Regular Meeting Agenda

Pioneer Middle School   1750 Bob's Hollow Lane   DuPont, Washington

<u>STUDY SESSION:</u> The School Board normally convenes at 6:00 pm just prior to the start of the formal Board meeting, to discuss the Board agenda and to have a brief dinner. No decision making is undertaken. These study sessions are open to the Public; however, food is not provided for the general public.

8/27/2015 7:00 PM

I. CALL TO ORDER   (Action)

A. Pledge of Allegiance
B. Roll Call
C. Approval of Agenda

II. COMMENTS FROM THE AUDIENCE   (Information)

Members of the audience wishing to comment on specific items on this agenda will be allowed to comment briefly during the Comments From the Audience portion of the agenda. Those wishing to speak will please sign the Speaker List in order to be recognized by the Board. **Please limit your comments to three (3) minutes.** The Board will not entertain comments during any other part of the meeting. Remarks of a negative nature singling out specific employees, other than the Board or Superintendent, will be heard in executive session following the business meeting. The Board reserves the right to terminate presentations containing personal attacks on individuals.

III. INTRODUCTION OF NEW STAFF   (Information)

IV. PRESENTATION   (Presentation)

1. Sodexo Food Services   (Presentation)

Presenter: Ben Guyton

Sodexo Board Presentation 0815.pdf (p. 4)

2. Standards Comparison   (Presentation)

Presenter: Paul Harvey

Standards Comparison Presentation.pdf (p. 11)

3. Steilacoom High AP Results   (Presentation)

Presenter: Deb Hay, Krista Lallemand, Eric Garrett

SHS AP 14-15 Data Presentation.pdf (p. 77)

V. APPROVAL OF MINUTES   (Action)

Minutes 7.23.15.pdf (p. 94)

VI. CONSENT AGENDA   (Action)

The purpose of the consent agenda is to reduce time going through motion, second and voting on issues of common consent. Any Board member can ask for any item to be removed from the consent agenda. There is no discussion of items on the consent agenda. By motion of the Board, remaining items are approved without discussion as part of the consent agenda. Discussion of items removed from the consent agenda occurs immediately following action on the consent agenda.

VII. OLD BUSINESS

1. Approval of Resolution 826-08-27-15, Approval of 2015-16 School Year Budget   (Action)

Presenter: Kathi Weight

2. Second Reading of Policy 2413, Equivalency Credits for Career and Technical Education Classes
      (Action)

Presenter: Paul Harvey

3. Second Reading of Policy 2420, Grading and Progress Reports   (Action)

Presenter: Paul Harvey

4. Second Reading of Policy 6114, Gifts or Donations   (Action)

Presenter: Kathi Weight

5. Second Reading of Policy 6220, Bid Requirements   (Action)

Presenter: Kathi Weight

6. Second Reading of Policy 6512, Infection Control Program   (Action)

Presenter: Kathi Weight

VIII. NEW BUSINESS

1. First Reading of Policy 2000, Student Learning Goals   (Action)

Presenter: Paul Harvey

2. First Reading of Policy 2021, Library Media Centers   **(Action)**

    Presenter: Paul Harvey

      First Reading of Policy 2021.pdf (p. 199)

3. First Reading of Policy 3220, Freedom of Expression   **(Action)**

    Presenter: Susanne Beauchaine

      First Reading Policy 3220 Freedom of Expression.pdf (p. 202)

4. First Reading of Policy 3246, Restraint Isolation and other Uses of Reasonable Force and 3247, Required Notification restraint Isolation & Other Uses of Reasonable Force   **(Action)**

    Presenter: Susanne Beauchaine

      First Reading of Policy 3246 and 3247.pdf (p. 204)

5. First Reading of Policy 3205, Sexual Harassment of Students Prohibited   **(Action)**

    Presenter: Susanne Beauchaine

      First Reading Policy 3205 Sexual Harassment of Students Prohibited.pdf (p. 208)

6. First Reading of Policy 5011, Sexual Harassment of District Staff Prohibited   **(Action)**

    Presenter: Kathi Weight

      First Reading of Policy 5011.pdf (p. 212)

7. First Reading of Policy 3422, Student Sport Concussions Head Injuries   **(Action)**

    Presenter: Susanne Beauchaine

      First Reading of Policy 3422.pdf (p. 220)

IX. COMMENTS FROM THE AUDIENCE   (Information)

Members of the audience wishing to comment on specific items on this agenda will be allowed to comment briefly during the Comments From the Audience portion of the agenda. Those wishing to speak will please sign the Speaker List in order to be recognized by the Board. **Please limit your comments to three (3) minutes.** The Board will not entertain comments during any other part of the meeting. Remarks of a negative nature singling out specific employees, other than the Board or Superintendent, will be heard in executive session following the business meeting. The Board reserves the right to terminate presentations containing personal attacks on individuals.

X. BOARD COMMUNICATION   (Information)

XI. ANNOUNCEMENTS   (Information)

XII. ADJOURNMENT   (Action)

Regularly scheduled meetings of the Board of Directors of the Steilacoom Historical School District are digitally recorded.

Wellness and Nutrition

Steilacoom Historical School District No. 1

August 27, 2015

Financial Position

1. **Maintaining break-even between revenues and expenses**

2. **Steady revenue despite reduced reimbursements**

3. **Investing in program expansions at Pioneer Middle and Steilacoom High**

sodexo
QUALITY OF LIFE SERVICES

Food Service Facts

During the 2014-15 School Year, SHSD served:

202,770 lunches

36,697 breakfasts

Over 100 different menu items

181,000 cups of milk

48,000 pounds of fresh produce

117 varieties of fruits and vegetables at Anderson Island Elementary (FFVP)

sodexo
QUALITY OF LIFE SERVICES

USDA Mandated Price Change

- To prevent federal reimbursements from subsidizing paid lunches

- Paid breakfast and lunch prices going up 10¢ grades K-12

- No changes to Free/Reduced-Price meals

	K-5 Prices	6-12 Prices	Adult Prices
Breakfast	$1.50 ➡ $1.60	$1.75 ➡ $1.85	$2.25
Lunch	$2.50 ➡ $2.60	$2.75 ➡ $2.85	$3.50

sodexo
QUALITY OF LIFE SERVICES

Quality of Life

Engaging Students

- Featured « Top Secret » Chili, using a recipe created by the Sentinel Advanced Foods class

- Collaborated with the Graphics Design Class on images to support positive lunchroom messages

- Gave kitchen tours to the Basic and Advanced Foods classes

- Judged the Cheesecake Plating project for Advanced Foods

Background Education

- Applies to Food Directors
- Bachelor's degree, or equivalent
- Several fields of study are allowed

Continuing Education

- Annual training
  - Director – 12 hours
  - Manager – 10 hours
  - Other Food Services staff – 6 hours

Sodexo hiring and training practices will meet these expectations

sodexo
QUALITY OF LIFE SERVICES

Thank you for ten years of partnership

sodexo
QUALITY OF LIFE SERVICES

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies, Science, and Technical Subjects

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Table of Contents

Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

June 2, 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.[2]

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition.* Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

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[1]The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

[2]As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives.

   Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

   The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

Students Who are College and Career Ready
in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

How to Read This Document

Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading

to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies, Science, and Technical Subjects

K–5

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading Standards for Literature K–5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:		Grade 1 students:		Grade 2 students:	
Key Ideas and Details					
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.	1.	Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2.	With prompting and support, retell familiar stories, including key details.	2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3.	With prompting and support, identify characters, settings, and major events in a story.	3.	Describe characters, settings, and major events in a story, using key details.	3.	Describe how characters in a story respond to major events and challenges.
Craft and Structure					
4.	Ask and answer questions about unknown words in a text.	4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5.	Recognize common types of texts (e.g., storybooks, poems).	5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6.	Identify who is telling the story at various points in a text.	6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas					
7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7.	Use illustrations and details in a story to describe its characters, setting, or events.	7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9.	Compare and contrast the adventures and experiences of characters in stories.	9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity					
10.	Actively engage in group reading activities with purpose and understanding.	10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literature K–5

RL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

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Reading Standards for Informational Text K–5

RI

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text K–5

RI

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

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Reading Standards: Foundational Skills (K–5)

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:
Print Concepts	

1. Demonstrate understanding of the organization and basic features of print.
   a. Follow words from left to right, top to bottom, and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper- and lowercase letters of the alphabet.
	1. Demonstrate understanding of the organization and basic features of print.
	   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness	

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single-syllable spoken words.
   d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	   a. Distinguish long from short vowel sounds in spoken single-syllable words.
	   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology.
Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–5)

RF

Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency		
4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills (K–5)

RF

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Writing Standards K–5

W

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

Writing Standards K–5

W

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  b. Provide reasons that support the opinion.
  c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
  d. Provide a concluding statement or section.
	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	  b. Provide reasons that are supported by facts and details.
	  c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
	  d. Provide a concluding statement or section related to the opinion presented.
		1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
		  b. Provide logically ordered reasons that are supported by facts and details.
		  c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
		  d. Provide a concluding statement or section related to the opinion presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  b. Develop the topic with facts, definitions, and details.
  c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
  d. Provide a concluding statement or section.
	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	  c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
	  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	  e. Provide a concluding statement or section related to the information or explanation presented.
		2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
		  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
		  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
		  c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
		  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
		  e. Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  c. Use temporal words and phrases to signal event order.
  d. Provide a sense of closure.
	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	  a. Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	  b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	  c. Use a variety of transitional words and phrases to manage the sequence of events.
	  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	  e. Provide a conclusion that follows from the narrated experiences or events.
		3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
		  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
		  b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
		  c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
		  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
		  e. Provide a conclusion that follows from the narrated experiences or events.

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Writing Standards K–5

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Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. (Begins in grade 4)	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening Standards K–5

SL

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  b. Continue a conversation through multiple exchanges.
	1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
	  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	  b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	  c. Ask questions to clear up any confusion about the topics and texts under discussion.
		1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
		  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
		  b. Build on others' talk in conversations by linking their comments to the remarks of others.
		  c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Speaking and Listening Standards K–5

SL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	b. Follow agreed-upon rules for discussions and carry out assigned roles.	b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Explain their own ideas and understanding in light of the discussion.	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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Language Standards K–5

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The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). e. Use verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home; Today I walk home; Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). c. Use reflexive pronouns (e.g., *myself, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Language Standards K–5

Kindergartners:	Grade 1 students:	Grade 2 students:
Knowledge of Language		
3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Language Standards K–5

L

Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

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Language Standards K–5

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Grade 3 students:	Grade 4 students:	Grade 5 students:
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

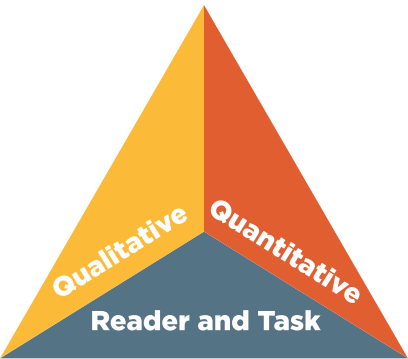| Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	X	X	X	X	X	X	X	X
L.3.3a. Choose words and phrases for effect.	X	X	X	X	X	X	X	X
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		X	X	X	X	X	X	X
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).		X	X	X	X	X	X	X
L.4.3a. Choose words and phrases to convey ideas precisely.*		X	X	X				
L.4.3b. Choose punctuation for effect.		X	X	X	X	X	X	X
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			X	X	X	X	X	X
L.5.2a. Use punctuation to separate items in a series.†			X	X	X	X		
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				X	X	X	X	X
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				X	X	X	X	X
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				X	X	X	X	X
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				X	X	X	X	X
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡				X	X	X	X	
L.6.3b. Maintain consistency in style and tone.				X	X	X	X	X
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					X	X	X	X
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					X	X	X	X
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						X	X	X
L.9–10.1a. Use parallel structure.							X	X

*Subsumed by L.7.3a
†Subsumed by L.9–10.1a
‡Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading K–5

Measuring Text Complexity: Three Factors

Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Dramas**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

* Read-aloud
** Read-along

Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	▪ *Over in the Meadow* by John Langstaff (traditional) (c1800)* ▪ *A Boy, a Dog, and a Frog* by Mercer Mayer (1967) ▪ *Pancakes for Breakfast* by Tomie DePaola (1978) ▪ *A Story, A Story* by Gail E. Haley (1970)* ▪ *Kitten's First Full Moon* by Kevin Henkes (2004)*	▪ *My Five Senses* by Aliki (1962)** ▪ *Truck* by Donald Crews (1980) ▪ *I Read Signs* by Tana Hoban (1987) ▪ *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)* ▪ *Amazing Whales!* by Sarah L. Thomson (2005)*
1*	▪ "Mix a Pancake" by Christina G. Rossetti (1893)** ▪ *Mr. Popper's Penguins* by Richard Atwater (1938)* ▪ *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ *Frog and Toad Together* by Arnold Lobel (1971)** ▪ *Hi! Fly Guy* by Tedd Arnold (2006)	▪ *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ *Starfish* by Edith Thacher Hurd (1962) ▪ *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)** ▪ *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)*
2–3	▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893) ▪ *Charlotte's Web* by E. B. White (1952)* ▪ *Sarah, Plain and Tall* by Patricia MacLachlan (1985) ▪ *Tops and Bottoms* by Janet Stevens (1995) ▪ *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)	▪ *A Medieval Feast* by Aliki (1983) ▪ *From Seed to Plant* by Gail Gibbons (1991) ▪ *The Story of Ruby Bridges* by Robert Coles (1995)* ▪ *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997) ▪ *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)
4–5	▪ *Alice's Adventures in Wonderland* by Lewis Carroll (1865) ▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888) ▪ *The Black Stallion* by Walter Farley (1941) ▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984) ▪ *Where the Mountain Meets the Moon* by Grace Lin (2009)	▪ *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger (1992) ▪ *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996) ▪ *A History of US* by Joy Hakim (2005) ▪ *Horses* by Seymour Simon (2006) ▪ *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades:
How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	**The five senses and associated body parts** • *My Five Senses* by Aliki (1989) • *Hearing* by Maria Rius (1985) • *Sight* by Maria Rius (1985) • *Smell* by Maria Rius (1985) • *Taste* by Maria Rius (1985) • *Touch* by Maria Rius (1985) **Taking care of your body: Overview (hygiene, diet, exercise, rest)** • *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001) • *Get Up and Go!* by Nancy Carlson (2008) • *Go Wash Up* by Doering Tourville (2008) • *Sleep* by Paul Showers (1997) • *Fuel the Body* by Doering Tourville (2008)	**Introduction to the systems of the human body and associated body parts** • *Under Your Skin: Your Amazing Body* by Mick Manning (2007) • *Me and My Amazing Body* by Joan Sweeney (1999) • *The Human Body* by Gallimard Jeunesse (2007) • *The Busy Body Book* by Lizzy Rockwell (2008) • *First Encyclopedia of the Human Body* by Fiona Chandler (2004) **Taking care of your body: Germs, diseases, and preventing illness** • *Germs Make Me Sick* by Marilyn Berger (1995) • *Tiny Life on Your Body* by Christine Taylor-Butler (2005) • *Germ Stories* by Arthur Kornberg (2007) • *All About Scabs* by GenichiroYagu (1998)	**Digestive and excretory systems** • *What Happens to a Hamburger* by Paul Showers (1985) • *The Digestive System* by Christine Taylor-Butler (2008) • *The Digestive System* by Rebecca L. Johnson (2006) • *The Digestive System* by Kristin Petrie (2007) **Taking care of your body: Healthy eating and nutrition** • *Good Enough to Eat* by Lizzy Rockwell (1999) • *Showdown at the Food Pyramid* by Rex Barron (2004) **Muscular, skeletal, and nervous systems** • *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009) • *Muscles* by Seymour Simon (1998) • *Bones* by Seymour Simon (1998) • *The Astounding Nervous System* Crabtree Publishing (2009) • *The Nervous System* by Joelle Riley (2004)	**Circulatory system** • *The Heart* by Seymour Simon (2006) • *The Heart and Circulation* by Carol Ballard (2005) • *The Circulatory System* by Kristin Petrie (2007) • *The Amazing Circulatory System* by John Burstein (2009) **Respiratory system** • *The Lungs* by Seymour Simon (2007) • *The Respiratory System* by Susan Glass (2004) • *The Respiratory System* by Kristin Petrie (2007) • *The Remarkable Respiratory System* by John Burstein (2009) **Endocrine system** • *The Endocrine System* by Rebecca Olien (2006) • *The Exciting Endocrine System* by John Burstein (2009)

STANDARDS FOR

English Language Arts

6–12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6–12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Reading Standards for Literature 6–12

RL

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Standards for Literature 6–12

RL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. (Not applicable to literature)	8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text 6–12

RI

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Reading Standards for Informational Text 6–12

RI

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Writing Standards 6–12

W

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		

1. Write arguments to support claims with clear reasons and relevant evidence.
  a. Introduce claim(s) and organize the reasons and evidence clearly.
  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  d. Establish and maintain a formal style.
  e. Provide a concluding statement or section that follows from the argument presented.
	1. Write arguments to support claims with clear reasons and relevant evidence.
	  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
	  d. Establish and maintain a formal style.
	  e. Provide a concluding statement or section that follows from and supports the argument presented.
		1. Write arguments to support claims with clear reasons and relevant evidence.
		  a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
		  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
		  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
		  d. Establish and maintain a formal style.
		  e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  e. Establish and maintain a formal style.
  f. Provide a concluding statement or section that follows from the information or explanation presented.
	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	  c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	  e. Establish and maintain a formal style.
	  f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
		2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
		  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
		  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
		  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
		  e. Establish and maintain a formal style.
		  f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards 6–12

W

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued)		
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Writing Standards 6–12

W

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards 6–12

W

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards 6–12

W

Grades 9–10 students:	Grades 11–12 students:

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

   d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

   a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

   d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing Standards 6–12

W

Grades 9–10 students:	Grades 11–12 students:
Research to Build and Present Knowledge (continued)	

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 	
  a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
 	
  b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	  a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
	
	  b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Speaking and Listening Standards 6–12

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. 　a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 　b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 　c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 　d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly. 　a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 　b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 　c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 　d. Acknowledge new information expressed by others and, when warranted, modify their own views.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly. 　a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 　b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 　c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 　d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas		
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Speaking and Listening Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards 6–12

<div style="float:right">L</div>

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions of Standard English		

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  b. Use intensive pronouns (e.g., *myself, ourselves*).
  c. Recognize and correct inappropriate shifts in pronoun number and person.*
  d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
  e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	  a. Explain the function of phrases and clauses in general and their function in specific sentences.
	  b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	  c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
		1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		  a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
		  b. Form and use verbs in the active and passive voice.
		  c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
		  d. Recognize and correct inappropriate shifts in verb voice and mood.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
  b. Spell correctly.
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	  a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
	  b. Spell correctly.
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
		  b. Use an ellipsis to indicate an omission.
		  c. Spell correctly.

Knowledge of Language		

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  a. Vary sentence patterns for meaning, reader/listener interest, and style.*
  b. Maintain consistency in style and tone.*
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
		3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Language Standards 6–12

L

Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
 	
  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 	
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
 	
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 	
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
	
	  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	
	  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
	
	  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	
	  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
		
		  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		
		  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
		
		  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
		
		  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
  a. Interpret figures of speech (e.g., personification) in context.
 	
  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 	
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	
	  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	
	  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	
	  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
		5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		
		  a. Interpret figures of speech (e.g. verbal irony, puns) in context.
		
		  b. Use the relationship between particular words to better understand each of the words.
		
		  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards 6–12

L

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Conventions of Standard English	

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Use parallel structure.*
  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
	  b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  b. Use a colon to introduce a list or quotation.
  c. Spell correctly.
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	  a. Observe hyphenation conventions.
	  b. Spell correctly.

