



360.458.1900
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107 FIRST STREET NORTH
PO BOX 476
YELM, WA 98597-0476

SCHOOL BOARD MEMBERS: DENISE HENDRICKSON, PRESIDENT • CASEY SHAW, VICE PRESIDENT
DEBBIE EDWARDS • BILL HAUSS • FRANK KING

AGENDA

Regular School Board Meeting

Thursday, September 11, 2025

6 p.m.

Lackamas Elementary

16240 Bald Hill Rd SE • Yelm, WA

Regular School Board Meeting

- A 1. Call to Order
Flag Salute

- I 2. Audience
 - A. Superintendent's Comments
 - B. Community Comments

- A 3. New Business
 - A. Individual Contracts
 - 1. New Hires
Skylah Keeler, PR Para SPED Program 1:1
Jennifer Moats, Transportation Bus Driver
Angela Pirone, SW LPM
Heather Smith, RMS Para SPED Program 1:1
 - 2. Leave of Absence
No Report
 - 3. Resignations/Retirements/Terminations

| | |
|---|-------------|
| Christine Gordon, Transportation Bus Driver | Resignation |
| Chrystyne Martin, SW Teacher SPED Educ. SELF | Resignation |
| Aly Prohim, YHS Coach Assnt Soccer Boys | Resignation |
| Thora McReynolds, Transportation Bus Driver | Resignation |
| Candice Williams, YMS Para SPED Program 1:1 LRC | Resignation |
 - 4. Staffing Changes
No Report

 - A B. Acceptance of Gifts

| <u>Donor</u> | <u>Amount</u> |
|---|---------------|
| YHS Connects, to support programs that were cut due to the levy .. \$4,699.43 | |

 - I C. Lackamas Elementary Spotlight

 - I D. Enrollment Update

- A** **E. Approval of Minimum Basic Education Compliance Report for 2025-2026**
- I** **4. Board Comments**
- I** **5. Superintendent's Report**
- A** **6. Adjourn**

Next Board Meeting: September 25, 2025 – 6:00 p.m. – Regular Board Meeting
Location: Yelm High School PAC

Individuals with disabilities who may need a modification to participate in a meeting should contact the Superintendent's Office no later than three days before a meeting so that arrangements for the modification can be made.

A= Action

I= Information

D= Discussion



Personnel Action for Board Approval

Doyla Buckingham
Director of Human Resources

DATE OF BOARD MEETING: September 11, 2025

NEW HIRES:

| <u>First Name</u> | <u>Last Name</u> | <u>Location</u> | <u>Title</u> | <u>Date</u> | <u>Comments</u> |
|-------------------|------------------|-----------------|----------------------------|-------------|-----------------|
| Skylah | Keeler | Prairie | Para- SPED Program-1:1 LRC | 9/3/2025 | |
| Jennifer | Moats | Transportation | Bus Driver | 9/3/2025 | |
| Angela | Pirone | Southworth | LPN | 9/3/2025 | |
| Heather | Smith | RMS | Para-SPED Program-1:1 | 9/3/2025 | |

LEAVES OF ABSENCE:

| <u>First Name</u> | <u>Last Name</u> | <u>Location</u> | <u>Title</u> | <u>Date</u> | <u>Comments</u> |
|-------------------|------------------|-----------------|--------------|-------------|-----------------|
|-------------------|------------------|-----------------|--------------|-------------|-----------------|

RESIGNATIONS/RETIREMENTS/TERMINATIONS:

| <u>First Name</u> | <u>Last Name</u> | <u>Location</u> | <u>Title</u> | <u>Date</u> | <u>Comments</u> |
|-------------------|------------------|-----------------|-----------------------------|-------------|-----------------|
| Christine | Gordon | Transportation | Bus Driver | 8/31/2025 | Resignation |
| Chrystyne | Martin | Southworth | Tchr-Special Education-SELF | 8/31/2025 | Resignation |
| Aly | Prohim | Yelm HS | Coach-Assnt Soccer Boys | 8/29/2025 | Resignation |
| Thora | McReynolds | Transportation | Bus Driver | 9/17/2025 | Resignation |
| Candice | Williams | Yelm MS | Para- SPED Program-1:1 LRC | 8/31/2025 | Resignation |

STAFFING CHANGES:

| <u>First Name</u> | <u>Last Name</u> | <u>From</u> | <u>To</u> | <u>Date</u> | <u>Comments</u> |
|-------------------|------------------|-------------|-----------|-------------|-----------------|
|-------------------|------------------|-------------|-----------|-------------|-----------------|

REQUESTS FOR WAIVERS FOR TEACHING OUT OF ENDORSEMENT:

| <u>First Name</u> | <u>Last Name</u> | <u>Location</u> | <u>Out of Endorsement Subject</u> | <u>Date</u> | <u>Comments</u> |
|-------------------|------------------|-----------------|-----------------------------------|-------------|-----------------|
|-------------------|------------------|-----------------|-----------------------------------|-------------|-----------------|



