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, December 18, 2025
6 p.m.
Yelm Middle School
401 Coates Avenue NW • Yelm, WA

Regular School Board Meeting

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

I **A. Swearing in of Newly Elected School Board Directors**

A **B. Reorganization of the Board**
1. President for 1-year term
2. Vice President for 1-year term

I **2.** **School Spotlight**
Yelm Middle School

I **3.** **Audience**

A. Board Recognition
Outstanding School Office Professional Award

B. Superintendent's Comments

C. Community Comments

A **4.** **School Board Minutes**
Nov 20, 2025 – Regular Business Meeting

5. **New Business**

A **A. Individual Contracts**
1. New Hires
   Korey Arnold, RMS SPED Para CLC
   Terry Burnham, Facilities PR Evening Custodian
   Jennifer Horne, Transportation Bus Driver
   Neona Jones, PR SPED Para Student Specific
   Courtney Lee, Transportation Bus Driver
   Vivita Rabo, SW Teacher SPED Educ. CLC/SELF

Anecia Wright, MP SPED Para Self/CLC

2. Leave of Absence
   No Report
3. Resignations/Retirements/Terminations

Vanessa Chenvert, YHS Para SPED	Resignation
Angela Clooney, Food Service Cafeteria	Termination
Samantha Fisher, Transportation Bus Driver	Rescinded Offer
Richard Flores, YHS Coach Asst. Boys Basketball	Resignation
Scott Gallup, Transportation Dispatcher	Resignation
Marjorie Hyatt, SW Para Instructional	Resignation
Kristel Rex, Food Service Cafeteria	Resignation
Tami Sadler, FS SPED Para LRC	*Retirement*

4. Staffing Changes
   No Report
5. Stipends/Supplemental Contracts

A **B. Acceptance of Gifts**

Donor	Amount
Jim Blodgett, YCS M&O aluminum bleacher	FMV $1,000.00
Megan Farnam, LK ASB	$100.00

A **C. Out-of-District Travel**

1. YHS Sports Medicine to Pasadena, CA, 3/12-3/15/26, to participate in the AACI Regional Sports Medicine competition; 12 students and 1 chaperone.
2. YHS Careers in Education to Portland, OR, 6/20-6/23/26, to participate in Educator Rising Nationals; 8 students and 1 chaperone.

A **D. Policy Revisions and Replacements**

Second Reading – for Approval

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

I **E. Early Learning Presentation**

A **6. Vouchers and Payroll**

A.	General Fund	#70153269 – 70153378 #70153399 - 70153440	$1,349,570.29
B.	ASB Fund	#70409984 - 70410003	$45,262.33
C.	Capital Projects Fund	#70501864 - 70501867	$47,849.55
D.	Comp Tax	#112300024 – 202100171	$348.34
E.	General ACH	#9000000017 - 9000000040	$3,943.69
F.	TVF	#70700044 – 70700044	$178,618.17
G.	November Payroll		$6,596,046.48

A 7. Operations Report

Public Works:

Project #	Amount	Vendor / Reason
30.25	$958.13	Drain Pro – Emergency Septic Service Call – YES
35.25	$1,314.00	Wood & Link Fence Co – Fence Repair – MP
36.25	$750.02	Hermanson Co LLP - Walk In Cooler Temp Troubleshoot – RMS
37.25	$750.02	Hermanson Co LLP - Walk In Cooler Leak Troubleshoot – RMS
38.25	$750.02	Hermanson Co LLP - Walk In Cooler Temp Troubleshoot – YMS
39.25	$2,833.87	Hermanson Co LLP - Walk In Freezer Service Valve & Dual Pressure Switch Replacements – YHS
44.25	$3,442.59	Drain Pro – Septic Pump Service Call – LK

I 8. Financial Reports

I 9. Student Enrollment Report

Dec 2025	5347 HC	5226.19 FTE (191.42 < 5443.00)
Nov 2025	5391 HC	5268.07 FTE (186.25 < 5443.00)
Dec 2024	5535 HC	

I 10. Board Comments

I 11. Superintendent's Report

A 12. Adjourn

Next Board Meeting: January 9, 2026 – 6:00 p.m. – Regular Board Meeting

Location: Southworth Elementary

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, November 20, 2025

BOARD MEMBERS PRESENT

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

STUDENT REPRESENTATIVES

Sofie Miera, Rebecca Rankin, Cali Stein, Ayden Williams

ADMINISTRATION PRESENT

Holly Ackerman, Mark Bowden, Dee Dee Buckingham, Lisa Cadero-Smith, Chris Clark, Charles Cook, Lisa Crowell, Becky Fowler, Jodi Jarmin, Kendall McNutt, Teri Melone, Anthony Quichocho, 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:

Education Staff Associates Excellence Award *Honoring staff who provide holistic support through comprehensive programs that foster students' academic achievement, social-emotional health, physical well-being, and career readiness.*		
Jeannie Beierle – YHS	Sophia Apgar – RMS	Valerie Kempinski - YMS
Gaynor Fitzgerald-Males – FS	Megan Reed – LK	Myrna Porter - MK
Kaycee Johnson – MP	Laura Garcia – PR	Kimberly McMurray - SW

Superintendent's Comments

The Superintendent provided a brief update focused on the levy certification and the district's financial oversight process. Levy results are expected to be certified next Tuesday, after which we will send a communication to families and staff outlining immediate and long-term steps.
The Superintendent reviewed the district's entry into financial oversight and the role of binding conditions. The district is now working closely with OSPI and the ESD, including weekly meetings, regular quarterly check-ins, and the formation of a Financial Oversight Committee. OSPI will attend the January 22 board meeting as part of the required process to accept new binding conditions. While OSPI does not have the authority to make final decisions on cuts, they are active partners in analysis, recommendations, and planning.

Given the magnitude of required budget reductions, all areas of the district are being examined for both immediate and future cuts. Some decisions will need to be made before January 22 due to time-sensitive impacts, and additional study sessions will be scheduled.

A 24-month plan is being developed to exit financial oversight within two years. Director Denise Hendrickson and another board member will continue attending binding condition meetings, and the Superintendent will maintain weekly meetings with OSPI and the ESD.

The Superintendent also noted that the district's CFO has resigned. ESD is currently serving as the business manager, which aligns well with the district's increased financial monitoring. The Superintendent and district leadership are working closely with ESD staff on daily expenditures. Regular updates and email communication will continue as new information becomes available.

Community Comments
Myrna Porter presented comments.

SCHOOL BOARD MINUTES - APPROVED
October 9, 2025 – Regular Board Meeting
October 23, 2025 – Regular Board Meeting
M/Debbie Edwards; S/Frank King; Motion carried unanimously.

NEW BUSINESS
INDIVIDUAL CONTRACTS – APPROVED

New Hires		
Name	**Position**	**Effective Date**
Trysten Avega	YMS Coach Assistant Wrestling	11/10/2025
Samantha Fisher	Transportation Bus Driver	10/31/2025
Braden Hill	YMS Coach Head Wrestling	11/10/2025
Robert Hill	YHS Coach Head Bowling	11/3/2025
Christopher Howard	FS OP V	10/27/2025
Ari Sommers	YHS SpEd Para 1:1	10/20/2025
LEAVE OF ABSENCE		
Name	**Position**	**Effective Date**
Nataly Green	PR SpEd Para	12/1/2025 Student Teaching 60 days
Jacob Jansen	PR SpEd Para	12/1/2025 Student Teaching 60 days
RESIGNATIONS/RETIREMENTS/TERMINATIONS		
Name	**Position**	**Effective Date**
Marcela de Souza	YHS Teacher World Language	11/14/2025 Resignation
Sarah Hannah	RMS SpEd Para	11/14/2025 Resignation
Sean Jordan	YMS Coach Assistant Wrestling	11/3/2025 Resignation
Anthony Sexton	Food Service Cafeteria	11/21/2025 Resignation
STAFFING CHANGES		
Name	**From/To**	**Date**
Ryan Hominda	YHS Assistant B Basketball to Head B Basketball	11/17/2025
STIPENDS/SUPPLEMENTAL CONTRACTS		
$209,144.00		

M/Casey Shaw; S/Debbie Edwards; Motion carried unanimously.

ACCEPTANCE OF GIFTS – APPROVED
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 $500.00
M/Frank King; S/Casey Shaw; Motion carried unanimously.

CONTINUOUS SCHOOL IMPROVEMENT PLANS - APPROVED
M/Debbie Edwards; S/Frank King; Motion carried unanimously.

POLICY REVISIONS – APPROVED

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

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

POLICY REVISIONS AND REPLACEMENTS

First Reading – For Review

After considerable discussion, the board reached consensus to move all policies forward to second reading, except Policies 2020 and 2020P, which will remain at first reading for further 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

PRAIRIE ELEMENTARY SPOTLIGHT

Principal Holly Ackerman presented Prairie Elementary's 2025–26 School Improvement Plan, highlighting how the school is advancing Learning, Belonging, and Community through intentional leadership and staff collaboration. The presentation outlined key focus areas, including improving attendance, strengthening Tier I instruction, implementing MTSS, enhancing PLC work, and increasing student engagement.

The principal also emphasized efforts to build a strong culture of dignity, support positive student behavior, and expand student leadership, recognition, and creative opportunities. In the area of Community, the school is working to increase shared ownership, promote inclusive, two-way communication, and strengthen family partnerships to support student learning.

The presentation concluded with upcoming leadership priorities aligned to each focus area as the school continues its improvement work.

VOUCHERS AND PAYROLL - APPROVED

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

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

OPERATIONS UPDATE

The Director of Operations, Teri Melone provided an overview of several ongoing initiatives across operations, technology, maintenance, food service, and CTE.

The Operations team continues to work collaboratively and efficiently in response to emerging needs—a major recent project involved implementing multi-factor authentication for staff to improve data security in Family Access. The initial rollout for approximately 800 staff members was completed smoothly, with a second phase planned for the remaining users.

In maintenance, the district partnered with Field Turf to conduct annual testing and training to improve synthetic turf care and extend field life expectancy. The district also continues active hiring in custodial, transportation, and operations roles, with recent success in filling multiple positions and improving substitute coverage.

The district received a confirmed $744,000 OSPI grant to install an HVAC system in the high school's 400 building, with project planning set to begin in January. Additionally, staff began preparing for new county requirements mandating the separation of organic waste by 2026. The district is collaborating with partners to involve student leadership in sustainability efforts.

Food service reported a 30% increase in meals served compared to last October. An annual nutrition audit is upcoming, and staff are preparing for an equipment grant opportunity to support upgrades and energy-efficient production.

The district is also working to revive its Wellness Committee, which supports the implementation of nutrition, health, and wellness policies across schools and the broader community. Students, staff, and community members will be invited to participate.

Two CTE updates were shared: a successful "FLIP Night" financial aid event with 176 attendees, supported by community partners and a WASAC grant; and a newly awarded $40,000 grant for the agriculture program to expand small-engine equipment access for students.

The update concluded with appreciation for the collaboration across departments, staff, and community partners that makes this work possible.

Public Works: APPROVED

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

M/Debbie Edwards; S/Casey Shaw; Motion carried unanimously.

FINANCIAL REPORTS

No report.

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	

BOARD COMMENTS

Board members thanked all nominees and donors recognized during the meeting, noting the strong community support and consistent contributions from groups such as FFA. They expressed appreciation to Prairie Elementary for hosting and highlighted the enjoyable presentation. Members acknowledged that the coming months will include significant work related to policy updates, levy planning, budget pressures, and state requirements, emphasizing the importance of teamwork and community engagement.

Director Debbie Edwards shared reflections on four decades of service, expressing gratitude to staff, administrators, fellow board members, and the community, and highlighting the district's progress and the meaningful impact on students over the years.

Another member commented on a recent presentation by military-connected students and emphasized the need to continue strengthening community connections. Board members also noted community participation in curriculum committee work and encouraged ongoing involvement as the district prepares for critical upcoming decisions.

Student Representative Comments:

- Congratulated the award nominees.
- Appreciated the staff slideshow highlighting student activities, traditions, and positive office referrals at Prairie.
- Highlighted Prairie's student-belonging efforts and positive survey results.
- Reflected on personal experiences, including being a military-connected student and feeling welcomed in Yelm schools.
- Noted the impact of the early childhood education presentation and the importance of strong kindergarten foundations.
- Expressed gratitude for staff dedication and the district's focus on student well-being and community.