Knowledge of Language	

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	  a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Standards 6–12

Grades 9–10 students:	Grades 11–12 students:
Vocabulary Acquisition and Use	

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 	
  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 	
  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 	
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 	
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
	
	  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	
	  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
	
	  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	
	  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 	
  b. Analyze nuances in the meaning of words with similar denotations.
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	
	  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	
	  b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	●	●	●	●	●	●	●	●
L.3.3a. Choose words and phrases for effect.	●	●	●	●	●	●	●	●
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		●	●	●	●	●	●	●
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).		●	●	●	●	●	●	●
L.4.3a. Choose words and phrases to convey ideas precisely.*		●	●	●				
L.4.3b. Choose punctuation for effect.		●	●	●	●	●	●	●
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			●	●	●	●	●	●
L.5.2a. Use punctuation to separate items in a series.†			●	●	●	●		
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				●	●	●	●	●
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				●	●	●	●	●
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				●	●	●	●	●
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				●	●	●	●	●
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡				●	●	●	●	
L.6.3b. Maintain consistency in style and tone.				●	●	●	●	●
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					●	●	●	●
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					●	●	●	●
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						●	●	●
L.9–10.1a. Use parallel structure.							●	●

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors
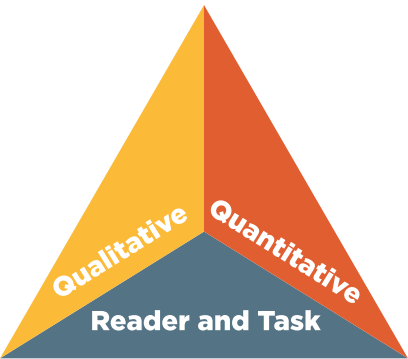
Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	• *Little Women* by Louisa May Alcott (1869) • *The Adventures of Tom Sawyer* by Mark Twain (1876) • "The Road Not Taken" by Robert Frost (1915) • *The Dark Is Rising* by Susan Cooper (1973) • *Dragonwings* by Laurence Yep (1975) • *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)	• "Letter on Thomas Jefferson" by John Adams (1776) • *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845) • "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940) • *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955) • *Travels with Charley: In Search of America* by John Steinbeck (1962)
9–10	• *The Tragedy of Macbeth* by William Shakespeare (1592) • "Ozymandias" by Percy Bysshe Shelley (1817) • "The Raven" by Edgar Allan Poe (1845) • "The Gift of the Magi" by O. Henry (1906) • *The Grapes of Wrath* by John Steinbeck (1939) • *Fahrenheit 451* by Ray Bradbury (1953) • *The Killer Angels* by Michael Shaara (1975)	• "Speech to the Second Virginia Convention" by Patrick Henry (1775) • "Farewell Address" by George Washington (1796) • "Gettysburg Address" by Abraham Lincoln (1863) • "State of the Union Address" by Franklin Delano Roosevelt (1941) • "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964) • "Hope, Despair and Memory" by Elie Wiesel (1997)
11–CCR	• "Ode on a Grecian Urn" by John Keats (1820) • *Jane Eyre* by Charlotte Brontë (1848) • "Because I Could Not Stop for Death" by Emily Dickinson (1890) • *The Great Gatsby* by F. Scott Fitzgerald (1925) • *Their Eyes Were Watching God* by Zora Neale Hurston (1937) • *A Raisin in the Sun* by Lorraine Hansberry (1959) • *The Namesake* by Jhumpa Lahiri (2003)	• *Common Sense* by Thomas Paine (1776) • *Walden* by Henry David Thoreau (1854) • "Society and Solitude" by Ralph Waldo Emerson (1857) • "The Fallacy of Success" by G. K. Chesterton (1909) • *Black Boy* by Richard Wright (1945) • "Politics and the English Language" by George Orwell (1946) • "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

STANDARDS FOR

Literacy in History/Social Studies, Science, and Technical Subjects

6–12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6–12 `RH`

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics.*	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
1. Write arguments focused on *discipline-specific content*. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments focused on *discipline-specific content*. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	1. Write arguments focused on *discipline-specific content*. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Steilacoom High School
2014-2015 SY
Advanced Placement Data

Where PASSION, RESPECT, INTEGRITY, DEDICATION, and EXCELLENCE lives every minute of every day with every staff, student, family and community member.

S E N T I N E L

P R I D E

Overall AP Picture

Total Students Tested: 181
Total Exams Taken: 315

Exam Subject	Number of Exams	Average Score
English Language Comp.	69	2.9
English Literature Comp.	32	2.3
World	29	2.5
Psychology	30	3.2
US Govt./ Politics	39	3.1
US History	54	2.8
Calculus AB	31	3.3
Biology	20	2.5

Overall AP Picture

Total Students Tested: 181
Total Exams Taken: 315

Exam Subject	Number of Exams	Average Score
European History	3	3.7
Statistics	2	3.5
Macroeconomics	1	5.0
Environmental Science	1	3.0
Physics 1	1	5.0
Chemistry	2	2.0
Spanish	1	3.0

Overall AP Picture

Exam Subject (students)	Scores of 4 or 5	Scores of 3 or Higher
English Language Comp. (69)	20 (29%)	41 (59%)
English Literature Comp. (32)	2 (6%)	12 (38%)
World (29)	7 (24%)	11 (38%)
Psychology (30)	13 (43%)	23 (77%)
US Govt./ Politics (39)	14 (36%)	26 (67%)
US History (54)	15 (27%)	32 (59%)
Calculus AB (31)	15 (48%)	20 (65%)
Biology (20)	0 (0%)	11 (55%)

Overall AP Picture

Exam Subject (students)	Scores of 4 or 5	Scores of 3 or Higher
European History (3)	1 (33%)	3 (100%)
Statistics (2)	1 (50%)	2 (100%)
Macroeconomics (1)	1 (100%)	1 (100%)
Environmental Science (1)	0 (0%)	1 (100%)
Physics (1)	1 (100%)	1 (100%)
Chemistry (2)	0 (0%)	0 (0%)
Spanish (1)	0 (0%)	1 (100%)

Student Recognition

166/181 (92%) students that attempted AP courses Sat for AP Exams

110/181 (60.8%)students passed at least 1 exam with a score of 3 or higher

73/181 (40%) students scored a 4 or 5 on at least 1 exam

26/181 (14%) students earned a score of 5 on at least one exam

94 students took multiple exams 54 of which passed multiple tests

3 students who took 3 or more exams earned a score of 5 on all exams

AP Current Year Score Summary

Total AP Students in Your School: 181

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	37	53	95	89	41	315
Percentage of Total Exams	12	17	30	28	13	100
Number of AP Students	26	47	71	72	39	

Subject Totals	5	4	3	2	1	Total Exams
English Language and Composition	4	16	21	22	6	69
English Literature and Composition	1	1	10	16	4	32
European History	1		2			3
Macroeconomics	1					1
Psychology	6	7	10		7	30
United States Government and Politics	5	9	12	9	4	39
United States History	4	11	17	16	6	54
World History	1	6	4	14	4	29
Calculus AB	13	2	5	2	9	31
Statistics		1	1			2
Biology			11	8	1	20

AP Current Year Score Summary

AP Course	#	% 5's	% 4's	% 3's	% 2's	% 1's
Eng. Language and Comp. (11th)	69	5.80%	23.19%	30.43%	31.88%	8.70%
Eng. Literature and Comp. (12th)	32	3.13%	3.13%	31.25%	50.00%	12.50%
AP US Government	39	12.82%	23.08%	30.77%	23.08%	10.26%
Psychology	30	20.00%	23.33%	33.33%	0.00%	23.33%
Calculus AB	31	41.94%	6.45%	16.13%	6.45%	29.03%
US History	54	7.41%	20.37%	31.48%	29.63%	11.11%
World	29	3.45%	20.69%	13.79%	48.28%	13.79%
Biology	20	0.00%	0.00%	55.00%	40.00%	5.00%
Statistics	2	0.00%	50.00%	50.00%	0.00%	0.00%
European	3	33.33%	0.00%	66.67%	0.00%	0.00%
Macroeconomics	1	100.00%	0.00%	0.00%	0.00%	0.00%
Chemistry	2	0.00%	0.00%	0.00%	100%	0.00%
Environmental Science	1	0.00%	0.00%	100.00%	0.00%	0.00%
Spanish Language	1	0.00%	0.00%	100.00%	0.00%	0.00%
Physics	1	100.00%	0.00%	0.00%	0.00%	0.00%

Percentage of Students Scoring a 3+ Over the Past 5 years
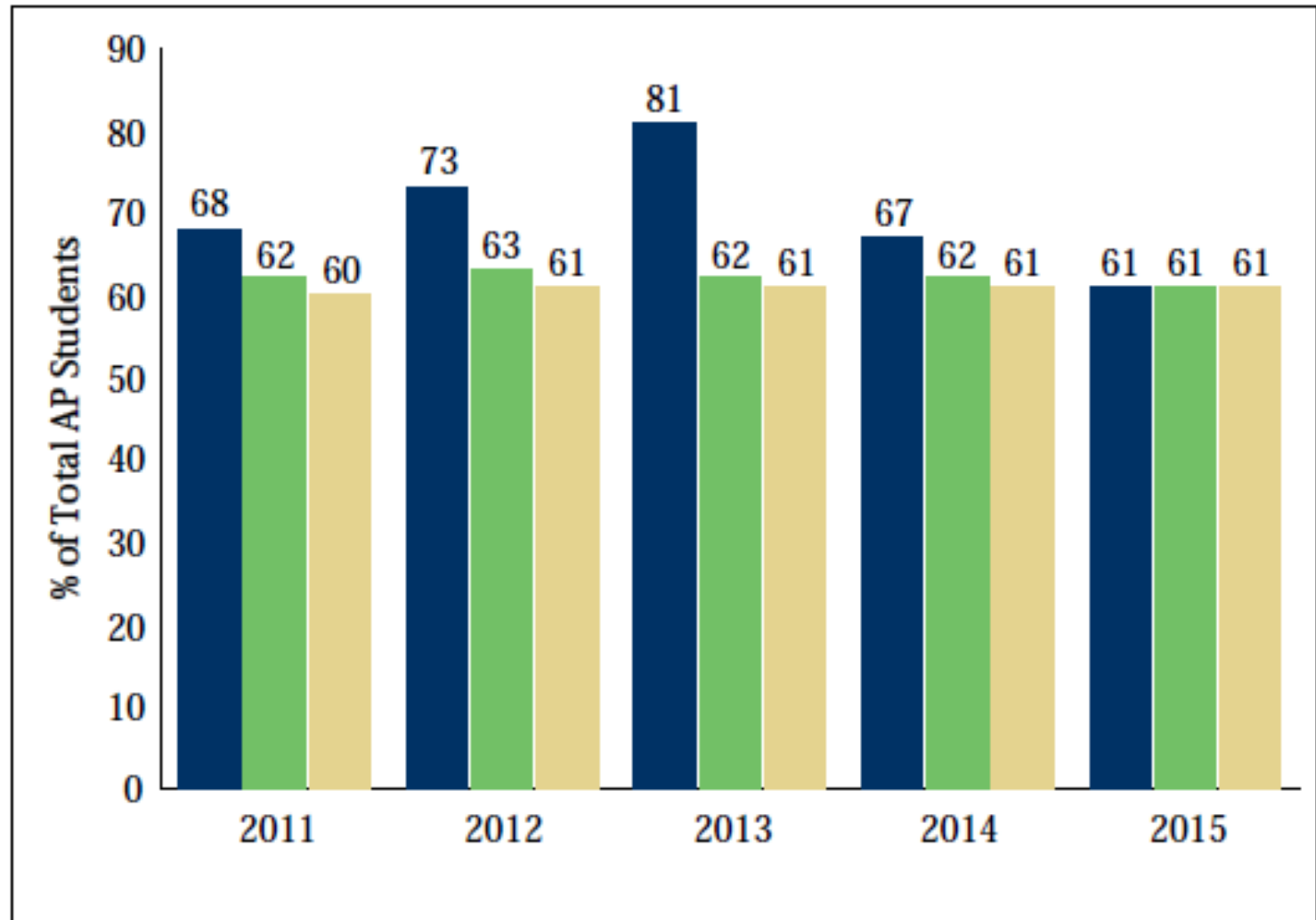
Percentage of Students Scoring a 3+ Over the Past 5 years

	2011	2012	2013	2014	2015
Steilacoom Senior High School (481325)					
Total AP Students	76	114	118	156	181
Number of Exams	116	198	218	275	315
AP Students with Scores 3+	52	83	96	105	110
% of Total AP Students with Scores 3+	68.4	72.8	81.4	67.3	60.8
Washington					
Total AP Students	39,409	42,242	44,334	47,321	50,337
Number of Exams	66,518	71,486	76,075	80,036	85,045
AP Students with Scores 3+	24,467	26,533	27,330	29,313	30,839
% of Total AP Students with Scores 3+	62.1	62.8	61.6	61.9	61.3
Global					
Total AP Students	1,982,133	2,106,843	2,225,625	2,352,026	2,488,613
Number of Exams	3,475,395	3,714,079	3,955,410	4,199,454	4,492,649
AP Students with Scores 3+	1,193,662	1,295,051	1,354,800	1,442,136	1,509,114
% of Total AP Students with Scores 3+	60.2	61.5	60.9	61.3	60.6

Grade Level Breakdown of Passing Scores

Steilacoom Senior High School (481325)

Group	Percentage	How is this calculated?
Graduating Class Summary	32.0	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your school's seniors.
12th Grade	22.1	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
11th Grade	22.8	
10th Grade	5.1	

Steilacoom Students Scoring a 4 or 5 on all Exams Attempted
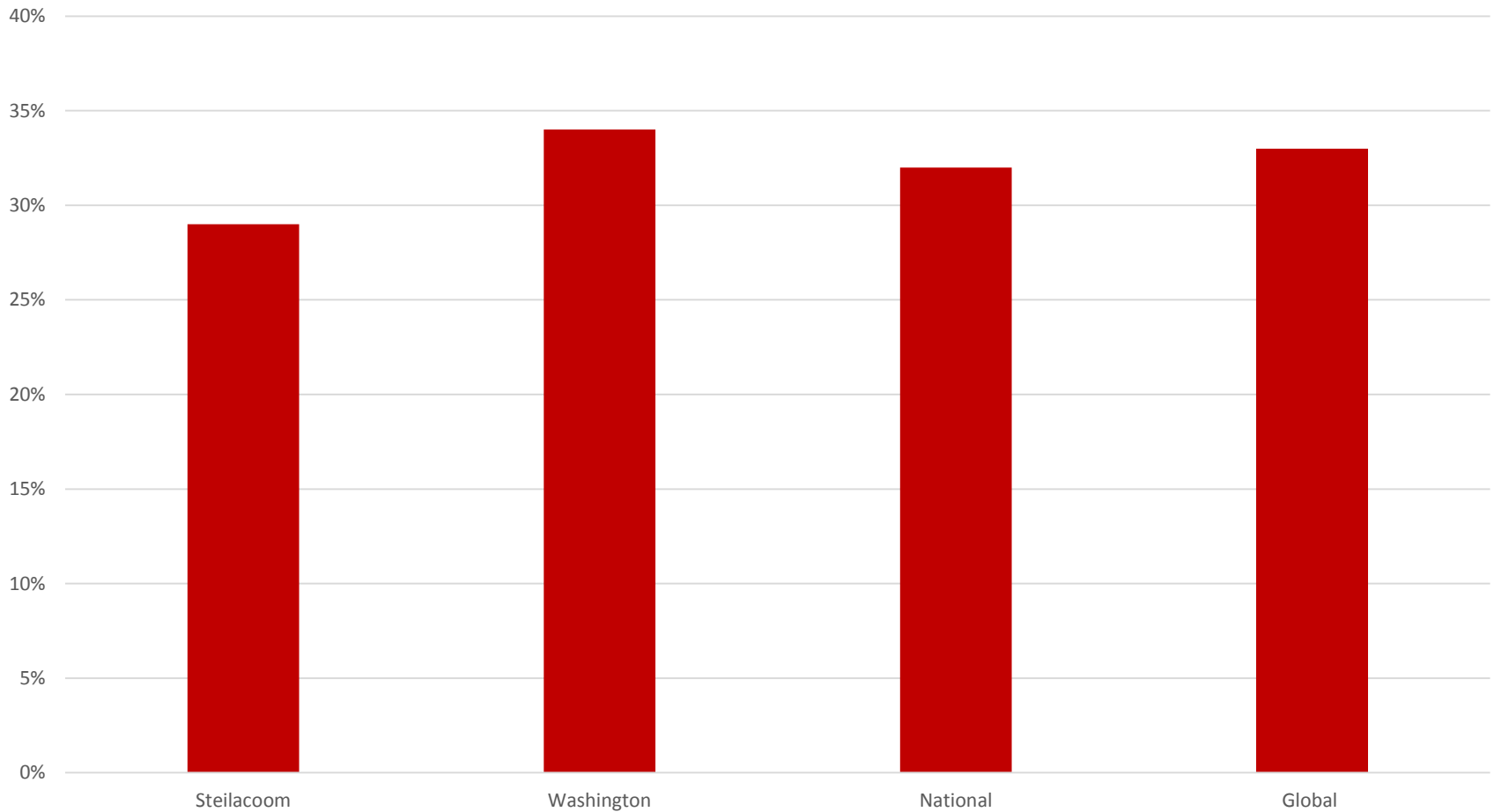
Steilacoom Students Scoring a 4 or 5 on all Exams Attempted

	SHS	WA	National	Global
Number of Students Scoring 5	**37**	11,797	559,780	598,992
Number of Students Scoring a 4	**53**	17,445	844,013	874,813
Total Students Scores of 4 & 5	**90**	29,242	1,403,793	1,473,805
Total Number of Tests	**315**	85,045	4,362,684	4,492,649
Percentage of Students Scoring 4 & 5	**29%**	34%	32%	33%

What Have We Done?

- Sent staff to AP Training

  - Summer 2015 Attendees

    - Elizabeth Gleb—AP Chemistry

    - Krista Lallemand – AP Psychology (2nd year)

    - Taylor Pickett—AP U.S. History

    - Tyler Bartlett – AP World History (2nd year)

- Continued Structure of Training

  - Teachers attend AP Institute for the first two years of new course or course revision

Where do we go from here?

- Team 2 for AP Summer Institute Summer 2016
  - Elizabeth Gleb: AP Chemistry (Year 2)
  - Lori Williams: AP Spanish
  - Eric Garrett: AP Calculus (Course Revision)
  - Science: AP Biology
  - History: AP US Government

- Restructure of the AP PLC
  - Focus on Data Collection and Analysis
  - Assessment Strategies
  - Early Intervention for Struggling Students

Where do we go from here?

- Celebrate AP Student Success More
  - Recognition at assemblies
  - Post Test Celebration

- AP Night
  - During registration week
  - Invite parents of potential AP Students to gather information about course expectations

- Pre AP Institute (For Students)
  - Summer before courses are attempted
  - Focus on study skills for success

S E N T I N E L

P R I D E

Thank you for your time and support of SHS staff and Students

Questions?

Where PASSION, RESPECT, INTEGRITY, DEDICATION, and EXCELLENCE lives every minute of every day with every staff, student, family and community member.

Regular Meeting Minutes

Thursday, 7/23/2015

Steilacoom High School   54 Sentinel Drive   Steilacoom, WA 98388

I. CALL TO ORDER

Chair Scott called the meeting to order at 7:06 pm.

Director Denning led the Pledge of Allegiance.

All Directors and Superintendent Weight present.

Director Pierce made a motion to approve the agenda; Director Denning seconded the motion and the motion passed (5/0).

II. COMMENTS FROM THE AUDIENCE

- Camille Bien commented on renewal of the high school wrestling coaching staff
- Kevin Eaves read statements from Darwin Wiggins and Tracie McClure and spoke for himself on renewal of the high school wrestling coaching staff
- Brianna Galvan commented on renewal of the high school wrestling coaching staff
- Carol Galvan commented on renewal of the high school wrestling coaching staff
- Guadalupe Villela commented on renewal of the high school wrestling coaching staff
- Micahel Villela commented on renewal of the high school wrestling coaching staff
- Nicole Bien commented on renewal of the high school wrestling coaching staff
- Ginger Kwak commented on renewal of the high school wrestling coaching staff
- Mother of Tobias Brown commented on renewal of the high school wrestling coaching staff
- Myra Wiggins commented on renewal of the high school wrestling coaching staff

III. REPORTS

a. Smarter Balanced Assessment Results

Executive Director Harvey and District Assessment Coordinator Greer presented the Smarter Balanced Assessment process and scores.

IV. APPROVAL OF MINUTES

Director Denning made a motion to approve the 7.9.15 regular board meeting minutes; Director Wong seconded the motion and the motion passed (5/0).

V. CONSENT AGENDA

Director Denning made a motion to approve the Consent Agenda which included June financial reports, July accounts payable, certificated personnel report and Resolution 824-07-23-15, Hazard Mitigation Plan Addendum; Director Pierce seconded the motion and the motion passed (5/0).

VI. OLD BUSINESS

a. Approval of Steilacoom High CTE Lab Project

Director Forbes made a motion to approve the Steilacoom High CTE Lab proposal for an amount up to $90,000 to provide technology equipment; Director Denning seconded the motion and the motion passed (5/0).

