YELM Community Schools

360.458.1900
FAX: 360.458.6178
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, October 23, 2025
6 p.m.
District Office Board Room
107 First Street North • Yelm, WA

Regular School Board Meeting

A **1.** **Call to Order**
Flag Salute

I **2.** **Audience**

A. Board Recognition

1. Instructional Excellence Award
2. Instructional Support Excellence Award

B. Superintendent's Comments

C. Community Comments

A **3.** **School Board Minutes**
September 11, 2025 – Regular Board Meeting
September 25, 2025 – Regular Board Meeting

4. **New Business**

A **A. Individual Contracts**

1. New Hires
   Nicholas Bertoglio, Facilities Evening Custodian
   Tannah Evans, OSS BSA OYO
   Kelli Fouts, OSS BSA OYO
   Esteban Gonzalez, YHS Coach Assistant Girls Wrestling
   Jamie King, MP Paraeducator SPED Program SELF
   Anthony Sexton, FSDV Cafeteria Worker
2. Leave of Absence
   No Report
3. Resignations/Retirements/Terminations
   Joshua Findley, Transportation Bus Driver Resignation
   Averie Ford, YHS Coach Head Bowling Resignation
   Kevin Forde-Nihipali, YHS Coach Head Boys Soccer Resignation
   Jennifer Islao, SW Para SPED Resignation
4. Staffing Changes

Brenda Zigler, PR to MP

5. Stipends/Supplemental Contracts

A **B. Acceptance of Gifts**

Donor	Amount
WA Cattlewomen Assoc., YHS FFA	$500.00

A **C. YCS Comprehensive Plan for Advanced Academics 2025-26**

A **D. YCS Multilingual Learner Plan 2025-26**

A **E. Resolution 01-25-26 Capital Facilities Plan**

A **F. CTE Program Plan and Perkins Grant**

A **5. Vouchers and Payroll**

A.	General Fund	#70152885 – 70153057 #70153079 - 70153105	$2,722,489.73
B.	ASB Fund	#70409960 - 70409967	$8,009.44
C.	Capital Projects Fund	#70501845 - 70501855	$689,086.28
D.	Comp Tax	#112300022 – 202100170	$3,884.98
E.	General ACH	#9000000001 - 9000000005	$308.09
F.	September Payroll		$6,696,945.74

A **6. Operations Report:**

Public Works:

Project #	Amount	Vendor / Reason
63.23	$134,187.31	Lake Tapps Construction – Covered Play shed Project – SW
109.24	$227,978.27	Hermanson Co LLP – Boilers Replacement – YHS
158.24	$741.80	Hermanson Co LLP - 2 Bard Units Troubleshoot – PR Preschool
159.24	$1,322.15	Hermanson Co LLP - Walk-in Fridge Temp Diagnostics – FS
04.25	$1,265.17	Hermanson Co LLP - Milk Cooler Thermostat Replacement - LK
05.25	$1,003.83	Hermanson Co LLP - RM138 Condensate Pump Replacement – YHS
06.25	$777.18	Drain Pro - Drain Cleaning Emergency Service Call – SW
07.25	$535.73	Hermanson Co LLP - Front Office No Cooling and Condensate Pump Turn Off Troubleshoot – YHS
08.25	$964.31	Hermanson Co LLP - Daikin VRF - Multiple Classrooms Not Keeping Temp Troubleshoot – MP
09.25	$774.81	Hermanson Co LLP - Milk Cooler Not Keeping Temp Troubleshoot – LK
10.25	$560.33	Hermanson Co LLP - Fujitsu Mini Split MDF Room Not Keeping Temp Troubleshoot – RMS
15.25	$3,037.82	Hermanson Co LLP - Troubleshoot Classrooms 13-20, Commons, Library, Stage, Gym & Kitchen Areas Not Cooling – PR

I 7. Financial Reports
No Report

I 8. Student Enrollment Report

Oct 2025	5403 HC	5281.24 FTE (191.92 < 5443.00)
Sept 2025	5351 HC	5214.78 FTE (228.22 < 5443.00)
Oct 2024	5798 HC	

I 9. Board Comments

I 10. Superintendent's Report

A 11. Adjourn

Next Board Meeting: November 6, 2025 – 5:00 p.m. – Board Study Session
Location: District Office

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**

Yelm Community Schools, District No. 2

107 First Street North • Yelm, WA 98597 • (360) 458-1900 • *www.ycs.wednet.edu*

MINUTES

of a Regular Meeting of the Board of Directors

Thursday, September 11, 2025

BOARD MEMBERS PRESENT
Debbie Edwards, Bill Hauss, Denise Hendrickson, Frank King
Excused – Casey Shaw

STUDENT REPRESENTATIVES PRESENT
Kailey Slevin

ADMINISTRATION PRESENT
DeeDee Buckingham, Lisa Cadero-Smith, Kurt Fourre, Starla Watson, Chris Woods

CALLED TO ORDER/PLEDGE OF ALLEGIANCE
President Denise Hendrickson called the Regular Board Meeting to order at 6:00 p.m.

AUDIENCE

Superintendent's Comments
Provided a bargaining update:
YAEOP – will meet again on September 16
PSE – two meetings this past week and were very productive. More dates have been scheduled.

Bargaining updates and salary schedules for all employee groups are available on the district website under Departments/Services and Human Resources.

Community Comments
Comments were presented on an agenda item by Jessica Kelso.

NEW BUSINESS

INDIVIDUAL CONTRACTS – APPROVED

NEW HIRES	POSITION	EFFECTIVE
Skylah Keeler	PR Para SPED Program 1:1 LRC	9/3/2025
Jennifer Moats	Transportation Bus Driver	9/3/2025
Angela Pirone	SW LPN	9/3/2025
Heather Smith	RMS Para SPED Program 1:1	9/3/2025

LEAVE OF ABSENCE
No Report

RESIGNATIONS / RETIREMENTS / TERMINATIONS

Christin Gordon	Transportation Bus Driver	Resignation 8/31/2025
Chrystyne Martin	SW Teacher Special Education SELF	Resignation 8/31/2025
Aly Prohim	YHS Coach Assnt. Soccer Boys	Resignation 8/29/2025
Thora McReynolds	Transportation Bus Driver	Resignation 9/17/2025
Candice Williams	YMS Para SPED Program 1:1 LRC	Resignation 8/31/2025

M/Debbie Edwards; S/Bill Hauss; Motion carried unanimously.

ACCEPTANCE OF GIFTS - APPROVED

YHS Connects, to support programs that were cut due to the levy……$4,699.43
M/Frank King; S/Debbie Edwards; Motion carried unanimously.

LACKAMAS ELEMENTARY SPOTLIGHT

Lackamas Elementary Principal Starla Watson presented the 2025-26 School Improvement Plan, highlighting progress and priorities around Learning, Belonging, and Community.

- Learning: Focus on improving attendance, strengthening Tier I instruction, implementing MTSS and PLC structures, and increasing student engagement.
- Belonging: Continued work on building a culture of dignity, addressing student behavior, expanding student leadership opportunities, and recognizing student contributions.
- Community: Ongoing emphasis on inclusive two-way communication, family partnership in student learning, and shared ownership. A recent family belonging survey received 208 responses, with approximately 70% of comments positive; suggestions included enhancing parent-teacher communication.

The presentation emphasized collaboration between staff, families, and leadership to advance student success and maintain a strong sense of community.

ENROLLMENT UPDATE

Chief of Finance Jennifer Carrougher presented the 2025-26 enrollment. Budgeted enrollment was 5,410 FTE; actual enrollment came in at 229 FTE below budget, totaling 5,181. Historical enrollment trends were presented, showing a decline of 200 FTE from the prior year. A grade-level breakdown highlighted areas with lower-than-expected enrollment, particularly in kindergarten and several upper grades.

APPROVAL OF MINIMUM BASIC EDUCATION COMPLIANCE REPORT FOR 2025-26 – APPROVED

M/Debbie Edwards; S/Bill Hauss; Motion carried unanimously.

BOARD COMMENTS

The board members shared appreciation for:

- The Lackamas Elementary staff, thank you for hosting.
- Thank Jessica Kelso and the YHS Connects members for all your hard work and dedication to our students.
- Southworth Booster Club held a Boohoo Breakfast for parents of the parents of Kindergartners. It was a great event.

Student Representatives shared:

- They enjoyed the quotes on the presentation.

SUPERINTENDENT'S REPORT

Superintendent Chris Woods reported on:

- I am very proud of our staff across the district. People are excited and ready to move forward.
- Very excited about the work around the Strategic Plan

ADJOURNMENT

The meeting was adjourned at 7:13 p.m.

Respectfully submitted by: Approved by:

Secretary to the Board Board President

Yelm Community Schools, District No. 2

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MINUTES

of a Regular Meeting of the Board of Directors

Thursday, September 25, 2025

BOARD MEMBERS PRESENT
Debbie Edwards, Bill Hauss, Denise Hendrickson, Frank King, Casey Shaw

STUDENT REPRESENTATIVES
Hannah Hiiva, Sofie Miera, Rebecca Rankin, Kailey Slevin, Cali Stein, Ayden Williams

ADMINISTRATION PRESENT
Holly Ackerman, Jeff Adams, Mark Bowden, Dee Dee Buckingham, Lisa Cadero-Sith, Jennifer Carrougher, Chris Clark, Curtis Cleveringa, Charles Cook, Lisa Crowell, Craig Curry, Kurt Fourre, Becky Fowler, Jodi Jarmin, Teri Melone, Starla Watson, Chris Woods

CALLED TO ORDER
President Denise Hendrickson called the Regular Board Meeting to order at 6:01 p.m.

SWEARING IN OF STUDENT REPRESENTATIVES ON THE BOARD
Superintendent Chris Woods administered the oath of office to the Junior School Board Representatives: Rebecca Rankin, Cali Stein, and Ayden Williams.

AUDIENCE

OSPI/ESD Binding Conditions Presentation
The Board received a presentation from T.J. Kelly, Chief Financial Officer with OSPI, regarding *School District Binding Conditions and Financial Oversight*. The presentation outlined the state's process for supporting districts facing financial difficulty, including the stages of oversight: **Binding Conditions, Financial Oversight, and Enhanced Financial Oversight**.

Key factors impacting district finances statewide include declining enrollment, inflationary pressures, reliance on one-time revenue sources, loss of significant funding streams, and lack of long-term financial planning.

Yelm School District was placed on **binding conditions** on September 3, 2024, after submitting a 2024–25 budget with a negative fund balance of **($1,312,549)**. As part of the binding conditions agreement, the district established financial goals for improving the fund balance:

- 2024–25: ($1,312,549)
- 2025–26: $900,000
- 2026–27: $2,700,000

The purpose of state oversight is to assist the district in restoring financial health within two school years, while maintaining local control and decision-making authority.

Resources such as the **Financial Health Checklist** were shared to help boards and communities monitor fiscal stability.

Superintendent's Comments
Superintendent Chris Woods presented the Strategic Plan video.

Community Comments
Frank Hudik and Heather Hadfield presented comments.

Board Recognition
Board President Denise Hendrickson expressed gratitude to the members of the Rotary Club of Yelm for all they do to support the staff and students.

SCHOOL BOARD MINUTES
August 14, 2025 – Regular Board Meeting
August 22, 2025 – Special Board Meeting
August 28, 2025 – Regular Board Meeting
M/Debbie Edwards; S/Bill Hauss; Motion carried unanimously.

NEW BUSINESS
INDIVIDUAL CONTRACTS – APPROVED

New Hires		
Name	**Position**	**Effective Date**
Kristine Bassett	RMS Coach Head Track	9/3/2025
Tasha Johnson	YHS Advisor 11th Grade	9/15/2025 Split Stipend
Hichem Ouchefoune	Transportation Bus Driver	9/8/2025
Christian Kerrigan	RMS Coach Asst. Track	9/3/2025
Kayla Richter	YHS Advisor 11th Grade	9/15/2025 Split Stipend
Arely Rocha	OSS Para Instructional ML	9/15/2025
Alexandra Roe	YMS Para SPED Program Student Specific	9/9/2025
Monica Allen	YMS Coach Asst. Fastpitch	9/15/2025
LEAVE OF ABSENCE		
Name	**Position**	**Effective Date**
Jacqueline Hawkins	RMS Coach Head Fastpitch	9/4/2025
RESIGNATIONS/RETIREMENTS/TERMINATIONS		
Name	**Position**	**Effective Date**
Sierra Guzman	Food Service Cafeteria Worker	9/3/2025 Resignation
Teresa Frye	SW SPED Program Self	9/5/2025 Resignation
Melanie La Madeleine	RMS Coach Asst. Track	9/10/2025 Resignation
Jill Thomforde	MP Para Instructional	8/28/2025 Resignation
STAFFING CHANGES		
Name	**From/To**	**Date**
Amber Coggeshall	SPED Program LRC to Site House	9/3/2025
Robert Hill	YMS to RMS Coach	9/15/2025
Laurie Shackelford	SPED Program LRC to Student Specific	9/3/2025
Dylon Easley	Custodial YHS to RMS	8/4/2025
Cortney Walton	Coach Asst. to Head Fastpitch	9/15/2025
REQUESTS FOR WAIVERS FOR TEACHING OUT OF ENDORSEMENT		
Name	**Location/Out of Endorsement Subject**	**Date**
Ginger Meier	PR SPED	9/3/2025 Long Term Substitute
Shilah De Luna	FS English Language	9/3/2025 Long Term Emergency Substitute
Ashlie Hutzell	PR PE	9/3/2025 Long Term Emergency Substitute

STIPENDS/SUPPLEMENTAL CONTRACTS
$343,804.50

M/Debbie Edwards; S/Frank King; Motion carried unanimously.

ACCEPTANCE OF GIFTS – APPROVED

Mt. Rainier Clock Repair, YHS Girls Soccer $100.00
Christensen's, YHS Girls Soccer $100.00
Skyline Chiropractic, YHS Girls Soccer $100.00
Capital City Marathon YHS Cross Country $1,500.00
YHS Connects Booster, YHS Football $1,912.00

M/Bill Hauss; S/Casey Shaw; Motion carried unanimously.

OUT-OF-DISTRICT TRAVEL - APPROVED

YHS FFA will attend District Leadership Camp at the CISPUS Learning Center from Oct 3-4, 2025, with 30 students and 5 chaperones.

M/Bill Hauss; S/Casey Shaw; Motion carried unanimously.

VOUCHERS AND PAYROLL - APPROVED

A. General Fund	# 70152716 - 70152865	$1,270,160.07
B. ASB Fund	# 70409947 - 70409959	$33,099.69
C. Capital Projects Fund	# 70501834 - 70501844	$821,619.35
D. Comp Tax	# 112300021 – 11230021	$1,848.66
E. August Payroll		$6,002,613.51

M/Debbie Edwards; S/Frank King; Motion carried unanimously.

FACILITIES REPORT – APPROVED

Public Works:

Project #	Amount	Vendor/Reason
40.24	$43,760.42	Heath Northwest – Digital Reader Board Upgrades – YMS
101.24	$21,886.01	Advanced Classroom Technologies – AV System Equipment & Installation – TRANS TI
101.24	$4,927.50	LCO Company – Roof Leader Head Replacement – DO
104.24	$5,568.08	Evergreen Fire & Security - Fire Alarm & Sprinkler Deficiency Corrections – YHS
114.24	$11,478.34	Hermanson Co LLP - Condensing Unit Repair – MP
120.24	$5,672.10	Cascade Alarm - Smoke Detector Replacements – MP
125.24	$7,158.63	Wood & Link Fence – Fence Installation – PR
126.24	$394.20	Evergreen Fire & Security - Alarm Panel Service Call – YHS
128.24	$3,790.44	Intracommunication Network Sys - (3) Quad Drop Installation – TRANS TI
130.24	$14,241.45	Lake Tapps Construction – Portable Restroom Conversion – PR
131.24	$613.20	Washington Fire Protection LLC - RM138 Troubleshoot False Alarms – SW
132.24	$606.48	Washington Fire Protection LLC - Burglar Alarm Trouble Signals Service Call – LK
133.24	$602.25	Washington Fire Protection LLC - Elevator Shunt Trip Test – YHS
134.24	$602.25	Washington Fire Protection LLC - Elevator Shunt Trip Test – YMS
135.24	$613.20	Washington Fire Protection LLC - Troubleshoot Alarm Not able to Arm – YHS
138.24	$4,951.45	Intracommunication Network Sys. - Preschool Drop Down IDF for fiber to Reader Board Sign – PR
141.24	$306.60	Washington Fire Protection LLC – Fire Alarm Troubleshoot – YMS

144.24	$563.16	Washington Fire Protection LLC - Monitor Module Replacement – LK
145.24	$649.80	T & B Products DBA C 4 Products LC. - Main Entrance Door Handicap Button Service Call – PR
146.24	$2,594.40	Puget Sound Surfaces LLC - Kitchen Floor Repairs – MK
147.24	$2,375.15	Hermanson Co LLP - Freezer Condensing Unit Equipment Repair – RMS
148.24	$750.02	Hermanson Co LLP - Office HVAC Units Not Cooling Service Call YMS
149.24	$919.80	Washington Fire Protection LLC - Fire System Troubleshoot in Gym Smoke Beams – YHS
155.24	$535.73	Hermanson Co LLP - Walk-in Fridge Temp Troubleshoot – YHS
156.24	$779.32	Hermanson Co LLP - Second Condenser Fan Motor Replacement – RMS
157.24	$750.02	Hermanson Co LLP - Walk-in Fridge Temp Troubleshoot – RMS

M/Debbie Edwards; S/Bill Hauss; Motion carried unanimously.

FINANCIAL REPORTS
No report.

STUDENT ENROLLMENT REPORT

Sept 2025	5351 HC	5214.78 FTE (228.22 < 5443.00)
June 2025	5463 HC	5330.73 FTE (179.27 < 5510.00)
Sept 2024	5565 HC	

BOARD COMMENTS
Board members thanked all who attended the presentation. They encouraged community members to reach out to board members with questions. It was emphasized that many decisions are predetermined by the state, which dictates a lot of what districts can and cannot do. Board members noted that the current funding system is flawed, that levies are necessary, and cautioned that, ultimately, the district will not fully meet its needs and will continue to progress down the path of increased financial oversight.

Student Representative Comments:
Thanked community members for coming and welcomed the new student representatives.

SUPERINTENDENT'S REPORT
The Superintendent began by expressing appreciation to T.J. Kelly and Flip Herndon from OSPI and ESD, acknowledging their invaluable support and partnership. He thanked the board for their ongoing dedication and for continuing to come back.

He noted that several upcoming policies are mandated by law and must be adopted to avoid potential funding impacts. The Superintendent reiterated his commitment to open dialogue, stating he is available to meet with anyone at any time to discuss concerns.

He urged the community to engage in respectful, constructive conversations rather than posting reactive comments on social media, cautioning that such behavior only serves to deepen division. He affirmed that district staff care deeply about all students and closed by thanking everyone for attending the meeting and participating in the process.

ADJOURNMENT – 8:03 p.m.

Respectfully submitted by: Approved by:

Secretary to the Board Board President

Personnel Action for Board Approval

Doyla Buckingham
Director of Human Resources

DATE OF BOARD MEETING:			October 23, 2025		
NEW HIRES:					
First Name	**Last Name**	**Location**	**Title**	**Date**	**Comments**
Nicholas	Bertoglio	Fac	Evening Custodian	10/13/2025	
Tannah	Evans	OSS	BSA	10/14/2025	OYO
Kelli	Fouts	OSS	BSA	10/20/2025	OYO
Esteban	Gonzalez	Yelm HS	Coach-Assistant Girls Wrestling	11/17/2025	
Jamie	King	MP	Paraeducator-SPED Program SELF	10/6/2025	
Anthony	Sexton	FSDV	Cafeteria Worker	10/15/2025	
LEAVES OF ABSENCE:					
First Name	**Last Name**	**Location**	**Title**	**Date**	**Comments**
RESIGNATIONS/RETIREMENTS/TERMINATIONS:					
First Name	**Last Name**	**Location**	**Title**	**Date**	**Comments**
Joshua	Findley	Transp.	Bus Driver	10/8/2025	Resignation
Averie	Ford	Yelm HS	Coach-Head Bowling	10/10/2025	Resignation
Kevin	Forde-Nihipali	Yelm HS	Coach-Head Boys Soccer	9/1/2025	Resignation
Jennifer	Islao	Southworth	Para-SPED	10/24/2025	Resignation
STAFFING CHANGES:					
First Name	**Last Name**	**From**	**To**	**Date**	**Comments**
Brenda	Zigler	Prairie	Mill Pond	9/10/2025	Location Change
REQUESTS FOR WAIVERS FOR TEACHING OUT OF ENDORSEMENT:					
First Name	**Last Name**	**Location**	**Out of Endorsement Subject**	**Date**	**Comments**

Authorization to Pay Stipends/Supplemental Contracts

2025-26 School Year

October 2025

Name	*Location*	*Activity*	*Total Pay*	*Pay in*
Johnson, Tasha	Yelm HS	Advisor-11th Grade	$2,349.71	Sept 25-Aug 26
Richter, Kayla	Yelm HS	Advisor-11th Grade	$2,349.71	Sept 25-Aug 26
Struna, Kristi	OSS	SLP Hiring Bonus	$2,000.00	Oct-25

TOTAL CERTIFICATED **$6,699.42**

Allen, Monica	Yelm MS	Coach-Assistant Fastpitch	$2,347.62	Sept 25-Oct 26

TOTAL CLASSIFIED **$ 2,347.62**

GRAND TOTAL STIPENDS/SUPPLEMENTAL PAY **$ 9,047.04**

YELM Community Schools

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: October 23, 2025

SUBJECT: Donations

Donor	Items/Purpose	Amount
WA. Cattlewomen Assoc.	YHS FFA	$500.00

YELM Community Schools

MEMORANDUM

TO: Board of Directors

FROM: Teresa Schultz, Assistant Principal, Southworth Elementary

DATE: October 23, 2025 Board Meeting

SUBJECT: Recommendation to Approve 25-26 Advanced Academics Plan

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Background Information:
The Advanced Academics program is for students who demonstrate or show potential for performing at significantly advanced academic levels when compared to others of their age, experiences, or environments. Students may be referred for testing by a parent, teacher, or community member.