SUPERINTENDENT'S REPORT

Superintendent Chris Woods began by congratulating the district's award winners and recognizing the dedication of all staff members. Emphasis was placed on acknowledging the hard work of staff, particularly given the challenges facing public education. Appreciation was extended to the school for their excellent presentation and for fostering a positive and engaging learning environment.

The Superintendent then honored Director Debbie Edwards for her 41 years of service on the Yelm Community Schools Board of Directors. Highlights of her tenure included her unwavering dedication to students, families, and staff, her countless volunteer hours, and her principled, servant-leader approach to board service. The Superintendent expressed personal gratitude for Debbie's guidance and mentorship and recognized the lasting impact of her leadership on the district. Debbie's legacy of advocacy, care, and commitment to public education was celebrated, and the district reaffirmed its commitment to carry forward the lessons and values she exemplified.

ADJOURNMENT – 8:05 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:			December 18, 2025		
NEW HIRES:					
First Name	**Last Name**	**Location**	**Title**	**Date**	**Comments**
Korey	Arnold	RMS- SPED Para	SPED Para CLC	12/2/2025	
Terry	Burnham	Facilities- Prairie	Custodian-Evening	11/7/2025	
Jennifer	Horne	Transportation	Bus Driver	11/25/2025	
Neona	Jones	Prairie Elementary	SPED Para Student Specific	11/7/2025	
Courtney	Lee	Transportation	Bus Driver	11/24/2025	
Vivita	Rabo	Southworth Elem	Tchr-Special Education CLC/SELF	1/5/2026	
Anecia	Wright	Mill Pond	SPED Para Self/CLC	12/1/2025	
LEAVES OF ABSENCE:					
First Name	**Last Name**	**Location**	**Title**	**Date**	**Comments**
RESIGNATIONS/RETIREMENTS/TERMINATIONS:					
First Name	**Last Name**	**Location**	**Title**	**Date**	**Comments**
Vanessa	Chenvert	Yelm HS	Para Sped	11/30/2025	Resignation
Angela	Clooney	Food Servive	Cafeteria	12/9/2025	Termination
Samantha	Fisher	Transportation	Bus Driver	11/19/2025	Resinded Offer
Richard	Flores	Yelm HS	Coach-Assistant Boys Basketball	11/17/2025	Resignation
Scott	Gallup	Transportation	Dispatcher	1/9/2026	Resignation
Marjorie	Hyatt	Southworth	Para Instructional	12/19/2025	Resignation
Kristel	Rex	Food Servive	Cafeteria	12/19/2025	Resignation
Tami	Sadler	Fort Stevens	Sped Parae LRC	12/1/2025	Retirement
STAFFING CHANGES:					
First Name	**Last Name**	**From**	**To**	**Date**	**Comments**
REQUESTS FOR WAIVERS FOR TEACHING OUT OF ENDORSEMENT:					
First Name	**Last Name**	**Location**	**Out of Endorsement Subject**	**Date**	**Comments**
Shon	Torres	YHS	Spanish	11/12/2025	Long Term Substitute until filled

Authorization to Pay Stipends/Supplemental Contracts

2025-26 School Year

December 2025

Name	*Location*	*Activity*	*Total Pay*	*Pay in*
Pierson, Scott	Yelm HS	Pep Band Stipend .50 Reduction	$939.89	Nov 25-Aug 26

TOTAL CERTIFICATED **$939.89**

TOTAL CLASSIFIED **$ -**

GRAND TOTAL STIPENDS/SUPPLEMENTAL PAY **$ 939.89**

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: December 18, 2025

SUBJECT: Donations

Donor	Items/Purpose	Amount
Jim Blodgett	YCS M&O Aluminum bleacher	FMV $1,000.00
Megan Farnam	Lackamas ASB	$100.00

STR0000018

Student Travel Request Form

Overnight and Out of State Travel Require Board Approval

Board Policy 2320

School: SCH - Yelm High School Class/Group: Careers in Education

*Date of Trip: 06/20/2026 06/23/2026 Number of Students: 8

Trip Supervisor: Hillary Hull Cell Phone: 360-269-9238

*Destination: Portland Oregon- Educators Rising Nationals Phone: N/A

Address of Destination: 777 NE Martin Luther King Jr. Blvd Portland, Or 97232

Depart from: YHS Departure time: 7:00 AM

Return to: YHS Return time: 6:00 PM

Chaperones/Advisors: Hillary Hull

Method of Travel: ☐ District Bus (how many) _____ ☐ Chartered/Rented Vehicle(s) _____

☒ School Auto/Van (how many) 1 ☐ Commercial Airline ☐ Personal Vehicle

Estimated Costs/Acct Codes (***Provide cost breakdown on page 2; Must have estimates attached in order to proceed***):

Funding Source: ASB and CTE

Prior to Leaving the Trip Supervisor:

- ☐ *Submits list of students going on the trip to nurse one week prior for review of medical needs and to attendance office day of trip.*
- ☐ *Inform Food Service of number of students that may impact meal preparations.*
- ☐ *Must take a signed parental permission slip on the trip and return the original form to the office for record retention after trip.*
- ☐ *Remind staff/chaperones to arrange a sub prior to the trip.*
- ☐ *Ensure all non-staff chaperones are approved volunteers.*
- ☐ *Remind chaperones they must adhere to Policy 5201 during the entire trip.*

Educational Objective:

1. Purpose of this trip:

The purpose of the Educators Rising Nationals field trip is to provide students with the opportunity to showcase their talents, skills, and passion for education on a national stage. It also allows them to network with peers and professionals, gain exposure to real-world educational careers, and deepen their commitment to becoming future educators.

2. How have you prepared the students for this trip?

I have prepared students by providing hands-on practice, targeted coaching, and ongoing feedback to help them strengthen their presentations and competition materials. I also supported them through mock interviews, skill-building workshops, and consistent guidance to ensure they felt confident and ready to succeed at the national level.

3. What educational activities will you use to follow up on the impact of this trip?

This will be beneficial for the juniors who are going- they can share their knowledge next year with their classmates. The seniors will be able to use the skills gained at this conference and apply it to their post secondary goals.

Signatures for Approval

Hillary Hull — Trip Supervisor

Hemi O'Neal — ASB Approval

Angela Cerkowniak — Budget Approval

Teri Melone — CTE Approval

Curtis Clevenringa — Building Approval

_____ — Superintendent Approval

*All overnight and out of state travel requests must be to the Superintendent's Office nine (9) days prior to the board meeting.

Revised 8.1.25

Please provide a breakdown cost and provide estimates.

ASB	CTE	General
3200 Registration:	300 Registration:	Registration:
1500 Hotel:	750 Hotel:	Hotel:
0 Airfare:	0 Airfare:	Airfare:
0 Rental Car:	0 Rental Car:	Rental Car:
200 Meals:	500 Meals:	Meals:
0 Misc:	0 Misc:	Misc:
0 Student Fees:	0 Student Fees:	Student Fees:

ASB Budget Code: 4307 CTE Budget Code: 3167 & Perkins General Budget Code:_____

ASB Total: 4,900.00 CTE Total: 1,550.00 General Total:_____

For Business Office Only

Hotel reserved:

Airfare purchased:

Rental Car:

Travel Card Checked out & By Who:

Reconciled in Qmlativ:

EDUCATORS RISING

serving our community

Educators Rising **believes in student voices being heard in the most important educational discussions.** We're a student organization and students are our leaders. Educators Rising helps students develop the strong leadership traits found in high-quality educators by offering various opportunities for student leadership.

Officer Meeting Date: 10/22/25

Officers Present: Adelyne Hanson, Aiyana Valera, Jocelyn Topel, Annabell Reed

Advisor Present: Hull

Time Meeting started: 1:52pm

Old Business:

- POA Discussion- How are we doing on that? Accomplishing everything?
- Nationals- happening in June in Portland

New Business:

- Nationals Discussion
  - Housing
  - I move to approve going to Nationals in Portland Oregon.
    - Moved- Aiyana Valera
    - Seconded- Morrigan Tyler
  - Move to approve Christmas in the Park as an activity
    - Moved by Mow
    - Seconded - Taylor
  - Move to approve the spending of up to $100 on wrapping paper and supplies for the Christmas in the Park activity.
    - Moved Jocelyn
    - Seconded Annabell

Meeting adjourned: 2:39pm

Respectfully submitted by: Jocelyn Topel

M. Hull

Jaulyn Topel

Student Travel Request Form

Overnight and Out of State Travel Require Board Approval

Board Policy 2320

School: SCH - Yelm High School Class/Group: Sports Medicine

*Date of Trip: 03/12/2026 03/15/2026 Number of Students: 12

Trip Supervisor: Gary Clinton Cell Phone: (360) 704-0402

*Destination: Pasadena, CA Phone: (818) 790-0325

Address of Destination: St. Francis High School, 200 Foothill Blvd, La Canada CA 91011

Depart from: YHS Departure time: 7:30 AM

Return to: YHS Return time: 12:00 PM

Chaperones/Advisors: Brittany Babkirk

Method of Travel: ☐ District Bus (how many) ____ ☒ Chartered/Rented Vehicle(s) 2

☒ School Auto/Van (how many) 2 ☒ Commercial Airline ☐ Personal Vehicle

Estimated Costs/Acct Codes (***Provide cost breakdown on page 2; Must have estimates attached in order to proceed***):

Funding Source: ASB and CTE

Prior to Leaving the Trip Supervisor:

- ☐ *Submits list of students going on the trip to nurse one week prior for review of medical needs and to attendance office day of trip.*
- ☐ *Inform Food Service of number of students that may impact meal preparations.*
- ☐ *Must take a signed parental permission slip on the trip and return the original form to the office for record retention after trip.*
- ☐ *Remind staff/chaperones to arrange a sub prior to the trip.*
- ☐ *Ensure all non-staff chaperones are approved volunteers.*
- ☐ *Remind chaperones they must adhere to Policy 5201 during the entire trip.*

Educational Objective:

1. Purpose of this trip:

Participate in the AACI Regional Sports Medicine competition. This includes a Sports Medicine, Anatomage, Medical Terminology, & Sports Medicine student of the year events.

2. How have you prepared the students for this trip?

All aspects of this competition has been embedded into our curriculum for the past 2-3 years for our participants. Additionally, we will have bi-weekly reviews before school & the Anatomage team will practice after school.

3. What educational activities will you use to follow up on the impact of this trip?

We will reflect on successes & struggles to identify areas for improvement.

Signatures for Approval

Gary Clinton — Trip Supervisor

Hemi O'Neal — ASB Approval

_____ — Budget Approval

Teri Melone — CTE Approval

Curtis Clevenringa — Building Approval

_____ — Superintendent Approval

*All overnight and out of state travel requests must be to the Superintendent's Office nine (9) days prior to the board meeting.

Revised 8.1.25

Please provide a breakdown cost and provide estimates.

ASB	CTE	General
870 Registration:	0 Registration:	Registration:
2,700 Hotel:	1200 Hotel:	Hotel:
3,000 Airfare:	700 Airfare:	Airfare:
1,134 Rental Car:	750 Rental Car:	Rental Car:
1,500 Meals:	400 Meals:	Meals:
1,400 Misc:	100 Misc:	Misc:
100 Student Fees:	0 Student Fees:	Student Fees:

ASB Budget Code: 4090 CTE Budget Code: 3165 or Perkins General Budget Code:_____

ASB Total: 10,704.00 CTE Total: 3,150.00 General Total:_____

For Business Office Only

Hotel reserved:

Airfare purchased:

Rental Car:

Travel Card Checked out & By Who:

Reconciled in Qmlativ:

Sports Medicine Club Minutes
11/14/25, 1:55PM – 2:17 PM
Meeting was motioned to open by Kristina Ward seconded by Rylan Green. Current treasury status & previous minutes from 9/18 were approved.

1) Students will participate in Winter leadership with the WCTSMA @ Angel of the wind event center on December 3rd. Student cost is $25 for the event including a hockey game after. Students will have lunch costs on their own, while dinner will be paid for by our program through fundraising. Students who were active fundraisers with the Tornado cards will pay $10 while students who weren't active fundraisers will pay $25 for registration. We'll also buy donuts for the trip up there. Students will have a due date of November 19th for their payment. Registration will occur with payment to WCTSMA. There is also a youth care cozy drive that we will work to support. Jaliyah Moseley motioned and Zephyr Hennig seconded the motion for payment.

