
	0	Computer	Checks For a Total of	0.00
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	74,463.61
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	74,463.61

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	30,349.29	30,349.29
20	Capital Projects	0.00	0.00	37,943.36	37,943.36
40	Associated Stude	0.00	0.00	6,170.96	6,170.96

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$462.16. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
Wire Transfer Payments 202400120 through 202400120, totaling \$462.16

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
202400120 DEPARTMENT OF REVENUE	06/23/2025	462.16
1	Wire Transfer Check(s) For a Total of	462.16

	0	Manual	Checks For a Total of	0.00
	1	Wire Transfer	Checks For a Total of	462.16
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran,	ACH & Computer Checks	462.16
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	462.16

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	462.16	462.16

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 July 24, 2025, the board, by a _____ vote, approves payments, totaling \$20,501.50, and voids/cancellations, totaling \$9,747.19. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140538 through 50140553, totaling \$20,501.50
Voids/Cancellations, totaling \$9,747.19

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140538	B & H PHOTO VIDEO INC	06/27/2025	1,595.48
50140539	CENTRAL WELDING SUPPLY CO INC	06/27/2025	1,586.93
50140540	CIT	06/27/2025	4,360.28
50140541	DRY BOX INC	06/27/2025	189.01
50140542	EDNETICS INC	06/27/2025	7,107.47
50140543	GARIBAY SIERRA, ANA LILIA	06/27/2025	50.00
50140544	KNUTSON, MARY	06/27/2025	200.00
50140545	LINCOLN CREEK LUMBER INC	06/27/2025	811.56
50140546	LOYER, SARA ELIZABETH	06/27/2025	17.92
50140547	MARTINEZ, ALMA	06/27/2025	50.00
50140548	MUSIC & ARTS CENTER	06/27/2025	2,182.80
50140549	PROJECT LEAD THE WAY INC.	06/27/2025	106.11
50140550	SAFEWAY	06/27/2025	294.64
50140551	THE CHRONICLE	06/27/2025	439.00
50140552	THE FARM STORE INC	06/27/2025	818.22
50140553	WASHINGTON FLORAL SERVICE INC	06/27/2025	692.08

16	Computer	Check(s) For a Total of	20,501.50
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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
	16	Computer	Checks For a Total of	20,501.50
Total For	16	Manual, Wire Tran, ACH & Computer	Checks	20,501.50
Less	4	Voided	Checks For a Total of	9,747.19
			Net Amount	10,754.31

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	10,754.31	10,754.31

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 July 24, 2025, the board, by a _____ vote, approves payments, totaling \$1,023.45. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 50201366 through 50201367, totaling \$1,023.45

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

Check Nbr	Vendor Name	Check Date	Check Amount
50201366	LEWIS COUNTY PUD # 1	06/27/2025	208.55
50201367	PACIFIC MOBILE STRUCTURES INC	06/27/2025	814.90

2	Computer	Check(s) For a Total of	1,023.45
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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
	2	Computer	Checks For a Total of	1,023.45
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	1,023.45
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		1,023.45

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	1,023.45	1,023.45

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 July 24, 2025, the board, by a _____ vote, approves payments, totaling \$3,611.31, and voids/cancellations, totaling \$80.00. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404946 through 50404950, totaling \$3,611.31
Voids/Cancellations, totaling \$80.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
50404946	AWARDS WEST-PRINTWARES INC	06/27/2025	1,594.60
50404947	COUNTY OF THURSTON	06/27/2025	274.83
50404948	JOHNSON, LAURI ANN	06/27/2025	502.15
50404949	RIVERSIDE GOLF CLUB	06/27/2025	1,084.00
50404950	THE FARM STORE INC	06/27/2025	155.73
5	Computer	Check(s) For a Total of	3,611.31

Check Nbr	Vendor Name	Check Date	Check Amount
50404907	JOHNSON, LAURI ANN	06/24/2025	80.00
1	Void	Check(s) For a Total of	80.00

	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
	5	Computer	Checks For a Total of	3,611.31
Total For	5	Manual, Wire Tran, ACH & Computer	Checks	3,611.31
Less	1	Voided	Checks For a Total of	80.00
			Net Amount	3,531.31

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Stude	0.00	0.00	3,531.31	3,531.31

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 July 24, 2025, the board, by a _____ vote, approves payments, totaling \$11,239.76. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500350 through 242500420, totaling \$11,239.76

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500350	ALBERT, ISIS LEE	06/27/2025	148.80
242500351	ALLEN, CRYSTAL JO	06/27/2025	371.12
242500352	ASHMORE, DOUG A	06/27/2025	83.13
242500353	ASHMORE, ERIN MORGAN	06/27/2025	200.00
242500354	ASHMORE, JENNIFER JEAN	06/27/2025	200.00
242500355	ATHENS, JULIA RACHEL	06/27/2025	11.62
242500356	AUST, BECKY K	06/27/2025	80.64
242500357	BANCROFT, LUCY EVANS	06/27/2025	200.00
242500358	BJORHUS, VERONICA K	06/27/2025	200.00
242500359	BROCKMAN, STEVEN JOHN	06/27/2025	45.19
242500360	BROOME, JEFFREY J	06/27/2025	131.18
242500361	BROWNING, AMY JOYANNE	06/27/2025	200.00
242500362	BROWN, REGINA NADINE	06/27/2025	681.61
242500363	CANINI, JEANNINE L	06/27/2025	200.00
242500364	CHRISTENSON, TINA LEE	06/27/2025	255.93
242500365	CONZATTI, ANNE ELIZABETH	06/27/2025	25.00
242500366	CURRY, SUSAN ANNETTE	06/27/2025	25.00
242500367	DANIELS, BARRET CLARK	06/27/2025	120.65
242500368	DURBIN, STEPHANIE ANN-THIELEN	06/27/2025	200.00
242500369	ELLIS, STACI GAYE	06/27/2025	92.55
242500370	FOLGNER, CARISSA MARIE	06/27/2025	480.20
242500371	GARRY, DANIEL G	06/27/2025	200.00
242500372	GOMEZ, KARY L	06/27/2025	106.59
242500373	GRUBBS, TAMARA M	06/27/2025	31.18
242500374	HABERSETZER, STASIA MICHELLE	06/27/2025	46.34
242500375	HEMOND, ZACHARY J	06/27/2025	81.00
242500376	HOLLAND, HEIDI M	06/27/2025	200.00
242500377	ISAACSON, ALISON LINN	06/27/2025	200.00
242500378	IVERSON, DORINDA JOY	06/27/2025	198.77
242500379	IVERSON, JULIE A	06/27/2025	485.60
242500380	JENSEN-TABOR, TAMMIE M	06/27/2025	125.30
242500381	JOHNSON, ELLE OLIVIA	06/27/2025	200.00
242500382	JOHNSON, LAURI ANN	06/27/2025	119.00

Check Nbr	Vendor Name	Check Date	Check Amount
242500383	JOHNSON, RYLEE KATELYNN	06/27/2025	112.09
242500384	JOHNSON, SHARI JO	06/27/2025	191.29
242500385	KIEFEL, JEANINE ANN	06/27/2025	200.00
242500386	KIMBALL, DEBORAH ANN	06/27/2025	25.00
242500387	KING, BYRAN E	06/27/2025	71.41
242500388	LACKIE, SUSANNE CREA	06/27/2025	200.00
242500389	LESLIE, YUEH-HUA	06/27/2025	200.00
242500390	LEWIS, MONICA SUZANNE	06/27/2025	200.00
242500391	LOPEZ DIAZ, ROSA LINDA	06/27/2025	48.82
242500392	LORD, LYNDSEY K	06/27/2025	200.00
242500393	MACK, LISA R	06/27/2025	314.00
242500394	MCKAY, ROBERT FORBES	06/27/2025	200.00
242500395	MOLINE, ADAM DAVID	06/27/2025	36.26
242500396	MOWER, KELCEE LOUISE	06/27/2025	112.88
242500397	NOREAU, FREDERIC	06/27/2025	200.00
242500398	PEREZ QUINTERO, ZULEYMA JANETH	06/27/2025	25.00
242500399	PERKINS, DIANNE MARIE	06/27/2025	25.00
242500400	PILLOUD, JILL JAE	06/27/2025	200.00
242500401	PONTHER, ROBIN A	06/27/2025	25.00
242500402	QUINTERO PEREZ, VANESSA	06/27/2025	25.00
242500403	RAY, JENILEE	06/27/2025	200.00
242500404	REED, BRYELLE ELIZABETH	06/27/2025	200.00
242500405	REICH, BETHANY RENE	06/27/2025	200.00
242500406	RICE, SUSAN ELIZABETH	06/27/2025	53.17
242500407	ROGERSON, TANA M	06/27/2025	167.73
242500408	ROSS, ADRIENNE MARIE	06/27/2025	15.45
242500409	SATHRE, LEVI JEROME	06/27/2025	200.00
242500410	SEATON, TAMMY LEE	06/27/2025	289.12
242500411	SHARP, ALISON GIFFORD	06/27/2025	93.46
242500412	SHERWOOD, ALIA ELAUN	06/27/2025	195.94
242500413	SPEARMAN, KATLIN RENEE	06/27/2025	79.73
242500414	STEELE, LINDA LEIGH	06/27/2025	25.00
242500415	STEENKOLK, JOHNNA RANE	06/27/2025	200.00
242500416	TAYLOR, BRIAN M	06/27/2025	200.00
242500417	THAYER, CHELSEA MARIE	06/27/2025	200.00
242500418	VEKICH, DANIELLE LYNN	06/27/2025	53.88
242500419	VETTER, JOSEPH CARL	06/27/2025	111.00
242500420	WEAVER, HEIDI	06/27/2025	197.13

71 ACH

Check(s) For a Total of

11,239.76

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	71	ACH	Checks For a Total of	11,239.76
	0	Computer	Checks For a Total of	0.00
Total For	71	Manual, Wire Tran, ACH & Computer	Checks	11,239.76
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		11,239.76

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	11,239.76	11,239.76

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 July 24, 2025, the board, by a _____ vote, approves payments, totaling \$136,745.22. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500421 through 242500421, totaling \$136,745.22

Secretary	_____	Board Member	_____
Board Member	_____	Board Member	_____
Board Member	_____	Board Member	_____
Check Nbr	Vendor Name	Check Date	Check Amount
242500421	SODEXO INC & AFFILIATES	07/01/2025	136,745.22
1	ACH	Check(s) For a Total of	136,745.22

	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	136,745.22
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer Checks		136,745.22
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		136,745.22

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	0.00	136,745.22	136,745.22

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$480,718.05. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140554 through 50140577, totaling \$480,718.05

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50140554	AEQUOR HEALTHCARE SERVICES LLC	07/03/2025	8,505.00
50140555	AMERGIS	07/03/2025	5,592.50
50140556	AYA HEALTHCARE, INC.	07/03/2025	8,100.00
50140557	CAPITAL BUSINESS MACHINES INC	07/03/2025	13,655.90
50140558	CHEHALIS SCHOOL DISTRICT #302	07/03/2025	19,847.51
50140559	CISPUS LEARNING CENTER INC	07/03/2025	61,806.00
50140560	DEPUYE-PHILLIPS, MARGARET	07/03/2025	300.00
50140561	EDLIO LLC	07/03/2025	29,370.00
50140562	EDNETICS INC	07/03/2025	6,035.71
50140563	ESD #113	07/03/2025	107,331.80
50140564	FATBEAM	07/03/2025	2,396.27
50140565	JOSTEN'S	07/03/2025	1,104.54
50140566	LEWIS COUNTY TREASURER	07/03/2025	33.40
50140567	LINKUP TELETHERAPY	07/03/2025	13,132.00
50140568	NORTHWEST EDUCATION AND EVALUA	07/03/2025	8,085.00
50140569	PUGET SOUND ENERGY	07/03/2025	5,294.93
50140570	RIVERSIDE INSIGHTS	07/03/2025	228.94
50140571	SOLVEPATH LLC	07/03/2025	9,487.50
50140572	SOUNDS OF SUCCESS LLC	07/03/2025	16,117.50
50140573	SOUTH PUGET SOUND COMMUNITY CO	07/03/2025	2,427.16
50140574	STRUCTURED COMMUNICATION SYSTE	07/03/2025	17,159.72
50140575	SUNO HENNA	07/03/2025	1,100.39
50140576	TEACHERS ON CALL INC	07/03/2025	128,558.78
50140577	THE BRECKENRIDGE COMPANY LLC	07/03/2025	15,047.50
24	Computer	Check(s) For a Total of	480,718.05

	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
	24	Computer	Checks For a Total of	480,718.05
Total For	24	Manual, Wire Tran, ACH & Computer	Checks	480,718.05
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	480,718.05

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	480,718.05	480,718.05

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$6,337.74. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500422 through 242500442, totaling \$6,337.74

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500422	ALLWINE, JAMIE L	07/03/2025	23.94
242500423	AUST, BECKY K	07/03/2025	67.67
242500424	BROCKMAN, STEVEN JOHN	07/03/2025	150.00
242500425	BROOME, JEFFREY J	07/03/2025	55.84
242500426	DULIN, SARAH MARIE	07/03/2025	170.00
242500427	ELLIS, STACI GAYE	07/03/2025	40.04
242500428	FORD, DANIELLE ALLISON	07/03/2025	110.25
242500429	HERNANDEZ GUZMAN, YADIRA LIBIE	07/03/2025	30.03
242500430	JENSEN, DANIKA LEIGH	07/03/2025	145.74
242500431	JOHNSON, LAURI ANN	07/03/2025	137.50
242500432	LOGAN, TROY C	07/03/2025	92.32
242500433	LOPEZ DIAZ, ROSA LINDA	07/03/2025	23.94
242500434	LOWE, BROOKLYNN GREGORICH	07/03/2025	21.68
242500435	PONTHER, ROBIN A	07/03/2025	75.60
242500436	REICH, BETHANY RENE	07/03/2025	77.49
242500437	ROSS, ADRIENNE MARIE	07/03/2025	34.94
242500438	SMITH, MITCHELL M	07/03/2025	198.37
242500439	SPEARMAN, KATLIN RENEE	07/03/2025	33.53
242500440	TERPENING, ELIZABETH WYTHE	07/03/2025	16.17
242500441	VAN LEEUWEN, TRAVIS RANDY J	07/03/2025	32.69
242500442	WORLEY, CHANTEL MARIE	07/03/2025	4,800.00

21ACH

Check(s) For a Total of

6,337.74

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	21	ACH	Checks For a Total of	6,337.74
	0	Computer	Checks For a Total of	0.00
Total For	21	Manual, Wire Tran, ACH & Computer	Checks	6,337.74
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	6,337.74

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	4,800.00	1,537.74	6,337.74

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$8.45. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Wire Transfer Payments 202400133 through 202400133, totaling \$8.45

Secretary	_____	Board Member	_____
Board Member	_____	Board Member	_____
Board Member	_____	Board Member	_____
Check Nbr	Vendor Name	Check Date	Check Amount
202400133	DEPARTMENT OF REVENUE	07/07/2025	8.45
1	Wire Transfer Check(s) For a Total of		8.45

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$442.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Wire Transfer Payments 202400132 through 202400132, totaling \$442.25

Secretary	_____	Board Member	_____
Board Member	_____	Board Member	_____
Board Member	_____	Board Member	_____
Check Nbr	Vendor Name	Check Date	Check Amount
202400132	DEPARTMENT OF REVENUE	07/07/2025	442.25
1	Wire Transfer Check(s) For a Total of		442.25

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$379.97. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500443 through 242500443, totaling \$379.97

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500443	BIRDWELL, KEITH RODNEY	07/11/2025	379.97
1	ACH	Check(s) For a Total of	379.97

	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	379.97
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH &	Computer Checks	379.97
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	379.97

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	379.97	379.97

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$134,087.53. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140578 through 50140630, totaling \$134,087.53

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
50140578	ADVOCATE PRINTING	07/11/2025	909.68
50140579	AEQUOR HEALTHCARE SERVICES LLC	07/11/2025	337.50
50140580	AMERGIS	07/11/2025	5,875.00
50140581	ANCORA PUBLISHING AND SAFE & C	07/11/2025	4,185.00
50140582	AWESOME FORD	07/11/2025	402.00
50140583	AYA HEALTHCARE, INC.	07/11/2025	4,500.00
50140584	BARRY'S QUALITY MACHINE INC	07/11/2025	562.60
50140585	BAXTER AUTO PARTS	07/11/2025	571.04
50140586	BRYSON SALES & SERVICE OF WASH	07/11/2025	178.04
50140587	CITY OF CENTRALIA-UTILITIES	07/11/2025	40,614.87
50140588	CITY OF CENTRALIA	07/11/2025	2,498.76
50140589	CITY SANITARY CO	07/11/2025	6,604.25
50140590	COMMERCIAL BRAKE & CLUTCH	07/11/2025	10,664.42
50140591	CURFMAN CUSTOM FABRICATION LLC	07/11/2025	1,810.79
50140592	EKOS	07/11/2025	1,624.63
50140593	EVOLUTION HEALTH LLC	07/11/2025	750.00
50140594	FARMLAND TRACTOR SUPPLY INC	07/11/2025	1,162.08
50140595	FASTENAL COMPANY INC	07/11/2025	16.23
50140596	FREIGHTLINER NORTHWEST	07/11/2025	4,803.32
50140597	GEAR BOX INC	07/11/2025	314.52
50140598	GRANT, LISA M	07/11/2025	500.00
50140599	HERITAGE RESTORATION INC	07/11/2025	943.08
50140600	INDUSTRIAL SPECIALTIES INC	07/11/2025	307.47
50140601	JACKSON GROUP PETERBILT	07/11/2025	442.24
50140602	JOES REFUSE	07/11/2025	1,656.30
50140603	KATIA HUDSON PHOTOGRAPHY	07/11/2025	1,463.40
50140604	LARSCO INC	07/11/2025	78.24
50140605	LAWSON PRODUCTS INC	07/11/2025	5.46
50140606	LECO SUPPLY INC	07/11/2025	582.68
50140607	LEMAY MOBILE SHREDDING	07/11/2025	159.46
50140608	LINCOLN CREEK LUMBER INC	07/11/2025	87.90
50140609	LINKUP TELETHERAPY	07/11/2025	7,222.60
50140610	LOWER COLUMBIA OCCUPATIONAL HE	07/11/2025	276.00

Check Nbr	Vendor Name	Check Date	Check Amount
50140611	MUFFLER MAN, INC	07/11/2025	167.71
50140612	NORTHWEST TRUCK & INDUSTRIAL	07/11/2025	549.98
50140613	NOVUS AUTO GLASS OF CHEHALIS	07/11/2025	1,126.17
50140614	O'REILLY AUTO PARTS	07/11/2025	427.10
50140615	PACIFIC NW EMERGENCY EQUIPMENT	07/11/2025	389.50
50140616	PAPE MACHINERY INC	07/11/2025	2,065.12
50140617	POSTNET CENTRALIA INC	07/11/2025	3,283.87
50140618	PUGET SOUND ENERGY	07/11/2025	653.93
50140619	RECYCLE SERVICES	07/11/2025	2,211.83
50140620	RWC GROUP	07/11/2025	807.15
50140621	SCHETKY NORTHWEST SALES INC	07/11/2025	4,718.97
50140622	SIX ROBBLEES INC	07/11/2025	416.87
50140623	THE FARM STORE INC	07/11/2025	241.54
50140624	THORBECKES	07/11/2025	5,108.13
50140625	ULINE	07/11/2025	525.77
50140626	US CELLULAR	07/11/2025	504.92
50140627	VESTIS	07/11/2025	507.62
50140628	WA-ACTE	07/11/2025	1,000.00
50140629	WILCOX AND FLEGEL INC	07/11/2025	2,592.14
50140630	WILSON PARTS CORPORATION	07/11/2025	4,679.65

53	Computer	Check(s) For a Total of	134,087.53
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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
	53	Computer	Checks For a Total of	134,087.53
Total For	53	Manual, Wire Tran, ACH & Computer	Checks	134,087.53
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	134,087.53

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	0.00	3,283.87	130,803.66	134,087.53

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 July 25, 2025, the board, by a _____ vote, approves payments, totaling \$159,677.50. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140631 through 50140656, totaling \$159,677.50

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140631	2M COMPANY INC	07/18/2025	579.37
50140632	ADVANCED ENERGY SYSTEMS INC	07/18/2025	12,139.83
50140633	ADVOCATE PRINTING	07/18/2025	9,763.12
50140634	AQUATIC SPECIALTY SERVICES	07/18/2025	676.26
50140635	BARNES & NOBLE	07/18/2025	1,678.37
50140636	BOOK & BRUSH	07/18/2025	232.84
50140637	BOUND TO STAY BOUND, INC	07/18/2025	1,420.30
50140638	CAPITAL BUSINESS MACHINES INC	07/18/2025	5,314.20
50140639	CENTER FOR EDUCATIONAL EFFECTI	07/18/2025	2,601.60
50140640	CENTRAL WELDING SUPPLY CO INC	07/18/2025	701.46
50140641	CENTRALIA OK TIRE CO INC	07/18/2025	108.39
50140642	CENTRALIA-CHEHALIS CHAMBER OF	07/18/2025	2,545.00
50140643	ESD #113	07/18/2025	58,107.30
50140644	JOSTEN'S	07/18/2025	2,243.14
50140645	KRETZ, THOMAS C	07/18/2025	200.00
50140646	LES SCHWAB TIRE CENTER	07/18/2025	213.33
50140647	PORTER FOSTER RORICK	07/18/2025	15,845.00
50140648	QUADIENT FINANCE USA INC	07/18/2025	1,000.00
50140649	SAFEWAY	07/18/2025	72.59
50140650	SATARII INC	07/18/2025	2,416.36
50140651	SCHOOLS INSURANCE ASSN OF WA	07/18/2025	1,775.76
50140652	SHRED-IT USA	07/18/2025	23.62
50140653	SMITH, ROBERTA	07/18/2025	473.00
50140654	SW WASHINGTON ACTIVITIES ASSN	07/18/2025	63.00
50140655	TEACHERS ON CALL INC	07/18/2025	39,256.13
50140656	THE FARM STORE INC	07/18/2025	227.53

26 Computer Check(s) For a Total of 159,677.50

	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
	26	Computer	Checks For a Total of	159,677.50
Total For	26	Manual, Wire Tran, ACH & Computer	Checks	159,677.50
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		159,677.50

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 July 18, 2025, the board, by a _____ vote, approves payments, totaling \$2,999.50. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500447 through 242500452, totaling \$2,999.50

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500447	ALLWINE, JAMIE L	07/18/2025	200.00
242500448	AMSTUTZ, JEREMY DANIEL	07/18/2025	1,088.27
242500449	LESLIE, YUEH-HUA	07/18/2025	200.00
242500450	RODRIGUEZ, LEVI J	07/18/2025	473.00
242500451	TAYLOR, BRIAN M	07/18/2025	954.67
242500452	WOODROW, JEANNIE LANAE	07/18/2025	83.56

6ACH

Check(s) For a Total of

2,999.50

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	6	ACH	Checks For a Total of	2,999.50
	0	Computer	Checks For a Total of	0.00
Total For	6	Manual, Wire Tran, ACH & Computer	Checks	2,999.50
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		2,999.50

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$3,397.06. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140657 through 50140659, totaling \$3,397.06

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140657	FOOD SERVICE EQUIPMENT	07/25/2025	741.44
50140658	GOPHER SPORTS EQUIPMENT INC	07/25/2025	1,540.39
50140659	SMITH, MITCHELL M	07/25/2025	1,115.23

3	Computer	Check(s) For a Total of	3,397.06
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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	3,397.06
Total For	3	Manual, Wire Tran, ACH &	Computer Checks	3,397.06
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		3,397.06

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$1,738.81. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500453 through 242500461, totaling \$1,738.81

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500453	ATHENS, JULIA RACHEL	07/25/2025	27.86
242500454	BLASER, LOUIS EDWARD	07/25/2025	245.35
242500455	FAGERNESS, MELISSA DAWN	07/25/2025	64.55
242500456	JOHNSON, LAURI ANN	07/25/2025	219.00
242500457	READ, HILLARY ALLISON	07/25/2025	307.01
242500458	ROSS, ADRIENNE MARIE	07/25/2025	142.18
242500459	TERRY, NICOLE ANNE	07/25/2025	378.85
242500460	WALTON, LISA	07/25/2025	47.00
242500461	WEBLEY, JEFFERY ALLEN	07/25/2025	307.01

9

ACH

Check(s) For a Total of

1,738.81

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	9	ACH	Checks For a Total of	1,738.81
	0	Computer	Checks For a Total of	0.00
Total For	9	Manual, Wire Tran, ACH & Computer	Checks	1,738.81
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,738.81

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: August 19, 2025

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
<u>GENERAL:</u>			
Payroll Checks		to	
Payroll Direct Deposit	50814224	to 50814230	\$ 4,367,656.81
Payroll AP ACH	242500462	to 242500463	\$ 6,288.00
Payroll CT Wire Transfer	202400134	to 202400141	\$ 1,360,392.60
Payroll CT Wire Transfer			
Payroll Direct Deposits		to	
Accounts Payable	50140723	to 50140736	\$ 85,081.47
Accounts Payable	50140684	to 50140722	\$ 140,966.50
Accounts Payable	50140680	to 50140683	\$ 10,799.17
Accounts Payable	50140660	to 50140679	\$ 740,800.76
Accounts Payable		to	
Accounts Payable		to	
Accounts Payable		to	
Accounts Payable		to	
Accounts Payable		to	
Accounts Payable		to	
Accounts Payable ACH	242500466	to 242500466	\$ 2,336.56
Accounts Payable ACH	242500468	to 242500468	\$ 32,852.57
Accounts Payable ACH	242500467	to 242500467	\$ 460.65
Accounts Payable ACH	242500464	to 242500465	\$ 70,308.79
Accounts Payable ACH		to	
Accounts Payable ACH		to	
Accounts Payable ACH		to	
Accounts Payable ACH		to	
TOTAL GENERAL FUND:			\$ 6,817,943.88
<u>CAPITAL PROJECTS:</u>			
Accounts Payable	50201371	to 50201371	\$ 74,171.90
Accounts Payable		to	
Accounts Payable		to	
Accounts Payable		to	
TOTAL CAPITAL PROJECTS FUND:			\$ 74,171.90
<u>ASSOCIATED STUDENT BODY</u>			
Accounts Payable ACH		to	
Accounts Payable ACH		to	
Accounts Payable ACH		to	
Accounts Payable	50404958	to 50404958	\$ 502.71
Accounts Payable	50404953	to 50404957	\$ 12,417.28
Accounts Payable	50404952	to 50404952	\$ 368.43
TOTAL ASSOCIATED STUDENT BODY FUND:			\$ 13,288.42
<u>TRANSPORTATION VEHICLE:</u>			
Accounts Payable		to	
Accounts Payable		to	
Accounts Payable ACH		to	
TOTAL TRANSPORTATION VEHICLE FUND:			\$ -

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 September 15, 2025, the board, by a _____ vote, approves payments, totaling \$2,336.56. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500466 through 242500466, totaling \$2,336.56

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500466	MITCHELL, SAMANTHA NOEL	08/15/2025	2,336.56
1	ACH	Check(s) For a Total of	2,336.56

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$32,852.57. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500468 through 242500468, totaling \$32,852.57

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500468	BMO (BANK OF MONTREAL)	08/19/2025	32,852.57
1	ACH	Check(s) For a Total of	32,852.57

	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	32,852.57
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	32,852.57
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	32,852.57

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$460.65. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500467 through 242500467, totaling \$460.65

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
242500467	PALMASON, HEIDI D	08/15/2025	460.65

1ACH

Check(s) For a Total of

460.65

	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	460.65
	0	Computer	Checks For a Total of	0.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	460.65
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		460.65

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$502.71. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404958 through 50404958, totaling \$502.71

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

Check Nbr	Vendor Name	Check Date	Check Amount
50404958	AWARDS WEST-PRINTWARES INC	08/15/2025	502.71
1	Computer	Check(s) For a Total of	502.71

	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	502.71
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	502.71
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	502.71

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$12,417.28. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404953 through 50404957, totaling \$12,417.28

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

Check Nbr	Vendor Name	Check Date	Check Amount
50404953	COMPETITIVE ATHLETICS	08/15/2025	10,321.31
50404954	HUDL	08/15/2025	152.39
50404955	SAFEWAY	08/15/2025	224.24
50404956	THE FARM STORE INC	08/15/2025	319.34
50404957	WASHINGTON OFFICIALS ASSOCIATI	08/15/2025	1,400.00

5	Computer	Check(s) For a Total of	12,417.28
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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
	5	Computer	Checks For a Total of	12,417.28
Total For	5	Manual, Wire Tran, ACH & Computer	Checks	12,417.28
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	12,417.28

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$85,081.47. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140723 through 50140736, totaling \$85,081.47

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140723	CHEHALIS SCHOOL DISTRICT #302	08/15/2025	67,809.95
50140724	CITY OF CENTRALIA	08/15/2025	4,768.70
50140725	COLLEGE BOARD	08/15/2025	80.00
50140726	FATBEAM	08/15/2025	7,531.07
50140727	JW PEPPER & SON INC	08/15/2025	47.43
50140728	LEMAY MOBILE SHREDDING	08/15/2025	79.73
50140729	LINCOLN CREEK LUMBER INC	08/15/2025	75.87
50140730	PUGET SOUND ENERGY	08/15/2025	383.70
50140731	QUADIENT LEASING USA INC	08/15/2025	78.02
50140732	QUADIENT FINANCE USA INC	08/15/2025	148.68
50140733	SCHOOLS INSURANCE ASSN OF WA	08/15/2025	3,259.37
50140734	SHRED-IT USA	08/15/2025	47.24
50140735	THE FARM STORE INC	08/15/2025	745.17
50140736	TURF STAR WESTERN	08/15/2025	26.54

14	Computer	Check(s) For a Total of	85,081.47
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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	85,081.47
Total For	14	Manual, Wire Tran, ACH & Computer	Checks	85,081.47
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		85,081.47

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$140,966.50. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140684 through 50140722, totaling \$140,966.50

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140684	ABDO SPOTLIGHT MAGIC WAGON	08/08/2025	1,102.58
50140685	AWARDS WEST-PRINTWARES INC	08/08/2025	2,557.10
50140686	CAPITAL BUSINESS MACHINES INC	08/08/2025	6,637.48
50140687	CEN-CHE PUPIL TRANSPORTATION	08/08/2025	595.43
50140688	CENTRAL WELDING SUPPLY CO INC	08/08/2025	41.25
50140689	CHARACTER STRONG LLC	08/08/2025	4,496.50
50140690	CITY OF CENTRALIA-UTILITIES	08/08/2025	36,153.35
50140691	CITY SANITARY CO	08/08/2025	6,344.26
50140692	COLE INDUSTRIAL INC	08/08/2025	818.42
50140693	CULLIGAN	08/08/2025	394.58
50140694	CURFMAN CUSTOM FABRICATION LLC	08/08/2025	345.34
50140695	DEMCO INC	08/08/2025	945.25
50140696	DEPARTMENT OF ENTERPRISE SERVI	08/08/2025	1,491.51
50140697	EDNETICS INC	08/08/2025	158.80
50140698	FERGUSON-SEATTLE #3007	08/08/2025	134.70
50140699	FOLLETT SCHOOL SOLUTIONS INC	08/08/2025	136.19
50140700	FRED BELL STUDIOS INC	08/08/2025	258.72
50140701	GOEBEL SEPTIC TANK SERVICE INC	08/08/2025	750.00
50140702	HUB INTERNATIONAL NW LLC	08/08/2025	7,133.38
50140703	JOES REFUSE	08/08/2025	149.59
50140704	JW PEPPER & SON INC	08/08/2025	30.23
50140705	KCDA	08/08/2025	16,669.87
50140706	LANGUAGE LINE SERVICES	08/08/2025	289.58
50140707	LINCOLN CREEK LUMBER INC	08/08/2025	514.09
50140708	MADSEN'S SHOP & SUPPLY INC	08/08/2025	611.23
50140709	MOHORIC REFRIGERATION	08/08/2025	4,387.29
50140710	PERMA BOUND INC	08/08/2025	1,002.53
50140711	PORTER FOSTER RORICK	08/08/2025	3,920.00
50140712	RECYCLE SERVICES	08/08/2025	2,161.93
50140713	SCHOLASTIC INC (MAGAZINES/NEWS	08/08/2025	3,230.62
50140714	SECURITAS TECHNOLOGY CORPORATI	08/08/2025	86.18
50140715	STAPLES ADVANTAGE	08/08/2025	1,522.37
50140716	STATE AUDITOR'S OFFICE	08/08/2025	8,137.35

	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
	39	Computer	Checks For a Total of	140,966.50
Total For	39	Manual, Wire Tran, ACH & Computer	Checks	140,966.50
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		140,966.50

Check Nbr	Vendor Name	Check Date	Check Amount
50140717	THE CHRONICLE	08/08/2025	223.80
50140718	THORBECKES	08/08/2025	4,763.45
50140719	TRAVERS SOUND SYSTEMS INC	08/08/2025	273.23
50140720	TURF STAR WESTERN	08/08/2025	1,251.33
50140721	WALTER E NELSON COMPANY	08/08/2025	20,552.29
50140722	WSIPC	08/08/2025	694.70
39	Computer	Check(s) For a Total of	140,966.50

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$74,171.90. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 50201371 through 50201371, totaling \$74,171.90

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

Check Nbr	Vendor Name	Check Date	Check Amount
50201371	ATS AUTOMATION INC	08/08/2025	74,171.90
1	Computer	Check(s) For a Total of	74,171.90

	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	74,171.90
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	74,171.90
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		74,171.90

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$70,308.79. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500464 through 242500465, totaling \$70,308.79

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500464	LORD, LYNDSEY K	08/01/2025	431.81
242500465	SODEXO INC & AFFILIATES	08/01/2025	69,876.98

2	ACH	Check(s) For a Total of	70,308.79
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	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	70,308.79
	0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran, ACH & Computer	Checks	70,308.79
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	70,308.79

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	70,308.79	70,308.79

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$10,799.17. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140680 through 50140683, totaling \$10,799.17

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140680	CIT	08/01/2025	4,641.85
50140681	DRY BOX INC	08/01/2025	189.01
50140682	PUGET SOUND ENERGY	08/01/2025	5,827.77
50140683	THE FARM STORE INC	08/01/2025	140.54

4	Computer	Check(s) For a Total of	10,799.17
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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
	4	Computer	Checks For a Total of	10,799.17
Total For	4	Manual, Wire Tran, ACH & Computer	Checks	10,799.17
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	10,799.17

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$368.43. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 50404952 through 50404952, totaling \$368.43

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

Check Nbr	Vendor Name	Check Date	Check Amount
50404952	THE FARM STORE INC	08/01/2025	368.43
1	Computer	Check(s) For a Total of	368.43

	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	368.43
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	368.43
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	368.43

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$740,800.76. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 50140660 through 50140679, totaling \$740,800.76

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

Check Nbr	Vendor Name	Check Date	Check Amount
50140660	DOLLARS FOR SCHOLARS	07/31/2025	625.00
50140661	EMPLOY SECURITY WALTC	07/31/2025	18,107.93
50140662	ESD - PFML CARE CENTER	07/31/2025	29,784.54
50140663	ESD 113 WORKERS COMPENSATION	07/31/2025	19,997.65
50140664	ESD 113 UNEMPLOYMENT COOPERATI	07/31/2025	12,840.89
50140665	GRIMM COLLECTIONS	07/31/2025	1,164.73
50140666	HCA-SEBB BENEFITS	07/31/2025	605,251.00
50140667	HCA-SEBB FLEX SPEND	07/31/2025	3,268.35
50140668	HEALTHEQUITY INC.	07/31/2025	1,112.50
50140669	INFOARMOR INC	07/31/2025	42.85
50140670	THE LEGALEASE GROUP	07/31/2025	55.84
50140671	NATIONWIDE VETERINARY PET INSU	07/31/2025	62.51
50140672	PUB SCHOOL EMPLOYEES OF WA	07/31/2025	2,294.64
50140673	The Standard Insurance Company	07/31/2025	5,554.79
50140674	TEAMSTERS LOCAL UNION 252	07/31/2025	6,574.50
50140675	THORBECKES	07/31/2025	5,264.70
50140676	UNITED WAY OF LEWIS COUNTY	07/31/2025	278.00
50140677	WA STATE SCHOOL RETIREES ASSN	07/31/2025	210.00
50140678	WEA PAYROLL DEDUCTIONS	07/31/2025	22,310.34
50140679	WESTERN CONFERENCE OF TEAMSTER	07/31/2025	6,000.00

20 Computer Check(s) For a Total of 740,800.76

	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
	20	Computer	Checks For a Total of	740,800.76
Total For	20	Manual, Wire Tran, ACH & Computer	Checks	740,800.76
Less	0	Voided	Checks For a Total of	0.00
		Net Amount		740,800.76

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	740,800.76	0.00	0.00	740,800.76

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$6,288.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:
ACH Numbers 242500462 through 242500463, totaling \$6,288.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500462	OMNI GROUP	07/31/2025	6,240.00
242500463	PSE LOCAL DUES	07/31/2025	48.00
2	ACH	Check(s) For a Total of	6,288.00

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	6,288.00
0	Computer	Checks For a Total of	0.00
Total For	2	Manual, Wire Tran, ACH & Computer Checks	6,288.00
Less	0	Voided	0.00
		Net Amount	6,288.00

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	6,288.00	0.00	0.00	6,288.00

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 August 28, 2025, the board, by a _____ vote, approves payments, totaling \$1,360,392.60. The payments are further identified in this document.

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

Wire Transfer Payments 202400134 through 202400141, totaling \$1,360,392.60

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

Check Nbr	Vendor Name	Check Date	Check Amount
202400134	PUB EMP RET SYST	07/31/2025	0.00
202400135	TEACHER RET SYST	07/31/2025	285,367.65
202400136	DRS TRS-3 EMPLOYEE CONTRIB	07/31/2025	101,747.30
202400137	DRS SERS PLAN 2&3 DEF BEN	07/31/2025	122,292.02
202400138	DRS SERS PLAN 3 DEF CONTRIB	07/31/2025	25,756.29
202400139	DRS DEFERRED COMP PROGRAM	07/31/2025	26,531.57
202400140	WA STATE SUPPORT REGISTRY	07/31/2025	1,610.00
202400141	COLUMBIA BANK PR DEP	07/31/2025	797,087.77

8	Wire Transfer Check(s) For a Total of	1,360,392.60
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	0	Manual	Checks For a Total of	0.00
	8	Wire Transfer	Checks For a Total of	1,360,392.60
	0	ACH	Checks For a Total of	0.00
	0	Computer	Checks For a Total of	0.00
Total For	8	Manual, Wire Tran, ACH & Computer	Checks	1,360,392.60
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,360,392.60

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	1,360,392.60	0.00	0.00	1,360,392.60

Payments have been audited and certified by the Auditing Officer as required by
 Centralia School District - August Regular Board Meeting - Agenda - Thursday August 28, 2025 at 5:00 PM
 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 August 28, 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 50814224 through 50814230
 and for payment those Direct Deposits included in the following list
 and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING
 Direct Deposit Number 900094671 through 900095163
 in the total amount of \$4,367,656.81.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

4pacpv04.p CENTRALIA SCHOOL DISTRICT #401 2:28 PM 07/25/25
 05.25.02.00.00-010051 PAY SUMMARY FOR EOM / End Of Month Ru - AFTER CALCS PAGE: 1
 CHECK DATE: 07/31/2025 PERIOD ENDING DATE: 07/31/2025

Board Report

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
C013	TEACHER	287	182.0000		1377,751.87	
C013A	TEACHER	5	4.0000		23,092.68	
C023	TEMP TEACHER	6	5.0000		22,372.54	
C023B	TEMP TEACHER	2	2.0000		11,754.58	
C033	EXTENDED YEAR	68	41.0000		19,520.02	836.50
C043	FACILITATOR	4	2.0000		18,330.34	
C053	DEPT HEAD	9	9.0000		1,136.37	
C073	NURSE	6	5.0000		24,245.32	
C083	LPN	1	1.0000		3,272.64	
C093	STIPEND	3	3.0000		1,134.33	
C103	SUPER FTE	1	1.0000		1,673.60	
C123	LEADERSHIP STIP	63	63.0000		9,992.34	
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	
C323	ANNUAL ADVISOR	3	2.0000		613.34	
C333	BAND	2	2.0000		927.76	
C403	ELEM MUSIC	4	4.0000		402.84	
C403A	ELEM MUSIC	2	2.0000		928.50	
C453	HONOR SOC AD	1	1.0000		145.50	
C463	CLASS ADVISOR	4	4.0000		501.98	
C473	NAT'L BOARD	13	13.0000		135,719.80	
C475	NAT'L BOARD	4	4.0000		45,296.00	
C483	STRINGS ADVISOR	1	1.0000		388.09	
C493	CHOIR ADVISOR	1	1.0000		615.67	
C493M	CHOIR ADV	1	1.0000		183.34	
C523	FFA ADVISOR	2	2.0000		534.26	
C673	LIBRARIAN	1	1.0000		9,165.17	
C683	COUNSELOR	13	11.0000		78,343.45	
C693	K12 COACH	7	1.0000		9,165.17	
C713	ACCTS PAYABLE	2	1.0000		3,011.77	103.49
C713A	ACCTS PAYABLE	2	1.0000		2,378.54	80.51

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PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
C723	PAYROLL	1	1.0000		7,668.01	184.00
C733A	HR COORDINATOR	1	1.0000		8,803.76	184.00
C743	TEMP CLASS	39	32.0000		55,070.58	
C743A	TEMP CLASS	3	3.0000		1,811.59	
C743B	Temporary Class	1	1.0000		77.33	
C763	BUS SERVICE WKR	1	1.0000		4,784.00	184.00
C764	BUS SERVICE WKR	1	1.0000		4,927.87	184.00
C774	ASST MECHANIC	1	1.0000		5,536.27	184.00
C774B	ASST MECHANIC	1	1.0000		-15.02	
C783	MECHANIC	1	1.0000		7.29	
C784	MECHANIC	4	4.0000		25,944.79	736.00
C784A	MECHANIC	1	1.0000		7,067.48	184.00
C814	GRNDS/MAINTNCE	6	3.0000		16,646.95	552.00
C834	COMPTR TECH	6	3.0000		21,072.15	552.00
C844	CUSTODIAN	15	15.0000		69,104.22	2208.00
C853	LIBRARY TECH	10	7.0000		19,782.95	
C873	OFFICE ASST	6	3.0000		9,336.40	
C883	SECRETARY	11	11.0000		57,457.19	920.00
C884	SECRETARY	1	1.0000		3,463.78	
C894	FOOD SVC DELVRY	1	1.0000		3,606.40	
C903	PARAEDUCATOR	98	66.0000		154,207.99	184.00
C903A	PARAEDUCATOR	14	12.0000		12,076.86	-768.10
C903B	PARAEDUCATOR	1	1.0000		1,443.96	
C913	ASST DIR TRANSP	1	1.0000		7,949.84	184.00
C923	TRANSP DIR	1	1.0000		9,937.34	184.00
C933	MAINT DIR	1	1.0000		9,937.34	184.00
C943	FISCAL SVC DIR	1	1.0000		13,668.75	184.00
C953	CTAE DIR	2	1.0000		10,819.09	56.00
C963	ASST PRINCIPAL	5	3.0000		28,564.78	460.00
C973	PRINCIPAL	9	7.0000		94,961.92	1288.00
CAA3	SUPERINTENDENT	1	1.0000		17,937.50	184.00
CAC3	SECRETARY I	3	3.0000		13,835.91	184.00
CAD3	SECRETARY II	10	8.0000		23,943.52	136.00
CAE3	SECRETARY III	8	5.0000		17,971.47	0.01
CAK4	ASE CERT	4	4.0000		1,159.23	
CAK4A	ASE CERT	1	1.0000		122.87	
CAO	BUS DRIVERS	23	23.0000		45,623.11	0.20
CAO6	RTE TIME CHANGE	11	11.0000		9,885.34	-0.10
CAO6A	RTE CHANGE 2	2	2.0000		2,761.31	-0.10
CAO6B	RTE CHANGE 3	1	1.0000		564.38	
CAO7	ROUTE CHANGE	2	2.0000		2,390.00	
CAO8	ADD'L ROUTE	2	2.0000		926.87	
CAP	KITCHEN MANAGER	1	1.0000		3,963.70	
CAR	SEC LEAD FSW	2	2.0000		6,831.72	
CAS	SEC FSW	7	7.0000		13,779.47	
CAS2	SEC FSW	1	1.0000		140.63	
CAT	ELEM LEAD FSW	4	4.0000		7,812.26	
CAT2	ELEM LEAD FSW	1	1.0000		1,100.81	
CAU	ELEM FSW	10	10.0000		11,801.21	
CAU2	ELEM FSW	1	1.0000		429.94	
CBA	INST COACH	1	1.0000		8,792.84	
CBH	DISPATCHER	2	2.0000		8,473.21	144.00

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PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
CBK	EX DIR OF HR	2	1.0000		13,010.17	184.00
CBL	EX DIR SP ED	1	1.0000		13,668.75	184.00
CBM	OT	2	2.0000		16,219.17	
CBN	PT	1	1.0000		7,332.13	
CBO	PSYCH	1	1.0000		9,165.17	
CBP	SLP	1	1.0000		9,165.17	
CBS	BUS MONITOR	7	7.0000		7,101.04	-0.10
CBS1	BM ROUTE CHANGE	7	7.0000		4,796.23	
CBS2	BM ROUTE CHANGE	3	3.0000		723.75	
CBT	DIR OF T & L	2	1.0000		13,668.75	184.00
CBV	SLPA	1	1.0000		628.68	
CBV1	SLPA	1	1.0000		2,033.20	
CBX	IEP STIPEND	29	27.0000		9,545.94	
CCB	DIR OF TECH	2	1.0000		9,937.34	184.00
CCD	ADMIN ENRICHMEN	20	14.0000		8,877.19	
CCK	ACCT ASSISTANT	2	1.0000		4,583.52	184.00
CCL	LEAD MECH STIP	1	1.0000		416.67	
CCN2	ATHLETIC DIR	1	1.0000		11,942.17	56.00
CCP	MENTAL HEALTH	1	1.0000		5,023.20	
CCT	SECRETARY IV	4	1.0000		4,407.01	
CCZ	SAFETY & SECURI	2	1.0000		5,812.82	
CDB	E-SPORTS	1	1.0000		243.09	
CDE	DIR EXT DAYS	9	7.0000		1,173.49	64.00
CDF	K-8 ATH PROG	1	1.0000		5,547.42	
CDI	TR COORD SP	1	1.0000		6,179.34	184.00
CDJ	DIR OF STEM	1	1.0000		5,825.46	8.00
CDK	CAREER & COLLEG	1	1.0000		3,802.76	
CDL	CERT EXP STIPEN	110	63.0000		22,674.43	
CDL2	CERT EXP STIPEN	1	1.0000		284.95	
CEA#2	ENRICHMENT STIP	324	208.0000		19,858.24	
CEA#3	DISTRICT DAYS	566	202.0000		52,035.07	
CEA#4	LONGEVITY STIP	53	52.0000		3,041.78	
CEA#8	SPANISH STIPEND	2	2.0000		126.99	
CEA2A	ENRICHMENT	5	4.0000		288.67	
CEA2B	ENRICHMENT STIP	2	2.0000		147.04	
CEA4A	LONGEVITY STIP	1	1.0000		34.53	
LWOP3	Leave w/o Pay	13	-186.9100		-5,628.26	-186.91
LWOP4	Leave w/o Pay	4	-112.6000		-3,219.73	-112.70
TAP3	ACTIVITY PY 613	1		14.0000	227.92	14.00
TBS3	BOARD STIPEND	3		3.0000	150.00	
TC03	CERT OVERLOAD P	8		9.0000	1,774.64	
TCEE3	CURRICULUM RATE	57		280.0000	11,852.55	280.00
TCIC	COLLEGE IN CLSR	5	5.0000		10,239.71	
TCLE3	CLASS EXTRA 613	52		223.7500	5,728.83	223.90
TCLE4	CLASS EXTRA 614	52		491.1900	12,819.91	493.00
TCP3	CERT PER DIEM	9		51.5000	3,184.39	51.50
TCTE	CTE ADD PAY	7		324.5000	14,080.34	165.00
TDF3	DIFFRTNL PY 613	5		102.7500	3,547.28	102.79
TDF4	DIFFRTNL PY 614	7		184.0000	5,353.48	184.00
TDI4	DRIVER TRNR 614	2		79.0000	2,505.88	79.00
TEVT4	EVT CERT TIME	1		3.7500	19.69	
TIP3	INCNTV PY 613	6		47.0000	1,800.85	8.00

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PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE
						HOURS
TIP4	INCNTV PY 614	7		41.5000	1,204.75	12.10
TMeal	Taxable Meal	5	6.0000		186.00	
TOV3	OVT HOURS 613	3		35.8400	1,730.05	35.80
TOV4	OVT HOURS 614	13		30.5000	1,392.35	30.70
TPP3	Prep Period	29	26.5000		1,924.48	0.50
TRG3	REGULAR PAY 613	5		-106.2500	-2,967.54	-106.29
TRG4	REGULAR PAY 614	17		-229.6400	-5,984.04	-229.70
TSCL3	SUB CLSSFD 613	4		43.0000	880.83	43.00
TSCL4	SUB CLSSFD 614	26		766.5000	17,714.15	766.70
TSCR3	SUB CERT FULL	3		87.0000	3,456.82	87.00
TSCS3	SUB CERT HALF	1		3.7500	103.00	3.80
TSS3	SUMMER SCHOOL	6		294.0000	18,038.42	294.00
TSS4	SUMMER SCHOOL	4	74.2500		1,692.72	74.50
TTP4	TRIP PAY	14		169.8400	4,475.57	160.00
ZVPE	PERS LV CASHOUT	68	787.7801		23,332.13	
ZVRE	VAC CASHOUT	18	1709.1200		153,684.73	
REPORT TOTAL		2506	3602.1401	2949.4800	3237,449.54	13402.00

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CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	2506	197,107.86
1FIT	Fed Inc Tax	FEDERAL TAX	2506	295,049.55
1FIT+	FIT Add Amount	FEDERAL TAX	456	15,627.00
1Med	Medicare	MEDICARE	2506	46,097.75
1PFML	WA PAID FML	PFML	2506	21,302.35
1ReE0	SERS Plan 0	RETIREMENT	348	
1ReE2	SERS Plan 2	RETIREMENT	399	34,902.79
1ReE3	SERS Plan 3	RETIREMENT	283	25,756.29
1ReP1	PERS Plan 1	RETIREMENT	5	
1ReT0	TRS Plan 0	RETIREMENT	229	
1ReT2	TRS Plan 2	RETIREMENT	859	70,966.31
1ReT3	TRS Plan 3	RETIREMENT	1001	101,747.30
1WC	WORKERS COMP	WORKERS' COMP	2420	3,471.64
1W LTC	WA LTC	LONG-TERM CARE	2439	18,107.93
A1167	OMNI - ANNUITY	TSA-BEFORE TAX	35	6,240.00
A2114	PSE DUE-PUB SCH		81	2,238.64
A2115	PSE COPE DUES		12	56.00
A5PA	PSE ANNUAL DUE		81	48.00
A6PC	PSE ADD-PSE ADD		7	
ACH2	2ND ACH		41	10,925.00
ACH3	3RD ACH		1	200.00
CAA	Cent Adm Assoc		8	80.00
D2158	DRS - DEF COMP	TSA-BEFORE TAX	48	25,735.00
D2159	DCP 10%	TSA-BEFORE TAX	7	475.04
D2161	DCP ROTH %	TSA-AFTER TAX	1	321.53
DINFO	INFOARMOR		4	42.85
DLEGA	LEGALEASE		6	55.84
DNVPI	PET INSURANCE		1	62.51
G1157	GRIMM COLLECTIO		2	1,164.73
G1231	GARN-WA ST CS		8	1,610.00
HCFS	Medical FSA	OTH BEF TAX	38	3,268.35
HEHSA	Hlth Equity HSA	OTH BEF TAX	16	1,112.50
J0132	THORBECKES		167	5,264.70
KEYB	Key Bank		1	50.00
KP1ER	Kai WA Smt1 EMP	OTH BEF TAX	3	40.00
KP2ER	Kai WA Smt2 EMP	OTH BEF TAX	5	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	11	207.00
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	11	275.00
KW2FR	Kai WA Core2FAM	OTH BEF TAX	6	660.00
KW2SR	Kai WA Core2E/S	OTH BEF TAX	2	220.00
KW3CR	Kai WA Core3E/C	OTH BEF TAX	2	364.00
KW3ER	Kai WA Core3EMP	OTH BEF TAX	9	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
KWSCR	Kai WA SndChE/C	OTH BEF TAX	7	1,070.00

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CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
KWSER	Kai WA SndChEMP	OTH BEF TAX	12	854.00
KWSFR	Kai WA SndChFAM	OTH BEF TAX	4	757.00
LTD50	Emp Pd LTD 50%		73	551.59
LTD60	Emp Pd LTD 60%		450	5,003.20
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	10	1,620.00
PHSR	Prem Hgh PPOE/S	OTH BEF TAX	1	270.00
PMCR	Prem HMCrEPOE/C	OTH BEF TAX	2	30.00
PMER	Prem HMCrEPOEMP	OTH BEF TAX	3	59.00
PMSR	Prem HMCrEPOE/S	OTH BEF TAX	5	34.00
PSCR	Prem Std PPOE/C	OTH BEF TAX	15	966.00
PSER	Prem Std PPOEMP	OTH BEF TAX	23	973.00
PSFR	Prem Std PPOFAM	OTH BEF TAX	8	1,235.00
PSSR	Prem Std PPOE/S	OTH BEF TAX	1	208.00
S1127	DOLLAR-SCHOLAR		108	625.00
SECU	SCHOOL EMP CU		28	5,115.00
SECU2	SCHOOL EMP CU		2	70.00
T0	TEAMSTER - PT		127	4,266.00
T1	TEAMSTER - FT		43	2,283.50
T5	TEAMSTERS INIT		1	25.00
TP	FTT PENSION		29	6,000.00
U0115	UNITED WAY		22	278.00
V1CR	UMPACP-UWMedE/C	OTH BEF TAX	2	182.00
V1ER	UMPACP-UWMedEMP	OTH BEF TAX	3	208.00
V1FR	UMPACP-UWMedFAM	OTH BEF TAX	2	312.00
V1SR	UMPACP-UWMedE/S	OTH BEF TAX	4	491.00
VACR	UMP Achieve2E/C	OTH BEF TAX	43	3,942.00
VAER	UMP Achieve2EMP	OTH BEF TAX	93	6,550.00
VAFR	UMP Achieve2FAM	OTH BEF TAX	56	10,225.00
VASP	UMP Achiev2E/SPT		1	125.00
VASR	UMP Achieve2E/S	OTH BEF TAX	21	3,475.00
VHSAC	UMP CDHP E/C	OTH BEF TAX	1	37.00
VHSAE	UMP CDHP EMP	OTH BEF TAX	10	105.00
VHSAF	UMP CDHP FAM	OTH BEF TAX	14	466.00
VHSAS	UMP CDHP E/S	OTH BEF TAX	8	168.00
VUCR	UMP Achieve1E/C	OTH BEF TAX	46	1,520.00
VUER	UMP Achieve1EMP	OTH BEF TAX	112	3,255.00
VUFR	UMP Achieve1FAM	OTH BEF TAX	76	4,490.00
VUSR	UMP Achieve1E/S	OTH BEF TAX	43	2,075.00
W0KA	WEA DUES - 1/2		2	63.34
W0KC	WEA DUES-FULL		266	15,589.25
W0KE	WEA DUES-FL NFC		124	6,435.00
W0KP	WEA-PAC		175	222.75
W1KZ	WSSRA DUES		64	210.00
WSECU	WA ST EMP CU		3	1,900.00
			21271	992,530.09

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<u>CODE</u>	<u>DESCRIPTION</u>	<u>CATEGORY</u>	<u>COUNT</u>	<u>AMOUNT</u>
1FIC	FICA	FICA	2506	197,107.86
1Med	Medicare	MEDICARE	2506	46,097.75
1PFML	WA PAID FML	PFML	2506	8,482.19
1ReE0	SERS Plan 0	RETIREMENT	344	
1ReE2	SERS Plan 2	RETIREMENT	388	47,272.80
1ReE3	SERS Plan 3	RETIREMENT	263	40,116.43
1ReT0	TRS Plan 0	RETIREMENT	203	
1ReT2	TRS Plan 2	RETIREMENT	859	86,814.12
1ReT3	TRS Plan 3	RETIREMENT	997	127,587.22
1UC	UNEMPLOYMENT	UNEMPLOY COMP	2506	12,840.89
1WC	WORKERS COMP	WORKERS' COMP	2420	16,526.01
SEBB	SEBB HCA		860	546,592.00
SRDP+	SRDP Medical +		1	770.00
			16359	1,130,207.27

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

Coversheet

Consideration of Board Policy (First and Second Reading)

Section:	V. New Business
Item:	A. Consideration of Board Policy (First and Second Reading)
Purpose:	
Submitted by:	
Related Material:	Summary Sheet- Policy 3245.pdf 3245 Students and Telecommunication Devices_revised aug 2025.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: Policy and Procedure 3245 Students and Telecommunication Devices

BACKGROUND: Cell phones have become an increasing distraction to the learning environment for everyone, therefore an update to the policy and procedure is needed to provide greater consistency and accountability.