Program Goals
It is the goal of the Advanced Academics Program to:

- Ensure access to rigorous, inclusive learning for all advanced learners
- Align identification, services, and supports with state guidance and local context
- Build sustainable systems that reflect student strengths and community values

Strategic Priorities - 2025-2026 Focus Areas

1. Refine Identification Processes
2. Enhance Program Services
3. Build Capacity

Advanced Academics & The YCS Strategic Plan Core Commitment of Learning
Strategic Plan Goal 2: High-Quality, Standards-Aligned Tier I Instruction
Strategic Plan Goal 3: Responsive Academic Supports (MTSS)

Advanced Academics Alignment:

- Differentiated instruction within the general education classroom ensures that advanced learners are served through Tier I, extending core content rather than replacing it.
- Teachers will receive guidance and support on how to embed strategies into tiered instruction for Advanced Academic learners.
- Identification windows and service delivery are calendar-aligned to ensure timely placement and support.

Action Required
Recommend to approve the 2025-2026 Advanced Academics plan.

YELM COMMUNITY SCHOOLS IS AN EQUAL OPPORTUNITY EMPLOYER AND FOLLOWS TITLE IX REQUIREMENTS.

YELM
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MEMORANDUM

TO: Board of Directors

FROM: Erin Bayer, Coordinator, Academic Interventions

DATE: October 23, 2025 Board Meeting

SUBJECT: Recommendation to Approve 25-26 Multilingual Learner Plan

Purpose and Vision:
Purpose: To ensure that Multilingual Learners (ML) in Yelm Community Schools receive equitable, rigorous, and responsive instruction that honors their linguistic assets and accelerates academic success.

Vision: Yelm's ML program envisions a learning environment where every multilingual student is seen, supported, and empowered through inclusive practices, high-quality Tier I instruction, and collaborative systems that reflect both state guidance and local community strengths.

Strategic Priorities - 2025-2026 Focus Areas

1. Expand Tier I Language Supports
2. Support Long-Term English Learners (LTELs) and Newcomer Services
3. Strengthen the Monitoring of Exitedd Students

In addition to supporting multilingual students, it is the goal of the multilingual learner program to increase family engagement among our multilingual families.

Advanced Academics & The YCS Strategic Plan

- **Goal 1: Attendance** ML supports reducing barriers through multilingual communication, welcoming environments, and early identification of at-risk students.
- **Goal 2: Tier I Instruction** ML priorities embed WIDA standards and scaffolds into core instruction, ensuring access to rigorous, grade-level content.
- **Goal 3: MTSS Supports** Tiered ML services align with MTSS, offering targeted interventions and progress monitoring based on language and academic needs.
- **Goal 4: Engagement & Ownership** ML students co-develop language goals and engage in culturally relevant instruction that affirms identity and voice.
- **Goal 5: Graduation & Pathways** ML supports extend through secondary grades, connecting students to postsecondary options aligned with strengths and aspirations.

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- **Goal 6: Student Belonging & Connection** ML priorities foster belonging through culturally responsive instruction, affirming student identity, and building strong peer and adult relationships, especially for newcomers and heritage speakers.
- **Goal 7: Positive Student Behavior** ML supports promoting inclusive environments with clear expectations, dignity-centered practices, and reduced exclusionary discipline through proactive engagement and relationship-building.
- **Goal 8: Student Leadership, Recognition & Voice** ML students are recognized for linguistic and cultural strengths, and supported to lead, express themselves, and shape their school experience through storytelling, advocacy, and co-created goals.
- **Goal 9: Elevate Community Voice** ML priorities center on family and community voice through multilingual outreach, co-led initiatives, and representation of diverse student stories in district communication.
- **Goal 10: Strengthen Communication** ML systems use inclusive, multilingual tools and two-way platforms to build trust, improve understanding of school goals, and increase participation in events and initiatives.
- **Goal 11: Support Family Involvement** ML programming cultivates ongoing partnerships through family-friendly resources, goal-setting support, and culturally responsive engagement in academics and attendance.

Action Required
Recommend to approve the 2025-2026 Multilingual Learner Program plan.

YELM Community Schools

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PO Box 476
Yelm, WA 98597-0476
www.ycs.wednet.edu

MEMORANDUM

TO: Board of Directors

FROM: Teri Melone, Director of Operations

DATE: October 23, 2025

SUBJECT: Approval of Capital Facilities Plan – Resolution 01-25-26

Background Information:

The Capital Facilities Plan (CFP) provides the district with a comprehensive, long-term framework for managing and planning district facilities. This plan is an essential tool for forecasting future student enrollment, identifying facility needs, and aligning construction and modernization efforts with district growth and community development.

The purpose of the plan is to ensure the district has adequate, well-maintained facilities to meet projected growth, support educational programs, and coordinate effectively with local government land use and infrastructure planning. It also provides the statutory basis for collecting school impact fees from new development to help fund future school construction.

The CFP includes a Six-Year Capital Finance Plan which strengthens the district's strategic and fiscal planning, ensuring that facility decisions are data-driven, sustainable, and aligned with community growth and student needs.

Action Required

Motion to Approve Resolution 01-25-26 Capital Facilities Plan for 2025-2031.

Recommended Motion

I move that the Board of Directors approve the Capital Facilities Plan.

YELM Community Schools

Capital Facilities Plan

2025 – 2031

Acknowledgements

Board of Directors

Denise Hendrickson, President

Casey Shaw, Vice President

Bill Hauss, Director

Debbie Edwards, Director

Frank King, Director

Superintendent

Chris Woods

District Staff

Teri Melone, Director of Operations

Adopted October 23, 2025

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Executive Summary

About the Plan

The Yelm Community Schools Capital Facilities Plan describes capital projects needed over the next six years and the longer-term in order to carry out the District's mission, vision, and goals to provide students with quality educational services. The plan has a number of purposes. It guides District decisions regarding capital projects and budgeting. It informs the land use plans of local governments. It is a resource community members can use to help understand District capital projects and related public funding requests. It is also required for the collection of school impact fees.

The plan is prepared in compliance with the Growth Management Act and the codes of the three jurisdictions that collect school impact fees on behalf of the District: Pierce County, Thurston County, and the City of Yelm. The District annually updates this plan and provides it to the city and counties for review and adoption as part of their comprehensive plans.

Sections II through V of the plan include information used to help identify capital facility needs including District educational programming goals and class size standards, the condition of existing facilities and their capacity to serve students, enrollment trends, and projected surpluses or deficits in classroom space. Section VI discusses capital facility needs, potential funding sources available to the District, and a finance plan listing projects the District plans to complete in the next six years.

Key Findings

Capital Facility Needs

This plan identifies a need for major capital projects to address aging facilities, overcrowding schools, and a growing student body.

The District has multiple aging facilities that are nearing the end of their useful life and will require replacement or renovation. Three of the District's schools are over 30 years old: Lackamas Elementary, Prairie Elementary, and Fort Stevens Elementary School. Mill Pond Elementary School is nearing the 30 years of age mark. With the passing of the February 2019 bond measure, the district was able to procure a new Yelm Middle School opening to students September 2021, a new Southworth Elementary School opening to students September 2022, and district wide safety and security upgrades.

There is not enough permanent classroom space in existing schools to serve the current student body. Yelm Community Schools saw significant enrollment growth between 2003 to 2017. To manage this growth the District put in place a considerable number of portable classrooms, adding to the number of portables that were already in place in 2003. One reason the District added portables instead of building or expanding schools is that the community and the District have struggled to pass bond measures to finance needed

capital projects. Currently, 74 portable classrooms are located at six school campuses. Over a third of all students have their primary classroom in a portable, and many of the portables are more than 20 years old.

Section VI of this plan includes a Six-Year Capital Finance Plan listing projects the District plans to undertake in the next six years to help address capital facility needs. Key projects include replacement of aging roofs district wide, upgrading older HVAC systems for building efficiencies, LED replacement lighting and scheduled painting to maintain building integrity.

The District must consider limited financial resources when prioritizing capital project needs. Section VI of this plan identifies anticipated short and long term capital project needs to keep up with aging facilities and growth within the District.

About the District

Located in southeast Thurston County, Yelm boasts spectacular views of Mt. Rainier. Yelm is a growing and thriving rural community with easy access to mountains, rivers, beaches, as well as urban and cultural events. Yelm is the fourth largest district in Thurston County serving the communities of Yelm, McKenna, the Bald Hills (Clear Lake), the Lawrence Lake area, the Nisqually Indian Reservation, and parts of the Lacey suburbs. A portion of the district's 192 square miles extends into Pierce County. Current enrollment is 5,400 students in six elementary schools, two middle schools, one high school, and one alternative school. Yelm Community Schools is a growing and vibrant district. We are committed to preparing students for success after graduation. We serve communities in Pierce County and Thurston County including Yelm, McKenna, the Bald Hills (Clear Lake and Lawrence Lake areas), the Nisqually Indian Reservation, and parts of the Lacey suburbs.

Yelm Community Schools began serving students in the late 1800's. Today, the District educates over 5,400 students with six elementary schools (grades K-5), two middle schools (grades 6-8), one high school (grades 9-12), and one alternative school. The District is one of the largest employers in the region and employs approximately 800 staff.

The District has seen significant increases in student enrollment in recent years. Washington State Office of Superintendent of Public Instruction (OSPI) forecasts enrollment on form 1049. These predictions are evaluated annually which show current and future enrollment for Yelm Community Schools to remain fairly level over the next 6 years.

Academic services for students are a great source of pride in Yelm Community Schools. The District offers College in the High School courses, Advanced Placement opportunities, and an expansive and nationally recognized Career and Technical Education program. We also have strong commitments to the arts, music, and health and fitness. We are backed by a supportive community of individuals, nonprofit organizations, and businesses who join with us to enhance the educational experience for students. To highlight that commitment, we have 268 Graduate Yelm! partners, 11 school business partners who donated $6,000

directly to our schools, a Dollars for Scholars organization who raised $125,000 for scholarships for the class of 2023, a Learners without Limits program that has provided $25,000 in food, clothing and other basic needs for low income families, Day of Champions raised $9500 to provide 208 students with disabilities a day of sports on Yelm High School athletic fields, and a dedicated team of 1140 school volunteers who make school dances, kids night out, and many more activities possible.

Mission, Vision & Strategic Plan

The District's work is guided by its mission, vision, and strategic plan.

Mission

Future-Ready Students. Community-Strong Schools.

Vision

Empowering every student to reach their full potential through high quality instruction, meaningful relationships, and strong connections with families and community.

Strategic Plan

In 2025, the Yelm Community Schools Board of Directors approved a five year strategic plan developed by a committee represented by staff and community.

Core Commitments: Learning, Belonging, Community

At the heart of our strategic plan are three interconnected commitments: Learning, Belonging, and Community. Each is powerful on its own, but their greatest impact comes when they work together.

- **Learning** is our core purpose. It means every student experiences challenging, engaging instruction that supports academic growth every day. But learning doesn't happen in isolation.
- **Belonging** is the environment that makes learning possible. When students feel safe, seen, and valued, they're more likely to take risks, engage deeply, and persist through challenges. A culture of dignity and connection lays the foundation for academic success.
- **Community** provides the network of support that sustains both learning and belonging. Families, staff, and community partners each play a role in helping students thrive, inside and outside the classroom.

Together, these three commitments form a system of support. They reinforce one another, creating the conditions where every student can grow, lead, and succeed.

Strategic Priorities

These strategic priorities guide how we teach, lead, and partner every day to fulfill our mission of empowering every student to thrive.

1. Instructional Excellence: We deliver high-quality, inclusive Tier I instruction that is standards-aligned and assessment-informed. Instruction is grounded in collaboration and responsive to the needs of every learner.
2. Responsive Support for All: We provide timely, data-driven academic and behavioral support through a Multi-Tiered System of Supports (MTSS), ensuring every student receives the right interventions and challenges to succeed.
3. Student Engagement and Ownership: We create classrooms where students are actively engaged, have voice and choice, and take responsibility for their learning, building motivation, relevance, and readiness for the future.
4. Meaningful Relationships and Belonging: We foster inclusive school communities where every student feels safe, known, and valued. Belonging is strengthened through positive relationships, restorative practices, and clear expectations.
5. Leadership, Recognition, and Voice: We empower students to lead and contribute in meaningful ways. Leadership and recognition amplify student voice and build agency and pride.
6. Family and Community Partnership: We cultivate strong, authentic partnerships with families and community members through transparent communication, inclusive engagement, and shared responsibility for student success.
7. Transparency and Trust: We build trust by sharing progress openly, acting on community feedback, and aligning our practices with our strategic commitments. Families and partners help guide and hold us accountable.

District Class Size Standards

The District sets standards for the average number of students in classrooms. These standards are grounded in the District's mission and vision and support positive learning environments. They also inform capital facilities planning. For instance, they are used to help determine the design of new or remodeled school facilities in addition to other factors such as educational programming goals and site opportunities and constraints. Class size standards are also used to help estimate student capacity – which is how much room there is in schools' permanent classrooms to serve students.

The District's current class size standards are listed below. These standards are for District-wide average class sizes. Individual classrooms may have a higher or lower number of students.

- **Preschool (AM+PM):** Average class size of 30
- **Elementary School (K-5):** Average class size of 25 students
- **Middle School (6-8)**: Average class size of 28 students
- **High School (9-12)**: Average class size of 28 students
- **Special Education (CLC/FLC/SITE/STEP):** Average class size of 14

Existing Facilities & Student Capacity

Introduction

Each year when the District updates this Capital Facilities Plan, it reviews the condition of existing facilities and their capacity to serve students. The District's existing capital facilities include schools and administrative buildings. All of these facilities serve students, either directly by providing classroom space or indirectly by providing support services such as transportation, food, and administrative services. Yelm Community Schools began serving students in the late 1800s as the Yelm School. Today, the District serves students on ten campuses including six elementary schools, two middle schools, a large comprehensive high school, and an alternative learning high school.

Six of the school campuses include portables that have been added in response to growth in student enrollment over the past 20 years. There are 74 portable classrooms in total. Portables are located at Fort Stevens Elementary, Lackamas Elementary, Mill Pond Elementary, Prairie Elementary, Southworth Elementary, and Yelm High School.

Yelm High School's SITE (Supporting Independence Through Employment) program was relocated in the fall of 2019. This residential structure built in 1986 located on an adjacent parcel south of YHS, was fully remodeled to meet the current needs of the students enrolled in this program. In 2025, this program expanded and created the STEP (Supporting Transition Education Program) utilizing the previous Prairie Preschool which was moved within Prairie Elementary. In 2025, the district expanded the preschool program to all elementary schools.

The District's administrative buildings are relatively new and in good condition. The District Office is located in a building that was renovated and modernized in 2004. The Assessment and Student Learning Building was renovated in 2015. Facilities, (maintenance, grounds, custodial, and food service departments) was relocated from the Yelm Middle School campus to an adjacent parcel next to Fort Stevens Elementary School in December 2019. New construction and renovation of existing buildings at the Support Operations and Transportation Department occurred in 2013 and remodeled in 2025.

In addition to the existing facilities the District owns the following parcels directly south of Yelm High School: 21724240000, 21724240100, 21724240200, and 21724240300. These parcels are primarily vacant and are about 30 acres all together.

Description of Existing Facilities - Schools

Fort Stevens Elementary

Fort Stevens Elementary opened in 1990 and is located at 16525 100th Way SE in Yelm. The campus is 29 acres. The school building is 46,272 square feet. In 2008 a remodel of the original covered play area created the addition of a new multi-purpose room with Physical Education (PE) storage and additional

restrooms. The project also included the construction of a new covered play shed. Other improvements to the site include a sanitary sewer and storm water system upgrade in 2008 and a roof replacement in 2010. Twelve portable classrooms have been added to the campus in response to student enrollment growth. It had a student enrollment of 470 at the beginning of the 2022/23 school year. The school's mascot is the Eagles.

Lackamas Elementary

Lackamas Elementary was built in 1911. It closed in 1946 and then re-opened in 2005 with the majority of classroom space provided in portables. It is located at 16312 Bald Hill Road SE in unincorporated Thurston County. The campus is 7.37 acres. Lackamas Elementary School is listed on the Washington State Historical Register. The building is 8,974 square feet including three classrooms, a gym, and a kitchen. There are 18 portable classrooms on the campus. The school's mascot is the Lightning and it had a student enrollment of 306 at the beginning of the 2022/23 school year.

McKenna Elementary

McKenna Elementary opened in 1890 and is located at 35120 State Route 507 in unincorporated Pierce County. The campus is 9 acres. Between 2004 and 2006 a new building and covered play area were constructed, and the existing building was remodeled and modernized. The school building is currently 47,394 square feet. There are no portable classrooms on the campus. It had a student enrollment of 359 at the beginning of the 2022/23 school year. The school's mascot is the Mountain Lions.

Mill Pond Elementary

Mill Pond Elementary opened in 1993 and is located at 909 Mill Road SE in Yelm. The campus is 20 acres. The school building is 50,075 square feet with 4 portable classrooms on the campus. Past site improvements include a new playground in 2006, roof replacement in 2010, and the addition of a covered play area in 2015. It had a student enrollment of 354 at the beginning of the 2022/23 school year. The school's mascot is the Wolves.

Prairie Elementary

Prairie Elementary opened in 1984 and is located at 16535 110th SE in unincorporated Thurston County. The campus is 19.55 acres. The school building is 42,679 square feet including a new multi-purpose room that was constructed in 2007. Other site improvements include a roof replacement in 2005, septic tank pump and control panel upgrade in 2015, and City of Yelm water main extension in

2016. There are nine portable classrooms on the campus. It had a student enrollment of 431 at the beginning of the 2022/23 school year. The school's mascot is the Panthers

Southworth Elementary

The new Southworth Elementary School opened to students in the fall of 2022. The school building is 63,661 square feet and is located at 13849 Yelm Highway SE in Yelm. This site will also host the District's SELF Program (Social, Emotional Learning, and Focus) for special needs students. Currently this site has 4 portable classrooms that were new at the time of the old Southworth demolition. It had a student enrollment of 617 at the beginning of the 2022/23 school year. The school's mascot is the Stars.

Ridgeline Middle School

Ridgeline Middle School opened in 2006, making it one of the District's newest facilities. Located at 10605 Carter St SE in Yelm, it is adjacent to Mill Pond Elementary and shares athletic fields with this school. The campus is 31.8 acres. The school building is 84,986 square feet and includes the District Kitchen. There are no portables on the campus. RMS had a student enrollment of 572 at the beginning of the 2022/23 school year. Ridgeline Middle School's mascot is the Storm.

Yelm Middle School

Yelm Middle School opened to students in the fall of 2021. Housed within Yelm Middle School is the District Technology Department. The school building including the technology department is 98,838 square feet, sits on a 23.19 acre campus, located at 401 Coates Ave NW in Yelm. New ball fields along Yelm Avenue construction was completed in the fall of 2022 after completing demolition of the old Yelm Middle School. YMS had a student enrollment of 683 at the beginning of the 2022/23 school year. Yelm Middle School's mascot is the Whirlwinds.

Yelm High School

Yelm High School is located at 1315 Yelm Ave W in Yelm. The original building on the high school campus opened in the early 1900s where the middle school campus sits today. The campus relocated in 1966 on 36 acres, and the current school buildings are 166,915 square feet. The school has had a number of improvements over the years. The auto shop and agricultural barn were built in 1984, a greenhouse was built in 1990, and another greenhouse was built in 2002. Between 2004 and 2006 renovations and modernizations were made to the 300 and 500 buildings (constructed in 1978) and the 400 building (constructed in 1990), the new 100/200 main building was constructed, and the auxiliary gym and weight room were added. Currently there are 27 portable

classrooms on site, 12 of which were added in the 2017 to enable the District's grade reconfiguration and the movement of ninth grade students to the high school.

Yelm High School also has a transition program known as SITE (Supporting Independence Through Employment) for students ages 18 to 21 whose graduation is determined by Individual Education Plans. The SITE program is housed in a single family residential structure built in 1986, renovated in 2019, located at 9719 Tahoma BLVD SE in Yelm. Students who attend the program work on daily living skills, social skills, functional academics, and independent living skills. They acquire job skills through volunteer work in the local community. YHS had a student enrollment of 1,635 at the beginning of the 2022/23 school year. Yelm High School's mascot is the Tornados.

Yelm Extension School

Yelm Extension School, the District's alternative high school, opened in 2003 and is located next to the District Office at 107 1st St in Yelm. It is housed in a building originally constructed in 1964 to serve as a grocery store and was remodeled in 2003 for District use. The school is 9,685 square feet and it had a student enrollment of 71 at the beginning of the 2022/23 school year. The school's mascot is the Bulldogs.

Description of Existing Facilities – Administrative Buildings

Assessment & Student Learning Building

The Assessment and Student Learning Building is located at 203 1st St in Yelm. It was renovated in 2015 and is approximately 1,020 square feet. The building consists of three office spaces and one computer lab work room. This building is used for student information and digital records keeping.

