

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

Regular Meeting of the Board of Directors
Community Room, Aberdeen High School
July 25, 2023, 6 p.m.

AGENDA

6:00 p.m. Call to Order

Flag Salute

PUBLIC HEARING – 2023-2024 Budget
[Enclosure](#)

[Consent Agenda](#)

1. Minutes
2. Accounts Payable
3. Trip Request
4. Correspondence

Comments from Board Members

Presentations / Comments from the Public

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.

Old Business

1. [School for the Blind Agreements](#)
2. [New Club at Miller](#)

Superintendent's Report

1. [Elementary Basketball](#)

Financial Services

1. [Resolution 2023-06 Budget Adoption](#)

New Business

1. [Resolution 2023-07 Stewart Field](#)
2. [Bus Driver Training Consortium](#)
3. [CDHY Agreement](#)
4. [Stepping Stones Contract](#)

Board Meeting Agenda
July 25, 2023

5. Stepping Stones Placement
6. Skills Center Nursing Director
7. 2023-2024 Paper Bid
8. Surplus Equipment
9. Library Surplus
10. Next Meeting

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

July 25, 2023, 6 p.m.

Call to Order

Flag Salute

PUBLIC HEARING

1. 2023-2024 Budget Hearing – This is the date set for a presentation and public hearing on the 2023-2024 budget. [Enclosure 1](#)

Consent Agenda – [Enclosure 2](#)

1. Minutes – The minutes from the regular meeting on July 11, 2023, are enclosed for your review and approval.
2. Accounts Payable – Accounts payable for June are enclosed for your review and approval.
3. Out-of-State/Overnight Travel Request – The Cheer team at Aberdeen High School is requesting permission to travel to Oregon State University in Corvallis, Ore., to attend a cheerleading camp on Aug. 9-12.
4. Correspondence – A letter from the Workers' Compensation Trust congratulating the District on a favorable rating that is projected to save \$100,515.00 in premiums.

Comments from the Board

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.

Old Business

1. WSSB Agreements – Two agreements with the Washington State School for the Blind for the 2023-2024 school year are presented for your review and approval.
 - a. An agreement for WSSB to provide an orientation and mobility instructor serving blind and low-vision students and provide training for staff.
[Enclosure 3](#)

- b. An agreement for WSSB to provide a teacher to serve students with visual impairments. [Enclosure 4](#)
2. New Club at Miller – A request from the ASB at Miller Junior High School to form a tabletop role playing club (Dungeons and Dragons) is presented for your consideration. [Enclosure 5](#)

Superintendent's Report

1. Elementary Basketball – Superintendent Jeffery Thake and Athletic Director John Crabb will share information on resuming elementary basketball in 2023-2024. [Enclosure 6](#)

Financial Services

1. Resolution 2023-06 Budget Adoption – Resolution 2023-06 Adopting the 2023-2024 Budget is presented for your consideration. At this time, the Board may adopt the Budget or continue the matter to August 1. If adopted, it is recommended that the August 1 meeting be canceled and the next regular meeting be scheduled for Tuesday, August 15. [Enclosure 7](#)

New Business

1. Resolution 2023-07 Stewart Field – A resolution certifying the Stewart Field turf replacement and support building projects as complete is presented for your review and approval. [Enclosure 8](#)
2. CDL Consortium – An agreement entering into a consortium with Educational Service District 112 and the state Department of Licensing for the training of bus drivers is presented for your review and approval. [Enclosure 9](#)
3. CDHY Agreement – An agreement with the state Center for the Deaf and Hard of Hearing Youth to provide support and educational services to students who are deaf or hard of hearing in 2023-2024 is presented for your review and approval. [Enclosure 10](#)
4. Stepping Stone Contract – A special services contract with the Stepping Stones Group for the 2023-2024 school year is presented for your review and approval. [Enclosure 11](#)
5. Stepping Stones Placement – An agreement with the Stepping Stones Group to assign Marle Vargas to the district as a virtual bilingual speech language pathologist in 2023-2024 is presented for your review and approval. [Enclosure 12](#)
6. Skills Center Nursing Director – A personal services contract with Lindsey Kargbo as the nursing director for the Twin Harbors Skills Center medical careers program is presented for your review and approval. [Enclosure 13](#)
7. 2023-2024 Paper Bid – Bids to provide paper in 2023-2024 were opened June 21. It is recommended that the contract be awarded to Aberdeen Office Equipment, the low bidder. [Enclosure 14](#)

Board Information
July 25, 2023

8. Surplus – The Maintenance Department is requesting that the items on the enclosed inventory be declared surplus as they are no longer useable or no longer needed for an educational purpose . [Enclosure 15](#)
9. Library Surplus – The library at Stevens Elementary School is requesting that the books on the enclosed weeding list be declared surplus as they are worn or no longer needed for an educational purpose. [Enclosure 16](#)
10. Next Meeting – The next regular meeting is currently scheduled for Tuesday, Aug. 1, in the Community Room at Aberdeen High School.

ADJOURN



*Our Children,
Our Schools,
Our Future*

2023-24 Budget Overview

Public Hearing

July 25, 2023

Resolution for Adoption

Prepared by:
Elyssa Louderback
Executive Director of Business & Operations

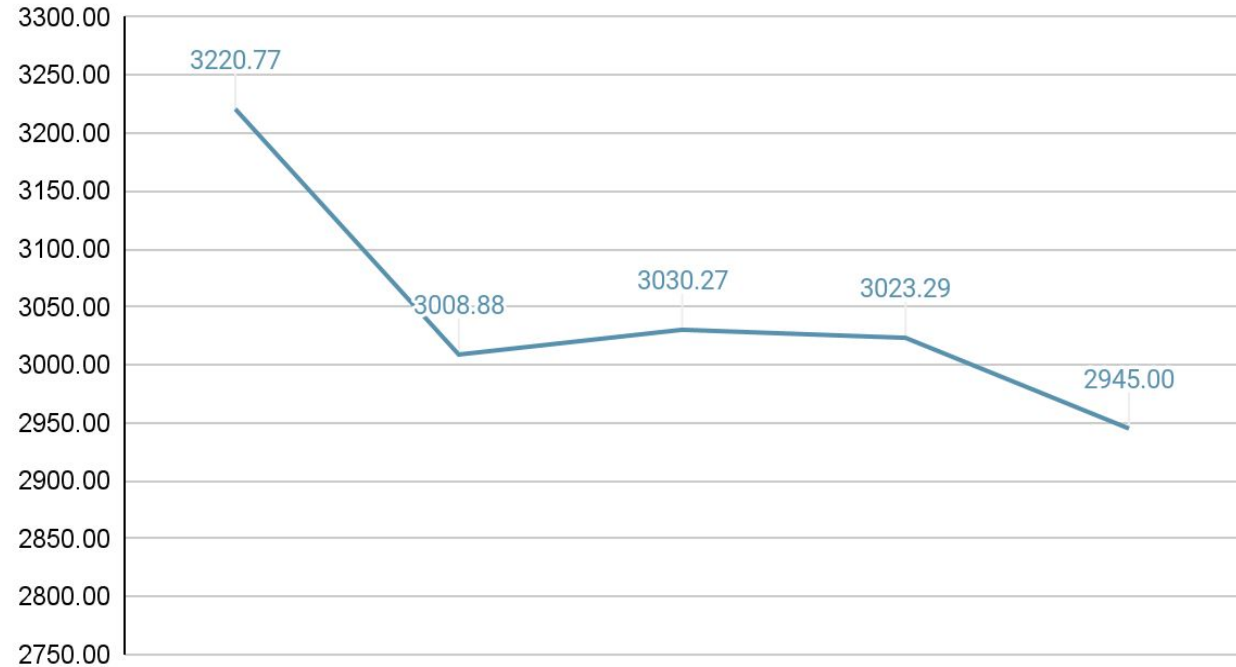
Assumptions for the 2023-24 budget

- Enrollment was based on AAFTE for 2022-23 with a 1% decrease
- Decreased staffing to due to reduction in federal funding
- MSOC budget based on 2022-23 -
 - Facility repairs, contracted services, technology upgrades/repairs
- Incorporate education and experience salary increases
- Allow for all negotiated salary increases
- Incorporation of Innovative learning strategies at targeted locations

Enrollment

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	218.78	189.31	223.00	188.13	183
1st	250.73	199.50	188.20	218.00	186
2nd	231.64	241.90	199.68	195.20	216
3rd	236.19	216.10	254.30	218.38	193
4th	242.94	214.60	213.80	249.60	216
5th	264.95	226.50	220.40	222.75	247
6th	284.60	244.13	239.97	230.32	221
7th	269.80	285.80	254.35	262.40	228
8th	249.22	247.42	281.36	266.90	260
9th	258.14	258.76	269.70	285.94	264
10th	272.30	245.83	259.65	276.57	280
11th	221.07	222.89	216.38	211.24	242
12th	220.41	216.14	209.48	197.86	209
Total K-12	3220.77	3008.88	3030.27	3023.29	2945.00
AAFTE	3321.27	3094.32	3105.40	3142.06	3070.00
ALE	15.87	29.09	109.84	73.54	70
Running Start	78.36	59.8	51.73	66.87	75
Drop Out	22.14	25.64	23.4	51.9	50

K - 12th grade Enrollment Trend - 5 years

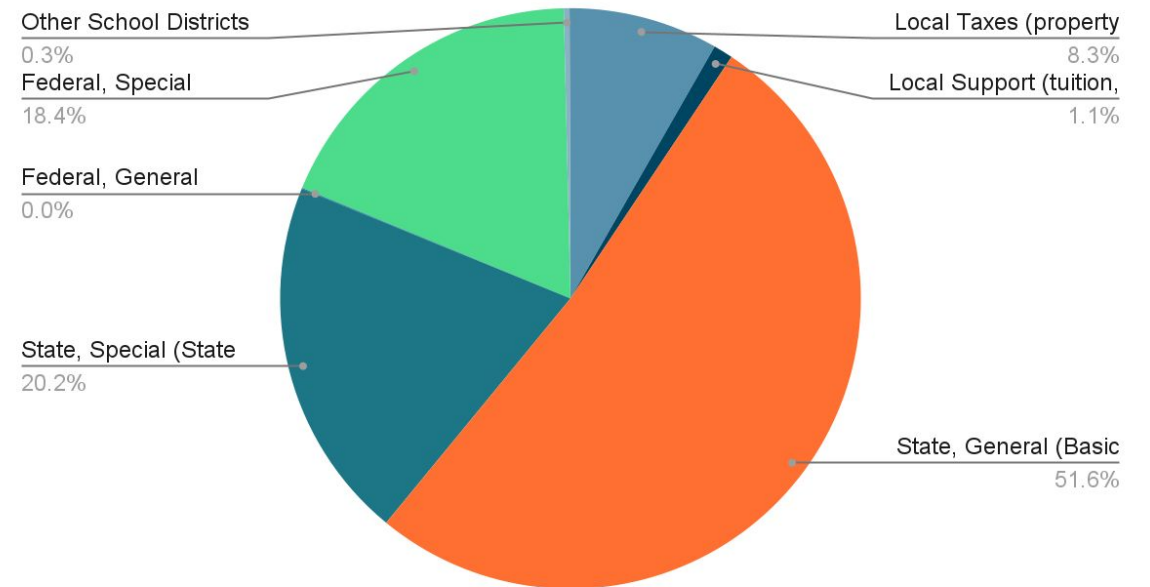


- Enrollment was projected using a 1% decrease from the current year.
- Incorporated information from the schools (i.e. an increase in Running Start)

2023-24 Anticipated Revenue

Revenue by Source	Amount	Percentage
Local Taxes (property tax)	\$5,129,067	8.27%
Local Support (tuition, grants/donations)	\$674,160	1.09%
State, General (Basic Ed Apportionment)	\$31,992,402	51.59%
State, Special (State Grants, Special Programs)	\$12,539,386	20.22%
Federal, General (Federal Forest Funds)	\$25,000	0.04%
Federal, Special (Grants)	\$11,422,725	18.42%
Other School Districts (Non-high)	\$202,200	0.33%
Other Entities (pvt grants/donations, govt)	\$28,750	0.05%
Total	\$62,013,690	100.00%

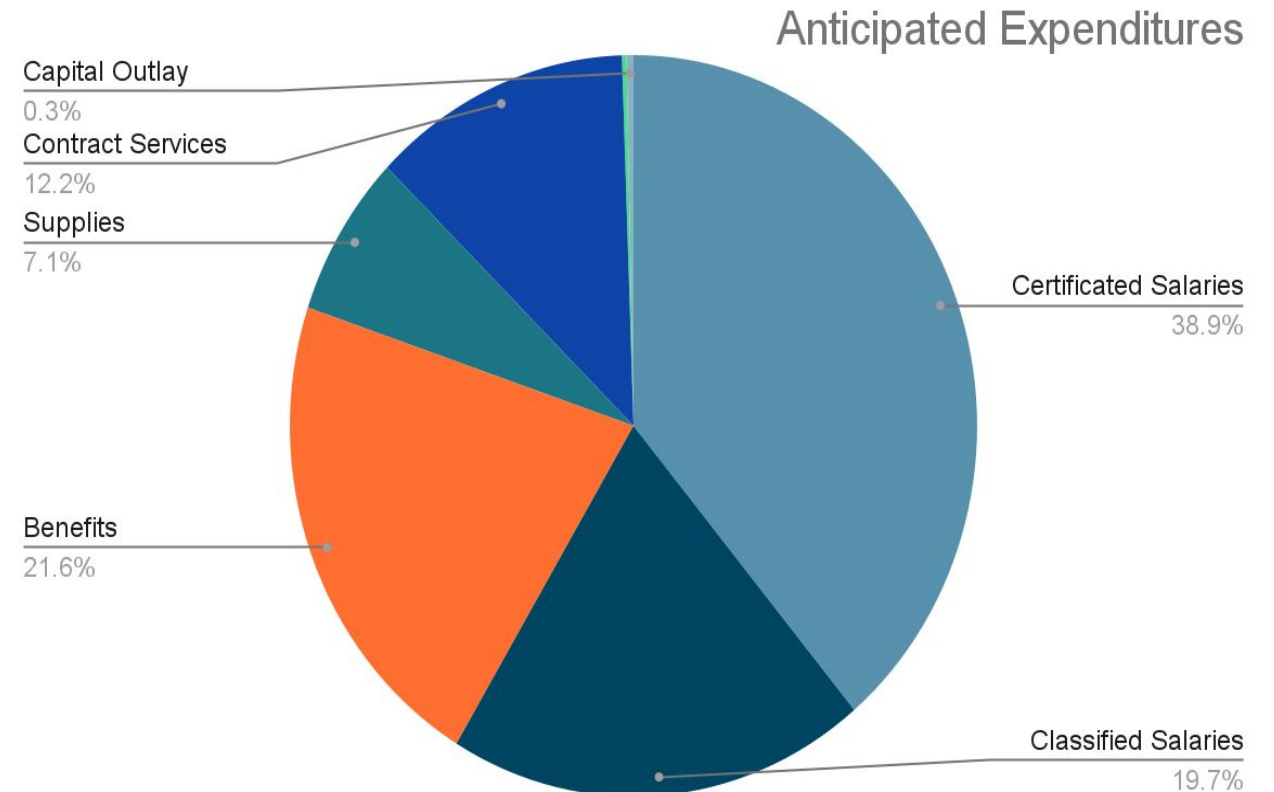
Anticipated Revenue



2023-24 Anticipated Expenditures

Object	Amount	Percentage
Certificated Salaries	\$24,259,059	38.90%
Classified Salaries	\$12,297,010	19.72%
Benefits	\$13,442,376	21.55%
Supplies	\$4,431,660	7.11%
Contract Services	\$7,601,876	12.19%
Travel	\$134,850	0.22%
Capital Outlay	\$201,500	0.32%
Total	\$62,368,331	100.00%

Personnel Costs	\$49,998,445	80.17%
MSOC Costs	\$12,369,886	19.83%



Grand Total General Fund Budget Authority

\$ 62,368,331

100%

General Fund Summary

	Revised 2022-23 Budget	Original 2023-24 Proposed Budget
Beginning Balance	\$ 3,183,523	\$ 3,963,078
Total Revenues	\$ 72,275,491	\$ 62,513,690
Total Expenditures	\$ 62,580,839	\$ 62,368,331
Transfers to other funds	\$ 9,690,000	\$ 295,000
Ending fund balance	\$ 3,188,175	\$ 3,813,437

General Fund - 4 year projection

Student fte 3100 w/ RS & GRAVITY		3.7%	3.9%	2.4%	1.9%
		2023-2024	2024-2025	2025-2026	2026-2027
1000-2000	Levy/Local Revenue	6,034,177	6,158,046	6,152,382	6,147,334
3300	LEA	2,449,242	2,070,500	1,863,450	1,770,278
3100	Regular Apportionment	29,543,160	30,650,106	31,001,568	31,209,676
4100	State Revenue	12,539,386	13,028,422	13,288,990	13,541,481
6100	Federal Revenue (inc ESSER)	11,947,725	7,041,952	7,086,872	7,182,490
Total Revenues		62,513,690	58,949,026	59,393,262	59,851,258
Difference from Prior Year		(2,219,379)	(3,564,664)	444,236	457,996
Expenditures		3.7%	3.9%	2.4%	1.9%
Payroll - Certificated Object 2		24,259,059	22,607,662	22,638,246	23,058,873
Payroll - Classified Object 3		12,297,010	11,477,843	11,599,712	11,817,256
Benefits - Object 4		13,442,376	12,854,495	12,881,608	13,263,557
Accounts Payable Objects 5 through 9		12,369,886	12,078,735	12,259,916	12,639,978
Total Expenditures		62,368,331	59,018,735	59,379,482	60,779,663
Difference from Prior Year		(211,908)	(3,349,596)	360,747	1,400,181
Difference Rev to Expend		145,359	(69,709)	13,780	(928,405)
School Year		2023-2024	2024-2025	2025-2026	2026-2027
Enrollment	w/ Running Start & GRAVIT	3,070	3,048	2,992	2,898
Beginning Fund Balance		3,963,078	3,813,437	3,453,728	3,182,508
Plus Revenue		62,513,690	58,949,026	59,393,262	59,851,258
Transfers GL 536		(295,000)	(290,000)	(285,000)	(280,000)
Minus Expenditures		(62,368,331)	(59,018,735)	(59,379,482)	(60,779,663)
Ending/Projected Fund Balance (800's)		3,813,437	3,453,728	3,182,508	1,974,103
Fund Balance Percentage		6.11%	5.85%	5.36%	3.25%
Salaries/Benefits Percentage		80.17%	79.53%	79.35%	79.20%
MSOC Percentage		19.83%	20.47%	20.65%	20.80%

- This reflects ESSER funding through the 2023-24 school year, IPD increases to revenues.
- Decreasing enrollment for all 4 years (based on smaller K classes entering, larger 12th grade leaving); decreasing Running Start
- Reductions to staffing are anticipated over the first few years (significant reduction going into 2024-25)
 - IPD or negotiated increases to salaries across all bargaining units.

MSOC Disclosure Form

Projected MSOC Revenue	\$4,539,121.04		
Projected MSOC Expenditures	Program 01	Program 02	Program 97
Supplies	\$1,142,283.00	\$126,500.00	\$317,157.00
Contracted Services	\$1,191,127.00	\$200,000.00	\$2,128,350.00
Travel	\$28,000.00	\$0.00	\$4,500.00
Capital Outlay	\$0.00	\$50,000.00	\$131,500.00
Total	\$2,361,410.00	\$376,500.00	\$2,581,507.00
Total MSOC Expenditures	\$5,319,417.00		
Difference	-\$780,295.96		

Difference between the allocation and expenditure amounts will be paid through either Levy or LEA funds.

Capital Project Fund Summary

	Revised 2022-23 Budget	Original 2023-24 Proposed Budget
Beginning Balance	\$ 818,327	\$ 462,753
Total Revenues	\$ 9,416,0000	\$ 19,500
Total Expenditures	\$ 9,900,000	\$450,000
Ending fund balance	\$ 334,327	\$ 32,253

This accommodates anticipated expenditures to fix several geotechnical issues that occurred during heavy rains over the last year.

Debt Service Fund Summary

	Revised 2022-23 Budget	Original 2023-24 Proposed Budget
Beginning Balance	\$ 2,521,730	\$ 2,529,890
Total Revenues	\$ 3,189,935	\$ 1,437,288
Total Expenditures	\$ 3,195,782	\$ 3,256,985
Ending fund balance	\$ 2,515,883	\$ 710,193

Final payments on the Voted bonds and interest in December, 2023.
Non-voted bonds for Miller will be paid off in December, 2028.

Associated Student Body Fund Summary

	Revised 2022-23 Budget	Original 2023-24 Proposed Budget
Beginning Balance	\$ 282,843	\$ 378,353
Total Revenues	\$ 424,601	\$ 427,689
Total Expenditures	\$ 457,750	\$ 435,568
Ending fund balance	\$ 249,694	\$ 370,474

Transportation Vehicle Fund Summary

	Revised 2022-23 Budget	Original 2023-24 Proposed Budget
Beginning Balance	\$ 247,415	\$ 194,705
Total Revenues	\$ 202,215	\$ 404,064
Total Expenditures	\$ 325,000	\$ 400,000
Ending fund balance	\$ 124,630	\$ 198,769

Purchase of 2 new buses to continue to replenish the fleet

Questions?



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

NOTICE OF BUDGET HEARING AND ADOPTION

Notice is hereby given that the Aberdeen School District No. 5 Board of Directors will convene a public hearing to consider the 2023-2024 Aberdeen School District Budget during its meeting at 6 p.m. Tuesday, July 25, 2023, in the Community Room at Aberdeen High School, 410 North G St., Aberdeen.

Any person may submit written comment for or against any part of the budget by emailing schoolboard@asd5.org, which will be accepted into the record at the hearing. Written comments should be submitted not later than noon, July 25, the day of the hearing. Information about the budget is available by visiting the district website at www.asd5.org, or by contacting the Business Office at 216 North G Street, Aberdeen, WA 98520, (360) 538-2007.

The Board is scheduled to adopt the 2023-2024 Budget during the regular meeting on Tuesday, August 1.

Jeffrey Thake
Superintendent and
Secretary to the Board

Publish: July 11, 2023
July 18, 2023

Classified Proof

Client	ADW75521 - Aberdeen School Dist. #5	Phone	(360) 538-2010
Address	216 NORTH G STREET	E-Mail	rachelle.heap@thedailyworld.com
	ABERDEEN, WA, 98520	Fax	

Order#	980110	Requested By	DEE ANNE SHAW	Order Price	\$249.17
Classification	9963 - Legals	PO #	ABDRDN SCHOOL BUDGET	Tax 1	\$0.00
Start Date	07/11/2023	Created By	4404	Tax 2	\$0.00
End Date	07/18/2023	Creation Date	07/05/2023, 01:11:35 pm	Total Net	\$249.17
Run Dates	2			Payment	\$0.00
Publication(s)	Daily World				

Sales Rep	4404 - Rachelle Heap	Phone	(360) 537-3907
		E-Mail	rachelle.heap@soundpublishing.com
		Fax	

**ABERDEEN SCHOOL DISTRICT NO. 5 ABERDEEN, WASHINGTON
NOTICE OF BUDGET HEARING AND ADOPTION**

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Jeffrey Thake
Superintendent and
Secretary to the Board

Publish: July 11, 2023 July 18, 2023
Publish July 11 & 18, 2023. The Daily World 980110

DRAFT - Budget for the 2023-24 School Year

GENERAL FUND		Estimated Revenues & Expenditures	Estimated Revenues & Expenditures	Actual 2021-22 F-196	Actual 2020-21 F-196
		2023-24 Budget Estimate	2022-23 Budget	2021-22 Actual	2020-21 Actual
Revenue					
Local	Local Tax (1100-1500)	\$5,129,067	\$4,171,639	\$4,051,967	\$3,690,937
	Local Non-tax (2100-2900)	\$674,160	\$880,250	\$403,820	\$243,370
State	State (3000)	\$31,992,402	\$31,813,386	\$30,160,402	\$29,592,061
	State Special Purpose (4000)	\$12,539,386	\$11,998,771	\$10,779,882	\$10,361,652
Federal	Federal General Purpose(5000)	\$25,000	\$25,000	\$46,037	\$36,120
	Federal Special Purpose (6000)	\$11,922,725	\$23,267,445	\$12,839,388	\$7,190,219
Other	Rev from oth sch Dist (7000)	\$202,200	\$67,000	\$155,273	\$81,696
	Other Agencies & Assoc (8000)	\$28,750	\$52,000	\$37,192	\$12,280
	Other Financing Sources (9000)	\$0	\$0	\$0	\$0
Total Revenue		\$62,513,690	\$72,275,491	\$58,473,961	\$51,208,335
01	Basic Education	\$23,801,487	\$25,637,187	\$21,668,823	\$21,027,151
02	ALE	\$643,690	\$667,575	\$506,528	\$131,758
03	Dropout Reengagement	\$257,064	\$218,605	\$176,151	\$230,741
11	Enrollment Stabilization	\$0	\$366,569	\$1,737,121	
12	CRSSA/ ESSER 2	\$0	\$1,575,443	\$1,163,661	\$67,806
13	ARP/ ESSER 3	\$4,561,856	\$1,067,392	\$1,677,271	\$7,511
14	ARP/ ESSER 3 - Learning Loss	\$0	\$1,542,480	\$1,229,313	\$0
21	Special Education - State	\$6,979,647	\$6,198,897	\$5,477,482	\$5,138,175
22	Special Education - PreK	\$0	\$0	\$0	\$0
23	ARP/ ESSER - IDEA	\$0	\$122,936	\$185,476	\$0
24	Special Education - Federal	\$1,317,981	\$824,012	\$820,148	\$818,968
31	Career and Technical - HS	\$2,298,642	\$2,267,522	\$2,223,117	\$1,709,497
34	Career and Technical - MS	\$708,696	\$516,683	\$481,516	\$210,015
38	Carl Perkins CTE - Federal	\$37,109	\$37,109	\$39,672	\$39,513
45	Skill Center	\$340,490	\$323,862	\$371,484	\$232,819
51	Disadvantaged - Federal	\$1,650,958	\$1,753,963	\$1,686,406	\$1,580,024
52	School Improvement - Federal	\$1,046,345	\$969,175	\$813,944	\$828,500
53	Migrant - Federal	\$146,895	\$97,213	\$91,381	\$58,330
55	Learning Assistant(LAP) - State	\$2,380,278	\$2,337,047	\$2,330,370	\$2,270,378
56	Detention Center	\$176,296	\$357,273	\$177,451	\$228,778
58	State Special and Pilot Programs	\$332,720	\$268,395	\$317,268	\$343,920
64	Bilingual - Federal	\$148,227	\$100,727	\$74,715	\$35,606
65	Bilingual - State	\$711,642	\$571,260	\$575,489	\$417,729
68	Indian Education	\$91,160	\$81,263	\$55,898	\$32,300
69	Medicaid Ad Match	\$0	\$0	\$6,875	\$0
74	Highly Capable	\$89,241	\$81,732	\$82,276	\$85,634
76	Targeted Assist (ESSER)	\$0	\$0	\$0	\$652,620
79	Grants - Misc - Local	\$711,874	\$540,509	\$369,752	\$528,396
88	ECEAP/ Snug Harbor	\$2,311,270	\$2,400,517	\$2,147,866	\$1,913,019
89	Community Assistance	\$0	\$0	\$0	\$0
97	District Support	\$7,555,509	\$7,599,905	\$8,060,241	\$7,408,369
98	Food Service	\$2,733,794	\$2,778,552	\$2,563,824	\$1,716,927
99	Transportation	\$1,335,449	\$1,277,036	\$1,229,763	\$866,403
536	Other Transfers (QZAB)	\$295,000	\$9,690,000	\$1,282,553	\$1,783,763
Expenditures Total		\$62,368,319	\$62,580,839	\$58,341,284	\$48,580,886
Over / (Under) Expenditures		-\$149,629	\$4,652	\$132,677	\$2,627,448
		6.35%	5.09%	6.20%	5.71%
Beginning Fund Balance		\$3,963,078	\$3,183,523	\$3,617,722	\$2,774,037
Ending Fund Balance		\$3,813,449	\$3,188,175	\$2,467,846	\$3,617,722
Fund Balance % of Expenditures		6.11%	5.09%	4.23%	7.45%
Enrollment (no RS/Dropout)		3070	3085	3100	3114
Salaries & Benefits		80.17%	81.87%	69.71%	76.44%

Updated:

7/21/2023

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the Board of Directors – July 11, 2023

President Jennifer Durney convened the regular meeting of the Aberdeen School District Board of Directors at 6:00 p.m. Tuesday, July 11, 2023, in the Community Room at Aberdeen High School. In attendance were Jessica Jurasin, Annica Mizin, Suzy Ritter and Jeremy Wright, along with Superintendent Jeffrey Thake and six patrons and staff.

CALL TO ORDER

The meeting began with the flag salute.

On a motion by Annica Mizin and seconded by Jessica Jurasin, the Board approved the Consent Agenda, which included the minutes from the regular meeting on June 20, 2023; June payroll vouchers 834716 through 834745 and 834760 through 834762 totaling \$4,368,026.63; General Fund vouchers 834763 through 834810 totaling \$403,675.21; ASB Fund vouchers 834747 through 834759 totaling \$22,943.99, and Private Purpose Trust Fund voucher 834746 in the amount of \$589.58.

CONSENT AGENDA

Superintendent Thake said he was pleased to report that Ruth Erwin-Svoboda has accepted the position of principal for Central Park Elementary School and that a new choral teacher, Kyle Guggisberg, is being hired as the new choral teacher at Aberdeen High School, pending Board approval later in the agenda.

SUPERINTENDENT
REPORT

CENTRAL PARK
PRINCIPAL

Superintendent Thake reported that student engagement will be a focus for the 2023-2024 school year and that he is developing a vision for the next three years for student and adult engagement in education.

Superintendent Thake noted that work has begun on planning for the next Enrichment Levy, which will go before voters in February 2024.

On a motion by Director Jurasin and seconded by Director Ritter, the Board agreed to add an overnight trip request from the Aberdeen High School Football team to travel to Wenatchee High School in Wenatchee for a football camp on July 15-19. Superintendent Thake explained that the summer football camp the team had planned to attend in Tenino has been canceled, and the coaches learned there was still availability at the annual camp in Wenatchee. On a motion by Director Mizin and seconded by Director Jurasin, the trip was approved.

AHS FOOTBALL
TRIP REQUEST

Elyssa Louderback, interim director of business and operations, presented an overview of the draft budget for 2023-2024. She highlighted anticipated revenue and expenses of \$62 million of which nearly \$50 million is staff salary and benefits. This compares to budgeted revenue of \$72.3 million this year. She said

2023-2024 BUDGET
PRESENTATION

the budget is built on the assumption of a 1 percent decline in enrollment, decreased staffing due to the reduction in federal funding and incorporating increase salary and benefit costs for the bargaining units. The budget is proposed to end with a \$3.6 million in reserves. Director Louderback said the district is also preparing for reduced expenditures in 2024-2025 because the forecast is for \$5 million less in revenue.

On a motion by Director Ritter and seconded by Director Jurasin, the Board approved an agreement with Huddle Tickets LLC of Georgia, doing business as GoFan, to offer digital ticket sales for events through its GoFan platform.

DIGITAL TICKET
AGREEMENT

On a motion by Director Jurasin and seconded by Director Mizin, the Board approved the 2023-2024 agreement with the state Department of Children, Youth and Families for the District to provide the Early Childhood Education and Assistance Program for the region.

ECEAP CONTRACT

On a motion by Director Ritter and seconded by Director Jurasin, the Board approved a personal services contract with Ann Taylor to provide consulting and planning services under the GEAR UP grant.

GEAR UP SERVICES

On a motion by Director Jurasin and seconded by Director Ritter, the Board approved renewal of an agreement with Soliant Health LLC to provide special services professionals during the 2023-2024 school year.

SOLIANT
AGREEMENT

On a motion by Director Jurasin and seconded by Director Mizin, the Board approved renewing the placement of two Soliant employees in the District for 2023-2024: Laura Land as a speech language pathologist and Andria Hainey as a certified occupational therapy assistant.

SOLIANT
PROVIDERS

On a motion by Director Ritter and seconded by Director Jurasin, the Board approved an agreement with Devereux Advanced Behavioral Health of League City, Texas, for the residential placement of two students in 2023-2024.

DEVEREUX
AGREEMENT

On a motion by Director Jurasin and seconded by Director Ritter, the Board approved the low bid from the Beresford Company of Seattle to install new flooring at the Hopkins Building.

HOPKINS
FLOORING

On a motion by Director Jurasin and seconded by Director Ritter, the Board approved the low bid from the Beresford Company of Seattle to install new flooring at A.J. West Elementary School.

A.J. WEST
FLOORING

On a motion by Director Mizin and seconded by Director Ritter, the Board approved a bid from the Alba Painting and Coatings company of Edmonds to paint the Stewart Building.

STEWART
BUILDING PAINT
PROJECT

The next meeting of the Board is scheduled for 6 p.m. Tuesday, July 25, in the Community Room at Aberdeen High School. The agenda will include a public hearing and possible adoption of the 2023-2024 Budget.

NEXT MEETING

At 6:22 p.m., President Durney recessed the meeting for an executive session expected to last 15 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. At 6:37 p.m. the meeting was extended for five minutes. The meeting reconvened in regular session at 6:42 p.m.

EXECUTIVE
SESSION

On a motion by Director Jurasin and seconded by Director Ritter, the Board approved the Personnel Report. Under administrative matters, the Board approved the hiring of Ruth Erwin-Svoboda as principal at Central Park Elementary School effective August 4. Under certificated matters, the Board approved the hiring of Kyle Guggisberg as the choral teacher at Aberdeen High School effective August 30; approved summer school hiring for Kelly Hamblin as the STEM Camp teacher for the District effective August 7, Jason Dore as an ELA Teacher: for the second session at Aberdeen High School effective July 10, Stacy Swinhart as an ELA Teacher at Aberdeen High School effective June 20 and Anne Eisele as the lead teacher at Miller Junior High School effective June 20.

PERSONNEL
REPORT
ADMINISTRATIVE
CERTIFICATED

Under classified matters, the Board approved the hiring of Wade Watkins as custodian at Aberdeen High School effective July 24, Nathaniel Iseminger as a custodian at Miller Junior High School and Stevens Elementary School with a start date to be determined, Shilo Todd and Emma-Leigh Wimberly as the 21st Century Site Coordinators (.5 FTE each) at McDermoth Elementary School effective August 15, Kyle Miller, Luke Niemi and Madelyn Williamson as summer help in the Maintenance Department effective June 21 and Cole Revel as summer help in the Maintenance Department effective June 22; approved changes of assignment for Sherri Frafjord from para-educator to MTSS assistant at Stevens Elementary School effective August 30, Tim Clinton from maintenance worker to lead custodian in the Maintenance Department effective August 1, Maria Ruiz-Garcia from Miller Junior High School to Stevens Elementary School as an MTSS assistant effective August 30 and Glenda Smith from custodian at the Hopkins Building to Miller Junior High School effective July 10; the hiring of Mason Campeau as a para-educator for Summer School Session 2 at Aberdeen High School effective July 10; approved the extra-curricular hirings of Todd Bridge as the summer conditioning/weight training coach at Aberdeen High School effective June 19, Dan Brown as the assistant coach for Girls' Basketball at Aberdeen High School effective November 13, and Robert King as an assistant coach (.5 FTE) for Football at Aberdeen High School effective August 16; accepted resignations from Iliana Mercado-George as the assistant coach for Bowling at Aberdeen High School effective June 23 and Erin Pehl as the assistant coach for Girls' Basketball at Aberdeen High School effective June 27.

CLASSIFIED

Aberdeen School Board Minutes
July 11, 2023

On a motion by Director Ritter and seconded by Director Jurasin, the Board approved assignment exceptions for Mark Borgens, William Rabung and Robert Sutlovich.

There being no further business, the regular meeting was adjourned at 6:43 p.m.

ADJOURN

Jeffrey Thake, Secretary

Jennifer Durney, President

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 25, 2023, the board, by a _____ vote, approves payments, totaling \$8,160.22. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 834878 through 834879, totaling \$8,160.22

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
834878	Bank Of The Pacific (use Tax)	07/25/2023	8,126.62 GF
834879	Bank Of The Pacific (use Tax)	07/25/2023	33.60 ASB
2	Computer	Check(s) For a Total of	8,160.22

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 25, 2023, the board, by a _____ vote, approves payments, totaling \$520,003.38. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 834814 through 834877, totaling \$520,003.38

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
834814	1ST SECURITY BANK PAYROLL/PERS	07/25/2023	5,725.66
834815	Aberdeen School Dist-Cte Impre	07/25/2023	504.54
834816	Aberdeen Office Equipment Inc	07/25/2023	6,539.80
834817	Aberdeen Sanitation	07/25/2023	9,388.80
834818	Aberdeen Sd #5 Revolving Fund	07/25/2023	534.56
834819	Amazon Capital Services	07/25/2023	10,007.26
834820	Aramark Uniform Services	07/25/2023	27.96
834821	Auto-Chlor	07/25/2023	229.07
834822	BEHAVIORAL HEALTH RESOURCES	07/25/2023	26,279.00
834823	Builders Hardware & Supply	07/25/2023	240.70
834824	Cascade Recreation Inc	07/25/2023	2,202.33
834825	Cascade Natural Gas	07/25/2023	3,358.13
834826	Central Welding Supply	07/25/2023	762.02
834827	CHAVEZ, MARIA	07/25/2023	4,612.50
834828	City Of Aberdeen	07/25/2023	9,069.21
834829	Comcast	07/25/2023	379.39
834830	Creative Office	07/25/2023	4,367.84
834831	Dairy Fresh Farms	07/25/2023	1,152.14
834832	Dick Blick	07/25/2023	5,976.36
834833	ESD 112	07/25/2023	6,684.80
834834	ESD 113	07/25/2023	14,539.60
834835	FAIRFAX HOSPITAL	07/25/2023	5,880.00
834836	Fastenal Company	07/25/2023	1,121.25
834837	Ferrellgas	07/25/2023	3.71
834838	G12 Communications LLC	07/25/2023	830.72
834839	GRANITE TELECOMMUNICATIONS LLC	07/25/2023	1,831.01
834840	Grays Harbor College	07/25/2023	5,154.88
834841	Guardian Security Systems, Inc	07/25/2023	147.26
834842	Harbor Architects	07/25/2023	170.00
834843	Harbor Auto & Truck Parts	07/25/2023	2,979.96
834844	Harbor Disposal Co Inc	07/25/2023	1,635.23
834845	HENRY SCHEIN, INC	07/25/2023	4,006.32
834846	Herff Jones Inc	07/25/2023	5,012.49

Check Nbr	Vendor Name	Check Date	Check Amount
834847	Home Depot	07/25/2023	1,124.00
834848	Home Depot Pro Institutional	07/25/2023	497.71
834849	Hoquiam School District #28	07/25/2023	106,984.66
834850	iCEV	07/25/2023	11,262.50
834851	Imagine Learning, Inc	07/25/2023	13,000.00
834852	Johnstone, Mia	07/25/2023	1,650.00
834853	Kargbo, Lindsey Marie	07/25/2023	262.50
834854	KCDA Purchasing Coop.	07/25/2023	7,112.93
834855	Lemay Mobile Shredding	07/25/2023	950.00
834856	Petrocard Inc	07/25/2023	12,524.27
834857	PresenceLearning Inc	07/25/2023	17,023.50
834858	Pud #1 Of Grays Harbor Co	07/25/2023	41,511.92
834859	R.S. Means Company LLC	07/25/2023	6,490.20
834860	Ramsey, Shannon	07/25/2023	14,529.19
834861	Ricoh Usa Inc	07/25/2023	585.10
834862	Shaffer, Casandra	07/25/2023	3,611.05
834863	Soliant Health	07/25/2023	669.50
834864	Sound Publishing, Inc.	07/25/2023	210.83
834865	South Puget Sound Community Co	07/25/2023	4,752.77
834866	State Auditor's Office	07/25/2023	8,108.73
834867	The Ceramic Shop	07/25/2023	7,115.03
834868	THE DEVEREUX FOUNDATION	07/25/2023	35,423.88
834869	The Hello Foundation	07/25/2023	7,588.00
834870	US Foods - Seattle	07/25/2023	9,303.11
834871	Verizon Wireless	07/25/2023	2,967.27
834872	Wasbo	07/25/2023	200.00
834873	Wash State Center For Childhoo	07/25/2023	350.00
834874	Washington State School For Bl	07/25/2023	10,293.75
834875	WSIPC	07/25/2023	323.48
834876	YMCA	07/25/2023	12,975.03
834877	Zones, Inc	07/25/2023	39,247.97

64 Computer Check(s) For a Total of 520,003.38

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 25, 2023, the board, by a _____ vote, approves payments, totaling \$1,424.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 834811 through 834813, totaling \$1,424.07

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
834811	Aberdeen Sd #5 Revolving Fund	07/25/2023	147.71
834812	Aberdeen School District #5	07/25/2023	1,154.51
834813	Veloni, Charles J	07/25/2023	121.85
3	Computer	Check(s) For a Total of	1,424.07

PRELIMINARY BUILDING FIELD TRIP REQUEST

School: Aberdeen High School
Trip destination(s): Corvallis, OR
Date(s) of trip(s): 7/9/23 - 8/12/23
Departure time: 8/9 - 6:30am Return time: 8/12 @ Corvallis 4pm
Club/Sponsor(s): Cheer
Educational benefit of the trip: Learn skills + Team Bonding

Activities planned during the trip: (be specific and note all) UCA Cheer camp. Conditioning, stunting, cheer, dance.

Related brochures/information attached? Yes No
Preliminary trip itinerary attached? Yes X No

Does field trip involve any of the following: Yes No X
*Swimming, boats, or in/around water *Animals
*Remote locations/hiking *Air travel
*Outdoor education *Motorized activities

Estimated # of students: 29 Age level of students: 9-12th
Student/chaperone ratio: 1:9.7 # of chaperones needed: 3
Any special qualifications of chaperones needed? Yes No X
List those special qualifications:

Means of travel: Bus School bus (preferred), # needed? 1

Other (list):

Food provided, how? yes at camp, included in UCA camp

Details of budget code or financing: 0125 - Bus - 487 - Driver 430.56 = 2835.12

Will fundraising be needed? Yes X No
(if yes, attach a fundraising plan) Done

Sponsor's Signature: Summer Powell Date: 7/17/23

Administrator's Signature: Date:

Submit to Superintendent or School Board for approval? Yes No

(Reference School Board Policy - Field Trips and Excursions 2320 and 2320P)



2023 4-Day Traditional Overnight Camp Schedule



DAY ONE

9:00 am - 12:00 pm *Registration*

1:00 pm *Opening Staff Demo & Meet your Team Leader!*

1:30 pm C *Motion & Spirit Prop Workshop / Game Day Class: Sidelines & Coaches' Meeting #1*

2:00 pm E *Camp Dance*

2:30 pm S *Safety Awareness w/ Team Leader*

2:45 pm A *Stunt Class #1*

4:00 pm C *Group A - Situational Sideline Private Coaching*
L *Group B - Team UCA & Material Review*

4:30 pm *Dinner*

6:15 pm L *Group A - Team UCA & Material Review*
C *Group B - Situational Sideline Private Coaching*

6:45 pm A *Pyramid Class w/ Team Leader*

7:30 pm C *Game Day Class: Band Chant*

8:00 pm S/A *Stunt Troubleshooting Class - NEW!*

8:30 pm *Team Leader Meetings & Daily Awards*
New Coaches' Q/A

DAY TWO

Breakfast

8:30 am A *Team Leader Check-in / Warmup / Stretching, Flexibility & Jump Class & Coaches' Meeting #2*

9:15 am L *Coaches' & Captain's Goal Setting*

9:30 am A *Group A - Stunt Class #2*
C *Group B - Game Day Class: Cheers & Cheer Private Coaching Prep*

10:30 am C *Group A - Game Day Class: Cheers & Cheer Private Coaching Prep*
A *Group B - Stunt Class #2*

11:30 am *Lunch*

1:15 pm L/S *Captains' Leadership Training / Coaches' Stunt Workshop #1*

1:30 pm A *Pyramid Class*

2:15 pm R/C *Group A - Band Chant Review, FNL Frenzy & Sideline Stunts*
C *Group B - Cheer Private Coaching*

3:15 pm C *Group A - Cheer Private Coaching*
R/C *Group B - Band Chant Review, FNL Frenzy & Sideline Stunts*

4:15 pm *Open Practice w/ Coach*

4:30 pm *Dinner*

6:15 pm E *Sideline & Cheer Evaluations*

6:45 pm A/E *Group A - Personalized Pyramids & Camp Routine Private Coaching Prep*
L/B *Group B - Squad Leadership Training / St. Jude & Team UCA*

7:30 pm L/B *Group A - Squad Leadership Training / St. Jude & Team UCA*
A/E *Group B - Personalized Pyramids & Camp Routine Private Coaching Prep*

8:15 pm A *Jump Off*

8:30 pm *Team Leader Meetings / Squad Credentialing & Daily Awards*

DAY THREE

Breakfast

8:30 am C *Team Leader Check-in / Warmup & Game Day Class: General Sidelines & Fan Chants! & Coaches' Meeting #3*

9:15 am C/A *Group A - Game Day Practice & Drills for Skills*
A *Group B - Stunt Class #3*

10:15 am A *Group A - Stunt Class #3*
C/A *Group B - Game Day Practice & Drills for Skills*

11:15 am B *All-American Set Up / Material Review*

11:30 am *Lunch*

1:15 pm S *Coaches' Stunt Workshop #2*

1:30 pm E *Group A - Camp Routine Private Coaching*
L/A *Group B - Team Unity & Motion Technique Class - NEW! / Team UCA*

2:15 pm L/A *Group A - Team Unity & Motion Technique Class - NEW! / Team UCA*
E *Group B - Camp Routine Private Coaching*

3:00 pm C *Game Day Private Coaching*

3:30 pm *Team Time w/ Team Leader*

4:00 pm B *All-American Tryouts*

4:30 pm *Dinner*

6:15 pm E *Camp Routine Evaluations*

6:45 pm *Electives**

7:30 pm *Gatorade Break*

7:45 pm R *Spirit Night!*

8:15 pm B *Squad Credentialing / Daily Awards & Pin It Forward*
Final Coaches' Q&A

DAY FOUR

Breakfast

8:30 am *Optional: Open Practice*

9:00 am *Team Time w/ Team Leader*

9:30 am E *Camp Routine Championship*

10:15 am C *Game Day Championships*

11:00 am *Squad Credentialing Presentation*

11:15 am *Senior Recognition Ceremony - NEW!*

11:30 am B *Final Awards & Pin It Forward*

Elective Classes

- Timeout Dance
- Stunt Transitions
- Additional Material
- Basket Toss Class
- Open Workshop





Workers' Compensation Trust
Capital Region ESD 113

July 10, 2023

Jeffrey Thake, Supt.
Aberdeen School District
216 North "G" Street
Aberdeen WA 98520

Dear Dr. Thake:

We are taking this opportunity to congratulate you and your team for achieving a favorable workers' compensation experience factor of 0.698.

As reflected in the attached documents prepared by the Trust and its independent actuary at PricewaterhouseCoopers, the Aberdeen School District is projected to save **\$100,515** in premiums paid to the Workers' Compensation Trust during the 2023/24 fiscal year. This savings represents the difference between what the premiums would be based on a 1.0 experience factor and your district's actual experience of 0.698.

This accomplishment is a direct result of your district's commitment to employee morale and engagement, your accommodations for returning injured employees to work, your active safety committee and empowerment for improvements.

Should you have any questions, please feel welcome to contact Kelly or me at the numbers indicated below.

Sincerely,

Stacia Bolger
Director of Risk Management
(360) 464-6886

Kelly Early
Claims Administrator
(360) 464-6883

ORIENTATION AND MOBILITY SERVICES AGREEMENT

between

Aberdeen School District
Attn: Dr. Richard K. Bates
216 North G Street
Aberdeen, WA 98520
(Hereinafter referred to as the District)

and

Washington State School for the Blind
(hereinafter referred to as WSSB)

In consideration of the promises and conditions contained herein, the District and WSSB do mutually agree as follows:

1.0 **RESPONSIBILITIES OF WSSB**

- 1.1 Provide an Orientation and Mobility Instructor for on-site consultation and/or direct services for District Blind/ Low Vision student during the 2023-2024 school year.
- 1.2 The Orientation and Mobility Instructor shall be housed out of WSSB with access to WSSB materials, phones, and equipment. The Districts Blind/ Low Vision student will have reasonable access to said equipment and materials for educational purposes on a temporary basis when those materials cannot be accessed through the Ogden Resource Center (ORC).
- 1.3 It will be the responsibility of WSSB to assign an Orientation and Mobility Instructor who will coordinate specific service dates and times with the District.
- 1.4 The Orientation and Mobility Instructor shall provide training and technical assistance to District school personnel in regard to educational programming for the Blind/ Low Vision student.
- 1.5 The Orientation and Mobility Instructor will provide assistance in developing student's IEP.
- 1.6 The Orientation and Mobility Instructor will maintain a record of the interventions and/or time spent with child and/or staff.
- 1.7 Clerical assistance will be provided by WSSB.
- 1.8 The Orientation and Mobility Instructor will have direct access to all teachers at WSSB to assist with consultation of LEA's student.
- 1.9 WSSB warrants that all staff members working directly with children have been fingerprinted, background checked and cleared with both Washington State Patrol (WSP) and the Federal Bureau of Investigation (FBI).
- 1.10 WSSB warrants that all staff members working directly within the District, or have association with the District, may have access to confidential and sensitive information regarding a child, family, or staff member. WSSB staff will comply with all Family Educational Rights and Privacy Act (FERPA). This federal law prohibits information from a student's educational record being released without prior written parent permission.

2.0 **RESPONSIBILITIES OF THE DISTRICT**

2.1 District agrees to pay WSSB as follows:

\$13,038.75 for setup of services, staffing, and access to up to 1.5 days per month of Orientation and Mobility (Direct Service, Prep/Telephone Time, and Travel Time). The district is responsible for the full amount, regardless of the number of days utilized.

Service to the District will begin in August 2023 and continue through the end of the 2023-2024 school year. Service is provided at the daily rate of \$915.00. This rate includes a 9% administrative fee.

2.2 \$13,038.75 will be made in **three** installments according to the following chart:

<u>Service Dates</u>	<u>Bill and Due</u>
August, September, October, November, December, January, February, March	December 2023 April 2024
April, May, June	July 2024

2.3 District staff will comply with all Family Educational Rights and Privacy Act (FERPA) as well as Health Information Portability and Accountability Act (HIPAA). These federal laws prohibits information from a child’s educational record(s), including medical, being released without prior written parent permission.

3.0 **ASSIGNMENT**

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

4.0 **TERMINATION**

4.1 If either party fails to comply with the terms and conditions of this Agreement, the other party, upon 30 days prior written notice to the breaching party, may terminate this Agreement.

4.2 WSSB shall have the right to terminate this Agreement for convenience upon 30 days prior written notice.

4.3 WSSB shall have the right to terminate this Agreement in the event that funding becomes unavailable upon 30 days prior written notice.

5.0 **LIABILITY**

It is further understood that each party hereto accepts responsibility for claims, losses, defense, and expenses attributable to any act or permission on the part of itself, its employees, and agents arising from the performance under this contract.

6.0 **INDEMNIFICATION**

WSSB agrees to indemnify and hold harmless the District, its officers, agents and employees from any and all claims and losses resulting from WSSB's performance of this contract, and from any and all claims and losses resulting to any person who may be injured or damaged by the negligent actions and/or conduct of the employees or agents of WSSB.

The District agrees to indemnify and hold harmless WSSB, its officers, agents and employees from any and all claims and losses resulting from the District's performance of this contract, and from any and all claims and losses resulting to any person who may be injured or damaged by the actions and/or conduct of the employees or agents of the District.

7.0 **AMENDMENTS**

In the event the legislature modifies funding impacting contract costs, the parties may re-negotiate fees and modify or amend this Agreement with mutual consent of both parties.

8.0 **WHOLE AGREEMENT**

The parties acknowledge that they have read and understand this Agreement, including any supplements, attachments and Addendums thereto, and do agree thereto in every particular. The parties further agree that this Agreement, together with all appendices, constitutes the entire agreement between the parties and supersedes all communications, written or oral, heretofore related to the subject matter of this Agreement. This agreement may be modified or amended with the mutual consent of the parties.

9.0 **APPLICABLE LAW**

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

10.0 **CHANGE IN CIRCUMSTANCE**

The parties acknowledge that both planned and unforeseen circumstances may prevent the provision of all the services anticipated by this Agreement. The parties acknowledge, by way of example, that an instructor may become unexpectedly ill and unable to provide the service. In such instances, best efforts shall be made to provide advance notice of circumstances where replacement services are not reasonably possible. In the event of an extended absence of a service provider and an inability to reasonably provide replacement services; the parties may re-negotiate fees and modify or amend this Agreement with mutual consent of both parties.

11.0 **WAIVER AND SEVERABILITY**

No provision of this Agreement or the right to receive reasonable performance of any act called for by its terms shall be deemed waived by a waiver of a breach thereof as to a particular transaction or occurrence.

If any term or condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other terms, conditions, or applications of the Agreement which can be given effect without the invalid term, condition, or application; to this end, the terms and conditions of this Agreement are declared severable.

12.0 **FORCE MAJEURE**

Neither party will be liable for failure or delay to perform obligations under this Agreement, which become practicably impossible because of circumstances that were unforeseeable and beyond the reasonable control of the applicable party. Such circumstances include, but are not limited to, natural disasters or acts of God; acts of terrorism; labor disputes or stoppages; war; government acts or orders; epidemics, pandemics or outbreak of communicable disease; quarantines; and national or regional emergencies. Written notice of a party's failure or delay in performance due to force majeure must be given to the other party no later than ten (10) business days following the force majeure event commencing, which notice shall describe the force majeure event and the actions taken to minimize the impact thereof. All performance dates under this Agreement affected by force majeure shall be tolled for the duration of such force majeure. The parties hereby agree, when feasible, not to cancel but reschedule the pertinent obligations, services and deliverable for mutually agreed dates as soon as practicable after the force majeure condition ceases to exist.

13.0 **CRIMINAL RECORDS CHECK**

In accordance with RCW 28A.400.303, in the event that WSSB or its employees, agents, or contractors will have regularly scheduled unsupervised access to children, the employee, agent, or contractor will be required to undergo a record check through the Washington State Patrol criminal investigation system under RCW 43.43.830-.834, RCW 10.97.030, and RCW 10.97.050, and through the Federal Bureau of Investigation. The record check will include a fingerprint check using a complete Washington State criminal identification fingerprint card. This record check will occur before the individual is allowed access to District property and/or facilities where unsupervised access to children could occur. If the individual has undergone a record check meeting the requirements of RCW 28A.400.303 and this subsection within the previous two (2) years, the background check requirement may be waived. The District will not be responsible for any costs associated with the record check.

14.0 **CRIMES AGAINST CHILDREN**

In accordance with RCW 28A.400.330, employees, agents, and contractors of WSSB are prohibited from working at a District school if they have or may have contact with children at a public school during the course of their employment and have pleaded guilty to or been convicted of the crimes identified in RCW 28A.400.322. Any failure to comply with this section shall be grounds for the District immediately terminating the contract.

15.0 **COUNTERPARTS**

This contract may be execute in any number of counterparts, each of which shall be deemed an original and all of which counterparts together shall constitute the same instrument which may be sufficiently evidenced by one counterpart. Execution of this contract at different times and places by the parties shall not affect the validity thereof so long as all the parties hereto execute a counterpart of this contract.

16.0 **ELECTRONIC SIGNATURES**

An electronic signature or electronic record of this contract or any other ancillary agreement shall be deemed to have the same legal effect as delivery of an original executed copy of this contract or such other ancillary agreement for all purposes.

17.0 **EFFECTIVE DATE AND DURATION**

This Agreement shall commence in August 2023 and shall terminate in June 2024.

IN WITNESS WHEREOF, WSSB and the District have executed this Agreement.

Aberdeen School District

Washington State School for the Blind

Superintendent or Designee

Superintendent or Designee

Date _____

Date _____

Washington State School for the Blind complies with all state and federal rules and regulations and does not discriminate in employment or in client services because of race, color, sex, religion, national origin, creed, marital status, age, Vietnam era or disabled veterans status, or the presence of any sensory, mental, or physical handicap. A copy of WSSB's nondiscrimination policy is available upon request

ITINERANT TEACHER SERVICES AGREEMENT

between

Aberdeen School District
Attn: Dr. Richard K. Bates
216 North G Street
Aberdeen, WA 98520
(Hereinafter referred to as the District)

and

Washington State School for the Blind
(Hereinafter referred to as WSSB)

In consideration of the promises and conditions contained herein, the District and WSSB do mutually agree as follows:

1.0 **RESPONSIBILITIES OF WSSB**

- 1.1 Provide an Itinerant Teacher of Students with Visual Impairments for on-site consultation and/or direct services for District Blind/ Low Vision student during the 2023-2024 school year.
- 1.2 The Itinerant Teacher shall be housed out of WSSB with access to WSSB materials, phones, and equipment. District Blind/ Low Vision student will have reasonable access to said equipment and materials for educational purposes on a temporary basis when those materials cannot be accessed through the Ogden Resource Center (ORC).
- 1.3 It will be the responsibility of WSSB to assign an Itinerant Teacher who will coordinate specific service dates and times with the District.
- 1.4 The Itinerant Teacher shall provide training and technical assistance to District school personnel in regard to educational programming for the Blind/ Low Vision student.
- 1.5 The Itinerant Teacher will provide assistance in developing student's IEP.
- 1.6 The Itinerant Teacher will maintain a record of the interventions and/or time spent with child and/or staff.
- 1.7 Clerical assistance will be provided by WSSB.
- 1.8 The Itinerant Teacher will have direct access to all teachers at WSSB to assist with consultation of LEA's student.
- 1.9 WSSB warrants that all staff members working directly with children have been fingerprinted, background checked and cleared with both Washington State Patrol (WSP) and the Federal Bureau of Investigation (FBI).
- 1.10 WSSB warrants that all staff members working directly within the District, or have association with the District, may have access to confidential and sensitive information regarding a child, family, or staff member. WSSB staff will comply with all Family Educational Rights and Privacy Act (FERPA). This federal law prohibits information from a student's educational record being released without prior written parent permission.

2.0 **RESPONSIBILITIES OF THE DISTRICT**

2.1 District agrees to pay WSSB as follows:

 \$30,423.75 for setup of services, staffing, and access to up to 3.5 days per month of Itinerant Teacher (Direct Service, Prep/Telephone Time, and Travel Time). The district is responsible for the full amount, regardless of the number of days utilized.

 Service to the District will begin in August 2023 and continue through the end of the 2023-2024 school year. Service is provided at the daily rate of \$915.00. This rate includes a 9% administrative fee.

2.2 \$30,423.75 will be made in **three installments** according to the following chart:

<u>Service Dates</u>	<u>Bill and Due</u>
August, September, October, November,	December 2023
December, January, February, March	April 2024
April, May, June	July 2024

2.3 District staff will comply with all Family Educational Rights and Privacy Act (FERPA) as well as Health Information Portability and Accountability Act (HIPAA). These federal laws prohibits information from a child's educational record(s), including medical, being released without prior written parent permission.

3.0 **ASSIGNMENT**

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

4.0 **TERMINATION**

4.1 If either party fails to comply with the terms and conditions of this Agreement, the other party, upon 30 days prior written notice to the breaching party, may terminate this Agreement.

4.2 WSSB shall have the right to terminate this Agreement for convenience upon 30 days prior written notice.

4.3 WSSB shall have the right to terminate this Agreement in the event that funding becomes unavailable upon 30 days prior written notice.

5.0 **LIABILITY**

It is further understood that each party hereto accepts responsibility for claims, losses, defense, and expenses attributable to any act or permission on the part of itself, its employees, and agents arising from the performance under this contract.

6.0 **INDEMNIFICATION**

WSSB agrees to indemnify and hold harmless the District, its officers, agents and employees from any and all claims and losses resulting from WSSB's performance of this contract, and from any and all claims and losses resulting to any person who may be injured or damaged by the negligent actions and/or conduct of the employees or agents of WSSB.

The District agrees to indemnify and hold harmless WSSB, its officers, agents and employees from any and all claims and losses resulting from the District's performance of this contract, and from any and all claims and losses resulting to any person who may be injured or damaged by the actions and/or conduct of the employees or agents of the District.

7.0 **AMENDMENTS**

In the event the legislature modifies funding impacting contract costs, the parties may re-negotiate fees and modify or amend this Agreement with mutual consent of both parties.

8.0 **WHOLE AGREEMENT**

The parties acknowledge that they have read and understand this Agreement, including any supplements, attachments and Addendums thereto, and do agree thereto in every particular. The parties further agree that this Agreement, together with all appendices, constitutes the entire agreement between the parties and supersedes all communications, written or oral, heretofore related to the subject matter of this Agreement. This agreement may be modified or amended with the mutual consent of the parties.

9.0 **APPLICABLE LAW**

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

10.0 **CHANGE IN CIRCUMSTANCE**

The parties acknowledge that both planned and unforeseen circumstances may prevent the provision of all the services anticipated by this Agreement. The parties acknowledge, by way of example, that an instructor may become unexpectedly ill and unable to provide the service. In such instances, best efforts shall be made to provide advance notice of circumstances where replacement services are not reasonably possible. In the event of an extended absence of a service provider and an inability to reasonably provide replacement services; the parties may re-negotiate fees and modify or amend this Agreement with mutual consent of both parties.

11.0 **WAIVER AND SEVERABILITY**

No provision of this Agreement or the right to receive reasonable performance of any act called for by its terms shall be deemed waived by a waiver of a breach thereof as to a particular transaction or occurrence.

If any term or condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other terms, conditions, or applications of the Agreement which can be given effect without the invalid term, condition, or application; to this end, the terms and conditions of this Agreement are declared severable.

12.0 **FORCE MAJEURE**

Neither party will be liable for failure or delay to perform obligations under this Agreement, which become practicably impossible because of circumstances that were unforeseeable and beyond the reasonable control of the applicable party. Such circumstances include, but are not limited to, natural disasters or acts of God; acts of terrorism; labor disputes or stoppages; war; government acts or orders; epidemics, pandemics or outbreak of communicable disease; quarantines; and national or regional emergencies. Written notice of a party's failure or delay in performance due to force majeure must be given to the other party no later than ten (10) business days following the force majeure event commencing, which notice shall describe the force majeure event and the actions taken to minimize the impact thereof. All performance dates under this Agreement affected by force majeure shall be tolled for the duration of such force majeure. The parties hereby agree, when feasible, not to cancel but reschedule the pertinent obligations, services and deliverable for mutually agreed dates as soon as practicable after the force majeure condition ceases to exist.

13.0 **CRIMINAL RECORDS CHECK**

In accordance with RCW 28A.400.303, in the event that WSSB or its employees, agents, or contractors will have regularly scheduled unsupervised access to children, the employee, agent, or contractor will be required to undergo a record check through the Washington State Patrol criminal investigation system under RCW 43.43.830-.834, RCW 10.97.030, and RCW 10.97.050, and through the Federal Bureau of Investigation. The record check will include a fingerprint check using a complete Washington State criminal identification fingerprint card. This record check will occur before the individual is allowed access to District property and/or facilities where unsupervised access to children could occur. If the individual has undergone a record check meeting the requirements of RCW 28A.400.303 and this subsection within the previous two (2) years, the background check requirement may be waived. The District will not be responsible for any costs associated with the record check.

14.0 **CRIMES AGAINST CHILDREN**

In accordance with RCW 28A.400.330, employees, agents, and contractors of WSSB are prohibited from working at a District school if they have or may have contact with children at a public school during the course of their employment and have pleaded guilty to or been convicted of the crimes identified in RCW 28A.400.322. Any failure to comply with this section shall be grounds for the District immediately terminating the contract.

15.0 **COUNTERPARTS**

This contract may be executed in any number of counterparts, each of which shall be deemed an original and all of which counterparts together shall constitute the same instrument which may be sufficiently evidenced by one counterpart. Execution of this contract at different times and places by the parties shall not affect the validity thereof so long as all the parties hereto execute a counterpart of this contract.

16.0 **ELECTRONIC SIGNATURES**

An electronic signature or electronic record of this contract or any other ancillary agreement shall be deemed to have the same legal effect as delivery of an original executed copy of this contract or such other ancillary agreement for all purposes.

17.0 **EFFECTIVE DATE AND DURATION**

This Agreement shall commence August 2023 and shall terminate June 2024.

IN WITNESS WHEREOF, WSSB and the District have executed this Agreement.

Aberdeen School District

Washington State School for the Blind

Superintendent or Designee

Superintendent or Designee

Date _____

Date _____

Washington State School for the Blind complies with all state and federal rules and regulations and does not discriminate in employment or in client services because of race, color, sex, religion, national origin, creed, marital status, age, Vietnam era or disabled veterans status, or the presence of any sensory, mental, or physical handicap. A copy of WSSB's nondiscrimination policy is available upon request.

foundry10

How Youth Can Build Social and Emotional Skills with Tabletop Role-Playing Games

Research findings and
actionable insights

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WHITE PAPER
JANUARY 2023

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Executive Summary

The COVID-19 pandemic has had a deep impact on youth's stress levels and social opportunities, creating increased need for creative ways to support the development of youth's social and emotional learning (SEL) skills (Courtney et al., 2020; Golberstein et al., 2020; Liang et al., 2020; Pitt et al., 2021). Tabletop role-playing games (TTRPGs), such as Dungeons & Dragons, are examples of spaces where play is used for learning, as they allow players to build their own characters and inhabit them in a complex game of make-believe. While anecdotal evidence of the benefits of TTRPGs has existed for decades, empirical research is still somewhat sparse (Arenas et al., 2022; Cook et al., 2017; Henrich & Worthington, 2021; Ruff, 2021).

During the COVID-19 pandemic, Game to Grow partnered with foundry10 to evaluate the social and emotional learning that occurred in their TTRPG programs for youth. Game to Grow is a nonprofit organization that uses TTRPGs like Dungeons & Dragons to encourage the development of five core SEL capacities in youth ("The Game to Grow Method," n.d.). In this study, we examine video recordings from eight of Game to Grow's virtual TTRPG sessions conducted between 2020 and 2021 to better understand how youth collaborated, what SEL skills youth practiced and developed, and what role facilitators played in the sessions. Our analysis focused on answering two main research questions:

- ◆ What group problem solving behaviors and SEL skills (i.e., self-regulation, perspective-taking, communication, collaboration, and imaginative play) do youth exhibit in an online TTRPG program?
- ◆ Do group problem solving and SEL behaviors change over time?

To answer these questions, we developed a qualitative coding scheme based on facilitator actions and collaborative player behaviors using the Game to Grow facilitation guide and training materials, as well as other codes that were developed throughout the coding process. We examined two sessions from each of the four groups (eight sessions total): one from the beginning of the 10-week weekly campaign, and one from the end.

Through our coding process, we found that as each group progressed through the adventure, youth had opportunities to practice various SEL skills as they developed their intra-group connections and knowledge and worked to solve the problems presented in the campaign. Additionally, players began to interact with each other more over the course of the sessions, though only moderately. They quickly learned each others' abilities, had inside jokes, and demonstrated a deeper understanding of their characters' motivations, strengths, and flaws as the campaign progressed.

Key Takeaways

The findings in this report focus on two larger themes. First, *Youth development of SEL skills* (p. 10) reports how youth practiced the SEL skills of regulation, collaboration, planning, perspective-taking, and pretend play by taking on different group roles, learning from conflicts that arose, and working together as a team. Second, *Facilitator as game master, storyteller, referee, and teacher* (p. 14) captures the different roles group facilitators adopted to successfully guide youth through the campaign and develop their SEL skills. From these results, we derived four key takeaways for practitioners and researchers:

01

Facilitators play a critical role:

Facilitators set the tone and provide explanations, guidance, and scaffolding that are critical for youths' skill development and TTRPG experience.



02

Interpersonal conflict can be productive for youth SEL skill development:

Though it can seem scary or counterproductive, interpersonal conflict in TTRPGs can actually provide a valuable opportunity for youth to practice their SEL skills.



03

With the right supports, youth can engage in complex reflection:

With scaffolding, youth demonstrate a great deal of introspection and reflection on their teamwork and individual strengths and weaknesses.



04

TTRPGs provide a sandbox in which youth can learn and make mistakes:

TTRPGs provide a safe and controlled environment for youth to practice key SEL skills, allowing them to make mistakes without serious repercussions.



This preliminary work develops some key themes and groundwork for future studies, such as longer-term explorations of the impact of TTRPGs on youth, and how facilitators might increase youth participation, engagement, and leadership in sessions.

Introduction

“Roll for initiative!” Dice hit the table, either physically or virtually, as our young adventurers prepare for battle. Their calm evening of eating soup in a tavern has been destroyed by a mysterious figure in black armor, who summons skeletons and stabs the tavern owner with a poisoned dagger. How will our heroes get through this one?

The COVID-19 pandemic has had a deep impact on youth’s lives (Courtney et al., 2020; Golberstein et al., 2020; Liang et al., 2020; Pitt et al., 2021). With the increased stress and loss of social opportunities that youth have experienced, there’s more need for creative ways to support the development of youth’s social and emotional learning (SEL) skills. SEL refers to the development of skills such as self-awareness, self-management, responsible decision-making, relationship skills, and social awareness (*What Is the CASEL Framework?*, n.d.).

Tabletop role-playing games (TTRPGs), such as *Dungeons & Dragons*, are examples of spaces where play is used for learning, as they allow players to build their own characters and inhabit them in a complex game of make-believe. The increased availability of online tools and materials (such as [D&D Beyond](#), [Roll20](#), and more) has also greatly increased access to TTRPGs, bringing in a more diverse player base and more young players than ever.

Researchers and practitioners have leveraged the fun and imagination of play to teach SEL skills in the safety of a make-believe world (Hromek & Roffey, 2009; Ruff, 2021). Role-play techniques have been used in therapeutic approaches for decades, allowing participants to express feelings and work through concerns using creative expression (Kipper & Ritchie, 2003).

For example, researchers at foundry10 have studied how dramatic arts exercises can help kindergarten students practice recognizing emotions in others and using self-control to manage their own behavior (Frost et al., 2019).

These make-believe worlds are useful spaces for youth to develop these skills, as the ludic game space often has more concrete, easier to understand rules than the complex ecosystem of the “outside” world. Games can provide a type of sandbox testing environment for youth to try new things and learn from mistakes with a degree of separation, which can lead to increased insight and perspective-taking (Bowman, 2010; Daniau, 2016).



What Are Tabletop Role-Playing Games?

Players create their characters and use them to interact with a rich fictional environment. The group uses a set of formal rules to guide their experience, creating a collaborative story of exploration and adventure. One of the most popular tabletop role-playing games (TTRPGs) is *Dungeons & Dragons*.

While anecdotal evidence of the benefits of TTRPGs has existed for decades, empirical research is still somewhat sparse (Arenas et al., 2022; Cook et al., 2017; Henrich & Worthington, 2021; Ruff, 2021). Though the use of TTRPGs in learning and therapeutic applications is not as widely recognized, recent research indicates that TTRPGs are potential sites for learning skills such as assertiveness, conflict resolution, emotional regulation, communication, and how to interact socially (Abbott et al., 2022; Henrich & Worthington, 2021; Zheng et al., 2021).

Community Partner

[Game to Grow](#) is a nonprofit organization that uses TTRPGs like Dungeons & Dragons to help youth who may have trouble socializing and building community. The organization trains facilitators in a game facilitation style that aims to encourage the development of social and emotional learning skills by emphasizing a set of core capacities (“The Game to Grow Method,” n.d.). These core capacities include **regulation, collaboration, planning, perspective, and pretend play.**

In each session with youth, group facilitators provide structured story narratives that allow youth to practice behaviors through a character, collaboratively build a fantasy world, and develop interpersonal skills through interactive play. Group facilitators control the pacing of the story, dynamics between characters, and character development with the goal of helping youth develop in the five core capacities. These sessions have the potential to support youth’s social and emotional development during a time that has been particularly trying for them.

This Study

During the COVID-19 pandemic, Game to Grow partnered with foundry10 to evaluate the social and emotional learning that occurred in their TTRPG programs for youth. In this study, we examine video recordings from eight virtual TTRPG sessions conducted between 2020-2021 in partnership with Game to Grow in order to better understand how youth collaborated, what SEL skills youth were developing, and what role facilitators played in the sessions. From these data and the core capacities and goals of Game to Grow, we derived the following research questions:

- ◆ What group problem solving behaviors and SEL skills (i.e., self-regulation, perspective-taking, communication, collaboration, and imaginative play) do youth in an online TTRPG program exhibit?
 - Which of these behaviors are spontaneous and which are prompted by the group facilitator?
 - Are there differences in the behaviors facilitators show and the behaviors youth players show?
- ◆ Do group problem solving and SEL behaviors change over time?
 - Do youth exhibit more group problem solving and SEL behaviors in later sessions versus in earlier sessions?

Method

This study is part of a larger partnership between Game to Grow and foundry10 examining the impact of TTRPGs on SEL skill development during the COVID-19 pandemic. We focused on the video recordings from the sessions, drawing on qualitative case study methods, interaction analysis, and emerging themes to analyze the data (Boyatzis, 1998; Clarke & Braun, 2014; Hall & Stevens, 2015; Jordan & Henderson, 1995; Williams & Moser, 2019). This study was approved by the foundry10 Institutional Review Board (IRB) and also complied with Game to Grow's rigorous youth safety and privacy protocols.

Adventure Structure

Each group took part in a 10-week adventure where youth participated in weekly 90-minute online sessions with a Game to Grow staff member as the facilitator. There were four groups, with approximately four youth in each group. The goal of each session was to build the SEL skills of self-regulation, perspective-taking, communication, collaboration, and imaginative play. Each session had three parts to further that goal:

- 1. Check-In:** After youth logged onto the video conferencing platform (Zoom), the facilitator would ask participants a check-in question to start the session. If players answered the question both in and out of character, they would earn a bonus token, which could be used to further the group's adventure by helping another participant to re-roll in a critical moment.
- 2. Gameplay:** During the gameplay portion, facilitators guided youth through the story, allowing youth to collaboratively solve puzzles with social and strategy components through their in-game characters.
- 3. Check-Out:** At the end of the session, there were three check-out questions that asked participants to spotlight another player or their character, reflect on a challenge or something they learned during the session, and share a hope or prediction for what they thought might happen next time.

Participant Gender Identity



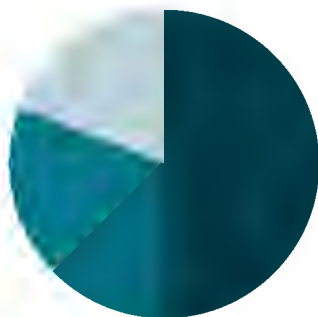
- Identified as boys - 68.75%
- Identified as girls - 18.75%
- Identified as non-binary - 6.25%
- Chose not to disclose - 6.25%

Participant Race



- Identified as white - 93.75%
- Identified as multiracial - 6.25%

Participant Grade Level



- Grade 7 - 50%
- Grade 6 - 31.3%
- Other grades - 18.7%

Participants

Sixteen youth participated in the observational portion of the study (four youth per group). The youth in this study were specifically recruited by Game to Grow from Title I schools to increase the likelihood of providing services to participants who might otherwise have less access to such resources. This sample demonstrated less distress at intake than the typical therapeutic audience with which Game to Grow usually works.

Though the original aim of this study was to observe the experiences of youth who participated in weekly in-person sessions with Game to Grow at schools in the greater Seattle area, these extracurricular activities were canceled due to the COVID-19 pandemic. The program then transitioned to virtual sessions and recruitment shifted to include schools outside of Washington state. This provided an opportunity for us to examine the program's impact on youth during the pandemic.

Analysis

The research team analyzed a subset of the sessions for each group. We conducted a case study across four groups of youth, exploring two sessions per group (one towards the beginning and one towards the end of each group's campaign, for a total of eight sessions). We used qualitative coding, drawing on video interaction analysis from the learning sciences to identify major themes (Boyatzis, 1998; García-Montoya & Mahoney, 2020; Hall & Stevens, 2015; Jordan & Henderson, 1995; Merriam, 2009; Miles & Huberman, 1994).

Interaction analysis is a method from the learning sciences that involves examining video data in great detail to explore the interactions between participants in a holistic manner (Hall & Stevens, 2015; Jordan & Henderson, 1995). This type of analysis allowed us to do a deep dive into the play space of each group of youth and closely examine the group's interactions and decision making.

We worked to create a flexible codebook that could capture important aspects of the video data, including the group regulation, the SEL behaviors of youth, and the guiding actions of the facilitator.

In developing the codebook, we drew heavily on two main sources: Kwon et al. (2014) and the Facilitator's Guide from Game to Grow's Critical Core materials (*Critical Core - Home*, n.d.). The work of Kwon and colleagues (2014) provided some initial group regulation actions, while the Facilitator's Guide provided an outline of the main types of facilitation actions we were likely to see in the sessions.

Along with these behaviors, excerpts were also coded for who was speaking, who prompted the action or dialogue, what part of the session the action occurred in (check-in, gameplay, or check-out), and whether or not the code occurred in or out of character (footing). This codebook was developed iteratively by several researchers (see *Appendix A* for full codebook).

Once the codebook was fully drafted, three members of the research team coded the sessions using consensus coding rather than calculating interrater reliability as a statistic (McDonald et al., 2019). Each transcript was coded by two coders, one as the primary coder and one as the secondary coder. The coding team met weekly to address points of confusion and discuss any emerging themes.

Results

The results in this report focus on two larger themes from video analysis of the sessions. First, *Youth development of SEL skills* reports how youth practiced the SEL skills of regulation, collaboration, planning, perspective, and pretend play by taking on different group roles, learning from conflicts that arose, and working together as a team. Second, *Facilitator as game master, storyteller, referee, and teacher* captures the different roles group facilitators adopted to successfully guide youth through the campaign and develop their SEL skills. All names and character names provided are pseudonyms.

Youth Development of SEL Skills

Group roles

The group dynamics and different roles that each youth had in the group impacted what the sessions looked like for each of the groups and how they collaborated during the gameplay. In some of the groups, one player tended to take the role of leader, becoming the group's voice of reason who helped coordinate tasks. This was often one of the older youth in the group or one who had more experience with Dungeons & Dragons.

In some cases, having one youth take the lead caused friction between the players. At other times, the other players seemed relieved or reassured when someone stepped up as leader to provide a specific direction or goal for the group. For example, two of the youth expressed regret that another youth was not able to make that week's sessions and that they missed his leadership:



Kevin: These times [inaudible] when I wish Christopher was here.

Lucas: Yeah, because he always takes the chance and goes first.

Facilitator: Well I appreciate you saying that. I think if Christopher does show up today, which I hope he will, I hope you tell him that, that "oh gosh he wasn't here and we missed him because he's so much a leader in the beginning parts of our day."

Some groups had natural leaders that emerged. Taking on a leadership role required youth to practice SEL skills like regulation, perspective taking, and collaboration. The youth who took on more of a leadership role shaped the dynamic of each group—sometimes their leadership led to increased conflict, and other times it provided the group with direction that helped them plan how to strategically navigate the campaign. Though all of the groups followed the same general story plot, the dynamics of each group were extremely varied, with each group finding their own ways through the challenges presented by the adventure.



Interactions with NPCs

Interactions with non-player characters (NPCs) in the story allowed participants the opportunity to practice their perspective-taking skills and deepen their experience of imaginative play. Players displayed different levels of engagement with being in character and interacting with NPCs.

For the players who were more immersed in the world of the campaign, they quickly became attached to NPCs who appeared in the story. For example, some participants became protective of the NPC Seamus, the owner of the soup tavern. When his soup tavern was attacked by skeletons in the story, one of the participants yelled, “you’re not killing my soup man!” at the assailants. Youth also felt empathy and care for nameless NPCs. For instance, some participants used their turn to make sure that the other tavern patrons were not harmed or traumatized by the skeletons.

While some players showed great care toward the NPCs, other players seemed to have less regard for them. Some participants even attempted to pickpocket them, knock down their doors, and steal what they needed from them. These attempts to harm the NPCs were often a source of conflict between the participants. At one point in the story, the players need the help of a potion maker. When participants tried to threaten or intimidate the potion maker, other participants often objected to their methods.

Learning from Conflict

Conflicts were common in each of the groups, and they presented an opportunity for youth to practice their group process and SEL skills, including regulation, perspective, and collaboration. The type of conflict that occurred differed depending on the situation, group, and stage of the game. Initial conflicts were often just two players squabbling with each other. For example, in an early session, two characters began a conflict trying to one-up each other:



Giselle (Abigail’s character): Excuse me. I just backed-flipped and stabbed a skeleton in the head. Thank you very much.

Jubal (Justin’s character): I can do that too. I can do a double backflip with that stabbing...

Giselle: I’m way taller than you. I’m an elf, I could probably do it better...

Jubal: We need to have a backflip competition.

Giselle: We do.

Jubal: Okay. Let’s do a double backflip and then stabbing the floor.

Giselle: I will do a triple backflip, throw my daggers and cut the floor.

Jubal: I will do a quadruple backflip and then fire my longbow.

After an extensive backflip competition and some verbal sparring, these two players eventually came to a resolution mediated by the facilitator. A somewhat-friendly rivalry remained, with one of the players even thanking the other for going along with the over-the-top bickering, even if it exasperated some of the other players. Although the conflict initially seemed counterproductive, it allowed the two youth to express their emotions and to have fun bantering with each other.

Interpersonal conflicts between players later in the campaign were more substantial, and thus provided greater learning opportunities for participants. These conflicts were more about the group's strategy and gameplay, such as disagreements over decisions made during combat sequences. Players often expressed strong emotions during these moments of conflict, which allowed them to work through their thoughts, get a better understanding of what their teammates were thinking and feeling, and reflect on how they could collaborate better as a group moving forward.

For example, a conflict emerged in one group where Alyssa thought that Kevin's character made a poor combat choice, but they did not express their objection to Kevin's action clearly. When Kevin's character Fox inevitably failed, the facilitator explained how this conflict can lead to a teachable moment for Alyssa about communicating her thoughts more clearly:



Facilitator: There's Fox [Kevin's character] being pulled around like this [after Fox was caught by a monster in combat].

Lucas: Yeah, whatever. He was the one who was dumb enough to go near it [the monster].

Alyssa: That's kind of how I feel too.

Facilitator: **Oh, well, I think there's a valuable lesson here for Makayla [Alyssa's character] who is maybe instead of her saying, "Well, maybe you shouldn't do that," she should have said, "Don't do that." Maybe that's a lesson for Makayla.**

Moments of conflicts also presented an opportunity for youth to practice their regulation and perspective skills by expressing their emotions and explaining their feelings to each other. Doing so ultimately contributed to their ability to collaborate. In one example towards the end of Session 9, Ethan brought up some frustrations they had with Grant about their reluctance to give their bonus token to Ethan earlier in the session. The facilitator paused here and took a moment to teach the group how disagreeing with each other can actually strengthen their collaboration and teamwork:



Ethan: I'm mad at you because, when I was about to die, you were like, "Hmm, should I really give you my bonus token?..."

Grant: You were literally jumping off a cliff! Why would I give you my bonus token?

Facilitator: So this is important. **This is an important conversation for us to have about how do we support each other, both in terms of what do we do in the game, but also how do we support each other in those moments where we hear each other's ideas and validate them as much as we want to validate those ideas without necessarily going along with them. This is how teams work. This is how teams are formed.**

So you guys are exactly in the right spot right now for this kind of conversation. It is teams that can work together well, or teams that can be frustrated with each other. Teams that can say, "Hey, I didn't like it when you did that." And then you say, "Yeah, you're right. And I still did it anyway, and that's what we're going to do, because we're a team."

Though conflict could initially seem like a negative thing, youth were able to learn from the interpersonal conflicts that arose in each session and practice their regulation, collaboration, and perspective skills. TTRPGs provide a safe and separate space for youth to work through moments of conflict in a testing ground so they can better navigate conflict in real life interactions. Many of the conflicts that occurred actually led to better teamwork as youth came to better understand themselves and each other.

Teamwork

As youth went through the sessions and navigated the obstacles that arose in the adventure, they were able to reflect on the process and strengthen their planning and collaboration skills. They demonstrated a high level of introspection about their teamwork abilities and the challenges that came with making difficult decisions. For example, in an earlier session, one player reflected on how difficult it was for the group to come to a decision about what to do after Seamus, the owner of the soup tavern, was stabbed:



Facilitator: What is something that was challenging or something you learned today, Joshua?

Joshua: **Something that I learned, or something that was challenging was all of us conversing and picking what the right thing to do was in that situation.**

Participants demonstrated greater planning and teamwork skills as they became more familiar with the game, their character, and their teammates. Throughout the sessions, players developed better understandings of each other's strengths by figuring out who had access to which spells, remembering which skills the other players had, etc.

As the groups advanced through the game and became more aware of each other's skills, they were able to develop better tactics and strategies for overcoming obstacles in the campaign.

In the later sessions, players were more fully immersed in imaginative play and took the planning seriously as their investment in the adventure deepened. Several players realized that it was difficult to accomplish certain things solo and that they had to try to collaborate more with the group, rather than going off on their own:



George: **I would say one piece of advice I would give Hunter [George's character] is probably not like...to make sure to work together instead of doing solo choices, because that's what I did last time we played. I was making so many individual tricks because everyone else was like, "No, I want to do this." I was on the sidelines, but I wasn't as mad. I was just like, "Okay. You have fun arguing, I'm just going to make these choices."**

These revelations led to increased collaboration and planning between the youth in each group. Whereas before the youth were acting on their own, they began better coordinating and strategizing with each other closer to the end of the campaign. For instance, at the end of one session, a group started discussing a unified attack that they planned to use against a witch they encountered. The entire group was so excited about strategizing together that they decided to meet up on their own time to continue planning for next week's session:



Abigail: That means we just need to wound her [the witch] quickly enough, before she can get away.

Justin: **Is it possible that we could do an attack just all at once, where we can all just use one thing at once?**

Facilitator: If you can coordinate it together, then yeah.

Justin: We can do that.

The facilitator then left the Zoom session to let them plan, and the players discussed the various abilities they had at their disposal before continuing the conversation elsewhere. As the players built their collaboration skills and were better able to understand each other, they strengthened their bond as a group. The later sessions showed much more evidence of group bonding, with players expressing regret that the sessions were coming to an end and excitement that many of the same players were returning for the next session of the program. As the participants reflected on how when they worked together, they realized they could accomplish incredible things and live out their epic adventurer fantasies:



Joshua: **Something that I learned today was that we are actually kind of cool as a team.** When two of us are just joking around and the other two are being serious, it's not very fun. But when we're all in the roleplay mood... We're an epic team, blowing stuff up and killing monsters and stuff.

George: And being wholesome every now and again.

Joshua: Yeah.

The team structure of the sessions allowed youth to practice SEL skills like collaboration and planning. Though youth often found it difficult to work together and come to a consensus on the best way to move through the adventure, they ultimately came together as a team and were able to strengthen their collaboration skills. As the players became more immersed in their characters and the pretend play, they realized the value of teamwork and began to act more as a unit rather than as a collection of individuals.

This increased planning and teamwork that developed across the sessions as the groups strategized, fought, and defeated monsters together enabled the groups to further bond with each other. By the later sessions, many of the groups showed increased group bonding, inside jokes, and group awareness.

Facilitator as Game Master, Storyteller, Referee, and Teacher

Along with youths' group process and SEL behaviors, we examined how the group facilitator led their group of youth in each session. We found that facilitators took on multiple roles, such as game master, referee, storyteller, and teacher in order to fully support the youth and their SEL skill development. For example, some of the participants were familiar with TTRPGs like Dungeons & Dragons, while others were brand new to the game. For youth that were new to the game, facilitators took on an active role as game master to ensure that all participants understood the rules and had an equal opportunity to participate.



Similarly, facilitators acted as the storyteller for the group, weaving a story for the youth to follow while allowing opportunities for participants to direct the story in later sessions. Finally, facilitators managed conflicts between youth by acting as a referee and encouraged youth to reflect on important moments by stepping into more of a teaching role.

Game Master

In the early sessions, facilitators spent a lot of time acting as the game master to help the game run more smoothly in the later sessions. Facilitators provided information early on to make sure that youth understood the complex rule systems of the game. As game master, the facilitator often helped youth set up their character profiles and change their character names if desired, while also encouraging them to settle on a character now so they could be immersed in their character in the following sessions.

From the beginning, facilitators also supported the development of youths' collaboration skills in their role as game master. For instance, facilitators told youth at the beginning of each session that participants could earn a "bonus token" if they answered the check-in question both in and out of character. The bonus token could then be used to help another member in their group re-roll the dice at a critical moment in the campaign.

When one player asked why the bonus token had to be used for another player and could not be used to re-roll the dice for themselves, the facilitator explained that the bonus tokens were meant to encourage collaboration and help them succeed as a team:

Facilitator: You answer the bonus to get the bonus, to use to have someone else re-roll their dice...**Keep in mind that the game of Dungeons & Dragons is a collaborative fellowship game, such that if the team succeeds you succeed, and if you succeed the team succeeds.** And that is one of the things I'm hoping you take away with our playing together, as you will think about, it does seem like why am I answering if it's only for someone else? That, my friend, is because I'm hoping you will answer it, and then be able to use that bonus token for somebody else, because they are going to help you fight monsters, maybe even today.

Facilitators acted as game masters both to help youth with the logistics of playing Dungeons & Dragons and to leverage aspects of the game to support the development of youths' collaboration and teamwork skills.

Storyteller

One of the primary functions of the facilitator was to help guide youth through the adventure as the storyteller. At the beginning, facilitators took charge of the storytelling and mainly helped youth make actions and decisions within the bounds of the story they created. However, as the sessions progressed, the participants showed greater familiarity with the game and were more acquainted with their characters. In the later sessions, we saw the facilitator creating openings in the story for youth input by asking more probing questions, helping the participants level up their characters, and letting the youths' actions in the campaign begin to bring this chapter of the story to a conclusion.

Facilitators also used storytelling to encourage perspective-taking and deepen youths' engagement in the pretend play. A key example of this was the check-in question facilitators asked in Session 9, which was "What advice would you give to your character?" The exchange below between a facilitator and a youth is an example of how this check-in question allowed youth to become closer to their characters and to reflect on their actions with a degree of separation:



Facilitator: The check-in question is what advice would you give your character? The bonus is...How would their life be different if they took that advice, if they learned that lesson from you as you are the source of infinite wisdom for them because you play them? How would their life be better? And they don't have to take this advice also. There's no requirement here that they do that because sometimes playing a character who makes lots of reckless decisions is fun. You don't necessarily want to give them that.

George: You [their character] remind me of me just like...Screw it, I'm jumping over!

Facilitator: But this is all the part of the purpose of reflection and thinking about our characters and who they are and who we are and the wisdom that we have, because if you say like, well, the advice is make more plans before jumping over a chasm, maybe that's true and probably good advice and maybe you struggle with that and maybe your character struggles with that and that's why it's good advice.

By helping youth elaborate on the story and characters during game play, game masters facilitated youth engagement and learning from the sessions.

Referee

Another role that facilitators commonly took was that of referee. During the sessions, participants often had disagreements with each other, leading to conflict. Facilitators mediated these conflicts between players by allowing them to happen but requiring the players to ultimately resolve their disagreement. For example, when a conflict happened between two players, the facilitator explained that while it is natural for them to have disagreements with each other, they needed to find a way to continue to work together:



Facilitator: I strongly encourage you to be arguing with each other in character while you're...running through and attacking skeletons or whatever. At the end of all of this, you have to be on a team together. You're going to need to find a resolution together as players at the table for your characters. Why are you going to continue to work on a team together? Maybe that's, you forgive the other person, maybe that is, you don't forgive them, you're watching them, but you're willing to go along with them because this is more important. Whatever the case may be, you really need to decide for your character, why you're sticking around, even though this other person and you were clearly not getting along.

In their role as referee, facilitators guided youth through conflicts, letting them express their thoughts and emotions when they did have disagreements with others while encouraging them to find ways to continue to collaborate with each other even in the face of conflict or differing opinions.

Teacher

Finally, facilitators also took on the role of teacher for the youth. When a conflict resolved or an important moment in the session happened, the facilitator would pause and turn it into a teachable moment.

An instance of this happened in one of the later sessions, when the youth in a group started asking for each other's ideas instead of pushing their own. The facilitator awarded the youth who asked this question with an "inspiration point" to celebrate this momentous action of collaboration and teamwork. The inspiration point could be used to reroll the dice in a critical moment of the game:



Facilitator: There was this moment. This is, I think, the first time this has happened in the nine weeks of playing together. **Joshua says, "Who else has an idea?" I believe this is a moment to be celebrated.** So much so, Joshua, that I'd like to offer you an inspiration point for that moment. Because, I know we've all been wanting, wanting, wanting to be the person who does the thing. At this point, Joshua says, "Who else has an idea?"

As game master, storyteller, referee, and teacher, facilitators took on various roles in the sessions in order to best guide youth through the campaign and to support the development of their group process and SEL skills.

Discussion

In this study, we provide some preliminary insights into the development of SEL skills such as regulation, collaboration, planning, perspective taking, and pretend play via TTRPGs for youth. Our findings indicate that youth quickly develop a sense of community and do their best to work together, though youth do not demonstrate some of the more complex conflict resolution, problem solving, and teamwork behaviors until later sessions.

The behavior modeled by the facilitators provides a jumping-off point for the youth, demonstrating how to engage in positive collaboration with their peers. By examining these sessions through a group process and SEL-focused lens, we noted how youth developed their SEL skills throughout the program, the various strategies that the youth took, and how they adapted to each other's strengths to best collaborate with each other.

While these results are preliminary, the findings suggest that TTRPGs are valuable for developing SEL skills such as regulation, collaboration, planning, perspective taking, and pretend play. From these results we derive four key takeaways for practitioners and researchers:

1. Facilitators play a critical role:

Facilitators set the tone and provide explanations, guidance, and scaffolding that are critical for youths' skill development and TTRPG experience.

- 2. Interpersonal conflict can be productive for youth SEL skill development:** Though it can seem scary or counterproductive, interpersonal conflict in TTRPGs can actually provide a valuable opportunity for youth to practice their SEL skills.
- 3. With the right supports, youth can engage in complex reflection:** With scaffolding, youth demonstrate a great deal of introspection and reflection on their teamwork and individual strengths and weaknesses.
- 4. TTRPGs provide a sandbox in which youth can learn and make mistakes:** TTRPGs provide a safe and playful environment for youth to practice key SEL skills, allowing them to make mistakes without serious repercussions.

Key Takeaways

Facilitators play a critical role

A key takeaway from our findings is that facilitators play a critical role in youths' TTRPG experience by setting the tone and providing explanations, guidance, and scaffolding that are essential for helping youth navigate through the campaign and develop their SEL skills. Though facilitators in a TTRPG game like Dungeons & Dragons traditionally only take on the role of game master and storyteller, we observed facilitators taking on the additional roles of referee and teacher.

While these additional roles were not necessary for guiding youth through the story, they were critical in helping the youth develop their SEL skills. Facilitators helped youth through conflicts as referees and ensured that youth learned from important moments as teachers. This tone setting from facilitators also helped to create a safe space where youth felt comfortable expressing their emotions, engaging in disagreements with each other, and reflecting on their own strengths and weaknesses.

Interpersonal conflict can be productive for youth SEL skill development

Throughout the sessions, we saw youth getting into various conflicts with one another. While conflicts between youth were sometimes just minor disagreements, oftentimes conflict was rich and provided youth an opportunity to practice expressing their emotions, better understanding each other, and strengthening their teamwork. Though conflict can seem scary or counterproductive, a takeaway from this study is that conflict can actually be beneficial for youths' SEL skill development.

Being able to learn conflict resolution and problem solving in an imaginative sandbox environment allows youth to tackle difficult decisions and complex emotions in a mediated space.

With the right supports, youth can engage in complex reflection:

Though younger youth are still at the age where they are developing the skills necessary for complex reflection, strategy, and social interaction, youth in our study demonstrated a great deal of introspection and reflection on their teamwork and individual strengths and weaknesses. All of the participants were between 10-14 years old, which is a common age for youth to begin playing TTRPGs.

At this developmental stage, they are still learning how to balance responsibilities and relationships, and support and scaffolding are often needed in order for youth to do certain complex decision making and reasoning tasks successfully (Davis & Weinstein, 2017; Erikson, 1968, 1980). We saw facilitators provide this careful scaffolding and explanation by allowing youth to make their own decisions while gently guiding them to work together and make progress toward furthering their campaign. Other facilitators of TTRPGs can use similar support tactics to help youth engage in this complex reflection, planning, and learning process to develop their SEL and group process skills.

TTRPGs provide a sandbox in which youth can learn and make mistakes:

Finally, the results from this study suggest that TTRPGs can provide a structured way for youth to practice key social skills and make mistakes without serious repercussions. The imaginative world of TTRPGs creates a degree of separation from the real world, allowing youth to learn and grow in a low-stakes environment. As education moves towards more creative forms of learning—focusing on projects, play, collaboration, and creativity—there is an opportunity for TTRPGs to be used more broadly as a way to learn about SEL skills like regulation, collaboration, planning, perspective taking, and pretend play, as well as group process skills like problem solving, conflict resolution, delegation, strategy, and more.

This type of learning is critical for all youth, not just for youth with learning or social challenges, particularly given the restrictions that the COVID-19 pandemic has placed on youth interactions over the past two years (Courtney et al., 2020; Golberstein et al., 2020; Liang et al., 2020; Pitt et al., 2021). Game to Grow has recently extended their therapeutic programs to a wider audience, including children in foster care and hospitals.

These types of programs are important because they create a safe and engaging community in which youth can explore the complexities of their emotions and social connections, while also providing important research opportunities that allow us to better understand the wide-reaching impacts of the pandemic on various groups of youth. Researchers and practitioners have the opportunity to leverage the current wave of TTRPG popularity and adapt more materials for educational and therapeutic use with youth. This area of learning is currently understudied, and we hope that research into this area will continue to expand, allowing more people to engage in this valuable form of play and learning.

Limitations and Future Work

Overall, this study provides rich initial insights into how youth engage in collaborative behaviors during TTRPG sessions. However, this study had a couple of important limitations. First, the sample size was relatively small and somewhat homogenous. Additionally, this sample demonstrated less distress at intake than the participants with which Game to Grow usually works. Further research with larger and more diverse samples (e.g. more diversity in gender, race, ethnicity, etc.) is needed to corroborate and expand on our findings.

Second, though video data is extremely rich, it is limited in explanatory ability, particularly when one cannot share clips directly with the participants and get their perspectives. Future iterations of this study should include more thorough debriefings after sessions with participants, as well as surveys and interviews specifically focusing on youths' SEL and group process behaviors. Since this program was run virtually, future work could also explore whether there are any differences in the program's impact on youth SEL skills with virtual versus in-person sessions.

The program in this study consisted of one 90-minute session per week over 10 weeks. This length aligns with Game to Grow's best practices for Therapeutically Applied Role-Playing Games (TA-RPGS), which recommends that TA-RPG groups operate in an 8-16 week framework. Future research building on this study should include longer-term studies that aim to better understand how group and youth SEL skills continue to grow together over longer campaigns. Given the critical role we saw facilitators play in our study, future work could also explore how different facilitators manage gameplay and what impact facilitator differences have on youth skill development.

Conclusion

Through our work in examining these TTRPG sessions, we found that TTRPGs gave youth opportunities to practice and develop crucial SEL skills and that the facilitator aided youth in developing these skills by taking on various roles in the sessions.

Our preliminary results show that TTRPGs provide a safe space for youth to practice their regulation, collaboration, planning, perspective taking, and pretend play skills. These results have implications for TTRPG practitioners and SEL researchers. Further research and analysis should build on these initial results by providing additional insights into the benefits and applications of TTRPGs in learning and therapeutic spaces for youth.

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Appendix A: Codebook

Game to Grow Observational Study

Category:	Code	Definition	Notes	Example
Group regulation behaviors (adapted for RPGs from Kwon et al., 2014)	G1: Scheduling	Schedule group work, by checking available time or setting sequencing	<i>Clarification: Will mostly apply in-game, and may not be used that often.</i>	“You have two days before the festival, what are your plans for winning the pie eating contest?” “We only have two hours before this poison kills him, what do we do?”
	G2: Dividing labor	Divide labors or specify a person’s responsibility on a task	<i>Clarification: May be used during planning things or in the moment during a combat or skill challenge.</i>	“Well, [the rogue] is really quiet, so they can sneak into the room while the rest of us create a distraction.” “You go for the leader, I’ll see if I can get that caster away from us.”
	G3: Task	Identify tasks to be completed, or acknowledge goals or requirements of a campaign	<i>Clarification: May also be used in the moment as players declare specific tasks that they need to do</i>	“So if we want to figure out what’s causing the plants to die, we want to check out the fields and talk to the farmers.”
	G4: Strategy	Inquire about effective ways to coordinate group process and achieve goals	<i>Clarification: This includes enacting strategic decisions as well as discussing them, since the original codebook was less live action and more planning. Broader, might pair with G2.</i>	“What approach do we want to take towards this situation? Are we better at diplomacy? Subterfuge? Force?” “I’m going to do X so that this person can Y and then we can Z (as a collaborative process).”
	G5: Open-self	Share individual strength, weakness, preference, situation to enhance group awareness	<i>Clarification: After some discussion I think it would be best to apply this when revealing something new/important about the player OR the character, but not just basic discussion of game mechanics.</i>	“[Character] is easily distracted by shiny objects, but really good at finding things!” “I don’t like it when we have to fight, I prefer a more persuasive approach.”

Category:	Code	Definition	Notes	Example
	G6: Monitoring group process	Acknowledge group process by checking and sharing what has been done	<i>May be applied to recaps and summaries, but only when given by the players (as are all G-codes).</i>	“So we found the cloak and talked to the butcher. I think she’s hiding something, but what else do we still need to do?”
	G7: Group agreement	Seek other player’s feedback to reach group agreement and to establish group norms	<i>Can be difficult to identify, but sometimes can be found when a player mentions their plans to the group for feedback</i>	“I’m getting confused by the crosstalk, let’s take a step back and talk one at a time.” “How do we want to manage party funds?” “Let’s vote on whether or not to head to the castle.”
	G8: Evaluation	Evaluate group outcomes and/or group process	<i>May sometimes be applicable at the end of a session</i>	“I’m not sure this way of going after the thief is working well.” “We found the stolen doll! That’s great!”
Socio-emotional behaviors (adapted for RPGs from Kwon et al., 2014)	SE1: Emotional expression	Express feelings about players and group work, such as thanks, sorry, excitement, worry, etc.	<i>May overlap with other codes, but should involve strong use of emotional vocabulary or strong intonation/body language in the video</i>	“Ugh, can you stop trying to steal everything, it’s annoying.”
	SE2: Encouragement	Encourage others by praising what’s done well or by cheering up	<i>By the players, may include exclamations or small compliments, may be somewhat difficult to identify</i>	“Oof, rough roll, but you’ll get it next time!” “WOW what a cool spell.” “Your character is so nice!”
	SE3: Forming sense of community	Share personal issues and/or feeling of belonging resulted in developing social bonding	<i>This can be so open-ended; need specific guidelines for when this occurs. Clarification: Should specifically address the group of players or characters, by players only. May include in and out of character interactions.</i>	“I really love hanging out with you all.” “Can we play for another hour?” “I had a really bad day at school so this is a great break.”
	SE4: Inter-player/intra-group conflict (new code)	Players express specific irritation/anger/conflict etc. with another player or the group	<i>Clarification: Added after noting some specific conflict</i>	“I’m so much better than [other character], look at what I can do.” “I try to trip her”

Category:	Code	Definition	Notes	Example
Facilitator strategic actions	F1: Explaining	Explaining a mechanic or activity	<i>Clarification: Should focus on mechanics or information needed to make a decision. Just mechanics.</i>	Explaining how leveling up works, or the concept of check-in questions. "Investigation is when you're thoroughly searching, perception is a quick look around to take things in"
	F2: Directing/ guiding	Informing the group of the next thing that will occur/what to do	<i>Clarification: May be slightly ambiguous, but generally when the facilitator takes control of the direction of the session.</i>	"Okay, now we're going to do the recap" "Time for a skill challenge!"
	F3: Pausing/ Checking in/ Prompting reflection	Stopping play or the activity in order to get specific information from the players.		"How's everyone feeling? Can I get a thumb-o-meter from all of you?" "Let's consider what might happen if you confront the innkeeper."
	F4: Observing and adjusting	Using observed behaviors as guidance for adjusting play	<i>Clarification: May be difficult to clearly identify, but may occur after resolving a conflict or noticing frustrated body language/utterances</i>	Noticing and taking focus off a player who might be feeling overwhelmed, making a combat encounter less difficult by adding an ally, giving a clue to a puzzle, changing the session direction
	F5: Inviting collaboration/ input/roleplay	Asking the players to help shape the world via prompts or choices	<i>Specific to storytelling/ worldbuilding, but may also apply to encouraging roleplay to increase story immersion</i>	"What's the name of the tavern?" "What do these people call that mountain over there?"
Other	O1: Other not covered by other codes	Interesting/surprising/ important and not otherwise covered		
	O2: Key moment	Quote or vignette that is particularly strong or relevant to research questions		

Category:	Code	Definition	Notes	Example
Person	P1: DM/GM	Action/behavior done by game master	<i>Refers to the key person associated with the code(s)</i>	DM/GM expressing emotion etc. "WOW! That was intimidating!"
	P2: Player	Action/behavior done by player		"Great job, [adventurer]! Now we can get into the cave!"
*Prompt	PR1: Spontaneous	Action/behavior done without prompting		A player starts strategizing a plan without prompting.
Note: these do not apply to facilitator	PR2: Prompted by DM/GM	Action/behavior prompted by game master		Players reconsider a situation after the GM asks.
	PR3: Prompted by youth	Action/behavior prompted by youth		A player asks the group to agree on a course of action.
	S1: Session start			
	S2: Gameplay			

Category:	Code	Definition	Notes	Example
	S3: Check out and goodbye	Check out questions, any reflections/ concluding remarks		"How are we and our characters feeling about today's session?"
*Character footing	C1: In-character	Speaks as the character, refers to the in-game actions with first person language.	<i>Refers to the key person associated with the code(s). Clarification: Facilitator codes can also be in character if the facilitator takes on the persona of an NPC.</i>	"I put my ear to the door and listen for footsteps."
	C2: Out-of-character	Speaks as the player, refers to in-game actions in the third person.		"[Character] wants to search the room." "I want the group to get through this part of the adventure quickly so we can move on to something more interesting."
	C3: Unsure/unclear	Unable to determine whether a statement was from the player or char.		"I'm worried about what the shopkeeper is going to do."
	C4: Mixed/swapping	The player or facilitator switches between in and out of character utterances during an interaction.	<i>Clarification: may also apply if multiple people are the focus of the interaction and some are in-character and some are out of character.</i>	"I throw open the door. [character] rushes to the fire and throws the cursed medallion into it!"

Code application:

F, G, and SE codes should each have an S, P, PR, and C code applied with them.

Facilitator codes will not have a prompt code, as the facilitator is driving the session.

Double coding: When there are multiple top-level codes, sub-codes can be applied for both.

Just make sure to note/memo which is which.

About foundry10

foundry10 is an education research organization with a philanthropic focus on expanding ideas about learning and creating direct value for youth. In collaboration with diverse partners, we surface, evaluate, and share opportunities to better support youth learning both inside and outside the classroom. We do this through applied and experimental research, as well as collaborative philanthropy and educational programming rooted in evidence-based best practices.

foundry10.org

(206) 686-9780

info@foundry10.org



Elementary Basketball

Participants - AJ West, McDermoth, Central Park, Stevens, Robert Gray - Hoquiam is very interested in working together on this. This would be an additional two teams.

- AJ West -Green
- Central Park - Carolina Blue - light blue
- Robert Gray - Navy Blue
- McDermoth - Red
- Stevens - Purple

Two seasons: Girls season in fall and Boys season after Christmas, both 7- 8 game seasons would end with a culminating tournament.

Proposal is for a 4th or 5th grade basketball season... ideally would like to start a 5th grade league first then following years to perhaps add 4th grade.

Cost -

Coach stipend- we would need two coaches one for each school for each season. 2016 stipend was \$500 per coach. I would propose a \$600 stipend per coach for the 2023-24 season.

Referee stipend - Use of HS students to ref games. A minimum of two referees per game at a \$15 per stipend per game (approximately one hour of work)

Uniforms - reversible basketball tops (unisex)

Basketballs - around \$40 per game ball... will need at least one game ball per school. = $\$40 \times 5 = \200

Total

\$3000 for coaches \$6000

\$1000 for shirts \$ 2000

\$1200 for Refs ?? How many games?

\$150 for trophies \$300

\$90 for game balls \$200

Grand total \$5290 \$9700

Elementary Basketball rules/ philosophy

- Games
 - We will have a five to six game season with a culminating tournament at the end of the season at Sam Benn Gym
- Players
 - All Players should get equivalent court time when possible
 - Players should wear proper shorts, shoes, and game jersey
 - If school has 2 teams, each team should be divided equally by skill level
 - All players should be in 5th grade. If schools are short players (7 or fewer) they may use 4th grade with permission of the AD.
- Time outs
 - Time out (2 per half) is not usually called when a quarter is split; however, it is called by coach only, when the team has possession,
- Substitutions
 - Teams MUST substitute a line at a time at mid quarter (3 minute mark).
 - Individual substitutions may be made because of injury, or if a player asks to come out.
- Game Time
 - The game has four 8 minute quarters (line substitution @ the 4 minute mark) Games that end in a tie will have a 2 minute extra period.
 - 1 minute between quarters and 5 minutes half time
- Defense
 - Man to Man defense only; no zone defense, No press, and no double teaming

Mission/Philosophy: Elementary Basketball should provide a positive experience for **ALL** players to learn the fundamentals of the game, principles of sportsmanship, team play, and learning how to win and lose games with class.

- Coaches from both teams may/should agree to adjust the players and rotations of players to make the game more balanced, especially if one team is superior or way ahead.
- We are trying to build the program for the entire district. Increase involvement at the secondary level.
- The program starts with the integrity of the coaches. **Don't harass the officials** or make negative comments about the game, other team, and parents around your players. They are looking for a good role model and are listening to what you say and watching what you do.

ABERDEEN SCHOOL DISTRICT NO. 5
GRAYS HARBOR COUNTY, WASHINGTON

RESOLUTION NO. 2023-07

ADOPTION OF 2023-2024 BUDGET

A RESOLUTION of the Board of Directors of the Aberdeen School District No. 5, Grays Harbor County, Washington, fixing and determining fund appropriations; adopting the 2023-2024 budget, the four-year budget plan summary and the four-year enrollment projection; approving certain fund transfers; and providing for other related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF ABERDEEN SCHOOL DISTRICT NO. 5, GRAYS HARBOR COUNTY, WASHINGTON, AS FOLLOWS:

Section 1. Findings and Determinations. The Board of Directors (the “Board”) of Aberdeen School District No. 5, Grays Harbor County, Washington (the “District”), takes note of the following facts and hereby makes the following findings and determinations:

(a) Pursuant to RCW 28A.505.040, the District has completed the budget for the 2023-2024 fiscal year and published electronic notice of the same on its website. The 2023-2024 budget includes, among other things, [certain fund transfers,] a complete financial plan of the District for the ensuing 2023-2024 fiscal year and a summary of the four-year budget plan that includes a four-year enrollment projection.

(b) Pursuant to RCW 28A.505.060, the Board shall adopt the 2023-2024 budget on or before August 31, 2021. Prior to adoption of the 2023-2024 budget, the Board shall meet and conduct a public hearing to allow any person to be heard for or against any part of the 2023-2024 budget, the four year budget plan, or any proposed changes to uses of enrichment funding under RCW 28A.505.240 (a/k/a educational programs and operation levy).

(c) The Board, following notice thereof being published in a newspaper of general circulation within the District, conducted a public hearing on July 25, 2023, in accordance with the requirements of RCW 28A.505.060 for the purpose of adopting the 2023-2024 budget.

Section 2. Fixing and Determining Fund Appropriations; Adoption of 2023-2024 Budget, Four-Year Budget Summary and Four-Year Enrollment Projection.

(a) The Board hereby fixes and determines the appropriation from each fund contained in the 2023-2024 budget, as follows:

General Fund	\$ 62,368,331
Capital Projects Fund	\$ 450,000
Transportation Vehicle Fund	\$ 400,000
Debt Service Fund	\$ 3,256,985
Associated Student Body Fund	\$ 435,568

(b) The Board hereby adopts the 2023-2024 budget, the four-year budget plan summary, and the four-year enrollment projection and the appropriations as fixed and determined above, all of which are on file with the District and incorporated herein by this reference.

Section 3. Fund Transfers.

(a) Pursuant to RCW 28A.150.270 and WAC 392-121-445, the Board, in relation to the 2023-2024 budget, hereby (i) approves the transfer or transfers of State of Washington apportionment (“State Apportionment”) on an as needed basis in the aggregate amount of not to exceed \$ 295,000 from the General Fund to the Debt Service Fund for the purpose of repayment of Limited General Obligation bonds, and (ii) authorizes the District’s Executive Director of Business & Operations to determine the exact amount and timing of such transfers.

Section 4. General Authorization and Ratification. The Secretary to the Board, the President of the Board, the District’s Executive Director of Business & Operations and other appropriate officers of the District are hereby further authorized to take all other action, to do all other things consistent with this resolution, and to execute all other documents necessary to effectuate the provisions of this resolution, and all actions heretofore taken in furtherance thereof and not inconsistent with the provisions of this resolution are hereby ratified and confirmed in all respects.

ADOPTED by the Board of Directors of the Aberdeen School District No. 5, Grays Harbor County, Washington, at a regular open public meeting thereof, of which due notice was given as required by law, held this 25th day of July, 2023, the following Directors being present and voting in favor of the resolution.

ABERDEEN SCHOOL DISTRICT NO. 5
GRAYS HARBOR COUNTY, WASHINGTON

Jennifer Durney, President

Jessica Jurasin

Suzy Ritter

Annica Mizin

Jeremy Wright

Superintendent Jeffrey Thake
Secretary to the Board of Directors

Aberdeen School District No.005

BUDGET AND EXCESS LEVY SUMMARY

	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
SECTION A: BUDGET SUMMARY					
Total Revenues and Other Financing Sources	62,513,690	427,689	1,437,288	19,500	404,064
Total Appropriation (Expenditures)	62,368,331	435,568	3,256,985	450,000	400,000
Other Financing Uses--Transfers Out (G.L. 536)	295,000	XXXXX	0	0	0
Other Financing Uses (G.L. 535)	0	XXXXX	0	0	0
Excess of Revenues/Other Financing Sources Over/(Under) Expenditures and Other Financing Uses	-149,640	-7,879	-1,819,696	-430,500	4,064
Beginning Total Fund Balance	3,963,078	378,354	2,529,890	462,753	194,705
Ending Total Fund Balance	3,813,437	370,475	710,193	32,253	198,769

SECTION B: EXCESS LEVIES FOR 2024 COLLECTION

Excess levies approved by voters for 2024 collection	5,200,000	0	0	0	0
Rollback mandated by school district Board of Directors 1/	0	0	0	0	0
Net excess levy amount for 2024 collection after rollback	5,200,000	XXXXX	0	0	0

1/ Rollback of levies needs to be certified pursuant to RCW 84.52.020. Please do NOT include such resolution as part of this document.

Aberdeen School District No.005

GENERAL FUND FINANCIAL SUMMARY

	(1) Actual 2021-2022	(2) % of Total	(3) Budget 2022-2023	(4) % of Total	(5) Budget 2023-2024	(6) % of Total
ENROLLMENT AND STAFFING SUMMARY						
Total K-12 FTE Enrollment Counts	3,113.84		3,085.00		3,070.00	
FTE Certificated Employees	232.010		242.000		225.211	
FTE Classified Employees	162.819		185.791		180.963	
FINANCIAL SUMMARY						
Total Revenues and Other Financing Sources	58,473,961		72,275,491		62,513,690	
Total Expenditures	58,341,284		62,580,840		62,368,331	
Total Beginning Fund Balance	3,617,722		3,183,523		3,963,078	
Total Ending Fund Balance	2,467,846		3,188,174		3,813,437	
EXPENDITURE SUMMARY BY PROGRAM GROUPS						
Regular Instruction	22,351,502	38.31	26,536,202	42.40	24,702,237	39.61
Federal Special Purpose Funding	5,807,366	9.95	4,547,486	7.27	4,561,856	7.31
Special Education Instruction	6,483,106	11.11	7,142,758	11.41	8,297,633	13.30
Vocational Instruction	2,744,305	4.70	2,821,313	4.51	3,044,444	4.88
Skill Center Instruction	371,484	0.64	323,861	0.52	340,488	0.55
Compensatory Education	6,129,798	10.51	6,530,969	10.44	6,684,530	10.72
Other Instructional Programs	452,028	0.77	622,241	0.99	801,114	1.28
Community Services	2,147,866	3.68	2,400,517	3.84	2,311,272	3.71
Support Services	11,853,828	20.32	11,655,493	18.62	11,624,757	18.64
Total - Program Groups	58,341,284	100.00	62,580,840	100.00	62,368,331	100.00
EXPENDITURE SUMMARY BY ACTIVITY GROUPS						
Teaching Activities	34,749,165	59.56	37,368,681	59.71	37,742,540	60.52
Teaching Support	7,382,160	12.65	8,529,595	13.63	7,615,795	12.21
Other Supportive Activities	9,814,658	16.82	10,074,851	16.10	10,279,603	16.48
Building Administration	2,907,384	4.98	3,171,526	5.07	3,441,280	5.52
Central Administration	3,173,507	5.44	3,436,187	5.49	3,289,113	5.27
Total - Activity Groups	58,341,284	100.00	62,580,840	100.00	62,368,331	100.00

Aberdeen School District No.005

GENERAL FUND FINANCIAL SUMMARY

	(1) Actual 2021-2022	(2) % of Total	(3) Budget 2022-2023	(4) % of Total	(5) Budget 2023-2024	(6) % of Total
EXPENDITURE SUMMARY BY OBJECTS						
Certificated Salaries	21,938,472	37.60	24,557,981	39.24	24,259,059	38.90
Classified Salaries	10,974,350	18.81	11,474,301	18.34	12,297,010	19.72
Employee Benefits and Payroll Taxes	12,957,563	22.21	15,203,319	24.29	13,442,376	21.55
Supplies, Instructional Resources and Noncapitalized Items	4,206,939	7.21	4,683,731	7.48	4,431,660	7.11
Purchased Services	7,503,952	12.86	6,362,408	10.17	7,601,876	12.19
Travel	101,161	0.17	77,600	0.12	134,850	0.22
Capital Outlay	658,846	1.13	221,500	0.35	201,500	0.32
Total - Objects	58,341,284	100.00	62,580,840	100.00	62,368,331	100.00

Aberdeen School District No.005

FY ENROLLMENT AND STAFF COUNTS

	Average 1/ 2021-2022	Budget 2/ 2022-2023	Budget 3/ 2023-2024
A. FTE ENROLLMENT COUNTS (calculate to two decimal places)			
1. Kindergarten /2	220.60	193.00	183.00
2. Grade 1	184.30	221.00	186.00
3. Grade 2	194.68	184.00	217.00
4. Grade 3	250.50	197.00	192.00
5. Grade 4	206.30	251.00	214.00
6. Grade 5	217.10	207.00	243.00
7. Grade 6	226.23	215.00	218.00
8. Grade 7	246.15	238.00	220.00
9. Grade 8	267.53	245.00	254.00
10. Grade 9	264.94	271.00	251.00
11. Grade 10	243.55	250.00	268.00
12. Grade 11 (excluding Running Start)	209.78	235.00	231.00
13. Grade 12 (excluding Running Start)	197.21	198.00	198.00
14. SUBTOTAL	2,928.87	2,905.00	2,875.00
15. Running Start	51.73	50.00	75.00
16. Dropout Reengagement Enrollment	23.40	30.00	50.00
17. ALE Enrollment	109.84	100.00	70.00
18. TOTAL K-12	3,113.84	3,085.00	3,070.00
B. STAFF COUNTS (calculate to three decimal places)			
1. General Fund FTE Certificated Employees /4	232.01	242.00	225.211
2. General Fund FTE Classified Employees /4	162.82	185.79	180.963

1/ Enrollment are the average counts at school year's end as reported in the P-223 system. These counts do not include Ancillary and Non-Standard (summer) data.

2/ Enrollment and staff counts are entered in the budget for the school year. These counts remain constant and are not subject to change with subsequent updates to the P-233 and S-275 system, respectively.

3/ Enrollment should include special ed., part-time private, home-based, and summer students eligible for BEA funding, as reflected in the F-203.

4/ The staff counts for the prior year are the actual counts reported on Form S-275 and the current fiscal year are budgeted counts reported on Form F-195.

5/ Beginning in 2011-2012 kindergarten is considered full day and basic education. Beginning with 2011-2012, kindergarten enrollment counts should include any additional FTE attributable to the state funded full day kindergarten allocation based on total kindergarten enrollment, as reflected in the F-203.

Aberdeen School District No.005

SUMMARY OF GENERAL FUND BUDGET

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
REVENUES AND OTHER FINANCING SOURCES			
1000 Local Taxes	4,051,967	4,171,638	5,129,067
2000 Local Nontax Support	403,820	880,250	674,160
3000 State, General Purpose	30,160,402	31,813,386	31,992,402
4000 State, Special Purpose	10,779,882	11,998,772	12,539,386
5000 Federal, General Purpose	46,037	25,000	25,000
6000 Federal, Special Purpose	12,839,388	23,267,445	11,922,725
7000 Revenues from Other School Districts	155,273	67,000	202,200
8000 Revenues from Other Entities	37,192	52,000	28,750
9000 Other Financing Sources	0	0	0
A. TOTAL REVENUES AND OTHER FINANCING SOURCES	58,473,961	72,275,491	62,513,690
EXPENDITURES			
00 Regular Instruction	22,351,502	26,536,202	24,702,237
10 Federal Special Purpose Funding	5,807,366	4,547,486	4,561,856
20 Special Education Instruction	6,483,106	7,142,758	8,297,633
30 Vocational Education Instruction	2,744,305	2,821,313	3,044,444
40 Skill Center Instruction	371,484	323,861	340,488
50 and 60 Compensatory Education Instruction	6,129,798	6,530,969	6,684,530
70 Other Instructional Programs	452,028	622,241	801,114
80 Community Services	2,147,866	2,400,517	2,311,272
90 Support Services	11,853,828	11,655,493	11,624,757
B. TOTAL EXPENDITURES	58,341,284	62,580,840	62,368,331
C. OTHER FINANCING USES--TRANSFERS OUT (G.L.536) 1/	1,282,553	9,690,000	295,000
D. OTHER FINANCING USES (G.L.535) 2/	0	0	0
E. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER (UNDER) EXPENDITURES AND OTHER FINANCING USES (A-B-C-D)	-1,149,876	4,651	-149,640
BEGINNING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.815 Restricted for Unequalized Deductible Revenue	0	0	0
G.L.821 Restricted for Carryover of Restricted Revenues	1,162,043	521,000	527,610
G.L.823 Restricted for Carryover Of Transition To Kindergarten Revenue	0	0	0
G.L.825 Restricted for Skill Center	0	0	0
G.L.828 Restricted for Carryover of Food Service Revenue	0	0	0

Aberdeen School District No.005

SUMMARY OF GENERAL FUND BUDGET

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
G.L.830 Restricted for Debt Service	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	219,505	219,505	250,000
G.L.845 Restricted for Self-Insurance	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0
G.L.870 Committed to Other Purposes	14,070	14,070	14,070
G.L.872 Committed to Economic Stabilization	0	0	0
G.L.873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0	0
G.L.875 Assigned to Contingencies	0	0	0
G.L.884 Assigned to Other Capital Projects	0	0	0
G.L.888 Assigned to Other Purposes	0	0	0
G.L.890 Unassigned Fund Balance	-296,128	0	42,356
G.L.891 Unassigned to Minimum Fund Balance Policy	2,518,232	2,428,948	3,129,042
F. TOTAL BEGINNING FUND BALANCE	3,617,722	3,183,523	3,963,078
G. G.L.898 PRIOR YEAR CORRECTIONS OR RESTATEMENTS(+ OR -)	XXXXX	XXXXX	XXXXX
ENDING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.815 Restricted for Unequalized Deductible Revenue	0	0	0
G.L.821 Restricted for Carryover of Restricted Revenues	939,098	521,000	527,610
G.L.823 Restricted for Carryover Of Transition To Kindergarten Revenue	0	0	0
G.L.825 Restricted for Skill Center	0	0	0
G.L.828 Restricted for Carryover of Food Service Revenue	0	0	0
G.L.830 Restricted for Debt Service	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	113,870	219,505	250,000
G.L.845 Restricted for Self-Insurance	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0
G.L.870 Committed to Other Purposes	14,070	14,070	14,070
G.L.872 Committed to Economic Stabilization	0	0	0
G.L.873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0	0
G.L.875 Assigned to Contingencies	0	0	0
G.L.884 Assigned to Other Capital Projects	0	0	0
G.L.888 Assigned to Other Purposes	0	0	0
G.L.890 Unassigned Fund Balance	0	4,651	-107,284

Aberdeen School District No.005

SUMMARY OF GENERAL FUND BUDGET

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
G.L.891 Unassigned to Minimum Fund Balance Policy	1,400,809	2,428,948	3,129,042
H. TOTAL ENDING FUND BALANCE (E+F, +OR-G) 3/	2,467,846	3,188,174	3,813,437

1/ G.L. 536 is an account that is used to summarize actions for other financing uses--transfers out.

2/ G.L.535 is an account that is used to summarize actions for other financing uses such as long-term financing and debt extinguishments. Nonvoted debts may be serviced in the Debt Service Fund (DSF) rather than in the fund that received the debt proceeds. In order to provide the resources to retire the debt, a transfer is used by the General Fund, Capital Projects Fund, or Transportation Vehicle Fund to transfer resources to the DSF. Refer to Page DS4 for detail of estimated outstanding nonvoted bond detail information.

3/ Line H must be equal to or greater than all restricted fund balances.

Aberdeen School District No.005

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
LOCAL TAXES			
1100 Local Property Tax	4,022,515	4,138,726	5,086,164
1300 Sale of Tax Title Property	4,800	5,000	9,000
1400 Local in lieu of Taxes	2,744	2,000	2,500
1500 Timber Excise Tax	21,907	25,911	31,403
1600 County-Administered Forests	0	0	0
1900 Other Local Taxes	0	0	0
1000 TOTAL LOCAL TAXES	4,051,967	4,171,638	5,129,067
LOCAL SUPPORT NONTAX			
2100 Tuitions and Fees, Unassigned	1,245	1,050	815
2122 Special Ed-Infants and Toddlers-Tuition and Fees	0	0	0
2131 Secondary Vocational Education Tuition	60	0	0
2145 Skill Center Tuitions and Fees	150	1,000	0
2171 Traffic Safety Education Fees	0	0	0
2173 Summer School Tuition and Fees	0	0	0
2186 Community School Tuition and Fees	0	0	0
2188 Childcare Tuitions and Fees	15,801	17,500	9,750
2200 Sales of Goods, Supplies, and Services, Unassigned	12,252	7,550	5,845
2231 Secondary Voc. Ed., