

**ABERDEEN SCHOOL DISTRICT NO. 5
ABERDEEN, WASHINGTON**

Regular Meeting of the Board of Directors
Community Room, Aberdeen High School
February 6, 2024, 6 p.m.

AGENDA

6:00 p.m. Call to Order

Flag Salute

Oaths of Office

Consent Agenda

1. Minutes
2. Gifts to the District

Comments from Board Members

1. Introduction of Student Representatives

Comments from the Public

1. Bobcat Music Boosters

Comment on agenda items is welcome at this time. Please sign up on the sheet provided at the entrance to the meeting and specify the agenda item you wish to address. Please limit your comments to three minutes. Comment on all matters is welcome via email to schoolboard@asd5.org.

Presentations

1. Jerry Salstrom / Miller Centennial
2. [Hopkins Preschool Annual Report](#)

Old Business

Superintendent's Report

1. Levy Update

New Business

1. [Policy 2402 Financial Education Mastery](#)
2. [Policy 2413 Equivalency Credit Opportunities](#)
3. [School's Out Contract](#)
4. [Surplus](#)
5. Next Meeting

Board Meeting Agenda
February 6, 2024

Executive Session / Closed Session

Personnel Matters

1. [Personnel Report](#)
2. [AEA Co-Curricular Schedule](#)
3. Superintendent Midyear Review

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

February 6, 2024, 6 p.m.

Call to Order

Flag Salute

Oaths of Office

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on Jan. 16, 2024, are enclosed for your review and approval.
2. Gifts to the District
 - a. The Marian Weatherwax Endowment Fund at the Grays Harbor Community Foundation has made an annual distribution in the amount of \$62,000.00 in support of local programs.
 - b. The Marian Weatherwax Scholarship Fund at the Grays Harbor Community Foundation has awarded \$4,000.00 for valedictorian and salutatorian prizes at Aberdeen High School.
 - c. The automotive program at Aberdeen High School has received a 2009 Kia Rio valued at \$2,240.00.

Comments from the Board

1. Student Representatives.

Comments from the Public

The Board welcomes public comment on agenda items at this time. Please sign up on the sheet provided at the entrance to the meeting and indicate the agenda item you wish to address. Please limit your comments to three minutes. Written public comment on both agenda and non-agenda matters is also welcome via email. Comments should be submitted to schoolboard@asd5.org before noon on the day of the meeting and will be included in the public record.

Individual student matters or complaints against employees should not be brought forward at a public meeting. The Superintendent's Office or board president should be contacted directly.

Presentations

1. Jerry Salstrom / Miller Centennial
2. Principal Darby Carroll will present the annual report for Hopkins Preschool.
[Enclosure 2](#)

Board Information
February 6, 2024

Old Business

Superintendent's Report

1. Levy Update – Superintendent Thake will provide an update on the 2024 enrichment and operations levy and capital projects levy.

New Business

1. Policy 2401 Financial Education Mastery – CTE Director Lynn Green will present a new policy, 2401 Financial Education Mastery, for first reading. [Enclosure 3](#)
2. Policy 2413 Equivalency Credit Opportunities – CTE Director Lynn Green will present a new policy, 2413 Equivalency Credit Opportunities, for first reading. [Enclosure 4](#)
3. School's Out Washington Contract – CTE Director Lynn Green will present a contract with School's Out Washington to provide required observations and data collection as part of the 21st Century Learning Center grant is presented for your review and approval. [Enclosure 5](#)
4. Surplus – A car lift in the automotive program at Aberdeen High School has become obsolete and an inventory of other items recommended for surplus are enclosed. [Enclosure 6](#)
5. Next Meeting – The next regular meeting is scheduled for Tuesday, Feb. 20, in the Community Room at Aberdeen High School.

Executive Session / Closed Session

At this time the meeting will recess for an executive session expected to last 40 minutes under RCW 42.30.110 (g): To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

1. Personnel Report [Enclosure 7](#)
2. AEA Co-Curricular Schedule [Enclosure 8](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – January 16, 2024

President Jennifer Durney convened the regular meeting of the Aberdeen School District Board of Directors at 6:00 p.m. Tuesday, January 16, 2024, in the Community Room at Aberdeen High School. In attendance were Directors Jessica Jurasin, Annica Mizin, Suzy Ritter and Jeremy Wright, along with Superintendent Jeffrey Thake and 22 patrons and staff. The meeting began with the flag salute.

CALL TO ORDER

On a motion by Director Jurasin and seconded by Director Ritter, the Board approved the consent agenda, which included the minutes from the regular meeting on December 12, 2023; December payroll vouchers 835586 through 835616 totaling \$4,043,729.57; General Fund vouchers 835638 and 835640 through 835733 totaling \$956,210.84 and ASB Fund vouchers 835617 through 835637, 835639 and 835734 totaling \$15,627.47; a trip request for the choir and band at Aberdeen High School to travel to Yakima to participate in the All State Singers and Players event on Feb. 16-19, and gifts to the District from the Darrell Lokken fund at the Grays Harbor Community Foundation in the amount of \$500 for the FFA program at Aberdeen High School, from Floyd Japhet of Salon Venue who donated personal care products valued at \$7,500 for the McKinney-Vento Program, and donations to the automotive program at the Twin Harbors Skills Center from Five Star Ford, which donated stereo equipment valued at \$500, from Gary Mitchell at NAPA Harbor Truck Supplies who donated a NAPA train set valued at \$500 and from Travis Wheeler, the AHS automotive instructor who donated a \$150 gift card.

CONSENT AGENDA

President Durney announced that she and Director Jurasin have taken part in interviews for student representatives and they have been impressed by the applicants.

COMMENTS FROM THE BOARD

Jesse Winter, president of the Bobcat Music Boosters, shared information about the organization’s projects and invited everyone to the annual scholarship fundraiser and auction set for 5-8 p.m. on Saturday, Jan. 27, at Aberdeen High School.

COMMENTS FROM THE PUBLIC

Andrew Twyman of the Construction Services Group at ESD 112 presented an overview of the OSPI Seismic Safety Grant Program. Four schools have qualified for the program – Harbor Learning Center/Hopkins Building, Stevens Elementary School, A.J. West Elementary School and Miller Junior High School.

SEISMIC SAFETY STUDY

Superintendent Thake read a proclamation from Governor Jay Inslee proclaiming January as School Board Appreciation Month and presented certificates of appreciation to the directors.

SCHOOL BOARD APPRECIATION

Superintendent Thake discussed the upcoming Educational Programs and Operations (EP&O) Levy and the Capital Projects Levy that are on the Feb. 13

LEVY PLANNING

special election ballot. He noted he has been able to share information at several local meetings and town halls in recent weeks.

Superintendent Thake also discussed the testimony he offered to the Legislature on Jan. 15 in support of a proposal to increase funding for special education, the upcoming centennial celebration at Miller Junior High School, which will take place on Sunday, Jan. 28, and the upcoming WSSDA Legislative Conference, which is set for Jan. 28-29.

The Fiscal Status Report for December was presented by Superintendent Thake. He reported an ending fund balances of \$914,683.62 in the General Fund, \$410,194.22 in the Capital Projects Fund, \$872,843.56 in the Debt Service Fund, \$356,745.69 in the Associated Student Body Fund and \$452,668.58 in the Transportation Vehicle Fund. With 33.33 percent of the fiscal year elapsed, the District has received 30.26 percent of revenue and is at 34.14 percent of expenditures. Under enrollment, he reported the average annual FTE is currently trending 71.16 FTE above the 3,070 budgeted FTE.

On a motion by Director Ritter and seconded by Director Mizin, the Board accepted the recommendation to contract with four firms for Phase One work under the Seismic Safety Study Grant: TCF for architecture, Degenkolb Engineers for structural analysis, Haley and Aldrich for geotechnical work and LDC as the civil engineer.

Following a presentation by CTE Director Lynn Green, on a motion by Director Jurasin and seconded by Director Ritter, the Board approved the District's application for the annual Carl D. Perkins grant.

On a motion by Director Ritter and seconded by Director Wright, the Board as complete the new flooring installation at A.J. West Elementary School.

On a motion by Director Mizin and seconded by Director Jurasin, the Board approved the list of surplus technology equipment and materials presented by the Technology Department.

President Durney announced that the next regular meeting of the Board is scheduled for 6 p.m. Tuesday, Feb. 6, in the Community Room at Aberdeen High School.

At 6:56 p.m., President Durney recessed the meeting for an executive session expected to last 20 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The meeting was extended for 10 minutes at 7:16 p.m. and again at 7:26 p.m. The meeting reconvened in regular session at 7:36 p.m.

On a motion by by Director Jurasin and seconded by Director Mizin, the Board approved the Personnel Report. Under certificated matters, the Board approved

SUPERINTENDENT
REPORT

FISCAL STATUS
REPORT

ENGINEERING &
ARCHITECTURAL
SERVICES

2024 PERKINS
GRANT

A.J. WEST
FLOORING

SURPLUS
TECHNOLOGY

NEXT MEETING

EXECUTIVE
SESSION

PERSONNEL
REPORT

the hiring of Aliss Barre as a teacher (current year only) at Central Park Elementary School effective Jan. 10; approved a leave of absence for Bailey Lundy, a teacher at A.J. West Elementary School, effective Feb. 7 to June 13; and approved the hiring of Timothy Preston as a substitute for the District.

Under classified matters, the Board approved the hiring of Tahlia Espino and Romeo Sanchez as para-educators at Miller Junior High School effective Jan. 2, and America Figueroa as an interpreter at Central Park and Robert Gray Elementary Schools effective Jan. 8; approved a revised assignment for Terry Kehn from para-educator at Miller Junior High School to Robert Gray Elementary School effective Dec. 13; approved assignment changes for Bryce Fitzpatrick from MTSS assistant to family service worker at the Detention Center effective Jan. 16, and Kelli Rohr from a program-specific para-educator to para-educator at Robert Gray Elementary School effective Jan. 2; approved a leave of absence for Kelli Shelton, a para-educator at Stevens Elementary School, effective Jan. 2 to June 13; approved the retirement of Kim Hagara, the Food Service secretary, effective Feb. 15; accepted resignations from Romeo Sanchez as a para-educator at Miller Junior High School effective Jan. 5 and Morgan Kersker, the Learning Resource Center technician at Robert Gray Elementary School, effective Jan. 5; approved the hiring of Jacob Allison as assistant coach for Boys' Wrestling at Aberdeen High School effective Dec. 15, Ryan Scott as assistant coach for Boys' Basketball at Aberdeen High School effective Jan. 8, Stacy Devall, Larry Fleming, Breanna Gentry, Jimmy McDaniel and Charles Stover as head coaches for Boys' Basketball at Miller Junior High School effective Jan. 2; approved the hiring of Samantha Deugan-Leverett at Robert Gray Elementary School, Rebel Jordan at Stevens Elementary School, Jessica Nelson at A.J. West Elementary School, Sam Schneider at Central Park Elementary School and Isiah Watson at McDermoth Elementary School as coaches for 5th Grade basketball effective Jan. 8; accepted resignations from Dillen Espana as an assistant coach for Boys' Basketball at Aberdeen High School effective Dec. 12 and Hunter Hinchin as assistant Fastpitch coach at Aberdeen High School effective Dec. 8, Brian Hollatz and Robert King as assistant coaches (0.5 FTE) for Football at Aberdeen High School effective Dec. 11, Jessica Madison as assistant coach for Volleyball at Aberdeen High School effective Jan. 3, and Nathan Calene as head coach for Boys' Basketball at Miller Junior High School effective Dec. 15; approved the hiring of Okera Banks, Stephanie Davis and Sierra Peterson as substitutes for the District and accepted the resignation of Kaylie Lawson as a substitute effective Jan. 7.

There being no further business, the regular meeting was adjourned at 7:37 p.m.

CERTIFICATED

CLASSIFIED

ADJOURN

Jeffrey Thake, Secretary

Jennifer Durney, President

JAN 18 2024



Grays Harbor Community Foundation

P.O. Box 615, 705 J Street, Hoquiam WA 98550 | Phone: (360) 532-1600 | E-mail: info@gh-cf.org

Board of Directors

OFFICERS

Kathryn Skolrood
Chair
Molly Bold
Vice Chair
George Donovan
Secretary
Mike Stoney
Treasurer

ELECTED MEMBERS

Dr. Donald Arima
Dr. Edward Brewster
David Burnett
Judith Davis
Lynn Green
Tim Martin
Wes Peterson
Tom Quigg
Mike Sand
Mark Stensager
Bill Stewart
Richard Vroman
Maryann Welch

EMERITUS MEMBERS

Todd Lindley
Stan Pinnick
Randy Rust

Staff

Eric Potts
Executive Director
Jessica Hoover
Senior Program Officer
Valerie Piper
Finance & Accounting Officer
Lyndsie Winter
Administrative Assistant

January 10, 2024

Marian J. Weatherwax Fund for Aberdeen School District
Attn: Jeffrey Thake
2016 North G St
Aberdeen, WA 98520

Dear Jeffrey,

As we begin 2024, the Grays Harbor Community Foundation is thrilled to celebrate its 30th Anniversary, which is a testament to you, our unwavering partners, who are committed to the Grays Harbor community and its people. In those 30 years approximately \$33M has been invested in Grays Harbor. Reflecting on the journey that has brought us to this significant milestone, we are filled with gratitude for all that we have accomplished so far, together.

Our enduring belief in the power of community has been the driving force behind our practices and investments. It is the resilience, creativity, and spirit of the individuals who call Grays Harbor home that inspire us to continue supporting and fostering growth in this special place.

In partnership with our donors in 2023, the Grays Harbor Community Foundation awarded over \$3M into Grays Harbor and partnered with several community-based projects. We invested in over 100 local nonprofits, provided resources to all our school districts, and awarded \$940,000 in scholarships to over 360 local students. We were able to do this because of your dedication and belief in building a stronger and healthier Grays Harbor.

The Grays Harbor Community Foundation is not just an organization; it is a collective effort of individuals who believe in the potential of this community and are committed to realizing its fullest possibilities. Thank you for being a part of our journey.

Enclosed, please find your 2023 Fund Summary

With sincere gratitude,



Eric Potts
Executive Director

JAN 18 2024



Grays Harbor Community Foundation

P.O. Box 615, 705 J Street, Hoquiam WA 98550 | Phone: (360) 532-1600 | E-mail: info@gh-cf.org

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Randy Rust

Staff

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Executive Director
Jessica Hoover
Senior Program Officer
Valerie Piper
Finance Officer
Lyndsie Winter
Administrative Assistant

January 10, 2024

Aberdeen School District No. 5
Attn: Dr. Jeffrey D. Thake, Superintendent
216 N. G Street
Aberdeen, WA 98520

Dear Dr. Thake,

The Board of Directors of the Grays Harbor Community Foundation recently met to review and approve the recommendations of the Finance Committee for 2024 endowment distribution rates. The Board approved the recommended distribution rate of 4.0% for 2024.