VII. NEW BUSINESS

a. First Reading of Policy 2413, Equivalency Credits for Career and Technical Education Classes

Director Wong made a motion to move Policy 2413 to a second reading; Director Denning seconded the motion and the motion passed (5/0).

b. First Reading of Policy 2420, Grading and Progress Reports

Director Denning made a motion to move Policy 2420 to a second reading; Director Wong seconded the motion and the motion passed (5/0).

c. First reading of Policy 6114, Gifts or Donations

Director Denning made a motion to move Policy 6114 to a second reading; Director Forbes seconded the motion and the motion passed (5/0).

d. First Reading of Policy 6220, Bid Requirements

Director Denning made a motion to move Policy 6220 to a second reading; Director Pierce seconded the motion and the motion passed (5/0).

e. First Reading of Policy 6512, Infection control Program

Director Forbes made a motion to move Policy 6512 to a second reading; Director Denning seconded the motion and the motion passed (5/0).

VIII. COMMENTS FROM THE AUDIENCE

No comments.

IX. BOARD COMMUNICATION

No communication.

X. ANNOUNCEMENTS

- Chair Scott reminded that there is only one Board meeting next month, August 27, 2015

XI. ADJOURNMENT

Director Forbes made a motion to adjourn the meeting at 8:53 pm: Director Wong seconded the motion and the motion passed (5/0).

_____
(Chair)

_____

_____

_____
(Secretary/Superintendent)

_____

_____

Steilacoom Historical School District

Affidavit covering payment of payroll and invoices for General Fund, Capital Projects Fund, Associated Student Body Fund, Private Purpose Trust Fund and Transportation Vehicle Fund.

DATE: August 27, 2015

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

James E. Brittain, CPA, Executive Director of Finance & Operations

THIS IS TO CERTIFY that the warrants and electronic transfers of the Steilacoom Historical School District No. 1, Pierce County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME		WARRANTS (INCLUSIVE)				AMOUNT
GENERAL FUND:						
July 16, 2015	Accounts Payable	117402	to	117402	$	723.11
July 22, 2015	Accounts Payable	117403	to	117437	$	120,686.96
July 22, 2015	Accounts Payable	117438	to	117442	$	29,952.27
July 23, 2015	Accounts Payable	117443	to	117443	$	15,468.56
July 31, 2015	Payroll	800637	to	800643	$	18,044.26
July 31, 2015	Payroll A/P	117444	to	117469	$	563,934.26
July 31, 2015	Payroll Taxes				$	353,788.36
July 31, 2015	Direct Deposit				$	963,441.97
August 3, 2015	Accounts Payable	117470	to	117471	$	1,514.00
August 6, 2015	Accounts Payable	117472	to	117509	$	133,542.49
August 6, 2015	Accounts Payable	117510	to	117510	$	300.00
August 6, 2015	Accounts Payable	117511	to	117524	$	37,613.05
August 12, 2015	Accounts Payable	117525	to	117548	$	94,026.89
August 12, 2015	Accounts Payable	117549	to	117553	$	14,031.38
August 12, 2015	Accounts Payable	117554	to	117554	$	5,089.29
August 19, 2015	Accounts Payable	117555	to	117557	$	5,012.77
August 19, 2015	Accounts Payable	117558	to	117584	$	162,642.76
August 19, 2015	Accounts Payable	117585	to	117585	$	300.00
		TOTAL GENERAL FUND:			$	2,520,112.38
CAPITAL PROJECTS FUND:						
August 5, 2015	Accounts Payable	200277	to	200278	$	78,654.06
August 13, 2015	Accounts Payable	200279	to	200279	$	1,129.01
		TOTAL CAPITAL PROJECTS FUND:			$	79,783.07
ASSOCIATED STUDENT BODY FUND:						
July 16, 2015	Accounts Payable	402372	to	402372	$	294.90
July 23, 2015	Accounts Payable	402373	to	402373	$	966.00
August 6, 2015	Accounts Payable	402374	to	402374	$	346.00
August 13, 2015	Accounts Payable	402375	to	402375	$	248.50
		TOTAL ASSOCIATED STUDENT BODY FUND:			$	1,855.40

Board of Directors of Steilacoom Historical School District No. 1

I, Kathi Weight, being duly sworn, depose and say: That I am the Secretary to the Board of Steilacoom Historical School District No. 1, Pierce County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.

Kathi Weight, Secretary to the Board

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STEILACOOM SCHOOL DISTRICT #1
PAY SUMMARY FOR MTHLY / MONTHLY PAYROLL - AFTER CALCS
CHECK DATE: 07/31/2015   PERIOD ENDING DATE: 07/31/2015

8:52 AM   07/23/15
PAGE: 1

Pay Ded Ben Summary

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
A215	FOOTBALL	1	1.0000		420.55	
A245	BASEBALL	1	1.0000		847.00	
A285	SOCCER	1	1.0000		368.55	
A315	BASKETBALL	1	1.0000		454.99	
APS4	POST SEASON	7	7.0000		4,502.69	279.90
APS4a	POST SEASON PAY	3	3.0000		3,241.14	127.90
APS5	POST SEASON	1	1.0000		423.15	
B013	BASE	194	181.0000		750,825.89	-0.10
B013a	BASE	2	2.0000		1,661.37	
B023	TRI	194	181.0000		131,683.57	6.00
B023a	TRI	2	2.0000		290.75	
B103	SUPERINTENDENT	1	1.0000		13,000.00	144.00
B113	ADMINISTRATOR	4	3.0000		28,166.68	432.00
B123	PRINCIPAL	6	6.0000		54,006.94	40.00
B133	ASST PRINCIPAL	8	6.0000		49,798.60	
B203	EXEMPT	7	5.0000		26,250.01	920.00
B213	UNION EXEMPT	1	1.0000		4,916.67	184.00
B303a	FAC OP MANAGER	1	1.0000		2,085.93	96.60
B314	LEAD GROUNDS	1	1.0000		4,004.00	184.00
B324	GROUNDS	2	2.0000		5,782.40	368.00
B334	LEAD CUSTODIAN	5	5.0000		17,049.08	920.00
B344	CUSTODIAN	13	13.0000		33,812.68	2024.00
B344a	CUSTODIAN	1	1.0000		283.23	69.00
B374	MAINT TECH II	3	3.0000		13,582.54	552.00
B403	SPEC ED ASST	18	18.0000		26,941.81	0.10
B403a	SPEC ED ASST	2	2.0000		642.93	
B413	PRESCHOOL ASST	4	4.0000		3,663.57	-0.20
B413a	PRESCHOOL PARA	1	1.0000		618.61	
B423	TEACHER ASST	15	15.0000		26,134.12	-0.10
B433	TITLE 1/LAP	6	6.0000		10,513.41	
B443	BILINGUAL ASST	1	1.0000		1,688.44	
B453	HEALTH ASST	2	2.0000		3,240.00	
B483	LIBRARY TECH	6	5.0000		7,808.79	
B493	SP/LA/ASST	1	1.0000		258.75	
B504	CAMPUS SUPERVIS	2	2.0000		4,680.78	

CHECK DATE: 07/31/2015 PERIOD ENDING DATE: 07/31/2015

Pay Ded Ben Summary

						RETIRE
PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	HOURS
B513	SPED PARA 1on1	3	3.0000		3,910.42	
B523	LPN	2	2.0000		3,874.17	
B603	OFFICE COORD	5	5.0000		12,578.44	
B613	SECRETARY	3	2.0000		3,228.52	
B623	SECRETARY 201	11	11.0000		16,360.28	-0.20
B633	SECRETARY 211	3	2.0000		4,380.54	
B643	SECRETARY 221	1	1.0000		3,094.00	
B653	SUB CALLER	1	1.0000		609.88	
B713	PAYROLL CLERK	1	1.0000		1,895.83	115.00
B733	ACCT CLERK	3	3.0000		9,503.09	552.00
B753	STU SVCS CLERK	1	1.0000		2,988.27	184.00
B763	HR CLERK	1	1.0000		2,927.27	184.00
B763b	HR Clerk	1	1.0000		624.92	36.80
B773	STUDENT ENROLLM	1	1.0000		3,336.67	184.00
B783	CAREER COUNS CL	1	1.0000		2,310.00	
B803	COMPUTER TECH	2	2.0000		5,222.37	368.00
B813	IT TECH I	1	1.0000		3,288.13	184.00
E015	NBPTS	12	12.0000		61,080.00	
E175	CTE LEAD	1	1.0000		218.18	
E195	KEY CLUB	2	2.0000		436.36	
E265	FCA	1	1.0000		218.18	
E275	MATH CLUB	1	1.0000		240.00	
E285	ANIME	1	1.0000		218.18	
E295	BOOK CLUB	1	1.0000		218.18	
E305	POETRY CLUB	1	1.0000		218.18	
E315	YOUTH LEADING	1	1.0000		218.18	
E335	YEARBOOK	1	1.0000		218.18	
E365	CLASS ADVISOR	4	4.0000		872.72	
E385	ASB ADVISOR	1	1.0000		409.09	
E395	DEPARTMENT HEAD	9	8.0000		1,676.51	
E405	BAND	1	1.0000		409.09	
E415	JAZZ	1	1.0000		409.09	
E415a	JAZZ	1	1.0000		277.78	
E515	FCCLA	2	2.0000		218.18	
E565	DECA ADVISOR	1	1.0000		218.18	

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STETLACOOM SCHOOL DISTRICT #1
PAY SUMMARY FOR MTHLY / MONTHLY PAYROLL - AFTER CALCS

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CHECK DATE: 07/31/2015 PERIOD ENDING DATE: 07/31/2015

Pay Ded Ben Summary

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
E575	DRAMA	1	1.0000		218.18	
E575a	DRAMA	1	1.0000		218.18	
E605	HONOR SOCIETY	1	1.0000		218.18	
E615	CHOIR	2	2.0000		700.00	
E685	CLASS/LAB SETUP	6	6.0000		562.89	
E755	DATA COORD	1	1.0000		171.43	
E775	S2S ADVISOR	1	1.0000		218.18	
E795	SCI EQUIP PUR	1	1.0000		54.55	
E825	APEX	1	1.0000		218.18	
E855	Video Manager	1	1.0000		181.82	
E875	StrPln Couns Cu	1	1.0000		218.18	
E885	Newspaper Adv	1	1.0000		218.18	
E895	Fashion Club	1	1.0000		218.18	
E905	Youth Mentrship	1	1.0000		218.18	
E925	Safety Coord	1	1.0000		277.78	
E935	Leadership Club	1	1.0000		150.00	
LWOP3	Leave w/o Pay	4	-29.7200		-483.81	-29.70
LWOP4	Leave w/o Pay	1	-41.3300		-954.72	-41.30
LWP3a	Leave w/o Pay	1	-3.7300		-66.95	-3.70
LWPB3	LWOP - Base	4	-51.6200		-1,621.15	-51.60
LWPT3	LWOP - TRI	4	-51.6200		-283.69	
T093	ADDT'L DAYS	3		90.0000	3,500.35	90.00
T413	PRESCHOOL ASST	1		-11.7500	-174.37	-11.80
T453	HEALTH ASST	1		-2.5000	-36.35	-2.50
T793	TEACHER ASST	1		-8.8300	-144.11	-8.80
T803	SPEC ED ASST	1		-7.5000	-103.80	-7.50
TCC5X	CLASS CVG	11	12.5000		454.44	
TCT3	COMP CASH OUT	11		85.3100	1,415.13	
TEX3	EXTRA HOURS	14		150.0000	4,658.70	150.20
TEX4	EXTRA HOURS	2		6.5000	153.80	6.50
TO154	OVERTIME 1.5	7		49.5000	1,435.35	49.50
TO254	OVERTIME 2.5	3		7.0000	423.91	7.00
TSE4	SEASONAL	4		63.0000	922.32	63.00
TSP3	SUB CLASSIFIED	31		184.1300	1,945.40	184.20
TSP4	SUB CLASSIFIED	6		65.0000	856.70	65.00

CHECK DATE: 07/31/2015   PERIOD ENDING DATE: 07/31/2015

Pay Ded Ben Summary

PAY	DESCRIPTION	COUNT	FACTOR	HOURS	GROSS	RETIRE HOURS
TST3	SUB TEACHER	67		678.0100	13,686.70	678.50
ZSLBB	SL BUYBACK 1:4	1	709.5300		7,432.04	
ZVCE	VAC CASHOUT EXP	4	160.0000		10,958.62	160.00
	REPORT TOTAL	805	1292.0100	1347.8700	1429,593.28	9451.70

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STEILACOOM SCHOOL DISTRICT #1
BENEFIT SUMMARY FOR MTHLY / MONTHLY PAYROLL - AFTER CALCS

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Pay Ded Ben Summary

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
1FIC	FICA	FICA	805	85,356.22
1Med	Medicare	MEDICARE	805	19,962.21
1ReE0	SERS Plan 0	RETIREMENT	60	
1ReE2	SERS Plan 2	RETIREMENT	90	13,587.78
1ReE3	SERS Plan 3	RETIREMENT	97	15,192.78
1ReP1	PERS Plan 1	RETIREMENT	2	212.29
1ReT0	TRS Plan 0	RETIREMENT	63	
1ReT1	TRS Plan 1	RETIREMENT	10	2,623.81
1ReT2	TRS Plan 2	RETIREMENT	136	26,377.21
1ReT3	TRS Plan 3	RETIREMENT	381	83,668.87
1UC	Unemployment 00	UNEMPLOY COMP	805	2,580.54
1WC	Workers' Comp	WORKERS' COMP	797	11,327.55
B5	LTD-Cert		215	1,788.68
B6	LTD-Classified		141	1,097.18
B9227	BROKERS FEES		356	4,125.34
H1187	HCA-100-87.5		284	16,660.00
H2187	HCA-12.5-37.49		45	649.74
H3187	HCA-62.5-87.49		21	899.64
H4187	HCA-37.5-62.49		6	199.92
K0	DENTAL- TPSC		285	30,487.50
K1	DENTAL-WILLAMET		70	4,907.30
L0	Life Ins - SCEA		130	244.20
L2	Life Ins - Cert		199	396.00
L3	Life Ins-Princi		14	26.40
L4	Life Ins-Exempt		13	22.00
M0	VISION - TPSC		356	6,191.14
M1	GROUP HEALTH		62	47,629.70
M2	BC PPO 2		37	27,813.52
M5	BC PPO 3		59	40,175.81
M6	BC PPO 5		26	19,321.74
M7a	BC EasyChoice A		54	29,439.33
M7b	BC EasyChoice B		20	10,293.07
M7c	BC EasyChoice C		4	2,817.19
MHD	BC HDHP		7	4,344.89
TaxB+	Tax Ben +		1	141.73
TaxB-	Tax Ben -		1	-141.73

CHECK DATE: 07/31/2015   PERIOD ENDING DATE: 07/31/2015

Pay Ded Ben Summary

CODE	DESCRIPTION	CATEGORY	COUNT	AMOUNT
X0300	MEDICAL WAIVED		86	
			6543	510,419.55

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

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

As of July 23, 2015, the board, by a _____ vote,
approves payments, totaling $723.11. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117402 through 117402, totaling $723.11

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117402	STEILACOOM HIST SCHOOL DIST #1	07/17/2015	CTAX11 20150716AAA	Comp Tax owed for Cash Account 11 through 07/16/2015	0	723.11	723.11

                                         1   Computer   Check(s) For a Total of   723.11

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	723.11
Total For	1		Manual, Wire Tran, ACH & Computer Checks	723.11
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	723.11

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

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $120,686.96. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117403 through 117437, totaling $120,686.96

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117403	B & B GLASS CO	07/23/2015	80427	OPEN PURCHASE ORDER 2014-2015	101415005	475.76	475.76
117404	BETHEL SCHOOL DISTRICT	07/23/2015	1000057695	PCSC CAPITAL MAINTENANCE FUND AND SPECIAL EDUCATION LIAISON SALARY MEMBER DISTRICT PORTIONS PER INTERDISTRICT COOPERATIVE AGREEMENT SY 2014/2015	81415182	5,148.51	6,323.51
			1000057702	PCSC CAPITAL MAINTENANCE FUND AND SPECIAL EDUCATION LIAISON SALARY MEMBER DISTRICT PORTIONS PER INTERDISTRICT COOPERATIVE AGREEMENT SY 2014/2015	81415182	1,175.00	
117405	BUILDING CONTROL SYSTEMS INC	07/23/2015	9073	OPEN PURCHASE ORDER 2014-2015 FOR HVAC SYSTEM CONTROL PARTS	101415132	71.11	71.11
117406	CDW-G	07/23/2015	WP44118	Fiber Jumpers, SFPs, SFP Chassis for Erate building cabling project.	111415076	37.10	37.10
117407	CENTURYLINK	07/23/2015	300493944 JULY	DISTRICT WIDE PHONE SERVICES	81415007	332.64	332.64

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			FOR THE 14/15 SCHOOL YEAR - DO NOT FAX			
117408 COASTWIDE LABORATORIES	07/23/2015	GT2789526	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	55.64	1,199.81
		GT2789552	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	16.72	
		GT2791227	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	124.64	
		GT2791234	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	16.32	
		NT2785271-2	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	37.23	
		NT2786615-1	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	2.28	
		NT2789526	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	103.32	
		NT2789552	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	24.56	
		NT2791227	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	656.18	
		NT2791232	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	162.92	
117409 CRONK, ISAAC Z	07/23/2015	REIMBURSE MILEAGE	REIMBURSE MILEAGE / JUNE & JULY 2015	0	40.14	40.14
117410 DEPT OF HEALTH (WA STATE)	07/23/2015	EMAIL 7/13/2015	SPEECH LANGUAGE PATHOLOGIST LICENSE / BRIDGET KING	0	321.00	321.00

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117411 DEPT OF LICENSING (WA STATE)	07/23/2015	DOL RECORD REQUEST	OPEN PURCHASE ORDER 2014-2015 FOR TYPE 2 DRIVING LICENSE ABSTRACTS / J. MURRAY, K. ELSHIRE, J. TYRRELL ($13/EACH X 3, LESS $13 CREDIT = $26)	101415030	26.00	26.00
117412 DEPT OF L&I / BOILER SECTION (	07/23/2015	260123	ANNUAL BOILER CERTIFICATION -- CD, DO, SP, SHS, CC, PIO, MAINT, BUS	0	652.00	652.00
117413 FLOHAWKS	07/23/2015	3019557	OPEN PURCHASE ORDER 2014-2015 FOR PLUMBING SERVICES	101415091	1,176.31	1,176.31
117414 GE CAPITAL	07/23/2015	63066790	GE CAPITAL CORP OPEN PO FOR DISTRICT OFFICE COPIER	81415068	529.50	1,968.38
		63100026	GE CAPITAL CORP OPEN PO FOR SHS COPIER	81415063	695.78	
		63107968	GE CAPITAL CORP OPEN PO FOR PIONEER MIDDLE SCHOOL COPIER	81415172	743.10	
117415 GRAINGER	07/23/2015	9786291303	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415016	264.33	762.08
		9786856980	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415016	224.52	
		9788032275	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415016	273.23	
117416 HAROLD LEMAY ENTERPRISES	07/23/2015	6494337	DISTRICT WIDE GARBAGE/RECYCLING SVCS FY 1415 HAROLD LEMAY ENTERPRISES OPEN PO / 1100 DIGGS ST & 610 CHAMBERS	81415047	158.27	158.27
117417 HAY, DEBRA ANN	07/23/2015	REIMBURSE TRAVEL	REIMBURSE TRAVEL / WSLA SEMINAR (SPOKANE, WA -- JUNE 25-26, 2015)	0	64.00	212.85