**COMMUNITIES DEDICATED TO
LEARNING AND ACHIEVEMENT**

360.458.1900
FAX: 360.458.6178
107 FIRST STREET NORTH
PO Box 476
YELM, WA 98597-0476
www.ycs.wednet.edu

MEMORANDUM

TO: Board of Directors
FROM: Jennifer Carrougher, Chief of Finance and Operations
DATE: September 11, 2025
SUBJECT: Donations

| <u>Donor</u> | <u>Items/Purpose</u> | <u>Amount</u> |
|---------------------|----------------------|---------------|
| YHS Connects Center | YHS-General Donation | \$4,699.43 |

2025-26 Minimum Basic Education Requirement Collection

2. School District/LEA Information

1. District or LEA Type

Public School District

2. School District or LEA Name

Name of the School District or LEA

Yelm School District

3. Confirm District Name and Leadership

Confirm Name of the School District

Yelm School District

Enter the School District or LEA Name

Superintendent's First Name

Christopher

Superintendent's Last Name

Woods

Superintendent's Email Address

christopher_woods@ycs.wednet.edu

4. The SBE will contact the superintendent by email if there are questions about survey responses. However, if the district prefers that a different person is contacted, please enter that person's contact information below. If the superintendent is the main point of contact, you do not need to re-enter their name, but you will need to re-enter their email address.

First Name

Lisa

Last Name

Cadero-Smith

Email

Lisa_Cadero-Smith@ycs.wednet.edu

3. Grade Levels Offered

5. Will your school district serve ALL grades, kindergarten through grade 12, in the 2025-26 school year?

Yes, the district will enroll students in ALL grades K-12

6. How many schools in the district will serve students in any of the grades 9 through 12 in the 2025-26 school year? (Include schools that offer 9-12, but may not have full enrollment yet)

2

4. Basic Education Requirement: Days of Instruction and Waivers

7. Minimum 180-Day School Year

([RCW 28A.150.220](#), [RCW 28A.150.203](#), [RCW 28A.150.315](#))

The Program of Basic Education requires that the school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades K-12, inclusive of any waivers granted by the Superintendent of Public Instruction. A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance, provided the district meets the conditions of the waiver.

Will your school district make accessible to all legally eligible students 180 days of instruction in the 2025-26 school year?

Yes, we have a calendar planned with 180 or more days

5. Basic Education Requirement: Instructional Hours

8. Kindergarten Minimum Instructional Hour Offering

([RCW 28A.150.205](#), [RCW 28A.150.220\(2\)](#), [RCW 28A.150.315](#))

The Program of Basic Education requires districts that offer kindergarten to have all-day kindergarten programs that comprise no fewer than 1,000 hours of instruction.

Will the school district make available to kindergarten students at least a minimum instructional hour offering of 1,000 hours in the 2025-26 school year?

Yes

9. How will your school district meet the minimum instructional hour requirement for grades 1-12 for the 2025-26 school year?

District-wide average of at least 1,027 hours

10. How many credits will atypical high school student have the opportunity to earn in your school district during the 2025-26 school year? (not including summer school, interim sessions, or other credit retrieval opportunities outside of the regular school day.)

6

7. High School Graduation Requirements: Subject Area and Credit Requirements

11. For the Class of 2026, will the school district require at least the following mandatory [17 core credits](#) to earn a high school diploma (WAC [180-51-210](#))? Please check "yes" or "no" for each subject area below

| | Yes | No |
|--|-----|----|
| 4 credits of English | X | |
| 3 credits of math (including the courses specified in WAC 180-51-210) | X | |
| 3 credits of social studies (including the courses specified in 180-51-210) | X | |
| 3 credits of science (including at least 2 credits of lab science) | X | |
| 0.5 credits of health | X | |
| 1.5 credits of physical education | X | |
| 1 credit of arts | X | |
| 1 credit of Career and Technical Education (or a course that meets program standards for an exploratory Career and Technical Education course) | X | |

12. [RCW 28A.230.094](#) requires a one-half credit stand-alone course in civics as part of the 3 credits of social studies required for graduation. Civics content and instruction that is embedded in other social studies courses does not meet this requirement unless the social studies courses are for dual credit and include the content required by RCW 28A.230.094.

Will the district require at least a one-half credit stand-alone civics course as part of the 3 credits of social studies required for graduation in the 2025-26 school year?

Yes, the district requires at least .5 credits or more of a stand-alone civics course

13. [WAC 180-51-210](#) requires successful completion of Washington state history and government to earn a high school diploma. This is a requirement typically met in middle school and does not require high school credit. The requirement may be waived for certain students as outlined by the WAC. For the 2025-26 school year, will the district require completion of Washington state history and government to earn a high school diploma?

Yes. The requirement is typically completed in middle school for most graduates (in our district or another district).

