



Centralia School District

October Study Session

Date and Time

Thursday October 9, 2025 at 5:00 PM PDT

Thursday, October 9, 2025

Centralia High School Performing Arts Center

5:00 p.m. Board Meeting

Zoom: <https://zoom.us/j/97510597051>

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

Tim Browning, President

Kayla Mounts, Vice President

Sarah Holmes, Director

Cameron McGee, Director

Presenter

Deb Parnham, Director

D. Approval of the Agenda

II. Board Policy and Procedure Review

A. Policy and Procedure 1240, Committees

Lisa Grant,
Superintendent

B. Policy and Procedure 2020, Course Design, Selection, and Adoption of Instructional Materials

Jeff Broome, Exec.
Director of Teaching
and Learning

C. Policy and Procedure 6700, Nutrition

Joe Vetter, Exec.
Director of Fiscal
Services

D. Policy and Procedure 6702, Wellness

Joe Vetter, Exec.
Director of Fiscal
Services

III. Reports to the Board

A. Levy Discussion

Joe Vetter,
Executive Director
of Fiscal Services

B. Parent Bill of Rights Update

Lisa Grant

C. Strategic Plan

Lisa Grant,
Superintendent

D. Superintendent Evaluation Process

Tim Browning

IV. Closing Items

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

Board Regular Board Meeting

Thursday, October 23, 2025

5:00 p.m. at Centralia High School PAC

Board Study Session

Thursday, November 6, 2025

Presenter

5:00 p.m. at Centralia High School PAC

B. 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

Policy and Procedure 1240, Committees

Section:	II. Board Policy and Procedure Review
Item:	A. Policy and Procedure 1240, Committees
Purpose:	
Submitted by:	
Related Material:	1240 Committees.pdf 1240P Committees.pdf



CENTRALIA SCHOOL DISTRICT BOARD POLICY #1240 COMMITTEES

Committees of the board may be created by a majority of the board. The chairman shall appoint board members to serve on such committees, the purpose and terms of which shall be determined by a majority vote of the board.

Cross Reference: Board Policy 4110 Citizen's Advisory Committees

Legal Reference: [RCW 28A.320.040](#) Directors — Bylaws

Adoption Date: January 16, 1980

Centralia School District

Revised: October 20, 1982; March 15, 1995; August 18, 2010; June 8, 2022

Reviewed: December 2025

Classification: Optional



CENTRALIA SCHOOL DISTRICT BOARD PROCEDURE #1240P COMMITTEES

Committees of the board may be created by a majority of the board. The chairman shall appoint board members to serve on such committees, the purpose and terms of which shall be determined by a majority vote of the board.

Below is a list of committees the Board of Directors are currently serving on:

Budget Task Force

The Board of Directors serve two seats on the Budget Task Force in a silent capacity. The short and long term purpose of the Budget Task Force is to make recommendations regarding upcoming levy elections and to make recommendations regarding annual budgets and long term financial health of the school district.

CTE Advisory Committee

Centralia School District is committed to excellence in its Career and Technical Education programs. To help us continue to achieve this aim, we reach out to leaders, board members, parents, and students in our community and ask them to work with us on improving our education curricula, equipment, and facilities to meet industry and state standards and expectations.

By participating in this committee, you will have an opportunity to guide Centralia High School in preparing students for entry-level jobs or post-secondary education in career and technical education.

Dollars for Scholars Foundation

Centralia High School Dollars for Scholars is a nonprofit foundation that supports academic success in our community. As part of Scholarship America's national network of locally based, volunteer-driven Dollars for Scholars chapters, our mission is to mobilize our community on behalf of postsecondary education success for our students.

Dollars for Scholars chapters like ours help hometown students achieve their educational goals by raising scholarship funds, establishing endowments, and distributing scholarships each year.

Legislative Representative (2 year term)

Each board selects one of its members to serve as a legislative representative, or "leg rep". Leg reps keep close tabs on legislative issues, including through contact with legislators, while keeping the rest of the board informed about legislative developments.

Responsibilities of a local board's legislative representative:

Procedure No. 1240
Board of Directors

- Review WSSDA legislative proposals with their board prior to the annual Legislative Assembly and, when appropriate, submit proposals to the assembly.
- Represent their board at the Legislative Assembly and Legislative Conference.
- Provide legislative updates periodically at board meetings. Share information from WSSDA publications.

Contact legislators at appropriate times when issues require it and monitor developments at both the state and federal levels

~~Nick Klaras Trust Fund~~

~~This committee works with the High School as an annual meeting that utilizes the interest off of the Nick Klaras Trust to support CHS athletics. The board member would sit on the committee with CHS Principal, Josue Lowe, to help determine the best use for the donation.~~

WIAA Representative

WIAA Rep Assembly members are empowered to pass legislation and to direct the WIAA Executive Board to carry out its policies. The philosophy is : to remain a viable and responsive organization it is necessary to have a clearly defined system that identifies the process by which existing rules and regulations can be changed to continue to support the goals of this Association and assure that every member school has a voice. A primary function of the Rep Assembly is to adopt rules and regulations that are proposed by the Membership.

Housing and Land Use Committee

The Housing and Land Use Committee serves as a link between the Centralia School Board and the City of Centralia. A designated board member participates in this committee to stay informed on city planning, housing developments, zoning, and other land use decisions. The board member's role is to share information with the School Board about potential impacts these decisions may have on schools, students, and the broader district community, and to ensure the City is aware of the district's perspectives and needs.

Board Ambassador

The board ambassador serves as the liaison between the school board and district functions, helping to strengthen the connection between the board, students, staff, and the community. This role includes participation in events such as Distinguished Alumni, Alumni Homecoming activities, and Back-to-School functions. The Ambassador works closely with district leadership to highlight the board's ongoing commitment, ensuring that students, staff, and the greater community feel supported, valued, and connected to the mission of the district.

Procedure No. 1240
Board of Directors

Adoption Date: June 8, 2022
Centralia School District
Revised:
Classification: Optional

Coversheet

Policy and Procedure 2020, Course Design, Selection, and Adoption of Instructional Materials

Section:	II. Board Policy and Procedure Review
Item:	B. Policy and Procedure 2020, Course Design, Selection, and Adoption of Instructional Materials
Purpose:	
Submitted by:	
Related Material:	2020 Course Design Selection and Adoption of Instructional Materials.pdf Draft update 2020p 10.1.25.pdf



Policy No. 2020
Instruction

CENTRALIA SCHOOL DISTRICT BOARD POLICY #2020 COURSE DESIGN, SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the course designs ~~shall will~~ be evaluated, adapted and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master the foundational skills and knowledge to achieve college and career readiness. ~~The Centralia School District recognizes its role as stewards of community resources and is committed to student, parent, and community voice throughout the adoption/approval process.~~

I. Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

A. Course Design is the process that includes identifying and sequencing essential content supporting students' skill development towards state learning standards. Course design involves providing appropriate instructional materials, professional development, and support systems for teachers as they implement the course.

B. Instructional Materials are all materials designed for use by students and their teachers as learning resources to help students to acquire facts, skills, and/or to develop cognitive processes. These instructional materials, used to help students meet state learning standards, may be printed or digital, and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction toward course requirements. ~~For courses without an adopted core curriculum, the collection of supplemental materials will be considered core materials and need to follow the core adoption materials process.~~

Alternative Core Materials are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

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Policy No. 2020
Instruction

Supplemental Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

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Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for time periods of over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and scope of the material.

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C. Instructional Materials Committee is the body that makes core instructional materials adoption recommendations to the School Board based on superintendent-established procedures.

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II. Course Design

The superintendent or designee shall establish procedures course design that provide for the regular review of selected content areas and implementation of any suggested changes and for the involvement of community representatives and staff members at appropriate times.

- ~~Provide for the regular review of selected content areas and implementation of any suggested changes. Annually the superintendent will present the course review and adoption schedule to the school board of directors.~~
- ~~Provide for involvement of community representatives and staff members at appropriate times.~~
- ~~Provide for the documentation of approved texts and materials in all schools.~~
- ~~Establishes a process for communication with families regarding classroom learning materials.~~

II. Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. All instructional materials shall be selected in conformance with applicable state and federal laws, goals and learning standards of the district and state, and Procedure 2020.

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- ~~1. Applicable state and federal laws;~~
- ~~2. Goals and/or learning standards of the district and state ; and~~
- ~~3. Procedures established by the instructional materials committee which address the criteria detailed in the corresponding procedure 2020P.~~

The board is responsible for the adoption of all core instructional materials used in the district.

Policy No. 2020
Instruction

The superintendent, or designee, will establish procedures for core material, **supplemental**, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent ~~shall will ensure~~ that ~~the district maintains~~ a list ~~ing~~ of all core instructional materials used within the school curriculum ~~is maintained in the district~~ and is available for public review either in person or online.

The ~~intent of the board~~ **intends for** ~~is that~~ the superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the professional staff of the district. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high-quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

Cross References: [2027 - District Ownership of Staff-Created Work](#)

Legal References: [RCW 28A.150.230 District school directors' responsibilities](#)
[RCW 28A.320.230 Instructional materials](#) ~~Instructional materials committee~~
[RCW 28A.320.170 Tribal history and culture \[as amended by SSB 5433\]](#)
[RCW 28A.405.060 Course of study and regulations](#) ~~Enforcement~~ ~~Withholding salary warrant for failure~~
[Chapter 28A.640 RCW Sexual Equality](#)
[WAC 180-44-010 Responsibilities related to instruction](#)
[WAC 392-190-055 Textbooks and instructional materials](#) ~~Scope~~ ~~Elimination of bias~~
[RCW 28A.320.233 Student materials](#) ~~Denial based on protected class prohibited~~ ~~Complaint procedure~~
[RCW 28A.320.235 Supplemental instructional materials](#) ~~Policies and procedures~~ ~~Definitions~~
[RCW 28A.345.130 Model policy and procedure for instructional materials](#) ~~Diverse and inclusive curricula~~
[Chapter 28A.642 RCW Discrimination Prohibition](#)

Management Resources: [2015 - December Issue](#)
[2025 - April Issue](#)

Cross References: [2027 - District Ownership of Staff-Created Work](#)

Policy No. 2020
Instruction

Legal References:	RCW 28A.150.230 District school directors' responsibilities
	RCW 28A.320.230 Instructional materials — Instructional materials committee
	RCW 28A.320.170 Tribal history and culture[as amended by SSB 5433]
	RCW 28A.405.060 Course of study and regulations — Enforcement — Withholding salary warrant for failure
	Chapter 28A.640 RCW Sexual Equality
	WAC 180-44-010 Responsibilities related to instruction
	WAC 392-190-055 Textbooks and instructional materials — Scope — Elimination of bias
Management Resources:	2015 — December Issue

Adoption Date: January 16, 1980; April 17, 1996
Centralia School District
Revised: May 17, 1989; February 18, 2004; April 20, 2011; November 16, 2011; September 21, 2016; February 2025; October 2025.
Classification: Essential



Procedure 2020P

Administrative Procedures for Board Policy #2020 Course Design, Selection, and Adoption of Instructional Materials

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials ~~shall~~ **should** be reviewed annually and the review cycle will be shared with the board of directors. The review will ensure course ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high-quality core instruction and, as appropriate, strategic and intensive intervention supports matched to student ~~their~~ needs.

I. Course Design

A. Existing Courses

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student needs, changing demographics, and funding. Priority planning will include factors such as student needs, legislative changes, changes in state standards or procedures, local need, funding capacity, demographics, etc. The cycle should cover each content area to ensure current course relevance. The course design process should review the following: review cycle may be adjusted to meet priorities or immediate needs.

The course design process should review:

- 1. Relevance, rigor, and alignment to state learning standards;
- 2. Efficacy of core, alternative core, and intervention instructional materials that support student learning; and
- 3. Processes and resources used to assess student progress and address teacher professional learning.
- Student feedback and analysis of the effectiveness of the course to help students meet state learning outcomes.

Recommendations of this review may lead to: Based on this review, the following might occur:

- 1. Affirmation of continued use of current processes and instructional materials or discontinuing use of specific materials;
- 2. Establishment of a timeline for completion of recommended tasks;
- 3. Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design;
- 4. Recommendation of new instructional materials selection to the Instructional Materials Committee (IMC);
- 5. Design of course implementation and staff development plans;
- 6. Identification of projected budget needs in accordance with established timelines; and/or
- 7. Maintained communications with impacted stakeholders.

B. New Courses or Major Modifications to Existing Courses

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Procedure 2020P

The superintendent or designee will review new course offerings or major course modifications that propose significant changes to course objectives or scope before they are scheduled to ensure that the course is rigorous, uses appropriate instructional materials, and is carefully considered part of the school's college and career pathways.

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When implementing new or modified courses requires adopting new instructional resources, the IMC will consider those resources using the process outlined in this procedure. For courses without material adoption needs, IMC will be notified of the new course changes.

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II. Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental. They shall be selected according to the following procedures. The principal is responsible for ensuring their certificated staff is familiar with this procedure. The district will provide the technical assistance necessary to accomplish this. All new courses will present a list of course materials to be reviewed by the IMC.

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A. Roles and Responsibilities in the Selection and Adoption of Instructional Materials

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	identify		establish adoption procedure	recommend	adopt
Alternative core	identify		designate selectors		
Intervention	Identify		designate selectors		
Supplemental	identify	designate selectors			Notify via Superintendent communication
Temporary Supplemental	select – within district guidelines				

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B. Social Studies Instructional Materials curriculum Review or Adoption



Procedure 2020P

In compliance with RCW 28A.320.170, when the board adopts or reviews the district's social studies ~~curriculum~~ course design, it will incorporate ~~the~~ history, culture, and government of the nearest federally recognized Indian tribe or tribes ~~using~~ utilizing the John McCoy (Juilas) Since Time Immemorial: Tribal Sovereignty in Washington State instructional materials curriculum available on the Office of the Superintendent of Public Instruction (OSPI) website. The district may ~~adapt these resources for regional relevance~~ modify the OSPI curriculum to incorporate elements that have a regionally specific focus or may incorporate-integrate them ~~into existing instructional materials.~~

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During regularly scheduled reviews and revisions of ~~their~~ its social studies and history ~~curriculum~~ courses ~~thereafter~~, the district will collaborate with any federally recognized ~~Indian~~ tribe within ~~or near~~ its boundaries ~~and with neighboring Indian tribes to~~ incorporate expanded and improved instructional materials about Indian tribes and to ~~create programs of classroom and community cultural exchange.~~ Create classroom and community cultural exchange programs. OSPI's Office of Native Education will help identify federally recognized Indian tribes whose reservations are in whole or in part within the district's boundaries and those nearest to the district.

The district will collaborate with ~~OSPI the office of the superintendent of public instruction~~ on curricular instructional areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes.

New Courses or Major Modifications to Existing Courses

~~New course offerings or major course modifications that propose significant changes to course objectives or scope will be reviewed by the IMC for input and then submitted to the Superintendent or designee prior to being scheduled to ensure that the course is rigorous, utilizes appropriate instructional materials, and is a carefully considered part of the school's college and career pathways. All new courses will present a list of course materials to be reviewed by the IMC.~~

~~When the implementation of new or modified courses requires the adoption of new instructional resources, those resource recommendations will be forwarded to the Instructional Materials Committee for consideration by the process outlined below.~~

C. Inclusive Instructional Materials

In compliance with RCW 28A.345.130

Model policy and procedure for instructional materials—Diverse and inclusive curricula.

(1) By June 1, 2025, the Washington state school directors' association, with the assistance of the office of the superintendent of public instruction, must review and update a model policy and procedure regarding course design, selection, and adoption of instructional materials.

(2) The model policy and procedure must require that school district boards of directors, within available materials, adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people as the term is defined in RCW ~~43.114.010~~, and people with various socioeconomic and immigration backgrounds.

(3) The model policy and procedure must require that, in adopting curricula and selecting instructional materials in accordance with this section, school district boards of directors must seek curricula and instructional materials that are as culturally and experientially diverse as possible,

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Procedure 2020P

recognizing that the availability of materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups may vary.

(4) By October 1, 2025, school district boards of directors must amend the policy and procedures required under RCW 28A.320.230 to conform with the model policy and procedure required by this section. Additionally, by October 1, 2025, charter school boards and schools subject to state-tribal education compacts must adopt or amend their policies and procedures governing curricula adoption and the selection of instructional materials to conform with the model policy and procedure required by this section. For the purpose of documenting compliance with this section and assisting school districts in accordance with RCW 28A.300.1251, school district boards of directors, within 10 days of completing the policy and procedure updates required by this subsection (4), shall provide notice of the completed actions and electronic copies of the applicable policies and procedures to the office of the superintendent of public instruction.

(5) This section governs school operation and management under RCW 28A.710.040 and 28A.715.020, and applies to charter schools established under chapter 28A.710 RCW and state-tribal education compact schools subject to chapter 28A.715 RCW to the same extent as it applies to school districts.

~~the board, within available materials, must adopt inclusive curricula and select diverse, equitable, inclusive, age appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people as the term is defined in RCW 43.114.010, and people with various socioeconomic and immigration backgrounds.~~

In adopting curricula and selecting instructional materials, the board must seek curricula and instructional materials that are culturally and experientially diverse as possible, recognizing that the availability of materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups may vary.

Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the school district will be classified as core, alternative core, intervention, supplemental, and temporary supplemental and shall be selected according to the procedures that follow. The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirements of this policy and procedure. The district office will provide such technical assistance as may be necessary to accomplish this.