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			REIMBURSE TRAVEL-2	REIMBURSE TRAVEL / JOSTENS NATIONAL CONFERENCE (KISSIMEE, FL -- JULY 16-19, 2015)	0	148.85	
117418	HEWLETT PACKARD	07/23/2015	56145904	4th Refresh computer order	111415075	26,618.97	33,894.07
			56166848	4th Refresh computer order	111415075	7,275.10	
117419	JOHN R OLSON, PLLC	07/23/2015	SERVICES SPRING 2015	Professional Services Hearing Officer	91415027	2,310.77	2,310.77
117420	KONE INC	07/23/2015	949030736	OPEN PURCHASE ORDER FOR 2014-2015 FOR ELEVATOR SERVICE	101415058	635.53	635.53
117421	MCCLURE, NANCY ELIZABETH	07/23/2015	REIMBURSE TRAVEL	REIMBURSE TRAVEL / WSLA SEMINAR (SPOKANE, WA -- JUNE 25-26, 2015)	0	117.12	117.12
117422	MILLER PAINT COMPANY	07/23/2015	28871972	OPEN PURCHASE ORDER FOR 2014-2015 FOR PAINT & SUPPLIES	101415069	291.66	291.66
117423	NORTHWEST CASCADE INC	07/23/2015	I0027401	REMOVAL & REPLACEMENT OF TYPE 1 CATCH BASIN AND NEW FRAME AND GRATE INCLUDING REMOVAL & REPLACEMENT OF UP TO 10 LF OF CURB AND GUTTER AND UP TO 36 SF OF ASPHALT	101415135	4,649.50	4,649.50
117424	NYSTROM, JOHN R	07/23/2015	REIMBURSE TRAVEL	REIMBURSE TRAVEL / TPL CONFERENCE (LYNWOOD, WA -- JUNE 24-25, 2015)	0	60.95	60.95
117425	PRATER, SHEILA S	07/23/2015	REIMBURSE MILEAGE	REIMBURSE MILEAGE / ESD TRAININGS	0	78.66	78.66
117426	QBSI	07/23/2015	IN514438	QBSI OPEN PO PRINT MANAGEMENT SERVICES	81415035	404.78	404.78
117427	RSD	07/23/2015	26172464-00	OPEN PURCHASE ORDER 2014-2015 FOR HVAC PARTS	101415133	37.32	37.32
117428	SHELL FLEET PLUS CARD	07/23/2015	0000000065169526507	SHELL FUEL CARD	0	73.74	73.74
117429	SHIFFLER EQUIPMENT SALES	07/23/2015	1519605200	OPEN PURCHASE	101415043	84.41	84.41

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ORDER 2014-2015 FOR SUPPLIES			
117430	SODEXO INC & AFFILIATES	07/23/2015	1000875476	OPEN PO FOR FOOD SERVICE - DO NOT FAX	81415104	34,879.79	34,879.79
117431	TACOMA SCHOOL DISTRICT #10	07/23/2015	IN00000787	Tuition for out of District students served by Tacoma School District.	91415011	10,243.00	10,243.00
117432	TRANE COMMERCIAL SYSTEMS	07/23/2015	11050132R1	OPEN PURCHASE ORDER 2014-2015 FOR HVAC PARTS & SERVICE	101415051	42.03	42.03
117433	TRUSTEED PLANS SERVICE CORP	07/23/2015	0082234-IN	TRUSTEED PLANS SERVICE CORP SVCS FY 1415 OPEN PO	81415050	9,610.99	9,610.99
117434	WA STATE SCHOOL FOR THE BLIND	07/23/2015	529	Services for Visually Impaired Students	91415017	8,330.00	8,330.00
117435	WEIGHT, KATHLEEN J	07/23/2015	REIMBURSE EDUCATION	REIMBURSE EDUCATION SUPPLIES	0	46.81	46.81
117436	WELLS FARGO FINANCIAL LEASING	07/23/2015	5002304397	WELLS FARGO FINANCE LEASE OPEN PO FOR CHLOE CLARK, ANDERSON, PIONEER AND SHS	81415097	764.72	764.72
117437	YOHO, GARY L	07/23/2015	REIMBURSE TRAVEL	REIMBURSE TRAVEL / WSLA SEMINAR (SPOKANE, WA -- JUNE 25-26, 2015)	0	374.15	374.15

                    35   Computer   Check(s) For a Total of   120,686.96

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                          0    Manual       Checks For a Total of              0.00
                          0    Wire Transfer Checks For a Total of             0.00
                          0    ACH          Checks For a Total of              0.00
                         35    Computer     Checks For a Total of        120,686.96
         Total For       35    Manual, Wire Tran, ACH & Computer Checks   120,686.96
         Less             0    Voided       Checks For a Total of              0.00
                                            Net Amount                   120,686.96
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The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $29,952.27. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117438 through 117442, totaling $29,952.27

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117438	BLACKBOARD INC	07/23/2015	1194095	SchoolWires web hosting annual renewal (2015-16)	111516001	12,800.89	12,800.89
117439	FOLLETT SCHOOL SOLUTIONS INC	07/23/2015	707223-0	LIBRARY INVENT SUPPLIES - FOLLETT SOLUTIONS PO	4311516007	863.21	863.21
117440	INGRAM LIBRARY SERVICES	07/23/2015	86209731	INGRAM ORDER FOR T LITT - 780679642954	271516001	6,139.25	6,139.25
117441	MPS VIRGINIA	07/23/2015	69552371	SHS AP PSYCH BOOKS *DO NOT ORDER, I WILL ORDER* SEE ATTACHED QUOTE	141516002	7,225.75	7,225.75
117442	SCHOOL SPECIALTY INC	07/23/2015	208114618692	32 STUDENT CHAIRS AND 17 TABLES PURCHASE FOR STEILACOOM HIGH SCHOOL	141516008	2,923.17	2,923.17

                                    5   Computer   Check(s) For a Total of   29,952.27

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                              0    Manual       Checks For a Total of              0.00
                              0    Wire Transfer Checks For a Total of             0.00
                              0    ACH          Checks For a Total of              0.00
                              5    Computer     Checks For a Total of         29,952.27
                 Total For    5    Manual, Wire Tran, ACH & Computer Checks   29,952.27
                 Less         0    Voided       Checks For a Total of              0.00
                                                Net Amount                    29,952.27
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The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $15,468.56. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117443 through 117443, totaling $15,468.56

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
117443	MASTERCARD CORP. CLIENTS PAYME	07/24/2015		CREDIT CARD PAYMENT CHECK			15,468.56
	ALASKA AIRLINES - PCARD		PCGFJULY00029	Credit Card Payment AP Invoice.	0	820.40	
	AMAZON MARKETPLACE - PCARD		PCGFJULY00002	Credit Card Payment AP Invoice.	0	83.81	
	AMAZON.COM - PCARD		PCGFJULY00001	Credit Card Payment AP Invoice.	0	149.74	
	ASCD		PCGFJULY00008	Credit Card Payment AP Invoice.	0	215.10	
	AWSP		PCGFJULY00022	Credit Card Payment AP Invoice.	0	1,450.00	
	CDW-G		PCGFJULY00003	Credit Card Payment AP Invoice.	0	2,231.80	
	CHILI'S - PCARD		PCGFJULY00028	Credit Card Payment AP Invoice.	0	30.00	
	DOUBLETREE HOTEL - PCARD		PCGFJULY00027	Credit Card Payment AP Invoice.	0	463.27	
	FAT BRAIN TOYS - PCARD		PCGFJULY00010	Credit Card Payment AP Invoice.	0	18.95	
	FEDEX - PCARD		PCGFJULY00030	Credit Card Payment AP Invoice.	0	247.86	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
	Vendor on Invoice						
	FREY SCIENTIFIC		PCGFJULY00007	Credit Card Payment AP Invoice.	0	232.39	
	FRY'S ELECTRONICS - PCARD		PCGFJULY00005	Credit Card Payment AP Invoice.	0	547.49	
	GRAYBAR ELECTRIC CO INC		PCGFJULY00006	Credit Card Payment AP Invoice.	0	199.02	
	HOMEWOOD SUITES - PCARD		PCGFJULY00017	Credit Card Payment AP Invoice.	0	2,852.64	
	HOUSE OF DONUTS - PCARD		PCGFJULY00032	Credit Card Payment AP Invoice.	0	115.00	
	HOWARD JOHNSON (YAKIMA) - PCAR		PCGFJULY00020	Credit Card Payment AP Invoice.	0	495.72	
	LOWE'S - PCARD		PCGFJULY00000	Credit Card Payment AP Invoice.	0	194.49	
	MACGILL DISCOUNT SCHOOL NURSE		PCGFJULY00013	Credit Card Payment AP Invoice.	0	254.79	
	MASTERCARD CORP. CLIENTS PAYME		PCGFJULY00019	Credit Card Payment AP Invoice.	0	145.47	
	OFFICE DEPOT		PCGFJULY00011	Credit Card Payment AP Invoice.	0	1,199.80	
	ORBITZ - PCARD		PCGFJULY00016	Credit Card Payment AP Invoice.	0	39.75	
	PIERCE COUNTY FERRY SYSTEM - P		PCGFJULY00004	Credit Card Payment AP Invoice.	0	389.90	
	PORT OF SEATTLE PARKING - PCAR		PCGFJULY00026	Credit Card Payment AP Invoice.	0	56.00	
	PROGRESS PUBLICATIONS		PCGFJULY00009	Credit Card Payment AP Invoice.	0	154.95	
	RED LION HOTEL - PCARD		PCGFJULY00024	Credit Card Payment AP Invoice.	0	542.05	
	SEA-TAC AIRPORT PARKING - PCAR		PCGFJULY00031	Credit Card Payment AP Invoice.	0	76.00	
	SPECIALTY WIPERS - PCARD		PCGFJULY00025	Credit Card	0	96.29	

Check Nbr	Vendor Name Vendor on Invoice	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Payment AP Invoice.			
	TOPSIDE BAR & GRILL		PCGFJULY00015	Credit Card Payment AP Invoice.	0	98.10	
	UNITED AIRLINES - PCARD		PCGFJULY00018	Credit Card Payment AP Invoice.	0	1,158.40	
	UPS		PCGFJULY00014	Credit Card Payment AP Invoice.	0	25.39	
	WA-ACTE		PCGFJULY00021	Credit Card Payment AP Invoice.	0	669.08	
	WSPA		PCGFJULY00023	Credit Card Payment AP Invoice.	0	175.00	
	ZUMA OFFICE SUPPLY - PCARD		PCGFJULY00012	Credit Card Payment AP Invoice.	0	39.91	

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                                1    Computer    Check(s) For a Total of        15,468.56
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                              0    Manual       Checks For a Total of              0.00
                              0    Wire Transfer Checks For a Total of             0.00
                              0    ACH          Checks For a Total of              0.00
                              1    Computer     Checks For a Total of         15,468.56
              Total For      1    Manual, Wire Tran, ACH & Computer Checks    15,468.56
              Less           0    Voided       Checks For a Total of              0.00
                                                Net Amount                    15,468.56
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The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $1,514.00. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117470 through 117471, totaling $1,514.00

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117470	IMMEDIA	08/04/2015	66316PA	POSTAGE FOR BUS SCHEDULE CARDS	0	920.00	920.00
117471	WEIGHT, KATHLEEN J	08/04/2015	REIMBURSE RESIDENCY	REIMBURSE SUPPLIES FOR RESIDENCY REQUIREMENT / ELITE CLEANING	0	480.00	594.00
			Travel Reimbursement	MCEC National Conference - to receive JBLM/SHSD Award	0	114.00	

                                2   Computer   Check(s) For a Total of   1,514.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	2	Computer	Checks For a Total of	1,514.00
Total For	2		Manual, Wire Tran, ACH & Computer Checks	1,514.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,514.00

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

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $133,542.49. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117472 through 117509, totaling $133,542.49

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117472 ACE FIRE & SECURITY SYSTEMS	08/07/2015	978569	BI-ANNUAL INSPECTION OF FIRE/ANSIL HOOD SYSTEMS AT STEILACOOM HIGH AND PIONEER MIDDLE SCHOOLS	101415130	244.80	5,241.34
		978609	BI-ANNUAL INSPECTION OF FIRE/ANSIL HOOD SYSTEMS AT STEILACOOM HIGH AND PIONEER MIDDLE SCHOOLS	101415130	246.15	
		978610	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHERRYDALE ELEM, 1201 GALLOWAY ST, STEILACOOM	101415131	508.71	
		978611	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHERRYDALE ELEM, 1201 GALLOWAY ST, STEILACOOM	101415131	48.68	
		978612	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHERRYDALE ELEM, 1201 GALLOWAY ST, STEILACOOM	101415131	145.25	
		978613	ANNUAL FIRE ALARM	101415131	718.76	

Check Nbr Vendor Name   Check Date Invoice Number   Invoice Desc   PO Number Invoice Amount Check Amount

			TESTING & INSPECTION AT CHERRYDALE ELEM, 1201 GALLOWAY ST, STEILACOOM			
		978703	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHERRYDALE ELEM, 1201 GALLOWAY ST, STEILACOOM	101415131	875.84	
		978711	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHERRYDALE ELEM, 1201 GALLOWAY ST, STEILACOOM	101415131	1,143.23	
		978712	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHERRYDALE ELEM, 1201 GALLOWAY ST, STEILACOOM	101415131	522.24	
		978713	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHERRYDALE ELEM, 1201 GALLOWAY ST, STEILACOOM	101415131	262.56	
		978714	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHERRYDALE ELEM, 1201 GALLOWAY ST, STEILACOOM	101415131	262.56	
		978715	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHERRYDALE ELEM, 1201 GALLOWAY ST, STEILACOOM	101415131	262.56	
117473	AUDIOLOGY TECHNOLOGY INC	08/07/2015 046924	Calibrate Audiometers	91415026	434.67	434.67
117474	AUTOLUBE TIRE & AUTOMOTIVE	08/07/2015 18900	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SERVICES	101415013	1,143.02	2,851.10
		18912	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SERVICES	101415013	42.84	
		18948	OPEN PURCHASE	101415013	38.91	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ORDER 2014-2015 FOR AUTO SERVICES			
			18964	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SERVICES	101415013	49.55	
			18970	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SERVICES	101415013	51.74	
			18974	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SERVICES	101415013	312.59	
			19005	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SERVICES	101415013	57.40	
			19007	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SERVICES	101415013	242.20	
			19017	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SERVICES	101415013	78.41	
			19068	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SERVICES	101415013	834.44	
117475	B&B GLASS CO INC	08/07/2015	80478	OPEN PURCHASE ORDER 2014-2015	101415005	298.00	298.00
117476	CED	08/07/2015	8541-796458	OPEN PURCHASE ORDER FOR 2014-2015 FOR ELECTRICAL SUPPLIES	101415057	208.43	208.43
117477	CENTURYLINK	08/07/2015	1345915130	DISTRICT WIDE PHONE SERVICES FOR THE 14/15 SCHOOL YEAR - DO NOT FAX	81415007	72.36	72.36
117478	CITY TREASURER (TACOMA)	08/07/2015	100683154 JULY	OPEN PO FOR READER BOARD POWER	81415071	69.14	69.14
117479	CLOVER PARK SCHOOL DISTRICT	08/07/2015	19414	Tuition for out of District students served by Clover Park School District. For the 2014-2015 school year.	91415022	3,344.00	3,344.00
117480	COMCAST	08/07/2015	36788136	COMCAST BILL FOR AUGUST 2015	81415183	6,393.64	6,393.64
117481	DEMCO INC	08/07/2015	5619826	Vinyl Love Seat for Library	1621415023	1,105.16	1,105.16
117482	EDNETICS INC	08/07/2015	INV-66008	IPServices	111415080	2,844.40	2,844.40

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			upgrade for failover routing switch in SHS NOC Stack.			
117483 FIRST STUDENT INC	08/07/2015	11119829	OPEN PO FOR FIRST STUDENT BUS CHARGES	81415077	15,509.58	15,509.58
117484 FRANKLIN PIERCE SD	08/07/2015	8880005893	Tuition for Out of District Students, served by Franklin Pierce School District.	91415013	4,934.33	11,325.33
		8880005894	Tuition for Out of District Students, served by Franklin Pierce School District.	91415013	6,391.00	
117485 GE CAPITAL	08/07/2015	63111100	GE CAPITAL CORP OPEN PO FOR SALTAR'S COPIER	81415065	534.97	871.58
		63139042	GE CAPITAL CORP OPEN PO FOR MAINTENANCE COPIER KYOCERA FS140	81415069	75.49	
		63145349	GE CAPITAL CORP OPEN PO FOR COPIERS AT CHLOE CLARK	81415066	261.12	
117486 GRAINGER	08/07/2015	9795040899	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415016	812.85	812.85
117487 HARVEY, PAUL JONATHAN	08/07/2015	REIMBURSE TRAVEL	TPL CONFERENCE (LYNWOOD) & WSLA CONFERENCE (SPOKANE) / JULY 2015	0	155.90	155.90
117488 HEALTH CARE AUTHORITY (WA STAT	08/07/2015	HCASBH0144	MEDICAID REIMBURSEMENT	81415148	712.87	712.87
117489 HEWLETT PACKARD	08/07/2015	56013600	Laptops for Anderson Island	81415178	13,018.75	21,683.79
		56021317	Servers for Cherrydale, Saltar's Point, and Anderson Island.	111415068	8,665.04	
117490 HUNTERS TREE SERVICE	08/07/2015	39285	REMOVAL OF 4 PINE TREES; CHIP	101415139	2,461.50	2,461.50

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				LIMBS, CLEAN UP, HAUL WOOD AWAY, SHALLOW GRIND STUMPS AND LEAVE STUMP CHIPS			
117491	JOHNSTON, CELESTE L	08/07/2015	REIMBURSE MILEAGE	REIMBURSE MILEAGE JULY 2015	0	24.84	24.84
117492	JOSTENS INC	08/07/2015	17825742	#108083 DIPLOMA - 2 STUDENT DIPLOMAS	0	14.92	14.92
117493	KELLER, AIRICA C	08/07/2015	REIMBURSE TRAVEL	REIMBURSE TRAVEL / JOSTENS NATIONAL CONFERENCE (KISSIMEE, FL -- JULY 16-19, 2015)	0	115.00	115.00
117494	KEYBANK NATIONAL ASSOCIATION	08/07/2015	0327100046	KEY BANK ANALYSIS FEE ANNUAL REQUIREMENT PER KEY BANK FOR 14/15 SY	81415096	2,696.58	2,696.58
117495	LAKEWOOD HARDWARE & PAINT	08/07/2015	439262	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415026	10.91	91.06
			439750	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415026	32.44	
			440248	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415026	47.71	
117496	LOWE'S / CREDIT SERVICES	08/07/2015	9900 195933 9 JULY	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415031	471.77	471.77
117497	MERRY MAKERS, INC	08/07/2015	927030	inflatables for field day	2371415093	1,549.88	1,549.88
117498	PACIFIC LUTHERAN UNIVERSITY	08/07/2015	1712	STEILACOOM HIGH SCHOOL REHEARSAL AND GRADUATION SERVICES AT PLU	4311415038	3,606.00	3,606.00
117499	PHILLIPS, JACOB LEE	08/07/2015	REIMBURSE MILEAGE	REIMBURSE IN-DISTRICT MILEAGE / JULY 2015	0	105.92	105.92
117500	PUGET SOUND ENERGY	08/07/2015	200002143960 JULY	PUGET SOUND ENERGY FY 1415 ELECTRICITY OPEN PO / 1750 BOBS HOLLOW LN	81415039	7,142.87	26,120.48
			200008146082 JULY	PUGET SOUND ENERGY FY 1415	81415039	85.24	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				ELECTRICITY OPEN PO / 511 CHAMBERS ST			
			200018787412 JULY	PUGET SOUND ENERGY FY 1415 ELECTRICITY OPEN PO / 54 SENTINEL DR	81415039	1,825.02	
			200022057323 JULY	PUGET SOUND ENERGY FY 1415 ELECTRICITY OPEN PO / 601 CHAMBERS ST #B	81415039	35.35	
			200023874882 JULY	PUGET SOUND ENERGY FY 1415 ELECTRICITY OPEN PO / CORRECTED CHARGES FOR ACCOUNT / 1700 PALISADE BLVD	81415039	11,337.96	
			200023874882 JULY-2	PUGET SOUND ENERGY FY 1415 ELECTRICITY OPEN PO / 1700 PALISADE BLVD	81415039	5,658.69	
			220005466069 JULY	PUGET SOUND ENERGY FY 1415 ELECTRICITY OPEN PO / 511 CHAMBERS ST #B	81415039	35.35	
117501	QBSI	08/07/2015	IN535944	QBSI OPEN PO PRINT MANAGEMENT SERVICES	81415035	24.04	24.04
117502	RSD	08/07/2015	26173063-00	OPEN PURCHASE ORDER 2014-2015 FOR HVAC PARTS	101415133	2,473.42	2,473.42
117503	SMITH, EVA MARIA	08/07/2015	REIMBURSE SUPPLIES	REIMBURSE OFFICE SUPPLIES / GAIAM (BALL CHAIR)	0	73.97	73.97
117504	TACOMA SCREW PRODUCTS	08/07/2015	30705052	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415050	153.04	153.04
117505	TANNER ELECTRIC	08/07/2015	72131000 JULY	ANDERSON ISLAND FY1415 TANNER ELECTRIC OPEN PO	81415044	323.71	323.71
117506	TOWN OF STEILACOOM	08/07/2015	1199.0 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 511 CHAMBERS ST	81415043	336.00	16,541.65

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				FURNACE			
			1199.1 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 511 CHAMBERS ST	81415043	1,076.74	
			1409.0 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 54 SENTINEL DR	81415043	138.37	
			1409.1 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 54 SENTINEL DR	81415043	7,743.04	
			1884.0 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 510 CHAMBERS ST	81415043	256.32	
			2075.0 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 908 THIRD ST MODULAR	81415043	133.64	
			2456.0 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 1100 DIGGS ST	81415043	128.17	
			2456.1 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 1100 DIGGS ST	81415043	157.54	
			2662.0 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 908 THIRD ST	81415043	1,766.20	
			2662.1 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 908 THIRD ST	81415043	2,381.15	
			3181.0 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 54	81415043	78.07	

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			SENTINEL DR			
		3533.0 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 1201 GALOWAY ST	81415043	839.67	
		3533.1 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 1201 GALLOWAY ST	81415043	1,124.66	
		6359.0 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 611 CHAMBERS ST	81415043	86.63	
		6571.0 JULY	TOWN OF STEILACOOM FY 1415 ELECTRICITY OPEN PO / 511 CHAMBERS ST	81415043	295.45	
117507 US BANK EQUIPMENT FINANCE	08/07/2015	282748662	US BANK EQUIPMENT FINANCE FY1415 OPEN PO FOR RISOGRAPH COPIERS AT CHLOE, SALTAR'S, AND SHS – DO NOT FAX	81415058	1,058.94	1,058.94
117508 VERIZON WIRELESS	08/07/2015	9749217911	VERIZON WIRELESS PHONE SERVICES OPEN PO	81415070	1,089.62	1,089.62
117509 WELLS FARGO FINANCIAL LEASING	08/07/2015	5002351430	WELLS FARGO FINANCE LEASE OPEN PO FOR CHERRYDALE COPIER	81415074	612.01	612.01

                        38   Computer   Check(s) For a Total of   133,542.49

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	38	Computer	Checks For a Total of	133,542.49
Total For	38	Manual, Wire Tran, ACH & Computer Checks		133,542.49
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	133,542.49

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

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $300.00. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117510 through 117510, totaling $300.00

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117510 WONG, COURTLEY	08/07/2015	REFUND KINDERTUITION	REFUND KINDER TUITION / D. LOVVORN NOT ATTENDING CHLOE CLARK 2015-16	0	300.00	300.00

| | | 1 | Computer | Check(s) For a Total of | 300.00 |

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	300.00
Total For	1	Manual, Wire Tran, ACH & Computer Checks		300.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	300.00

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

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $37,613.05. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117511 through 117524, totaling $37,613.05

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117511	ACTION PUBLISHING INC	08/07/2015	95753	LIFE SKILLS STUDENT PLANNERS AND STAMPING DIE CHARGE	4311516008	3,186.67	3,186.67
117512	CDW-G	08/07/2015	XB53343	SPED Tablets	271516011	16,331.23	16,331.23
117513	HANDWRITING WITHOUT TEARS	08/07/2015	948535-1	15/16 HWT: please fax once approved pre-K: Helen Cushman	1461516005	154.57	154.57
117514	KCDA	08/07/2015	3919464	SHS KCDA ORDER FOR BRACE. PLEASE SEE ATTACHED CART AND ACTIVATE! CART # 795045	141516003	1,902.88	2,724.11
			3920441	SHS KCDA ORDER FOR BRACE. PLEASE SEE ATTACHED CART AND ACTIVATE! CART # 795045	141516003	110.18	
			3920442	KCDA for Bader. Please see Cart # 796464 and Activate Cart!	141516007	711.05	
117515	NASCO	08/07/2015	78973	Nasco for Brace. I will order when approved.	141516005	10.61	23.74
			81268	Nasco for Brace. I will order when approved.	141516005	13.13	
117516	PREMIER AGENDAS INC	08/07/2015	204500423036	planners for 2015-16 school year	2371516004	2,823.36	4,837.25
			204500429064	Premier Agenda	1621516004	1,888.83	

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
		204500431780	Planners/1st -3rd Premier Agenda Planners/1st -3rd	1621516004	125.06	
117517 PUGET SOUND ESD121	08/07/2015	0000082743	FlashAlert Registration	281516001	725.00	725.00
117518 REALLY GOOD STUFF	08/07/2015	5187648	Really Good Stuff/Karen LeCompte	1271516008	332.96	492.84
		5191045	Really Good Stuff/ Collette Parrote	1271516009	159.88	
117519 SCHOOL DATEBOOKS	08/07/2015	S15-0094600	School Datebooks – student planners	1271516001	1,352.89	1,352.89
117520 SCHOOL OUTFITTERS	08/07/2015	INV11755322	Locking filing cabinet for office	1621516001	625.08	625.08
117521 SCHOOL SPECIALTY INC	08/07/2015	208114773589	School Speciality orders for 2015-16	1271516002	175.10	175.10
117522 TURNITIN LLC	08/07/2015	IN11086955	STEILACOOM HIGH SCHOOL SECONDARY ED FEE AND TURNITIN	271516008	2,904.57	2,904.57
117523 WASA	08/07/2015	141676 / 2015-16	STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 ADMINISTRATION SY 2015-2016 WASA MEMBERSHIP DUES / J. BRITTAIN	81516006	885.00	3,705.00
		142494 / 2015-16	STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 ADMINISTRATION SY 2015-2016 WASA MEMBERSHIP DUES / P. HARVEY	81516006	825.00	
		26353 / 2015-16	STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 ADMINISTRATION SY 2015-2016 WASA MEMBERSHIP DUES / K. WEIGHT	81516006	1,170.00	
		82669 / 2015-16	STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 ADMINISTRATION SY 2015-2016 WASA	81516006	825.00	

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117524 WSPA	08/07/2015	9110	MEMBERSHIP DUES / S. BEAUCHAINE ACTIVE/DISTRICT MEMBERSHIP RENEWAL	0	375.00	375.00

                          14   Computer   Check(s) For a Total of   37,613.05

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                              0    Manual        Checks For a Total of                    0.00
                              0    Wire Transfer Checks For a Total of                    0.00
                              0    ACH           Checks For a Total of                    0.00
                             14    Computer      Checks For a Total of               37,613.05
              Total For     14    Manual, Wire Tran, ACH & Computer Checks          37,613.05
              Less           0    Voided        Checks For a Total of                    0.00
                                                Net Amount                          37,613.05
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The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $94,026.89. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117525 through 117548, totaling $94,026.89

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117525 ACE FIRE & SECURITY SYSTEMS	08/13/2015	975017	ANNUAL FIRE ALARM TESTING & INSPECTION AT SALTAR'S POINT ELEMENTARY	101415131	902.55	4,488.39
		975018	ANNUAL FIRE ALARM TESTING & INSPECTION AT STEILACOOM SCHOOL DIST / ACCOUNTS PAYABLE	101415131	262.56	
		975019	ANNUAL FIRE ALARM TESTING & INSPECTION AT DISTRICT ADMIN CENTER	101415131	773.46	
		975020	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHLOE CLARK ELEMENTARY	101415131	897.60	
		975021	ANNUAL FIRE ALARM TESTING & INSPECTION AT ANDERSON ISLAND ELEMENTARY	101415131	435.20	
		975022	ANNUAL FIRE ALARM TESTING & INSPECTION AT CHERRYDALE PRIMARY	101415131	711.10	
		975023	ANNUAL FIRE ALARM TESTING &	101415131	505.92	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				INSPECTION AT PIONEER MIDDLE SCHOOL			
117526	ALBERS & COMPANY INC	08/13/2015	1168	ALBERS AND COMPANY INC FY 1415 OPEN PO	81415038	2,759.99	2,759.99
117527	BUILDING CONTROL SYSTEMS INC	08/13/2015	9092	OPEN PURCHASE ORDER 2014-2015 FOR HVAC SYSTEM CONTROL PARTS	101415132	1,138.14	1,138.14
117528	CENTURYLINK	08/13/2015	206Z250055467B JULY	DISTRICT WIDE PHONE SERVICES FOR THE 14/15 SCHOOL YEAR - DO NOT FAX	81415007	79.50	79.50
117529	COASTWIDE LABORATORIES	08/13/2015	GT2795883	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES / APPLYING CREDIT MEMO NCT2791232 FOR -$163.82	101415011	42.51	3,411.53
			GT2796233	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	262.65	
			GT2796850	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	102.76	
			NK2797608	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	60.87	
			NT2788601-1	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	17.71	
			NT2789544	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	17.37	
			NT2790831	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	123.87	
			NT2795883	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	454.59	

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
		NT2796064	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	552.97	
		NT2796233	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	472.56	
		NT2796779	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	416.98	
		NT2796850	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	886.69	
117530 CULLIGAN	08/13/2015	201508400885 JULY	OPEN PURCHASE ORDER FOR DISTRICT ADMIN BLDG CULLIGAN SERVICES 2014-2015	81415168	64.92	64.92
117531 D&S AUTOCARE	08/13/2015	19116	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SERVICES	101415013	57.42	57.42
117532 EVERGREEN STATE ELECTRIC	08/13/2015	8535 S	ELECTRICAL WORK AT STEILACOOM HIGH SCHOOL PER PROPOSALS DATED 6/26/15	101415137	6,263.15	6,263.15
117533 FRANKLIN PIERCE SD	08/13/2015	8880005930	Tuition for Out of District Students, served by Franklin Pierce School District.	91415013	5,860.00	5,860.00
117534 HAROLD LEMAY ENTERPRISES	08/13/2015	6561160	DISTRICT WIDE GARBAGE/RECYCLING SVCS FY 1415 HAROLD LEMAY ENTERPRISES OPEN PO / 1100 DIGGS ST	81415047	59.87	574.49
		6561796	DISTRICT WIDE GARBAGE/RECYCLING SVCS FY 1415 HAROLD LEMAY ENTERPRISES OPEN PO / 510 CHAMBERS ST	81415047	54.16	

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
		6561853	DISTRICT WIDE GARBAGE/RECYCLING SVCS FY 1415 HAROLD LEMAY ENTERPRISES OPEN PO / 908 3RD ST	81415047	136.57	
		6561971	DISTRICT WIDE GARBAGE/RECYCLING SVCS FY 1415 HAROLD LEMAY ENTERPRISES OPEN PO / 1700 PALISADE BLVD	81415047	143.88	
		6562662	DISTRICT WIDE GARBAGE/RECYCLING SVCS FY 1415 HAROLD LEMAY ENTERPRISES OPEN PO / 601 CHAMBERS ST	81415047	47.57	
		6563068	DISTRICT WIDE GARBAGE/RECYCLING SVCS FY 1415 HAROLD LEMAY ENTERPRISES OPEN PO / 511 CHAMBERS ST	81415047	132.44	
117535 HAY, DEBRA ANN	08/13/2015	REIMBURSE TRAVEL	REIMBURSE TRAVEL / POGIL TRAINING (LEWIS & CLARK COLLEGE -- 7/27-7/29/2015)	0	183.00	183.00
117536 HORIZON DISTRIBUTORS INC	08/13/2015	3N056524	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415022	175.91	553.39
		3N056650	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415022	377.48	
117537 LEMAY MOBILE SHREDDING	08/13/2015	4444356	LEMAY MOBILE SHREDDING SVCS FY 1415 OPEN PO	81415049	58.00	86.80
		4446037	LEMAY MOBILE SHREDDING SVCS FY 1415 OPEN PO	81415049	28.80	
117538 LENNOX INDUSTRIES INC	08/13/2015	548276360	OPEN PURCHASE ORDER 2014-2015 FOR HVAC SUPPLIES	101415028	25.84	390.15
		548284958	OPEN PURCHASE ORDER 2014-2015 FOR HVAC SUPPLIES	101415028	364.31	

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117539 NORTHSOUND AUTO GROUP, LLC	08/13/2015	FE520578	2015 RAM PROMASTER CARGO VAN PURCHASE	101415125	28,962.75	28,962.75
117540 O'REILLY AUTO PARTS	08/13/2015	3626421429	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SUPPLIES	101415037	322.72	288.01
		3626421469	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SUPPLIES	101415037	-72.99	
		3626423786	OPEN PURCHASE ORDER 2014-2015 FOR AUTO SUPPLIES	101415037	38.28	
117541 PIERCE COUNTY SEWER	08/13/2015	00858625 AUG	PIERCE COUNTY SEWER SVCS FY 1415 OPEN PO / 1712 PALISADE BLVD	81415046	161.46	342.82
		01354221 AUG	PIERCE COUNTY SEWER SVCS FY 1415 OPEN PO / 1750 BOBS HOLLOW LN	81415046	181.36	
117542 SECURE PACIFIC CORP	08/13/2015	60085	MONITORING SERVICES FOR STEILACOOM DISTRICT	101415001	1,446.00	1,446.00
117543 SOUND HARDWOOD SOLUTIONS LLC	08/13/2015	08.8.2015	ANNUAL MAIN/AUX GYM FLOOR REFINISHING AT STEILACOOM HIGH SCHOOL AND GYM/FITNESS ROOM AT PIONEER MIDDLE SCHOOL	101415109	6,753.26	6,753.26
117544 SUNBELT RENTALS	08/13/2015	53891707-001	OPEN PURCHASE ORDER 2014-2015 FOR EQUIPMENT RENTAL	101415049	530.41	966.97
		53986617-001	OPEN PURCHASE ORDER 2014-2015 FOR EQUIPMENT RENTAL	101415049	436.56	
117545 TRUSTEED PLANS SERVICE CORP	08/13/2015	0082330-IN	TRUSTEED PLANS SERVICE CORP SVCS FY 1415 OPEN PO	81415050	11,548.06	23,949.95
		0082428-IN	TRUSTEED PLANS SERVICE CORP SVCS FY 1415 OPEN PO	81415050	12,401.89	
117546 WASHINGTON TRACTOR INC	08/13/2015	802236	OPEN PURCHASE ORDER 2014-2015	101415052	3,656.77	3,656.77

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			FOR EQUIPMENT SUPPLIES & REPAIRS			
117547 WELLS FARGO FINANCIAL LEASING	08/13/2015	5002381619	WELLS FARGO FINANCE LEASE	81415097	764.72	764.72
117548 WESTERN STATE HOSPITAL/DSHS/CI	08/13/2015	1465-81754 AUG	OPEN PO FOR CHLOE CLARK, ANDERSON, PIONEER AND SHS BUS FUEL SUPPLY FOR FY1415 OPEN PO	81415055	984.77	984.77

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                        24    Computer    Check(s) For a Total of       94,026.89
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		0	Manual	Checks For a Total of	0.00
		0	Wire Transfer	Checks For a Total of	0.00
		0	ACH	Checks For a Total of	0.00
		24	Computer	Checks For a Total of	94,026.89
Total For	24		Manual, Wire Tran, ACH & Computer Checks		94,026.89
Less	0		Voided	Checks For a Total of	0.00
				Net Amount	94,026.89

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

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $14,031.38. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117549 through 117553, totaling $14,031.38

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117549 AWSP (ASSOC OF WA SCHOOL PRINC	08/13/2015	115167-2015	PRINCIPALS' ANNUAL AWSP PROFESSIONAL MEMBERSHIP FEES FOR SY 2015-2016.	81516009	9,756.00	9,756.00
117550 CDW-G	08/13/2015	XC14189	SPED Tablets.	271516011	1,583.57	4,087.91
		XC75171	SPED Tablets.	271516011	2,504.34	
117551 PUGET SOUND ESD 121	08/13/2015	0000082802	LEARNING RESOURCES TRAVEL – LITT PSESD SUMMIT 2015.	4311516006	99.00	99.00
117552 REALLY GOOD STUFF INC	08/13/2015	5213183	Really Good Stuff/ Collette Parrote.	1271516009	16.16	16.16
117553 SCHOOL SPECIALTY	08/13/2015	208114837611	School Speciality orders for 2015-16.	1271516002	17.48	72.31
		208114859077	School Speciality orders for 2015-16.	1271516002	54.83	

                                    5   Computer   Check(s) For a Total of   14,031.38

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                           0    Manual       Checks For a Total of              0.00
                           0    Wire Transfer Checks For a Total of             0.00
                           0    ACH          Checks For a Total of              0.00
                           5    Computer     Checks For a Total of         14,031.38
             Total For     5    Manual, Wire Tran, ACH & Computer Checks   14,031.38
             Less          0    Voided       Checks For a Total of              0.00
                                             Net Amount                    14,031.38
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The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $5,089.29. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117554 through 117554, totaling $5,089.29

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117554	MICROK12	08/13/2015	0457774-IN	Projectors for SHS new Classrooms	111415021	3,816.97	5,089.29
			0458095-IN	Projector for SHS new Classroom	111415029	1,272.32	

                                    1   Computer   Check(s) For a Total of   5,089.29

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
1	Computer	Checks For a Total of	5,089.29
Total For 1		Manual, Wire Tran, ACH & Computer Checks	5,089.29
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	5,089.29

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

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $5,012.77. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117555 through 117557, totaling $5,012.77

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117555	CLOVER PARK SD - PRINTING & PU	08/20/2015	6469	*please do not fax - we will order at CD* business cards for new AP: Ryan Douglas	1461516009	37.03	37.03
117556	PEARSON EDUCATION	08/20/2015	BK 77228944	PEARSON CURRICULUM - ORDER FOR T LITT FOR TYLER BARTLETT	271516002	76.73	76.73
117557	RIDDELL / ALL AMERICAN SPORTS	08/20/2015	60275459	2001 FOOTBALL - HELMETS & ACCESSORIES	81516011	4,899.01	4,899.01

                              3   Computer   Check(s) For a Total of   5,012.77

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
3	Computer	Checks For a Total of	5,012.77
Total For 3	Manual, Wire Tran, ACH & Computer Checks		5,012.77
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	5,012.77

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

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $162,642.76. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117558 through 117584, totaling $162,642.76

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117558 APPLE INC	08/20/2015	4348610027	Computers for Lab 103	141415034	4,994.61	79,662.56
		4348907329	Computers for Lab 103	141415034	1,527.37	
		4349163614	Computers for Lab 103	141415034	70,464.21	
		4349173779	Computers for Lab 103	141415034	2,676.37	
117559 B&B GLASS CO INC	08/20/2015	80494	OPEN PURCHASE ORDER 2014-2015	101415005	181.91	181.91
117560 BUILDER'S HARDWARE & SUPPLY	08/20/2015	S3424053.001	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415008	103.90	103.90
117561 CENTURYLINK	08/20/2015	300493944 AUG	DISTRICT WIDE PHONE SERVICES FOR THE 14/15 SCHOOL YEAR - DO NOT FAX	81415007	335.11	335.11
117562 CHEVRON & TEXACO CARD SERVICES	08/20/2015	45109297	CHEVRON & TEXACO FUEL CARD SERVICES OPEN PO	81415052	1,490.62	1,490.62
117563 COASTWIDE LABORATORIES	08/20/2015	GT2798346	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	130.34	481.07
		GW2795907	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	96.27	
		NT2797829	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	248.81	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			NT2798346	OPEN PURCHASE ORDER 2014-2015 FOR CUSTODIAL SUPPLIES	101415011	5.65	
117564	CULLIGAN	08/20/2015	201508380587	OPEN PURCHASE ORDER FOR DISTRICT ADMIN BLDG CULLIGAN SERVICES 2014-2015	81415168	51.85	51.85
117565	EVERGREEN STATE ELECTRIC	08/20/2015	5853 S	STEILACOOM HIGH SCHOOL COMPUTER LAB AND STUDENT STORE ELECTRICAL WIRING INSTALLATION	141516010	13,328.20	13,328.20
117566	GE CAPITAL	08/20/2015	63242928	GE CAPITAL CORP OPEN PO FOR DISTRICT OFFICE COPIER	81415068	529.50	529.50
117567	GLEB, ELIZABETH ELLEN	08/20/2015	REIMBURSE MILEAGE	REIMBURSE MILEAGE / AP CHEMISTRY TRAINING IN BELLEVUE	0	257.60	257.60
117568	GRAINGER	08/20/2015	9809131080	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415016	519.38	519.38
117569	HORIZON DISTRIBUTORS INC	08/20/2015	3N056812	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415022	253.49	717.59
			3N057050	OPEN PURCHASE ORDER 2014-2015 FOR SUPPLIES	101415022	464.10	
117570	HUMANUS CORPORATION	08/20/2015	2015-2676	Jonathan Golle, Contracted Psychologist position.	91415002	5,920.00	8,190.00
			2015-2677	Health Services - For LPN position at Pioneer	91415023	2,270.00	
117571	IMMEDIA	08/20/2015	66316	BUS SCHEDULE CARDS FOR 2015-16 - PRINTING SERVICE	0	794.60	794.60
117572	KEHN, TIFFANY ANN	08/20/2015	REIMBURSE TRAVEL	REIMBURSE TRAVEL WA STATE SCHOOL FOR THE BLIND (WSSB) SUMMER INSTITUTE / AUG. 11-14, 2015	0	250.57	250.57