2) We recently completed the Tornado Card fundraiser which raised $7,633. The following students were active fundraisers **selling at least 3 cards** for state & winter leadership discounts: Kinsley Corak, Madison Gossett, Alexis Herringshaw, Taylor Manley, & Leah Pulido. The following were active fundraisers **selling at least 5** cards for state, winter leadership, & California discounts: Brandon Allen, Alondra Cintron-Roche, Aiden Franco, Rylan Green, Laila Guariglia, Hayden Hahn, Makaila Mead, & Evan Smith. The following were active fundraisers **selling at least 7 cards** for state, winter leadership, California, & Anatomage nationals discounts: Rylan Beaudin, Javi Eufracio, Hailey Grob, Zephyr Hennig, Rylan Holmes, Falen Kelso, Kashish Khosla, Ally Kincaid, Lena Kowalski, Tyeyo Larson, Mason McCormick, Sofie Miera, Jaliyah Moseley, Logan Myers, Anastacia Oliver, Zander Peterson, Bruce Polley, Bella Ruiz, Samson Ruiz, Makayla Schulz, Riley Smith, Cali Stein, Elijah Vertner, & Jonny Zaleski. The winning class percentage wise earned a pizza party. The class was 6th period & we will order pizzas for a class party on December 19th. Falen Kelso motioned and Zephyr Hennig seconded the motion for payment.

3) Up to 12 students from the Advanced Sports Medicine class will be attending a competition in California from March 12-15th. Travel will occur by plane & then mini-vans. We have fundraised enough to cover the cost for students to attend except each student will pay $100 if they were an active fundraiser, if not they will pay $200. All students were active fundraisers, so there's not a greater expense. ASB club funds will cover the cost of student travel, competition registration, hotel rooms, food, Universal Studios & miscellaneous expenses incurred during the trip that is student related. Due to levy failure, students chose to pay entertainment costs for instructor & chaperone which is currently Universal Studios entrance fee. We had previously approved a T-shirt advertising fundraiser to cover the cost of meals for students. CTE will cover the cost of instructor/chaperone expenses & the minivan rentals. Natalie Morales motioned and Ayden Baker seconded the motion for payment.

4) The Anatomage team will solicit a corporate partnership that will cover the costs of all meals during their competitions at California, WCTSMA state, & nationals. It will also help to offset their participation expenses for nationals. Students will have this partner's business logo on 1-2 dress shirts that will be worn during the Anatomage competitions. The donation request will be for $2,000. Makayla Schulz motioned and Ally Kincaid seconded the motion for the fundraiser.

All spending was discussed and approved through a vote! The meeting was motioned to adjourn by Tyeyo Larson and was seconded by Javi Eufracio at 2:17 PM.

Submitted by,
Cali Stein
Vice President

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.

Good

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.

good

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.

good

~~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.

Sad

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.

ADOPTED: 12/14/2000

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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

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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

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REVISED: 6/23/08; 2/24/11; 3/26/15, 3/24/22, new date

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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 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

YELM COMMUNITY SCHOOLS

Board Date: DECEMBER 18, 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 DECEMBER 18, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70153269 70153399 THROUGH 70153378 70153440

IN THE TOTAL AMOUNT OF $ 1,349,570.29

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 11/04/25 — Post Date: 2025-11-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/04/2025	70153269	Check	AMN HEALTHCARE INC	6,654.86
11/04/2025	70153270	Check	AMPLIFY EDUCATION INC	567.42
11/04/2025	70153271	Check	BLAZERWORKS	41,398.97
11/04/2025	70153272	Check	CERTIFIED EDUCATIONAL PROFESSIONALS	8,475.00
11/04/2025	70153273	Check	COMPHEALTH MEDICAL STAFFING	19,652.50
11/04/2025	70153274	Check	EVERDRIVEN TECHNOLOGIES LLC	8,079.20
11/04/2025	70153275	Check	FIRST CITIZENS BANK & TRUST CO	10,152.57
11/04/2025	70153276	Check	FRANZ FAMILY BAKERIES	228.85
11/04/2025	70153277	Check	GRAINGER INC	345.71
11/04/2025	70153278	Check	HARLEY, DEBORAH	66.80
11/04/2025	70153279	Check	HURLEY ENGINEERING	3,133.33
11/04/2025	70153280	Check	IDENTITY AUTOMATION LP	985.50
11/04/2025	70153281	Check	IMAGINE LEARNING LLC	325.22
11/04/2025	70153282	Check	IML SECURITY SUPPLY	32.23
11/04/2025	70153283	Check	INTRACOMMUNICATION NETWORK SYS	2,170.38
11/04/2025	70153284	Check	JACKSON THERAPY PARTNERS	15,207.63
11/04/2025	70153285	Check	KURITA AMERICA	1,916.25
11/04/2025	70153286	Check	LES SCHWAB	279.20
11/04/2025	70153287	Check	MAXIM HEALTHCARE SERVICES INC	17,425.37
11/04/2025	70153288	Check	MCCARTHY, MARY	584.64
11/04/2025	70153289	Check	MICRO COMPUTER SYSTEMS INC	13,982.06

AP Check Register

AP Run: GENERAL 11/04/25 — Post Date: 2025-11-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/04/2025	70153290	Check	MILLER, WILLIAM	15.00
11/04/2025	70153291	Check	OCCUPATIONAL HEALTH CENTERS OF WA	142.00
11/04/2025	70153292	Check	OFFICE DEPOT BUSINESS SOLUTIONS	2,063.14
11/04/2025	70153293	Check	PETROCARD	31,699.16
11/04/2025	70153294	Check	QUADIENT LEASING	1,318.35
11/04/2025	70153295	Check	RWC GROUP	2,164.86
11/04/2025	70153296	Check	SAMPSON, JENELLE LYNN	6,093.80
11/04/2025	70153297	Check	SCHOLASTIC MAGAZINES INC	536.58
11/04/2025	70153298	Check	SUPERINTENDENT OF PUBLIC INSTR	189.89
11/04/2025	70153299	Check	Suppression System, Inc.	1,839.60
11/04/2025	70153300	Check	TED BROWN MUSIC CO	1,530.81
11/04/2025	70153301	Check	THURSTON COUNTY CPED	1,305.00
11/04/2025	70153302	Check	US FOODS	48,686.57
11/04/2025	70153303	Check	Washington Fire Protection LLC	383.25
11/04/2025	70153304	Check	WASHINGTON FLORAL SERVICE INC	621.08
11/04/2025	70153305	Check	WASHINGTON STATE FBLA	80.00

AP Check Register

AP Run: GENERAL 11/04/25 — Post Date: 2025-11-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/04/2025	70153306	Check	WELLS FARGO FINANCIAL LEASING	376.79
			Total:	**$250,709.57**

GENERAL 11/04/25 Summary

Type	Count	Amount
Regular	38	250,709.57
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**38**	**$250,709.57**

AP Check Register

Fund	Total
10 - GENERAL FUND	250,709.57
	$250,709.57

AP Check Register

AP Run: GENERAL 2 11/04/25 — Post Date: 2025-11-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/04/2025	70153307	Check	US BANK - CORPORATE PAYMENT SYSTEMS	39,467.75
			Total:	**$39,467.75**

GENERAL 2 11/04/25 Summary

Type	Count	Amount
Regular	1	39,467.75
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$39,467.75**

AP Check Register

Fund	Total
10 - GENERAL FUND	39,467.75
	$39,467.75

AP Check Register

AP Run: GENERAL 3 11/04/25 — Post Date: 2025-11-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/04/2025	70153308	Check	RICHES, RUSSELL W	2,040.14
			Total:	**$2,040.14**

GENERAL 3 11/04/25 Summary

Type	Count	Amount
Regular	1	2,040.14
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$2,040.14**

AP Check Register

Fund	Total
10 - GENERAL FUND	2,040.14
	$2,040.14

AP Check Register

AP Run: GENERAL 11/12/25 — Post Date: 2025-11-12 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/12/2025	70153309	Check	CITY OF YELM	19,426.86
11/12/2025	70153310	Check	CRYSTAL SPRINGS	53.05
11/12/2025	70153311	Check	FRANZ FAMILY BAKERIES	1,364.47
11/12/2025	70153312	Check	FRONTSTREAM	191.39
11/12/2025	70153313	Check	GOSHEN EDUCATION CONSULTING INC	5,000.00
11/12/2025	70153314	Check	HI TOUCH BUSINESS SERVICES	410.63
11/12/2025	70153315	Check	LITERACY RESOURCES, LLC	2,824.41
11/12/2025	70153316	Check	MCKENNA WATER DISTRICT	805.00
11/12/2025	70153317	Check	NAPA AUTO PARTS	2,284.80
11/12/2025	70153318	Check	OCCUPATIONAL HEALTH CENTERS OF WA	142.00
11/12/2025	70153319	Check	SUPERINTENDENT OF PUBLIC INSTR	9,986.89
11/12/2025	70153320	Check	US FOODS	12,561.10
11/12/2025	70153321	Check	WALTER E NELSON	160.87
11/12/2025	70153322	Check	WASHINGTON EDUCATIONAL RESEARCH ASSOC	650.00
			Total:	**$55,861.47**

GENERAL 11/12/25 Summary

Type	Count	Amount
Regular	14	55,861.47
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**14**	**$55,861.47**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	55,861.47
	$55,861.47

AP Check Register

AP Run: GENERAL 2 11/12/25 — Post Date: 2025-11-12 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/12/2025	70153323	Check	US BANK - CORPORATE PAYMENT SYSTEMS	20,298.69
			Total:	**$20,298.69**

GENERAL 2 11/12/25 Summary

Type	Count	Amount
Regular	1	20,298.69
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$20,298.69**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	20,298.69
	$20,298.69

AP Check Register

AP Run: GENERAL 11/18/25 — Post Date: 2025-11-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/18/2025	70153324	Check	AUTO-JET MUFFLER CORP	991.32
11/18/2025	70153325	Check	BEAN, PAUL	150.00
11/18/2025	70153326	Check	BLAZERWORKS	41,771.10
11/18/2025	70153327	Check	BRYSON SALES & SERVICE	2,624.08
11/18/2025	70153328	Check	CAPITAL BUSINESS MACHINES INC	8,236.74
11/18/2025	70153329	Check	CENTRAL WELDING SUPPLY CO INC	1,619.97
11/18/2025	70153330	Check	CERTIFIED EDUCATIONAL PROFESSIONALS	8,475.00
11/18/2025	70153331	Check	CI SOLUTIONS	480.72
11/18/2025	70153332	Check	CINTAS CORP	242.37
11/18/2025	70153333	Check	COMMERCIAL BRAKE CLUTCH INC	1,619.26
11/18/2025	70153334	Check	COX, SONJA LYNN	50.00
11/18/2025	70153335	Check	CURRICULUM ASSOCIATES INC	7,665.00
11/18/2025	70153336	Check	DAIRY FRESH FARMS INC	23,433.72
11/18/2025	70153337	Check	DAY WIRELESS SYSTEMS INC	962.67
11/18/2025	70153338	Check	DECA	20.00
11/18/2025	70153339	Check	DEPT OF LICENSING	120.00
11/18/2025	70153340	Check	DON SMALL & SONS OIL DIST CO	2,015.36
11/18/2025	70153341	Check	DRAIN PRO	2,769.88
11/18/2025	70153342	Check	ESD #113	212,152.39
11/18/2025	70153343	Check	EVERDRIVEN TECHNOLOGIES LLC	5,273.00
11/18/2025	70153344	Check	FOSTER GARVEY	2,267.50

AP Check Register

AP Run: GENERAL 11/18/25 — Post Date: 2025-11-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/18/2025	70153345	Check	FRANZ FAMILY BAKERIES	479.89
11/18/2025	70153346	Check	GORDON TRUCK CENTERS	3,896.42
11/18/2025	70153347	Check	GRAINGER INC	31.98
11/18/2025	70153348	Check	HEARTSPRING INC	40,994.00
11/18/2025	70153349	Check	HERMANSON CO LLP	13,747.56
11/18/2025	70153350	Check	HONEY BUCKET	335.00
11/18/2025	70153351	Check	IVY GARTH SEEDS AND PLANTS INC	484.00
11/18/2025	70153352	Check	JENNINGS, DALE	30.00
11/18/2025	70153353	Check	Keith, Chrystyne	15.00
11/18/2025	70153354	Check	LAKEMARY CENTER INC	9,020.00
11/18/2025	70153355	Check	LINGUALINX INC	1,050.26
11/18/2025	70153356	Check	MAXIM HEALTHCARE SERVICES INC	17,381.95
11/18/2025	70153357	Check	MULLINAX FORD OF OLYMPIA	293.82
11/18/2025	70153358	Check	NAFZIGER MICROSCOPES	733.16
11/18/2025	70153359	Check	NORTHWEST WATER SYSTEMS INC	985.60
11/18/2025	70153360	Check	OCCUPATIONAL HEALTH CENTERS OF WA	142.00
11/18/2025	70153361	Check	O'REILLY AUTOMOTIVE STORES INC	211.41
11/18/2025	70153362	Check	OWEN, KARI	2,137.50
11/18/2025	70153363	Check	PETROCARD	31,486.85
11/18/2025	70153364	Check	PIERCE, KARIN R	15.00
11/18/2025	70153365	Check	POMP'S TIRE SERVICE INC	4,954.51

AP Check Register

AP Run: GENERAL 11/18/25 — Post Date: 2025-11-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/18/2025	70153366	Check	PORTER FOSTER RORICK LLP	25,710.00
11/18/2025	70153367	Check	PUGET SOUND ENERGY	12,100.93
11/18/2025	70153368	Check	RAINIER LIGHTING & ELECTRICAL SUPPLY	1,665.11
11/18/2025	70153369	Check	RWC GROUP	241.48
11/18/2025	70153370	Check	SCHETKY NORTHWEST SALES INC	1,046.84
11/18/2025	70153371	Check	SCHOOLS INSURANCE ASSN OF WA	1,497.00
11/18/2025	70153372	Check	SEVENTWENTY LLC	699.02
11/18/2025	70153373	Check	SME SOLUTIONS LLC	873.81
11/18/2025	70153374	Check	SNAP-ON INDUSTRIAL	1,878.35
11/18/2025	70153375	Check	SOUTH PUGET SOUND COMM COLLEGE	115,911.15
11/18/2025	70153376	Check	SPRAGUE PEST SOLUTIONS	854.39
11/18/2025	70153377	Check	T & K INTEGRITY AUTO LLC	296.22
			Total:	**$614,140.29**

GENERAL 11/18/25 Summary

Type	Count	Amount
Regular	54	614,140.29
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**54**	**$614,140.29**

AP Check Register

Fund	Total
10 - GENERAL FUND	614,140.29
	$614,140.29

AP Check Register

AP Run: GENERAL 2 11/18/25 — Post Date: 2025-11-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/18/2025	70153378	Check	US BANK - CORPORATE PAYMENT SYSTEMS	11,595.31
			Total:	**$11,595.31**

GENERAL 2 11/18/25 Summary

Type	Count	Amount
Regular	1	11,595.31
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$11,595.31**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	11,595.31
	$11,595.31

AP Check Register

AP Run: GENERAL 11/25/25 — Post Date: 2025-11-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/25/2025	70153399	Check	95 PERCENT GROUP INC	32,162.57
11/25/2025	70153400	Check	AMN HEALTHCARE INC	3,490.30
11/25/2025	70153401	Check	ANDERSON, KAREN	1,902.58
11/25/2025	70153402	Check	BLAZERWORKS	14,268.75
11/25/2025	70153403	Check	Brock's Academy, LLC	10,935.00
11/25/2025	70153404	Check	CAPITAL BUSINESS MACHINES INC	1,307.44
11/25/2025	70153405	Check	CERTIFIED EDUCATIONAL PROFESSIONALS	7,627.50
11/25/2025	70153406	Check	CITY OF YELM	840.00
11/25/2025	70153407	Check	COMPHEALTH MEDICAL STAFFING	19,472.50
11/25/2025	70153408	Check	DRAIN PRO	958.13
11/25/2025	70153409	Check	ENUMCLAW SCHOOL DISTRICT	686.70
11/25/2025	70153410	Check	FRANZ FAMILY BAKERIES	1,463.20
11/25/2025	70153411	Check	HERMANSON CO LLP	4,333.91
11/25/2025	70153412	Check	HOPSKIPDRIVE INC	11,486.94
11/25/2025	70153413	Check	HUISH, CRYSTAL	10.00
11/25/2025	70153414	Check	INTERSTATE BILLING SERVICE	4,103.51
11/25/2025	70153415	Check	JACKSON THERAPY PARTNERS	22,593.69
11/25/2025	70153416	Check	K C D A	6,600.04
11/25/2025	70153417	Check	LINGUALINX INC	120.00
11/25/2025	70153418	Check	MOUNTAIN LUMBER & HARDWARE INC	1,122.89
11/25/2025	70153419	Check	NW Aerial Services LLC	1,839.65

AP Check Register

AP Run: GENERAL 11/25/25 — Post Date: 2025-11-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/25/2025	70153420	Check	OFFICE DEPOT BUSINESS SOLUTIONS	2,303.81
11/25/2025	70153421	Check	O'REILLY AUTOMOTIVE STORES INC	35.87
11/25/2025	70153422	Check	OTIS ELEVATOR COMPANY	1,762.54
11/25/2025	70153423	Check	PUBLIC CONSULTING GROUP INC	1,252.30
11/25/2025	70153424	Check	PUGET SOUND ESD	32,752.00
11/25/2025	70153425	Check	RAINIER LIGHTING & ELECTRICAL SUPPLY	447.18
11/25/2025	70153426	Check	RIVERSIDE INSIGHTS	8,633.54
11/25/2025	70153427	Check	SCHOOLS INSURANCE ASSN OF WA	2,500.00
11/25/2025	70153428	Check	SNAP-ON INDUSTRIAL	64.59
11/25/2025	70153429	Check	SPROUT THERAPY SOLUTIONS LLC	47,571.85
11/25/2025	70153430	Check	TALBOT KORVOLA & WARWICK LLP	100.00
11/25/2025	70153431	Check	THE PART WORKS INC	161.69
11/25/2025	70153432	Check	THURSTON COUNTY ENVIRONMENTAL	180.00
11/25/2025	70153433	Check	TYLER TECHNOLOGIES	2,312.75
11/25/2025	70153434	Check	US FOODS	73,861.08
11/25/2025	70153435	Check	WA CAREER & TECH SPORTS MED ASSOC	45.00
11/25/2025	70153436	Check	WALTER E NELSON	12,206.19
11/25/2025	70153437	Check	WASHINGTON FLORAL SERVICE INC	1,106.93
11/25/2025	70153438	Check	WASHINGTON OFFICIALS ASSOCIATION	10,600.00

AP Check Register

AP Run: GENERAL 11/25/25 — Post Date: 2025-11-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/25/2025	70153439	Check	WOOD & LINK FENCE CO	1,314.00
			Total:	**$346,536.62**

GENERAL 11/25/25 Summary

Type	Count	Amount
Regular	41	346,536.62
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**41**	**$346,536.62**

AP Check Register

Fund	Total
10 - GENERAL FUND	346,536.62
	$346,536.62

AP Check Register

AP Run: GENERAL 2 11/25/25 — Post Date: 2025-11-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/25/2025	70153440	Check	US BANK - CORPORATE PAYMENT SYSTEMS	8,920.45
			Total:	**$8,920.45**

GENERAL 2 11/25/25 Summary

Type	Count	Amount
Regular	1	8,920.45
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$8,920.45**

AP Check Register

Fund	Total
10 - GENERAL FUND	8,920.45
	$8,920.45

YELM COMMUNITY SCHOOLS

Board Date: DECEMBER 18, 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 DECEMBER 18, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70409984 THROUGH 70410003

IN THE TOTAL AMOUNT OF $ 45,262.33

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 11/04/25 — Post Date: 2025-11-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/04/2025	70409984	Check	Lucky Strike Entertainment Corporation	102.00
11/04/2025	70409985	Check	TED BROWN MUSIC CO	2,653.19
11/04/2025	70409986	Check	US BANK - CORPORATE PAYMENT SYSTEMS	236.51
11/04/2025	70409987	Check	WASHINGTON STATE FBLA	360.00
			Total:	**$3,351.70**

ASB 11/04/25 Summary

Type	Count	Amount
Regular	4	3,351.70
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**4**	**$3,351.70**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	3,351.70
	$3,351.70

AP Check Register

AP Run: ASB 11/12/25 — Post Date: 2025-11-12 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/12/2025	70409988	Check	HARRIS, GARY	990.90
11/12/2025	70409989	Check	TAGS AWARDS & SPECIALTIES	74.66
11/12/2025	70409990	Check	US BANK - CORPORATE PAYMENT SYSTEMS	750.81
11/12/2025	70409991	Check	WASHINGTON STATE FFA	15,211.20
11/12/2025	70409992	Check	YELM COMMUNITY SCHOOLS	443.79
			Total:	**$17,471.36**

ASB 11/12/25 Summary

Type	Count	Amount
Regular	5	17,471.36
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**5**	**$17,471.36**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	17,471.36
	$17,471.36

AP Check Register

AP Run: ASB 11/18/25 — Post Date: 2025-11-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/18/2025	70409993	Check	DAVIDSON, JESSICA	300.00
11/18/2025	70409994	Check	HARRIS, GARY	1,941.64
11/18/2025	70409995	Check	SMASH FUNDRAISING LLC	12,682.46
11/18/2025	70409996	Check	US BANK - CORPORATE PAYMENT SYSTEMS	4,280.61
			Total:	**$19,204.71**

ASB 11/18/25 Summary

Type	Count	Amount
Regular	4	19,204.71
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**4**	**$19,204.71**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	19,204.71
	$19,204.71

AP Check Register

AP Run: ASB 11/25/25 — Post Date: 2025-11-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/25/2025	70409997	Check	ALL FOR KIDZ INC	1,242.00
11/25/2025	70409998	Check	CITY OF YELM	210.00
11/25/2025	70409999	Check	TAGS AWARDS & SPECIALTIES	230.58
11/25/2025	70410000	Check	TIMBERLINE HIGH SCHOOL	150.00
11/25/2025	70410001	Check	US BANK - CORPORATE PAYMENT SYSTEMS	2,115.63
11/25/2025	70410002	Check	VARSITY PIZZA	236.35
11/25/2025	70410003	Check	WA CAREER & TECH SPORTS MED ASSOC	1,050.00
			Total:	**$5,234.56**

ASB 11/25/25 Summary

Type	Count	Amount
Regular	7	5,234.56
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**7**	**$5,234.56**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	5,234.56
	$5,234.56

YELM COMMUNITY SCHOOLS

Board Date: DECEMBER 18, 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 DECEMBER 18, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70501864 THROUGH 70501867

IN THE TOTAL AMOUNT OF $ 47,849.55

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 11/04/25 — Post Date: 2025-11-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/04/2025	70501864	Check	ANDY JOHNSON & CO INC	24,007.40
11/04/2025	70501865	Check	LAKE TAPPS CONSTRUCTION UNLIMITED	374.65
11/04/2025	70501866	Check	WAYNE'S ROOFING INC	18,917.50
			Total:	**$43,299.55**

CAP PROJ 11/04/25 Summary

Type	Count	Amount
Regular	3	43,299.55
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$43,299.55**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	43,299.55
	$43,299.55

AP Check Register

AP Run: CAP PROJ 11/25/25 — Post Date: 2025-11-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/25/2025	70501867	Check	TOVANI HART	4,550.00
			Total:	**$4,550.00**

CAP PROJ 11/25/25 Summary

Type	Count	Amount
Regular	1	4,550.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$4,550.00**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
20 - CAPITAL PROJECTS FUND	4,550.00
	$4,550.00

YELM COMMUNITY SCHOOLS

Board Date: DECEMBER 18, 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 DECEMBER 18, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 11230024 GENERAL THROUGH 202100171 ASB

IN THE TOTAL AMOUNT OF $ 348.34

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 — Post Date: 2025-12-01 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/01/2025	11230024	Wire Transfer	DEPARTMENT OF REVENUE	294.19
			Total:	**$294.19**

COMP TAX GENERAL Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	294.19
Epayables:	0	0.00
Total:	**1**	**$294.19**

Fund	Total
10 - GENERAL FUND	294.19
	$294.19

AP Check Register

AP Run: COMP TAX ASB — Post Date: 2025-12-01 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/01/2025	202100171	Wire Transfer	DEPARTMENT OF REVENUE	54.15
			Total:	**$54.15**

COMP TAX ASB Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	54.15
Epayables:	0	0.00
Total:	**1**	**$54.15**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	54.15
	$54.15

YELM COMMUNITY SCHOOLS

Board Date: DECEMBER 18, 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 DECEMBER 18, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 9000000017 THROUGH 9000000040

IN THE TOTAL AMOUNT OF $ 3,943.69

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 11/04/25 — Post Date: 2025-11-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/04/2025	9000000017	ACH	ELLIS, ASHLEY	263.20
11/04/2025	9000000018	ACH	HOPKINS, CONNIE RENEE	116.07
11/04/2025	9000000019	ACH	HULL, HILLARY RYANN	25.48
11/04/2025	9000000020	ACH	KEMPINSKI, VALERIE L	202.66
11/04/2025	9000000021	ACH	MINTZ, LINDSAY N	5.39
11/04/2025	9000000022	ACH	PERRY, PHILIP D	78.29
11/04/2025	9000000023	ACH	REED, MEGAN ELIZABETH	105.84
11/04/2025	9000000024	ACH	VAN VEEN, ARTHUR	99.40
			Total:	**$896.33**

GENERAL ACH 11/04/25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	8	896.33
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**8**	**$896.33**

AP Check Register

Fund	Total
10 - GENERAL FUND	896.33
	$896.33

AP Check Register

AP Run: GENERAL ACH 2 11/04/25 — Post Date: 2025-11-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/04/2025	9000000025	ACH	HOPKINS, CONNIE RENEE	68.77
11/04/2025	9000000026	ACH	MACDONALD, ANDREW KENNETH	368.70
			Total:	**$437.47**

GENERAL ACH 2 11/04/25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	2	437.47
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$437.47**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	437.47
	$437.47

AP Check Register

AP Run: GENERAL ACH — Post Date: 2025-11-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/18/2025	9000000027	ACH	BEAUDIN, TIMOTHY WAYNE	332.50
11/18/2025	9000000028	ACH	DEFORD, HEIDI	452.20
11/18/2025	9000000029	ACH	KERRIGAN, CHRISTIAN LEE	77.43
11/18/2025	9000000030	ACH	MCINTIRE, ALEXANDER ALLAN	35.00
11/18/2025	9000000031	ACH	MCMURRAY, KIMBERLY BRELAND	126.14
11/18/2025	9000000032	ACH	MOUNTS, MATTHEW D	514.65
11/18/2025	9000000033	ACH	VAUGHAN, JACOB H	58.10
			Total:	**$1,596.02**

GENERAL ACH Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	7	1,596.02
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**7**	**$1,596.02**

AP Check Register

Fund	Total
10 - GENERAL FUND	1,596.02
	$1,596.02

AP Check Register

AP Run: GENERAL ACH 11/25/25 — Post Date: 2025-11-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/25/2025	9000000034	ACH	BALDASSARRE, KIMBERLY RENEE	10.00
11/25/2025	9000000035	ACH	CAVANAUGH, ELLEN	57.54
11/25/2025	9000000036	ACH	COLE, SKYLAR S	80.22
11/25/2025	9000000037	ACH	MCMURRAY, KIMBERLY BRELAND	300.58
11/25/2025	9000000038	ACH	NOLAN, JACOB MICHAEL	174.72
11/25/2025	9000000039	ACH	NORRIS, REX D	174.72
11/25/2025	9000000040	ACH	POWELL, SHANNON CORBY	216.09
			Total:	**$1,013.87**

GENERAL ACH 11/25/25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	7	1,013.87
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**7**	**$1,013.87**

AP Check Register

Fund	Total
10 - GENERAL FUND	1,013.87
	$1,013.87

YELM COMMUNITY SCHOOLS

Board Date: DECEMBER 18, 2025

Fund: TVF

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 DECEMBER 18, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70700044 THROUGH 70700044

IN THE TOTAL AMOUNT OF $ 178,618.17

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: TRANSPORTATION 11/12/25 — Post Date: 2025-11-12 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/12/2025	70700044	Check	SCHETKY NORTHWEST SALES INC	178,618.17
			Total:	**$178,618.17**

TRANSPORTATION 11/12/25 Summary

Type	Count	Amount
Regular	1	178,618.17
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$178,618.17**

AP Check Register

Fund	Total
90 - TRANSPORTATION VEHICLE FUND	178,618.17
	$178,618.17

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: **December 18, 2025**

SUBJECT: Recommendation to Approve Public Works Projects

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

Project #	Amount	Vendor / Reason
30.25	$958.13	Drain Pro – Emergency Septic Service Call – YES
35.25	$1,314.00	Wood & Link Fence Co – Fence Repair – MP
36.25	$750.02	Hermanson Co LLP - Walk In Cooler Temp Troubleshoot – RMS
37.25	$750.02	Hermanson Co LLP - Walk In Cooler Leak Troubleshoot – RMS
38.25	$750.02	Hermanson Co LLP - Walk In Cooler Temp Troubleshoot – YMS
39.25	$2,833.87	Hermanson Co LLP - Walk In Freezer Walk In Freezer Service Valve & Dual Pressure Switch Replacements – YHS
44.25	$3,442.59	Drain Pro – Septic Pump Service Call – LK

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

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 10

Reporting Month: August **Budget Type:** Revised **Fund Description:** General Fund - LEA

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	5,437,902	4,883.46	5,537,962.93		(100,060.93)	101.84
2000 LOCAL SUPPORT NONTAX	609,900	155,909.38	1,327,999.78		(718,099.78)	217.74
3000 STATE - GENERAL PURPOSE	58,106,386	5,835,770.77	58,015,947.90		90,438.10	99.84
4000 STATE - SPECIAL PURPOSE	18,106,179	3,047,909.69	21,900,726.20		(3,794,547.20)	120.96
5000 FEDERAL - GENERAL PURPOSE	165,000	0.00	146,667.23		18,332.77	88.89
6000 FEDERAL - SPECIAL PURPOSE	6,192,188	1,152,664.67	5,429,707.78		762,480.22	87.69
7000 REVENUES FR OTH SCH DIST	0	0.00	0.00		0.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	27,090.00	27,090.00		(27,090.00)	0.00
9000 OTHER FINANCING SOURCES	0	0.00	253,083.43		(253,083.43)	0.00
Total	**88,617,555**	**10,224,227.97**	**92,639,185.25**		**(4,021,630.25)**	**104.54**

B. EXPENDITURES						
00 Regular Instruction	49,402,488	3,271,320.81	46,062,524.74	978.44	3,338,984.82	93.24
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	17,511,322	1,270,838.05	16,481,919.98	0.00	1,029,402.02	94.12
30 Voc. Ed Instruction	4,514,972	668,263.51	3,984,063.91	0.00	530,908.09	88.24
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	4,393,324	493,566.77	4,213,828.87	0.00	179,495.13	95.91
70 Other Instructional Pgms	202,481	19,714.79	209,833.39	0.00	(7,352.39)	103.63
80 Community Services	0	0.00	0.00	0.00	0.00	0.00
90 Support Services	19,529,194	2,037,273.41	20,463,653.49	22,671.79	(957,131.28)	104.90
Total	**95,553,781**	**7,760,977.34**	**91,415,824.38**	**23,650.23**	**4,114,306.39**	**95.69**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**276,323**	**0.00**	**276,323.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(7,212,549)**	**2,463,250.63**	**947,037.87**		**8,159,586.87**	**(113.**
F. TOTAL BEGINNING FUND BALANCE	**5,900,000**		**4,979,113.93**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**(1,312,549)**		**5,926,151.80**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 10

Reporting Month: August **Budget Type:** Revised **Fund Description:** General Fund - LEA

I. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	8,000.00
G/L 815 Restric Unequalized Deduct Rev	0	0.00
G/L 821 Restrictd for Carryover	600,000	656,242.99
G/L 823 Restricted for Carryover of Transition to Kindergarten	0	124,795.74
G/L 825 Restricted for Skills Center	0	0.00
G/L 828 Restricted for C/O of FS Rev	0	0.00
G/L 830 Restricted for Debt Service	276,323	281,940.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	450,000	517,830.19
G/L 845 Restricted for Self-Insurance	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 872 Committd to Econmc Stabilizatn	0	0.00
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0.00
G/L 875 Assigned Contingencies	0	0.00
G/L 884 Assigned to Other Cap Projects	0	0.00
G/L 888 Assigned to Other Purposes	8,000	0.00
G/L 890 Unassigned Fund Balance	(7,375,384)	0.00
G/L 891 Unassigned Min Fnd Bal Policy	4,728,512	4,337,342.88
Total	**(1,312,549)**	**5,926,151.80**

Differences **0** **0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 20

Reporting Month: August **Budget Type:** Revised **Fund Description:** Capital Projects Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Support Nontax	1,250,000	100,321.02	1,167,080.03		82,919.97	93.37
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**1,250,000**	**100,321.02**	**1,167,080.03**		**82,919.97**	**93.37**

B. EXPENDITURES						
10 Sites	150,000	5,124.15	11,654.58	0.00	138,345.42	7.77
20 Buildings	9,255,000	952,167.43	2,888,630.94	75,527.36	6,290,841.70	32.03
30 Equipment	30,000	566,159.63	749,790.25	144,450.97	(864,241.22)	2,980.80
40 Energy	40,000	0.00	16,236.00	1,804.00	21,960.00	45.10
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**9,475,000**	**1,523,451.21**	**3,666,311.77**	**221,782.33**	**5,586,905.90**	**41.04**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(8,225,000)**	**(1,423,130.19)**	**(2,499,231.74)**		**5,725,768.26**	**(69.61)**
F. TOTAL BEGINNING FUND BALANCE	**17,913,501**		**16,916,651.34**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**9,688,501**		**14,417,419.60**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 20

Reporting Month: August **Budget Type:** Revised **Fund Description:** Capital Projects Fund

I. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 861 Restricted from Bond Proceeds	0	0.00
G/L 862 Committed from Levy Proceeds	0	0.00
G/L 863 Restricted from State Proceeds	11,415,000	11,031,522.36
G/L 864 Restricted from Fed Proceeds	0	0.00
G/L 865 Restricted from Other Proceeds	0	0.00
G/L 866 Restrictd from Impact Proceeds	3,500,000	3,284,948.97
G/L 867 Restricted from Mitigation Fees	0	6,030.00
G/L 869 Restricted fr Undistr Proceeds	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 889 Assigned to Fund Purposes	(5,226,499)	94,918.27
G/L 890 Unassigned Fund Balance	0	0.00
Total	**9,688,501**	**14,417,419.60**

Differences	**0**	**0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 30

Reporting Month: August **Budget Type:** Revised **Fund Description:** Debt Service Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	6,861,489	79,928.16	7,246,143.24		(384,654.24)	105.61
2000 Local Support Nontax	45,000	17,374.31	105,782.18		(60,782.18)	235.07
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	276,323	0.00	276,323.00		0.00	100.00
Total	**7,182,812**	**97,302.47**	**7,628,248.42**		**(445,436.42)**	**106.20**
B. EXPENDITURES						
Matured Bond Expenditures	3,380,000	0.00	3,380,000.00	0.00	0.00	100.00
Interest On Bonds	3,708,099	0.00	3,708,098.25	0.00	0.75	100.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	1,500	750.00	750.00	0.00	750.00	50.00
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	**7,089,599**	**750.00**	**7,088,848.25**	**0.00**	**750.75**	**99.99**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**253,083.43**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**93,213**	**96,552.47**	**286,316.74**		**193,103.74**	**207.16**
F. TOTAL BEGINNING FUND BALANCE	**3,722,425**		**3,819,716.60**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**3,815,638**		**4,106,033.34**			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	3,815,638		4,106,033.34			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**3,815,638**		**4,106,033.34**			
Differences	**0**		**0.00**			

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 40

Reporting Month: August **Budget Type:** Revised **Fund Description:** Associated Student Body Fund

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	422,781	18,537.81	349,814.74		72,966.26	82.74
2000 Athletics	440,348	4,375.59	312,546.15		127,801.85	70.98
3000 Classes	26,750	0.00	24,243.28		2,506.72	90.63
4000 Clubs	135,898	0.00	101,875.92		34,022.08	74.96
6000 Private Moneys	2,280	0.00	1,620.00		660.00	71.05
Total	**1,028,057**	**22,913.40**	**790,100.09**		**237,956.91**	**76.85**
B. EXPENDITURES						
1000 General Student Body	423,770	426.07	289,480.48	0.00	134,289.52	68.31
2000 Athletics	481,559	15,142.29	341,881.25	0.00	139,677.75	70.99
3000 Classes	18,650	10,575.02	20,995.46	0.00	(2,345.46)	112.58
4000 Clubs	140,288	493.01	94,269.88	0.00	46,018.12	67.20
6000 Private Moneys	2,277	(5.00)	1,257.37	0.00	1,019.63	55.22
Total	**1,066,544**	**26,631.39**	**747,884.44**	**0.00**	**318,659.56**	**70.12**
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(38,487)**	**(3,717.99)**	**42,215.65**		**80,702.65**	**(209.**
D. TOTAL BEGINNING FUND BALANCE	**437,979**		**575,454.53**			
E. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)	**399,492**		**617,670.18**			
G. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	9,000		9,000.00			
G/L 819 Restricted for Fund Purposes	390,492		599,389.38			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		9,280.80			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**399,492**		**617,670.18**			
Differences	**0**		**0.00**			

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 90

Reporting Month: August **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	0	2,545.79	29,245.78		(29,245.78)	0.00
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	508,000	527,726.28	527,726.28		(19,726.28)	103.88
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	1,000	0.00	0.00		1,000.00	0.00
Total	**509,000**	**530,272.07**	**556,972.06**		**(47,972.06)**	**109.42**
B. 9900 TRANSFERS IN FROM GF	**0**	**0.00**	**0.00**		**0.00**	**0.00**
C. Total REV./OTHER FIN. SOURCES	**509,000**	**530,272.07**	**556,972.06**		**(47,972.06)**	**109.42**
D. EXPENDITURES						
Type 30 Equipment	689,799	0.00	163,770.36	0.00	526,028.64	23.74
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**689,799**	**0.00**	**163,770.36**	**0.00**	**526,028.64**	**23.74**
E. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
F. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
G. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)	**(180,799)**	**530,272.07**	**393,201.70**		**574,000.70**	**(317.**
H. TOTAL BEGINNING FUND BALANCE	**1,026,858**		**1,021,277.13**			
I. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	**846,059**		**1,414,478.83**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 90

Reporting Month: August **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 819 Restricted for Fund Purposes	846,059	1,414,478.83
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 889 Assigned to Fund Purposes	0	0.00
G/L 890 Unassigned Fund Balance	0	0.00
Total	**846,059**	**1,414,478.83**

Differences	**0**	**0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 10

Reporting Month: September **Budget Type:** Revised **Fund Description:** General Fund - LEA

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	1,200	4,065.64	4,065.64		(2,865.64)	338.80
2000 LOCAL SUPPORT NONTAX	1,136,790	196,401.85	196,401.85		940,388.15	17.28
3000 STATE - GENERAL PURPOSE	59,807,293	5,382,462.56	5,382,462.56		54,424,830.44	9.00
4000 STATE - SPECIAL PURPOSE	23,584,592	2,040,770.23	2,040,770.23		21,543,821.77	8.65
5000 FEDERAL - GENERAL PURPOSE	158,000	0.00	0.00		158,000.00	0.00
6000 FEDERAL - SPECIAL PURPOSE	5,615,468	602,950.19	602,950.19		5,012,517.81	10.74
7000 REVENUES FR OTH SCH DIST	0	0.00	0.00		0.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	0.00	0.00		0.00	0.00
9000 OTHER FINANCING SOURCES	0	0.00	0.00		0.00	0.00
Total	**90,303,343**	**8,226,650.47**	**8,226,650.47**		**82,076,692.53**	**9.11**

B. EXPENDITURES						
00 Regular Instruction	50,768,733	4,783,033.00	4,783,033.00	159,032.70	45,826,667.30	9.73
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	19,821,958	1,228,654.23	1,228,654.23	2,437,910.71	16,155,393.06	18.50
30 Voc. Ed Instruction	3,809,295	301,271.45	301,271.45	141,659.86	3,366,363.69	11.63
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	4,489,745	310,879.96	310,879.96	76,903.10	4,101,961.94	8.64
70 Other Instructional Pgms	242,237	30,893.16	30,893.16	6,548.20	204,795.64	15.46
80 Community Services	0	0.00	0.00	0.00	0.00	0.00
90 Support Services	20,560,291	2,794,222.45	2,794,222.45	332,930,135.65	(315,164,067.10)	1,632.88
Total	**99,692,259**	**9,448,954.25**	**9,448,954.25**	**335,752,190.22**	**(245,508,885.**	**346.27**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**275,658**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(9,664,574)**	**(1,222,303.78)**	**(1,222,303.78)**		**8,442,270.22**	**(87.35)**
F. TOTAL BEGINNING FUND BALANCE	**4,900,000**		**5,926,151.80**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**(4,764,574)**		**4,703,848.02**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 10

Reporting Month: September **Budget Type:** Revised **Fund Description:** General Fund - LEA

I. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	8,000.00
G/L 815 Restric Unequalized Deduct Rev	0	0.00
G/L 821 Restrictd for Carryover	600,000	656,242.99
G/L 823 Restricted for Carryover of Transition to Kindergarten	0	124,795.74
G/L 825 Restricted for Skills Center	0	0.00
G/L 828 Restricted for C/O of FS Rev	0	0.00
G/L 830 Restricted for Debt Service	275,658	281,940.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	450,000	517,830.19
G/L 845 Restricted for Self-Insurance	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 872 Committd to Econmc Stabilizatn	0	0.00
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0.00
G/L 875 Assigned Contingencies	0	0.00
G/L 884 Assigned to Other Cap Projects	0	0.00
G/L 888 Assigned to Other Purposes	8,000	0.00
G/L 890 Unassigned Fund Balance	(9,664,574)	(1,222,303.78)
G/L 891 Unassigned Min Fnd Bal Policy	3,566,342	4,337,342.88
Total	**(4,764,574)**	**4,703,848.02**

Differences	**0**	**0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 20

Reporting Month: September **Budget Type:** Revised **Fund Description:** Capital Projects Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Support Nontax	978,000	164,029.15	164,029.15		813,970.85	16.77
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**978,000**	**164,029.15**	**164,029.15**		**813,970.85**	**16.77**

B. EXPENDITURES						
10 Sites	150,000	0.00	0.00	0.00	150,000.00	0.00
20 Buildings	3,850,000	0.00	0.00	54,505.27	3,795,494.73	1.42
30 Equipment	950,000	19,117.61	19,117.61	143,502.37	787,380.02	17.12
40 Energy	0	0.00	0.00	1,804.00	(1,804.00)	0.00
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**4,950,000**	**19,117.61**	**19,117.61**	**199,811.64**	**4,731,070.75**	**4.42**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(3,972,000)**	**144,911.54**	**144,911.54**		**4,116,911.54**	**(103.**
F. TOTAL BEGINNING FUND BALANCE	**15,755,096**		**14,417,419.60**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**11,783,096**		**14,562,331.14**			

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 20

Reporting Month: September **Budget Type:** Revised **Fund Description:** Capital Projects Fund

I. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 861 Restricted from Bond Proceeds	(225,000)	0.00
G/L 862 Committed from Levy Proceeds	0	0.00
G/L 863 Restricted from State Proceeds	7,964,701	11,012,404.75
G/L 864 Restricted from Fed Proceeds	0	0.00
G/L 865 Restricted from Other Proceeds	0	0.00
G/L 866 Restrictd from Impact Proceeds	3,794,903	3,411,948.97
G/L 867 Restricted from Mitigation Fees	3,000	6,030.00
G/L 869 Restricted fr Undistr Proceeds	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 889 Assigned to Fund Purposes	245,492	131,947.42
G/L 890 Unassigned Fund Balance	0	0.00
Total	**11,783,096**	**14,562,331.14**

Differences **0** **0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 30

Reporting Month: September **Budget Type:** Revised **Fund Description:** Debt Service Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	7,137,099	76,084.69	76,084.69		7,061,014.31	1.07
2000 Local Support Nontax	90,000	9,940.50	9,940.50		80,059.50	11.05
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	275,658	0.00	0.00		275,658.00	0.00
Total	**7,502,757**	**86,025.19**	**86,025.19**		**7,416,731.81**	**1.15**
B. EXPENDITURES						
Matured Bond Expenditures	3,680,000	0.00	0.00	0.00	3,680,000.00	0.00
Interest On Bonds	3,538,808	0.00	0.00	0.00	3,538,808.00	0.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	1,500	0.00	0.00	0.00	1,500.00	0.00
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	**7,220,308**	**0.00**	**0.00**	**0.00**	**7,220,308.00**	**0.00**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**282,449**	**86,025.19**	**86,025.19**		**(196,423.81)**	**(69.54)**
F. TOTAL BEGINNING FUND BALANCE	**4,048,577**		**4,106,033.34**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**4,331,026**		**4,192,058.53**			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	4,331,026		4,192,058.53			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**4,331,026**		**4,192,058.53**			
Differences	**0**		**0.00**			

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 40

Reporting Month: September **Budget Type:** Revised **Fund Description:** Associated Student Body Fund

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	358,712	43,365.93	43,365.93		315,346.07	12.09
2000 Athletics	408,392	38,635.98	38,635.98		369,756.02	9.46
3000 Classes	23,500	10,245.00	10,245.00		13,255.00	43.60
4000 Clubs	117,485	3,696.00	3,696.00		113,789.00	3.15
6000 Private Moneys	760	790.00	790.00		(30.00)	103.95
Total	**908,849**	**96,732.91**	**96,732.91**		**812,116.09**	**10.64**

B. EXPENDITURES						
1000 General Student Body	359,221	4,850.24	4,850.24	10,514.69	343,856.07	4.28
2000 Athletics	461,936	8,061.94	8,061.94	2,367.57	451,506.49	2.26
3000 Classes	23,500	494.96	494.96	2,529.50	20,475.54	12.87
4000 Clubs	140,868	1,847.84	1,847.84	0.00	139,020.16	1.31
6000 Private Moneys	849	103.00	103.00	0.00	746.00	12.13
Total	**986,374**	**15,357.98**	**15,357.98**	**15,411.76**	**955,604.26**	**3.12**

C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(77,525)**	**81,374.93**	**81,374.93**		**158,899.93**	**(204.**
D. TOTAL BEGINNING FUND BALANCE	**489,541**		**617,670.18**			
E. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)	**412,016**		**699,045.11**			

G. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	9,000		9,000.00			
G/L 819 Restricted for Fund Purposes	403,016		680,764.31			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		9,280.80			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**412,016**		**699,045.11**			

Differences **0** **0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 90

Reporting Month: September **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	25,000	2,783.62	2,783.62		22,216.38	11.13
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	525,000	0.00	0.00		525,000.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	1,000	0.00	0.00		1,000.00	0.00
Total	**551,000**	**2,783.62**	**2,783.62**		**548,216.38**	**0.51**
B. 9900 TRANSFERS IN FROM GF	**0**	**0.00**	**0.00**		**0.00**	**0.00**
C. Total REV./OTHER FIN. SOURCES	**551,000**	**2,783.62**	**2,783.62**		**548,216.38**	**0.51**
D. EXPENDITURES						
Type 30 Equipment	700,000	0.00	0.00	1,068,913.35	(368,913.35)	152.70
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**700,000**	**0.00**	**0.00**	**1,068,913.35**	**(368,913.35)**	**152.70**
E. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
F. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
G. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)	**(149,000)**	**2,783.62**	**2,783.62**		**151,783.62**	**(101.**
H. TOTAL BEGINNING FUND BALANCE	**1,244,551**		**1,414,478.83**			
I. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	**1,095,551**		**1,417,262.45**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 90

Reporting Month: September **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 819 Restricted for Fund Purposes	1,095,551	1,417,262.45
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 889 Assigned to Fund Purposes	0	0.00
G/L 890 Unassigned Fund Balance	0	0.00
Total	**1,095,551**	**1,417,262.45**

Differences	**0**	**0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 10

Reporting Month: October **Budget Type:** Revised **Fund Description:** General Fund - LEA

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	1,200	2,098.55	6,164.19		(4,964.19)	513.68
2000 LOCAL SUPPORT NONTAX	1,136,790	55,623.09	252,024.94		884,765.06	22.17
3000 STATE - GENERAL PURPOSE	59,807,293	4,784,411.16	10,166,873.72		49,640,419.28	17.00
4000 STATE - SPECIAL PURPOSE	23,584,592	1,773,577.54	3,814,347.77		19,770,244.23	16.17
5000 FEDERAL - GENERAL PURPOSE	158,000	0.00	0.00		158,000.00	0.00
6000 FEDERAL - SPECIAL PURPOSE	5,615,468	(419,900.53)	183,049.66		5,432,418.34	3.26
7000 REVENUES FR OTH SCH DIST	0	0.00	0.00		0.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	14,230.85	14,230.85		(14,230.85)	0.00
9000 OTHER FINANCING SOURCES	0	0.00	0.00		0.00	0.00
Total	**90,303,343**	**6,210,040.66**	**14,436,691.13**		**75,866,651.87**	**15.99**

B. EXPENDITURES						
00 Regular Instruction	50,768,733	3,774,973.44	8,558,006.44	145,004.64	42,065,721.92	17.14
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	19,821,958	1,590,506.11	2,819,160.34	4,242,485.61	12,760,312.05	35.63
30 Voc. Ed Instruction	3,809,295	286,627.44	587,898.89	131,435.34	3,089,960.77	18.88
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	4,489,745	322,283.64	633,163.60	80,772.57	3,775,808.83	15.90
70 Other Instructional Pgms	242,237	37,544.94	68,438.10	6,548.21	167,250.69	30.96
80 Community Services	0	0.00	0.00	0.00	0.00	0.00
90 Support Services	20,560,291	1,778,513.28	4,572,735.73	4,798,204.82	11,189,350.45	45.58
Total	**99,692,259**	**7,790,448.85**	**17,239,403.10**	**9,404,451.19**	**73,048,404.71**	**26.73**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**275,658**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(9,664,574)**	**(1,580,408.19)**	**(2,802,711.97)**		**6,861,862.03**	**(71.00)**
F. TOTAL BEGINNING FUND BALANCE	**4,900,000**		**5,926,151.80**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**(4,764,574)**		**3,123,439.83**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 10

Reporting Month: October **Budget Type:** Revised **Fund Description:** General Fund - LEA

I. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	8,000.00
G/L 815 Restric Unequalized Deduct Rev	0	0.00
G/L 821 Restrictd for Carryover	600,000	656,242.99
G/L 823 Restricted for Carryover of Transition to Kindergarten	0	124,795.74
G/L 825 Restricted for Skills Center	0	0.00
G/L 828 Restricted for C/O of FS Rev	0	0.00
G/L 830 Restricted for Debt Service	275,658	281,940.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	450,000	517,830.19
G/L 845 Restricted for Self-Insurance	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 872 Committd to Econmc Stabilizatn	0	0.00
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0.00
G/L 875 Assigned Contingencies	0	0.00
G/L 884 Assigned to Other Cap Projects	0	0.00
G/L 888 Assigned to Other Purposes	8,000	0.00
G/L 890 Unassigned Fund Balance	(9,664,574)	(2,802,711.97)
G/L 891 Unassigned Min Fnd Bal Policy	3,566,342	4,337,342.88
Total	**(4,764,574)**	**3,123,439.83**

Differences	**0**	**0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 20

Reporting Month: October **Budget Type:** Revised **Fund Description:** Capital Projects Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Support Nontax	978,000	70,400.13	234,429.28		743,570.72	23.97
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**978,000**	**70,400.13**	**234,429.28**		**743,570.72**	**23.97**

B. EXPENDITURES						
10 Sites	150,000	0.00	0.00	0.00	150,000.00	0.00
20 Buildings	3,850,000	4,304.59	4,304.59	52,579.45	3,793,115.96	1.48
30 Equipment	950,000	108,095.88	127,213.49	28,304.45	794,482.06	16.37
40 Energy	0	0.00	0.00	1,804.00	(1,804.00)	0.00
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**4,950,000**	**112,400.47**	**131,518.08**	**82,687.90**	**4,735,794.02**	**4.33**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(3,972,000)**	**(42,000.34)**	**102,911.20**		**4,074,911.20**	**(102.**
F. TOTAL BEGINNING FUND BALANCE	**15,755,096**		**14,417,419.60**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**11,783,096**		**14,520,330.80**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 20

Reporting Month: October **Budget Type:** Revised **Fund Description:** Capital Projects Fund

I. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 861 Restricted from Bond Proceeds	(225,000)	0.00
G/L 862 Committed from Levy Proceeds	0	0.00
G/L 863 Restricted from State Proceeds	7,964,701	10,900,004.28
G/L 864 Restricted from Fed Proceeds	0	0.00
G/L 865 Restricted from Other Proceeds	0	0.00
G/L 866 Restrictd from Impact Proceeds	3,794,903	3,451,108.97
G/L 867 Restricted from Mitigation Fees	3,000	6,030.00
G/L 869 Restricted fr Undistr Proceeds	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 889 Assigned to Fund Purposes	245,492	163,187.55
G/L 890 Unassigned Fund Balance	0	0.00
Total	**11,783,096**	**14,520,330.80**

Differences **0** **0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 30

Reporting Month: October **Budget Type:** Revised **Fund Description:** Debt Service Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	7,137,099	2,432,685.31	2,508,770.00		4,628,329.00	35.15
2000 Local Support Nontax	90,000	8,615.62	18,556.12		71,443.88	20.62
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	275,658	0.00	0.00		275,658.00	0.00
Total	**7,502,757**	**2,441,300.93**	**2,527,326.12**		**4,975,430.88**	**33.69**
B. EXPENDITURES						
Matured Bond Expenditures	3,680,000	0.00	0.00	0.00	3,680,000.00	0.00
Interest On Bonds	3,538,808	0.00	0.00	0.00	3,538,808.00	0.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	1,500	642.60	642.60	0.00	857.40	42.84
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	**7,220,308**	**642.60**	**642.60**	**0.00**	**7,219,665.40**	**0.01**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**282,449**	**2,440,658.33**	**2,526,683.52**		**2,244,234.52**	**794.56**
F. TOTAL BEGINNING FUND BALANCE	**4,048,577**		**4,106,033.34**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**4,331,026**		**6,632,716.86**			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	4,331,026		6,632,716.86			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**4,331,026**		**6,632,716.86**			
Differences	**0**		**0.00**			

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 40

Reporting Month: October **Budget Type:** Revised **Fund Description:** Associated Student Body Fund

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	358,712	41,855.44	85,221.37		273,490.63	23.76
2000 Athletics	408,392	7,215.21	45,851.19		362,540.81	11.23
3000 Classes	23,500	(15.00)	10,230.00		13,270.00	43.53
4000 Clubs	117,485	21,672.56	25,368.56		92,116.44	21.59
6000 Private Moneys	760	0.00	790.00		(30.00)	103.95
Total	**908,849**	**70,728.21**	**167,461.12**		**741,387.88**	**18.43**
B. EXPENDITURES						
1000 General Student Body	359,221	7,442.52	12,292.76	16,051.82	330,876.42	7.89
2000 Athletics	461,936	2,652.08	10,714.02	1,005.30	450,216.68	2.54
3000 Classes	23,500	2,055.19	2,550.15	420.00	20,529.85	12.64
4000 Clubs	140,868	5,782.87	7,630.71	1,460.00	131,777.29	6.45
6000 Private Moneys	849	141.00	244.00	0.00	605.00	28.74
Total	**986,374**	**18,073.66**	**33,431.64**	**18,937.12**	**934,005.24**	**5.31**
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(77,525)**	**52,654.55**	**134,029.48**		**211,554.48**	**(272.**
D. TOTAL BEGINNING FUND BALANCE	**489,541**		**617,670.18**			
E. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)	**412,016**		**751,699.66**			
G. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	9,000		9,000.00			
G/L 819 Restricted for Fund Purposes	403,016		733,418.86			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		9,280.80			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**412,016**		**751,699.66**			
Differences	**0**		**0.00**			

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 90

Reporting Month: October **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	25,000	2,606.67	5,390.29		19,609.71	21.56
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	525,000	0.00	0.00		525,000.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	1,000	0.00	0.00		1,000.00	0.00
Total	**551,000**	**2,606.67**	**5,390.29**		**545,609.71**	**0.98**
B. 9900 TRANSFERS IN FROM GF	**0**	**0.00**	**0.00**		**0.00**	**0.00**
C. Total REV./OTHER FIN. SOURCES	**551,000**	**2,606.67**	**5,390.29**		**545,609.71**	**0.98**
D. EXPENDITURES						
Type 30 Equipment	700,000	0.00	0.00	1,068,913.35	(368,913.35)	152.70
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**700,000**	**0.00**	**0.00**	**1,068,913.35**	**(368,913.35)**	**152.70**
E. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
F. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
G. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)	**(149,000)**	**2,606.67**	**5,390.29**		**154,390.29**	**(103.**
H. TOTAL BEGINNING FUND BALANCE	**1,244,551**		**1,414,478.83**			
I. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	**1,095,551**		**1,419,869.12**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 90

Reporting Month: October **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 819 Restricted for Fund Purposes	1,095,551	1,419,869.12
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 889 Assigned to Fund Purposes	0	0.00
G/L 890 Unassigned Fund Balance	0	0.00
Total	**1,095,551**	**1,419,869.12**

Differences	**0**	**0.00**

Budget Status Report

2025-2026 **YELM COMMUNITY SCHOOLS**

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 10

Reporting Month: November **Budget Type:** Revised **Fund Description:** General Fund - LEA

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	1,200	1,527.55	7,691.74		(6,491.74)	640.98
2000 LOCAL SUPPORT NONTAX	1,136,790	88,903.30	340,928.24		795,861.76	29.99
3000 STATE - GENERAL PURPOSE	59,807,293	2,990,256.98	13,157,130.70		46,650,162.30	22.00
4000 STATE - SPECIAL PURPOSE	23,584,592	1,188,782.07	5,003,129.84		18,581,462.16	21.21
5000 FEDERAL - GENERAL PURPOSE	158,000	81,075.00	81,075.00		76,925.00	51.31
6000 FEDERAL - SPECIAL PURPOSE	5,615,468	434,682.36	617,732.02		4,997,735.98	11.00
7000 REVENUES FR OTH SCH DIST	0	0.00	0.00		0.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	9,698.10	23,928.95		(23,928.95)	0.00
9000 OTHER FINANCING SOURCES	0	0.00	0.00		0.00	0.00
Total	**90,303,343**	**4,794,925.36**	**19,231,616.49**		**71,071,726.51**	**21.30**

B. EXPENDITURES						
00 Regular Instruction	50,768,733	3,934,697.96	12,492,704.40	1,238,381.61	37,037,646.99	27.05
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	19,821,958	1,779,258.20	4,598,418.54	3,739,453.21	11,484,086.25	42.06
30 Voc. Ed Instruction	3,809,295	264,260.37	852,159.26	137,632.94	2,819,502.80	25.98
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	4,489,745	370,411.89	1,003,575.49	37,777.50	3,448,392.01	23.19
70 Other Instructional Pgms	242,237	31,244.40	99,682.50	0.00	142,554.50	41.15
80 Community Services	0	0.00	0.00	0.00	0.00	0.00
90 Support Services	20,560,291	1,555,318.31	6,128,054.04	4,316,202.68	10,116,034.28	50.80
Total	**99,692,259**	**7,935,191.13**	**25,174,594.23**	**9,469,447.94**	**65,048,216.83**	**34.75**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**275,658**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(9,664,574)**	**(3,140,265.77)**	**(5,942,977.74)**		**3,721,596.26**	**(38.51)**
F. TOTAL BEGINNING FUND BALANCE	**4,900,000**		**5,926,151.80**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**(4,764,574)**		**(16,825.94)**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 10