District Office

The District Office is located at 107 1st St in Yelm and is 9,765 square feet. This site was previously occupied as Wolf's Grocery Store and went through renovations and modernizations in 2004 to become the District's primary administrative space.

Support Services - Facilities – Maintenance, Grounds, Custodial, & Food Service

Facilities house the following District Departments: Custodial, Grounds, Maintenance, and Food Services/Child Nutrition. Relocated to the Fort Stevens Elementary School campus beginning December 2019, west of the Fort Stevens Elementary School bus loop at 16525 100th Way SE in Yelm. The office is 2856 square feet including administrative space, a meeting room, and staff break room. The adjacent support services warehouse is a 6000 square foot open structure designed to meet the needs of daily operations and repairs.

Support Services - Transportation

The Transportation Department houses the District's Bus Garage, Drivers Transportation Center, administrative offices, and a shipping / receiving warehouse. It is located at 202 Stevens St. NW in Yelm on an 8.78 acre campus. The District moved into this space in 2013 following construction and renovation of existing buildings. An additional open warehouse on site is used to store surplus, transportation materials and district equipment. There is some unused space that could be remodeled as needed.

Student Capacity

Table 1 shows student capacity of existing facilities. This is the estimated amount of students that can be served in permanent classroom space at each school. Student capacity is an important consideration in capital facilities planning. By comparing student capacity with current and projected student enrollment, the District can estimate needs for additional classroom space. All school portable classrooms have been installed with the intent to serve students on a permanent basis.

In 2018 the District changed the way it calculated student capacity in order to more accurately reflect educational programming and use of classroom space. The new method is based on the Program Capacity Model used by the Puyallup School District. To calculate student capacity at each school, the District begins by multiplying the number of permanent classrooms by the District's class size standards, and then adjusts for classroom space needed for smaller-sized special education classes, preschool, core programming such as music and Physical Education at elementary schools, and teacher planning periods at secondary schools.

Portables are used as temporary classrooms for "unhoused" students. Due to residential growth in the district catchment areas, boundary adjustments may be considered. This plan depicts an estimated capacity incorporating temporary classrooms.

TABLE 1

CAPACITY OF EXISTING SCHOOL FACILITIES

2025-2030

FACILITY NAME:	October 2025 Headcount	Number of Standard Classrooms*	Temporary Portable Classrooms	Maximum Capacity**	Surplus(+) or Deficit(-)
Fort Stevens Elementary	435	18	12	750	315
Lackamas Elementary	283	3	18	525	242
McKenna Elementary	350	22	0	550	200
Mill Pond Elementary	339	24	4	700	361
Prairie Elementary	342	18	9	675	333
Southworth Elementary	647	28	4	800	153
Total Elementary	**2,394**	**113**	**47**	**4,000**	**1,606**
Ridgeline Middle School	585	27	0	756	171
Yelm Middle School	684	29	0	812	128
Total Middle School	**1,269**	**56**	**0**	**1,568**	**299**
Yelm High School	1,570	39	27	1,848	278
Total High School	**1,570**	**39**	**27**	**1,848**	**278**
Yelm Extension School & Open Doors	114	4	0	112	-2
Total ALE Programs	**114**	**4**	**0**	**112**	**-2**
Grand Total	**5347**	**212**	**74**	**7,528**	**2,181**

* Standard classrooms do not include spaces designed as library, gymnasium and music/theater

** Maximum capacity is calculated based on the average size * (standard classroom + temporary portable classrooms)

Student Enrollment & Student Capacity Surpluses and Deficits

Student enrollment trends are another key piece of information the District considers when it updates the Capital Facilities Plan. Past enrollment trends give the District a frame of reference to plan for the future. By looking at enrollment trends in the past and the facility needs during that time, the District has an idea of what facility needs there may be in the future if certain changes in enrollment occur. Projected future enrollment trends give the District an idea of how much and what type of enrollment changes to plan for. Also, by comparing enrollment numbers with the student capacity of existing facilities the District can identify existing and expected future shortfalls in permanent classroom space.

Past and Projected Enrollment

Table 2 shows student actual and projected enrollment for a ten year window from 2018-2028 in Yelm Community Schools based on data provided by the Washington State Office of Superintendent of Public Instruction (OSPI). Actual and projected enrollment has been on a slight decline since the first levy failure in February 2024. Grade level projections at middle school have resulted in a reduction in enrollment of 45

and 53 each of the past two years and an increase of enrollment at high school 74 and 44. These trends impact the usage of school instructional spaces.

TABLE 2

DISTRICT ENROLLMENT TRENDS

2018-2028

Based on October Count

	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected		
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Kindergarten	425	441	359	426	459	460	382	350	401	396	391
1st Grade	457	426	403	389	430	427	415	384	403	399	394
2nd Grade	428	462	400	423	399	406	425	398	407	402	398
3rd Grade	406	398	424	388	456	456	443	414	405	400	395
4th Grade	440	427	370	415	408	458	433	459	449	407	402
5th Grade	485	449	414	382	424	417	452	418	434	459	416
6th Grade	472	492	406	401	417	426	412	451	404	435	460
7th Grade	422	479	469	414	422	423	423	403	476	410	441
8th Grade	444	432	454	457	439	422	393	418	424	476	410
9th Grade	425	465	430	462	482	451	453	400	444	436	489
10th Grade	449	408	414	419	466	459	436	424	415	423	416
11th Grade	374	416	361	384	387	425	455	422	377	379	386
12th Grade	412	366	400	376	410	392	442	462	397	382	384
K-5 HEADCOUNT	2,641	2,603	2,370	2,423	2,576	2,568	2,550	2,499	2,499	2,463	2,396
6-8 HEADCOUNT	1,338	1,403	1,329	1,272	1,343	1,271	1,228	1,272	1,304	1,321	1,311
9-12 HEADCOUNT	1,660	1,655	1,605	1,641	1,745	1,727	1,786	1,708	1,633	1,620	1,675
TOTAL K-12	**5,639**	**5,661**	**5,304**	**5,336**	**5,576**	**5,566**	**5,564**	**5,479**	**5,436**	**5,404**	**5,382**

Capital Facility Needs & Six-Year Finance Plan

Capital Facility Needs

The District considers a wide range of information to determine its capital facility needs including the information provided earlier in this plan, the District's mission and goals, service standards, condition and capacity of existing facilities, and enrollment trends and projections. It also takes into account the input of District staff with firsthand knowledge of needs for maintenance or other changes at existing facilities in order to better serve students, the options for expanding existing facilities, and the availability of sites for new facilities.

The district will develop a Facilities Advisory Committee composed of staff, parents, community members, and district leaders to guide the district's capital facilities plan and development. This committee's work will emphasize collaborative partnerships and alignment of facilities and capital projects to achieve the district's strategic plan. As such, the committee will

- Engage community voices in assessing current building conditions, safety, and future needs
- Review demographic trends and educational program growth to guide capital planning
- Provide feedback on facility proposals, focusing on equity, inclusion, and ensuring access for all students
- Help communicate facility needs and plans transparently to families and community stakeholders
- Advocate for facilities that strengthen student well-being, connection, and community use

The District's capital facilities needs are listed below and are divided into short-term priorities and longer-term needs. Short-term priorities are planned to be addressed in the next six years. When choosing short-term priorities the District must balance needs with the financial resources available for capital projects.

Short-Term Priorities

- Continued maintenance of existing facilities (HVAC upgrades, LED lighting, kitchen equipment replacement, roof replacements, building painting, building and parking lot repairs, etc.)
- Relocate Yelm Extension School
- Turf Management - Gmax Testing, Maintenance and Sanitation
- Sidewalk Repairs and Safe Walking Routes
- Building Carpet/Flooring Replacement

Longer-Term Needs

- Add student capacity at the elementary, middle and high school levels as needed
- Remodel and expand Prairie Elementary School
- Remodel and expand Fort Stevens Elementary School
- Remodel and expand Mill Pond Elementary School
- Renovation of YCS Administrative Offices
- Turf Replacements as needed
- New elementary school based on residential growth

Strategy for Meeting Capital Facility Needs

The District's strategy for meeting capital facility needs is to use existing resources as efficiently and creatively as possible, maintain or upgrade existing buildings, and construct new buildings when needed. The District may use attendance boundary changes or grade reconfigurations in order to maximize available classroom space. The District also uses portable classrooms to fill gaps in student capacity;

however, it is the District's goal for portables to be a temporary solution and to replace them with permanent classroom space.

Six-Year Capital Finance Plan

The short-term priority capital facility needs are included in the District's Six-Year Capital Finance Plan. This plan includes capital projects the District aims to undertake in the next six years such as new construction, remodels, maintenance projects, or other significant facility improvements. See Table 7 at the end of this section for the current plan. It includes information on costs and funding sources and the amount of student capacity provided by each project.

The Six-Year Capital Finance Plan is updated annually in conjunction with the Capital Facilities Plan. The District also regularly reviews its longer-term facility needs in order to anticipate projects that should be added to the Six-Year Capital Finance Plan in the foreseeable future.

Funding Sources

Carrying out all of the projects in the Six-Year Capital Finance Plan is dependent on the District's ability to secure funding. Funding sources the District may use for capital projects include bonds, capital levies, state matching funds, impact fees, and the District's General Fund. The District typically finances major projects primarily through bonds and state matching funds; it may consider use of capital levies in the future.

Bonds and Capital Levies

Bonds or capital levies are typically needed to raise enough money to undertake major projects such as renovating or building new schools and they require the approval of voters in the District. The passing of the 2003 bond measure resulted in renovation and new construction of McKenna Elementary School, Lackamas Elementary School, Ridgeline Middle School, a portion of Yelm High School, and the current Administrative Office Building. In recent years the community and District have struggled to pass bond measures to finance needed capital projects. Measures were on the ballot in 2015, 2016, and 2018 but they did not pass. The passing of the February 2019 bond measure was successful and resulted in construction of a new Yelm Middle School and a new District Technology Department located within Yelm Middle School, and a new Southworth Elementary School, along with safety and security upgrades to all sites district wide.

State Matching Funds

The Washington State School Construction Assistance Program (SCAP) provides funding assistance to school districts undertaking major new construction or modernization projects. Projects must meet eligibility requirements based on age and condition for modernization and a need for more space. School districts are responsible for securing local funding for construction projects. If eligible, the State provides partial assistance based on a funding formula. OSPI releases funding commitments for qualifying projects once a year.

Impact Fees

Impact fees are paid by developers when they construct new housing within District boundaries in the City of Yelm or in the unincorporated areas of Thurston County or Pierce County. The fees are intended to help cover the cost of serving new students who move into new housing units.

Collection of impact fees is authorized under the Washington State Growth Management Act (GMA) to help pay for facilities addressed by a capital facilities plan element of an adopted comprehensive plan. As such, the Yelm City Council, the Thurston County Board of Commissioners, and the Pierce County Council must each adopt this plan as part of their comprehensive plans in order for school impact fees to be collected for the District. This is typically done during their annual comprehensive plan updates.

The District must also ensure that this plan meets the requirements of the GMA and city and county codes for a capital facilities plan for which impact fees will be imposed. One requirement is inclusion of impact fee calculations. These calculations take into account the cost of providing school facilities to students and the number of students likely to be generated by new housing units (known as the student generation rate or student factor).

Appendix A includes the District's impact fee calculations for single family and multi-family housing development. The city and counties may choose to adopt these for their impact fee schedules or set maximum fee amounts which may be lower than the District's calculated fees.

General Fund

The District has a General Fund that can be used to pay for less expensive capital projects in the Six-Year Capital Finance Plan, such as maintenance work or purchasing additional portables.

Capital Facilities Six-Year Finance Plan Figures Shown in $1,000s	Estimated Total Cost	Cost Breakdown by Year						Funding Sources for Estimated Total Cost			Student Capacity of Project
		2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	Bond Revenue	State Match	General Fund or Impact Fees*	
Student Capacity Projects											
Safety & Security	500								500		
Other Projects											
Building Maintenance	3000	500	500	500	500	500	500			3000	N/A
Relocate Yelm Extension School	1000	1000								1000	N/A
Turf Management/Repair	225	30	33	36	39	42	45			225	N/A
Kitchen Equipment Replacement	650	250	200	200						650	N/A
Sidewalk Repairs and Safe Walking Routes	300	200	100							300	N/A
Building Carpet/Flooring Replacement	1600		350 (MP)	375 (FS)	400 (PR)	475 (YHS)				1600	N/A
LED Lighting Upgrades	300	50	50	100	100					300	N/A
To/From Transportation	200	100	100							200	N/A
PrairieElementary Re-Roof	950	950								950	N/A
Lackamas Elementary Re-Roof	500		500							500	N/A
Ridgeline MS Re-Roof	1500				1500					1500	N/A
District Wide Asphalt Repairs	450		150		150		150			450	N/A
Renovation of YCS Administrative Offices	1000						1000			1000	N/A
Total	12175	3080	1983	1211	2689	1017	1695		500	11675	

*The District typically uses impact fees to pay for portables and transportation-related costs

Appendix A: Impact Fee Calculations

Yelm School District Thurston County Single-Family Impact Fee Calculations					
SITE ACQUISITION COSTS (A)	**COST PER ACRE**	**NUMBER OF ACRES**	**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$0	15	550	0.2378	$0.00
Middle School	$0	25	750	0.0649	$0.00
Senior High	$0	40	1,400	0.0757	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$25,899,999		385	0.2378	$15,997.45
Middle School	$16,998,620		237	0.0649	$4,654.90
Senior High	$0		1,400	0.0757	$0.00
Total					**$20,652.35**
TEMPORARY FACILITY COSTS (C) (Double Wide)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$650,000		46	0.238	$3,360.22
Middle School	$650,000		50	0.065	$843.70
Senior High	$0		50	0.076	$0.00
Total					**$4,203.92**
STATE MATCHING CREDIT (D)	**BOECKH INDEX**	**SQ FT PER STUDENT**	**STATE MATCH**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$258.92	90	0.6977	0.238	$3,866.24
Middle School	$258.92	117	0.6977	0.065	$1,371.72
Senior High	$0.00	130	0.6977	0.076	$0.00
Total					**$5,237.96**
	PRESENT VALUE FACTOR	**BOND LEVY RATE**	**ASSESSED VALUE OF UNIT**	**BOND INTEREST**	**TOTAL CREDIT**
Tax Payment Credit (Tc)	9.5101	$1.147	$428,737	4.50%	$5,993.67
Net Cost (A+B+C-D)-Tc					$13,624.64
Discount Is 50%, Rate Is 0.50 Impact Fee Per Unit (Net Cost-Tc)*Discount Rate)					$6,812.32
Less Other Credits (Fc)					0
Net Impact Fee Per Unit					**$6,812.32**

Notes: 1) Maximum Present Value Factor 10

2) Budgets may be adjusted based on progress through design requirements

3) Student Factor calculations by Cathy Lee Walker, MS - GIS Data Specialist

4) Impact Fee Calculations by Jim Hansen, RJH Solutions, LLC

Yelm School District
Thurston County Multi-Family Impact Calculations

SITE ACQUISITION COSTS (A)	COST PER ACRE	NUMBER OF ACRES	NUMBER OF STUDENTS	STUDENT FACTOR	TOTAL COST
Elementary	$0	11.58	550	0.1767	$0.00
Middle School	$0	25	750	0.0631	$0.00
Senior High	$0	20	1,400	0.091483	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$25,899,999		385	0.1767	$11,887.09
Middle School	$16,998,620		237	0.0631	$4,525.79
Senior High	$0		1,400	0.091483	$0.00
Total					**$16,412.88**
TEMPORARY FACILITY COSTS (C) (Double Wide)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$650,000		46	0.1767	$2,496.85
Middle School	$650,000		50	0.0631	$820.30
Senior High	$0		50	0.091483	$0.00
Total					**$3,317.15**
STATE MATCHING CREDIT (D)	**BOECKH INDEX**	**SQ FT PER STUDENT**	**STATE MATCH**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$258.92	90	0.6977	0.1767	$2,872.85
Middle School	$258.92	117	0.6977	0.0631	$1,333.67
Senior High	$0.00	130	0.6977	0.091483	$0.00
Total					**$4,206.53**
	PRESENT VALUE FACTOR	**BOND LEVY RATE**	**ASSESSED VALUE OF UNIT**	**BOND INTEREST**	**TOTAL CREDIT**
Tax Payment Credit (Tc)	5.1016	$1.47	$238,142	4.50%	$3,336.61
Net Cost (A+B+C-D)-Tc					$12,186.89
Discount Is 50%, Rate Is 0.50 Impact Fee Per Unit (Net Cost-Tc)*Discount Rate)					$4,425.14
Less Other Credits (Fc)					0
Net Impact Fee Per Unit					**$4,425.14**

Notes: 1) Maximum Present Value Factor 10

2) Budgets may be adjusted based on progress through design requirements

3) Student Factor calculations by Cathy Lee Walker, MS - GIS Data Specialist

4) Impact Fee Calculations by Jim Hansen, RJH Solutions, LLC

Yelm School District Pierce County Single-Family Impact Fee Calculations					
SITE ACQUISITION COSTS (A)	**COST PER ACRE**	**NUMBER OF ACRES**	**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$0	15	550	0.2378	$0.00
Middle School	$0	25	750	0.0649	$0.00
Senior High	$0	40	1,400	0.0757	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$25,899,999		385	0.2378	$15,997.45
Middle School	$16,998,620		237	0.0649	$4,654.90
Senior High	$0		1,400	0.0757	$0.00
Total					**$20,652.35**
TEMPORARY FACILITY COSTS (C) (Double Wide)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$650,000		46	0.238	$3,360.22
Middle School	$650,000		50	0.065	$843.70
Senior High	$0		50	0.076	$0.00
Total					**$4,203.92**
STATE MATCHING CREDIT (D)	**BOECKH INDEX**	**SQ FT PER STUDENT**	**STATE MATCH**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$258.92	90	0.6977	0.238	$3,866.24
Middle School	$258.92	117	0.6977	0.065	$1,371.72
Senior High	$0.00	130	0.6977	0.076	$0.00
Total					**$5,237.96**
	PRESENT VALUE FACTOR	**BOND LEVY RATE**	**ASSESSED VALUE OF UNIT**	**BOND INTEREST**	**TOTAL CREDIT**
TAX PAYMENT CREDIT (TC)	9.5101	$1.147	$579,989	4.50%	$8,108.15
NET COST (A+B+C-D)-TC					$11,510.16
DISCOUNT IS 50%, RATE IS 0.50 IMPACT FEE PER UNIT (NET COST-TC)*DISCOUNT RATE)					$5,755.08
LESS OTHER CREDITS (FC)					0
NET IMPACT FEE PER UNIT					**$5,755.08**
Pierce County Maximum Impact Fee					**$4,595.00**

Notes: 1) Maximum Present Value Factor 10

2) Budgets may be adjusted based on progress through design requirements

3) Student Factor calculations by Cathy Lee Walker, MS - GIS Data Specialist

4) Impact Fee Calculations by Jim Hansen, RJH Solutions, LLC

5) Pierce County Maximum Fee Guidelines - https://pierce.county.codes/PCC/4A.30.030

Yelm School District

Pierce County Multi-Family Impact Fee Calculations

SITE ACQUISITION COSTS (A)	COST PER ACRE	NUMBER OF ACRES	NUMBER OF STUDENTS	STUDENT FACTOR	TOTAL COST
Elementary	$0	11.58	500	0.1767	$0.00
Middle School	$0	25	900	0.0631	$0.00
Senior High	$0	20	1,400	0.091483	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$25,899,999		385	0.1767	$11,887.09
Middle School	$16,998,620		237	0.0631	$4,525.79
Senior High	$0		1,400	0.091483	$0.00
Total					**$16,412.88**
TEMPORARY FACILITY COSTS © (Double Wide)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$650,000		46	0.1767	$2,496.85
Middle School	$650,000		50	0.0631	$820.30
Senior High	$0		50	0.091483	$0.00
Total					**$3,317.15**
STATE MATCHING CREDIT (D)	**BOECKH INDEX**	**SQ FT PER STUDENT**	**STATE MATCH %**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$258.92	90	0.6977	0.1767	$2,872.85
Middle School	$258.92	117	0.6977	0.0631	$1,333.67
Senior High	$0.00	130	0.6977	0.091483	$0.00
Total					**$4,206.53**
	PRESENT VALUE FACTOR	**BOND LEVY RATE**	**ASSESSED VALUE OF UNIT**	**BOND INTEREST**	**TOTAL CREDIT**
TAX PAYMENT CREDIT (TC)	9.5076	$1.47	$466,839	4.50%	$6,540.88
NET COST (A+B+C-D)-TC					$8,982.62
DISCOUNT IS 50%, RATE IS 0.50 IMPACT FEE PER UNIT (NET COST-TC)*DISCOUNT RATE)					$4,491.31
LESS OTHER CREDITS (FC)					0
NET IMPACT FEE PER UNIT					**$4,491.31**
Pierce County Maximum Impact Fee					**$2,435.00**

Notes: 1) Maximum Present Value Factor 10

2) Budgets may be adjusted based on progress through design requirements

3) Student Factor calculations by Cathy Lee Walker, MS - GIS Data Specialist

4) Impact Fee Calculations by Jim Hansen, RJH Solutions, LLC

5) Pierce County Maximum Fee Guidelines - https://pierce.county.codes/PCC/4A.30.030

YELM Community Schools

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MEMORANDUM

TO: Board of Directors

FROM: Teri Melone, CTE Director

DATE: October 23, 2025

SUBJECT: Approval of CTE Program Plan & Perkins Grant

Background Information:

Each year the CTE program is reviewed by the General Advisory Committee. South Sound Council provides feedback and approves the 4-year program evaluation, Perkins Grant, new courses, and teacher certifications. In the spring of 2025, the South Sound Council provided industry feedback and approved the CTE District Wide Plan. As part of the end of year OSPI CTE Compliance Report, the School Board is to review and approve the plan.