RATIONALE: Cell phones are one of the most frequent discipline referrals for student 9th-12th. A clear cell phone policy and procedure supports student learning by reducing distractions and helping everyone stay focused and present. It creates a classroom environment where students can connect, grow, and succeed.

FISCAL IMPACT: There is no fiscal impact.

BUDGET SOURCE: NA

DATA SOURCES: Scot Embrey, Principal, Centralia High School

SUBMITTED BY: Scot Embrey, Principal, Centralia High School

RECOMMENDED ACTION:

Approval of the updates to the cell phone policy and procedure

CENTRALIA SCHOOL DISTRICT BOARD POLICY # 3245 STUDENTS AND TELECOMMUNICATION DEVICES

While on school property or while attending school-sponsored or school-related activities students shall not use personal telecommunication devices including but not limited to pagers, beepers, smart watches, ear buds, and cellular phones in a manner poses a threat to academic integrity, disrupts the learning environment, or violates the privacy rights of others.

Students in possession of telecommunications devices and other related electronic devices shall observe the following conditions:

- A. **ELEMENTARY:** Devices must be off and away in backpacks before and during the school day. Devices may be turned on and used after school to contact a guardian to confirm safety.

MIDDLE SCHOOL: Devices must be off and away upon entrance into the building at arrival. Devices remain off and away during the school day. They may be turned on and used after the dismissal bell.

HIGH SCHOOL: Devices must be off and away during the instructional period. Devices may be turned on and used before school, during passing times, at lunch, and after school.

BUSSES At elementary, middle school, and high school, if an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student devices may be used.

- B. Students shall not send, share, view or possess pictures, text messages, emails or other material of a sexually explicit nature or in any way that harasses, intimidates, or bullies another individual in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds at school sponsored events, or on school buses or vehicles provided by the district.
- C. ~~If a student who~~ violates this policy **in any way the device will be confiscated for the remainder of the day and the student** will be subject to disciplinary action, including suspension or expulsion; and losing the privilege of bringing the device, or any electronic device, onto school property. In addition, an administrator may ~~confiscate or~~ with reasonable cause, search the device, which shall only be returned to the student's parent/guardian. Content or images that violate criminal laws will be forwarded to law enforcement.
- D. By bringing a cell phone and other electronic devices to school or school sponsored events, the student and guardians consent to the search of the device when school officials have a reasonable suspicion that such a search will reveal a violation of school rules.
- E. Students are responsible for devices they bring to school. The district shall not be responsible for loss, theft or destruction of devices brought onto school property.

Students shall comply with any additional rules develop by the school concerning the appropriate use of telecommunication or other electronic devices.

Policy No. 3245
Students

Cross References: 2022 Electronic Resources
3207 Prohibition of Harassment, Intimidation and Bullying
3241 Classroom Management, Corrective Actions or Punishment
3241P Classroom Management, Corrective Actions or Punishment
4310 Relations with Law Enforcement Agencies, Child Protective
Agencies and County Health

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Management Resources: *Policy News*, June 2010 Students and Sexting
Policy News, February 2004 Evolution of Cell Phone Use

Adoption Date: December 15, 2010

Centralia School District:

Revised: March 2023

Reviewed: March 2024

Classification: Priority

Coversheet

Consideration of Approval of Board Policy First Reading

Section: V. New Business
Item: B. Consideration of Approval of Board Policy First Reading
Purpose:
Submitted by:
Related Material:
Summary Sheet- Policy 5400.pdf
5400 Personnel Leaves Draft 7.24.25.pdf
Summary Sheet- Policy 6605.pdf
6605 - Student Safety Walking Biking and Riding Buses to School - GK V1 Edits.pdf
Summary Sheet- Policy 6701.pdf
6701 Recess and Physical Activity.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

Board Policy 5400 Personnel Leaves

BACKGROUND:

Unpaid leave has become increasingly prevalent within the District, underscoring the need to update the request process to ensure consistency and accountability.

RATIONALE:

Unpaid leave requests increased by 110% between the 2023/24 and 2024/25 school years. This sharp rise highlights the need to review and strengthen the district's unpaid leave process, including clearer guidelines for requesting leave and defined consequences for unapproved absences.

FISCAL IMPACT:

There is no direct fiscal impact to updating this policy.

BUDGET SOURCE:

NA

DATA SOURCES:

Samantha Mitchell, Executive Director of HR, Fiscal Services

SUBMITTED BY:

Samantha Mitchell, Executive Director of Human Resources

RECOMMENDED ACTION:

Approval of updates to Board Policy 5400 Personnel Leaves



CENTRALIA SCHOOL DISTRICT BOARD POLICY #5400 PERSONNEL LEAVES

Upon the recommendation of the superintendent/designee and in accordance with the law and district policy, staff may be granted leaves pursuant to the following conditions, unless the applicable collective bargaining agreement provides otherwise:

- A. **Leave at Full Pay Unless Stated Otherwise.** Leaves shall be with pay unless otherwise stated. If leaves are to include expenses to be paid by the district, that also shall be specifically stated.
- B. **Leaves in Units of Full or Half Days.** Leaves may be granted in units of half or full days except when a substitute is not required to be obtained in which case time may be taken in fifteen (15) minute increments.
- C. **Return from Leaves.** At the end of any leave shorter than 20 days in duration, sabbatical leave, or sick leave which does not exhaust the staff member's accumulated sick leave, the affected staff member is entitled to return to the position held when the leave commenced or to an appropriate comparable position.

Except as may otherwise be specifically provided by law or district policy, a staff member shall be entitled to a position in the district subject to the availability of a position for which the staff member is qualified after leaves of longer duration.
- D. **Prior Notice of Application.** Reasonable advance notice and approval is required for all leaves, with specific advance notice as stated in district policy.
- E. **Flexibility in Granting Leaves.** The superintendent/designee, with approval of the board, may grant leaves to individuals who might not otherwise be covered, or extend leave in excess of the number of days provided by district policy, in unusual or exceptional circumstances.
- F. **Leaves Prorated for Part-Time Staff.** Part-time staff shall be entitled to leave benefits, unless otherwise stated in district policy, provided that the length of leaves shall be prorated according to the ratio of days and/or hours worked to the number of days and/or hours worked by a full-time staff member in the same or a similar position.
- G. **Noncumulative.** Leaves shall be noncumulative from year to year unless otherwise stated.

Unpaid Leaves

Upon employee request, the superintendent/designee has discretion to consider providing unpaid leave to employees in certain extraordinary circumstances. The option to provide unpaid leave does not obligate the district to do so or in any way limit or prevent the district from pursuing other responses. The use of unpaid leave without prior approval shall result in progressive discipline measures up to and including employment termination.

Policy No.5400
Personnel

Cross References: Board Policy 5410
Board Policy 5406
Board Policy 5407
Board Policy 5404

Board Policy 5403
Board Policy 5401

Holidays
Leave Sharing
Military Leave
Family, Maternity, and Military
Caregiver Leave
Emergency and Discretionary Leaves
Sick Leave

Legal References: [RCW 28A.400.300](#)

[AGO 1980 No. 22](#)

Hiring and discharging of employees –
Written leave policies – Seniority and
leave benefits of employees
transferring between school districts
and other educational employers
Limitation on compensated leave for
school district employees

Adoption Date: April 16, 1997
Centralia School District
Revised: December 15, 2010;
April 26, 2023; [September 2025](#)
Classification: Essential

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

Board Policy 6605 Student Safety Walking, Biking, and Riding Buses to School

BACKGROUND:

Policy #6605 establishes updates to our comprehensive school trip safety program that addresses bus safety, student conduct on buses, emergency procedures, and safe walking and biking routes.

RATIONALE:

This policy ensures a coordinated approach to student safety during transportation by integrating bus safety, emergency preparedness, student behavior expectations, and safe pedestrian and biking practices. It also aligns District practices with state requirements under RCW and WAC provisions.

FISCAL IMPACT:

NA

BUDGET SOURCE:

NA

DATA SOURCES:

Samantha Mitchell, Executive Director of HR, Fiscal Services, Centralia Transportation Department

SUBMITTED BY:

Samantha Mitchell, Executive Director of Human Resources

RECOMMENDED ACTION:

Approval of updates to Board Policy 6605 Student Safety Walking, Biking, and Riding Buses to School



CENTRALIA SCHOOL DISTRICT BOARD POLICY #6605 STUDENT SAFETY WALKING, BIKING, AND RIDING BUSES TO SCHOOL

The district will adopt a comprehensive school trip safety program that addresses, bus safety, walking and biking route plans, vehicle access to the school, circulation and parking at the school, pedestrian circulation on and around the school campus and safety education and enforcement.

~~Safety Advisory Committee~~

~~The superintendent will establish a Safety Advisory Committee (SAC) pursuant to WAC 392-151-017 to develop and maintain a comprehensive school trip safety program. The committee will also develop and maintain the school patrol program in compliance with RCW 46.61.385 and to review and approve each school's Safe Routes To School plan. The superintendent will develop specific responsibilities and reporting relationships of the committee, including how the SAC relates to individual school safety programs~~

A. Bus Safety

The superintendent or designee shall develop written rules establishing the procedures for bus safety and emergency exit drills and for student conduct while riding on buses. The procedures for bus safety will include rules restricting bus access to students and those persons authorized by the superintendent ~~and/or his or her~~ designee(s) to ride the bus to and from any school activity.

The bus driver is responsible for the safety of his/her passengers, particularly for those who cross a roadway after leaving the bus while they are boarding, riding, or disembarking the vehicle, and crossing a roadway before and after leaving the bus. No bus driver shall order or allow a student to disembark at other than his/her customary ~~or state approved~~ boarding or stopping alighting place unless so authorized by the superintendent or designee. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment. Bus drivers are expressly prohibited from allowing anyone to board the bus who is not a student or a person authorized to ride the bus by the superintendent ~~and/or his or her~~ designee(s).

B. Emergencies

In the event of an accident or other emergency, the bus driver shall follow the emergency procedures in accordance with the School Bus Driver Handbook (SPI) and District approved School Bus Drivers Handbook produced by the Office of the Superintendent of Public Instruction. A copy of the emergency procedures ought to be located in each bus. To insure the success of such emergency procedures, each bus driver shall conduct an emergency evacuation drill within the

first six weeks of each school semester/trimester. The district shall conduct such other drills and procedures as may be necessary.

C. Student Conduct On Buses

The superintendent or designee shall establish written rules of conduct for students riding school buses. Such rules shall include as a minimum the requirements of WAC 392-145-~~021035~~ and shall be reviewed annually by the superintendent or designee and revised if necessary. If the rules are substantially revised, they shall be submitted to the board for approval.

At the beginning of each school year, a copy of the rules of conduct for students riding buses shall be provided to each student who is scheduled to ride a school bus. The classroom teacher and/or bus driver shall review the rules with the students at or near the beginning of each school year. A copy of the rules shall be available upon request at the district office.

D. Safe Routes To School Plan

Pursuant to WAC 392-151-025, all elementary schools that have students who walk to and from school are required to develop a suggested route plan. These route plans shall limit the number of school crossings so that students move through the crossings in groups. The walking route plan shall be distributed to all students. All schools are encouraged to have a walking/biking route plan in place. ~~To develop the school walking/biking route plans, the superintendent will establish a Safe Routes to School committee.~~

The ~~committee~~district will conduct a walking and biking audit within a one mile radius of the school and develop a Safe Routes To School walking/biking map or plan. The plan will recommend the best routes for students walking to and from school, as well as the best routes to and from school bus stops. In developing the plan, the district's transportation program in partnership with district stakeholders ~~committee~~ will consider, at a minimum, the following:

- 1) traffic patterns;
- 2) existing traffic controls;
- 3) existing school patrols;
- 4) limits on the number of school crossings so that students have to move through the crossings in groups;
- 5) allowing only one entrance-exit from each block to and from school;
- 6) routes that provide the greatest physical separation between walking children and traffic;
- 7) routes that expose students to the lowest speeds and volumes of moving vehicles; and
- 8) routes that include the fewest number of road or rail crossings;
- ~~9) routes that include the fewest number of natural occurring hazards (lakes, creeks, rivers, waterways, etc.)~~

183 of 541

Policy No. 6605
Management Support

WAC 392-145	Transportation — Operation rules
WAC 392-145-015	General operating regulations
WAC 392-145-035	Rules for students riding school buses

Adoption Date: July 22, 1981

Centralia School District

Revised: April 19, 2000; July 18, 2007; December 15, 2010; March 20, 2013; July 20, 2016;
June 2022; April 24, 2025

Classification: Priority

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

8.19.25

SUBJECT: Approval of Board Policy 6701 PE and Recess requirements

BACKGROUND

The 6700 series was a very large and complex set of policies with several topic areas. The recommendation is to break down the policies into their logical topical parts. Policy 6701 outlines PE and recess and is very similar to our current 6700 policy. It was broken apart so that if there were modifications, the whole policy did not need to be reviewed in the future.

FISCAL IMPACT:

This policy does not have a direct fiscal impact.

BUDGET SOURCE: No fiscal impact

DATA SOURCES:

CSD Policy 6700

CSD Policy 6701

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

RECOMMENDED ACTION:

It is recommended that the CSD Board of Directors approve Policy 6701, PE and Recess requirements.



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Recess and Physical Activity

The board recognizes that recess is an essential part of the day for elementary school students. Young students learn through play, and recess supports the mental, physical, and emotional health of students and positively impacts their learning and behavior. Similarly, the board recognizes that students who engage in regular exercise are more likely to learn in the classroom and supports the district's increased emphasis on physical activity at all grade levels to enhance the well-being of the district's students. Therefore, it is the policy of the board to provide students with recess and opportunities for physical activity.

- Recess

The district aims to make elementary school recess safe, inclusive, and high quality for all students. All district elementary schools (whether K-5 and/or K-6) will receive a minimum of 30 minutes per day of unstructured physical activity as recess. The accompanying procedure will specify how the district will meet other legal requirements.

Physical Activity

All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program recommended by the Centers for Disease Control and Prevention, and will provide the following:

The list below are examples of ways the district can support high quality physical activity:

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- Quality physical education;
- Physical activity during the school day (e.g., brain boosters/energizers);
- Physical activity before and after school;
- Recess that aims to be safe, inclusive, and high quality;
- Family and community engagement;
- Staff wellness and health promotion;
- Opportunities for active transportation to school; and
- Access to school district facilities for physical activity, fitness, sports, and recreation programs.

Cross References:

2161 - Special Education and Related Services for Eligible Students



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2162 - Education of Students With Disabilities Under Section
504 of the Rehabilitation Act of 1973

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3210 - Nondiscrimination

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3422 - Student Sports Concussion, Head Injury and Sudden
Cardiac Arrest

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4260 - Use of School Facilities

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Management Resources: Comprehensive School Physical Activity Program

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Adoption: March 27, 2025

Classification: Essential

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Coversheet

Consideration of Approval of School Improvement Plans (SIP)

Section:	V. New Business
Item:	C. Consideration of Approval of School Improvement Plans (SIP)
Purpose:	
Submitted by:	
Related Material:	Summary Sheet- SIP Plans.pdf CMS SIP.pdf FHS SIP.pdf ED SIP.pdf FP SIP.pdf JL SIP.pdf OAK SIP.pdf WA SIP.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT: 2025-2026 School Improvement Plans

BACKGROUND:

The School Improvement Plan (SIP) is part of the continuous improvement model and best practice. Each SIP describes the goals, priorities, and action plans for the school during the 2025-2026 school year. The SIPs are intended to be working documents and schools will continue building and sharing the plan during the August building professional development days. Leadership Teams and building staff will also be reviewing data, revising and updating the SIPs on an ongoing basis throughout the school year.

The School Improvement Plans were developed by the School Leadership Teams with involvement from staff and other stakeholders. They are aligned with the District Strategic Plan goals and priorities.

RATIONALE:

The school improvement process is a best practice, School Board policy, RCW, part of the achievement of our District Strategic Plan goals, and the realization of our District vision.

FISCAL IMPACT:

Varies by building and department according to the goals, action plans, and needs.

BUDGET SOURCE:

School budgets, department budgets, Title I and/or LAP budgets, Title II budget, and other grant funds.

DATA SOURCES:

Josue Lowe, Principal, Edison Elementary
David Roberts, Principal, Fords Prairie Elementary
Monica Grund, Principal, Jefferson Lincoln Elementary
Crystal Allen, Principal, Oakview Elementary
Danielle Vekich, Principal, Washington Elementary
Lara Gregorich Bennett, Principal, Centralia Middle School
Scott Gagnon, Assistant Principal, Centralia Middle School
Allison Hillstrom, Assistant Principal, Futurus High School

SUBMITTED BY:

Lisa Grant, Superintendent

RECOMMENDED ACTION:

Approval of the School Improvement Plans.

Centralia Middle School

Consolidated School Improvement Plan 2025–26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a data-driven improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

DRAFT

Section 1: Building Data

Building Name: Centralia Middle School	Does your school share a building with another school? Yes ☐ No ☒ If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: Click or tap here to enter text.	Grade Span: 7 th – 8 th grades School Type: Public Middle School
Principal: Lara Gregorich-Bennett	Building Enrollment: 475
School District: /Centralia School District	F/R Percentage: 67.2%
Board Approval Date: /Click or tap here to enter text.	Special Education Percentage: 18%
Plan Date: 8/12/2025	English Learner Percentage: 16% (85 qualified; 5 monitored)
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 1.	



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Lara Gregorich-Bennett, Principal	Scott Gagnon, Assistant Principal
Kyle Donahue, ELA	Jillian Cryder, Math
Chad Condit, Science	Steve Brockman, SS/History
Ana Summers, PE/Health	Mike Finley, Special Education
TBD, Counselor	TBD, Exploratories/Music
	Holly Abbarno, K-8 District Math Coach

Section 3: Vision and Mission Statement

Vision: All students achieve academic and personal excellence

Mission: prioritize students, uphold high expectations, champion hope, cultivate collaboration

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

Although there are areas of achievement, as a school we need to emphasize closing achievement gaps by ensuring students grow more than a year each as measured by iReady diagnostic scores. Our SBAC data also demonstrates our students are significantly below grade level, while CEE data our students share shows that most do not find relevance or rigor in daily instructional lessons. While our community faces systemic barriers, it is our priority to break down those barriers and raise academic achievement among our students.

SBA and iReady Reading scores demonstrated improvement, and closed gaps, for students on IEPs.. However, most students need to demonstrate more than a years growth to achieve standards.

Our student community demonstrates resilience and seeks opportunities. 100% of 7th & 8th Grade students who earned a reward day to Skyzone (Trampoline Park) shared going on this field trip was a highlight and recommend we continue these types of opportunities for rewards, and for learning. Students also shared they would like positive recognition more often.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

SBA and iReady Reading scores demonstrated improvement, and closed gaps, for students on IEPs.. Utilizing inclusionary practices, with clustering support in GenEd, students on IEPs demonstrated an average of 1.5 years growth on iReady testing.

Our school has strong reward systems to celebrate student success. Trimester reward days are highly anticipated and enjoyed, but students share they would like to have individual and specific praise more often. Our CEE data 88% of students also believe their teachers consistently expect them to do their best and 77% state teachers want all students to succeed no matter who they are. 90% of students also shared that their teachers believe student learning is important. 79% of students share that they feel they belong at our school. 83% of students report they understand the expectations of the school.

Families shared that school employees are respectful and courteous of each other at a rate of 94%, and 90% believe the principal of the school is committed to quality education. 71% of families report that their student enjoys coming to school and 68.7% report that their student understands the purpose of each lesson. 65% of families believe their student is challenged with a rigorous course of study at our school.

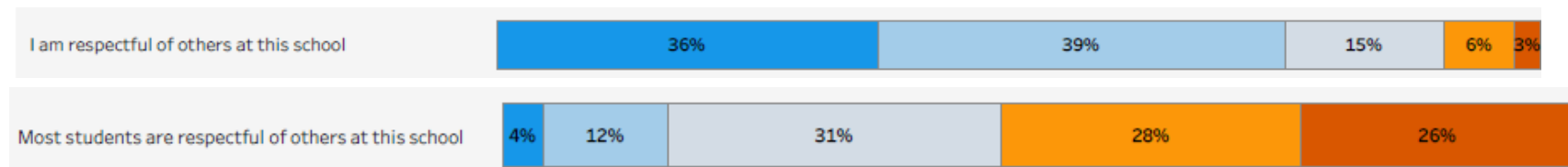
Although some of these numbers are not where we would like them to be, they are trending upward on our CEE data and we will work to continue that trend and leverage these positives with intentional steps for strengthening focus on academic and personal achievement.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.

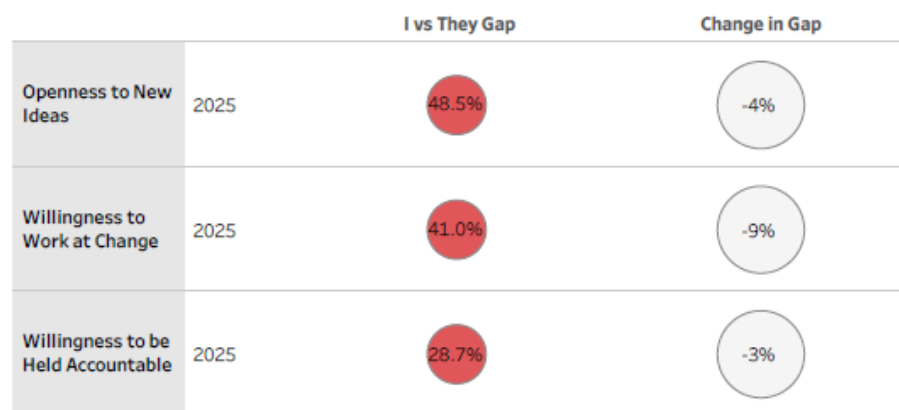
A key take away from reviewing data is some of the divisions that exist in our school, both staff and students identify this division on CEE data. This is seen in the overall “I” data, where people identify “I am” willing but “others/they” are not.

STUDENT



Students and staff consistently share that they are willing and doing what it takes to be successful, however they also report that those around them are not. This creates a “gap” I vs. They. This gap impedes growth as staff and students don’t trust each other.

Instructional Staff



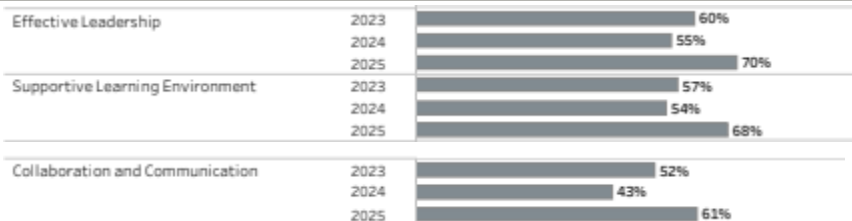
Created on: 4/24/2025

This graph from CEE highlights that we did improve the I vs. They gap, but there continues to be a huge opportunity to be diligent in this area and facilitate open, honest, and supportive conversations as we continue to strive for improvement in student learning and personal growth outcomes. Negative in this graph is good as it is closing the gap.

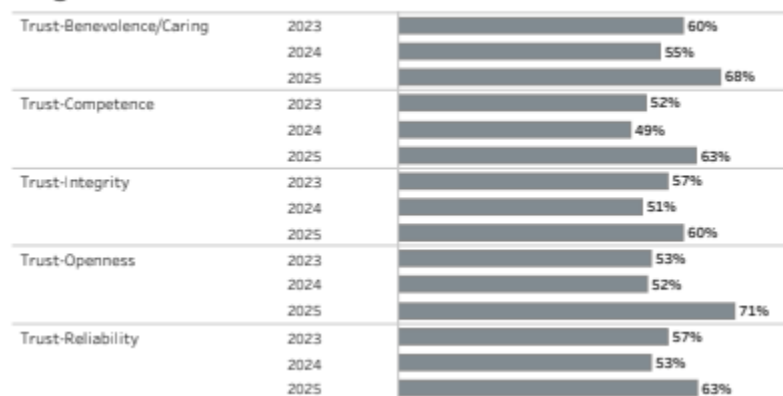
Administration

Several areas of the CEE data also demonstrates distrust with administration and leads staff to wonder if their voice is heard and if the principal cares about them as a person.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)



Organizational Trust—LONGITUDINAL



CMS increased to from 48% to 72% of instructional staff believing support from administration leads to progress on instructional improvement. This is a significant increase, but still needs improvement.



74 of 540 students are chronically absent, each of these students missed 21 (or more) days of school. Because of this the school is focusing on increasing attendance through proactive education and positive supports for attending: AttenDANCE, Pop Up Rewards, and positive welcome phone calls prior to the first day of school.

Key take away: Administration has reviewed CEE to evaluate what staff believes is successful and what has not been successful. Based on this review and staff input the school is:

- Work together as a staff on improvement goals with specific focus on building trust.
- Continue clear supports for behavior during unstructured time (lunch and passing)
- Hold all staff accountable for use of CHAMPS and ensure a clear process of support for students struggling with behavior (2 or more referrals in a month)

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Consistent review of the district behavior process
 - Behavior Matrix
 - Clear, explicit teaching and practicing of expected behaviors
 - Frequent recognition of students doing the right things, continue Positive Rewards for doing what's expected
 - Clear steps of support when a student isn't meeting expectations (more than two referrals in a month– district goal that students receive less than 4 referrals in a school year.)
- Working as a staff to ensure we implement strong T1 instruction and working on MTSS systems to support teachers and students when students are not making academic/behavioral gains to demonstrate over a years growth during the school year.
 - 6 week data cycle focusing on : Grades, Attendance, Discipline
 - Identify Celebrations
 - Identify students needing additional supports
 - PLC review and analysis of student learning progress and interventions
 - Scheduled bi-weekly MTSS meetings

Each of these steps will lead to greater consistency and trust between staff and administration, positively impacting our school culture and helping to impact student learning through clear expectations, rigorous instruction and high levels of support for staff and students.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students

- a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

N/A

- b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

N/A

- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

N/A

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
 Administrators are receiving training on: MTSS, Effective Evaluation Practices, AVID, and Discipline in the Secondary Classroom. Administrators are also working on accountability and consistency by calendaring important items: TPEP, DISC, Data Review, consistent behavior and instructional strategies focusing on implementation of AVID school-wide WICOR specific focus on "O" with note taking and binder use. We will also focus on increasing academic relevance and rigor through focused staff meeting PD.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Instructional staff and counselors are receiving training and support in: MTSS focusing on strong, rigorous Tier 1 instruction, AVID: WICOR strategies, CER and Vocabulary instruction implementation in all classes, and consistent Behavior Matrix implementation with Discipline in the Secondary Classroom follow up training.

Instructional staff will receive professional development on differentiation and use of AI to ensure students at all academic levels are challenged and supported. This PD will occur in August staff days and throughout the year during staff meetings.

Staff and administration are working on developing strong PLCs that focus on student learning, identifying when students achieve desired learning and how to intervene in core classes when students are struggling to learn, working with colleagues on best practices and intervention strategies, then when to identify students for additional support if they continue to struggle. PLCs will focus on data use, analyzing student progress, and providing classroom interventions to support student growth.

Continued use of NORMS developed with CEE consultant. Clear focus on norms, discussions, and referring back to processes to ensure norms are followed.

Paraprofessionals will participate in Behavior Matrix implementation and Discipline in the Secondary Classroom instruction. This includes explicit teaching of expectations, practicing expectations, celebrating when students follow expectations, and accountability with reteaching when students don't follow expectations.

Continued Reduction of Restraint Exclusion & Isolation Grant will provide learning opportunities for administration and special education staff focusing on inclusionary practices. 186 of 470 students had 10 or fewer absences, this means 60% of students are chronically absent with 162 students missing more than 2 days per month.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Professional learning around clear expectations, utilizing high supports for students, from Discipline in the Secondary Classroom has demonstrated growth from our staff and increased consistency. Students have also demonstrated a clear understanding of expectations. 41 of 470 students earned more than 11 discipline referrals in the 24-25 school year, 8% of students. 92% of students were in class and not removed for referrals, Data shows 89% of our students earn fewer than 1 discipline action per month. Staff share that classroom and cell phone expectations are clear and have a clear process. Data shows that 19 students, 4%, of students have chronic (20 or more) behavior incidents.

AVID training around "O" organization led to increased grades, clear school expectations, and consistent ability for students to locate needed academic notes and assignments. Both students and teachers reported an increase of organization and decrease of papers being lost.

Inclusionary practices demonstrated a significant impact for students on IEPs, they grew an average of 1.5 years in March of 2025. Students on IEPs achieved higher increases on iReady than students who were not on IEPs.

3. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development**

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

N/A

- b. How will the professional development activities benefit the students receiving targeted assistance services?

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

N/A

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Continued funding for an intervention teacher and additional intervention focus. Staff have received district grants to review intervention effectiveness and develop strategic plans to impact individual student learning. Our team has developed targeted intervention plans during this time. In evaluating data from last year, students who completed the iReady intervention lessons of 2 per week demonstrated more than a years growth on iReady, students who did not consistently engage did not demonstrate this improvement. We will monitor progress and meet with families if students are not engaged and/or not demonstrating improvement. During the meeting students and families will sign a commitment to a learning plan.

Professional development on best instructional practices was determined to receive instructional support through AVID WICOR instructional strategies, focusing on Organization. Staff will also participate in Classroom Walk Throughs within our school and have guided time to reflect on best practices, student engagement, and rigor.

Math teachers will continue to receive iReady and Ready math training, practice in implementing Jo Boaler strategies, and continued implementation of Building Thinking Classrooms.

Professional development focused on differentiation and use of AI will support our inclusionary practices plan. 15% of CMS students are receiving Multilingual services. Staff will receive explicit instruction on the assets multilingual students bring to the classroom and how to best support language development throughout the school. Focused PD for working with students on IEPs and how to access and demonstrate learning will be supported through this as well. This will be implemented during staff meeting professional development throughout the school year.

ION will be utilized for PLC review, MTSS and SILT review to demonstrate progress on goals and evaluate effectiveness of implementation.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
 Behavior – strengths has been consistent focus on professional development with Discipline in the Secondary Classroom.
 Academics –Teaming has been identified as a strength and a priority to maintain for our students. Grade level, interdisciplinary teams share the same students for core classes. This enables interdisciplinary team teachers to work together to academically, behavioral, and social emotionally support students and work with families in that process. Families also know they can reach out to one core teacher and get information to all their child's core teachers.
 Movement – ensuring students have 2 trimesters of PE and increased opportunities to movement has been identified as a priority for our students.
 SEL – implementation of School Connect during the 23-24 school year. All teachers participated and helped students grow in this area utilizing quality lessons. Next step is to purposefully embed SEL practices in class each day.
 Goal – clear implementation of MTSS; Strong, rigorous Tier 1 is the focus for 2025-26.
 Students on IEPs or students who are ML qualified support are clustered in GenEd classes so they have access to core instruction and we are able to consistently provide push-in supports for core classes.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

3. How did your school identify these areas of strengths and improvement?
Team review of multiple data sources: Skyward/ION data, iReady, OSPI state report card, Center for Educational Effectiveness Survey. and review with CEE consultant. We will continue to review and refine throughout the school year.
4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
There are some community systems of support. For example Juvenile Justice comes to the school for monthly meetings regarding students who are on probation or deferment to discuss how students are doing and if any additional supports are needed. Also, our counselors work with outside agencies to obtain mental health counseling for students, and with parent support, counselors coordinator student care to receive mental health counseling while at school. This has increased student access to mental health counseling. Our Parent Advisory Group (PoMSS) meets monthly to review school goals, needs, and progress as well as plan activities for our students.. This group supports the school, students, and staff appreciation. They also give valuable feedback on needs and opportunities they would like for their students.

Community Partners:

Thorbeckes - Swimming three times per year; partnership with student passes
 The HUB - Reward Day Venue; Off-site emergency staging; Athletics space support
 Youth Group Leaders - Priority One Club During Tuesday Lunches; Support at School Events (Dances, Open House, Parent Night),
 Nazarene church and local churches gathering to give support to our schools including food and clothing pantries as well as volunteering
 in our school.
 Kiddin' Around - partnership to update and improve our school library
 Timberland Library - education on library check outs and e-reading. Guest speakers from Timberland come in twice a year to work with
 our students
 Centralia Youth Sports provides athletic opportunities for students during the summer.
 Centralia Academic and Athletic Foundation provides school and athletic support.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
Strengths:
 - Conference structure and access to all core teachers, with a clear Goal-Setting focus. 80% attendance rate by families.
 - 89% of students state that their teachers believe learning is important and 88% state teachers always expect them to do their best. A majority of students are able to follow behavior expectations and report they feel safe at school. 92% of students had fewer than 1 referral per month, so students were in class consistently and not removed for behavior concerns.
 - 88% of parents report that our school is collaborative and has good communication. 81% believe our school has high standards and expectations, 84% of families believe our school has effective leadership. 87% of parents shared that they understand the expectations of our school. 90% of Students also report that their teachers believe student learning is important and 88% state teachers expect them to do their best.
 - 65% of parents report that our academics are consistently rigorous. 82% of parents believe we are preparing their students for their future.
 - Only 39% of students share that in their classes they are busy doing school work. 70% of students believe lessons given challenge them, with 60% believing they have access to rigorous courses.
 - Only 72% of students believe that the principal's #1 priority is student learning. Only 67% of students share that there is at least one adult who knows and cares about them, 67% state there is at least one adult in this school they can talk to if they have a problem. 54% believe their teachers listen to their ideas and/or concerns, 40% state they often work with other students to solve a

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problem/do a task. that there is an adult they are comfortable going to if they have a problem. Only 47% of students share that they feel safe at school.

Strength: Staff, students, and families believe race, gender, or socioeconomic levels do not influence academic placement. Families and students feel our school respects the different cultures represented in our community. A majority of students are able to follow behavior expectations and report they feel safe at school. 86% of parents report that our school is collaborative and has good communication, 82% believe we have a supportive learning environment, 84% believe we provide effective leadership, 80% believe schoolwork their student is assigned is relevant to their future success, 83% believe teachers have high expectations for student learning. 83% of families share they are comfortable expressing their ideas or concerns to administration and 86% state that leaders promote a shared commitment for equity. 86% of parents shared that they understand the expectations of our school. 87% of families state that when they share concerns, teachers listen and 88% feel the school provides a caring/supportive environment for their student and they feel welcome at our school. 72% of students share that the principal believe student learning is the #1 priority.

90% of parents state that adults in the school value and respect my racial/cultural identity. 88% of families also believe the school has a welcoming environment that respects our diverse community and cultures.

85% of staff believe the principal facilitates systems/processes to support school improvement and they are committed to quality education.

Weakness:

- Only 75% of staff report that the principal is dedicated to quality education.
- 60% of parents report that our academics are consistently rigorous.
- 54% of students believe there is effective leadership at our school, and 44% believe it's a supportive learning environment. Also, only 44% believe our school is doing a good job preparing them to succeed in life.
- 82% of staff report they are willing to change the school for the better, while only 50% believe their colleagues are willing.
- 80% of staff believe they are open to new ideas and change, while also believing only 29% of their colleagues are open to new ideas and change. .
- 64% of staff believe all students can meet state standards.
- 68% believe staff are treated fairly and 72% share the support from supervisor leads to progress on instructional improvement (or professional growth)

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions

a. How does your targeted assistance program coordinate with core and additional programs in the school?

N/A

b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

N/A

c. How do you support transitions between grade spans?

N/A

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?

N/A

7. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement

a. **How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**

N/A

b. **How will you evaluate your parent and family engagement strategies? How will you know if they are working?**

N/A

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.*

5a.SY 2024–2025 SMARTIE Goal #1: Improve school culture: decreasing student discipline incidents by increasing Discipline in the Secondary Classroom processes and being consistent, following the district behavior matrix, utilizing frequent positive supports, and clear systems of support for students struggling to meet expectations.

SMART Goal: By June 2026, reduce the percentage of students with 4+ referrals from 8% to 4% and increase the percentage of students reporting they “feel safe at school” from 47% to 70% (CEE survey).

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?
 Skyward discipline data will be reviewed and should show a decrease in discipline incidents in classrooms and in common areas. This data was used to determine this goal and will be evaluated to determine if we improve. Ion data mining will be monitored weekly. As we work with a CEE consultant, we will monitor staff feedback and reflect on further components needed to improve.

Who will monitor the progress of this overarching **goal**?
 SILT, CEE Consultant, Administration with accountability reported to the superintendent.

When/how often will they monitor progress toward this overarching **goal**?
 Weekly review with share out at SILT, PBIS/Discipline Committee will review monthly, each trimester review with staff; and monthly feedback surveys.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

****Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
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<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i> <i>What student groups will benefit and why?</i>	<i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i> <i>How will the impact on equitable learning or behavior change be measured?</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Student Behavior Work ● Clear, consistent implementation of the 7-12 Behavior Matrix ● Clear, consistent implementation of Discipline in the Secondary Classroom ● Increasing rigor, engagement, and differentiation practices ● Clear, consistent reflection on data, goal setting and monitoring	● Short term data – staff and student surveys and input regarding behavior clarity and consistent implementation; students feeling of safety within different areas of the school ● Long term data – CEE evaluation ● Student CEE data: decrease in I v. They data by 20%; ● Supportive learning environment will increase in each of the 8 areas by 20% with the following increasing more than 20%: ○ Enjoyment of coming to school ○ Students Consistently feel safe at school will increase from 47% to 80%	● August training days focused on behavior and DISC implementation; focus on consistency ● Staff Meetings and PLC opportunities throughout the school year to review and refresh ● Each <u>trimester</u> administration will have a formal survey of students and staff focusing on behavior and safety ● End of year CEE data will determine if goals were attained.	● SILT will review data and monitor progress; determine needed adjustments with the CEE consult and administration ● Goals and progress will be shared with staff, superintendent and school board.	● DISC training in August provided by the district ● DistrictTIME: SILT and PLCs ● LAP enhancement funds to behavior rewards and support Tiger Bucks and rewards for “store” purchase

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Continued professional development provided by the district on Discipline in the Secondary Classroom; PLC time to review data and work on consistent implementation, targeted practice and change as needed based on data review.
2. LAP building budget will pay \$16,000 for student reward days and behavior prizes to purchase with Tiger Bucks!
3. Positives Supports & Discipline Committee - monthly meetings to review data and determine needed next steps

5a.SY 2024–2025 SMARTIE Goal #2: Improve school culture focused work on building trust among staff, and with administration including intentional focus on communication and clear decision making

SMART Goal: By June 2026, increase staff agreement that “support from my principal/supervisor leads to instructional improvement” from 72% to 85% and increase staff agreement that “my colleagues are willing to change the school for the better” from 50% to 65% (CEE survey).

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

CEE and CEA data was used to determine this goal and will be evaluated to determine if we improve.

As we work with CEE consultant, we will monitor staff feedback and reflect on further components needed to improve.

Who will monitor the progress of this overarching goal?

SILT, CEE Consultant, Administration with accountability reported to the superintendent.

When/how often will they monitor progress toward this overarching goal?

Each trimester; and month feedback surveys.

Evidence-based practice (intervention, activity, or	Data Measures	Timeframe	Lead	Resources
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<u>strategy</u>) to support SMARTIE Goal				
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i> <i>What student groups will benefit and why?</i>	<i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i> <i>How will the impact on equitable learning or behavior change be measured?</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Staff culture work ● Review and implement clear processes based on data for communication and meaningful norms ● Clear, consistent reflection on data, goal setting and monitoring ● Students will benefit from a cohesive, supportive staff as cited by Haiti's research of effect.	● Short term data – staff surveys and input ● Long term data – CEE evaluation ● This change will be measured through CEE data ● Decrease in I v. They data by 20%; ○ I am willing 92%; 85%; 94 ○ My colleagues 50%; 29%,58 ● Increase on CEE data by 10% that the principal cares about them ○ Regular check-in opportunities ● Increase on CEE data by 13% that support from my principal lead to instructional improvement. :	● August training days ● Staff Meetings and PLC opportunities throughout the school year ● SILT will monitor improvements with verbal check ins; data review ● Each trimester administration will have a formal survey ● End of year CEE data will determine if goals were attained.	● SILT will review data and monitor progress; determine needed adjustments ● Goals and progress will be shared with staff, superintendent and school board.	● Consistent review of goals and monitoring for fidelity will be implemented by SILT and administrator with results being shared with all staff, superintendent, and school board.

5b. SY 2024–2025 SMARTIE Goal #3:

SMART Goal: By June 2026, 100% of students will demonstrate at least one year's growth in reading and math (iReady Fall–Spring). Students performing 2+ grade levels below will decrease by 10% in both 7th and 8th grade.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Who will monitor the progress of this overarching **goal**?

When/how often will they monitor progress toward this overarching **goal**?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
<u>Reading / Writing</u> CER: Claims Evidence Response writing strategies will be utilized throughout subject areas Explicit instruction on vocabulary and language development for students will be utilized across subject areas AVID WICOR strategies will be utilized across subject areas. • Intermittent, Common Assessments • Graphic Organizers	<i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i> • Grade level formative and Summative assessment data review • I-Ready Assessment • SBAC Data	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i> • These strategies will be used utilized	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i> <i>Who else will be involved?</i> • All teachers will be responsible for	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i>

• Student goal setting after I-Ready, common assessments for students • Intervention classes for students 2 or more grade levels below • Using ML best practices to supplement standards focusing on language acquisition vocabulary strategies <i>What student groups will benefit and why?</i> • Students in at-risk groups will benefit from these interventions including multilingual, students on IEPs, and students who experience poverty. Nearly 70% of our student population are experiencing poverty and 60% minority populations. As we implement targeted interventions, this includes focused support for these at-risk populations.	<i>How will the impact on equitable learning or behavior change be measured?</i> Weekly progress monitoring using iReady data. Send home parent letters and weekly progress reports. Set student growth goals with students and revisit goals after each unit. Intervention specialists will specifically monitor equity based on race, multilingual status, and special programs eligibility.	throughout the course of the school year • CER will be used across subject areas - o Train all staff in CER September Staff Meeting - o CER check-ins will be used after novels - o CER check-ins will be used in history • I-Ready diagnostic in the Fall and Winter • SBAC May of 2025 • Review of iReady, SBAC, and formative data during PLCs • PLCs will review data to identify students demonstrating need for intervention and students needing a higher level challenge	breaking down their data • PLCs will monitor growth based on intervention and help each other utilize strategies to help support learning growth • Departments will share out how they implemented CER at November 6th staff meeting & impact of use, then share next steps/needs demonstrated • ELA department will share out data in PLCs and bring to the leadership team	• Common Scoring Days for common grade-level essays - o Grade levels utilize agreed upon grade-level rubric based on state standards - o Team will score and evaluate student work together, ensuring fidelity evaluating student responses - o CER formatting utilized for essays • Days to meet for alignment with new teaching requirements (summer mini-grant) • Staff meeting time • PLC time to work together on implementation of CER • PLC time to evaluate student work and individual student needs
<u>Math Goal</u> 1. Intervention for Lowest Performers: Reduce the number of students performing 2	Weekly progress monitoring using iReady intervention	Weekly progress monitoring using iReady data. Send home parent letters	• Core math teachers • PLC will monitor growth based on intervention and help each other utilize	Math Resources needed: Resources Needed: iReady software, additional

or more grade levels below by 10% by the end of the academic year. Lowest performing math students action step: Implement targeted intervention sessions for the student performing 3 or more grade levels below. Support for Middle Performers: 1 grade level below • Action Step: Provide differentiated instruction and rigorous in-class work for the middle 8th grade 37% and 7th grade 37% of students (1 grade level below). <u>Send home parent letters and weekly progress reports.</u> Set student growth goals with students and revisit goals after each unit. Challenge Work for On/Above Grade Level Students: Increase the percentage of on/above grade level students from(8th grade 20% to 25%, 7th grade 25% to 30%) by the end of the academic year.	data and grade-level in-class exit slips. Teachers will send home parent letters and weekly progress reports. Staff will work with students to set student growth goals with and revisit goals after each unit.	and weekly progress reports. Set student growth goals with students and revisit goals after each unit.	strategies to help support learning growth • Math coach will help monitor and provide feedback • Responsible Party: ML specialists, math teachers.	instructional materials, training for intervention teachers, dedicated PLC time between intervention specialist and classroom teacher.
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● Action Step: Develop questioning strategies to promote thinking and classroom discussions. Offer choice problems with options for greater challenge when students show proficiency in a standard.				
<u>Support for ML Learners:</u> ● Action Step: Implement specialized math support for ML learners, including language-focused math instruction and bilingual resources. ● Staff time to train on Language acquisition strategies throughout the school year (ML 101)	<i>Data Measures</i> Weekly progress monitoring using iReady intervention data and grade-level in-class exit slips. ML staff will monitor individual student learner goals and progress; reviewing that progress with teachers during PLCs Staff work with students to set student growth goals and revisit goals after each unit.	<i>Timeframe</i> Weekly progress monitoring using iReady data. Send home parent letters and weekly progress reports. Set student growth goals with students and revisit goals after each unit. March review of iReady data and WIDA growth of ML students.	<i>Who</i> ● Core & ML teachers and para support staff ● PLC will monitor growth based on intervention and help each other utilize strategies to help support learning growth ● Responsible Party: ML specialists, core teachers.	<i>Resources</i> Resources Needed: iReady software, additional instructional materials, training for intervention teachers, dedicated PLC time between intervention specialist and classroom teacher. ML student learning plans Conference time to review where students are at in the fall and their growth during spring conferences.
<u>ATTENDANCE Action Steps:</u> ● Proactive phone calls home to welcome at-risk students (75) ● Pop up rewards for attendance will occur monthly throughout the school year	<u>ATTENDANCE:</u> Monitoring student attendance weekly	<u>ATTENDANCE:</u> Student check ins Staff “buddy” to connect and encourage student attendance; increasing student believing they have a trusted adult at the school	<u>ATTENDANCE:</u> ● Assistant Principal, Attendance secretary, Behavior support secretary	<u>ATTENDANCE:</u> LAP enhancement funding for incentives Ion to review data and share data reports

● AttenDANCE for students missing 2 or less days of school in the first 2 months		Monthly pop up rewards and encouragement that all students view as accessible <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i> Monthly SILT review of data and comparing to previous years; identify students who demonstrate chronic absenteeism. Attendance secretary, assistant principal, and behavior support para will have weekly meetings to review data and assign families to reach out to and make attendance plans with.	● Staff “buddies” for chronic absent students	PLC / committee time to review data and set goals
Expected Outcomes: All students will experience an increase in academic rigor resulting in 1 years growth for 100% of students as measured by iReady. All students will learn WICOR strategies that will lead to increased academic performance and increase sense of accomplishment and vision for their long-term goals. Math: Short-term: Improved engagement and performance in math for the bottom 43%, middle 37%, and ML learners. Long-term: Achieve a reduction in the bottom 43% by 10% and the middle 37% by 5%, resulting in an increase in students performing at or above grade level from 20% to 25%. Additionally, ensure at least 80% of ML learners show growth in their iReady math scores by at least one grade level.				

Increased attendance will result in higher levels of learning and increase students' real-life skills for success in high school, college, and career pathways.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. LAP Building Budget funding up to \$3000 for incentives and support; teacher paid release time to attend learning walks; PLC time to review data, student needs, and review teaching practices; Professional development time for staff.
2. LAP Building Budget to pay for .5 Intervention Teacher to give direct instruction to struggling learners, increasing learning time in math and/or reading by 50 minutes per trimester.

5c. SY 2024–2025 SMARTIE Goal #4: Improve inclusionary practices with specific support for Multilingual and Special Education resulting in students demonstrating more than a year's growth; by June 2026, 70% of ML and SpEd students will demonstrate more than one year's growth in reading and math (iReady Fall–Spring). Additionally, 90%+ of ML/SpEd students will spend at least 85% of their day in GenEd classrooms.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i> <i>What student groups will benefit and why?</i>	<i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i> <i>How will the impact on equitable learning or behavior change be measured?</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i>
● Inclusionary Practices ● Literacy Strategies Across content areas	● Greater than 90% of students will be in GenEd class greater than 85% of their day as demonstrated by class placement.	● Monitored throughout the school year. 6 week data cycles monitored in PLCs and SILT	● Instructional staff with support from Special Education and Multilingual teachers and Coaches, as well as administration	● Differentiated lessons and inclusionary supports will be implemented with fidelity ● Staff meeting time to share success and gain ideas; PLC time to dig

● Elevating individual student status	● Staff will select purposeful vocabulary development strategies to implement in their classes 2 times (or more) per month ● Staff will make purposeful connections with individual students and allow opportunities to share their culture, language, and areas of strength with peers	● Walk throughs and weekly staff share outs of strategies used will to demonstrate implementation; Admin will share data on implementation seen in walk throughs ● iReady data will be reviewed to determine impact ● Staff will monitor implementation and share strategies to bring out and demonstrate strengths. Staff will share strategies and success at weekly staff meetings	● All staff will be responsible for implementing, admin will coach and help if struggling with implementation ● All staff will be responsible for implementing, admin will coach and help if struggling with implementation	deeper into strategies and for colleagues to plan for students not demonstrating growth ● Staff meeting time to share success and gain ideas; PLC time to dig deeper into strategies and for colleagues to plan for students not demonstrating growth

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. LAP Enhancement funding for teacher release time to conduct classroom walkthroughs and debrief.

2. PLC Time to review data and discuss needed changes to interventions and celebrations of success!

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	- Provides for PLC time, Math coach, and professional development in MTSS and AVID. Honors classes are also supported with BEA. - Inclusionary practices are developed and implemented with BEA funding.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	N/A
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	N/A
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	Multilingual, Math Training in Building Thinking Classrooms, and AVID training and travel to ensure teachers are prepared and trained in effective practices.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	- After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework. - Bilingual Family Advocate and Para classroom support.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	N/A
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students	<i>LAP enhancement provides intervention paraprofessional support for students, after school tutoring, as well as behavior incentives and</i>

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>rewards. LAP enhancement also covers our CEE Consultant to help with school culture improvement. LAP enhancement will also provide para professional support to help run small groups and specific support for individual student goals.</i>
Local Funds	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding		

Centralia School District

School Improvement Plan 2025–26

Title I Part A, Schoolwide, Title I and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per [WAC 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 – How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: Futurus High School	Does your school share a building with another school? Yes ☐ No ☒ If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 5359	Grade Span: 9th–12th School Type: ALE
Principal: Allison Hillstrom	Building Enrollment: 120

All students achieve academic and personal excellence

School District: Centralia	F/R Percentage: Click or tap here to enter text.
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 11.7% (14 out of 120)
Plan Date: August 15, 2025	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3 Plus – graduation rate

Vision and Mission Statement

District Mission and Vision:

- Vision: All Students Achieve Academic and Personal Excellence
- Mission: Prioritize Students – Uphold High Expectations – Champion Hope – Cultivate Collaboration

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Allison Hillstrom, Assistant Principal, Building Administrator	Tanja Kern, Teacher (Math, Electives, Language)
Amy Hendrickson, School Counselor	Merrit Wold, Teacher (SPED)
Brady Churchill, Teacher (Math/Science)	Linda Smith, Office Secretary (Attendance)
Ted Seeley, Teacher (ELA, Social Studies, PE/Health)	Natasha Babka, McKinneyVento/Foster Care Liaison (ML Support)

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Tier 3 Plus	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	N/A	N/A
Comprehensive Graduation Rate	N/A	N/A
Student Group		
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Hawaiian/Other Pacific Islander	N/A	N/A
Hispanic/Latino	N/A	N/A
Two or more races	N/A	N/A
White	N/A	N/A
English Learner	N/A	N/A
Low Income	N/A	N/A
Special Education	N/A	N/A

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Graduate Rate 23/24

All students = 43.8% (Hispanic/Latino = <25%, White = 66.7%)

Educators

What [professional learning](#) and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

We are working on consistent expectations and improving our processes for interventions when students struggle to make progress including engaging and communicating with families. No formal professional learning other than attending the ALE conference last year to gain tools to help support students in an ALE setting. We are working at outlining better processes to cast vision for students on their path to graduation (ex: providing knowledge of pathway options sooner with HSBP, encouraging students who are virtual to spend more time in-person to get support, etc.).

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

Nothing specifically in relation to professional learning, but the most effective tools for providing support are in-person meetings, clear planning of courses for a path to graduation, and frequent check-ins.

Metrics are student progress and graduation rates.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

This year, one focus is to improve our SEL offerings. Certificated staff have a plan in place to plan and pace out more intentional SEL lessons for the school related to our parent/student feedback from last school year. The teachers are great at providing intentional and differentiated support unique to each student.

Last year was our first year with virtual students and we are implementing new communication plans to both stay in touch with them and also provide support as needed. They will be included in participating when we have guest speakers and we will enhance the monthly student goal setting form that was created by teachers last year.

2. How did your school identify these areas of strength and improvement?

Progress reports, parent/student feedback from the 24/25 school year, graduation rate.

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

Frequent family contact and in-person meetings.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

We used 24/25 parent/student feedback to inform how we will improve SEL and high expectations for success for all students and the support needed to graduate.

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

Our enrollment has increased and our graduation rate improved from 23/24. The virtual option last school year was particularly useful for 12th grade students and 90% of the seniors who were virtual (first and second year) graduated.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?

Growth in enrollment and students' success overall, including improved graduation rates and success for older students in our virtual program.

2. What top needs have emerged from multiple data sources?

Need more focused SEL, more detailed HSBP for all students, more ways to engage our virtual students. Our virtual 9th graders especially struggled. Historically, we have not had 9th graders enrolled or on campus. We will have more 9th graders on campus next year.

3. What disproportionalities exist among student groups?

Lower graduation rate for Hispanic or Latino students.

4. What root causes has your team identified for disproportionalities among student groups?

Often students who don't graduate are working and their work competes with school.

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Improved SEL, improved HSBP planning earlier on, improved engagement for virtual students.

6. How do identified needs impact each other?

Improvement in one area positively impacts the others.

7. Which needs require short-term goals (3–6 months) and which needs require long-term goals (1–2 years)?

SEL – short-term goal for planning and long-term for data analysis and feedback

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

HSBP earlier

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

No

Section 4: Resource Inequities (Component #1 – Needs Assessment Summary)

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Graduation rate, especially for Hispanic/Latino Students

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: Improve SEL scope and sequence for the year and include activities that engage virtual students in the program.

Priority #2: Improve progress toward graduation with increased credits/trimester for students who are not on track to graduate.