Reporting Month: November **Budget Type:** Revised **Fund Description:** General Fund - LEA

I. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	8,000.00
G/L 815 Restric Unequalized Deduct Rev	0	0.00
G/L 821 Restrictd for Carryover	600,000	656,242.99
G/L 823 Restricted for Carryover of Transition to Kindergarten	0	124,795.74
G/L 825 Restricted for Skills Center	0	0.00
G/L 828 Restricted for C/O of FS Rev	0	0.00
G/L 830 Restricted for Debt Service	275,658	281,940.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	450,000	517,830.19
G/L 845 Restricted for Self-Insurance	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 872 Committd to Econmc Stabilizatn	0	0.00
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0.00
G/L 875 Assigned Contingencies	0	0.00
G/L 884 Assigned to Other Cap Projects	0	0.00
G/L 888 Assigned to Other Purposes	8,000	0.00
G/L 890 Unassigned Fund Balance	(9,664,574)	(5,942,977.74)
G/L 891 Unassigned Min Fnd Bal Policy	3,566,342	4,337,342.88
Total	**(4,764,574)**	**(16,825.94)**

Differences	**0**	**0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 20

Reporting Month: November **Budget Type:** Revised **Fund Description:** Capital Projects Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Support Nontax	978,000	67,509.13	301,938.41		676,061.59	30.87
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**978,000**	**67,509.13**	**301,938.41**		**676,061.59**	**30.87**

B. EXPENDITURES						
10 Sites	150,000	0.00	0.00	0.00	150,000.00	0.00
20 Buildings	3,850,000	47,474.90	51,779.49	5,104.55	3,793,115.96	1.48
30 Equipment	950,000	374.65	127,588.14	27,929.80	794,482.06	16.37
40 Energy	0	0.00	0.00	1,804.00	(1,804.00)	0.00
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**4,950,000**	**47,849.55**	**179,367.63**	**34,838.35**	**4,735,794.02**	**4.33**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(3,972,000)**	**19,659.58**	**122,570.78**		**4,094,570.78**	**(103.**
F. TOTAL BEGINNING FUND BALANCE	**15,755,096**		**14,417,419.60**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**11,783,096**		**14,539,990.38**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 20

Reporting Month: November **Budget Type:** Revised **Fund Description:** Capital Projects Fund

I. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 861 Restricted from Bond Proceeds	(225,000)	0.00
G/L 862 Committed from Levy Proceeds	0	0.00
G/L 863 Restricted from State Proceeds	7,964,701	10,852,154.73
G/L 864 Restricted from Fed Proceeds	0	0.00
G/L 865 Restricted from Other Proceeds	0	0.00
G/L 866 Restrictd from Impact Proceeds	3,794,903	3,478,393.97
G/L 867 Restricted from Mitigation Fees	3,000	6,030.00
G/L 869 Restricted fr Undistr Proceeds	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 889 Assigned to Fund Purposes	245,492	203,411.68
G/L 890 Unassigned Fund Balance	0	0.00
Total	**11,783,096**	**14,539,990.38**

Differences **0** **0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 30

Reporting Month: November **Budget Type:** Revised **Fund Description:** Debt Service Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	7,137,099	640,513.15	3,149,283.15		3,987,815.85	44.13
2000 Local Support Nontax	90,000	14,029.43	32,585.55		57,414.45	36.21
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	275,658	0.00	0.00		275,658.00	0.00
Total	**7,502,757**	**654,542.58**	**3,181,868.70**		**4,320,888.30**	**42.41**
B. EXPENDITURES						
Matured Bond Expenditures	3,680,000	0.00	0.00	0.00	3,680,000.00	0.00
Interest On Bonds	3,538,808	0.00	0.00	0.00	3,538,808.00	0.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	1,500	0.00	642.60	0.00	857.40	42.84
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	**7,220,308**	**0.00**	**642.60**	**0.00**	**7,219,665.40**	**0.01**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**282,449**	**654,542.58**	**3,181,226.10**		**2,898,777.10**	**> 1000**
F. TOTAL BEGINNING FUND BALANCE	**4,048,577**		**4,106,033.34**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**4,331,026**		**7,287,259.44**			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	4,331,026		7,287,259.44			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**4,331,026**		**7,287,259.44**			
Differences	**0**		**0.00**			

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 40

Reporting Month: November **Budget Type:** Revised **Fund Description:** Associated Student Body Fund

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	358,712	13,916.20	99,137.57		259,574.43	27.64
2000 Athletics	408,392	2,173.00	48,024.19		360,367.81	11.76
3000 Classes	23,500	248.00	10,478.00		13,022.00	44.59
4000 Clubs	117,485	1,197.00	26,565.56		90,919.44	22.61
6000 Private Moneys	760	0.00	790.00		(30.00)	103.95
Total	**908,849**	**17,534.20**	**184,995.32**		**723,853.68**	**20.35**

B. EXPENDITURES						
1000 General Student Body	359,221	8,575.59	20,868.35	12,242.63	326,110.02	9.22
2000 Athletics	461,936	12,679.74	23,393.76	3,419.13	435,123.11	5.80
3000 Classes	23,500	210.00	2,760.15	0.00	20,739.85	11.75
4000 Clubs	140,868	23,501.15	31,131.86	100.00	109,636.14	22.17
6000 Private Moneys	849	50.00	294.00	0.00	555.00	34.63
Total	**986,374**	**45,016.48**	**78,448.12**	**15,761.76**	**892,164.12**	**9.55**

C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(77,525)**	**(27,482.28)**	**106,547.20**		**184,072.20**	**(237.**
D. TOTAL BEGINNING FUND BALANCE	**489,541**		**617,670.18**			
E. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)	**412,016**		**724,217.38**			

G. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	9,000		9,000.00			
G/L 819 Restricted for Fund Purposes	403,016		705,936.58			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		9,280.80			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**412,016**		**724,217.38**			

Differences **0** **0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 90

Reporting Month: November **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	25,000	3,446.48	8,836.77		16,163.23	35.35
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	525,000	0.00	0.00		525,000.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	1,000	0.00	0.00		1,000.00	0.00
Total	**551,000**	**3,446.48**	**8,836.77**		**542,163.23**	**1.60**
B. 9900 TRANSFERS IN FROM GF	**0**	**0.00**	**0.00**		**0.00**	**0.00**
C. Total REV./OTHER FIN. SOURCES	**551,000**	**3,446.48**	**8,836.77**		**542,163.23**	**1.60**
D. EXPENDITURES						
Type 30 Equipment	700,000	178,618.17	178,618.17	890,295.19	(368,913.36)	152.70
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**700,000**	**178,618.17**	**178,618.17**	**890,295.19**	**(368,913.36)**	**152.70**
E. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
F. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
G. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)	**(149,000)**	**(175,171.69)**	**(169,781.40)**		**(20,781.40)**	**13.95**
H. TOTAL BEGINNING FUND BALANCE	**1,244,551**		**1,414,478.83**			
I. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	**1,095,551**		**1,244,697.43**			

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 90

Reporting Month: November **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 819 Restricted for Fund Purposes	1,095,551	1,244,697.43
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 889 Assigned to Fund Purposes	0	0.00
G/L 890 Unassigned Fund Balance	0	0.00
Total	**1,095,551**	**1,244,697.43**

Differences	**0**	**0.00**

December 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	83	83.00	50	48.04	41	41.00	72	72.00	34	34.00	35	35.00											315	313.04	K
1	110	110.00	71	71.00	49	48.47	53	53.00	54	54.00	45	45.00											382	381.47	1
2	101	99.96	56	56.00	50	49.60	71	71.00	65	63.14	47	46.14											390	385.84	2
3	117	115.49	60	60.00	71	71.00	66	65.65	61	61.00	39	39.00											414	412.14	3
4	119	119.00	63	63.00	70	70.00	77	76.45	64	64.00	63	63.00											456	455.45	4
5	121	120.02	66	65.55	58	58.00	79	78.04	48	47.64	44	43.02											416	412.27	5
6													243	242.17	210	210.00							453	452.17	6
7													225	223.85	174	174.00							399	397.85	7
8													215	213.83	201	200.17		0.51					416	414.51	8
9																	398	394.48	1	1.00			399	395.48	9
10																	401	399.36	14	13.83			415	413.19	10
11																	374	331.24	27	25.98	12.00	12.00	413	369.22	11
12																	362	307.41	69	68.15	14.00	14.00	445	389.56	12
TTL	651	647.47	366	363.59	339	338.07	435	433.14	343	340.78	273	271.16	683	679.85	585	584.17	1535	1433.00	111	108.96	26	26.00	5347	5226.19	TK-12 TTL
																							5535	5226.19	+ RS

*TOTAL W/ RUNNING START :

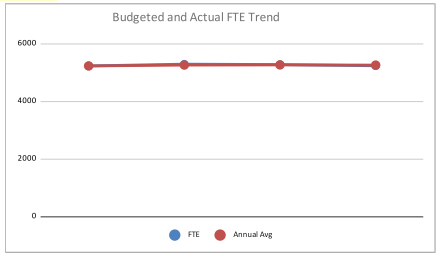
TBIP TK					3							
TBIP K-6	31	27	15	17	8	4	13	6				
TBIP 7-12							20	15	51	4		
Transitioned	1	1	2	3	2	2	8	4	11			

Bilingual TBIP	
TBIP TK	3
TBIP K-6	121
TBIP7-12	90
Transitioned/Monitoring	34

RUNNING START / VOCATIONAL / PRE-K	YES	YHS	RMS	YMS	TTL
RUNNING START HC		141			141
College Only RS HC		47			47
Non Voc RS FTE					0.00
Voc RS FTE					0.00
VOC 9TH-12TH FTE					0.00
VOC 7TH-8TH FTE					0.00

*NOTE: NO RUNNING START REPORTED IN SEPTEMBER

Budgeted vs. Annual Average FTE (TK-12)	
Budgeted FTE	5443.00
Annual Average	5251.59
DIFFERENCE	(191.42)

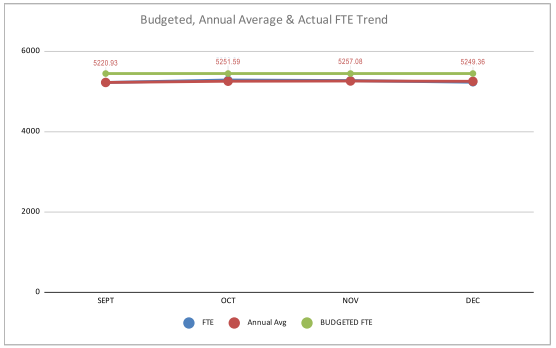


MONTHLY ACTUAL & ANNUAL AVERAGE

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	AVG
HC	5347	5404	5391	5347							5376
FTE	5220.93	5282.24	5268.07	5226.19							5251.59
Annual Avg	5220.93	5251.59	5257.08	5249.36							
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		
	Nov-25	Dec-25	Difference	Nov-25	Dec-25	Difference
Southworth	650	651	1.00	646.47	647.47	1.00
McKenna	365	366.00	1.00	363.04	363.59	0.55
Prairie	344	339	(5.00)	343.07	338.07	(5.00)
Fort Stevens	442	435.00	(7.00)	440.50	433.14	(7.36)
Mill Pond	345	343	(2.00)	343.66	340.78	(2.88)
Lackamas	277	273.00	(4.00)	275.16	271.16	(4.00)
YMS	686	683	(3.00)	681.85	679.85	(2.00)
RMS	590	585.00	(5.00)	589.17	584.17	(5.00)
YHS	1565	1535	(30.00)	1459.19	1433.00	(26.19)
YES	111	111.00	0.00	108.96	108.96	0.00
SUB TOTAL	**5375**	**5347**	(28.00)	**5251.07**	**5226.19**	(24.88)
Gravity/Open Doors	17	26	9.00	17.00	26.00	9.00
Running Start	186	188	2.00	348.16	0.00	(348.16)
TOTAL	**5578**	**5561**	**(17.00)**	**5616.23**	**5252.19**	(364.04)



ENROLLMENT COMPARED TO LAST YEAR

	HEAD COUNT			FTE COUNT		
	December-23	December-24	Difference	December-23	December-24	Difference
		5535	5535.00		5226.19	5226.19