OSPI opened the 2025-26 Perkins Grant in which Yelm was allocated $42,768. These funds will be used to provide embedded career exploration, industry certification, dual credit and work-based learning in CTE courses. In addition, funds will support supervision of student leadership activities and professional development.

Action Required

Motion to Approve CTE 4-year program evaluation with district wide plan and Perkins Grant.

Recommended Motion

I move that the Board of Directors approve the CTE Program Plan and Perkins Grant.

OSPI_FN-8066

Form Name:	Is Form Validated?	Last Modified By:	Last Modified Date:
FP 215 - Perkins V - District/STEC Application	Yes	Teri Melone	10/05/2025 7:46 AM
Application ID:	**Application Title:**	**Application Due Date:**	**Last Submitted Date:**
AP-OSPI-10189	FP 215 Perkins (2025-26)	12/19/2025	
Organization Code:	**Organization Name:**		
34002	Yelm School District		

Waiver Request

Waiver Request

Applicants with **allocations of more than $15,000 may skip this section** and move to "Required Uses of the Funds."

Applicants with an allocation of less than $15,000 who have demonstrated inability to enter into a consortium may be granted a waiver and will answer questions 1 through 4.

To receive a waiver, the district/STEC must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins V funding will be used to strengthen existing programs.

Waiver approval will be contingent on the following:

- The districts/STEC's statutory eligibility for a waiver, per responses to the above questions.
- The quality of the district/STEC's entire Perkins Local Plan.
- The applicant's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews).

1. Is the district/STEC located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

2. What effort did the district/STEC make to enter consortium during the 2024–25 school year? If no effort was made, please explain why joining a consortium was not a viable option.

3. Describe how the applicant will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

Perkins Consortium

Districts/STECs/skill centers who choose to participate in a consortium will not receive an individual Perkins allocation. Allocations for consortium will be sent to the fiscal agent applying on behalf of the consortium.

4. Are you interested in participating in a consortium for the 2026–27 school year?

5. Identify all school districts/STECs/skill centers in the consortium.

6. Which district/STEC/skill center will be the fiscal agent for the consortium?

Funding

Allocation

Allocation Amount:
$42,768.00

Required Uses of Funds

Funds made available to school districts/STECs under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Applicants should review Section 135, Local Uses of Funds and review the full list of required uses of funds. Districts/STECs should only spend in areas that are specifically allowable through Perkins V.

- If funds will not be spent in an area, please enter 0.
- Enter whole dollar amounts.

- **Totals on this page must equal final allocation amount minus Indirects (if taken).**

Enter the amount to be spent in the box below each corresponding description.

1. Provide **career exploration and career development activities** through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. *(Examples may include work on High School and Beyond Plan, CTE advising, outreach to middle school(s) in the district/STEC.)*
$20,000

2. Provide **professional development** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. *(Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, CTSO trainings, and understanding of all aspects of an industry, and other topics as identified in section 2(A-I).)*
$0

3. Provide within career and technical education the skills necessary to **pursue careers** in high-skill, high-wage, or in-demand industry sectors or occupations. *(Examples may include alignment of area high wage/high demand data, CTE program standards, use of data from local workforce council, working with industry partners and stakeholders, or integrating new programs/modifications of existing programs to increase relevance.)*
$4,786

4. Support the **integration of academic skills** into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. *(Examples may include funding teacher review of standards to support the development of frameworks and articulation agreements, integration of academic and industry standards and the development of curriculum resources, development and adoption of local and state equivalencies.)*
$2,000

5. Plan and carry out elements that support the **implementation** of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. *(Examples may include supporting teacher and postsecondary alignment of programs of study, work based learning opportunities, industry recognized credentials, high demand equipment purchases, curriculum and instructional resource purchase.)*
$15,000

6. Develop and implement **evaluations** of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and Section 113(b)(4)(B). *(Examples may include costs associated with completion of CLNA and program evaluation.)*
$1,000

You must save this form to calculate your total. Select the Save button.

Total:
$42,786

Local Application of Funds

The state negotiated level of performance for each of the core indicators in "Overview of Perkins."

1. Describe the career and technical education course offerings and activities that the district/STEC will provide with funds, which shall include not less than 1 program of study approved by OSPI under section 124(b)(2), including:
(a) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
Local content specific advisory committees meet quarterly with CTE instructors to review the 16 elements of a CTE program including but not limited to labor market data, changing trends in the industry, standards, tools, equipment and safety practices. Program and course offerings are reviewed and approved by the committees yearly. In addition, a regional general advisory committee made up of local school districts and representatives from various career clusters meet monthly to discuss employment trends, changes in the local workforce and economy, and discuss new programs to meet industry demands that align with local education and training opportunities. This information and feedback is directly reflected in the comprehensive local needs assessment. Within the district CTE works collaboratively with the Office of Student Learning to create career pathways and scope and sequence of courses that align to graduation requirements. We have multiple programs of study; however, this year Yelm continues to fail the levy and is in Year 2 of binding conditions which continues to impact program staffing. Another Agriculture Teacher was reduced along with the CTE Director being reduced to less than .1 FTE.

(b) a description of any new programs of study the eligible recipient will develop and submit to OSPI for approval; and
Yelm will request approval for the Business Math State Equivalency Framework to secure 3rd math credit within the district. We will expand the Core+ Construction Framework into year 2 seeking math credit from the school board. Both of these courses will be aligned to CTE Dual Credit meeting the requirements of a program of study.

(c) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.
All freshmen take Tech Comm and Ag Natural Resource Science and receive information about CTE Graduation Pathways and course offerings. These students complete a Career Portfolio which includes the development of a 4-year course plan based on research of the various courses posted in our electronic course catalog. We have developed short videos of the course which are closed captioned and can be translated into any language using the YouTube feature.

CTE staff or the director present at all parent nights to help families learn about the programs available, and the director and/or instructional coach meets with the Special Education Parent Advisory Committee yearly to review course offerings and how students can meet the CTE graduation pathway.

In addition, we continue to train Special Education staff, case managers and counselors as needed to ensure proper guidance for students and parents of special populations. We will expand our CTE Demonstration Night in conjunction with our Winter Advisory meeting for students, families, counselors, administrators, and community to learn from students about the programs and outcomes. The goal is for these stakeholders to have a better understanding of the learning environment and how to find the best fit for a student.

2. Describe how the district/STEC, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:
(a) career exploration and career development coursework, activities, or services;
Yelm CTE is actively involved with local workforce agencies such as Pacific Mountain Workforce Development Council, Thurston County EDC, Thurston County Chamber of Commerce Business and Education Network, Yelm Chamber of Commerce, WA Building and Trades, and Building Industry Association of WA. These organizations serve as resources and help guide the professional development of staff and are incorporated in the program planning. Through our extensive partnership with industry professionals, we regularly have guest speakers, off site visits and volunteers within the classroom support student career development.

(b) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and
The STEM Network Data Dashboard, Numerics database, Washington State Employment Security and a variety of other websites provide Labor Market Data which are discussed with staff and at advisory meetings. This information is reflected in our publications and used for program development decision making. Stakeholders from students to parents to employers provided feedback in the CLNA surveys that emphasize the importance of staff continuing to reference resources that make it easy for all students to access course descriptions and how the courses help them make choices about their career goals. Curriculum focused on career exploration and work readiness are linked to these resources through the School, CTE and Career Center websites.

(c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.
The CTE Director and Instructional Coach work directly with counselors and the career center specialist to expand knowledge about the CTE courses and how they align to opportunities in education and work after high school. Professional development for the counselors and Career Center Specialist is regularly offered to include WA-CCER conferences, industry and education site visits and CTE teacher meetings and workshops which supports the district's comprehensive guidance and High School and Beyond Plan. Our local WACTA area group holds a yearly counselor training with clock hours to focus on preparation for post secondary training and employment.

3. **Describe how the district/STEC will** improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).
Despite the reduction in programs due to the levy loss, CTE is still a critical part of every student's educational experience. All freshmen are enrolled in Technical Communications which focuses on WICOR academic strategies. We are entering year two of using Propel, a technical writing tool which also develops written communication etiquette through mastery.
The vendor has allowed us to pilot new features to increase engagement of students and included students in the focus groups.

CTE has collaborated with science for many years and has developed courses to count for science credit. As freshmen, students earn lab science in Natural Resources (.5 credit). As sophomores, students take Plant Biology (1.0 credit). For 3rd year science, we offer Applied Physics, AP Environmental Science and BioTech Forensic. Using Precision Exams, teachers have baseline data and show growth in student achievement while encouraging credential attainment.

We also have a number of courses that are aligned to Art credit including Web Design, Digital Design, Digital PhotoJournalism, Floral Design and Landscape Design.

The district is now embracing CTE courses to achieve 3rd credit of math in the areas of Business Math, Construction and Manufacturing. We hope to have these courses developed with math standards for implementation in 2026-27.

4. **A description of how the district/STEC will:**
(a) provide activities to prepare special populations for high- skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
Yelm CTE, building administration, Office of Student Learning and Office of Student Support continue to partner to develop communication of CTE with counselors, case managers and CTE teachers. CTE teachers partner with case managers to implement Universal Design for Learning strategies in support of IEP accommodations and are actively engaged in providing feedback to a student's transition plan. All students are encouraged to participate in Career and

Technical Student Organizations and engage in extended or WBL activities to connect learning to classroom instruction. There is a strong belief within the CTE staff every student can achieve and modify instruction accordingly.

(b) prepare CTE participants for non-traditional fields;
CTE teachers recruit industry representatives that reflect non-traditional employment and who may also be in a special population. Guest speakers and mentors have a tremendous impact on a student's future decisions. We have worked at expanding access to these mentors by hosting lunch meetings, daily speakers during CTE month, taking students to Women in Trades conferences and other off campus career exploration events. In addition, the videos and materials created work to demonstrate non-traditional peers in the course.

(c) provide equal access for special populations to CTE courses, programs, and programs of study; and
Yelm is committed to providing all students with time to build a meaningful HSBP. Weekly students build elements of their portfolio which include researching course offerings that align to their career goals. Every CTE class builds upon this work and shares additional information that connects the classroom to post-secondary education and employment. The expectation is that all students, especially those from special populations, complete course selection in March. Our goal is to support IEP Case Managers in providing feedback and conduct reviews of student courses requests to ensure the course selection meets a CTE Graduation Pathway and supports the student's Transitional Plan.

(d) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.
We regularly review special population enrollment and reflect on how to educate and partner with counselors, case managers and families on the opportunities available to students. Early and regular communication occurs to support students enrolled to ensure they have access to resources that meet their learning goals.

5. **A description of the work-based learning opportunities** that the district/STEC will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.
Work-based learning is an embedded component of all CTE courses in Yelm. At the freshman
level, all students use YouScience aptitude assessments, conduct career research using multiple online resources and Zoom into Career videos from local professionals, develop a portfolio and complete a mock interview with an industry professional. Students in Marketing, Financial Literacy, Accounting, Project Management, Office Management and Career Choices complete a "Financial Reality Fair" learning to budget and how their career choices impact their standard of living. We also seek involvement from our network of oer 300 local partners.

We have expanded the number of employers offering internships, job shadows and other onsite experiences aligned to a student's High School and Beyond Plan. Despite our levy loss, we have been able to recover .4 FTE for our Instructional Coach who assists in the coordination and implementation of this work with our classroom teachers. We take great pride in constantly exceeding the state target for 5S3 WBL This is a commitment of time, partnership and funding for transportation and class coverage. Perkins funding will be a prior for these activities as our levy has created reductions in other areas.

6. **A description of how the district/STEC will provide students participating in CTE programs** with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Describe how the district/STEC will expand aligned programs of study with postsecondary partners, including articulation agreements.
Yelm has a strong partnership with two-year and four-year colleges for both CTE Dual Credit and College in the High School program. The CIHS programs have been reduced due to levy funding, but we continued to seek opportunities with Spokane Community Colleges to align with floral, landscape design/construction and are awaiting alignment with Plant Biology. Pierce County Consortium continues to be a strong partner expanding the number of courses available for articulation.

The district's goal is that all students will leave high school with a jump start on a college transcript. As courses are developed, dual credit and/or industry credentials are aligned to the framework to create a stepping stone process for students when entering the next stage of their education or work.

7. **A description of how the district/STEC will coordinate with OSPI,** educator preparation programs and other stakeholders to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.
Due to district travel restrictions, we are extremely limited in our professional development opportunities. Teachers continue to seek knowledge and find creative ways to acquire training. Advisory members have stepped up to donate their expertise, and we try to utilize online training tools. The district has a focus on AI which is providing some in district opportunities. Within the department, we are developing AI connections in the classroom that model industry use of AI.

8. **A description of how the district/STEC will address disparities or gaps** in performance between groups of students, and any actions that will be taken to eliminate these disparities or gaps.
We regularly review student enrollment and student achievement using SIS data,
enrollment reports, Illuminate, OSPI Tableau and Numetric Source One Dashboard that breaks down enrollment by demographics in specific CIP Codes, Programs and Career Clusters. Numetric data shows enrollment disparities for all special populations. This will help provide visuals and trend data for administrators, counselors, teachers and case managers when developing a master schedule supporting the student course selection process.

Comprehensive Local Needs Assessment (CLNA)

CLNA

School Districts/STECs may opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA.

- Most of the data must be collected on each individual school district/STEC programs to meet the Perkins V requirements for the CLNA.

2025–26 Perkins V eligible recipients will be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the application.

SY 2025–26 CLNA Requirement

- Full CLNA process is required, including expanded stakeholders and all elements within the CLNA

SY 2025–26 Perkins V Application Requirement

- Application required
- CLNA upload required
- Negotiate local performance targets
- Performance improvement plan(s) if target was not met by 90%

SY 2026–27 CLNA Requirement

- District/STEC is not required to conduct the full process for CLNA during this year.
- Review the prior CLNA to inform decisions and all answers/data must be reflective of the 2026–27 SY.

SY 2026–27 Perkins V Application Requirement

- Application required
- CLNA upload required
- Negotiate local performance targets
- Performance improvement plan(s) if target was not met by 90%

1. Did the district/STEC complete an individual CLNA or partner with one or more local educational agencies?
Individual

2. District/STEC assures the CLNA was developed in coordination with stakeholders as identified in the CLNA document.
Yes

3. District/STEC assures the CLNA results will be used to inform Perkins investments.
Yes

Using the files section of this application, please upload the district/STEC CLNA document which was completed during the 2024–25 school year. This upload is required.

Instructions for navigating and uploading to Application Files:

1. Save this page.
2. Scroll to the top of the page and select the 'Back' button, which takes you to the application homepage.
3. Select the 'Form and Files' tab, which has a paperclip icon.
4. Scroll down to Application Files.
5. Select the 'Add Files' button to generate a popup window.
6. Stay on the 'Upload File from Computer' tab.
7. In Classification, scroll to 'Comprehensive Local Needs Assessment (CLNA)'.
8. Upload CLNA document.
9. Select the 'Upload' button.

To return to the application, scroll up to the 'Forms' section within 'Forms and Files' and select the pencil icon.

Programs of Study

Programs of Study

Federal definition of a Program of Study
The term "Program of Study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- Addresses both academic and technical knowledge and skills including employability skills;
- Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to a more occupation-specific instruction;
- Has multiple entry and exit points that incorporate credentialing; and
- Culminates in the attainment of a recognized postsecondary credential.

Minimum criteria for program of study assurances

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.

- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

Resources for this Section

- For pathways, first choose the Career Cluster https://ospi.k12.wa.us/student-success/career-technical-education-cte/cte-program-study-and-career-clusters, then choose the associated Pathway (listed on the document)
- Current high school building codes can be looked up at https://eds.ospi.k12.wa.us/schoollist.aspx.

Identify a Current Program of Study

1. Identify a Career Cluster:
Education & Training

2. Identify a Pathway:
Teacher and Training

3. Which of the institutions types, if any, are included in the program of study?
Community College

4. Provide the type and name of any institution(s) selected above.
2yr Community College - Centralia Community College

5. If this program of study leads to any state or nationally recognized certification, please list it. If not, leave blank.
ParaPro Exam, Teacher Certification

6. Identify the current high school building code where this program of study is offered:
2633

Performance Indicators and Requirements

Perkins Performance Indicators and Requirements

Perkins Indicators	2024 State Target	Proposed Negotiated Target
1S1: Four-Year Graduation Rate	86.8 %	89.80 %
1S2: Extended Graduation Rate (data is lagged - use 2023 data)	89.8 %	92.80 %
2S1: Academic Proficiency in Reading/Language Arts	69.0 %	72.00 %
2S2: Academic Proficiency in Mathematics	39.4 %	31.34 %
2S3: Academic Proficiency in Science	30.1 %	33.10 %
3S1: Postsecondary Placement (data is lagged - use 2023 data)	68.0 %	71.00 %
4S1: Non-traditional Program Enrollment	21.0 %	24.00 %
5S1: Program Quality – Attained Recognized Postsecondary Credential	36.0 %	39.00 %
5S2: Program Quality – Attained Postsecondary Credits	82.5 %	85.50 %
5S3: Program Quality – Participated in Work-Based Learning	51.0 %	54.00 %

Performance Improvement Plan

1S1: Four-Year Graduation Rate

Describe in detail **the specific action(s) the district/STEC will take in the 2025–26 SY** to improve performance for indicator **1S1** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.

NA

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **1S1** was met by at least 90% of the state target, type N/A.
NA

1S2: Extended Graduation Rate

Describe in detail **the specific action(s) the district/STEC will take in the 2025–26 SY** to improve performance for indicator **1S2** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.
NA

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **1S2** was met by at least 90% of the state target, type N/A.
NA

2S1: Academic Proficiency in Reading/Language Arts

Describe in detail **the specific action(s) the district/STEC will take in the 2025–26 SY** to improve performance for indicator **2S1** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.
NA

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **2S1** was met by at least 90% of the state target, type N/A.
NA

2S2: Academic Proficiency in Mathematics

Describe in detail **the specific action(s) the district/STEC will take in the 2025–26 SY** to improve performance for indicator **2S2** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.
In working with the Assistant Superintendent of Student Learning, we have developed a belief that CTE courses have viable alignment to 3rd credit of math. We will be submitting frameworks for adoption that use OSPI state frameworks for approval. Staff will develop lessons clearly assessing math standards related to Financial Math, Construction Technical Math and Manufacturing Technical Math. These courses offer students another venue to apply their learning and build confidence in math skills having a positive impact on test scores.

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **2S2** was met by at least 90% of the state target, type N/A.

JoLynne Hopkins, Business Teacher; Jeff Burgess, Manufacturing/Construction Teacher; Lonnie Hall, Agriculture/Construction Teacher; Hillary Hull, CTE Instructional Coach; Teri Melone, CTE Director.

2S3: Academic Proficiency in Science

Describe in detail **the specific action(s) the district/STEC will take in the 2025–26 SY** to improve performance for indicator **2S3** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.
NA

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **2S3** was met by at least 90% of the state target, type N/A.
NA

3S1: Postsecondary Placement

Describe in detail **the specific action(s) the district/STEC will take in the 2025–26 SY** to improve performance for indicator **3S1** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.
NA

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **3S1** was met by at least 90% of the state target, type N/A.
NA

4S1: Non-traditional Program Enrollment

Describe in detail **the specific action(s) the district/STEC will take in the 2025–26 SY** to improve performance for indicator **4S1** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.
NA

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **4S1** was met by at least 90% of the state target, type N/A.
NA

5S1: Program Quality – Attained Recognized Postsecondary Credential

Describe in detail **the specific action(s) the district/STEC will take in the 2025–26 SY** to improve performance for indicator **5S1** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.

NA

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **5S1** was met by at least 90% of the state target, type N/A.
NA

5S2: Program Quality – Attained Postsecondary Credits

Describe in detail **the specific action(s) the district/STEC will take in the 2025–26 SY** to improve performance for indicator **5S2** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.
NA

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **5S2** was met by at least 90% of the state target, type N/A.
NA

5S3: Program Quality – Participated in Work-Based Learning

Describe in detail **the specific action(s) the district/STEC will take in the 2025–26 SY** to improve performance for indicator **5S3** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.
NA

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **5S3** was met by at least 90% of the state target, type N/A.
NA

Perkins V Comprehensive Local Needs Assessment (CLNA)

Yelm Community Schools

Washington Office of Superintendent of
PUBLIC INSTRUCTION

YELM Community Schools

CTE Preparing Tomorrow's Leaders Today

WASHINGTON Workforce Training & Education Coordinating Board

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

What are the minimal requirements of the CLNA?

1. A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:
    - strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations;
    - providing programs that are designed to enable special populations to meet the local levels of performance; and
    - providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. **(Element 1)**
2. An evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. **(Element 2)**
3. A description of how offered CTE programs are:
    - Sufficient in size, scope and quality to meet the needs of all students served by your district or college; and
    - Aligned to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state or local workforce development board, including career pathways, where appropriate; or
    - Designed to meet other local education or economic needs identified through other sources. **(Element 3)**
4. An evaluation of progress toward the implementation of career and technical education programs and programs of study. **(Element 4)**
5. A description of how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. **(Element 5)**

For Partnerships Conducting a CLNA
Eligible recipients can opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual agency's programs to meet the Perkins V requirements for the CLNA. Partnerships must be established from the start of your CLNA process, with the partners participating together to inform the CLNA development.