Therefore, we project the following distribution regarding the Marian J. Weatherwax Endowment Fund for the Aberdeen School District:

- Marian Weatherwax Endowment Fund for the Aberdeen School District - \$62,000.
- Marian Weatherwax Scholarship Prizes for the Valedictorian and Salutatorian of Aberdeen High School - \$4,000.

There are some restrictions on the uses of these funds. The Board of Directors of the Grays Harbor Community Foundation will release these funds for distribution upon review and approval of a plan or budget for use of these funds.

If you should have any questions about the endowment, the process, or the distribution of funds please feel free to contact me.

Sincerely,

Eric Potts
Executive Director

Aberdeen School District #5

Career and Technical Education

410 North 'G' Street
Aberdeen, WA 98520
Fax (360) 538-2057
E-mail lgreen@asd5.org

Lynn Green, Director
Phone (360) 538-2038
Kim Edwards, Secretary
Phone (360) 538-2039

January 12, 2024

Emily Jones
2631 Bench Dr.
Aberdeen, WA 98520

Re: Vehicle Donation

Dear Ms. Jones:

Thank you for your donation of the 2009 Kia Rio, VIN #KNADE223096460935, valued at \$2,240.00. This donation helps to educate our automotive technology students. We appreciate your support at Aberdeen High School.

For your records, the tax ID number for the Aberdeen School District is 91-6001546.

Sincerely,



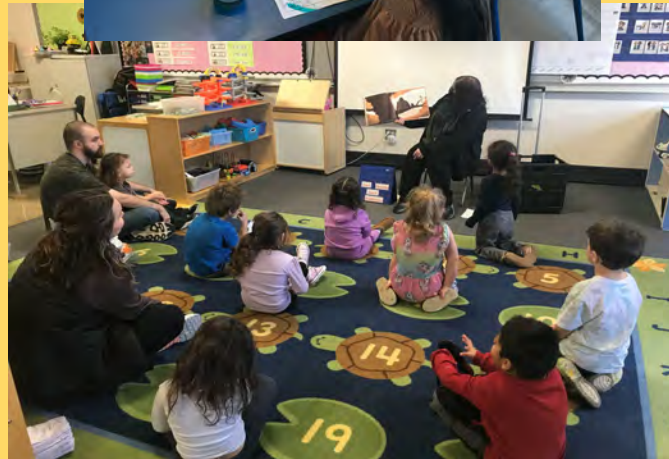
Lynn Green
Aberdeen School District No. 5
360-538-2038

Hopkins Preschool



2023-2024

Who We Are and What We Do



Busy Bees at the Hive

HOPKINS 94 SLOTS

DONNA STANFILL
SHELBY ARNETT
MICHELLE WEIBERG
THERESA BUCHANAN
LESLIE GADWA
DIANE BRAMSTEDT
SHARI HYDE
JILL MARSH
SUZANNE WRIGHT
JENNA DOLL
JUSTIN ZELEPUZA
CRYSTAL SANCHEZ
WENDY KOSKI
CHANDRA TOY
GINA SALICK
DARBY CARROLL

FAMILY SUPPORT SPECIALIST

SARA CAVIN
TONI PAVLETICH-WILLIAMS
LAURA DENNIS
DIANE LEE
CHRISTY ZELEPUZA
INDIGO EVENSEN

OT/SLP/PSYCH

OT CYNDY MITBY
SLP LAUREN LAND
PSYCH JENNIFER CLARK
SLP ESTEFANIA MORENO



County-Wide Bees

STEVENS 43 SLOTS

MISSY SMITH
CASSIE SIMPSON
PAIGE MENDENHALL
PATTY JONES

CP 10 SLOTS

SARAH CHANNEL
KELLY GLEASON

OCOSTA 17 SLOTS

CHRISTINA NOLAN
HAVEN PEGG

MCCLEARY 6 SLOTS

MINDY GEER
JOAN ODEL

ELMA 16 SLOTS

HAYLEY MYHRE
ANGELA HENDERSON

HOQUIAM 28 SLOTS

JESSICA KALAMA
BARB GUINED
SHARA DAVENPORT
JACLIN HAMMEL
MARKI HAMMELL



Hopkins- District Preschool

ECEAP Headquarters

Hopkins



Central Park



Stevens



Hopkins	94 Slots
Stevens	43 Slots
Central Park	11 Slots
Hoquiam	28 Slots
Elma	16 Slots
McCleary	6 Slots
Ocosta	17 Slots

That's **215** Total
busy Bees



ECEAP

DEVELOP/ECEAP

DEVELOPMENTAL

Welcome to Our Beehive:

What makes our hive special?

- ❖ We have 5 classrooms that serve 3, 4, and 5 years olds.
- ❖ We have a blend of experienced and new staff, most with special education degrees and early childhood degrees.
- ❖ We identify and meet developmental needs early to lay the foundation for moving forward and most likely beyond needing special education in upper grades.
- ❖ We are often the first school experience for students and families in our district.
- ❖ We serve as the home base for the ECEAP grant, which serves 215 children county-wide and supports Elma, McCleary, Hoquiam, and Ocosta preschool programs with administration of ECEAP and family support specialists. All ECEAP staff are required to follow ECEAP Performance Standards.
- ❖ We are the home base for the district therapy staff.



Developmentally Appropriate Instruction

- ❖ Creative Curriculum
- ❖ Second Step SEL
- ❖ Growing up Wild
- ❖ Handwriting without Tears
- ❖ Foundations in Literacy
- ❖ Conscious Discipline
- ❖ TS Gold



Intentional play is the foundation of preschool instruction. Every activity in the classroom lays the foundations for grade school: alphabet recognition, literacy, phonemic awareness, pre-writing skills, pre-math skills, counting, social emotional skills, gross motor, and fine motor. Please visit our AM and PM classrooms Monday-Thursday to learn more about how we intentionally make learning fun and engaging. Fridays are used for meeting with parents, IEP meetings, referral meetings, evaluations, planning, and prep time.

Bilingual Support

Crystal Sanchez, Student Family Support Assistant (SFSA) is a valuable asset necessary for our program. Currently, she is part-time for Hopkins as we share her with Harbor Learning Center. We have 53 Spanish speaking families countywide in our ECEAP. There are 17 students ages 3,4, and 5 who are learning English or have limited English skills. A full time SFSA is needed for our program.

SFSA assists in the following areas:

- ❖ Helps teachers and students communicate needs, feelings, and directions for instruction.
- ❖ Translates fliers for events, notes home, newsletters, text messages, and transportation needs.
- ❖ Supports developmental testing (ECEAP standard completed within the first 45 school days for each child)
- ❖ Answers and returns phone calls in Spanish for the office and family support staff.
- ❖ Translates for: IEP meetings, home visits, transportation, school visits, parent/teacher conferences, Child Find, Mobility Mentoring assessments, ECEAP Policy Council meetings (ECEAP standard).



How We Provide Wrap Around Services in Preschool

- ❖ Early Childhood Education and Assistance Program (ECEAP)
 - ❖ South Sound Parent to Parent (SSPP)
 - ❖ Child Find



What Are Comprehensive Services in the Early Childhood Education and Assistance Program (ECEAP)?

Comprehensive services in ECEAP are designed to embrace the whole child and the whole family and support and respond to their individual needs and circumstances. ECEAP provides these services under one umbrella: Birth-PreK education, family support, family engagement, health, mental health, and nutrition. Services supporting the whole family have proven to impact the child's development and the family's ability to help the child grow and develop. These services support improved economic, educational, and health outcomes.



Birth-PreK Education

- Research-based and culturally relevant curriculum.
- Individualized planning and instruction
- Developmental screening.
- Ongoing assessment that tracks a child's progress across learning objectives and dimensions.
- Inclusive practices and environments that support access for children.
- Families partner with teachers to develop learning goals based on the child's strengths, skills and needs.



Family Support

- Family support visits, using the Mobility Mentoring® approach to create goals driven by the families.
- Tailored and individualized supports for every family.
- Resources and referrals that respond to family needs.
- Provide a safe space where parents can be themselves to share and build relationships.





Family Engagement

- Strengthening the connections between school and home that enhance and support children's learning.
- Leadership experiences that support parenting, career, or life goals.
- Family engagement opportunities may include:
 - Family events
 - Parenting education
 - Classroom volunteering



Health & Mental Health

- Connections to medical and dental homes and insurance.
- Preventive health screenings, including vision and hearing.
- Connection to community resources and referrals for child immunizations, overall health and mental health needs.



Nutrition

- Healthy and nutritious meals at no cost.
- Learning about healthy snacks and foods in the classroom.
- Connecting families to local community and statewide resources for food such as:
 - SNAP
 - WIC
 - Food Banks



- There are 6 Family Support Specialists serving 215 children and their families
- They serve in all roles: eligibility and enrollment, family engagement, health advocate
- One FSS is required to be Mobility Mentoring Lead.
- They are required to follow DCYF standards for ECEAP-including professional development requirements
- Needed: One more family support specialist to adequately support the program.

Family Support and Mobility Mentoring

The DCYF Bridge to Child and Family Self Reliance is a strength based tool to engage families in building and using executive functioning skills.

Two formal assessments are completed for each family per year. Due Dates: November 30 and June 30. One informal assessment is due March 30. Family support staff have a MINIMUM of 3 visits per family during the school year.

Families have created 363 goals in 2023/2024. 159 goals have been completed. Goals range from short to long term end dates. The majority of goals are in family well-being.

All family support data is entered into a system called ELMS (Early Learning Management System) and regularly monitored by DCYF. The narratives and data are used for program standard reviews and legislative purposes. Aberdeen is one of the strongest programs in the state.

Early Childhood Education and Assistance Program (ECEAP) Bridge to Child and Family Self-Reliance



Everyone's journey to Self-Reliance is different. During this school year ECEAP staff will partner with you to:

- Set individualized, specific goals - informed by your cultural values - to help you move toward self-reliance.
- Prioritize what is most important for you and your family now and in the future.
- Recognize your strengths and follow your lead when setting goals.
- Connect with resources that will support your journey.
- Celebrate your successes!

HOUSING	FAMILY WELL-BEING	PARENTING	WELL-BEING	SENSE OF BELONGING	PERSONAL AND PROFESSIONAL SUPPORTS	EXPENSES	PLANNING	LEARNING	EARNINGS LEVELS
I have safe, affordable, stable housing that meets my family's needs.	My family's needs are met in ways that allow me to focus on my goals.	I am aware of and responsive to my child's developing needs. I access resources as needed.	I can participate fully in life because I feel healthy.	I am included in and contributing to my diverse community.	I have personal connections that are supportive and help me achieve my goals.	I have the resources I need to confidently manage my debt.	I can meet my family's financial needs now and in the future.	I have enough skills, education and training so I can choose the career I want.	I earn a living wage in a job that meets my career and future goals.

Adapted from the Economic Mobility Pathways (EMPath) Bridge to Self-Sufficiency.

If you would like copies of this document in an alternative format or language, please contact DCYF Constituent Relations (1-800-723-4831 | 360-902-8060, Constitutive@dcyf.wa.gov).

DCYF PUBLICATION EL_0021 (06/2023)

Winterfest Auction

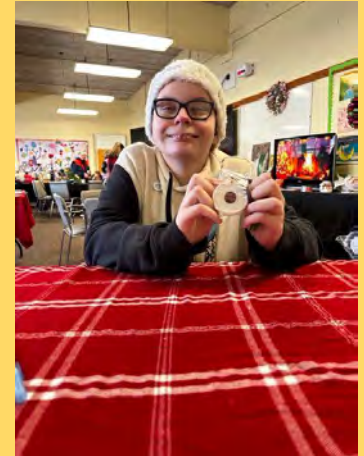
Led by ECEAP family support, the preschool staff help organize our Winterfest Auction. The auction is a special event that brings current and previous staff from across the district together to support our students and make the community stronger through helping families in need.

The money raised goes towards helping families with the following that cannot come from public funds:

- Utility bills
- Food support
- Transportation support
- Cell phone minutes
- Prescription glasses for students
- Official birth certificates
- Laundry vouchers
- Ordering Scholastic books to send home

*Each request is reviewed and approved by staff and preschool coordinator.

Please join us next year for our 30th anniversary auction!



Little Honeybees

Hopkins preschool partners with South Sound Parent to Parent (SSPP). When a child involved with SSPP turns 3 and developmental concerns are present the child is evaluated at Hopkins. If the child qualifies for special services, they can then attend Hopkins 2 days a week for the remainder of the year. If the child does not qualify for services but has an income at or below 50% SMI (State Median Income) or has a high priority factor, such as being in foster care or involved with CPS, the child can be enrolled through ECEAP.

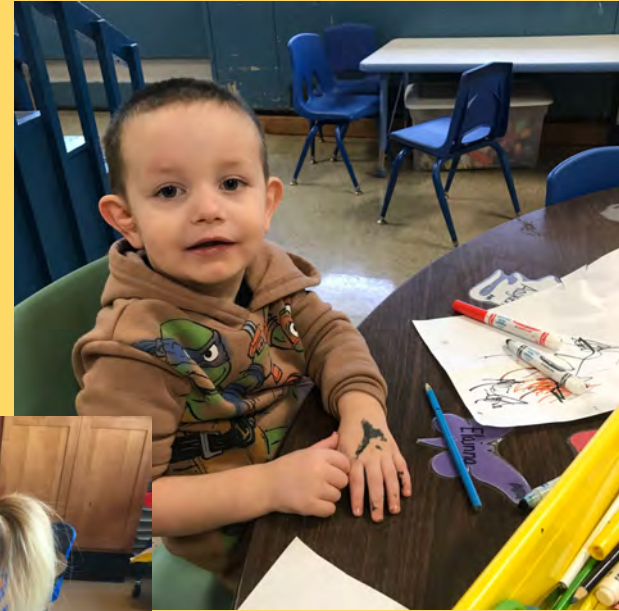
We anticipate at least 5 more students through the end of the year from this partnership.



Child Find

The Aberdeen School District is responsible for locating, evaluating, and identifying all students with any suspected disability, including students who attend private schools. The child must live within the boundaries of the Aberdeen School District, and are not currently receiving special education or related services. Any child with a disability, from birth through age 21, may be eligible.

Hopkins is responsible for screening children 3-5 years of age. Child find screenings are held throughout the school year.



Social Emotional Supports and Building Community

- ❖ Positive Behavior Interventions and Supports (PBIS)
 - ❖ Hopkins Improvement Plan
- ❖ Conscious Discipline Professional Development Training



Positive Behavior Interventions and Supports (PBIS)

Hopkins Expectations (September-January)

- ❖ Be Safe: Walk in the hall, feet on floor; climbing okay outside
- ❖ Be Respectful: Sharing, use an inside voice
- ❖ Be Responsible: Clean up after yourself, hang up backpack and coat

Implementation:

Expectation vocabulary is used in the classrooms to support desired behavior.

Bulletin board with current behaviors listed and pictures of the preschool children doing the desired behaviors are posted in the hallway where all students can see them.

Data was collected from an anonymous parent survey at our November conferences. The same survey will be completed in March at spring conferences.

Positive Behavior Interventions (PBIS) Bulletin Board and Parent Survey



	Strongly Agree	Agree	Disagree	Strongly Disagree	I don't Know
My child enjoys school.	38	6	0	0	1
I like the teachers at Hopkins.	39	6	0	0	0
I like the staff at Hopkins.	42	3	0	0	0
Students & families are treated with respect at Hopkins.	42	3	0	0	0
I know the 3 main rules at Hopkins.	29	10	1	0	5
I know what the behavior expectations are for my child at Hopkins.	37	8	1	0	0
My child has been recognized for good behavior in the last month.	27	8	2	0	8
My child feels safe at school.	37	6	1(bus issue below)	0	1

Parent Climate Survey: What do Families Like about our Hive?*

- Everything, 2x
- Respectful, telling me what my child needs to work on, strengths
- The staff and the environment
- How nice everyone is, and the kids always feel safe/happy.
- All the staff are helpful
- I like most everything. How involved the teachers are and the ECEAP ladies.
- The teachers really care about the children and they know every kid's name by heart. I love it.
- Great community
- Everything
- The staff
- Resources, informed
- Staff
- It is a safe school
- Super close work on multiple things
- Can do attitude, supportiveness for wholeness of family, the education, emotional, and health
- My son is treated fairly and kindly
- The people
- Friendly people
- Good communication, structured routine, very professional
- Teachers are kind and helpful
- I really like seeing my child's face light up when she'd around her friends and sees the staff when she enters the building
- The kindness of the staff
- I love the people here, they are really understanding and they listen
- They are nice and helpful
- I like that the staff are kind and welcoming
- The communication with his teacher is great. He seem happy anytime he enters the building
- I like how the whole staff is involved in my child's education. Everyone cares and is invested in her success.
- Able and willing to work with him at his pace
- The attention of the teachers towards the children
- Everyone is really kind and communicate really well
- Very nice and respectful
- I like/love everything
- The atmosphere is bright and enjoyable, the staff and teachers friendly and my kid always comes home excited about her day.
- I heard good things. She likes it here.
- Everyone is so nice, welcoming. We love Hopkins and all staff 😊

*Data collected anonymously at November 2023 conferences

Beehive Improvement Plan

Increase Parent Involvement:

Hopkins staff will organize events to encourage families to become more comfortable being involved in their child's school building and community at large.

- In October, Chapman Farms collaborated with us to have a family pumpkin patch event. We had over 40 families come to Brody to meet their teachers and other classmates.
- ECEAP Policy Council meetings are held 5 times a year at Hopkins. The meetings have lunch and childcare provided. Parents meet together to learn and connect on different topics.
- Family Nights include a fall family fun night making crafts and collaboration with Timberland Regional Library for a reading/activity corner; winter family fun night to wear pajamas, hear a story have snacks, and play in the gym; Valentine making family fun night full of crafts.
- In March, we will partner with the YMCA to host two Family Swim nights.

Increase Connections with Community:

Hopkins will continue to partner with community agencies and liaisons to help connect families to resources.

- Grays Harbor Early Learning Coalition
- Timberland Regional Library
- Grays Harbor College, Early Childhood Education Program
- WISE/Community Integrated Health Services
- Coastal Community Action Program
- Aberdeen Lions Club
- YMCA
- South Sound Parent to Parent

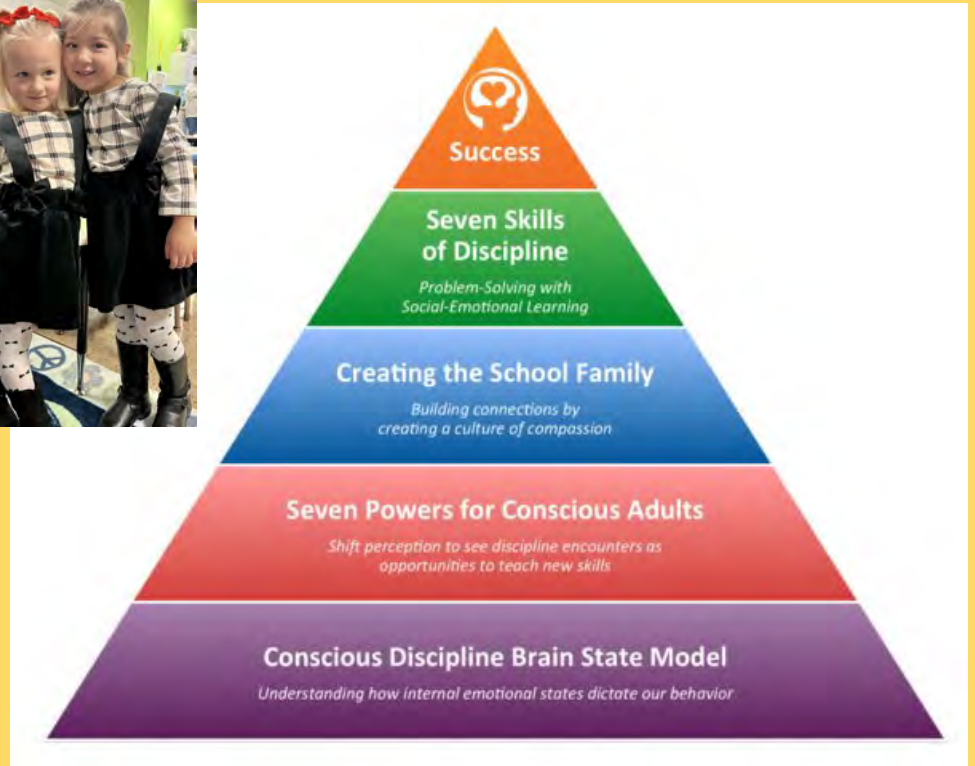


Social Emotional Learning (SEL)

Creating a school-wide family



Conscious Discipline
Professional Development:
February 20



Transition in the Hive

- ❖ How many Hopkins honey bees are headed to kindergarten?
 - 88/158
- ❖ How many Hopkins honey bees will buzz to a new Hopkins classroom?
 - 70/158

Transition is a year long conversation with parents and teachers about what will be best for their child. We share data with the grade schools and try to meet with kindergarten staff in the spring. We have also hosted visits to different grade schools to see kindergarten classrooms. Well planned transitions are a key to success for families and children.

Kindergarten Readiness Checklist

COLORS
Recognizes Colors

<input type="checkbox"/> Red	<input type="checkbox"/> Blue	<input type="checkbox"/> White
<input type="checkbox"/> Orange	<input type="checkbox"/> Purple	<input type="checkbox"/> Brown
<input type="checkbox"/> Yellow	<input type="checkbox"/> Pink	<input type="checkbox"/> Black
<input type="checkbox"/> Green		

SHAPES
Recognizes Shapes

<input type="checkbox"/> Circle
<input type="checkbox"/> Square
<input type="checkbox"/> Rectangle
<input type="checkbox"/> Triangle
<input type="checkbox"/> Star
<input type="checkbox"/> Heart

ALPHABET - UPPERCASE
Circle the letters your child recognizes

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Letters to work on: _____

ALPHABET - LOWERCASE
Circle the letters your child recognizes

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Letters to work on: _____

NUMBERS
Recognizes Numbers

1 _ 2 _
3 _ 4 _
5 _ 6 _
7 _ 8 _
9 _ 10 _

NAME _____
Have your child write their name below

Questions?



PLEASE COME
AND VISIT OUR
AMAZING
PRESCHOOLERS!



FINANCIAL EDUCATION MASTERY

The board recognizes the value of helping students understand the importance of financial education. Financial education includes knowledge and skills related to spending and saving, managing credit and debt, using a career plan to understand income potential, setting and working toward personal financial goals, and applying decision making to matters of personal finance. When students develop their financial education, they are better prepared for successful post-secondary pathways and careers. The district encourages students and their families to take advantage of any financial education learning opportunities available to them through independent activities and programs.

The district will encourage students to learn financial education effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award financial education credits to students based on demonstrated mastery/proficiency across a range of financial education skills. To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:

- Policy 2410 High School Graduation Requirements
- Policy 2413 Equivalency Credit Opportunities

Legal References:

- RCW 28A.230.090 High school graduation requirements or equivalencies Reevaluation of graduation requirements Review and authorization of proposed changes Credit for courses taken before attending high school Postsecondary credit equivalencies
- WAC 180-51-050 High school credit Definition
- WAC 180-51-051 Procedure for granting students mastery-based credit
- WAC 392-121-139 Full-time equivalent enrollment for paid work experience for elective credit
- WAC 392-410-316 Equivalency course of study elective credit for paid work experience

Adopted: _____

EQUIVALENCY CREDIT OPPORTUNITIES

Prior to course scheduling or course registration for the next school term, the district will provide information to students and their parents or legal guardians about meeting credit-based graduation requirements through equivalency courses.

1. Experiential Education Opportunities

The district may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district. To grant credit for such experiences, a proposal for approval of credit must be submitted to the district's designated team.

The proposal shall include the following elements:

- a. Name of program or planned learning experience;
- b. Length of time for which approval is desired;
- c. Objectives of the program or planned learning experience;
- d. Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- e. Description of how credits shall be determined (completion of a district-defined course or satisfactory demonstration of proficiency/mastery in the related state learning standards in accord with WAC 180-51-050(1)) and WAC 180-51-051;
- f. Content outline of the program and/or major learning activities and instructional materials to be used;
- g. Description of how student performance will be assessed;
- h. Qualifications of instructional personnel;
- i. Plans for evaluation of program; and
- j. How and by whom the student will be supervised.

Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work study, private lessons, paid work, volunteer work, and education programs sponsored by governmental agencies.

2. Career and Technical Education Courses Provided by the District

On or after September 1, 2021, any statewide equivalency course offered by the district or accessed at a skill center will be offered for academic credit. Any approved state and local equivalency course offered by a host district in a skill center in which the district

participates under an interdistrict cooperative agreement will be honored as an equivalency course by the district. Students served at any core, branch, or satellite skill center campus must have access to academic credit for any approved local or state equivalency courses offered at those sites and in accordance with transcript requirements in RCW 28A.230.097.

The district may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

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

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

Career and technical courses approved for equivalency will be:

- a. Aligned with the state's essential academic learning requirements and grade level expectations; and
- b. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.
- c. Recorded on the student's transcripts as the academic course the equivalence credit fulfills.

3. Mastery/Competency-based credits (See Policies 2401-2409)

Elective Credit for Paid Work Experience: Students ages 16 and older may earn up to two elective high school credit through paid work experience according to the requirements contained in chapter 28A.600 RCW, which include preapproval of a proposal and assessment of the student's grade-level proficiency on the state financial education learning standards.

Credits earned through this policy do not restrict students from earning additional credits through cooperative worksite learning (WAC 392-410-315) through mastery/competency policy.

Students who are legally eligible for paid employment may earn elective credit for paid work experience. Students who meet the requirements below as determined by the appropriate school official will be awarded one-half elective credit for each 180 hours of paid, verified work experience. Students may earn up to a maximum of two elective high school credits through this process.

In order to be eligible to receive elective credit, the student’s High School and Beyond Plan must be updated to reflect the paid work experience. In addition, the student’s paid work experience must be approved in advance and in writing by the school counselor, principal, or principal designee. Approval is contingent upon the student’s submission of the following information:

- a. Identification of the work-based sponsor (employer) who will serve as the point of contact for the employer and participate in supervising the student during the student’s employment;
- b. A student narrative describing how the paid work experience will enable the student to develop the knowledge and skills necessary to meet the goals of basic education, including those essential to understanding the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities as provided in RCW 28A.150.210(4); and
- c. A plan for demonstrating or otherwise assessing the student’s:
 - Grade-level proficiencies on the state financial education learning standards for employment and income or financial decisions as provided in the state financial education learning standards adopted in RCW 28A.300.469; and
 - Growth in proficiency in meeting the state financial education learning standards that occurred between pre-work and post-work experiences.

The hours worked may occur during a student’s school day, outside of the regular school calendar, or in accordance with WAC 180-51-050 and 180-51-051. The district will verify the number of paid hours worked by the student at least once per term.

Cross References:	Policy 2170 Policy 2410	Career and Technical Education High School Graduation Requirements
	Policy 2401	Financial Education Mastery-Based Learning and Credit
Legal References:	RCW 28A.230.010	Course content requirements Access to career and technical course equivalencies Duties of school boards of directors Waivers
	RCW 28A.230.097	Career and technical high school course equivalencies.
	RCW 28A.230.120	High School Diplomas Issuance- Option to receive final transcripts Notice
	WAC 180-51 WAC 392-410	High school graduation requirements Courses of study and equivalencies

Adopted: _____

**CONTRACT FOR PERSONAL SERVICES
BETWEEN
ABERDEEN SCHOOL DISTRICT #5**

(hereinafter referred to as ASD #5)

216 North "G" Street
Aberdeen, WA 98520

School's Out Washington
(hereinafter referred to as Contractor)

In consideration of the promises and conditions contained herein, ASD #5 and Contractor do mutually agree as follows:

I. DUTIES OF CONTRACTOR

Contractor shall perform the following duties to the satisfactions of ASD #5's designee:

A. The general objectives(s) of this contract shall be as follows:

To assist the Aberdeen School District in conducting YPQI observations/assessments and collecting data for evaluation purposes to meet compliance requirements as set forth for the 21st Century Learning Center grant

B. In order to accomplish the general objectives(s) of this agreement, Contractor shall perform the following specific duties:

- Ensure assigned observers have proper training
- Provide District Directors with observation information and data collected for annual reporting
- Schedule site visits in collaboration with District Directors
- Work with the District Directors to ensure that all state and federally required observation data is collected in accordance with state developed timelines

C. The time schedule for completion of Contractor's duties shall be as follows:

In accordance with the 21st Century grant timelines for the 2023-2024 grant year.

D. Time is of the essence in connection with Contractor's performance of the foregoing duties.

II. DUTIES OF ASD #5

In consideration of Contractor's satisfactory performance of the duties set forth herein, ASD #5 shall compensate and / or reimburse the expenses of Contractor as follows:

A. Contractor shall be compensated in the following amount: **not to exceed \$3,000**

Payment shall be made within a reasonable period following termination of this agreement and upon Contractor's compliance with the terms and conditions of this agreement. An invoice will be sent to the Aberdeen School District no later than June 30, 2024.

B. All payments of compensation and expenses to Contractor shall be conditioned upon Contractor's:

1. Submission of detailed vouchers which support the performance which as been rendered or expenses incurred for which payment is requested, and
2. Performance to the satisfaction of Superintendent's designee: PROVIDED, that approval shall not be unreasonably withheld.

C. Any date specified for payment(s) to Contractor shall be considered extended as necessary to process and deliver an ASD #5 warrant for the amount(s).

III. PROHIBITION AGAINST ASSIGNMENT

Neither this contract nor any interest therein may be assigned by either party without first obtaining the consent of the other party.

IV. OWNERSHIP OR WORK PRODUCTS AND RESTRICTION AGAINST DISSEMINATION

All correspondence, papers, documents, reports, files, films, work products (inclusive of intellectual concepts and properties) and all copies thereof, which are received or developed by Contractor and Contractor's employee(s) and agent(s) in the course of performing, or as incident thereto, Contractor's duties pursuant to this agreement shall, immediately upon receipt, preparation, or development, become the exclusive property of ASD #5 in perpetuity for any and all purposes. All items described above shall be provided to and left with ASD #5 upon the termination of this agreement by ASD #5 and upon Contractor's performance, whichever shall occur first.

Contractor and Contractor's employee(s) and agent(s) shall not, without prior written approval of ASD #5, either during the term of this agreement or at any time thereafter, directly or indirectly, disclose or give to any state or federal government, or corporation, agency or political subdivision of any state or federal government, or any educational agency, institution or organization, any portion of the above described items and properties or any information acquired in the course of or as an incident to the performance of Contractor's duties hereunder, for any purpose or reason.

V. INDEPENDENT CONTRACTOR STATUS OF CONTRACTOR

Contractor and Contractor's employee(s) and agents(s) shall perform all duties pursuant to this agreement as an independent contractor. Superintendent shall not control or supervise the manner in which this agreement is performed nor withhold or pay taxes in behalf of Contractor or Contractor's employee(s) or agent(s).

VI. INDEMNIFICATION

Any and all claims which hereafter arise on the part of any and all persons as a direct or indirect result of Contractor's or its employee's(') or agent's(') performance or failure to perform duties pursuant to this agreement, shall be the Contractor's sole obligation and the Contractor shall indemnify and hold harmless the Superintendent in full for any and all such acts or failures to act on the part of Contractor or its employee(s) or agent(s).

VII. TERMINATION

This agreement may be terminated by ASD #5 or any designee thereof, at any time, with or without reason, upon written notification thereof to the Contractor. The notice shall specify the date of termination and shall be conclusively deemed to have been delivered to and received by Contractor as of midnight of the second day following the date of its posting in the United States mail – addressed as first noted herein in the absence of proof of actual delivery to and receipt by Contractor by mail or other means at an earlier date and / or time.

In the event of termination by ASD #5, Contractor shall be entitled to an equitable portion of the total compensation provided herein for uncompensated services which have been performed as of termination and to the reimbursement of expenses incurred as of termination by solely to the extent such expenses are reimbursable pursuant to the provisions of this Agreement.

VIII. VERBAL AGREEMENT

This written Agreement constitutes the mutual agreement of Contractor and ASD #5 in whole. No alteration or variation of the terms of this Agreement and no oral understandings or agreements not incorporated herein, unless made in writing between the parties hereto, shall be binding,

IX. APPLICABLE LAW

This agreement shall be governed by the laws of the State of Washington.

X. NON-DISCRIMINATION

No person shall, on the ground of race, creed, color, national origin, religion, sex, sexual orientation including gender expression or identity, the presence of any mental or physical disability, marital status, pregnancy, previous arrest (unless a clear and present danger exists) or incarceration be excluded from participation in, be denied the benefits

of, or be otherwise subjected to discrimination under any activity performed pursuant to this Agreement.

XI. CONFLICT OF INTEREST

Neither the Contractor nor Contractor’s employee(s) shall perform any duty pursuant to this Agreement in which duty he / she may have participated as an employee of ASD #5.

XII. EFFECTIVE DATE-DURATION

This Agreement shall commence on the 6th day of February, 2024. This agreement shall terminate at midnight on the last day of June, 2024, with the sole exception of Sections IV (Ownership of Work Products and Restriction Against Dissemination) and VI (Indemnification) which shall continue to bind the parties, their heirs and successors.

XIII. FEDERAL BACKUP WITHHOLDING INFORMATION

The Contractor certifies to ASD #5 that the Contractor is not subject to backup withholding under Section 3406(a)(1)(c) of the Internal Revenue Code. The Contractor agrees to notify ASD #5 in writing if this information is not true.

IN WITNESS THEREOF, ASD #5 and Contractor have executed this Agreement consisting of five pages.

XIV. CERTIFICATION REGARDING DEBARMENT, SUPERVISION AND ELIGIBILITY

The contractor certifies that neither it nor its principals are presently debarred, declared ineligible, or voluntarily excluded from participation in transactions by any Federal department or agency.

CONTRACTOR

The undersigned certifies that he/she is the person duly qualified and authorized to bind the Contractor so identified to the foregoing Agreement and under penalty of perjury, certifies the Social Security Number or Federal Identification Number provided is Correct.

Signed this _____ day of _____, _____.

Contractor Signature

Social Security Number or Federal ID#

Are you incorporated?

Yes X No


ABERDEEN SCHOOL DISTRICT #5

Signature of Superintendent

Signed this _____ day of _____, _____.



TO: Jeffrey Thake, Superintendent
Board of Directors, ASD5

FROM:  Lynn Green, CTE Director

RE: Surplus Car Lift

DATE: January 18, 2024

216 North G Street
Aberdeen, WA 98520
360-538-2000
Fax 360-538-2014
www.asd5.org

The following car lift has been utilized in the automotive program at Aberdeen High School. The lift has become a safety concern for the following reasons:

- Lift locks no longer lock in place
- Both lift hydraulic rams leak causing vehicle to drop on lift

A repair order has been in place since 2020. Parts and service are no longer available for this lift.

Jeffrey Thake
Superintendent
360-538-2002

For these reasons I recommend this item for surplus.

Christi Sayres
Human Resources
360-538-2222

Western Car Lift
Production Date: 5/09/97

Model # WL090A
Serial # MA9213
Value: \$1000.00 (scrap)

Elyssa Louderback
Executive Director
Business & Operations
360-538-2007

Thank you for your consideration.

Traci Sandstrom
Teaching and Learning
Technology
360-538-2123

Rick Bates
Special Education
360-538-2017

Lynn Green
Career & Technical Education
Secondary Curriculum
360-538-2038

Aberdeen School District No. 5
Surplus Materials Equipment
January 2024

Qty	Description	Manufacturer	Model #	Color or Detail	Condition	r	Building	list	Notes
1	Fridge	Magic Chef	HVDR-1040 W, E280E1C-12		not working	Carroll	Hopkins	1/3/2023	
4	COVID Serving Stands	GA Systems	CSERV		fair	Matisons	Stewart	1/4/2024	
1	hp laserjet ink 124A black	HP	unknown	in the box	unused	Roiko	AHS	1/4/2024	
1	hp laserjet ink 124A yellow	HP	unknown	in the box	unused	Roiko	AHS	1/4/2024	
1	hp officejet ink 45 black	HP	unknown	in the box	unused	Roiko	AHS	1/4/2024	
1	Aastra phone	aastra	unknown	black	Good/outdated	Roiko	AHS	1/4/2024	
1	tech orbit	tech orbit	unknown	White box	good/outdated	Roiko	AHS	1/4/2024	
2	Boxes of Books (52 Total)	Various	unknown	Scholastic boxes	Garbage	Hammill	McDermoth	1/5/2024	Water damaged and no longer usable
1	Advance Wet Vac	Advance	GW4512 / 1846504	unknown	Good/no hose	Roiko	AHS	1/11/2024	
1	Advance Wet Vac	Advance	Sprite 209006	unknown	bad	Roiko	AHS	1/11/2024	
1	Sanitaire Vacuum	Sanitaire	SC886/ 0945012965	unknown	Bad	Roiko	AHS	1/11/2024	
2	Boxes of computer chargers	Dell		black	poor	Roiko	AHS	1/11/2024	over to tech
1	rolling computer chair	n/a	n/a	black	poor	griebel	hlc	1/16/2024	
10	spindles	n/a	n/a	white and brown	good	griebel	hlc	1/16/2024	
1	water dispenser	crystal mountain	n/a	grey	good	griebel	hlc	1/16/2024	
4	tiny chairs	n/a	n/a	blue	good	griebel	hlc	1/16/2024	
12	plastic chairs	n/a	n/a	blue and orange	fair	griebel	hlc	1/16/2024	
1	Western Car Lift	Western	WL090A	serial #MA9213	poor	Green	AHS-CTE	1/18/2024	
4	Boxes of Books (191) - list available upon request	Various	N/A	Scholastic boxes/brown boxes	Used/Damaged	Villareal	AJ West	1/22/2024	Damaged and outdated books
1	Dewalt Compound Miter Saw DW715 12" Type 3	Dewalt	Serial #279645		Good *see note	Green	AHS	1/22/2024	*Blade does not stay tight for very long
1	giant rolling wooden cabinet with linoluem top	n/a	n/a	brown	Used/Damaged	griebel	HLC	1/24/2024	
1	Lathe	Delta	Serial #94F03182 Catalog #46-204P		Good	Green	AHS	1/25/2024	
66	Walk Two Moons class novel	Haper Collins		blue/green	damaged	Meers	MJH	1/26/2024	All are damaged with missing pages or pages f
44	Damaged Library Books				damaged	Meers	MJH	1/26/2024	

CERTIFICATED

LEAVE OF ABSENCE REVISION: We recommend the Board approve the following certificated leave of absence revision:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Paige Mendenhall	Stevens Elementary	Teacher	01/18/24-05/09/24

CLASSIFIED

HIRES: We recommend the Board approve the following classified hires:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Destiny Covault	Aberdeen High School	Musical: Stage Manager/Production Asst.	01/27/24
Ken Erickson	Aberdeen High School	Musical: Sound Engineer	01/27/24
Pam Erickson	Aberdeen High School	Musical: Choreographer	01/27/24
Kyle Guggisberg	Aberdeen High School	Musical: Vocal Director	01/27/24
Mark Manning	Aberdeen High School	Musical: Set Build Lead	01/27/24
Jeanie McNeal	Aberdeen High School	Musical: Costumer	01/27/24
David Workman	Aberdeen High School	Musical: Lighting Designer/Technician	01/27/24
Ken Ashlock	Harbor Learning Center	Paraeducator – GED Tester	02/12/24
Stephanie Davis	McDermoth Elementary	Special Education Paraeducator	01/22/24
Tamara King	Robert Gray Elementary	LRC Technician	01/29/24
Geneveve Sawyer	Robert Gray Elementary	Special Education Paraeducator – Autism	01/29/24
Bryce Englund	Stevens Elementary	Paraeducator – CYO	01/29/24
Ones Antoine	Transportation	Bus Driver	02/01/24

CHANGE OF ASSIGNMENTS: We recommend the Board approve the following classified change of assignments:

<u>Name</u>	<u>Location:</u>	<u>Position To:</u>	<u>Position From:</u>	<u>Effective Date</u>
Ann Dejka	Miller Jr. High	MTSS Assistant	Family Service Worker	02/12/24
Michelle Ryan	District	Food Service Sec	Food Service Worker	TBD

RETIREMENTS: We recommend the Board approve the following classified retirements:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Carol Jenkins	Aberdeen High School	Food Service Worker	01/25/24
Merlyn Sterling	Central Park Elementary	MTSS Assistant	06/30/24

RESIGNATION: We recommend the Board approve the following classified resignation:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kelli Rohr	Robert Gray Elementary	Paraeducator	01/18/24

EXTRA-CURRICULAR HIRES: We recommend the Board approve the following extra-curricular hires:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Wendy Clevinger	Miller Jr. High	Head Volleyball Coach	02/14/24
Samantha Deugan-Leverett	Miller Jr. High	Head Volleyball Coach	02/14/24
Stacy Duvall	Miller Jr. High	Head Volleyball Coach	02/14/24
Jason Garman	Miller Jr. High	Assistant Boys' Soccer Coach	02/14/24
Breanna Gentry	Miller Jr. High	Head Volleyball Coach	02/14/24
Eddie Roosa	Miller Jr. High	Head Boys' Soccer Coach	02/14/24
Rees Sturm	Miller Jr. High	Head Volleyball Coach	02/14/24

CLASSIFIED (Cont'd)

EXTRA-CURRICULAR RESIGNATIONS: We recommend the Board approve the following extra-curricular resignations:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
John Bowers	Aberdeen High School	Assistant Football Coach	01/12/24
Craig Yakovich	Aberdeen High School	Assistant Baseball Coach	01/29/24
Tamar Yakovich	Miller Jr. High	Head Volleyball Coach	01/30/24

Classified Substitute Hires:

Ones Antoine - Substitute Bus Driver
Peter Benitz
Bryce Englund
Ashley Friberg
Kathren Linke
Amalia Stanton
Debra Trautman

ABERDEEN SCHOOL DISTRICT No. 5
CO-CURRICULAR STIPENDS 2023-24

Years' Exp.	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount
0	\$981	\$1,859	\$2,940	\$3,528	\$4,313	\$4,703	\$6,668	\$8,629
1	\$993	\$1,884	\$3,017	\$3,574	\$4,370	\$4,765	\$6,755	\$8,740
2	\$1,007	\$1,908	\$3,033	\$3,621	\$4,426	\$4,829	\$6,844	\$8,855
3	\$1,019	\$1,933	\$3,057	\$3,669	\$4,484	\$4,891	\$6,933	\$8,972
4	\$1,034	\$1,959	\$3,098	\$3,718	\$4,544	\$4,956	\$7,024	\$9,088
5	\$1,047	\$1,986	\$3,137	\$3,767	\$4,604	\$5,021	\$7,116	\$9,207
6	\$1,060	\$2,011	\$3,179	\$3,815	\$4,664	\$5,086	\$7,209	\$9,329
7	\$1,073	\$2,038	\$3,220	\$3,865	\$4,725	\$5,153	\$7,304	\$9,450
8	\$1,086	\$2,064	\$3,262	\$3,916	\$4,787	\$5,221	\$7,399	\$9,575
9	\$1,103	\$2,093	\$3,305	\$3,967	\$4,849	\$5,290	\$7,495	\$9,700
10	\$1,116	\$2,119	\$3,348	\$4,019	\$4,912	\$5,359	\$7,594	\$9,827
11	\$1,130	\$2,146	\$3,393	\$4,072	\$4,977	\$5,429	\$7,694	\$9,956
12	\$1,145	\$2,176	\$3,437	\$4,125	\$5,041	\$5,500	\$7,795	\$10,086
13	\$1,160	\$2,204	\$3,481	\$4,179	\$5,109	\$5,572	\$7,897	\$10,218
14	\$1,176	\$2,234	\$3,527	\$4,234	\$5,176	\$5,644	\$8,000	\$10,353
15+	\$1,190	\$2,264	\$3,573	\$4,290	\$5,243	\$5,720	\$8,104	\$10,487
	High	High	High	High	High	High	High	High
	Work Based Learn	K. Bowl	Newspaper	Orchestra	Drama	Choral	Band	Events Mgr.
	Nursing Coordinator (GHC)	Mathletes	Asst. Band	PBIS	Musical	AVID		
	Social Media Coord	Honor Society	FBLA	DECA	Yearbook	ASB		
			*Skills USA	Renaissance				
	Jr. High/Elem/ HL	Jr. High/ HLC	Hosp/Pro Start	Link Crew				
	Orchestra	Choral	FFA					
		K. Bowl	Robotics					
	Elem	Yearbook	Outdoor School					
	Band							
	Jazz		Jr. High/ HLC					
	Vocal		Band		* Add'l \$200 stipend for taking Skills USA to Nat'l's			
			World Rhythms					
			AVID					
			ASB					

For Board Adoption: August 15, 2023

Effective: September 1, 2023