Roles and Responsibilities in the Selection and Adoption of Instructional Materials

<u>Instructional Material Type</u>	<u>Role</u>				
	<u>Certificated Teaching Staff</u>	<u>Principal</u>	<u>Superintendent</u>	<u>Instructional Materials Committee (IMC)</u>	<u>School Board</u>
<u>Core material</u>	<u>identify</u>		<u>establish adoption procedure</u>	<u>recommend</u>	<u>adopt</u>
<u>Alternative core</u>	<u>identify</u>		<u>designate selectors</u>		

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Procedure 2020P

<u>Intervention</u>	<u>Identify</u>		<u>designate selectors</u>		
<u>Supplemental</u>	<u>identify</u>	<u>designate selectors</u>			<u>Notify via Superintendent communication</u>
<u>Temporary Supplemental</u>	<u>select—within district guidelines</u>				

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Courses without core adopted materials

For courses without adopted textbooks or core materials, the collection of supplemental materials will be considered core materials and will need to be approved by the IMC. This includes book groups and literature circles in English courses.

D. Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, ~~and may include~~ textbooks, technology-based materials, or other educational media.

E. Open Educational Resources

Open Educational Resources (OERs) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high quality instructional content is available from supplemental to core instructional materials. Supplemental instructional materials may be found on OSPI's Washington OER Hub. District staff are encouraged to consider OERs when selecting instructional materials. OERs are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

F. Technology-based Resources

~~As new technologies rapidly evolve, when instructional materials are technology-based, district educational technology staff should be involved early in selecting and adopting core instructional materials and in developing policy regarding selecting digital supplemental materials, consulted regarding the technological impacts of the suggested program. Key considerations include evaluating district technological impacts, ensuring compliance with student privacy and data protection laws, and promoting equitable access for students and teachers—must be considered for all core materials delivered in digital formats.~~

III. Core Instructional Material Selection**Media Usage**

Media and films can be categorized as core, supplemental, temporary or free and must be approved following the guidelines above. The usage of media and films must have high instructional value and

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demonstrate that they are aligned with district curricula, goals, and objectives. Media and films must be developmentally appropriate and free of nudity, violence, discriminatory messages, and profanity. The over-utilization of media and films compromises best instructional practice and District curriculum and, therefore, should be used judiciously. Generally, short clips are more appropriate than showing a full-length film. Video clips from approved district sources do not require additional approval from a building principal. **If a video clip contains content that is PG-13 or R-rated material, the principal and parents must be notified prior to showing the video clip.** All videos must be previewed in their entirety before presentation to students. Unrated videos should be thoroughly viewed by the teacher to ensure instructional and ethical appropriateness.

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When using industry-rated videos/movies/DVDs/films, observe the procedures listed below:

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1. Under no circumstances may a "NC 17" or "X" rated film be shown in the District.

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2. "G" rated films may be shown at any grade level.

3. Students in grades K-6 may view "PG" rated films only with written parent/guardian permission, and may not be shown "PG-13" or "R" rated films.

4. Students in grades 7-8 may view "PG" and "PG-13" rated films only with written parent/guardian notification, and may not be shown "R" rated films.

5. Students in grades 9-12 may be shown "PG" films, but may be shown "PG-13" and "R" rated films only with written parent/guardian permission. **Permission can be granted via a signed syllabus if all of the films are noted on the syllabus.**

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6. For films rated "PG", "PG-13", or "R" the teacher must create a reasonable, compatible alternative activity for students not viewing the film. Additionally, **films rated "PG", "PG-13" or "R" must be previewed in total by the teacher and approved by the principal prior to use.**

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Core Instructional Material Selection

A. Instructional Materials Committee

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The ~~Instructional Materials Committee (IMC)~~ is formed to establish and monitor ~~such the procedures as may be necessary for the~~ evaluation and recommendation of core materials used by the district in conformance to stated criteria. The committee will act upon requests for core material approval and ~~will~~ evaluate and act upon ~~a parent's ("parent" means a parent or legal guardian of a student enrolled in the district) citizens'~~ requests for reconsideration of core materials.

Committee meetings will be held on a schedule determined by the district. Special meetings may be called by the committee chairman ~~if necessary, (The committee chairperson may call special meetings.~~ The committee secretary, Executive Director of Teaching and Learning, will provide department heads, principals, and program developers with copies of the committee meeting schedule.

In alignment with RCW 28A.320.230, the IMC will include the following: representative members from the district's professional staff, including those involved in curriculum development, and one or more parents of enrolled students, ensuring that parent members make up less than half of the committee's total membership.

The committee will consist of the Executive Director of Teaching and Learning, district librarian, high school assistant principal, special education teacher, student representative, elementary teacher, ~~and~~ **classified staff member, and up to 5 community members.**

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The district will provide parents with reasonable notice of the opportunity to serve on the IMC and the terms of office for members. The district will also develop and implement a comprehensive outreach program to recruit a diverse pool of parent members that reflects the district's demographics and learning needs to the greatest extent possible. If the IMC cannot recruit at least one parent, it must report quarterly to the board and the public about its recruitment efforts.

Members will be appointed by the superintendent or designee through the district's committee process. The superintendent or designee will appoint members through the district's committee process. The board must approve membership. The chairperson and the secretary will be permanent members of the committee. Other members will have three-year terms. Temporary appointments of one year or less may be made to fill vacancies.

B. Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based upon the degree to which they do the following:

- A. 1. Demonstrate a likelihood of impact as shown by scientific or evidence-based research;
- B. 2. Enable implementation of the district's developed curriculum and meet state standards and College Readiness requirements;
- C. 3. Provide sufficient flexibility to meet the varied needs and abilities of the students served;
- D. 4. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
- E. 5. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order so that students may develop critical analysis and informed decision-making skills;
- F. 6. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- G. 7. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and
- H. 8. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances, biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. The Washington model resource, *Screening for Biased Content in Instructional Materials*, published by OSPI, should be consulted when selecting non-biased materials. *Washington Models for the Evaluation of Bias Content in Instructional Materials*, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias: <https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>

C. Identification of Core Instructional Materials

Core materials shall be initially selected by such-certificated staff assigned by as the superintendent or designee may assign. Materials must meet the Criteria for the Selection of Core Materials described above.

D. Recommendation of Core Instructional Materials

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The staff assigned by the superintendent will recommend core instructional materials for the IMC to review. The IMC will ~~receive~~ review those materials in accordance with this ~~recommended district material proposals through superintendent assigned staff. Core material will be reviewed according to superintendent established procedures~~ to ensure compliance with the ~~above described~~ selection criteria and will use ~~the by using~~ instructional material evaluation ~~guidance tools listed on the OSPI Course Design & Instructional Materials website.~~ ~~https://ospi.k12.wa.us/sites/default/files/2022-12/course-design-instructional-materials-toolkit.pdf~~

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Based on ~~their~~ its evaluation, the IMC will recommend instructional materials to the board for adoption.

As outlined in RCW 28A.320.230, recommendations must include culturally and experientially representative instructional materials including materials on the study of the role of contributions of individuals or groups that are part of a protected class under RCW 28A.642.010 and 28A.640.010, but the board will ultimately decide what instructional materials are used.

In accordance with RCW 28A.320.233, the board cannot refuse to approve or prohibit any instructional materials for student instruction because they relate to or include the study of the role and contributions of any individual or group who is part of a protected class as established by RCW 28A.642.210 and 28A.640.010.

E. Adoption of Core Instructional Materials

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The board must approve core instructional materials before they are used in the classroom. ~~Core materials will be approved by the board prior to their use in classrooms.~~ Texts selected previously are exempt from this requirement.

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F. Regularly Scheduled Core Material Updates

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Any courses using district-adapted OER as their core instructional material shall annually convene a representative group of district teachers of the course to revise and improve the core material. Adaptations shall be based on teacher and student suggestions and data from state or district assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

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If adaptations to the core material (~~for example Open Education Resource materials or other online materials~~) results in significant changes to course objectives or scope, the revised resource shall be forwarded to the ~~IMC Instructional Materials Committee~~ for consideration, and formal recommendation for board adoption.

G. Exceptional Needs or Rapidly Changing Circumstances

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The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

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H. Dual Credit Programs, College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB)

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Dual credit programs ~~[Insert link to district information regarding dual credit programs]~~ College in the High School, AP, and/or IB courses may have varying course designs as necessitated by their course

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~~credit transfer requirements~~ consistent with the requirements under Chapter 28A.600 RCW, may have varying course designs as necessitated by their course credit transfer requirements. See the OSPI Dual Credit Programs website for program-specific Frequently Asked Questions document.

I. Pilot/Field Testing

The Superintendent or designee may consider ~~the use of using~~ field testing as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, ~~and~~ or assessment resources through careful experimentation for an identified purpose based on student needs.