Check Nbr Vendor Name	Check Date Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117573 KONE INC	08/20/2015 949055879	OPEN PURCHASE ORDER FOR 2014-2015 FOR ELEVATOR SERVICE	101415058	635.53	635.53
117574 LALLEMAND, KRISTA MCCLAIN	08/20/2015 REIMBURSE MILEAGE	REIMBURSE MILEAGE / AP PSYCHOLOGY TRAINING IN BELLEVUE	0	129.95	459.83
	REIMBURSE TRAVEL	REIMBURSE TRAVEL / BRIDGE TO COLLEGE PRINCIPAL'S WORKSHOP, WENATCHEE CONFERENCE CENTER (8/6 - 8/7/2015)	0	329.88	
117575 LEADER SERVICES	08/20/2015 WA08683	Transactions for July 2015 @ $1.40 per transaction	0	137.20	137.20
117576 MILLER, MICHAEL J	08/20/2015 REIMBURSE MILEAGE	REIMBURSE MILEAGE / STEM SER2 CONFERENCE 8/9 - 8/11/2015	0	173.65	173.65
117577 MORIYAMA-YODER, JOY S	08/20/2015 REIMBURSE TRAVEL	REIMBURSE TRAVEL / WA-ACTE SUMMER CONFERENCE IN YAKIMA (AUG. 9-12, 2015)	0	88.00	88.00
117578 PUGET SOUND ESD 121	08/20/2015 0000082788	Relife slot for 1 student and Cooperative Member District Fee	91415012	32,049.00	32,049.00
117579 QBSI	08/20/2015 IN548553	QBSI OPEN PO PRINT MANAGEMENT SERVICES	81415035	404.78	404.78
117580 RIVIERA COMMUNITY CLUB	08/20/2015 SC/101 AUG	WATER USAGE FOR ANDERSON ISLAND	81415088	125.24	125.24
117581 TRUSTEED PLANS SERVICE CORP	08/20/2015 0082524-IN	TRUSTEED PLANS SERVICE CORP SVCS FY 1415 OPEN PO	81415050	9,285.65	19,992.58
	0082619-IN	TRUSTEED PLANS SERVICE CORP SVCS FY 1415 OPEN PO	81415050	10,706.93	
117582 TYRRELL, JACOB	08/20/2015 REIMBURSE TRAVEL	REIMBURSE TRAVEL / WA-ACTE SUMMER CONFERENCE IN YAKIMA (AUG. 9-12, 2015)	0	322.30	322.30
117583 US BANK EQUIPMENT FINANCE	08/20/2015 284850401	US BANK EQUIPMENT	81415058	1,187.19	1,187.19

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				FINANCE FY1415 OPEN PO FOR RISOGRAPH COPIERS AT CHLOE, SALTAR'S, AND SHS - DO NOT FAX			
117584	WELLS FARGO FINANCIAL LEASING	08/20/2015	5002386432	WELLS FARGO FINANCE LEASE OPEN PO FOR PIONEER NURSE'S OFFICE COPIER	81415073	173.00	173.00

		27	Computer	Check(s) For a Total of			162,642.76

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	27	Computer	Checks For a Total of	162,642.76
Total For	27	Manual, Wire Tran, ACH & Computer Checks		162,642.76
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	162,642.76

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

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $300.00. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:
Warrant Numbers 117585 through 117585, totaling $300.00

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
117585	WRIGHT, REBECCA	08/20/2015	REFUND KINDER	REFUND KINDER TUITION / F. WRIGHT (NOT ATTENDING 2015-16)	0	300.00	300.00
			1	Computer	Check(s) For a Total of		300.00

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                              0    Manual      Checks For a Total of              0.00
                              0    Wire Transfer Checks For a Total of            0.00
                              0    ACH         Checks For a Total of              0.00
                              1    Computer    Checks For a Total of            300.00
              Total For  1    Manual, Wire Tran, ACH & Computer Checks          300.00
              Less       0    Voided      Checks For a Total of                   0.00
                                          Net Amount                            300.00
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The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $0.00. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
0 DREAMBOX LEARNING	08/10/2015	DB011516687	Account code adjustment for Dreambox Learning Subscripton 2015-2016	1621415005	-4,107.21	0.00
		DB011516687adj	DREAMBOX LEARNING SUBSCRIPTION 2015-16	1621516005	4,107.21	

           1   Manual   Check(s) For a Total of   0.00

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                                      1    Manual        Checks For a Total of              0.00
                                      0    Wire Transfer Checks For a Total of              0.00
                                      0    ACH           Checks For a Total of              0.00
                                      0    Computer      Checks For a Total of              0.00
                         Total For    1    Manual, Wire Tran, ACH & Computer Checks         0.00
                         Less         0    Voided        Checks For a Total of              0.00
                                                         Net Amount                         0.00
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The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $78,654.06. The payments are further identified
in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 200277 through 200278, totaling $78,654.06

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200277	LONG BUILDING TECHNOLOGIES INC	08/06/2015	JC123323	S2 SECURITY SYSTEM EXPANSION AT STEILACOOM HISTORICAL SCHOOL DISTRICT BY LONG BUILDING TECHNOLOGIES	2001415047	69,311.98	69,311.98
200278	WA STATE CORRECTIONAL INDUSTRI	08/06/2015	WCS82744	STEILACOOM HISTORICAL SCHOOL DISTRICT OFFICE WORKSTATION PURCHASE, INSTALLATION, AND DELIVERY FEES	2001415038	9,342.08	9,342.08

                              2   Computer   Check(s) For a Total of   78,654.06

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                                0    Manual        Checks For a Total of                  0.00
                                0    Wire Transfer Checks For a Total of                  0.00
                                0    ACH           Checks For a Total of                  0.00
                                2    Computer      Checks For a Total of             78,654.06
                   Total For    2    Manual, Wire Tran, ACH & Computer Checks        78,654.06
                   Less         0    Voided        Checks For a Total of                  0.00
                                                   Net Amount                        78,654.06
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The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $1,129.01. The payments are further identified
in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:
Warrant Numbers 200279 through 200279, totaling $1,129.01

Secretary   _____   Board Member _____

Board Member   _____   Board Member _____

Board Member   _____   Board Member _____

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200279 ACTION BUSINESS FURNITURE INC	08/14/2015	15286	CHERRY LATERAL FILE CABINETS FOR ENROLLMENT SERVICES	2001415048	1,129.01	1,129.01

| | | | 1 | Computer | Check(s) For a Total of | 1,129.01 |

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                                   0     Manual          Checks For a Total of                0.00
                                   0     Wire Transfer Checks For a Total of                  0.00
                                   0     ACH             Checks For a Total of                0.00
                                   1     Computer        Checks For a Total of            1,129.01
                    Total For   1        Manual, Wire Tran, ACH & Computer Checks         1,129.01
                    Less        0        Voided          Checks For a Total of                0.00
                                               Net Amount                                 1,129.01
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The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of July 23, 2015, the board, by a _____ vote,
approves payments, totaling $294.90. The payments are further identified
in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 402372 through 402372, totaling $294.90

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr	Vendor Name	Check Date	Invoice Number		Invoice Desc	PO Number	Invoice Amount	Check Amount
402372	STEILACOOM HIST SCHOOL DIST #1	07/17/2015	CTAX41	20150716AAA	Comp Tax owed for Cash Account 41 through 07/16/2015	0	294.90	294.90
			1		Computer Check(s) For a Total of			294.90

	0	Manual Checks For a Total of	0.00
	0	Wire Transfer Checks For a Total of	0.00
	0	ACH Checks For a Total of	0.00
	1	Computer Checks For a Total of	294.90
Total For	1	Manual, Wire Tran, ACH & Computer Checks	294.90
Less	0	Voided Checks For a Total of	0.00
		Net Amount	294.90

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

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $966.00. The payments are further identified
in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 402373 through 402373, totaling $966.00

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
402373 WINNING SEASONS	07/24/2015	T2015069	4003 CHEER - CAMP SHIRTS	4061516015	966.00	966.00

                                1   Computer   Check(s) For a Total of   966.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	966.00
Total For	1		Manual, Wire Tran, ACH & Computer Checks	966.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	966.00

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

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $346.00. The payments are further identified
in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 402374 through 402374, totaling $346.00

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
402374 SCHAFER, RANDI	08/06/2015	REFUND CHEER CAMP	REFUND CHEER CAMP / K. SCHAFER	0	346.00	346.00

| | | 1 | Computer | Check(s) For a Total of | | 346.00 |

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                    0     Manual       Checks For a Total of              0.00
                    0     Wire Transfer Checks For a Total of             0.00
                    0     ACH          Checks For a Total of              0.00
                    1     Computer     Checks For a Total of            346.00
        Total For   1     Manual, Wire Tran, ACH & Computer Checks      346.00
        Less        0     Voided       Checks For a Total of              0.00
                                       Net Amount                       346.00
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The following vouchers, as audited and certified by the Auditing Officer as
required by RCW 42.24.080, and those expense reimbursement claims certified
as required by RCW 42.24.090, are approved for payment. Those payments have
been recorded on this listing which has been made available to the board.

As of August 27, 2015, the board, by a _____ vote,
approves payments, totaling $248.50. The payments are further identified
in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:
Warrant Numbers 402375 through 402375, totaling $248.50

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____   Board Member _____

Check Nbr Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
402375 STEILACOOM HIST SCHOOL DIST #1	08/14/2015	ASBTOGF01222015	CD ASB TO REIMBURSE GF FOR JAN 2015 CATERING	0	13.50	248.50
		ASBTOGF03022015	SHS ASB TO REIMBURSE GF FOR MAR 2015 CATERING	0	110.00	
		ASBTOGF06192015	CC ASB TO REIMBURSE GF FOR JUNE 2015 CATERING	0	125.00	

                                1   Computer   Check(s) For a Total of   248.50

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                              0    Manual       Checks For a Total of            0.00
                              0    Wire Transfer Checks For a Total of           0.00
                              0    ACH          Checks For a Total of            0.00
                              1    Computer     Checks For a Total of          248.50
              Total For  1    Manual, Wire Tran, ACH & Computer Checks          248.50
              Less       0    Voided       Checks For a Total of            0.00
                                           Net Amount                       248.50
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Steilacoom Historical School District No. 1
Financial Report For the Period Ending July 31, 2015

The following information is a summary of the financial position as of July 31, 2015 for the district's five operating funds. It provides the School Board fiscal information to evaluate each month the fiscal stability and operations of the district.   The information is unaudited but supported by the attached monthly budget status reports.

General Fund Budget/Year-End Projection/YTD Actual

	Annual Budget	Year-end Projection	Projected Variance	Projected Variance	YTD Actual
General Fund					
Revenues & Other Financing Sources	30,988,892	29,548,948	(1,439,944)	4.65%	27,607,402
Expenditures & Other Financing Uses	32,869,091	30,752,122	(2,116,969)	6.44%	28,241,224
Excess Revenues/Other Financing Sources					
Over (under) Expend & Oth Financing Uses	(1,880,199)	(1,203,174)			(633,822)

General Fund Actual Ending Fund Balances:

Beginning Committed for Other Purposes	2,379,280	
Transfer Out to Capital Projects Fund	1,854,000	
Ending Committed for Other Purposes		525,280
Ending Committed for Other Purposes (Board Policy)		1,969,771
Beginning Unassigned Fund Balance	3,138,674	
Excess Revenues Over Expenditures	(633,822)	
Ending Unassigned Fund Balance		2,504,852

Capital Projects Actual Fund Ending Fund Balances:

Beginning Committed for Other Purposes		604,397
General Fund Transfer to Capital Projects	1,854,000	
Other Revenue Sources	114,719	
Expenses	(818,366)	
	1,150,353	
Ending Committed Assigned Fund Balance		1,754,750

Other Funds Actual Ending Fund Balances:

	Beginning Balance	Ending Balance	Variance
Debt Service Fund	2,982,664	4,335,766	1,353,102
Transportation Fund	37,367	37,388	21
ASB Fund	301,876	282,643	-19,233
Anderson Island	264	354	90
Cherrydale	8,128	4,916	(3,211)
Chloe Clark	8,842	7,801	(1,042)
Saltar's Point	2,151	10,546	8,395
Pioneer Middle	74,179	59,315	(14,864)
Steilacoom High	208,287	199,711	(8,576)
Total Ending ASB Fund Balance		282,643	

Personnel Report 8-27-15					
Name	Position	Location	Effective Date	Amount	Comment
Dolman Beverly	Payroll Manager	District	9/1/2015	68,000.00	
Garvin Anna	Maintenance Supervisor	District	9/1/2015	68,000.00	
Johnston Celeste	Executive Assistant	District	9/1/2015	60,000.00	
Meyer Roger	Desktop Computer Manager	District	9/1/2015	64,000.00	
Phillips Jacob	Network Manager	District	9/1/2015	65,000.00	
Saylor Sue	HR Coordinator	District	9/1/2015	60,000.00	

Personnel Report 8-27-15				
Name	**Action**	**Location**	**Effective Date**	**Stipend Amount**
Gidley Amanda	Head Coach Fastpitch	Pioneer	9/3/2015	4,235.00
McJunkins Trina	Assistant Coach Fastpitch	Pioneer	9/3/2015	2,900.63
Raschke Phillip	Head Coach Football	Pioneer	9/3/2015	4,235.00
Perkins Patrick	Assistant Coach Football	Pioneer	9/3/2015	2,900.63
Ruffin Armand	Assistant Coach Football	Pioneer	9/3/2015	3,176.25
Ruffin Armand	Assistant Coach Basketball Girls	Pioneer	9/3/2015	3,176.25
Ruffin Armand	Head Coach Basketball Boys	Pioneer	9/3/2015	4,235.00
Ruffin Armand	Head Coach Track	Pioneer	9/3/2015	4,235.00
Folmer Bruce	Band	Pioneer	9/3/2015	2,500.00
Folmer Bruce	Jazz	Pioneer	9/3/2015	2,500.00
Elshire Katherine	Choir	Pioneer	9/3/2015	2,500.00
Elshire Katherine	ASB Advisor	Pioneer	9/3/2015	2,500.00
Harris Charm	Builders Club	Pioneer	9/3/2015	1,800.00
Lallemand Krista	Safety Committee Co-Chair	District	9/3/2015	1,250.00
Olson Lanae	Safety Committee Co-Chair	District	9/3/2015	1,250.00
Robertson David	Head Coach Track	High School	9/3/2015	4,927.50
Blake Jennetta	Cheer Coach	High School	9/3/2015	5,353.36
Lange Jennifer	Assistant Coach Cross Country	High School	9/3/2015	3,038.25
Robertson David	Head Coach Cross Country	High School	9/3/2015	4,051.00
Pickett Taylor	Head Coach Soccer Girls	High School	9/3/2015	4,841.50
Casey Kathrine	Head Coach Swim Girls	High School	9/3/2015	4,930.00
Johnson Rachel	Assistant Coach Swim Girls	High School	9/3/2015	3,697.50
Manning Ernest	Head Coach Tennis Boys	High School	9/3/2015	4,755.50
Bjorkman Blair	Head Coach Volleyball	High School	9/3/2015	4,539.25
Rodgers Courtney	Assistant Coach Volleyball	High School	9/3/2015	3,404.44
Clark Michael	Head Coach Golf Boys	High School	9/3/2015	4,051.00

Ford John	Head Coach Golf Girls	High School	9/3/2015	4,051.00
Wusterbarth Gary	Head Coach Basketball Girls	High School	9/3/2015	6,066.50
Campion Therace	Assistant Coach Fastpitch	High School	9/3/2015	3,631.13
Hayes Bruce	Assistant Coach Basketball Boys	High School	9/3/2015	4,549.88
Lago Elmer	Assistant Coach Basketball Boys	High School	9/3/2015	4,549.88
Rodgers Courtney	Assistant Coach Basketball Girls	High School	9/3/2015	4,314.56
Casey Kathrine	Head Coach Swim Boys	High School	9/3/2015	4,930.00
Shannon Brian	Head Coach Baseball	High School	9/3/2015	4,841.50
Bartlett Tyler	Assistant Coach Baseball	High School	9/3/2015	3,341.88
Norris Mike	Head Coach Fastpitch	High School	9/3/2015	3,631.13
Manning Ernest	Head Coach Tennis Girls	High School	9/3/2015	4,755.50
Magaway Alan	Assistant Coach Tennis Girls	High School	9/3/2015	1,783.31
Bethman Kurt	Assistant Coach Tennis Girls	High School	9/3/2015	1,783.31
Surina Blake	Assistant Coach Track Boys	High School	9/3/2015	3,695.63
Lange Jennifer	Assistant Coach Track Girls	High School	9/3/2015	3,695.63
Pickett Taylor	Head Coach Soccer Boys	High School	9/3/2015	4,447.75
Lane Richard	Head Coach Football	High School	9/3/2015	6,168.00
Crawford Anthony	Assistant Coach Football	High School	9/3/2015	4,626.00
Haller Kyle	Assistant Coach Football	High School	9/3/2015	4,626.00
McDonald Michael	Assistant Coach Football	High School	9/3/2015	4,626.00
Miller Mark	Assistant Coach Football	High School	9/3/2015	4,626.00
Moorhead John	Assistant Coach Football	High School	9/3/2015	4,079.25
Floris Richard	Assistant Coach Football	High School	9/3/2015	4,079.25
Folmer Bruce	Band	High School	9/3/2015	4,500.00
Folmer Bruce	Jazz	High School	9/3/2015	4,500.00
Eck Kasey	Choir	High School	9/3/2015	4,500.00
Keller Airica	ASB Advisor	High School	9/3/2015	4,500.00
Garrett Eric	Dept Chair Math	High School	9/3/2015	2,500.00
Wusterbarth Gary	Dept Chair History	High School	9/3/2015	2,500.00

Lallemand Krista	Dept Chair Science	High School	9/3/2015	2,500.00
Dill Micah	Dept Chair English	High School	9/3/2015	2,500.00
Gleb Elizabeth	Strategic Plan Lead	High School	9/3/2015	1,250.00
Redman Katherine	Strategic Plan Lead	High School	9/3/2015	1,250.00
Lallemand Krista	Science Purchasing	High School	9/3/2015	600.00
Lallemand Krista	Class Advisor Senior	High School	9/3/2015	2,400.00
Hayden Christina	DECA	High School	9/3/2015	2,400.00
Hayden Christina	Drama Productions	High School	9/3/2015	4,800.00
Bader Terry	Yearbook	High School	9/3/2015	2,400.00
Bochenek Kelsey	Class Advisor Junior	High School	9/3/2015	2,400.00
Mitchell Walter	Strategic Plan Counseling Curriculum (paid out of building budget)	High School	9/3/2015	2,400.00
Lakin Mary-Hope	Key Club	High School	9/3/2015	2,400.00
Zimmerman Christina	Key Club	High School	9/3/2015	2,400.00
Schultz-Brace Keri	FCCLA Co-Chair	High School	9/3/2015	1,200.00
Black Roberta	Honor Society	High School	9/3/2015	2,400.00
Johnson Peter	Poetry Club	High School	9/3/2015	2,400.00
Bader Terry	Art Club	High School	9/3/2015	2,400.00
McDonald Jody	Anime Club	High School	9/3/2015	2,400.00
Redman Katherine	Student 2 Student	High School	9/3/2015	2,400.00
Weyhrauch Brenda	Class Advisor Sophomore	High School	9/3/2015	2,400.00
Sortore Patricia	Class Advisor Freshman	High School	9/3/2015	2,400.00
Snyder Jody	Dept Chair CTE	High School	9/3/2015	2,500.00
Johnson Peter	Video Production CTE	High School	9/3/2015	2,400.00
Zimmerman Christina	Dept Chair Special Education	High School	9/3/2015	2,400.00
Bjorkman Blair	Student Athletic Advisory	High School	9/3/2015	2,400.00
Litt Teresa	Book Club	High School	9/3/2015	2,400.00
Kissel Kari	FCCLA Co-Chair	High School	9/3/2015	1,200.00
Anderson Erin	Math Team	High School	9/3/2015	2,400.00
Can Yuri	We Make A Difference Club	High School	9/3/2015	1,200.00

| Lallemand Michael | Assistant Coach Soccer Girls | High School | 9/3/2015 | 3,040.50 |
| Can Yuri | Assistant Coach Volleyball | High School | 9/3/2015 | 3,117.75 |

Personnel Report 8-27-15						
Name	Position	Hours	Location	Effective Date	Action	Comment
Gelstin Mary	Secretary	8.00	Cherrydale	8/26/2015	New Hire	
Miller Gwen	Secretary	8.00	Chloe Clark	8/28/2015	New Hire	
Namigadde Sara	LPN	7.00	Cherrydale	9/3/2015	New Hire	
Carmack Margaret	LPN	7.00	Pioneer	9/18/2015	Resignation	
Creger-Zier Marki	Paraeducator Student Specific	6.50	High School	8/26/2015	Resignation	
Van Nuys Jacquelyn	Secretary	8.00	Chloe Clark	8/6/2015	Resignation	
Workman Lucinda	Paraeducator	6.50	Cherrydale	8/21/2015	Resignation	

Personnel Report 8-27-15						
Name	**Position**	**FTE**	**Location**	**Effective Date**	**Action**	**Comment**
Hannon David	Teacher Special Education	1.00	Saltar's Point	8/31/2015	New Hire	
Radtke Kelly	Teacher Kindergarten	1.00	Chloe Clark	8/31/2015	New Hire	Leave Replacement
Brett Casey	Teacher 7th Grade	1.00	Pioneer	8/18/2015	Resignation	
Wood Jessica	Teacher Special Education	1.00	Saltar's Point	8/2/2015	Resignation	

ANNUAL HCP Projected Program 2015-2016

1   Counts by grade level**

	K	1	2	3	4	5	TOTAL	% of eligible population
1516	**	1	2	6	14	16	39	4%
1415	0	1	2	12	16	20	52	6%

2   District's plan for identification: Our school district identifies students through a recommendation process. Parents or teachers can recommend any student via the district's form. All students who are recommended are screened using the CogAT tool, with parent consent. The target is to have the top 5% of students of the eligible grade levels placed in the Highly Capable Program (HCP).

