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, November 20, 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
Education Staff Associates Excellence Award

B. Superintendent's Comments

C. Community Comments

A **3.** **School Board Minutes**
October 9, 2025 – Regular Board Meeting
October 23, 2025 – Regular Board Meeting

4. **New Business**

A **A. Individual Contracts**

1. New Hires
   Trysten Avega, YMS coach Assistant Wrestling
   Samantha Fisher, Transportation Bus Driver
   Braden Hill, YMS Coach Head Wrestling
   Robert Hill, YHS Coach Head Bowling
   Christopher Howard, FS OP V
   Ari Sommers, YHS SpEd Para 1:1
2. Leave of Absence

Nataly Green, PR SpEd Para	Student Teaching
Jacob Jansen, PR SpEd Para	Student Teaching
William Robb, Transportation Bus Driver	11/21/25-1/4/26

3. Resignations/Retirements/Terminations

Marcela de Souza, YHS Teacher World Language	Resignation
Sarah Hannah, RMS SpEd Para	Resignation
Sean Jordan, YMS Coach Assistant Wrestling	Resignation
Anthony Sexton, Food Service Cafeteria	Resignation

4. Staffing Changes
   Ryan Hominda, Coach Assnt B Basketball to Head B Basketball (YHS)
5. Stipends/Supplemental Contracts

A **B. Acceptance of Gifts**

Donor	Amount
Kona Ice, YHS Athletics	$523.77
Travelin' Tom's Coffee, YHS Athletics	$545.04
Yelm FFA Alumni, YHS FFA Nationals	$5,501.56
WA Cattlewomen Assoc., YHS FFA Nationals	$500.00

A **C. Continuous School Improvement Plans**

A **D. Policy Revisions**

Category	Policy Number and Title
Non-Substantive Revisions *Board approval is not required.*	2162 Procedure Education of Students with Disabilities under Section 504
	3122 Excused and Unexcused Absences
	3225 School-Based Threat Assessment

I/D **E. Policy Revisions and Replacements**

First Reading – for Review

Category	Policy Number and Title	Revision or Replacement
Critical	2161 Procedure Special Education and Related Services for Eligible Services	Revision
Critical	3143 Notification and Dissemination of Information Student Offenses	Revision
Critical	4260 Use of School Facilities	Revision
Critical	3207 Prohibition of Harassment, Intimidation	Revision
Critical	3207 Procedure	Revision
Important	2420 Grading and Progress Reports	Replacement
Important	2420 Procedure	Replacement
Critical	2020 Course Design, Selectin, and Adoption of Instructional Materials	Replacement
Critical	2020 Procedure	Replacement

I/D **F. Prairie Elementary Spotlight**

A **5. Vouchers and Payroll**

A.	General Fund	#70153106 – 70153249	$1,335,167.99
B.	ASB Fund	#70409968 - 70409983	$18,088.66
C.	Capital Projects Fund	#70501856 - 70501863	$118,430.47
D.	Comp Tax	#112300023 – 11230023	$727.10
E.	General ACH	#9000000006 - 9000000016	$1,016.96
F.	October Payroll		$6,477,146.77

A **6.** **Operations Report:**

Public Works:

Project #	Amount	Vendor / Reason
39.24	$63,615.77	Heath Northwest – Digital Reader board Upgrade – PR
102.24	$44,485.11	Hermanson Co LLP – Isolation Valves Installation – PR & FS
103.24	$88,413.59	Wayne's Roofing Inc - Portables 15, 16 & 17 Roof Replacement – YHS
105.24	$948,814.24	Wayne's Roofing Inc - Roof Replacement – MK
113.24	$106,960.92	Security Solutions NW - Security Camera Modifications, Replacements, & Additions – District Wide (RMS, MAINT, FS, SW, YHS, PR, MP)
127.24	$26,860.36	NWAP - Annual Gym Equipment Maintenance & Safety Inspection – YHS, RMS & YMS
129.24	$38,901.50	INSI, Inc. - Cabling for Internal Connections – YHS, YES, PR, FS, MP
139.24	$20,774.34	INSI, Inc. - Additional Circuit Installation for Reader Board – YMS
142.24	$1,839.60	Suppression System, Inc. - Agent Fire Systems Inspections & Cleaning – YMS & YHS
150.24	$7,003.74	Hermanson Co LLP - Low Temp Equipment Replacement YHS
154.24	$3,876.03	Hermanson Co LLP - Water Heater Slow Leak Troubleshoot/Repair – YHS
01.25	$4,517.94	Hermanson Co LLP - Preschool Bard Unit Replacement – PR
02.25	$2,912.22	Drain Pro - Septic Level Diagnostics/Repair Service Call – MK
03.25	$328.50	Washington Fire Protection - Troubleshooting Supervisory Alarms – SW
11.25	$696.42	INSI, Inc. - Stadium WAP Replacement – YHS
12.25	$1,473.96	INSI, Inc. - Commons WAP Installation – RMS
19.25	$1,337.51	Hermanson Co LLP - Outdoor Units Main PCB Boards Replacement – PR
20.25	$931.91	Hermanson Co LLP - Water Heater Slow Leak Piping Insulation – YHS
21.25	$873.81	SME Solutions, LLC - Diesel Pump Metering Diagnostics & Repair – TRANS
22.25	$3,806.75	Drain Pro - Emergency Sewer Pump & Repair – YMS
25.25	$2,145.21	Hermanson Co LLP - Walk in Cooler Condensing Unit Leak Repair – YMS
27.25	$602.25	Washington Fire Protection - Elevator Devices Shunt Trip Confidence Testing – SW
28.25	$383.25	Washington Fire Protection - Troubleshoot/Repair & Reset Lockdown Button System – RMS

I **7.** **Financial Reports**

No Report

I 8. Student Enrollment Report

Nov 2025	5391 HC	5268.07 FTE (186.25 < 5443.00)
Oct 2025	5403 HC	5281.24 FTE (191.92 < 5443.00)
Nov 2024	5577 HC	

I 9. Board Comments

I 10. Superintendent's Report

A 11. Adjourn

Next Board Meeting: December 18, 2025 – 6:00 p.m. – Regular Board Meeting
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, October 9, 2025

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

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

ADMINISTRATION PRESENT
Chris Clark, Curtis Cleveringa, Ali Jacobson, Felecia Stenbakken, 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

The Board received a presentation outlining recent policy revisions and the district's policy adoption process. Updates included new legislative requirements for the Oath of Office, as affirmed in House Bill 1296, which now requires board directors to swear an oath to both the U.S. and Washington State Constitutions before assuming duties.

Policies were categorized as **Critical**, **Important**, or **Discretionary** based on legal requirements, best practices, and local priorities.

The presentation also reviewed how additions and deletions are identified within policy documents.

Community Comments

Heather Warsaw presented comments.

NEW BUSINESS

INDIVIDUAL CONTRACTS – APPROVED

NEW HIRES	POSITION	EFFECTIVE
Jared Cullum	SW Paraeducator SPED LRC	9/29/2025
Bronte Hardison	SW Paraeducator Instructional	OYO Title/Lap 10/7/2025
Ashley Ilar	SW Paraeducator Instructional	OYO Title/Lap 9/17/2025
Brytin Powers	SW Paraeducator SPED SELF	9/29/2025
Kristi Struna	OSS Speech, Language Pathologist	10/1/2025

LEAVE OF ABSENCE
No Report

RESIGNATIONS / RETIREMENTS / TERMINATIONS

Jennifer Carrougher, Business Office CFO	Resignation 12/1/2025
Skylah Keeler, PR Paraeducator SPED 1:1	Resignation 9/23/2025

Sarah Karnuth, Transportation Bus Driver Resignation 9/30/2025
Heather Smith, RMS Paraeducator SPED Resignation 9/25/2025
M/Debbie Edwards; S/Bill Hauss; Motion carried unanimously.

ACCEPTANCE OF GIFTS - APPROVED
The Geo Group, YHS Girls Basketball $500.00
Brett Vanslyke, YHS CTE Auto ..... FMV $420.00
YHS Connects Booster, YHS Choir.....$7,519.00
M/Frank King; S/Debbie Edwards; Motion carried unanimously.

YAEOP SALARY SCHEDULE 2025-2026 - APPROVED
M/Frank King; S/Debbie Edwards; Motion carried unanimously.

YELM HIGH SCHOOL SPOTLIGHT
Yelm High School Principal Curtis Cleveringa, Assistant Principals Chris Clark and Ali Jacobson, and Dean of Students Felecia Stenbakken presented the 2025–26 School Improvement Plan, highlighting the school's continued focus on *Learning, Belonging,* and *Community.* He emphasized the importance of collaboration and trust—"walking together"—as the foundation for progress. Key areas of focus include improving attendance, strengthening Tier I instruction, enhancing student engagement, and supporting graduation and postsecondary pathways. Efforts to foster a sense of belonging center on building a culture of dignity, expanding student leadership opportunities, and celebrating achievements. Community goals emphasize two-way communication, shared ownership, and increased family partnership in student learning. The presentation concluded with an overview of upcoming leadership priorities.

YELM EXTENSION SCHOOL SPOTLIGHT
Principal Ali Jacobson and Dean of Students Felecia Stenbakken presented the 2025–26 School Improvement Plan for Yelm Extension School, outlining goals centered on *Learning, Belonging,* and *Community.* The school aims to increase the on-time graduation rate from 56% to at least 67% through personalized graduation plans, credit recovery, and academic advising. Efforts to strengthen belonging include fostering a culture of dignity and increasing student survey results measuring feelings of acceptance and inclusion. To enhance community connection, YES will focus on family engagement through monthly events and bi-weekly newsletters designed to build two-way communication and shared ownership in student success.

BOARD COMMENTS
The board members shared appreciation for the YHS and YES administrators for their presentations, the YHS choir for their performance, and Heather Warsaw for her thoughtful comments. They noted that transparency remains a frequent topic of discussion and emphasized that communication is a two-way process—the community must also be open to receiving information. Board members encouraged attendees to reach out with questions and to share with others that the board is approachable and available for conversation. They also reminded everyone that, as a school board, they are prohibited from endorsing any candidates. The board expressed appreciation to the YHS staff for their efforts and contributions.

Student Representatives shared that they are noticing differences with the new cell phone policy and acknowledged that it has been an adjustment for many students. They thanked Ms. Mathis for organizing the successful CARE Night event, expressed appreciation to the YHS choir and the booster organization for their ongoing support, and complimented the presenters for their excellent presentations.

SUPERINTENDENT'S REPORT

Superintendent Chris Woods reported on:
The Superintendent congratulated Southworth Assistant Principal Traci Schultz on being named Assistant Principal of the Year by the Washington Association of School Principals. He noted that the CARE event was a great success and well attended. He shared that he recently attended the Special Education Parent Advisory meeting and the YMS Booster Club meeting, both of which provided valuable engagement with families and the community. The Superintendent also thanked community member Shannon for reaching out with questions and emphasized his openness to meet with anyone at any time. He concluded by noting that his latest bus ride took him to Clearwood, where he rode the elementary and secondary routes.

ADJOURNMENT

The meeting was adjourned at 7:57 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, October 23, 2025

BOARD MEMBERS PRESENT

Debbie Edwards, Bill Hauss, Denise Hendrickson, Frank King
Excused - Casey Shaw

STUDENT REPRESENTATIVES

Sofie Miera, Rebecca Rankin, Cali Stein, Ayden Williams

ADMINISTRATION PRESENT

Holly Ackerman, Erin Bayer, Mark Bowden, Dee Dee Buckingham, Lisa Cadero-Smith, Curtis Cleveringa, Charles Cook, Lisa Crowell, Craig Curry, Kurt Fourre, Becky Fowler, Kendall McNutt, Teri Melone, Shannon Powell, Traci Schultz, Starla Watson, Chris Woods

CALLED TO ORDER

President Denise Hendrickson called the Regular Board Meeting to order at 6:00 p.m.

AUDIENCE

Board Recognition

Building Principals recognized the following individuals:

Instructional Excellence Award *Honoring teachers who elevate student learning through impactful instruction and foster classroom environments of dignity and belonging.*		
Elianne Fisher – YHS	Erin Baar – RMS	Philip Arnold - YMS
Jacqueline Gathany – FS	Kayla Mellema – LK	Mylisha Lanegan - MK
Mackenzie Dust – MP	Tabatha Nevy – PR	Jana Holterman - SW
Instructional Support Excellence Award *Honoring paraeducators who enhance student learning through impactful support and foster classroom environments of dignity and belonging.*		
Monica Allen – YHS	Nikita Little – RMS	Sean McKale - YMS
Mary Dewees – FS	Sonja Cox – LK	Kara Ravenscroft Ligman - MK
Jennifer Ryle – MP	Vivian Fulkerson – PR	Diane Neri - SW

Superintendent's Comments

The board received a presentation on enrollment trends in Yelm Community Schools compared to statewide data. The report highlighted the effects of COVID-19 on enrollment patterns, noting initial declines followed by gradual recovery. Yelm's enrollment growth has been slower than the state overall, with notable differences across grade levels. A key slide illustrated that the number of incoming kindergarten students continues to be lower than the number of graduating seniors, signaling a potential long-term decline in overall enrollment. The data will continue to be monitored to guide staffing, budgeting, and future planning decisions.

Dr. Lisa Cadero-Smith presented information on the upcoming Reconsideration of Materials for the district's Comprehensive Sexual Health Education curriculum. A review committee will be formed, including administrators, teachers, parents, and community members. The process will address

curriculum materials at both the middle and high school levels, while the elementary curriculum will move forward through a formal adoption process.

Community Comments
Heather Hadfield presented comments.

SCHOOL BOARD MINUTES - APPROVED
September 11, 2025 – Regular Board Meeting
September 25, 2025 – Regular Board Meeting
M/Debbie Edwards; S/Bill Hauss; Motion carried unanimously.

NEW BUSINESS
INDIVIDUAL CONTRACTS – APPROVED

New Hires		
Name	**Position**	**Effective Date**
Nicholas Bertoglio	Facilities, Evening Custodian	10/13/2025
Tannah Evans	OSS, BSA	10/14/2025 One Year Only
Kelli Fouts	OSS, BSA	10/20/2025 One Year Only
Esteban Gonzalez	YHS Coach Assistant Girls Wrestling	11/17/2025
Jamie King	MP Paraeducator SPED Program SELF	10/6/2025
Anthony Sexton	Food Service, Cafeteria Worker	10/15/2025
LEAVE OF ABSENCE		
Name	**Position**	**Effective Date**
No Report		
RESIGNATIONS/RETIREMENTS/TERMINATIONS		
Name	**Position**	**Effective Date**
Joshua Findley	Transportation Bus Driver	Resignation 10/8/2025
Averie Ford	YHS Coach Head Bowling	Resignation 10/10/2025
Kevin Forde-Nihipali	YHS Coach Head Boys Soccer	Resignation 9/1/2025
Jennifer Islao	SW Para SPED	Resignation 10/24/2025
STAFFING CHANGES		
Name	**From/To**	**Date**
Brenda Zigler	PR to MP	9/10/2025
STIPENDS/SUPPLEMENTAL CONTRACTS		
$9,047.04		

M/Bill Hauss; S/Frank King; Motion carried unanimously.

ACCEPTANCE OF GIFTS – APPROVED
WA Cattlewomen Assoc., YHS FFA..... $500.00
M/Frank King; S/Bill Hauss; Motion carried unanimously.

YCS COMPREHENSIVE PLAN FOR ADVANCED ACADEMICS - APPROVED
M/Debbie Edwards; S/Bill Hauss; Motion carried unanimously.

YCS MULTILINGUAL LEARNER PLAN 2025-26 – APPROVED
M/Debbie Edwards; S/Frank King; Motion carried unanimously.

RESOLUTION 01-25-26 CAPITAL FACILITIES PLAN – APPROVED
M/Bill Hauss; S/Frank King; Motion carried unanimously.

CTE PROGRAM PLAN AND PERKINS GRANT – APPROVED
M/Bill Hauss; S/Debbie Edwards; Motion carried unanimously.

VOUCHERS AND PAYROLL - APPROVED

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	$303.09
F.	September Payroll		$6,696,945.74

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

OPERATIONS UPDATE
The board received an update from the Director of Operations, Teri Melone. Facilities reported that the district is awaiting the OSPI grant determination for Yelm High School's indoor air quality (HVAC) improvements in the 400 building. Staff are also preparing a Washington State Department of Commerce Solar Grant application, due November 4, to seek funding for McKenna Elementary.

Food Service reported a decrease in meal applications, with 1,153 secondary students currently approved, down by 240 from the previous period. A total of 384 families have been notified of non-renewal, and that meal fees will now be charged. Negative balance reminders continue to be sent weekly.

The update also acknowledged National Bus Safety Week and recognized transportation staff for their continued focus on student safety.

Public Works: APPROVED

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

M/Frank King; S/Bill Hauss; Motion carried unanimously.

FINANCIAL REPORTS
No report.

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	

BOARD COMMENTS

Board members expressed appreciation for district staff, paraeducators, teachers, and all employees for their dedication and hard work. Acknowledgment was given to the principals for recognizing staff contributions, and members expressed understanding of the challenges educators face.

The board discussed community engagement and transparency, highlighting opportunities for parents to participate in reviewing curriculum, particularly the sex education materials. Members encouraged greater parent involvement in district activities and meetings.

Congratulations were extended to Southworth Assistant Principal Traci Schultz for being named Vice Principal of the Year. Board members commended the district's alignment of programs such as CTE, Multilingual Learner, and Advanced Academics with the strategic plan.

A student board representative's remarks were praised for reflecting the positive spirit of the district, with one member suggesting his statement be adopted as a motto emphasizing unity and teamwork.

Board members reaffirmed their gratitude to all staff who continue to serve Yelm Community Schools, noting the importance of every employee to student success. They closed their remarks by emphasizing the importance of maintaining a positive outlook and celebrating the good things happening across the district.

Student Representative Comments:

Student representatives shared their appreciation for the positive highlights throughout the meeting. They commended Yelm Community Schools for continuing to recognize and celebrate outstanding staff through the Instructional Excellence Awards, even during challenging times for the community. They expressed enthusiasm for district initiatives such as the Multilingual Learner Plan, Advanced Academics, and Career Exploration opportunities, noting how these programs benefit students from elementary through high school.

The students also praised the success of the CARE Night event and the district's continued focus on community involvement and optimism. One representative shared a personal connection with Ms. Fisher, their former ASL teacher, and reflected on the impact of seeing her recognized for her contributions. Student representatives noted the excitement, passion, and positivity demonstrated by presenters and staff throughout the evening's meeting.

SUPERINTENDENT'S REPORT

The Superintendent congratulated staff recognized during the meeting, noting that celebrating employees is one of the most enjoyable parts of board meetings. He expressed appreciation to the administrative team and the Office of Student Learning for their dedication to professional development and alignment with the district's strategic plan. Recent training focused on Tier 1 instruction and maintaining consistency and improvement across classrooms. He also thanked administrators, directors, and program leaders for their commitment and the significant behind-the-scenes work that supports schools and students, emphasizing the important role district office staff play in school success.

He highlighted recent and upcoming district activities, including the YHS cross-country league meet, the YHS volleyball game against Sumner, and a KING 5 news feature by Drew Mickelson

that covered the levy and included a visit to Mr. Means' middle school band class. The superintendent noted his upcoming monthly bus ride, a favorite opportunity to connect with students, and shared that several elementary and middle schools will host family-friendly Halloween events this week and next, inviting community participation and noting there will be plenty of candy to go around.

ADJOURNMENT – 8:10 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: November 20, 2025

NEW HIRES:

First Name	Last Name	Location	Title	Date	Comments
Trysten	Avega	Yelm MS	Coach-Assistant Wrestling	11/10/2025	
Samantha	Fisher	Transportation	Bus Driver	10/31/2025	
Braden	Hill	Yelm MS	Coach-Head Wrestling	11/10/2025	
Robert	Hill	Yelm HS	Coach-Head Bowling	11/3/2025	
Christopher	Howard	Ft Stevens	OP V	10/27/2025	
Ari	Sommers	Yelm HS	SpEd Para 1:1	10/20/2025	

LEAVES OF ABSENCE:

First Name	Last Name	Location	Title	Date	Comments
Nataly	Green	Prairie Elementary	SpEd Para	12/1/2025	Student Teaching 60 days
Jacob	Jansen	Prairie Elementary	SpEd Para	12/1/2025	Student Teaching 60 days
William	**Robb**	**Transportation**	**Bus Driver**	**11.21.2025-1.4.2026**	

RESIGNATIONS/RETIREMENTS/TERMINATIONS:

First Name	Last Name	Location	Title	Date	Comments
Marcela	de Souza	Yelm HS	Tch-World Language	11/14/2025	Resignation
Sarah	Hannah	RMS	SpEd Para	11/14/2025	Resignation
Sean	Jordan	Yelm MS	Coach-Assistant Wrestling	11/3/2025	Resignation
Anthony	Sexton	Food Servive	Cafeteria	11/21/2025	Resignation

STAFFING CHANGES:

First Name	Last Name	From	To	Date	Comments
Ryan	Hominda	Coach-Assnt Boys Basketabll	Coach-Head Boys Basketball	11/17/2025	Yelm HS

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

November 2025				
Name	***Location***	***Activity***	***Total Pay***	***Pay in***
Apgar, Sophia	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Beaudin, Timothy	Yelm HS	Coach-Head Boys Wrestling	$10,206.00	Nov 25-Feb 26
Bellard, Abby	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Castleberry-Taylor, Braden	Yelm HS	Coach-Strength & Conditioning	$3,999.00	Nov 25-Feb 26
Cook, Kaylee	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Fahoum, Kari	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Fossum, Michelle	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Hawkins, Jacqueline	Yelm MS	Coach-Assistant Girls Basketball	$3,706.00	Nov 25-Jan 26
Hill, Braden	Yelm MS	Coach-Head Wrestling	$4,115.00	Nov 25-Jan 26
Hill, Robert	Yelm HS	Coach-Head Bowling	$6,330.00	Nov 25-Aug 26
Holman, Michael	Yelm HS	Coach-Assistant Boys Wrestling	$6,330.00	Nov 25-Feb 26
Hume, Jeremiah	Yelm HS	Coach-Assistant Boys Wrestling	$7,113.00	Nov 25-Feb 26
Johnson, Kaycee	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Kerrigan, Christian	Ridgeline MS	Coach-Head Boys Soccer	$4,537.00	Nov 25-Jan 26
Lambert, Miranda	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Lawrence, Holley	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Leach, Marisol	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Lovato, Stacie	Yelm HS	Coach-Head Dance	$6,330.00	Nov 25-Feb 26
Macdonald, Andrew	Ridgeline MS	Coach-Assistant Girls Basketball	$4,456.00	Nov 25-Jan 26
McMurray, Kimberly	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Mintz, Lindsay	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Nolan, Jacob	Yelm HS	Coach-Assistant Boys Wrestling	$6,013.00	Nov 25-Feb 26
Pierson, Scott	Yelm HS	Pep Band	$1,880.00	Nov 25-Feb 26
Sharpe, Myesha	Office of Student Support	ESA National Certification	$3,000.00	Nov 25-Aug 26
Walton, Cortney	Yelm HS	Coach-Assistant Bowling	$5,063.00	Nov 25-Feb 26
Yenne, Lana	Yelm MS	Coach-Head Girls Basketball	$5,614.00	Nov 25-Jan 26
		TOTAL CERTIFICATED	**$111,692.00**	
Aalona, Thaddeus	Yelm HS	Coach-Assistant Boys Basketball	$6,013.00	Nov 25-Feb 26
Anderson, Melanie	Yelm HS	Coach-Assistant Dance	$5,063.00	Nov 25-Feb 26
Avega, Trysten	Yelm MS	Coach-Assistant Wrestling	$3,361.00	Nov 25-Jan 26
Diaz, Dennis	Yelm MS	Coach-Assistant Boys Soccer	$3,706.00	Nov 25-Jan 26
Elisalda, Jesse	Ridgeline MS	Coach-Assistant Boys Soccer	$3,530.00	Nov 25-Jan 26
Flores, Richard	Yelm HS	Coach-Assistant Boys Basketball	$6,663.00	Nov 25-Feb 26
Gonzalez, Esteban	Yelm HS	Coach-Assistant Girls Wrestling	$5,712.00	Nov 25-Feb 26
Harris, Caleb	Ridgeline MS	Coach-Assistant Wrestling	$3,201.00	Nov 25-Jan 26
Hawk, Benjamin	Yelm HS	Coach-Head Girls Wrestling	$7,807.00	Nov 25-Feb 26
Hominda, Ryan	Yelm HS	Coach-Head Boys Basketball	$7,807.00	Nov 25-Feb 26
Hummel, Madison	Yelm HS	Coach-Head Cheer	$6,663.00	Nov 25-Feb 26

Authorization to Pay Stipends/Supplemental Contracts

2025-26 School Year

Ingram, Jessica	Ridgeline MS	Coach-Head Girls Basketball	$4,764.00	Nov 25-Feb 26
Johnson, Jurell	Yelm HS	Coach-Assistant Boys Basketball	$5,712.00	Nov 25-Feb 26
Miskimens, Steven	Yelm HS	Coach-Head Girls Basketball	$7,807.00	Nov 25-Feb 26
Parker, Jeffrey	Ridgeline MS	Coach-Head Wrestling	$4,357.00	Nov 25-Jan 26
Perry, Philip	Yelm MS	Coach-Head Boys Soccer	$4,764.00	Nov 25-Jan 26
Sheehan, Dalton	Yelm HS	Coach-Assistant Girls Basketball	$5,712.00	Nov 25-Feb 26
Villeses, Kennedy	Yelm HS	Coach-Assistant Cheer	$4,810.00	Nov 25-Feb 26
		TOTAL CLASSIFIED	**$97,452.00**	
		GRAND TOTAL STIPENDS/SUPPLEMENTAL PAY	**$ 209,144.00**	

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: Chris Woods, Superintendent

DATE: November 20, 2025

SUBJECT: Donations

Donor	Items/Purpose	Amount
Kona Ice	YHS Athletics	$523.77
Travelin' Tom's Coffee	YHS Athletics	$545.04
Yelm FFA Alumni	YHS FFA Nationals	$5,501.56
WA Cattlewomen Assoc.	YHS FFA Nationals	$500.00

Consolidated School Improvement Plan 2025-26

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

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

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: FORT STEVENS ELEMENTARY	**Does your school share a building with another school?** Yes ☐ No **X** **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 4346	**Grade Span:** PreK-5 **School Type:** Public School
Principal: Lisa Crowell	**Building Enrollment:** 441 as of June 1, 2025 Count
School District: Yelm Community Schools	**F/R Percentage:** 51.7% as of June 1, 2025
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 22.9% as of June 1, 2025

Plan Date: Oct 17, 2025	

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

Tier 3 Compound

Mission Statement

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

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

STAFF MEMBERS	PARENT/COMMUNITY MEMBERS
Emily Walsh 5th grade	Mary Dewees para and community member
Kelley Hannifan LAP certificated	Crystal Leslie Kindergarten and parent
Tamara Gunstrom Special Education	Richard Allen Parent and community member
Brittany Meyer 4th grade and community member	Nikki Walters 2nd grade and community member
Erinn Lawson 3rd grade and community member	Kelly Sturts Title Certificated
Jessica Straus 1st grade	

Section 2: WSIF Cycle Identification and Report Card Data

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

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

Use the Washington State Report Card to complete the table.

Instructions

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification**	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**3.27**	**3.4**
Comprehensive Graduation Rate	**NA**	**NA**
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	4.05	5.85
Two or more races	4.80	2.80
White	4.35	2.90
English Learner	NA	1.73
Low Income	3.65	2.73
Special Education	1.85	1.48

Summary of Comprehensive Needs Assessment (CNA):

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

WSIF Data

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

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

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

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

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

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

CNA DATA Summary

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

   A strong majority of students feel like they belong at each school as measured by the district's Student Belonging Survey
   Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

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

   1. Chronic absenteeism across student groups
   2. Inconsistent Tier I instruction and variable MTSS implementation
   3. Disproportionalities in discipline referrals and access to academic/leadership enrichment
   4. Low family engagement in academic planning and student-led goal setting
   5. What disproportionalities exist among student groups?

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

   1. Uneven use of early warning systems and intervention protocols
   2. Gaps in differentiated instructional practices and staff training
   3. Limited access to co-curricular and extended learning supports
   4. Communication barriers between schools and families

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

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

1. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.
2. Strengthening Tier 1 Instruction and providing expanded Tier 2 opportunities will improve student learning outcomes.
3. Effective engagement with our school communities will improve student outcomes and increase available resources

5. How do identified needs impact each other?

   Absenteeism and lack of community engagement are linked to poor student outcomes.

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

   Short Term Goals: Absenteeism and Community Engagement
   Long Term Goals: Improvement of Tier 1 Instruction and expansion of Tier 2 opportunities.

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

   Addressing absenteeism will provide greater opportunities for students to learn. Effectively engaging our community will bring in desperately needed resources (passing a levy).

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

   The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

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

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

The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services.

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

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

Priority #1: Ensuring all students engage in rigorous, responsive learning that prepares them for IEP goal attainment and grade-level growth and proficiency.

Priority #2: Ensuring that every student learns in an environment where they are known, valued, and empowered to thrive.

Priority #3: Cultivating authentic partnerships and transparent communication systems that empower families and communities to co-lead student success.

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

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

SY 2025-2026 SMARTIE Goal #1: By June 2026**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2025 to spring 2026 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2	Math	aMath	8 pts
3	Math	aMath	5 pts
4	Math	aMath	4 pts
5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2	ELA	ORF	45 pts
3	ELA	ORF	41 pts
4	ELA	ORF	38 pts
2	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 7 pts 90%+ accuracy - 4 pts
3	ELA	ORF - Accuracy	90%+ (no regression)
4	ELA	ORF - Accuracy	90%+ (no regression)
5	ELA	aRead	7 pts

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

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

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

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

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

90% of students should make half of their targeted fall to spring growth as measured by district benchmark screening assessments.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Increase Student Attendance *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Teacher Survey Q Triggers Attendance tracker ITeam *What student groups will benefit and why?* All Student Groups	***What data will be collected to measure the impact of implementing this EBI?*** Chronic Absentee Rates Average Daily Attendance ***How will the impact on equitable learning or behavior change be measured?*** Chronic absentee and average attendance rates will be compared against SY2425 data	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Attendance OP, Counselor and Admin ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Attendance OP monitors daily and reports to Admin 2x/month Regularly by classroom teacher	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Improve Tier I Instruction Through Intentional Walkthroughs ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Teacher specific walk through form with feedback opportunities ***What student groups will benefit and why?*** All Students	***What data will be collected to measure the impact of implementing this EBI?*** Total minutes spent engaging in walkthroughs by education term. % of students meeting or exceeding standards on ELA, Math, and Science interim assessments. % of students meeting or exceeding standards on SBA/WCAS and district benchmarks. ***How will the impact on equitable learning or behavior change be measured?*** Impact will be measured by student progress in ELA and math on district BM/ curriculum-based assessments, Proficiency levels on SBA IABs and SBA.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administrators ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data for the walk throughs will be available at the end of each walk thru cycle via an email from the principal and reported out in staff meetings following the walk thru cycle.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Implement a Multi-Tiered System of Supports (MTSS) *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Use the Plan-Teach-Assess-Connect implementation with board adopted Tier 1, and 2 curriculum *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support. ***How will the impact on equitable learning or behavior change be measured?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All instructional staff ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data for the walk throughs will be available at the end of each walk thru cycle via an email from the principal and reported out in staff meetings following the walk thru cycle.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Increase Student Ownership of Learning *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Teacher specific commitments to how they are meeting this goal. *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting high engagement and ownership on student surveys ***How will the impact on equitable learning or behavior change be measured?*** By survey responses	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All instructional staff ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reported after the survey is administered	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2:

The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of ***Validated*** from 86% (baseline) to 90% by June 2026.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

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

The Student Belonging Survey is only administered fall and spring so there isn't a mid year.

What other metric might give insight into whether the school is on-track?

Observational data from classroom teachers, counselor and whole child facilitator. Student interviews done with a sample group of 5th graders mid-year with questions that focus on the domain of validation. These interviews would be done with the school counselor and the whole child facilitator in a small group setting.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Create Positive and Respectful School Environments (Cultures of Dignity). *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting feeling known, valued, and connected on the Spring Belonging Survey Office Referral Counts ***How will the impact on equitable learning or behavior change be measured?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All Staff ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Office referrals will be shared out at staff meetings monthly.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

SEL Alignment Agreements and teacher specific commitments. *What student groups will benefit from and why?* All Students	Comparing office referral rates to previous year by month. The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Expand Student Leadership, Creativity, and Recognition Activities *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* SOAR Student of the month- EAGLE Leaders Student morning announcers	***What data will be collected to measure the impact of implementing this EBI?*** Number and type of events showcasing student voice, creativity, recognition. *(focus is where students have a voice.)* ***How will the impact on equitable learning or behavior change be measured?*** Number and type of events	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Classroom teachers ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Student positive office referrals will be reported weekly via emails and/or shared in staff meetings monthly	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SOAR Leadership presentations at SOAR Assemblies monthly *What student groups will benefit from and why?* All Students				

SY 2025-2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

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

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

At Fort Stevens we would like to see an increase in parent volunteers, participation with our CSIP plan and our Title advisory committee.

The family survey is given only one time each year so there won't be a mid year data point.

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Increase Community Input and Shared Ownership *What resources will be used for implementation?*	***What data will be collected to measure the impact of implementing this EBI?*** The number of parents/guardians actively engaged in building leadership teams. Number of parent volunteers	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** CSIP/MTSS Team Title Advisory Committee Parent volunteers at school	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

(For example, professional development, extended time, curriculum, materials, etc.?) Family involvement and, *participation with our CSIP plan and our Title advisory committee.* *What student groups will benefit and why?* All students	Community satisfaction ratings related to engagement and partnership (via survey) *How will the impact on equitable learning or behavior change be measured?* By the number of parents actively involved on building leadership teams. Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.	*When will this EBI occur?* Throughout the school year *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Each meeting track attendance Track number of volunteers monthly		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **In**crease Inclusive Two-Way Communication *What resources will be used for implementation? (For example, professional*	*What data will be collected to measure the impact of implementing this EBI?* The number of reads for each school newsletter published-S'more *How will the impact on equitable learning or behavior change be measured?* The number of reads.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Classroom Teachers and Admin *When will this EBI occur?* At conference times *When or how often will progress be monitored or*	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

development, extended time, curriculum, materials, etc.?) **Teacher phone calls home** **Positive Office referrals** *What student groups will benefit and why?* **All Students**		*data reviewed? Be as specific as possible.* Teachers will submit the number of conferences that were attended at both fall and spring conferences. The principal will track the number of positive office referrals throughout the year.		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Increase Family Partnerships Supporting Student Learning *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	*What data will be collected to measure the impact of implementing this EBI?* Participation rates in student/parent conferences % Families reporting strong, supportive partnerships with their child's school (via survey) *How will the impact on equitable learning or behavior change be measured?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* MTSS Team, Title/LAP teams *When will this EBI occur?* During conference times and throughout the year *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Beginning of year and end of year	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Family Involvement Funds *What student groups will benefit and why?* All students, with a focus on those performing below grade level at conference time	By the number of participants at fall and spring conferences attending the Title/LAP event. By the number of Math and Reading bags requested by families.	Running count of math and reading bags checked out.		

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

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

   Click or tap here to enter text.

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

Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. NA - All elementary schools are schoolwide and have not been allocated any OSSI Grant funds for SY2526.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* PLCs -Late Start Wednesday
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Intervention teachers salaries
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Funds Not Available - limited to only Tier 3 Plus schools. YCS does not have any elementary schools in the Tier 3 Plus category.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Effective Tier 1 and Tier 2 Instruction PD
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* NA – Funds only available at the district level
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Funds will used to support the training and use of the digital intervention module within eduCLIMBER (data warehouse).
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.*

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
		LAP funds are used to provide intervention service staffing (certificated and classified) to support ELA and math instruction..
Local Funds	Local levy revenue may be combined in schoolwide programs.	Not available due to levy failure
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Not available to Tier 3 Compound status schools

Consolidated School Improvement Plan 2025-26

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

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

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: LACKAMAS ELEMENTARY	**Does your school share a building with another school?** Yes ☐ No **X** **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 5018	**Grade Span:** PreK-5 **School Type:** Public School
Principal: Starla Watson	**Building Enrollment:** 279 as of June 1, 2025 Count
School District: Yelm Community Schools	**F/R Percentage:** 46% as of June 1, 2025

Board Approval Date: Tentative November 20, 2025	**Special Education Percentage:** 23.7% as of June 1, 2025
Plan Date: 08/19/2025	

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

Foundational

Mission Statement

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

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

STAFF MEMBERS	PARENT/COMMUNITY MEMBERS
Hannah Smith-Morgan- K-3 Intervention Specialist Krishanna Armstrong- 5th Grade Teacher Thomas Albertson- Music Specialist Tanja Myers- PK SPED Teacher Tara Longfellow- SPED Teacher	We are working on this.

Section 2: WSIF Cycle Identification and Report Card Data

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

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

Use the Washington State Report Card to complete the table.

Instructions

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification**	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**3.27**	**2.28**
Comprehensive Graduation Rate	**NA**	**NA**
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	5.83	4.33
Two or more races	3.42	NA
White	3.27	2.28
English Learner	NA	NA
Low Income	2.68	2.08
Special Education	2.38	1.83

Summary of Comprehensive Needs Assessment (CNA):

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

WSIF Data

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

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

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

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

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

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

CNA DATA Summary

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

   A strong majority of students feel like they belong at each school as measured by the district's Student Belonging Survey
   Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

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

   1. Chronic absenteeism across student groups
   2. Inconsistent Tier I instruction and variable MTSS implementation
   3. Disproportionalities in discipline referrals and access to academic/leadership enrichment
   4. Low family engagement in academic planning and student-led goal setting
   5. What disproportionalities exist among student groups?

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

   1. Uneven use of early warning systems and intervention protocols
   2. Gaps in differentiated instructional practices and staff training
   3. Limited access to co-curricular and extended learning supports
   4. Communication barriers between schools and families

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

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

1. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.
2. Strengthening Tier 1 Instruction and providing expanded Tier 2 opportunities will improve student learning outcomes.
3. Effective engagement with our school communities will improve student outcomes and increase available resources

5. How do identified needs impact each other?

   Absenteeism and lack of community engagement are linked to poor student outcomes.

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

   Short Term Goals: Absenteeism and Community Engagement
   Long Term Goals: Improvement of Tier 1 Instruction and expansion of Tier 2 opportunities.

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

   Addressing absenteeism will provide greater opportunities for students to learn. Effectively engaging our community will bring in desperately needed resources (passing a levy).

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

   The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

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

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

The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services.

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

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

Priority #1: Ensuring all students engage in rigorous, responsive learning that prepares them for IEP goal attainment and grade-level growth and proficiency.

Priority #2: Ensuring that every student learns in an environment where they are known, valued, and empowered to thrive.

Priority #3: Cultivating authentic partnerships and transparent communication systems that empower families and communities to co-lead student success.

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

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

SY 2025-2026 SMARTIE Goal #1: By June 2026**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2025 to spring 2026 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2	Math	aMath	8 pts
3	Math	aMath	5 pts
4	Math	aMath	4 pts
5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2	ELA	ORF	45 pts
3	ELA	ORF	41 pts
4	ELA	ORF	38 pts
2	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 7 pts 90%+ accuracy - 4 pts
3	ELA	ORF - Accuracy	90%+ (no regression)
4	ELA	ORF - Accuracy	90%+ (no regression)
5	ELA	aRead	7 pts

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

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

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

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

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

90% of students should make half of their targeted fall to spring growth as measured by district benchmark screening assessments.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Attendance** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **Teacher Survey** **Q Triggers** **Attendance tracker** **ITeam** *What student groups will benefit and why?* All Student Groups	***What data will be collected to measure the impact of implementing this EBI?*** Chronic Absentee Rates Average Daily Attendance ***How will the impact on equitable learning or behavior change be measured?*** Chronic absentee and average attendance rates will be compared against SY2425 data	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Healthroom assistant, counselor, Admin ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** 2x/month Regularly by classroom teacher	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Improve Tier I Instruction Through Intentional Walkthroughs** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **Teacher specific walk through form with feedback opportunities** *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** Total minutes spent engaging in walkthroughs by education term. % of students meeting or exceeding standards on ELA, Math, and Science interim assessments. % of students meeting or exceeding standards on SBA/WCAS and district benchmarks. ***How will the impact on equitable learning or behavior change be measured?*** Impact will be measured by student progress in ELA and math on district BM/ curriculum-based assessments, Proficiency levels on SBA IABs and SBA.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administrators ***When will this EBI occur?*** Weekly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data for the walk throughs will be available at the end of each week and reported to staff for reflection within the weekly staff news. We will reflect bimonthly at our data meetings.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implement a Multi-Tiered System of Supports (MTSS)** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **Use the Plan-Teach-Assess-Connect implementation with board adopted Tier 1, and 2 curriculum** *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support. ***How will the impact on equitable learning or behavior change be measured?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All instructional staff ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data for the walk throughs (connected to MTSS and teacher specific) will be available at the end of each week and reported to staff for reflection within the weekly staff news. We will reflect bimonthly at our data meetings.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Ownership of Learning** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **Teacher specific commitments to how they are meeting this goal.** ***What student groups will benefit and why?*** All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting high engagement and ownership on student surveys ***How will the impact on equitable learning or behavior change be measured?*** By survey responses	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All instructional staff ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data for the walk throughs (connected to MTSS and teacher specific) will be available at the end of each week and reported to staff for reflection within the weekly staff news. We will reflect bimonthly at our data meetings.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2:

The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of ***Appreciated*** from 76% (Spring 2025) to 85% by June 2026.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

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

The Student Belonging Survey is only administered fall and spring so there isn't a mid year.

What other metric might give insight into whether the school is on-track?

Discipline Data

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Create Positive and Respectful School Environments (Cultures of Dignity)**. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)***	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting feeling known, valued, and connected on the Spring Belonging Survey Office Referral Counts ***How will the impact on equitable learning or behavior change be measured?*** Comparing office referral rates to previous year by month.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All staff ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be shared out in our Staff News each week.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

SEL Alignment Agreements and teacher specific commitments. *What student groups will benefit from and why?* All Students	The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Expand Student Leadership, Creativity, and Recognition Activities** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **Student of the month- student voted by characteristic** **Student initiated positive office referrals**	***What data will be collected to measure the impact of implementing this EBI?*** Number and type of events showcasing student voice, creativity, recognition. *(focus is where students have a voice.)* ***How will the impact on equitable learning or behavior change be measured?*** Number and type of events	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Classroom teachers ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Student positive office referrals will be reported weekly in staff news.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What student groups will benefit from and why? All Students				

SY 2025-2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

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

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

Lackamas would like to see an increase in the number of families involved in their CSIP/MTSS team and TItle Advisory Committee

The family survey is given only one time each year so there won't be a mid year data point.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Community Input and Shared Ownership** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **Family involvement in CSIP/MTSS Team**	***What data will be collected to measure the impact of implementing this EBI?*** The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members. Community satisfaction ratings related to engagement and partnership (via survey) ***How will the impact on equitable learning or behavior change be measured?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** CSIP/Mtss Team Title Advisory Committee ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Each meeting attendance	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

involvement and Advisory Committee attendance. *What student groups will benefit and why?* All students	There are an increasing number of unique parents actively involved on building leadership teams. Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Inclusive Two-Way Communication** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **Positive Office referral with a question embedded** **Teacher phone calls home**	***What data will be collected to measure the impact of implementing this EBI?*** The number of reads for each school newsletter published-S'more ***How will the impact on equitable learning or behavior change be measured?*** The number of reads.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Classroom Teachers and Admin ***When will this EBI occur?*** At conference times ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Teachers will keep a roster and Principal will ask in emails.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What student groups will benefit and why? All Students				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Family Partnerships Supporting Student Learning** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* **Principal Shadow/Classroom Visits form embedded into news letter monthly** *What student groups will benefit and why?*	***What data will be collected to measure the impact of implementing this EBI?*** Participation rates in student/parent conferences % Families reporting strong, supportive partnerships with their child's school (via survey) ***How will the impact on equitable learning or behavior change be measured?*** By the number of participants	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Admin ***When will this EBI occur?*** 2 Advisory meetings/ 1 per semester 3 CSIP/MTSS meetings per year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** After each meeting	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

All students, with a focus on those performing below grade level at conference time				

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. NA - All elementary schools are schoolwide and have not been allocated any OSSI Grant funds for SY2526.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* PLCs -Late Start Wednesday
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Click or tap here to enter text.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Funds Not Available - limited to only Tier 3 Plus schools. YCS does not have any elementary schools in the Tier 3 Plus category.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Effective Tier 1 and Tier 2 Instruction PD
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop*

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

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

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

Consolidated School Improvement Plan 2025-26

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

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

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data		
Building Name: McKENNA ELEMENTARY		**Does your school share a building with another school?** Yes ☐ No **X** **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 2260		**Grade Span:** PreK-5 **School Type:** Public School
Principal: Jodi Jarmin		**Building Enrollment:** 396 as of June 1, 2025 Count
School District: Yelm Community Schools		**F/R Percentage:** 48.9% as of June 1, 2025

Board Approval Date: Tentative November 20, 2025		**Special Education Percentage:** 21.2% as of June 1, 2025
Plan Date: October 31, 2025		

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

Foundational

Mission Statement

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

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

STAFF MEMBERS		PARENT/COMMUNITY MEMBERS
Jodi Jarmin-Principal	Autumn Fisher-2nd Grade	Kayla Willis-Booster Club President/Parent
Laura Brewer-5th Grade	Jamie Jackson-Kinder	Nicole Cross-Booster Club Vice President/Parent
Kailee Houlihan-3rd Grade	Liann Arnold-Title/LAP	
Cassie Rories-4th Grade	Mylisha Lanegan-SPED	

Kelsie McCafferty3rd Grade	

Section 2: WSIF Cycle Identification and Report Card Data

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

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

Use the Washington State Report Card to complete the table.

Instructions

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification**	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**8.48**	**8.1**
Comprehensive Graduation Rate	**NA**	**NA**
Student Group		

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	7.4	7.10
Two or more races	7.85	5.68
White	8.68	8.33
English Learner	NA	NA
Low Income	7.83	7.68
Special Education	2.93	4.43

Summary of Comprehensive Needs Assessment (CNA):

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

WSIF Data

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

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

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

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

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

CNA DATA Summary

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

   A strong majority of students feel like they belong at each school as measured by the district's Student Belonging Survey
   Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

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

   1. Chronic absenteeism across student groups
   2. Inconsistent Tier I instruction and variable MTSS implementation
   3. Disproportionalities in discipline referrals and access to academic/leadership enrichment
   4. Low family engagement in academic planning and student-led goal setting
   5. What disproportionalities exist among student groups?

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

   1. Uneven use of early warning systems and intervention protocols
   2. Gaps in differentiated instructional practices and staff training

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

3. Limited access to co-curricular and extended learning supports
4. Communication barriers between schools and families

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

    1. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.
    2. Strengthening Tier 1 Instruction and providing expanded Tier 2 opportunities will improve student learning outcomes.
    3. Effective engagement with our school communities will improve student outcomes and increase available resources

5. How do identified needs impact each other?

    Absenteeism and lack of community engagement are linked to poor student outcomes.

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

    Short Term Goals: Absenteeism and Community Engagement
    Long Term Goals: Improvement of Tier 1 Instruction and expansion of Tier 2 opportunities.

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

    Addressing absenteeism will provide greater opportunities for students to learn. Effectively engaging our community will bring in desperately needed resources (passing a levy).

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

    The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

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

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

The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services.

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

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

Priority #1: Ensuring all students engage in rigorous, responsive learning that prepares them for IEP goal attainment and grade-level growth and proficiency.

Priority #2: Ensuring that every student learns in an environment where they are known, valued, and empowered to thrive.

Priority #3: Cultivating authentic partnerships and transparent communication systems that empower families and communities to co-lead student success.

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

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

SY 2025-2026 SMARTIE Goal #1: By June 2026**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2025 to spring 2026 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2	Math	aMath	8 pts
3	Math	aMath	5 pts
4	Math	aMath	4 pts
5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2	ELA	ORF	45 pts
3	ELA	ORF	41 pts
4	ELA	ORF	38 pts
2	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 7 pts 90%+ accuracy - 4 pts
3	ELA	ORF - Accuracy	90%+ (no regression)
4	ELA	ORF - Accuracy	90%+ (no regression)
5	ELA	aRead	7 pts

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

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

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

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

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

90% of students should make half of their targeted fall to spring growth as measured by district benchmark screening assessments.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Attendance** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Weekly attendance Challenge for the whole school and posted in the school for staff and students to see the grade level percentage. The school goal is 95% overall attendance. Bi-weekly attendance meetings with attendance/health clerk to check in on students and to	***What data will be collected to measure the impact of implementing this EBI?*** Chronic Absentee Rates Average Daily Attendance ***How will the impact on equitable learning or behavior change be measured?*** Chronic absentee and average attendance rates will be compared against SY2425 data	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The principal and attendance clerk ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reviewed bi-weekly by the principal and the attendance clerk throughout the year. .	*What impact is evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

send home letters as needed or contact parents as needed to provide support for students. Provide incentive based jobs/ opportunities at school that would encourage students to want to be at school as opposed to missing school such as leadership roles, weekly roles in the lunchroom, classroom jobs, mentoring roles, etc. ***What student groups will benefit and why?*** All Student Groups				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Improve Tier I Instruction Through Intentional Walkthroughs** *What resources will be used for implementation? (For example, professional*	***What data will be collected to measure the impact of implementing this EBI?*** Total minutes spent engaging in walkthroughs by education term. % of students meeting or exceeding standards on ELA, Math, and Science interim assessments.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administrators ***When will this EBI occur?*** Throughout the year and through formal observations by the principal.. ***When or how often will progress be monitored or***	*What impact is evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

development, extended time, curriculum, materials, etc.?) Data meetings, PLC time, whole group staff meetings, Collaborative professional development for progress monitoring of our Tier 1 instruction, inclusive schooling PD, ***What student groups will benefit and why?*** All Students	% of students meeting or exceeding standards on SBA/WCAS and district benchmarks. ***How will the impact on equitable learning or behavior change be measured?*** Impact will be measured by student progress in ELA and math on district BM/ curriculum-based assessments, Proficiency levels on SBA IABs and SBA.	***data reviewed? Be as specific as possible.*** Data will be reviewed every two weeks through our data meetings with our K-2 and 3-5 teams. Also, we will have a mid-year review of our data with our grade level teams and discuss our work and make adjustments as needed in order to go forward. We will also continuously make adjustments every six weeks with our groups within the classroom to move students as needed and instruction will be adjusted based on feedback from walkthroughs, formal observations and informal conversations for the need of students.		

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implement a Multi-Tiered System of Supports (MTSS)** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Grade level Meetings that will meet every six weeks- teachers will use a google form that was created so that all information can be collected on students that need to be discussed. The information from the google form will be transferred into a google sheet so information can be easily looked at once we meet as a team. Teachers and Principal will discuss the concerns and devise a plan of action to support the	***What data will be collected to measure the impact of implementing this EBI?*** % of students showing academic growth during the intervention period disaggregated by student groups receiving additional support. ***How will the impact on equitable learning or behavior change be measured?*** % of students showing academic growth during the intervention period disaggregated by student groups receiving additional support.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal, grade-level teams, CSIP team ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** **Progress monitoring for students will occur every week for the students in the intensive range of learning, every two weeks for students who are in the strategic range of learning, and once a month for students who are sitting in the benchmark/advanced range of learning.**	*What impact is evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

students.brought up to the MTSS. If the student or students have already been brought up prior and it has been documented through this process, we will make the determination to move the student to an I-Team meeting. *What student groups will benefit and why?* All Students				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Ownership of Learning** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* *What student groups will benefit and why?*	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting high engagement and ownership on student surveys ***How will the impact on equitable learning or behavior change be measured?*** By survey responses	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal, grade-level teachers, LAP/Title teacher, LRC teacher, Paraeducators ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Every two weeks during our data meetings and then during our MOY meetings, and EOY meetings.	*What impact is evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

All Students				

SY 2025-2026 SMARTIE Goal #2:

The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of ***feeling appreciated*** from 3.5% (baseline) to 3.7% by June 2026.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ****Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

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

The Student Belonging Survey is only administered fall and spring so there isn't a mid year.

What other metric might give insight into whether the school is on-track?

Provide our own belonging survey put out by our student leadership team mid year

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Create Positive and Respectful School**	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting feeling known, valued, and connected on the Spring Belonging Survey	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal, grade-level teachers, CSIP team ***When will this EBI occur?*** Monthly	***What impact is evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Environments (Cultures of Dignity). *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** *What student groups will benefit from and why?* All Students	Office Referral Counts ***How will the impact on equitable learning or behavior change be measured?*** Comparing office referral rates to previous year by month. The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities	***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Mid-year and end of year		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Expand Student Leadership, Creativity, and Recognition Activities** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)***	***What data will be collected to measure the impact of implementing this EBI?*** Number and type of events showcasing student voice, creativity, recognition. *(focus is where students have a voice.)* ***How will the impact on equitable learning or behavior change be measured?*** Number and type of events	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** CSIP team ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Mid and end of year	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Leadership group-4th and 5th grade School-wide jobs for K-5 Mentoring opportunities for students K-5 Buddy rooms for K-5 Booster Club events that incorporate student involvement Leadership PAWS to students from students ***What student groups will benefit from and why?*** All Students				

SY 2025-2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

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

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

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

The family survey is given only one time each year so there won't be a mid year data point.

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

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

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

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Community Input and Shared Ownership** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Building Newsletters, Reader board, Social Media, Teacher Newsletters, Inside School Monitor *What student groups will benefit and why?* All students	***What data will be collected to measure the impact of implementing this EBI?*** The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members. Community satisfaction ratings related to engagement and partnership (via survey) ***How will the impact on equitable learning or behavior change be measured?*** There are an increasing number of unique parents actively involved in building leadership teams. Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal, staff, CSIP team ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Middle and End of year data through the Student and Family Surveys.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Inclusive Two-Way Communication** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Phone calls, emails, School newsletters, social media, teacher newsletters, positive office referrals, inside school monitor *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** The number of reads for each school newsletter published-S'more ***How will the impact on equitable learning or behavior change be measured?*** The number of reads.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal, CSIP team ***When will this EBI occur?*** At conference times ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** End of year family surveys	***What impact is evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Family Partnerships Supporting Student Learning** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Family newsletters, Social media, teacher newsletters, reader board, emails, phone calls, *What student groups will benefit and why?* All students, with a focus on those performing below grade level at conference time	***What data will be collected to measure the impact of implementing this EBI?*** Participation rates in student/parent conferences % Families reporting strong, supportive partnerships with their child's school (via survey) ***How will the impact on equitable learning or behavior change be measured?*** By the number of participants	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal, staff, CSIP team ***When will this EBI occur?*** End of year data analysis ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** End of year data analysis	*What impact is evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. NA - All elementary schools are schoolwide and have not been allocated any OSSI Grant funds for SY2526.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* PLCs -Late Start Wednesday
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Support the staffing of intervention specialists
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Funds Not Available - limited to only Tier 3 Plus schools. YCS does not have any elementary schools in the Tier 3 Plus category.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Effective Tier 1 and Tier 2 Instruction PD
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop*

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

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

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

Consolidated School Improvement Plan 2025-26

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

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

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: MILL POND ELEMENTARY	**Does your school share a building with another school?** Yes ☐ No **X** **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 4451	**Grade Span:** PreK-5 **School Type:** Public Schools
Principal: Rebecca Fowler	**Building Enrollment:** 376 as of June 1, 2025 Count
School District: Yelm Community Schools	**F/R Percentage:** 46.1% as of June 1, 2025
Board Approval Date: Tentative November 20, 2025	**Special Education Percentage:** 25.5% as of June 1, 2025

Plan Date: 10/24/2025	

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

Foundational

Mission Statement

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

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

STAFF MEMBERS	PARENT/COMMUNITY MEMBERS
Megan Wolfe	Alanna Blankenship (awaiting confirmation)
Sarah Fisk	Scott Cole
TBD	TBD

Section 2: WSIF Cycle Identification and Report Card Data

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

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

Use the Washington State Report Card to complete the table.

Instructions

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification** Choose an item.	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**8.73**	**8.05**
Comprehensive Graduation Rate	**NA**	**NA**
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	7.4	7.20

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Two or more races	9.15	8.55
White	8.53	8.33
English Learner	NA	NA
Low Income	7.83	7.40
Special Education	5.78	5.25

Summary of Comprehensive Needs Assessment (CNA):

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

WSIF Data

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

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

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

Note: If you are a school identified as Tier 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data used for your identification: (Academic Achievement (ELA and Math Proficiency),

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

Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

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

CNA DATA Summary

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

   A strong majority of students feel like they belong at each school as measured by the district's Student Belonging Survey
   Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

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

   1. Chronic absenteeism across student groups
   2. Inconsistent Tier I instruction and variable MTSS implementation
   3. Disproportionalities in discipline referrals and access to academic/leadership enrichment
   4. Low family engagement in academic planning and student-led goal setting
   5. What disproportionalities exist among student groups?

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

   1. Uneven use of early warning systems and intervention protocols
   2. Gaps in differentiated instructional practices and staff training
   3. Limited access to co-curricular and extended learning supports
   4. Communication barriers between schools and families

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

   1. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.

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

2. Strengthening Tier 1 Instruction and providing expanded Tier 2 opportunities will improve student learning outcomes.
3. Effective engagement with our school communities will improve student outcomes and increase available resources

5. How do identified needs impact each other?

   Absenteeism and lack of community engagement are linked to poor student outcomes.

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

   Short Term Goals: Absenteeism and Community Engagement
   Long Term Goals: Improvement of Tier 1 Instruction and expansion of Tier 2 opportunities.

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

   Addressing absenteeism will provide greater opportunities for students to learn. Effectively engaging our community will bring in desperately needed resources (passing a levy).

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

   The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

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

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

The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services.

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

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

Priority #1: Ensuring all students engage in rigorous, responsive learning that prepares them for IEP goal attainment and grade-level growth and proficiency.

Priority #2: Ensuring that every student learns in an environment where they are known, valued, and empowered to thrive.

Priority #3: Cultivating authentic partnerships and transparent communication systems that empower families and communities to co-lead student success.

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

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

SY 2025-2026 SMARTIE Goal #1: By June 2026**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2025 to spring 2026 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2	Math	aMath	8 pts
3	Math	aMath	5 pts
4	Math	aMath	4 pts
5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2	ELA	ORF	45 pts
3	ELA	ORF	41 pts
4	ELA	ORF	38 pts
2	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 7 pts 90%+ accuracy - 4 pts
3	ELA	ORF - Accuracy	90%+ (no regression)
4	ELA	ORF - Accuracy	90%+ (no regression)
5	ELA	aRead	7 pts

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

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

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

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

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

90% of students should make half of their targeted fall to spring growth as measured by district benchmark screening assessments.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Attendance** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Intentional communication with families (contact from office and classroom teacher) Attendance contracts Recognition of positive student attendance Student specific plans for struggling students	***What data will be collected to measure the impact of implementing this EBI?*** Chronic Absentee Rates Average Daily Attendance ***How will the impact on equitable learning or behavior change be measured?*** Chronic absentee and average attendance rates will be compared against SY2425 data	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Front Office staff and classroom teachers ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly attendance meeting	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What student groups will benefit and why? All Student Groups				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Improve Tier I Instruction Through Intentional Walkthroughs** ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Quarterly data meetings with Lap and Title by grade level *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** Total minutes spent engaging in walkthroughs by education term. % of students meeting or exceeding standards on ELA, Math, and Science interim assessments. % of students meeting or exceeding standards on SBA/WCAS and district benchmarks. ***How will the impact on equitable learning or behavior change be measured?*** Impact will be measured by student progress in ELA and math on district BM/	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administrators ***When will this EBI occur?*** MTSS rotations, data meetings quarterly, weekly grade level data review in PLC groups ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** MTSS rotations, data meetings quarterly, weekly grade level data review in PLC groups	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

	curriculum-based assessments, Proficiency levels on SBA IABs and SBA.			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implement a Multi-Tiered System of Supports (MTSS)** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Quarterly assessment data, classroom date (observations, behavior charts, teacher collected data) ***What student groups will benefit and why?*** All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support. ***How will the impact on equitable learning or behavior change be measured?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Grade level teams, Lap and Title teachers, Building Psych and Building Counselor ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** 6-week cycles for team-shared data with follow-up iTeam meetings scheduled by building admin	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Ownership of Learning** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Classroom data including district and benchmark assessments, student survey results *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting high engagement and ownership on student surveys ***How will the impact on equitable learning or behavior change be measured?*** By survey responses	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building admin ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** In MTSS cycles every 6 weeks, and with district surveys. Student attendance at evening events and the foundation of a leadership program that is student-centered.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2:

The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of ***Overall Sense of Belonging (3 of 4 pillars)*** from 86% (baseline) to 90% by June 2026.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ****Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

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

The Student Belonging Survey is only administered fall and spring so there isn't a mid year.

What other metric might give insight into whether the school is on-track?

Additional opportunities for student feedback

Teacher feedback

Parent input/feedback (quarterly parent nights and daily communication)

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Create Positive and Respectful School Environments (Cultures of Dignity)**. *What resources will be used for implementation? (For example, professional development, extended*	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting feeling known, valued, and connected on the Spring Belonging Survey Office Referral Counts ***How will the impact on equitable learning or behavior change be measured?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All staff and parents ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** District survey data 2xs annually	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

time, curriculum, materials, etc.?) District survey, teacher reported data ***What student groups will benefit from and why?*** All Students	Comparing office referral rates to previous year by month. The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Expand Student Leadership, Creativity, and Recognition Activities** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Admin and building staff *What student groups will benefit from and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** Number and type of events showcasing student voice, creativity, recognition. *(focus is where students have a voice.)* ***How will the impact on equitable learning or behavior change be measured?*** Number and type of events	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All staff ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

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

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

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

The family survey is given only one time each year so there won't be a mid year data point. Would hope to see increased engagement in leadership activities as they are available to students and attendance in out of school events.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Community Input and Shared Ownership** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Feedback from parents on survey, attendance at school events, communication with parents	***What data will be collected to measure the impact of implementing this EBI?*** The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members. Community satisfaction ratings related to engagement and partnership (via survey) ***How will the impact on equitable learning or behavior change be measured?*** There are an increasing number of unique parents actively involved on building leadership teams.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** District staff and Booster Club ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Quarterly review of survey information and event attendance. Admin to host 2 parent night Q7A throughout year (fall and spring)	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

What student groups will benefit and why? All students	Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Inclusive Two-Way Communication** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* District survey results, parent feedback, PLC time to review data *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** The number of reads for each school newsletter published-S'more ***How will the impact on equitable learning or behavior change be measured?*** The number of reads.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Led by building admin, supported by staff and Booster Club ***When will this EBI occur?*** At conference times ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Fall, spring and end of year	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Family Partnerships Supporting Student Learning** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Open communication with parents increases parent volunteers. Hosting event in the fall and in the spring to hear parent concerns and share building data *What student groups will benefit and why?* All students, with a focus on those performing below grade level at conference time	***What data will be collected to measure the impact of implementing this EBI?*** Participation rates in student/parent conferences % Families reporting strong, supportive partnerships with their child's school (via survey) ***How will the impact on equitable learning or behavior change be measured?*** By the number of participants	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Led by building admin and supported by staff and Booster Club ***When will this EBI occur?*** All year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Fall, spring and end of year	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. NA - All elementary schools are schoolwide and have not been allocated any OSSI Grant funds for SY2526.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* PLCs -Late Start Wednesday
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Title I funds are used for intervention staff and family engagement activities
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Funds Not Available - limited to only Tier 3 Plus schools. YCS does not have any elementary schools in the Tier 3 Plus category.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Effective Tier 1 and Tier 2 Instruction PD
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop*

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

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

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

Consolidated School Improvement Plan 2025-26

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

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

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: PRAIRIE ELEMENTARY	**Does your school share a building with another school?** Yes ☐ No **X** **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 4224	**Grade Span:** PreK-5 **School Type:** Public Schools
Principal: Holly Ackerman	**Building Enrollment:** 419 as of June 1, 2025 Count
School District: Yelm Community Schools	**F/R Percentage:** 41.3% as of June 1, 2025
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 25.6% as of June 1, 2025

Plan Date: October 17, 2025	

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

Tier 3 Compound

Mission Statement

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

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

STAFF MEMBERS	PARENT/COMMUNITY MEMBERS
Erika Morisset Title Teacher	Willow Warlitner parent
Brook Adams LAP Teacher	Shana Bradley parent
Kara Clary Music Teacher	Lisa Thomas parent
	Abby Evatt para and parent

Section 2: WSIF Cycle Identification and Report Card Data

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

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

Use the Washington State Report Card to complete the table.

Instructions

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification** Choose an item.	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**6.23**	**4.85**
Comprehensive Graduation Rate	**NA**	**NA**
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	3.20	3.03
Two or more races	NA	NA
White	7.23	5.83
English Learner	NA	NA
Low Income	4.85	3.85
Special Education	1.55	1.93

Summary of Comprehensive Needs Assessment (CNA):

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

WSIF Data

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

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

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

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

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

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

CNA DATA Summary

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

   A strong majority of students feel like they belong at each school as measured by the district's Student Belonging Survey
   Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

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

   1. Chronic absenteeism across student groups
   2. Inconsistent Tier I instruction and variable MTSS implementation
   3. Disproportionalities in discipline referrals and access to academic/leadership enrichment
   4. Low family engagement in academic planning and student-led goal setting
   5. What disproportionalities exist among student groups?

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

   1. Uneven use of early warning systems and intervention protocols
   2. Gaps in differentiated instructional practices and staff training
   3. Limited access to co-curricular and extended learning supports
   4. Communication barriers between schools and families

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

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

1. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.
2. Strengthening Tier 1 Instruction and providing expanded Tier 2 opportunities will improve student learning outcomes.
3. Effective engagement with our school communities will improve student outcomes and increase available resources

5. How do identified needs impact each other?

   Absenteeism and lack of community engagement are linked to poor student outcomes.

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

   Short Term Goals: Absenteeism and Community Engagement
   Long Term Goals: Improvement of Tier 1 Instruction and expansion of Tier 2 opportunities.

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

   Addressing absenteeism will provide greater opportunities for students to learn. Effectively engaging our community will bring in desperately needed resources (passing a levy).

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

   The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

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

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

The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services.

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

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

Priority #1: Ensuring all students engage in rigorous, responsive learning that prepares them for IEP goal attainment and grade-level growth and proficiency.

Priority #2: Ensuring that every student learns in an environment where they are known, valued, and empowered to thrive.

Priority #3: Cultivating authentic partnerships and transparent communication systems that empower families and communities to co-lead student success.

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

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

SY 2025-2026 SMARTIE Goal #1: By June 2026**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2025 to spring 2026 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2	Math	aMath	8 pts
3	Math	aMath	5 pts
4	Math	aMath	4 pts
5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2	ELA	ORF	45 pts
3	ELA	ORF	41 pts
4	ELA	ORF	38 pts
2	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 7 pts 90%+ accuracy - 4 pts
3	ELA	ORF - Accuracy	90%+ (no regression)
4	ELA	ORF - Accuracy	90%+ (no regression)
5	ELA	aRead	7 pts

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

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

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

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

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

90% of students should make half of their targeted fall to spring growth as measured by district benchmark screening assessments.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Attendance** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Q trigger tile Attendance Team I-Team *What student groups will benefit and why?* All Student Groups	***What data will be collected to measure the impact of implementing this EBI?*** Chronic Absentee Rates Average Daily Attendance ***How will the impact on equitable learning or behavior change be measured?*** Chronic absentee and average attendance rates will be compared against SY2425 data	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Healthroom/Attendance OP, counselor, K-3 interventionist, admin ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Healthroom/Attendance monitors daily. Monthly attendance meetings. Regularly by classroom teacher.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Improve Tier I Instruction Through Intentional Walkthroughs** ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Walkthrough form Shifting the Balance Book Study 95% Group Training for Grades 1-4 Blending Training for Kinder ***What student groups will benefit and why?*** All Students	***What data will be collected to measure the impact of implementing this EBI?*** Total minutes spent engaging in walkthroughs by education term. % of students meeting or exceeding standards on ELA, Math, and Science interim assessments. % of students meeting or exceeding standards on SBA/WCAS and district benchmarks. ***How will the impact on equitable learning or behavior change be measured?*** Impact will be measured by student progress in ELA and math on district BM/ curriculum-based assessments, Proficiency levels on SBA IABs and SBA.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administrators ***When will this EBI occur?*** Throughout the entire school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data for the walk throughs will be available at the end of each walk thru cycle via an email from the principal and reported out in staff meetings following the walk thru cycle. 95% Group and Blending Training will be progress monitored by teaching staff and through Benchmark Testing.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implement a Multi-Tiered System of Supports (MTSS)** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* -Use the PTAC implementation with board adopted Tier 1, and 2 curriculum -Shifting the *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support. ***How will the impact on equitable learning or behavior change be measured?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All instructional staff ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data for the walkthroughs will be available at the end of each walk thru cycle via an email from the principal and reported out in staff meetings following the walk thru cycle.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Ownership of Learning** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Teacher specific commitments to how they are meeting this goal. ***What student groups will benefit and why?*** All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting high engagement and ownership on student surveys ***How will the impact on equitable learning or behavior change be measured?*** By survey responses	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All instructional staff ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data for the walkthroughs will be available at the end of each walk thru cycle via an email from the principal and reported out in staff meetings following the walk thru cycle.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2:

The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of Appreciated from 86% (baseline) to 91% by June 2026.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

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

The Student Belonging Survey is only administered fall and spring so there isn't a mid year.

What other metric might give insight into whether the school is on-track?

Discipline Data and observation data from teachers, counselor and K-3 interventionist.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Create Positive and Respectful School Environments (Cultures of Dignity)**. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting feeling known, valued, and connected on the Spring Belonging Survey Office Referral Counts ***How will the impact on equitable learning or behavior change be measured?*** Comparing office referral rates to previous year by month.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All Staff ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Office referrals will be shared out via email and at staff meetings monthly.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

SEL alignment with Second Step *What student groups will benefit from and why?* All Students	The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Expand Student Leadership, Creativity, and Recognition Activities** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Student of the Month Assemblies focused on character traits PAW Leaders *What student groups will benefit from and why?*	*What data will be collected to measure the impact of implementing this EBI?* Number and type of events showcasing student voice, creativity, recognition. *(focus is where students have a voice.)* *How will the impact on equitable learning or behavior change be measured?* Number and type of events	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Classroom teachers *When will this EBI occur?* Throughout the school year. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Student Positive Office referrals will be shared weekly and/or shared monthly in staff meetings	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

All Students				

SY 2025-2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

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

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

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

At Priaire we would like to see an increase in family involvement with CSIP Plan and our Title advisory committee.

The family survey is given only one time each year so there won't be a mid year data point.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Community Input and Shared Ownership** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* At Priaire we would like to see an increase in	***What data will be collected to measure the impact of implementing this EBI?*** The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members. Community satisfaction ratings related to engagement and partnership (via survey) ***How will the impact on equitable learning or behavior change be measured?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** CSIP Team Title Advisory Committee ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Meeting attendance	*What impact is the evidence-based intervention having?* CSIP Team Title Advisory Committee *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

family involvement with CSIP Plan and our Title advisory committee. *What student groups will benefit and why?* All students	There are an increasing number of unique parents actively involved on building leadership teams. Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Inclusive Two-Way Communication** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Positive Office referrals Teacher phone calls home	***What data will be collected to measure the impact of implementing this EBI?*** The number of reads for our weekly school newsletter published-S'more ***How will the impact on equitable learning or behavior change be measured?*** The number of reads.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All Staff ***When will this EBI occur?*** At conference times ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Teachers will submit the number of conferences that were attended at both fall and spring conferences. Admin track the number of positive office referrals throughout the year.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

What student groups will benefit and why? All Students				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Family Partnerships Supporting Student Learning** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Family involvement *What student groups will benefit and why?* All students, with a focus on those performing below grade level at conference time	***What data will be collected to measure the impact of implementing this EBI?*** Participation rates in student/parent conferences % Families reporting strong, supportive partnerships with their child's school (via survey) ***How will the impact on equitable learning or behavior change be measured?*** By the number of participants at fall and spring conferences attending the Title/LAP events.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** MTSS Team, CSIP Team, Title/LAP teams ***When will this EBI occur?*** During conference time and throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Beginning of year and end of year	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. NA - All elementary schools are schoolwide and have not been allocated any OSSI Grant funds for SY2526.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* PLCs -Late Start Wednesday
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Intervention teachers salaries
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Funds Not Available - limited to only Tier 3 Plus schools. YCS does not have any elementary schools in the Tier 3 Plus category.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Effective Tier 1 and Tier 2 Instruction PD
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop*

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

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

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

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Consolidated School Improvement Plan 2025-26

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

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

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: SOUTHWORTH ELEMENTARY	**Does your school share a building with another school?** Yes ☐ No **X** **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 3848	**Grade Span:** K-5 **School Type:** Public Schools
Principal: Charles Cook	**Building Enrollment:** 665 as of June 1, 2025 Count
School District: Yelm Community Schools	**F/R Percentage:** 41.7% as of June 1, 2025
Board Approval Date: Tentative November 20, 2025	**Special Education Percentage:** 26.4% as of June 1, 2025

Plan Date: 9/18/25	

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

Foundational

Mission Statement

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

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

STAFF MEMBERS	PARENT/COMMUNITY MEMBERS
Debi Patin, Kristina Scott, Carla San Martin,	Ashley Pylant, Alonddra McDowell, Tabitha Hall, Carla Washington.
Kaylyne Stockton, Tiffany Lintz, Dawn Carroll, SIERRA FULKERSON .	John and Chloe Hakola, Alexandria Johnson, Brittany Fanning,.
Jana Holterman, Tammy Jenkins, Traci Schultz	Angie Carper, Maira Uribe, Ashley Ilar.

Section 2: WSIF Cycle Identification and Report Card Data

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

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

Use the Washington State Report Card to complete the table.

Instructions

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification** Choose an item.	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**4.98**	**3.95**
Comprehensive Graduation Rate	**NA**	**NA**
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	4.9
Black/African American	NA	NA

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	4.53	4.1
Two or more races	3.67	2.88
White	6.20	4.23
English Learner	NA	NA
Low Income	4.00	3.03
Special Education	3.30	1.53

Summary of Comprehensive Needs Assessment (CNA):

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

WSIF Data

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

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

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

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

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

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

CNA DATA Summary

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

   A strong majority of students feel like they belong at each school as measured by the district's Student Belonging Survey
   Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

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

   1. Chronic absenteeism across student groups
   2. Inconsistent Tier I instruction and variable MTSS implementation
   3. Disproportionalities in discipline referrals and access to academic/leadership enrichment
   4. Low family engagement in academic planning and student-led goal setting
   5. What disproportionalities exist among student groups?

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

   1. Uneven use of early warning systems and intervention protocols
   2. Gaps in differentiated instructional practices and staff training
   3. Limited access to co-curricular and extended learning supports
   4. Communication barriers between schools and families

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

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

1. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.
2. Strengthening Tier 1 Instruction and providing expanded Tier 2 opportunities will improve student learning outcomes.
3. Effective engagement with our school communities will improve student outcomes and increase available resources

5. How do identified needs impact each other?

   Absenteeism and lack of community engagement are linked to poor student outcomes.

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

   Short Term Goals: Absenteeism and Community Engagement
   Long Term Goals: Improvement of Tier 1 Instruction and expansion of Tier 2 opportunities.

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

   Addressing absenteeism will provide greater opportunities for students to learn. Effectively engaging our community will bring in desperately needed resources (passing a levy).

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

   The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

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

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

The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services.

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

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

Priority #1: Ensuring all students engage in rigorous, responsive learning that prepares them for IEP goal attainment and grade-level growth and proficiency.

Priority #2: Ensuring that every student learns in an environment where they are known, valued, and empowered to thrive.

Priority #3: Cultivating authentic partnerships and transparent communication systems that empower families and communities to co-lead student success.

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

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

SY 2025-2026 SMARTIE Goal #1: By June 2026**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2025 to spring 2026 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2	Math	aMath	8 pts
3	Math	aMath	5 pts
4	Math	aMath	4 pts
5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2	ELA	ORF	45 pts
3	ELA	ORF	41 pts
4	ELA	ORF	38 pts
2	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 7 pts 90%+ accuracy - 4 pts
3	ELA	ORF - Accuracy	90%+ (no regression)
4	ELA	ORF - Accuracy	90%+ (no regression)
5	ELA	aRead	7 pts

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

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

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

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

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

90% of students should make half of their targeted fall to spring growth as measured by district benchmark screening assessments.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Attendance** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Buddy Levels (Peer Mentoring), first year ACEs book to support student needs Monthly attendance team meetings to review attendance data. Kids at Hope training with staff around creating an environment where every	***What data will be collected to measure the impact of implementing this EBI?*** Chronic Absentee Rates Average Daily Attendance ***How will the impact on equitable learning or behavior change be measured?*** Chronic absentee and average attendance rates will be compared against SY2425 data	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building administration, Building Governance Team, and CSIP team members ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Winter after benchmark testing to review data from benchmark testing window and after the spring benchmark window	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

adult believes that kids can learn. *What student groups will benefit and why?* All Student Groups				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Improve Tier I Instruction Through Intentional Walkthroughs** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Review and revise the Tier 1 instructional exemplar with the building Governance Team. Conduct CWTs by administration and share results with staff by giving	***What data will be collected to measure the impact of implementing this EBI?*** Total minutes spent engaging in walkthroughs by education term. % of students meeting or exceeding standards on ELA, Math, and Science interim assessments. % of students meeting or exceeding standards on SBA/WCAS and district benchmarks. ***How will the impact on equitable learning or behavior change be measured?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building administration, Building Governance Team, and CSIP team members ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Winter after benchmark testing to review data from benchmark testing window and after the spring benchmark window	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

instant feedback and to the whole staff weekly. Instructional coaching is done via notes in an email and in person meetings when needed based on walkthroughs and observations by administration. *What student groups will benefit and why?* All Students	Impact will be measured by student progress in ELA and math on district BM/ curriculum-based assessments, Proficiency levels on SBA IABs and SBA.			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implement a Multi-Tiered System of Supports (MTSS)** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*	***What data will be collected to measure the impact of implementing this EBI?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support. ***How will the impact on equitable learning or behavior change be measured?*** % of students showing academic growth during	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building administration, Building Governance Team, and CSIP team members ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Winter after benchmark testing to review data from benchmark testing window	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Building wide MTSS meetings held 8 times a year to review the MTSS plan, look at data, and hold training sessions with staff around MTSS efforts. *What student groups will benefit and why?* All Students	intervention period disaggregated by student groups receiving additional support.	and after the spring benchmark window		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Ownership of Learning** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Buddy Levels (Peer Mentoring) Hold Dream Believe Achieve Night on October 14th in the evening for students to share with their	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting high engagement and ownership on student surveys ***How will the impact on equitable learning or behavior change be measured?*** By survey responses	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building administration, Building Governance Team, and CSIP team members ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Winter after benchmark testing to review data from benchmark testing window and after the spring benchmark window	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

parents their dreams for the future. Work with 4th grade team to share at MTSS meetings how to support student goal tracking and progress as to benchmark data (grades 3-5). ***What student groups will benefit and why?*** All Students				

SY 2025-2026 SMARTIE Goal #2:

The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of ***feeling accepted*** from 77% (baseline) to 82% by June 2026.

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

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

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

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

The Student Belonging Survey is only administered fall and spring so there isn't a mid year.

What other metric might give insight into whether the school is on-track?

Informal building culture and climate survey of the staff well being will provide insight to the health of the building to know if the staff are serving the students and supporting them with hope and positivity to make students feel accepted.

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

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

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

the resources used for implementation.			thus far in the 2025-26 school year.	
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Create Positive and Respectful School Environments (Cultures of Dignity)**. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Buddy Levels (Peer Mentoring), first year Calming corners in each room with references to Zones of Regulation. New incident report forms and working with staff about how to use these and to track behavior. Kids at Hope training with staff around creating an environment where every	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting feeling known, valued, and connected on the Spring Belonging Survey Office Referral Counts ***How will the impact on equitable learning or behavior change be measured?*** Comparing office referral rates to previous year by month. The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building administrators ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Reviewed and discussed at MTSS meetings with building staff	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

adult believes that kids can learn. *What student groups will benefit from and why?* All Students				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Expand Student Leadership, Creativity, and Recognition Activities** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Buddy Levels (Peer Mentoring), first year	***What data will be collected to measure the impact of implementing this EBI?*** Number and type of events showcasing student voice, creativity, recognition. *(focus is where students have a voice.)* ***How will the impact on equitable learning or behavior change be measured?*** Number and type of events	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building administrators and school governance team. ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Reviewed at all building MTSS meetings that are held once a month starting in October and ending in May. All certificated staff will attend meeting.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Initiate Shooting Star positive referrals for students ***What student groups will benefit from and why?*** All Students				

SY 2025-2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

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

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

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

The family survey is given only one time each year so there won't be a mid year data point.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Community Input and Shared Ownership** *What resources will be used for implementation? (For example, professional development, extended*	***What data will be collected to measure the impact of implementing this EBI?*** The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members. Community satisfaction ratings related to engagement and partnership (via survey)	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administrators ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Once a month at Booster Club meetings, building admin will report out to the	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

time, curriculum, materials, etc.?) Work with building Booster Club to give regular reports as to progress of the CSIP. Hold Dream Believe Achieve Schoolwide Parent Night to provide information about the building (including information for parents about Title and LAP services) and the CSIP to families along with allowing parents to see student work around goal setting. *What student groups will benefit and why?* All students	***How will the impact on equitable learning or behavior change be measured?*** There are an increasing number of unique parents actively involved on building leadership teams. Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.	Booster Club as to what is going on in the building as to the CSIP and provide progress reports.		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Inclusive Two-Way Communication**	***What data will be collected to measure the impact of implementing this EBI?*** The number of reads for each school newsletter published-S'more ***How will the impact on equitable learning or behavior change be measured?*** The number of reads.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Traci Schultz, Kim Holmes, and Kimberly McMurray. ***When will this EBI occur?*** At conference times ***When or how often will progress be monitored or***	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

*What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Inclusive education with teachers lead by two teachers in the building Reporting out to the Booster Club about what is going on in the building and the Booster Club sharing information about the school on social media. *What student groups will benefit and why?* All Students		***data reviewed? Be as specific as possible.*** The team will debrief after each training as to next steps to support inclusive education with the building to build capacity with the teachers. .		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Family Partnerships Supporting Student Learning**	***What data will be collected to measure the impact of implementing this EBI?*** Participation rates in student/parent conferences % Families reporting strong, supportive partnerships with their child's school (via survey)	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administrators . ***When will this EBI occur?*** Monthly looking at the number of volunteer hours in the building	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

What resources will be used for implementation? ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Work with building Booster Club to give regular reports as to progress of the CSIP and ask for volunteers for specific activities when needed. ***What student groups will benefit and why?*** All students, with a focus on those performing below grade level at conference time	***How will the impact on equitable learning or behavior change be measured?*** By the number of participants	***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly looking at the number of volunteer hours in the building		

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

Click or tap here to enter text.

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

   Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. NA - All elementary schools are schoolwide and have not been allocated any OSSI Grant funds for SY2526.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* PLCs -Late Start Wednesday
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.*

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
		Use of effective Tier 1 instruction in all classrooms and students identified as needing extra support getting small group instruction from Title/LAP team. Dream Believe Achieve Schoolwide Parent Night will be funded out of Title I, Part A funds by paying teachers 3 hours (1.5 hours for the event and 1.5 hours of preparation) at the YEA curriculum rate to: support informing parents, supporting parent involvement around Title I services, support parent communication, and student goal setting.
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Funds Not Available – limited to only Tier 3 Plus schools. YCS does not have any elementary schools in the Tier 3 Plus category.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Effective Tier 1 and Tier 2 Instruction PD

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* ELL staff support students by working with them in small groups or working with the child's teacher to provide support with instructional materials.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Not allocated to elementary schools
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* Title/LAP team provides small group instruction for identified students needing assistance.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Not available due to levy failure

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Not available

OSPI School Improvement Plan 2025-26

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building and District data

Building Name: Ridgeline Middle School	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 5052	**Grade Span:** 6-8 **School Type:** Public
Principal: Craig Curry.	**Building Enrollment:** 577
School District: Yelm Community Schools	**F/R Percentage:** 41.3%

Board Approval Date: Tentative November 20, 2025	**Special Education Percentage:** 19.9%
Plan Date: August 2025 - June 2026	**English Learner Percentage:** 3.7%

Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Foundational

Mission Statement

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

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

STAFF MEMBERS	PARENT/COMMUNITY MEMBERS
Daryn Walter, ELA/AVID Site Coordinator	Becca Cole.
Christian Kerrigan, History/AVID Site Team Member	Jennifer Lampi
Donna McCarty, History/AVID Site Team Member	
Julie Ruger, LAP Reading/AVID Site Team Member.	
Jeremiah McMahan, Science/AVID Site Team Member	

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data. The following data table helps to name progress areas for:

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

Use the Washington State Report Card to complete the table.

Instructions:

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification** Choose an item.	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**6.83**	**5.7**
Comprehensive Graduation Rate	**NA**	**NA**
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	4.28	4.8

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Two or more races	7.18	6.43
White	6.88	6.45
English Learner	2.3	1.6
Low Income	5.25	4.55
Special Education	2.7	1.6

Section 3: Summary of Comprehensive Needs Assessment (CNA)

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

WSIF Data

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

CNA Data Summary

1. What top strengths have emerged from multiple data sources?
   A strong majority of students feel like they belong as measured by the district's Student Belonging Survey
   Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

2. What top needs have emerged from multiple data sources?
   a. Chronic **student absenteeism**
   b. Variability in **the quality of MTSS implementation fidelity**
   c. Disparities in **discipline practices** and **access to enrichment or leadership opportunities**.
   d. Inconsistent family engagement in **academic goal-setting** and student-led conferences.

3. What disproportionalities exist among student groups?
   a. Attendance levels of Native American students are significantly lower than other student groups
   b. Academic achievement levels of Native American students lag behind other student groups
   c. Disciplinary rates for students with disabilities show a far greater incidence of suspension applied when compared to their non-disabled peers.
   d. ELA performance for students receiving ML services lags behind the groups math performance
   e. Graduation rates for Native Americans, those from low income families and those with disabilities lag behind other student groups.

4. What root causes has your team identified for disproportionalities among student groups?
   a. Uneven use of early warning systems and intervention protocols
   b. Gaps in differentiated instructional practices and staff training
   c. Communication barriers between schools and families

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
   a. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.
   b. Strengthening Tier I instruction and timely Tier 2 supports through consistent MTSS structures.
   c. Embedding student-led reflection and goal-setting practices in classrooms.
   d. Increasing access to dual credit, CTE, and postsecondary pathways aligned with student interests.
   e. Deepening partnerships with families to support student learning and belonging.

f. Consistent application of discipline practices.

6. How do identified needs impact each other?
   Absenteeism and lack of community engagement are linked to poor student outcomes.
   Disparities in discipline practices and lack of enrichment/leadership opportunities can result in reduced student/family engagement.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Short Term Goals:
   a. Improving attendance through real-time interventions
   b. Using consistent discipline practices
   c. Expanding advisory systems
   d. Increasing use of student voice tools

   Long Term Goals:
   a. Implementing MTSS with fidelity to close academic and engagement gaps across student groups in order to provide access to graduation and postsecondary pathways.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.
   Addressing high levels of absenteeism and increasing community engagement through student-led conferences will provide quick wins.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
   The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

Section 4: Resource Inequities

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the **Examining Resource Inequities Tool**. Summarize what resource inequities were identified and which will be addressed in the school improvement plan.
The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Chronic student absenteeism

Priority #2: Variability in the quality of MTSS implementation (fidelity)

Priority #3: Inconsistent student and family engagement

Section 6: 2025-26 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2025-26. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the **Step-by-Step School Improvement Planning and Implementation Guide** for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?

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

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

Questions to ask and answer when addressing inclusion and equity:

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

SY 2025-2026 SMARTIE Goal #1: **90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted scale score growth from fall 2025 to spring 2026 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Target Score Growth Fall to Spring
6-10	Math	aMath	2 Pts
6-10	ELA	aRead	4 pts

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

Beginning of Year: Answer this question and fill out the table below.
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

90% of students will have achieved 50% of their targeted growth for the school year on district benchmark screening assessments.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Attendance** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Attendance letters	***What data will be collected to measure the impact of implementing this EBI?*** Chronic Absentee Rates Average Daily Attendance ***How will the impact on equitable learning or behavior change be measured?*** Chronic absentee and average attendance rates will be compared against SY2425 data	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Anthony Quichocho Daryn Walter William Warren Melanie LaMadeleine ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored***	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Attendance contracts Attendance rewards Providing a safe and supportive culture where kids want to attend school. *What student groups will benefit and why?* All Student Groups		***or data reviewed? Be as specific as possible.*** Bi-Weekly		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Improve Tier I Instruction** ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* RMS Meetings and Tentati... Progress Monitoring at R... Literacy Strategies - One-...	Total minutes spent engaging in walkthroughs by education term. % of students meeting or exceeding standards on ELA, Math, and Science interim assessments. % of students meeting or exceeding standards on SBA/WCAS and district benchmarks. F Rates in HS Credited Courses ***How will the impact on equitable learning or behavior change be measured?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** AVID Site Team ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What student groups will benefit and why? All Students	Impact will be measured by student progress in ELA and math on district BM/ curriculum-based assessments, Proficiency levels on SBA IABs and SBA.			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implement a Multi-Tiered System of Supports (MTSS)** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* RMS 5 Tier 1 Practices wit... Progress Monitoring at R... RMS Behavior Manageme... RMS Meetings and Tentati... *What student groups will benefit and why?*	***What data will be collected to measure the impact of implementing this EBI?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support. ***How will the impact on equitable learning or behavior change be measured?*** % of students showing academic growth during intervention period disaggregated by student groups	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** AVID Site Team MTSS Team ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Bi-weekly to monthly	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

All Students	receiving additional support.			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Ownership of Learning** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Fall 2025 Learning Experi... Ridgeline Empathy Intervi... *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting high engagement and ownership on student surveys ***How will the impact on equitable learning or behavior change be measured?*** By survey responses	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** AVID Site Team ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Quarterly	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implementing HSBP with Fidelity** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* RMS Copy of WA 2025 C... ***What student groups will benefit and why?*** All Students	***What data will be collected to measure the impact of implementing this EBI?*** 4 and 5 year graduation rates Completion rates for HSBP ***How will the impact on equitable learning or behavior change be measured?*** Improved graduation rates 100% completion of HSBP	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Social Studies teachers ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2: The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of ***Feeling Validated*** from 85% (baseline) to 92% by June 2026.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

High student engagement in student voice opportunities and survey data indicating high student belonging and agency in classes.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Create Positive and Respectful School Environments (Cultures of Dignity)**. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** RMS Behavior Managemen... CASEL 3 Signature Practices: https://signaturepractices.casel.org/ *What student groups will benefit from and why?*	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting feeling known, valued, and connected on the Spring Belonging Survey Office Referral Counts ***How will the impact on equitable learning or behavior change be measured?*** Comparing office referral rates to previous year by month The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Anthony Quichocho MTSS Team ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

All Students				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Expand Student Leadership, Creativity, and Recognition Activities** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Student-Nominated G.O.A.... AVID - Building Confidenc... *What student groups will benefit from and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** Attendance / Participation in Student Voice Forums and in Rewards ***How will the impact on equitable learning or behavior change be measured?*** Referrals and Grade Data F Rates for 2025	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Craig Curry Anthony Quichocho AVID Site Team ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Bi-weekly	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

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

Beginning of Year: Answer this question and fill out the table below.
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

The family survey is given only one time each year so there won't be a mid year data point.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Community Input and Shared Ownership** *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Parent Survey on Student ... https://x.com/Ridgeline_MS https://www.facebook.com/RidgelineMiddleSchoolBoosterClub Coffee with the Principal - ... Coffee with the Principal - ... STORM Report: https://ridgeline.ycs.wednet.edu/our-school/newsletters	***What data will be collected to measure the impact of implementing this EBI?*** The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members. Community satisfaction ratings related to engagement and partnership (via survey) ***How will the impact on equitable learning or behavior change be measured?*** There are an increasing number of unique parents actively involved on building leadership teams. Impact will be evaluated based on the	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Craig Curry Becca Cole Jennifer Lampi ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What student groups will benefit and why? All Students	degree of community satisfaction with engagement and partnership.			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Inclusive Two-Way Communication** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Weekly or bi-weekly class emails from all teachers Positive and proactive phone calls home *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** The number of reads for each school newsletter published-S'more ***How will the impact on equitable learning or behavior change be measured?*** The number of reads.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Craig Curry Anthony Quichocho ***When will this EBI occur?*** At conference times ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Family Partnerships Supporting Student Learning** *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** RMS Copy of WatchDog_P... Parent Survey on Student ... Coffee with the Principal - ... Coffee with the Principal - ... *What student groups will benefit and why?* All students, with a focus on those performing below grade level at conference time	***What data will be collected to measure the impact of implementing this EBI?*** Participation rates in student/parent conferences % Families reporting strong, supportive partnerships with their child's school (via survey) ***How will the impact on equitable learning or behavior change be measured?*** By the number of participants	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Craig Curry Anthony Quichocho ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

OSPI School Improvement Plan 2025-26

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building and District data

Building Name: Yelm Middle School	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 2481	**Grade Span:** 6-8 **School Type:** Public
Principal: Mark Bowden	**Building Enrollment:** 633
School District: Yelm Community Schools	**F/R Percentage:** 45.4%

Board Approval Date: Tentative November 20, 2025	**Special Education Percentage:** 15.6%
Plan Date: October 17, 2025	**English Learner Percentage:** 5.6%

Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Support Tier 1: Targeted 1-2 (ELL)

Mission Statement

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

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

STAFF MEMBERS	PARENT/COMMUNITY MEMBERS
Mark Bowden	Tamari Lewis
Kaiya Burgess	Bri Valentine
Melissa Celveringa	Robin Manly
Sheri Roe	
Nicole Scheuerman	
Angelic Sugai	

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.
The following data table helps to name progress areas for:

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

Use the Washington State Report Card to complete the table.

Instructions:

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification** Choose an item.	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**5.88**	**6.2**
Comprehensive Graduation Rate	**NA**	**NA**
Student Group		
American Indian/Alaska Native	1.53	2.5
Asian	5.88	7.9
Black/African American	4.75	3.9
Hawaiian/Other Pacific Islander	5.95	7.93
Hispanic/Latino	4.2	5.75

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Two or more races	5.65	6.4
White	6.83	7.03
English Learner	1.38	2.1
Low Income	4.83	5.15
Special Education	2.63	2.43

Section 3: Summary of Comprehensive Needs Assessment (CNA)

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

WSIF Data

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

CNA Data Summary

1. What top strengths have emerged from multiple data sources?
   A strong majority of students feel like they belong at each school as measured by the district's Student Belonging Survey
   Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

2. What top needs have emerged from multiple data sources?
   a. Chronic **student absenteeism**
   b. Variability in **the quality of MTSS implementation fidelity**
   c. Disparities in **discipline practices** and **access to enrichment or leadership opportunities**.
   d. Inconsistent family engagement in **academic goal-setting** and student-led conferences.

3. What disproportionalities exist among student groups?
   a. Attendance levels of Native American students are significantly lower than other student groups
   b. Academic achievement levels of Native American students lag behind other student groups
   c. Disciplinary rates for students with disabilities show a far greater incidence of suspension applied when compared to their non-disabled peers.
   d. ELA performance for students receiving ML services lags behind the groups math performance
   e. Graduation rates for Native Americans, those from low income families and those with disabilities lag behind other student groups.

4. What root causes has your team identified for disproportionalities among student groups?
   a. Uneven use of early warning systems and intervention protocols
   b. Gaps in differentiated instructional practices and staff training
   c. Communication barriers between schools and families

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
   a. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.
   b. Strengthening Tier I instruction and timely Tier 2 supports through consistent MTSS structures.
   c. Embedding student-led reflection and goal-setting practices in classrooms.
   d. Increasing access to dual credit, CTE, and postsecondary pathways aligned with student interests.
   e. Deepening partnerships with families to support student learning and belonging.

f. Consistent application of discipline practices.

6. How do identified needs impact each other?
   Absenteeism and lack of community engagement are linked to poor student outcomes.
   Disparities in discipline practices and lack of enrichment/leadership opportunities can result in reduced student/family engagement.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Short Term Goals:
   a. Improving attendance through real-time interventions
   b. Using consistent discipline practices
   c. Expanding advisory systems
   d. Increasing use of student voice tools

   Long Term Goals:
   a. Implementing MTSS with fidelity to close academic and engagement gaps across student groups in order to provide access to graduation and postsecondary pathways.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.
   Addressing high levels of absenteeism and increasing community engagement through student-led conferences will provide quick wins.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
   The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

Section 4: Resource Inequities

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the **Examining Resource Inequities Tool**. Summarize what resource inequities were identified and which will be addressed in the school improvement plan.
The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Chronic student absenteeism

Priority #2: Variability in the quality of MTSS implementation (fidelity)

Priority #3: Inconsistent student and family engagement

Section 6: 2025-26 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2025-26. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the **Step-by-Step School Improvement Planning and Implementation Guide** for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?

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

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

Questions to ask and answer when addressing inclusion and equity:

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

SY 2025-2026 SMARTIE Goal #1: **90%** of all 9th and 10th grade students, including those that qualify for multilingual or special education services, will make the minimum targeted scale score growth from fall 2025 to spring 2026 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Target Score Growth Fall to Spring
6-10	Math	aMath	2 Pts
6-10	ELA	aRead	4 pts

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

Beginning of Year: Answer this question and fill out the table below.
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

90% of students will have achieved 50% of their targeted growth for the school year on district benchmark screening assessments.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Attendance** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Targeted and frequent threshold scheduled robo calls.	***What data will be collected to measure the impact of implementing this EBI?*** Chronic Absentee Rates Average Daily Attendance ***How will the impact on equitable learning or behavior change be measured?*** Chronic absentee and average attendance rates will be compared against SY2425 data	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** YMS Administration Team ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.***	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Connection with Thurston County Truancy board. *What student groups will benefit and why?* All Student Groups		On a monthly basis.		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Improve Tier I Instruction** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Professional Development, and materials. *What student groups will benefit and why?* All Students	Total minutes spent engaging in walkthroughs by education term. % of students meeting or exceeding standards on ELA, Math, and Science interim assessments. % of students meeting or exceeding standards on SBA/WCAS and district benchmarks. F Rates in HS Credited Courses ***How will the impact on equitable learning or behavior change be measured?*** Impact will be measured by student progress in ELA and math on district BM/	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Mark Bowden Kaiya Burgess Melissa Celveringa Sheri Roe Nicole Scheuerman Angelic Sugai ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.***	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

	curriculum-based assessments, Proficiency levels on SBA IABs and SBA.	Monthly		
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implement a Multi-Tiered System of Supports (MTSS)** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Professional Development *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support. ***How will the impact on equitable learning or behavior change be measured?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Mark Bowden Kaiya Burgess Melissa Celveringa Sheri Roe Nicole Scheuerman Angelic Sugai ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Ownership of Learning** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Professional Development ***What student groups will benefit and why?*** All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting high engagement and ownership on student surveys ***How will the impact on equitable learning or behavior change be measured?*** By survey responses	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** YMS Administration ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implementing HSBP with Fidelity**	***What data will be collected to measure the impact of implementing this EBI?*** 4 and 5 year graduation rates Completion rates for HSBP ***How will the impact on equitable learning or***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Mark Bowden Kaiya Burgess Melissa Celveringa	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Professional Development *What student groups will benefit and why?* All Students	***behavior change be measured?*** Improved graduation rates 100% completion of HSBP	Sheri Roe Nicole Scheuerman Angelic Sugai ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly		

SY 2025-2026 SMARTIE Goal #2: The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of ***Appreciated*** from 82% (baseline) to 85% by June 2026.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal? *Teachers and staff consistently using strategies that promote dignity (e.g., restorative practices, inclusive curriculum, relationship-building routines).* *An increase in the percentage of students reporting a sense of belonging in the targeted domain compared to the baseline.* *Increased student participation in school activities, leadership roles, and feedback opportunities.*
Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*
End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

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

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Create Positive and Respectful School Environments (Cultures of Dignity)**. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Professional development during meetings, 4th PLCs, *What student groups will benefit from and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting feeling known, valued, and connected on the Spring Belonging Survey Office Referral Counts ***How will the impact on equitable learning or behavior change be measured?*** Comparing office referral rates to previous year by month The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** PBIS team, Student leadership group, Booster Club ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** We monitor student discipline bi-monthly, monthly meeting for student recognition	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Expand Student Leadership, Creativity, and Recognition Activities** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Collaboration time with the leadership teams, time for them to work with homeroom teachers to disseminate information to kids *What student groups will benefit from and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** Student Surveys collected and analyzed into themes ***How will the impact on equitable learning or behavior change be measured?*** Belonging survey data	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** PBIS Team ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

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

Beginning of Year: Answer this question and fill out the table below.
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

The family survey is given only one time each year so there won't be a mid year data point.

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

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

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

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Community Input and Shared Ownership** *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Multiple means of distribution of family surveys including email, robo calls and social media. *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members. Community satisfaction ratings related to engagement and partnership (via survey) ***How will the impact on equitable learning or behavior change be measured?*** There are an increasing number of unique parents actively involved on building leadership teams. Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** YMS Leadership Team ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Upon closure of survey period. Two times a year.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Inclusive Two-Way Communication** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Multiple means of distribution of family survey including email, and robo calls. *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** The number of reads for each school newsletter published-S'more ***How will the impact on equitable learning or behavior change be measured?*** The number of reads.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** YMS Administration Team ***When will this EBI occur?*** At conference times ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Family Partnerships Supporting Student Learning** *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Multiple means of distribution of family surveys and conference sign up information including email, robo calls and social media. *What student groups will benefit and why?* All students, with a focus on those performing below grade level at conference time	***What data will be collected to measure the impact of implementing this EBI?*** Participation rates in student/parent conferences % Families reporting strong, supportive partnerships with their child's school (via survey) ***How will the impact on equitable learning or behavior change be measured?*** By the number of participants	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** YMS Administration and Community Partners ***When will this EBI occur?*** Monthly meetings ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** During monthly meetings.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

OSPI School Improvement Plan 2025-26

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, use the Consolidated School Improvement Template to satisfy the appropriate Components.

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building and District data

Building Name: Yelm High School	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 2633.	**Grade Span:** 9-12 **School Type:** Public
Principal: Curtis Cleveringa	**Building Enrollment:** 1592
School District: Yelm Community Schools	**F/R Percentage:** 37.7%

Board Approval Date: Tentative November 20, 2025	**Special Education Percentage:** 12.9%
Plan Date: Oct. 25th 2025	**English Learner Percentage:** 3.1%

Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Foundational

Mission Statement

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

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

STAFF MEMBERS	PARENT/COMMUNITY MEMBERS
Curtis Cleveringa	Jessica Kelso
Ali Jacobson	
Chris Clark	
Felecia Stenbakken	
Bailey Whalen	
Avery Brookshire	
Dee Ward	
Byron Connover	
Taylor Gubser	

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.
The following data table helps to name progress areas for:

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

Use the Washington State Report Card to complete the table.

Instructions:

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification** Choose an item.	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**5.7**	**5.3**
Comprehensive Graduation Rate	**86.3%**	**86.1%**
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	7.33
Black/African American	NA	NA

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	4.47	4.25
Two or more races	4.92	4.98
White	6.18	5.73
English Learner	2.4	2.95
Low Income	4.1	4.2
Special Education	4.0	3.45

Section 3: Summary of Comprehensive Needs Assessment (CNA)

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

WSIF Data

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

CNA Data Summary

1. What top strengths have emerged from multiple data sources?
   A strong majority of students feel like they belong at each school as measured by the district's Student Belonging Survey
   Most students' SEL needs are being met based on low #s of students scoring in the At Risk or Need for Instruction categories on the SAEBRS and DESSA SEL screeners.

2. What top needs have emerged from multiple data sources?
   a. Chronic **student absenteeism**
   b. Variability in **the quality of MTSS implementation fidelity**
   c. Disparities in **discipline practices** and **access to enrichment or leadership opportunities**.
   d. Inconsistent family engagement in **academic goal-setting** and student-led conferences.

3. What disproportionalities exist among student groups?
   a. Attendance levels of Native American students are significantly lower than other student groups
   b. Academic achievement levels of Native American students lag behind other student groups
   c. Disciplinary rates for students with disabilities show a far greater incidence of suspension applied when compared to their non-disabled peers.
   d. ELA performance for students receiving ML services lags behind the group's math performance
   e. Graduation rates for Native Americans, those from low income families and those with disabilities lag behind other student groups.

4. What root causes has your team identified for disproportionalities among student groups?
   a. Uneven use of early warning systems and intervention protocols
   b. Gaps in differentiated instructional practices and staff training
   c. Communication barriers between schools and families

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
   a. Addressing absenteeism will ensure that students are at school receiving effective Tier 1 instruction and intervention services. Students cannot learn if they aren't at school.
   b. Strengthening Tier I instruction and timely Tier 2 supports through consistent MTSS structures.
   c. Embedding student-led reflection and goal-setting practices in classrooms.
   d. Increasing access to dual credit, CTE, and postsecondary pathways aligned with student interests.
   e. Deepening partnerships with families to support student learning and belonging.

f. Consistent application of discipline practices.

6. How do identified needs impact each other?
   Absenteeism and lack of community engagement are linked to poor student outcomes.
   Disparities in discipline practices and lack of enrichment/leadership opportunities can result in reduced student/family engagement.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Short Term Goals:
   a. Improving attendance through real-time interventions
   b. Using consistent discipline practices
   c. Expanding advisory systems
   d. Increasing use of student voice tools

   Long Term Goals:
   a. Implementing MTSS with fidelity to close academic and engagement gaps across student groups in order to provide access to graduation and postsecondary pathways.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.
   Addressing high levels of absenteeism and increasing community engagement through student-led conferences will provide quick wins.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
   The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

Section 4: Resource Inequities

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the **Examining Resource Inequities Tool**. Summarize what resource inequities were identified and which will be addressed in the school improvement plan.
The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Chronic student absenteeism

Priority #2: Variability in the quality of MTSS implementation (fidelity)

Priority #3: Inconsistent student and family engagement

Section 6: 2025-26 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2025-26. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the **Step-by-Step School Improvement Planning and Implementation Guide** for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based interventions (activities, practices, or strategies) being used to achieve the SMARTIE Goal?

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

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

Questions to ask and answer when addressing inclusion and equity:

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

SY 2025-2026 SMARTIE Goal #1: **90%** of all 9th and 10th grade students, including those that qualify for multilingual or special education services, will make the minimum targeted scale score growth from fall 2025 to spring 2026 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Target Score Growth Fall to Spring
6-10	Math	aMath	2 Pts
6-10	ELA	aRead	4 pts

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

Beginning of Year: Answer this question and fill out the table below.
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

90% of students will have achieved 50% of their targeted growth for the school year on district benchmark screening assessments.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Attendance** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Becca, Positive Classroom	***What data will be collected to measure the impact of implementing this EBI?*** Chronic Absentee Rates Average Daily Attendance ***How will the impact on equitable learning or behavior change be measured?*** Chronic absentee and average attendance rates will be compared against SY2425 data	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** ***CSIP Team*** ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** ***Monthly***	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Attendance/Tardy, Saturday Phone calls, Security Sweeps ***What student groups will benefit and why?*** All Student Groups				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Improve Tier I Instruction** ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?* We are currently utilizing staff that will support this implementation to maintain sustainability during budget shortfalls - Security, Dean of Students, Admin, ASB Student Leadership ***What student groups will benefit and why?*** All Students	Total minutes spent engaging in walkthroughs by education term. % of students meeting or exceeding standards on ELA, Math, and Science interim assessments. % of students meeting or exceeding standards on SBA/WCAS and district benchmarks. F Rates in HS Credited Courses ***How will the impact on equitable learning or behavior change be measured?*** Impact will be measured by student progress in ELA and math on district BM/	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** CSIP Team ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly - Careteam Monthly - CSIP	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

	curriculum-based assessments, Proficiency levels on SBA IABs and SBA.			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implement a Multi-Tiered System of Supports (MTSS)** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Careteam weekly meetings *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support. ***How will the impact on equitable learning or behavior change be measured?*** % of students showing academic growth during intervention period disaggregated by student groups receiving additional support.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Same as above ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Same as above	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Ownership of Learning** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Teacher evaluations cycle, daily walkthroughs and student requirement of monitoring their own progress *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting high engagement and ownership on student surveys ***How will the impact on equitable learning or behavior change be measured?*** By survey responses	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Admin team ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Collaborate weekly admin meetings - 2-3 PM	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implementing HSBP with Fidelity** *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Chris Clark - Staff Meeting on SchooLink trainings *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** 4 and 5 year graduation rates Completion rates for HSBP ***How will the impact on equitable learning or behavior change be measured?*** Improved graduation rates 100% completion of HSBP	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Classroom Grade level advisors, Nicole Mathis, Chris Clark ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2: The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of ***Students Feeling Appreciated*** from 79% (baseline) to 82% by June 2026.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below
We expect to see growth through increased daily attendance, increased activities through our ASB leadership students and the percentage of students giving feedback within our belonging survey will show greater sense of belonging.

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

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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Create Positive and Respectful School Environments (Cultures of Dignity)**. *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Maintaining our current vision and implementation of programs that support students and the supports needed given limited resources. *What student groups will benefit from and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting feeling known, valued, and connected on the Spring Belonging Survey Office Referral Counts ***How will the impact on equitable learning or behavior change be measured?*** Comparing office referral rates to previous year by month The changes from fall to spring on the student belonging survey will indicate effectiveness of the activities	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All Staff ***When will this EBI occur?*** Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** When we administer the belonging survey twice a year	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Expand Student Leadership, Creativity, and Recognition Activities** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Belonging Survey *What student groups will benefit from and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** Belonging Data ***How will the impact on equitable learning or behavior change be measured?*** Measuring positive trend based on Belonging Survey Results	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** CSIP Team ***When will this EBI occur?*** Fall and Spring Nov 19, 2025 ***May 13 and 20, 2025*** ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** CSIP Team will review the outcome of Spring in January and June	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #3:

By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

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

Beginning of Year: Answer this question and fill out the table below.
What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

The family survey is given only one time each year so there won't be a mid year data point.

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

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

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

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Community Input and Shared Ownership** *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Clear messaging from all levels within the YCS may support parents' willingness to fill out this survey. *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members. Community satisfaction ratings related to engagement and partnership (via survey) ***How will the impact on equitable learning or behavior change be measured?*** There are an increasing number of unique parents actively involved on building leadership teams. Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** We will develop a plan with our District Office that our staff and CSIP team can put emphasis into the completion of the survey. ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** This survey is one time a year so we will have to wait until data comes back to assess our overall effectiveness.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Inclusive Two-Way Communication** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Increased 2 way communication - September 2025 - 6500 two way communications *What student groups will benefit and why?* All Students	***What data will be collected to measure the impact of implementing this EBI?*** The number of reads for each school newsletter published-S'more ***How will the impact on equitable learning or behavior change be measured?*** The number of reads.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Curtis' social media, clear newsletter, District office messaging supporting implementation ***When will this EBI occur?*** At conference times ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Quarterly we will assess two way response from parents engaging within our new letter, emails, and messaging	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Family Partnerships Supporting Student Learning** *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?*** Clear messages from our leadership to to the entire staff to keep this conversation at the forefront of our work this year. *What student groups will benefit and why?* All students, with a focus on those performing below grade level at conference time	***What data will be collected to measure the impact of implementing this EBI?*** Participation rates in student/parent conferences % Families reporting strong, supportive partnerships with their child's school (via survey) ***How will the impact on equitable learning or behavior change be measured?*** By the number of participants	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** ALL _ STAFF ***When will this EBI occur?*** Daily, Weekly, Monthly - with the opportunity for formal feedback at both Parent teacher conference windows ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Social media platforms and continued perceptual data points	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

Consolidated School Improvement Plan 2025-26

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

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

Additional Guidance:

- Step-by-Step School Improvement Planning and Implementation Guide
- How to Use the School Improvement Plan Template Checklist
- CI Webinar 4 - How to Use the School Improvement Plan Template

Section 1: Building Data

Building Name: Yelm Extension School	**Does your school share a building with another school?** Yes ☐ No **X** **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 1627.	**Grade Span:** 9-12 **School Type:** ALE - Public
Principal: Curtis Cleveringa, Principal Alicia Jacobson, Asst. Principal (supervisor)	**Building Enrollment:** 108
School District: Yelm Community Schools	**F/R Percentage:** 57.4%

Board Approval Date: Tentative November 20, 2025	**Special Education Percentage:** 16.7%
Plan Date: October 17, 2025	

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

Tier 3 Plus - Graduation Rate

Vision and Mission Statement

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

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Staff Members	**Parents/Community Members**
Felecia Stenbakken, Dean of Students	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

Section 2: WSIF Cycle Identification and Report Card Data

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

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and

- Evidence-based interventions used in your plan.

Use the Washington State Report Card to complete the table.

Instructions

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

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle 3 Identification** Choose an item.	**2024 WSIF Annual Data**
WSIF Data Measures	**2023 WSIF Overall Framework Score** (indicate Not Applicable with N/A)	**2024 WSIF Overall Framework Score**
Comprehensive (All Student Group)	**3.15**	**2.65**
Comprehensive Graduation Rate	**52.7%**	**53%**
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	NA	NA
Two or more races	NA	NA
White	NA	2.7

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

English Learner	NA	NA
Low Income	NA	NA
Special Education	NA	NA

Summary of Comprehensive Needs Assessment (CNA):

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

WSIF Data

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

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

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

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

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

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

Educators

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

- Changes and updates in the student growth goals for the Marzano teacher evaluation will be presented to staff along with the new rubric. Additional professional development for teachers is provided through clock hours.
- Tier 1 instructional professional development will be offered to teachers through a book student, The Illustrated Guide to Visible Learning: An Introduction to What Works Best in Schools. Book study will focus on making learning and teaching explicit, visible and impactful with strategies targeted towards student achievement.

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

- Weekly PLC collaboration for teachers, counselor and paraprofessional to review course work progress and develop specific and targeted interventions to support student learning. The specific and targeted interventions are documented in each student's learning plan.
- Weekly individualized teacher/student check-ins geared towards academic support. These weekly check-ins are documented in each student's learning plan.
- Weekly dean/administrator walkthroughs and feedback given to teachers.
- Documented conversations with individual teachers for the evaluation cycle including pre-observation, observation and post-observation meetings.

Systems of Support

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

    - CARE team weekly meetings are based on behavior, social/emotional and academic needs of the students. CARE team creates a support/intervention plan for the student based on individual needs.

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

- I Team meetings for students who could benefit from a behavior, safety or health plan, additional academic support, as well as a referral for a 504 plan or IEP evaluation.
- Belonging Survey data submitted by students to plan improvement of our school culture and sense of belonging.
- Monthly lunch activities to foster a sense of belonging and unity for students.
- Monthly College & Career lunch presentations to provide opportunities for students to engage in future possibilities.
- Bi-monthly newsletters with school information for students.

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

    - Areas were identified through the Belonging Survey and student/staff input obtained from interviews and conversations.

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

    - CSIP meetings
    - Bi-montly family newsletter interactive poll
    - Senior Family Night

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

    - Family participation in our Belonging survey has been minimal and a stronger communication roll out will take place this school year.
    - Families participate in parent/teacher conferences where feedback on student academics and engagement is given by teachers.
    - Families have an opportunity to engage in survey and feedback twice a month in the school communication newsletter.

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

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

    - Areas of strength are centered in the deep commitment from staff towards student academic success.
    - Areas of improvement are increased in-person student attendance and increase in student engagement.

CNA DATA Summary

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

    - The ability for students to recover credits at a faster rate than a traditional high school setting.
    - The opportunity for students to receive more one-on-one support by teacher and paraeducator staff.
    - Monthly student lunch activities to engage in both social and academic activities.
    - Hiring of a CTE teacher to provide opportunities for students to acquire CTE credits that go towards graduation and graduation pathway.
    - Hiring of a part-time counselor to provide both social/emotional support as well as tracking student progress and credits.
    - Hiring of a part-time dean to provide staff oversight and student behavior/academic support.

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

    - More oversight for students with an IEP.
    - Higher percentage of students who need more social/emotional support.
    - In-person attendance by students is low.

3. What disproportionalities exist among student groups?

    - Higher percentage of students on an IEP.
    - Students who are credit defiant and not on track towards graduation.

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

    - IEP students who struggle with being engaged in learning in a traditional high school model.
    - Students who had poor attendance in a traditional high school setting.

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

- Students who come from families where education is not the top priority in their home.
- Students who have academic struggles due to their social/emotional difficulties that have become a center in their lives.

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

   - Lack of ownership and engagement in student academic success.
   - Lack of feeling like they belong at school.
   - Lack of parental involvement and support.
   - Lack of in-person attendance.

6. How do identified needs impact each other?

   - Without the in-person attendance, ownership of their own academic success and parental involvement students feel defeated and in need of a high level of staff support.

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

   - Both long term and short term goals are the same which require the school to provide opportunities for students to engage in their learning, belonging and academic success. Creating opportunities for families to engage in the academic success of their students.

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

   - Requiring students to attend in-person on a regular basis for students to have the academic support from teacher and paraeducator.
   - Building on the lunch activities that have been created to build a sense of belonging and community among the students.

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

   - Seeking more input from families and students on ways that we can support their academic progress.

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

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

Yelm Extension School has limited resource inequities at this time. In addition to basic ed apportionment, Yelm Extension has funding allocations of Title I, high poverty and OSSI school improvement dollars. In addition, a .5 CTE teacher has been added to the teaching staff. There is a long list of students who are currently waiting to enroll at YES and do not have the staffing to be able to serve all students who meet the criteria and are wanting to attend YES at this time. The additional hire of two teachers and a full time administrator to be on-site will provide the additional support, leadership and oversight needed to steer the school in the right direction.

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

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

Priority #1: Increasing the Graduation Rate

Priority #2: Promoting a culture where students and families feel like they belong at Yelm Extension School

Priority #3: Increasing family and community engagement

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

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

SY 2025-2026 SMARTIE Goal #1: At least **67%** of the class of 2026 will graduate on time in June 2026

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

Evidence-based intervention (activity, practice or strategy) supporting your SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Student Attendance**	***What data will be collected to measure the impact of implementing this EBI?*** **Daily Attendance Keeping in mind daily attendance in an ALE program is not required. YES is encouraging students to come in-person regularly.** **Completion of course work in a timely manner from**	***Who (what team or individual) will be responsible for implementing, monitoring, and adjusting the EBI?*** **Teachers, counselor and administrators.** ***When will this EBI occur?*** **Throughout the year**	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.
Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*				

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

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

At mid-year we expect to see an increase of in person attendance, completion of course work at an appropriate rate, completing required CTE and other graduation requirements, completion of their HSBP and positive/effective meetings with their teacher and counselor.

What resources will be used for implementation? *(For example, professional*

development, extended time, curriculum, materials, etc.?) Email communication to families and students. Lunch activities for students to encourage them to attend. Student of the month recognitions to celebrate students who are positively engaged in their learning. ***What student groups will benefit and why?*** All student groups will benefit from having onsite access to their teacher and counselor. These are important supports for both academic progress and social emotional behavior.	**students who are attending in person.** ***How will the impact on equitable learning or behavior change be measured?*** Being in person on site where a teacher/counselor can assist will allow students a greater opportunity to be successful academically and behaviorally.	***data reviewed? Be as specific as possible.*** Teachers reporting student attendance during weekly staff meetings about the number of students who are coming in person. Tracking academic progress of students who are attending in person.		

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. Provide CTE courses taught by an On-Site Teacher ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* CTE teacher will receive continual PD in the edgenuity platform and in state standards. CTE teacher mentor to provide any additional support and/or materials needed to instruct students. ***What student groups will benefit and why?*** All student groups will benefit by having access to an additional graduation pathway that has been very limited in the past.	***What data will be collected to measure the impact of implementing this EBI?*** Completion Rates of CTE Courses ***How will the impact on equitable learning or behavior change be measured?*** Availability and Completion of CTE courses will provide a needed additional graduation pathway to students at Yelm Extension School.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** CTE teacher is responsible for tracking student course work and providing instruction to support their learning. ***When will this EBI occur?*** Throughout the school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Progress monitoring will occur during the entire year with student deadlines of course work completion at the end of each quarter.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Implement HSBP Platform (SchooLinks) with Fidelity** ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* SchooLinks platform ***What student groups will benefit and why?*** All student groups will benefit using the new state platform as it provides structured lessons/activities that will promote planning for post secondary opportunities.	***What data will be collected to measure the impact of implementing this EBI?*** Required Lesson Completion Rates ***How will the impact on equitable learning or behavior change be measured?*** It will be measured by student completion that will allow them to meet their graduation requirements and graduate on-time.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Teachers will be monitoring student progress and prompting students when needed. Progress on completion rates will also be presented during weekly staff meetings. ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly progress monitoring.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2025-2026 SMARTIE Goal #2: The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of **feeling accepted** from 81% (baseline-use spring 25 data) to 85% by June 2026.

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.*** *(Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

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

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

- Increase in number of students participating in Lunch n Learn activities.
- Increase in the number of students participating in monthly lunch time celebrations.
- Increase in the number of students attending school in-person.
- Decrees in discipline referrals.
- Provide opportunities for students to participate in ASB leadership roles.

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

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

Evidence-based intervention (activity,	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and

practice or strategy) to support SMARTIE Goal and the resources used for implementation.		Timeframe	thus far in the 2025-26 school year.	impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Create Positive and Respectful School Environments (Cultures of Dignity)**. ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Materials for activities that occur at lunch once a month. ***What student groups will benefit from and why?*** All students will benefit from being in a school environment that supports their dignity and gives them a sense of belonging.	***What data will be collected to measure the impact of implementing this EBI?*** % of students reporting feeling known, valued, and connected on the Spring Belonging Survey Office Referral Counts Attendance for lunch time activities such as Lunch n Learn and Lunch Celebrations. Students participating in ASB leadership opportunities. ***How will the impact on equitable learning or behavior change be measured?*** Comparing office referral rates to previous year by month The changes from fall to spring on the student belonging survey will	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** CTE teacher for Lunch n Learn activities, Paraeducator for monthly Lunch Celebrations. ASB sponsor responsible for providing leadership opportunities for students. ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

	indicate effectiveness of the activities			
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Expand Student Leadership, Creativity, and Recognition Activities** ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Advisor time to work with leadership students, materials necessary for any activity ASB students would like to do and use of technology and websites to recognize student achievements. ***What student groups will benefit from and why?*** All Students will benefit from being recognized and	***What data will be collected to measure the impact of implementing this EBI?*** Attendance and participation of students in the different activities. ***How will the impact on equitable learning or behavior change be measured?*** Increase in student attendance in school and participation in activities.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** ASB student advisory, staff and administrators. ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Attendance and participation will be documented at each activity/event.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

having a voice in how the school operates.				

SY 2025-2026 SMARTIE Goal #3: By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

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

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

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

- Increase of families accessing the newsletters that are sent out via email.
- Increase of families completing newsletter polls, questionnaires and surveys.
- Parents participating and engaging in different family activities, meetings and events.
- Parents participating and sharing information that is beneficial to the improvement of our school culture and belonging.

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

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

Evidence-based intervention (activity,	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and

practice or strategy) to support SMARTIE Goal and the resources used for implementation.		Timeframe	thus far in the 2025-26 school year.	impact during the 2025-26 school year.
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Community Input and Shared Ownership** ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Newsletters, family meetings and events ***What student groups will benefit and why?*** All Students will benefit when there is greater community engagement in the school. This collaboration fosters a supportive environment where diverse perspectives enrich learning and promote a stronger sense	***What data will be collected to measure the impact of implementing this EBI?*** The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members. Community satisfaction ratings related to engagement and partnership (via survey) ***How will the impact on equitable learning or behavior change be measured?*** There are an increasing number of unique parents actively involved on building leadership teams. Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** School administrators and counselor. ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Attendance participation will be collected at each event or meeting held.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

of responsibility and pride in their education.				
What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention. **Increase Inclusive Two-Way Communication** ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?*** In person meetings and back and forth email communication ***What student groups will benefit and why?*** All Students will benefit from ensuring that their needs and voices are heard, leading to more personalized support and stronger relationships. Two-way communication	***What data will be collected to measure the impact of implementing this EBI?*** The number of reads for each school newsletter published-S'more ***How will the impact on equitable learning or behavior change be measured?*** The number of reads.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** School administrator, dean, and counselor. ***When will this EBI occur?*** At conference times ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Tracking the number of parent meetings, IEP's, 504's and number of newsletters that are being read.	***What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.*** **Increase Inclusive Two-Way Communication** ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Extended time after school hours and website/internet access. ***What student groups will benefit and why?*** All Students	***What data will be collected to measure the impact of implementing this EBI?*** The number of reads for each school newsletter published-S'more ***How will the impact on equitable learning or behavior change be measured?*** The number of reads.

also fosters a collaborative environment that enhances student success, fosters trust and transparency.				

Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

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

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

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

   Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Weekly PLC meetings
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Increase family involvement
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* OSSI funds due to Tier 3 Plus improvement status will be used to cover funding for a .5 FTE school counselor as state apportionment does not provide sufficient funding for a counselor at Yelm Extension School. Triple levy failure in the district has stripped any additional funding that could be used to fund this position. The purpose of this role is to advise and ensure students are enrolled in the correct courses to meet CADRS requirements, graduation pathway and completion of the high school beyond plan. Without this position, there is not staffing capacity to advise and monitor progress of all these areas.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Focused PD on Tier I instruction
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	These funds are available at the district level only.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* Not available to Yelm Extension School
Learning Assistance Program (LAP) High Poverty	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* Not available to Yelm Extension School
Local Funds	Local levy revenue may be combined in schoolwide programs.	There are no local funds available due to the district being in triple levy failure.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Other Funding Sources, including School Improvement Grant Funding	NA	NA

Procedure No. 2162P Education of Students with Disabilities under Section 504

A. Free Appropriate Public Education

The district will provide a free appropriate public education to school-age children with disabilities in the district's jurisdiction.

B. Child Find

The district will annually undertake to identify and locate every qualified disabled student residing in the district's jurisdiction who is not receiving a public education and take appropriate steps to notify disabled children and their parents or guardians of the district's responsibilities under Section 504.

C. Equal Educational Opportunity

The district will provide students with disabilities an equal opportunity to participate in and benefit from the educational services it provides to non-disabled students. The teachers of disabled students will meet comparable standards for certification that teachers of non-disabled students meet. Facilities will be of comparable quality and appropriate materials and equipment will be available.

D. Confidentiality of Information

The confidentiality of student records will be maintained throughout the period of time when such records are collected, stored, disclosed or destroyed by the district.

E. Parent Involvement

1. Initial Evaluation. The district will obtain the consent of parents or guardians before conducting an initial evaluation of a student. The district will notify parents or guardians of the evaluation results.
2. Initial Placement. The district will notify parents or guardians before initially placing a disabled student.
3. Significant Change in Placement. The district will notify parents or guardians before implementing a significant change in the student's placement.
4. Right to Challenge. The district will notify parents or guardians of their right to review and challenge the district's program and placement decisions if they disagree with them.
5. Meetings. Section 504 does not give parents or guardians the right to participate in a meeting during which their child's program is designed and placement is determined, as does the IDEA. However, this practice is recommended.

F. Participation in the least restrictive environment

1. Academic setting. To the maximum extent appropriate to the needs of disabled students, the district will educate disabled students with non-disabled students. In order to remove a child from the regular educational environment, the district must demonstrate that

education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily for the disabled student. Whenever the district places a student in a setting other than the regular education environment, it will take into account the proximity of the alternate setting to the student's home.

2. Non-academic setting. In providing or arranging for the provision of non-academic and extra-curricular services and activities, including meals, recess periods and the services and activities, the district will ensure that disabled students participate with non-disabled students in such activities and services to the maximum extent appropriate.

G. Referral and Screening

1. Referral. If a student, parent or guardian, teacher, counselor or administrator believe they are observing in a student substantially limited performance in one or more major life activities that is believed to be caused by a physical or mental impairment, the concerned individual should complete a referral form. Referral forms are available from and should be submitted to the student's school counselor, intervention specialist, and/or school psychologist.

2. Screening. A designated building team will review referrals to determine if an evaluation is appropriate. If an evaluation appears to be necessary, the district will obtain written consent from parents or guardians to perform an evaluation and/or gather additional information and will provide parents with a written statement of their rights under Section 504. If the building team determines that an evaluation is not necessary, it will provide written notice to parents/guardians, and forward the results of the screening to the source of the referral.

H. Evaluations

1. Significant Change in Placement. If a student is believed to be disabled and needs, or is believed to need, special education or related services, the district will evaluate the student prior to placement and before any subsequent "significant change in that placement." An evaluation need not include formal or written assessments but may involve, in appropriate circumstances, a review and consideration of existing information.

Examples of significant changes in placement include:

a. Expulsion
b. Suspensions which exceed ten consecutive days in a school year;
c. Cumulative short-term suspensions which create a pattern of exclusion;
d. Transferring a student to home instruction; and/or
e. Graduation from high school.

2. Tests and Evaluation Materials.

The district will establish procedures for evaluation and placement which assure that tests and other evaluation materials:

a. Have been validated and are administered by trained personnel;
b. Are tailored to assess educational need and are not merely based on IQ scores; and
c. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual or speaking skills (unless the test is designed to measure these particular deficits).

3. Mitigating Measures.

The determination of whether a student is substantially limited in one or more major life activities will be made without regard to any ameliorative effects of mitigating measures which include, but are not limited to: medication, medical supplies, equipment, low-vision devices, prosthetics, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies, assistive technology, reasonable accommodations, auxiliary aids or services; or learned behavioral or adaptive neurological modifications. However, ameliorative effects of mitigating measures may be relevant as to whether a student needs any specific accommodation or a 504 accommodation plan.

Low vision devices do not include ordinary eyeglasses or contact lenses. The ameliorative effects of ordinary eyeglasses or contact lenses may be considered in determining whether the impairment substantially limits a major life activity.

4. Temporary Impairments.

A student with a temporary impairment falls within the scope of Section 504 if the temporary impairment is severe enough that it substantially limits one or more of the student's major life activities. A temporary impairment is one with an actual or expected duration of six months or less. For example, pregnancy is not generally regarded as a disability under Section 504; however, if a student was put on bed rest or otherwise limited due to pregnancy complications, this would be a temporary impairment that would qualify the student as disabled under Section 504.

A student with an episodic impairment or a disease in remission qualifies as disabled under Section 504 if the impairment would substantially limit a major life activity when active (e.g., a student whose cancer is in remission).

I. Placement Procedures

The Section 504 team will convene to review all evaluation results, determine eligibility as a student with a disability under Section 504 and document the meeting in writing. The team composition may vary according to the needs of the student.

In interpreting evaluation data and in making placement decisions, the district will (1) draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior; (2) establish procedures to ensure that information obtained from all such sources is documented and carefully considered; (3) ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placements options; and (4) ensure that the student is educated with their non-disabled peers to the maximum extent appropriate.

Parents and guardians of students who have a plan developed under Section 504 will be provided a copy of the district policy (see Policy 3246) on the use of isolation and restraint at the time that the plan is created.

If the district affords a free appropriate education to a student but the parent chooses to place the child elsewhere, the district is not responsible to pay for the out-of-district placement.

J. Re-evaluations

The district will provide for periodic reevaluation of disabled students. No time frame is specified in Section 504; however, re-evaluating students every three years in accordance with the requirements of the IDEA will satisfy Section 504 requirements as well. A reevaluation is also required before any "significant change of placement," as defined above in Part "H."

K. Programming to Meet Individual Needs

The district recognizes that to be appropriate, educational programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of non-disabled students are met. A documented procedure, such as the development of an individualized accommodation plan by a knowledgeable team of educational professionals, may be appropriate.

L. Non-Academic Services

The district will provide nonacademic and extracurricular services and activities in such a manner as is necessary to afford disabled students an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may

include counseling services, physical recreation athletics, transportation, health services, recreational activities, interest groups or clubs sponsored by the district, referrals to agencies which provide assistance to disabled persons and employment of students, including both employment by the district and assistance in making available outside employment. The district will observe reasonable health and safety standards for all students.

1. Counseling Services. In providing personal, academic or vocational counseling, guidance or placement services to its students, the district will provide these services without discrimination on the basis of disability. The district will ensure that qualified students with disabilities are not counseled toward more restrictive career objectives than are non-disabled students with similar interests and abilities.

2. Physical education and athletics. In providing physical education courses and athletics and similar programs and activities to any of its students, the district will not discriminate on the basis of disability. If the district offers physical education courses and operates or supports interscholastic, club or intramural athletics, it will provide an equal opportunity for qualified students with disabilities to participate in these activities consistent with their abilities and needs.

M. Preschool and Adult Education Programs

In the operation of preschool education, or day care program or activity, or an adult education program or activity, the district will not, on the basis of disability, exclude qualified students with disabilities from the program or activity and will take into account the needs of such persons in determining the aid, benefits or services to be provided under the program or activity.

N. Disciplinary Exclusion

1. Exclusions

Students with disabilities are protected from being improperly excluded from school for disciplinary reasons. Certain disciplinary exclusions of disabled students from school constitute a significant change in the student's educational placement. A disciplinary change in the student's educational placement occurs if the student has been suspended for more than ten consecutive days or if the disciplinary exclusions constitute a "pattern of exclusion" (defined below). Such disciplinary exclusions, which are change of placement unless the district first determines that the student's misconduct which led to the disciplinary exclusion was not a manifestation of the student's disability.

2. Manifestation Determinations.

If a disciplinary exclusion (suspension or expulsion) which constitutes a change in placement

is implemented, the school principal or educational staff person responsible for the imposition of discipline must ensure that a group of qualified professionals (the student's Section 504 team) determine whether or not the misconduct is a manifestation of the student's disability.

The misconduct is considered a manifestation of the disability if the conduct was caused by, or had a direct and substantial relationship to the student's disability. This manifestation determination will take into account the student's current evaluation and individualized accommodation plan under Section 504.

Under Section 504, there is no obligation to provide educational services during periods of long-term suspension or expulsion when the student's misconduct has been properly determined not to be disability-related. However, Washington state law requires the district to provide educational services to all students during a period of suspension or expulsion (See Policy/Procedure 3241).

If a student's misconduct is determined to be a manifestation of their disability, procedures at in #43 below will be instituted in lieu of either long-term suspension or expulsion.

3. Conduct that is a Manifestation of a Disability.

When a student has engaged in misconduct which is a manifestation of their disability, expulsion and/or long term suspension should not be imposed if it would result in a change in educational placement (a disciplinary exclusion from school of over ten consecutive days or exclusions which constitute a pattern of exclusion). Days will be measured cumulatively over the period of the entire school year, with any short term suspensions as counting toward the cumulative total.

When a student's misconduct is related to a disability, additional evaluations and/or a change of placement should be considered. In this circumstance, the Section 504 team will meet to determine if there is a need for further evaluation or a change of program. If further evaluation is recommended, it will be conducted as soon as reasonably possible.

4. Pattern of Exclusion. Suspension or emergency ~~expulsion~~ removal of a disabled student may occur, without the need to determine if there is a causal connection with the disability, if the suspension or emergency ~~expulsion~~ removal is ten consecutive days or less, or if more than ten cumulative days is not a pattern of exclusion. A pattern of exclusion occurs if:

a. The removal is for more than ten school days in a school year; and

b. The student's behavior is substantially similar to the behavior that they were previously removed for.

Additional factors to consider are the length of each removal (the total amount of time the student has been removed, and the proximity of the removals to one another), and the school must determine on a case-by-case basis whether a pattern of removals is significant enough to constitute a change in placement.

5. Right to Challenge. Students and their parent/guardian will be notified of the results of the manifestation decision and of their right to challenge this decision.

6. Drugs or Alcohol. Students who are considered disabled under Section 504 are subject to the same disciplinary processes and results as non-disabled students for misconduct regarding the use, sale or possession of drugs or alcohol at school.

O. Restraint or Isolation

Restraint or isolation of students who have a Section 504 plan will be authorized only under the limited circumstances specified in Policy/Procedure 3246 and each incident will require reporting and parent/guardian notification as specified in that policy and procedure.

P. Transportation

If the district places a student in a program not operated by the district, the district will assure that adequate transportation to and from the program is provided at no cost to the parent.

Because the district provides transportation to all its students within a certain geographic area, it will not discriminate in its provision of transportation to students with disabilities.

If the district proposes to terminate a qualified disabled student's bus transportation for inappropriate bus behavior, the district will first determine the relationship between the student's behavior and their disabling condition,. The parent or guardian will be provided with notice of the results of such determinations and of their right to challenge such determinations.

Q. Procedural Requirements

The district will ensure compliance with the requirements of Section 504 by doing the following:

1. Assurance. Provide written assurance of non-discrimination whenever the district receives federal money;
2. Designation of Employee. Designate an employee to coordinate the district's Section 504 compliance activities. The Section 504 Coordinator for the district is the director of Student Support or designee.

3. Grievance Procedures. Provide grievance procedures to resolve complaints of discrimination. Students, parents or employees are entitled to file grievances. The grievance procedures for the district are set out in the Procedure for Policy 3210, Nondiscrimination.

4. Notice. Provide notice to students, parents/guardians, employees, unions and professional organizations of the district's nondiscrimination policy in admission and access to programs and activities, and in treatment and employment. Notice will also specify the Section 504 coordinator for the district.

5. Locate. Annually undertake to identify and locate all Section 504 qualified disabled children in the district's jurisdiction who are not receiving a public education.

6. Annual Notification. Annually take appropriate steps to notify disabled persons and their parents/guardians of the district's responsibilities under Section 504; and

7. Procedural Safeguards. Establish and implement procedural safeguards to be provided to parents/guardians with respect to actions regarding the identification, evaluation or educational placement of persons who, because of disability, need, or are believed to need, special instruction or related services. Procedural safeguards will include:

a. Notice of parental/guardian rights;
b. An opportunity for parents/guardians to examine relevant records;
c. An impartial hearing, initiated by either the parents/guardian or the district, with opportunity for participation by the student's parents/guardians and representation by legal counsel; and
d. A review procedure.

R. Appropriate Funding

The district recognizes that the regular education funding of the district is the funding source for serving students who are qualified as disabled under Section 504 only. However, if students are dual identified as Section 504 and IDEA eligible, state and federal special education funds can be used. The district will not use money appropriated by the IDEA to serve students found disabled under Section 504 but not the IDEA. The district may use the IDEA money to evaluate a student if the district believes that the student may also be eligible under the IDEA.

S. Accessibility

1. Facilities that were constructed prior to June 3, 1977, need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities.
2. Facility alterations commenced after June 3, 1977, that affect or could affect the facility's usability must be accomplished so that, to the maximum extent feasible, the altered portion of the facility is readily accessible and usable by persons with disabilities.
3. A district can redesign equipment, reassign classes or other services to accessible buildings, assign aides to students, deliver services at alternate accessible sites or alter

existing facilities. So long as there are other methods which are as effective in achieving compliance, a district need not undertake structural changes to a building.
4. District recognition of the meaning of the phrase "to the maximum extent feasible." This provision covers the instance where occasionally the nature of an existing facility is such as to make it impractical or prohibitively expensive to renovate in a manner that results in it being entirely barrier-free. However, in all of these instances, the alteration should provide the maximum amount of physical accessibility feasible.

T. Special Considerations for Students with ADD/ADHD

Section 504 obligations apply to all students with disabilities, including students with attention deficit disorder (ADD) or attention-deficit/hyperactivity disorder (ADHD). Under federal guidance, there are three different types of ADHD, which are categorized depending upon which symptoms are the strongest: (1) predominately inattentive type; (2) predominately hyperactive-impulsive type; and (3) combined type (where symptoms of the first two types are equally present). See U.S. Department of Education, Office for Civil Rights, Students with ADHD and Section 504: A Resource Guide (July 2016) (available on the Office for Civil Rights' website at http://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/disability.html).

U. Due Process Hearing or Mediation Requests

Due Process hearing or mediation requests must be made directly to the District 504 Compliance Officer.

ADOPTED: 04/25/1996
REVISED: 9/25/97; 11/24/98; 9/22/11; 1/26/12; 8/28/14; 1/26/17; 7/27/17, new date

3122 Excused and Unexcused Absences

Definition of Absence

WAC 392-401-015 states the definition of an absence:

1. A student is absent when they are:
    A. Not physically present on school grounds; and
    B. Not participating in the following activities at an approved location:
        1. Instruction;
        2. Any instruction-related activity; or
        3. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
2. Students shall not be absent if:
    A. They have been suspended, expelled or emergency expelled pursuant to chapter 392-400 WAC;
    B. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
    C. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.
3. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
4. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned classes each day; except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may be appropriately absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

1. Absences due to the following reasons are excused:

    A. Physical health or mental health symptoms, illness, health condition or medical appointment (for the student or person for whom the student is legally responsible. Examples of symptoms, not limited to, medical, counseling, dental, optometry, pregnancy, and in patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;

    B. Family emergency, including but not limited to a death or illness in the family;

    C. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;

    D. Court, judicial proceeding, court-ordered activity or a jury service;

    E. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;

    F. State-recognized search and rescue activities consistent with RCW 28A.225.055;

    G. Absence directly related to the student's homeless or foster care/dependency status;

    H. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;

    I. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;

    J. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;

    K. Absences due to student's migrant status; and

    L. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

    M. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

B. In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;

2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;

3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and

4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

The District may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.

If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.

1. An excused absence will be verified by a parent/guardian; or adult, or emancipated or appropriately aged student; or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

2. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

The conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above or in administrative procedure for an excused absence.

2. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent and that absence is not excused.

3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.

4. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.

5. Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:

    A. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment

    B. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community engagement board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.

    C. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's seventh unexcused absence in a month, the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

6. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Tardies and Disciplinary Actions

Students shall not be absent if:

1.

    a. They have been suspended, expelled, or emergency removal~~expelled~~ pursuant to chapter **392-400** WAC;

    b. Are receiving educational services as required by RCW **28A.600.015** and chapter **392-400** WAC; and

    c. The student is enrolled in qualifying "course of study" activities as defined in WAC **392-121-107**. Course of study activities do not include sending homework packets home.

2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.

3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences

WAC 392-401A-045 requires:

School districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include: School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Tiered response systems under this section must include:

1.

a. Monitoring daily attendance data for all students who are absent, whether the absence is excused or unexcused;

b. A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;

c. Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and

d. A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:

1.

i. A school and/or district point person/people to maintain the list, keep it updated, and coordinate the outreach;

ii. School or district staff assigned to conduct the outreach and attempts at reengagement in coordination with community partners or other programs;

iii. Multiple methods of communication and outreach in a language or mode of communication that the parent understands including phone calls, texts, letters, and home visits;

iv. Referral to community-based organizations;

v. Documentation of the attempts to reach student and family; and

1. (vi) Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

Students Dependent Pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Cross References:	Board Policy 3120	Enrollment
	3230	Student Privacy and Searches
	3240	Student Conduct Expectations and Reasonable
	4218	Language Access Sanctions
	3241	Classroom Management, Discipline and Corrective Actions
	4218	Language Access Plan

Legal References:
RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition
Chapter 28A.225 RCW Compulsory school attendance and admission
WAC 392-401 Statewide definition of excused and unexcused daily absences

Management Resources:
Policy News, July 2023, June 2022, June 2021, Dec. 2011; Dec. 2012; June 2015; July 2016; July 2017; August 2018

ADOPTED: 07/23/1996
REVISED: 12/14/00; 02/22/07; 09/22/11; 03/22/12; 09/27/12; 03/28/13; 10/22/15; 9/22/16; 2/21/19, 3/24/22, 11/22/2022, new date

3225 School-Based Threat Assessment

School-Based Threat Assessment

The Board is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency ~~expulsion~~ removal, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including ~~imposing~~ an emergency ~~expulsion~~ removal, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

Structure of Threat Assessment Teams

The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team or more than one such team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,
- Law enforcement, such as a school resource officer,
- School administration, such as a principal or other senior administrator,
- Other district or school staff,
- Community resources,
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school personnel will

make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241 – Student Discipline.

Function of Threat Assessment Team

Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the district. The district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district / school-based members and community resource/law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Policy 2145 – Recognition, Screening, and Response to Distress in Students.
- Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics.
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Timely reports its determination to the superintendent or designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review and Reporting

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Other tasks of threat assessment team

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;
- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

Cross References:
Policy 2121 Substance Abuse Program
Policy 2145 Recognition, Screening, and Response to Distress in Students
Policy 2161 Special Education and Related Services for Eligible Students
Policy 2162 Education of Students with Disabilities under Section 504
3143 District Notification of Juvenile Offenders
3231 Student Records
3432 Emergencies
3241 Student Discipline
4210 Regulation of Dangerous Weapons on School Premises
4310 District Relationships with Law Enforcement and Other Government Agencies
Legal Reference: RCW 28A.300
RCW 28A.320 CFR 34, Part 99 Family Educational Rights and Privacy Act Regulations
Management Resources: *Policy and Legal News* December 2019

Adopted 1/14/2021, 2/23/2023, new date

2161 Special Education and Related Services for Eligible Students Procedure Part 1

The purpose of the district's special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices.

The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 are addressed in Chapter 392-172A WAC. These procedures do not address all of the requirements established in the regulations. District personnel who are not familiar with the regulations need to contact the student support department director if there are questions regarding special education. These procedures describe how the district implements its special education program.

Free Appropriate Public Education (FAPE)

The district will apply annually for Federal Part B and state special education funding to assist in the provision of special education and any necessary related services. This funding is in addition to students' basic education funding and state special education funding.

The superintendent or designee, in consultation with building staff, will annually determine whether to use Early Intervening Services (EIS) funding for students who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

The district will annually report to the Office of Superintendent of Public Instruction (OSPI) the number of students receiving EIS; and the number of students who received EIS and subsequently received special education and related services under Part B of IDEA during the preceding two-year period.

Services to eligible special education students age three to 21 will be provided without charge to the student. This does not include incidental fees that are normally charged to all students. Special education services will include preschool, elementary and secondary education and are provided in conformance with the student's Individual Education Program (IEP).

The district provides a continuum of services for students, regardless of the funding source. Where the district is unable to provide all or part of the special education or

necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-district agreements or interagency coordination.

Students Covered by Public or Private Insurance

The district may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required to provide a FAPE, as permitted by the public insurance program. However, the district will not:

A. Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;

B. Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;

C. Use a student's benefits under a public insurance program if that use would:

1. Decrease available lifetime coverage or any other insured benefit;

2. Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;

3. Increase premiums or result in discontinuation of insurance; or

4. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

The district may access a parent's private insurance proceeds to provide FAPE to an eligible student only if the parent provides informed consent to the district. Whenever the district proposes to access the parent's private insurance proceeds, the district will:

A. Obtain parent consent in accordance with Chapter 392-172A WAC each time the district wishes to access benefits for a new procedure; and

B. Inform the parents that their refusal to permit the district to access their insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or student's public benefits, for the first time and annually after the first notification, the district will provide written notification using the prior written notice provisions under WAC 392-172A-05010(3) that includes:

A. A statement of the parental consent provisions;

B. A statement of the "no cost" provisions;

C. A statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance, and

D. A statement that a parent's withdrawal or refusal to consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

After providing the required notification, the district will obtain written informed consent from the parent allowing the district to disclose information from the student's educational records to the agency responsible for administering the state's public benefits or insurance programs. The consent will specify:

A. The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;

B. The purpose of the disclosure;

C. The agency to which the disclosure will be made; and

D. That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under the act.

To avoid financial cost to parents who would otherwise consent to use private insurance, or public benefits if the parent would incur a cost such as a deductible or co-pay, the district may use its Part B funds to pay the cost the parents would incur.

Parent Participation in Meetings

The district encourages parental involvement and sharing of information between district and parents to support the provision of appropriate services to its students. As used in these procedures, the term "parent" includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents and adult students.

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement and provision of a FAPE, including IEP team meetings, school discipline, and truancy meetings.

When a meeting is scheduled parents will be:

A. Notified of the meeting early enough that they will have an opportunity to attend;

B. Notified of the availability of interpretation and translation services at no cost to the parents;

C. Notified of the purpose, time, and location of the meeting and who will be in attendance;

D. The parent will be notified that the district or the parent may invite others who have knowledge or special expertise of the student; and

E. The meeting will be scheduled at a mutually agreeable time and place.

The district will take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including but not limited to, arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

The staff person responsible for inviting the parents to meetings will keep documentation of the information provided and the methods used to notify the parents of the meeting. The district may proceed with a meeting if the district is not able to convince the parent to attend. In this case, the district will document its attempts to arrange the meeting. This documentation will include records of telephone calls and the results, copies of correspondence sent to the parent and/or other means used to contact the parent.

This documentation will be kept in the student's special education file.

If the parent cannot attend a meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls.

A meeting does not include informal or unscheduled conversations involving district personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that district personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

Identification and Referral (Child Find)

A. Identification

The purpose of Child Find is to locate, evaluate and identify children with suspected disabilities in need of special education services including those who are not currently receiving special education and related services and who may be eligible for those services. Activities are to reach:

1. Children residing in the school district boundaries including preschool-aged children;
2. Children attending approved, nonprofit private elementary and secondary schools located within the district boundaries.
3. Highly mobile children (such as children experiencing homelessness, in foster care, and living in migrant conditions);
4. Children who have a disability and may need special education services even though they are advancing from grade to grade; and
5. Children at home or home schooled.

The district will consult with parents and representatives of private school students to ensure its Child Find activities are comparable in approved, nonprofit private schools located within district boundaries. These consultations will occur annually by phone, meetings or letters.

The district reaches students who may be eligible for special education services through:

1. Notification to parents of child find activities in its annual informational packet;
2. Notification to parents district-wide through local papers or other media;
3. Information regarding child find on the district's Web site;
4. Notification to private schools located in the district's boundaries;
5. District informational mailings;
6. Posting notices regarding screening and referral in school buildings and public locations including DSHS community service offices, Employment Security offices, grocery stores, laundromats, day cares, community preschool sites and physicians' offices;
7. Notifying and coordinating with the designated Part C lead agencies;
8. Early childhood screenings conducted by the district;
9. Coordination with other public and private agencies and practitioners;

10. Written information provided to district staff on referral procedures;
11. Training teachers and administrators on referral/evaluation/identification procedures;
12. Review of student behavior, discipline and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability that ~~which~~ could result in eligibility for special education services, they will notify the appropriate school personnel, including school psychologist, speech language pathologist, counselor, or principal.

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The district's student support department conducts early childhood screenings for ~~ages~~ birth to five. These occur monthly at the Early Childhood Center. When parents or others inquire about screenings, the caller will be referred to the Student Support Department Office Professional or early childhood program coordinator.

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The screening process involves the following:

1. Parents are asked to provide information to assist in assessing their child.~~; and~~
2. Children are screened to assess cognitive, communication, physical, social-emotional and adaptive development.

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Parents will be notified at the screening of the results and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, obtain written consent for evaluation at the exit interview if possible, or include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice shall be sent to the parents within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

B. Referral

A student whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that district staff understands the referral process and maintain the availability of the district's optional referral form. Referrals are required to be in writing unless the person referring is unable to write and/or communicate orally. A person who makes a referral orally must be provided with the optional district referral form in the requestor's native language and offered

assistance in completing the referral with the support of a qualified interpreter when needed.

When a referral is made, the district must act within a 25 school-day timeline to make a decision about whether or not the student will receive an evaluation for eligibility for special education services.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person shall notify the evaluation case manager. The student support department: (a) records the referral; (b) provides written notice of the referral to the parent including the date the request was received; and (c) advises the evaluation case manager to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period the evaluation case manager will collect and review existing information from all sources, including parents. Examples may include:

1. Child's history, including developmental milestones;
2. Report cards and progress reports;
3. Individual teacher's or other provider information regarding the child including observations;
4. Assessment data;
5. Medical information, if provided;
6. Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting, the parent will be invited. The student support department provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the student support department.

After staff reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In this case written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

If the determination is that the child should be evaluated, the reviewers shall include information about the recommended areas of evaluation, including the need for further medical evaluation of the student. This information will assist the district in providing parents prior written notice and will assist the district in selecting appropriate evaluation group members. The evaluation case manager is responsible for notifying parents of the results using prior written notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be sent with the notice.

The evaluation case manager will seek parental consent to conduct the evaluation without any unnecessary delay. The ~~school~~ district is not required to obtain consent from the biological parent if:

1. The student is a ward of the state and does not reside with a parent;
2. The parent cannot be located, or their rights have been terminated; or
3. Consent for an evaluation is given by an individual appointed to represent the student.

When the parent provides consent, the district will select an evaluation group. The evaluation group is to complete the evaluation within 35 school days after the receipt of parent consent, unless:

1. The parents and district agree in writing to extend the timeline;
2. The parent fails or refuses to make the student available for the evaluation; or
3. The student enrolls in another school district after the evaluation ~~is begun but before completion and the parent and new district have an agreement for completion of the evaluation~~ begins but before tis completion, and the parent and new district agree to complete it.

If a parent does not provide written, informed consent for the evaluation, notify the evaluation case manager. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school. If the parent does not provide written informed consent and the district does not use mediation or due process, the evaluation case manager will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related

services without an initial evaluation to determine eligibility.

Evaluation and Reevaluation

A. Evaluation of Students moving from Part C to Part B and Participation in Transition Planning Conferences

The district will participate in transition planning conferences, arranged by the local lead agency as designee of the Part C lead agency for each student who may be eligible for preschool services. Transition plans will be designed to promote uninterrupted provision of appropriate services to the child.

1. The early childhood coordinator will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
2. Within 25 school days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;
3. The district will follow the procedures for obtaining consent and conducting an initial evaluation, and provide written notice of the decision, if it determines that the student will be evaluated to determine eligibility for Part B services;

The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B except: Students turning three, who were previously determined eligible for early intervention services under Part C of IDEA, will be evaluated for initial eligibility for special education services under Part B of IDEA. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

B. Evaluation Requirements

The purpose of the evaluation is to collect information about a student's functional, developmental and academic skills and achievements from a variety of sources, to determine whether a student qualifies for special education and related services, and to develop an IEP. This includes information provided by the parent. All information gathered in this process is reviewed by the IEP team or other group of qualified professionals.

The evaluation must be an individual assessment designed to determine:

1. Whether the student is eligible for special education and any necessary related services; and,
2. The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

The district's group of qualified professionals will select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a group member include having the appropriate professional license or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or through the use of public or private insurance if the parent consents to allow the district to use the insurance.

There are many legal requirements for conducting evaluations. Evaluation procedures or materials must be free of racial, cultural or sexual/gender bias and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and stage of developmental level. Tests should be administered in the native language of the student or conducted in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team will contact student support administration to develop an individualized strategy for valid evaluation of the student's skills. The inclusion of parents in this collaboration is desirable and strongly encouraged.

Specific areas to be included in the evaluation are determined by the district's group of qualified professionals and other qualified professionals, as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

A. Review of existing data, including corresponding response to intervention (RTI) documentation;

B. Relevant functional and developmental information;

C. Information from parents;

D. Information from other providers;

E. Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;

F. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records and observations;

G. Teacher and related service providers' observations;

H. Testing and other evaluation materials, which may include medical or other evaluations when necessary.

All current evaluation data as well as data previously reviewed by the team must be considered. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and state rules.

This review of existing data may be in the form of a meeting of IEP team members, or may be conducted without a meeting. It includes data provided by parents, data gathered in the general education classroom or from state and district level assessments. The data may provide information about the student's physical condition, social or cultural background and adaptive behavior.

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data are needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will complete the evaluation using existing data.

Parents and district staff are encouraged to work towards consensus, but the school district has the ultimate responsibility to determine whether the student has a disability or not. The evaluation case manager will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision they will be informed of their dispute resolution options described in the procedural safeguards.

C. Specific Learning Disability (SLD)

The district continues to use the severe discrepancy approach for identifying students with a SLD.

Student response is only one element of determining whether a child has a specific learning disability. The evaluation will be comprehensive and address all areas of suspected disability and will also include whether the child performs adequately to meet the grade-level standards in the general curriculum. The evaluation will also include whether failure to make progress is or is not the result of:

1. A physical, mental, emotional, cultural or environmental factor or limited English proficiency; or
2. Inadequate instruction in reading or mathematics.

The district must act promptly on a referral. Anyone, including parents and teachers, can make a referral at any time. A student cannot be required to progress through all levels of intervention before being evaluated if evidence exists to suspect a disability.

D. Evaluation of Transfer Students

If a student transfers into the ~~school~~ district while an evaluation process is pending from the other district, the evaluation case manager is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the 35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the evaluation case manager will notify the parent and obtain the parent's agreement to establish a new timeline.

E. Eligibility

The evaluation group and the parent will determine whether or not the student is eligible for special education services.

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency.
2. Eligibility may be determined by documented professional judgment when:
    a. Properly validated tests are unavailable; or
    b. Corroborating evidence indicates that results were influenced due to measuring a disability.

The parent will be provided with a copy of the evaluation report and the documentation of ~~determination of~~ the eligibility determination.

Parents will also be provided with prior written notice of the eligibility decision ~~of within ten school days the decision~~. The evaluation case manager is responsible for sending the notice.

Students remain eligible for special education services until one of four events occur:

1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met the district's high school graduation requirements;
3. The student has reached the age of 2~~1~~2. A special education student, whose 22nd ~~21st~~ birthday occurs ~~after August 31~~, shall continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

When a special education student is expected to graduate prior to age 22~~1~~, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The district will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The district will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

F. Evaluation Report

Each person conducting an assessment of the student will specify the procedures and instruments used, ~~and~~ their results and the significance of findings related to the student's instructional program, including a specification of the factors interfering with performance and the special education and related services needed.

The evaluation group will determine who is most appropriate to develop the evaluation report reflecting the evaluation information. This will be completed before the conclusion of the evaluation period and will, at a minimum:

1. Identify the disability that requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;
4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions of the report shall prepare a separate statement presenting their own conclusion.

The evaluation case manager is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.

G. Reevaluations

A reevaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless parent and district ~~school~~ agree otherwise. A reevaluation must occur at least once every three years, unless parent and district ~~school staff~~ agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary shall be confirmed in writing to the parent. The evaluation case manager will schedule a review of this determination and notify the student support department.

Students who turn six who met the eligibility requirements for the disability category of "Developmentally Delayed" (DD) under the criteria for ages three to six years need not be reevaluated at age six under the criteria for six to nine years until three years after their initial evaluation was completed.

Students who were previously eligible under the category "Developmentally Delayed" must be reevaluated before age ten to determine eligibility within another category.

As part of any reevaluation, the IEP team members and other professionals the district determines appropriate will review existing data that includes:

1. Evaluations and information provided by the parents;
2. Current classroom-based assessment, local or state assessments and classroom based observations; and
3. Observations by other teachers and related services providers data.

Based on this review the team will determine whether any additional data is necessary to determine:

1) Whether the student continues to be eligible for special education and any necessary related services;
2) The present levels of performance and educational needs; and
3) Whether any additions or modifications to the student's program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing:
4) If additional testing is needed:
    1. The district will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
    2. If the parents do not return the signed consent form, the district will send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district

will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact and other efforts to obtain consent;

3. If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and

4. If the parents refuse to consent to the reevaluation, the evaluation group will notify the student support director or designee so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parents' refusal to consent.

After the reevaluation is completed, the evaluation case manager will both invite parents to the eligibility meeting and will provide prior written notice after the meeting of the results of the reevaluation to parents in their primary language, indicating one or more of the following:

1. Whether the student continues to be eligible and in need of special education;

2. Present levels of performance and educational needs of the student; and

3. Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

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~~This notice will occur within ten school days of the eligibility decision.~~ The evaluation case manager is responsible for sending the notice.

H. Reevaluation and Graduation

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the district will provide prior written notice to the student and the parent two weeks before the student's anticipated last day of school and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. The IEP case manager is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

Independent Educational Evaluations (IEE)

Parents of students eligible for special education, students referred for special education and determined to not be eligible or students determined not to need an evaluation have a right to obtain an IEE at public expense, each time the district has conducted or obtained

an evaluation of the student.

When parents request an IEE, the district must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an IEE ~~independent evaluation~~ should be immediately referred to the student support director or designee. The student support director or designee will review the request and determine whether or not the request is warranted. If the district agrees to provide an IEE, arrangements will be made promptly. If the district denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request.

The district may request mediation as an option after filing the due process hearing. If the parents withdraw their request for an IEE the due process hearing can be dismissed.

When a parent requests an IEE, the district must provide parents a list of district criteria and evaluators. If the ~~school~~ district initiates a hearing, and a decision is made that the district's evaluation is appropriate, the parent still has the right to an IEE but not at public expense. A parent is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the district if providing FAPE. The IEE may also be presented as evidence at a hearing regarding the student.

The following criteria are established for the selection of an individual to conduct an IEE at public expense. These criteria are established in order to identify the knowledge, experience and qualifications of individuals selected to conduct the evaluations. Any individual selected to conduct either a district evaluation or an IEE must be:

A. Licensed, credentialed or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;

B. Knowledgeable and experienced in evaluating children with similar disabilities;

C. Geographically located within the state of Washington; and

D. Available to the district at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:

A. Make it impossible to identify anyone within the state of Washington who holds the appropriate credentials or experience necessary to conduct the evaluation; or

B. Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or

C. Include factors that ~~which~~ would warrant an exception in order to obtain an appropriate evaluation.

Individualized Education Programs (IEP)

A. IEP Development

The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through WAC 392-172A-03100. The IEP reflects the implementation of instructional programs and other services for students who are eligible for special education services, based on the evaluation of student needs.

An IEP must be in effect before initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the student support director or designee will notify the parent that the district does not have an FAPE obligation to the student. The notification will be documented in the student's file.

The district will maintain a copy of the current IEP which is accessible to all staff members responsible for providing education, other services or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff and others who may be responsible for the proper implementation. The building principal is responsible for ensuring that staff members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and/or related services.

Parents are members of the IEP team and shall have the opportunity to fully participate fully. The district will make sure that the parents understand the proceedings, including arranging for an interpreter for parents who are deaf or whose native language is other than English. The district will also ensure that meeting locations are accessible. The student support department is responsible for coordinating interpreters and making arrangements for the meeting location.

The district will provide parents/guardians with a copy of the district's Restraint, Isolation and Other Uses of Reasonable Force (Policy 3246) with each initial and annual IEP.

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B. IEP Team

The IEP team includes:

1. The parents of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of~~: 1)~~ appropriate positive behavioral interventions and supports for the student; and ~~2)~~ supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(2)(b);
3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
4. A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources;
5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;

7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, district personnel shall keep the representative informed of the meeting and obtain agency information that will assist in the service provision;
10. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parents and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting.

Existing team members may fill more than one of these roles if they meet the criteria for the role.

Sometimes parents do not attend IEP meetings. There will also be times the parents do not agree with the IEP as proposed, and despite attempts to reach agreement on IEP content, the team does not reach agreement. If a parent attends the IEP meeting and agreement is not reached on the IEP, the team shall determine whether another IEP meeting should be scheduled as soon as mutually possible, or whether there is enough information to complete the IEP. When the decision is made that the IEP will be implemented the district must send prior written notice of the decisions reached to the parent, including the date the IEP will be implemented.

When the parents do not attend the IEP meeting, despite the district's efforts to ensure participation, or if the team does not reach agreement, it is the district's obligation to offer an appropriate educational program:

1. Have IEP members present sign the IEP (or document participation if any member is unwilling to sign);

2. Send a copy to the parent, and provide the parent prior written notice that the district intends to implement the IEP;
3. Forward the documentation of actual or attempted contacts to the student support department for processing when parents do not attend the meeting;

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. If the parent requests that the district revise the IEP to include the amendments, the IEP case manager will revise the IEP.

C. IEP Preparation and Content:

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must consider:

1. The strengths of the student including the academic, developmental and functional needs of the student and the concerns of the parents for enhancing the education of their child;
2. Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A-01031, are needed to address the student's behavior;
3. The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency;
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. The communication needs of the student (and in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs, including opportunity for direct instruction in the student's language and communication mode; and
6. Whether assistive technology devices or services are needed.

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;

2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;

3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities;

4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular and non-academic activities;

5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s), why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;

6. The date for the beginning of services and the anticipated frequency, location and duration of services and modifications;

7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for

implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided at the same time the district issues progress reports or report cards, or other agreed times as identified by the IEP;

8. The projected beginning date for the special education and related services;

9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age-appropriate transition and assessments related to training, education, employment, and independent living skills where appropriate; the transition services (including courses of study) needed to assist the child in reaching those goals; and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP);

10. Emergency response protocols, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105;

11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01301;

12. The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (see Procedure 3246).

13. A statement regarding transfer of rights at the age of majority. The IEP case manager will provide prior written notice to the student one year prior to student turning 18 years of age;

14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to: 1) Evidence of regression or recoupment time based on documented evidence; or 2) A documented determination based on the professional judgment of the IEP team

including consideration of the nature and severity of the student's disability, the rate of progress and emerging skills.

~~Use of isolation, restraint and restraint device~~

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~~A. Definitions~~

~~1. Imminent: The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.~~

~~2. Isolation: Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from their regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.~~

~~3. Likelihood of serious harm: A substantial risk that physical harm will be inflicted by a student:~~

~~a. upon their own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;~~

~~b. upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;~~

~~c. upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or~~

~~d. after the student has threatened the physical safety of another and has history of one or more violent acts.~~

~~4. Positive behavioral intervention: Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage their own behavior.~~

~~5. Restraint: Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.~~

~~6. Restraint device: A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers, or batons. Restraint device does not mean a seat harness~~

~~used to safely transport students. This definition is consistent with RCW 28A.600.485(1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students~~

~~B. Practices presumed to be unreasonable when correcting or restraining any student under the age of 18:~~

~~Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:~~

~~1. throwing, kicking, burning, or cutting a child;~~

~~2. striking a child with a closed fist;~~

~~3. shaking a child under the age of three:~~

~~4. interfering with a child's breathing;~~

~~5. threatening a child with a deadly weapon; or~~

~~6. doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.~~

~~This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.~~

~~C. Conditions specific to use of isolation:~~

~~1. The isolation must be discontinued as soon as the likelihood of serious harm has dissipated;~~

~~2. The enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.~~

~~3. The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.~~

~~4. An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.~~

5. Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.

6. Any staff member or other adults using isolation must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and also trained by the district in isolation requirements, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

D. Conditions specific to use of restraint and restraint devices:

1. The use of restraint or a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated;

2. The restraint or restraint device will not interfere with the student's breathing;

3. Any staff member or other adults using restraint or restraint devices must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and such restraint or restraint devices, or otherwise available in the case of an emergency unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

4. In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student.

E. Prohibited practices involving restraint, use of force, and discipline:

The following practices are prohibited with students eligible for special education services:

1. District personnel are prohibited from using aversive interventions;

2. District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;

3. No student may be stimulated by contact with electric current, including, but not limited to, tasers;

4. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment;

5. A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);

6. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;

7. A student must not be denied or subjected to an unreasonable delay in the provision of medication;

8. A student may not be excluded from their regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;

9. A student must not be forced to listen to noise or sound that the student finds painful;

10. A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;

11. A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;

12. A student's head must not be partially or wholly submerged in water or any other liquid.

13. A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A-02110.

14. A student must not be subjected to the use of prone (lying face-down) and supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

E. **Documentation and Reporting Requirements**

Districts must follow the documentation and reporting requirements for any use of isolation, restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. See Policy and Procedure 3246 for a description of the documentation and notification process.

Transfer Students

Students who transfer from one district to another within the state continue to be eligible for special education and any necessary related services. When a special education student transfers into the district, the building principal will notify the student support department. The student support department and principal in consultation with parents will review the student's IEP to ensure the district provides services comparable to those in the previous IEP until the district adopts the previous IEP or develops, adopts and implements a new IEP.

When a student who was identified as eligible for special education transfers from out of state into the district, the building principal or designee will notify the student support department as soon as possible. The evaluation case manager will review the evaluation, eligibility documentation and IEP to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for the student. If the student needs to be evaluated to determine eligibility in this state, the evaluation case manager will notify the parents, obtain consent and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending the results of the initial evaluation.

The district must take reasonable steps to obtain records promptly, including IEP supporting documents and any other records related to special education or related services from the previous school.

Placement

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial

eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. If the parents do not consent to the provision of special education and related services, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

When program decisions are addressed by the IEP team, proper consideration must be given to the LRE. Within the educational setting, the student should be placed, whenever possible:

1. In the school the disabled student would normally attend; and,
2. With non-disabled students in the general educational setting to the maximum extent possible.

Special classes, separate schools or removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education classroom with use of supplementary aids and services cannot be satisfactorily achieved.

If the IEP team believes that the student will not be successful within the general education classroom, the team will consider:

1. The educational benefits of full-time placement in a regular classroom;
2. The non-academic benefits of such a placement;
3. The effect the student will have on the teacher and other students in the regular classroom; and
4. The costs of placing the student in the regular classroom.

The degree to which the student is to be integrated into the general classroom setting is dependent upon the identified needs of the student. This placement is to occur unless the nature of the needs ~~are~~ is so severe that this cannot be satisfactorily achieved, even with supplementary aids and services. If the placement is in another building, the appropriate educational placement will be as close to the student's home as reasonably possible.

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. These include counseling

services, athletics, transportation, health services, recreational activities, clubs, etc. Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's current electives.

Within the district, a continuum of alternative placement options exists, ~~spanning within~~ a general education class or regular early childhood program, resource room, self-contained, home-bound and out-of-district provisions. These options are intended to address the individual needs of students, including preschool students with disabilities, and they are considered according to the following process:

The placement of each student with a disability will be determined annually, or sooner if appropriate, by the IEP team.

The appropriateness of placement options will be based upon various decisions including:

1. Data-based judgments in IEP development;
2. Judgments (data-based) in determining LRE;
3. The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
4. The consideration of potentially harmful effects upon the student or on the quality of services needed.

Placement options along the continuum must include alternative placement options identified in the definition of special education and make provisions for supplementary services such as resource room or itinerant instruction to be provided in concert with the general education placement.

Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

On November 1 of each year, the district will conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries. The district student support director or designee will have timely and meaningful consultation with appropriate representatives of privates schools and representatives of parents of private school students and make determinations about who will receive services and what services will be provided.

The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the services will be provided, and how services provided will be evaluated, the district shall consult with appropriate representatives and parents of private school students. The district shall make the final decision with respect to services to be provided to eligible private school students. The student support office will notify each approved nonprofit private school operating in the district seeking recommendations of persons to serve as representatives of special education private school students in consultations with the district. An initial meeting will be called by the district to establish a work plan and schedule with the private school student representatives and representatives of private school parents to discuss how to identify students, the amount of proportionate share, how the proportionate share was calculated, which students will receive services, what services will be provided, how and where services will be provided, and how services will be evaluated.

The student support director is responsible for private school involvement and service plan development. A private school student has no individual entitlement to any service or amount of service they would have received if enrolled in a public school to receive FAPE. However, for each private school student receiving special education or related services, the district will initiate and conduct meetings to develop, review and revise a services plan describing the special education and related services that the district will provide. The services plan must: (1) meet IEP content requirements as appropriate; and (2) be developed, reviewed, implemented and revised annually consistent with the requirements for IEP review. The district shall make every effort to include a representative from the private school at each meeting. If the private school representative is not able to attend, the district will use other methods, including individual or conference telephone calls, to assure the representative's participation.

Private school students may receive a different amount of services than students in public schools who receive special education. However, the special education

services provided to eligible private school students will be provided by personnel meeting the same standards as personnel providing the services in the district.

Services to students in private schools including private sectarian schools may be provided on-site. District personnel may be made available to private schools only to the extent necessary to provide the services required, if those services are not normally provided by the private school. Services shall not include payment of private school teachers' or other employees' salaries, except for services performed outside regular private school hours and under public supervision and control.

Equipment and/or supplies may be placed on private school premises for the period of time necessary for the services plan program, but the district shall retain and exercise title and administrative control of said equipment/supplies. The district shall keep records and make an accounting ~~e~~ assuring that said equipment/supplies is/are used solely for the services plan program. Said equipment/supplies shall be removed if necessary to avoid its/their use for other purposes or if no longer needed for the services plan program. No district funds shall be used for repairs, minor remodeling or construction of private school facilities.

The district will provide services to students in private schools in a manner that: (1) maintains physical and administrative separation between the private and public school programs; and (2) does not benefit the private school at public expense.

Contracts with Authorized Entities

The district may contract with private schools approved by the state board of education under RCW 28A.305.130, other private in-state entities, and any out-of-state entities authorized by the office of superintendent of public instruction to provide special education and related services to students with disabilities. The district must enter into a written contract with the authorized entity that establishes the responsibilities of the district and authorized entity and sets forth the rights of students with disabilities placed in the authorized entity. This contract must include the following:

1. The names of the parties and the name of the student placed in the authorized entity;
2. The locations and settings of the education and related services to be provided;
3. A description of the opportunities for the student to meet a program for basic education that meets the goals of RCW 28A.150.210;

4. When applicable, a description of the opportunities for the student to either meet high school graduation requirements under RCW 28A.230.090 or to earn a high school equivalency certificate under RCW 28B.50.536 or laws of the state in which the authorized entity is located;
5. A schedule, of at least once per academic term, for the authorized entity to provide to the district student progress reports describing how the student is meeting personalized learning outcomes;
6. The total contract cost and applicable charge and reimbursement systems, including billing and payment procedures;
7. Acknowledgement that the authorized entity is responsible for full reimbursement of any overpayments determined to have been made by the district;
8. Acknowledgement that the authorized entity has a list of staff members providing the education and related services and a copy of the license that qualifies each staff member to provide the service;
9. Agreement by the authorized entity to employ or contract with at least one licensed teacher with special education endorsement;
10. Acknowledgement that the staff of the authorized entity are regularly trained on the following:

- The constitutional and civil rights of students in schools;
- Child and adolescent development;
- Trauma-informed approaches to working with children and youth;
- Cultural competency, diversity, equity, and inclusion, including best practices for interacting with students from particular backgrounds including English learner, LGBTQ, immigrant, female, and nonbinary student;
- Student isolation and restraint requirements under RCW 28A.600.485;
- The federal Family Educational Rights and Privacy Act, Title 20 U.S.C. Sec. 1232g requirements regarding access to and dissemination of student information;
- Recognizing and responding to student mental health issues; and
- Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities.

11. Acknowledgement that the district and the authorized entity have clearly established their respective responsibilities and processes for student data collection and reporting;

12. Acknowledgement that the authorized entity will promptly submit to the district any complaints it receives;

13. Acknowledgement that the authorized entity will submit other information required by the district or OSPI;

14. Acknowledgement that the authorized entity must comply with student isolation and restraint requirements under RCW 28A.600.485;

15. Acknowledgement that the authorized entity will notify OSPI and every district with which it contracts of:

- Any major program changes that occur during the authorization period, including adding or eliminating the type of programs available to students; and
- Of any complaints it receives regarding services to students, as well as any law enforcement incident reports involving the authorized entity and its enrolled students.

16. Acknowledgement that the authorized entity must comply with all relevant Washington state and federal laws applicable to school districts;

17. Acknowledgment that the district must provide OSPI with the opportunity to review the contract and related documentation upon request.

The district will conduct an annual on-site visit to any authorized entity it contracts with to confirm that the health and safety of the facilities, the staffing qualifications and levels, and the procedural safeguards are sufficient to provide a safe and appropriate learning environment for students. The district may arrange for another school district to complete the annual on-site visit on its behalf, so long as the other school district conducting the visit provides a written report documenting the results of the visit and any concerns about the learning environment.

The district will provide the following documents to the parents or guardians of each student placed in the authorized entity:

1. A summary of the district's and authorized entity's responsibilities and processes for reporting incidents of restraint and isolation under RCW 28A.600.485; and
2. A copy of the complaint procedure developed by OSPI.

The district shall report to OSPI and the office of the Washington state auditor any concerns the school district has about overbilling by the authorized entity.

Procedural Safeguards

A. Notice of Procedural Safeguards

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation or placement is at issue. The school district IEP case manager will provide a copy of

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the procedural safeguards notice to the parents and adult students ~~one time~~ once a year and:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
3. Upon a disciplinary action that will result in a disciplinary change of placement; and
4. Upon request by the parent.

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees.

Copies of the district's special education procedural safeguards are available at all schools, the student support department, and the Yelm Community Schools student support department web site (www.ycs.wednet.edu, go to Departments/Special Services/Resources).

B. Consent

The district will obtain informed, written parental consent before:

1. Conducting an initial evaluation;
2. Providing initial special education and related services to a student; and
3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students unless consent is required of all students' parents.

Informed consent means that the parent or adult student:

1. Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in their native language or other mode of communication;

2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and
3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.
The district may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit or activity of the district.

If the district is unable to obtain a parent's consent, the district may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The district may not request a due process hearing to override a parent's refusal to consent to initial special education services. The district may not use mediation or due process procedures to override a parent's refusal to consent to an evaluation or reevaluation if the student is homeschooled or enrolled in a private school.

C. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to the building principal and student support department administration.

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Upon receipt of the parent's written notice of revocation, the evaluation case manager:

Wwill provide prior written notice within a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services;

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirement to convene an IEP meeting or develop an IEP. However, the district does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the district conduct an initial evaluation for eligibility for special education services after they have revoked consent for

continued services.

D. Prior Written Notice

Prior written notices are provided to parents when a district makes a decision relating to a student's identification, evaluation, placement or provision of a FAPE. Prior written notices document the decisions made by the IEP teams and evaluation group.

The district will provide prior written notice to the parent whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement or provision of a FAPE to the student.

The prior written notice will include:

1. A statement that the parents have procedural safeguard protections and if a copy of the procedural safeguards does not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
2. A description of the action proposed or refused by the district;
3. An explanation of why the district proposes or refuses to take the action and a description of other options that the district considered and the reasons why the options were rejected;
4. A description of any other factors which are relevant to the district's proposal or refusal;
5. A description of each evaluation procedure, test, record or report the district used as a basis for the proposal or refusal;
6. A description of any evaluation procedures the district proposes to conduct and sources for parents to contact for assistance in understanding the procedural safeguards provision of this chapter.

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or
2. Providing notice orally if the written language is not a native language.

The district will document in writing how this information was provided and that the parent understands the content of the notice. The evaluation case manager or IEP

case manager will be responsible for sending prior written notices after evaluation, eligibility, IEP team and placement decisions.

E. Transfer of Educational Rights to an Adult Student

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the district has appointed an educational representative for the student. When the student turns 18, the district will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student.

At an IEP meeting occurring one year before the student turns 18, the district will inform the parents and the student that educational rights will transfer to the student and the district will inform the student about those educational rights. This information will be documented on the IEP.

Appointment of an Educational Representative

A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless they are determined to be "incapacitated" through a legal guardianship proceeding. If a parent, another interested party, or the district believes that a student over the age of eighteen is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the district to appoint an educational representative. This determination will only be made if two separate professionals, as defined by WAC 392-174A-05135(5)(a), state that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The district will inform the student of the decision and appoint ~~either,~~ the spouse, the student's parents, another adult or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the district will not rely on the education representative, until the representative is recertified.

Confidentiality and Records Management

The student support director is responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The student support director will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used by the district.

The district will provide instruction annually to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review and challenge all educational records which shall include, but not be limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The district will comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student or provision of FAPE to the student, including disciplinary proceedings. In any case, the district shall respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may only inspect and review only information relating to their child. School personnel receiving requests for educational records will immediately forward the request to the student support director.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges and hearings regarding student records.

The district follows the guidelines for records retention outlined in the Secretary of State's, General Records Retention Schedule and Records Management Manual. The district will inform parents or adult students when personally identifiable

information collected, maintained or used is no longer needed to provide educational services to the student. The information will be destroyed at the request of the parent(s) or adult student, or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address and phone number, their grades, attendance, record, classes attended, grade level completed and year completed will be maintained without time limitation.

Records management is also governed by Policy and Procedure 4040, Public Access to District Records.

A. Surrogate Parents

A surrogate parent is a person appointed by the school district to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown or the student is a ward of the state and does not have a foster parent.

The case manager is responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, persons acting in the place of a parent such as stepparents or relatives and persons with legal custody or guardianship are considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the district to follow to assist in determining the status of the parent's rights to make educational decisions:

1. In cases where the student is in and out of home care the district must determine the legal custodial status of the child.
2. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state.
3. Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court.
4. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency.

5. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.
   When a student is placed in foster care the foster parent may act as the parent. When a student is placed in group care, the district will work with the parents, case-worker(s), foster parents and others who have knowledge of the student's legal status in order to determine the need for appointment of a surrogate.

   When selecting a surrogate parent the district will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of and provisions of FAPE to the student.

   If a student is referred for special education or a student eligible for special education who may require a surrogate parent transfers into the district, the district student support office will be notified of the potential need. The student support office will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

   The person selected as a surrogate:
1. Must have no interest that conflicts with the interests of the student they represent;
2. Must have knowledge and skills that assure adequate representation of the student; and
3. May not be an employee of a school district and/or other agency ~~which~~ that is involved in the education or care of the student. This includes OSPI, DSHS, district employees and group care providers.

   The district will at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications and special education regulations. The district will also cooperate with other districts, the ESD or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

Mediation

The purpose of mediation is to offer both the parent and the school district an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation and delivery of educational

services or provision of a FAPE to a special education student. Mediation may be terminated by either party at any time during the process.

The primary participants are the parents, school district representatives and mediator. The process is voluntary, confidential and informal. It is a collaborative process, conducted in a nonadversarial manner. Mediation services will be provided by ~~the Office of Superintendent of Public Instruction (~~OSPI~~)~~ at no cost to either party.

The district's student support director is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director and the director will respond to the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process are confidential.

One person designated by the district to attend the mediation must have authority to bind the district in any agreement reached through mediation.

Due Process Hearing

Both parents and districts may file due process hearings involving the identification, evaluation, placement or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent with a due process hearing request that contains the required information. Due process hearing request forms are available at the district office and on the OSPI Special Education website.

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the student support director. ~~If the parent has not filed the request for hearing with the Washington State Office of Administrative Hearings (OAH), the district will forward the parent request to (OAH) Section. The district may not delay or deny a parent's due process hearing request.~~ Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The district student support director is responsible for providing the parents a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement at

the time of the request for hearing unless the parents and district agree to a different placement. The Student's status during the pendency of any proceedings does not preclude the IEP team from meeting, as needed or as required, and updating and implementing the student's IEP, unless those changes are in dispute. See the discipline section below for placements when a disciplinary action is challenged.

When parents file a request for a due process hearing, the student support director will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the district and provides a copy of the request to OAH, or, within seven days if the hearing request involves an expedited hearing regarding discipline. The student support director will determine the appropriate district staff that will attend the resolution meeting. The district will ensure that one of the district representatives attending the resolution meeting has authority to bind the district in any resolution agreement. The district will not bring district counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

Any resolution agreement reached will be documented in writing and is binding on the parties. The document will inform the parent of their right to void the agreement within three business days of signing the agreement.

Discipline

Students eligible for special education may be disciplined consistent with the disciplinary rules that apply to all students. The district shall determine on a case by case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the district's failure to implement a student's IEP. The district shall take steps to ensure that each employee, contractor and other agents of the district responsible for education or care of a student is knowledgeable of special education disciplinary rules.

A. Removal Up to Ten Days

The principal or designee may order the removal of a special education student from a current placement. The district need not provide services to an eligible student who is removed from the current placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

B. Removal for More than Ten Days

Once an eligible student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. School personnel, in consultation with one or more of the student's teachers, will make the determination of such necessary services.

C. Change in Placement

A change of placement occurs when an eligible student is:

1. Removed from their current placement for more than ten consecutive school days in a school year; or
2. Subjected to a series of removals in a school year that constitute a pattern of removal because: 1) the series of removals total more than ten school days in a year; 2) the student behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the building principal and student support director and is subject to review through due process and judicial proceedings.

D. Manifestation Determination

Within ten school days after the date on which the district makes a decision to change the student's placement, the district will conduct a manifestation determination meeting to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at a meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the district. The team will review all relevant information in the student's file, including the IEP, teacher observations and information provided by the parent to determine:

If the conduct was caused by or had a direct and substantial relationship to the child's disability; or

1. If the conduct in question was the direct result of the district's failure to implement the student's IEP.
2. If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

The district will take immediate action to remedy the deficiencies, and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which they were removed unless the parents and the district agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons or serious bodily injury.

E. Special Circumstances

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a special education student:

1. Possesses a "dangerous weapon" or carries such a weapon to school or to a school function; or
2. Knowingly possesses or uses "illegal drugs" while at school or a school function; or
3. Sells or solicits the sale of a "controlled substance" while at school or a school function.
4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student's IEP team and will:

1. Be selected so as to enable the student to participate in the general curriculum, although in another setting and to progress toward meeting the goals set out in the student's IEP; and
2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

The district may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties when~~:~~

~~1.~~ The district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. If the student's IEP team believes that the student may not be maintained in their current placement, the IEP team should work with the district's student support director or designee.

Unless the parent and the district agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the interim alternative educational setting, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day period, whichever occurs first.

F. Basis of Knowledge

A student who has not been determined eligible for special education services may assert the protections if the district had knowledge that the student was a eligible for special education before the behavior that precipitated disciplinary action occurred.

The district is deemed to have knowledge if:

1. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability the prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
2. The parent requested that the student be evaluated for special education services; or
3. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the student support department or to other supervisory staff.

If ~~instituting disciplinary action that would exceed ten days and the~~ principal institutes disciplinary action that would exceed ten and believes that one or more of these events applies to the student, the principal will notify the student support department to determine the appropriate disciplinary procedures.

The district is not deemed to have knowledge if, as a result of receiving the information described above, the district either:

1. Conducted a special education evaluation of the student and determined that the student was not eligible for services; or
2. The parent of the student has not allowed an evaluation of the child or has refused services.

If the district is not deemed to have knowledge that a student is ~~a student~~ eligible for special education services, the student may be disciplined as a student without disabilities who engages in comparable behaviors. If a request to evaluate the student is made while the student is excluded, ~~T~~the district will expedite the evaluation ~~shall conduct an evaluation, which is requested during the time period such a student is subjected to disciplinary measures, in an expedited manner~~. Until the evaluation is completed, such a student shall remain in the educational placement determined by the district, which ~~depending upon the behavior can~~ could include suspension or expulsion.

Notwithstanding the foregoing, the district may report a crime committed by a student eligible for special education services to appropriate authorities. In the event of such a report, the district shall ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of the records is permitted by the Family Educational Rights and Privacy Act (FERPA).

Staff Qualifications

All employees of the district funded in whole or part with state or federal excess special education funds will meet the standards established by the Professional Educator Standards Board (PESB) and defined in WAC 392-172-A-02090.

All employees will hold such credentials, certificates or permits as are now or hereafter required by the PESB for the particular position of employment and shall meet such supplemental standards established by the district.

Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certificated

staff, deaf education with American Sign Language proficiency certificated staff, teacher of the visually impaired certificated staff or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

In the event a special education teacher does not have a certificate endorsed in special education (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet PESB criteria outlines in WAC 181-82-110.

If the district must temporarily assign a classroom teacher without a special education endorsement or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, the superintendent or designee will document in writing ~~that~~:

A. The district is unable to recruit a teacher with the proper endorsement who ~~was~~ is qualified for the position; and/or
B. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical.~~; and/or~~
C. The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed two hundred forty clock hours (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The district will provide training to classified staff to meet the state recommended core competencies.

Personnel Development

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

A. Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents and volunteers;

B. All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices and/or isolation;

~~C.~~ In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified;

~~D.~~ Training activities will be conducted for regular general and special education staff, staff of other agencies and organizations and private school staff providing services for student eligible for special education services.~~; and~~

E. Training for classified staff in the state recommended core competencies will occur through participation in district, state and ESD-sponsored classes and in-service opportunities.

Public Participation

Any application and any required policies, procedures, evaluations, plans and reports are readily available to parents and other members of the public through the district's student support office and the office of the superintendent.

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3143 Notification and Dissemination of Information about Student Offenses and Notifications

Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

Yelm Community Schools is committed to providing a safe and secure environment for all its students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education.

A. Notification of Student Offenses from County Sheriff's Office, Courts, Department of Social and Health Services, Department of Corrections, and Other School Districts.

The district receives notices and information about student offenders from several statutorily authorized sources, including the county sheriff's office, the courts, the department of social and health services, the department of corrections, and other school districts where the student previously enrolled. The district will take appropriate precautionary measures when it receives notices and information of student offenses from any of these sources. Student discipline, if any, will be consistent with 3241 – Student Discipline.

The superintendent, or his or her designee, and school principals play an important role in determining and implementing appropriate precautionary measures relating to notices and information about student offenses. If the superintendent, a designee of the superintendent, or a principal of a school receives student offense information under RCW 28A.225.330 (notifications from other school districts), 9A.44.138 (sheriff notifications to school districts), 13.04.155 (court notifications to school districts), 13.40.215 (department of children, youth, and families notifications to school districts), or 72.09.730 (department of corrections notifications to school districts), the following notification provisions will be followed.

1. Sex Offenses and Registered Sex or Kidnapping Offenders.

A. Superintendent or Designee. Upon receipt of information about sex offenses as defined in RCW 9.94A.030 or upon receipt of information about registered sex or kidnapping offenders pursuant to RCW 9A.44.138, the superintendent or his or her designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where the student was most recently enrolled.

B. Principals. When the principal receives the information described above, he or she must then disclose the information as follows.

If the student is classified as a risk level II or III, the principal shall provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

If the student is classified as a risk level I, the principal shall provide the information received only to personnel who, in the judgment of the principal, for security purposes should be aware of the student's record.

C. Convicted Juvenile Sex Offenders Attendance at Victims School. Convicted juvenile sex offenders are prohibited from attending the elementary, middle, or high school attended by their victims or their victims' siblings. The parents or legal guardians of the convicted juvenile sex offender shall be responsible for providing transportation or covering other costs associated with or required by the sex offender's change in school.

The Department of Social and Health Services (DSHS) Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.

D. Collaboration. The principal or designee will consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

E. Inquiries by the Public. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public. Therefore, district and school staff will refer all inquiries by the public at large (including parents and students) regarding students required to register as a sex or kidnapping offender directly to law enforcement.

2. Violent Offenses, Firearms and Dangerous Weapons Crimes, Unlawful Possession or Delivery of Controlled Substances, or School Disciplinary Actions.

A. Superintendent or Designee. Upon receipt of information about a violent offense as defined in RCW 9.94A.030, any crime under chapter 9.41 RCW, unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW, or a school disciplinary action, the superintendent or designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where the student was most recently enrolled.

B. Principals. When the principal, receives the information described above, he or she, has discretion to share the information with a district staff member if, in the principal's judgment, the information is necessary for:

- The staff member to supervise the student.
- The staff member to provide or refer the student to therapeutic or behavioral health services; or
- Security purposes

School principals and staff should use care not to allow a student's demographic or personal characteristics to bias the decision of whether to share information received.

Upon receipt of information about an adjudication in juvenile court for an unlawful possession of a controlled substance in violation of chapter 69.50 RCW, the principal must notify the student and the parent or legal guardian at least five days before sharing the information with a district staff member.

If either the student or the student's parent or legal guardian objects to the proposed sharing of the information, the student, the student's parent or legal guardian, or both, may, within five business days of receiving notice from the principal, appeal the decision to share the information with staff to the superintendent of the district in accordance with procedures developed by the district.

The superintendent shall have five business days after receiving an appeal under the above to make a written determination on the matter. Determinations by the superintendent under this subsection are final and not subject to further appeal.

A principal may not share adjudication information under this subsection with a district staff member while an appeal is pending.

3. Public Records Act.
Any information received by district staff under this section is exempt from disclosure under the public records act (chapter 42.56 RCW) and may not be further disseminated except as provided in RCW 28A.225.330, other statutes or case law, and the family and educational and privacy rights act of 1994 (20 U.S.C. Sec. 1232g et seq.).

4. Assignment of Student Offenders to Certain Classrooms.
A student committing an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief) when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.

A student who commits an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

B. Notification of Threats of Violence or Harm.
Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. "Threats of violence or harm" means direct or indirect communications by any means of the intent to inflict physical harm upon a specific individual or individuals or that place a person in fear of the imminent likelihood of serious harm.

The district will assess and address potential threats of violence or harm in a manner consistent with Policy and Procedure 3225 – School-Based Threat Assessment, other safety policies, and comprehensive safe school plans. In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient

of a threat as well as the parent and/or guardian of any student who made the threat. The district will ensure that the notice is in a language the parent and or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

The district may use information about a threat of harm or violence in connection with student discipline consistent with Policy and Procedure 3241 – Student Discipline.

The district, board, school officials, and school employees providing notice in good faith as required and consistent with the board's policies are immune from any liability arising out of such notification. A person who intentionally and in bad faith or maliciously, knowingly makes a false notification of a threat under this section is guilty of a misdemeanor punishable under RCW 9A.20.021.

C. Immunity

Any school district or district employee who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

D. Notification of Criminal Action

Upon receiving a report that a criminal action is alleged to have been committed against a student on school property during the school day or during a school-sponsored activity, including if there has been a shooting on school property, or that a student has been detained based on probable cause that they were involved in criminal activity on school property during the school day, the district will immediately notify the student's parents or legal guardians.

Cross References:

Board Policy 2161	Special Education and Related Services for Eligible Students
Board Policy 2162	Education of Students with Disabilities Under Section 504 of

the Rehabilitation Act of 1973
Board Policy 3120 Enrollment
Board Policy 3140 Release of Resident Students
Board Policy 3207 Prohibition of Harassment, Intimidation, and Bullying of students
Board Policy 3225 School-Based Threat Assessment
Board Policy 3231 Student Records
Board Policy 3241 Student Discipline
Board Policy 4020 Confidential Communications
Board Policy 5281 Disciplinary Action and Discharge
Board Policy 6513 Workplace Violence Prevention

Legal References:
RCW 4.24.550 Sex offenders and kidnapping offenders – Release of information to public – Web site
RCW 9A.44.130 Registration of sex offenders and kidnapping offenders – Procedures – Definition – Penalties
RCW 13.04.155 Notification to designated recipient ~~school principal~~ of ~~conviction,~~ adjudication, or ~~diversion agreement—provision of information to teachers and other personnel—Confidentiality~~ Information exempt from disclosure
RCW 13.40.215 Juvenile found to have committed violent or sex offense or stalking—Notification of discharge, parole, leave, release, transfer, or escape—To whom given – School attendance – Definitions
RCW 28A.225.330 Enrolling students from other districts – Requests for information and permanent records – ~~Withheld transcripts~~ – Immunity from liability – ~~Notification to teachers and security personnel –~~ Rules
RCW 8A.320.128 Notice and disclosure policies – Threats of violence – Student conduct – Immunity for good faith notice – Penalty
RCW 28A.600.460 Classroom discipline—policies—classroom placement of student offenders—data on disciplinary actions
RCW 28A.320; 2020 c 167 § 1 Notification provisions
RCW 72.09.345 Sex offenders – Release of information to protect public – End-of-sentence review committee – Assessment – Records access – Review, classification, referral of offenders – Issuance of narrative

notices
WAC 392-400 Student Discipline
20 U.S.C. 1232g; 34 C.F.R. Part 99 Family Educational Rights and Privacy Act
Article IX, Section 1 Washington State Constitution
RCW 28A.605.005 Parental Rights

Management Resources:
Policy News, Aug. 1997 Legislature addresses student discipline
Policy News, June 1999 School safety bills impact policy
Policy & Legal News December 2006; February 2010; October 2010; August 2018; December 2018; December 2019; August 2020

ADOPTED: 12/17/1998

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EB

3207 Prohibition of Harassment, Intimidation or Bullying of Students

The board is committed to a safe and civil educational environment ~~for all students, employees, parents/legal guardians, volunteers, and community members~~ that is free from the harassment, intimidation, or bullying ~~of~~ toward any student. As defined in Chapter 28A.600 RCW (Students) ~~by legislation~~, "Harassment, intimidation or bullying" means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 28A.642 or other distinguishing characteristics, when an act:

1. Physically harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status, and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy and accompanying procedure exclusively governs conduct directed toward a student currently enrolled in the district.

This policy and accompanying procedure do not govern harassment, intimidation, or bullying toward an employee, volunteer, parent/legal guardian, or community member.

Behaviors/Expressions

Harassment refers to any malicious act, which causes harm to any person's physical or mental well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.

Intimidation refers to implied or overt threats of physical violence.

Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community for students and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying toward students. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the

student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm ~~someone~~ a student for reporting harassment, intimidation, or bullying, being identified as a targeted student, or participating in an investigation or being identified as a targeted student.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees who knowingly report or corroborate false allegations will be subject to appropriate discipline. However, students, or employees will not be disciplined for making a report in good faith~~. will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.~~

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and oversee ~~ensure~~ policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance office will participate in at least one mandatory training opportunity offered by OSPI.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References:	Board Policy 2161	Special Education and Related Services for Eligible Students
	3200	Rights and Responsibilities
	3210	Nondiscrimination
	3211	Gender Inclusive Schools
	3240	Student Conduct Expectations and Reasonable Sanctions
	3241	Student Discipline
	5011	Sexual Harassment
Legal References:	RCW 28A.300.285	Harassment, intimidation and bullying prevention policies and procedures — Model policy and procedure — Training materials — Posting on web site — Rules — Advisory committee
	WAC 392-190-059	Harassment, intimidation and bullying prevention policy and procedure – School districts
Management Resources:	*Policy & Legal News*	December 2014
	Policy News	July 2019; July 2023
	Policy News, Dec. 2010	Harassment, Intimidation and Bullying Policy Strengthened
	Policy News, April 2008	Cyberbullying Policy Required
	Policy News, April 2002	Legislature Passes an Anti-Bullying Bill

ADOPTED: 06/25/2002
REVISED: 6/23/08; 2/24/11; 3/26/15, 3/24/22, new date

EB

Procedure No. 3207P Prohibition of Harassment, Intimidation, and Bullying of Students

A. **Introduction**

Yelm Community Schools strives to provide students with optimal conditions for learning by maintaining a school environment where every~~one~~ student is treated with respect and ~~no one is~~ students are not physically or emotionally harmed.

In order to ensure respect, ~~and~~ prevent harm, and improve school climate, it is a violation of district policy for a student to be harassed, intimidated, or bullied by other~~s~~ students in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. ~~The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors.~~ Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying of a student or to whom such actions have been reported must take prompt and appropriate action to stop the harassment, intimidation, or bullying, ~~and to~~ prevent its reoccurrence and report it to the building level administrator and/or district HIB Compliance Officer.

B. **Definitions**

Aggressor means a student, ~~staff member, or other member of the school community~~ who ~~engages in the~~ harassesment, intimidatesion or bulliesying ~~of~~ another student.

Harassment, intimidation or bullying means an intentional electronic, written, verbal, or physical act that:

1. Physically harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation or bullying.

This procedure does not govern harassment, intimidation, or bullying toward or by an employee, volunteer, parent/legal guardian, or community member.

Retaliation occurs when a~~n individual~~ student is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, ~~or~~ participating in an investigation, or being identified as a targeted student.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted Student means a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

Complainant means the person who has reported the harassment, intimidation or bullying.

C. **Behaviors/Expressions**

"Harassment,' 'intimidation,' and 'bullying' are separate but related behaviors directed toward students. ~~Each must be addressed appropriately.~~ Although this procedure defines ~~differentiates~~ the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. RCW 28A.600.477 presents HIB as a broad and inclusive term and it is not meant to place undue emphasis on whether the behavior is "harassment," or "intimidation," or "bullying."

~~h~~Harassment refers to any malicious act, which causes harm to any student's ~~person's~~ physical well being. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence towards a student. Bullying refers to unwanted aggressive behavior(s) by ~~another~~ a student ~~youth~~ or group of ~~youths~~ student toward another student and that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted student including physical or educational harm. Bullying ~~may inflict harm~~ can also occur through technology and is called electronic bullying or cyberbullying.

It is considered a violation of the state HIB law if nay of the above behaviors are occurring.

D. **Relationship to Other Laws**

This procedure applies only to conduct toward students as reflected in RCW 28A. 600.477– Prohibition of Harassment, Intimidation and Bullying. There are other laws and procedures to address related issues such as sexual harassment or discrimination. At least four Washington laws may apply to harassment or discrimination:

1. RCW 28A. 477 –Prohibition of Harassment, Intimidation and Bullying
2. RCW 28A.640.020 – Sexual Harassment
3. RCW 28A.642 – Prohibition of Discrimination in Public Schools
4. RCW 49.60.010 – The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying of a student. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a ~~person's~~ student's gender or membership in a legally protected class under local, state, or federal law.

E. **Prevention**

1. **Dissemination**
   In each school and on the district's website the district will prominently post information, as provided by OSPI, on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district HIB Ccompliance Oefficer. The district's policy and procedure will be available in each school in a language that families can understand.

   Annually, the superintendent will ensure that ~~a statement~~ language provided by OSPI summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, and ~~or~~ is posted on the district's website.

   Additional distribution of the policy and procedure is subject to the requirements of Washington Administrative Code 392405.
2. **Education**
   Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.
3. **Training**
   The district HIB Ccompliance Oefficer will participate in at least one mandatory training opportunity offered by OSPI. As feasible, the district's HIB Compliance Officer will attend annual training as a refresher course, particularly in the event that changes to the HIB law or process occur.. Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, ~~how to monitor common areas~~ and the use of the district's Incident Reporting Form.
4. **Prevention Strategies**
   The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches. Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

F. **Compliance Officer**

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation and bullying of a student. If ~~the allegations in a written report of harassment, intimidation, or bullying indicate a potential violation of Policy 3207~~, any ~~the~~ district staff member ~~who~~ receives allegations in a written report of harassment, intimidation, or bullying that indicate a potential violation of Policy 3207, that staff member ~~the report~~ must promptly notify the district compliance officer;
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
4. Communicate with the school district's designated civil right compliance coordinator. If a written report of harassment, intimidation, or bullying of a student indicates a potential violation of the district's nondiscrimination policy (Policy

3210), or if during the course of an investigation the district becomes aware of a potential violation of the district's nondiscrimination policy the compliance office must promptly notify the district's civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy/procedure and the nondiscrimination policy/procedure. The investigation and response timeline for the nondiscrimination procedure begin when the school district knows or should have known that a written report or investigation of ~~H~~harassment, ~~I~~intimidation, or ~~B~~bullying involves a potential violation of the district's nondiscrimination policy;

5. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;
6. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual ~~fall~~ training;
8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and
9. In cases where, despite school efforts, a targeted student experiences harassment, intimidation or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: www.k12.wa.us/SafetyCenter/default.aspx.
10. The district will provide updated names and contact information to OSPI after a change of the district's HIB Compliance Officer.

G. **Staff Intervention**

All staff members will intervene and report when witnessing or receiving reports of harassment, intimidation or bullying of a student. ~~Minor~~ iIncidents that do not ~~staff are able to resolve immediately, or incidents that do not~~ meet the definition of harassment, intimidation or bullying, or conduct not directed toward a student may require no further action under this procedure other than tracking to ensure they are not repeated.

H. **Filing an Incident Reporting Form**

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying of a student. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

Any student who believes they have been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

The district must provide an incident report form to student, families, or staff, if requested.

Addressing Harassment, Intimidation, or Bullying – Reports

Step 1: Filing an Incident Reporting Form

In order to protect a targeted student from retaliation, a student need not reveal their identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose their identity (non-confidential).

Status of Reporter

1. **Anonymous**
   Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes, use online reporting processes, or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)
2. **Confidential**
   Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")
3. **Non-confidential**
   Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation or bullying of a student will attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, ~~or~~ if the incident does not meet the definition of harassment, intimidation or bullying, or if the conduct is not directed toward a student, no further action may be necessary under this procedure. If the parties involved are not satisfied with the attempt to resolve the situation, the staff member will notify the HIB Compliance Officer, the parties will be provided with a HIB Incident Report form, and given the opportunity to complete the form, thereby initiating the process for an official HIB investigation.

All reports of unresolved, severe, or persistent harassment, intimidation or bullying of a student will be recorded on a district Incident Reporting Form and submitted to the principal or designee, ~~unless the principal or designee is the subject of the complaint.~~ Once recorded, the principal or designee must communicate with the district HIB Compliance Officer regarding the complaints

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation or bullying of a student will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying of a student, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. For allegations involving a staff member the Human Resources Department must be involved so union representatives can be notified. These allegations will not be handled under the processes in 3207 and 3207P. Human Resources Departments must include consideration of policy and procedure 3210 – Nondiscrimination of Students, policy and procedure 5010 – Nondiscrimination and Affirmative Action, and other applicable policies and laws, including WAC 392-190-0555. The Human Resources Departments should work with their legal services to determine the appropriate complaint process and response.
3. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant, targeted student and or the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

   If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-066 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.
4. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
5. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve their parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying of a student. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.

6. The investigation will include, at a minimum:
    a. An interview with the complainant;
    b. An interview with the targeted student, if different than the complainant;
    c. An interview with the alleged aggressor;
    d. A review of any previous complaints involving ~~either~~ the complainant, the targeted student, or the alleged aggressor; and
    e. Interviews with other students or staff members who may have knowledge of the alleged incident.
7. The principal or designee may determine that other steps must be taken before the investigation is complete.
8. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
9. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee shall respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
    a. The results of the investigation;
    b. Whether the allegations were found to be factual;
    c. Whether there was a violation of policy; and
    d. The process for the complainant to file an appeal if the complainant disagrees with results.

    Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

    If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve their family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

    If the incident cannot be resolved at the school level, the principal or designee will request assistance from the district.

Step 4: Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to district policy 3241, Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

Step 5: Complainant's ~~Targeted Student's~~ Right to Appeal

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.

2. If the ~~targeted student~~ complainant remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

Step 6: Discipline/Corrective Action
The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying of a student. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district policy and procedure 3241, Student
Discipline.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure by not reporting harassment, intimidation, or bullying or not preventing retaliation, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

Step 7: Support for the Targeted Student

~~Persons~~ Students found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student shall be addressed and remedied as appropriate.

J. Immunity/Retaliation
No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying of a student. Retaliation is prohibited and will result in appropriate discipline.

K. Other Resources
Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying of a student. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law. An harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:

L. For questions or more information, students and families can reach out to the following state or federal agencies:

OSPI Equity and Civil Rights Office
360.725.6162
Email: equity@k12.wa.us
k12.wa.us/Equity/default.aspx

Washington State Human Rights Commission
233.3247
www.hum.wa.gov/index.html

Office for Civil Rights, U.S. Department of Education, Region IX
607.1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html

Department of Justice Community Relations Service
292.3804
www.justice.gov/crt/

Office of the Education Ombudsman
297.2597
Email: OEOinfo@gov.wa.gov
www.governor.wa.gov/oeo/default.asp

OSPI Safety Center
725.6044
www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

M. **Other District Policies and Procedures**
Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined in this procedure ~~policy~~, but which are, or may be, prohibited by other district or school rules.

ADOPTED: 06/25/2002
REVISED: 6/23/08; 2/24/11; 3/26/15, 3/24/22, new date

4260 Use of School Facilities

The board believes that public schools are owned and operated by and for the community. The public is encouraged to use school facilities but will be expected to reimburse the district for such use to ensure that funds intended for education are not used for other purposes. On recommendation of the superintendent, the board will set the rental rates schedule.

The superintendent is authorized to establish procedures for use of school facilities, including rental rates, supervisory requirements, restrictions, and security. Those using school facilities will maintain insurance for accident and liability covering persons using the district's facilities under the sponsorship of the organization.

The district does not discriminate based on sex, race, ethnicity, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, gender expression, ~~or~~ gender identity, homelessness, immigration or citizenship status, marital status, mental or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability and provides equal access to school facilities to the Boy Scouts of America and other groups listed in Title 36 of the United States Code as a patriotic society.

Community athletics programs that use district facilities will not discriminate against any person on the basis of sex in the operation, conduct or administration of their programs. Upon request, the district will provide copies of the district's nondiscrimination policy to third parties using district facilities.

For rental rate purposes, organizations seeking the use of school facilities have been divided into four categories:

Category I – YCS student and school-sponsored organizations, activities and events

This category includes district organizations such as ASB, PTO, PTA, Booster Club, District Board of Directors, staff and in-service training meetings, bargaining group meetings, site councils, district- sponsored co-curricular activities and school groups using the facility for fundraising or meetings.

The district will impose no rental use fee and no custodial fee when a custodian is present as part of their normal work schedule and no additional time is required.

Category II - Local Community Youth Sports, Youth Serving Organizations or Other Government Agencies

Includes those organizations whose main purpose is to promote the welfare of students or to provide members of the community access to government programs or opportunities for civic participation. Groups in this category are those whose membership is predominantly made up of Yelm Community Schools students (65% of participants must live within the district boundaries).

This category includes local youth sports, youth serving organizations such as YMCA, Scouts, Campfire, 4-H, service clubs, community clubs, and city- or county-sponsored recreation groups. Also included in this category are governmental agencies, polling places, and presidential political caucuses.

The district will provide official recruiting representatives of the state and United States military forces, Job Corps, Peace Corps and AmeriCorps with access to school facilities (including number of days and type of presentation space) equal to and no less than access provided to other post-secondary occupational or educational representatives.

The district may impose a cost recovery fee, but will impose no rental use fee for the use of school facilities (excluding the Stadium and Performing Art Center) by these organizations and may waive custodial fees when a custodian is present as part of their normal work schedule. Applicable foodservice and Performing Arts Center technician fees will be imposed. Additionally, youth organizations engaged in sports activities and using school facilities must provide a statement of compliance with the policies for the management of concussion and head injury in youth sports as required by RCW 28A.600.

Category III - Nonprofit and Out-of-District School Groups

Includes groups or organizations that do not have a majority of their members/participants residing in the Yelm Community Schools District (groups with less than 65% of participants living within YCS district boundaries). Also included are those organizations using school facilities for lectures, promotional activities, political rallies, college courses, or other activities for which public halls or commercial facilities generally are rented or owned.

This category includes Lions, Kiwanis, Rotary, and other civic groups, local chamber of commerce, churches, veterans groups, colleges and out-of-district youth sports/leagues.

The district will impose a modified commercial rental fee, applicable custodial and food service fees and cost recovery fees for this type of use. Fees may be waived or reduced when a service club or other nonprofit group is raising funds for charitable purposes.

Youth organizations engaged in sports activities and using school facilities must provide a statement of compliance with the policies for the management of concussion and head injury in youth sports as required by RCW 28A.600.

Category IV – Individuals, For Profit and Commercial Enterprises

Includes individuals, profit-making organizations, and business-related enterprises. While the district would prefer these events to use commercial or private facilities, facilities may be rented for nonregular use at the prevailing rate charged by commercial facilities in the area.

District-sponsored activities, including curricular and co-curricular functions, retain first priority in use of facilities. Authorization for use of school facilities will not be considered as endorsement or approval of the activity, group or organization.

Cross References:
Board Policy
3422 Student Sports – Concussion and Head Injuries

Legal References:
RCW 4.24.660 Liability of school districts under contracts with youth programs
RCW 28A.230.180 Access to campus and student information directories by official recruiting representatives — Informing students of educational and career opportunities
RCW 28A.320.510 Night schools, summer schools, meetings, use of facilities for
RCW 28A.335.150 Permitting use and rental of playgrounds, athletic fields, or athletic facilities
RCW 28A.335.155 Use of buildings for youth programs – Limited immunity

20 USC Sec. 7905 Boys Scout of America Equal Access Act
34 CFR Sec. 108.6 Equal Access to Public School Facilities For The Boy Scouts of America and Other Designated Youth Groups
AGO 1973 No. 26 School districts – Use of school facilities for presentation of programs – Legislature – Elections

Management Resources:
Policy News, Aug. 2009 Concussion and Head Injuries Legislation
Policy and Legal News, June 2013 Use of School Facilities policy clarification
Policy and Legal News, July 2013 Equal access to K-12 campus law goes into effect

ADOPTED: 02/23/1995
REVISED: 11/24/98; 08/26/99; 03/22/01; 09/25/03; 06/23/09; 11/24/09; 09/22/11; 03/22/12; 08/22/13; 4/24/14; new date

Policy: 2020
Section: 2000 - Instruction

Course Design, Selection, and Adoption of Instructional Materials

The board recognizes its responsibility for ~~the improvement and growth of the educational program of the schools. To this end, the course designs will be evaluated, adapted~~ improving and growing the schools' educational programs. To this end, course designs will be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

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

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

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

C.

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction toward~~s~~ course requirements.

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

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

Supplemental Instructional Materials are used in conjunction with the core instructional materials of a course that are not expressly required by the school or district and are instead selected at a teacher's discretion. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software, and other digital content. Supplemental materials may not supplant core, alternative core, or intervention materials.

Temporary Supplemental Materials are those items used in conjunction~~ with the core~~ instructional materials of a course that are of interest or value for a short period of time period and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts.

The use of temporary supplemental materials for ~~time periods of~~ over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course, depending on the nature and scope of the material.

D. Instructional Materials Committee is the body that recommends ~~makes~~ core instructional materials ~~adoption recommendations~~ to the b~~School B~~oard based on superintendent-established procedures.

II. Course Design

The superintendent or designee will establish procedures for course design that ~~:~~

~~P~~provide for the regular review of selected content areas and implementation of any suggested changes and~~,~~

~~Provide~~ for the involvement of community representatives and staff members at appropriate times.

III. Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. All instructional materials will be selected in conformance with ~~:~~

~~A~~applicable state and federal laws~~, g~~;

~~G~~oals and~~/or~~ learning standards of the district and state~~, ;~~ and

~~Procedures established by the instructional materials committee which address the criteria detailed in the corresponding p~~ Procedure 2020~~P~~.

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

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

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

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

Cross References:	2027 - District Ownership of Staff-Created Work
Legal References:	RCW 28A.150.230 District school directors' responsibilities RCW 28A.320.230 Instructional materials~~.~~—~~I~~Instructional materials committee—Complaint system RCW 28A.320.170 Curricula—Tribal history and culture~~ [as amended by SSB 5433]~~ RCW 28A.320.233 Student materials—Denial based on protected class prohibited—Complaint procedure RCW 28A.320.235 Supplemental instructional materials—Policies and procedures—Definitions RCW 28A.345.130 Model policy and procedure for instructional materials—Diverse and inclusive curricula RCW 28A.405.060 Course of study and regulations~~.~~—Enforcement~~.~~—

Withholding salary warrant for failure
Chapter 28A.640 RCW Sexual Equality
Chapter 28A.642 RCW Discrimination Prohibition
~~WAC 180-44-010 Responsibilities related to instruction~~
WAC 392-190-055 Textbooks and instructional materials ~~—~~ ~~Scope~~ Instructional materials policy ~~—~~ Elimination of bias

Management Resources: 2015 - December Issue

Last Revised: **December 01, 2015**
Classification: **Essential**
Prior Revised Dates: **06.97; 06.11; 04.15; .25**

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Policy: 2020P
Section: 2000 - Instruction

Procedure - Course Design, Selection, and Adoption of Instructional Materials

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

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high-quality core instruction and, as appropriate, strategic and intensive intervention supports matched to ~~student~~ their needs.

I. Course Design

A. Existing Courses

The superintendent or designee will establish a regular cycle of course design review and development that includes examination by review committees composed of district subject area coordinators and, as appropriate, external content area experts. This review cycle should be based on student needs, changing demographics, and funding. The cycle should cover each content area to ensure current course relevance. The course design process should review the following:

1. Relevance, rigor, and alignment to state learning standards~~;~~
2. Efficacy of core, alternative core, and intervention instructional materials that support student learning~~; and~~
3. Processes and resources used to assess student progress and address teacher professional learning~~.~~

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

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

B. New Courses or Major Modifications to Existing Courses

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

When implementing new or modified courses requires adopting new instructional resources, the IMC will consider those resources using the process outlined in this procedure.

II. Selection and Adoption of Instructional Materials

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

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

Instructional Material Type	Role				
	Certificated Teaching Staff	Principal	Superintendent	Instructional Materials Committee (IMC)	School Board
Core material	participate in the process, when requested, per Board Policy 2020P and district process	monitor implementation with fidelity	establish adoption procedure	recommend	adopt
Alternative core	participate in the process, when requested, per Board Policy 2020P and district process	monitor implementation with fidelity	designate selector		
Intervention	participate in the process, when requested, per Board Policy 2020P and district process	monitor implementation with fidelity	designate selector		
Supplemental	participate in the process, when requested, per Board Policy 2020P and district process	monitor implementation with fidelity	designate selector		
Temporary Supplemental	select – within district guidelines	monitor selection and implementation			

B. Social ~~S~~studies Instructional Materials ~~curriculum~~ ~~R~~review or ~~A~~adoption

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

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

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

C. ~~New Courses or Major Modifications to Existing Courses~~

~~New course offerings or major course modifications that propose significant changes to course objectives or scope will be reviewed by the superintendent or designee prior to being scheduled to ensure that the course is rigorous, utilizes appropriate instructional materials, and is a carefully considered part of the school's college and career pathways.~~

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

Inclusive Instructional Materials

In compliance with RCW 28A.345.130, the board, within available materials, must adopt inclusive curricula and select diverse, equitable, inclusive, age-appropriate instructional materials that include the histories, contributions, and perspectives of historically marginalized and underrepresented groups including, but not limited to, people from various racial, ethnic, and religious backgrounds, people with differing learning needs, people with disabilities, LGBTQ people as the term is defined in RCW 43.114.010, and people with various socioeconomic and immigration backgrounds.

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

~~Selection and Adoption of Instructional Materials~~

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

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~~Roles and Responsibilities in the Selection and Adoption of Instructional Materials~~

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D. Instructional Material Delivery Formats

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

E. Open Educational Resources

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

F. Technology-based Resources

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

III. Core Instructional Material Selection

A. Instructional Materials Committee

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

requests for reconsideration of core materials.

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

In alignment with RCW 28A.320.230, the IMC will include the following: representative members from the district's professional staff, including those involved in curriculum development, and one or more parents of enrolled students, ensuring that parent members make up less than half of the committee's total membership.who is responsible for aligning elementary school materials with those of the high schoolnt, districts that serve these students, must also be a member of the IMC.]

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

~~The committee will consist of: *[District Note: Describe the membership of the committee here.]* Instructional Materials Committees may include parents, but state law provides that parents must make up less than one-half the committee.~~

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

B. Criteria for Selection of Core Instructional Materials
Core instructional materials shall be selected based ~~up~~on the degree to which they do the following:

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

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

D. Recommendation of Core Instructional Materials

The staff assigned by the superintendent will recommend core instructional materials for the IMC to review. ~~The IMC will receive recommended district material proposals through superintendent-assigned staff.~~ The IMC will review ~~C~~those~~ore~~ material~~s will be reviewed~~ in accordance with this ~~according to superintendent-established~~ procedure~~s~~ to ensure compliance with the described ~~above~~ selection criteria and will use the ~~by using~~ instructional material evaluation guidance ~~tools listed~~ on the OSPI Course Design & Instructional Materials website. ~~: https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx~~

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

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

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

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

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

If the adaptations to the core material result~~s~~ in significant changes to course objectives or scope, the revised resource shall be forwarded to the IMC ~~Instructional Materials Committee~~ for consideration and~~,~~ formal recommendation for board adoption.

G. Exceptional Needs or Rapidly Changing Circumstances
The superintendent or designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process. Curriculum for technology based courses that focus on rapidly changing technologies may be approved via consultation between a subject matter expert or representative and the IMC if the resources are vetted/recommended by OSPI, aligned to learning/industry standards, consistent with district standards, and necessary to maintain the relevance of the course.

H. Dual Credit Programs ~~College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB)~~
Dual credit programs ~~College in the High School~~ [Insert link to district information regarding dual credit programs] the College in the High School Program consistent with the requirements under Chapter 28A.600 RCW~~]~~, ~~AP, and/or IB courses~~ may have varying course designs as necessitated by their course credit transfer requirements. See the OSPI Dual Credit Programs website for program-specific Frequently Asked Questions documents.

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

~~Trial-use core instructional material of an experimental, field-test nature may be authorized for use by the superintendent for a period of no more than one school year prior to~~ The superintendent may authorize trial-use core instructional material that is experimental and field-tested for no more than one school year before the materials must be adopted~~ion~~ through the formal process.

J. Citizen Access to View Core Materials
~~Members of the community~~ Community members are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, ~~in the~~ district office, or online. The review and examination process should be arranged ~~in a way~~ to avoid disrupting the educational program. ~~The review of core materials should be undertaken~~ Core materials should be reviewed with the

knowledge of district objectives in mind.

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

1. **Submitting a Complaint:** A parent may submit a written complaint about core instructional materials to the principal of the school where the materials are being used.

2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and a teacher using the materials in question to address the parent's concerns and find solutions.

3. **Committee Review:** If the issue cannot be resolved at the school level, the IMC will provide a written decision. The decision must be issued within 60 days of the meeting between the parent or within 90 days of receiving the complaint, whichever is later.

4. **Appeal Process:** The parent, a teacher using the reviewed materials, or the principal may appeal the IMC's decision by submitting a written request to the superintendent or designee. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances has arisen.

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

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

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

VI. Supplemental Instructional Material Selection
Supplemental instructional materials will not require IMC approval or board adoption.

A. Selection of Supplemental Instructional Materials
The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the district. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in ~~the selection of high-quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students~~ selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly ~~p~~review such materials and ~~to~~ give due consideration to the text complexity, developmental level of students~~,~~ appropriateness of language or images~~,~~ bias against racial, gender, ethnic, or other social groups~~,~~ and other sensitive issues.

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

B. Requests for Review and Removal of Supplemental Instructional Materials

1. **Request for Review:** A parent may submit a written request to review and remove supplemental instructional materials to the applicable teacher and principal.

2. **Seeking Resolution:** If the parent requests, the school will arrange a meeting with the parent, the principal, and the teacher to address the parent's concerns and find solutions.

3. **Principal's Decision:** If the issue cannot be resolved, the principal, in consultation with a teacher-librarian, will review the materials and issue a written decision on whether to remove them. The decision must be issued within 30 days of meeting with the parent or within 60 days of receiving the complaint if the parent doesn't request a meeting.

4. **Appeal Process:** If the parent or teacher disagrees with the principal's decision, they may appeal to the superintendent or designee in writing. The superintendent's or designee's decision is final and cannot be appealed. Once a final decision is made, the same materials may not be reconsidered for at least three years unless the superintendent determines a significant change in circumstances arises.

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

Excluding Student from a Program/Opt-Out
Upon a parent/guardian's written request based on sincerely held religious beliefs, the District will excuse a student from identified lesson(s) or material(s) and provide a reasonable, non-stigmatizing alternative. Excused students will not be penalized academically. Requests should specify the material or unit; the District will respond within five (5) school days.

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

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

1. ~~Concerns should first be discussed with the certificated teacher and/or the school principal. All parties are urged to resolve the concern at this level.~~
2. ~~If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:~~
    a. ~~If the challenged instructional material is supplemental in nature, at a parent's written request to the principal, the supplemental material may be asked to be withdrawn from their student. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the superintendent or designee requesting review by the Instructional Materials Committee and a written decision.~~
    b. ~~If the instructional material is core, alternative core, or intervention material, the parent/guardian or employee may register a request for reconsideration with the Superintendent or designee. This request will be forwarded to the Instructional Materials Review committee. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.~~

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

Last Revised: **June 28, 2021**
Prior Revised Dates: **06.97; 06.11; 04.15; 12/01/2015; .25**

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Policy 2420

Grading and Progress Reports

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

The district will inform parents or legal guardians about their students' academic progress, including the right to receive periodic reports on their students' educational growth and development in accordance with RCW 28A.150.240 and to receive notice of their students' performance on state learning standard tests and assessments in accordance with RCW 28A.230.195. The district will also inform the parents or legal guardians whether their students' performance could threaten their ability to be promoted to the next grade level. Parents or legal guardians have the right to request an in-person meeting with their students' classroom teachers and principals to discuss any resources or strategies available to support and encourage their students' academic improvement.

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

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

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

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

Legal References

RCW 28A.150.240(2)(g) Certificated teaching and administrative staff as accountable for classroom teaching Scope Responsibilities Penalty

RCW 28A.600.030 Grading policies Option to consider attendance

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

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

WAC 392-415 Secondary education - Standardized high school transcript

RCW 28A.230.195 Test or assessment scores Adjustments to instructional practices Notification to parents

RCW 28A.605.005 Parental rights

Cross References

3520 - Student Fees, Fines, or Charges

3122 - Excused and Unexcused Absences

ADOPTED: 1/17/91
REVISED: 9/25/97; 2/28/2002; 1/24/2008; 12/17/2009; NEW DATE

Procedure 2420P

Grading and Progress Reports

The grade point averages for grades 9-12 will be calculated in the following manner:

A. Each student's "grade point average" will be the sum of the point values of all the marks/grades received for all courses attempted divided by the sum of the credits for all courses attempted. The grade point value will be calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

The numerical value of grades are:

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
D+ = 1.3
D = 1.0
E or F = 0.0

B. The minimal passing mark/grade is D = 1.0. Nonnumerical marks/grades such as pass/fail, credit/no credit, and satisfactory/unsatisfactory marks may also be used. A mark/grade of "W" will be used to indicate a withdrawal from a course.

C. Grade point averages will be rounded to the second decimal place and reported for each semester or other term and for the cumulative credits earned for all courses attempted in high school.

D. Marks/grades for each course taken will be included in the calculation of grade point averages with the following exceptions.

1. Nonnumerical marks/grades will be excluded from the calculation of grade point averages.

2. Only the highest mark/grade for a class/course taken more than once to improve a mark/grade will be included in the calculation of grade point averages. This doesn't apply to marks/grades for recurring courses, which are courses taken to further develop a student's understanding and skills in a subject (e.g., journalism, advanced art or drama, concert band, etc.) or is taken by the student more than once to satisfy different credit requirements (e.g. advanced drama taken three times to meet an elective requirement, an art requirement, and the occupational education requirement).

3. Credits attempted for classes taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation. However, they may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. The district will not convert letter grades to nonnumerical grades/marks for the purpose of this exception.

The district will use the standardized high school transcript as described in WAC 392-415-070.

ADOPTED: 1/17/91
REVISED: 9/25/97; 2/28/2002; 1/24/2008; 12/17/2009; NEW DATE

Prairie Elementary
Home of the Panthers

Schoolwide Focus: Learning

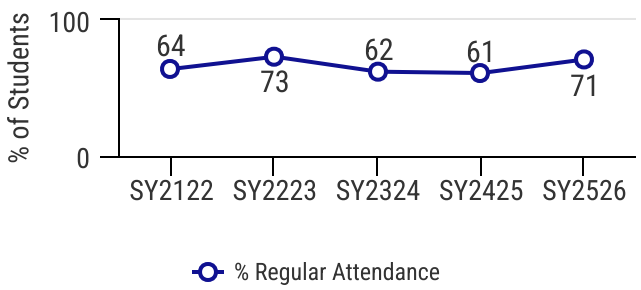
- Year long Book Study/PD with Lori Gray and Erin Bayer on the book "Shifting the Balance"
- All classroom teachers trained in 95% Group to support intervention
- Connection to Core with reading and math
- Attendance Celebrations

Attendance

71%
Regular Attendance (present 90% or more of days)

88%
Average Daily Attendance

% of Students Attending Regularly

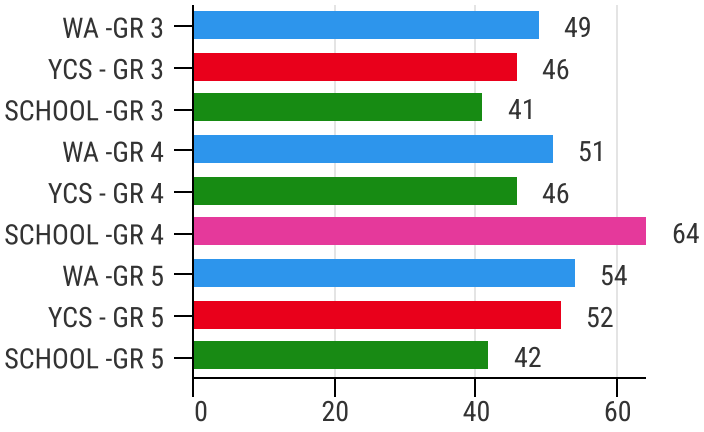


Principal Minutes in Classes Q1

260 Min.

SY2425 STATE TESTING

ELA % Met Standard

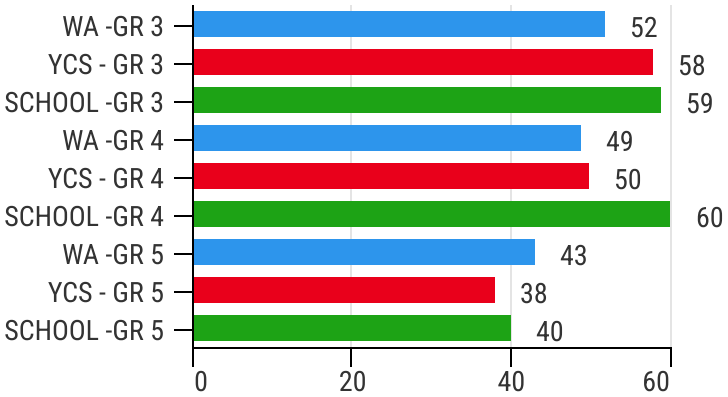


58th
GR 4 Median Student Growth Percentile

43rd
GR 5 Median Student Growth Percentile

SY2425 STATE TESTING

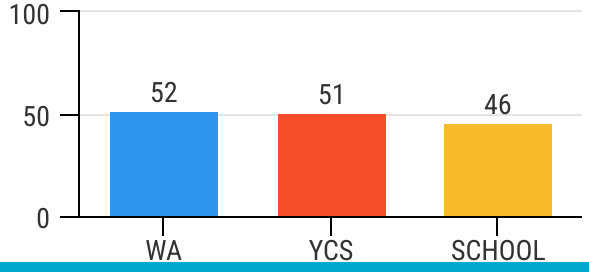
Math % Met Standard



58th
GR 4 Median Student Growth Percentile

50th
GR 5 Median Student Growth Percentile

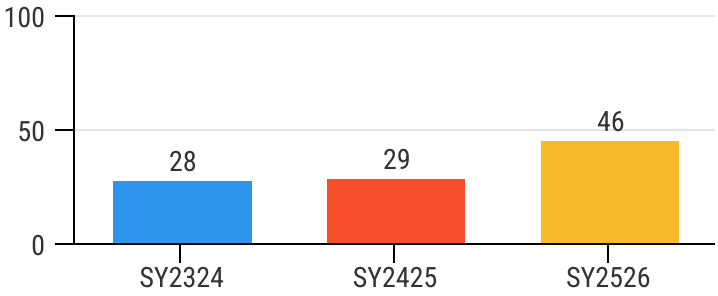
Science % Met Standard



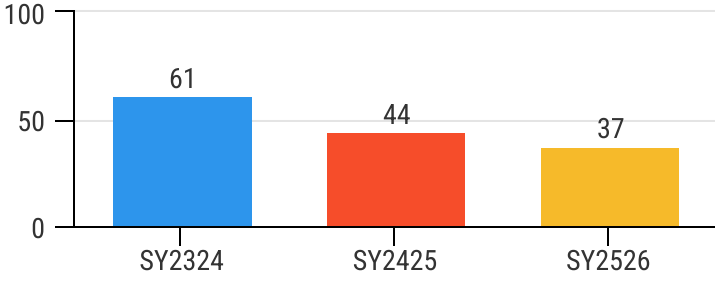
Schoolwide Focus: Learning

SY2526 Fall BM Literacy Assessments Three Year Comparison

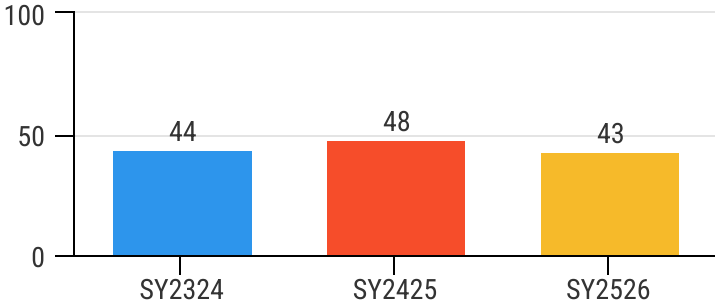
Kinder % at Target Correct Letter Sounds



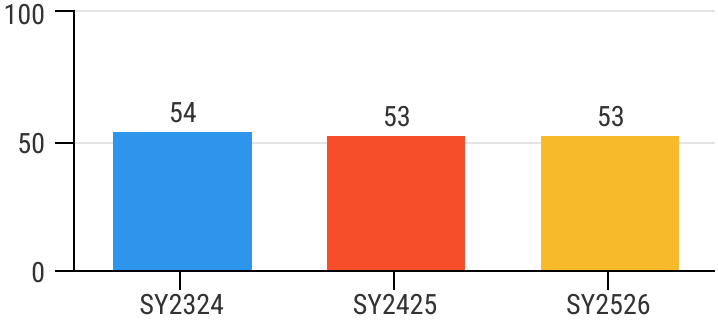
GR 1 % at Target Nonsense Word Fluency



GR 2-4 % at Target Oral Fluency

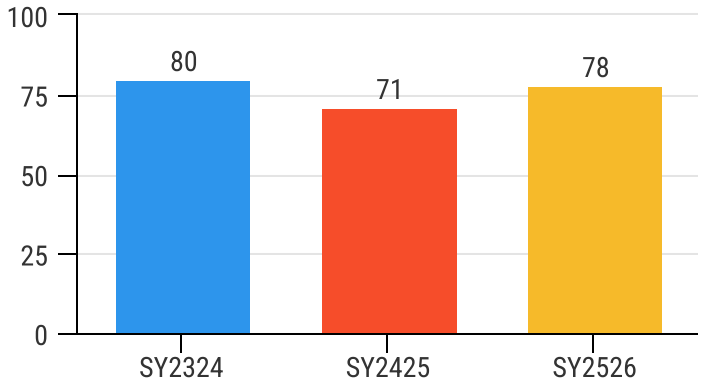


GR 5 % at Target Comprehension

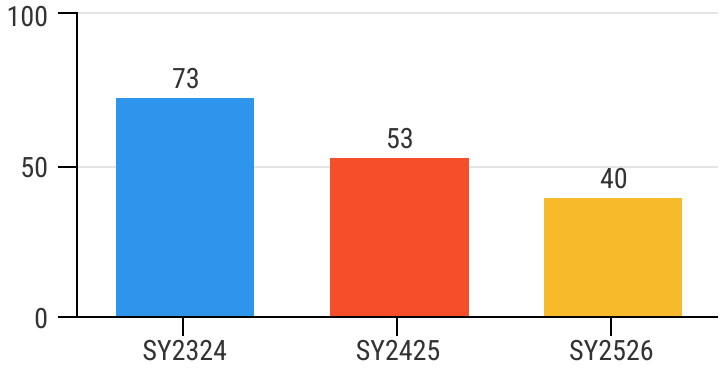


SY2526 Fall BM Math Assessments Three Year Comparison

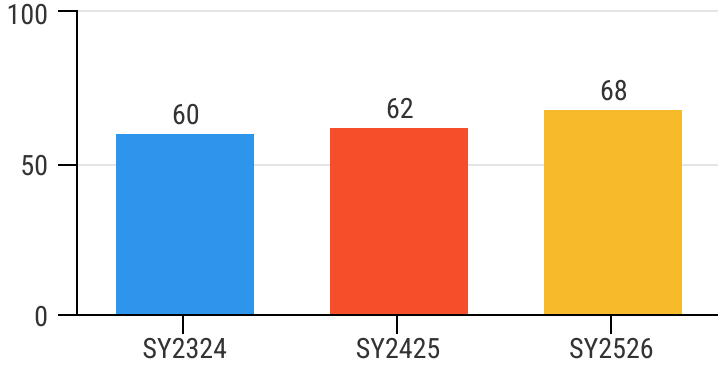
Kinder % at Target Number Sequencing



GR 1 % at Target Decomposing



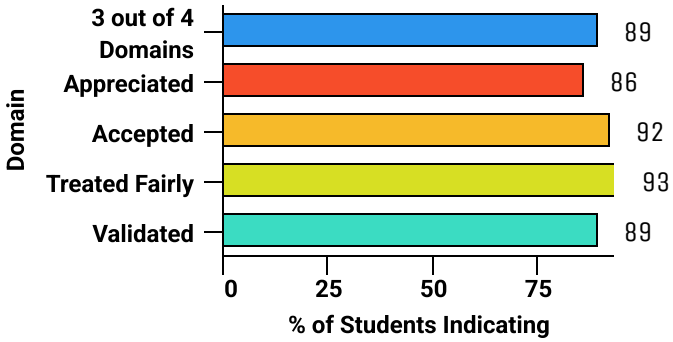
GR 2-5 % at Target aMath



Schoolwide Focus: Belonging

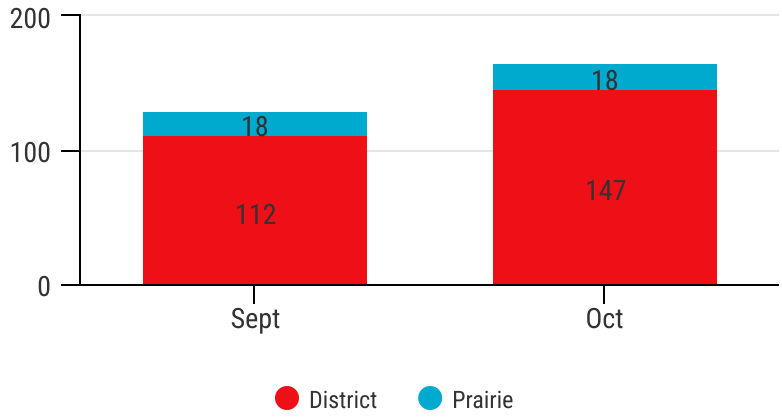
- Wellness Wednesday- focus on character traits
- 5th Grade Student Leadership- supporting student voice
- Focus on Appreciation

Belonging Survey Results - Fall 2025



Number of Surveys Completed: 217

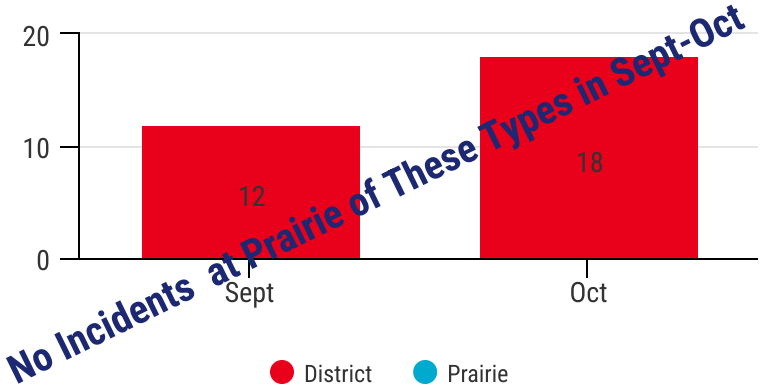
of Incidents by Month



Events Showcasing Student Voice/Creativity/Recognition

List of Events
Student of Month Assemblies
Character Trait Assembly
Empathy Interviews
Positive Office Referrals
Fifth Grade Leadership

of Incidents of Disengagement



Schoolwide Focus: Community

- Community Input and Shared Ownership
- PTO and our school have a strong relationship- Family events and volunteer opportunities
- Inclusive two way communication



Sept: 828
Oct: 972

SY2526
# of newsletter reads



96%

of families indicate satisfaction with the school

SY2425
Number of Family Surveys Completed: 85



7

# of parents actively engaged in school Leadership activities

YELM COMMUNITY SCHOOLS

Board Date: NOVEMBER 20, 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 NOVEMBER 20, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70153106 THROUGH 70153249

IN THE TOTAL AMOUNT OF $ 1,335,167.99

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 10/07/25 — Post Date: 2025-10-07 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/07/2025	70153106	Check	AMN HEALTHCARE INC	6,375.00
10/07/2025	70153107	Check	AUTO GLASS PROFESSIONALS	241.56
10/07/2025	70153108	Check	BLAZERWORKS	42,469.70
10/07/2025	70153109	Check	BRYSON SALES & SERVICE	1,079.04
10/07/2025	70153110	Check	CAPITAL BUSINESS MACHINES INC	738.24
10/07/2025	70153111	Check	CENGAGE LEARNING	1,686.30
10/07/2025	70153112	Check	CENTRAL WELDING SUPPLY CO INC	1,287.30
10/07/2025	70153113	Check	CERTIFIED EDUCATIONAL PROFESSIONALS	11,865.00
10/07/2025	70153114	Check	CINTAS CORP	159.10
10/07/2025	70153115	Check	COMMERCIAL BRAKE CLUTCH INC	3,069.57
10/07/2025	70153116	Check	CREATIVE INK INC	393.14
10/07/2025	70153117	Check	CUMMINS SALES AND SERVICE	2,726.55
10/07/2025	70153118	Check	CURRICULUM ASSOCIATES INC	1,103.76
10/07/2025	70153119	Check	EVERDRIVEN TECHNOLOGIES LLC	5,449.60
10/07/2025	70153120	Check	FIRST CITIZENS BANK & TRUST CO	10,152.57
10/07/2025	70153121	Check	FOLLETT SOFTWARE LLC	23,542.28
10/07/2025	70153122	Check	FRANZ FAMILY BAKERIES	783.37
10/07/2025	70153123	Check	FRONTSTREAM	1,242.57
10/07/2025	70153124	Check	GORDON TRUCK CENTERS	435.60
10/07/2025	70153125	Check	GRAINGER INC	604.44
10/07/2025	70153126	Check	GREAT MINDS	35,463.91

AP Check Register

AP Run: GENERAL 10/07/25 — Post Date: 2025-10-07 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/07/2025	70153127	Check	HERMANSON CO LLP	1,000.83
10/07/2025	70153128	Check	IDENTITY AUTOMATION LP	55,010.62
10/07/2025	70153129	Check	INTERWEST METALS INC	2,780.69
10/07/2025	70153130	Check	JACKSON THERAPY PARTNERS	11,208.75
10/07/2025	70153131	Check	K C D A	7,139.90
10/07/2025	70153132	Check	LEXIA LEARNING SYSTEMS LLC	2,014.80
10/07/2025	70153133	Check	MASCOT JUNCTION	369.00
10/07/2025	70153134	Check	MAXIM HEALTHCARE SERVICES INC	19,901.53
10/07/2025	70153135	Check	MICRO COMPUTER SYSTEMS INC	4,046.03
10/07/2025	70153136	Check	NORTHWEST ARCHITECTURAL PRODUCTS INC	1,264.45
10/07/2025	70153137	Check	NORTHWEST WATER SYSTEMS INC	2,377.14
10/07/2025	70153138	Check	OCCUPATIONAL HEALTH CENTERS OF WA	142.00
10/07/2025	70153139	Check	PETROCARD	36,442.53
10/07/2025	70153140	Check	POMP'S TIRE SERVICE INC	1,193.98
10/07/2025	70153141	Check	RAINIER LIGHTING & ELECTRICAL SUPPLY	126.71
10/07/2025	70153142	Check	RWC GROUP	171.54
10/07/2025	70153143	Check	SCHETKY NORTHWEST SALES INC	1,440.12
10/07/2025	70153144	Check	SPRAGUE PEST SOLUTIONS	383.25
10/07/2025	70153145	Check	T & K INTEGRITY AUTO LLC	426.38
10/07/2025	70153146	Check	WA SCHOOL PERSONNEL ASSN/WSPA	700.00
10/07/2025	70153147	Check	WALTER E NELSON	659.38

AP Check Register

AP Run: GENERAL 10/07/25 — Post Date: 2025-10-07 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/07/2025	70153148	Check	WASHINGTON FLORAL SERVICE INC	350.78
10/07/2025	70153149	Check	WELLS FARGO FINANCIAL LEASING	376.79
10/07/2025	70153150	Check	YELM COMMUNITY SCHOOLS	500.00
			Total:	**$300,895.80**

GENERAL 10/07/25 Summary

Type	Count	Amount
Regular	45	300,895.80
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**45**	**$300,895.80**

AP Check Register

Fund	Total
10 - GENERAL FUND	300,895.80
	$300,895.80

AP Check Register

AP Run: GENERAL 2 10/07/25 — Post Date: 2025-10-07 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/07/2025	70153151	Check	US BANK - CORPORATE PAYMENT SYSTEMS	16,799.82
			Total:	**$16,799.82**

GENERAL 2 10/07/25 Summary

Type	Count	Amount
Regular	1	16,799.82
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$16,799.82**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	16,799.82
	$16,799.82

AP Check Register

AP Run: GENERAL 3 10/07/25 — Post Date: 2025-10-07 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/07/2025	70153152	Check	US BANK - CORPORATE PAYMENT SYSTEMS	47,484.76
			Total:	**$47,484.76**

GENERAL 3 10/07/25 Summary

Type	Count	Amount
Regular	1	47,484.76
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$47,484.76**

AP Check Register

Fund	Total
10 - GENERAL FUND	47,484.76
	$47,484.76

AP Check Register

AP Run: GENERAL 10/14/25 — Post Date: 2025-10-14 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/14/2025	70153153	Check	CAPITAL BUSINESS MACHINES INC	8,058.68
10/14/2025	70153154	Check	CITY OF YELM	26,313.04
10/14/2025	70153155	Check	CONTINENTAL ATHLETIC SUPPLY	512.85
10/14/2025	70153156	Check	CRYSTAL SPRINGS	53.05
10/14/2025	70153157	Check	DRAIN PRO	1,963.11
10/14/2025	70153158	Check	EDWARD DON & COMPANY LLC	6,365.42
10/14/2025	70153159	Check	FRANZ FAMILY BAKERIES	1,028.89
10/14/2025	70153160	Check	LANGUAGE LINE SERVICES	25.56
10/14/2025	70153161	Check	MCCARTHY, MARY	389.76
10/14/2025	70153162	Check	NAPA AUTO PARTS	2,277.71
10/14/2025	70153163	Check	NICHOLSON, DANIEL	11,885.18
10/14/2025	70153164	Check	PERFORMANCE SYSTEMS INTEGRATION LLC	337.51
10/14/2025	70153165	Check	PIERCE CO BUDGET & FINANCE	10,869.73
10/14/2025	70153166	Check	SOUTH PUGET SOUND LEAGUE 4A	1,700.00
10/14/2025	70153167	Check	SUPERINTENDENT OF PUBLIC INSTR	12,221.93
10/14/2025	70153168	Check	T & K INTEGRITY AUTO LLC	674.96
10/14/2025	70153169	Check	THE PART WORKS INC	409.40
10/14/2025	70153170	Check	US FOODS	81,966.61
10/14/2025	70153171	Check	WA SCHOOL INFO PROCESSING COOP	36,731.84
10/14/2025	70153172	Check	WASHINGTON FLORAL SERVICE INC	872.33

AP Check Register

AP Run: GENERAL 10/14/25 — Post Date: 2025-10-14 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/14/2025	70153173	Check	WIAA	90.00
			Total:	**$204,747.56**

GENERAL 10/14/25 Summary

Type	Count	Amount
Regular	21	204,747.56
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**21**	**$204,747.56**

AP Check Register

Fund	Total
10 - GENERAL FUND	204,747.56
	$204,747.56

AP Check Register

AP Run: GENERAL 2 10/14/25 — Post Date: 2025-10-14 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/14/2025	70153174	Check	US BANK - CORPORATE PAYMENT SYSTEMS	19,769.05
			Total:	**$19,769.05**

GENERAL 2 10/14/25 Summary

Type	Count	Amount
Regular	1	19,769.05
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$19,769.05**

AP Check Register

Fund	Total
10 - GENERAL FUND	19,769.05
	$19,769.05

AP Check Register

AP Run: GENERAL 10/21/25 — Post Date: 2025-10-21 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/21/2025	70153175	Check	AMN HEALTHCARE INC	6,677.80
10/21/2025	70153176	Check	ASSOCIATION FOR MIDDLE LEVEL EDUCATION	74.98
10/21/2025	70153177	Check	AUTO GLASS PROFESSIONALS	241.56
10/21/2025	70153178	Check	BLAZERWORKS	28,257.42
10/21/2025	70153179	Check	BSN SPORTS	1,470.72
10/21/2025	70153180	Check	CAPITAL BUSINESS MACHINES INC	824.33
10/21/2025	70153181	Check	CENTRAL WELDING SUPPLY CO INC	1,020.07
10/21/2025	70153182	Check	CERTIFIED EDUCATIONAL PROFESSIONALS	8,475.00
10/21/2025	70153183	Check	CI SOLUTIONS	475.46
10/21/2025	70153184	Check	COMMERCIAL BRAKE CLUTCH INC	35.97
10/21/2025	70153185	Check	COMPHEALTH MEDICAL STAFFING	20,812.50
10/21/2025	70153186	Check	DAIRY FRESH FARMS INC	23,258.68
10/21/2025	70153187	Check	DAY WIRELESS SYSTEMS INC	186.15
10/21/2025	70153188	Check	DEPT OF LICENSING	255.00
10/21/2025	70153189	Check	DRAIN PRO	4,028.45
10/21/2025	70153190	Check	ESD #113	3,900.00
10/21/2025	70153191	Check	EVERDRIVEN TECHNOLOGIES LLC	2,253.20
10/21/2025	70153192	Check	EVERGREEN FIRE & SECURITY	455.00
10/21/2025	70153193	Check	FIRST STUDENT	54,876.41
10/21/2025	70153194	Check	HEARTSPRING INC	40,994.00
10/21/2025	70153195	Check	HERMANSON CO LLP	16,783.86

AP Check Register

AP Run: GENERAL 10/21/25 — Post Date: 2025-10-21 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/21/2025	70153196	Check	HONEY BUCKET	335.00
10/21/2025	70153197	Check	HOPSKIPDRIVE INC	8,067.82
10/21/2025	70153198	Check	IDEA SPECTRUM, INC	6,049.00
10/21/2025	70153199	Check	JACKSON THERAPY PARTNERS	4,282.82
10/21/2025	70153200	Check	LANGUAGE LINE SERVICES	56.44
10/21/2025	70153201	Check	LEXIA LEARNING SYSTEMS LLC	3,525.90
10/21/2025	70153202	Check	MAXIM HEALTHCARE SERVICES INC	23,176.88
10/21/2025	70153203	Check	MICRO COMPUTER SYSTEMS INC	7,993.51
10/21/2025	70153204	Check	MOUNTAIN LUMBER & HARDWARE INC	1,259.55
10/21/2025	70153205	Check	NW TEXTBOOK DEPOSITORY	14,592.04
10/21/2025	70153206	Check	OCCUPATIONAL HEALTH CENTERS OF WA	142.00
10/21/2025	70153207	Check	OWEN, KARI	12,258.50
10/21/2025	70153208	Check	PETROCARD	37,317.49
10/21/2025	70153209	Check	PORTER FOSTER RORICK LLP	6,283.57
10/21/2025	70153210	Check	PUGET SOUND ENERGY	10,543.79
10/21/2025	70153211	Check	PUGET SOUND ESD	44,752.00
10/21/2025	70153212	Check	RWC GROUP	126.44
10/21/2025	70153213	Check	SPROUT THERAPY SOLUTIONS LLC	45,066.25
10/21/2025	70153214	Check	SUPERINTENDENT OF PUBLIC INSTR	6,332.71
10/21/2025	70153215	Check	TED BROWN MUSIC CO	240.90
10/21/2025	70153216	Check	THURSTON COUNTY AUDITOR	39,066.66

AP Check Register

AP Run: GENERAL 10/21/25 — Post Date: 2025-10-21 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/21/2025	70153217	Check	US FOODS	56,625.39
10/21/2025	70153218	Check	WA SCHOOL RESEARCH ASSOC INC	4,687.50
10/21/2025	70153219	Check	WALTER E NELSON	11,245.46
10/21/2025	70153220	Check	WASHINGTON FLORAL SERVICE INC	1,052.52
			Total:	**$560,436.70**

GENERAL 10/21/25 Summary

Type	Count	Amount
Regular	46	560,436.70
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**46**	**$560,436.70**

AP Check Register

Fund	Total
10 - GENERAL FUND	560,436.70
	$560,436.70

AP Check Register

AP Run: GENERAL 2 10/21/25 — Post Date: 2025-10-21 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/21/2025	70153221	Check	US BANK - CORPORATE PAYMENT SYSTEMS	24,679.43
			Total:	**$24,679.43**

GENERAL 2 10/21/25 Summary

Type	Count	Amount
Regular	1	24,679.43
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$24,679.43**

AP Check Register

Fund	Total
10 - GENERAL FUND	24,679.43
	$24,679.43

AP Check Register

AP Run: GENERAL 10/22/25 CORRECTION — Post Date: 2025-10-22 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/22/2025	70153222	Check	EVERDRIVEN TECHNOLOGIES LLC	0.00
10/22/2025	70153223	Check	HOPSKIPDRIVE INC	0.00
			Total:	**$0.00**

GENERAL 10/22/25 CORRECTION

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

AP Check Register

Fund	Total
10 - GENERAL FUND	0.00
	$0.00

AP Check Register

AP Run: GENERAL US BANK CORR 10/22/25 — Post Date: 2025-10-22 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/22/2025	70153224	Check	US BANK - CORPORATE PAYMENT SYSTEMS	0.00
			Total:	**$0.00**

GENERAL US BANK CORR 10/22/25

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

AP Check Register

Fund	Total
10 - GENERAL FUND	0.00
	$0.00

AP Check Register

AP Run: GENERAL 10/28/25 — Post Date: 2025-10-28 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/28/2025	70153225	Check	AUTO GLASS PROFESSIONALS	719.19
10/28/2025	70153226	Check	BLAZERWORKS	19,817.19
10/28/2025	70153227	Check	Broten, Kenneth M	255.13
10/28/2025	70153228	Check	BRYSON SALES & SERVICE	558.91
10/28/2025	70153229	Check	CAPITAL BUSINESS MACHINES INC	310.88
10/28/2025	70153230	Check	CINTAS CORP	238.65
10/28/2025	70153231	Check	DRAIN PRO	3,806.75
10/28/2025	70153232	Check	Ellis, Elizabeth	15.00
10/28/2025	70153233	Check	ESD #113	900.00
10/28/2025	70153234	Check	FRANZ FAMILY BAKERIES	1,319.16
10/28/2025	70153235	Check	K C D A	5,392.72
10/28/2025	70153236	Check	LAKEMARY CENTER INC	8,610.00
10/28/2025	70153237	Check	NORTHWEST ARCHITECTURAL PRODUCTS INC	11,890.73
10/28/2025	70153238	Check	PUGET SOUND ENERGY	81,456.26
10/28/2025	70153239	Check	RAINIER LIGHTING & ELECTRICAL SUPPLY	294.58
10/28/2025	70153240	Check	SPRAGUE PEST SOLUTIONS	854.39
10/28/2025	70153241	Check	T & K INTEGRITY AUTO LLC	1,017.77
10/28/2025	70153242	Check	THE PART WORKS INC	389.18
10/28/2025	70153243	Check	WA SCHOOL PERSONNEL ASSN/WSPA	175.00
10/28/2025	70153244	Check	WALTER E NELSON	953.01
10/28/2025	70153245	Check	Washington Fire Protection LLC	6,372.90

AP Check Register

AP Run: GENERAL 10/28/25 — Post Date: 2025-10-28 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/28/2025	70153246	Check	WEST CENTRAL DISTRICT II FFA	100.00
10/28/2025	70153247	Check	YELM SCHOOLS REVOLVING FUND	55.05
10/28/2025	70153248	Check	ZOOM VIDEO COMMUNICATIONS INC	8,496.88
			Total:	**$153,999.33**

GENERAL 10/28/25 Summary

Type	Count	Amount
Regular	24	153,999.33
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**24**	**$153,999.33**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	153,999.33
	$153,999.33

AP Check Register

AP Run: GENERAL 2 10/28/25 — Post Date: 2025-10-28 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/28/2025	70153249	Check	US BANK - CORPORATE PAYMENT SYSTEMS	6,355.54
			Total:	**$6,355.54**

GENERAL 2 10/28/25 Summary

Type	Count	Amount
Regular	1	6,355.54
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$6,355.54**

AP Check Register

Fund	Total
10 - GENERAL FUND	6,355.54
	$6,355.54

YELM COMMUNITY SCHOOLS

Board Date: NOVEMBER 20, 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 NOVEMBER 20, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70409968 THROUGH 70409983

IN THE TOTAL AMOUNT OF $ 18,088.66

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 10/07/25 — Post Date: 2025-10-07 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/07/2025	70409968	Check	Bulley, Nathanial	1,700.00
10/07/2025	70409969	Check	HARRIS, GARY	616.27
10/07/2025	70409970	Check	L AND E BOTTLING CO INC	367.03
10/07/2025	70409971	Check	US BANK - CORPORATE PAYMENT SYSTEMS	702.72
10/07/2025	70409972	Check	WASHINGTON FLORAL SERVICE INC	55.19
			Total:	**$3,441.21**

ASB 10/07/25 Summary

Type	Count	Amount
Regular	5	3,441.21
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**5**	**$3,441.21**

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	3,441.21
	$3,441.21

AP Check Register

AP Run: ASB 10/14/25 — Post Date: 2025-10-14 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/14/2025	70409973	Check	BSN SPORTS	2,191.64
10/14/2025	70409974	Check	RUIZ, RICARDO OWEN	2,279.07
10/14/2025	70409975	Check	US BANK - CORPORATE PAYMENT SYSTEMS	4,606.10
			Total:	**$9,076.81**

ASB 10/14/25 Summary

Type	Count	Amount
Regular	3	9,076.81
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$9,076.81**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	9,076.81
	$9,076.81

AP Check Register

AP Run: ASB 10/21/25 — Post Date: 2025-10-21 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/21/2025	70409976	Check	DECA	340.00
10/21/2025	70409977	Check	HARRIS, GARY	200.70
10/21/2025	70409978	Check	STOREM, ROBERT	15.00
10/21/2025	70409979	Check	US BANK - CORPORATE PAYMENT SYSTEMS	2,780.04
			Total:	**$3,335.74**

ASB 10/21/25 Summary

Type	Count	Amount
Regular	4	3,335.74
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**4**	**$3,335.74**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	3,335.74
	$3,335.74

AP Check Register

AP Run: ASB 10/22/25 CORRECTION — Post Date: 2025-10-22 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/22/2025	70409980	Check	US BANK - CORPORATE PAYMENT SYSTEMS	0.00
			Total:	**$0.00**

ASB 10/22/25 CORRECTION Summary

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

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	0.00
	$0.00

AP Check Register

AP Run: ASB 10/28/25 — Post Date: 2025-10-28 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/28/2025	70409981	Check	US BANK - CORPORATE PAYMENT SYSTEMS	1,478.90
10/28/2025	70409982	Check	WEST CENTRAL DISTRICT II FFA	550.00
10/28/2025	70409983	Check	YELM SCHOOLS ASB REVOLVING	206.00
			Total:	**$2,234.90**

ASB 10/28/25 Summary

Type	Count	Amount
Regular	3	2,234.90
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$2,234.90**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	2,234.90
	$2,234.90

YELM COMMUNITY SCHOOLS

Board Date: NOVEMBER 20, 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 NOVEMBER 20, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70501856 THROUGH 70501863

IN THE TOTAL AMOUNT OF $ 118,430.47

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 10/7/25 — Post Date: 2025-10-07 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/07/2025	70501856	Check	SECURITY SOLUTIONS NW INC	519.03
10/07/2025	70501857	Check	WAYNE'S ROOFING INC	1,585.56
			Total:	**$2,104.59**

CAP PROJ 10/7/25 Summary

Type	Count	Amount
Regular	2	2,104.59
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$2,104.59**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	2,104.59
	$2,104.59

AP Check Register

AP Run: CAP PROJ 10/14/25 — Post Date: 2025-10-14 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/14/2025	70501858	Check	HEATH NORTHWEST	63,615.77
10/14/2025	70501859	Check	INTRACOMMUNICATION NETWORK SYS	5,018.09
			Total:	**$68,633.86**

***CAP PROJ 10/14/25* Summary**

Type	Count	Amount
Regular	2	68,633.86
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$68,633.86**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
20 - CAPITAL PROJECTS FUND	68,633.86
	$68,633.86

AP Check Register

AP Run: CAP PROJ 10/21/25 — Post Date: 2025-10-21 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/21/2025	70501860	Check	KOBZA HOME BUILDERS	6,030.00
10/21/2025	70501861	Check	TOVANI HART	2,200.00
			Total:	**$8,230.00**

CAP PROJ 10/21/25 Summary

Type	Count	Amount
Regular	2	8,230.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$8,230.00**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	8,230.00
	$8,230.00

AP Check Register

AP Run: CAP PROJ 10/28/25 — Post Date: 2025-10-28 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/28/2025	70501862	Check	INTRACOMMUNICATION NETWORK SYS	948.60
10/28/2025	70501863	Check	SECURITY SOLUTIONS NW INC	38,513.42
			Total:	**$39,462.02**

CAP PROJ 10/28/25 Summary

Type	Count	Amount
Regular	2	39,462.02
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$39,462.02**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	39,462.02
	$39,462.02

YELM COMMUNITY SCHOOLS

Board Date: NOVEMBER 20, 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 NOVEMBER 20, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 11230023 GENERAL THROUGH 11230023 GENERAL

IN THE TOTAL AMOUNT OF $ 727.10

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: COMP TAX GENERAL 11/3/25 — Post Date: 2025-11-03 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/03/2025	11230023	Wire Transfer	DEPARTMENT OF REVENUE	727.10
			Total:	**$727.10**

COMP TAX GENERAL 11/3/25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	727.10
Epayables:	0	0.00
Total:	**1**	**$727.10**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	727.10
	$727.10

YELM COMMUNITY SCHOOLS

Board Date: NOVEMBER 20, 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 NOVEMBER 20, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 9000000006 THROUGH 9000000016

IN THE TOTAL AMOUNT OF $ 1,016.96

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 10/7/25 — Post Date: 2025-10-07 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/07/2025	9000000006	ACH	CAVANAUGH, ELLEN	55.23
10/07/2025	9000000007	ACH	COLE, SKYLAR S	50.47
10/07/2025	9000000008	ACH	ELLIS, ASHLEY	213.78
10/07/2025	9000000009	ACH	HULL, HILLARY RYANN	42.56
10/07/2025	9000000010	ACH	MCINTIRE, ALEXANDER ALLAN	173.60
10/07/2025	9000000011	ACH	VAUGHAN, JACOB H	76.86
			Total:	**$612.50**

GENERAL ACH 10/7/25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	6	612.50
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**6**	**$612.50**

Fund	Total
10 - GENERAL FUND	612.50
	$612.50

AP Check Register

AP Run: GENERAL ACH 2 10/07/2025 — Post Date: 2025-10-07 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/07/2025	9000000012	ACH	HOPKINS, JOLYNNE IONE	126.70
10/07/2025	9000000013	ACH	POWELL, SHANNON CORBY	58.59
10/07/2025	9000000014	ACH	REED, MEGAN ELIZABETH	131.95
			Total:	**$317.24**

GENERAL ACH 2 10/07/2025 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	3	317.24
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$317.24**

AP Check Register

Fund	Total
10 - GENERAL FUND	317.24
	$317.24

AP Check Register

AP Run: GENERAL ACH 10/21/25 — Post Date: 2025-10-21 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/21/2025	9000000015	ACH	MINTZ, LINDSAY N	15.12
10/21/2025	9000000016	ACH	POLZIN, KARI JO	72.10
			Total:	**$87.22**

GENERAL ACH 10/21/25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	2	87.22
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$87.22**

AP Check Register

Fund	Total
10 - GENERAL FUND	87.22
	$87.22

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: **November 20**, 2025

SUBJECT: Recommendation to Approve Public Works Projects

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

Project #	Amount	Vendor / Reason
39.24	$63,615.77	Heath Northwest – Digital Reader board Upgrade – PR
102.24	$44,485.11	Hermanson Co LLP – Isolation Valves Installation – PR & FS
103.24	$88,413.59	Wayne's Roofing Inc - Portables 15, 16 & 17 Roof Replacement – YHS
105.24	$948,814.24	Wayne's Roofing Inc - Roof Replacement – MK
113.24	$106,960.92	Security Solutions NW - Security Camera Modifications, Replacements, & Additions – District Wide (RMS, MAINT, FS, SW, YHS, PR, MP)
127.24	$26,860.36	NWAP - Annual Gym Equipment Maintenance & Safety Inspection – YHS, RMS & YMS
129.24	$38,901.50	INSI, Inc. - Cabling for Internal Connections – YHS, YES, PR, FS, MP
139.24	$20,774.34	INSI, Inc. - Additional Circuit Installation for Reader Board – YMS
142.24	$1,839.60	Suppression System, Inc. - Agent Fire Systems Inspections & Cleaning – YMS & YHS
150.24	$7,003.74	Hermanson Co LLP - Low Temp Equipment Replacement – YHS
154.24	$3,876.03	Hermanson Co LLP - Water Heater Slow Leak Troubleshoot/Repair – YHS
01.25	$4,517.94	Hermanson Co LLP - Preschool Bard Unit Replacement – PR
02.25	$2,912.22	Drain Pro - Septic Level Diagnostics/Repair Service Call – MK
03.25	$328.50	Washington Fire Protection - Troubleshooting Supervisory Alarms – SW
11.25	$696.42	INSI, Inc. - Stadium WAP Replacement – YHS
12.25	$1,473.96	INSI, Inc. - Commons WAP Installation – RMS
19.25	$1,337.51	Hermanson Co LLP - Outdoor Units Main PCB Boards Replacement – PR
20.25	$931.91	Hermanson Co LLP - Water Heater Slow Leak Piping Insulation – YHS
21.25	$873.81	SME Solutions, LLC - Diesel Pump Metering Diagnostics & Repair – TRANS
22.25	$3,806.75	Drain Pro - Emergency Sewer Pump & Repair – YMS
25.25	$2,145.21	Hermanson Co LLP - Walk in Cooler Condensing Unit Leak Repair – YMS
27.25	$602.25	Washington Fire Protection - Elevator Devices Shunt Trip Confidence Testing – SW
28.25	$383.25	Washington Fire Protection - Troubleshoot/Repair & Reset Lockdown Button System – RMS

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

November 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	85	85.00	50	48.04	40	40.00	72	72.00	34	34.00	36	36.00											317	315.04	K
1	109	109.00	70	70.00	51	50.47	54	54.00	54	54.00	45	45.00											383	382.47	1
2	103	101.96	56	56.00	51	50.60	72	72.00	64	63.02	46	45.14											392	388.72	2
3	114	112.49	60	60.00	72	72.00	68	67.65	61	61.00	41	41.00											416	414.14	3
4	118	118.00	63	63.00	71	71.00	78	77.45	66	66.00	65	65.00											461	460.45	4
5	121	120.02	66	66.00	59	59.00	81	80.40	49	48.64	44	43.02											420	417.08	5
6													240	239.17	212	212.00							452	451.17	6
7													229	226.51	177	177.00							406	403.51	7
8													217	216.17	201	200.17	0	0.51					418	416.85	8
9																	405	401.48	1	1.00			406	402.48	9
10																	405	402.53	14	13.83			419	416.36	10
11																	381	338.07	26	24.98	9	9.00	416	372.05	11
12																	374	316.60	69	69.15	8	8.00	451	393.75	12
TTL	650	646.47	365	363.04	344	343.07	442	440.50	345	343.66	277	275.16	686	681.85	590	589.17	1565	1459.19	110	108.96	17	17.00	5391	5268.07	TK-12 TTL
																	*TOTAL W/ RUNNING START :						5577	5268.07	+ RS

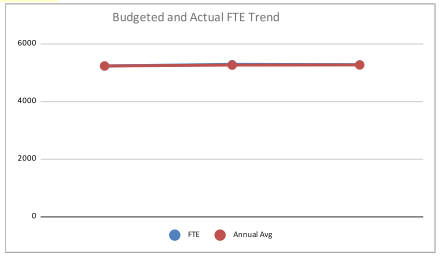
TBIP TK								3																
TBIP K-6	29		27		14		18		8		4		13		6									
TBIP 7-12													20		15		51		5					
Transitioned	1		1		2		3		2		2		8		4		11							

Bilingual TBIP	
TBIP TK	3
TBIP K-6	119
TBIP7-12	91
Transitioned/Monitoring	34

RUNNING START / VOCATIONAL / PRE-K					
	YES	YHS	RMS	YMS	TTL
RUNNING START HC		140			140
College Only RS HC		46			46
Non Voc RS FTE					0.00
Voc RS FTE					0.00
VOC 9TH-12TH FTE		348.16			348.16
VOC 7TH-8TH FTE					0.00

*NOTE: NO RUNNING START REPORTED IN SEPTEMBER

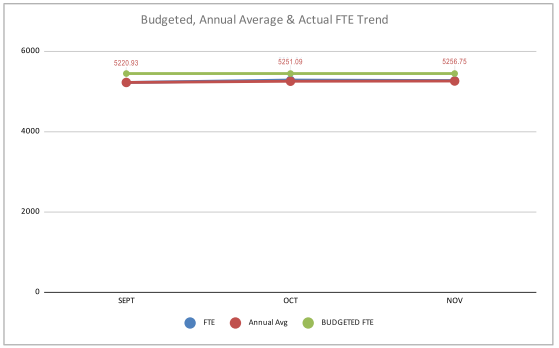
Budgeted vs. Annual Average FTE (TK-12)	
Budgeted FTE	5443.00
Annual Average	5256.75
DIFFERENCE	(186.25)



MONTHLY ACTUAL & ANNUAL AVERAGE												
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE		AVG
HC	5347	5403	5391									5380
FTE	5220.93	5281.24	5268.07									5256.75
Annual Avg	5220.93	5251.09	5256.75									
BUDGETED FT	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		
	Oct-25	Nov-25	Difference	Oct-25	Nov-25	Difference
Southworth	647	650	3.00	643.47	646.47	3.00
McKenna	362	365.00	3.00	360.40	363.04	2.64
Prairie	347	344	(3.00)	345.96	343.07	(2.89)
Fort Stevens	439	442.00	3.00	437.50	440.50	3.00
Mill Pond	343	345	2.00	342.02	343.66	1.64
Lackamas	285	277.00	(8.00)	283.16	275.16	(8.00)
YMS	682	686	4.00	679.51	681.85	2.34
RMS	590	590.00	0.00	589.17	589.17	0.00
YHS	1580	1565	(15.00)	1473.94	1459.19	(14.75)
YES	110	110.00	0.00	108.11	108.96	0.85
SUB TOTAL	**5385**	**5374**	**(11.00)**	**5263.24**	**5251.07**	**(12.17)**
Gravity/Open Doors	18	17	(1.00)	18.00	17.00	(1.00)
Running Start		186	186.00	130.87	0.00	(130.87)
TOTAL	**5643**	**5577**	**(66.00)**	**5597.83**	**5268.07**	**(329.76)**



ENROLLMENT COMPARED TO LAST YEAR

	HEAD COUNT			FTE COUNT		
	November-23	November-24	Difference	November-23	November-24	Difference
		5577	5577.00		5268.07	5268.07