Priority #3: Improve graduation rates with increased intentionality in HSBP earlier and course planning for the full year.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025–26. The goals should be based on WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

SY 2025-2026 SMARTIE Goal #1: 75% (same as 24/25) of all 10-12th graders (virtual and in-person) not on track to graduate will earn at least 3.5 (up 0.15 from 24/25) credits per trimester, or at least 10.5 credits during the school year, based on enrollment date. This will include credits earned through Running Start, New Market, and Centralia High School in addition to credits earned through FHS. Note that all subgroups are included in this goal and data will be disaggregated as appropriate.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At least 75% of all 10-12th graders who were credit deficient at the start of the school year or based on enrollment date will have earned

Evidence-Based Intervention (activity, practice or strategy) to support SMARTIE Goal and	Data Measure (end of November and on track to complete the 1st trimester goal, interventions are in place that set goals and provide support needed to meet the goal and	Timeframe	Did the school progress for the 2nd trimester (mid-PPG) and end of the school year.	End of Year Progress (EOYP) for each EBI and impact during the 2025-26 school year.

the resources used for implementation.				
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> The nature of our program builds a unique EBI for ALL students. We work as a small team that shares leadership, uses data to help make decisions, and prioritizes contact and engagement with families to help support student success. We have a continuum of supports built into our system including: Explicit instruction: Breaking down complex concepts into smaller and more manageable steps, providing clear explanations, allowing students to interact with contact in multiple ways (video, written, interactive activities), offering guided practice, and providing immediate feedback. Active Learning: Engaging students in activities that	<i>What data will be collected to measure the impact of implementing this EBI?</i> Monthly progress reports, student work in Edmentum Courseware, course completion, intervention data, attendance and weekly contact information. <i>How will the impact on equitable learning or behavior change be measured?</i> Looking at individual student data on a monthly basis and comparing it each month to determine what is effective or not effective for each student. Monthly reports will track changes in performance in line with ALE procedures and the staff meet at least on a monthly basis to discuss all students' progress, collaborate on solutions, and implement appropriate support.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Administrator, Teachers, Attendance Secretary, Counselor, Registrar <i>When will this EBI occur?</i> Weekly review at staff meetings and monthly comprehensive review of all students for the purpose of monthly progress reports in line with ALE policy. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Weekly and monthly and the end of each trimester. For students on interventions, data is tracked weekly and/or biweekly.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

require them to actively participate in their learning process (notes, goal setting, communication and collaboration). Providing feedback: Providing specific, timely, and actional feedback that helps students understand their strengths and areas for improvement. This is done through monthly progress reports and weekly check-ins. Differentiation: Tailoring instruction, courses, and pacing to meet the unique needs of each student. Scaffolding: Providing temporary support to help students learn new skills and concepts, gradually reducing support as they become more proficient and confident. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.)</i> We are shifting from Edmentum APEX courses to their Courseware products this year. The				
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Courseware courses are better supported and updated to meet standards. They are also paced differently and use more modern differentiation tools including interactive tools, videos, and images to help students access content in multiple ways. Professional development consists of specific training and review of best practices for ALEs including attending conferences, finding and reviewing articles on best practices, sharing anecdotal evidence and making shifts in supporting students as needed. Each student is provided a unique path to achieve their academic goals based on where they are at when they start and what they need to be successful, including some choice in how they pace out their coursework and opportunities to participate in skills centers, college classes, etc. All students have access to direct teacher support tailored to their specific needs.				
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<i>What student groups will benefit and why?</i> All students.				
<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2: All 10th-11th grade students on track to graduate on time will earn enough credits each trimester/year to stay on track to graduate on time and not fall behind. This will include credits earned through Running Start, New Market, and Centralia High School in addition to credits earned through FHS. Note that all subgroups are included in this goal and data will be disaggregated as appropriate.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or

strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

All 10-11th graders who started the school year on track to graduate on time based on enrollment date are still on track. If students did not meet the 1st trimester goal and are no longer on track to graduate on time, interventions are in place that set goals and provide support needed to meet the goal in the 2nd trimester.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> The nature of our program builds a unique EBI for ALL students. We work as a small team that shares leadership, uses data to help make decisions, and prioritizes contact and engagement with families to help support student success. We have a continuum of supports built into our system including: Explicit instruction: Breaking down complex concepts into smaller and more manageable steps, providing clear explanations, allowing students to interact with contact in multiple ways (video, written, interactive activities),, offering guided practice, and providing immediate feedback. Active Learning: Engaging students in activities that require them to actively participate in their learning	<i>What data will be collected to measure the impact of implementing this EBI?</i> Monthly progress reports, student work in Edmentum Courseware, course completion, intervention data, attendance and weekly contact information. <i>How will the impact on equitable learning or behavior change be measured?</i> Looking at individual student data on a monthly basis and comparing it each month to determine what is effective or not effective for each student. Monthly reports will track changes in performance in line with ALE procedures and the staff meet at least on a monthly basis to discuss all students' progress, collaborate on solutions, and implement appropriate support.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Administrator, Teachers, Attendance Secretary, Counselor, Registrar <i>When will this EBI occur?</i> Weekly review at staff meetings and monthly comprehensive review of all students for the purpose of monthly progress reports in line with ALE policy. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Weekly and monthly and the end of each trimester. For students on interventions, data is tracked weekly and/or biweekly.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.
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process (notes, goal setting, communication and collaboration). Providing feedback: Providing specific, timely, and actional feedback that helps students understand their strengths and areas for improvement. Thai is done through monthly progress reports and weekly check-ins. Differentiation: Tailoring instruction, courses, and pacing to meet the unique needs of each student. Scaffolding: Providing temporary support to help students learn new skills and concepts, gradually reducing support as they become more proficient and confident. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> We are shifting from Edmentum APEX courses to their Courseware products this year. The Courseware courses are better supported and				
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updated to meet standards. They are also paced differently and use more modern differentiation tools including interactive tools, videos, and images to help students access content in multiple ways. Professional development consists of specific training and review of best practices for ALEs including attending conferences, finding and reviewing articles on best practices, sharing anecdotal evidence and making shifts in supporting students as needed. Each student is provided a unique path to achieve their academic goals based on where they are at when they start and what they need to be successful, including some choice in how they pace out their coursework and opportunities to participate in skills centers, college classes, etc. All students have access to direct teacher support tailored to their specific needs. <i>What student groups will benefit and why?</i>				
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All students.				
<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #3: 100% of seniors who start the 25/26 school year on track to graduate (9 or less credits at the start of the school year, or 3 credits or less for each trimester based on date of enrollment) will graduate in June 2026. Note that all subgroups are included in this goal and data will be disaggregated as appropriate.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

100% of seniors who started the school year on track to graduate on time based on enrollment date are still on track. If students did not meet the 1st trimester goal and are no longer on track to graduate on time, interventions are in place that set goals and provide support needed to meet the goal in the 2nd trimester.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> The nature of our program builds a unique EBI for ALL students. We work as a small team that shares leadership, uses data to help make decisions, and prioritizes contact and engagement with families to help support student success. We have a continuum of supports built into our system including: Explicit instruction: Breaking down complex concepts into smaller and more manageable steps, providing clear explanations, allowing students to interact with contact in multiple ways (video, written, interactive activities),, offering guided practice, and providing immediate feedback. Active Learning: Engaging students in activities that require them to actively participate in their learning	<i>What data will be collected to measure the impact of implementing this EBI?</i> Monthly progress reports, student work in Edmentum Courseware, course completion, intervention data, attendance and weekly contact information. <i>How will the impact on equitable learning or behavior change be measured?</i> Looking at individual student data on a monthly basis and comparing it each month to determine what is effective or not effective for each student. Monthly reports will track changes in performance in line with ALE procedures and the staff meet at least on a monthly basis to discuss all students' progress, collaborate on solutions, and implement appropriate support.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Administrator, Teachers, Attendance Secretary, Counselor, Registrar <i>When will this EBI occur?</i> Weekly review at staff meetings and monthly comprehensive review of all students for the purpose of monthly progress reports in line with ALE policy. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Weekly and monthly and the end of each trimester. For students on interventions, data is tracked weekly and/or biweekly.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.
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process (notes, goal setting, communication and collaboration). Providing feedback: Providing specific, timely, and actional feedback that helps students understand their strengths and areas for improvement. This is done through monthly progress reports and weekly check-ins. Differentiation: Tailoring instruction, courses, and pacing to meet the unique needs of each student. Scaffolding: Providing temporary support to help students learn new skills and concepts, gradually reducing support as they become more proficient and confident. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> We are shifting from Edmentum APEX courses to their Courseware products this year. The Courseware courses are better supported and				
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updated to meet standards. They are also paced differently and use more modern differentiation tools including interactive tools, videos, and images to help students access content in multiple ways. Professional development consists of specific training and review of best practices for ALEs including attending conferences, finding and reviewing articles on best practices, sharing anecdotal evidence and making shifts in supporting students as needed. Each student is provided a unique path to achieve their academic goals based on where they are at when they start and what they need to be successful, including some choice in how they pace out their coursework and opportunities to participate in skills centers, college classes, etc. All students have access to direct teacher support tailored to their specific needs. <i>What student groups will benefit and why?</i>				
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All students.				
<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #4: All 9th grade students (virtual and in-person) will earn at least 9 credits and make one year’s progress in one year’s time (based on enrollment date). Note that all subgroups are included in this goal and data will be disaggregated as appropriate.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

100% of 9th graders will be on track to finish the school year making one year’s progress in one year’s time and stay on track to graduate on time. If students did not meet the 1st trimester goal and are no longer on track to graduate on time, interventions are in place that set goals and provide support needed to meet the goal in the 2nd trimester.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) <i>How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i>
End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) <i>How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i>

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.

<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> The nature of our program builds a unique EBI for ALL students. We work as a small team that shares leadership, uses data to help make decisions, and prioritizes contact and engagement with families to help support student success. We have a continuum of supports built into our system including: Explicit instruction: Breaking down complex concepts into smaller and more manageable steps, providing clear explanations, allowing students to interact with contact in multiple ways (video, written, interactive activities),, offering guided practice, and providing immediate feedback. Active Learning: Engaging students in activities that require them to actively participate in their learning	<i>What data will be collected to measure the impact of implementing this EBI?</i> Monthly progress reports, student work in Edmentum Courseware, course completion, intervention data, attendance and weekly contact information. <i>How will the impact on equitable learning or behavior change be measured?</i> Looking at individual student data on a monthly basis and comparing it each month to determine what is effective or not effective for each student. Monthly reports will track changes in performance in line with ALE procedures and the staff meet at least on a monthly basis to discuss all students' progress, collaborate on solutions, and implement appropriate support.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Administrator, Teachers, Attendance Secretary, Counselor, Registrar <i>When will this EBI occur?</i> Weekly review at staff meetings and monthly comprehensive review of all students for the purpose of monthly progress reports in line with ALE policy. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Weekly and monthly and the end of each trimester. For students on interventions, data is tracked weekly and/or biweekly.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.
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process (notes, goal setting, communication and collaboration). Providing feedback: Providing specific, timely, and actional feedback that helps students understand their strengths and areas for improvement. This is done through monthly progress reports and weekly check-ins. Differentiation: Tailoring instruction, courses, and pacing to meet the unique needs of each student. Scaffolding: Providing temporary support to help students learn new skills and concepts, gradually reducing support as they become more proficient and confident. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.)</i> We are shifting from Edmentum APEX courses to their Courseware products this year. The Courseware courses are better supported and				
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updated to meet standards. They are also paced differently and use more modern differentiation tools including interactive tools, videos, and images to help students access content in multiple ways. Professional development consists of specific training and review of best practices for ALEs including attending conferences, finding and reviewing articles on best practices, sharing anecdotal evidence and making shifts in supporting students as needed. Each student is provided a unique path to achieve their academic goals based on where they are at when they start and what they need to be successful, including some choice in how they pace out their coursework and opportunities to participate in skills centers, college classes, etc. All students have access to direct teacher support tailored to their specific needs. <i>What student groups will benefit and why?</i>				
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All students.				
<i>For more EBIs cut and paste the prompts to answer below.</i>	<i>For more EBIs cut and paste the prompts to answer below.</i>	<i>For more EBIs cut and paste the prompts to answer below.</i>	<i>For more EBIs cut and paste the prompts to answer below.</i>	<i>For more EBIs cut and paste the prompts to answer below.</i>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated

Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i> Click or tap here to enter text.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	<i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i> Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop</i>

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	the same academic content and academic achievement standards that other children are expected to meet.	<i>English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i> Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

Centralia School District

School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per [WAC 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: Edison Elementary	Does your school share a building with another school? Yes ☐ No ☒ If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 2244	Grade Span: K-6 School Type: Comprehensive Elementary.
Principal: Josue Lowe	Building Enrollment: 326
School District: Centralia	F/R Percentage: 67.4

All students achieve academic and personal excellence

Board Approval Date: TBD	Special Education Percentage: 14%
Plan Date: August 2025	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3: T1 Compound

Vision and Mission Statement
<i>Our District Vision</i> – All students achieve academic and personal excellence. <i>Our District Mission</i> – Prioritize Students – Uphold High Expectations – Champion Hope – Cultivate Collaboration <i>We Are Edison!</i> - Inspiring Students to DO their Best, BE their Best and ALWAYS Improve!

School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Josue Lowe, Principal	Lyndsey Lord, 2 nd
Aimee Turner, Instructional Facilitator	Levi Sathre, 3 rd
Michelle Riffe, Counselor	Patricia McCowan, 4 th
Dani Ford, Behavioral Specialist	Melissa Styger, 5 th
Michelle Ramsey, K	Colleen Baine, 6 th
Ashley Leyde, 1 st	Jess Ayala, Parent

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	3.0	2.95
Comprehensive Graduation Rate	NA	NA
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	2.15	1.70
Two or more races	NA	NA
White	3.75	3.70
English Learner	NA	1.60
Low Income	2.83	2.38
Special Education	1.45	1.25

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, including all key WSIF areas plus other sources of both quantitative and qualitative data.

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Educators

What [professional learning](#) and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

Based on Edison Elementary's most recent Washington State Report Card data and statewide trends, our staff would benefit from targeted professional learning and support that strengthens the implementation of evidence-based interventions for both teaching and learning.

Key priorities include deepening our collective capacity in social-emotional learning (SEL), ensuring it is integrated consistently across classrooms and throughout the school day. Staff also need continued training in using assessment data to drive instruction, monitor progress, and adjust interventions with fidelity. Strengthening inclusive practices—particularly co-teaching and strategies to support students with disabilities—will help ensure equitable access to rigorous learning for all students.

Additionally, professional learning in culturally responsive pedagogy and bias-aware decision-making is essential to address disproportionalities and ensure all students are supported effectively. For new educators, structured mentorship and induction will provide critical guidance, while paraprofessionals would benefit from training that expands their instructional support skills.

By aligning these efforts—SEL integration, data-driven instruction, inclusive practices, equity training, and targeted supports for new and aspiring educators—we can build a cohesive, schoolwide approach to evidence-based teaching and learning that supports the success of every Edison student.

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

Several professional learning supports already in place have proven to be both powerful and effective in strengthening teaching and learning.

Over the past year, we have prioritized professional development in social-emotional learning (SEL), data-driven instructional planning, and inclusive teaching strategies. Grade-level professional learning communities (PLCs) meet regularly to analyze student work and assessment data, plan targeted interventions, and monitor progress. Our staff has also engaged in training focused on

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Multi-Tiered Systems of Support (MTSS) and positive behavior interventions, which has led to greater consistency in intervention delivery and classroom management practices schoolwide.

These supports have been effective because they are collaborative, ongoing, and directly tied to our school's improvement goals. We measure their success through multiple metrics, including:

- *Student growth data from state and district assessments, showing improvement in targeted skill areas.*
- *Reduction in behavior referrals, indicating stronger SEL integration and positive school climate.*
- *PLC progress monitoring reports that demonstrate increased fidelity to intervention protocols.*
- *Staff feedback surveys, reflecting high levels of confidence in using assessment data and applying inclusive strategies.*
- *Increased percentage of students meeting grade-level benchmarks in reading and math compared to the prior year.*

By combining consistent professional collaboration with measurable outcomes, these supports are not only building staff capacity but also producing clear, positive impacts on student achievement and engagement.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

At Edison Elementary, our system of supports is intentionally designed to address the cultural, behavioral, social-emotional, and academic needs of our students in a cohesive, student-centered way. Strengths include a strong commitment to building relationships, implementing consistent social-emotional learning routines, and maintaining a Multi-Tiered System of Support (MTSS) that integrates

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

academic and behavioral interventions. Our staff works collaboratively in professional learning communities to analyze data, identify student needs, and tailor interventions, ensuring both equity and effectiveness.

Culturally, we strive to create an inclusive environment through culturally responsive teaching practices, representation in curriculum, and schoolwide events that celebrate our diverse community. Social-emotionally, our daily SEL lessons, positive behavior interventions, and proactive student support teams have helped reduce discipline incidents and foster a positive climate. Academically, targeted small-group instruction, progress monitoring, and timely interventions have contributed to steady gains in student growth.

Areas for growth include deepening our use of culturally responsive practices across all classrooms and expanding Tier 2 and Tier 3 supports to more effectively meet the needs of students who require intensive intervention. We also aim to strengthen family engagement in the intervention process, ensuring parents and caregivers are active partners in supporting student success. By enhancing these areas, we will continue building a comprehensive, equitable support system that addresses the whole child.

2. How did your school identify these areas of strength and improvement?

We identified these areas of strength and improvement through a combination of quantitative data analysis and qualitative feedback from multiple stakeholders. State and district assessment results, progress monitoring data, and behavior referral trends provided a clear picture of where students were making gains and where persistent gaps remained. For example, consistent improvements in reading and math benchmarks, along with a reduction in discipline incidents, confirmed the effectiveness of our SEL integration, behavior supports, and targeted academic interventions.

In addition to data, we gathered input from staff, families, and students through surveys, PLC discussions, and Student Support Team meetings. These conversations helped us understand not just the measurable outcomes, but also the lived experiences behind them—highlighting cultural and engagement needs that numbers alone might not reveal.

By combining these data sources, we were able to pinpoint strengths such as consistent SEL routines, collaborative intervention planning, and strong Tier 1 instruction, while also recognizing improvement priorities like expanding culturally responsive practices, enhancing intensive interventions, and increasing family involvement in support plans. This multi-faceted approach ensures our decisions are grounded in both evidence and community voice.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

At Edison Elementary, our school and community systems work closely together to provide continuity of supports for students, ensuring that academic, social-emotional, and basic needs are met both inside and outside of school. Strong partnerships with local agencies, nonprofits, and service providers allow us to connect families with resources such as food assistance, mental health counseling, after-school programs, and academic enrichment.

One example of this collaboration is our partnership with a local mental health agency to provide on-site counseling services during the school day. This arrangement removes barriers such as transportation and scheduling for families while ensuring that students receive consistent, ongoing support. School staff, the counseling provider, and families communicate regularly to align goals, share progress updates, and adjust strategies as needed.

These coordinated efforts mean that students experience a seamless support network—what begins in the classroom is reinforced in the community, and what starts in the community is supported in school. This continuity not only addresses immediate needs but also builds long-term stability for student growth and well-being.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

At Edison Elementary, we intentionally analyze family engagement data alongside academic and non-academic indicators to ensure that our improvement strategies are both responsive and equitable. We collect input through annual family surveys, event participation sign-in sheets, conference attendance rates, and informal feedback from parent meetings and community events.

Lower participation rates among certain demographic groups prompted us to examine barriers such as language access, scheduling conflicts, and transportation. We then implemented solutions such as bilingual communication, flexible meeting times, and off-site participation options.

By intentionally layering family engagement data with academic and social-emotional indicators, we ensure our strategies address not just student performance in isolation, but the broader partnership between school and home that drives lasting success.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

At Edison Elementary, one of our greatest strengths in engagement is the welcoming, inclusive culture we've built for students, families, and community partners. Families know they are valued members of our school community, and our consistent communication—through newsletters, personal outreach, and bilingual messaging—helps keep them connected to what's happening in classrooms and across the school. Our community partnerships, such as collaborations with local nonprofits and service agencies have expanded access to resources, enrichment opportunities, and wraparound supports for students.

We are especially strong in creating inviting, family-centered events like literacy nights, math game nights, art/crafts nights and school celebrations, which regularly draw high attendance and build a sense of shared pride. These events, combined with open-door communication between staff and families, have laid a strong foundation for trust and partnership.

Looking ahead, we hope to deepen engagement by increasing opportunities for families to actively participate in decision-making processes, such as school improvement planning and program development. We also want to strengthen outreach to families who face barriers to participation by expanding flexible meeting formats, offering more culturally responsive programming, and leveraging community liaisons to bridge connections. In addition, we aim to broaden partnerships with local businesses and organizations to provide real-world learning experiences and career awareness opportunities for students.

By building on our current strengths and focusing on more inclusive, two-way engagement, we can ensure that every student benefits from a strong, united network of school, family, and community support.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?

At Edison Elementary, several clear strengths have emerged from the convergence of multiple data sources, including academic performance, behavior trends, attendance records, family engagement surveys, and staff feedback.

1. Strong Social-Emotional Learning (SEL) Integration

Student behavior data and staff surveys show a notable decrease in discipline referrals and an increase in positive behavior

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

acknowledgments. Families and teachers alike report stronger student self-regulation and peer relationships, indicating that our daily SEL routines and positive behavior interventions are having a sustained impact.

2. Collaborative Professional Learning Communities (PLCs)

Staff feedback, instructional walkthrough data, and student growth measures all reflect the effectiveness of our PLC model. Regular, structured collaboration around student data has led to more consistent intervention practices and improved alignment across grade levels.

3. Positive and Inclusive School Culture

Family survey data, event participation rates, and anecdotal feedback highlight a welcoming school environment where families feel connected and valued. This is supported by high attendance at family events and strong partnerships with community organizations.

4. Targeted Academic Interventions

Progress monitoring data and benchmark assessments indicate that our small-group, targeted interventions in reading and math are contributing to steady gains, particularly for students receiving Tier 2 supports.

5. Student Attendance Gains

Chronic absenteeism rates have improved over the past two years, supported by attendance team data and proactive outreach efforts, showing that our combined school and community strategies are making a difference.

These strengths—rooted in multiple, converging data points—affirm that our focus on SEL, collaboration, inclusive culture, targeted interventions, and attendance support is yielding measurable, positive outcomes for students.

2. What top needs have emerged from multiple data sources?

Our review of multiple data sources—academic assessments, progress monitoring, behavior and attendance records, family surveys, and staff feedback—has revealed several priority areas for growth.

1. Strengthening Tier 2 and Tier 3 Interventions

Progress monitoring data and PLC notes indicate that while Tier 1 instruction is strong, some students are not making adequate

Section 4: Resource Inequities (Component #1 – Needs Assessment Summary)

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

As part of our Comprehensive Needs Assessment and use of the Examining Resource Inequities Tool, several key disparities were identified at Edison Elementary. These include limited funding to expand targeted supports, uneven paraeducator staffing across classrooms with high-need students, and inconsistent access to high-quality instructional materials—particularly for multilingual learners and students receiving special education services. Additionally, gaps in student access to learning tools (like headphones and internet) and limited teacher collaboration time were found to hinder equitable learning opportunities.

To address these inequities, our School Improvement Plan prioritizes aligning support staff with student needs, investing in culturally relevant and multilingual materials, enhancing student access to learning tools, and embedding time for teacher collaboration focused on data and instruction. These steps are designed to remove barriers, promote equity, and ensure every student receives the support they need to succeed.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: *Closing the Achievement Gap for Student Subgroups*

Significant disparities in academic outcomes persist among student subgroups, particularly for multilingual learners, students with IEPs, and those from low-income backgrounds. Addressing these gaps is a central focus of our School Improvement Plan. Targeted interventions, increased instructional support, and the use of disaggregated data will be leveraged to ensure all students have access to rigorous, grade-level content and the opportunity to succeed.

Priority #2: Implementation of a Three-Tiered SEL Model

In response to increasing behavioral and emotional needs, Edison Elementary will implement a comprehensive, three-tiered Social-Emotional Learning (SEL) framework. This model will include schoolwide SEL instruction (Tier 1), targeted small-group supports (Tier 2), and individualized interventions (Tier 3). The approach aims to foster a safe, inclusive, and supportive learning environment where students are equipped with the skills to self-regulate, build positive relationships, and thrive socially and academically.

Priority #3: Improving Student Attendance

Chronic absenteeism continues to affect a significant portion of our student population, particularly in early grades and among identified subgroups. Improving daily attendance is essential to increasing student engagement and academic success. The School Improvement Plan includes a multi-pronged approach to address this issue, including improved family communication, early outreach, incentives for consistent attendance, and collaboration with community partners.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025-26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

SY 2025–2026 SMARTIE Goal #1: *All students at Edison Elementary including students identified in various sub group categories such as students who receive special education & ML services will achieve at least one year's growth in both reading and math as measured by the iReady assessment from fall 2025 to spring 2026.*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid-year, Edison Elementary expects to see clear signs of progress toward its school improvement goals. For academic achievement, benchmark assessment data should show gains among all students, with notable growth in targeted subgroups such as multilingual learners, students with IEPs, and those from low-income backgrounds. In SEL, staff will have fully implemented Tier 1 instruction, identified students needing Tier 2 and 3 supports, and begun delivering targeted interventions, with a reduction in minor behavior incidents. For attendance, the school anticipates a decline in chronic absenteeism and an increase in students attending 90% or more of school days. These indicators—along with staff feedback, evidence of professional learning, and data team reviews—will help determine if the school is on track and where adjustments may be needed.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Click or tap here to enter text. <i>What resources will be used for implementation? (For example, professional development, extended</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Click or tap here to enter text. <i>How will the impact on equitable learning or behavior change be measured?</i> Click or tap here to enter text.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Click or tap here to enter text. <i>When will this EBI occur?</i> Click or tap here to enter text. <i>When or how often will progress be monitored or</i>	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

<i>time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What resources will be used for implementation?</i> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What resources will be used for implementation?</i> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What student groups will benefit and why?</i> Click or tap here to enter text.		<i>data reviewed? Be as specific as possible.</i> Click or tap here to enter text.		
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<i>Weekly professional development (mini lessons) to bring instructional focus and continuity across grade levels.</i>	<i>Monthly progress monitoring through PLC reporting.</i> <i>iReady diagnostic data & iReady progress in lesson paths.</i> <i>Principal feedback through weekly walkthroughs.</i>	<i>Year-long review.</i> <i>Data will be reviewed following iReady assessments.</i> <i>Ongoing iReady data will be reviewed in terms of practice minutes.</i> <i>Spring SBAC data will be reviewed in May.</i>	<i>Principal's Council</i> <i>Edison Leadership Team</i> <i>Grade level PLCs</i>	<i>Weekly mini professional development lessons.</i> <i>Intervention Reinvention</i> <i>Ellin Keene Reading Comprehension Strategies</i>
<i>Flipped Interventions where the classroom teacher (the expert in the room) works most closely with students who are underperforming and intervention support personnel work with students on or near grade level.</i>	<i>Daily monitoring of intervention groups.</i> <i>Weekly monitoring of intervention groups.</i> <i>iReady data conducted fall, winter and spring.</i>	<i>Daily, weekly and monthly review of intervention group data.</i> <i>Year-long review.</i> <i>Data will be reviewed following iReady assessments.</i>	<i>Grade level PLCs</i> <i>Instructional Facilitator.</i>	<i>Costs to cover intervention support personnel</i> <i>Time during PD meetings</i>

		<i>Ongoing iReady data will be reviewed in terms of practice minutes.</i> <i>Spring SBAC data will be reviewed in May.</i>		
<i>Intervention groups focused on academic support for subgroup students who are more than one year behind to close the gap.</i>	<i>Daily monitoring of intervention groups.</i> <i>Weekly monitoring of intervention groups.</i> <i>iReady data conducted fall, winter and spring.</i>	<i>Daily, weekly and monthly review of intervention group data.</i> <i>Year-long review.</i> <i>Data will be reviewed following iReady assessments.</i> <i>Ongoing iReady data will be reviewed in terms of practice minutes.</i>	<i>Grade level PLCs</i> <i>Instructional Facilitator.</i>	<i>Costs to cover intervention support personnel</i> <i>Time during PD meetings</i>

		Spring SBAC data will be reviewed in May.		
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SY 2025–2026 SMARTIE Goal #2: *Edison Elementary will fully implement a three-tiered Social Emotional Learning model throughout all grade levels for the 2025-26 school year to positively impact student outcomes as measured by the pre and post student SEL screeners.*

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid-year, Edison Elementary expects to see clear signs of progress toward its school improvement goals. For academic achievement, benchmark assessment data should show gains among all students, with notable growth in targeted subgroups such as multilingual learners, students with IEPs, and those from low-income backgrounds. In SEL, staff will have fully implemented Tier 1 instruction, identified students needing Tier 2 and 3 supports, and begun delivering targeted interventions, with a reduction in minor behavior incidents. For attendance, the school anticipates a decline in chronic absenteeism and an increase in students attending 90%

or more of school days. These indicators—along with staff feedback, evidence of professional learning, and data team reviews—will help determine if the school is on track and where adjustments may be needed.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Click or tap here to enter text. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Click or tap here to enter text. <i>How will the impact on equitable learning or behavior change be measured?</i> Click or tap here to enter text.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Click or tap here to enter text. <i>When will this EBI occur?</i> Click or tap here to enter text. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.
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Click or tap here to enter text. <i>What student groups will benefit from and why?</i> Click or tap here to enter text.				
<i>All Edison Elementary students will have access to a three tiered social emotional learning model and tier one lessons daily.</i>	<i>Observations of individual classroom settings each morning during the school-wide SEL time.</i>	<i>Daily observations and feedback to teachers.</i>	<i>Classroom teachers</i> <i>Intervention support</i> <i>Principal</i>	<i>SEL Resources</i> <i>Student Planners (Goal Setting)</i>
<i>Identified students will engage in weekly tier two social emotional learning lessons in small groups.</i>	<i>Observations and participation data of students identified for tier two social emotional learning interventions.</i>	<i>Weekly observations and feedback to intervention facilitators and evaluation of participation data.</i>	<i>Intervention support</i> <i>Principal</i>	<i>SEL Resources</i> <i>Student Planners (Goal Setting)</i>

SY 2025–2026 SMARTIE Goal #3: *Edison Elementary will realize an overall attendance rate of 92% or more for the 2025-26 school year.*

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

At mid-year, Edison Elementary expects to see clear signs of progress toward its school improvement goals. For academic achievement, benchmark assessment data should show gains among all students, with notable growth in targeted subgroups such as multilingual learners, students with IEPs, and those from low-income backgrounds. In SEL, staff will have fully implemented Tier 1 instruction, identified students needing Tier 2 and 3 supports, and begun delivering targeted interventions, with a reduction in minor behavior incidents. For attendance, the school anticipates a decline in chronic absenteeism and an increase in students attending 90% or more of school days. These indicators—along with staff feedback, evidence of professional learning, and data team reviews—will help determine if the school is on track and where adjustments may be needed.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Click or tap here to enter text. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What resources will be used for implementation?</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Click or tap here to enter text. <i>How will the impact on equitable learning or behavior change be measured?</i> Click or tap here to enter text.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Click or tap here to enter text. <i>When will this EBI occur?</i> Click or tap here to enter text. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

<i>(For example, professional development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What student groups will benefit and why?</i> Click or tap here to enter text.				
<i>Daily attendance focus at the following levels; Classroom, Grade Level, School & Family.</i>	<i>Daily evaluation of attendance data.</i>	<i>Daily monitoring leads to attendance intervention strategies including nudge communications, face to face meetings and referral for services.</i>	<i>Principal, counselor, attendance support, classroom teachers, students and families.</i>	<i>Promotional resources/materials and staff.</i>

Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

Centralia School District

School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per [WAC 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: Fords Prairie School	Does your school share a building with another school? Yes ☐ No ☒ If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code:	Grade Span: Kindergarten through 6th School Type: Elementary School
Principal: David Roberts	Building Enrollment: 444



Washington Office of Superintendent of
PUBLIC INSTRUCTION

School District: Centralia School District	F/R Percentage: 75.6%
Board Approval Date: October 2025	Special Education Percentage: 19.1%
Plan Date: August 15, 2025	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3

Vision and Mission Statement

All Students achieve academic and personal excellence

Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

School - Unlocking a love of learning

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

David Roberts – Principal	Byran King – Fifth Grade
Darla Wasson Kindergarten	Nicole Terry – 6th Grade
First Grade	
Bethany Reich – Second grade	
Johnna Steenkolk – Third grade	
Josie Talley – Fourth Grade	
Byran King – Fifth Grade	

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2024 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data	WSIF Cycle 3 Identification Thresholds: All Schools Threshold: 2.25 Title 1 Threshold: 1.90 ELP Threshold: 9.4 Graduation Rate: 66.7%
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score	
Comprehensive (All Student Group)	4.55	4.0	

Comprehensive Graduation Rate		
Student Group		
American Indian/Alaska Native		
Asian		
Black/African American		
Hawaiian/Other Pacific Islander		
Hispanic/Latino	3.93	2.85
Two or more races		
White		
English Learner	3.83	3.18
Low Income	4.05	3.65
Special Education	1.05	1.88

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

- School Quality or Student Success Indicators SQSS
 - Regular Attendance Two or fewer absences per month OSPI – Report Card
 - 2021-22 55%
 - 2022-23 65%

- 2023- 2024 69%
- Using ION K12 our data management in 2025- our average daily attendance rate is 90% +
- We will continue to reward and celebrate improved attendance

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Educators

What [professional learning](#) and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

- a. We have identified the need for greater support in the area of Multi-Tiered systems of support. We are very good at identifying the students that need help, but have more work to do in helping / immediately intervening. The district is leading a support class/ pd offering for schools to strengthen their MTSS teams. Fords Prairie School's MTSS team meets every Thursday morning.
- b. Additionally, in order to support successful behavioral foundations at school, we are continuing to review and offer additional training in Champs, the Matrix and Character strong.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- c. Examination of the district and school data determined that additional strengthening of the phonics program is required. The data led to a study of various early reading programs and resulted in the adoption and training in CKLA – a phonics program. Initial training has been offered and additional training will be conducted.
- d.

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

Systems of support are strong and becoming more robust, including PLC/ Grade level teams, leadership team, shared leadership in curriculum, parent involvement and behavior. The school uses the behavior matrix that has been adopted by the district and works with Character strong and Champs, and is working to develop curriculum maps for staff to use and report academic progress and needs. The behavior teams work to follow the model of PBIS and assure students are making progress.

Fords Prairie and the Centralia School district both have behavior / discipline committees both committees work to examine the any implicit bias that forms in the daily discipline process.

The School counselor at Fords Prairie is responsible for the social emotional wellness program at Fords Prairie school. This includes the 504 team and crisis response team for our students.

2. How did your school identify these areas of strength and improvement?

Fords Prairie School Identified our strengths and areas of improvement through multiple survey's offered by the school and district. These included discipline, behavior, academic and plc staff surveys. Also, each year the district administers the CEE Survey to all parents, staff and 4th, 5th and 6th grade students. Fords Prairie School staff met in June for each staff meeting and reviewed pertinent data to determine both strengths and challenges facing our staff and school community. In addition to the whole staff, plc's meet weekly and examine classroom data and leadership team meets and prioritizes data and interventions and programs for PD and staff development.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

Community systems interact fairly well to support students. Four, brief examples:

First, Lincoln Creek lumber has a 3rd grade project that reinforces planning, mathematics, and stem principals. Students cross the street and visit the lumber yard, to plan their project dimensions and costs. Lincoln Creek also shares 7-10 reward / prize bicycles with students for great attendance and behavior.

Second, Sharon Care a senior living facility across the street welcomes our students as guest readers as well for Halloween mask making and a student parade to show our Art. Sharon Care also serves as a designated reunification site in the case of an emergency.

Third, Harrison Square Presbyterian Church has a volunteer program for our school, they have raised money and donate books and have hosted our students for formal concerts.

Fourth, our small but mighty PTO helps raise money and support activities, events and gear for our students. They meet monthly and review Title 1, SIP and other pertinent parent involvement issues and ideas for the betterment of the school.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

Our School uses the CEE survey the district provides to parents every spring to examine longitudinal data trends. Data is disaggregated and examined by leadership team, the shared parent involvement committee and PTO. Trends are examined and plans are made to improve the life of the school for students.

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

Area of strength – Parents love to have their students come to Fords Prairie. Many parents choice their students into Fords Prairie School.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Area of improvement – our data indicate that parents don't often have a plan for their child after K-12. We want to work with a goal area to strengthen our student

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?

Last year's SIP focused on Student Safety and feelings of belonging. Students increased their sense of belonging and safety at School from 47% feeling safe at school to 61% feeling safe at school.

Our WISF Special Education Scores increased from 1.05 to 1.88. This is a result of more inclusion and attempts to support students more broadly in the general education classroom.

- School Quality or Student Success Indicators SQSS
 - Regular Attendance Two or fewer absences per month OSPI – Report Card
 - 2021-22 55%
 - 2022-23 65%
 - 2023- 2024 69%
 - Using ION K12 our data management in 2025- our average daily attendance rate is 90% +
 - We will continue to reward and celebrate improved attendance

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

2. What top needs have emerged from multiple data sources?

% meeting SBA Standard	State	CSD	FP
3 rd ELA	49	29	38
3 rd Math	52	33	42
4 th ELA	51	34	39
4 th Math	49	35	39
5 th ELA	54	38	40
5 th Math	43	26	26
6 th ELA	50	40	40
6 th Math	40	29	31

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Fords Prairie School lags the state In ALL SBAC achievement. Across all grades and subgroups.
Comparisons to the state demographic averages:

SE student as a percent of population	(State 16.4%)	(Fords Prairie 19.1%)
Hispanic Students	(State 26.7%)	(Fords Prairie 40.1%)
Low income	(State 49.8%)	(Fords Prairie 75.9%)
Highly Capable	(State 8.0%)	(Fords Prairie 5.9%)

FP discipline data is listed below. We will work to continue to improve our discipline / behavior and support systems to improve in class learning time.

Section 4: Resource Inequities (Component #1 – Needs Assessment Summary)

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

The state promised us money to help us improve. It lied.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: Improving Social Skills and reducing discipline referrals.

Priority #2: Increasing academic achievement in Reading and Math.

Priority #3: Building hope through No Excuses university

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025–26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

SY 2025–2026 SMARTIE Goal #1: 95 percent of students will receive no more than one Discipline referral per trimester, as measured by Fords Prairie School Discipline referrals and ION K/12 by June 2026.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

PBIS Interventions, including Check in and Check out and tier counseling groups.

Matrix teaching

Fully implementing Champs

Positive phone calls home.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> *Matrix teaching * Parent contacts about student behavior. Champs implementation <i>What resources will be used for implementation?</i> (For PD in August – Champs planning, Matrix review with Grade level teams. Classroom management plans and PBIS incentives <i>What student groups will benefit and why?</i> All Student Groups will benefit.	<i>What data will be collected to measure the impact of implementing this EBI?</i> Discipline Referrals in ION <i>How will the impact on equitable learning or behavior change be measured?</i> Demonstrated positive behavior changes and more time in class on learning. Students demonstrate pro social skills from Champs.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Discipline PBIS and Behavior Teams <i>When will this EBI occur?</i> Kick off PBIS rodeo and Matrix teaching <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Daily, PLC and Monthly Via PBIS/ Discipline team at Shared leadership and at the FP leadership team meetings bi – monthly.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2: In ELA and MATHEMATICS all students will make at least one year's growth based on I-Ready Spring Assessment.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

We expect to see all student make 1/ 2 a year's growth from by January as measured by the mid year I-Ready benchmark assessment.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> <i>Every student will track and monitor their own progress via data notebooks.</i> <i>Teachers will confer with students weekly about progress.</i> <i>PD focus on Complex math problems and CKLA and Comprehension Strategies</i> <i>What resources will be used for implementation? (For example, professional</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Leadership Team and PLC/ Data teams will report to PLC and leadership team. I-ready growth and monitoring reports will be used to monitor progress. <i>How will the impact on equitable learning or behavior change be measured?</i> Students will be asked to share data binders with visitors, Students will Confer with teachers weekly <i>Students will track and set goals for excellence.</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> PLC, Leadership, MTSS and Data teams – Principal/ Teacher IF and SE / ML Teacher. <i>When will this EBI occur?</i> Weekly at PLC , Bi Monthly at Leadership Team <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Data will be examined weekly at PLC. Monthly at Leadership team	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

<i>development, extended time, curriculum, materials, etc.?)</i> Click or tap here to enter text. <i>What student groups will benefit from and why?</i> 100% of students will benefit from goal setting, conferring and learning complex math strategies and comprehension skills.				

SY 2025-2026 SMARTIE Goal #3: Click or tap here to enter text. Fords Prairie School will build student hope, as measured by student response to the CEE survey question – I know what I will do after high school from 60 % to 90%.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Students talking about college and able to answer the question about what they will do after K/12 school – College readiness

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. Each class / teacher will brand their room with a college logo and What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Material budget , asking resources from the community. Career Fair? College fair? The school will promote a series of days of each week including Tiger day, and college day. What student groups will benefit and why? Click or tap here to enter text.	What data will be collected to measure the impact of implementing this EBI? Observations How will the impact on equitable learning or behavior change be measured? Teachers will message with students Every Student with Every Choice. Students will set academic and behavior goals. 100% of staff will adopt a college and support student choices for their future.	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Click or tap here to enter text. When will this EBI occur? Click or tap here to enter text. When or how often will progress be monitored or data reviewed? Be as specific as possible. Click or tap here to enter text.	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.
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<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.	<i>For more EBIs cut and paste the prompts to answer below.</i> Click or tap here to enter text.
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Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA–Consolidated

Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i> Click or tap here to enter text.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	<i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i> ZERO Dollars
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop</i>

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	the same academic content and academic achievement standards that other children are expected to meet.	<i>English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i> Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

Centralia School District

School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per [WAC 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: Jefferson Lincoln Elementary	Does your school share a building with another school? Yes ☐ No ☒ If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: Click or tap here to enter text.	Grade Span: K-6 School Type: Elementary
Principal: Monica Grund	Building Enrollment: 368
School District: Centralia School District	F/R Percentage: Click or tap here to enter text.

All students achieve academic and personal excellence

Board Approval Date: Click or tap here to enter text.	Special Education Percentage: Click or tap here to enter text.
Plan Date: 2025–2026	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Comprehensive

Vision and Mission Statement
Mission: Prioritize Students - Uphold High Expectations - Champion Hope - Cultivate Collaboration Vision: All Students Achieve Academic and Personal Excellence!

School Leadership Team Members and Parent-Community Partners Please list by (Name, Title/Role)	
Kinder- Lori Green	Principal - Monica Grund
1st Grade - Jill Pilloud	Instructional Facilitator - Jenny Ashmore
2nd Grade - Michelle Thomas	Behavior Support Specialist - Charity Layton
3rd Grade - Ashley Jeffries	
4th Grade - Miranda Rosenberg	
5th Grade - Kim Roberts	
6th Grade - Shannon McDermitt	
Special Education - Lisa Mathes	

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	1.9	1.85
Comprehensive Graduation Rate		
Student Group		
American Indian/Alaska Native		
Asian		
Black/African American		

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Hawaiian/Other Pacific Islander		
Hispanic/Latino	1.68	1.38
Two or more races		
White	2.4	2.38
English Learner	1.85	1.75
Low Income	1.68	1.65
Special Education	1.2	1.38

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Educators

What [professional learning](#) and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

ML Strategies. Behavior Intervention Practices

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

PLC, Character Strong, CHAMPS, iReady Lessons and Behavior Referrals

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

Strength – These were selected as strengths due to increased student involvement, observations, student feedback and academic growth

- Character Strong Lessons
- Attendance Cards
- Counselor Character Strong Lessons
- Student Store
- Tiger Token focus on monthly CS focus
- 6th Grade student leadership
- iReady 2 Lessons a month in reading and math
 - PD around iReady tracking
- Big Deal

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- PTO Involvement
 - Bingo for Books
 - Harvest Hop
 - Fundraisers
 - Summer events upcoming in collaboration with other school PTOs

Areas to Be Strengthened – Feedback from students and families, continued implementation, tier 2/ 3 behavior intervention strategies, CEE

- ML Inclusion
- Cultural Inclusion
- NEU Year 2
- Behavior Response
- WIN Time
- Communication (Edlio)
 - Staff
 - Families

iReady (Spring 2024–2025)

Most grades had high growth but are still below grade level

Both reading and math had higher growth than Spring 2023–2024

Students who arrived later in the year affected the end of the year data differently

Math

4/7 grade levels had an average of 100+% of growth

Reading

5/7 grade levels had an average of 100+% of growth

ML

Reading

97% average Typical Growth in reading
 49% of students made 100+% of progress in their Typical Growth in reading
 24% of students made 100+% of progress towards their Stretch Growth in reading

Math

85% average Typical Growth in math
 42% of students made 100+% of progress in their Typical Growth in math
 20% of students made 100+% of progress towards their Stretch Growth in math

SPED

Reading

86% average Typical Growth in reading
 45% of students made 100+% of progress in their Typical Growth in reading
 24% of students made 100+% of progress towards their Stretch Growth in reading

a. Math

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- i. 86% average Typical Growth in math
- ii. 35% of students made 100+% of progress in their Typical Growth in math
- iii. 18% of students made 100+% of progress towards their Stretch Growth in math

State Testing (Not fully reported yet)

- b. Summative Math: 46% in red, 35% in yellow, 13% in green, 7% in blue
- c. Summative ELA: 51% in red, 27% in yellow, 15% in green, 7% in blue

Final Behavior Data

Roughly 1200 behavior referrals. This is a decrease in roughly 800

2. How did your school identify these areas of strength and improvement?

Through data, observation and feedback

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

No Excuses University and our building systems align with the Middle and High School initiative of implementation of AVID. Community library is coming into the school to get students excited for summer reading as well as coming into the library lessons for STEM lessons. PTO meets regularly the second Monday of the month to support students and teachers in their endeavors as well as getting the school sign working again. 1st grade went to Safety City, Reading buddies have visited our students. 1st Grade visited Ag Day at the High school. 5th Grade went to the Timberland Library for STEM activities. 5th grade attended the District Choral festival. 3rd Grade is attending swimming. 6th grade went to CISPUS. 4th grade attended Port Blakely. High school and middle school band and choir performance. Boys and Girls Club housed at JL. Elementary sports through Centralia School District.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

This is an area of improvement.

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

Strength

- Communication
 - multi-language shares
- Community Partners

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Areas to Strengthen

- Family Involvement
 - Increase evenings events
 - Increase PTO family involvement
- Communication
 - access to multilingual translation
- United Way Book Buddies

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?

Decrease in behavior referrals

Average student growth by class was close to or above 100%.

2. What top needs have emerged from multiple data sources?

More ML strategies in the classroom

Behavior Intervention Strategies

3. What disproportionalities exist among student groups?

Students with disabilities and ML students need more support to close their achievement gap.

4. What root causes has your team identified for disproportionalities among student groups?

The need for more ML strategies in the classroom and a greater understanding of the expectations for ML students to pass the WiDa. Additionally our staff need more tools on how to handle behavior in the classroom at a low level.

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Implementation of GLAD strategies in our school and address behaviors focusing on proactive strategies.

6. How do identified needs impact each other?

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Student behaviors could be increasing because they are struggling to access academics or are behind and struggle to catch up.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

I think within all strategies that we are working toward we have both kinds of goals that we are working toward.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

Readdressing our behavior expectations, tracking and re-entries. Revisiting our early behavior intervention strategies that we already have in place. t

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

None

Section 4: Resource Inequities (Component #1 – Needs Assessment Summary)

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Staffing and funding are an area of need and inconsistency. New materials for K-2 onboarding this year and 3-5 the following year. There is no OSSl money this year to support initiatives.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: ELL Students

Priority #2: Hispanic/Latino of any race(s)

Priority #3: Students with Disabilities

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025–26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

SY 2025–2026 SMARTIE Goal #1: 100% of students continuously enrolled, highlighting ML students and students on an IEP, will go from 0% to 100% typical growth in reading and math as measured by iReady or alternative assessments from Fall 2025 to Spring 2026.

What evidence-based interventions (EBI) (activity, practice, or strategy) will be implemented?	What data will be collected to measure the impact of the intervention?	Who (what team or individual) will be responsible for implementing, measuring, and monitoring the intervention?	What impact is the evidence-based intervention (activities, practices or strategies) having?	What impact is the evidence-based intervention (activities, practices or strategies) having?
(This one will incorporate teaching strategies, ML strategies and iReady lessons) Add in a proficiency aspect. Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices or strategies) described in the SMARTIE Goal #1. Each evidence-based intervention needs to support the larger SMARTIE Goal. (Data + Evidence-Based Intervention = Support of SMARTIE Goal) Beginning of Year: Answer this question and fill out the table below. What does your school expect to see at mid-year to know if they are on track to meet the overarching goal? By mid year students should be at the 50% mark in their growth on iReady. What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.)	How will the impact on equitable learning or behavior change be measured? In iReady their growth will be monitored	When or how often will progress be monitored or reviewed? Weekly and 3x a year	What is evidence of impact? Click or tap here to enter text.	What is evidence of impact? Click or tap here to enter text.
Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) How close is the school to meeting this goal, based on the specific year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)				

iReady Manipulatives (if needed) <i>What student groups will benefit from and why?</i> All because it will provide a path of growth at their ability level		1. iReady (red: minimum of 2 lessons a week in reading and/or math depending on domain. yellow: 2 lessons a week. green: 1 lesson a week) 2. Goal created as a class with incentive that class is working toward. 3. Individual Student Data Folder graphing their lessons completed weekly/monthly 4. Individual Student Data Folder graphing their diagnostic growth 5. Monthly Celebrations for each student who meets their individual goal as monitored by their data folders		
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<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> ML Strategy Implementation <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.)</i> GLAD training tools <i>What student groups will benefit and why?</i> ML Students	<i>What data will be collected to measure the impact of implementing this EBI?</i> iReady, Classroom data <i>How will the impact on equitable learning or behavior change be measured?</i> ML students will have more access to curriculum being taught	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> ML Teacher Classroom Teacher <i>When will this EBI occur?</i> Daily <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> To be determined	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Classroom Observations <i>What resources will be used for implementation? (For example, professional development, extended</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Teacher reflection sheet <i>How will the impact on equitable learning or behavior change be measured?</i> Teachers will be learning how to deliver instruction more effectively	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Instructional Facilitator Classroom Teacher <i>When will this EBI occur?</i> 2x during the 25-26 school year	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

<i>time, curriculum, materials, etc.?)</i> Sub Coverage. <i>What student groups will benefit and why?</i> All		<i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> It will be monitored by the instructional facilitator by semesters to ensure completion.		
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SY 2025–2026 SMARTIE Goal #2: By Spring 2026 95% of all students will have 3 referrals or less and students identified in the 2024–2025 behavior referrals on ionk12 with more than 15 referrals will reduce referrals by 50%. (this will be around CHAMPS and CHARACTER STRONG)

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

95% of our students should have 1-2 referrals at most.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025–26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025–26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Tier 2 and Tier 3 Behavior Intervention Groups <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Character Strong Curriculum <i>What student groups will benefit and why?</i> All	<i>What data will be collected to measure the impact of implementing this EBI?</i> Behavior Referrals <i>How will the impact on equitable learning or behavior change be measured?</i> Decrease in behavior	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Behavior Specialist PBIS Para Counselor <i>When will this EBI occur?</i> Weekly <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Monthly by the Behavior Team in Shared Leadership	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Character Strong Lessons in the Classroom <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Character Strong Curriculum <i>What student groups will benefit and why?</i> All as they are building positive community	<i>What data will be collected to measure the impact of implementing this EBI?</i> Observation Behavior referrals <i>How will the impact on equitable learning or behavior change be measured?</i> Behavior referrals	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Classroom Teachers Behavior Specialist Principal <i>When will this EBI occur?</i> Daily <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Monthly	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.
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<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Counselor Lessons <i>What resources will be used for implementation?</i> Character Strong Curriculum <i>What student groups will benefit and why?</i> All because this will help build community and understand the necessary life skills for success.	<i>What data will be collected to measure the impact of implementing this EBI?</i> Behavior Referrals Observation <i>How will the impact on equitable learning or behavior change be measured?</i> Review of behavior referrals and observation notes at Shared Leadership	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Counselor Principal <i>When will this EBI occur?</i> Every other week <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Review of behavior referrals and observation notes at Shared Leadership	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Big Deal <i>What resources will be used for implementation?</i> (For example, professional	<i>What data will be collected to measure the impact of implementing this EBI?</i> Behavior referrals Reflection worksheet <i>How will the impact on equitable learning or behavior change be measured?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Classroom Teacher Specialist Building Paras <i>When will this EBI occur?</i> Every 4-6 weeks	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

<i>development, extended time, curriculum, materials, etc.?)</i> Small budget for implementation if needed. Reflection worksheet <i>What student groups will benefit and why?</i> Students struggle with behavior as this will offer reflection and encouragement for good choices.	It will encourage positive behavior choices as students will need to meet the bar to attend.	<i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Every 4-6 weeks during Shared Leadership		
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Behavior Support Room <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> De-escalation Tools Character Strong Curriculum	<i>What data will be collected to measure the impact of implementing this EBI?</i> Behavior Referrals Universal Screeners <i>How will the impact on equitable learning or behavior change be measured?</i> Behavior Referrals will decrease	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Behavior Specialist <i>When will this EBI occur?</i> Daily <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> During small Behavior Intervention groups every 4-6 weeks for progress monitoring During diagnostic testing for universal screeners	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

What student groups will benefit and why? Students with behavior needs because it will offer additional tools for de-escalation, resources for supporting positive choices				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. CHAMPS Implementation What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) CHAMPS Coaching Curriculum CHAMPS Posters CHAMPS expectations CHAMPS Classroom Management CHAMPS Early-Stage Interventions	What data will be collected to measure the impact of implementing this EBI? Behavior Referrals Classroom Management Plans How will the impact on equitable learning or behavior change be measured? With a higher level of understanding of expectation students will decrease behavior	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Classroom Teacher Principal Behavior Support Specialist When will this EBI occur? Daily When or how often will progress be monitored or data reviewed? Be as specific as possible. Monthly in Shared Leadership	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.

<i>What student groups will benefit and why?</i> All students as it provides consistent expectations and classroom management support				
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SY 2025–2026 SMARTIE Goal #3: By Spring 2026, 18/18 classrooms will adopt the No Excuses University. 95% of students will engage in goal-setting, including family voice during October conferences. (This one is around no excuses university)

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> All classrooms will choose a University to help brand their classroom and message “Every Child. Every Choice.” along with utilizing the implementation calendar for monthly activities <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> No Excuses University College Conversations Book <i>What student groups will benefit and why?</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Behavior Referrals <i>How will the impact on equitable learning or behavior change be measured?</i> All students will have exposure and build characteristics that will support after high school choices.	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Building Leadership Principal Classroom Teachers <i>When will this EBI occur?</i> Monthly <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Monthly at Building Leadership	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

All students as we want them to build community and characteristics for success				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. All classrooms will post the JL student Belief's document. Teachers will explicitly teach these beliefs and class will sign it Share with families during conferences and student handbooks.. What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) JL Student Beliefs document and poster Document for families during conferences What student groups will benefit and why?	What data will be collected to measure the impact of implementing this EBI? CEE Data Behavior referrals How will the impact on equitable learning or behavior change be measured? Students and staff will have a collective understanding of expectations and the core beliefs that we are moving towards	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? Principals Behavior Specialist Teachers Specialists Support Staff When will this EBI occur? First day of school When or how often will progress be monitored or data reviewed? Be as specific as possible. Once a year with CEE Monthly with Behavior referrals	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.

All teachers, students, and their families because we are building a new positive culture that will involve all three of these				
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Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?
Click or tap here to enter text.
2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.
Click or tap here to enter text.
3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?
Click or tap here to enter text.
4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.
Click or tap here to enter text.
5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?
Click or tap here to enter text.
6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i> Click or tap here to enter text.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement	<i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i>

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i> Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day</i>

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	of not meeting, state/local graduation requirements	programs. Also covers the cost of intervention curriculum for K–6 students. Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

Centralia School District

School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per [WAC 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: Oakview Elementary	Does your school share a building with another school? Yes ☐ No ☒ If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code:	Grade Span: Kindergarten through 6th School Type: Elementary School
Principal: Crystal Allen	Building Enrollment: 320
School District: Centralia School District	F/R Percentage: 80.3%



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Board Approval Date: October 2025	Special Education Percentage: 14.7% (including speech only)
Plan Date: August 1, 2025	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3

Vision and Mission Statement

VISION: All Students achieve academic and personal excellence

MISSION: Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Crystal Allen, Principal Anna Martin, Kindergarten Lead Christy Cothren, 1st grade Lead Tucker Sutton, 2nd grade Lead Leilani Orning, 3rd grade Lead Brian Bartel, 4th grade Lead Marcy Heegeman, 5th grade Lead Denyel Heap, 6th grade Lead	Shawn Peters, Instructional Facilitator Isis Albert, Multi-Lingual Facilitator Tatum Salas, Counselor Hollie Myhr, Behavior Specialist Melissa Sikel, paraeducator
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Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	3.4	3.4
Comprehensive Graduation Rate	NA	NA
Student Group		
American Indian/Alaska Native	.3%	.3%
Asian	.6%	.3%
Black/African American	.6%	.3%
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	43.2%	39.7%
Two or more races	4.6%	4.7%
White	50%	54.7%
English Learner	25.8%	22.8%

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Low Income	88.7%	80.3%
Special Education	16.2%	14.7%

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students
 - a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

We use diagnostic data, as well as progress monitoring for academic and our Universal Screener from CHaracter Strong to identify targeted students in SEL.
 - b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

I-Ready diagnostic data and universal screener to rate and rank,
 - c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Ever 4–6 weeks our data team meets with PLCs to review interventions and up to date data to monitor progress.

Educators

What [professional learning](#) and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

Math professional development around best practices and using complex mathematical problems. In addition, instructional strategies in the area of foundational reading skills.

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

Character Strong professional development to ensure a safe and welcoming environment; LETRs training for foundational skills; Tier 1 Behavior Supports that are calibrated often with staff and expected of all students. Our district has also created a Behavior Matrix that is implemented at all grade levels that describes the age appropriate / grade appropriate student behavior expectations along with tiered intensity of behaviors that are connected to consequences / reteaching opportunities.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

We offer an annual CEE survey to staff, families and students that measures the 9 characteristics of a highly effective school that ultimately determine what our PD needs are for paraeducators and teachers.

- b. How will the professional development activities benefit the students receiving targeted assistance services?

Intentional focus on deficit skills for all students receiving interventions. These students will be discussed during Data Team meetings and monitored for growth.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

During Data team meetings we review growth and achievement scores in academics, review attendance and behavioral data to look at trends and support for all individual students.

2. How did your school identify these areas of strength and improvement?

The Oakview Shared Leadership Team and our Building Leadership Team reviews data in academic, attendance and behavior each month. This information is shared with all staff and plans are made to improve and highlight the strengths.

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

This is an area of opportunity for us at Oakview. We partner with a local church group that delivers food on Friday afternoons for our students to take home that includes snacks and either a box of macaroni and cheese or ramen for quick meals. We have many donations of clothes and shoes that we are then able to distribute when needed. Our number of community

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

members that commit to consistently volunteer at Oakview is low. We will be working with United Way to increase our number of Reading Buddies. As of right now we do not benefit from their volunteerism.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

We use our annual CEE survey, examining the results to create areas of improvement for the following year. Our PTO has restructured this year and is growing the involvement of our families.

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

Our families had very high rankings in the following areas:

- *Communications/materials I receive from the school are in a language that I can understand = 98.6%*
- *This school celebrates student success = 92.6%*
- *Adults in this school value and respect my racial / cultural identity = 92.5%*
- *Parents / families and employees at this school talk respectfully with one another = 90.5%*
- *School employees are respectful and courteous of one another = 89.7%*

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions

- a. How does your targeted assistance program coordinate with core and additional programs in the school?