14. [WAC 180-51-210](#) requires school districts to offer the opportunity for high school students to earn flexible credits toward their high school diploma, which include electives and personalized pathway requirements related to students' High School and Beyond Plans. Districts must offer, at minimum, 2 credits of world languages (including American Sign Language and American Indian Language) and 1 arts credit (in addition to the 1 arts core credit).

Will the school district offer the opportunity for high school students to earn flexible credits in the 2025-26 school year?

Yes

At minimum, will the school district offer the opportunity for high school students to take the following flexible credits to earn a high school diploma in the 2025-26 school year?

| | Yes | No |
|--|-----|----|
| 2 credits of world languages (includes American Sign Language and American Indian languages) | X | |
| 1 arts credit (in addition to 1 arts core credit) | X | |

15. [Chapter 180-51 WAC](#) requires that students graduate high school with at least 24 credits as described on [SBE's website](#). (Individual students may be granted certain waivers of graduation requirements, such as a waiver of up to two flexible credits for individual circumstances).

For the Class of 2026, will the district require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC?

Yes

How many credits will be required to graduate in the 2025-26 school year?

24 credits

16. All public high schools are required to provide a program, directly or in cooperation with local community colleges or another school district, for students who would like to apply for entrance to a baccalaureate-granting institution after high school graduation. This program must help such students meet the minimum college entrance requirements. ([RCW 28A.230.130](#))

In the 2025-26 school year, will each public high school in your district provide a program that helps students meet the [minimum college entrance requirements](#), including [College Academic Distribution Requirements \(CADRs\)](#), established by the Washington Student Achievement Council (WSAC)?

Yes

17. All public high schools must provide a program, directly or in cooperation with local community or technical colleges, skill centers, apprenticeship committees, or other school districts, for students who plan to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation. ([RCW 28A. 230. 130](#))

In the 2025-26 school year, will each public high school in your district provide a program for students who plan to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation?

Yes

18. Which local high school graduation requirements will the school district require for the Class of 2026? (Requirements can be for credit or no credit).

| | Yes | No |
|---------------------------|-----|----|
| Community Service | | X |
| Culminating Project | | X |
| Financial Education | | X |
| FAFSA or WASFA Completion | | X |
| Other | | X |

8. High School Graduation Requirements: High School and Beyond Plan

19. In the 2025-26 school year, by 7th grade will students have taken a career and interest/skill inventory to inform their 8th grade class choices?

Yes, students will take the inventory in Grade 7

20. In the 2025-26 school year, by 8th grade will students have begun developing the High School and Beyond Plan (HSBP) on an annual basis?

Yes, students started developing the HSBP **before** Grade 8 (in our district or another district)

21. In the 2025-26 school year, will all 9th through 12th graders update their High School and Beyond Plan (HSBP) on an annual basis?

Yes

22. For the Class of 2026, will your school district require the annually-updated High School and Beyond Plan as a graduation requirement? (Decisions about whether a student has met the requirements for the High School and Beyond Plan are made locally per RCW [28A.230.212](#)).

Yes

23. NEW Requirement:

[RCW 28A.230.215](#) requires school districts to move their High School and Beyond Plan to a statewide [universal online platform](#). In 2024, the Superintendent of Public Instruction (OSPI) chose the SchoolLinks platform to host the HSBP. All districts with a middle and/or high school must transition their HSBP to SchoolLinks within two years of OSPI developing the universal platform if they do not use it already. OSPI has given districts two date options for transitioning: Fall 2025 or Fall 2026.

When does your school district plan to transition the HSBP to the SchoolLinks universal online platform?

Fall 2025

24. Will students complete High School and Beyond plan activities as part of a credit-bearing course in the 2025-26 school year?

No

25. How will the district offer the High School and Beyond Plan (HSBP) in the 2025-26 school year? Choose all that apply.

It is offered through Advisory/Homeroom

9. High School Graduation Requirements: Graduation Pathway Options

26. For the 2025-26 school year, will the district annually provide information about graduation pathway options to students in grades 8 through 12 and their parents or guardians?

Yes, the district begins providing annual graduation pathway information in Grade 8 (or Grade 9 if that is the lowest grade served)

27. For the 2025-26 school year, will every student earning a high school diploma be required to complete at least one of the [nine graduation pathway options](#) that is in alignment with the student's high school and beyond plan?

Yes

28. School districts are encouraged to make the nine graduation pathway options specified below available to their students, yet have discretion in determining which options they will offer ([WAC 180-51-230](#)).