Perkins Leadership Team
Use the below template to identify the organizational leadership responsible for leading the CLNA process. This template should identify which Perkins recipient institutions (School District(s)/Skill Center(s)/Community and Technical College(s)) are involved with the completion of this template. This template should reflect the leadership team behind the CLNA, not the stakeholders consulted as part of the CLNA process.

Please add additional cells as needed.

Name	School District/Institution	Email/Contact Info	Role
Teri Melone	Yelm Community Schools	teresa_melone@ycs.wednet.edu	CTE Director
Shannon Powell	Yelm Community Schools	Shannon_powell@ycs.wednet.edu	Director of Student Support
Chris Clark	Yelm High School	Christopher_clark@ycs.wednet.edu	YHS Assistant Principal
Kurt Fourre	Yelm Community Schools	Kurt_fourre@ycs.wednet.edu	Assessment/Student Information Director

CLNA Stakeholders

Identify stakeholders involved in the evaluation of program data and completion of the CLNA. If an individual involved represents multiple roles, please identify both the primary and secondary role, if applicable. If "representative of a special population" or "other stakeholder" has been identified, please include the specific representation within the table below.

The Representative drop down includes representative of:

- Basic Education for Adults/Title II WIOA
- Economic Development/ADO
- Local Business and Industry Representative
- Local Workforce Development Area Representative
- Parent
- Postsecondary Administrator
- Postsecondary Career Counseling and Advising Professionals
- Postsecondary CTE Faculty
- Representatives of Indian Tribes and Tribal Organizations
- Representatives of Special Populations
- Secondary Administrator
- Secondary Career and Guidance Counselor
- Secondary Counselor
- Secondary CTE Administrator
- Secondary CTE Educator
- Secondary Instructional Support/Paraprofessionals
- Student
- Youth/Adult Corrections Education Representative
- Other Relevant Stakeholders

For the purposes of "Other relevant stakeholders" please identify the appropriate representation.

For the purposes of special populations, representation may include gender, race/ethnicity, and/or members representing economically disadvantage, youth in, or aged out of, foster care system, students with disabilities, English learners, migrant students, Homeless students, or students with a parent in active military.

Name	Organization	Email/Contact Info	Representative (Primary)	Representative (Secondary)
April Sage	Business Advisory Committee – Senior Housing Advisory Services	april@seniorhousingadvisoryservices.com	Local Business and Industry Representative	Parent
Suzanne Klenk	WSECU	Suzanne	Local Business and Industry Representative	Choose an item.
Rosemary Mesa-Walton	Griffin Fire Department – Office Manager	rosemarywalton17@gmail.com	Local Business and Industry Representative	
Sven Akerman Jr	Outlook Insight – Chief Architect	svenakerman@outlookinsight.com	Local Business and Industry Representative	Choose an item.
Seth Thompson	South Sound Council – Plumbers/Pipefitters Local 26	seth@local26training.org	Local Business and Industry Representative	Choose an item.
Kai Fyrst	First Finishers	kai@firstfinishers.com	Local Business and Industry Representative	Advisory Member, Business Representative, Community Member, Family Member of Enrolled Student(s)
Kaylyne Stockton	Southworth Elementary Teacher	kaylyne_stockton@ycs.wednet.edu	Local Business and Industry Representative	
Christina Chestnut	Thurston County Chamber/ Pacific Mountain Work Source	CChesnut@thurstonchamber.com	Local Workforce Development Area Representative	
Lisa Cadero-Smith	Asst Supt Yelm Community Schools	lisa_cadero-smith@ycs.wednet.edu	Advisory Member	Administrator
Ronald Crawford	Ag Advisory Committee – Retired OSPI Ag Supervisor	ronaldwcrawford1@comcast.net	Other Relevant Stakeholders	Choose an item.
Sarah Cabbage	SPSCC	scabbage@spscc.edu	Postsecondary Administrator	Choose an item.
Ellen Cavanaugh	Asst Director of Student Support	Ellen_Cavanaugh@ycs.wednet.edu	Representatives of Special Populations	Choose an item.
Mark Gosney	YCS Special Education Advisory Committee - Parent	mark.gosney@dentsplysirona.com	Representatives of Special Populations	Parent
Shannon Powell	Director of Student Support	Shannon_Powell@ycs.wednet.edu	Representatives of Special Populations	Parent
Curtis Cleveringa	YHS Principal	Curtis_Cleveringa@ycs.wednet.edu	Secondary Administrator	Choose an item.
Jonathan Maynard	YCS Technology Director	jonathan_maynard@ycs.wednet.edu	Secondary Administrator	Choose an item.
Kurt Fourre	YCS Student Information Systems/Assessment Director	kurt_fourre@ycs.wednet.edu	Secondary Administrator	Parent
Teri Melone	YCS Operations & CTE Director	Teresa_melone@ycs.wednet.edu	Secondary CTE Administrator	Choose an item.

Dawn Kraves	YHS CTE Auto Teacher	Dawn_Kraves@ycs.wednet.edu	Secondary CTE Educator	Parent
Hillary Hull	YCS CTE Instructional Coach/Work-Based Learning Coordinator	Hillary_hull@ycs.wednet.edu	Secondary CTE Educator	Choose an item.
Gary Clinton	YHS CTE Health Science Teacher	gclinton@ycs.wednet.edu	Secondary CTE Educator	Parent
Kayte Anchors	YHS CTE Publishing Teacher	Kayte_Anchors@ycs.wednet.edu	Secondary CTE Educator	Choose an item.
Jeff Burgess	YHS Skilled & Technical Science Teacher	Jeff_Burgess@ycs.wednet.edu	Secondary CTE Educator	
Nicole Mathis	Career Center Specialist	nicole_mathis@ycs.wednet.edu	Secondary Career and Guidance Counselor	Choose an item.
Jeannie Beierle	YES Counselor	Jeannie_beierle@ycs.wednet.edu	Secondary Career and Guidance Counselor	Choose an item.
Deb Pridemore	YHS CTE Paraprofessional	Debra_Palmer@ycs.wednet.edu	Secondary Instructional Support/Paraprofessionals	Choose an item.
Bree Carson	YES Counselor	Bree_carson@ycs.wednet.edu	Secondary Career and Guidance Counselor	Choose an item.

Local Needs Assessment Element 1: Improving Equity and Access

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response should identify strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations and ways that programs are designed to enable special populations to meet the local levels of performance. Additionally, the responses should identify that activities are designed to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency for CTE students. The evidence or data source used to inform should be identified in the chart below.

1.A What is your equity-based approach for maximizing student potential to increase success in your CTE programs?

Current State	Desired State	Evidence/Data Source
The district has undergone a revision to the strategic plan focusing on Learning, Belonging and Community. **Goal 5: Graduation and Postsecondary Pathways** • **Belief:** Graduation reflects readiness for life, not just completion of credits. Personalized pathways and high expectations lead to future success. • **Goal:** Students will graduate and pursue meaningful postsecondary pathways aligned to their strengths and interests. CTE courses will support this goal by continuing to educate students, staff and families about CTE courses, equivalency credit, dual college credit and industry certifications available. This information is	Continue to support the district plan and initiatives. Additional efforts will be focused on • Analyzing enrollment data of special populations in the Fall to identify possible changes in the registration process to improve equity of participation of special populations • Track achievement data of students in special populations to determine what training or resources are needed within specific courses • Update course descriptions reducing any type of bias. • In partnership with YHS admin, maintain a comprehensive course catalog with multi-language translation and ADA compliance. • Partner with staff to provide access to instruction for FLC and CLC students.	Master Schedule Enrollment Data by Special Populations from SIS System and IEP Online Data Management Tool OSPI Report Card YCS Office of Student Support Follow Up Study

available on our CTE & YHS websites. We believe supporting personalized course selection to best meet their career goals will increase student success. In 24-25, students with IEPs made up 12% of YHS and7% have 504 plans. The enrollment of students with special needs varies in each CTE course. Key courses with a significant gap are Most program enrollment for SPED has stayed stable with a few career clusters showing change for the 2024 cohort: • Decrease in Health Sciences • Increase in Careers in Education • Increase in STEM		

1.B What is your approach to provide outreach to special and/or historically underserved populations?

Current State	Desired State	Evidence/Data Source
YCS CTE Director regularly partners with the Office of Student Services (OSS) to educate families of special needs and underserved populations on the opportunities available in CTE by attending monthly parent/family meetings and presents at community resource nights. Training and collaboration of SPED and CTE staff continues using PLC or staff meetings to identify inclusionary strategies and the IDEA laws. Small group meetings and tours with MS/HS counselors support initial understanding of courses and sequencing toward Graduation Readiness. Counselors and Tornado Time teachers use the online course catalog and CTE website to assist students in the registration process. Each year CTE and the Career Center Specialist hosts a Career, Apprenticeship, Resource and Education (CARE) Exploration Night in partnership with our OSS department. This community event is focused on all PreK-12 families to connect to opportunities and resources available from over 75 partners. While families access resources, students PreK-5 participate in an interactive STEM event.	Continued efforts will include • Instructional Coach works with case managers to develop course requests for CLC and FLC special needs students on the same schedule as all students. • Expand CARE night partners and engagement of PreK-12 families. • Provide new counselors and special education staff the opportunity to learn about CTE Course outcomes to assist with informed course selection by students. • Collaborate with the master scheduling process to ensure a balance of student enrollment and/or the support needed to meet student learning goals. • Design publications to be used by CTE teachers, counselors and advisors to educate students, families and community on CTE course sequencing. • CTE Director continues to attend monthly district counselor meetings to share post-high school options and the value of CTE in preparation for career.	Monthly YCS Counselor Meetings Invitation to CTE activities and events CTE and OSS joint meetings Master Scheduling Monthly parent meetings and evening events with OSS (online & in-person)

1.C What counseling or guidance resources do your college or district provide to ensure equitable access to both state and federal financial

aid for special and underserved populations?

Current State	Desired State	Evidence/Data Source
The new Yelm Strategic Plan is focused on communication with stakeholders. **Goal 10: Strengthen Communication Between Schools, Families, and Community** • **Belief:** We believe students are supported when transparent, inclusive communication builds trust, fosters collaboration, and strengthens relationships among schools, families, and the community. • **Goal:** Our schools will implement clear, inclusive communication systems that inform, engage, and connect families and communities to student learning. Yelm High School has a Career Center Specialist that works with the entire student body. We sends communications regarding financial aid and post-secondary options to students and parents and target messages based on career pathway and interest information in the electronic career portfolio recorded by students. CTE teachers support students in the updating of the electronic portfolio to record changes to the student's high school and beyond plan as part of the career exploration and preparation curriculum standards. Part of that exploration includes the cost and financial support available for training and education programs. Yearly we host a "Reality Fairs" in which WSECU and community business members conduct a budgeting activity to help students understand how to balance a budget and address financial planning. We are implementing "Lunch and Learn" activities at our alternative school to bring resources to the students.	Continued efforts will include • Partner with local financial institutions to create the Financial Learning In Progress (FLIP) Committee. • Develop events such as Financial Planning and Access Events, Reality Fair tool for Jr/Sr to use within CTE curriculum or as part of HSBP to determine the cost of living for careers of interest and the cost of education needed for that career field engaging students enrolled in Accounting, Financial Lit, Marketing, Career Choices, Project and Office Management and SPED students to support their transition plan, and "Math for Life" Activities such as short financial lessons/workshops to be available during class, Tornado Time, Lunch and after school/evenings. • Design career exploration/preparation lessons using local tools and other online resources which include financial aid information • Target communication regarding scholarships to students enrolled in related courses as the Career Center is now part of CTE due to the levy loss for students and parents.	Meetings and Trainings with Career Center Specialist Feedback from Community Partner Meetings (ie FLIP) Electronic Portfolio Data and Reporting on Student Pathways and Interests Meetings and Tours with Counselors Monthly parent/family meetings and evening events with principals

1.D Describe your progress toward the implementation of equal access to high-quality career and technical education courses and programs of study for all students.

The CTE department has taken great strides to focus on supporting the success of students with special needs and Tier 1 Instruction for all students. Professional development continues at the monthly CTE meetings and inviting counselors and teachers to our meetings and events. The CTE Instructional Coach works with the special education staff, case managers and school psychologists to increase understanding of the CTE program and how career exploration and preparation in

CTE can support the transition plan. A modified Communication Technology course is being developed for CLC/FLC students to engage in the general education course while meeting their identified grade level expectations.

Element 1: Improving Equity and Access	Action Plan for Improving Equity and Access
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	Strategies in Priority Order: 1. Strengthen inclusive communication with stakeholders 2. Continue to provide resources for SPED/Case Managers/Counselors (as staff turnover was significant due to Levy Loss) to better understand CTE courses in order to support course selection aligned to a student's High School and Beyond and/or Transition Plan 3. Implement use of online instructional tools to support students that meet their HSBP/Transition planning and financial aid access 4. Evaluate special populations' success in CTE courses and monitor their completion of CTE courses to meet Graduation Pathway
Rating (circle one) 1 2 3 4	

Local Needs Assessment Element 2: Evaluation of Student Performance

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The below questions will provide an evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. The evidence or data source used to inform should be identified in the chart below.

2.A Where are the biggest gaps in Perkins Performance Indicators among CTE programs?

Current State	Desired State	Evidence/Data Source

District Strategic Plan focus on lower performing performance measures **Goal 2: High-Quality, Standards-Aligned Tier I Instruction** • **Belief:** Every student deserves high-quality instruction in every classroom, every day; instruction that is inclusive, rigorous, aligned to standards, and focused on mastering core content. • **Goal:** All students will experience consistent Tier I instruction that supports growth and helps them meet or exceed grade-level standards. Historically, achievement of the math Perkins Performance indicator is the lowest. • There is no equivalency to math credit for CTE Courses. • Due to the levy loss, many CTE courses were eliminated which provided hands-on instruction integrating math (manufacturing, agriculture and business and middle school computer science courses) • Levy loss also reduced access to freshmen in Business by one semester and Ag/Science course by one semester that served as a foundation of math and science instruction using excel and NGSS standards.	• The district has a focus on math achievement and will be working to provide professional development across all program areas to focus on how math is supported. • CTE staff identified lessons with math and science integrations and will work to emphasize the standards at all grade levels. • Development of frameworks with math equivalency.	Historical Perkins Accountability Data State Assessment Results via OSPI Report Card Enrollment Data by Special Populations from SIS System
2.B Where are the biggest gaps in Perkins Performance Indicators among student demographic subgroups?		
Current State	Desired State	Evidence/Data Source

District Strategic Plan alignment to address gaps in student demographic subgroups **Goal 3: Responsive Academic Supports (MTSS)** • **Belief:** Students grow best when instruction is supported by timely, targeted interventions that meet their unique needs. MTSS ensures opportunity and success for all. • **Goal:** All students will receive academic supports tailored to their needs, delivered through a strong Multi-Tiered System of Supports (MTSS). Target populations significantly below our achievement target for 2S1 - ELA • Native Hawaiian/Other Pacific Islanders (50%) 2S2 - Math • English Language Learners (0.0%) • Native American (0.0%) 2S3 - Science • Black/African American (20.0%) We are proud that all populations have met the district targets for 5S1, 5S2, and 5S3.	• CTE staff develop lessons with academic standards integration and reflect on the achievement to determine if reteaching is needed. • Use Culturally Responsive Strategies to support students based on their background. • Work with counselors on using course catalog to help students of all demographics make informed course selections and if a CTE course is equivalent to ELA, Math or Science.	Historical Perkins Accountability Data State Assessment Results via OSPI Report Card Local assessment tools and gradebook

2.C Where are the biggest gaps in Perkins Performance Indicators among Perkins special populations?

Current State	Desired State	Evidence/Data Source

District Strategic Plan alignment to address gaps in student demographic subgroups **Goal 3: Responsive Academic Supports (MTSS)** • **Belief:** Students grow best when instruction is supported by timely, targeted interventions that meet their unique needs. MTSS ensures opportunity and success for all. • **Goal:** All students will receive academic supports tailored to their needs, delivered through a strong Multi-Tiered System of Supports (MTSS).	• CTE staff develop lessons with academic standards integration and reflect on the achievement to determine if reteaching is needed. • Implement updated version of Propel email (written communication) tool to support technical writing standards. • Partner with ML and SPED staff to support individual student learning needs and provide instructional materials and technology to meet needs.	Historical Perkins Accountability Data State Assessment Results via OSPI Report Card Local assessment tools and gradebook

2.D In which CTE programs is the enrollment of one gender over 75% of the total program enrollment? Were there program disparities in performance in either 4S1 or 3P1, what is being done to address them?

Current State	Desired State	Evidence/Data Source
No program area is over the 75% threshold. However, there are specific courses that are over the 75% threshold gender enrollment for 2024-25 • Automotive (M: 80.1%). • Welding (M: 77%) - down 12.5% from previous year • Landscape (M: 83.1%)	• Support non-trad workshops and conferences to expose students to opportunities in the work field in order to balance enrollment of gender • Knowing the specific courses and sequences that are impacted by enrollment imbalances, allows for targeted communication and development of experiences that highlight non-traditional employment. • We are developing tools on our website, handouts and videos for counselors, students and parents available in English, Spanish and Closed Captions. • CTE Director and/or CTE Instructional Coach meets regularly with ML Program Coordinator to review technology and educational instructional resources. Teachers connect with classroom ML instructional support staff to support student's plans.	Enrollment Data by Special Populations from SIS System

2.E Which performance measurements were missed, if any, and what factors contributed to that performance outcome? *

Current State	Desired State	Evidence/Data Source

All proposed performance measures were achieved with on 2S3 that is below the 90% of the state achievement target. We intend to maintain strategies implemented over the past 4 years to track impact on "concentrators" of graduating seniors. 1S1 – Graduation Rate – 93.52 2S1 – ELA – 71.66% 2S3 – Math – 28.34% (up 9.19%) 2S3 – Science – 51.22% 4S1 – Non–Trad – 40.89% 5S1 – Attained Post-Sec Credential – 66.67% 5S2 – Attained Post-Sec Credit – 100% 5S3 – WBL – 92.64%	Proposed target that is in need of a Plan of Improvement is Math. 2S3 – Math – 31.34% We believe that the lack of 3rd credit of math options in CTE has impacted students' ability to demonstrate their knowledge in Math and take courses that build applied learning. We are proposing three courses for math credit to be implemented over the next two years based on state equivalency frameworks: Financial Math, Core+ Construction and Core+ Manufacturing.	Data provided from CEDARS upload to EDS Tableau Reinforcement of ELA standards using Propel Teachers are reflecting on individual curriculum performance and adjusting instruction to focus on embedded measures within the framework CTE is seeking adoption math equivalency frameworks

Element 2: Evaluation of Student Performance	Action Plan for Improving Equity and Access
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	Strategies in Priority Order: 1. Teachers are reflecting on individual curriculum performance and adjusting instruction to focus on embedded measures within the framework 2. Ensure every CTE course has a WBL criteria outcome and data is reported each semester 3. Professional Development for staff and counselors on non-traditional recruitment. Partner or access resources from organizations such as ANEW to access resources to recruit females in non-traditional employment fields. 4. Develop math equivalency courses which reach more freshmen and sophomores. 5. Obtain materials that display non-traditional roles in a variety of career fields.
Rating (circle one) 1 2 **3** 4	

Local Needs Assessment Element 3: Evaluation of CTE Programs: Alignment including Size, Scope & Quality

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response below will identify how CTE programs are sufficient in size, scope, and quality; are aligned to state, regional, tribal, or local-in demand industry sectors, and are aligned to meet economic and labor needs. The evidence or data source used to inform should be identified in the chart below.

3.A Which of your programs are experiencing difficulty meeting the state approved secondary or postsecondary definitions of size, scope, and quality? Why?

Current State	Desired State	Evidence/Data Source

Even though we have experienced a levy loss (failed 3 times) and experienced a cut in CTE FTE by 6, all CTE program areas which include Agriculture, American Sign Language, Automotive, Business, Health Science, Manufacturing, Marketing and Careers meet the definition of size, scope and quality. Course sequences within each area are reviewed yearly for alignment to labor market data.	To maintain sufficient in size, scope, and quality of the CTE programs, we will • Continue advisory evaluation of the programs • Invite stakeholders to tour programs to seek feedback on how meet employment demands • Maintain and expand dual credit articulations • Regularly analyze local labor market data to ensure programs align with high-demand and emerging industries. • Expand work-based learning opportunities to connect classroom learning with real-world experience.	Enrollment data Approval of CTE frameworks by YCS Office of Student Learning Recommendation of continuation of program by local content specific advisory committees and the South Sound General Advisory Committee OSPI Framework and Program Re-Approvals

3.B Which programs do not yet incorporate current industry standard equipment, appropriate classroom and laboratory space, and/or quality instructional materials?

Current State	Desired State	Evidence/Data Source
District Strategic Plan alignment to industry standards **Goal 9: Elevate Community Voice and Shared Ownership of Schools** • **Belief**: We believe students thrive when schools reflect the voices, values, and shared responsibility of the communities they serve. • **Goal:** Our district will create learning environments shaped by authentic community input and shared ownership to improve student success. Quarterly advisory meetings are held seeing input for industry members who review of equipment and classrooms. Items are purchased upon recommendation to ensure safety and/or industry standards are being met. Items are identified in the advisory meetings or teacher consultation with industry representatives and replaced based on funding capacity.	Teachers will continue to consult with advisory members, college partners and industry representatives. Rebuild programs when levy passes and the district moves out of binding conditions.	Local content specific advisory committee recommendations South Sound General Advisory Committee recommendations YCS Technology director and technician recommendations of equipment aligned to district network YCS facilities/maintenance supervisors and technicians recommendations of equipment aligned to district network

3.C How does your district or college partner with stakeholders to ensure program alignment to workforce needs?