Our teams meet every Wednesday to discuss student data points, next steps for planning to support students in the targeted assistance program and we adjust groups as needed by formative assessments and I-Ready progress. Students track their goals in their student growth goal folders.

- b. How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?

This last years' staffing in Special Education was inconsistent with a teacher leaving mid-year and a new, very inexperienced teacher finishing the school year. The growth goals for our students with IEPs were monitored by our SPED team with the support of the classroom teacher. While having the staff turnover in our SPED classroom was unexpected and unfortunate, the benefit was an increase in ownership from our classroom teachers. Our Multilingual

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Facilitator worked diligently with classroom teachers providing them instructional strategies to benefit those with multilingual learning needs as well as working with students to set individual learning goals.

- c. How do you support transitions between grade spans?

An excel spreadsheet is developed each spring that guides teachers through their current class academic levels, ML, SPED and behavior levels. During a Wednesday early release afternoon, our grade level teams share with the upcoming team the students that will need support from the “get go” of the school year. These conversations offer dialogue that supports student learning in all areas as well as offering the teacher important information that supports success from day one. This helps to create a smooth transition for students needing extra support.

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

All students are invited to participate in our Centralia Youth Sports program (Basketball, Whiffle Ball, Flag Football, Track and Volleyball) We also have 5 family events every year where families are invited in for some fun and many time enrichment activities from Math Night, Bingo for Books, music concerts, etc.

2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – Parent and Family Engagement

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Our Community involvement committee meets the first Wednesday of every month to discuss our family events. Every parent was invited to 2 conferences each year and parents were invited to share their ideas as far as our students' growth goals.

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

We meet the second Thursday of every month with our PTO committee. We have increased our parent involvement and work to create family engagement nights, as well as surveys in the Spring. We review this data and set goals based upon some of the lowest areas in the parent survey. Our PTO has worked diligently to rebuild itself and to put student needs first in their work.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?
 - *Staff responded in the annual CEE survey at 86% (up from 79% the year before) that regular formative assessments are used to monitor student progress towards standards.*
 - *Students reported at 94% (up from 86% the year before) that “my teacher expects me to do my best”.*
 - *___% of our students made at least one year’s growth in reading as measured by the I-Ready assessment (Compared to ___% in the prior year)*
2. What top needs have emerged from multiple data sources?
 - *A low number of staff reported on the CEE survey that bigotry and race are talked about as a staff; the last three years, this data has been @13%, @16% and @13% this last year.*
 - *There was a large gap (29.4%) in the staff CEE survey in looking at the me versus the rest of the staff in the “openness to new ideas”*
 - *___% of students met 1 years growth on I-Ready, which means ___% did not meet or exceed 1 year’s growth.*
3. What disproportionalities exist among student groups?
 - *Students with disabilities scored a 1.28 on the WSIF, while the ALL scored 3.4 (Spring 2024)*
 - *Students who are Hispanic or of Latino race scored a 2.7 on the WSIF, while the ALL scored 3.4. (Spring 2024)*
4. What root causes has your team identified for disproportionalities among student groups?
 - *Possibly a lack of support or finding strategies to meet the needs of our ML students, as well as students on an IEP.*
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Strategic WIN (What I Need) times based upon the deficit areas of students needing extra support.

Meeting more regularly to review goals for these 2 groups and offer additional support.
6. How do identified needs impact each other?

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

More support will help students increase their achievement in efforts in reading and math.

7. Which needs require short-term goals (3–6 months) and which needs require long-term goals (1–2 years)?

We will be tracking the sub-groups (ML & students with an IEP) every 4–6 weeks with our data team to review progress.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

Every 4–6 weeks our data teams will meet with teachers and celebrate the growth of all students and adjust support for students needing more support.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

Grade level progress monitoring, SBAC data, CEE data, and I-Ready progress and data

Section 4: Resource Inequities (Component #1 – Needs Assessment Summary)

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

As we look at our ML groups, as well as students on an IEP a big need is more support to understand the assessment data and apply to instruction. We will use discretionary money to provide in-depth data review teams three times a year that will focus on these 2 groups.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: Instructional Practices: *goal-setting and data analysis that directs instruction and all students achieving at least one year of growth in math for 2025-26. Offer PD that engage deeper level learning in Math by using rotations for WIN, Number Talks and data analysis that directs instruction and intervention when needed.*

Priority #2: Belief in students: *Giving students hope for their future is part of our district strategic plan and our “No Excuses University” initiative. We are going to work to increase discussions about career and college readiness after college, starting in Kindergarten*

Priority #3: Teacher Efficacy: *increasing engagement, equity-centered monitoring and reflection of teaching and learning through structured PLC conversations, classroom walkthroughs and student work analysis.*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025–26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

SY 2025-2026 SMARTIE Goal #1:

100% of students at Oakview Elementary will grow from Fall 2025 to Spring 2026, achieving a full year of growth in math as measured by I-Ready math assessment.

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

We expect to see all students making growth in I-ready toward 100% of a year's growth.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> - Using student growth folders to track progress and increase student ownership - PD focused on best practices in math-highlighting conceptual learning and multiple ways to solve problems - Peer observations in math across the building <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> OSSI funds for peer observations, subs for PD opportunities and increasing para-educator support for students needing extra support <i>What student groups will benefit and why?</i> Students on an IEP and ML students	<i>What data will be collected to measure the impact of implementing this EBI?</i> We will be reviewing data during data meetings and weekly PLCs in grade levels. We will be using I-Ready, Growth Monitoring and progress monitoring. <i>How will the impact on equitable learning or behavior change be measured?</i> We will use our I-Ready reports to ensure that ALL, ML students and IEP students are on track to meet this goal	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Classroom teachers, principal, instructional facilitator <i>When will this EBI occur?</i> Monthly student tracking with homeroom teacher on growth goals. PD meetings once each month with a math focus. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Every 4-6 weeks	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #2:

Using No Excuses University we will increase our student response on the CEE survey from Spring of 2025 to Spring of 2026 from 86% to 90% on the question, “This school is doing a good job of preparing me to succeed in life.”

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

Students at Oakview Elementary will participate in a survey at least at every trimester that will measure their responses to the CEE questions targeted to goal management and hope and optimism. Current data shows:

- *85% of our 4th, 5th, 6th graders are hopeful about their future by answering almost always true (60%) and often true (25%).*
- *82% of our 4th, 5th, 6th graders know they will graduate from high school by answering almost always true (57%) and often true (26%).*
- *70% of our 4th, 5th, 6th graders are good at staying focused on their goals by answering almost always true (35%) and often true (44%).*
- *79% of our 4th, 5th, 6th graders have a plan for what they will do after high school by answering almost always true (52%) and often true (17%).*

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of-Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy) to</u>	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and
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support SMARTIE Goal and the resources used for implementation.		Timeframe	thus far in the 2025-26 school year.	impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. <i>Goal setting with every student and monthly check-ins with teacher discussing future plans with families at conferences that include career and college readiness.</i> <i>Career exploration in classes: Career day, Careers Fairs, exploring careers in our community</i> <i>All classrooms will adopt a university and discuss plans after high school</i> <i>What resources will be used for implementation? (For example, professional development, extended</i> <i>Professional development time to discuss student growth goals; partnership with Centralia College</i> What student groups will benefit from and why?	What data will be collected to measure the impact of implementing this EBI? <i>Survey data mid-year and CEE survey data at trimesters.</i> How will the impact on equitable learning or behavior change be measured? <i>We will see an increase in our survey results for families and students</i>	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? <i>All classroom teachers, as well as Resource Room teacher and Multi-Lingual teacher</i> When will this EBI occur? <i>Conferring monthly with general education teacher, Resource Room teacher and Multi-lingual Teacher</i> When or how often will progress be monitored or data reviewed? Be as specific as possible. <i>Every month for student growth goals and three times a year to survey students and use these results to alter practices in getting students ready for success after high school</i>	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.

All students will set goals and reflect on their success toward their goals.				
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SY 2025-2026 Goal #3: 100% of instructional staff will engage in on-going, equity centered monitoring and reflection of teaching and learning through structured PLC conversations, classroom walkthroughs and student work analysis.
Beginning of Year: Answer this question and fill out the table below. What does the school expect to see at mid-year to know if they are on track to meet the overarching goal? <i>There will be an increase in staff responding to the following CEE survey questions that are related to teacher efficacy: (data is included)</i> • Instruction is personalized to meet the needs of each student (55% in 2024 and 57% in 2025) • I believe that all students can meet state standards (53% in 2024 and 61% in 2025) • Our staff believes that all students can meet state standards (54% in 2024 and 52% in 2025) • Struggling students receive early intervention and remediation to acquire skills (53% in 2024 and 34% in 2025) • We monitor the effectiveness of instructional interventions (72% in 2024 and 66% in 2025)
Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) <i>How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i>
End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) <i>How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</i>

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
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the resources used for implementation.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention. <i>Review of weekly PLC notes from each team.</i> <i>Fluid intervention groups based on data of regularly administered progress monitoring.</i> <i>Structured PLCs that focus on DuFour's four questions of instruction.</i> <i>Disaggregation of data that includes attendance and behavior data.</i> What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) <i>Professional development for teachers to share ideas for instructional strategies both in core instruction and in intervention.</i>	What data will be collected to measure the impact of implementing this EBI? <i>Data will be collected using iReady for both Math and Reading as well as data collected from our phonics screener and passages read to monitor fluency.</i> How will the impact on equitable learning or behavior change be measured? <i>By using scores from the previously mentioned data sources</i>	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI? All classroom teachers, ML Facilitator, Instructional Facilitator, Behavioral Coach and principal When will this EBI occur? <i>Ongoing throughout the school year.</i> When or how often will progress be monitored or data reviewed? Be as specific as possible. <i>Every 6 week cycles during PLC time. Our staff meet weekly for 60 minutes for PLC and 45 minutes for staff / pd time.</i>	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.	What impact is the evidence-based intervention having? Click or tap here to enter text. What is evidence of impact? Click or tap here to enter text.

<i>What student groups will benefit and why?</i> <i>All students will benefit from this collective staff focus on instruction and analysis of student work.</i>				
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Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1–Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Math PD at ESD; substitute teachers to cover for teachers as they go to training

2. Additional paraeducator hours to allow for small group instruction and extra support

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Provides for additional collaboration time to support math instruction, PLC time each week, and reading comprehension strategies.</i>
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Evidence-based literacy program, small group instruction for students needing extra support</i>
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	<i>Coaching for teachers, progress monitoring cycles, MTSS implementation. PD time at each weekly meeting to discuss student growth goals, sharing of best practices for teachers</i>
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>PBIS, GLAD (teacher-leader), and No Excuses University training ensure teachers are prepared and trained in effective practices. Math professional development training at the ESD</i>
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic	<i>GLAD training for teacher leader; ML teacher and GLAD teacher leader will train teachers to use best practices to help our ML students succeed</i>

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type **“not applicable”** for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	achievement standards that other children are expected to meet.	
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<i>Social-emotional learning (SEL) programs- Character Strong program & training; the use of Character Strong platform to be used during morning meetings daily</i>
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Instructional Facilitator: Reading and math instructional coaches, paraprofessional support for students</i>
Local Funds	Local levy revenue may be combined in schoolwide programs.	<i>Counselor and Behavior Support Specialist</i>
Other Funding Sources, including School Improvement Grant Funding	Partner with local organizations to supply clothing and food	<i>Food Donations</i>

Centralia School District

School Improvement Plan 2025-26

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per [WAC 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: Washington Elementary	Does your school share a building with another school? Yes ☐ No X ☒ If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code:	Grade Span: Kindergarten through 6th School Type: Elementary School
Principal: Danielle Vekich	Building Enrollment: 307
School District: Centralia School District	F/R Percentage: 67%



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Board Approval Date: October 2025	Special Education Percentage: 17% (including speech only)
Plan Date: June 25, 2025	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:
Tier 3

Vision and Mission Statement
VISION: All Students achieve academic and personal excellence
MISSION: Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

School Leadership Team Members and Parent-Community Partners Please list by (Name, Title/Role)	
Danielle Vekich, principal.	Chelsea Thayer, 4 th grade Lead
Alia Sherwood, Kindergarten Lead	Rex Ashmore, 5 th grade Lead
Susan Loney, 1 st grade Lead	Shari Johnson, 6 th grade Lead
Amy Browning, 2 nd grade Lead	Heather Sprague, Instructional Facilitator
Micaela Mayoral, 3 rd grade Lead	
Robin Ponther, Para-educator Lead	Tiffany Porter- parent

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	3.8	5.4
Comprehensive Graduation Rate	NA	NA
Student Group		
American Indian/Alaska Native	NA	NA

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Asian	NA	NA
Black/African American	NA	NA
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	2.67	5.18
Two or more races	8.08	8.5
White	4.0	5.25
English Learner	1.85	2.3
Low Income	2.93	5.15
Special Education	2.44	3.5

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSl, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students
 - a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

We use diagnostic data, as well as progress monitoring for academic and our Universal Screener from CHaracter Strong to identify targeted students in SEL.
 - b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

I-Ready diagnostic data and universal screener to rate and rank,
 - c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Ever 4-6 weeks our data team meets with PLCs to review interventions and up to date data to monitor progress.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Educators

What [professional learning](#) and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based interventions for both teaching and learning?

Math professional development around best practices and using complex mathematical problems. In addition, instructional strategies in the area of foundational reading skills.

What professional learning supports have you already implemented that are proving to be powerful and effective? What are your metrics for identifying them as successful?

Character Strong professional development to ensure a safe and welcoming environment; LETRs training for foundational skills.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

[We give a yearly CEE survey to staff and students and we use this to determine what our PD needs are for paraeducators and teachers.](#)

- b. How will the professional development activities benefit the students receiving targeted assistance services?

Intentional focus on deficit skills for all students receiving interventions. These students will be discussed during Data Team meetings and monitored for growth.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of strength for your school's system of supports and how areas of need will be improved.

During Data team meetings we break out the subgroups and review growth and achievement scores in academics, review attendance and behavioral data to look at trends and support for all individual students.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

2. How did your school identify these areas of strength and improvement?

Teams reviewed data in academic, attendance and behavior each month. This information is shared with all staff and plans are made to improve and highlight the strengths.

3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.

We team with church groups to create food bags and a food pantry, as well as a closet of clothes to meet the basic needs of our students.

4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

We do our annual CEE survey and look at these results to create areas of improvement for the following year.

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

Our families had very high rankings in the following areas: Adults in this school value and respect my racial/cultural identity; This school has a welcoming environment; Communications/ materials I receive from the school are in my home language; Actions of school leaders promote a shared commitment for equity.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions

- a. How does your targeted assistance program coordinate with core and additional programs in the school?

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Our teams meet every Wednesday to discuss student data points, next steps for planning to support students in the targeted assistance program and we adjust groups as needed by formative assessments and I-Ready progress. Students track their goals in their student growth goal binders.

- b. How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?

Every student meets with their homeroom teachers every month to review student growth goals and progress towards these goals. In addition, students with an IEP and ML students also meet with their support staff more frequently to create ownership of student learning goals and motivate students to achieve at higher levels.

- c. How do you support transitions between grade spans?

During our weekly Professional Development meetings, staff share results of their students as they move up to the next grade level. Domain areas are reviewed for incoming students in SBAC and I-Ready Spring assessments, as well as behavioral support data. This helps to create a smooth transition for students needing extra support.

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

All students are invited to participate in our Centralia Youth Sports program (Basketball, Whiffle Ball, Flag Football, Track and Volleyball) We also have 5 family events every year where families are invited in for some fun and many time enrichment activities.

2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – [Parent and Family Engagement](#)

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Our Community involvement committee meets the first Wednesday of every month and they discuss our family events. Every parent was invited to 2 conferences each year and parents were invited to share their ideas as far as our students' growth goals.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

We meet the second Tuesday of every month with our PTO committee. We have increased our parent involvement and work to create family engagement nights, as well as surveys in the Spring. We review this data and set goals based upon some of the lowest areas in the parent survey.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?

All subgroups in our WSIF data increased from 2023–2024 and they were all above the threshold.

Students responded in the student CEE survey at 86% said that they feel that staff are preparing them for their future after high school (from 65% to 86%)

68% of our students made at least one year's growth in reading as measured by the I-Ready assessment (Compared to 58% in the prior year)

94% of staff reported in the CEE data that they are willing to be held accountable.

3 grade levels exceeded the state average in the ELA SBAC in Spring 2025.

2. What top needs have emerged from multiple data sources?

A low number of students reported on the CEE survey that they are able to calm themselves when they were excited or upset.

There was a large gap (over 30%) in the staff CEE survey in looking at the me versus the rest of the staff in the areas of being held accountable and all staff believing that students can meet standard.

68% of students met 1 years growth on I-Ready, which means 32% did not meet or exceed 1 year's growth.

3. What disproportionalities exist among student groups?

Students with disabilities scored a 3.5 on the WSIF, while the ALL scored 5.5. (Spring 2024)

Students in ML program scored a 2.3 on the WSIF, while the ALL scored 5.5. (Spring 2024)

4. What root causes has your team identified for disproportionalities among student groups?

Possibly a lack of support or finding strategies to meet the needs of our ML students, as well as students on an IEP.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

Strategic WIN (What I Need) times based upon the deficit areas of students needing extra support.
Meeting more regularly to review goals for these 2 groups and offer additional support.

6. How do identified needs impact each other?

More support will help students increase their achievement in efforts in reading and math.

7. Which needs require short-term goals (3–6 months) and which needs require long-term goals (1–2 years)?

We will be tracking the sub-groups (ML & students with an IEP) every 4–6 weeks with our data team to review progress.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

Every 4–6 weeks our data teams will meet with teachers and celebrate the growth of all students and adjust support for students needing more support.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

Grade level progress monitoring, SBAC data, CEE data, and I-Ready progress and data

Section 4: Resource Inequities (Component #1 – Needs Assessment Summary)

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

As we look at our ML groups, as well as students on an IEP a big need is more support to differentiate groups. We will use discretionary money to provide paraeducator supports to these 2 groups.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: Goal-setting and all students achieving at least one year of growth in math for 2025-26

Priority #2: Giving students hope for their future is part of our district strategic plan and our “No Excuses University” initiative. We are going to work to increase discussions about career and college readiness after college, starting in Kindergarten

Priority #3: We have observed and saw in our CEE data that our students need to increase their coping skills in order to regulate their emotions.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025–26. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Data Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

SY 2025–2026 SMARTIE Goal #1: Goal #1: From Fall 2025 to Spring 2026, 100% of students will achieve a full year of growth in math as measured by I-Ready math assessment.

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

We expect to see all students making growth in I-ready toward 100% of a year's growth. (They should be at 50% of year's growth in the area of math)

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity, practice or strategy) to	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and
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support SMARTIE Goal and the resources used for implementation.		Timeframe	thus far in the 2025-26 school year.	impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</i> - Using student growth folders to track progress and increase student ownership - PD focused on best practices in math- highlighting conceptual learning and multiple ways to solve problems - Peer observations in math across the building <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> OSSI funds for peer observations, subs for PD opportunities and increasing para-educator support for students needing extra support <i>What student groups will benefit and why?</i> Students on an IEP and ML students	<i>What data will be collected to measure the impact of implementing this EBI?</i> We will be reviewing data during data meetings and weekly PLCs in grade levels. We will be using I-Ready, Growth Monitoring and progress monitoring. <i>How will the impact on equitable learning or behavior change be measured?</i> We will use our I-Ready reports to ensure that ALL, ML students and IEP students are on track to meet this goal	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> Classroom teachers, principal, instructional facilitator <i>When will this EBI occur?</i> Monthly student tracking with homeroom teacher on growth goals. PD meetings once each month with a math focus. <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Every 4-6 weeks	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #2: Using No Excuses University we will increase our student response on the CEE survey from Spring of 2025 to Spring of 2026 from 86% to 90% on the question, “This school is doing a good job of preparing me to succeed in life.”

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

We will do a mid-year survey to assess students feeling that the school is doing a good job of preparing them to succeed in life.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Goal setting with every student and monthly check-ins with teacher and talking about future plans with families at conferences Career exploration in classes: Career day, Careers Fairs, exploring careers in our community All classrooms will continue to adopt a university and discuss plans after high school <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i>	<i>What data will be collected to measure the impact of implementing this EBI?</i> Survey data mid-year and CEE survey data in the Spring <i>How will the impact on equitable learning or behavior change be measured?</i> We will see an increase in our survey results for families and students	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> All classroom teachers, as well as Resource Room teacher and Multi-Lingual teacher <i>When will this EBI occur?</i> Conferring monthly with general education teacher, Resource Room teacher and Multi-lingual Teacher <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Every month for student growth goals and twice a year to survey students and use these results to alter practices in getting students ready for success after high school	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

Professional development time to discuss student growth goals; partnership with Centralia College <i>What student groups will benefit from and why?</i> All students will set goals and reflect on their success toward their goals.				
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SY 2025–2026 Goal #3: We will increase the student response on the CEE survey from 51% to 65% from Spring of 2025 to Spring of 2026 in the area of “I can calm myself down when I am excited or upset.”
<u>Beginning of Year:</u> Answer this question and fill out the table below. <i>What does the school expect to see at mid-year to know if they are on track to meet the overarching goal? We will do a mid-year survey and we will see an increase of students responding to the question “I can calm myself down when I am excited or upset”</i>

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
<i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i> Daily morning meetings from 9:10-9:30 building-wide with a focus on de-escalation strategies &	<i>What data will be collected to measure the impact of implementing this EBI?</i> Every classroom teacher will do the universal screener to rate how students are doing with externalizing behaviors and internalizing behaviors <i>How will the impact on equitable learning or</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i> All classroom teachers, Counselor <i>When will this EBI occur?</i> Every morning for class meetings- Tier 2 classes will last 8 weeks per cycle and counselor will commit	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.	<i>What impact is the evidence-based intervention having?</i> Click or tap here to enter text. <i>What is evidence of impact?</i> Click or tap here to enter text.

character development using Character Strong Tier 2 small groups based upon the universal screener in the fall to focus on coping skills & social skills needed Counselor lessons to co-teach regulation strategies twice each month to reinforce daily lessons <i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i> Professional development for teachers to share ideas for class meetings; counselor time in classrooms <i>What student groups will benefit and why?</i> All students will benefit from our morning class meetings to start their day with low stress and a positive, welcoming start, as well as inclusive practices to build community. Tier 2 students	<i>behavior change be measured?</i> 2 students surveys throughout the year to measure students' ability to regulate their emotions when they are upset or excited	to 2 additional lessons in each classroom each month <i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i> Twice a year through surveys		
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will learn coping skills and breathing techniques to learn to regulate their emotions.				
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Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-

Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Math PD at ESD; substitute teachers to cover for teachers as they go to training
2. Additional paraeducator hours to allow for small group instruction and extra support

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Provides for additional collaboration time to support math instruction, PLC time each week, and reading comprehension strategies.</i>
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>Evidence-based literacy program, small group instruction for students needing extra support</i>
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	<i>Coaching for teachers, progress monitoring cycles, MTSS implementation. PD time at each weekly meeting to discuss student growth goals, sharing of best practices for teachers</i>
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>PBIS, GLAD (teacher-leader), and No Excuses University training ensure teachers are prepared and trained in effective practices. Math professional development training at the ESD</i>
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic	<i>GLAD training for teacher leader; ML teacher and GLAD teacher leader will train teachers to use best practices to help our ML students succeed</i>

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	achievement standards that other children are expected to meet.	
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<i>Social-emotional learning (SEL) programs- Character Strong program & training; the use of Character Strong platform to be used during morning meetings daily</i>
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Instructional Facilitator: Reading and math instructional coaches, paraprofessional support for students</i>
Local Funds	Local levy revenue may be combined in schoolwide programs.	Full-time counselor and part-time behavior support specialist
Other Funding Sources, including School Improvement Grant Funding	Partner with local organizations to supply clothing and food	Food Pantry

Coversheet

Consideration of Approval of Surplus Items

Section:	V. New Business
Item:	D. Consideration of Approval of Surplus Items
Purpose:	
Submitted by:	
Related Material:	Summary Sheet- Surplus Items.pdf K-2 surplus list due to adoption.pdf Surplus of Middle School Football Pants - Rationale .pdf INVOICE - Surplus Sale of CMS - Blue - Football Pants.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

8.19.25

SUBJECT: Surplus request for outdated materials

BACKGROUND

The Centralia School District has adopted new materials focused on foundational reading skills. Research continues to show the need for strong and consistent reading instruction in foundational skills across the district. With the new adoption, we are removing all previous materials that are not aligned with the Science of Reading and materials that we no longer need or support as a district.

With the transition to a new school mascot and updated colors beginning in the 2025-26 school year, the district will no longer use the current CMS football uniforms. To ensure consistency with our new identity and eliminate outdated gear, these uniforms are being designated as surplus. This allows us to align our athletic programs with the refreshed school brand while responsibly managing inventory.

FISCAL IMPACT:

This request does not have a direct fiscal impact.

BUDGET SOURCE: No fiscal impact

DATA SOURCES:

Surplus Board Policy

SUBMITTED BY: Dr. Jeff Broome, Executive Director of Teaching and Learning & Tim Ahern, Athletic Director

RECOMMENDED ACTION:

It is recommended that the CSD Board of Directors approve the surplus as provided above.

Edison:

2 Fountas & Pinnell Phonics, Spelling, and Word Study Systems

5 Fountas & Pinnell Phonics, Spelling, and Word Study Lessons Books

2 Fountas & Pinnell Phonics, Spelling, and Word Study Comprehensive Guides

Fords Prairie:

3 sets - Fountas & Pinnell Phonics, Spelling, and Word Study Systems (Grade 2)

3 partial sets - Fountas & Pinnell Phonics, Spelling, and Word Study Systems (Grade 1) Files only, 1 book

2 partial sets - Fountas & Pinnell Phonics, Spelling, and Word Study Systems (Grade K) Files only 1 book

Jefferson Lincoln:

2 boxes – Benchmark Assessment System Grades 3-8

3 boxes Fountas & Pinnell Kinder Phonics, Spelling, and Word study

Fountas & Pinnell Kinder supplemental components

1 box Fountas & Pinnell 1st grade Phonics, Spelling, and Word Study

Fountas & Pinnell 1st grade supplemental components

1 box Fountas & Pinnell 2nd grade Phonics, Spelling, and Word Study

Fountas & Pinnell 2nd grade supplemental components

Fountas & Pinnell Prompting Guide 1 & 2

1 box Fountas and Pinnell Reproducibles

Everyday Math, Oncore Math Manuals, and Common Core Math text

Step up to Writing Manuals

Lucy Calkins Writing Manuals

Writer Express Program Guide and Field Investigations

IMSE and Orton Gillingham

Secret Stories Manuals

Oakview:

2 – Fountas & Pinnell Kinder Kits and Manuals

3 – Fountas & Pinnell 1st grade Kits and Manuals

3 – Fountas & Pinnell 2nd grade Kits and Manuals

Washington:

2 – Fountas & Pinnell Kinder Phonics and Word Study

3 – Fountas & Pinnell 1st grade Phonics and Word Study

2 – Fountas & Pinnell 2nd grade Phonics and Word Study

Fountas & Pinnell Poetry books

Read Naturally Encore

ADMINISTRATIVE PROEDURES FOR BOARD POLICY #6881

DISPOSAL OF SURPLUS EQUIPMENT AND/OR MATERIALS

RE: SURPLUS SALE OF "BLUE" MIDDLE SCHOOL FOOTBALL PANTS

RATIONAL STATEMENT:

During the 2022-23 School year, along with years leading up to, the Centralia Middle School designated "School Colors" were "Blue and Yellow". All equipment purchased leading up to the 2024-25 School year was designated such colors.

It has recently been decided that the Middle School colors will transition to match the High School colors of "Orange and Black".

As a part of this transition, we are working to surplus any remaining equipment that would be possible to do so.

OPPPORTUNITY TO VIEW ITEMS:

Middle School Athletic Director Adam Riffe shared at multiple MS AD meetings the transition process dating back to February of 2025 explaining that our district will be pursuing the surplus process of selling suitable equipment.

Most notably, Adam shared that we had some relatively new Football Pants that may be suitable for anyone interested in "Blue" colored MS pants.

At this time, Rochester school district shared an interest in potential purchase.

We are seeking board approval to surplus the "Blue" Middle School Football pants to Rochester School District at the sale price of \$20 per pair. Pants were initially purchased for roughly (\$28/Pair).

CENTRALIA SCHOOL DISTRICT**INVOICE**

Centralia School District

DATE:

August 1st, 2025

Bill To:

Rochester School District - Athletics

CC: Kevin Jurek

Description:

Sale of "Surplus" MS "Blue" Football Pants

DESCRIPTION	QTY	PER	AMOUNT
"Russell Athletic" 7-Piece Integrated Football Pant	140	\$ 20.000	\$ -
			\$ 2,800.00
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
TOTAL DUE:			\$ 2,800.00

Please provide payment to the Centralia School District

2320 Borst Ave

Centralia WA, 98531

Thank you,

Tim Ahern

360-827-6260

tahern@centralia.wednet.edu

Athletics Director

Coversheet

Consideration of Approval of 2025-26 Salary Schedules

Section:	V. New Business
Item:	E. Consideration of Approval of 2025-26 Salary Schedules
Purpose:	
Submitted by:	
Related Material:	Summary Sheet- Salary Schedules.pdf 25-26 FTT Salary Schedule.pdf 25-26 PTT Salary Schedule.pdf 25-26 Nurses and LPN's Salary Schedule.pdf 25-26 Building Administrators Salary Schedule.pdf 25-26 Directors Salary Schedule.pdf 25-26 Non-Represented Salary Schedule.pdf 25-26 Executive Directors Salary Schedule.pdf 25-26 Co-Curricular Salary Schedule.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

2025-2026 Salary Schedules for Part Time Teamster, Full Time Teamsters, Nurses & LPNs, Non-Represented, Building Administrators, Executive Directors, Directors, and the Co-Curricular Schedule .

BACKGROUND:

Each year the School Board approves salary schedules with inflationary calculations and current agreed contract increases. The 2024-25 salary schedule expires on August 31, 2025, and the 2025-26 salary change is effective September 1, 2025, and therefore requires approval from the Board for the 2025-26 contract year.

RATIONALE:

The state Implicit Price Deflator (IPD) funding increase is 2.5% for salaries. The collective bargaining agreements also outline specific increases equal to or above the state increase of 2.5%.

FISCAL IMPACT:

The increase in salaries that were budgeted for the 2025-26 contract year.

BUDGET SOURCE:

Multiple

DATA SOURCES:

Inflationary Price Deflator (IPD); OSPI; Joe Vetter, Executive Director of Financial Services; Collective Bargaining Agreements

SUBMITTED BY:

Samantha Mitchell, Executive Director of Human Resources

RECOMMENDED ACTION:

Approval of the Salary Schedule

Centralia School District
2025-26 Full-Time Teamsters Salary Schedule

Centralia FTT**Computer Tech 2**

	Step	1	2	3	4	5	6
2025-26		\$38.73	\$39.89	\$41.08	\$42.32	\$43.59	\$44.89

Computer Tech 1

	Step	1	2	3	4	5	6
2025-26		\$35.02	\$36.07	\$37.15	\$38.26	\$39.41	\$40.59

Licensed or Certified Electrician or HVAC

	Step	1	2	3	4	5	6
2025-26		\$33.76	\$34.77	\$35.81	\$36.89	\$37.99	\$39.13

Grounds/Maintenance

	Step	1	2	3	4	5	6
2025-26		\$29.54	\$30.42	\$31.34	\$32.28	\$33.25	\$34.24

Head HS Custodian

	Step	1	2	3	4	5	6
2025-26		\$27.70	\$28.53	\$29.39	\$30.27	\$31.18	\$32.11

Head MS Custodian

	Step	1	2	3	4	5	6
2025-26		\$27.37	\$28.19	\$29.04	\$29.91	\$30.81	\$31.73

Head Elem Custodian

	Step	1	2	3	4	5	6
2025-26		\$26.93	\$27.74	\$28.57	\$29.43	\$30.31	\$31.22

Custodian/Security

	Step	1	2	3	4	5	6
2025-26		\$25.90	\$26.67	\$27.47	\$28.30	\$29.15	\$30.02

Secretary I (formerly Secretary IV)

	Step	1	2	3	4	5	6
2025-26		\$31.67	\$32.62	\$33.60	\$34.61	\$35.65	\$36.71

Secretary II (formerly Secretary I)

	Step	1	2	3	4	5	6
2025-26		\$27.69	\$28.52	\$29.38	\$30.26	\$31.16	\$32.10

Secretary III (formerly Secretary II)

	Step	1	2	3	4	5	6
2025-26		\$26.17	\$26.95	\$27.76	\$28.60	\$29.45	\$30.34

Secretary IV (formerly Secretary III)

	Step		2	3	4	5	6
2025-26		\$25.43	\$26.19	\$26.98	\$27.79	\$28.62	\$29.48

Approved: _____

Centralia School District
2025-26 Part Time Teamsters Salary Schedule

Paraeducators

	Step	1	2	3	4	5	6	7	8	9	10	11
2025-26		\$19.73	\$20.32	\$20.93	\$21.56	\$22.20	\$22.87	\$23.55	\$24.26	\$24.99	\$25.74	\$26.51

Specialists - Sign Language Interpreter/COTA/SLPA/PTA/ - per hour

	Step	1	2	3	4	5	6	7
2025-26		\$34.51	\$35.54	\$36.61	\$37.71	\$38.84	\$40.00	\$41.20

Approved: _____

Centralia School District
2025-26 Nurse/LPN Salary Schedule

School Registered Nurse		per hour		
	Step:	1	2	3
2025-26		\$40.45	\$41.66	\$42.91

School LP Nurse		per hour		
	Step:	1	2	3
2025-26		\$28.23	\$29.08	\$29.95

Approved: _____

Centralia School District
2025-26 Building Administrators Salary Schedule

		1	2	3	4	5	6
High School Principal							
260 Days	2025-26	\$163,764	\$167,858	\$172,054	\$176,355	\$180,764	\$185,283
5% Stipend		\$8,188	\$8,393	\$8,603	\$8,818	\$9,038	\$9,264
High School Asst. Principal & Futurus High School Principal							
260 Days	2025-26	\$149,025	\$152,750	\$156,569	\$160,483	\$164,496	\$168,608
5% Stipend		\$7,451	\$7,638	\$7,828	\$8,024	\$8,225	\$8,430
Middle School Principal							
260 Days	2025-26	\$155,575	\$159,465	\$163,451	\$167,538	\$171,726	\$176,019
5% Stipend		\$7,779	\$7,973	\$8,173	\$8,377	\$8,586	\$8,801
Middle School Asst Principal							
260 Days	2025-26	\$139,199	\$142,679	\$146,246	\$149,902	\$153,650	\$157,491
5% Stipend		\$6,960	\$7,134	\$7,312	\$7,495	\$7,682	\$7,875
Elementary Principal							
260 Days	2025-26	\$152,300	\$156,108	\$160,010	\$164,011	\$168,111	\$172,314
5% Stipend		\$7,615	\$7,805	\$8,001	\$8,201	\$8,406	\$8,616
Elementary Asst. Principal							
234 Days	2025-26	\$135,924	\$139,322	\$142,805	\$146,375	\$150,034	\$153,785
5% Stipend		\$6,796	\$6,966	\$7,140	\$7,319	\$7,502	\$7,689

Approved: _____

Centralia School District
2025-26 Directors Salary Schedule

	STEP:	1	2	3	4	5
DIRECTOR OF TECHNOLOGY						
DIRECTOR OF TRANSPORTATION						
DIRECTOR OF FACILITIES & MAINTENANCE						
260 Days	2025-26	\$116,449	\$119,943	\$123,541	\$127,247	
ASST TRANSPORTATION DIRECTOR						
260 Days	2025-26	\$93,159	\$95,954	\$98,833	\$101,798	
ATHLETIC DIRECTOR & CTE DIRECTOR						
234 Days	2025-26	\$135,924	\$139,322	\$142,805	\$146,375	\$150,034
						\$153,785
Youth Sports & Activities Coordinator						
202	2025-26	\$65,007	\$66,957	\$68,966	\$71,035	\$73,166

Approved: _____

Centralia School District
2025-26 Non-Represented Salary Schedule

		1	2	3	4	5	6	7
RECEPTIONIST**								
	2025-26	\$24.72	\$25.46	\$26.22	\$27.01	\$27.82	\$28.65	\$29.51
ACCOUNTS PAYABLE								
	2025-26	\$29.99	\$30.89	\$31.82	\$32.77	\$33.76	\$34.77	\$35.81
SEC TO T & L								
	2025-26	\$30.90	\$31.83	\$32.78	\$33.76	\$34.78	\$35.82	\$36.90
ACCOUNTING ASST								
	2025-26	\$30.90	\$31.83	\$32.78	\$33.76	\$34.78	\$35.82	\$36.90
SEC TO SPECIAL EDUC								
	2025-26	\$30.90	\$31.83	\$32.78	\$33.76	\$34.78	\$35.82	\$36.90
SUPERINTENDENT'S ADMIN ASST								
	2025-26	\$89,336	\$92,016	\$94,776	\$97,620	\$100,548	\$103,565	\$106,672
HUMAN RESOURCES COORDINATOR								
	2025-26	\$89,336	\$92,016	\$94,776	\$97,620	\$100,548	\$103,565	\$106,672
PAYROLL & BENEFITS COORDINATOR								
	2025-26	\$89,336	\$92,016	\$94,776	\$97,620	\$100,548	\$103,565	\$106,672
SAFETY & SECURITY COORDINATOR								
	2025-26	\$42.95	\$43.38	\$43.81	\$44.25	\$44.69	\$45.14	\$45.59
TR COORDINATOR SPECIALIST								
	2025-26	\$71,186	\$73,322	\$75,521	\$77,787	\$80,120	\$82,524	\$85,000

Note 1 - Additional 12 day stipend for the Supt.'s Administrative Asst. (Board Prep & Attendance) and Human Resources Coordinator (Negotiations)

Note 2 - Additional 6 day stipend for the Human Resources Specialist (Negotiations)

Approved: _____

Centralia School District
2025-26 Executive Directors Salary Schedule

Executive Director of Teaching & Learning						
Executive Director of Fiscal Services						
Executive Director of Human Resources						
Executive Director of Special Education						
25-26	\$155,575	\$159,465	\$163,451	\$167,538	\$171,726	\$176,019
5% Stipend	\$7,779	\$7,973	\$8,173	\$8,377	\$8,586	\$8,801
	\$163,354	\$167,438	\$171,624	\$175,915	\$180,312	\$184,820

Approved: _____

Appendix A

Co-Curricular Salary Schedule 2025-26

Stipend	High School			Extra Days Paid at Per Diem	
	Step 1 0-3 years	Step 2 3-7 years	Step 3 7+ years	Position	Days
Annual Advisor	\$4,179	\$4,388	\$4,607	Middle School CTE Positions	2.5
Art Club Advisor	\$2,419	\$2,540	\$2,667	High School CTE Position*	8
ASB Coordinator	\$5,385	\$5,654	\$5,936	CTE Agriculture	32
Assessment Coordinator	\$3,108	\$3,264	\$3,427	CTE Construction	16
Band Advisor	\$7,179	\$7,538	\$7,915	CTE Student Store**	\$5,000
Drama (per play max 2)	\$5,182	\$5,441	\$5,713	CHS Scheduling Counselor	15
Drama (vocal coach)	\$1,795	\$1,885	\$1,979	CHS Counselor	10
Drama (orchestra leader)	\$1,795	\$1,885	\$1,979	CMS Scheduling Counselor	10
Drama Asst (musical)	\$1,795	\$1,885	\$1,979	CMS Counselor	5
Drama Asst (per play max 2)	\$3,231	\$3,392	\$3,562	Librarian	10
Environmental Club	\$1,436	\$1,508	\$1,583	District Instructional Coaches	25
FFA Advisor	\$3,159	\$3,317	\$3,483	Additional days will be contingent upon available State, Federal, and local funding.	
Freshman Class Advisor	\$1,034	\$1,086	\$1,140		
Graduation Coordinator	\$1,579	\$1,658	\$1,741	The District maintains the right to fill or not fill vacant positions. When the District chooses not to fill a vacant stipend position, the work normally performed in association with the stipend will not be performed by any administrator, volunteer (including certificated volunteers), or other bargaining unit employee.	
Junior Class Advisor	\$1,601	\$1,681	\$1,765		
Key Club Advisor	\$1,292	\$1,357	\$1,425		
Knowledge Bowl	\$2,872	\$3,015	\$3,166		
National Honor Society	\$1,723	\$1,809	\$1,900		
Newspaper	\$3,877	\$4,071	\$4,274	Stipend recipients who intend to remain in their role shall annually renew their stipend position for the following school year via a District-created Google Form no later than June 30th. Any stipend that is renewed in this manner shall be considered filled for the	
Senior Class Advisor	\$2,207	\$2,317	\$2,433		
Sophomore Class Advisor	\$1,034	\$1,086	\$1,140		
Technology Stipend (2 stipends)	\$3,446	\$3,618	\$3,799		
Vocal Music Advisor	\$6,943	\$7,290	\$7,654		
Middle School					

Annual Advisor	\$3,446	\$3,618	\$3,799
Art Club Advisor	\$1,436	\$1,508	\$1,583
ASB Advisor	\$2,585	\$2,714	\$2,850
Assessment Coordinator	\$1,723	\$1,809	\$1,900
Band	\$3,446	\$3,618	\$3,799
Junior Honor Society	\$1,264	\$1,327	\$1,393
Technology Coordinator	\$3,446	\$3,618	\$3,799
Vocal Music	\$2,068	\$2,171	\$2,280

Elementary School

Small School Assessment Coordinator 0-325 Student FTE	\$1,555	\$1,633	\$1,715
Medium School Assessment Coordinator 326-425 Student FTE	\$1,639	\$1,721	\$1,807
Large School Assessment Coordinator 426+ Student FTE	\$1,838	\$1,930	\$2,026
Small School Technology Coordinator 0-325 Student FTE	\$2,872	\$3,015	\$3,166
Medium School Technology Coordinator 326-425 Student FTE	\$3,159	\$3,317	\$3,483
Large School Technology Coordinator 426+ Student FTE	\$3,446	\$3,618	\$3,799
Music Stipends (per 2 performers)	\$1,221	\$1,282	\$1,346

Other

Orchestra	\$4,825	\$5,066	\$5,319
Special Education Assessment	\$2,872	\$3,015	\$3,166
Cispus Director	\$3,202	\$3,362	\$3,530
Cispus Assistant Director	\$2,030	\$2,132	\$2,238
Cispus Teacher	\$1,366	\$1,434	\$1,505
Summer School Curriculum Pay	Per diem rate \$43.86		

following school year. Before the stipend recipients receive the Google Form, the district shall determine if the stipend shall be filled the following school year based on student participation numbers, budget reductions, or other applicable information.

Unfilled stipends shall be posted for certificated staff in the building which offers the stipend in alignment with postings for vacant positions as outlined in Article III, Section F. If there are no in-building certificated staff who apply for the position during the posting timeframe, the stipend shall be posted in alignment with postings for vacant positions as outlined in Article III, Section F to certificated staff district-wide if the stipend can be adequately filled by an out of building certificated staff member. If no District (in-building or District-wide) certificated staff express interest in the stipend, the District has the authority to offer the position to other staff members in alignment with their collective bargaining agreements. Any stipend that is not filled after this process may continue to be posted for the remainder of the school year and filled at the District's discretion.

Middle and high school clubs may be added with approval from the building principal and ASB and elementary clubs may be added with approval from the building principal and leadership team. Approved clubs will be provided with a \$375 stipend for the first year. Clubs may seek approval from the co-curricular committee in the spring to continue the club the following school year. The approval request should include a time study to determine the appropriate stipend amount if approved.

The co-curricular committee shall meet twice each spring to review club requests as well as

Step 1 of each stipend shall be increased by the base salary bargained increase each school year. Step 2 of each stipend shall be 5% more than Step 1 and Step 3 shall be 5% more than Step 2.

Experience for movement on the salary schedule must be Centralia School District experience, but does not have to be consecutive.

New clubs shall be determined by multiplying the hours of additional work as documented in a time study as outlined in this Appendix and multiplied by \$35.94 for the 2024-25 school year. The dollar rate in the formula shall be increased by the CBA bargained increases each school year.

CTE teachers who take their students to competition shall be compensated as follows:

-For competitions that occur during a regularly contracted work day: 7.5% multiplied by their daily rate of pay (calculated as their annual salary divided by 180). This shall include travel days that requires supervision of students.

-For competition that occur during a non-contracted work day: 7.5% multiplied by their daily rate of pay (calculated as their annual salary divided by 180) AND 7.5 hours of pay at their per diem rate. This shall include travel days that requires supervision of students.

Annually, CTE additional days will be reviewed each spring for the following school year. CTE instructors shall document any time spent above the minimum days to maintain their program as allocated in this Appendix during the course of the school year. CTE instructors who have documented additional time above their compensation shall meet with the CTE director (or the person fulfilling the responsibilities of the position if there is no CTE director on staff), the CEA Co-chair(s), and District representative(s) to determine if any adjustments to the days offered for the following year is appropriate taking into consideration funding, program needs, and any other pertinent information. A good faith effort will be made to ensure this meeting happens no later than May 31st each year.

New CTE classes anticipated being added for the following school year will also be reviewed each spring during the beforementioned CTE day review committee. Employees in those positions are recommended to conduct a time study during their first year teaching the CTE course(s) for evaluation the following spring.

to review current stipends to determine if deletions or adjustments are necessary. Any stipend that has been vacant as described above for three or more years shall be reviewed to consider removal or reassignment of those funds. The District will maintain an appropriate budget for stipends to allow for new stipends to be added as outlined in this Appendix.

*Unless otherwise outlined in this Appendix, all high school CTE courses shall generate 8 additional days. Newly added CTE courses shall be afforded 8 days with review as outlined in this Appendix to determine if more than 8 days are appropriate.

**\$5,000 stipend is contingent upon employee signing an agreement to forgo their lunches for the school year

CTE additional days shall be prorated by staff member's FTE in CTE courses with the exception of construction and agriculture. Staff members teaching construction or agriculture shall be afforded the entire allotment of days as outlined in this Appendix regardless of the number of sections they are teaching.

Approved: _____

Coversheet

Consideration of Approval of 2025-2028 Part-Time Teamsters Collective Bargaining Agreement

Section: V. New Business

Item: F. Consideration of Approval of 2025-2028 Part-Time Teamsters
Collective Bargaining Agreement

Purpose:

Submitted by:

Related Material:

Board Meeting Summary - 25-26 PT Teamster Collective Bargaining Agreement.pdf

Centralia SD Para's Final 2025-2028 .pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

Part Time Teamster (Para Educators) 2025-2028 Collective Bargaining Agreement

BACKGROUND:

The District and Part Time Teamster met three (3) times and collaborated to reach the agreement on the following items in the Part Time Teamster Collective Bargaining Agreement:

Financial Package:

1. There was a stipend increase of \$600 for the Cispus Dining Hall Director
2. Salary increases:
 1. 25/26: IPD (2.5%: \$96369.48) plus .5% (\$20,000)
 2. 26/27 IPD (legislative prediction 2.6%)
 3. 27/28 2.5% or IPD whichever is higher (prediction is at or above 2.5 but we will not know until that year's legislation)

Language Updates

A number of updates to resource references, definitions, dates, and legal updates and well as defining terms more clearly.

Employee Evaluations

Employees may submit written rebuttals/comments within five working days.

Leave

Updated Paid Family Medical Leave (PFML) and FMLA language.

Clarifies that unauthorized unpaid leave before or after a holiday negates holiday pay.

Voluntary Training

Updated the voluntary training fund to have \$5,000 available with \$10,000 rollover cap. There was outdated language allotting \$1000 for a program that does not exist, so those funds were moved into the voluntary training fund.

The reimbursement form was updated.

Employee Discipline

3-year limit for retention of written discipline; possible removal unless tied to professional misconduct.

Grievance Procedure

Response timelines were made equal for District and Union (15 days).

Adds Board review step before arbitration.

Emergency Certificates

Paraeducators with emergency teaching certifications cannot be used for preplanned absences. RCW/OSPI guidelines must be followed.

RATIONALE:

The current Part Time Teamsters contract will expire on August 31,2025. The District and PT Teamsters met and bargained in good faith to reach mutually agreeable changes to the CBA.

FISCAL IMPACT:

Estimated first year cost \$116,969

BUDGET SOURCE:

Multiple

DATA SOURCES:

Joe Vetter, Executive Director of Financial Services, Samantha Mitchell, Executive Director of Human Resources, and Christina Weidner, Attorney

SUBMITTED BY:

Samantha Mitchell, Executive Director of Human Resources

RECOMMENDED ACTION:

Approval of the Agreement

COLLECTIVE BARGAINING

AGREEMENT



BETWEEN

TEAMSTERS UNION LOCAL #252

AND

**CENTRALIA SCHOOL DISTRICT
(Paraeducators)**

SEPTEMBER 1, 2025 - AUGUST 31, 2028

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1. INTRODUCTION

1.1. Preamble

1.1.1 This Agreement made and entered into between the Centralia School District No. 401 (hereinafter designated as the "District" and/or "Employer"), and Teamsters Union Local No. 252 (hereinafter designated as the "Union") for the purpose of collective negotiations on wages, hours and conditions of employment.

1.2. Purpose

1.2.1 The purpose of this Agreement is to achieve and maintain harmonious relations between the Employer and the Union, to provide for equitable and peaceful adjustment of differences which may arise and to establish standards of wages, hours, and working conditions.

a) Upon written request by either party, the Union officials and Employer representatives shall meet to discuss problems relating to interpretation or application of this Collective Bargaining Agreement. When a request is made, the meeting shall be held within a reasonable amount of time.

2. RECOGNITION

2.1. Scope of Bargaining Unit

2.1.1 The Employer agrees to recognize the Union as the sole bargaining agent for all Paraeducators of the Centralia School District, excluding supervisors, confidential employees, some Temporary/Substitute Employees, and all other employees.

2.1.2 The Employer will advise the Union of new employees, which may be covered by the terms and conditions of this agreement.

3. MANAGEMENT RIGHTS

3.1. Customary Functions

3.1.1 The Board, acting on behalf of the electorate of the school district, retains and reserves all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the regulations of the State Board of Education, the laws and Constitution of the state of Washington and/or the United States.

3.1.2 It is expressly agreed that all rights except those rights clearly relinquished herein by the District are reserved to and shall continue to vest in the District. Despite these management rights, the Employer acknowledges that it must comply with applicable statutory bargaining obligations.

4. UNION SECURITY

4.1. Check Off of Union Dues & Initiation / Membership

4.1.1 The Union shall have up to a thirty (30) minute orientation with new employees' during the employees' district orientation. If the Union is not able to be at the scheduled orientation, the Union shall have up to thirty (30) minutes during regular work hours. The Union will explain that it is designated as the exclusive representative for all employees covered under this Agreement.

4.1.2 Upon receipt of a properly executed authorization card signed by the employee, the Employer shall deduct from the employee's monthly pay all regular union dues and initiation fees uniformly required to maintain the employee in good standing with the Union. Payroll deduction authorization cards must be received by the Centralia School District by the 15th day of the month to be recognized as effective for that month. Such deductions are to be transmitted to the Union each month with the list of names of the employees from whose pay deductions were made. The Union shall provide the Employer with thirty (30) days advance notice of any changes in Union deduction dues/fees.

4.1.3 The Union shall indemnify the Employer and any department of the Employer and hold it harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any action taken by the Employer or any department of the Employer, for the purpose of complying with the provisions of this Article. The Union agrees to refund to the District any amounts paid to it in error on account of the check-off provisions upon presentation of proper evidence thereof by the District.

5. EMPLOYEE DEFINITIONS

5.1. Full-Time Employee (FTE)

5.1.1 A full-time classified employee shall be defined as an employee who is regularly scheduled to work forty (40) hours a week less than twelve (12) months per calendar year.

a) For monthly Employer health and welfare contribution purposes, an employee who works a minimum of fourteen hundred forty (1440) hours annually shall be considered a full-time employee.

5.2. Regular Part-Time Employee

5.2.1 A regular part-time classified employee shall be defined as an employee who is regularly scheduled to work less than forty (40) hours per week but at least fifteen (15) hours per week for less than twelve (12) months per calendar year.

5.3. Probationary Employee

5.3.1 A probationary employee shall be defined as an employee who has not yet completed one hundred and eighty (180) calendar days of employment with the District and shall be considered an "at will" employee until such time as their probationary period has been completed.

a) An employee who has completed their probationary period shall not be required to "re-apply" to the District to maintain their employment status.

5.4. Temporary/Substitute Employee

5.4.1 A temporary/substitute employee may be employed as a full-time or part-time employee under the Employee Definition provision of this agreement. A temporary/substitute employee shall be defined as an employee;

- a)** Who is hired to fill a position for a specific period of time prior to, at the beginning of, or during the school year; and
- b)** Who is funded by grants or other funding sources for a defined period of time to provide specified services to the District; and
- c)** Who fills a position clearly identified as temporary in the posting process.
- d)** Who is hired to supplement the existing work force to fill temporary/substitute vacancies due to illness, injuries, or authorized leaves of absence(s). An employee hired under this specific sub-section shall be excluded from the terms and conditions of this agreement unless the temporary vacancy is filled by tenured employee in which case the employee shall remain covered under the terms and conditions of the agreement. (See Section 6.2.5.)

5.4.2 A temporary employee's employment shall formally terminate at the end of time period specified when they were hired by the District excluding temporary tenured employees as set forth in 5.4.1 d). In the event funding is obtained and/or provided to continue the program or similar programs under which they may or may not have been previously employed, such employee shall be required to submit a letter of interest regarding their re-employment to the District. Another formal employment application shall not be required from the interested individual. If funding is obtained to continue a program, and the temporary employee that held the program's position the previous school year provides a letter of interest, the District may bring/hire that person back to the same program's position.

6. EMPLOYMENT POLICIES

6.1. Non-Discrimination

6.1.1 Unless the context in which they are used clearly requires otherwise, words used in this Agreement denoting gender shall include both the masculine and feminine; words denoting number shall include both the singular and plural.

6.2. Promotions & Job Openings

6.2.1 Written notice of vacancies and new positions within the bargaining unit shall be posted for not less than five (5) working days in each building where bargaining unit members are assigned. The postings shall also be emailed to the members in the group. Copies shall be provided, at the time of posting, to the Union. For an applicant to be considered for a vacant or new position, they must:

- a)** Submit their written application to the District Personnel Office within the time frame given in the posting; and
- b)** Possess the skills and qualifications applicable to the vacant or new position.

6.2.2 Employees who are applicants shall receive consideration on the following: first, skills and qualifications of the employee; and, second, hire date when skills and qualifications of employee applicants are equal. The district will make the final decision with regard to the selection of applicants for employment.

6.2.3 All qualified applicants from the bargaining unit will be offered an interview prior to outside applicants being considered.

6.2.4 An employee who changes job classifications shall not suffer a reduction on the salary schedule and shall retain their seniority date for advancement purposes on such salary schedule.

6.2.5 In the event a non-probationary employee fills a long-term temporary vacancy five (5) months or more) created due to illness, injuries, or authorized leaves of absences, such employee shall retain reversion rights to their formally held classification upon termination of the temporary assignment. The employee shall be required to exercise their reversion rights within two (2) calendar days from the date of the temporary assignment termination. Such employee shall also retain all right, privileges and benefits provided for under the terms and conditions of this agreement while working the temporary assignment.

6.2.6 If one and one half (1.5) hours or less of permanent time is available in a school, the school may open this time to current bargaining unit staff in the school and fill those hours within the current bargaining unit staff. The work shall be offered by seniority in the school with the available hours.

6.3. Union Access

6.3.1 Upon reasonable notice, the Employer will make available to the Union or designated Shop Steward(s) requested information which is relevant to the Union's duties under Chapter 41.56 RCW. The District may charge the Union the cost of reproducing District documents.

6.3.2 The Union shall have the right, contingent upon approval by the site administrator, to hold Union meetings on school property provided that such meetings are outside working hours of the employee.

6.3.3 Representatives of the Union, upon making their presence known to the District, shall have access to the District premises during business hours, provided that no conferences or meetings between employees and Union representatives will in any way hamper or obstruct the normal flow of work.

6.3.4 The District shall provide a bulletin board space on facility bulletin boards for the Union to utilize to post notices of Union meetings or to provide other relevant Union material. Each bulletin shall be signed by the Union official responsible for its posting. Unsigned notices or bulletins may not be posted.

6.4. Personnel Files

6.4.1 Employees or former employees shall, upon request, have the right to inspect all contents of their personnel file kept within the District. The employee may request in writing a photocopy of materials in the personnel file. The cost of any material or use of photocopier will be borne by the employee or former employee.

6.4.2 Employees will be notified of any letters of reprimand or complaints against the employee which are entered into the employee's personnel file. Such notification shall be within ten (10) workdays of composition or receipt.

6.4.3 The employee shall have the opportunity to attach their own written comments to material in the District personnel file. Such material will be dated and signed by the employee.

6.5. Resignations

6.5.1 An employee who is resigning shall provide the Employer fourteen (14) calendar days' notice. A resigning employee shall receive benefits to which they are entitled. The fourteen (14) calendar day notice may be waived, on a case-by-case basis, at the sole discretion of the Superintendent or designee.

6.6. Shop Steward & Negotiating Committee

6.6.1 When Shop Stewards are appointed by the Union, the Employer shall be informed as to which employees have been appointed. The duties of the shop stewards shall not interfere with the regular work assigned to that employee by the Employer.

6.6.2 The Negotiating committee members shall be released from school duties when such meetings are held during working hours; however, meetings shall be scheduled to interfere the least with regular working hours and may be scheduled outside of working hours when necessary.

6.7. Employee Evaluations

6.7.1 Each employee will be annually evaluated by an administrator and/or supervisor and it shall be completed prior to the end of their normal work cycle. The evaluator shall meet with the employee in the privacy of their office to review the employee's evaluation and answer any questions the employee may have regarding the content of the evaluation. In no case shall the evaluation be reviewed with an employee in non-private setting. A copy of such evaluation will be placed in the employee's personnel file.

6.7.2 An employee who disagrees with the contents of their Employee Evaluation or has any comments regarding their evaluation may submit a written rebuttal/comment setting forth their specific disagreement with the contents of the evaluation. Such rebuttals/comments shall be signed, dated, and attached to the evaluation prior to placement in the employee's personnel file. Such comments/rebuttal must be submitted within five (5) working days of the evaluation conference.

6.8. Successors

6.8.1 In the event the Employer shall by merger, consolidation, sale of assets, lease, franchise, or by any other means, enter into an agreement with another school district which, in whole or in part, affects the existing appropriate Collective Bargaining Unit, then such successor school district shall be bound by each and every provision of the Agreement. The Employer shall have an affirmative duty to call this provision of the Agreement to the attention to any school district or individual with which it seeks to make such an agreement as aforementioned.

6.9. Leave of Absence

6.9.1 An employee may request a leave of absence provided that such request is submitted in writing to the Superintendent or their designee. Such requests are subject to the following conditions:

- a) Upon recommendation of the Superintendent, leave of absence without pay may be granted to any employee for: (a) illness, (b) family emergency, (c) maternity, (d) military service, and (e) education.
- b) Except for military service, there shall be no other employment while on leave without prior approval of the Superintendent.
- c) The Employer is obligated to state in writing the terms of the leave of absence. The Employer agrees to re-employ the employee upon written request or give first preference to any opening for which the employee is qualified. All employee benefits earned prior to a leave of absence will be maintained upon re-employment.

6.9.2 Maternity Leave:

- a) An employee who is pregnant shall be allowed to work as long as they are capable of performing her normal functions and the duties of their job, and so long as their personal physician concurs.
- b) A request for a maternity leave shall be made in writing to the Superintendent at least thirty (30) calendar days prior to expected commencement of leave.
- c) Within thirty (30) calendar days after childbirth, they shall inform the employer of the specific day they will return to work.
- d) They may use their accumulated sick leave to cover the temporary disabilities caused by or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery there from.
- e) In the event sick leave has been exhausted, or is exhausted during their disability period, they shall be granted a leave of absence without pay for a period of up to one (1) year. The employee shall return to their same position and/or level with no loss of rights, benefits or seniority, and the employee taking their place shall be employed for the requested period of leave only.

6.9.3. Paid Family Medical Leave (PFML): Washington State Paid Family Medical Leave (PFML) Employees may be eligible to receive PFML under the Washington state Family and Medical Leave and Insurance Act (Chapter 50A.35 RCW). The District will comply with provisions of the law when administering leave under Washington PFML. PFML is fully administered by the Washington State Employment Security Department. Employees should visit www.paidleave.wa.gov for details. The parties recognize that an employee may not have the right to return to their previous position if they do not qualify for the requisite number of hours worked in the previous year, pursuant to RCW 50A.35.010. The District shall not discipline or otherwise discriminate against an employee who uses this leave, consistent with the law. Employees shall have the ability to use PFML consecutively with the employee's other leave entitlements unless the employee elects otherwise.

6.9.4 Family Medical Leave (FMLA): FMLA shall be governed by the Family Medical Leave Act in addition to the conditions set forth below:

- a) Medical certification for FMLA absences may be requested for absences of five (5) days or longer. Requests for medical certification shall be in writing and shall be delivered or mailed to employees. Employees shall have twenty-one (21) days to comply with the request. The certification may be in letter form on the health care provider's stationery.

b) No employee shall be required to utilize paid vacation or paid personal leave for any FMLA absence in which the employee does not request to receive such pay.

c) Any time spent on FMLA leave shall be considered as time worked for purposes of determining seniority.

6.10. Job Descriptions

6.10.1 The essential job functions and other duties and responsibilities of a Paraeducator within a specific assignment contained in a job description shall be developed by the Employer. Such descriptions shall be reviewed on an annual basis and made available upon request to bargaining unit employees.

6.10.2 Monetary value of all new positions for which no existing job classification applies will be bargained with the Union. The Union shall be notified of any new classifications and the proposed hourly rate of pay for such classification which may be adopted or created by the Employer. The hourly compensation for new classifications may be bargained with the Union provided that a demand for bargaining is made by the Union.

6.10.3 The *“other duties as assigned”* clause included in each job description is intended to capture duties and responsibilities that may not be specifically identified within each specific job description and are directly related to that employee’s basic job function.

6.11. Facility Assignment Transfer

6.11.1 In the event the district determines it is necessary to transfer an employee(s) to another facility, the Employer shall first solicit volunteers for the transfer prior to mandating a transfer. If there are no volunteers, transfers will be done by seniority, with the least senior employee being transferred first.

6.12. Accrued Leave Transfer

6.12.1. The District shall establish and administer a leave sharing plan in which eligible employees may donate excess leave for use by an employee who is suffering from, or has a relative or household member suffering from, an extraordinary or severe illness, injury, impairment or physical or mental condition and for other uses authorized by Centralia School District Policy #5406. Such program is intended to extend leave benefits to an employee who otherwise would have to take leave without pay or terminate their employment with the District. The leave sharing plan shall be administered in accordance with Centralia School District Policy #5406.

6.13. Training

6.13.1 It is recognized that the Employer has the authority to direct an employee to attend any and all school and training sessions as directed. All travel time for employees commuting to training outside of the employee’s normal portal to portal travel shall be paid at the employee’s applicable rate of pay.

6.13.2 The Employer will provide training for employees as required by statute, legal mandate, job position required certification, and/or Employer policy. Listed below are conditions applicable to this provision:

a) Any employee attendance at training required by the Employer as a condition of employment shall be compensated at the employee's applicable rate of pay.

b) The Employer shall reimburse the employee for all reasonable fees and costs associated with such training or in the alternative, pay in advance for enrollment and/or tuition.

6.13.3 Voluntary Training: Employees who are interested in obtaining or participating in voluntary training shall be required to complete and submit a District provided voluntary Training Request Form which is attached to this Agreement as Exhibit “A”. The District will set aside a minimum of five thousand dollars (\$5,000) per school year for voluntary training. In addition, all unexpended monies shall be rolled over at the end of each school year, up to ten thousand dollars (\$10,000) and added to the contractually mandated funding for the following school year. The District shall notify the Union at the end of school year of the amount of unexpended monies.

6.13.4 In the event that reimbursement requests exceed the amount of money available in any given school year, reimbursements shall be made on a proportional basis.

6.13.5 General Paraeducator Certification: In the event the District receives funding for salary increases for employees who have completed the General Paraeducator Certification program, the District, at the request of the Union, shall meet to bargain the impacts of such funding.

6.14. Inclement Weather

6.14.1 If inclement weather causes the district to start school later than usual, employees will be expected to arrive at work within a reasonable amount of time following the radio announcement of the change in schedule. The below listed conditions shall also apply:

- a)** If schools are closed early due to weather conditions, employees shall be permitted to leave immediately after students are dismissed and student safety is assured; and
- b)** Hours that are not worked due to early closure will be made up within thirty (30) school days, approved by the building administrator and documented at the work site.
- c)** If school starts up to two (2) hours late and employee starts work up to two (2) hours late, such time may be made up within the school year.
- d)** If an employee starts work on a late schedule, their break schedule may be temporarily adjusted by their supervisor to reflect the change in start time.

6.15. School Calendar

6.15.1 The employees shall be given an opportunity to provide input on the “*work year school calendar*” during the development stage through the individual facility Building Representatives at the District calendar committee meeting(s).

6.16. Immunizations

6.16.1 The District shall pay for immunizations for the prevention of influenza; provided, the employee’s medical care coverage does not pay for such immunization costs. Hepatitis B immunizations shall be made available for employee’s who serve in high risk assignments in accordance with School District Policy #5510.

6.17. Professional Development

6.17.1 Employees who possess an Associate of Arts degree, shall be compensated fifty cents (\$0.50) per hour in addition to the employee's regular rate of pay.

6.18. Classroom Budget

6.18.1 Each school building budget will include funds that may be used to reimburse paraeducators for the purchase of supplies, materials, and incentives with the prior approval of the classroom teacher responsible for the class and the building principal. Reimbursement will be no more than \$25 per paraeducator.

7. SAFETY

7.1.1 Employee Rights to a Safe Work Environment: District administration agrees to provide prompt direction to employees when questions or concerns regarding staff and student safety arises. In the event an employee does not believe the district is following State, Federal, and Local requirements to adequately protect staff or student safety, the employee shall have the right, as designated in Labor and Industries' regulations, to remove themselves from the situation in which they feel unsafe once proper supervision is in place. The employee agrees to stay on the work site, but in a safe location, until excused by building administration or until the safety concern is addressed and adequately resolved. The District and/or building administration will work with the employee to address safety concerns. If after appropriate support, training, and guidance, the employee continues to feel the position is not a good fit, the employee may reach out to the Human Resources Department for a list of all vacant positions that they may apply for.

The District recognizes that staff and students should be provided a working and learning environment free of assaults and harassment, as defined in state law and district policy. When any student has assaulted, harassed, threatened or bullied an employee, or when there is a known imminent threat of such behaviors, appropriate steps will be taken to ensure the safety of the staff member. The District will take necessary and reasonable steps to protect employees who are the subject of harassment (including sexual harassment), bullying (including cyberbullying) and/or stalking, intimidation, assaults, fraudulent impersonation, threats or other behaviors that violate district policy or state laws. These steps shall include, but are not limited to providing guidance to the employee and other affected staff members regarding the appropriate actions to take in the event a student exhibits behavior that may present a danger to themselves or others.

8. COMPENSABLE HOURS

8.1. Hours of Work

8.1.1 The normal work week for all bargaining unit members shall consist of five (5) consecutive days, Monday through Friday.

8.1.2 Each employee shall be assigned to a definite shift with designated times of beginning and ending, work schedules showing the employee's yearly starting and ending dates, total work days per year, and hours worked per day prior to the commencement of the school year. It is understood that work hours for some job assignments may occasionally change during the course of the school year due to operational needs of the District.

8.1.3 Employees will be given reasonable advance notice of their work assignment.

8.1.4 Additional work hours shall be offered by building seniority provided that the most senior employee possesses the necessary qualifications to perform the additional work that is available and their current work schedule permits reasonable access to the available hours without unduly disrupting their current work assignment.

8.1.5 Those individuals who are currently employed for one hundred eighty (180) days or more shall be given one (1) additional day (181 days).

8.1.7 The use of this additional day shall be coordinated at the site level using a collaborative process and shall be utilized in a manner consistent with the district Strategic Long Range Plan (SLRP) and/or the individual School Improvement Plan (SIP).

8.1.8 An employee who attends the Employer sponsored "all staff" meeting shall be paid at their applicable hourly rate of pay for all hours in attendance at the event, including any additional hours of work assigned on the same day of the "all staff" meeting. Furthermore, such employee shall receive Labor Day holiday compensation in accordance with Section 9.1, Holidays.

8.2. Overtime

8.2.1 Compensable hours in excess of forty (40) hours per week will be paid at the rate of time and one-half (1/2) the employee's regular hourly rate of pay. Compensable hours shall include all hours in which an employee receives compensation.

- a) Overtime compensation shall be computed and paid in fifteen (15) minute increments. Overtime shall be authorized by the site administrator or designee.

8.3. Working Out of Classification

8.3.1 In the event that the district assigns an employee to do the work of an employee in a job classification having a higher rate of pay, the assigned employee shall receive pay at the range of the out of classification work and at the employee's current step. However, in no case shall the assigned employee's enhanced rate of pay exceed that of the employee being substituted for or assisting.

8.4. Call Time & Show-Up Time

8.4.1 An employee who is called back into service by the Employer or designee shall be compensated a minimum of two (2) hours at the employee's applicable regular hourly rate of pay. The hourly minimum is not intended to be applicable to those hours worked contiguous with the employee's regularly scheduled hours of work.

8.4.2 An employee who reports for work at their regular scheduled time or is at work and is subsequently sent home due to school delay or cancellation shall be compensated a minimum of one (1) hour at the employee's applicable regular hourly rate of pay if the Employer has not provided at least one (1) hour of notice prior to the start of the employee's regular scheduled shift of such delay or cancellation. It shall be the responsibility of the employee to monitor radio announcements during periods of inclement weather regarding delays and/or cancellations.

8.5. Jury Duty

8.5.1 If an employee is subpoenaed as a witness by a court of law or summoned to serve as juror on and during regularly contracted work days, such employee shall suffer no loss in pay for each day of actual presence in court.

8.5.2 If an employee is named as a co-defendant with or a witness for the District in a court action, the provisions of this section shall apply.

8.6. Rest & Lunch Breaks

8.6.1 An employee shall be permitted an Employer paid fifteen (15) minute rest break for each four (4) hours of continuous compensated time. An employee, during the approximate midpoint of their shift, shall be permitted to take a one-half (1/2) hour unpaid lunch break.

8.6.2 An employee required to work through their regular lunch period will be given time to eat at a time agreed upon by the employee and supervisor. In the event the District requires an employee to forgo a lunch period and the employee works the entire shift, including the lunch period, the employee shall be compensated for the foregone lunch period at their applicable hourly rate of pay.

9. EMPLOYEE BENEFITS

9.1. Holidays

9.1.1 Paraeducators shall be granted up to eleven (11) paid holidays as listed below:

Labor Day
Veterans Day
Thanksgiving Day
Day after Thanksgiving Day
Christmas Eve
Christmas Day
New Year's Eve
New Year's Day
Martin Luther King Day
President's Day
Memorial Day

9.1.2 If an approved holiday falls on the weekend, the holiday will be granted on the Friday preceding or Monday following said holiday.

9.1.3 If an employee takes unauthorized, unpaid leave the day before or the day after a holiday, the employee will not receive pay for that holiday.

9.1.4 Employees who are required to work, by the department supervisor or building principal on any of the holidays described above shall receive two (2) times their regular hourly rate of pay for all hours worked on such holidays, plus their normal holiday pay.

9.2. Health and Welfare Insurance

9.2.1 Health Benefits: Employees projected to be working at least six hundred thirty (630) hours, or per the current School Employees' Benefit Board's (SEBB) regulations shall be eligible to receive a District contribution for their selected health benefits. The District agrees to provide the insurance plans, follow employee eligibility rules and providing funding for all bargaining unit members and their dependents as required by State law, the State Operating Budget, and the School Employees' Benefit Board.

9.2.2. Employees may enroll in any VEBA Trust Program offered through the District provided that an employee or a group of employees meet the specific requirements of the individual VEBA Trust plan selected.

9.3. Bereavement Leave

9.3.1 Each employee shall be allowed up to five (5) days leave with pay per incident for absence caused by death of a member of that employee's immediate family. The five (5) days of leave do not have to be used concurrently. Bereavement leave must be utilized within a calendar year of the incident. Requests to utilize bereavement leave shall be made to the appropriate administrator.

9.3.2 Immediate family is defined to include mother, father, sister, brother, husband, wife, son, daughter, son-in-law, daughter-in-law, sister-in-law, brother-in-law, mother-in-law, father-in-law, grandchild, grandparent, step-father, step-mother, aunt, uncle, and/or person who is a non-paying resident of the employee's household.

9.3.3 Bereavement leave is not deducted from accrued leaves and is not cumulative. If an employee must travel a long distance, and/or extenuating circumstances exist which require an extension of the leave, the employee may utilize other leave time which may be available or the Employer may authorize, on a case-by-case basis, additional paid bereavement leave which is not debited from any accrued leaves.

9.3.4 At the sole discretion of the Superintendent or their designee and Site Administrator, an employee may be permitted to either take one (1) unpaid day off each school year or adjust their work shift to attend a funeral of an individual not identified in Section 9.3.2.

9.4. Sick Leave

9.4.1 First year employees shall be credited monthly with the equivalent of one (1) workday of accrued sick. All employees starting their second year of employment will automatically receive eleven (11) days sick leave plus that portion up to eleven (11) days not used in the first year of employment.

9.4.2 Individuals who are ill shall not be required to obtain their own substitutes; however, the employee shall be required to notify the District office of their inability to report to work so that a substitute can be obtained by the Employer.

9.4.3 A "day" of sick leave accrued or expended shall be defined as a scheduled work day.

9.4.4. As used in the provision "Sick Leave" means paid leave granted to an employee for the purpose of absence from work with pay. Each employee may use a choice of accrued sick or other paid leave for the following reasons:

- a)** An absence resulting from an employee's mental or physical illness, injury, or health condition; to accommodate the employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or an employee's need for preventive medical care:
- b)** To allow the employee to provide care for a family member with a mental or physical illness, injury, or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or care for a family member who needs preventive medical care; and
- c)** When the employee's place of business has been closed by order of a public official for any health-related reason, or when an employee's child's school or place of care has been closed for such a reason.
- d)** An absence that qualifies for leave under the domestic violence leave act, chapter 49.76 RCW.

The term "family member" is defined in RCW 49.46.210: a child, including a biological, adopted, or foster child, stepchild, or a child to whom the employee stands in loco parentis, is a legal guardian, or is a de facto parent, regardless of age or dependency status; a biological, adoptive, de facto, or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood in loco parentis when the employee was a minor child; a spouse; a registered domestic partner; a grandparent; a grandchild; or a sibling

An employee may not take sick leave until it has been earned. The District shall not discharge, threaten to discharge, demote, suspend, discipline or otherwise discriminate against an employee who uses this leave. The District may require a physician's verification for need of such leave use.

9.4.5 Sick leave may be used in half hour (1/2) increments. Accrued sick leave shall be debited in accordance with actual time of absence.

9.4.6 An employee may accumulate sick leave not to exceed eleven (11) days per year. Each employee may accumulate and use sick leave up to the equivalent number of days in the employee's contract year. Sick leave will be recorded and applied on the basis of hours.

9.4.7 For each day's absence beyond accumulated sick leave days, salary payment shall not be made unless debit for compensation is made from other accrued leaves, e.g., vacation.

9.4.8 A doctor's certificate may be required for illness lasting more than five (5) days.

9.4.9 During a period of interrupted service for occupational injury or occupational illness, the employee may, at their option, be paid from accrued benefits the full difference between Workers' Compensation and the amount the employee would have received for regularly scheduled work.

9.4.10 An employee may elect to use accrued annual or sick leave during the initial three (3) days of a period of absence due to occupational injury or qualifying occupational illness. Should the employee initially elect to use sick leave and later qualify for and receive Workers Compensation time loss payments which include compensation for this initial three (3) day period of absence, the time loss payment receive for the initial period must be credited to the employee's sick leave account.

9.4.11 Sick Leave Cashout: Employees may cash out unused sick leave days above an accumulation of sixty (60) days at a ratio of one (1) full day's salary per diem for four (4) accumulated sick leave days.

a) At the employee's option, they can cash out their unused sick leave days in January of the school year following any year in which a minimum of sixty (60) days of sick leave is accrued and each January thereafter, at a rate equal to one (1) day's salary per diem of the employee for each four (4) full days of accrued sick leave. The employee's sick leave accumulation shall be reduced four (4) days for each day compensated. No employee may receive compensation for sick leave accumulated in excess of one (1) day per month.

b) At the time of separation from school district employment due to retirement or death, an eligible employee or the employee's estate shall receive remuneration at a rate equal to one (1) day's current salary per diem of the employee for each four (4) full days accrued sick leave for illness or injury up to a limit of one hundred and eighty (180) days.

9.5. Emergency Leave

9.5.1 Each employee shall be allowed up to one (1) day of paid emergency leave per year non-cumulative, deducted from annual sick leave and approved by the employee's immediate supervisor under the following conditions.

a) Emergency leave is defined as those situations that require the personal attention of district personnel on a regularly scheduled work day; the problem has been suddenly precipitated; the problem is of a nature that pre-planning is not possible; and the problem is of a serious nature.

b) Request for emergency leave should include reasons for the request and be submitted with as much advance notice as possible.

c) Emergency leave credit may be used to supplement family bereavement leaves.

d) Emergency leave cannot be granted for reasons of personal financial gain, recreation, or seeking other employment.

e) Emergency leave can be used in one-half (1/2) shift increments.

9.6. Personal Leave

9.6.1 Under the following conditions, three (3) days of personal paid leave shall be granted annually to each employee. An employee shall not be required to disclose the reason why the personal leave is being taken provided that following conditions are being met. When exceptions are sought to any restrictions listed below, the employee may be required to disclose why the exception is needed.

a) The leave request shall be made at least two workdays in advance unless approved by the building administrator in case of emergency.

b) Appropriate instructions have been prepared and left with the employee's supervisor or the supervisor's designee.

c) The number of personal leave absences at a given work site on a given day will not exceed ten per cent (10%) of the bargaining unit members but no fewer than two (2) employees except in cases where more than one (1) employee from a self-contained special education classroom or more than a single one-to-one assistant would be absent from the same building. In these cases only one (1) employee can be gone from the work site without express agreement from the building principal.

d) This leave will not be granted the first five (5) or the last five (5) work days of the school year.

e) Personal leave is accumulative to a maximum of six (6) days, non-transferable, and when utilized shall not be deducted from any accrued leaves.

f) An employee may cash out three (3) personal leave day at the employee's substitute hourly rate of pay on an annual basis. Application will be submitted on or before the last day of the school year. Should an employee not elect to cash-out one (1) or two (2) personal leave days, three (3) unused days may be carried over for use in the following year.

g) Exceptions to a), c), d), e) may be considered under unusual circumstances by direction of a leave request through the building/district supervisor to the Human Resources Department. District approval of such unusual circumstance requests are at the sole discretion of the District and action under this section of the contract will not be grievable.

9.7. Perfect Attendance Incentive

9.7.1 Employees with perfect attendance in the first (1st), second (2nd), or third (3rd) trimesters of each school year covered by the terms and conditions of this Agreement shall receive one (1) additional day of pay for each trimester in which an employee does not utilize sick leave and/or non-scheduled leave days. The specific start and finish of each trimester shall be established by the District's school calendar.

9.8. Employee Compensation

9.8.1 In the event that funds are disbursed to an employee by direct deposit in error, the District and the employee shall work together to come to an agreement regarding how the employee will repay the District the overpaid amount.

10. EMPLOYEE DISCIPLINE

10.1. Just Cause

10.1.1 All disciplinary action taken against an employee shall be for just cause, provided, however, this provision shall not apply an employee's probationary period with the District, during which time the employment status shall be strictly at will.

10.1.2 Any allegation of misconduct and/or other violation of work rules not called to the attention of the employee within ten (10) workdays of when the Employer knew or should have reasonably known of the existence of such allegation(s) may not be used as the basis for any disciplinary action against an employee.

10.2. Types of Discipline

10.2.1 The District shall utilize progressive discipline; however, both parties recognize that nothing within this provision shall be construed to limit the Employer's ability to impose administrative leave as a precursor to possible disciplinary action.

10.2.2 The District agrees to follow a policy of progressive discipline:

- a) Oral Warning
- b) Written Warning
- c) Suspension
- d) Discharge

10.2.3 Any disciplinary action shall be appropriate to the behavior which precipitated the action. Progressive discipline may be by-passed if the behavior so warrants the action.

10.2.4 All written discipline notices will remain in the official personnel record of the employee for a period of three (3) years from the date of entry. The written warning will be removed from the employee's personnel file at the end of the three (3) years provided no such warning for the same offense has occurred within the three (3) year time period. The written discipline may be removed contingent upon the receipt of a written request from the employee, in the absence of additional disciplinary notices during the three (3) year interim, and only if the disciplinary notice was not related to issues that were in violation of the professional code of conduct.

10.3. Discipline Investigations

10.3.1 The supervisor will inform the employee of the alleged violation and of their right to request Union representation to be present during an investigatory interview.

10.3.2 Any scheduled meeting at which disciplinary action is to be announced, or taken, may be attended by a Union representative, if the employee requests a representative to be present. No scheduled meeting shall be delayed more than twenty- four (24) hours unless mutually agreed to the contrary by the parties.

11. GRIEVANCE PROCEDURE

11.1. Purpose

11.1.1 The purpose of this grievance procedure is to provide a procedural means for resolution of disagreements arising from misapplication or misinterpretation of the terms and conditions of this Agreement.

11.1.2 Grievances must be filed within fifteen (15) calendar days of when the employee knew or should have known of the action or inaction which prompted the grievance. Failure to file a grievance within the aforementioned time limits shall render the grievance moot.

11.1.3 Any time limits imposed in the grievance procedure section may be waived or extended by mutual agreement of the Union and the Employer. Such waiver or extensions shall memorialize in written form.

11.2. Processing Steps

11.2.1 Step 1: Employees shall first submit the issue in writing or email to their immediate supervisor and then the employee and supervisor will discuss the issue. If the employees so wish, they may be accompanied by a Union representative at such discussion. Such discussion should include:

- a) The factors on which the issue is based;
- b) A reference to the provisions in this Agreement which have been allegedly violated; and,
- c) The remedy sought.

The immediate supervisor will provide the employee with a written response within fifteen (15) working days.

11.2.2 Step 2: If the issue is not resolved to the employee's satisfaction at Step 1, the employee shall, within fifteen (15) working days of the immediate supervisor's written response to the issue. The employee will contact the Union to submit the grievance in writing to the Superintendent or designee. The grievance shall contain the below listed information:

- a) The factors on which the grievance is based;
- b) A reference to the provisions in this Agreement which have been allegedly violated; and,
- c) The remedy sought.

The Superintendent or designee may either request a meeting to discuss the matter or seek further clarification of the grievance or may elect to simply respond in writing to the grievance. In either case, the Superintendent or designee's position on the matter shall be issued within fifteen (15) workdays of when the meeting was held or from the date of receipt of the grievance whichever is applicable. Should the Superintendent or designee's response not satisfactorily resolve the grievance, the grievance shall be moved to Step 3.

11.2.3 Step 3: If the grievance is not resolved to the employee's satisfaction at Step 2, the employee/Union shall, within fifteen (15) working days of the Superintendent's or designee's response to the grievance, submit the grievance to the District's Board of Directors. The Board of Directors reserves the right to summon an employee for an oral statement of grievance. Such a statement may be made by the employee's Union representative. At any appearance before the Board of Directors, the employee may be accompanied by a Union representative. The Board of Directors shall render a decision regarding the disposition of the grievance within thirty (30) working days from receipt of the grievance.

11.2.4 Step 4 - Grievance Arbitration: The moving party may request the Public Employment Relations Commission to assign an arbitrator to hear the issue in dispute, or may request the Public Employment Relations Commission to provide a list of seven (7) arbitrators registered with that agency. If a list is selected, the striking order shall be determined by a flip of a coin. Such reference to arbitration will be made within thirty (30) calendar days after the final decision is rendered on the matter by the Superintendent or designee and will be accompanied by the following information:

- a) question or questions at issue;
- b) statement of facts, and;
- c) position of each respective party.

11.2.5 In connection with any arbitration proceeding held pursuant to this Agreement, it is agreed as follows:

- a) When an interpretation and application of this Agreement falls within the issue at hand, the arbitrator's power shall be limited to interpretation or application of the express terms of this Agreement. The arbitrator shall have no power to render a decision that will add to, subtract from or alter, change, or modify the terms of this Agreement.
- b) The arbitrator shall rule only on the basis of information presented in the hearing and shall refuse to receive any information after the hearing except in the presence of both parties and upon mutual agreement. The foregoing is not intended to exclude post-hearing briefs.
- c) The decision of the arbitrator shall be final, conclusive and binding upon the Employer, the Union, and the employees involved provided the decision does not involve action by the Employer which is beyond its jurisdiction.
- d) The losing party shall be responsible to pay all of the fees, if any, which are submitted by the arbitrator.
- e) Either party may request that a stenographic record of the hearing be made. The party requesting such record shall bear the cost thereof, provided, however, if the other party requests a copy, such cost shall be shared equally.

12. EMPLOYEE COMPENSATION

12.1. Classifications & Salary Schedule

12.1.1 The current classifications and salary schedule is attached to this agreement as an Appendix. Subsequent modifications to classifications and/or salaries shall also be attached as an Appendix.

12.1.2 Payroll Deductions: Payroll deduction requests must be made on the proper form and will be allowed in accordance with district procedures.

12.1.3 Step increments shall be paid to eligible employees in accordance with the applicable provisions set forth in this agreement.

12.2. Longevity

12.2.1 In order to recognize the long-time service of regular employees of the Centralia School District, the following longevity plan shall be implemented as an additional monetary benefit, based upon the length of continuous employment in the Centralia School District service:

Hourly Benefit:

- After fifteen (15) years - additional \$.25 an hour in hourly compensation.
- After twenty (20) years - additional \$.25 an hour in hourly compensation.
- After twenty-five (25) years – additional \$.25 an hour in hourly compensation.
- After thirty (30) years – additional \$.25 an hour in hourly compensation.

12.3. Emergency Certs

12.3.1 The District will reimburse the cost of obtaining an emergency substitute certificate for all bargaining unit members. The District shall exhaust all efforts to use Substitute Teachers and pull

certificated staff in building before pulling emergency certificated staff from their duties. The Emergency Certificated staff is to be used for emergencies (i.e. not for preplanned absences) and based off of the emergency certificate guidelines. Employees asked to work in a substitute teacher capacity have the right to decline.

12.4. Seniority Standing

12.4.1 Unless otherwise required by law, the seniority of an employee shall be defined as the length of continuous service within the District provided that breaks in service of one (1) calendar year or less shall be bridged and considered as continuous. District seniority will be the standard applied for all seniority applications unless expressly modified by the terms and conditions of this agreement or applicable state/federal law.

a) District seniority shall not be adjusted for authorized medical leaves of absence or any other leaves of absences provided for by State or Federal law, for use of accrued leaves, or during any period of time an employee is not working as part of their normal work schedule with the District.

b) An employee's District seniority date shall be adjusted for time absent during a layoff, for non-medical related leave of absence or for leave of absences not provided for under State or Federal law.

13. REDUCTION IN FORCE

13.1. Lay Off and Recall

13.1.1 The term "layoff" as used herein refers to action by the Board reducing the number of employees in the bargaining unit, owing to financial restriction, program change, or other serious problems as determined by the Board.

13.1.2 In the event that layoff becomes necessary, the District shall first determine which employees will be retained because of special skills and/or qualifications relating to District programs. Skills and qualifications include, but are not limited to, foreign language, secretarial skills special training for instructional programs, and experience with handicapped and low-performing students.

13.1.3 Employees not retained under the preceding paragraph shall be subject to layoff on the basis of seniority. In the event that individuals have the same seniority ranking, the employees so affected shall participate in a drawing by lot to determine seniority position.

13.1.4 An updated seniority list for this specific bargaining unit shall be provided to the Union upon request.

13.1.5 Employees to be laid off shall receive advance written notice of no less than twenty-one (21) calendar days. The Union shall be provided with a layoff list no less than twenty-one (21) calendar days prior to employee layoffs.

13.1.6 Employees having additional skills and/or qualifications should report such skills and/or qualifications in writing to the personnel office. Written verification of such additional skills and qualifications is required and should be provided to the personnel office on an annual basis.

13.1.7 Employees who are laid off shall be placed in a re-employment pool for fourteen months (14). Recall shall first be based on special skills and/or qualifications relating to District program(s) and then be based on seniority. The District shall give employees written notice of recall from layoff by sending a registered or certified letter to the recalled employee at their last known address. If the employee does not respond within six (6) District business days of such notice of recall, the employee shall forfeit right of recall. The employee's address as it appears on the Board's records shall be conclusive when used in connection with layoffs, recall or other notice to the employee.

13.1.8 All benefits provided by this Agreement and unused accumulated sick leave will be granted each employee upon return to active employment. The employee will be placed on the proper step of the salary schedule at the same step they occupied at the time they were laid off.

14. SEVERABILITY

14.1. Repealer in Conflict with Law

14.1.1 In the event that any provision of this Agreement shall at any time be declared invalid by any Court of competent jurisdiction or through government regulations or decree, such decision shall not invalidate the entire Agreement, it being the express intention of the parties hereto that all other provisions not declared invalid shall remain in full force.

15. SUCCESSOR AGREEMENT

15.1 The parties agree to establish a schedule to commence bargaining for a successor agreement in March 2028. Written notice to begin negotiations for a successor to this Agreement shall be served by either party upon the other at least one hundred sixty (160) days prior to the expiration date. In the event collective bargaining on a successor agreement has not been completed prior to the expiration date of this Agreement, all provisions of this Agreement shall be in effect pursuant to RCW 41.56.123.

16. DURATION OF AGREEMENT

16.1. This Agreement shall become effective September 1, 2025 until August 31, 2028. The District agrees to flow through state funded benefit increases and to pay increments earned in accord with contract language for all current and subsequent school years that this agreement covers.

16.2. This Agreement may be amended or supplemented at any time by mutual consent of the parties thereto. Requests for change may be made by either party.

Signed and dated this _____ day of _____, 2025.

**Brian Blaisdell, Secretary-Treasurer
TEAMSTERS UNION LOCAL NO. 252**

**President, Board of Directors
CENTRALIA SCHOOL DISTRICT #401**

**Heather Slusher, President/Business Agent
TEAMSTERS UNION LOCAL NO. 252**

**Dr. Lisa Grant, Superintendent
CENTRALIA SCHOOL DISTRICT #401**

APPENDIX A – 2025 through 2026 Salary Schedules**Year 1 – IPD + .5%****Year 2 – IPD****Year 3 – 2.5% or IPD which ever is greater**

17.1 Effective September 1, 2025, an increase to the 2024-2025 hourly rate schedule will be increased by Implicit Price Deflator (IPD) +.5% (3% total). Such percentage increase will be applied at step 1, and then the percentage increases between steps of three percent (3%) will apply.

Paraeducator

3%

Step1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step10	Step11
19.73	\$20.32	\$20.93	\$21.56	\$22.20	\$22.87	\$23.55	\$24.26	\$24.99	\$25.74	\$26.51

Specialist

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
\$34.51	\$35.54	\$36.61	\$37.71	\$38.84	\$40.00	\$41.20

17.2 Any work performed by members of the bargaining unit, inclusive or exclusive, of their one-hundred eighty-one (181) day work cycle shall be paid at their applicable hourly rate of pay set forth in the hourly rate schedule listed above. All available bargaining unit work shall be offered to bargaining unit employees prior to offering available work to Temporary or Casual employees.

17.3 Within the generic job classification of a “Paraeducator” such employees are designated by the Employer to work in specific job assignments. Such assignments are subject to change from year to year or at any time during the school year depending on a variety of different factors. Except as specifically restricted by this agreement, Paraeducators may be assigned by the Employer, to anyone of the available work assignments at any time before or during the school year

17.4 The listed assignments below are not all inclusive and are illustrative of the general assignments being used at the time this agreement was entered into.

Paraeducator assignments include		Specialist assignments include
Office Assistant	Migrant Program	Sign Language Interpreter
Special Ed - Resource Room	Behavior Support	COTA
Special Ed - ILC/IAC	Daycare	SLPA
Special Ed - Preschool	LAP Paraeducator	
Library Technician		
Health Room Assistant		
Supervision		
Multi-Lingual Learner		

17.5 The Employer, at the Employer's sole discretion, may start new hires up to Step 3 of the salary schedule depending on the employee's experience, job qualifications, and past service with the District in any employment capacity.

17.6 For the purpose of placement/advancement on the pay schedule, an employee will receive a year's experience if their date of hire is between September 1 and January 1 of the prior year.

17.7 Pay Date Grandfathering: Employees hired on September 1, 1994 and thereafter will be paid over twelve (12) months. Current staff may request a change from ten (10) month to twelve (12) month payment if the request is made by September 20 of the school year.

17.8 Extra Work Details: Employees authorized extra work (i.e., down chain-marker, ticket taking, dance chaperoning) shall receive forty dollars (\$40.00) per activity or be compensated at the Washington State minimum wage for all hours worked, whichever is greater.

17.9 Specialized Positions: Paraeducators working in an assignment that requires additional training due to the disability of the student(s) they will be working with as directed by the District or at the daycare program at Centralia High School will receive an additional \$.50 an hour in hourly compensation.

17.10 Paraeducators who fluently speak, write, and read Spanish and pass the District's administered Spanish test will receive an addition \$.50 an hour in compensation. The employees will provide evidence of such a certificate to the District under these circumstances.

17.10.1 Employees who have not passed the District's Spanish test will not receive the additional pay nor will they be required to utilize their Spanish language skills.

17.11 Employees who have passed the District administered Spanish test and hold an interpreter certificate will be paid at the specialist rate when the District directs them to provide legally required interpreter services (i.e. during IEP meetings) outside of their normal working hours. The employees will provide evidence of such a certificate to the District under these circumstances.

17.12 Cispus Dining Hall Director – The Cispus Dining Hall Director shall be paid a one-thousand-dollar (\$1,000) stipend.

Exhibit "A"

**CENTRALIA SCHOOL DISTRICT
Paraeducator Voluntary Training Request**

Paraeducators interested in training opportunities occurring outside of their scheduled shifts are invited to request compensation for such trainings using this form. Paraeducators shall be paid at their applicable rate of pay.

Instructions:

1. Complete the request portion of this form and submit it to your supervisor for approval consideration **at least 3 days prior to the training you wish to attend.**
2. If approved, take this form with you to the training and have the presenter sign the bottom portion of this form.
3. Return the completed form to your building supervisor for processing within 5 days of the completion of your training event.

Name: _____

Building: _____

Position: _____

Employee #: _____

Name of training requested: _____

Date: _____

Location: _____

Times: _____

Total Hours Requested = _____ Hours

Please explain how this training relates to your role and what specific knowledge/skills you hope to obtain or improve through this opportunity: _____

Building Supervisor Reason for Denial: _____

Building Supervisor Approval: _____ / _____
Signature Date

Account code to be charged: _____

Attendance Verification: _____ / _____
Presenter Signature Date

Original – Employee	Pink – Building	Yellow - District
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Coversheet

Consideration of Approval of 2025-2028 Full-Time Teamsters Collective Bargaining Agreement

Section: V. New Business

Item: G. Consideration of Approval of 2025-2028 Full-Time Teamsters
Collective Bargaining Agreement

Purpose:

Submitted by:

Related Material:

Board Meeting Summary - 25-26 FT Teamster Collective Bargaining Agreement.pdf

Centralia Full Time Final Document 2025-2028.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

Full Time Teamster (Clerical, Maintenance, IT, Custodians) 2025-2028 Collective Bargaining Agreement

BACKGROUND:

The District and Full Time Teamster met three (3) times and collaborated to reach the agreement on the following items in the Full Time Teamster Collective Bargaining Agreement:

Financial Package:

1. Compensation for part-time night custodians to work the day shift 5 days prior to the start of school (\$5000).
2. Elementary Secretaries were previously placed on a separate wage scale after entering the bargaining unit while the contract was closed. As part of this agreement, the District agreed to align them with the Secretary I classification on the salary schedule (cost of change \$22,005.19). Additionally, the District and Union will jointly conduct a time study and job description review next year to ensure all secretary classifications are accurately aligned with the appropriate salary levels.
3. Salary increases:
 1. 25/26: IPD (2.5%: \$84,000) plus .5% (\$15500)
 2. 26/27 IPD (legislative prediction 2.6%)
 3. 27/28 2.5% or IPD whichever is higher (prediction is at or above 2.5 but we will not know until that year's legislation)

Language Updates

A number of updates to resource references, definitions, dates, and legal updates and well as defining terms more clearly.

Employee Evaluations

Employees may submit written rebuttals/comments within five working days.

Leave

Updated Paid Family Medical Leave (PFML) and FMLA language.

Acknowledgement added that employees may not return to their previous position if they don't qualify under RCW 50A.35.010.

Clarifies that sick/personal leave only count toward overtime when Generalists are *called back*.

Clarifies that unauthorized unpaid leave before or after a holiday negates holiday pay.

Grievance Procedure

Process language was cleaned up for clarity, and created a 15-day response timeline for each party

RATIONALE:

The current Full Time Teamsters contract will expire on August 31,2025. The District and Full Time Teamsters met and bargained in good faith to reach mutually agreeable changes to the CBA.

FISCAL IMPACT:

Estimated first year cost is \$126,505.

BUDGET SOURCE:

Multiple

DATA SOURCES:

Joe Vetter, Executive Director of Financial Services, Samantha Mitchell, Executive Director of Human Resources, and Christina Weidner, Attorney

SUBMITTED BY:

Samantha Mitchell, Executive Director of Human Resources

RECOMMENDED ACTION:

Approval of the Agreement

COLLECTIVE BARGAINING AGREEMENT



**BETWEEN
TEAMSTERS UNION LOCAL NO. 252**

AND

**CENTRALIA SCHOOL DISTRICT
(Clerical, Maintenance, Computer Technicians, & Custodians)**

September 1, 2025 – August 31, 2028

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1. INTRODUCTION

1.1. Preamble

1.1.1. This Agreement made and entered into between the Centralia School District No. 401 (hereinafter designated as the "District" and/or "Employer"), and Teamsters Union Local No. 252 (hereinafter designated as the "Union") for the purpose of collective negotiations on wages, hours and conditions of employment.

1.2. Purpose

1.2.1. Upon written request by either party, the Union officials and Employer representatives shall meet to discuss problems relating to interpretation or application of this Collective Bargaining Agreement. When a request is made, the meeting shall be held within a reasonable amount of time.

2. RECOGNITION

2.1. Scope of Bargaining Unit

2.1.1. The Employer agrees to recognize the Union as the sole bargaining agency for the full-time and part-time classified employees within the job classifications below and to deal with representatives of the Union with respect to wages, hours and working conditions, and the adjustment of grievances arising under this contract. Classifications included within this bargaining unit are: Secretaries, Grounds/Maintenance, Custodians, Electricians, Licensed or Certified Electrician or HVAC, Computer Technicians, and Security Officers. Substitute employees and confidential employees are excluded from the bargaining unit.

2.1.2. The Employer will make available to the Union or his/her designee, reports of change in employment status of employees coming under this Agreement; i.e., new hires, transfers, promotions, demotions, terminations, etc.

3. MANAGEMENT RIGHTS

3.1. Customary Functions

3.1.1. The Board, acting on behalf of the electorate of the school district, retains and reserves all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the regulations of the State Board of Education, the laws and Constitution of the state of Washington and/or the United States.

3.1.2. It is expressly agreed that all rights except those rights clearly relinquished herein by the District are reserved to and shall continue to vest in the District.

4. UNION SECURITY

4.1. Check Off of Union Dues & Initiation / Membership

4.1.1 The Union shall have up to a thirty (30) minute orientation with new employees' during the district's new employee orientation. If the Union is not able to be at the scheduled orientation, the Union shall have up to thirty (30) minutes during the employees' regular work hours. The Union will explain that it is designated as the exclusive representative for all employees covered under this Agreement.

4.1.2 Upon receipt of a properly executed authorization card signed by the employee, the Employer shall deduct from the employee's monthly pay all regular union dues and initiation fees uniformly required to maintain the employee in good standing with the Union. Payroll deduction authorization cards must be received by the Centralia School District by the 15th day of the month to be recognized as effective for that month. Such deductions are to be transmitted to the Union each month with the list of names of the employees from whose pay deductions were made. The Union shall provide the Employer with thirty (30) days advance notice of any changes in Union deduction dues/fees.

4.1.3 The Union shall indemnify the Employer and any department of the Employer and hold it harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any action taken by the Employer or any department of the Employer, for the purpose of complying with the provisions of this Article. The Union agrees to refund to the District any amounts paid to it in error on account of the check-off provisions upon presentation of proper evidence thereof by the District.

4.2. DRIVE Check Off

4.2.1. This provision is effective only if six (6) or more employees have requested the deduction by September 1 of the current school year. The Employer agrees to deduct from the paycheck of all employees covered by this Agreement voluntary contributions to DRIVE. DRIVE shall notify the Employer of the amounts designated by each contributing employee that are to be deducted from their paycheck on a weekly basis for all weeks worked. The phrase "weeks worked" excludes any week other than a week in which the employee earned a wage.

4.2.2. The Employer shall transmit to DRIVE National Headquarters on a monthly basis, in one (1) check, the total amount deducted along with the name of each employee on whose behalf a deduction is made, the employee's Social Security number and the amount deducted from the employee's paycheck.

4.2.3. The International Brotherhood of Teamsters shall reimburse the Employer annually for the Employer's actual cost for the expenses incurred in administering the weekly payroll deduction plan.

5. EMPLOYEE DEFINITIONS

5.1. Full-Time Employee (FTE)

5.1.1. A full-time employee shall be defined as an employee who is regularly scheduled to work forty (40) hours a week twelve (12) months per year. For monthly Employer health and welfare contribution purposes, an employee who works a minimum of fourteen hundred forty (1440) hours annually shall be considered a full-time employee.

5.2. Part-Time Employee

5.2.1. A part-time classified employee shall be defined as an employee who is regularly scheduled to work less than forty (40) hours per week, or in the alternative, an employee who is regularly scheduled to work up to forty (40) hours but for less than twelve (12) months per year. During the summer months part-time employees shall be considered when it is necessary to provide additional labor for special works or projects. Additional work hours are compensated at the employee's applicable hourly rate of the classification that normally performs such work.

5.3. Probationary Employee

5.3.1. A probationary employee shall be defined as an employee who has not yet completed one hundred eighty (180) calendar days of employment with the District.

5.4. Substitute Employee

5.4.1. A substitute employee shall be defined as an employee who works to fill temporary vacancies due to illness, injuries, authorized leaves of absences or an employee's separation from employment. Such an employee shall be excluded from the terms and conditions of this agreement unless the temporary vacancy is filled by a non-probationary employee in which case the employee shall remain covered under the terms and conditions of the agreement.

5.5. Temporary/Project Employee

5.5.1. A temporary/project employee shall be defined as an employee who possesses specialized skills and is hired as to supplement the existing work force for a defined period of time to work on and complete a specific project. Such employees shall be excluded from the terms and conditions of this agreement.

6. EMPLOYMENT POLICIES

6.1. Promotions & Job Openings

6.1.1. Written notice of vacancies and new positions within the bargaining unit shall be posted for not less than five (5) working days in each building where bargaining unit members are assigned. Copies shall be provided, at the time of posting, to the designated Shop Stewards. For an applicant to be considered for a vacant or new position, they must:

- a)** Submit their written application to the District Personnel Office within the time frame given in the posting; and
- b)** Possess the skills and qualifications applicable to the vacant or new position.

6.1.2. Employees who are applicants shall receive consideration on the following: first, skills and qualifications of the employee; and, second, hire date when skills and qualifications of employee applicants are equal. The district will make the final decision with regard to the selection of applicants for employment.

6.1.3. All qualified applicants from the bargaining unit will be offered an interview prior to outside applicants being considered. Qualifications will be determined by the District; however, determination of qualifications are subject to appeal to the Superintendent or designee.

6.1.4. An employee who is promoted or transferred to a higher paid classification shall be placed on the lowest salary schedule of the new classification at an hourly rate of pay which constitutes an hourly increase of at least two percent (2.0%). The Employer, at his/her sole discretion, may authorize placement of the employee at a higher step based on skills which the employee may possess at the time of the promotion or transfer; however, each promotion or transfer will be evaluated on a case by case basis.

6.1.5. Temporary Vacancy: In the event a temporary vacancy occurs due to illness, injuries, authorized leaves of absences, or an employee's separation from employment, bargaining unit employees shall be provided an opportunity to fill such temporary vacancy. An employee accessing a temporary vacancy shall retain reversion rights to their formally held classification upon termination of the temporary assignment. Such employee shall also retain all rights, privileges and benefits provided for under the terms and conditions of this agreement while working the temporary assignment.

6.2. Union Access

6.2.1. Upon reasonable notice, the Employer will make available to Union or designated Shop Steward(s) requested information which is relevant to the Union's duties under Chapter 41.56 RCW. The District may charge the Union the cost of reproducing District documents.

6.2.2. The Union shall have the right, contingent upon approval by the site administrator, to hold Union meetings on school property provided that such meetings are outside working hours of the employee.

6.2.3. Representatives of the Union, upon making their presence known to the District, shall have access to the District premises during business hours, provided that no conferences or meetings between employees and Union representatives will in any way hamper or obstruct the normal flow of work.

6.2.4. The District shall provide a bulletin board space on facility bulletin boards for the Union to utilize to post notices of Union meetings or to provide other relevant Union material. Each bulletin shall be signed by the Union official responsible for its posting. Unsigned notices or bulletins may not be posted.

6.3. Personnel Files

6.3.1. Employees or former employees shall, upon request, have the right to inspect all contents of their personnel file kept within the District. The employee may request, in writing, a photocopy of materials in the personnel file. The cost of any material or use of photocopier will be borne by the employee or former employee.

6.3.2. Employees will be notified of any letters of reprimand, complaints, or other material of a negative nature which are entered into the employee's personnel file. Such notification shall be within ten (10) work days of composition or receipt of such material.

6.3.3. The employee shall have the opportunity to attach his/her own written comments to material in the District personnel file. Such material will be dated and signed by the employee.

6.3.4. All written disciplinary notices shall remain in the official personnel record of a bargaining unit member for a period of thirty-six (36) months from the date of entry. They may be removed contingent upon the receipt of a written request from the employee, in the absence of additional disciplinary notices during the thirty-six (36) month interim, and only if the disciplinary notice was not related to issues that were in violation of the professional code of conduct.

6.4. Resignations

6.4.1. An employee who is resigning shall provide the Employer fourteen (14) calendar days' notice. A resigning employee shall receive benefits to which they are entitled. The fourteen (14) calendar day notice may be waived, on a case-by-case basis, at the sole discretion of the Superintendent or designee. An employee who fails to provide the required fourteen (14) day resignation notice or does not obtain a waiver of the notification period shall forfeit accrued and unused vacation benefits.

6.5. Shop Steward & Negotiating Committee

6.5.1. When Shop Stewards are appointed by the Union, the Employer shall be informed as to which employees have been appointed. The duties of the shop stewards shall not interfere with the regular work assigned to that employee by the Employer.

6.5.2. The Union Negotiating Committee shall not exceed five (5) members of the bargaining unit. Negotiating committee members shall be released from school duties when such meetings are held during working hours; however, meetings shall be scheduled to interfere the least with regular working hours and may be scheduled outside of working hours when necessary.

6.6. Employee Evaluations

6.6.1. Each employee will be annually evaluated by an administrator and/or supervisor for their stand-alone performance. The results of such evaluation shall be given to the employee and a copy will be placed in the employee's personnel file.

6.6.2. An employee who disagrees with the contents of their Employee Evaluation may submit a written rebuttal setting forth their specific disagreement with the contents of the evaluation. Such rebuttals shall be attached to evaluation and be placed in the employee's personnel file. A rebuttal must be submitted within five (5) working days of the evaluation conference.

6.7. Prevailing Rights

6.7.1. Whenever any part of the work covered by this Agreement is performed under contract (except state or federally funded work programs and student help), such contract shall provide that the work be done at a rate of pay (including fringe benefits) not less than the scale provided for in this Agreement.

6.7.2. Nothing in this Agreement shall lower the present working conditions or wage standard of any individual employee so long as they remain within the job classification in which they are now employed.

6.8. No Strike Clause

6.8.1. The Union, its representative, and individual employees represented by the Union are specifically prohibited from engaging in a strike and the Employer agrees not to lock out its employees for the duration of this Agreement.

6.9. Successors

6.9.1. In the event the Employer shall by merger, consolidation, sale of assets, lease, franchise, or by any other means, enter into an agreement with another school district which, in whole or in part, affects the existing appropriate collective bargaining unit, then such successor school district shall be bound by each and every provision of the Agreement. The Employer shall have an affirmative duty to call this provision of the Agreement to the attention of any school district or individual with which it seeks to make such an agreement as aforementioned.

6.10 Special Clothing and Tools

6.10.1. The District shall furnish protective clothing and gear used by custodians, mechanics, maintenance, and groundskeepers, such as rain gear, gloves, aprons, welding chaps, shoe coverings, protective overalls, safety glasses/shields, ear plugs, and rain boots.

6.10.2. All tools and tool pouches shall be furnished by the school district unless the employee, with the District's consent, wishes to use their own. In which case, the District shall replace all such tools lost or stolen, broken, or damaged. The employee shall maintain an active list of all personal tools used that shall be approved and kept on file by the Maintenance Supervisor.

6.11 Leave of Absence

6.11.1. An employee may request a leave of absence provided that such request is submitted in writing to the Superintendent or their designee. Such requests are subject to the following conditions:

- a)** Upon recommendation of the Superintendent, leave of absence without pay may be granted to any employee for: illness, family emergency, maternity, military service, and education.
- b)** Except for military service, there shall be no other employment while on leave without prior approval of the Superintendent.
- c)** The Employer is obligated to state in writing the terms of the leave of absence. The Employer agrees to re-employ the employee upon written request or give first preference to any opening for which the employee is qualified. All employee benefits earned prior to a leave of absence will be maintained upon re-employment.

6.11.2. Paid Family Medical Leave (PFML): Washington State Paid Family Medical Leave (PFML) Employees may be eligible to receive (PFML) under the Washington state Family and Medical Leave and Insurance Act (RCW 50A.35 RCW). The District will comply with provisions of the law when administering leave under Washington PFML. PFML is fully administered by the Washington State Employment Security Department. Employees should visit www.paidleave.wa.gov for details. The parties recognize that an employee may not have the right to return to their previous position if they do not qualify for the requisite number of hours worked in the previous year, pursuant to RCW 50A.35.010). The District shall not discipline or otherwise discriminate against an employee who uses this leave, consistent with the law. Employees shall have the ability to use PFML consecutively with the employee's other leave entitlements unless the employee elects otherwise.

6.11.3. Family Medical Leave (FMLA): Family medical leave shall be governed by the Family Medical Leave Act in addition to the conditions set forth below:

- a) Medical certification for FMLA absences may be requested for absences of five (5) days or longer. Requests for medical certification shall be in writing and shall be delivered or mailed to employees. Employees shall have twenty-one (21) days to comply with the request. The certification may be in letter form on the health care provider's stationery.
- b) No employee shall be required to utilize paid vacation or paid personal leave for any FMLA absence in which the employee does not request to receive such pay.
- c) Any time spent on FMLA leave shall be considered as time worked for purposes of determining seniority.

6.12 Job Descriptions

6.12.1. Job descriptions shall be developed and maintained for each classification identified in this agreement and shall be made available upon request to bargaining unit employees.

6.13 Facility Assignment Transfer

6.13.1. In the event the district determines it is necessary to transfer employees, within the same job classification, to another facility, it shall first consider employees desiring to voluntarily transfer to the designated position prior to mandating the transfer.

6.13.2. On non-school days the District shall have the flexibility of teaming a group of employees to work together on a larger project.

6.14 Leave Sharing Plan

6.14.1. The District shall establish and administer a leave sharing plan in which eligible employees may donate excess leave for use by an employee who is suffering from, or has a relative or household member suffering from, an extraordinary or severe illness, injury, impairment or physical or mental condition, and for other uses authorized by Centralia School District Policy #5406. Such program is intended to extend leave benefits to an employee who otherwise would have to take leave without pay or terminate their employment with the District. The leave sharing plan shall be administered in accordance with Centralia School District Policy #5406.

7. **COMPENSABLE HOURS**

7.1. **Hours of Work**

7.1.1. The normal work week shall consist of five (5) consecutive eight (8) hour days, Monday through Friday, with two (2) consecutive days off unless overtime service is required on the employee's scheduled time off. An employee's individual hours of work shall be determined at the sole discretion of the Employer unless expressly set forth in this agreement. Specific hours of work designated in this provision may be modified by mutual agreement of the employee and Employer.

7.1.2. Custodians: On days when school is not in regular session, the night custodians will work the same hours as day custodians unless such hours are determined inappropriate by individual building principals or other supervisors who shall base their determination of appropriate work hours on scheduled building activities.

a) The elementary school work hours for day custodians when school is in session shall normally be 6:00 - 6:30 a.m. to 2:30 - 3:00 p.m. and for full time night custodians the hours shall be 2:00 - 2:30 p.m. to 10:30 - 11:00 p.m. The schedule shall normally be in effect one (1) week before the beginning of the school year and one (1) week after the ending of the school year.

b) For the six (6) hour part time night positions the hours shall be 3:00 - 4:00 to 9:30 - 10:30 p.m. and the eight (8) hour part time position hours shall be 2:00 - 2:30 to 10:30 - 11:00 p.m. These part-time positions will work school days and the five (5) days prior to the start of school. The part-time night custodians may work the day shift during the five (5) days preceding the start of school.

c) During the school year when school is not in session and when teachers are not on contracted days, the hours for the night custodians shall be 8:00 a.m. to 4:30 p.m. unless otherwise mutually agreed upon by the school principal and the maintenance supervisor.

d) The secondary school custodial work hours shall be based on individual building needs.

7.1.3. Maintenance: The work hours for all other maintenance personnel will be 7:00 a.m. to 3:30 p.m. when school is in session and 6:00 a.m. to 2:30 p.m. during the summer when school is not in session unless job requirements necessitate a change in hours as determined by the district, unless mutually agreed to between the district and employee.

7.1.8. The High School Registrar shall have a 206-day work year.

7.2. **Overtime**

7.2.1. Compensable hours, excluding sick leave hours and personal leave hours, in excess of forty (40) hours per week will be paid at the rate of time and one-half (1 ½) the employee's regular hourly rate of pay.

a) Work performed on the seventh (7th) consecutive day, and the total hours involved exceed forty-eight (48) in that given week (Monday through Sunday) will be paid at two (2) times the regular rate per hour.

b) Overtime compensation shall be computed in fifteen (15) minute increments. Overtime shall be authorized by the employee's supervisor or Superintendent's designee, excluding emergency overtime.

c) Emergency overtime is permitted without express authorization; however, an employee is required to submit a written explanation on why such overtime was warranted at the time the overtime is worked.

d) Overtime worked on a holiday will be paid at double (2) time.

e) If Generalists at the Maintenance Department or Custodians are called back, and such a call back results in the employee receiving overtime, then sick leave and personal leave will be considered compensable hours. See section 7.4.1.

7.2.2. Overtime work within the same job classification and at the same job location or work site shall be offered to the senior employee at such job location or work site provided the senior employee possesses the skills and qualifications to perform the available work as determined by the District.

a) Seniority, by classification, shall be applied when assigning an employee(s) to special projects that will be worked strictly on overtime or are known to require some overtime work provided the eligible senior employee possesses the skills and qualifications to perform the available work. The requirement to offer special project overtime shall not be applicable if the overtime worked on special projects is contiguous with a specific employee's regularly scheduled shift.

7.3 Working Out of Classification

7.3.1. In the event that the district assigns an employee to do the work of an employee in a job classification having a higher rate of pay, the assigned employee shall receive Pay at the range of the out of classification work and at the employee's current step. However, in no case shall the assigned employee's enhanced rate of pay exceed that of the employee being substituted.

7.4 Call Time

7.4.1. An employee who is called back into service or otherwise engaged to work by the Employer or designee shall be compensated a minimum of two (2) hours at the employee's applicable hourly rate of pay. The hourly minimum is not intended to be applicable to those hours worked contiguous with the employee's regularly scheduled hours of work. Staff members that do not receive a stipend for use of their personal cell phone will not be required to use their personal cell phones for District communication during work hours.

7.5 Jury Duty

7.5.1. If an employee is subpoenaed as a witness by a court of law or summoned to serve as juror on and during regularly contracted work days, such employee shall receive no loss in pay for each day of actual presence in court. The employee shall keep mileage reimbursement from the court.

7.5.2. If an employee is named as a co-defendant with or a witness for the District in a court action, the provisions of this section shall apply.

7.6 Rest & Lunch Breaks

7.6.1. An employee will be granted an Employer paid rest break for each four (4) hours of continuous compensated time. An employee, during the approximate midpoint of their shift, shall be permitted to take a one-half (1/2) hour unpaid lunch break.

7.6.2. An employee required to work through their regular lunch period will be given time to eat at a time agreed upon by the employee and supervisor. In the event the District requires an employee to forgo a lunch period and the employee works the entire shift, including the lunch period, the employee shall be compensated for the foregone lunch period at their applicable hourly rate of pay.

8. EMPLOYEE BENEFITS

8.1. Holidays

8.1.1. Full-time employees shall be granted fourteen (14) paid holidays as listed below.

Labor Day
Veterans Day
Thanksgiving Day
Day after Thanksgiving
Christmas Day plus one (1)
New Years Eve
Martin Luther King Day
President's Day
Two (2) days at Spring Break
Memorial Day
Juneteenth
Independence Day

8.1.2. Part-time employees shall be granted eleven (11) paid holidays as listed below.

Labor Day
Veterans Day
Thanksgiving Day
Christmas Day plus one (1) day
New Years plus one (1)
Martin Luther King Day
President's Day
Memorial Day
Independence Day

8.1.3. If an approved holiday falls on the weekend, the holiday will be designated and granted on the Friday preceding or Monday following said holiday.

8.1.4. If an employee takes unauthorized, unpaid leave the workday before or the workday after a holiday, the employee will not receive pay for that holiday.

8.1.5. Employees who are required to work, by the department supervisor or building principal, on the holidays described above, shall receive two (2) times their regular hourly rate of pay for all hours worked on such holidays, plus their normal holiday pay.

8.2. Vacation

8.2.1. Vacation leave for full-time employees will be front-loaded in September with the following rates for each year of employment. The seniority start date shall be utilized to establish years of service for an employee's annual accrual. Part-time employees are not eligible for vacation accrual benefits; however, whenever a part-time employee achieves full-time employment status such employee shall receive all past service credits in accordance with the seniority provisions of this agreement for vacation accrual purposes.

Years of Service	Annual Accrual	Years of Service	Annual Accrual
1	12 days	12	18 days
2	13 days	13	19 days
3 - 4	14 days	14	20 days
5 - 6 - 7	15 days	15	21 days
8 - 9 - 10	16 days	16 & over	22 days
11	17 days		

8.2.2. Employees starting employment during a school year will be pro-rated for each month they were in pay status for fifteen (15) or more calendar days.

8.2.3. An eligible employee may accumulate vacation leave up to a maximum two hundred forty (240) hours (30 days). Accrued vacation in excess of two hundred forty (240) hours must be used by August 31st of each calendar year or such excess accrued time will be forfeited.

a) Should the Employer prevent an employee from taking necessary time off to reduce accrued hours below the maximum accrual, the maximum accrual may be temporarily exceeded until such time as the time off requested can be granted.

b) Employees will be notified by May 31st if their vacation balance is in excess of two hundred forty (240) hours.

8.2.4. No vacation can be taken until after an employee has completed their sixty (60) day probation period.

8.2.5. An employee may request to take all or part of their accrued vacation leave at any time of the year, provided:

a) A written request is submitted to the supervisor by the employee at least five (5) working days prior to the date(s) of the requested leave, however, the aforementioned five (5) working day period may be waived by the Employer on a case by case basis.

b) Supervisor's written denial or approval of said request returned to employee five (5) days after submittal of request. A written explanation for denial by supervisor returned to the employee. A direct appeal may be made to the Superintendent or Designee.

c) The Employer shall not arbitrarily limit the amount of vacation the employee may take at any one time.

8.2.6. If job conflicts arise within the same job classification or work location for the same, seniority will prevail not to exceed two (2) consecutive years involving the same parties.

8.2.7. An employee who separates employment with the District, for any reason, shall be compensated for all unused accrued vacation days at the next available payroll period provided that an employee who resigns has complied with the resignation notification period required by this agreement or has received an appropriate waiver from the Employer.

8.3. Health and Welfare Insurance

8.3.1. Health Benefits: Employees projected to be working at least six hundred thirty (630) hours, or per the current School Employees' Benefit Board's (SEBB) regulations shall be eligible to receive a District contribution for their selected health benefits. The District agrees to provide the insurance plans, follow employee eligibility rules and providing funding for all bargaining unit members and their dependents as required by State law, the State Operating Budget, and the School Employees' Benefit Board.

8.3.2. Employees may enroll in a VEBA Trust Program offered through the District; provided that an employee or a group of employees meet the specific requirements of the individual VEBA Trust plans selected.

8.4. Bereavement Leave

8.4.1. Each employee shall be allowed up to five (5) days leave with pay per incident for absence caused by death of a member of that employee's immediate family. The five (5) days of leave do not have to be used concurrently. Bereavement leave must be used within a calendar year from the incident. Requests to utilize bereavement leave shall be made to the appropriate administrator.

8.4.2. Immediate family is defined to include mother, father, sister, brother, husband, wife, son, daughter, son-in-law, daughter-in-law, sister-in-law, brother-in-law, mother-in-law, father-in-law, grandchild, grandparent, step-father, step-mother, aunt, uncle, and/or person who is a non-paying resident of the employee's household.

8.4.3. Bereavement leave is not deducted from accrued leaves and is not accumulative. If an employee must travel a long distance, and/or extenuating circumstances exist which require an extension of the leave, the employee may request an additional day of bereavement leave and/or an emergency or personal leave day.

8.5. Sick Leave

8.5.1. All new full-time employees will receive one (1) day per month sick leave as earned. All employees starting their second year of employment will automatically receive twelve (12) days sick leave plus that portion up to twelve (12) days not used in the first year of employment.

a) All new part-time employees will receive one (1) day per month sick leave as earned. All employees starting their second year of employment will automatically receive eleven (11) days sick leave plus that portion up to eleven (11) days not used in the first year of employment.

b) A day of sick leave will be defined as the normal work day of the part-time employee.

c) "Sick Leave" means paid leave granted to an employee for the purpose of absence from work with pay. Each employee may use a choice of accrued sick or other paid leave for the following reasons:

d) An absence resulting from an employee's mental or physical illness, injury, or health condition; to accommodate the employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or an employee's need for preventive medical care:

e) To allow the employee to provide care for a family member with a mental or physical illness, injury, or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or care for a family member who needs preventive medical care; and

f) When the employee's place of business has been closed by order of a public official for any health-related reason, or when an employee's child's school or place of care has been closed for such a reason.

g) An absence that qualifies for leave under the domestic violence leave act, chapter 49.76 RCW.

h) An employee may use accrued sick leave for maternity or for childbirth purposes.

The term "family member" is defined in RCW49.46.210: a child, including a biological, adopted, or foster child, stepchild, or a child to whom the employee stands in loco parentis, is a legal guardian, or is a de facto parent, regardless of age or dependency status; a biological, adoptive, de facto, or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood in loco parentis when the employee was a minor child; a spouse; a registered domestic partner; a grandparent; a grandchild; or a sibling.

An employee may not take leave until it has been earned. The District shall not discharge, threaten to discharge, demote, suspend, discipline or otherwise discriminate against an employee who uses this leave. The District may require a physician's verification for need of such leave use.

8.5.2. Sick leave may be used in half hour increments. Accrued sick leave shall be debited in accordance with actual time of absence.

8.5.3. An employee may accumulate sick leave not to exceed twelve (12) days per year with a limit equivalent to the number of days for which the employee is contracted. Sick leave will be recorded and applied on the basis of hours.

8.5.4. If an employee exhausts their accumulated sick leave days, then the employee may utilize other accrued leaves, e.g. vacation. Employees are not permitted to take unpaid leave without prior authorization from the District.

8.5.5. A doctor's certificate may be required for illness lasting more than five (5) days.

8.5.6. During a period of interrupted service for occupational injury or occupational illness, the employee may, at their option, be paid from accrued benefits the full difference between Workers' Compensation and the amount the employee would have received for regularly scheduled work.

8.5.7. An employee may elect to use accrued annual or sick leave during the initial three (3) days of a period of absence due to occupational injury or qualifying occupational illness. Should the employee initially elect to use sick leave and later qualify for and receive Workers Compensation time loss payments which include compensation for this initial three (3) day period of absence, the time loss payment received for the initial period must be credited to the employee's sick leave account.

8.5.8. Family Illness: In the event the husband, wife, child or parent of an employee is seriously ill, and the presence of the employee is required at home as a result, the employee's supervisor may authorize leave with full pay for such absence without debit to the employee's accrued sick leave. Leave with pay for this reason shall not exceed two (2) days per school year, shall not be debited from the employee's regular accrued sick leave and is not accumulative.

8.5.9. Sick Leave Cash Out: Employees may cash out unused sick leave days above an accumulation of sixty (60) days at a ratio of one (1) full day's salary per diem for four (4) accumulated sick leave days.

a) At the employee's option, they can cash out their unused sick leave days in January of the school year following any year in which a minimum of sixty (60) days of sick leave is accrued and each January thereafter, at a rate equal to one (1) day's salary per diem of the employee for each four (4) full days of accrued sick leave. The employee's sick leave accumulation shall be reduced four (4) days for each day compensated. No employee may receive compensation for sick leave accumulated in excess of one (1) day per month.

b) The District shall notify employees of their sick leave balance as part of the annual sick leave cash out process, which will include a notification that retained sick leave beyond the employee's contract year will be lost if not used or cashed out prior to the following school year.

8.5.10. Each employee shall be allowed up to one (1) day of paid emergency leave per year non-cumulative, deducted from annual sick leave and approved by the employee's immediate supervisor under the following conditions. Part-time employees who are employed on a regular basis or on a regular schedule shall be entitled to one (1) normal workday of emergency leave.

a) Emergency leave is defined as those situations that require the personal attention of district personnel on a regularly scheduled work day.

b) Request for emergency leave should include reasons for the request and be submitted with as much advance notice as possible.

c) Emergency leave credit may be used to supplement family bereavement leaves.

- d) Emergency leave cannot be granted for reasons of personal financial gain, recreation, or seeking other employment.

8.6. Personal Leave

8.6.1. Under the following conditions three (3) days of personal paid leave may be granted annually to each employee for the conducting of matters during school hours that require the employee's personal attention. Part-time employees who are employed on a regular basis or on a regular schedule shall be entitled to three (3) normal workdays of personal leave. As personal leave is intended to address matters that require the employee's personal attention during their normal work hours, an employee shall not be required to disclose the reason why the personal leave is being taken provided the following conditions are being met. When exceptions are being sought in accordance with sub-section k), the employee shall be required to disclose why the exception is needed.

- a) The leave request shall be made at least two working days in advance unless approved by the building administrator in case of emergency.
- b) For year-round, or Full-Time employees, A maximum of two (2) personal leave days may be used during the school year. For part-time employees, those who do not work during the summer, every effort will be made to schedule the 3rd day of personal leave in a manner that does not require a substitute.
- c) Appropriate instructions have been prepared and left with the employee's supervisor or the supervisor's designee.
- d) An appropriate substitute can be obtained, if necessary for a specific job classification, for the period of absence.
- e) Employee use of personal leave from any building or work site is limited to one (1) employee's maximum per day. However, exceptions to the maximum allowable per day per building may be exceeded on a case-by-case basis at the sole discretion of the Employer or designee.
- f) This leave will not be granted the first five or the last five (5) workdays of the school year, nor the first workday prior to or the first workday following any school vacation or holiday.
- g) Personal leave is non-transferable and not deducted from sick leave.
- h) Personal leave will not be used to pursue recreational interests.
- i) Employees are expected to transact customary personal business at times other than during school hours.
- j) Employees may use Personal leave for inclement weather, and the two working day requirement referenced in Section a) above will not apply under these circumstances.
- k) An employee may apply for cash-out of two (2) personal leave day at the established rate of substitute pay on an annual basis. Employees will be notified by May 31st of each year if they will lose personal leave if they don't cash out any personal leave days at the end of the current school year. Application will be submitted on or before the last day of the school year. Should an employee not elect to cash-out two (2) personal leave days, such unused day may be carried over for use in the following year, to a maximum of six (6) days.

- l) Exceptions to a), d), and e) may be considered under unusual circumstances by direction of a leave request through the unit supervisor to the superintendent or designee. District approval of such unusual circumstance requests are at the sole discretion of the District and action under this section of the contract shall not be grievable.

8.7. Immunizations

8.7.1. The District shall pay for immunizations for the prevention of influenza; provided, the employee's medical care coverage does not pay for such immunization costs.

8.8. Perfect Attendance Incentive

8.8.1. Employees with perfect attendance in the first (1st), second (2nd), or third (3rd) trimesters of each school year covered by the terms and conditions of this Agreement shall receive one (1) additional day of pay for each trimester in which the employee does not utilize sick leave and/or personal leave days. The specific start and finish of each trimester shall be established by the District's school calendar.

8.9. Longevity

8.9.1 In order to recognize the long-time service of regular employees of the Centralia School District, the following longevity plan shall be implemented as an additional monetary benefit, based upon the length of continuous employment in the Centralia School District service:

Hourly Benefit:

After fifteen (15) years - additional \$.25 an hour in hourly compensation.
 After twenty (20) years - additional \$.25 an hour in hourly compensation.
 After thirty (30) years- additional \$.25 an hour in hourly compensation.
 After thirty-five (35) years- additional \$.25 an hour in hourly compensation.

9. PENSION

9.1 Effective September 1, 2025, each employee shall pay into the Western Conference of Teamsters Pension Trust Fund the total contribution rates listed below for the actual compensable hours worked up to a maximum of one hundred and ninety-six (196) hours per month – not to exceed two thousand eighty (2080) hours per calendar year.

Effective Date	Total Contribution
September 1, 2025	\$1.75
September 1, 2026	\$2.00
September 1, 2027	\$2.25

9.2 The total amount due for each calendar month shall be remitted in a lump sum not later than ten (10) days after the last business day of each month. The Employer agrees to abide by such rules as may be established by the Trustees of said Trust fund to facilitate the determination of the hours for which amounts, and the actual reporting and recording of such amounts paid on account of each member of the bargaining unit. The failure to make all payments herein provided for within the time specified shall be a break of the Agreement.

10. EMPLOYEE DISCIPLINE

10.1. Just Cause

10.1.1. All disciplinary action taken against an employee shall be for just cause, provided, however, this provision shall not apply to the first one hundred eighty (180) calendar days of an employee's employment with the District, during which time the employment status shall be strictly at will.

10.2. Types of Discipline

10.2.1. The District shall utilize progressive discipline, however, both parties recognize that nothing within this provision shall be construed to limit the Employer's ability to impose administrative leave as a precursor to possible disciplinary action.

10.2.2. The District agrees to follow a policy of progressive discipline:

- a) Oral Warning
- b) Written Warning
- c) Demotion
- d) Suspension
- e) Discharge

10.2.3. Any disciplinary action shall be appropriate to the behavior which precipitated the action. Progressive discipline may be by-passed if the behavior so warrants the action. The Employer has the right to terminate the employee without notice on the grounds of insubordination, incompetence, drunkenness, dishonesty or immorality.

10.2.4. All written discipline notices will remain in the official personnel record of the employee for a period of three (3) years from the date of entry. The written warning will be removed from the employee's personnel file at the end of the three (3) years provided no such warning for the same offense has occurred within the three (3) year time period.

10.3. Discipline Investigations

10.3.1. The supervisor will inform the employee of the alleged violation and of the right to have Union representation present during an investigatory interview.

10.3.2. Any scheduled meeting at which disciplinary action is to be announced, or taken, may be attended by a Union representative, if the employee requests a representative to be present. No scheduled meeting shall be delayed more than twenty- four (24) hours unless mutually agreed to the contrary by the parties.

11. GRIEVANCE PROCEDURE

11.1. Purpose

11.1.1. The purpose of this grievance procedure is to provide a procedural means for resolution of disagreements arising from misapplication or misinterpretation of the terms and conditions of this

Agreement. Grievances must be filed within fifteen (15) calendar days of when the employee knew or should have known of the action or inaction which prompted the grievance. Failure to file a grievance within the aforementioned time limits shall render the grievance moot.

11.1.2. Any time limits imposed in the grievance procedure section may be waived or extended by mutual agreement of the Union and the Employer. Such waiver or extensions shall be memorialized in written form.

11.2 Processing Steps

11.2.1. Step 1: Employees shall first submit the issue in writing or email to their immediate supervisor and then the employee and supervisor will discuss the issue with their immediate supervisor. If the employees so wish, they may be accompanied by a Union representative at such discussion. Such discussion should include:

- a) The factors on which the grievance is based;
- b) A reference to the provisions in this Agreement which have been allegedly violated; and,
- c) The remedy sought within fifteen (15) days.

The immediate Supervisor will provide the employee with a written response within fifteen (15) days.

11.2.2. Step 2: If the issue is not resolved to the employee's satisfaction at Step 1, the employee shall, within fifteen (15) working days of the immediate supervisor's written response to the issue. The employee will contact the Union to submit the grievance in writing to the Superintendent or designee. The grievance shall contain the below listed information:

- a) The factors on which the grievance is based;
- b) A reference to the provisions in this Agreement which have been allegedly violated; and,
- c) The remedy sought.

The Superintendent or designee may either request a meeting to discuss the matter or seek further clarification of the grievance or may elect to simply respond in writing to the grievance. In either case, the Superintendent or designee's position on the matter shall be issued within fifteen (15) work days of when the meeting was held or from the date of receipt of the grievance whichever is applicable.

11.2.3. Step 3: If the grievance is not resolved to the employee's satisfaction at Step 2, the employee/Union shall, within fifteen (15) working days of the Superintendent's or designee's response to the grievance, submit the grievance to the District's Board of Directors. The Board of Directors reserves the right to summon an employee for an oral statement of the grievance. Such statement may be made by the employee's Union representative. At any appearance before the Board of Directors, the employee may be accompanied by a Union representative. The Board of Directors shall render a decision regarding disposition of the grievance within thirty (30) working days from receipt of the grievance.

11.2.4. Step 4 - Grievance Arbitration: The moving party may request the Public Employment Relations Commission to assign an arbitrator to hear the issue in dispute, or may request the Public Employment Relations Commission to provide a list of seven (7) arbitrators registered with that agency. If a list is selected, the striking order shall be determined by a flip of a coin. Such reference

to arbitration will be made within thirty (30) calendar days after the final decision is rendered on the matter by the Board of Directors and will be accompanied by the following information:

- a) question or questions at issue;
- b) statement of facts, and;
- c) position of each respective party.

11.2.6. In connection with any arbitration proceeding held pursuant to this Agreement, it is agreed as follows:

- a) When an interpretation and application of this Agreement falls within the issue at hand, the arbitrator's power shall be limited to interpretation or application of the express terms of this Agreement. The arbitrator shall have no power to render a decision that will add to, subtract from or alter, change, or modify the terms of this Agreement.
- b) The arbitrator shall rule only on the basis of information presented in the hearing and shall refuse to receive any information after the hearing except in the presence of both parties and upon mutual agreement.
- c) The decision of the arbitrator shall be final, conclusive and binding upon the Employer, the Union, and the employees involved provided the decision does not involve action by the Employer which is beyond its jurisdiction.
- d) The losing party shall be responsible to pay all of the fees, if any, which are submitted by the arbitrator.
- e) Either party may request that a stenographic record of the hearing be made. The party requesting such record shall bear the cost thereof, provided, however, if the other party requests a copy, such cost shall be shared equally.

12. EMPLOYEE COMPENSATION

12.1 Classifications & Salary Schedule

12.1.1. The current classifications and salary schedule is attached to this agreement as an appendix. Subsequent modifications to classifications and/or salaries shall also be attached as an appendix.

12.1.2. Payroll deduction requests must be made on the proper form and will be allowed in accordance with district procedures.

12.1.3. In the event that funds are disbursed to an employee by direct deposit in error, the District and the employee shall work together to come to an agreement regarding how the employee will repay the District the overpaid amount.

13. SENIORITY

13.1 Seniority Standing

13.1.1. Unless otherwise required by law, the seniority of an employee shall be defined as the length of continuous service within the District. District seniority will be the standard applied for all seniority applications unless expressly modified by the terms and conditions of this agreement or applicable state/federal law.

a) District seniority shall not be adjusted for authorized medical leaves of absence or any other leaves of absences provided for by State or Federal law, for use of accrued leaves, or during any period of time an employee is not working as part of their normal work schedule with the District.

b) An employee's District seniority date shall be adjusted for time absent during a layoff, for non-medical related leave of absence or for leave of absences not provided for under State or Federal law.

13.1.3. Part-time employees who work eight (8) months or less during the twelve (12) month period, commencing September 1st of each year, shall receive seniority credit for each calendar month worked. A part-time employee who works nine (9) months or more during this period shall receive seniority credit for the entire twelve (12) month period.

13.2 Custodial Shift Covering

13.2.1. When dayshift position needs to be filled, the night custodian working in the building will be first called to cover the shift. If the buildings night custodian cannot or does not want to fill the position calls will be made in order by a seniority list of night custodians. The calls will start at the top and the first to agree to fill the position will do so. The next time a position needs to be filled the call out will start after the last person that has filled in giving everyone the opportunity to work the other shifts and schools.

13.2.2 A seniority list will be created every September that will list all custodians that would like to be on the seniority list rotation. This seniority list will not be mandatory for those that do not wish to work a day shift. Employees may request to be removed from the list at any time during the year. New employees may be added to the list after completing the probationary period.

14. REDUCTION IN FORCE

14.1 Lay Off, Reduction of Hours, and Recall Procedure

14.1.1. The term "layoff" as used herein refers to action by the District reducing the number of employees in the bargaining unit and/or reducing the work hours of employees, owing to financial restriction, program change, or other serious problems as determined by the District.

14.1.2. Should the Employer determine that layoffs/reduction in hours within the bargaining unit are necessary, the impacted employees shall be provided with a minimum of twenty-one (21) calendar days' notice. The Union shall be provided with a layoff list at the same time the impacted employees are notified.

14.1.3. For layoff purposes employees, based upon their respective classifications, shall be considered within the following generic group classifications of; Clerical, Maintenance/Grounds, and Custodians. Seniority of each employee, if applicable, shall be determined by reviewing the seniority list. The following layoff conditions shall be followed when the Employer determines which group

classification will be impacted by the layoff: An employee whose job is displaced due to a reduction in force or programmatic reduction, may displace the least senior employee in another classification group (as defined in this section) so long as the originally displaced employee possesses the skills and qualifications of the position they seek to displace and has greater seniority over the employee they seek to displace.

a) Custodians: In the event of layoffs become necessary, the District shall first determine which employees shall be retained because of special skills and/or qualifications relating to District programs. Seniority shall be the second factor considered by the Employer whenever layoffs are required in this classification. This section includes the following classifications: Head Custodian, and Custodian.

b) Clerical: In the event of layoffs become necessary, the District shall first determine which employees shall be retained because of special skills and/or qualifications relating to District programs. Seniority shall be the second factor considered by the Employer whenever layoffs are required in this classification. This section includes the following classifications: High School Secretary, Transportation Secretary, Middle School Secretary, Maintenance Secretary, and other secretary positions listed on Appendix A.

c) Maintenance/Grounds/Technology/Security: In the event of layoffs become necessary, the District shall first determine which employees shall be retained because of special skills and/or qualifications relating to District programs. Seniority shall be the second factor considered by the Employer whenever layoffs are required in this classification. This section includes the following classifications: Computer Technician, Licensed or Certified Electrician or HVAC, Grounds/Maintenance, and Security Officer.

14.1.4. In the event that individuals have the same seniority date, the employees so affected shall participate in a drawing by lot to determine seniority position for layoff purposes.

14.1.5. Employees having additional skills and/or qualifications may report such skills and/or qualifications in writing to the personnel office by September 20. Written verification of skills and qualifications is required.

14.1.6. Employees who are laid off shall be placed in a re-employment pool for eighteen (18) months.

a) Recall shall first be based on special skills and/or qualifications relating to District program(s) and then be based on seniority.

b) The District shall give employees written notice of recall from layoff by sending a registered or certified letter to the recalled employee at his/her last known address.

c) If the employee does not respond within five (5) District business days of such notice of recall, the employee shall forfeit right of recall.

d) Employees on a layoff status shall file their addresses in writing with the District and shall thereafter promptly advised the District in writing of any change of address. The employee's address, as it appears on the District's records, shall be conclusive when used in connection with this provision.

14.1.7. All benefits provided by this agreement, and unused sick leave will be granted each employee upon return to active employment. The employee will be placed on the same step of the salary schedule they occupied at the time of the layoff.

15. SEVERABILITY

15.1 Repealer in Conflict with Law

15.1.1. In the event that any provision of this Agreement shall at any time be declared invalid by any Court of competent jurisdiction or through government regulations or decree, such decision shall not invalidate the entire Agreement, it being the express intention of the parties hereto that all other provisions not declared invalid shall remain in full force.

16. DURATION OF AGREEMENT

16.1.1. This Agreement shall become effective September 1, 2025 until August 31, 2028. The District agrees to flow through state funded benefit increases and to pay increments earned in accord with contract language for all current and subsequent school years that this agreement covers.

16.1.2. This Agreement may be amended or supplemented at any time by mutual consent of the parties thereto. Requests for change may be made by either party.

17. SUCCESSOR AGREEMENT

17.1 The parties agree to establish a schedule to commence bargaining for a successor agreement in March 2028. Written notice to begin negotiations for a successor to this Agreement shall be served by either party upon the other at least one hundred and sixty (160) days prior to the expiration date. In the event collective bargaining on a successor agreement has not been completed prior to the expiration date of this Agreement, all provisions of this Agreement shall be in effect pursuant to RCW 41.56.123.

Signed and dated this _____ day of _____, 2025.

**Brian Blaisdell, Secretary-Treasurer
Teamsters Union Local No. 252**

**President, Board of Directors
Centralia School District No. 401**

**Heather Slusher, President/Business Agent
Teamsters Union Local No. 252**

**Dr. Lisa Grant, Superintendent
Centralia School District No. 401**

18. APPENDIX A 2025/2026 Salary Schedules

Year 1 IPD + 0.5

Year 2 IPD

Year 3 IPD or 2.5% whichever is greater

17.1. Effective September 1, 2025, an increase to the 2024/2025 salary schedule by the Implicit Price Deflator (IPD) plus one-half percent (.5%) for a total of three percent (3%). Such percentage increase will be applied at step 1, and then the percentage increases between steps of three percent (3%) will apply.

Computer Tech II

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$38.73	\$39.89	\$41.08	\$42.32	\$43.59	\$44.89

Computer Tech I

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$35.02	\$36.07	\$37.15	\$38.26	\$39.41	\$40.59

Licensed or Certified Electrician or HVAC

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$33.76	\$34.77	\$35.81	\$36.89	\$37.99	\$39.13

Generalist

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$29.54	\$30.42	\$31.34	\$32.28	\$33.25	\$34.24

Head HS Custodian

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$27.70	\$28.53	\$29.39	\$30.27	\$31.18	\$32.11

Head MS Custodian

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$27.37	\$28.19	\$29.04	\$29.91	\$30.81	\$31.73

Head Elem Custodian

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$26.93	\$27.74	\$28.57	\$29.43	\$30.31	\$31.22

Custodian/Security

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$25.90	\$26.67	\$27.47	\$28.30	\$29.15	\$30.02

Secretary I (formerly Secretary IV)

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$31.67	\$32.62	\$33.60	\$34.61	\$35.65	\$36.71

Secretary II (formerly Secretary I)

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$27.69	\$28.52	\$29.38	\$30.26	\$31.16	\$32.10

Secretary III (formerly Secretary II)

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	\$26.17	\$26.95	\$27.76	\$28.60	\$29.45

Secretary IV (formerly Secretary III)

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
\$25.43	\$26.19	\$26.98	\$27.79	\$28.62	\$29.48

18.2 Effective September 1, 2026, increase the 2025/2026 hourly rate schedule by IPD. Such percentage increase will be applied at step 1, and then the percentage increases between steps of three percent (3%) will apply.

18.3. Effective September 1, 2027, increase 2026/2027 hourly rate schedule by IPD or two and a half percent (2.5%), whichever is greater. Such percentage increase will be applied at step 1, and then the percentage increases between steps of three percent (3%) will apply.

19. Appendix B - Secretarial Assignment/Classifications

Secretary I (formerly Secretary IV)
Secretary to Executive Director of Special Education
Transportation Secretary
Secretary II (formerly Secretary I)
Elementary Secretary
HS College & Career Coordinator
HS Head Secretary
HS Registrar
Maintenance Secretary
MS Head Secretary
Secretary III (formerly Secretary II)
FHS Head Secretary
FHS Registrar
HS ASB Secretary
HS CTE Secretary
HS Secretary to Assistant Principal
MS ASB Secretary
MS Attendance/Registrar Secretary
Secretary IV (formerly Secretary III)
HS Attendance Secretary
HS Attendance Success Coordinator
HS Graduation Success Coordinator
HS Counseling Secretary

20.

20.1. The date of hire is the seniority date utilized for all applications under the terms and conditions of this agreement unless expressly modified to the contrary.

20.2. A new employee shall start on the salary schedule as adopted for their job classification. A new employee hired prior to March 1 in a given year will be eligible for an increment raise on September 1 of that year. Those employees employed after March 1 will be eligible to receive an increment raise on September 1 of the following year.

20.3. The Employer, at the Employer's sole discretion, may start new hires up to Step 3 of the salary schedule depending on the employee's experience and job qualifications.

20.4. The District offers to provide an annual stipend to the head Night Custodian of the high school and middle school. The stipend is to be pro-rated over a twelve (12) month period.

- a) High School Head Night Custodian - \$520
- b) Middle School Head Night Custodian - \$416

20.5. The District will provide a seniority list to the union by October 15th of each year.

Coversheet

Consideration of Approval of Centralia Education Association and District Collective Bargaining Ratified Layoff and Recall Procedure Lanugage Update

Section: V. New Business
Item: H. Consideration of Approval of Centralia Education Association and District Collective Bargaining Ratified Layoff and Recall Procedure Lanugage Update
Purpose:
Submitted by:
Related Material: Board Meeting Summary - 25-26 CEA CBA RIF Ratification.pdf
CEA CBA.24-26 w-RIF lang FINAL.pdf

Centralia School District 401

Regular School Board Meeting

AGENDA ITEM DETAILS

SUBJECT:

Centralia Education Association (CEA) and District Collective Bargaining Ratified Layoff and Recall Procedure Language Update

BACKGROUND:

During the 2023-2024 CEA bargaining session, it was agreed that the contract would be reopened in December 2024 to review, clarify, and update the Article IV layoff and recall language in the Collective Bargaining Agreement. After three meetings, an agreement was reached on the proposed language changes. These updates are designed to clarify and streamline the layoff processes.

RATIONALE:

The recent amendments to Article IV – Layoff and Recall introduce structural and procedural updates. The key changes include:

1. Reorganization & Clarification
 - o Sections were restructured for clarity, ensuring transparency in layoff and recall procedures.
 - o Definitions were standardized to clearly distinguish layoffs due to economic reasons from disciplinary dismissals.
2. Employee Categorization & Retention Criteria
 - o Staff are categorized by certification areas to ensure they meet the qualifications for retained positions.
 - o The District may non-renew the contracts of provisional employees as necessary to avoid or mitigate the need for layoffs of non-provisional employees.
 - o Retention Categories (Section C) Updates:
 1. Special Education now includes specialists such as Speech Language Pathologists (SLPs) and Occupational Therapists (OTs) and is listed separately from Secondary and Elementary categories.
 2. Multilingual teachers are now categorized separately as well.
 3. The Elementary category has changed from K-6 to Pre-K-6.
3. Seniority & Tie-Breaking Adjustments
 - o Language was clarified regarding seniority procedures and how employees are included on seniority lists.
 - o If an employee disputes their seniority placement, they may petition the superintendent for a change.
 - o If the request is denied, the appeal bypasses initial grievance steps and moves directly to Step 4: Expedited Arbitration, ensuring timely resolution within the layoff and recall timelines.
4. Displaced Staff & Recall Procedures
 - o Clarifications were made regarding displaced staff and certification requirements for reassignment.

- o Recall Notices will be sent via email and phone, and employees will have seven days to respond before being removed from the employment pool.

FISCAL IMPACT:

There are no financial costs to this updating of language.

BUDGET SOURCE:

NA

DATA SOURCES:

Samantha Mitchell, Executive Director of Human Resources

SUBMITTED BY:

Samantha Mitchell, Executive Director of Human Resources

RECOMMENDED ACTION:

Approve the updated Layoff and Recall language in the CEA Collective Bargaining Agreement.



**Centralia Education
Association**

and

Centralia School District

**September 2024-
August 2026**

Agreement Between

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ARTICLE I - CONTRACT PROVISIONS

Section A. Recognition

The Centralia Education Association, an affiliate of the Washington Education Association, and the National Education Association, representing the regular full-time and regular part-time certificated professional staff (grades pre-school through twelve), hereinafter referred to as the Association, having won the majority of votes cast by the certificated staff of the District on December 8, 1965, is recognized as the exclusive bargaining representative by the Board of Directors of Centralia School District No. 401, hereinafter known to the Board as representative of all the certificated professional personnel (excluding the Superintendent, Assistant Superintendent, Program Administrator, Principals, Assistant Principals, Career Technical Education Administrator, Athletic Director, and casual substitutes).

Substitute certificated employees employed by Centralia School District No. 401 for more than thirty (30) days of work within the current school year and who continue to be available for employment as substitute teachers are regular part-time employees of Centralia School District No. 401 and are included in the appropriate bargaining unit.

Substitute certificated employees employed by Centralia School District No. 401 for a period in excess of twenty (20) consecutive work days in the same assignment are regular part-time employees of Centralia School No. 401 and are included in the appropriate bargaining unit.

Section B. Non-discrimination

1. The employer shall not discriminate against an employee because of their private or personal life.
2. There shall be no unlawful discrimination against any employee or applicant for employment because of race, creed, color, national origin, age, gender, gender identify, gender expression, honorable discharged veteran or military status, marital status, sexual orientation, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability, or because of their membership in employee organizations. The Association and the District will cooperate to assure compliance with District non-discrimination policies and non-discrimination laws
3. There shall be no discrimination against any employee because of participation in any activity on behalf of the Association.
4. The district agrees any employee and the Association Co-Chairs shall be notified in advance, of any meeting where discipline may be contemplated or initiated.
5. The Centralia School District will comply with all relevant OSHA/WISHA, DOH and L&I requirements.

The following Contract provisions shall apply to regular part-time/long-term substitutes:

Article I	-	A,E,F,G
Article II	-	A,G,J,K,M,N,S,U
Article III	-	A,B,D,G
Article V	-	Grievance Procedure;
Article VI	-	A
Appendix C.	-	Co-Curricular Salary Schedule

All provisions of the CBA shall apply to the Centralia Virtual Academy, unless the provision is inherently inconsistent with the nature of the assignment. The District and Association will work in good faith to resolve any issues that may rise regarding the application of provisions of the CBA to virtual employees.

Section C. Employee Contract

1. Regular, full-time returning teacher's contract will specify one hundred eighty (180) days of work. Teachers will be responsible for having their classrooms ready for beginning of school activities and the first day of school.
2. Annual salary shall be specifically stated.
3. Salary installments will constitute 1/12 of the teacher's annual salary, minus deductions.
4. Contract is not valid unless the teacher submits a teaching certificate acceptable in the State of Washington and appropriate for the teacher's assignment.
5. Each individual building leadership team shall meet with building principals to construct a site-specific teacher work calendar. The team shall examine the workload (district and site priorities) prior to establishing the staff work calendar for the school year.
6. The salary in the Employee Contract covers the professional responsibilities of the teacher. These responsibilities may include, but are not limited to:
 - a. grading and record keeping
 - b. preparation for the opening or closing of school
 - c. contact with parents other than student conferences
 - d. development of instructional materials
 - e. Open House or back to school nights
 - f. collaboration with peers
 - g. time related to TPEP
 - h. time working on student data and assessment
 - i. participating in IEP meetings

Section D. Time, Responsibility, and Incentive

TRI means Time, Responsibility, and Incentive. TRI Pay is compensated at per diem pay. TRI Pay means that the District recognizes that certain tasks are time or responsibility driven and cannot always be accomplished within the regular workday.

I. TIME

Six (6) District/Building-directed days (time) are mandatory and required of all unit members. Compensation will be paid in twelve monthly installments as part of the employees' regular paycheck. Days not completed shall be deducted from the individual employee's final paycheck unless appropriate leave has been applied to such absences. This time may be scheduled in half days or in full days. This time may also be scheduled in smaller blocks of time for work such as book studies that can be performed off-site and scheduled by the teacher. These days will not be scheduled more than seven (7) business days prior to the start of school. These days will not be scheduled on the business day immediately before the first student contact day. In 2025-2026, one (1) additional mandatory District/Building-directed day will be added, for a total of seven (7) days.

Beginning in 2024-2025, employees shall have one (1) paid day for classroom preparation at the beginning of the school year. This extra day will be time-sheeted and scheduled by the employee between August 13-30, 2024. In subsequent years the day will be a scheduled day agreed upon during development of the school calendar and time-sheeted by employees.

Beginning in 2025-2026, one (1) additional optional professional development day will be added, to be scheduled after the start of school, in increments of two (2) hours or more hours at a time.

The use of the state-funded professional learning days will include training in those subject areas required by state law under RCW 28A.415.445, as now existing or hereafter amended.

If employees are required to be elsewhere on contracted, mandatory school business, such as co-curricular assignments, they shall be provided the opportunity to arrange alternative curriculum or staff development activities to be approved by their building administrator. These activities must be submitted in writing bearing the signature of the employee and the principal, providing a brief description of the planned activity and how it applies to the building/district strategic plan, no later than ten (10) days after the scheduled voluntary day.

Beginning in the 2022-2023 school year, employees new to the profession (0 step) will work two (2) extra days to be scheduled and directed by the District during the employee's first year of employment, and the District will provide one (1) optional day for employees in their 2nd and 3rd years in the profession.

II. GRADUATION

High school staff who work at graduation shall have the final day of the student year shortened by an equivalent number of hours, up to three hours. All high school staff must complete their end-of-year check out obligations before leaving on the final day of the contract year. Any high school staff who opt not to work at graduation shall notify their administrator no later than the end of the work day prior to graduation. Elementary and middle school staff will also have this option, and may substitute participation at graduation for an equivalent approved community-building activity.

III. KINDERGARTEN START

The District and Association have a shared interest in exploring a different start of school, beginning with the 2025-2026 school year, for Kindergarten classes. The District and Association will form a joint committee to develop a plan to explore possible plans and structures. The committee will share their recommendations to the respective bargaining teams, who will reduce the plan to an MOU.

IV. RESPONSIBILITY/ENRICHMENT STIPEND

An enrichment stipend in an amount equal to 1.25% of the base salary shall be paid for self-directed activities taking place outside of the school day and/or outside of the school year, including self-directed professional development.

Section E. Professional Development

The district will provide a pool of \$30,000 to be used to offset the cost associated with National Board, or as tuition reimbursement for approved professional certification or professional development activities. Unused funds will roll over from year to year to a maximum of \$60,000. The CEA Co-Chairs will be notified of the professional development fund balance by March 30th of each year. See Appendix G.

Section F. Distribution

Responsibility for proofreading the final draft agreement shall be shared equally between the District and Association. Within sixty (60) days of ratification of this Agreement by both parties, the District will post the collective bargaining agreement on the district webpage and email a copy to each bargaining unit member. The District will provide one printed copy to each CEA Co-Chairs.

Section G. Conformity to Law/Separability

The agreement shall be governed and construed according to the Constitution and Laws of the State of Washington. If any provision of this Agreement or any application of this Agreement to any employee or groups of employees covered by this Agreement shall be contrary to law, such provision or application shall have effect only to the extent permitted by law, and all other provisions or applications of this Agreement shall continue in full force and effect for the duration of this Agreement.

Section H. Management Rights

The Board of Directors retains all rights of management, except as those rights have been plainly and specifically relinquished in this Agreement. The Association understands that the Board, as elected representatives of the citizens of the Centralia School District No. 401, must by law set all school policies for the District.

Section I. No-Strike

The Association, its representative and individual employees represented by the Association are specifically prohibited from engaging in a strike and the District agrees not to lockout its employees for the duration of the Agreement.

Section J. Association Rights

1. The Association shall be granted thirty minutes of employer-paid time at every new hire orientation to meet with new hires. Included in the notification will be the list of new hires and their position in the district/building. In the event an employee is hired mid-year, the district shall notify the Association Co-Chairs within three (3) days of the start date, and notification shall include the name, FTE, and building assignment of the employee.
2. The Association shall have access to email and mailboxes to communicate with bargaining unit members. Each building shall have a bulletin board for the Association to post communication and CEA/WEA materials.
3. The Association may use District facilities to hold general and special meetings at no cost to the Association.
4. These rights are in addition to all other Association rights included in the Collective Bargaining Agreement.

ARTICLE II - PERSONNEL

Section A. Certification

All teachers shall have a valid teaching certificate before they will be considered for employment. It is the responsibility of each teacher to make certain that they have a valid teaching certificate that has not expired. This applies to the regular part-time and regular full-time teachers and other certificated personnel. Each teacher is required to provide documentation of their teaching certificate to the District.

Section B. Evaluation

- The purpose of the teacher evaluation processes is to: Foster differentiated professional development for all teachers.
 - Provide opportunities for the teachers to reflect on and improve their performance.
 - Provide a structure for equity, clarity and consistency within the evaluation process and ensure clarity and objectivity in the evaluation of teaching performance.
1. Certificated Teaching Personnel: See Appendix F.
 2. Certificated Support Personnel: School counselors, program coordinators and other certificated support staff may be evaluated using the Certificated Support Personnel Evaluation Form in Appendix E.
 3. The CEA leadership shall be notified when concerns relating to the performance of provisional employees are recognized. The District shall notify the association of opportunities provided the employee for improvement, training, and/or support. This notification shall occur as early as possible, after such concerns are identified, and should occur no later than the last day of January to ensure that there is an opportunity for the District and Association to assist the employee with improvement efforts.
 4. No CEA member, curricular coach, or bargaining unit employee will perform evaluation duties, nor will their collections of observations be used in a CEA member's evaluation.

Section C. Probation

Every continuing contract employee whose work is judged unsatisfactory based on district evaluation criteria shall be notified in writing, stating specific areas of deficiencies along with a suggested specific and reasonable program for improvement on or before February 1st of each year. A probationary period shall be established beginning at any time after October 15 for a period not less than 60 school days. The purpose of the probationary period is to give the employee opportunity to demonstrate improvements in the areas of deficiency. The establishment of the probationary period and the giving of the notice to the employee of deficiency shall be by the school district superintendent and need not be submitted to the board of directors for approval. During the probationary period the evaluator shall meet with the employee at least twice monthly to supervise and make a written evaluation of

the progress, if any, made by the employee. The evaluator may authorize one (1) additional Administrative employee to evaluate the probationer and to aid the employee in improving the areas of deficiency. The employee with their evaluator, may take advantage of no cost assistance from outside sources such as the ESD, UniServ Council, WEA or others as available. Use of outside resources will not infringe on the evaluator's role or duties as the sole evaluator of the employee's performance.

The probationer may be removed from probation if they have demonstrated improvement to the satisfaction of the principal in those areas specifically detailed in the initial notice of probation and subsequently detailed in the improvement program. Lack of necessary improvement shall be specifically documented in writing with notification to the probationer and shall constitute grounds for a finding of probable cause under RCW 28A.405.210 or RCW 28A.405.100, as now or hereafter amended. Non-renewal of provisional employees does not require probation as provided in this section.

The establishment of a probationary period shall not be deemed to adversely affect the contract status of an employee.

Section D. Resignation and Release from Contract

Resignation from a position will be made in writing, to the superintendent, stating the reason for resigning. All resignations should be made on or before June 30 of each school year. After June 30, requests for release from contract shall be considered contingent upon finding a suitable replacement. Requests to be released from a contract during the contracted year shall be considered contingent upon finding a suitable replacement.

Section E. Non-renewal

All teachers who are to be non-renewed will be notified on or before May 15th. This notification will state cause.

Section F. Just Cause

No teacher shall be disciplined or adversely affected without just cause. The District shall promptly notify the Association Co-Chairs in the event disciplinary action is taken, unless the employee specifically requests a different CEA representative to be notified.

An employee shall be entitled to have an association representative present at any meeting in which the employee reasonably believes may lead to disciplinary action. In the event disciplinary action is to be taken, the administrator will advise the employee of their right to representation.

The district agrees to follow a policy of progressive discipline identified as 1) verbal warning; 2) written warning, 3) letter of reprimand, 4) suspension/discharge.

Any disciplinary action shall be appropriate to the behavior which precipitated the action. Progressive discipline may be bypassed if the behavior so warrants the action. When appropriate, the District shall issue an initial, individual letter of direction prior to moving to progressive discipline. Such letters will not contain specific findings of misconduct, but will instead focus on providing clear notice to the employee of expectations for future behavior. Such letter will also contain language that the letter is non-disciplinary. In the event the employee needs clarification of a letter of direction or other directive from a supervisor, the employee may request a follow up meeting with Association representation. If an employee disagrees with a letter of direction or supervisory directive, the employee may note their disagreement in writing this shall be attached to the Letter of Direction or archived electronically by the supervisor issuing the directive.

Complaints made to an administrator against a teacher by a parent, student, or other person will be promptly called to the attention of the teacher within seven (7) work days of when the administrator is made aware of the complaint, except in cases of criminal investigation. Any complaint not called to the attention of the teacher may not be used as the basis for any disciplinary action against the teacher or to be used for evaluation.

Section G. Medical Exam

When there is cause for concern, the District reserves the right to request a medical examination or a medical report on any teacher. If such examination is requested, the District will pay the difference between the cost of such examination or report and the amount provided by the employee's health insurance coverage.

Section H. Retirement

1. The district's business office shall provide the Department of Retirement Systems and Social Security Administration with records and payments.
2. Certificated employees will be considered eligible for retirement benefits under applicable Department of Retirement System's rules and regulations.
3. Employees who submit to the District a binding notice of retirement by April 1, which is effective for the following school year, shall receive three days of pay at the per diem rate on their final pay warrant to allow time for them to make such preparations for their successor as may be required.

Section I. Personnel Files

1. Employees shall, upon request, have the right to inspect all contents of their personnel file.
2. Prior to the placement of any derogatory materials in an employee's personnel file, the District shall notify the employee and the Association and provide the document (reprimand, complaint or other materials of a negative nature) to the employee and the Association.
3. The employee shall have the right to attach their comments to material in the District personnel file. Such material will be signed and dated by the employee.
4. Copies of personnel file contents may be made by the bargaining unit member at their expense.
5. All written disciplinary notices will remain in the official personnel record of a bargaining unit member for a period of three (3) years from the date of entry. They may be removed contingent upon the receipt of a written request from the employee, provided there is an absence of additional disciplinary notices covering a similar matter during the three (3) year interim, and only if the disciplinary notice was not related to issues that were violations of the professional code of conduct. If the superintendent denies a request for the removal of disciplinary notices, the employee will receive a written explanation of the reasons for such denial. Letters of direction will be subject to the same process for removal and retention as disciplinary notices.
6. If a request for perusal and/or copying any materials from a bargaining unit member's personnel file is made, the bargaining unit member shall be notified within one business day (24 hours).

Section J. School Calendar

Each year the Superintendent will meet with representatives from each bargaining unit within the District to determine a school calendar for recommendation to the Board of Directors' for approval. When the District anticipates a need to change bell schedules it will provide an advanced notice to the CEA Co-Chairs who may request to bargain the impacts at that time.

The non-paid trimester break days will not be used as an inclement weather makeup day.

In the event that it is necessary to add inclement weather makeup days to the calendar mid-year, the superintendent will consult or confer with representatives from each association. The superintendent will then submit a plan to the Board of Directors for approval.

In order to allow for travel and preparation for scheduled breaks, the school day will end two (2) hours earlier on the day preceding Thanksgiving and winter breaks.

Section K. Salary Payment

1. Teachers' salary warrants will be issued in twelve (12) equal installments from September through August on or before the last business day of each month.

Direct deposit is the preferred method of payment. Staff hired after May 1, 2006, are required to use direct deposit. Staff currently utilizing direct deposit may not revert back to individual payroll warrants.

2. When requested, every effort will be made to pay those people retiring their final June, July, and August payments at the close of the school year.
3. Regular part-time employees as defined in Article I, Section A. Recognition, of this agreement will be paid: On or after the twenty-first (21st) consecutive day of employment, a regular part-time employee shall receive one/one hundred eighty (1/180) of the salary listed on the salary schedule according to their qualifications.
4. Staff identified as Super FTE based on teaching a zero hour class or teaching a section during their preparation period shall be paid at a rate equivalent to 1.2 times their base salary.

Section L. Payroll Deductions

1. Upon request of five (5) or more employees, the District shall permit payroll deductions for tax sheltered annuities.

The parties recognize that tax deferred annuities and compensation programs are enabled by the United States Internal Revenue Code.

Participation in either 403(b) TSA or 457 Deferred Compensation programs are voluntary.

To meet the requirements of the Code, the District has adopted its own 403(b) Plan document and has engaged a third-party administrator to monitor compliance.

Participation in the 403(b) TSA program requires the use of an approved vendor. While under the provision of RCW 28A.400.250 five or more employees may request the purchase of a TSA through a specific vendor, that vendor must first complete the District's 403(b) Plan Vendor Agreement.

Section M. Salary Schedule Provision

1. Provisions Relative to the Salary Schedule
 - a. Placement on the salary schedule shall be determined by each employee's degree(s), credits earned beyond the highest degree, and experience in accordance with criteria defined by SPI regulations and direction for completing form S-275 as existing as of August 2018.
 - b. For the purposes of salary placement and advancement one (1.0) graduate credit (one academic quarter) shall be granted for every ten clock hours.
 - c. Yearly salaries may be changed no later than November by the Board acting upon the employee's submission of proof on or before October 20, of additional education or teaching experience.
2. Supplemental Contracts - Extended day contracts will be in the form of supplemental contracts and are not subject to the continuing contract law.
3. CEA Salary Schedule: For 2024-2025, the salary schedule shall be increased by the percentage inflationary adjustment funded by the legislature for certificated salaries in the appropriations act ("IPD") +1.2%. In addition, the BA-0 and BA-1 steps will be adjusted as set forth in Appendix A (Before applying increases, BA-0 step increased to current BA-1 rate, and BA-1 rate will be increased by half of the difference between BA-1 and BA-2). For 2025-2026, the salary schedule shall be increased by IPD + 1.1%

Section N. Longevity

1. The district will provide a \$500 annual bonus on a pro-rated basis to each FTE staff member with 20.0+ years of certificated experience by the start of the school year. The bonus will be paid over twelve months as part of the employee's regular paycheck.
2. For employees with 20-24 years in the Centralia School District, each FTE staff member will receive \$750 on a pro-rated basis. For employees with 25-29 years in the Centralia School District, each FTE Staff member will receive \$1000 on a pro-rated basis. For employees with 30+ years in the Centralia School District, each FTE staff member will receive \$1250 on a pro-rated basis. These stipends will be paid over twelve months as part of the employee's regular paycheck.

Section O. Clock Hour Approval Process

When taking credits or clock hours, it is the teacher's responsibility to confirm that the agency providing the course(s) they plan to attend is an approved Washington State approved clock hour provider and specifically meets at least one of the criteria according identified in the WAC: (392-121-262 WAC). Currently, these criteria include:

1. It is consistent with the school-based plan for mastery of student learning goals as referenced in RCW 28A.655.110, the annual school performance report, for the school in which the individual is assigned;
2. It pertains to the individual's current assignment or expected assignment for the following school year;
3. It is necessary for obtaining endorsement as prescribed by the Washington professional educator standards board;
4. It is specifically required for obtaining advanced level of certification;
5. It is included in a college or university degree program that pertains to the individual's current assignment or potential future assignment as a certificated instructional staff; or
6. It addresses researched-based assessment and instructional strategies for students with dyslexia, dysgraphia, and language disabilities when addressing learning goal one under RCW 28A.150.210, as applicable and appropriate for individual certificated instructional staff.
7. It pertains to the revised teacher evaluation system under RCW 28A.405.100, including the professional development training provided in RCW 28A.405.106.

To ensure that the course(s) a teacher plans to attend outside of the district will be accepted by the Centralia School District, the teacher needs to complete a district pre-approval form, obtain initial approval from their principal or supervisor, and submit the district pre-approval form to the District Office for final review and approval as appropriate. Pre-approval is good for up to one year and for the duration/completion of master's degrees and National Board Certification.

It is agreed that if a teacher does not follow the aforementioned process they may not receive approval for clock hours or credits submitted.

Staff will not be charged by the district for the administrative work related to clock hour approval and recording.

Section P. Instructional Supplies

The district will allocate \$200 per FTE for reimbursement of purchases for the classroom or fulfillment of their duties. The following parameters need to be followed for reimbursement:

- a) Receipts need to be an original receipt
- b) Receipts must have the itemized purchases
- c) Receipts need to contain only items to be reimbursed
- d) Receipts can be turned in up to two (2) times per year or an open purchase order can be utilized.

Section Q. Travel Expenses

Any teacher who, in the performance of their assigned duties, is required to travel between two (2) or more school buildings in their own automobile shall be reimbursed for mileage at the IRS rate. To be eligible for reimbursement, mileage forms must be turned in monthly on the proper forms.

Section R. Front Loading of Benefits

The front loading of benefits (sick leave and personal leave) will be calculated at a proportional basis if a staff member leaves service before the end of the contract year.

Section S. Insurance Benefits

1. School Employees Benefits Board (SEBB) Program: The District shall pay the full portion of the employer contribution to the School Employees Benefit Board (SEBB) for the insurance program as adopted in the School Employees Health Care Coalition agreement for all employees who meet the eligibility requirements outlined below. The employer contribution will be equal to the state funded allocation rate and will be paid throughout the school year. For purposes of benefits provided under the SEBB, school year shall mean September through August. Information on SEBB benefits and rules can be found at the Health Care Authority's linked SEBB website.
2. Benefits provided by the SEBB will include but not be limited to:
 - Basic life and accidental death and dismemberment insurance (AD&D)
 - Basic long-term disability insurance
 - Vision
 - Dental including orthodontia
 - Medical
3. Optional benefits provided by the SEBB will include but not be limited to:
 - Medical flexible spending account (FSA)
 - Dependent care assistance program (DCAP)
 - Health savings account when a qualifying high deductible health plan (HDHP) is selected for medical insurance by the employee
 - Supplemental life insurance
 - Supplemental long-term disability insurance
4. Dependent Coverage for the Purpose of SEBB: The following are eligible dependents for the SEBB insurance program:
 - Legal spouse
 - State-registered domestic partner
 - Children up to age 26 (biological and adopted children, children of the employee's spouse or state-registered domestic partner, children for which a court order or divorce decree created a legal obligation to provide support or health care coverage)
 - Children of any age with a developmental or physical handicap who are not capable of self-support

Should an employee have dependents that were covered as of December 31, 2019, but who no longer qualify for coverage under SEBB, the employee will have the opportunity to enroll said dependent(s), as eligible through SEBB rules and regulations in COBRA. The employee will be responsible for any premiums associated with the continuation of benefits for said dependent(s).

5. **Eligibility:** In accordance with SEBB rules, any employee, including substitute employees, are eligible for full health insurance coverage under the SEBB program if they are anticipated to work for 630 hours or more in a school year. All hours worked or compensated for, including paid leave hours shall count towards the 630 hours used to determine eligibility for benefits under this section. An employee on approved leave under the federal Family and Medical Leave Act (FMLA) or the Washington State Paid Family Medical Leave Program may continue to receive the employer contribution toward SEBB insurance coverage in accordance with federal FMLA regulation or RCW 50A.04.245.
For an employee on leave without pay who is no longer anticipated to meet the eligibility standard for employer paid insurance benefits by the end of the school year, the employee will have the option of self-paying the premium to the Health Care Authority (HCA).
6. **Benefit Enrollment/Start:** Benefit coverage for new employees who are determined to be eligible for SEBB benefits will begin the first day of the month following the first day of work, except during the month of September when the employee's benefit coverage will begin in September if the employee is expected to work 630 hours or more during the school year and that employee begins on or before the first day of school in September.
Should an employee who previously was not expected to be eligible for benefits under SEBB works 630 hours in one year, the employee will become eligible for benefits to begin the first of the month following attainment of the 630 hours.
7. **Benefit Termination/End:** Any employee eligible for SEBB who terminates employment shall be entitled to receive the District insurance contribution for the remainder of the calendar month in which the contribution is effective. In cases where employees eligible for SEBB separate after completion of the employee's full contract obligation (i.e. the end of the employee work year as it aligns with the student school year in June) the District will, for the purposes of SEBB, report their resignation as August 31 and continue benefits as such. In the event an employee will begin drawing their retirement pension through the Department of Retirement Systems (DRS) in July, said employee will need to request that the District report their end date to SEBB and DRS as June 30 and SEBB benefits will end June 30 accordingly.

Section T. Leaves

1. **Leave of Absence** - A leave of absence for a period not to exceed one (1) year may be granted by the Board of Directors to an employee subject to such terms and conditions as the Board shall determine. Such terms and conditions will include a stipulation as to whether the employee shall be guaranteed a position upon return from leave and shall be embodied in writing and signed by the employee and the superintendent prior to the granting of a leave.

A leave of absence will be granted by the Board only upon the recommendation of the employee's principal or immediate supervisor and the Superintendent that the requested leave is in the best interest of the District and that a qualified replacement is available.

2. **Bereavement Leave** - (For death in the immediate family) - up to five (5) days Bereavement Leave with full pay will be granted for each occurrence in the employee's immediate family. In cases where emergency factors or long distances are involved, the employee may request up to three (3) additional days to be taken from sick leave (plus emergency days, if available) for a potential total of eight (8) days. For the purposes of the item, immediate family is defined to include mother, father, sister, brother, husband, wife, son, daughter, son-in-law, sister-in-law, daughter-in-law, mother-in-law, father-in-law, brother-in-law, grandchild, grandparent, aunt, uncle, step-parent, step-children or anyone who is living in the home of the employee and is considered part of the family. At the discretion of the District, an employee may be permitted to take one (1) paid day to attend the funeral of a person not listed above. Additional leave deducted from sick leave may be granted upon request. Such requests shall be made to the appropriate administrator.

3. **Sick Leave** - All full-time employees unable to work because of illness or injury shall be entitled to benefits in accord with the following provisions:
 - a. Twelve (12) days leave per year will be granted without deduction of salary for illness, injury and emergencies. Certificated employees from within the State shall be granted leave credit according to State law which provides for transfer of accumulated leave from the previous District. Such leave shall accumulate to a maximum of 180 days.
 - b. Sick leave may be applied to absences caused by illness or injury of the employee or a member of the employee's immediate family. For the purpose of this section, a family member shall be defined in accordance with RCW 49.12.270 and shall include: a child of the employee with a health condition that requires treatment or supervision; or a spouse, parent, parent-in-law, or grandparent of the employee who has a serious health condition or an emergency condition.
 - c. A note from a licensed healthcare provider be required by the Superintendent's designee before if the illness extends beyond five (5) consecutive work days. After five (5) consecutive days or ten (10) within a pay period, the building administrator may initiate a discussion with the employee to determine any ongoing needs and/or appropriate supports.

4. **Emergency Leave**

- a. For problems that require the personal attention of employees, three (3) days of paid emergency leave per year may be granted, deductible from sick leave.
- b. Emergency leave must meet the following criteria:
 - (1) the problem requires the employee's personal attention
 - (2) the problem has been suddenly precipitated;
 - (3) the problem is of a nature that pre-planning is not possible;
 - (4) the problem is of a serious nature.
- c. Requests for emergency leave will include reasons for the request.

5. **Sick Leave Cashout** - Employees may cash in unused sick leave days above an accumulation of sixty (60) days at a ratio of one (1) full day's salary per diem for four (4) accumulated sick leave days. At the employee's option, they can cash out their unused sick leave days in January of the school year following any year in which a minimum of sixty (60) days of sick leave is accrued and each January thereafter, at a rate equal to one (1) day's salary per diem of the employee for each four (4) full days of accrued sick leave. The employee's sick leave accumulation shall be reduced four (4) days for each day compensated. No employee may receive compensation for sick leave accumulated in excess of one (1) day per month.

At the time of separation from school district employment due to retirement or death, an eligible employee or the employee's estate shall receive remuneration at a rate equal to one (1) day's current salary per diem of the employee for each four (4) full days accrued sick leave for illness or injury up to a limit of one hundred and eighty (180) days.

6. **Leave Sharing**

As per RCW and Board Policy.

7. **Parental Leave**

- a. An employee who is pregnant shall be allowed to work as long as they are capable of performing her normal functions and the duties of her job, and so long as their personal physician concurs. Notification of such leave shall be made in writing to Human Resources at least thirty (30) days prior to expected commencement of leave when possible. Within thirty (30) days after childbirth, they shall inform the employer of the specific day they will return to work. They may use their accumulated sick leave to cover

the temporary disabilities caused by or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom. Pregnancy disability and child-bonding time are eligible for shared leave.

- b. In the event sick leave and other paid leave has been exhausted or is exhausted during her disability period, they shall be granted a leave of absence without pay for a period of up to (1) year. The employee shall return to her same or equivalent job with no loss of rights, benefits or seniority.
- c. Employees on paid or unpaid leave may receive district paid, group health plan coverage for up to twelve weeks in accord with the Family and Medical Leave Act regulation.
- d. Any situations that may arise shall be handled by the District in accordance with Washington State Human Right Commission's Maternity Regulations.
- e. Employees shall be granted parental leave for up to twelve weeks following the birth of a child. Such leave shall be administered in accordance with state and federal law.
- f. If sick leave has been exhausted or is exhausted during the twelve-week period, the employee may be granted a leave of absence without pay for a period of up to one (1) year. If employees become eligible for shared leave for this purpose during the term of this Agreement, such leave shall be made available consistent with state law and District policy. Upon return from family leave, the employee shall return to the same or equivalent job with no loss of rights, benefits or seniority.

8. **Adoption Leave**

- a. An employee legally adopting a child shall notify Human Resources in writing of the intent to take adoption leave, stating the expected dates of commencement of leave, and return to employment. The employee shall be granted adoption leave for a period of one (1) full school year (September through June), or upon request, shall be released from contract to take adoption leave for the remaining part of the school year. In the latter case, the request shall be made at least thirty (30) days in advance of the requested commencement date whenever possible.
- b. An employee returning from adoption leave shall be placed at the same position and/or level, and with no loss of rights, benefits, or seniority.
- c. Employees on paid or unpaid leave may receive district paid, group health plan coverage for up to twelve weeks in accord with the Family and Medical Leave Act regulation.
- d. Adoption leave procedures will follow the requirements of the Family and Medical Leave Act regulation.
- e. Employees are eligible for shared leave bonding time after adoption or placement of a foster child.

9. **Washington State Paid Family and Medical Leave (PFML)**

Employees may be eligible to receive Paid Family and Medical Leave (PFML) under the Washington State Family and Medical Leave and Insurance Act. Eligibility criteria for this program are established by the State. Information on this program is available through Human Resources. Employees may use other paid leave before taking PFML, or may choose to use PFML without exhausting other paid leave.

10. **Long Term Substitutes**

In situations where an employee has reasonable foreknowledge of the need to take leave, the employee taking leave shall only be responsible for

- a. preparing one week of lessons, including materials
- b. meeting with the long-term substitute to review and explain materials, classroom expectations, and other relevant information. If no long-term substitute has been identified, there will be no expectation of this meeting.

Employees on paid leave may choose to retain more responsibility but in no circumstances will be obligated to do so. Employees on unpaid leave will not perform any job duties while on leave.

11. **Personal Leave**

Under the following conditions, three (3) days of personal paid leave may be granted annually to each employee:

- a. The leave request shall be made at least forty-eight (48) hours in advance.
- b. Appropriate lesson plans have been prepared and left with the employee's supervisor or the supervisor's designee.
- c. Employee use of Personal Leave from any building is limited to no more than 10% (rounded to the next highest whole number) of the employees on any day.
- d. This leave will not be granted the first five (5) work days of the school year.

At the discretion of the Superintendent/designee, an exception can be granted when "special events" occur during the first five (5) days of the school year. Each situation will be evaluated on its own merits. A waiver request must be received at the district office at least 48 hours in advance of the scheduled leave date.

- e. Personal leave is non-transferable and not deducted from sick leave. Three (3) personal leave days can be carried over to the following year for a maximum of six (6).
- f. Unused personal leave may be converted to sick leave on a one to one basis or an employee may apply for cash-out of all personal leave days at the established rate of substitute pay on an annual basis. Applications will be submitted on or before the last day of the school year.
- g. No more than six (6) personal leave days may be used consecutively. Except under extenuating circumstances, use of four or more days in a row must be submitted at least two weeks in advance.
- h. Employees released from their contract prior to the end of their contract year will be provided a pro-rata allocation of personal leave for that year.

12. **Teacher's Role as Parent**

A teacher acting as a parent may be granted released time without loss of pay or benefits for conditions involving their child(ren) including:

- a. parent-teacher conferences;
- b. graduation;
- c. special award assemblies;
- d. other events as approved by the Superintendent/designee.

Such leave may be granted based on approval by the principal and provided the teacher can arrange substitute coverage at no cost to the district. Such leave will normally be 1-2 hours only and not consistently require the closure of any school program (e.g. reading, music, PE, etc.).

When a teacher has conference dates scheduled on the same date as a school where the teacher's child attends within the District, the teacher shall be permitted to flex their schedule to allow attendance at their child's conference.

13. **Subpoena-Jury Duty Leave**

If an employee is subpoenaed as a witness by a court of law or summoned to serve as juror on and during regularly contracted work days, such employee shall receive no loss in pay for each day of actual presence in court. The employee shall keep mileage reimbursement from the court. If any witness fees are paid, that amount shall be deducted from the employee's regular pay.

If an employee is named as a co-defendant with or a witness for the District in a court action, the provisions of this section shall apply. If the employee is the plaintiff against the District, this section shall not apply and the employee must use leave without pay.

14. **Military Leave**

Every employee who is a member of the Washington National Guard or the Army, Navy, Air Force, Coast Guard, or Marine Corps Reserves of the United States or of any organized reserve or armed forces of the United States shall be granted military leave of absence from the District for a period of up to twenty-one (21) days during each year beginning October 1st and ending the following September 30th. Such leave shall be granted in order that the employee may take part in active duty in such manner and at such time as they may be ordered to active training duty. Such military leave of absence shall be in addition to any vacation or sick leave to which the employee might otherwise be entitled, and shall not involve any loss of efficiency rating, privileges or pay. During the period of military leave the employee shall receive from the District their normal pay. (RCW 38.40.060)

15. **Professional Leave**

The administration may determine that attendance at professional meetings is beneficial to the implementation of the district long-range strategic plan. In such cases, leave may be granted with the following provisions:

- a. Application for such leave must be submitted to and may be approved by the building principal and/or superintendent two (2) weeks in advance of the day requested.
- b. Approved absence to attend such meetings shall be granted without loss of pay or sick leave.

16. **Association Leave**

- a. Up to fifty (50) days per year shall be provided the Centralia Education Association. Leave for individuals shall be granted upon Association request, provided substitutes are available. The Association will reimburse the District for all substitute costs associated with this leave.
- b. No member may take more than 16 days per year of Association Leave.
- c. When possible, notification of the leave shall be submitted by the Association Chairperson in writing to the Superintendent five (5) days prior to the leave.
- d. State Association officer leave will be considered on a case-by-case basis. Leave, when granted, will be without compensation. Terms of Association Officer Leave will be determined by the Superintendent and the Association Chairperson prior to such leave being granted.

17. **Leave for Holidays of Faith and Conscience**

Employees may request up to two unpaid days and available personal days per calendar year for a reason of faith or conscience or an organized activity conducted under the auspices of a religious denomination, church or religious organization. The District will approve this unpaid leave unless the employee's absence would impose an undue hardship on the District. The District will follow School Board policy and Washington State statutes for implementation of this leave.

18. **Other Leaves**

The Board at its sole discretion may grant leaves of absence. In the event the Board declines to approve a leave of absence requested by an employee, reasons for the denial shall be provided, in writing, to the employee requesting the leave of absence.

19. Leave Increments

Paid sick, emergency, and personal leave provided for in this Section must be taken in full or half-day increments in those situations where a substitute will be required. In those instances where no substitute is required, such leave may be taken in fifteen (15) minute increments.

Section U. Immunizations

The District agrees to provide opportunities for flu and COVID immunizations on at least an annual basis, subject to availability of providers. The district will reimburse up to \$25 if a staff member decides to obtain a shot elsewhere and they do not have insurance that covers the cost.

Section V. Leadership Stipends

The district values the Profession Learning Community (PLC) work and realizes that teacher leadership is an important component to effective PLC's. Based on the understanding that in almost all of the schools, the teachers fulfilling the role as the SILT member also fulfill the role as PLC lead as a component of the role/responsibility. To ensure consistency across the district SILT/PLC positions will be paid a stipend of \$1,650 each except for at Centralia High School. The School Improvement Leadership Team (SILT) members shall each receive an annual stipend as outlined in this section and shall also be expected to perform in the role of the PLC lead as outlined in the Leadership Stipend job description. Each position shall have a three-year duration, with approximately one-third of position expiring each year. When a vacancy occurs the stipends must be posted as vacant job openings and employees must submit a letter of interest to be considered for the position. Stipends will be adjusted annually by the bargained pay increase.

A School Leadership Team can submit a proposal to the superintendent to package their SILT/PLC leadership funds in a different manner. Each school shall be responsible for submitting a leadership plan to the district by October 1 of each year. It is the intent of this section that leadership/PLC stipends be provided for those individuals who are responsible for leadership/PLC activities associated with the school improvement plan. Leadership teams shall meet no more than one time per week, for no longer than a total of two (2) hours per month. If additional meetings are required, all members shall be compensated at their per-diem rate of pay.

- a. Centralia High School will be funded for 12 SILT/PLC stipends at \$2,450 each and will include at least one member from each department (ELA, SS, Math, Science, FLAM, CTE, SPED/EL, and PE). In the event that there are no applicants who meet these criteria, principals can solicit applications to certificated staff within the building for an at-large leadership position. Additionally, CHS will be funded for 8 department logistic positions, formerly department chair positions, at \$1,500 each.
- b. Futurus High school will receive one SILT/PLC stipend at \$1,650.
- c. Centralia Middle School will be given \$13,200 for 8 leadership/PLC stipends and will include at least one member from each department (ELA, SS, Math, Science, FLAM, CTE, SPED/EL, and PE). In the event that there are no applicants who meet these criteria, principals can solicit applications to certificated staff within the building for an at-large leadership position.
- d. Edison, Fords Prairie, Jefferson-Lincoln, Oakview, and Washing Elementary Schools will be given \$11,550 per school for 7 leadership/PLC stipends. Each grade level PLC lead will receive one stipend. In the event there are no applicants who meet these criteria, principals can solicit applications to certificated staff within the building for an at-large leadership position.
- e. The special education preschool team will be given one stipend for \$1,650 for leadership/PLC work. They will meet at least twice a month and report to the Director of Special Services.

The K-6 special education team will be given one stipend for \$1,650 for leadership/PLC work. They will report to the Director of Special Services.

- f. Compensation for high school "department logistics person" will continue to be allocated through the co-curricular salary schedule for the duration of this agreement.

Members will not be required to split stipends, but may do so voluntarily if they choose to divide the work of a leadership stipend. Issues related to the process for awarding of stipends within buildings to be addressed in Labor Management. Leadership stipends will be available to special education staff on the same basis and pursuant to the same criteria as other staff.

Section W. Summer School

Compensation for teaching summer school shall be at the employee's per diem rate.

ARTICLE III - INSTRUCTION

Section A. Academic Freedom

Teachers shall have academic freedom in the District. Academic freedom shall mean that teachers are free to present instructional materials which are pertinent to the subject and levels taught, within the outlines of appropriate course contents and within the planned instructional program, as determined by normal administrative procedures, and shall present the facts of controversial issues in a scholarly and objective manner within the limits of appropriate pedagogical discretion and propriety. Teachers shall be entitled to freedom of discussion within the classroom on all matters which are relevant to the subject matter under study and within their area of professional competence. The District will comply with all state and federal laws regarding selection and removal of instructional materials. Notification shall be made to the administration whenever a teacher intends to inject into course coverage units which might reasonably be anticipated to be controversial.

Under no circumstances shall standardized test scores or test results of any kind be used for the purpose of employee discipline. Standardized test scores or assessment results of any kind shall not be used as the sole basis for determining unsatisfactory performance on an evaluation. When assessment data is used in an evaluation, contextual information from the teacher and from classroom observations shall be included as an explanation.

No mechanical or electronic device, including but not limited to tape recorders and video recorders, shall be installed in any classroom, or brought in on a temporary basis which would allow a person to be able to listen to or record the procedures in any class without the express knowledge and permission of the employee involved. The only exceptions to this section shall be in the use of computers used for teacher observation purposes or when the use of the tape/video recording is only for the personal use of the teacher.

Section B. Teacher Work Day

Professional educators are responsible for a total educational program that includes instructional and non-instructional duties. A schedule for non-instructional duties or responsibilities will be decided upon by the principal and building leadership team. Middle school and high school teachers may be assigned student observation duties for a maximum of one week per quarter. If the non-instructional duty schedule is not resolved at the building level, the issue shall be presented to the Superintendent or their designee and the CEA Co-Chairs for resolution. The District and the Association recognize that professional educators must have adequate time to plan, work with struggling students, and communicate with parents. Schools will give due consideration to these needs when developing the above supervision schedules.

The basic work day for certificated staff shall be 7-1/2 hours, including a 1/2 hour duty free lunch and a planning time. Passing time will be added to student lunches if necessary to ensure that employees are able to access their duty-free lunch. Behavior specialists and interventionists shall be granted the same amount of lunch times as classroom teachers.

Pre K-3 teachers shall not be required to be present during specialist instructional time.

The last day of school will be approximately 1/2 day for students and a full day for staff.

For the duration of this CBA, as a pilot program, Pre-K-12 students will be released ninety minutes early once per week. The purpose of these early release days shall be to provide appropriate time to address PLC's and operational issues. At least sixty minutes of each early dismissal will be devoted to PLC work.

Building leadership teams will work together with principals to determine how best to document the work of PLC's. Such documentation will focus on the intent of PLC's as teacher-focused work, will service the primary purpose of documenting the group's work for the group's future benefit, and will not be overly burdensome. Meeting minutes may satisfy this requirement.

Each school shall be responsible for submitting to the superintendent (or their designee) a monthly plan which clearly articulates how the allocated time will be utilized. The school plan will be developed utilizing a consensus decision-making model and shall be in alignment with the District's goals/improvement plan and/or individual school implementation schedules.

There will be two (2) additional paid days for all District kindergarten teachers for extra work outside the workday associated with the data entry for the WA-Kids assessments.

Employees who are less than a 1.0 FTE will be paid at their per diem rate for attendance at full-day professional development, District days, and early release days. Attendance beyond the regular FTE will be encouraged, but not required.

Staff meetings will be held during early release periods or otherwise held during the contracted work day.

Special Program Support

Special education staff who are required to complete paperwork, attend IEP meetings, to attend group of qualified professionals meetings, and/or prepare alternative assessments outside of the normal workday will be provided a five (5) percent salary enhancement for this additional work.

A pool of two hundred fifty (250) hours of para-educator time for employees to meet with para-educators assigned to their classroom for the purpose of planning and training. These hours will be available with approval of the Director of Special Services.

In exchange for release time for IEP and alternative testing work, special education teachers may request pay at the substitute rate in half or full day increments to complete work outside of the school day.

Multi-lingual (MLS) teachers will receive 7 additional days to prepare, evaluate and complete their job responsibilities.

Instructional facilitators will receive five (5) additional paid days to prepare, evaluate and complete their job responsibilities related to their work in support of other certificated staff outside the regular school calendar. Beginning with the 2025-2026 school year, instructional facilitators will receive eight (8) additional paid days for these activities.

Instructional coaches will receive up to twenty-five (25) additional days of pay to prepare and deliver professional development outside the regular school calendar.

Multi-lingual Employee Incentive

Employees who fluently speak, write and read Spanish (as verified by a District-administered skills test) will receive an additional \$500 per year in compensation.

Interpreter Responsibility Stipend

Employees who are multi-lingual and who are requested on a regular basis to interpret for students and/or parents, are eligible to receive an additional enrichment stipend of \$1,250. Employees who receive this extra compensation

agree to perform language interpretation or translation services in their building during their workday as appropriate, at meetings they attend outside the workday at their discretion, and to communicate directly with parents and students in their primary language.

Staff that believe they qualify for this compensation should ask their administrator to notify Human Resources. To be eligible for this stipend the staff member must complete interpreter training, which will be provided by the District at no cost to the employee. The District will provide release time, if necessary, to complete the training.

Application of this section is not intended to decrease available work in any other bargaining unit.

Budget Taskforce Stipend

The District will provide a \$500 stipend for one (1) elementary and one (1) secondary CEA member to sit on the District budget taskforce.

Section C. Preparation Periods

Preparation time for the secondary certificated employees (7-12) will be one (1) class period per normal school day. Pre-K-6 certificated employees will be provided at least one 30-minute planning time per day, to be scheduled during the student day.

Itinerant staff shall be granted the same amount of planning during the student contact day and lunch times as non-itinerant elementary staff. No itinerant staff will be required to travel during their lunch or planning time. Every effort will be made to schedule itinerant employees at one (1) building per day. General music itinerant staff will not be required to travel to more than two (2) buildings on any day.

Classroom teachers will be paid per diem per preparation period when required by the principal/designee to cover another class. The employer shall attempt to ensure that classroom teacher's preparation periods shall be used for conferences and classroom planning.

Counselors, assessment coordinators, and other non-classroom specialists may occasionally be asked to cover a class when substitutes are not available. If this occurs during a time that interferes with these employees' regular work with students that cannot be rescheduled, they will be paid at their per diem rate for covering a class.

Each school within the District shall determine a protocol for covering classes when a substitute is not available. The principal and school leadership team will meet to consider options and develop this protocol, and forward to the Human Resources Department no later than October 1.

Section D. Classroom Visitation

1. If a parent of a student in the class wishes to observe a classroom, the time may be arranged after the principal has conferred with the teacher with at least a prior day's notice.
2. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor shall be asked to confer with the teacher before or after the observation to enhance understanding of the activities.
3. The principal may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the principal shall withdraw approval. In either case, the principal shall have reasons for the action.
4. If a dispute arises regarding limitations upon or withholding of approval for visit:
 - a) The visitor shall first discuss the matter with the principal
 - b) If it is not satisfactorily resolved, the visitor may request a meeting with the Superintendent.
5. Any non-parent or non-school District employee wishing to observe a class must be approved at least forty-eight (48) hours in advance by the Superintendent, Principal, and teacher.

Section E. School Improvement Planning

1. The school district will establish a \$20,000 fund for summer school improvement planning projects.
2. A formal proposal must be made by each school to the superintendent or their designee. Those staff eligible and a detailed statement of purposes and outcomes related to their school improvement plan are to be included in this application.
3. The summer work will be compensated at the curriculum rate of pay.

Section F. Assignments and Transfers

1. Definitions:

- a. Assignment: "Assignment" is the position currently held or one into which a bargaining unit member is initially placed.

Change of Assignment: "Change of assignment" is an administrative action within a building before a vacancy is declared, including assignment to different courses, grade levels, or subjects. If needed, employees who have a change in assignment will receive up to 7 hours at per diem to move classrooms.

- b. Transfer: "Transfer" is the movement of bargaining unit employees to other building or program.

Involuntary transfer: "Involuntary transfer" is the transfer of an employee at the direction of the administration. A change in assignment will be considered an involuntary transfer if the teacher: a) had not indicated a preference to change assignments; and/or b) if the teacher does not agree with the change of assignment. Elementary teachers involuntarily transferred to a different grade level will be allocated up to \$200 for approved supplemental materials they deem necessary for their new assignment.

"Voluntary Transfer" is the transfer of an employee to a different building or program at the request of the employee

2. All employees' assignments and transfers shall be made consistent with teacher certification, employee education, most recent summative evaluation, the Reduction in Force Policy, seniority and the District's Affirmative Action Policy.
3. In the event reduced enrollment necessitates the loss of a position in a particular building, the District shall seek voluntary transfers prior to involuntarily transferring an employee to another building. Involuntary transfer shall be determined based on seniority in the building, appropriateness of certification/endorsement, most recent summative evaluation, and department (for secondary buildings). Any person who is involuntarily transferred will not have to accept another involuntary transfer for a period of three years.
4. To assure current employees every consideration in filling any vacant or newly created instructional position, the following procedures shall be used:
 - a. All vacancies and new positions shall be publicized through a written notice *posted* on the District website. Such posting shall be made concurrent with posting outside the District.
 - b. Said notice shall clearly set forth the qualifications for the position and the procedures for applying.
 - c. An interview will automatically be given to current employees who meet the qualifications in the job posting and indicate an interest in the position.
 - d. If in the interviewing process, current employees have requested a transfer and the decision of transfer is postponed, the current employees will be informed of the delay. If an outside applicant is recommended

for employment to an open position, an explanation will be provided upon request by the current employee by the building administrator.

- e. An employee may receive a personal notice of an opening announced after the end of the school year by leaving a current email address and telephone number where they may be reached on file at the administration office.

It shall be the responsibility of the employee to acknowledge receipt of the notification as soon as possible either indicating no further interest or requesting an interview.

To be considered for the open position, said employee shall respond to the notification of opening within ten (10) calendar days.

- 5. Any employee transferring to a different building shall receive physical assistance in transporting materials and supplies to the new building. The employee, transferred at district request, may also work up to 14 hours paid at per diem for the purpose of packing and unpacking instructional materials and supplies, and setting up the new classroom. Employees who move within a building as part of a curriculum change, or at the request of the building administrator may work up to 7 hours paid at per diem for moving.

Section G. Classroom Management and Student Behavior Supports:

The Board of Directors, administration and staff shall support a behavior support policy that is consistent in application throughout the district, always taking fairness into consideration.

In the maintenance of a sound learning environment, the district shall establish and enforce standards for acceptable behavior on the part of all students who attend schools in the District. Discipline shall be enforced fairly and consistently, and with consideration for racial equity. The Board and the Superintendent shall support and uphold teachers in their efforts to maintain equitable discipline in the district and shall give timely response to all teachers' requests regarding discipline problems provided the teacher has followed established District policy. Copies of the District policy shall be provided to each teacher at orientation or before the first student day, whichever occurs first.

Student discipline and equity shall be a standing agenda item at the liaison meetings.

1. Student Behavior Committee

The District has developed and will maintain a student behavior committee that reviews data for the development and refinement of positive strategies and interventions to improve student behavior and conduct, and engages in problem-solving around current behavioral issues. CEA will appoint certificated representatives from elementary and secondary levels to attend the District-wide student behavior committee.

By May 31st of each calendar year the committee will review the District and school-wide behavior plans and collect input from the staff to determine if changes are needed for the following school year.

The team will meet regularly and communicate any necessary changes/information to the building staff.

In addition, the district student behavior committee will review the behavior matrix and the reentry process annually and the revised process will be shared with all teaching staff at the opening of school.

2. Building Leadership Implementation

Each building will establish and maintain a climate and discipline team to make recommendations related to school behavior plans. Each school's leadership team will review and assist in implementing the school wide behavior plans which will not violate any laws or board policies and may include, but are not limited to:

- a. Response plans for emergencies that occur in the building, playground, or campus.
- b. Recommendations for appropriate consequences for students who have assaultive or other high-level behaviors based on the student behavior committees plans.
- c. A description of building resources and applicable staff.
- d. A communication protocol aligned to the levels of infractions.

The school principal or designee will facilitate a review of the schoolwide behavior plan with all staff present at least two times per year.

3. Classroom Management

In order to preserve a safe, beneficial and humane learning environment for all students and staff in the Centralia School District, the following principles are established:

Any student who creates a disruption of the educational process and/or violation of disciplinary standards while under a teacher's immediate supervision, may be excluded by the teacher from the teacher's individual classroom and instructional activity area for all or any portion of the balance of the school day or up to the following two days or until the principal or designee and teacher have conferred, whichever occurs first; PROVIDED that, except in extenuating circumstances, the teacher shall have first attempted interventions; PROVIDED FURTHER that, in no event, without the consent of the teacher, shall an excluded student be returned during the balance of that class or activity period.

- A. Prior to any student being re-admitted to the class, the teacher will confer with the building administrator or certificated designee and student. "Confer" shall mean that the administrator or certificated designee, student, and teacher shall meet at an appropriate time and discuss appropriate behavioral expectations, as well as probable consequences for future, similar infractions.
- B. If a student is excluded from the same classroom four or more times within a month due to disruptive behavior as documented by the teacher using behavior matrices and board policy, a meeting will be arranged. The meeting will include the teacher who excluded the student, appropriate staff such as administrators or their representatives, the student, and if available, the parent to discuss the implementation of a behavior plan or other interventions.
- C. When a new student enrolls after the first three weeks of school, an attempt will be made to determine if a history of exceptional misconduct exists. Any such misconduct will be communicated to the student's teacher(s).

4. Disciplinary standards review and staff development

In order to assist each building administration and faculty in carrying out the intent of this section, the building administration and faculty representatives appointed by CEA shall confer annually, in order to develop and review building disciplinary standards and uniform enforcement of those standards. Furthermore, to support and improve discipline, the District will provide ongoing, appropriate staff development for administration and staff.

5. Building plans

Each building shall develop an annual plan for appropriate and ongoing staff development specifically regarding student discipline no later than October 15th of the current school year. Such a plan must include provisions for appropriate designees for student discipline when building administrators are away from the building for more than one hour. In the event that a bargaining unit member who is not an administrative intern is required to be this designee, a \$20.00 per hour stipend shall be paid.

6. New student enrollment notice

A teacher will receive notice by 10 a.m. the day, prior to a student being added to their roster after the first full week of the school term. This will allow the teacher time to provide a prepared space, instructional materials, and collect information about the student that will better prepare the transition for all parties. To the extent feasible within existing data systems, employees shall have access to the complete disciplinary records available to the District for all students assigned to their classroom and/or caseload.

7. Communication with families regarding corrective actions

Teachers who remove students from the classroom or who impose other classroom-based consequences will be responsible for communicating with parents regarding the removal or classroom-based consequences. Administrators will be responsible for communicating with parents regarding any out-of-class consequences determined by the administrator.

Section H. Assaults and Harassment

The district recognizes that staff and students should be provided a working and learning environment free of assaults and harassment, as defined in state law and district policy.

Employees are not expected to physically place themselves in harm's way while performing their duties. This provision will not be interpreted to be inconsistent with the expectation for teachers trained in de-escalation and lawful restraint techniques (CPI, etc.) to apply their training as required to provide appropriate supports to students. There is no expectation that being injured by students is part of the job.

The District will take necessary and reasonable steps to protect employees who are the subject of harassment (including sexual harassment), bullying (including cyberbullying) and/or stalking, intimidation, assaults, fraudulent impersonation, threats or other behaviors that violate district policy or state laws. District administrators will respond to assaults, sexual harassment, and other violent or aggressive behaviors by, at a minimum, taking the steps outlined below:

1. Investigate all complaints, allegations, or evidence of such misconduct;
2. Apply corrective actions to students and/or employees for engaging in such misconduct. Administrators will take into consideration the recommendation of employees for appropriate student discipline, subject to compliance with state and federal laws.
3. Notify law enforcement agencies regarding such misconduct, when appropriate, and reasonably cooperate in prosecution of such offenses;
4. Provide information to the employee regarding outcomes as soon as possible.

When any student has assaulted, harassed, threatened or bullied an employee, or when there is a known imminent threat of such behaviors, appropriate steps will be taken to ensure the safety of the staff member. Such steps may include, but are not necessarily limited to, removal of the student from the employee's classroom, the creation of a behavior contract, and/or provision for mental health evaluation and support for the student. The employee's interests and concerns will be given due weight in determining what steps are appropriate, and if the employee disagrees with the steps taken, the employee may request a meeting with the administrator or designee to discuss their concerns and provide input.

In the event that an employee is unable to perform contracted duties as a result of assault sustained in the course of employment, the employee shall be provided leave with pay for the remainder of the school day, after conferring with their administrator.

In the event that an employee is unable to perform contracted duties due to a physical assault sustained during employment, resulting in the employee qualifying for time-loss compensation from the Department of Labor and Industries (L&I), the District will grant district approved leave for the first three days of leave not covered by L&I. This absence will not be deducted from accumulated leaves.

If an employee seeks legal redress for violations of the law committed by students, parents/guardians, or members of the public, the District will cooperate with law enforcement and prosecutors. Cooperation for purposes of this provision means providing truthful information to the extent allowed by law. It does not necessarily require any District employee to support any particular consequence that may be considered through the criminal justice

system. Employees who are required to appear in court related to violations of the law committed by students shall be entitled to paid leave as provided in Article II, Section T.12 of this Agreement.

The expectation of the staff member for a safe work environment is not diminished when the staff member is working with special education or Section 504 students, even though the consequences for such students may be different.

If student misconduct affects other students, such as when a room needs to be evacuated, or when students witness a physical assault or another traumatic event, the Administrator will consult with the teacher to determine whether to communicate with parents about the incident and the best method and form of communication to parents of the affected students. The principal shall be responsible for communicating with parents. Communication may be by individual phone calls, email, letter, or other means deemed appropriate at the time. Such communication will comply with Family Education Rights and Privacy Act, and must include the amount of instructional time lost, if any, as a result of the incident.

The District will take immediate steps to determine if a student has brought a weapon to school if there is belief that the student may be armed. Employees will be notified as soon as it is safe to do so if there is information indicating a student has brought a firearm or other weapon to school.

Section I. Mentor Teachers

Provided that state funding for a mentor program is provided, the District will maintain a mentor teacher program.

Section J. Class Size

It is understood that effective teaching requires a learning environment in classrooms and school buildings which is conducive to learning. It is further acknowledged that the student composition of a particular classroom can greatly affect the teacher's ability to provide quality instruction. District class size information, in regular and special education, will be reviewed at monthly liaison meetings.

In an attempt to minimize classroom management problems, the following steps will be taken:

1. Principals will consider the characteristics and discipline history of students prior to making final class lists. Administration will make reasonable efforts to equitably distribute Special Education students, ELL students, and students with documented behavior concerns in general education classes. It is understood that this accommodation may not be possible, given curricular and graduation requirements at the secondary level.
2. Class sizes limits (including reading block classes):

In any year when the District passes a Maintenance and Operations (M&O) levy, elementary class size limits shall be as follows:

Elementary: K = 22 / PE and Music = 24
 1-3 = 24 / PE and Music = 26
 4-6 = 26 / PE and Music = 28

Split-level classes shall be formed in a data-driven manner with input from teachers, administration, and counselors to best align student ability. Teachers assigned to a split level class shall receive a two thousand dollar (\$2,000) stipend. One thousand dollars (\$1,000) will be distributed equally among the other affected grade-level teachers. These stipends shall be paid on a supplemental contract. Class size limits shall be established by the lowest class size of the two combined grades.

The District and CEA shall meet upon request of either party and discuss potential solutions to inequities in class size among the five elementary schools, including but not limited to bussing and boundary line changes.

If the District fails to pass a Maintenance and Operations levy, elementary class size limits will be as follows beginning in the first year impacted by such loss of levy funds:

Elementary: K = 23 / PE and Music = 25
 1-2 = 24 / PE and Music = 26
 3-4 = 26 / PE and Music = 28
 5-6 = 28 / PE and Music = 30

Special education students who spend any amount of time in a general education classroom will be counted towards overload for that teacher.

Elementary orchestra, band, and choir may exceed overload limits at the discretion of the teacher.

Secondary: 7-12: An overload will exist in an individual teacher's classroom if any individual class exceeds 30. In any year when the District has suffered a loss of funding due to its failure to pass a Maintenance and Operations levy, an overload will exist if an individual class size exceeds 32 students. Overload for secondary PE will begin at 35. If a PE class size exceeds 45 students, the principal will meet with the teacher to discuss alternate or additional remedies, which may include assignment of supervision assistance. Secondary orchestra, band, and choir may exceed overload limits at the discretion of the teacher.

3. Specific Class Size Limits (General Education). Additional general education class size/case load triggers will exist as follows:

- i. Woodshop, welding, and Chemistry classes at an average daily load of 24 per class, or 26 in any single class.
- ii. Family Consumer Sciences Lab classes at an average daily load of 26, or 28 in any single class.

4. Caseload. Case management triggers for special education teachers, multi-lingual (MLS) teachers, and counselors will be as follows:

A. Special Education Caseload Limits

- i. Self-contained classrooms (including SLC, self-management*, and any future self-contained special education classroom such as autism): 13
- ii. Pre-school 24 IEP Caseload / no more than 15 total students per session. When any session exceeds 13 students, the teachers and Special Services Director or designee will confer about possible student classroom assignment changes and other supports. Sufficient support shall be provided in preschool classrooms to ensure more than one adult is present in the classroom at all times to ensure student and staff safety.
- iii. Resource Room: 30 IEP's
- iv. SLC: 12 IEP's

*If the number of students in a self-management classroom exceeds 12, a review of the supports available in this classroom will be conducted by the principal and special services director and a plan of action will be developed within ten (10) working days.

Any student with an IEP serviced by a Centralia School District teacher shall count towards caseload totals, including partially-enrolled homeschooled students.

B. Counselor Caseload Limits

- i. Elementary: 1 FTE counselor per 475 FTE students

- ii. Middle School: 1 FTE counselor per 350 FTE students
- iii. High School: 1 FTE counselor per 300 FTE students

Multilingual (MLS) Staff Caseload Limits 75 student FTE.

5. Overload Remedies

A. General Education

The District shall have the first two (2) weeks of each semester or trimester to adjust class size. If unable to balance classes the employee shall be provided one of the remedies set forth below:

After meeting with building Admin, SPEC Admin, and teacher with class-size concerns, the building administrator, and Superintendent or their designee shall first attempt to resolve the class size issue by transferring students during the first two weeks of school or providing additional teaching staff. If unable to resolve, the employee shall choose from the following options:

- a. Paraeducator time of 3-5 hours a week, subject to available staffing
- b. Monetary relief as set for below
- c. Other options as agreed

When the pay option is chosen, such stipend shall be:

- Elementary level: Two hundred dollars (\$200) per student per month (PE or Music: \$40 per student per month over the class size triggers above)
- Middle school level (7 period day): Thirty-three dollars (\$33) per student per month over the above class size triggers
- High school level (6 period day): Forty dollars (\$40) per student per month over the above class size triggers

Beginning with the 2025-26 school year, when the pay option is chosen, the stipend shall be:

- Elementary level: Two hundred and ten dollars (\$210) per student per month (PE or Music: \$42 per student per month over the class size triggers above)
- Middle school level (7 period day): Thirty-five dollars (\$35) per student per month over the above class size triggers
- High school level (6 period day): Forty two dollars (\$42) per student per month over the above class size triggers

B. Special Education

A class size, caseload or classroom space concerns in special services, including SLP's will first be brought to the attention of the building administrator within the fifth (5th) school day of the concern being established. The building administrator will first work with the special services director and staff member to resolve the concern by day 10. Issues not resolved may be presented to the superintendent or their designee and the CEA Co-Chairs for resolution.

If no mutually agreeable remedy is found for Special Education caseload overloads, teachers will be compensated at the elementary overload rate.

Teachers asked to create a sample IEP for homeschooled students will be paid at their per diem rate for time spent creating the IEP.

C. Multilingual Learner Services (MLS)

A class size, caseload, or classroom space concern in MLS services will first be brought to the attention of the building administrator by the fifth (5th) school day of the overload existing. The building administrator will first work with the MLS administrator and staff member to resolve the concern by day 10. Issues not resolved may be presented to the superintendent or their designee and the CEA Co-Chairs for resolution.

Students counted in caseloads for MLS will include those who qualify for active services, but not those who have transitioned to monitoring status.

If no remedy is found for caseload overloads, teachers will be compensated at the rate of one (1) day at their per-diem rate each month they are at overload status for the first fifteen (15) students over the overload trigger, and one (1) additional day for each additional fifteen (15) students on their caseload.

D. Counselors

A caseload concern related to counseling will first be brought to the attention of the building administrator by the fifth (5th) school day of the concern being established. The building administrator will first work with the staff member to resolve the concern by day 10. Issues not resolved may be presented to the superintendent or their designee and the CEA Co-Chairs for resolution.

If no remedy is found for caseload overloads, counselors will be compensated at the rate of one (1) days at their per-diem rate each month they are at overload status.

Counselors newly assigned to work on the master schedule will receive a day of training related to master schedule development, including the use of Skyward. Up to one (1) day of training each year will be provided after the first year of employment if the employee and/or principal determine it to be appropriate.

In any year where extra sections are added after the first day of school, the District will provide fifteen (15) hours of pay to secondary counselors who are responsible for modifying the master schedule due to late hires.

Section K. Liaison Committee

The purpose of the Liaison Committee shall be to enhance communication between the district and the teaching staff and to problem-solve issues when appropriate. Issues that require contract alterations are not within the authority of the Liaison Committee.

In order to insure opportunities for communication and joint problem-solving processes among educators regarding a variety of topics, a Liaison Committee will be formed which will meet monthly. The Superintendent and the Chairperson of the Association will determine the agenda, time and place of meetings. This committee will be comprised of an administrator from each level (primary, intermediate, middle school and high school), one teacher from each building, the Chairperson of the Association, and the Superintendent.

Issues will not be dealt with unless alternatives at the site level have failed to resolve the issue. Individuals involved with the issue shall be invited to be present and be involved in the discussion. Meetings will not be used to discuss specific personnel items, individual student discipline issues or other topics which are protected by the tenets of confidentiality.

ARTICLE IV - LAYOFF AND RECALL

Section A. Adoption of Reduced Educational Plan.

The Board of Directors, considering recommendation of the Superintendent, Administrators, and Staff, shall determine by May 15 any reduction in the educational program for Centralia School District No. 401, for the following school year. No certificated employees will be laid off as a result of financial exigency until the Association and the Administration have negotiated the possible reduction or termination of those activities and programs which are not supported completely or in part by Basic Education Allocation (BEA) funds. This determination shall be based upon the financial resources, student needs, and educational goals for the following year. If the Board determines the financial resources will not be adequate to permit the District to maintain its education programs and services substantially at the same level, the Board shall adopt a reduced educational program for the following year.

The term "layoff" as used herein refers to action by the Board reducing the number of teachers in the District due to economic reasons only; it does not refer to decisions to discharge or non-renew any individual teacher for cause. No provision of this Agreement shall be construed as an abrogation of the rights of any certificated employee pursuant to RCW 28A.405.210 or RCW 28A.405.300 nor any of the District's responsibilities under the cited statutes.

In the event that it is necessary to reduce the number of certificated employees, those certificated employees who will be retained to staff the District's reduced program and those certificated employees who will be laid off, will be identified by using the following procedure.

Section B. Determination of Vacancies.

The District will determine, as accurately as possible, the total number of certificated employees known to be leaving the District for reasons of retirement, resignation, leaves, non-renewal, or other reasons and those vacancies will be considered first in a reduction of certificated employees. The District may non-renew the contracts of provisional employees as necessary to avoid or mitigate the need for layoffs of non-provisional employees.

Section C. Categories for Retention.

Each certificated staff member will be placed in the category appropriate to the position held at the time of implementation of these procedures. An employee presently performing in more than one (1) category shall be placed in each such category. The following categories are established to ensure the qualifications of personnel assigned to retained positions and to allow for the least disruption of the ongoing program:

- a. Elementary teachers will be placed in one category, K-6.
- b. Secondary teachers, 7-12, will be placed in a second category.
- c. Special education, pre-k-12, including district office-based ESAs (SLPs, OTs, etc.)
- d. Multi-Lingual Learner Services (MLS) teachers

Section D. Seniority List

In the event of an anticipated layoff, the Board shall publish and distribute to the Association, a seniority list ranking each certificated employee from the greatest to lowest seniority. Seniority shall be defined as total length of service in the State of Washington. Such list shall include each employee's seniority criteria used to determine their placement on the list. Employees currently assigned out of endorsement and who will have a teaching certificate that is valid for the following school year will be listed in the category in which they are currently assigned. Employees who within the past five years have taught in a subject outside their endorsement through an out of endorsement waiver may request to have this additional subject area included on the seniority list and to be

considered for retention in any such position. Employees must provide this information to the Human Resources department for inclusion on the seniority list during that school year.

Any staff member may, in writing, and within ten (10) working days of the list, file with the Superintendent and the Association their objections to the ranking order or their exclusion from a category. The employee may request consideration for modification of the ranking order or categories. Said individual must include in the request a full statement as to the facts on which the employee contends the list should be modified. If the superintendent rejects the individual's request for modification of the list, the superintendent shall do so in writing and provide the individual and the Association with copies thereof. Any further appeal of placement shall be made pursuant to step 4 of the grievance procedure under expedited arbitration procedures if available.

Section E. Seniority Tiebreakers.

In the event that ties exist after the application of the above, those certificated employees shall be ranked as to length of service in the Centralia School District. In the event of ties existing after the application of District longevity, those certificated employees shall be ranked as to total education beyond the BA degree submitted to the District as of October 1 of the then current school year and which is applicable to the salary schedule. In the event that ties still exist, all employees so affected shall participate in a drawing, by lot, to determine position on the seniority list. All affected employees shall be notified in writing of the date, time, and place of the drawing. The drawing shall be conducted openly and at a time and place which will allow the affected employees to be in attendance.

Section F. Exception Consultation.

In the event CEA or the District wish to propose that individual positions, categories, or employees be excluded from the staffing reduction process, the parties agree to meet and confer regarding such proposals no later than the last school day in March. Extension of this deadline can be made by mutual agreement of the parties but in no case will be later than the last school day in April. Agreements made as a result of consultation must be approved in writing by the CEA Co-Chairs and the Superintendent in order to be considered part of this letter of agreement. In the event agreement cannot be achieved on a proposed exception, such exception will not be implemented.

Section G. Notice of Layoff.

In the event of layoff, the Board shall provide written notice to those who will not be retained for the following school year. This notice shall be provided on or before May 15 to all certificated employees and the Association. All layoffs will be effectuated at the start of the following school year.

Section H. Selection for Retention.

In the event that there are more qualified employees than available positions in a given category, the following criteria shall be used to determine which employee shall be retained:

1. Layoff shall be by seniority only except as modified by the provisions and procedures following. Less than a full year's experience under contract shall be computed as the number of actual days employed. In determining layoffs in each category, the District will lay off the least senior employee provided that the employees retained must have the required credentials for the retained position, or be lawfully eligible to be assigned out of endorsement in a retained position. (For example, a special education teacher cannot legally be assigned to an OT or SLP role).
2. An employee who has a temporary conditional or emergency certificate that is scheduled to expire will be eligible to be retained based on their seniority if their certificate continues to be valid for the following school year. Nothing in this Procedure requires the District to seek extension of a conditional or emergency certificate for any employee.

Section I. Steps for Filling Positions / Displaced Teachers

Step 1: Internal Reassignments (Within Buildings)

Schools with projected openings for the upcoming school year may invite staff from their school to voluntarily be reassigned to open positions by expressing their interest to the principal. The principal will determine these

placements after all staff have had an opportunity to express interest. The district may set a deadline for these changes to occur and the following steps could impact any of these changes. Vacancies remaining after the completion of this step will be considered in step 3 below.

Step 2: Identify Staffing Reductions

Staffing reductions will be identified for two categories, elementary (K-6), secondary (7-12) Special Education services, and Multi-Language teachers. Staffing impacts due to enrollment projections and budget reduction decisions will inform the calculation of total FTE reductions in each category. In addition, additional reductions may be necessary to address certification needs in the educational program for the upcoming school year. These additional reductions will be added to the total FTE above. The timing of this step will reflect the May 15th contractual deadline for notification of any teachers to be reduced for the upcoming school year.

Step 3: Retirements, Resignations, and Transfers

Per Section B above. "The district will determine, as accurately as possible, the total number of certificated employees known to be leaving the District for reasons of retirement, resignation, leaves, non-renewal, or other reasons and those vacancies will be considered first in a reduction of certificated employees." In addition, any vacancies remaining from step 1 above will be considered at this step. Staff from overstaffed buildings will be first invited to volunteer for any available open positions in other buildings. In the event the number of volunteers is less than the number of open positions, teachers in overstaffed buildings will be assigned to the displaced staff list based upon building seniority from least to greatest. "Building Seniority" will be determined based upon teaching experience at the school site which includes contracted and substitute teaching at the site as documented by the district. Any "ties" in building seniority will be resolved using the tie breaker language in Section E of this article. Senior staff retained in buildings who need to be placed will choose from the openings in their school created through this step based upon state seniority. Assignment to open position will require appropriate state certification per Article I, Section C. #4. Any "ties" in seniority will be resolved using the tie breaker language in the Layoff and Recall section of the contract.

Step 4: RIF Notices, Open Positions, and Exceptions

Based upon the level of reduction identified for each category after step 3, staff will be reduced in each category according to the seniority standards outlined in Section F above. This step may result in the elimination of some positions and create open positions for displaced staff.

Commented [SM1]: Exception Consultation paragraph is redundant. The clause is also outlined above.

Step 5: Assignment of Displaced Teachers:

Displaced staff will be listed by seniority from greatest to least with the most senior staff member in each category having the first selection of open positions remaining as a result of earlier steps in this process. Assignment to open positions will require appropriate state certification per Article I, Section C. #4. Employees will be required to accept an open position for which they are endorsed or which they have worked in out-of-endorsement in the past five (5) years, unless no such position exists. If no such position exists, employees may choose any available position within their category. Any "ties" in seniority will be resolved using the tie breaker language in the Layoff and Recall section of the contract. In the event a part-time displaced staff member is offered a full-time position and declines, this staff member will be considered to have resigned from the district consistent with the language in the Layoff and Recall section of the contract.

Displaced Teacher Placement Provision:

Teachers who are involuntarily displaced as a result of these procedures will have the right to placement in one subsequent teaching vacancy occurring at any school for the next two years if they are endorsed for the vacancy. In the event, there is more than one displaced teacher the seniority standard outlined in these procedures will be used. Teachers displaced under these procedures will receive monetary compensation consistent with Art. III, Sec. F. If an employee is assigned out of endorsement pursuant to these procedures and a position consistent with their endorsement subsequently becomes available prior to the first student contact day of any subsequent school year within their assigned building, the District shall have the discretion to transfer the employee to a position that avoids an out of endorsement waiver. An employee so transferred shall

thereafter be entitled to the regular limitations on employee transfer procedures in Article II, Section F of this Agreement.

Employees reassigned after August 20th according to this section will be released from up to three (3) in-service days to prepare for their new assignment.

Section J. Recall Procedures

All certificated employees who receive notice of layoff will be placed in a District employment pool and will be recalled for a position in the District which thereafter occurs for which they qualify. Staff selection to fill these positions shall be made from the seniority list in descending order from highest to lowest position. The Board shall give written notice of recall from layoff home call and an email sent to personal email with a read-receipt. Any certificated employee so notified shall respond within seven (7) business days from receipt of the notice whether the certificated employee accepts or rejects the position. If an employee does not respond within seven (7) business days, they will be dropped from the pool. If a certificated employee rejects a position for which they are qualified, or fails to respond in writing within seven (7) business days and such position is consistent with the provisions of this Article, the certificated employee shall be considered to have resigned from employment with the District, and all benefits shall cease at that time. It is understood and agreed that although certificated employees properly laid off pursuant to the terms hereof, and in compliance with applicable law, must not have a continuing contract guaranteeing them a position and salary for the forthcoming year, laid-off employee shall be considered to have employment status with the District for the purpose of retaining seniority ranking; retaining group insurance membership status upon agreement with the group insurance company that the employee may pay the premiums directly to the company; retaining accumulated sick leave; and retaining sabbatical eligibility credits. A laid-off employee shall be considered to have employment status for one (1) year with the District until the employee submits a written resignation, fails to accept a position pursuant to the recall procedure, or accepts a full-time position as a certificated employee with another school district. Should the employee wish to continue to be included in the employment pool for a second year, they must notify the District in writing before May 15 of the school year following lay-off. All positions of substitute teachers shall be offered to certificated employees in the employment pool on a first notification basis in rotating order of application on the basis of qualifications and certification, provided that each member registers with the District office. Staff members refusing part-time positions who were formerly under fulltime contracts will be retained on the recall list for the terms listed in the contract.

Commented [SM2]: Changed from working days to business days

Commented [LA3]: Grammatical suggestion

Commented [LA4]: Grammatical suggestion

ARTICLE V - GRIEVANCE

Section A. Definition

A grievance is an alleged misinterpretation of, or violation of, terms and/or provisions of this Agreement.

Grievant shall mean an individual, a group of individuals, and/or the Association.

Nothing contained herein shall be construed as limiting the right of any employee having a complaint to discuss the matter informally with any appropriate member of the administration.

Section B. Procedure for Processing Grievances

1. **Immediate Supervisor** - The grievant and the Association representative or the Association may orally present a grievance to the immediate supervisor. If the grievance is not settled orally, a written statement of grievance will be presented to the immediate supervisor within ten (10) school days after the occurrence of the grievance or within ten (10) school days from the time the grievant or the Association should have reasonably become aware of the occurrence of the events giving rise to the grievance, whichever is later.

The "Statement of Grievance" shall name the grievant(s) involved, the facts giving rise to the grievance, the provision(s) of the Agreement alleged to be violated, and the remedy (specific relief) requested.

The immediate supervisor, upon receipt of the written statement of grievance, shall sign and date the statement of grievance and shall give a copy to the grievant(s), Association representative and the Superintendent. The immediate supervisor shall answer the grievance in writing. The immediate supervisor's answer shall include the reasons upon which the decision was based within five (5) school days of receiving the grievance and shall concurrently send a copy of the grievance, their decision and all supportive evidence to the grievant(s), the Association representative and the Superintendent.

2. **Superintendent** - If no satisfactory settlement is reached at Step 1, the grievance may, at the request of the grievant(s), be appealed to Step 2, Superintendent, or their designated representative, within seven (7) school days of receipt of the decision rendered in Step 1. The Superintendent or designee shall arrange for a grievance meeting with the grievant(s) and/or Association representative and such meeting shall be scheduled within seven (7) school days of the receipt of the Step 2 Appeal. The purpose of this meeting shall be to effect a resolution of the grievance.

The Superintendent or their designated representative shall provide a written decision, incorporating the reasons upon which the decision was based to the grievant(s), Association representative, and immediate supervisor within five (5) school days from the conclusion of the meeting.

3. **School Board** - If no satisfactory settlement is reached at Step 2, the grievance may be appealed to Step 3 within seven (7) school days after receiving the disposition of the Superintendent or after the above stated time limits have expired. The grievance may then be submitted to the Board.

If the grievance is submitted to the Board, the Board within ten (10) school days shall meet with the grievant, the Association representative, and the Superintendent to review such grievance in executive session or give such grievance the consideration as it shall deem appropriate.

The disposition by the Board shall be made to the grievant in writing within five (5) school days of the meeting. A notification of such disposition shall be furnished the grievant, the Association, and the immediate supervisor.

4. **Arbitration** - If no satisfactory settlement is reached at Step 3, the Association within fifteen (15) school days of the receipt of the Step 3 decision may appeal the final decision of the Employer to a mutually acceptable arbitrator. Any grievance arising out of or relating to the interpretation or application of the terms and/or provisions of this Agreement may be submitted to arbitration unless specifically and expressly excluded within this Article. If the parties cannot agree within ten (10) school days, the parties will request a list of seven (7) arbitrators from PERC, and will alternate striking names from the list until an arbitrator is chosen. The party with the burden of proof shall strike the first name.

The arbitrator's decision will be in writing and will set forth their findings of fact, reasoning, and conclusions on the issues submitted to their. The arbitrator's decision will be final and binding on the parties.

Section C. Jurisdiction of Arbitrator

The arbitrator shall be without power or authority to add to, subtract from, or alter any of the terms of this Agreement.

The arbitrator shall be without power or authority to make any decision which requires the commission of an act prohibited by law.

The arbitrator shall have no power or authority to rule on any of the following:

1. The termination of services of or failure to re-employ any provisional employee.
2. The termination of services or failure to re-employ any employee to a position on the supplemental salary schedule.

3. Any matter involving employee evaluation, provided that Evaluation Procedure shall be subject to the arbitrator's reviews.
4. Any matter involving employee probation procedures, discharge, non-renewals, adverse effect or reduction in force.

Section D. Time Limits

Time limits provided in this procedure may be extended by mutual agreement when signed by the parties.

Failure on the part of the Employer at any step of this procedure to communicate the decision on a grievance within the specific time limit, shall permit the Association to lodge an appeal at the next step of this procedure.

Any grievance not advanced by the grievant from one step to the next within the time limits of that step shall be deemed resolved by the Employer's answer at the previous step.

Section E. Accelerated Grievance Filing

In order to expedite grievance adjudication, the parties agree that any Association grievances, class action grievances, and grievances involving the evaluation procedures will be lodged at Step 2 of this procedure.

Any grievance that has been filed prior to the termination date of this Agreement may be processed to conclusion even if the Agreement has expired.

No reprisal of any kind will be taken by the Employer against employees because of their participation in any grievance.

Section F. Costs

The fees and expenses of the arbitrator shall be shared equally by both parties.

ARTICLE VI – DURATION

Section A. Status of Agreement

This Agreement remains in force from the date of Board ratification through August 31, 2026. The District agrees to flow-through state funded insurance benefits and state funded cost of living increases during the term of the agreement as described in this agreement. This Agreement may be reopened for: co-curricular schedule and leadership stipends, significant legislative actions, loss of levy or significant funding loss, and for other mutually agreed upon issues.

In the event of a levy failure resulting in a loss of funding for enrichment activities, the District and Association will reopen the contract to address what supplemental contracts, if any, provided under this Agreement may be continued for the following school year. Upon request of the District the contract will also be reopened on the issue of class sizes for any year when less than a full levy collection will be available.

The parties fully understand and agree that if a collective bargaining agreement settlement is not reached before the August 31, 2026, deadline, then the existing contract remains in force until an agreement is ratified.

Section B. Acceptance

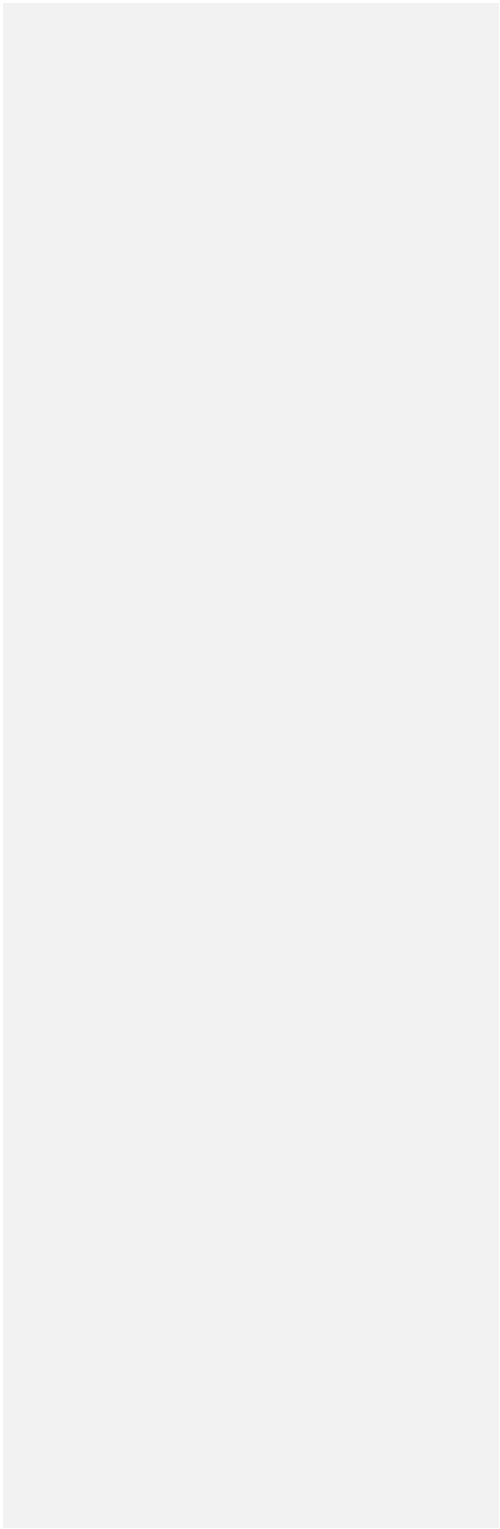
Signed and dated this _____ day of _____, 20 .

Superintendent

Co-Chair
Centralia Education Association

President, Board of Directors
Centralia School District No. 401

Co-Chair
Centralia Education Association



Appendix A – Salary Schedule

Centralia School District
2024-25 Centralia Education Association Salary Schedule

24-25 Salary Schedule							
Step	BA	BA+15	BA+30	BA+45	BA+90/ MA	MA+45	MA+90/ Ph.D.
0	57,152	59,521	61,989	64,559	67,234	70,021	72,923
1	58,024	60,429	62,934	65,543	68,259	71,089	74,035
2	58,896	61,336	63,879	66,527	69,284	72,157	75,146
3	60,692	63,206	65,827	68,556	71,397	74,358	77,439
4	62,542	65,135	67,835	70,648	73,576	76,625	79,801
5	64,451	67,122	69,905	72,802	75,819	78,962	82,236
6	66,415	69,169	72,036	75,023	78,133	81,371	84,743
7	68,441	71,277	74,232	77,311	80,515	83,854	87,328
8	70,528	73,452	76,496	79,669	82,970	86,410	89,992
9		75,694	78,830	82,098	85,501	89,045	92,736
10			81,236	84,602	88,109	91,760	95,565
11				87,183	90,797	94,559	98,480
12				89,841	93,566	97,444	101,483
13					96,420	100,416	104,578
14					99,360	103,480	107,768
15					102,391	106,636	111,056
16					105,514	109,887	114,442
Any salary amount over \$109,982 will be paid from a stipend							
Base + 6 Mandatory Days (8 days for step 0) and 1 optional day for classroom preparations + 1.25%							
Step	BA	BA+15	BA+30	BA+45	BA+90/ MA	MA+45	MA+90/ Ph.D.
0	60,724	63,241	65,863	68,594	71,436	74,397	77,481
1	61,006	63,534	66,168	68,911	71,767	74,742	77,840
2	61,923	64,488	67,162	69,946	72,844	75,865	79,008
3	63,811	66,454	69,210	72,079	75,066	78,179	81,419
4	65,756	68,482	71,321	74,279	77,357	80,563	83,902
5	67,763	70,571	73,497	76,543	79,715	83,020	86,462
6	69,828	72,724	75,738	78,878	82,148	85,553	89,098
7	71,958	74,940	78,047	81,284	84,653	88,163	91,816
8	74,152	77,227	80,427	83,763	87,234	90,851	94,617
9		79,584	82,881	86,317	89,895	93,621	97,502
10			85,411	88,950	92,637	96,475	100,476
11				91,663	95,463	99,418	103,541
12				94,458	98,374	102,452	106,698
13					101,375	105,576	109,952
14					104,466	108,798	113,306
15					107,653	112,116	116,763
16					110,936	115,534	120,323

Appendix B – TRI Contract

School District

CEA Time, Responsibility, and Incentive Supplemental Contract

Centralia, Washington

202x-202x School Year

DATE:

TO: «First_Name» «Last_Name» AMOUNT: «Total»

TO BE PAID: **Over 12 Months – September 202x through August 202x**

TRI means Time, Responsibility, and Incentive. Time pay is compensated at the employee's per diem rate pay. The responsibility/enrichment stipend is compensated as a percentage of the base salary. TRI pay means that the Board recognizes the certain tasks are time or responsibility driven and cannot be accomplished within the regular workday.

TIME (Six Days)* – There are Six (6) mandatory District-directed days in 202x-2x school year and are required of all unit members. Compensation will be paid in twelve monthly installments as part of the employees' regular paycheck. Days not completed shall be deducted from the individual employee's paycheck unless appropriate leave has been applied to such absences. Sign-in sheets or another form of documentation, as directed by the building principal, will be used to track this time.

RESPONSIBILITY / ENRICHMENT – An enrichment stipend in an amount equal to 1.25% of the base salary is paid for self-directed activities taking place outside of the school day and/or outside the school year, including self-directed professional development.

The district will utilize a supplemental contract method to pay each 1.0 FTE employee in twelve monthly installments as part of the employee's regular paycheck. By return of this signed contract, the employee certifies that the employee will meet these expectations during the school year.

This Supplemental Contract must be signed by the Employee and returned to the District Office ***no later than ten (10) days from the above issued date or this offer will be considered void***. The pay specified above shall be paid in accordance with the terms of the collective bargaining agreement and the District's established payroll procedures, including the verification of said performance.

Agreed:

By Order of Board of Directors
Centralia School District No. 401
On _____

Secretary of the Board
Centralia School District No. 401

Employee Signature

Date

Please sign and return one copy to the District Office

**The number of days will increase to seven (7) days in 2025-2026.*

Appendix C – Co-Curricular Salary Schedule – 2024-2025**Centralia School District
2024-25 Co-Curricular Salary Schedule****High School**

Stipend	Step 1 0-3 years	Step 2 3-7 years	Step 3 7+ years
Annual Advisor	\$4,034	\$4,235	\$4,447
Art Club Advisor	\$2,335	\$2,452	\$2,574
ASB Advisor	\$5,197	\$5,457	\$5,730
Assessment Coordinator	\$3,000	\$3,150	\$3,308
Band Advisor	\$6,930	\$7,276	\$7,640
Drama (per play max 2)	\$5,002	\$5,252	\$5,515
Drama (vocal coach)	\$1,732	\$1,819	\$1,910
Drama (orchestra leader)	\$1,732	\$1,819	\$1,910
Drama Asst (musical)	\$1,732	\$1,819	\$1,910
Drama Asst (per play max 2)	\$3,118	\$3,274	\$3,438
Environmental Club	\$1,386	\$1,455	\$1,528
FFA Advisor	\$3,049	\$3,202	\$3,362
Freshman Class Advisor	\$998	\$1,048	\$1,100
Graduation Coordinator	\$1,525	\$1,601	\$1,681
Junior Class Advisor	\$1,546	\$1,623	\$1,704
Key Club Advisor	\$1,247	\$1,310	\$1,375
Knowledge Bowl Advisor	\$2,772	\$2,911	\$3,056
National Honor Society	\$1,663	\$1,746	\$1,834
Newspaper	\$3,742	\$3,929	\$4,126
Senior Class	\$2,130	\$2,236	\$2,348
Sophomore Class Advisor	\$998	\$1,048	\$1,100
Technology Stipend (2 stipends)	\$3,326	\$3,493	\$3,667
Vocal Music Advisor	\$6,702	\$7,037	\$7,388

Middle School

Stipend	Step 1 0-3 years	Step 2 3-7 years	Step 3 7+ years
Annual Advisor	\$3,326	\$3,493	\$3,667
Art Club Advisor	\$1,386	\$1,455	\$1,528
ASB Advisor	\$2,495	\$2,620	\$2,750
Assessment Coordinator	\$1,663	\$1,746	\$1,834
Band Advisor	\$3,326	\$3,493	\$3,667
Junior Honor Society	\$1,220	\$1,281	\$1,345
Technology Stipend	\$3,326	\$3,493	\$3,667
Vocal Music Advisor	\$1,996	\$2,096	\$2,200

Elementary School

Stipend	Step 1 0-3 years	Step 2 3-7 years	Step 3 7+ years
Small School Assessment Coordinator (0-325 Student FTE)	\$1,501	\$1,576	\$1,655
Medium School Assessment Coordinator (325-425 Student FTE)	\$1,582	\$1,661	\$1,744
Large School Assessment Coordinator (426+ Student FTE)	\$1,774	\$1,863	\$1,956
Small School Technology Coordinator (0-325 Student FTE)	\$2,772	\$2,911	\$3,056
Medium School Technology Coordinator (325-425 Student FTE)	\$3,049	\$3,202	\$3,362
Large School Technology Coordinator (426+ Student FTE)	\$3,326	\$3,493	\$3,667
Music Stipends (per 2 performances, max 4)	\$1,179	\$1,238	\$1,299

Other

Stipend	Step 1 0-3 years	Step 2 3-7 years	Step 3 7+ years
Orchestra	\$4,657	\$4,890	\$5,134
Special Ed Assessment Coord	\$2,772	\$2,911	\$3,056
Cispus Director	\$3,091	\$3,245	\$3,408
Cispus Assistant Director	\$1,960	\$2,058	\$2,161
Cispus Teacher	\$1,318	\$2,058	\$2,161
Summer School	Per diem rate		
Curriculum Rate of Pay	\$42.33		

Step 1 of each stipend shall be increased by the base salary bargained increase each school year. Step 2 of each stipend shall be 5% more than step 1 and step 3 shall be 5% more than step 2.

Experience for movement on the salary schedule must be Centralia School District experience, but does not have to be consecutive.

New clubs shall be determined by multiplying the hours of additional work as documented in a time study as outlined in this Appendix and multiplied by \$35.94 for the 2024-25 school year. The dollar rate in the formula shall be increased by the CBA bargained increases each school year.

CTE teachers who take their students to competition shall be compensated as follows:

- For competitions that occur during a regularly contracted work day: 7.5% multiplied by their daily rate of pay (calculated as their annual salary divided by 180). This shall include travel days that require supervision of students.
- For competitions that occur during a non-contracted work day: 7.5% multiplied by their daily rate of pay (calculated as their annual salary divided by 180) AND 7.5 hours of pay at their per diem rate. This shall include travel days that require supervision of students.

Annually, CTE additional days will be reviewed each spring for the following school year. CTE instructors shall document time spent above the minimum days to maintain their program as allocated in this Appendix during the course of the school year. CTE instructors who have documented additional time above their compensation shall meet with the CTE director (or the person fulfilling the responsibilities of the position if there is not a CTE director on staff), the CEA Co-chair(s), and District representative(s) to determine if any adjustment to the days offered for the following year is appropriate taking into consideration funding, program needs, and any other pertinent information. A good faith effort will be made to ensure the meeting happens no later than May 31st each year.

New CTE classes anticipated being added for the following school year will also be reviewed each spring during the beforementioned CTE day review committee. Employees in those positions are recommended to conduct a time study during their first year teaching the CTE course(s) for evaluation the following spring.

Extra Days Paid at Per Diem

Position	Days
Middle School CTE Positions	2.5
High School CTE Position*	8
CTE Agriculture	32
CTE Construction	16
CTE Student Store**	\$5,000
CHS Scheduling Counselor	15
CHS Counselor	10
CMS Scheduling Counselor	10
CMS Counselor	5
Librarian	10
District Instructional Coaches	25

Additional days will be contingent upon available State, Federal, and local funding.

The District maintains the right to fill or not fill vacant positions. When the District chooses not to fill a vacant stipend position, the work normally performed in association with the stipend will not be performed by any administrator, volunteer (including certificated volunteers), or other bargaining unit employee.

Stipend recipients who intent to remain in their role shall annually renew their stipend position for the following school year via a District-created Google Form, no later than June 30th. Any stipend that is renewed in this manner shall be considered filled for the following school year. Before the stipend recipients receive the Google Form, the district shall determine if the stipend shall be filled the following school year based on student participation numbers, budget reductions, or other applicable information.

Unfilled stipends shall be posted for certificated staff in the building which offers the stipend in alignment with postings for vacant positions as outlined in Article II, Section F. If there are no in-building certificated staff who apply for the position during the posting timeframe, the stipend shall be posted in alignment with postings for vacant positions as outlined in Article III, Section F to certificated staff district-wide if the stipend can be adequately filled by an out of building certificated staff member. If no District (in-building or District-wide) certificated staff express interest in the stipend the District has the authority to offer the position to other staff members in alignment with their collective bargaining agreements. Any stipend that is not filled after this process may continue to be posted for the remainder of the school year and filled at the District's discretion. Middle and high school clubs may be added with approval from the building principal and ASB and elementary clubs may be added with approval from the building principal and leadership team. Approved clubs will be

provided with a \$375 stipend for the first year. Clubs may seek approval from the co-curricular committee in the spring to continue the club the following school year. The approval request should include a time study to determine the appropriate stipend amount if approved.

The co-curricular committee shall meet twice each spring to review club requests as well as to review current stipends to determine if deletions or adjustments are necessary. Any stipend that has been vacant as described above for three or more years shall be reviewed to consider removal or reassignment of those funds. The district will maintain an appropriate budget for stipends to allow for new stipends to be added as outlined in the Appendix.

The Association shall determine who shall serve on the committee to represent CEA and the District shall determine who shall serve on the committee to represent the District.

*Unless otherwise outlined by this Appendix, all high school CTE courses shall generate 8 additional days. Newly added CTE courses shall be afforded 8 days with review as outlined in this Appendix to determine if more than 8 days is appropriate.

**\$5,000 stipend is contingent upon employee signing an agreement to forgo their lunches for the school year. CTE additional days shall be prorated by staff members FTE in CTE courses with the exception of construction and agriculture. Staff members teaching construction or agriculture shall be afforded the entire allotment of days as outlined in this Appendix regardless of the number of sections they are teaching.

Appendix D – Letter of Agreement – Special Education Endorsement/Certification Program

Letter of Agreement

Between Centralia Education Association and Centralia School District Board of Directors

Special Education Endorsement/Certification Program

In response to the shortage of highly qualified special education teacher candidates as well as the district's anticipated special education vacancies, this letter of agreement provides for the creation of a special education endorsement/certification scholarship program for current members of the Centralia Education Association (CEA) interested in obtaining this endorsement/certification for the purpose of serving as special education teachers in the Centralia School District (District). The parties agree to the following terms for this new program:

1. The District, at its sole discretion, will determine the maximum number of participants in the program based upon budget capacity.
2. Teachers interested in applying for participation in this program will submit a written request with a written recommendation from their current supervising principal to be sent directly to the special services director for screening. Selected participants will sign a participant agreement outlining participation requirements and conditions as outlined in this agreement.
3. Participants agree to enroll in the special education endorsement/certification program at St. Martins University or Seattle Pacific University and comply with all program requirements including classroom attendance, associated program activities, and program meetings as required by the district, special services director, and university faculty. Participants must maintain grades in each course of 3.0 or higher on a four (4.0) grading scale. For courses designated "pass/fail", participants must receive a "pass" grade. Participants will develop a program completion plan with program officials to be approved by the district prior to beginning the program. Any modifications to this plan must also be approved by the district.
4. The district will pay all tuition and required material (textbook) costs for continuing education credits required for the participant to earn their special education endorsement. Required credits and course work may vary between participants depending upon university review of individual transcripts and acceptance into the program.
5. Participants agree to teach in the Centralia School District's special education program for a minimum of five (5) years. This term may begin while the endorsement/certification program is underway. The five year term begins with the first school year the participant is assigned to a special education **position. If the participant teaches less than five (5) years within the district's special education program, the participant will be required to repay tuition/material costs. The amount of repayment**

will be calculated at twenty percent (20%) of the total cost of the earned endorsement program for each year prior to meeting the five-year commitment. If a participant elects to leave the program prior to completion of the endorsement, the participant will be expected to reimburse the district for all costs incurred by the District for the period of time they were enrolled.

6. In the event the participant does not meet the terms of this agreement, the district, at its sole discretion, may permit a participant to repay the remaining tuition costs, plus interest at a rate of four point six percent (4.6%) per year, on a schedule not to exceed two (2) years from the date of leaving the special education teaching position.
7. During participation in the program, the participant shall be assigned to special education positions at the discretion of the district. The District will attempt to assign participants to those available assignments best matching their skills, qualifications, experience and interest.
8. If the District deems it necessary to transfer a participant to another position outside of the special education program and/or terminates a participant, repayment of District costs will not be required.
9. Participants are not considered to be in violation of this agreement during the time they are: a) serving on active duty as a member of the armed services of the United States, which is not in excess of three (3) years; or b) temporarily and/or totally disabled, but for a period not to exceed three (3) years, as documented by a qualifying physician's statement.
10. If a participant wishes to appeal any determination of noncompliance with the provisions of this agreement, and satisfactory resolution cannot be achieved, the participant may appeal to the Assistant Superintendent whose decision on behalf of the district shall be final.
11. Participants shall recognize that the district's evaluation of job performance will include successful completion of course requirements, follow-through with the program completion plan, and assessment of their ability to successfully implement appropriate instructional strategies and behavior management techniques learned through their training program.

Appendix E – Certificated Support Personnel Evaluation Form

**CENTRALIA SCHOOL DISTRICT
CERTIFICATED SUPPORT PERSONNEL EVALUATION**

Name _____ Position _____

School _____ Date _____

Criteria for Certificated Support Personnel: (comments must be made in each category)

	Meets Expectations	Does Not Meet Expectations
1. Knowledge and Scholarship in Special Field <i>Remarks:</i>	_____	_____
2. Specialized Skills <i>Remarks:</i>	_____	_____
3. Management of Special and Technical Environment <i>Remarks:</i>	_____	_____
4. The Support Person as a Professional <i>Remarks:</i>	_____	_____
5. Involvement in Assisting Pupils, Parents, and Educational Personnel <i>Remarks:</i>	_____	_____

If an employee significantly exceeds expectations in a criteria area, supervisor specify here: (attachments if necessary)

It is my judgment based upon state and district criteria that this employee's overall performance has been **SATISFACTORY / UNSATISFACTORY** during this evaluation period. Observations which, in part, led to this evaluation, occurred on _____ for _____.
(Dates) (Duration)

The certified employee's signature indicates the employee has read and discussed the substance of the evaluation in a conference with the evaluator. It does not necessarily indicate agreement. The employee has the right to attach an addendum which must bear the signature of the supervisor indicating that the supervisor has seen it. If an addendum is to be attached please check here: ()

Evaluator Signature Date

Employee Signature Date

Appendix F – Evaluation of Classroom Teachers

Section 1 - Evaluation System Preamble

An evaluation system for teachers has the following elements, goals, and objectives:

1. The evaluation procedures set forth herein shall be to improve the educational program by improving the quality of instruction.
2. The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth.
3. Within the selected instructional framework teachers will be allowed to exercise their professional judgment and will be evaluated on their own practice, skills, and knowledge as related to state law.
4. An evaluation system should be grounded in trust and respect by all parties through the use of objective standards and by minimizing subjectivity.

The parties agree that the following evaluation system is to be implemented in a manner consistent with good faith and mutual respect and, as defined in RCW 28A.405.110 (1), “An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity.”

Additionally, the parties agree that the evaluation process is one which will be implemented in cooperation between the evaluator and the bargaining unit member, as described in WAC 392-191-025:

“To identify, in consultation with classroom teachers and certificated support personnel observed, particular areas in which their professional performance is satisfactory or outstanding, and particular areas in which the classroom teacher or support person needs to improve [the teacher’s] performance.” WAC 392.191.025

Section 2 – Definitions

Artifacts shall mean any products generated, developed or used by a certificated teacher, or used during the evaluation process. Artifacts do not have to be created specifically for the evaluation system. Additionally, tools or forms, such as observation notes, used in the evaluation process may be considered as artifacts.

Component shall mean the sub-section of each criterion.

Criteria shall mean the eight (8) state defined categories to be scored.

Evaluator shall mean a certificated administrator who has been trained in observation and evaluation techniques, and in the use of the specific instructional framework and rubrics contained in this agreement.

Evidence shall mean examples or observable practices of the teacher’s ability and skill in relation to the instructional framework rubric.

Impacts on Learning are defined as student work samples and learning goals; State, district, school, and classroom assessment of students; student portfolios; both formative and summative student growth data; student projects; data walls, etc.

Not Satisfactory shall mean:

Level 1: Unsatisfactory – Receiving a summative score of one (1) is not judged satisfactory.

Level 2: Basic – If the classroom teacher is a continuing contract employee under RCW 28A405.210 with more than five years of teaching experience and if the level 2 comprehensive summative evaluation performance rating has been received for two consecutive years or for two years within a consecutive three-year period.

School Day shall mean any day in which the majority of students are engaged in academically-focused learning activities.

Student Growth Data As used in this subsection, “student growth” means the change in student achievement of the students who have been with the teacher between these two points in time.

Teacher shall mean any certificated staff member who provides academically-focused instruction and grades for students, and whose duties are consistent with the state criteria for teachers and the district’s framework and rubrics.

Section 3 – State Criteria & Framework

- I. The following criteria will be used to evaluate certificated classroom teachers:
 - A. Centering instruction on high expectations for student achievement;
 - B. Demonstrating effective teaching practices;
 - C. Recognizing individual student learning needs and developing strategies to address those needs;
 - D. Providing clear and intentional focus on subject matter, content, and curriculum;
 - E. Fostering and managing a safe, positive learning environment;
 - F. Using multiple student data elements to modify instruction and improve student learning;
 - G. Communicating and collaborating with parents and school community;
 - H. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.
- II. The parties have agreed to the adopted evidence-based instructional framework developed by University of Washington (CEL 5D) and approved by OSPI.
- III. Upon mutual agreement the parties may select a different instructional framework approved by OSPI.

Section 4 - Covered Employees

This evaluation system only applies to classroom teachers, who provide academically focused instruction for students, and whose duties are consistent with the state criteria for teachers and the district’s framework and rubrics.

The term “classroom teacher” does not include ESA’s, counselors, librarians, media specialists, TOSA’s, instructional coaches, curriculum specialists, or other bargaining unit members who do not provide academically focused instruction for those students and whose duties are not consistent with the state criteria for teachers and the district’s framework and rubrics.

Notification - Every teacher shall be notified by October 1 of the school year of the teacher’s evaluator and whether the teacher will be evaluated using a Comprehensive or Focused evaluation.

Section 5 - General Evaluation Agreements

- I. Out of Content/Endorsed Areas
 - A. Teachers evaluated while teaching outside of their content areas or endorsed areas shall have minimal emphasis placed on their understanding of subject matter, content, and curriculum during their first year of such placement. However, consideration may be given to teachers’ progress towards endorsement.

- B. As per WAC 181-82-110 (1) (b), no teacher shall be “subject to non-renewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments”.

II. Electronic Devices

- A. Electronic devices shall not be used to listen to or record the proceedings of any class without prior knowledge and consent of the teacher.

III. Evidence Collection

- A. Both the teacher and the evaluator will contribute to evidence collection necessary to complete this evaluation.
- B. The teacher may provide additional evidence and artifacts to aid in the assessment of the teachers’ professional performance against the instructional rubric, especially for those criteria not observed in the classroom.
- C. Evidence collection is a sampling of data to inform decisions about level of performance, should be gathered from the normal course of employment, and is not intended to mirror a Pro-Teach or National Boards portfolio.

IV. Use of Student Input

- A. Student input may be used, but should be one of multiple measures used in the evaluation process.

V. Confidentiality

- A. An evaluation system shall include steps taken by the District to insure confidentiality and security for all evaluation documents, including electronic documents, consistent with state public disclosure requirements and guidelines.

VI. Student Growth Data

- A. Shall be recommended by the teacher, discussed during the goal setting conference, and finalized by the evaluating administrator and shall mean the change in student achievement between two points in time within the current school year.
- B. Student growth data to be used must be based on students enrolled for the duration of the same two points in time.
- C. Employees shall have access to student growth data available.
- D. Student growth data that is relevant to the teacher and subject matter must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state based assessments.
- E. Student growth data elements may include the teacher’s performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate.
- F. Assessments used to demonstrate growth must be appropriate, relevant, and may include both formative, benchmark and summative measures.
- G. Student growth data shall be derived from multiple sources, and must be appropriate and relevant to the teacher and subject matter. It may include teacher initiated, formal and informal assessments of student progress.

VII. Multiple Measures

- A. Multiple measures of student growth must be used in the evaluation process and such measures may include classroom-based, school-based, district-based, and state-based assessments.
- B. Multiple measures may also be used to assess a teacher’s professional performance against the instructional frameworks. Artifacts may include, but are not limited to the following:

1. Lesson plans, IEPs, portfolios, newsletters, videos of practice, learning objectives, learning targets, emails, perception surveys, exit tasks, phone logs, PLC notes, data analysis, discipline referrals, posted routines, posted rules and goals, case studies of student progress, analysis of student work over time, classroom observation of evidence of student learning, curriculum development, leading professional activities, participating in professional development, setting professional goals, participating in PLCs, use of exemplars, family engagement, parent communications, peer assistance and review, mentoring and support to others, coaching, leadership roles, etc..
2. Communications with parents may include, but are not limited to, phone calls, emails, grade reports, progress reports, conferences, etc.
3. Teachers shall only be required to provide artifacts that are valuable to the professional growth of the individual and the evaluation process.

VIII. Total Observation Time for Each Staff

- A. The total observation time for each teacher for each school year shall not be less than sixty (60) minutes.
 1. At least one (1) observation shall be for a minimum of thirty (30) minutes.
 2. Whenever the teacher makes a request to be observed for the entire period the administrator will make a reasonable effort to abide by that request.

IX. Prior to being evaluated under the new evaluation system, the District shall provide professional development relevant to the framework and evaluation process. Such professional development shall be provided as follows:

- A. Each employee by October 1 of the current school year shall be provided a copy of the evaluation criteria, procedures, and any relevant forms or information appropriate to the teacher.
 1. All classroom teachers, both provisional and continuing, shall be expected to participate in District-provided evaluation training that occurs during the contracted work day or at other dates and times.
 2. Such training shall be designed to provide the staff with the skills necessary to participate in the new evaluation system.

Section 6 - Provisional Teachers

- I. "Provisional Teachers" are those who are within their first three years of employment with the District, except for those who have at least two years of certificated employment with another school district in the state of Washington. Those with such experience shall be provisional only during their first year of employment with the District.
 - A. All Provisional Teachers are subject to non-renewal of employment contract pursuant to RCW 28A.405.220.
 - B. All Provisional Teachers in the third year of provisional status shall be observed at least three times in the performance of their duties and the total observation time for the school year shall not be less than (90) ninety minutes.
 - C. All Provisional Teachers who are new to the profession and whose performance is determined to be Proficient (Level 3) or Distinguished (Level 4) by the end of their second year of employment in the District may be removed from provisional status by the Superintendent.
 - D. New employees shall be observed at least once for a total observation time of thirty (30) minutes during the first ninety calendar days of their employment period.

Section 7: Comprehensive Evaluations

- I. Comprehensive Evaluations - All classroom teachers shall receive a comprehensive summative evaluation at least once every six years. A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating.

- A. The following classroom teachers shall receive an annual comprehensive summative evaluation:
Provisional teachers, teachers on probation, and any classroom teacher who received a comprehensive summative evaluation performance rating of level 1 or level 2 in the previous school year.

Section 8: Focused Evaluations

- I. In the years when a comprehensive summative evaluation is not required, classroom teachers who received a comprehensive summative evaluation performance rating of Proficient (level 3) or above in the previous school year are required to complete a focused evaluation, unless at the direction of the evaluator a comprehensive summative evaluation is required.
- II. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the selected criteria.
 - A. Teachers on focused evaluations shall have the option of recommending which one of the eight criteria will be assessed, plus the professional growth activities linked to that criterion.
 - 1. The selected criterion, however, must be approved by the teacher's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention.
 - 2. The role of the evaluator shall be to either approve the proposed activities or suggest modifications to produce a jointly agreed upon activity or activities.
 - a) If no agreement can be reached the administrator has the final say.
 - 3. A group of teachers may focus on the same evaluation criterion and share professional growth activities.
 - B. If the employee chooses criterion 1, 2, 4, 5, or 7, s/he must also complete the student growth components in either criterion 3 or criterion 6.
 - C. Teachers may request to be evaluated as a member of a team or as an individual.
 - D. A summative score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the certificated classroom teacher is placed on a focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.
 - E. A teacher may be transferred from a focused evaluation to a comprehensive summative evaluation at the request of the teacher or at the direction of the teacher's evaluator, based on identified concerns on the evaluation rubric. Such a change may not be made after December 15. If a teacher is moved to comprehensive evaluation, the teacher will be notified in writing. Upon request, the evaluator shall identify the specific areas of concern in writing. However, prior to such a transfer, the parties shall meet to discuss the rationale for such a transfer.

Section 9: Support for Basic and Unsatisfactory

- I. All employees receiving an annual, final summative performance rating below level 3, Proficient, shall be given additional support by the District.
 - A. paid in-service training
 - B. release time to observe colleagues
 - C. outside evaluator
 - D. assignment of a coach/mentor collaboration with the teacher
 - E. additional, focused professional development
 - F. will have a consistent classroom(s) within the school(s)
 - G. limited number of preps
- II. The district will pay for any required in-service training.

- III. At the request of the probationary employee, release time may be granted in order to comply with requirements of the plan of improvement that are beyond the normal requirements of the job.

Section 10: Scoring

- I. Each rating will be assigned the following numeric values:

1. Unsatisfactory = 1;
2. Basic = 2;
3. Proficient = 3;
4. Distinguished = 4

- II. Summative Performance Rating

- A. All classroom teachers shall receive a summative performance rating for each of the eight (8) state evaluation criteria. The overall summative score shall be determined by totaling the eight (8) criterion-level scores as follows:

1. 8-14 points—Unsatisfactory
2. 15-21 points—Basic
3. 22-28 points—Proficient
4. 29-32 points—Distinguished

- III. Student Growth Criterion Score

- A. Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1.
- B. The evaluator shall add up the raw scores on these components and the employee shall be given a score of low, average or high based on the following scoring bands:
1. 5-12—Low
 2. 13-17—Average
 3. 18-20—High

- IV. Summative Performance Rating

- A. If a teacher receives an overall summative score of 4 (Distinguished) and a Low student growth score as shown above, s/he must automatically be moved to the Proficient (3) level for the summative score.
- B. If a teacher receives a Low student growth score on the summative evaluation, the teacher will select one of the following activities in which to engage:
1. Triangulate student growth measure with other evidence (including observations, artifacts, and student-related evidence) and additional levels of student growth based on classroom, school, district and state-based tools;
 2. Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum/assessment alignment;
 3. Schedule monthly conferences with the evaluator to discuss/revise goals, progress toward meeting goals, and best practices;
 4. Create and implement a professional development plan to address student growth areas.

Section 11: Procedures for Evaluation

- I. All classroom teachers shall be evaluated each school year by their principal, assistant principal, or designee administrator.

- A. In the event that circumstances prevent the principal from performing an observation or an evaluation, a designee may do so with approval of the Superintendent. The principal or designee is referred to herein as the “evaluator.”
- B. In most instances, if an employee is assigned to two or more schools, the evaluator of the school to which the employee is assigned the greater part of the time shall be responsible for the employee’s overall evaluation.
- II. By October 1 of the beginning of the school year, or within fifteen (15) school days in the case of a late-filled teaching position, an administrator shall hold a general certificated staff meeting, or individual conferences, to review evaluative criteria and procedures including:
 - A. Each staff member’s position or assignment;
 - B. The process the administrator shall follow in evaluating the classroom teacher.

Section 12: Informal Observations

- I. Informal observations of less than thirty (30) minutes in duration, or a series of observations may be utilized by the evaluator at their discretion.
 - A. Provided the observation(s) is of sufficient length to allow the evaluator to adequately assess the situation, instructional knowledge and skills, and the evaluation criteria being observed.
 - B. If there is an area of concern noted from informal walkthroughs, written documentation of the observation must be provided to the teacher for that evidence to be used in the evaluation process.
- II. Informal observations do not have to take place in a classroom. Other places (i.e. staff meetings, department meetings, PLCs, etc.) may serve as observation sites.
 - A. Information or data gathered during informal/drop-in/walkthrough visits to a teacher’s classroom by the evaluator may be used as part of the evaluation.
 - B. Any time after an informal observation has been conducted a teacher may request a post-observation conference to discuss that observation.

Section 13: Formal Observations

- I. All teachers shall be observed at least twice in the performance of their assigned duties. Total observation time for each employee for each school year shall not be less than 60 minutes. Prior to one formal observation, the teacher and the evaluator shall mutually agree to the date, time, and location for said observation.
 - A. Formal observations will take place when the teacher is providing instruction to students.
 - B. Except in cases of emergencies or unforeseeable circumstances, formal observations shall not be scheduled less than six (6) weeks apart if the administrator plans on conducting only two formal observations with a staff member, except at the concurrence of the teacher, in order to allow for conferencing and growth.
 - C. All aspects of the observation may be discussed in a post-observation conference.
 - D. Teachers shall have the opportunity to provide unobserved evidence and/or artifacts of having met certain criteria and goals.

Section 14: Evaluation Steps

- I. Classroom teachers shall be observed for the purposes of evaluation using the observation and evaluation steps listed below.
 - 1. Self-Assessment:
 - a. Each teacher shall reflect on their practice and complete the self-assessment via electronic eValor hard copy.
 - b. This is a personal reflection of practice and the teacher has the option of sharing or not sharing the results with their administrator.
 - 2. Goal Setting Conference:

- a. The teacher may request a student growth goal for Components SG 3.1, SG 6.1, and SG 8.1. (The goal for SG 6.1 and SG 8.1 may be the same goal.)
- b. The Goal Setting Conference document (Form B) or comparable electronic form shall be completed by the teacher three days prior to the goal setting conference and sent to the evaluator prior to the goal setting conference.
- c. The evaluator shall review the written goals in advance of the conference.
- d. Formal Observation: For formal observations, the teacher shall complete the Pre-observation Lesson Plan document (Form C) or comparable electronic form and send it to the evaluator at least three days prior to the scheduled pre-observation conference.
- e. The evaluator shall read the lesson plan in advance of the scheduled pre-observation conference.
- f. The teacher and evaluator shall meet and discuss the lesson plan and identify any specific areas of focus, establish a date for a formal observation, and discuss professional activities to be observed, which may include: objectives/purpose, lesson planning, instructional strategies, assessment for student learning, classroom environment and culture, student engagement, curriculum and pedagogy, and possible evidence to meet the scoring criteria. (The goals may be referenced, if applicable).
3. Formal Observation:
 - a. The evaluator shall conduct a formal observation within three (3) working days of the pre-observation conference.
 - b. The evaluator shall share a copy of the evidence with the teacher within three (3) working days of the observation.
 - c. The teacher may request revisions or corrections.
4. Post-Observation:
 - a. The teacher and evaluator shall meet for the post-observation conference within three (3) working days of a formal observation.
 - b. If either the teacher or administrator is unavailable to meet within the three (3) day period, the conference shall be re-scheduled. In any event, the post-observation conference should occur within six (6) working days of the observation.
 - c. The teacher and evaluator will discuss and collaborate on the “Noticings and Wonderings” of the teacher’s practice.
 - i. In the event that the evaluator and teacher cannot reach agreement on the “Noticings and Wonderings” the teacher may provide additional evidence of the teaching experience.
 - ii. If an agreement still cannot be reached, the evaluator’s assessment will be recorded and the teacher may submit a written response to be attached to a formal observation document.
5. Summative Assessment / Score:
 - a. No later than June 15 or the day prior to the last day of school, whichever comes first, the teacher and evaluator shall meet to discuss the teacher’s final summative score.
 - i. At the end of the evaluative cycle, the teacher and administrator shall review the evidence and artifacts accumulated throughout the school year by the teacher and administrator in which the evaluation is conducted, which may include: Formal observation/evaluations; informal observations; artifacts; evidence; student growth data; and ancillary evidence.
 - b. Student growth data shall only be used in the teacher’s evaluation process if such data is relevant to the teacher and the subject matter.
 - c. The teacher will sign two (2) copies of the Final Summative Evaluation Report. Each teacher shall sign the observation and evaluation forms to indicate receipt. The signature of the teacher does not, however, necessarily imply that the employee agrees with its contents, only that the teacher has read it.
 - i. The teacher may attach any written comments to observations and to the final annual evaluation report as well.
 - ii. Teachers shall have the right to attach additional comments or a rebuttal to the Final Summative Evaluation within sixty (60) calendar days.
 - d. If an agreement cannot be reached on the assessments, the evaluator’s assessment shall be recorded and the teacher may follow the due-process agreement already set in the contract.

- e. The evaluator must base their final summative score upon evidence and artifacts gathered during the evaluation process.
- f. If a classroom teacher that is a continuing contract employee with more than five years of teaching experience receives a Level 2 (Basic) rating for two consecutive years or two years within a consecutive three-year time period, then the teacher's performance shall be judged "unsatisfactory".
- g. The employee and evaluator shall meet either prior to the end of the school year in which the "Basic" or "Unsatisfactory" rating was received, or at the beginning of the following school year, to mutually determine the kind of additional support that would best serve the employee.
- h. Any teacher whose performance has been judged unsatisfactory on the Summative Evaluation of Practice document may be placed on a plan for improvement any time after October 15 of the following year.
- i. The final formal observation for the school year must be completed by June 1. The teacher shall be given a copy of the completed annual evaluation. The teacher shall sign the report and any attachments just to indicate the teacher has read the report, has had an opportunity to discuss the report with the evaluator, and has received a copy. The teacher shall be given a copy of the annual evaluation five working days before the last day of school.

Section 15 - Probation (Non-Provisional)

- I. Teachers shall only be placed on probation from the Comprehensive Evaluation system described in this document. A teacher on the old form during the implementation period from September 2013 through June 2016 will be moved to the Comprehensive Evaluation period if the teacher is placed on probation.
- II. No teacher shall be placed on probation if the teacher has been evaluated by an evaluator who has not received training in the new (ESSB 5895) evaluation system.
- III. Teachers shall have the right to Association representation at all probationary conferences.
- IV. The purpose of the probationary period is to give the teacher an opportunity to demonstrate improvements according to the criteria identified in the probationary plan and included in the evaluation instrument (WAC 392-191-045(3)).
- V. A probationary period of sixty (60) school days shall be established.
 - A. Additional days may be added if deemed necessary to complete a plan of improvement and to evaluate the probationer's performance, as long as the probationary period is concluded before May 15th of the same school year.
 - B. If by May 15th there is mutual agreement, due to an unforeseeable mitigating issue, probation may be extended.
 - C. The probationary period may be extended into the following school year if the probationer has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th of Level 2 (Basic) or less.
 - D. The Superintendent shall place on probation any employee whose performance has been judged unsatisfactory based on the evaluation criteria, no later than February 1st of any school year.
 - E. Before placing a teacher on probation, the following shall occur:
 - 1. The evaluator shall meet with the employee in an attempt to resolve matters relating to performance, before probation is recommended. This conference shall be held no later than January 30th.
 - a) The employee shall have the opportunity to have an Association representative in attendance at the conference.
 - F. If an employee is being considered for probation, the recommendation to the Superintendent for probation must be made in writing to the superintendent by the evaluator. The evaluator's recommendation for probation shall include the following:
 - 1. A definition of the problem in terms of deficiencies based upon the evaluative criteria.

2. Expectations of performance that would constitute acceptable performance in the deficient areas defined. Once the areas of deficiency and the criteria for improvement have been determined, they shall not be changed.
 3. A plan of improvement that defines expectations for the employee to reach an acceptable level of performance in which the employee needs improvement, according to the criteria included on the evaluation instrument; and
- G. The Superintendent, or designee, shall review the evaluator's recommendation for probation. If the Superintendent or designee determines that there is an alternative to probation they may continue to work with the parties involved.
- H. If it is determined by the Superintendent that probation is warranted, then the Superintendent shall notify the employee in writing and such notice shall include all provisions of Section 16.V.F.2 Step 2 above.
1. At this time the evaluator shall meet with the employee and, at the employee's request, a representative of the Association, to go over the plan of improvement, both for understanding and to collaborate in making any changes that the parties might deem prudent.
- I. During the probationary period, the evaluator shall meet with the staff member at least twice monthly to supervise and provide a written evaluation or summary of progress of the staff member's performance.
- J. The probationer may request and the evaluator may authorize one (1) additional certificated administrator to evaluate the probationer. This administrator may be another certified administrator from within the District or from outside the District.
- K. At the teacher's request the probationer may be granted no less than (1) one day per month dedicated to completing the plan for improvement which may include observations of other teachers, completing lesson plans, or professional development plans, and/or meeting with evaluators.
- L. The probationer must be removed from probation if the probationer has demonstrated improvement to the satisfaction of the original evaluator in the area(s) specifically detailed in the initial notice of deficiency and subsequently detailed in the plan of improvement.
- M. A teacher who is on a plan of improvement may be removed from probation if s/he has demonstrated improvement in the areas described as deficient. The teacher must also be removed if the teacher has five (5) or fewer years of experience and scores a 2 (Basic) or above, or if the employee is a teacher of more than five (5) years of experience and scores a 3 (Proficient) or above.
- N. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer, shall constitute grounds for a finding of probable cause for non-renewal of contract or discharge.
- O. Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and plan for improvement, the teacher may be removed from their assignment and placed into an alternative assignment for the remainder of the school year. This reassignment may not displace another employee nor may it adversely affect the probationary teacher's compensation or benefits for the remainder of that teacher's contract year. If such reassignment is not possible, the district may, at its option, place the teacher on paid leave for the balance of their contract term.

Section 16: Non-renewal, Adverse Action, and Discharge

In the event that there is determined to be probable cause to non-renew, adversely affect, or discharge a teacher, the teacher shall receive written notice and the District will follow the procedures specified in Washington Revised Code 28A.400 et. seq.

Section 17: Uses of Evaluation Results

- I. Evaluation results shall be used:
 - A. To acknowledge, recognize, and encourage excellence in professional performance.
 - B. To document the level of performance by teachers of their assigned duties.
 - C. To identify specific areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.
 - D. To document performance by a teacher judged unsatisfactory based on the District evaluation criteria.
 - E. Beginning in 2015-2016, as one of the multiple factors in Human Resources and personnel decisions, only as defined elsewhere in this Agreement.
- II. Evaluation results shall not be:
 - A. Shared or published with any other teacher with identifying information unless required by law.
 - B. Shared with others than those on a need to know basis.
 - C. Used to determine any type of base or additional compensation.
 - D. Evaluators shall not consider school or District-wide employee evaluation summative scores when evaluating individual scores, i.e. nothing prohibits an evaluator from evaluating all teachers as distinguished within a school.

Section 18: Evaluation Documents

Only the final summative evaluation document, along with any comments submitted by the teacher, shall be kept in the personnel files.

Section 19: Legislative Impacts

This Article of the Agreement shall be reopened at the request of either party for the purpose of negotiating legislative impacts on the Collective Bargaining Agreement.

Appendix G – Tuition Reimbursement

Credit/Clock Hour Reimbursement Application for Certificated Staff

Name: _____

Location: _____

Please read instructions carefully. Human Resources must have all of the following documents in order to process your reimbursement application:

- 1) Applications are considered complete when HR receives:
 - a. A copy of the receipt and a grade report for each course attached to the reimbursement form
 - b. Receipts must be printed with name, date of course or indication of school term, and detail of tuition paid.
 - c. All course information listed on the second page of this application.
 - d. **Reminder:** fees (i.e. technology, parking, graduation, etc.) will not be considered for reimbursement.
- 2) Reimbursement applications are due by **October 20** of the current year for courses completed in the previous school year and **April 1** for courses completed in the current school year.
- 3) All clock hours are eligible for reimbursement. This may include clock hours earned for completion of National Board components, professional growth plans, or other professional development hours that accessible through PD enroller.
- 4) All course information must be listed on the second page of this application. Please include additional pages as necessary.
- 5) Please remember that for reimbursement, all credits and clock hours will be converted to quarter credits.

Employee Signature

Date

Authorized District Official Signature _____ Date _____

Total Amount to be Reimbursed (Completed by HR)	Date
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***In order for reimbursement applications to be considered complete, all applications must document each course in the sections below.**

Course Title _____

College/Provider _____ Date Course Completed _____

Number of ☐ Semester Credits _____ ☐ Quarter Credits _____ ☐ Clock Hours _____

Cost Incurred _____

NOTE: Reimbursement is limited to tuition/instructor cost incurred during the current school, and submitted for reimbursement the following September.

Course Title _____

College/Provider _____ Date Course Completed _____

Number of ☐ Semester Credits _____ ☐ Quarter Credits _____ ☐ Clock Hours _____

Cost Incurred _____

NOTE: Reimbursement is limited to tuition/instructor cost incurred during the current school, and submitted for reimbursement the following September.

Course Title _____

College/Provider _____ Date Course Completed _____

Number of ☐ Semester Credits _____ ☐ Quarter Credits _____ ☐ Clock Hours _____

Cost Incurred _____

NOTE: Reimbursement is limited to tuition/instructor cost incurred during the current school, and submitted for reimbursement the following September.

Coversheet

Procedure 3245 Students and Telecommunication Devices

Section: VI. Board Procedure Updates
Item: A. Procedure 3245 Students and Telecommunication Devices
Purpose:
Submitted by:
Related Material: 3245P Students and Telecommunication Devices_revised aug 2025.pdf

Administrative procedures for board policy #3245 Students and telecommunication devices

Definitions:

- A. ***Sexting*** means sending, forwarding, displaying, retaining, storing or posting sexually explicit, lewd, indecent or pornographic photographs, images or messages by or on a cell phone, computer or other electronic means during school hours or school activities on or off campus; while on school district property, during any recess, lunch or leave periods on or off school district property; or beyond the hours of school operation if the behavior detrimentally affects the personal safety or well-being of school-related individuals, the governance, climate or efficient operation of the school; or the educational process or experience.
- B. ***Disrupting the Learning Environment:*** means any violation of the policy, intentional gesture, any intentional electronic communication or any intentional written, verbal or physical act or statement initiated, occurring, transmitted or received by a student at school that a reasonable person under the circumstance should know will have the effect of:
 - 1. **Having the device out, on or using the device at unsanctioned times; or**
 - 2. Insulting, mocking or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school; or
 - 3. Creating an intimidating, threatening, hostile or abusive educational environment for a student or group of students through substantially severe, persistent or pervasive behavior.
- C. ***Third parties*** include, but are not limited to staff, coaches, school volunteers, parents or guardians, school visitors, service contractors or others engaged in district business or activities that are not directly subject to District control at inter-district and intra-district athletic competitions or other school events.

Reporting Violations:

Any student, employee, parent or guardian or third party who has knowledge of conduct in violation of this policy or any student who feels he/she has been a victim of sexting, menacing, retaliation or reprisal in violation of this policy shall immediately report the concerns to:

- A. The building principal or his/her designee;
- B. A teacher who will be responsible for notifying the building principal or designee immediately if the matter cannot be adequately addressed by the teacher, or warrants administrative intervention;
- C. A counselor, who is responsible for notifying the building principal or designee immediately if the matter cannot be addressed by the counselor or is sufficiently serious to warrant administrative intervention; or
- D. The superintendent of schools or designee.

Investigating:

The principal or designee shall be responsible for timely investigating a complaint made under this policy. The investigation, witness statements and evidence shall be documented along with the outcome of the investigation.

In the course of the investigation, administrative staff will not send, receive or unnecessarily view or transmit sexting photographs or any other inappropriate images on either the district's or their personal electronic devices. The examination or viewing of the evidence/information will be limited to the extent necessary to determine that misconduct occurred.

Parent or Guardian Notification:

Parents or guardians of all students identified in the report shall be notified of the investigation and informed of their students' involvement in the incident.

Discipline:

Students whose behavior violates this policy will **immediately have the cell phone confiscated for the remainder of the day and will** be subject to discipline up to and including expulsion. Law enforcement will also be notified when conduct may violate criminal laws. **Repeated violation of the policy or procedure will result in further action, including a parent conference and may result in loss of the privilege of having a device at school.**

In addition to discipline, the district will make reasonable attempts to assist students and/or parents or guardians to resolve concerns and issues prior to the use of the formal criminal complaint process. Assistance may include consultation, counseling, education, mediation and/or other opportunities for problem-solving.

When administering discipline, the administrator will take into consideration the context of the events, all relevant circumstances, and the parties' prior behavior, the nature of the behavior and its potential harm and the emotional and/or physical harm resulting from the reported party's actions.

Sexting Offenses**First offense:**

- A. Parents or guardians will be notified;
- B. The district will file an information report with the police by phone or in writing;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The district may impose appropriate interventions and make take other actions as appropriate.

Second offense:

- A. Parents or guardians will be notified;
- B. Police may be notified;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian; and

Procedure No. 3245P

- D. The district may administer appropriate interventions and may take other actions as appropriate.

Third offense:

- A. Parents or guardians will be notified;
- B. Police may be notified;
- C. The student's phone or electronic device will be confiscated, searched and returned only to a parent or guardian;
- D. The student may be ineligible to participate in extracurricular activities: and
- E. The district may impose appropriate interventions and may take other actions as appropriate.

Date: December 15, 2010

Revised: March 2023; March 24, 2024; **August 2025**

Coversheet

Procedure 6701 PE and Recess Requirements

Section: VI. Board Procedure Updates
Item: B. Procedure 6701 PE and Recess Requirements
Purpose:
Submitted by:
Related Material: 6701P Recess and Physical Activity.pdf



Procedure: 6710P
Section: 6000- Management Support

Procedure - Recess and Physical Activity 6701P

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Recess

By no later than the 2024–2025 school year, the district will provide at least thirty minutes of recess for all elementary-school students each school day that exceeds five hours. Schools may provide additional recess time before or after the school day, but that time may not be counted toward the thirty minutes of recess that is required. Additionally, time spent changing into and out of clothes for outdoor play should not be used to meet the thirty-minute requirement.

Recess must be supervised and student-directed. It must aim to be safe, inclusive, and high quality. To achieve those aims, schools will offer opportunities that align with state and national recess recommendations and maintain safe and age-appropriate equipment to use during recess. Schools may also include organized games as part of recess, but they should avoid including or permitting students to use computers, tablets, or phones during recess. Whenever possible, recess should be held outside. But if recess is held indoors, schools should use an appropriate space that promotes physical activity.

Recess will complement, not substitute for, physical education class.

Schools should not withhold recess as a form of discipline unless a student's participation in recess poses an immediate threat to the safety of the student or others. Nor should schools withhold recess to compel students to complete academic work. Schools should develop alternatives to withholding recess as a form of discipline or as a way to compel students to complete academic work.

The district encourages recess to be scheduled before lunch whenever possible. ~~Scheduling recess before lunch reduces food waste, maximizes nutrition, and allows students to be active before eating.~~ If recess is offered before lunch, schools will place appropriate hand-washing facilities and/or hand-sanitizing mechanisms just inside or outside the cafeteria to ensure proper hygiene prior to eating. Students must use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Physical Activity in Schools

Given that middle and high school students do not have recess, the district will encourage physical activity breaks for middle and high school students. All schools will participate in a Comprehensive School Physical Activity Program. A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school



Procedure: 6710P
Section: 6000- Management Support

districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement.

Quality Physical Education

Schools will implement a physical education program that includes instruction and practice in a variety of motor skills and movement patterns; knowledge of concepts, principles, strategies, and tactics related to movement and performance; knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; responsible personal and social behavior that respects self and others; and values physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Physical Activity during the School Day

The district recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Schools ~~may will~~ encourage teachers to do the following:

- Incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.
- Provide short (3-5-minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.
- Brain breaks as described above are aligned with current best practice for teaching and scaled in length based on grade level.

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Schools cannot use physical activity during the school day as punishment. For example, a school can't have a student run laps or do push-ups as a form of punishment:

Physical Activity Before and After School

The district offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods (e.g., physical activity clubs, intramurals, sports, etc.).

Active Transport

The district ~~may will~~ identify safe and active routes to and from school to promote alternative transport methods for children, such as walking and bicycle programs. The



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district ~~may will~~ encourage this behavior by engaging and promoting activities such as the following:

-
- Designation of safe or preferred routes to school;
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week;
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area);
- Instruction on walking/bicycling safety provided to students;
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper;
- Use of crossing guards;
- Ensuring crosswalks exist on streets leading to schools;
- Documentation of the number of children walking and/or biking to and from school; and
- Creation and distribution of maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.).

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School District Facilities

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the district's facilities use policy, community college, and municipal joint use agreements and partnerships with youth organizations so additional opportunities are available for all youth in the community to participate in quality physical activity, fitness, sports, and recreation programs. [The Superintendent or designee will manage this process.](#)

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Adoption: March 27, 2025

Classification: Essential

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