Which of the following graduation pathway options will be made available to the Class of 2026? Please answer "Yes" or "No" to each prompt.

| | Yes | No |
|--|-----|----|
| State Assessments in ELA and Math | X | |
| Dual Credit Courses (Running Start, College in the High School, CTE Dual Credit) | X | |
| AP/IB/Cambridge Courses/Exams | X | |
| SAT/ACT College Entrance Exams | X | |
| Transition/Bridge to College Courses | | X |
| Performance-based | | X |
| Combination | X | |
| Armed Services Vocational Aptitude Battery (ASVAB) | X | |
| Career and Technical Education Sequence | X | |

Which of the following may be used to meet the graduation pathways requirement?

| | Yes | No |
|--|-----|----|
| Advanced Placement (AP) ELA course(s) and/or exam(s) | X | |
| Advanced Placement (AP) math course(s) and/or exam(s) | X | |
| International Baccalaureate (IB) ELA course(s) and/or exam(s) | | X |
| International Baccalaureate (IB) math course(s) and/or exam(s) | | X |
| Cambridge International (CI) ELA course(s) and/or exam(s) | | X |
| Cambridge International (CI) math course(s) and/or exam(s) | | X |

Which dual credit courses may be used to meet the graduation pathways requirement?

| | Yes | No |
|---|-----|----|
| Running Start ELA course(s) | X | |
| Running Start math course(s) | X | |
| College in the High School ELA course(s) | X | |
| College in the High School math course(s) | X | |
| CTA Dual Credit ELA course(s) | X | |
| CTE Dual Credit math course(s) | X | |

Which college entrance exam(s) may be used to meet the graduation pathway requirement?

| | Yes | No |
|------------|-----|----|
| SAT - ELA | X | |
| SAT - Math | X | |
| ACT - ELA | X | |
| ACT - Math | X | |

Which transition course(s) may be used to meet the graduation pathway requirement?

| | Yes | No |
|---|-----|----|
| Transition/Bridge to College ELA course(s) | | |
| Transition/Bridge to College math course(s) | | |

Which subject(s) are available through the performance-based option?

| | Yes | No |
|------|-----|----|
| ELA | | |
| Math | | |

10. Graduation Pathway Options: Additional Information

29. Please briefly explain why the school district will not offer Bridge to College/Transition course(s) to meet graduation pathways in the 2025-26 school year?

YCS does not currently have staff interested or trained in teaching these courses.

30. Please briefly explain why the school district will not offer a Performance-based option to meet graduation pathways in the 2025-26 school year?

YCS does not have the capacity to create/manage a process to support this pathway.

31. How many of the district's high schools will offer state assessments to meet graduation pathway requirements in the 2025-25 school year?

1

32. How many of the district's high schools will offer Running Start to meet graduation pathway requirements in the 2025-26 school year?

1

33. Running Start students and families do not pay tuition for courses (up to 1.4 FTE), but may have to pay for college fees, books, and/or transportation as outlined in the [Running Start FAQ](#). How will Running Start non-tuition costs be paid for in the 2025-26 school year?

| | The district offers to cover this cost for ALL students | The district offers to cover this cost for SOME students | The college (or at least one college if more than one) covers this cost for ALL students | The college (or at least one college if more than one) covers this cost for SOME students | This cost is paid by student/family/guardian/caregiver | This cost does not exist for the district's Running Start students |
|---|---|--|--|---|--|--|
| Non-tuition fees (including campus fees and instructional fees) | | | | | X | |
| Books | | | | | X | |
| Transportation | | | | | X | |
| Tuition fees beyond 1.4 FTE | | | | | X | |

34. How many of the district's high schools will offer College in the High School Courses to meet graduation pathway requirements in the 2025-26 school year?

1

35. Students and families do not pay for College in the High School (CiHS) as outlined in the [College in the High School FAQ](#). However, colleges may charge a fee if the CiHS course is offered by an out-of-state or private institution of higher education not defined in RCW 28B.10.063.

If students in your school district are charged a fee for College in the High School, how is that fee paid?

The district covers the costs for all students

36. How many of the district's high schools will offer Career and Technical Education Dual Credit courses that meet graduation pathway requirements in the 2025-26 school year?

1

37. How many of the district's high schools will offer AP Courses that meet graduation pathway requirements in the 2025-25 school year?

1

38. How will Advanced Placement (AP) costs be paid for in the 2025-26 school year? (Washington offers a [fee subsidy](#) to income-qualifying students)

All costs are paid by student/family/guardian/caregiver

39. How many of the district's high schools will offer the SAT to meet graduation pathway requirements in the 2025-26 school year?

1

40. Will the district offer the SAT during the school day in the 2025-26 school year?

No

41. How will SAT costs be paid in the 2025-26 school year?

All costs are paid by student/family/guardian/caregiver

42. How many of the district's high schools will offer the ACT to meet graduation pathway requirements in the 2025-26 school year?

1

43. Will the district offer the ACT during the school day in the 2025-26 school year?

No

44. How will ACT costs be paid in the 2025-26 school year?

All costs are paid by student/family/guardian/caregiver

45. How many of the district's high schools will offer the Combination option to meet graduation pathway requirements in the 2025-26 school year?