Current State	Desired State	Evidence/Data Source

District Strategic Plan alignment to workforce employment demands **Goal 10: Strengthen Communication Between Schools, Families, and Community** • **Belief:** We believe students are supported when transparent, inclusive communication builds trust, fosters collaboration, and strengthens relationships among schools, families, and the community. • **Goal:** Our schools will implement clear, inclusive communication systems that inform, engage, and connect families and communities to student learning. The CTE Director, Instructional Coach and Career Center Specials attend a number of workforce committees and workshops to include but not limited to Thurston County Chamber Business and Education Network, Yelm Chamber and Thurston County Economic Development Council. In addition, they meets monthly with Pac Mountain Workforce staff and South Sound Advisory Council to stay informed about economic sectors and workforce needs. CTE teachers consult with local advisory committees and utilize a number of state publications such as Employment Security, WA Career Bridge and STEM By the Numbers to continue to monitor in-demand employment opportunities. Based on acquired information, programs are adjusted or implemented to meet demands. Labor market alignment documents are presented yearly to advisory committees and to OSPI during program re-approval.	On-going evaluation of workforce demands are necessary to build strong CTE programs. This requires diverse representation on local and general advisory committees. Committee membership is to expand to include non-traditional representatives and variety of jobs in a career pathway. Stronger partnership with community and technical colleges and apprenticeship coordinators will help align standards for progression in a career field. Host joint winter advisory on campus with student tours and demonstrations of learning. Invite stakeholders outside the advisory committees (including but not limited to parents, counselors, native Indian partners) to educate them on the programs and outcomes. Partner with Pac Mtn Worksource to host local job fairs.	Advisory Council meetings City and County Workforce Meetings Regular communication with stakeholders WA Employment Security Dept WA Career Bridge O'Net
3.D What strategies are in place to recruit and retain employers participating in work-based learning? What should be added?		
Current State	Desired State	Evidence/Data Source

District Strategic Plan alignment to embedded work-based learning **Goal 9: Elevate Community Voice and Shared Ownership of Schools** • **Belief**: We believe students thrive when schools reflect the voices, values, and shared responsibility of the communities they serve. • **Goal:** Our district will create learning environments shaped by authentic community input and shared ownership to improve student success. Yelm has active business and industry professionals that support work-based learning (WBL) in our programs. We engage our partners in numerous WBL activities and seek their volunteerism through personal contact, email/newsletter invites and advisory meetings. These activities include but are not limited to guest speaking, judging CTSO events, participating in Reality Fairs & Career Fairs, evaluating student projects, hosting field trip and job shadows and sponsoring interns. We continue to offer the Work-site Learning (WSL) program during the school year serving over 75 students throughout the year, maintaining a partnership with New Market Skills Center offering for WSL credit during the summer.	Each teacher will reach out to 2-4 industry professionals yearly to participate in WBL activities connected to their curriculum. We prioritize funding for transportation to support on-site visits. We are looking at technology tools like Zoom for guest speaking and online virtual tours of various industries where students can experience self-directed exploration with information and video. Expand internship programs for students with disabilities by recruiting more worksites and pre-qualifying students for placement. Expand Work-Site Learning for students at our alternative school and over the summer. Return to joint winter advisory on campus with student tours and demonstrations of learning. Invite stakeholders outside the advisory committees (including but not limited to parents, counselors, native Indian partners) to educate them on the programs and outcomes.	CTE Newsletters and social media spotlighting partners Zoom into a Career website links Partnership with Thurston County Business & Education Network Response to request of various events Email list of over 300 business and industry partners
3.E How are you evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences? How are program outcomes met and/or reinforced by work-based learning activities?		
Current State	Desired State	Evidence/Data Source

In WBL experiences where students are supervised by a worksite supervisor, we ensure that learning goals are identified for the student and the worksite is able to support these goals with relative experiences. It is important that the worksite understands that students are employees and our goal is to give students an opportunity to apply skills learned in the classroom in a professional environment that supports their education and career goals. We conduct regular visits/calls with supervisors to monitor student progress and discuss any modifications to worksite experiences that may be needed to ensure a quality experience for all parties. For WBL experiences that do not require onsite supervision such as field trips or guest speakers, we seek feedback through survey or one-on-one conversation to see if the experience was a valuable use of the businesses time. We provide hosts an "Overview of Work or Education Worksite Tours" so they understand the goals. We design tour worksheets with input from the host for students to complete during the visit which focuses on what the employer wants the student to learn from the experience and how the student can connect the experience to their HSBP.	We will provide a WBL experience in every CTE course this year. A key to each WBL experience is that students draw a connection from the experience to their HSBP. Professional development and teacher meetings will share best practices on embedding these experiences. Provide volunteers the opportunity to give feedback on their engagement and how we can expand opportunities for students.	Field Trip Forms Guest Speaker Log Survey Feedback Participation by worksites, employers and business professionals
3.F Do you have adequate CTE program design? Adequate CTE design indicators include growing and sustainable enrollment, meaningful programs of study, articulation agreements, sequenced progression of courses within program area, meaningful credentials, and program evaluation.		
Current State	Desired State	Evidence/Data Source

Yelm has a strong CTE program with high enrollment despite the levy loss. Course sequencing of exploratory and preparatory programs evaluated yearly by teachers, advisory, school administration and district administration. Program enrollment is regularly monitored. If a course has low or declining enrollment, we evaluate for reasons and strategies to recruit students identified. The communication and promotion of programs are critical to the growth and sustainability of enrollment. Teachers and counselors play a strong role in sharing the value of these courses tied to career pathways, dual credit and/or industry certification that support a student's future. We have developed clear CTE Graduation Readiness Pathways and implemented a certified CTE teacher at our alternative school to ensure all students have a CTE graduation pathway available.	We want to equip all teachers and counselors with access to program and course information that will assist students in meaningful course selection. In addition, we need to help students and families understand the changing workforce needs and how new classes offered provide opportunity for students. Without quality information available to those that counsel or advise students, it is difficult to fill courses that support high demand occupations. YHS website will be updated with a comprehensive course catalog, links to course videos and CTE Graduation Readiness Pathways.	Course enrollment reports Trend of enrollment Counselor Feedback Student End of Year Survey/Feedback Labor market data by CTE Pathway

3.G Describe how your offered CTE Programs are sufficient size, scope, and quality to meet the demands of students served by your district or college, and are:

- Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations; or
- Designed to meet other local education or economic needs identified through other sources.

Framework and Curriculum Pacing Guides aligned to industry standards are maintained through regular department meetings, weekly Professional Learning Communities (PLC), professional development opportunities and yearly advisory committee review. These courses are aligned to labor market data ensuring a sequence of courses develop the skills needed for students to pursue continued education or enter the workforce. We monitor student achievement of dual credits and industry certifications. Teachers continue to engage in professional development to stay current with industry practices and provide the highest quality instruction to students.

Element 3: Evaluation of CTE Programs	Action Plan for Improving CTE Programs
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist	Strategies in Priority Order: 1. Continue to support and expand WBL activities by engaging community and industry partners 2. Develop communication materials (print and web-based) for teachers and counselors to use in assisting students and families in meaningful course selection 3. Monitor enrollment and determine how to improve enrollment or make changes in program
Rating (circle one) 1 2 **3** 4	

Local Needs Assessment Element 4: Implementation of Programs and CTE Programs of Study

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses should identify progress toward the implementation of career and technical education programs and programs of study. The evidence or data source used to inform should be identified in the chart below.

4.A How do programs partner with secondary, postsecondary, adult basic education, local workforce development boards, and business/industry representatives to ensure programs of study are aligned to a postsecondary pathway?

Current State	Desired State	Evidence/Data Source
Programs of Study at Yelm Community Schools are designed using the 16 Career Clusters and the OSPI program areas. We utilize our partnerships with local Community and Technical Colleges, local business and industry and Pacific Mountain Workforce to acquire data and resources in the development of the Program of Study. Course sequencing has been created to ensure increasing rigor of knowledge and application of industry standards that lead to or obtain certification or dual credit in a career pathway. With the passage of SSHB1599, we also have identified course sequences that meet the CTE graduation readiness pathway and update yearly as course offerings change.	Ideally, students and families will utilize the Programs of Study to make course selections that prepare them for the career pathway that aligns to the interest, skills and aptitude. By continuing to utilize the resources provided by our partners, we will be preparing students for the next level of training and entrance into the workforce.	Pacific Mountain Workforce staff and website CTC Dual Credit partners (SPSCC, Pierce College, Bates TC, Clover Park TC, Wallla Walla CC) Career Bridge website STEM Network General and Local Advisory Committees YouScience Reports

4.B How does your district/college ensure that CTE faculty and teachers are involved in the design and approval of programs of study and articulation agreements?

Current State	Desired State	Evidence/Data Source

Time is provided through weekly PLC meetings, extended contract days or substitute time to work as a team to work maintain program of study elements. Frameworks and Labor Market Data are reviewed regularly and updated by teachers when standards or assessments have shifted based on industry expectations. Teachers also engage students in the yearly development of the CTSO Plans of Work which is needed for new course and program re-approval. Teachers review of dual credit standards each Fall to renew articulations with Community and Technical Colleges. New course frameworks are designed by teachers with input from advisory members. After the course proposal is accepted by Yelm Office of Student Learning, the framework is submitted by teacher to advisory along with labor market data for approval. Upon approval, the CTE Director submits the documentation to OSPI for course approval.	Teachers will continue to be provided time and work independently or as a team to maintain current documents that represent the industry and academic standards delivered. In addition to reviewing the dual credit articulation requirements, teachers will make contact with the CTC instructors and develop alignment between instructional materials and assessments to best prepare students to transition to CTC program. Looking to expand CTE Dual Credit with Spokane Community College with Landscape Design and Floral Design.	Frameworks Labor Market Data PLC Minutes General and Local Advisory Committee Minutes

4.C How do you ensure your programs of study are responsive to community employment needs, are informed by labor market information, and allow for employer input?

Current State	Desired State	Evidence/Data Source

As part of the Yelm CTE professional development plan, teachers meet monthly to review the required CTE program standards. We discuss labor market resources and bring in speakers to talk about changes in the workforce. Teachers update their Programs of Study labor market data to reflect recent statistics and continue to learn about training and employment opportunities that they promote in their courses and CTSOs through guest speakers, small group site visits and other work-based learning experiences. We have re-instituted the spring job fairs for local employers and prepare students to conduct interviews for WSL internships and post-high school employment. We engage local businesses network through multiple methods: one-on-one feedback, advisory meetings, monthly CTE and Graduate Yelm! newsletters and survey feedback. Through a partnership with Western Area WACTA and New Market Skills Center, CTE Directors help coordinate yearly counselor training.	We have created strong partnerships and seek regular input. By creating this business and education network, we are able to continue to adapt to changes in the workforce. This includes revision of curriculum materials, updating of new equipment, and adoption of new courses. Continue to provide counselors training on current CTE practices so they also are aware of the labor market needs and can support students in their decision making. Looking to expand CTE Dual Credit with Spokane Community College with Landscape Design and Floral Design.	Pacific Mountain Workforce staff and website CTC Dual Credit partners (SPSCC, Pierce College, Bates TC, Clover Park TC, Spokane CC, Wallla Walla CC) Career Bridge website STEM Network General and Local Advisory Committees

4.D How do your programs of study lead to credentials of workplace value that provide all students opportunities for living wage employment, with an emphasis on the Perkins special populations and student subgroups?

Current State	Desired State	Evidence/Data Source

Teachers are asked to review industry certification and credentials to ensure alignment of standards in a program of study. Some industries have universally recognized credentials and others want students to demonstrate their knowledge and skills. Yelm uses a combination of certification exams and performance task through YouScience Precision Exams, OSHA10 & 30, Microsoft Office Specialists, Stihl Icademy, SP2 and others as part of the core instruction. However, as part of the career exploration and preparation components, students learn what credentials are available with continued education or training to enter a specific career. Yelm currently offers 40 certificates.	Every program of study will have multiple entry points into a career field starting with certifications available at the high school level to local industry or national universally recognized credential. Stackable credentials help bridge barriers of Perkins special population and student subgroups. Often a certification or credential will open a door to entry level employment. Through on the job support or success in employment, students can build confidence and skills to continue further education and advance in a career pathway. By developing courses with sequential standards, all students will be supported in demonstrating competency that supports their educational and IEP/504 goals. Certifications will remain a focus of course instruction. However, additional training is needed for teachers and counselors on credentials aligned to program of study to support students in their pursuit of credentials.	YouScience Precision Exams and other Certificate Completion Apprenticeship WA Website SBCTC Website Student Achievement Council Yelm Community Schools CTE Website

Element 4: Programs and CTE Programs of Study	**Action Plan for Improving Programs and CTE Programs of Study**
Ratings: 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist **Rating** (circle one) 1 2 **3** 4	Strategies in Priority Order: 1. Support cost to deliver industry certifications to all students within a course aligned to the standards 2. Maintain curriculum and equipment that meet the industry standards recommended by stakeholders 3. Time for teachers to revise curriculum or acquire online tools to support alignment to dual credit and industry credential standards 4. Support partnership with CTC colleagues and establish student visitation to CTC programs to help in development of HSBP/Transition plans

Local Needs Assessment Element 5: Recruitment, Retention and Training of CTE Educators

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses will describe how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. The evidence or data source used to inform should be identified in the chart below.

5.A How do your staff and faculty demographics compare with your student demographics?

Current State	Desired State	Evidence/Data Source
The CTE staffing at Yelm Community Schools changed significantly for the 2024 cohort year due to levy reductions (6.6 FTE) and again, lost 1.0 FTE in 2025. We continue to seek qualified employees and We have maintained 25% male and 75% female CTE instructors. Student ratio in 2024 was 46.2% female, 0.8% gender X, and 53% male. Ethnicity representation for staff is not available on the OSPI report card for CTE. We believe CTE mainly identifies as white (over 75%) which is higher than the student 59.7%.	The diversity of the student population goes beyond gender and ethnicity. We seek to provide students with highly qualified teachers and continue to connect students to mentors representing diversity and Perkins sub groups in the career fields that inspire students to pursue their goals.	Human Resource Data OSPI Report Card

5.B What processes are in place to recruit new CTE educators who reflect your student population?

Current State	Desired State	Evidence/Data Source
In partnership with each school and the Human Resource Department, CTE job postings are published using our district's job posting platform, Plan I and II CTE Certification providers and Handshake. As an on-going practice, the CTE Director meets with industry professionals interested in pursuing teacher certification. Communication is sent to candidates when positions become available. While we seek non-traditional and diversity of candidates that reflect our student population, we must ensure applicants have the technical industry knowledge to deliver approved curriculum.	As positions open in the CTE department, we work to attract diverse candidates that reflect our student population and/or non-traditional representation of the industry they teach while demonstrating the technical knowledge of the related industry. Continue to use existing publications and outreach methods to seek candidates and, when possible, advertise within specific industries for potential candidates.	Human Resource Data OSPI Report Card Job Postings with internal district Hiring Platform, Plan I and II CTE Certification, Handshake

5.C What strategies are used to support the retention of high-quality CTE educators? For secondary programs, include the process to determine the extension of limited certification of CTE educators in your district.

Current State	Desired State	Evidence/Data Source
Due to the levy loss, CTE has reduced staffing to Director: .1 CTE Instructional Coach/WSL Coord: .8 CTE Certified Teachers @ YHS: 14.2 CTE Certified Teachers @ YES: .4 Administrative Support Staff: 1 ParaEducators: 0 *(at this time)* Career Center Specialist: 1 Professional Development and Training is extremely limited due to our levy loss, but Perkins funds are used for essential training or support student WBL experiences. Our goal is to hire teachers with the highest level of qualification between industry and education certification. At present, no staff are on Conditional Certification.	Return to off-site professional development in order for staff to collaborate with peers and share best practices. All staff will be CTE Certified by the end of the year.	EDS E-Certification Database CTE Professional Growth Plans WA-ACTE and section conferences

5.D What training and/or resources are available to your staff and faculty to ensure culturally responsive and inclusive programming?		
Current State	Desired State	Evidence/Data Source
Two District Strategic Plan goals apply to our efforts to provide a culturally response and inclusive program. **Goal 3: Responsive Academic Supports (MTSS)** • **Belief:** Students grow best when instruction is supported by timely, targeted interventions that meet their unique needs. MTSS ensures opportunity and success for all. • **Goal:** All students will receive academic supports tailored to their needs, delivered through a strong Multi-Tiered System of Supports (MTSS). **Goal 6: Student Belonging & Connection** • **Belief:** Students thrive when they feel respected, supported, and connected. Belonging supports student success socially, emotionally, and academically. • **Goal:** All students will build meaningful connections in school environments where they feel known and valued. Through district MTSS and Belonging goals, teachers are engaged in strategies to support all students and develop a cultural of high achievement for all. Additional training is provided to ensure CTE teachers understand their role is supporting students with special needs in their classes and provide feedback to the IEP team to support the development of a Transition Plan.	Continued efforts include • Ensuring staff have up-to-date training on culturally responsive and inclusive programming • Provide STEM clock hour opportunities related to course instruction	Student Enrollment Data Clock Hour Offerings at YCS CTE Student End of Semester Perception Survey
Element 5: Recruitment, Retention and Training of CTE Educators	**Action Plan for Improving Recruitment, Retention and Training of CTE Educators**	

Ratings:

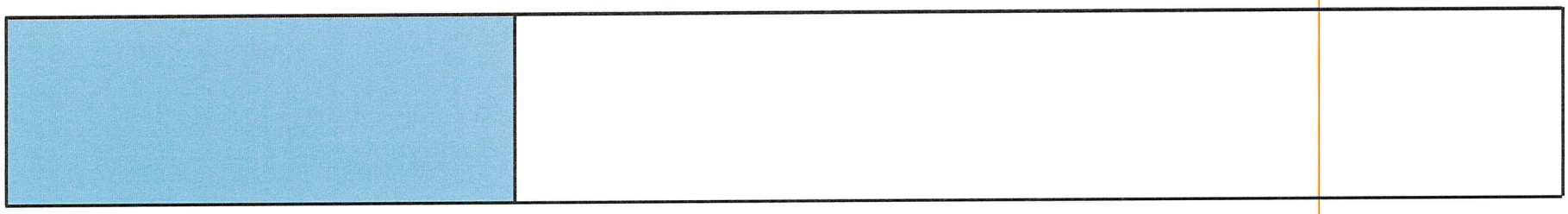
1 Significant gaps and/or multiple gaps exist
2 Some gaps exist and/or we do not have a concrete plan to address them
3 Very few gaps exist, and we have processes in place to close the remaining gaps
4 No gaps exist

Rating (circle one)

1 2 **3** 4

Strategies in Priority Order:

1. Provide professional development opportunities to maintain certification in course assignment industry standards
2. Provide clock hour opportunities related to district strategic plan



Comprehensive Local Needs Assessment Summary

Summarize the information from each required element, identifying the priority work activity areas based upon the results of your CLNA. Once the priority areas are identified, please estimate the amount of funding used through Perkins V. The priority strategies may be duplicated from your CLNA before.

Element 1: Improving Equity and Access

Rating	Priority Strategies	Estimated Funding Use ($)
2	1. Acquire accurate and timely data to evaluate special populations and subgroups on achievement of Perkins indicators. 2. Teachers are reflecting on individual curriculum performance and adjusting instruction to focus on embedded measures within the framework 3. Ensure every CTE course has a WBL criteria outcome and data is reported each semester 4. Professional Development for staff and counselors on non-traditional recruitment. Partner or access resources from organizations such as ANEW to access resources to recruit females in non-traditional employment fields. 5. Increase STEM activities and virtual tours of industry for middle and high school that invite non-traditional students into related learning environments 6. Professional Development in STEM for CTE teachers strengthening their ability to deliver math embedded with courses. 7. Obtain materials that display non-traditional roles in a variety of career fields.	$6000

Element 2: Evaluation of Student Performance

Rating	Priority Strategies	Estimated Funding Use ($)
2	1. Acquire accurate and timely data to evaluate special populations and subgroups on achievement of Perkins indicators. 2. Teachers are reflecting on individual curriculum performance and adjusting instruction to focus on embedded measures within the framework 3. District is adopting new curriculum for Science and aligning to Ag standards 4. Ensure every CTE course has a WBL criteria outcome and data is reported each semester 5. Professional Development for staff and counselors on non-traditional recruitment. Partner or access resources from organizations such as ANEW to access resources to recruit females in non-traditional employment fields. 6. Increase STEM activities and virtual tours of industry for middle and high school that invite non-traditional students into related learning environments 7. Professional Development in STEM for CTE teachers strengthening their ability to deliver math embedded with courses. 8. Obtain materials that display non-traditional roles in a variety of career fields.	$4000

Element 3: Evaluation of CTE Programs: Alignment including Size, Scope, & Quality

Rating	Priority Strategies	Estimated Funding Use ($)
3	1. Continue to support and expand where possible WBL activities both in-person and virtually that meet health and safety guidelines 2. Develop communication materials (print and web-based) for teachers and counselors to use in assisting students and families in meaningful course selection 3. Monitor enrollment and determine how to improve enrollment or make change in program	$20,000
Element 4: Implementation of Programs & CTE Programs of Study		
Rating	Priority Strategies	Estimated Funding Use ($)
3	1. Support cost to deliver industry certifications to all students within a course aligned to the standards 2. Maintain curriculum and equipment that meet the industry standards recommended by stakeholders 3. Time for teachers to revise curriculum or acquire online tools to support alignment to dual credit and industry credential standards 4. Support partnership with CTC colleagues and establish student visitation to CTC programs to help in development of HSBP/Transition plans	$30,000
Element 5: Recruitment, Retention, and Training of CTE Educators		
Rating	Priority Strategies	Estimated Funding Use ($)
3	1. Provide professional development opportunities to maintain certification in course assignment industry standards 2. Provide STEM clock hour opportunities related to course instruction	$4950

Local Needs Assessment Required Stakeholder Verification

This form must be completed to verify the engagement of each of the required stakeholders. Please indicate the stakeholder engaged, the organization or company represented, and how the stakeholder was engaged in the Evidence of Engagement column. Evidence could be completing a survey, attending a meeting, focus group, etc.

Required Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals	Teri Melone	Yelm Community Schools, CTE Director	Hosted meetings/trainings
	Curtis Cleveringa	Yelm Community Schools, YHS Principal	Met weekly
	Kurt Fourre	Yelm Community Schools, Assessment and SIS Director	Attended meetings
	Shannon Powell	Yelm Community Schools, Director of the Office of Student Support	Met weekly, co-hosted trainings and meetings
	Dawn Kraves	YHS CTE Auto Teacher	Attended meetings/trainings, completed survey
	Gary Clinton	YHS CTE Health Science Teacher	Attended meetings/trainings, completed survey
	Kayte Anchors	YHS CTE Publishing Teacher	Attended meetings/trainings, completed survey
	Hillary Hull	YCS Instructional Coach/Work-Based Learning Coordinator	Attended meetings/trainings, completed survey
	Deb Pridemore	YHS CTE Instructional Assistant	Attended meetings/trainings, completed survey
	Nicole Mathis	YHS Career Center Specialist	Attended meetings/trainings, completed survey
	Jeannie Beierle	Yelm Community Schools, YHS Counselor	Attended meetings/trainings, completed survey
	Bree Carson	Yelm Community Schools, YES Counselor	Attended meetings/trainings, completed survey
	Jonathan Maynard	YCS Technology Director	Met weekly
2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Sarah Cabbage	SPSCC, South Sound Advisory Council; Dual Credit Consortium	Attended meetings, completed survey
	Seth Thomson	Plumbers & Pipefitters Local 26, South Sound Advisory Council	Attended meetings, completed survey
3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;	Suzanne Klenk	WSECU, Financial Educator/Coach Community Relations, South Sound Advisory Council Chair	Attended meetings, completed survey
	April Sage	Business Advisory Committee – Senior Housing Advisory Services	Attended meetings, completed survey
	Sven Akerman Jr	Outlook Insight – Chief Architect	Attended meetings, individual input
	Rosemary Mesa-Walton	Griffin Fire Department – Office Manager	Attended meetings, individual input
	Thomas Maas	STS Advisory Committee – International Paper	Attended meetings, individual input

	Kai Fyrst	First Finishers	Attended meetings, individual input
	Kaylyne Stockton	Southworth Elementary Teacher	Attended meetings, individual input
	Lisa Cadero-Smith	Asst Supt Yelm Community Schools	Attended meetings, individual input
	Ronald Crawford	Ag Advisory Committee – Retired OSPI Ag Supervisor	Attended meetings, individual input
	Mark Rohwedder	STS Advisory Committee – Clearwater Paper	Attended meetings, individual input
4. Parents and students	Becca Cole	Parent	Attended meetings, individual input
	Scott Cole	Parent	Attended meetings, individual input
	Kirsten Slevin	Parent	Attended meetings, individual input
5. Representatives of special populations including individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non- traditional fields; single parents, including single pregnant women; out- of-workforce individuals; English learners; homeless individuals: youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title	Mark Gosney	Yelm Community Schools Special Education Advisory Committee - Parent of Special Needs Student	Attended meetings, completed survey
	Shannon Powell	Yelm Community Schools, Director of Student Support	Attended/co-presented at meetings/trainings for CTE & Special Education Staff, co-presented to parents of special needs, co-presented to staff
	Ellen Cavanaugh	Yelm Community Schools, Asst Director of Student Support	Attended meetings, completed survey
6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at- risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)	Christina Chestnut	Pacific Mountain Workforce Thurston County Chamber	Attended meetings and met one on one to review resources available to support students with barriers and build partnership with business community
	Jeff Bowe	Pacific Mountain Workforce	Attended General Advisory monthly meetings, participated in activities
7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable	Naiomie Squally	Nisqually Tribe Representative	Verbal conversations and meetings
8. Any other stakeholders that the eligible agency may require the eligible recipient to consult	Taralynn Petrites	Assistant Professor World Languages and Cultures/Deaf and Sign Language Studies, Accessibility and	Attended meetings, led ASL teacher training

		Disability Action Planning Team (ADAPT) Chair, College in High School (CiHS) Liaison	

YELM COMMUNITY SCHOOLS

Board Date: OCTOBER 23, 2025

Fund: GENERAL

Vouchers audited and certified by the auditing officer as required by R.C.W. 42.24.080 and those expense reimbursement claims certified as required by R.C.W. 42.24.090, have been recorded on a listing which has been made available to the board.

As of OCTOBER 23, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70152885 70153079 THROUGH 70153057 70153105

IN THE TOTAL AMOUNT OF $ 2,722,489.73

SECRETARY _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

Voucher Auditor's Statement

I, the undersigned do hereby certify that I have reviewed each of the vouchers listed above, and that the claims are just, due and unpaid obligations against the school district, and that I am authorized to authenticate and certify to said claim.

SIGNATURE OF AUDITING OFFICER 

AP Check Register

AP Run: GENERAL 9/2/25 — Post Date: 2025-09-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/02/2025	70152885	Check	AMPLIFY EDUCATION INC	29,709.87
09/02/2025	70152886	Check	ASSN OF WA SCHOOL PRINCIPALS	13,328.00
09/02/2025	70152887	Check	CAPITAL BUSINESS MACHINES INC	803.56
09/02/2025	70152888	Check	CODEHS INC	4,150.00
09/02/2025	70152889	Check	CRISIS PREVENTION INSTITUTE IN	2,349.00
09/02/2025	70152890	Check	DEPT OF HEALTH	818.00
09/02/2025	70152891	Check	E3 DIAGNOSTICS INC	624.15
09/02/2025	70152892	Check	GREAT MINDS	21,826.66
09/02/2025	70152893	Check	INTEGRATED REGISTER SYSTEM INC	5,973.44
09/02/2025	70152894	Check	K C D A	7,066.21
09/02/2025	70152895	Check	LEXIA LEARNING SYSTEMS LLC	3,022.20
09/02/2025	70152896	Check	LOVING GUIDANCE LLC	1,203.41
09/02/2025	70152897	Check	NCS PEARSON INC	3,267.52
09/02/2025	70152898	Check	NW TEXTBOOK DEPOSITORY	1,992.11
09/02/2025	70152899	Check	ONE STONE APPAREL INC	3,335.00
09/02/2025	70152900	Check	OTIS ELEVATOR COMPANY	1,762.54
09/02/2025	70152901	Check	RIVERSIDE INSIGHTS	6,615.99
09/02/2025	70152902	Check	ROLLING HILLS PUBLISHING	5,400.00
09/02/2025	70152903	Check	SCHOOL MATE	675.79
09/02/2025	70152904	Check	THEATREFOLK LTD	444.00
09/02/2025	70152905	Check	THURSTON COUNTY HEALTH DEPT	11,625.00

AP Check Register

AP Run: GENERAL 9/2/25 — Post Date: 2025-09-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/02/2025	70152906	Check	US BANK - CORPORATE PAYMENT SYSTEMS	6,266.00
09/02/2025	70152907	Check	USPS-QUADIENT	5,000.00
09/02/2025	70152908	Check	WA ASSN OF SCHOOL ADMIN(WASA)	5,131.41
09/02/2025	70152909	Check	WIAA	7,150.00
			Total:	**$149,539.86**

GENERAL 9/2/25 Summary

Type	Count	Amount
Regular	25	149,539.86
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**25**	**$149,539.86**

AP Check Register

Fund	Total
10 - GENERAL FUND	149,539.86
	$149,539.86

AP Check Register

AP Run: GENERAL 2 9/2/25 — Post Date: 2025-09-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/02/2025	70152910	Check	BELLARD, ABBY WIMBERLEY	27.53
09/02/2025	70152911	Check	BOWER, TASHALA	8.00
09/02/2025	70152912	Check	CASCADE ALARM	7,600.77
09/02/2025	70152913	Check	DRAIN PRO	453.55
09/02/2025	70152914	Check	EVERGREEN FIRE & SECURITY	5,962.28
09/02/2025	70152915	Check	FIRST CITIZENS BANK & TRUST CO	10,152.57
09/02/2025	70152916	Check	GRAINGER INC	2,942.12
09/02/2025	70152917	Check	HERMANSON CO LLP	750.02
09/02/2025	70152918	Check	LAMBERT, MIRANDA ELAINE	21.05
09/02/2025	70152919	Check	OLYMPIC COLLEGE	1,382.99
09/02/2025	70152920	Check	PUGET SOUND SURFACES LLC	2,594.40
09/02/2025	70152921	Check	RAINIER LIGHTING & ELECTRICAL SUPPLY	182.36
09/02/2025	70152922	Check	ROBERTSON, SHERRY	30.85
09/02/2025	70152923	Check	SOUTH PIERCE FIRE AND RESCUE	449.59
09/02/2025	70152924	Check	T & K INTEGRITY AUTO LLC	3,711.95
09/02/2025	70152925	Check	TED BROWN MUSIC CO	896.20
09/02/2025	70152926	Check	THE PART WORKS INC	458.03
09/02/2025	70152927	Check	THURSTON COUNTY FIRE PROTECTION DIST 17	312.37
09/02/2025	70152928	Check	US BANK - CORPORATE PAYMENT SYSTEMS	806.99

AP Check Register

AP Run: GENERAL 2 9/2/25 — Post Date: 2025-09-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/02/2025	70152929	Check	WA ASSN SCHOOL BUSINESS OFFICI	225.00
			Total:	**$38,968.62**

GENERAL 2 9/2/25 Summary

Type	Count	Amount
Regular	20	38,968.62
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**20**	**$38,968.62**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	38,968.62
	$38,968.62

AP Check Register

AP Run: GENERAL 9/9/25 — Post Date: 2025-09-09 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/09/2025	70152930	Check	AMPLIFY EDUCATION INC	15,197.54
09/09/2025	70152931	Check	ASSN OF WA SCHOOL PRINCIPALS	952.00
09/09/2025	70152932	Check	ATS AUTOMATION INC	6,667.46
09/09/2025	70152933	Check	CAPITAL BUSINESS MACHINES INC	681.75
09/09/2025	70152934	Check	CEV MULTIMEDIA	3,210.00
09/09/2025	70152935	Check	Cordance Operations LLC	13,792.00
09/09/2025	70152936	Check	CREATIVE INK INC	2,972.56
09/09/2025	70152937	Check	GREAT MINDS	32,265.16
09/09/2025	70152938	Check	LAMINATING AND BINDING SOLUTIONS INC	544.49
09/09/2025	70152939	Check	NCS PEARSON INC	2,313.16
09/09/2025	70152940	Check	NEWSELA, INC	4,058.11
09/09/2025	70152941	Check	NW TEXTBOOK DEPOSITORY	2,637.62
09/09/2025	70152942	Check	OTIS ELEVATOR COMPANY	6,659.56
09/09/2025	70152943	Check	PIERCE COLLEGE	5,598.00
09/09/2025	70152944	Check	PSYCHOLOGICAL ASSESSMENT RESOURCES	3,350.71
09/09/2025	70152945	Check	RILEY, MICHAEL L	124.64
09/09/2025	70152946	Check	RIVERSIDE INSIGHTS	3,985.53
09/09/2025	70152947	Check	WA ASSN OF SCHOOL ADMIN(WASA)	3,843.49

AP Check Register

AP Run: GENERAL 9/9/25 — Post Date: 2025-09-09 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/09/2025	70152948	Check	WELLS FARGO FINANCIAL LEASING	376.79
			Total:	**$109,230.57**

GENERAL 9/9/25 Summary

Type	Count	Amount
Regular	19	109,230.57
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**19**	**$109,230.57**

Fund	Total
10 - GENERAL FUND	109,230.57
	$109,230.57

AP Check Register

AP Run: GENERAL 2 9/9/25 — Post Date: 2025-09-09 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/09/2025	70152949	Check	CENTRAL WELDING SUPPLY CO INC	138.46
09/09/2025	70152950	Check	CINTAS CORP	159.10
09/09/2025	70152951	Check	COMPHEALTH MEDICAL STAFFING	540.00
09/09/2025	70152952	Check	DRAIN PRO	892.98
09/09/2025	70152953	Check	ESTRADA, MISTY DAWN	160.00
09/09/2025	70152954	Check	FRONTSTREAM	585.82
09/09/2025	70152955	Check	GORDON TRUCK CENTERS	1,301.32
09/09/2025	70152956	Check	GRAINGER INC	100.76
09/09/2025	70152957	Check	HERMANSON CO LLP	11,478.34
09/09/2025	70152958	Check	INTEGRATED REGISTER SYSTEM INC	5,082.99
09/09/2025	70152959	Check	INTRACOMMUNICATION NETWORK SYS	38,901.50
09/09/2025	70152960	Check	JACKSON THERAPY PARTNERS	735.00
09/09/2025	70152961	Check	JERRYS COLOR CENTER	16.39
09/09/2025	70152962	Check	LES SCHWAB	131.39
09/09/2025	70152963	Check	MAXIM HEALTHCARE SERVICES INC	345.00
09/09/2025	70152964	Check	MOUNTAIN LUMBER & HARDWARE INC	880.34
09/09/2025	70152965	Check	NAPA AUTO PARTS	2,004.46
09/09/2025	70152966	Check	NORTHWEST ARCHITECTURAL PRODUCTS INC	13,705.18
09/09/2025	70152967	Check	NORTHWEST WATER SYSTEMS INC	997.74
09/09/2025	70152968	Check	OCCUPATIONAL HEALTH CENTERS OF WA	568.00
09/09/2025	70152969	Check	OFFICE DEPOT BUSINESS SOLUTIONS	242.51

AP Check Register

AP Run: GENERAL 2 9/9/25 — Post Date: 2025-09-09 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/09/2025	70152970	Check	PETROCARD	32,691.90
09/09/2025	70152971	Check	PORTER FOSTER RORICK LLP	14,690.00
09/09/2025	70152972	Check	PUGET SOUND ESD	29,244.00
09/09/2025	70152973	Check	RWC GROUP	184.76
09/09/2025	70152974	Check	SCHETKY NORTHWEST SALES INC	740.07
09/09/2025	70152975	Check	SE THURSTON FIRE AUTHORITY	1,220.48
09/09/2025	70152976	Check	SOUTH PUGET SOUND COMM COLLEGE	25,527.29
09/09/2025	70152977	Check	T & K INTEGRITY AUTO LLC	1,475.90
09/09/2025	70152978	Check	TACOMA SCHOOL DISTRICT #10	1,293.00
09/09/2025	70152979	Check	TRABERT, TERESA S	138.00
09/09/2025	70152980	Check	US BANK - CORPORATE PAYMENT SYSTEMS	43,246.96
09/09/2025	70152981	Check	Washington Fire Protection LLC	2,994.06
			Total:	**$232,413.70**

GENERAL 2 9/9/25 Summary

Type	Count	Amount
Regular	33	232,413.70
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**33**	**$232,413.70**

Fund	Total
10 - GENERAL FUND	232,413.70
	$232,413.70

AP Check Register

AP Run: GENERAL 3 9/9/25 — Post Date: 2025-09-09 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/09/2025	70152982	Check	US BANK - CORPORATE PAYMENT SYSTEMS	7,233.36
			Total:	**$7,233.36**

GENERAL 3 9/9/25 Summary

Type	Count	Amount
Regular	1	7,233.36
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$7,233.36**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	7,233.36
	$7,233.36

AP Check Register

AP Run: GENERAL 9/16/25 — Post Date: 2025-09-16 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/16/2025	70152983	Check	CAPITAL BUSINESS MACHINES INC	3,358.05
09/16/2025	70152984	Check	CASCADE ALARM	259.00
09/16/2025	70152985	Check	CITY OF YELM	13,620.14
09/16/2025	70152986	Check	CRYSTAL SPRINGS	36.65
09/16/2025	70152987	Check	DAY WIRELESS SYSTEMS INC	2,415.00
09/16/2025	70152988	Check	FRANZ FAMILY BAKERIES	704.80
09/16/2025	70152989	Check	JACKSON THERAPY PARTNERS	2,231.25
09/16/2025	70152990	Check	K C D A	22.82
09/16/2025	70152991	Check	LAKEMARY CENTER INC	6,150.00
09/16/2025	70152992	Check	MAXIM HEALTHCARE SERVICES INC	210.00
09/16/2025	70152993	Check	MCKENNA WATER DISTRICT	805.00
09/16/2025	70152994	Check	PIERCE COLLEGE	1,773.69
09/16/2025	70152995	Check	POMP'S TIRE SERVICE INC	2,246.13
09/16/2025	70152996	Check	SPROUT THERAPY SOLUTIONS LLC	11,931.00
09/16/2025	70152997	Check	T & B PRODUCTS DBA C 4 PRODUCTS LC	649.80
09/16/2025	70152998	Check	THE PART WORKS INC	940.22
09/16/2025	70152999	Check	ULINE SHIPPING SUPPLIES	2,874.08
09/16/2025	70153000	Check	WALTER E NELSON	3.65
09/16/2025	70153001	Check	Washington Fire Protection LLC	1,832.88

AP Check Register

AP Run: GENERAL 9/16/25 — Post Date: 2025-09-16 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/16/2025	70153002	Check	WHITWORTH, SHERIDAN KATHERINE	139.88
			Total:	**$52,204.04**

GENERAL 9/16/25 Summary

Type	Count	Amount
Regular	20	52,204.04
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**20**	**$52,204.04**

AP Check Register

Fund	Total
10 - GENERAL FUND	52,204.04
	$52,204.04

AP Check Register

AP Run: GENERAL 9/17/25 — Post Date: 2025-09-17 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/17/2025	70153003	Check	US BANK - CORPORATE PAYMENT SYSTEMS	12,023.69
			Total:	**$12,023.69**

GENERAL 9/17/25 Summary

Type	Count	Amount
Regular	1	12,023.69
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$12,023.69**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	12,023.69
	$12,023.69

AP Check Register

AP Run: GENERAL 2 9/17/25 — Post Date: 2025-09-17 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/17/2025	70153004	Check	US BANK - CORPORATE PAYMENT SYSTEMS	2,389.73
			Total:	**$2,389.73**

GENERAL 2 9/17/25 Summary

Type	Count	Amount
Regular	1	2,389.73
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$2,389.73**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	2,389.73
	$2,389.73

AP Check Register

AP Run: GENERAL 9/23/25 — Post Date: 2025-09-23 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/23/2025	70153005	Check	AMN HEALTHCARE INC	4,505.00
09/23/2025	70153006	Check	AMPLIFY EDUCATION INC	26,541.67
09/23/2025	70153007	Check	BELLEVUE SCHOOL DISTRICT	300.00
09/23/2025	70153008	Check	BLAZERWORKS	12,488.19
09/23/2025	70153009	Check	BRYSON SALES & SERVICE	1,546.41
09/23/2025	70153010	Check	CAPITAL BUSINESS MACHINES INC	1,492.73
09/23/2025	70153011	Check	CERTIFIED EDUCATIONAL PROFESSIONALS	3,390.00
09/23/2025	70153012	Check	CERTIPORT INC	2,190.00
09/23/2025	70153013	Check	CI SOLUTIONS	286.22
09/23/2025	70153014	Check	CINTAS CORP	158.46
09/23/2025	70153015	Check	COMPHEALTH MEDICAL STAFFING	13,702.50
09/23/2025	70153016	Check	CURTIS HIGH SCHOOL	150.00
09/23/2025	70153017	Check	DELL MARKETING LP	4,736.20
09/23/2025	70153018	Check	EAGLES PRIDE GOLF COURSE	294.00
09/23/2025	70153019	Check	ELLIS, ASHLEY	120.00
09/23/2025	70153020	Check	EVERDRIVEN TECHNOLOGIES LLC	4,623.20
09/23/2025	70153021	Check	FRANZ FAMILY BAKERIES	197.70
09/23/2025	70153022	Check	GORDON TRUCK CENTERS	2,622.63
09/23/2025	70153023	Check	GRAINGER INC	168.47
09/23/2025	70153024	Check	GRAPHIC COMMUNICATIONS	247.17
09/23/2025	70153025	Check	GREAT MINDS	2,378.94

AP Check Register

AP Run: GENERAL 9/23/25 — Post Date: 2025-09-23 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/23/2025	70153026	Check	HONEY BUCKET	335.00
09/23/2025	70153027	Check	JACKSON THERAPY PARTNERS	2,336.25
09/23/2025	70153028	Check	KAJEET, INC	5,356.74
09/23/2025	70153029	Check	LAKES HIGH SCHOOL	175.00
09/23/2025	70153030	Check	LINGUALINX INC	197.67
09/23/2025	70153031	Check	LOVING GUIDANCE LLC	967.72
09/23/2025	70153032	Check	MAXIM HEALTHCARE SERVICES INC	12,487.99
09/23/2025	70153033	Check	MICRO COMPUTER SYSTEMS INC	31,953.99
09/23/2025	70153034	Check	POMP'S TIRE SERVICE INC	4,339.58
09/23/2025	70153035	Check	PROPEL INSURANCE	15,000.00
09/23/2025	70153036	Check	RWC GROUP	280.46
09/23/2025	70153037	Check	SCHETKY NORTHWEST SALES INC	2,726.78
09/23/2025	70153038	Check	SPRAGUE PEST SOLUTIONS	818.30
09/23/2025	70153039	Check	SUPERINTENDENT OF PUBLIC INSTR	6,000.00
09/23/2025	70153040	Check	TEAMBUILDR LLC	1,425.00
09/23/2025	70153041	Check	WA ASSN OF SCHOOL ADMIN(WASA)	1,050.00
09/23/2025	70153042	Check	WA SCHOOL INFO PROCESSING COOP	575.49

AP Check Register

AP Run: GENERAL 9/23/25 — Post Date: 2025-09-23 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/23/2025	70153043	Check	WASHINGTON FLORAL SERVICE INC	613.94
			Total:	**$168,779.40**

GENERAL 9/23/25 Summary

Type	Count	Amount
Regular	39	168,779.40
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**39**	**$168,779.40**

AP Check Register

Fund	Total
10 - GENERAL FUND	168,779.40
	$168,779.40

AP Check Register

AP Run: GENERAL 2 9/23/25 — Post Date: 2025-09-23 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/23/2025	70153044	Check	AMERICAN E-RATE SOLUTIONS LLC	2,450.00
09/23/2025	70153045	Check	CITY OF YELM	47,062.53
09/23/2025	70153046	Check	DEPT OF LICENSING	870.00
09/23/2025	70153047	Check	DIGNITY CONSULTING LLC	5,500.00
09/23/2025	70153048	Check	ESD #113	7,628.80
09/23/2025	70153049	Check	HEARTSPRING INC	36,806.00
09/23/2025	70153050	Check	HERMANSON CO LLP	4,440.22
09/23/2025	70153051	Check	K C D A	10,324.02
09/23/2025	70153052	Check	MORNINGSIDE	50.00
09/23/2025	70153053	Check	OCCUPATIONAL HEALTH CENTERS OF WA	142.00
09/23/2025	70153054	Check	PUGET SOUND ENERGY	9,502.46
09/23/2025	70153055	Check	TACOMA SCHOOL DISTRICT #10	5,582.23
09/23/2025	70153056	Check	US BANK - CORPORATE PAYMENT SYSTEMS	39.02
			Total:	**$130,397.28**

GENERAL 2 9/23/25 Summary

Type	Count	Amount
Regular	13	130,397.28
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**13**	**$130,397.28**

AP Check Register

Fund	Total
10 - GENERAL FUND	130,397.28
	$130,397.28

AP Check Register

AP Run: GENERAL 3 9/23/25 — Post Date: 2025-09-23 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/23/2025	70153057	Check	US BANK - CORPORATE PAYMENT SYSTEMS	5,731.30
			Total:	**$5,731.30**

GENERAL 3 9/23/25 Summary

Type	Count	Amount
Regular	1	5,731.30
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$5,731.30**

AP Check Register

Fund	Total
10 - GENERAL FUND	5,731.30
	$5,731.30

AP Check Register

AP Run: GENERAL 9/30/25 — Post Date: 2025-09-30 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/30/2025	70153079	Check	Able Moving, Inc	460.00
09/30/2025	70153080	Check	AMPLIFY EDUCATION INC	32,215.75
09/30/2025	70153081	Check	BRIGHTLY SOFTWARE INC	21,582.15
09/30/2025	70153082	Check	CAPITAL BUSINESS MACHINES INC	226.63
09/30/2025	70153083	Check	DRAIN PRO	1,370.27
09/30/2025	70153084	Check	FRANZ FAMILY BAKERIES	1,586.47
09/30/2025	70153085	Check	GREAT MINDS	34,708.56
09/30/2025	70153086	Check	KOWALSKI, LORI	1,978.98
09/30/2025	70153087	Check	MAXIM HEALTHCARE SERVICES INC	4,894.75
09/30/2025	70153088	Check	OCCUPATIONAL HEALTH CENTERS OF WA	284.00
09/30/2025	70153089	Check	OFFICE DEPOT BUSINESS SOLUTIONS	868.25
09/30/2025	70153090	Check	SCHOOLS INSURANCE ASSN OF WA	1,446,214.58
09/30/2025	70153091	Check	US FOODS	44,845.24
09/30/2025	70153092	Check	WALSWORTH PUBLISHING CO	13,195.00
09/30/2025	70153093	Check	WALTER E NELSON	7,793.42
			Total:	**$1,612,224.05**

GENERAL 9/30/25 Summary

Type	Count	Amount
Regular	15	1,612,224.05
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**15**	**$1,612,224.05**

AP Check Register

Fund	Total
10 - GENERAL FUND	1,612,224.05
	$1,612,224.05

AP Check Register

AP Run: GENERAL 2 9/30/25 — Post Date: 2025-09-30 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/30/2025	70153094	Check	CLOVER PARK TECHNICAL COLLEGE	4,343.41
09/30/2025	70153095	Check	DIGNITY CONSULTING LLC	10,000.00
09/30/2025	70153096	Check	HERMANSON CO LLP	8,747.88
09/30/2025	70153097	Check	INFORMED K12	29,017.50
09/30/2025	70153098	Check	OWEN, KARI	9,087.00
09/30/2025	70153099	Check	PRESENTATION SYSTEMS	1,887.29
09/30/2025	70153100	Check	PUGET SOUND ENERGY	71,247.24
09/30/2025	70153101	Check	SARE ELECTRIC	2,389.95
09/30/2025	70153102	Check	SOUND HOME MAINTENANCE	6,119.43
09/30/2025	70153103	Check	TALBOT KORVOLA & WARWICK LLP	200.00
09/30/2025	70153104	Check	US FOODS	29,791.95
			Total:	**$172,831.65**

GENERAL 2 9/30/25 Summary

Type	Count	Amount
Regular	11	172,831.65
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**11**	**$172,831.65**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	172,831.65
	$172,831.65

AP Check Register

AP Run: GENERAL 3 9/30/25 — Post Date: 2025-09-30 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/30/2025	70153105	Check	US BANK - CORPORATE PAYMENT SYSTEMS	28,522.48
			Total:	**$28,522.48**

GENERAL 3 9/30/25 Summary

Type	Count	Amount
Regular	1	28,522.48
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$28,522.48**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	28,522.48
	$28,522.48

YELM COMMUNITY SCHOOLS

Board Date: OCTOBER 23, 2025

Fund: ASB

Vouchers audited and certified by the auditing officer as required by R.C.W. 42.24.080 and those expense reimbursement claims certified as required by R.C.W. 42.24.090, have been recorded on a listing which has been made available to the board.

As of OCTOBER 23, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70409960 THROUGH 70409967

IN THE TOTAL AMOUNT OF $ 8,009.44

SECRETARY _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

Voucher Auditor's Statement

I, the undersigned do hereby certify that I have reviewed each of the vouchers listed above, and that the claims are just, due and unpaid obligations against the school district, and that I am authorized to authenticate and certify to said claim.

SIGNATURE OF AUDITING OFFICER _____

AP Check Register

AP Run: ASB 09/02/25 — Post Date: 2025-09-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/02/2025	70409960	Check	US BANK - CORPORATE PAYMENT SYSTEMS	493.46
			Total:	**$493.46**

ASB 09/02/25 Summary

Type	Count	Amount
Regular	1	493.46
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$493.46**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	493.46
	$493.46

AP Check Register

AP Run: ASB 9/9/25 — Post Date: 2025-09-09 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/09/2025	70409961	Check	US BANK - CORPORATE PAYMENT SYSTEMS	988.33
			Total:	**$988.33**

ASB 9/9/25 Summary

Type	Count	Amount
Regular	1	988.33
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$988.33**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	988.33
	$988.33

AP Check Register

AP Run: ASB 9/23/25 — Post Date: 2025-09-23 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/23/2025	70409962	Check	L AND E BOTTLING CO INC	680.85
09/23/2025	70409963	Check	TAPROOT THEATRE	651.00
09/23/2025	70409964	Check	US BANK - CORPORATE PAYMENT SYSTEMS	1,473.04
09/23/2025	70409965	Check	VARSITY PIZZA	155.67
09/23/2025	70409966	Check	VISUAL PRECISION CHOREOGRAPHY, LLC	3,000.00
			Total:	**$5,960.56**

ASB 9/23/25 Summary

Type	Count	Amount
Regular	5	5,960.56
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**5**	**$5,960.56**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	5,960.56
	$5,960.56

AP Check Register

AP Run: ASB 9/30/25 — Post Date: 2025-09-30 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/30/2025	70409967	Check	US BANK - CORPORATE PAYMENT SYSTEMS	567.09
			Total:	**$567.09**

ASB 9/30/25 Summary

Type	Count	Amount
Regular	1	567.09
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$567.09**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	567.09
	$567.09

YELM COMMUNITY SCHOOLS

Board Date: OCTOBER 23, 2025

Fund: CAP PROJ

Vouchers audited and certified by the auditing officer as required by R.C.W. 42.24.080 and those expense reimbursement claims certified as required by R.C.W. 42.24.090, have been recorded on a listing which has been made available to the board.

As of OCTOBER 23, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70501845 THROUGH 70501855

IN THE TOTAL AMOUNT OF $ 689,086.28

SECRETARY _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

Voucher Auditor's Statement

I, the undersigned do hereby certify that I have reviewed each of the vouchers listed above, and that the claims are just, due and unpaid obligations against the school district, and that I am authorized to authenticate and certify to said claim.

SIGNATURE OF AUDITING OFFICER _____

AP Check Register

AP Run: CAP PROJ 9/2/25 — Post Date: 2025-09-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/02/2025	70501845	Check	CI SOLUTIONS	19,117.61
			Total:	**$19,117.61**

CAP PROJ 9/2/25 Summary

Type	Count	Amount
Regular	1	19,117.61
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$19,117.61**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	19,117.61
	$19,117.61

AP Check Register

AP Run: CAP PROJ 2 9/2/25 — Post Date: 2025-09-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/02/2025	70501846	Check	INTRACOMMUNICATION NETWORK SYS	3,790.44
09/02/2025	70501847	Check	LAKE TAPPS CONSTRUCTION UNLIMITED	64,424.25
09/02/2025	70501848	Check	WOOD & LINK FENCE CO	7,158.63
			Total:	**$75,373.32**

CAP PROJ 2 9/2/25 Summary

Type	Count	Amount
Regular	3	75,373.32
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$75,373.32**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	75,373.32
	$75,373.32

AP Check Register

AP Run: CAP PROJ 9/9/25 — Post Date: 2025-09-09 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/09/2025	70501849	Check	HERMANSON CO LLP	227,978.27
09/09/2025	70501850	Check	INTRACOMMUNICATION NETWORK SYS	73,529.70
09/09/2025	70501851	Check	LAKE TAPPS CONSTRUCTION UNLIMITED	66,455.73
09/09/2025	70501852	Check	WAYNE'S ROOFING INC	220,047.28
			Total:	**$588,010.98**

CAP PROJ 9/9/25 Summary

Type	Count	Amount
Regular	4	588,010.98
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**4**	**$588,010.98**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	588,010.98
	$588,010.98

AP Check Register

AP Run: CAP PROJ 9/23/25 — Post Date: 2025-09-23 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/23/2025	70501853	Check	ADVANCED CLASSROOM TECHNOLOGIES	999.37
09/23/2025	70501854	Check	LAKE TAPPS CONSTRUCTION UNLIMITED	657.50
09/23/2025	70501855	Check	LCO COMPANY	4,927.50
			Total:	**$6,584.37**

CAP PROJ 9/23/25 Summary

Type	Count	Amount
Regular	3	6,584.37
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$6,584.37**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	6,584.37
	$6,584.37

YELM COMMUNITY SCHOOLS

Board Date: OCTOBER 23, 2025

Fund: COMP TAX

Vouchers audited and certified by the auditing officer as required by R.C.W. 42.24.080 and those expense reimbursement claims certified as required by R.C.W. 42.24.090, have been recorded on a listing which has been made available to the board.

As of OCTOBER 23, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 11230022 GENERAL THROUGH 202100170 ASB

IN THE TOTAL AMOUNT OF $ 3,884.98

SECRETARY _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

Voucher Auditor's Statement

I, the undersigned do hereby certify that I have reviewed each of the vouchers listed above, and that the claims are just, due and unpaid obligations against the school district, and that I am authorized to authenticate and certify to said claim.

SIGNATURE OF AUDITING OFFICER _____

AP Check Register

AP Run: GENERAL COMP TAX — Post Date: 2025-10-01 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/01/2025	11230022	Wire Transfer	DEPARTMENT OF REVENUE	3,862.11
			Total:	**$3,862.11**

GENERAL COMP TAX Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	3,862.11
Epayables:	0	0.00
Total:	**1**	**$3,862.11**

Fund	Total
10 - GENERAL FUND	3,862.11
	$3,862.11

AP Check Register

AP Run: ASB COMP TAX — Post Date: 2025-10-01 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/01/2025	202100170	Wire Transfer	DEPARTMENT OF REVENUE	22.87
			Total:	**$22.87**

ASB COMP TAX Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	22.87
Epayables:	0	0.00
Total:	**1**	**$22.87**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	22.87
	$22.87

YELM COMMUNITY SCHOOLS

Board Date: OCTOBER 23, 2025

Fund: GENERAL ACH

Vouchers audited and certified by the auditing officer as required by R.C.W. 42.24.080 and those expense reimbursement claims certified as required by R.C.W. 42.24.090, have been recorded on a listing which has been made available to the board.

As of OCTOBER 23, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 9000000001 THROUGH 9000000005

IN THE TOTAL AMOUNT OF $ 308.09

SECRETARY _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

Voucher Auditor's Statement

I, the undersigned do hereby certify that I have reviewed each of the vouchers listed above, and that the claims are just, due and unpaid obligations against the school district, and that I am authorized to authenticate and certify to said claim.

SIGNATURE OF AUDITING OFFICER _____

AP Check Register

AP Run: GENERAL ACH 9/2/25 — Post Date: 2025-09-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/02/2025	9000000001	ACH	VAUGHAN, JACOB H	25.34
			Total:	**$25.34**

GENERAL ACH 9/2/25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	1	25.34
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$25.34**

AP Check Register

Fund	Total
10 - GENERAL FUND	25.34
	$25.34

AP Check Register

AP Run: GENERAL ACH 9/10/25 — Post Date: 2025-09-10 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/10/2025	9000000002	ACH	MOUNTS, MATTHEW D	124.60
			Total:	**$124.60**

GENERAL ACH 9/10/25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	1	124.60
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$124.60**

AP Check Register

Fund	Total
10 - GENERAL FUND	124.60
	$124.60

AP Check Register

AP Run: GENERAL 2 ACH 9/23/25 — Post Date: 2025-09-23 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/23/2025	9000000003	ACH	BROWNELL, JENNIFER D	10.14
09/23/2025	9000000004	ACH	DAVIS, KENNEDY	71.50
09/23/2025	9000000005	ACH	HULL, HILLARY RYANN	76.51
			Total:	**$158.15**

GENERAL 2 ACH 9/23/25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	3	158.15
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$158.15**

Fund	Total
10 - GENERAL FUND	158.15
	$158.15

YELM Community Schools

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: Teri Melone, Director of Operations

DATE: October 23, 2025

SUBJECT: Recommendation to Approve Public Works Projects

The following Public Works Projects were completed for acceptance by the Board:

Project #	Amount	Vendor / Reason
63.23	$134,187.31	Lake Tapps Construction – Covered Play shed Project – SW
109.24	$227,978.27	Hermanson Co LLP – Boilers Replacement – YHS
158.24	$741.80	Hermanson Co LLP - 2 Bard Units Troubleshoot – PR Preschool
159.24	$1,322.15	Hermanson Co LLP - Walk in Fridge Temp Diagnostics – FS
04.25	$1,265.17	Hermanson Co LLP - Milk Cooler Thermostat Replacement - LK
05.25	$1,003.83	Hermanson Co LLP - RM138 Condensate Pump Replacement – YHS
06.25	$777.18	Drain Pro - Drain Cleaning Emergency Service Call – SW
07.25	$535.73	Hermanson Co LLP - Front Office No Cooling and Condensate Pump Turn Off Troubleshoot – YHS
08.25	$964.31	Hermanson Co LLP - Daikin VRF - Multiple Classrooms Not Keeping Temp Troubleshoot – MP
09.25	$774.81	Hermanson Co LLP - Milk Cooler Not Keeping Temp Troubleshoot – LK
10.25	$560.33	Hermanson Co LLP - Fujitsu Mini Split MDF Room Not Keeping Temp Troubleshoot – RMS
15.25	$3,037.82	Hermanson Co LLP - Troubleshoot Classrooms 13-20, Commons, Library, Stage, Gym & Kitchen Areas Not Cooling – PR

I will be available to answer any questions you may have.

October 2025

Yelm Community Schools Monthly Enrollment Report (P223)

	Southworth		McKenna		Prairie		Fort Stevens		Mill Pond		Lackamas		YMS		RMS		YHS		YES/ALE		Gravity (Open Doors)		DISTRICT TOTAL		
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	
TK							17	17.00	17	17.00													34	34.00	TK
K	84	84.00	49	47.40	40	40.00	70	70.00	35	35.00	38	38.00											316	314.40	K
1	108	108.00	68	68.00	52	51.47	55	55.00	55	55.00	46	46.00											384	383.47	1
2	102	100.96	56	56.00	54	53.49	74	74.00	64	63.02	48	47.14											398	394.61	2
3	113	111.49	60	60.00	71	71.00	67	66.65	60	60.00	43	43.00											414	412.14	3
4	119	119.00	63	63.00	72	72.00	77	76.45	63	63.00	65	65.00											459	458.45	4
5	121	120.02	66	66.00	58	58.00	79	78.40	49	49.00	45	44.02											418	415.44	5
6													240	239.17	211	211.00							451	450.17	6
7													225	224.51	178	178.00							403	402.51	7
8													217	215.83	201	200.17		0.51					418	416.51	8
9																	400	397.85					400	397.85	9
10																	410	408.21	14	13.66			424	421.87	10
11																	390	344.75	27	25.98	5.00	5.00	422	375.73	11
12																	380	322.62	69	68.47	13.00	13.00	462	404.09	12
TTL	647	643.47	362	360.40	347	345.96	439	437.50	343	342.02	285	283.16	682	679.51	590	589.17	1580	1473.94	110	108.11	18	18.00	5403	5281.24	TK-12 TTL
																		*TOTAL W/ RUNNING START :					5403	5281.24	+ RS

TBIP TK					3							
TBIP K-6	29	26	15	19	8	4	13	6				
TBIP 7-12							21	15	50	5		
Exited	1	1	2	3	2	2	8	4	11			

Bilingual TBIP	
TBIP TK	3
TBIP K-6	120
TBIP7-12	91
Transitioned/Monitoring	34

RUNNING START / VOCATIONAL / PRE-K					
	YES	YHS	RMS	YMS	TTL
RUNNING START HC					0
College Only RS HC					0
Non Voc RS FTE					0.00
Voc RS FTE					0.00
VOC 9TH-12TH FTE		350.88			350.88
VOC 7TH-8TH FTE					0.00

*NOTE: NO RUNNING START REPORTED IN SEPTEMBER

Budgeted vs. Annual Average FTE (TK-12)	
Budgeted FTE	5443.00
Annual Average	5251.09
DIFFERENCE	(191.92)

MONTHLY ACTUAL & ANNUAL AVERAGE (TK-12)

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	AVG
HC	5347	5403									5375
FTE	5220.93	5281.24									5251.09
Annual Avg	5220.93	5251.09									
Budgeted FTE	5443.00	5443.00	5443.00	5443.00	5443.00	5443.00	5443.00	5443.00	5443.00	5443.00	

ENROLLMENT COMPARED TO LAST MONTH

	HEAD COUNT			FTE COUNT		
	Sep-25	Oct-25	Difference	Sep-25	Oct-25	Difference
Southworth	645	647	2	640.49	643.47	2.98
McKenna	350	362	12	348.03	360.40	12.37
Prairie	342	347	5	340.96	345.96	5.00
Fort Stevens	435	439	4	433.50	437.50	4.00
Mill Pond	339	343	4	338.02	342.02	4.00
Lackamas	283	285	2	281.10	283.16	2.06
YMS	684	682	-2	679.85	679.51	(0.34)
RMS	585	590	5	582.87	589.17	6.30
YHS	1570	1580	10	1465.19	1473.94	8.75
YES	108	110	2	104.92	108.11	3.19
SUB TOTAL	5341	5403	44	5220.93	5281.24	48.31
Gravity/Open Doors	6	18	12.00	6.00	18.00	12.00
Running Start	0	0	0	0.00	0.00	0.00
TOTAL	5616	5421	-195	5491.39	5299.24	(192.15)

ENROLLMENT COMPARED TO LAST YEAR

HEAD COUNT			FTE COUNT		
October-24	October-25	Difference	October-24	October-25	Difference
5798	5403	(395.00)	5599.72	5281.24	(318.48)