3   Program goals: Students will complete independent and cooperative projects which are rigorous and of high student interest. Enrichment in the content area of science.

4   Description of services: K-5 students will be served by minimum 4 hours per week in pull-out service by HCP teacher. HCP teacher will also pursue push-in and co-teaching opportunities within general education classrooms. Grades 6-12 are included in the HCP plan and are served by accelerated math and AP courses in middle and high school, respectively.* The school district will start screening and placing Kindergarten students from the full-day kindergarten program into HCP by the start of second semester 2015-2016. **

5   Description of instructional program: The instructional program for the HCP in Steilacoom will occur within designated blocks of time (minimum 4 hours per week for each elementary student). Instruction for grades K-5 will include enriched science content, both individual and group projects, direct instruction, small group instruction, and some classroom based activities. Grades 6-8 will be instructed using accelerated curriculum. Grades 9-12 will have instruction using the Advanced Placement Curriculum and AP examinations in the spring of the school year.

6   Professional learning: Will consist of (a) HCP teacher attending workshops, seminars, and classes provided by OSPI and other HCP organizations; (b) administrator attendance with HCP teacher in related webinars and at least one annual conference; (c) instruction from the HCP teacher to grade-span colleagues during collaborative professional learning time; and (d) joint learning with the HCP teacher and general education teachers based on relevancy and timing of professional learning activities.

7   Evaluation of program: Goals noted in item 3 will be assessed using student data on state assessments, AP examinations, grades, and interviews of students, parents, and staff.

8   Fiscal report: Will be developed when funding allocations are finalized. Will include professional learning, instructional materials, technology, and staffing,

9   Assurances: The school district is in compliance with and has made assurances with iGrant form package 217, RCW 28A.150.220, 28A.185 and WAC 392-170.

       BOARD ADOPTION OF PROGRAM. Minutes attached to FP 217.
       DATE _____

Recommending approval by board to be in compliance with WAC 392-170-020 and 030.

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: ___8/27/15_____

Strategic Focus Area

☐ Teaching and Learning

☐ Safety, Service and Support

☐ Family & Community Involvement

☒ Resource Management

BACKGROUND INFORMATION
Surplus of Halco brand countertop 3 - tray burger slide warmer. Warmer was being utilized in the Food Service area at Steilacoom High School but is no longer needed. It has been replaced with new heated fresh food serving trays September 2014.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to surplus this Food Service item.

Report prepared by:
Jim Brittain, Executive Director of Finance and Operations

Steilacoom Historical School District
Surplus Form -- Furniture/Equipment (Non IT)

Steilacoom High School   2014-2015

Location/Bldg.   **School Year**

Code	Qty	Description	SHSD # (if applicable)	Model #	Serial #
	1	Halcon 3 foot wide 3 tray food warmer	N/A		

Form Prepared By Jim Brittain   8.26.15   Building Administrator   Date

*** Classification Codes: S - Surplus   D - Damaged***

Steilacoom Historical School District No. 1
511 Chambers
Steilacoom, WA 98388

Resolution 825-08-27-15
BUDGET ADOPTION 2015 - 2016 School Year

WHEREAS, the Board of Directors of Steilacoom Historical School District No. 1 is adopting the operating budget for September 1, 2015 thru August 31, 2016 as follows:

GENERAL FUND	$34,352,413
CAPITAL PROJECTS FUND	$ 2,630,000
DEBT SERVICE FUND	$ 5,987,275
ASSOCIATED STUDENT BODY FUND	$ 751,188
TRANSPORTATION VEHICLE FUND	$ 50,000

The foregoing resolution was adopted at a regularly scheduled meeting of the Board of Directors of the Steilacoom Historical School District No. 1 the following members being present and voting:

ADOPTED THIS 27th DAY OF AUGUST, 2015.

_____
Chairman

_____
Vice Chairman

_____

_____

_____

ATTEST: _____
Superintendent/Board Secretary

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: ___August 27, 2015_____

Strategic Focus Area

☒ Teaching and Learning

☐ Safety, Service and Support

☐ Family & Community Involvement

☐ Resource Management

BACKGROUND INFORMATION

In the District's continual efforts to update policy and procedure in accordance with WSSDA model policy, it has been determined that the following policies are in need of minor revisions:

Policy 2413 – Equivalency Credit for Career and Technical Education Courses

Minor changes (shall's to will's) and an added paragraph from WSSDA that indicates AP Computer Science will count as math or science; it references Algebra II enrollment and completion, and indicates transcript denotation.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve Policy 2413.

Report prepared by:

Paul Harvey, Executive Director Student Achievement

EQUIVALENCY CREDIT FOR CAREER AND TECHNICAL EDUCATION COURSES

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:
   A. Aligned with the state's essential academic learning requirements and grade level expectations; and
   B. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. Board approval of AP computer sciences as equivalent to high school mathematics requires that a student has successfully completed or is currently enrolled in Algebra II. The superintendent will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Cross References:	2170 - Career and Technical Education
	2410 - High School Graduation Requirements
Legal References:	RCW 28A.230.097 Career and technical high school course equivalencies.
	RCW 28A.230.120 High School Diplomas – Issuance- Option to receive final transcripts –Notice
	WAC 180-51 High school graduation requirements
	WAC 392-410 Courses of study and equivalencies
Management Resources:	2013 - September Issue
	Policy News, August 2006 Legislature Codifies Course Equivalency for Career and Technical Courses

Adoption Date: 2.27.08
Steilacoom Historical School District
Revised: 8.27.15

Board Meeting Date: ___August 27, 2015_____

Strategic Focus Area

☒ Teaching and Learning

☐ Safety, Service and Support

☐ Family & Community Involvement

☐ Resource Management

BACKGROUND INFORMATION

In the District's continual efforts to update policy and procedure in accordance with WSSDA model policy, it has been determined that the following policies are in need of minor revisions:

Policy 2420 – Grading and Progress Reports

Updates the language to include allowance for electronic communication of progress reports.

"Shalls to wills" edits.

Addresses attendance-related grading to specify adverse effect only in cases where there was a graded activity and allows for an appeal to be made to the principal.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve Policy 2420.

Report prepared by:

Paul Harvey, Executive Director Student Achievement

GRADING AND PROGRESS REPORTS

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the district's responsibility to keep parents informed of student welfare and progress in school.

The district will issue grades and written or electronic progress reports, and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to effect improvement. These written and verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The district will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term, individually and cumulatively.

The superintendent will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher will specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected for failure to attend or participate, provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

Cross References:	3520 - Student Fees, Fines, or Charges
	3122 - Excused and Unexcused Absences
Legal References:	RCW 28A.150.240(2)(g) Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
	RCW 28A.600.030 Grading policies — Option to consider attendance

RCW 28A.635.060 Defacing or injuring school property —
Liability of pupil, parent, or guardian Withholding grades,
diploma, or transcripts — Suspension and restitution —
Voluntary work program as alternative — Rights protected

WAC 180-44-010 Regulatory provisions relating to RCW
28A.04.120(6) and 28A.58.101 — Responsibilities related to
instruction

WAC 392-210 Student testing and evaluation - Washington state
honors award program

WAC 392-400-235 Discipline — Conditions and limitations

WAC 392-415 Secondary education - Standardized high school
transcript

Adoption Date: 2.27.08
School District Name: Steilacoom Historical School District
Revised: 2.08; 8.27.15

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: __August 27, 2015_____

Strategic Focus Area

☐ Teaching and Learning

☐ Safety, Service and Support

☐ Family & Community Involvement

☒ Resource Management

BACKGROUND INFORMATION

In the District's continual efforts to update policy and procedure in accordance with WSSDA model policy, it has been determined that the following policies are in need of minor revisions:

Policy 6114 – Gifts or Donations

- Minor wording edits
- Retitled
- Three key updates: policy language in alignment with state non-discrimination regulations, addresses teacher-solicited donations to the district through organizations (Example – DonarsChoose.org) with prior approval, and clarity on the section on gifts to staff.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve Policy 6114.

Report prepared by:

Kathi Weight, Superintendent

GIFTS or DONATIONS

The board recognizes that individuals and organizations in the community may wish to contribute additional supplies or equipment to enhance or extend the instructional program. Any gift to the district of real property can be accepted only by board approval. Any gift to the district or to an individual school or department of money, materials or equipment having a value of $ 5,000 or greater will be subject to board approval.

The board will not authorize acceptance of gifts that are inappropriate, which carry with them unsuitable conditions or which will obligate the district to future expenditures from the general fund, or which are out of proportion to the value of the gift. All gifts will become district property and will be accepted without obligation relative to use and/or disposal.

The superintendent will establish criteria to be met in the acceptance of all gifts to the district, regardless of whether they are solicited or unsolicited.

Unsolicited Gifts or Donations to the District
Money or additional supplies and equipment donated by booster clubs or other groups or patrons to support specific teams or extra-curricular activities are not to result in unacceptable levels of disparity of allocation favoring one team or gender.

Solicited Gifts or Donations to the District
Certificated staff seeking donations for their classroom must obtain prior approval from the building principal. Other staff or administrators seeking donations to benefit an entire school or the district as a whole must obtain prior approval from the Superintendent or his/her designee. In no event will any commitment be made by a staff member or other individuals in return for any gift to the district or to a school or department without the board's authorization.

Gifts to Staff:
The board recognizes that students and/or parents may wish to express their appreciation to school staff by giving gifts. In recognition of the fact that not all families can afford to show their appreciation with gifts, the board encourages the giving of letters of appreciation instead.

Cross References: 3515 – Student Incentives

                                       6100 – Revenues From Local, State and Federal Sources

Legal References: RCW 28A.320.030   Gifts, conveyances, etc., for scholarship and student aid purposes, receipt and administration

                                    WAC 392-190-025 Recreational and athletic activities.

Management Resources: 2015 - June Policy Issue

Adoption Date: 2.27.08
School District Name: Steilacoom Historical School District
Revised: 3.26.08; 10.22.14; 8.27.15

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: ___August 27, 2015_____

Strategic Focus Area

☐ Teaching and Learning

☐ Safety, Service and Support

☐ Family & Community Involvement

☒ Resource Management

BACKGROUND INFORMATION

In the District's continual efforts to update policy and procedure in accordance with WSSDA model policy, it has been determined that the following policies are in need of minor revisions:

Policy 6220 – Bid Requirements

- Minor wording edits
- Addition of new rules by the Federal Office of Management and Budget (OMB)
- Changes to procurement requirements for federal funds

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve Policy 6220.

Report prepared by:

Kathi Weight, Superintendent

_____

BID REQUIREMENTS

The board of directors of the Steilacoom Historical School District No. 1 recognizes the importance of:

- maximizing the use of district resources;
- the need for sound business practices in spending public money;
- the requirement of complying with state laws governing purchasing;
- the importance of standardized purchasing regulations, and;
- the need for clear documentation in meetings.

Procurement Using State Funds

Whenever the estimated cost of furniture, supplies, or equipment (except books) will cost:

- less than $40,000, no competitive bidding process is required to make the purchase;
- between $40,000 and $75,000, the board will follow the informal competitive bidding process by requiring quotes from at least three different sources to be obtained in writing or by telephone and recorded for the public to review.
- over $75,000, the board will follow the formal competitive bidding process by:
    1. preparing clear and definite plans and specifications for such work or purchases;
    2. providing notice of the call for formal bids by publication in at least one newspaper of general circulation in the district at least once each week for two consecutive weeks;
    3. providing the clear and definite plans and specifications to vendors interested in submitting a bid;
    4. require that bids be in writing;
    5. open and read bids in public on the date and in the place named in the notice; and
    6. file all bids for public inspection after opening.

The board may waive bid requirements for purchases:
- clearly and legitimately limited to a single source of supply;
- involving special facilities or market conditions;
- in the event of an emergency;
- of insurance or bonds; and
- involving public works in the event of an emergency.

"Emergency" means unforeseen circumstances beyond the district's control that present a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury or loss of life if immediate action is not taken.

Whenever bid requirements are waived, a document explaining the factual basis for the exception and the contract will be recorded and open for public inspection.

The board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call. The board reserves the right to purchase through an inter-local cooperative agreement with another governmental agency provided such agency has complied with the bidding requirements that are applicable to school districts.

The board will include in each contract a proviso requiring the contractor to prohibit any of its employees who has ever been convicted of or pled guilty to any of the child related felonies from

working where he/she would have contact with public school students. The contract will also provide that failure to comply with this requirement is grounds for immediate termination of the contract.

The superintendent will establish bidding and contract awarding procedures for all purchases of furniture, equipment, supplies (except books) or public works projects consistent with state law.

Use of State Funds for Improvements or Repairs
The board may make improvements or repairs to district property through a district department without following the competitive bidding process if the total cost of improvements or repairs does not exceed $75,000. If the board estimates that the total cost is $75,000 or more, the board will follow the formal competitive bidding process outlined above unless the contract is let using the small works roster process authorized by RCW 39.04.155 or under any other procedure authorized for school districts.

Procurement Using Federal Funds
When federal funds are used for procurement of goods (furniture, supplies, equipment and textbooks):

- Purchases of $3,000 or less do not require quotes. However, must consider price to be reasonable, and, to the extent practical, distribute equitably among suppliers.
- Purchases between $3,000 and $75,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of $75,000 or more must be publicly solicited using sealed bids.

When federal funds are used for procurement of **services**:
- Purchases of $3,000 or less do not require quotes. However, must consider price to be reasonable, and, to the extent practical, distribute equitably among suppliers.
- Purchases of $150,000 or more must be publicly solicited using sealed bids.

Procurement by **noncompetitive** proposals may only be used when one of the following four circumstances applies. The district must maintain documentation supporting the applicable circumstance for noncompetitive proposals.
- The item is only available from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The awarding agency (e.g., OSPI) authorizes noncompetitive proposal in response to a written request from the district; or
- After solicitation of a number of sources, competition is determined inadequate.

Suspension and Debarment
Before entering into federally funded vendor contracts for goods and services that equal or exceed $25,000 and any subcontract award, the district will ensure the vendor is not suspended or debarred from participating in federal assistance programs.

The superintendent will establish bidding and contract awarding procedures consistent with state and federal law.

Conflict of Interest

No employee, officer or agent may participate in the selection, award or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest. Such a conflict would arise when the employee, officer or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

No employee, officer or agent of the district may solicit or accept gratuities, favors or anything of monetary value from contractors or parties to subcontracts. Violation of these standards may result in disciplinary action including, but not limited to, suspension, dismissal or removal.

Legal References: RCW 28A.335.190   Advertising for bids — Competitve bid procedures — Purchases from inmate work programs — Telephone or written quotation solicitation, limitations — Emergencies

            28A.400.330   Crimes Against Children — Contractor Employees — Termination of Contract

            39.04.155   Small works roster contract procedures — Limited public works process Definition

            39.04.280   Competitive Bidding Requirements — Exemptions

            39.30.060   Bids on public works — Identification, substitution of contractors
2 CFR 200.318 – General Procurement Standards

            34 CFR § 80.36   Procurement
            34 CFR § 85   Debarment and Suspension

Management Resources:

       Policy News, June 2015
       Policy News, June 2013
       Policy News, April 2012   Bid requirements policy revised to address audit concerns
       Policy News, February 2011   Bid requirements
       Policy News, October 2005   Competitive bid process changes
       Policy News, June 2001   Legislation further simplifies bid compliance

Adoption Date: 02.27.08
School District: Steilacoom Historical School District
Revised: 09.12.12; 12.10.14; 8.27.15

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: __August 27, 2015_____

Strategic Focus Area

☐ Teaching and Learning

☐ Safety, Service and Support

☐ Family & Community Involvement

☒ Resource Management

BACKGROUND INFORMATION
In the District's continual efforts to update policy and procedure in accordance with WSSDA model policy, it has been determined that the following policies are in need of minor revisions:

Policy 6512 – Infection Control Program
- Minor wording edits
  Clarification of language to indicate that the Washington Department of Health only *recommends* certain immunizations for school staff.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve Policy 6512.

Report prepared by:

Kathi Weight, Superintendent

INFECTION CONTROL PROGRAM

In order to safeguard the school community from the spread of certain vaccine-preventable diseases and in recognition that prevention is a means of combating the spread of disease, the board strongly urges that susceptible school staff members (including volunteers) provide documentation of immunization or evidence of immunity against certain vaccine-preventable diseases. The following immunizations are recommended for school staff: measles, mumps, rubella (MMR), varicella (chickenpox), diphtheria, tetanus, and pertussis (Tdap and Td), and influenza (flu). Staff members born prior to January 1, 1957 need not provide evidence of immunity to measles; these individuals are considered naturally immune.

To facilitate this prevention program, the board authorizes the superintendent to make arrangements for staff immunization at a convenient time and place, and at a nominal cost to the staff member. A "susceptible" staff member may be exempted from one or more of the immunizations recommended for school staff by the Washington Department of Health by filing a written objection to such immunization on the basis of religious or philosophical grounds, when a private physician certifies that the staff member's physical condition contraindicates immunization or when the staff member provides documentation of immunity by blood test.

In the event of an outbreak of a vaccine-preventable disease in school, the local health officer has the authority to exclude a susceptible staff member. A staff member granted an exemption by the district for religious, philosophical or medical reasons or without an acceptable immunization record on file may be excluded, as he/she is considered to be susceptible. If excluded, he/she is not eligible to receive sick leave benefits because of the exclusion itself. To qualify for benefits, he/she must be ill or temporarily physically-disabled.

The superintendent or designee will evaluate all job duties of district employees to determine which employees have reasonably anticipated on-the-job exposure to blood or other potentially infectious material. The district will maintain a list of job classifications where employees have reasonably anticipated exposure to blood or other potentially infectious material. The hepatitis B vaccine will be provided at the district's expense to all employees identified as having risk of directly contacting blood or other potentially infectious material at work.

In the event that an employee has a specific exposure to blood or other potentially infectious material, the employee will be provided, at district expense, with confidential medical evaluation, follow-up and treatment, if indicated.

The district will provide annual training to all employees with reasonably anticipated exposure to blood or other potentially infectious material. All employees will receive district provided training on HIV/AIDS within six months of initial employment.

Records will be kept in strict confidence regarding the hepatitis B vaccine status of all employees with reasonably anticipated exposure to blood or other potentially infectious material and for each occupational exposure an employee has to blood or other potentially infectious material. The records will be kept for the duration of the employee's employment, plus thirty years. The district will also keep records that employees have received appropriate training.

Cross Reference: Board Policy 3414   Infectious Disease

Legal References:

Chapter 246-110	WAC Contagious disease –School districts and day care centers
Chapter 296-823	WAC Occupation exposure to bloodborne pathogens
Chapter 392-198	WAC Training — school employees — HIV/AIDS

Management Resources:　　　　2015 - June Policy Issue

　　　　　　　　　　　　　　　　2015 - April Policy Issue

Adoption Date: 2.27.08
School District Name: Steilacoom Historical School District
Revised: 1.14.15; 8.27.15

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: ___August 27, 2015_____

Strategic Focus Area

☒ Teaching and Learning

☐ Safety, Service and Support

☐ Family & Community Involvement

☐ Resource Management

BACKGROUND INFORMATION

Policy 2000 Student Learning Goals defines basic education and its purpose.

The revision drops language "develop specific academic and technical skills and knowledge..." and replaces it with "focus on strengthening the educational achievement of all students the opportunity to achieve personal and academic success."

The four state learning goals remain the same.

The revision changes the format from numbering to lettering each goal.

The revision references the change of authority from SBE to state law.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to move the Policy 2000 to a second reading.

Report prepared by:
Paul Harvey, Executive Director of Student Achievement

STUDENT LEARNING GOALS

A basic education is an evolving program of ~~the school district shall be~~instruction that is intended to provide ~~opportunities for all~~ students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives and to enjoy productive and satisfying lives. Additionally, a goal of the district is to ~~provide opportunities for each student to develop specific academic and technical skills and knowledge essential to meeting four student learning goals~~focus on strengthening the educational achievement of all students and providing all students the opportunity to achieve personal and academic success. Students will:

    A. ~~1.~~ Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings;

    B. ~~2.~~ Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; health and fitness;

    C. ~~3.~~ Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and

    D. ~~4.~~ Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals will be placed within a context of a performance-based educational system in which high standards are set for all students. Parents are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the school board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals ~~shall~~will be adopted by the district, as ~~the~~required by state ~~board of education implements these assessments~~law.

Legal References: RCW 28A.150.210 Basic education— Goals of school districts

RCW 28A.655.010 Washington commission on Student Learning — Definitions

Adoption Date: 2.27.08
Revised:

Steilacoom Historical School District

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: __August 27, 2015_____

Strategic Focus Area

☒ Teaching and Learning

☐ Safety, Service and Support

☐ Family & Community Involvement

☐ Resource Management

BACKGROUND INFORMATION

Policy 2021 Library Media Centers provides for the maintenance of library/media centers in school districts.

The revisions address connections to the classroom and range of instructional equipment.

The revision also identifies the staffing for the library/media center and role in assisting learning goals and graduation requirements.

The revision differentiates the procedures between reconsideration of library resources and those of classroom curricular instructional materials.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to move the Policy 2021 to a second reading.

Report prepared by:
Paul Harvey, Executive Director of Student Achievement

LIBRARY MEDIA CENTERS

The Steilacoom School District library/media centers will be used to support and extend the attainmentclassroom program of the state's learning goals.instruction. Each center shall be provided with a collection of print and electronic information, will provide a broad range of instructional equipment and other learning resource materials to promote a positive impact on student learning. These learning resources willto support the district's school improvement plan andschool curriculum and meet the unique needs of students.

Each district library/media center will be appropriately staffed to assist teachers and students in the use of the collection, as well as in the completion of teacher and/or student assignments. The Teacher-Librarian and the library media staff will assist students and teachers in securing a variety of resources which support student mastery of the essential academic learning requirements in all subject areas.. and the implementation of the district's school improvement plan. Additionally, the Teacher-Librarian, through the school library media program, willstaff shall collaborate as an instructional partnerspartner and informationalinformation specialist with teachers to develop student's information and technology skills. Staff shall assist students in meetingto help all students meet the content goals in all subject areas, provide information, technology literacy instruction and assist high school students with graduation requirements, specificallycompleting the culminating project and the high school and beyond plans. Library/media staff will assist students and teachers by providing access to materials and securing information from other sources.

The superintendent shallwill establish procedures for the selection of materials. Citizens who wish to express a concern about specific material included in the collection may do so according to the procedures outlined in 2020P. Procedure 2021P, with the understanding that the criteria and rationale for reconsideration of library resources differs from the criteria and rationale for reconsideration of classroom/curricular instructional materials.

Cross References:	2020 - Curriculum Development and Adoption of Instructional Materials
	2020P - Procedure Curriculum Development and Adoption of Instructional Materials
Legal References:	RCW 28A.320.230 - Instructional Materials — Instructional materials committee
	RCW 28A.320.240 - School Library Media Programs — Stocking of libraries — Teacher - Librarians
	WAC 392-204-005, 009, 020, 025, 055 Library Media Centers:
	WAC 392-204-005 Purpose and authority
	WAC 392-204-009 Definitions
	WAC 392-204-020 School library media program
	WAC 392-204-025 Services
	WAC 392-204-055 Other sources

Adoption Date: 2.27.08
Revised Dates:

Steilacoom Historical School District No.1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: ___August 27, 2015_____

Strategic Focus Area

☐ Teaching and Learning

☒ Safety, Service and Support

☐ Family & Community Involvement

☐ Resource Management

BACKGROUND INFORMATION
Policy 3220 Freedom of Expression is revised to remove language restricting students from distributing materials they produced or wrote themselves. This is in response to a recent U.S. District Court ruling that while a school district could place reasonable time, place and manner restrictions on distribution of materials by students, any restriction of students to distribute their own materials is unconstitutional.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to move the policy to a second reading.

Report prepared by:
Susanne Beauchaine, Executive Director for Student Services

FREEDOM OF EXPRESSION

The free expression of student opinion is an important part of education in a democratic society. Students' verbal and written expression of opinion on school premises is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

The superintendent willshall develop guidelines assuring that students are able to enjoy free expression of opinion while maintaining orderly conduct of the school.

A. **Student Publications**

Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. They are operated and substantively financed by the district. Material appearing in such publications should reflect all areas of student interest, including topics about which there may be controversy and dissent. Controversial issues may be presented provided that they are treated in depth and represent a variety of viewpoints. Such materials may not: be libelous, obscene or profane; cause a substantial disruption of the school;, invade the privacy of others; demean any race, religion, sex, or ethnic group;: or, advocate the violation of the law; or advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent willshall develop guidelines to implement these standards and willshall establish procedures for the prompt review of any materials which appear not to comply with the standards.

B. **Distribution of Materials**

Publications or other materialsmaterial written by students may be distributed on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property.

Students responsible for the distribution of material which leads to a substantial disruption of school activity or otherwise interferes with school operations willshall be subject to corrective action or punishment, including suspension or expulsion, consistent with student discipline policies.

Materials willshall not be distributed on school grounds by non-students and non-employees of the district.

Cross Reference:	Board Policy 2340	Religious-related Activities and Practices
	3241	Classroom Management, Discipline and Corrective Actions or Punishment
Legal References:	WAC 392-400-215	Student rights
Management Resources:		
	July 2015 Policy Alert	
	Policy News, August 2001	A Few Civil Liberty Reminders

Adoption Date: 2.27.08
School District Name: Steilacoom Historical School District
Revised Dates:

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: __August 27, 2015_____

Strategic Focus Area

☐ Teaching and Learning

☒ Safety, Service and Support

☐ Family & Community Involvement

☐ Resource Management

BACKGROUND INFORMATION

Policy 3246 Use of Reasonable Force is revised and retitled to 3246 Restraint, Isolation and Other Uses of Reasonable Force in response to the passage of Substitute House Bill 1240.

Restraint and isolation, which were formerly allowed in IEPs (Individual Education Programs) and 504 plans as aversive interventions, are now prohibited in these plans unless "a student's individual needs require more specific advanced educational planning and the student's parent or guardian agrees". Additionally, restraint or isolation of any student is now allowed only when "reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm as defined in RCW 70.96B.010"".

Policy 3247 Required Notification of Use of Restraint or Isolation on Students with IEPs and Section 504 Plans is recommended for deletion as it is no longer required by law.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to move Policies 3246 and 3247 to a second reading.

Report prepared by:
Susanne Beauchaine, Executive Director for Student Services

~~Use~~ Restraint, Isolation and Other Uses of Reasonable Force

It is the policy of the Steilacoom Historical School District board of directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment. ~~will remain free from the unreasonable use of force.~~

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Restraint and other uses of
~~District staff may use reasonable force to maintain order or to prevent a student from harming him/herself other students and school staff or property.~~

~~p~~Physical force, as defined in the procedure accompanying this policy, may be used when necessary ~~is reasonable when needed~~ to prevent or minimize imminent bodily injury ~~or substantial or great bodily harm~~ to self or others. Restraint and other uses of physical force may be used to protect district property ~~I~~if de-escalation interventions have failed or are inappropriate.

~~;~~
Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 70.96B.010 and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated. ~~physical force may be used to protect district property.~~

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, ~~Use of a restraint device or chemical spray is reasonable only under the following conditions and only when used by authorized and trained district staff after de-escalation interventions have failed or are inappropriate:~~

~~a) If the student's behavior poses a threat of imminent bodily injury or substantial or great harm to self or others; or~~

~~b) To prevent significant property damage.~~

~~Physical force, restraint devices, chemical spray or less than lethal devices will not be used as a form of discipline or punishment.~~

~~This policy is intended to address students enrolled in the district and not intended to prevent or limit the use of reasonable force or restraint as necessary with other adults or youth from outside the school as allowed by law.~~

The superintendent will annually report to the board on incidents involving the use of force. The superintendent or a designee will develop procedures to implement this policy.

Cross References: Policy 3247   Isolation and Restraint of Students with IEPs
                                               and Section 504 Plans
                         Policy 2161   Special Education and Related Services for
                                                 Eligible Students
                         Policy 2162   Education of Students with Disabilities
                                                 Under Section 504 of the
                                                 Rehabilitation Act of 1973

Legal References: RCW   9A.16.020   Use of Force — When lawful
                         RCW   9A.16.100   Use of Force on Children — Policy —
                                                 Actions presumed unreasonable
                         RCW 28A.150.300   Corporal Punishment Prohibited
                         RCW 70.96B.010   Definitions

                         Chapter 392-172A WAC   Rules for the Provision of Special Education
                         Chapter 392-400-235   Discipline — Conditions and limitations

Management Resources:
                         Policy and Legal News   July 2015 Policy Alert
                         July 2013 IssueUse of Reasonable Force Policy retitled, revised to include
                                                 new reporting requirement pursuant to
                                                 ESSB 1688

                         December 2008   Use of Reasonable Force Policy

Adoption Date:
2.27.08
School District Name: Steilacoom Historical School District
Revised: 12.08; 12.11; 12.11.13; 08.14.14

~~REQUIRED NOTIFICATION OF ISOLATION OR RESTRAINT OF STUDENTS WITH IEPS OR SECTION 504 PLANS~~

~~It is the policy of the Steilacoom Historical School District Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those with an Individualized Education Program (IEP), an Aversive Intervention Plan (AIP) or a plan developed under Section 504 of the Rehabilitation Act of 1973 (Section 504 plan) will remain free from the unreasonable use of force.~~

~~Isolation and restraint of these students will generally be avoided and will not be used as a form of discipline or punishment. The district recognizes, however, that isolation and restraint are necessary at times to preserve the safety of students and school staff. The district therefore authorizes these actions under limited circumstances. This policy and its accompanying procedure set forth the statutory definitions and authorized use of isolation, restraint and restraint devices as well as incident review procedures and requirements for reporting and parent/guardian notification.~~

~~The district will provide parents or guardians of students with an IEP or Section 504 plan a copy of the district's Isolation and Restraint policy when the IEP or Section 504 plan is created and will include parent/guardian notification procedures in the student's IEP.~~

~~Cross References:~~	~~2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973~~
	~~2161 - Special Education and Related Services for Eligible Students~~
~~Legal References:~~	~~WAC 392-400-235 Discipline — Conditions and limitations.~~
	~~WAC 392-172A Rules for the Provision of Special Education~~
	~~RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.~~
	~~RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.~~
	~~RCW 28A.155.210 Use of restraint or isolation — Requirement for procedures to notify parent or guardian.~~
	~~RCW 28A.150.300 Corporal punishment prohibited — Adoption of policy.~~
	~~RCW 9A.16.100 Use of Force on Children — Policy — Actions presumed unreasonable~~
	~~RCW 9A.16.020 Use of Force — When lawful~~
~~Management Resources:~~	~~2014 - June Issue ; 2013 - December Issue; 2013 - July Issue~~

~~Adoption Date: 8.14.14~~
~~School District Name: Steilacoom Historical School District~~

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: ___August 27, 2015_____

Strategic Focus Area

☐ Teaching and Learning

☒ Safety, Service and Support

☐ Family & Community Involvement

☐ Resource Management

BACKGROUND INFORMATION

Policy 3205, Sexual Harassment of Students Prohibited is recommended as a new policy. While the district does include prohibition to sexual harassment in Policy and Procedure 5011, this new policy will apply exclusively to students.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to move the Policy 3205 to a second reading.

Report prepared by:
Susanne Beauchaine, Executive Director for Student Services

Sexual Harassment of Students Prohibited

This district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every

time a complaint, alleging sexual harassment comes to the attention of the district, either formally or formally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations
Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities
The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will

be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review
The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.[HM1][BS2]

Cross References:	3207 - Prohibition of Harassment, Intimidation and Bullying
	3210 –Nondiscrimination
	3211 – Transgender Students
	3240 - Student Conduct
	3421 - Child Abuse, Neglect and Exploitation Prevention
	5010 - Nondiscrimination and Affirmative Action
	5011 – Sexual Harassment of District Employees Prohibited
Legal References:	RCW 28A.640.020 Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
	WAC 392-190-058 Sexual harassment
	20 U.S.C. §§ 1681-1688
Management Resources:	2015 – July Policy Alert
	2014 - December Issue
	2010 - October Issue

Adoption Date:

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: __August 27, 2015_____

Strategic Focus Area

☐ Teaching and Learning

☒ Safety, Service and Support

☐ Family & Community Involvement

☒ Resource Management

BACKGROUND INFORMATION
 In accordance with WSSDA model policy, **Policy 5011 - Sexual Harassment of District Sta**ff **Prohibited i**s in need of revision. The following are proposed changes:

-Retitled
-All references to sexual harassment of students has been removed and is now included in its own policy within the 3000 series (Policy 3205)
-Definition has been revised
-Changes to investigation and response language

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve **Policy 5011**. Due to the need to include this new policy in our staff training that tis scheduled for August 31st, please consider adoption of this policy, instead of moving it to 2nd reading.

Report prepared by:

Kathi Weight, Superintendent

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SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED

This district is committed to a positive and productive ~~education and~~ working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

~~The district prohibits sexual harassment of students, employees and others involved in school district activities.~~

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's employment performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining a work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

~~Sexual harassment occurs when:~~
~~A. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;~~
~~B. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or~~
~~C. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.~~

~~Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.~~

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has

created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority ~~on~~ every time a report~~s~~, complaint~~s~~ or ~~and~~ grievance~~s~~ alleging sexual harassment ~~that~~ come~~s~~ to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment. ~~Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment will be reviewed and remedied, as appropriate.~~

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending ~~students, staff and contractors~~staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

~~All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.~~

The superintendent will develop procedures to provide ~~age-appropriate~~ information and education to district staff, ~~students,~~ parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff~~, student~~ and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, ~~students,~~ parents, volunteers and visitors. The policy and procedure will be reproduced in each ~~student,~~ staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, and volunteers and parents in the review process.

Cross References:	Policy	3205	Sexual Harassment of Students Prohibited
	Policy	3207	Prohibition of Harrassment, Intimidation and Bullying
	Policy	3210	Nondiscrimination
	Policy	3240	Student Conduct
		3421	Child Abuse, Neglect and Exploitation Prevention
	Policy	5010	Nondiscrimination and Affirmative Action
Legal References:	RCW 28A.640.020		Regulations, guidelines to eliminate discrimination — Scope—Sexual harrassment policies
	WAC 392-190-058		Sexual harassment

Management Resources:
Policy News, October 2011
Policy News, December 2014
2015 – July Policy Alert

Adoption Date:2.27.08
School District Name:Steilacoom Historical School District
Revised: 7.29.10; 2.12.14;1.28.15;

SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED

This district is committed to a positive and productive working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual's employment performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining a work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint or grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers and visitors. The policy and procedure will be reproduced in each staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, and volunteers and parents in the review process.

Cross References: Policy   3205   Sexual Harassment of Students Prohibited

Policy   3207   Prohibition of Harrassment, Intimidation and Bullying

Policy   3210   Nondiscrimination

Policy   3240   Student Conduct

3421   Child Abuse, Neglect and Exploitation Prevention

Policy   5010   Nondiscrimination and Affirmative Action

Legal References: RCW 28A.640.020   Regulations, guidelines to eliminate discrimination — Scope—Sexual harrassment policies

WAC 392-190-058   Sexual harassment

Management Resources:
Policy News, October 2011
Policy News, December 2014
2015 – July Policy Alert

Adoption Date:2.27.08
School District Name:Steilacoom Historical School District
Revised: 7.29.10; 2.12.14;1.28.15; 8.27.15

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: ___August 27, 2015_____

Strategic Focus Area

☐ Teaching and Learning

☒ Safety, Service and Support

☐ Family & Community Involvement

☐ Resource Management

BACKGROUND INFORMATION

Policy 3422 Student Sports Concussion, Head Injury and Sudden Cardiac Arrest is revised to reflect changes implemented by the passage of ESSB 5083 – Sudden Cardiac Arrest Awareness Act. Revisions require coaches to receive training developed by WIAA every three years, and to alert parents and students to the issue of sudden cardiac arrest.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to move the Policy 3422 to a second reading.

Report prepared by:
Susanne Beauchaine, Executive Director for Student Services

Student Sports —— Concussion, ~~and~~ Head **Injury and Sudden Cardiac Arrest**~~Injuries~~

Concussion and Head Injury

The~~-~~ Steilacoom Board of Directors recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The board acknowledges that the risk of catastrophic injuries or death is~~are~~ significant when a concussion or head injury is not properly evaluated and managed. Therefore, all competitive sport activities in the district will be identified by the administration and all appropriate district staff, coaches and team volunteers will complete training as required in the district procedure to recognize suspicious signs and symptoms of concussion. Additionally, all coaches will comply with WIAA guidelines for the management of head injuries and concussions.

Consistent with Washington law, the district will utilize guidelines developed with the Washington Interscholastic Activities Association (WIAA) and other pertinent information ~~and forms~~ to inform and educate coaches, youth athletes, and their parents/ ~~and/or~~ guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

Annually, the district will distribute a head injury and concussion information sheet to all parents/ ~~and~~ guardians of student participants in competitive sport activities. ~~The parent/guardian and student must return a signed acknowledgement indicating that they have reviewed and understand the information provided before the student participates in any covered activity. Until this acknowledgement form is returned and on file with the district, the student may not practice or compete.~~

Prior to their first use of school facilities, all private nonprofit youth programs must provide a written statement of compliance with this policy in regard to concussion and head injury with proof of insurance as required by RCW 4.24.660.

Sudden Cardiac Arrest

The Board of Directors further recognizes that sudden cardiac arrest is reported to be the leading cause of death in young athletes. The board will work with the WIAA and the University of Washington medicine center for sports cardiology to make available an online pamphlet that provides student athletes, their parents/guardians and coaches with information about sudden cardiac arrest. To this end, the district will maintain a link on its website to the OSPI website where the online pamphlet will be posted.

Annually, prior to participating in an interscholastic athletic activity, students and their parent/guardian must review the online pamphlet and return a signed statement to the school documenting their review. This form may be combined with the annually distributed head injury and concussion information sheet referenced above.

The board will also work with the WIAA and the University of Washington medicine center for sports cardiology to make available an existing online sudden cardiac arrest prevention program

for coaches.   Every three years, prior to coaching an interscholastic athletic activity, all coaches will complete the online program and provide a certificate of completion to the district.

All coaches, including volunteers, will complete training as required in the district procedure. Additionally, all coaches of competitive sport activities will comply with Washington Interscholastic Activities Association (WIAA) guidelines for the management of sudden cardiac arresthead injuries and concussions.

Prior to their first use of school facilities, all private nonprofit Liability of school districts under contract with youth programs must provide a written statement of compliance with this policy in regard to sudden cardiac arrest with proof of insurance as required by RCW 4.24.660.

Cross References:	3412 - Automated External Defibrillators
	3418 - Response to Student Injury or Illness
	4260 - Use of School Facilities

| Legal References: | RCW 4.24.660 Liability of school districts under contract with youth programs |
| | Chapter 28A.600 RCW Students |

Management Resources:	2015 - June Policy Issue
	2014 - August Issue
	2009 - August Issue

Adoption Date: 12.2.09
School District Name:
Revised: 08.09; 12.11