1

46. How many of the district's high schools will offer the ASVAB to meet graduation pathway requirements in the 2025-26 school year?

1

47. Will the district offer the ASVAB during the school day in the 2025-26 school year?

Yes

48. How many of the district's high schools will offer the ASVAB during the school day in the 2025-26 school year?

1

49. How many of the district's high schools will offer at least one Career and Technical Education (CTE) course sequence that meets graduation pathway requirements in the 2025-26 school year?

1

50. How many Career and Technical Education (CTE) course sequences that meet graduation pathway requirements will be available in your district for the 2025-26 school year?

8

11. Dual Credit Barriers

51. How significant is each barrier to providing Advanced Placement (AP), Cambridge International (CI), and/or International Baccalaureate (IB) opportunities to students in your school district?

| | No Barriers | Minor Barriers | Moderate Barriers | Major Barriers |
|--|-------------|----------------|-------------------|----------------|
| School/district financial limitations | X | | | |
| Lack of qualified instructors | X | | | |
| Lack of instructor interest | X | | | |
| Inequitable or insufficient instructor compensation | X | | | |
| Insufficient training of instructors or administrators | X | | | |
| Lack of administrative staffing capacity | X | | | |
| Master scheduling challenges | X | | | |
| Collaboration with higher education partners | | | | |
| Low enrollment (overall headcount and/or student preparedness) | X | | | |

52. How significant is each barrier to Advanced Placement (AP), Cambridge International (CI) and/or International Baccalaureate (IB) access for students?

| | No Barriers | Minor Barriers | Moderate Barriers | Major Barriers |
|--|-------------|----------------|-------------------|----------------|
| Lack of options: Too few offerings to serve all interested students | X | | | |
| Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc. | X | | | |
| Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework | X | | | |
| Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit | X | | | |
| Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation | X | | | |
| Perceptions of college credit transferability: Students do not believe credit is portable or useful | X | | | |
| Lack of Internet | X | | | |
| Overly restrictive eligibility criteria | X | | | |
| Lack of transportation | X | | | |
| Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations) | X | | | |

53. How significant is each barrier to providing Running Start opportunities to students in your school district?

| | No Barriers | Minor Barriers | Moderate Barriers | Major Barriers |
|--|-------------|----------------|-------------------|----------------|
| School/district financial limitations | X | | | |
| Lack of qualified instructors | X | | | |
| Lack of instructor interest | X | | | |
| Inequitable or insufficient instructor compensation | X | | | |
| Insufficient training of instructors or administrators | X | | | |
| Lack of administrative staffing capacity | X | | | |
| Master scheduling challenges | X | | | |
| Collaboration with higher education partners | X | | | |
| Low enrollment (overall headcount and/or student preparedness) | X | | | |

54. How significant is each barrier to Running Start access for students?

| | No Barriers | Minor Barriers | Moderate Barriers | Major Barriers |
|--|-------------|----------------|-------------------|----------------|
| Lack of options: Too few offerings to serve all interested students | X | | | |
| Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc. | X | | | |
| Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework | X | | | |
| Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit | X | | | |
| Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation | X | | | |
| Perceptions of college credit transferability: Students do not believe credit is portable or useful | X | | | |
| Lack of Internet | X | | | |
| Overly restrictive eligibility criteria | X | | | |
| Lack of transportation | | | X | |
| Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations) | X | | | |

55. How significant is each barrier to providing College in the High School opportunities to students in your school district?

| | No Barriers | Minor Barriers | Moderate Barriers | Major Barriers |
|--|-------------|----------------|-------------------|----------------|
| School/district financial limitations | | | | X |
| Lack of qualified instructors | X | | | |
| Lack of instructor interest | X | | | |
| Inequitable or insufficient instructor compensation | X | | | |
| Insufficient training of instructors or administrators | X | | | |
| Lack of administrative staffing capacity | X | | | |
| Master scheduling challenges | X | | | |
| Collaboration with higher education partners | X | | | |
| Low enrollment (overall headcount and/or student preparedness) | X | | | |

56. How significant is each barrier to College in the High School access for students?

| | No Barriers | Minor Barriers | Moderate Barriers | Major Barriers |
|--|-------------|----------------|-------------------|----------------|
| Lack of options: Too few offerings to serve all interested students | X | | | |
| Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc. | X | | | |
| Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework | X | | | |
| Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit | X | | | |
| Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation | X | | | |
| Perceptions of college credit transferability: Students do not believe credit is portable or useful | X | | | |
| Lack of Internet | X | | | |
| Overly restrictive eligibility criteria | X | | | |
| Lack of transportation | X | | | |
| Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations) | X | | | |

57. How significant is each barrier to providing Career and Technical Education (CTE) opportunities to students in your school district?

| | No Barriers | Minor Barriers | Moderate Barriers | Major Barriers |
|--|-------------|----------------|-------------------|----------------|
| School/district financial limitations | X | | | |
| Lack of qualified instructors | X | | | |
| Lack of instructor interest | X | | | |
| Inequitable or insufficient instructor compensation | X | | | |
| Insufficient training of instructors or administrators | X | | | |
| Lack of administrative staffing capacity | X | | | |
| Master scheduling challenges | X | | | |
| Collaboration with higher education partners | X | | | |
| Low enrollment (overall headcount and/or student preparedness) | X | | | |

58. How significant is each barrier to Career and Technical Education (CTE) access for students?

| | No Barriers | Minor Barriers | Moderate Barriers | Major Barriers |
|--|-------------|----------------|-------------------|----------------|
| Lack of options: Too few offerings to serve all interested students | X | | | |
| Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc. | X | | | |
| Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework | X | | | |
| Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit | X | | | |
| Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation | X | | | |
| Perceptions of college credit transferability: Students do not believe credit is portable or useful | X | | | |
| Lack of Internet | | | | |
| Overly restrictive eligibility criteria | X | | | |
| Lack of transportation | X | | | |
| Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations) | X | | | |

59. Please, provide additional information regarding any barriers to the provision of dual credit opportunities or student access to dual credit opportunities.

NA

12. Required Educational Offerings and Activities (All School Districts)

60. [RCW 28A.320.170](#) requires the [John McCoy \(Iulilaš\) Since Time Immemorial tribal sovereignty curriculum](#) or other tribally-developed curriculum addressing tribal history and culture to be adopted when the school district updates its social studies curriculum on or after July 24, 2015. In addition, the district may modify that curriculum in order to incorporate elements that have a regionally specific focus or to incorporate the curriculum into existing curricular materials.

By the 2025-26 school year will the school district have adopted the John McCoy (Iulilaš) Since Time Immemorial tribal sovereignty curriculum or other tribally-developed curriculum addressing tribal history and culture?

Yes

61. [RCW 28A.320.170](#) also requires that school districts collaborate with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges. State law requires this to be done when the school district updates the social studies and history curriculum

By the 2025-26 school year, will the district have collaborated with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges?

Yes

62. For the 2025-26 school year, will the school district provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment? ([RCW 28A.230.020](#) and [WAC 392-410-115](#))

Yes

63. [Social-emotional learning standards and benchmarks](#) were adopted on January 1, 2020 by the Superintendent of Public Instruction ([RCW 28A.300.478](#)). For the 2025-26 school year, will the school district have implemented social-emotional learning-specific standards and benchmarks?

Yes, we implemented standards and regularly measure social emotional learning in our schools.

64. Under the [comprehensive sexual health education](#) requirement ([RCW 28A. 300.475](#)), the school district must provide social emotional learning (SEL) instruction to all students in grades K–3 at least once. As of the 2025-26 school year, will the district provide SEL instruction to all students in grades K-3 at least once during their time in the district?

Yes

65. As of the 2025-26 school year, does the school district provide [comprehensive sexual health education](#) to all students at least once in grades 4–5 during their time in the district? ([RCW 28A.300.475](#))

Yes

66. As of the 2025-26 school year, will the school district provide comprehensive sexual health education to all students at least twice in grades 6–8 during their time in the district? ([RCW 28A.300.475](#))

Yes

67. As of the 2025-26 school year, will the school district provide comprehensive sexual health education to all students at least twice in grades 9–12 during their time in the school district? This is required in [RCW 28A.300.475](#).

Yes

68. Each school district is required to adopt an [HIV/AIDS prevention education program](#) that is taught at least once each school year beginning no later than the fifth grade. ([RCW 28A.230.070](#)). In the 2025-26 school year, will the district meet this requirement for all grades served between Grade 5 and Grade 12?

Yes

69. NEW Requirement:

Beginning no later than the 2025-26 school year, [RCW 28A.320.168](#) requires school districts to offer instruction in sex trafficking awareness and prevention. The instruction may be offered beginning in grade seven, but each student must be offered the instruction at least once before completing grade 12. The instruction, at the discretion of the school or school district, may be integrated into a relevant course or a course may be repurposed to include the instruction.

Will the district offer sex trafficking awareness and prevention instruction in the 2025-26 school year at least once for all students before completing grade 12?

No

70. In the prior question, you indicated that the school district does not offer sex trafficking awareness and prevention education to all students by the end of Grade 12. If this is an error, please go back and correct this answer. If the response is correct, please explain how and when the school district intends to implement this requirement.

Limited staffing and capacity to implement and monitor.

71. In the 2025-26 school year, will students in all grades in your district have access to arts education as part of the basic education requirements?

Yes

72. How many students will your school district enroll in the 2025-26 school year?

More than 200

73. In the 2025-26 school year, will each student receive instruction in at least one arts discipline as described in [RCW 28A. 230.305](#) throughout their elementary and middle education experience?

Yes

74. In the 2025-26 school year, will all students in grades 9 through 12 be given the opportunity to take arts coursework each academic year?

Yes

75. During the school week preceding November 11 of each year, every school is required to present educational activities suitable to the observance of Veterans' Day. ([RCW 28A.230.160](#)) Will the school district develop, promote or provide educational activities in observance of Veterans' Day in the 2025-2026 school year?

Yes

76. Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. ([RCW 28A.230.158](#)). Will the school district develop, conduct or promote educational activities for Disability History and People with Disabilities Month in the 2025-2026 school year?

Yes

13. Required Educational Offerings and Activities (High School)

77. Will the school district provide the opportunity to all students in grades nine through twelve access to financial education in the 2025-26 school year as required under [RCW 28A.300.468](#)?

Yes, we will provide access to financial education to all students in grades 9 through 12

78. In the 2025-26 school year, how will the school district provide financial education opportunities to all students in grades nine through twelve? Choose all that apply.

Non-credit offering or activity

79. Which noncredit offerings or activities will be provided? Check all that apply.

Non-classroom offering or activity

80. In the 2025-26 school year, will the school district provide all high school students the opportunity to access an elective computer science course that is aligned to the state learning standards for computer science or mathematics ([RCW 28A.230.300](#))?

Yes, we offer the opportunity in all high schools every year

81. The study of Constitution of the United States and of the State of Washington is a prerequisite (credit or noncredit) to graduation ([RCW 28A.230.170](#)).

For the 2025-26 school year, will the district require study of the U.S. and Washington constitutions to earn a high school diploma?

Yes

82. NEW Requirement:

Beginning with the 2025-26 school year, school districts are required to award the seal of biliteracy to graduating high school students who meet the [criteria](#) established by the Office of Superintendent of Public Instruction. ([RCW 28A.300.575](#)).

Will the school district award the seal of biliteracy to qualifying graduating high school students in 2025-26?

Yes

83. Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students. Instruction in CPR must be included in at least one health class necessary for graduation. ([RCW 28A.230.179](#)). A student is not required to earn CPR certification to successfully complete the instruction requirement.

Will the school district offer instruction in CPR in at least one health class required for graduation in the 2025-2026 school year?

Yes

84. By the 2021-22 school year, each school district board of directors shall adopt an academic acceleration policy for high school students. ([RCW 28A.320.195](#))

Will the school district have an academic acceleration policy for high school students in the 2025-26 school year?

Yes

85. School districts with a high school are required to provide a financial aid advising day (or series of days) at the beginning of each school year between September 1st and December 1st to students in 12th grade and their parents/guardians ([RCW 28A.300.815](#)). Districts are also required to provide notification of financial aid opportunities at the beginning of each school year to parents and guardians of any student entering the twelfth grade ([RCW 28A.230.310](#)).

In the 2025-2026 school year, will the school district provide the following?

| | Yes | No |
|--|-----|----|
| Financial aid advising day for 12th grade students, parents, and guardians | X | |
| Notification of financial aid opportunities to parents and guardians of 12th graders | X | |

86. When will the district offer the financial aid advising day (or days) for 12th grade students, parents, and guardians?

Between September 1, 2025 and December 1, 2025

87. On January 16th of each year (or the preceding Friday when January 16th falls on a non-school day), each public school shall observe "Temperance and Good Citizenship Day." Social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors. Voter sign up and registration must be available to all students who will be 18 by the next general election. ([RCW 28A.230.150](#)).

Will the school district provide the opportunity for voter registration for all students who will be 18 by the next general election in the 2025-2026 school year?

Yes

88. Will your school district award credit to students currently or formerly in institutionalized educational settings who pass all or part of the General Educational Development (GED) assessment in the 2025-2026 school year as required by [RCW 28A.320.192](#)?

Yes

14. State-Recommended Educational Offerings and Activities

89. Every public middle school, junior high school, and high school is strongly encouraged to include in its curriculum instruction of the events of the period in modern world history known as the Holocaust, which may include other examples of genocide and crimes against humanity. ([RCW 28A.300.115](#)).

As of 2025-26, does the school district provide Holocaust history instruction?

Yes

90. School districts are encouraged to commemorate the history of civil rights at least once a year, "providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation's Constitution." ([RCW 28A.230.178](#)).

As of the 2025-26 school year, does the school district commemorate the history of civil rights at least once a year?

Yes

91. Public schools in grades K-6 are encouraged to incorporate ethnic studies materials and resources [RCW 28A.300.112](#)).

For the 2025-26 school year, will the school district incorporate ethnic studies materials and resources for grades K-6?

No, the recommendation has not been implemented.

92. You are seeing this prompt because you responded that the school district does not incorporate ethnic studies materials and resources in grades K-6, which is encouraged. If you deliver this offering, please go back and change your response. If you do not deliver the encouraged offering, please select the best response to continue.

We will consider implementing the recommended offering.

93. Public schools with grades 7 to 12 are encouraged to offer a course in ethnic studies [RCW 28A.300.112](#)).

For the 2025-26 school year, will the school district offer at least one course in ethnic studies for grades 7 to 12?

No, the recommendation has not been implemented

94. You are seeing this prompt because you responded that the school district does not offer a course in ethnic studies in grades 7-12, which is encouraged. If you offer this course, please go back and change your response. If you do not deliver the encouraged course, please select the best response to continue.

We will consider implementing the recommended offering.

95. NEW for 2025-26:

[Senate Bill 5641](#) (2025) recommends that beginning with the 2025-26 school year, instruction in awareness of bone marrow donation and blood donation may be included in at least one health class required for graduation. Each school district, charter school, and state-tribal education compact school that serves students in any of the grades K through 8 is also encouraged to offer instruction in awareness of bone marrow and blood donation.

In the 2025-26 school year, will the school district provide instruction in awareness of bone marrow donation and blood donation? Choose all that apply.

| | Included in at least one health class required to graduate | Instruction offered to students in grades K-8 | Instruction offered to students in grades 9-12, but not part of a required health class | Not currently offered, but district plans to implement in the future | Not currently offered with no plans to implement in the future |
|--------------------------------|--|---|---|--|--|
| Bone Marrow Donation Awareness | | | | | X |
| Blood Donation Awareness | | | | | X |

96. You are seeing this prompt because you responded that the school district will not offer bone marrow and/or blood donation awareness, which is encouraged. If that is incorrect, please go back and change your response. If correct, please select the best response to continue.

We will consider implementing the recommended offering.

15. Mastery-Based Crediting (MBC) and Mastery-Based Learning (MBL)

97. Does your school district have a written policy to award mastery/competency-based high school credit [WAC 180-51-051](#))?

Yes, the school district has a permanent policy.

98. Does your district policy apply to:

Some subject areas

99. Which subject areas does your policy apply to? (Please check all that apply.)

World Language
Physical Education
Math
Science (includes specific science courses like biology and chemistry)
English Language Arts

100. A mastery-based learning and competency-based education program includes the following ([Senate Bill 5189](#) updated the definition in 2025):

students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning;
the assessment is a meaningful, positive, and empowering learning experience for students yielding timely, relevant, and actionable evidence;
students receive timely, differentiated support based on their individual learning needs;
students' progress is based on evidence of mastery, not seat time;
students learn actively using different pathways and varied pacing;
strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems; and
rigorous, common expectations for learning, including knowledge, skills, and dispositions, are explicit, transparent, measurable, and transferable.

Will your school district have at least one school in the 2025-26 school year that offers a fully mastery-based learning and competency-based education program as described above?

No

16. Continuity of Operations, Healthy Youth, and School Climate

101. [WAC 180-16-212](#) requires school districts to develop, maintain and, if necessary, implement a [Continuity of Operations Plan](#) that ensures delivery of basic education services during disruptions to basic education delivery resulting from an emergency or disaster.

Has your school district adopted a continuity of operations plan that ensures delivery of basic education services in the event of an emergency?

Yes

102. The [Healthy Youth Survey](#) is a collaborative project among OSPI and other Washington State agencies that is administered to students every other year. The survey is free and anonymous, and it asks students about different health and safety topics. Students in 6th, 8th, 10th and 12th grade take the survey. In smaller districts, where there are 150 students or less in a grade, the survey can be administered to students in 7th, 9th and 11th grades. To participate, schools need to have at least 15 students in a grade.

Will your school district administer the Healthy Youth Survey to students at the next statewide administration in Fall 2025?

Yes

103. Will your school district administer a school climate survey (other than the Healthy Youth Survey) in the 2025-26 school year?

Yes

104. For each of the following, please let us know if they will be included in your school climate survey. Please answer "Yes" or "No" for each group.

| | Yes | No |
|-------------------------|-----|----|
| Students | X | |
| Parents | X | |
| Teachers | X | |
| Other school staff | X | |
| School board members | | X |
| Community members | | X |
| Other survey recipients | | X |

105. Which grade levels participate in the school climate survey? (Mark all that apply)

- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

106. Who supports the survey creation, collection, and analysis of your school climate survey data? Choose all that apply.

The district conducts its own survey

17. Certification by Respondent

107. By entering my name, title, and the date below, I certify that the school district Superintendent and school board president or chairperson have reviewed and approve the submission of the Basic Education Compliance survey (as required by [WAC 180-16-195](#)) and that the answers are correct and accurate.

Name

Kurt Fourre

Title

Director of Assessment, Student Information and Grants

Date (MM/DD/YYYY)

09/04/2025

108. Email of Person Responsible for this Submission

kurt_fourre@yos.wednet.edu

109. Telephone Number of Person Responsible for this Submission (Please enter the 10 digit number with no spaces or dashes (e.g., 3601239876))

3604587702