~~Trial use core instructional material of an experimental, field test nature may be authorized for use by~~
~~The superintendent may authorize trial-use core instructional material that is experimental and field-tested for no more than one school year before the materials must be for a period of no more than one school year prior to adoption through the formal process. All pilot course approvals must include a list of supplemental and core materials for future adoption to be reviewed by IMC through the formal process.~~

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J. Citizen Access to View Core Materials

~~Members of the eCommunity members~~ are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, ~~in the~~ district office, or online. The review and examination process should be arranged ~~in a way~~ to avoid disrupting the educational program. ~~The review of core materials should be undertaken~~ Core materials should be reviewed with the knowledge of district objectives in mind. ~~A notice regarding community review opportunities will be on the district Teaching and Learning website.~~

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K. Protest Procedure for Core Instructional Materials

~~In accordance with RCW 28A.320.230, the process for receiving, considering, and acting upon complaints regarding the district's core instructional materials is described below.~~

- ~~1. **Submitting a complaint:** A parent may submit a written complaint about core instructional materials to the principal of the school where the materials are being used.~~
- ~~2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and a teacher using the materials in question to address the parent's concerns and find solutions.~~
- ~~3. **Committee Review:** If the issue cannot be resolved at the school level, the IMC will provide a written decision. The decision must be issued within 60 days of receiving the complaint, whichever is later.~~
- ~~4. **Appeal Process:** The parent, a teacher using the reviewed materials, or the principal may appeal the IMC's decision by submitting a written request to the superintendent or designee. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three year unless the superintendent determines a significant change in circumstances has arisen.~~

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The decisions made under this process must comply with RCW 28A.320.233, be based on the selection for core instructional material described in this procedure, and may apply only to the student or students whose parent or guardian submitted the complaint.

IV. Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards will be approved by the superintendent or designee based upon evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

V. Alternative Core Instructional Material Selection

The superintendent, or designee, will establish procedures for approving schools' use of alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that certificated staff designated by the building principal should select these alternative core materials. through which schools may be approved to use alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that selection of these alternative core materials be made by certificated staff designated by the building principal.

IV. Supplemental Instructional Material Selection

Supplemental instructional materials will not require IMC approval or board adoption and will require approval by the principal and one other staff at the school site.

A. Selection of Supplemental Instructional Materials

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. The superintendent will designate the approval process at the building level. Supplemental materials will be evaluated and approved by the building principal and reviewed by a member of the staff knowledgeable in the content area, other than the staff who proposed the material. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in the selection of high-quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity, developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, or other social groups; and other sensitive issues. The superintendent or designee will create a form for supplemental material approval. Once approved, this form will be stored in the Teaching and Learning Department and shared with the board of directors per Policy 2020. In accordance with RCW 28A.320.233, principals and professional staff cannot refuse to approve or prohibit any supplemental instructional materials for student instruction because they relate to or include the study of the role and contributions of any individual or group who is part of a protected class as established by RCW 28A.642.210 and 28A.640.010.

B. Requests for Review and Removal of Supplemental Instructional Materials

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1. **Request for Review:** A parent may submit a written request to review and remove supplemental instructional materials to the applicable teacher and principal.
2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher to address the parent's concerns and find solutions.
3. **Principal's Decision:** If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within 30 days of meeting with the parent or within 60 days of receiving the complaint if the parent doesn't request a meeting.
4. **Appeal Process:** If the parent or teacher disagrees with the principal's decision, they may appeal to the superintendent or designee in writing. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances arises.

The decisions made under this process must comply with RCW 28A.320.233, will be based on the criteria for selecting supplemental instructional materials described in this procedure, and may apply only to the student or students whose parent submitted the complaint.

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VI. Temporary Supplemental Material Selection

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The district's professional staff will rely on reason and professional judgement in selecting high-quality temporary supplemental materials appropriate for their students' instructional programs, developmental levels, and interests. of the district will rely on reason and professional judgment in the selection of high quality temporary supplemental materials that are appropriate for the instructional program and developmental level and interests of their students.

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Parent/Family Communication

Before At the start of the grading period, parents will be provided with a list and summary of book titles that students will/could be assigned as reading in class. For Elementary this includes class novel sets read individually or as a whole group. This communication shall be in various formats including an email to parents, and the class syllabus. If there are titles that could be considered explicit, graphic, violent, or controversial, parents will be able to opt-out of specific titles.

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If there is a parent objection or objection to a student reading the text the student will be provided an alternative assignment or some other mutually agreed upon solution. Before an alternative assignment, a conversation with the concerned parent, teacher, and principal must occur.

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The district will post notice on school websites that parents are welcome to examine class libraries as needed. ~~(ADD From IMC)~~ Any concerns about class library materials will follow the appeal process outlined in Policy 2021, Library Information and Technology programs.

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Protest Procedure for Instructional Materials

When a parent/guardian or employee challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

1. Concerns should first be discussed with the certificated teacher and/or the school principal. All parties are urged to resolve the concern at this level.
2. If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:

Supplemental, Intervention, or Alternative Core or Temporary Supplemental material challenge process:

If the challenged instructional material is supplemental, alternative core, intervention or temporary core in nature, at a parent's written request to the principal, the material may be asked to be withdrawn from their student. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the Superintendent, or designee requesting review by the Instructional Materials Committee and a written decision.

If there is a concern that the materials should not be used for any students in the Centralia School District or the material is a core adopted material, the parent or citizen will complete the request for reconsideration form.

A link to the request for reconsideration review form can be found here.

<https://app.eduportal.com/documents/view/409518>

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Core materials appeal process:

If the instructional material is core material or the parent/community member is seeking to remove its use for all students in the district, the parent/guardian or employee may register a request for reconsideration with the Superintendent or designee. This request will be forwarded to the Instructional Materials Committee. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.

All instructional material reconsideration decisions will be by a majority vote of the IMC and are final. Decisions of the committee will be delivered in writing to the Superintendent, complainant, and affected staff within ten (10) school business days following the IMC meeting.

Date: December 2003



Procedure 2020P

Revised: April 20, 2011; November 16, 2011; September 21, 2016; March 23, 2022;

January 23, 2025; [October 2025](#).

Coversheet

Policy and Procedure 6700, Nutrition

Section:	II. Board Policy and Procedure Review
Item:	C. Policy and Procedure 6700, Nutrition
Purpose:	
Submitted by:	
Related Material:	6700 Nutrition and Physical Fitness.pdf 6700P Nutrition.pdf



Policy No. 6700
Management Support

**CENTRALIA SCHOOL DISTRICT
BOARD POLICY #6700
NUTRITION, ~~HEALTH AND PHYSICAL FITNESS~~**

The board recognizes that a healthy school environment prepares students for college, careers, and more successful futures. Students who eat well-balanced meals and engage in regular exercise are more likely to learn in the classroom. The board supports the District's increased emphasis on nutrition, health and physical education, and physical activity at all grade levels to enhance the well-being of the District's students. Therefore, it is the policy of the Board of Directors to provide students with access to nutritious food as stated in this policy of the board and the accompanying procedure; ~~emphasize health education and physical education; and provide students with opportunities for physical activity.~~

Wellness Policy

~~The district, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.~~

Nutrition and Food Services Program

The Board of Directors supports the philosophy of the National School Lunch and School Breakfast Program and will provide wholesome and nutritious meals for children in the ~~d~~District's schools. The Board authorizes the Superintendent to administer the food services program, provided that any decision to enter into a contract with a food service management company will require the approval of the Board. Expenditure for food supplies shall not exceed the estimated revenues.

The Superintendent or designee is responsible for:

- Annually dDistributing meal applications and determining eligibility for school meals;
- Protecting the identity of students eligible for free and reduced-price meals;
- Ensuring meals meet USDA meal pattern requirements;
- Ensuring meal periods are in compliance with USDA regulations;
- Establishing a Food Safety Plan;
- Determining meal prices and submitting them to the board for approval annually;
- Using the full entitlement of USDA Foods;
- Maintaining a nonprofit school food service account;
- Ensuring all revenues are used solely for the school meal program;
- Establishing a meal charge policy if not serving meals at no cost to students;
- Accommodating children with special dietary needs;
- Ensuring compliance with USDA nondiscrimination policies;
- Following proper procurement procedures; and
- Ensuring compliance with the Smart Snacks in School nutrition standards.

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Federal Programs

Participation in various federal programs related to nutrition, including the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA smart snacks in School nutrition standards, require a wellness policy. The district will address and follow its comprehensive wellness policy in accordance with 6702- Wellness,

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Health and Physical Education Program

The District's K-12 health and physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not limited to, the development of Knowledge and skills to be physically active, to eat nutritiously, to access reliable health information and services, to communicate effectively, and to set health-enhancing goals;

The District will ensure that the following requirements are met:

- All students in grades one through eight receive an average of one hundred instructional minutes per week of physical education per year.
- All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.
- The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).
- All students have equal and equitable opportunities for health and physical education.
- All students, from kindergarten through grade 12, will participate in a quality, standards-based health and physical education program.
- OSPI developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).

As a best practice and subject to available funding, the District will strive to ensure:

- Students will be moderately to vigorously active for at least 50% of class time during most or all of their physical education class sessions.
- All schools will have appropriately certificated teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

Physical Education

Withholding physical education class as a punishment should be avoided. 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 physical active, such as the Comprehensive School Prevention, and will provide the following:

- Quality physical education

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- ~~Physical activity during the school day (brain boosters/energizers);~~
- ~~Physical activity before and after school;~~
- ~~Withholding recess as a punishment should be avoided; Family and community engagement;~~
- ~~Staff wellness and health promotion;~~
- ~~Active transportation; and~~
- ~~School district facilities~~

Cross References: 3210 - Nondiscrimination

Legal References: RCW 28A.210.365 Food choice, physical activity, childhood fitness §§§ Minimum standards §§§ District waiver or exemption policy.
RCW 28A.235.120 Meal Programs §§§ Establishment and Operation §§§ Personnel §§§ Agreements
RCW 28A.235.130 Milk for children at school expense
RCW 28A.235.140 School breakfast programs
RCW 28A. 235.145 School breakfast and lunch programs §§§ Use of state funds
RCW 28A. 235.150 School breakfast and lunch programs §§§ Grants to increase participation §§§ Increased state support
RCW 28A.235.160 Requirements to implement school breakfast, lunch and summer food service programs §§§ Exemptions
RCW 28A.235.170 Washington grown fresh fruit and vegetable grant program
RCW 28A.623.020 Nonprofit program for elderly §§§ Authorized §§§ Restrictions
RCW 69.04 Intrastate Commerce in Food, Drugs and Cosmetics
RCW 69.06.010 Food and beverage service worker §§§s permit §§§ Filing, duration §§§ Minimum training requirements
RCW 69.06.020 Permit exclusive and valid throughout state §§§ Fee
RCW 69.06.030 Diseased persons §§§ May not work §§§ Employer may not hire
RCW 69.06.050 Permit to be secured within fourteen days from time of employment.
RCW 69.06.070 Limited duty permit
WAC 392-157-125 Time for meals
2 CFR Part 200 - Procurement
7 CFR, Parts 210 and 220

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7 CFR, Part 245.5

Management Resources:

2022 - June June
2018 - May Policy Issue
2017 - July Issue
2017 - April Issue
Comprehensive School Physical Activity Program
2015 - June Issue
Recommendations for Waivers in High School Physical Education/Fitness Education, OSPI (September 2013)
2014 - February Issue
Wellness Policy Best Practices, OSPI (January 2013)
Policy News, February 2005 Nutrition and Physical Fitness Policy
Policy News, December 2004 Nutrition and Physical Fitness Update
Alliance for a Healthier Generation Wellness Policies
OSPI Child Nutrition School Wellness Policy Best Practices for Policy Development, Implementation and Evaluation

Cross References:

2150—Co-Curricular Program
2151—Interscholastic Activities
2161—Special Education and Related Services for Eligible Students
2162—Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
2410—High School Graduation Requirements
3210—Nondiscrimination
3422—Student Sports—Concussion, Head Injury and Sudden Cardiac Arrest
4260—Use of School Facilities

Legal References:

RCW 28A.210.365 Food choice, physical activity, childhood fitness—Minimum standards—District waiver or exemption policy.
RCW 28A.230.040 Physical Education—Grades 1-8

Policy No. 6700
Management Support

~~RCW 28A.230.050 Physical Education in High Schools~~
~~RCW 28A.230.095 Essential academic learning requirements and assessments — Verification reports~~
~~RCW 28A.235.120 Meal Programs — Establishment and Operation — Personnel — Agreements~~
~~RCW 28A.235.130 Milk for children at school expense~~
~~RCW 28A.235.140 School breakfast programs~~
~~RCW 28A.235.145 School breakfast and lunch programs — Use of state funds~~
~~RCW 28A.235.150 School breakfast and lunch programs — Grants to increase participation — Increased state support~~
~~RCW 28A.235.160 Requirements to implement school breakfast, lunch and summer food service programs — Exemptions~~
~~RCW 28A.235.170 Washington grown fresh fruit and vegetable grant program~~
~~RCW 28A.623.020 Nonprofit program for elderly — Authorized — Restrictions~~
~~RCW 69.04 Intrastate Commerce in Food, Drugs and Cosmetics~~
~~RCW 69.06.010 Food and beverage service worker's permit — Filing, duration — Minimum training requirements~~
~~RCW 69.06.020 Permit exclusive and valid throughout state — Fee~~
~~RCW 69.06.030 Diseased persons — May not work — Employer may not hire~~
~~RCW 69.06.050 Permit to be secured within fourteen days from time of employment~~
~~RCW 69.06.070 Limited duty permit~~
~~WAC 180-51-068 State subject and credit requirements for high school graduation — Students entering the ninth grade on or after July 1, 2015~~
~~WAC 392-157-125 Time for meals~~
~~WAC 392-410-135 Physical Education — Grade school and high school requirement~~
~~WAC 392-410-136 Physical Education Requirement-Excuse~~
~~2 CFR Part 200 — Procurement~~
~~7 CFR, Parts 210 and 220~~
~~7 CFR, Part 245.5~~

Management Resources: 2017 — April Policy Issue

Policy No. 6700
Management Support

~~Comprehensive School Physical Activity Program~~
~~2015 – June Policy Issue~~
~~Recommendations for Waivers in High School Physical Education/Fitness Education, OSPI (September 2013)~~
~~2014 – February Issue~~
~~Wellness Policy Best Practices, OSPI (January 2013)~~
~~Policy News, February 2005 Nutrition and Physical Fitness Policy~~
~~Policy News, December 2004 Nutrition and Physical Fitness Update~~
~~Alliance for a Healthier Generation Wellness Policies~~
~~OSPI Child Nutrition School Wellness Policy Best Practices for Policy Development, Implementation and Evaluation~~

Cross References:	Policy 2020	Curriculum Development and Adoption of Instructional Materials
	Policy 2410	High School Graduation Requirements
	Policy 4260	Use of School Facilities
Legal References:	RCW 28A.230.040	Physical Education—Grades 1-8
	28A.230.050	Physical Education in High Schools
	28A.235	Food Services
	28A.235.120	Meal Programs—Establishment and Operation—Personnel—Agreements
	28A.235.130	Milk for children at school expense
	28A.623.020	Nonprofit program for elderly—Authorized—Restrictions
	69.04	Intrastate Commerce in Food, Drugs and Cosmetics
	69.06.010	Food and beverage service worker's permit—Filing, duration—Minimum training requirements
	69.06.020	Permit exclusive and valid throughout state—Fee
	69.06.030	Diseased persons—May not work—Employer may not hire
	69.06.050	Permit to be secured within fourteen days from time of employment.
	69.06.070	Limited duty permit
	WAC 392.410.135	Physical Education—Grade school and high school requirement.

Policy No. 6700
Management Support

~~WAC 392-410-136~~ ~~Physical Education Requirement Exeuse~~
~~7 CFR, Parts 210 and 220~~
~~7 CFR, Part 245.5~~
~~Sec. 204 of P.L. 111-296~~ ~~Healthy, Hunger-Free Kids Act of 2010~~

Management Resources:—

~~Policy and Legal News, February 2014~~ ~~Healthy and Hunger-Free Kids Act~~
~~regulations on school snacks go~~
~~into effect July 1, 2014~~
~~Policy News, February 2005~~ ~~Nutrition and Physical Fitness Policy~~
~~Policy News, December 2004~~ ~~Nutrition and Physical Fitness~~
~~Update~~
~~Wellness School Assessment Tool~~
~~Wellness Policy Tool~~

Adopted: January 16, 1980

School District Name:

Revised: August 17, 2005; January 19, 2011; June 17, 2015; October 28, 2020; March 27, 2025



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ADMINISTRATIVE PROCEDURES FOR BOARD POLICY #6700 NUTRITION ~~AND PHYSICAL FITNESS~~

Nutrition and Food Services Program

Meal Applications and Eligibility for School Meals

As a sponsor of the National School Lunch Program and School Breakfast Program, the district will provide free and reduced-price breakfasts and lunches to students who qualify in accordance with the programs.

If operating standard counting and claiming, the district will annually distribute the Letter to Households and Free and Reduced-Price Meal Applications to all student households at the beginning of each school year. If a parent or guardian of a student needs assistance with application materials in a language other than English, the district will offer appropriate assistance to that parent or guardian. The district will protect the confidentiality of students eligible for free and reduced-price meals in accordance with USDA guidelines for confidentiality and disclosure of student eligibility for such meals.

If the district has obtained available information from other sources that the student is likely eligible for free or reduced-price meals, but the parent or guardian has not submitted an application to determine the student's eligibility, the district will complete and submit the application for the student in accordance with the authority granted under 7 CFR Part 245.6(d). The completed application must set forth the district's basis for determining the student's eligibility. A district family determined eligible under this process will be notified that the family's children are eligible for free or reduced-price meals or free milk. This determination must be made family by family, and the district will not make eligibility determinations or certifications by categories or groups of children.

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If operating the Community Eligibility Provision (CEP) or other non-pricing option, the district will distribute the Letter to Households and the Family Income Survey to all student households at the beginning of each school year. If a parent or guardian of a student needs assistance with application materials in a language other than English, the district will offer appropriate assistance to that parent or guardian. The district will protect the student's identity and the confidentiality and disclosure of the data on a Family Income Survey.

At least monthly, the district will directly certify students for free school meals if the students qualify because of enrollment in assistance programs, including but not limited to the supplemental nutrition assistance program, the temporary assistance for needy families, and Medicaid.

The district and its school staff will work to improve systems for identifying homeless students, students in out-of-home care, runaway students, and migrant students to ensure that each student has proper access to free school meals and that applicable accountability and reporting requirements are satisfied.

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Students in prekindergarten through twelfth grade who qualify for reduced-price breakfasts or lunches will not be required to pay a copay.

Meal Patterns and Menu Planning

The district will follow the USDA meal patterns for the National School Lunch Program, School Breakfast Program, and Smart Snacks in school standards for all food and beverages sold to students on school campus during the school day.

Community Eligibility Provision

Each school with an Identified Student Percentage (ISP) of at least 40% must participate in the USDA CEP and offer meals at no cost to all students.

To the extent practicable, the district will group schools to maximize the number of schools eligible to participate in the CEP.

The Identified Student Percentage (ISP) is calculated by dividing the number of Identified Students, students categorically eligible for free school meals by direct certification or in other ways, by the total enrollment.

Free Meals

Certain elementary schools must provide free breakfast and lunch each school day to any student who requests breakfast, lunch, or both regardless of the student's eligibility for a federally reimbursed free or reduced-price meal. The meals must be nutritiously adequate and qualify for federal reimbursement under the school lunch program or the school breakfast program. Students may only receive one free meal in a meal service period.

The requirements described above apply to elementary schools that provide educational services to students in kindergarten, first grade, second grade, third grade, or fourth grade and where 30% or more of their students meet federal eligibility requirements for free or reduced-price lunches. However, those schools that are participating in the CEP are exempt from these requirements while participating in the CEP.

Schools where 40% or more of their students are eligible for free or reduced-price lunches must meet the requirements described above beginning with the 2023–2024 school year. Schools where between 30 and less than 40% of their students are eligible for free or reduced-price lunches must meet the requirements described above beginning with the 2024–2025 school year.

Despite the requirements described above, the district will continue collecting free and reduced-price meal eligibility applications when applicable and run direct certification at least monthly. Further, the district will annually monitor data for eligibility in the CEP and apply when eligible.

Breakfast After the Bell

Each high-needs school shall offer breakfast after the bell to each student and provide adequate time for students to consume the offered food. Schools that are not obligated by state law to offer breakfast after the bell are encouraged to do so.

High-needs schools with at least 70% of free or reduced-price eligible children participating in both school lunch and school breakfast are exempt from the requirements of the paragraph above. The Office of the Superintendent of Public Instruction will evaluate individual participation rates annually.

Each high-needs school and the district may determine the breakfast after the bell service model that best suits its students. Service models include, but are not limited to, the following: breakfast in the classroom; grab-and-go breakfast; and second-chance breakfast. All breakfasts served in a breakfast after the bell program must comply with chapter 28A.235 RCW and federal meal patterns and nutrition stands for school breakfast programs under the federal Healthy, Hunger-Free Kids Act of 2010, as well as any federal regulations implementing that act.

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When choosing foods to serve for a breakfast after the bell program, schools must give preference to foods that are healthful and fresh, and if feasible, give preference to Washington-grown food.

For this program, the following definitions shall apply:

- - “Breakfast after the bell” means a breakfast that is offered to students after the beginning of the school day. Examples of breakfast after the bell models include, but are not limited to, the following:
 - “Grab-and-go,” in which easy-to-eat breakfast foods are available for students to take at the start of the school day or in between morning classes;
 - “Second-chance breakfast,” in which breakfast foods are available during recess, a nutrition break, or later in the morning, for students who are not hungry first thing in the morning, or who arrive late to school; and
 - “Breakfast in the classroom,” where breakfast is served in the classroom, often during homeroom or first period.
 - “Eligible for free or reduced-price meals” means a student who is eligible under the national school lunch program or school breakfast program to receive lunch or breakfast at no cost to the student or at a reduced cost to the student.
 - “High-needs school” means any public school:
 - - That has enrollment of 70% or more students eligible for free or reduced-price meals in the prior school year; or
 - That is using provision two of the National School Lunch Act or the CEP to provide universal meals and that has a free claiming percentage of 70% or more.
 -
 - “Public school” has the same meaning as provided in RCW 28A.150.010.
 - “School breakfast program” means a program meeting federal requirements under 42 U.S.C. Sec. 1773.
 - “School lunch program” means a program meeting federal requirements under 42 U.S.C. Sec. 1751.
 - “Instructional hours” means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students’ educational needs or progress, and exclusive of time actually spent for meals. If students are provided the opportunity to engage in an educational activity that is part of the regular instructional program concurrently with the consumption of breakfast, the period designated for student participation in breakfast after the bell must be considered instruction hours.

Mealtimes

The district will set mealtimes to allow breakfast to be served as close to the start of the school day as possible (except the Breakfast After the Bell program, above) and lunch to be served between 10:00 am and 2:00 pm. The length of the meal period will allow enough time for students to be served and eat a complete meal as well as take care of personal hygiene needs. The district

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will strive to identify and remove barriers to every student receiving 20 minutes of seated lunch time and scheduling recess before lunch for elementary students. The superintendent or designee will periodically monitor district schools for progress in implementing these provisions to the extent appropriate and feasible and report to the board.

Food Safety Plan

The district will establish a Food Safety Plan based on Hazard Analysis and Critical Control Points. Because of the potential liability of the district, the food services program will not accept donations of food other than as provided in this policy without board approval. Should the board approve a food donation, the superintendent or designee shall establish inspection and handling procedures for the food and determine that the provisions of all state and local laws have been met before selling the food as part of the school lunch menu.

Meal Pricing

The board shall determine paid meal prices annually and for the National School Lunch Program and follow Paid Lunch Equity regulations.

Adult meal prices shall be set to allow teachers, administrators, and parents to demonstrate their support for school meal programs by occasionally eating with students. The price must be the price charged to students paying the full meal price plus the value of federal reimbursement for paid meals and the USDA Food Value.

USDA Foods

The district will use the full entitlement of USDA Foods made available under the Federal Food Distribution Program for school meal programs.

Non-Profit School Food Service Account

The district will maintain a non-profit school food service account. All revenues shall be used solely for the school meal programs and to improve the quality of the food service program for the students being served. Food sold a la carte and food sold to other school entities will be priced to recover, at a minimum, food costs.

Charge Policy

To allow students to receive nutritious meals, to prevent over-identification of students with insufficient funds to pay for school means, and to maintain the financial integrity of the nonprofit school nutrition program, the district will establish a written meal charge process for students eligible for reduced price meals and students that are not eligible for meals. The meal charge policy will be communicated to households each year so that district employees, families, and students have a shared understanding of expectations regarding meal charges.

Unpaid Meal Charges

If a student has not paid for five or more previous meals, the school will determine whether the student is categorically eligible for free meals. If no application has been submitted for the stu-

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dent to determine their eligibility for free or reduced-price meals, the school will make no fewer than two attempts to contact the student's parent or guardian to have them submit an application. A principal, assistant principal, or school counselor will contact the parent or guardian to offer assistance with completing an application to determine the student's eligibility for free or reduced-price meals, determine whether there are any household issues that may prevent the student from having sufficient funds for school meals, and offer any other appropriate assistance.

No school or school district personnel or school volunteer may do any of the following:

- • Take any action that would publicly identify a student who cannot pay for a school meal or for meals previously served to the student, including but not limited to requiring the student to wear a wristband, hand stamp, or other identifying markers, or by serving the student an alternative meal;
- • Require a student who cannot pay for a school meal or for meals previously served to the student to perform chores or other actions in exchange for a meal or for the reduction or elimination of a school meal debt, unless all students perform similar chores or work;
- • Require a student to dispose of an already-served meal because of the student's inability to pay for the meal or because of money owed for meals previously served to the student;
- • Allow any disciplinary action that is taken against a student to result in the denial or delay of a nutritionally adequate meal to the student; or
- • Require a parent or guardian to pay fees or costs in excess of the actual amounts owed for meals previously served to the student.

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Communications for a school or school district about amounts owed for meals previously served to a student under the age of fifteen may only be directed to the student's parent or guardian. Neither this policy nor chapter 28A.235 RCW prohibits the district from sending a student home with a notification that is addressed to the student's parent or guardian.

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A parent or guardian will be notified of a negative balance of a student's meal account no later than ten days after the student's school meal account has reached a negative balance. Within thirty days of sending this notification, the district will exhaust all options to directly certify the student for free or reduced-price meals. Within these thirty days, while the district is attempting to certify the student for free or reduced-price meals, the student may not be denied access to a school meal unless the district determines that the student is ineligible for free or reduced-price meals.

If the district is unable to directly certify the student for free or reduced-price meals, the school district will provide the parent or guardian with a paper copy of, or an electronic link to, an application for free or reduced-price meals with the negative-balance notification described above and encourage the parent or guardian to submit the application.

The district's Meal Charge Policy will also address unpaid meal charges. Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative bal-

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ance from previous purchases. Students with outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received. [District Note – Insert here the following language if opting to provide alternate meals: “The District will provide alternate meals meeting federal and state requirements to students who have charged the maximum amount allowed to their student account and cannot pay out of pocket for a meal.”]

- The district will make reasonable, discrete efforts to notify families when meal account balances are low through use of [insert notification method, e.g., automated calling system, letters sent home]. Families will be notified of an outstanding negative balance once the negative balance reaches \$[insert dollar amount] or reflects a total of [insert number] meals.

- Negative balances of more than \$[insert dollar amount] not paid prior to [enter time period (e.g., end of the month, end of the semester, end of the school year)] will be considered delinquent debt and will be turned over to the superintendent or designee for collection. The district will make reasonable, discrete efforts to collect delinquent (overdue) unpaid meal charges, which is an allowable use of National School Food Service Account (NSFSA) funds, and will coordinate communications with families to resolve the charges. Options may include collection agencies, small claims court, or any other collection method permitted by law and consistent with the Fair Debt Collection Practices Act.

- District employees may use a charge account for meals, but may charge no more than \$[insert amount] to their account. When an account reaches this limit, the employee will not be allowed to charge additional meals or a la carte items until the negative account balance is paid.

Children with Special Dietary Needs

The district will establish procedures to accommodate children with special dietary needs when a diet prescription form is signed by a licensed medical authority. The district food service department will work with the school's 504 Coordinator to accommodate students' special dietary needs.

Civil Rights

The district will follow USDA Food and Nutrition Civil Rights and nondiscrimination policies.

Procurement

The district will follow all state and Federal guidelines when procuring food for the Federal School Meal Programs. And as part of district procurement procedures, the district will establish a procurement plan and Code of Conduct consistent with the Uniform Grant Guidance (2 CFR Part 200). Food specifications shall be written in a manner to procure food products that meet the school meal pattern requirements.

Smart Snacks Standards in School

All foods and beverages sold to students on campus during the school day (e.g., vending machines, DECA school stores, bake sales, and other school fundraisers) must meet USDA Smart Snacks standards. No food or drink items will be sold unless they have been approved by the

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principal or school official responsible for oversight of the Smart Snacks standards or as designated in the wellness policy.

Best Practices for Meal Service

The superintendent or designee will make reasonable efforts to ensure the following occurs:

- Student participation in the breakfast and lunch programs is encouraged;
- Any student may eat in the school cafeteria or other designated place;
- Schools provide varied and nutritious food choices consistent with the applicable school meal program guidelines;
- Healthy foods are competitively priced;
- Meal prices are conspicuously posted in each cafeteria or designated meal area;
- Seating for meals is uncrowded and occurs in a pleasant and safe environment;
- Supervision during mealtime is appropriate and rules for mealtime behavior are consistently enforced;
- Implement recess before lunch;
- Bus schedules allow students to arrive in time for participation in the School Breakfast Program;
- Alternate breakfast service models are implemented so that students have access to breakfast meals; and
- Community Eligibility Provision or Provision 2 Special Assistance Program is implemented in qualifying schools.

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On testing days, the district may provide free, nutritious meals to all students, including those who do not qualify for free or reduced priced federal school meal benefits. However, the district must use non-federal funds to cover the cost of providing such meals.

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Water

To promote hydration, free, safe, and unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring with them and carry throughout the day approved water bottles (filled only with water).

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including the following:

- Foods brought for celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
- Classroom snacks brought by parents. The district will provide parents with a list of foods and beverages that meet Smart Snack nutrition standards.
- Rewards and incentives. The district will provide teachers and other relevant school staff with a list of alternative ways to reward children. Foods and beverages will not be the primary reward for behavior, and when it is, it will be smart snack compliant. Food will

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not be withheld as punishment for any reason, such as for performance or behavior. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

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Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards may be sold through fundraisers on the school campus during the school day. The district will make available to parents and teachers a list of healthy fundraising ideas.

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- Schools will use only non-food fundraisers and encourage activities those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.

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Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community. Instruction for marketing nutritious foods and healthy lifestyle will, as resources allow, be incorporated into DECA courses.

The district will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through the following:

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- Implementation of at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques.
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the district and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

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Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Family and Community Involvement

To promote family and community involvement in supporting and reinforcing nutrition education in schools, the school principal is responsible for ensuring that the following occurs:

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- Nutrition education materials and breakfast and lunch menus are made available to parents;
- Parents are encouraged to promote their child's participation in the school meals program. If their children do not participate in the school meals program, parents should provide their children with healthy snacks/meals;
- Families are invited to attend exhibitions of student nutrition projects or health fairs;
- Nutrition education curriculum includes homework that students can do with their families (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
- School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student projects related to nutrition, as appropriate; and
- School staff consider the various cultural preferences in developing nutrition education programs and food options.

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Nutrition Education

The district's K-12 nutrition education curriculum will align with the Washington State Health and Physical Education K-12 Learning Standards and will be designed to provide students with the knowledge and skills necessary to promote healthy behavior.

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The district's nutrition education K-12 curriculum should include, but not be limited to, the following concepts:

- Age-appropriate, developmentally-appropriate, and culturally relevant nutritional knowledge, including:
 - The relationship of nutrition and food nutrients to physical performance and body composition;
 - The benefits of healthy eating;
 - Essential nutrients;
 - Nutritional deficiencies;
 - The principles of healthy weight management;
 - The use and misuse of dietary supplements;
 - Safe food preparation, handling, and storage; and
 - Appreciation of cultural diversity related to food and eating.
- Age-appropriate nutrition-related skills, including how to:
 - Gather and analyze health information;
 - Analyze nutrition information to plan and prepare a healthy meal;
 - Understand and use food labels;
 - Evaluate nutrition information, misinformation, and commercial food and advertising; an
 - Assess one's personal eating habits, set goals for improvement, and achieve those goals.

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School Meal Programs and Competitive Foods

The district will follow the guidelines of the USDA's Smart Snacks in School available at http://www.fns.usda.gov/cnd/governance/legislation/allfoods_flyer.pdf

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While students/parents are permitted to bring commercial foods to school that do not meet the Smart Snacks standards on occasions such as birthdays and holiday celebrations, the district will encourage healthy food choices in all school operations.

School Cafeterias

- Any student may eat in the school cafeteria or other designated place.
- Meal prices will be established by the superintendent and food service supervisor, with the approval of the board at the beginning of each year.
- Healthy option foods should be competitively priced.
- Meal prices will be conspicuously posted in each cafeteria or designated meal area.

Nutrition Education

Nutrition education at all levels of the district's integrated curriculum should include, but not be limited to, the following essential components designed to help students learn:

- Age appropriate nutritional knowledge, including understanding the relationship of nutrition and food nutrients to physical performance and body composition; recognizing patterns of growth and development; understanding the concept of control and prevention of disease; acquiring skills to live safely and reduce health risks; understanding how environmental factors affect health; learn the benefits of healthy eating; understand essential nutrients; learn about nutritional deficiencies; understand the principles of healthy weight management; understand the use and misuse of dietary supplements; learn safe food preparation, handling, and storage; and appreciate cultural diversity related to food and eating;
- Age appropriate nutrition related skills, including gathering and analyzing health information; using social skills to promote health and safety; understand how emotions influence decision making; analyze health and safety information and develop a health and fitness plan and a monitoring system, to plan and prepare a healthy meal, understand and use food labels, and to critically evaluate nutrition information, misinformation, and commercial food and advertising; and
- How to assess one's personal eating habits, set goals for improvement, and achieve those goals.

Nutrition and Food Services Operation

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the superintendent is responsible for:

- Encouraging all students to participate in the school's child breakfast meal program.
- Providing varied and nutritious food choices consistent with the applicable school meal program guidelines;

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- Providing that:

- students have adequate time to eat their entire meal;
- seating for meals is uncrowded and occurs in a pleasant and safe environment;
- rules for mealtime behavior are consistently enforced;
- mealtime supervision is appropriate;

Staff Development

Ongoing in-service and professional development training opportunities for staff in the area of food nutrition will be encouraged.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the school principal is responsible for ensuring:

- Nutrition education materials and meal menus are made available to parents;
- Parents are encouraged to promote their child's participation in the school meals program. If their children do not participate in the school meal program, parents should provide their children with healthy snacks/meals;
- School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student projects related to nutrition, as appropriate; and
- School staff consider the various cultural preferences in development of nutrition education programs and food options.

Physical Education**Health and Fitness**

It is the district's position that all students have equal and equitable opportunities for physical activity and fitness education in our schools. The superintendent is encouraged to review and consider implementing physical activity and fitness education program improvements. The goals of the district are:

- All children, from kindergarten through grade 12, will participate in a daily, quality, standards-based physical activity/fitness education program;
- All schools will have certificated physical education teachers providing instruction; and
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with national standards.

Schools shall require students in grades one through eight to engage in physical education averaging 100 instructional minutes per week and all high school students shall complete two credit(s) of health and fitness (.5 health and 1.5 of physical education).

Schools should identify safe and active routes to school and promote alternative methods for children to travel to and from school, such as walking and bicycle programs.

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~~Schools shall prohibit the use of physical activity and withholding of physical education class and other forms of physical activity as punishment.~~

Family and Community Involvement

~~In order to promote family and community involvement in supporting and reinforcing physical education in the schools, the school principal is responsible for ensuring:~~

- ~~• Physical education activity ideas are sent home with students;~~
- ~~• Parents are encouraged to promote their child's participation in the school's physical education programs and after school activities;~~
- ~~• School staff consider the various cultural preferences in development of physical education programs; and~~
- ~~• School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.~~

Program Evaluation

• **Nutrition:**

~~The Superintendent will periodically measure, using the Wellness School Assessment Tool: 1) the extent to which all district schools are in compliance with the district's LWSP; and 2) the extent to which the district's LWSP compares to the Wellness School Assessment Tool itself.~~

~~The Superintendent will annually describe, in the district's Annual Report, the progress made in attaining the goals of the district's LWSP.~~

• **Physical Education:**

~~District physical activity/health and fitness programs will be monitored and assessed regularly in conjunction with other district academic and health related programs using tools like the Wellnessss School Assessment Tool (WellSAT), Physical Best Program, Healthy Kids Survey, CDC School Health Index or an OSPI approved assessment.~~

Date: January 19, 2011

Revised: June 17, 2015; March 27, 2025

Coversheet

Policy and Procedure 6702, Wellness

Section:	II. Board Policy and Procedure Review
Item:	D. Policy and Procedure 6702, Wellness
Purpose:	
Submitted by:	
Related Material:	6702 Wellness.pdf 6702P Wellness.pdf



Policy: 6702
Section: 6000- Management Support

Wellness

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The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who engage in regular exercise are more likely to learn in the classroom. The board supports the district’s increased emphasis on health, physical education, and 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 emphasize health education and physical education and provide students with opportunities for physical activity.

Wellness Policy

The district, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

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:

- 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: 2124 - Physical Education and Health Class

4260 - Use of School Facilities

6700 - Nutrition

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Legal References: RCW 28A.210.365 Food choice, physical activity, childhood fitness - Minimum standards - District waiver or exemption policy



Policy: 6702
Section: 6000- Management Support

- ▲ [2 CFR Part 200 - Procurement](#)
- ▲ [7 CFR, Parts 210 and 220](#)
- ▲ [7 CFR, Part 245.5](#)
- ▲

Management Resources: [Comprehensive School Physical Activity Program](#)

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Wellness Policy

The wellness policy must include, but is not limited to, the following:

- - Goals for nutrition education, nutrition promotion, and other school-based activities to promote wellness;
 - The Smart Snacks in School standards for all foods and beverages sold to students on campus during the school day, including access to water;
 - Standards consistent with federal regulations for school meal programs and the Smart Snacks in School standards for other foods available to students (e.g., food brought from home for classroom events/parties and food used as rewards or incentives);
 - Policies for marketing only food and beverages that meet the Smart Snacks in School standards;
 - Standards for quality physical education and nutrition education programs aligned to state learning standards that help students develop lifelong healthy behaviors;
 - Promotion of activities that provide students opportunities to be physically active before, during, and after school;
 - Engagement of the community in support of the district's work in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
 - Establishment of a wellness committee that includes representatives from the school and that permits participation from members of the community;
 - Designation of one or more school official(s) to ensure compliance of each school; and
 - Direct committee review and assessment of the wellness policy every three years.

Wellness Committee

The district will convene a wellness committee to establish goals for the district-level wellness policy and to oversee its development, implementation, periodic review, and updating. The membership of the committee will represent all school levels (elementary and secondary schools). The following parties must be permitted to participate as committee members:

- - Parents and caregivers;
 - Students;
 - Representatives of the school nutrition program (e.g., school nutrition director);
 - Physical education teachers;



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- School health professionals (e.g., health education teachers, school nurses, health educators, and other allied health personnel who provide school health services, school counselors, school psychologists, school social workers);
- School administrators (e.g., superintendent, principal, vice principal);
- School board members;
- Health professionals (e.g., dietitians, doctors, nurses, physicians, dentists, psychiatrists);
and
- Members of the general public.

- The wellness committee is responsible for the following:

- Establishing committee membership and operating protocol;
- Understanding wellness policy compliance requirements;
- Developing an implementation plan for the wellness policy;
- Recordkeeping;
- Annual public notification of the wellness policy;
- Triennial progress assessments;
- Revising the wellness policy; and
- Leading community involvement, outreach, and communications initiatives regarding the wellness policy.

- **Wellness Policy Implementation Plan**

The wellness committee will develop and maintain a plan for the implementation, management, and coordination of the wellness policy. The district will use online tools or other resources to review and consider evidence-based strategies (e.g., Centers for Disease Control and Prevention's (CDC) School Health Index) in determining goals for nutrition promotion and education, physical activity and other school-based activities (e.g., school vegetable garden) for each school. [District Note – the CDC's School Health Index cited here can be used to do school-level assessments, create action plans for implementation, and to generate an annual report].

- The plan will include the following:

- Roles, responsibilities, actions, and timelines specific to each school;
- The district official designated to oversee the wellness policy; and
- An action plan to implement all required elements of the wellness policy.

- **Annual Notification**

The district will notify families and the public, on an annual basis, of the availability of the wellness policy, and provide information that would enable interested households to obtain more details. The district will also annually distribute and collect applications to determine eligibility



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for free or reduced-price meals, as set forth below. The district is encouraged to provide as much information as possible about the school nutrition environment.

Triennial Progress Assessments

At least once every three years, the district will evaluate its compliance with the wellness policy. The triennial assessment will consider the following:

- • The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy;
- The extent to which the district's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- The extent to which progress has been made in attaining the goals of the district's wellness policy.

The assessment report will include the position/person responsible for managing the triennial assessment and their contact information.

Updates to the Policy

The wellness committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as priorities change and new federal or state guidance or standards are issued.

Community Involvement, Outreach, and Communications

The district will actively communicate ways in which members of the wellness committee and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means. The district will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, the availability of child nutrition programs and how to apply for those programs, and district compliance with Smart Snacks in School nutrition standards.

Recordkeeping

The district will maintain and make available for public inspection records documenting compliance with the wellness policy. They will be available at [District note – insert URL and “on the District’s website” or “at the following location: [insert location at which hard copy records will be kept]”].

Records will include, but will not be limited to, the following:

- • The written wellness policy;
- Documentation demonstrating that the document has been made available to the public [District note – this is not necessary if posted on a website providing public access];



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- Documentation of the triennial assessment; and
- Documentation to demonstrate compliance with the annual public notification requirement.

Family and Community Engagement

The district will offer opportunities to promote family and community involvement in supporting and reinforcing physical education and physical activity in the schools. Schools should ensure that the following occurs:

- Physical education activity ideas are sent home with students;
- Families are invited to attend and participate in physical education activity programs and health fairs;
- School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.
- Families are actively notified of opportunities and invited to participate in school-sponsored physical activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The district will offer, subject to available resources, opportunities that focus on staff wellness issues, and/or identify and disseminate wellness resources in coordination with human resources staff.

Active Transport

The district will identify safe and active routes to and from school to promote alternative transport methods for children, such as walking and bicycle programs. The district 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.

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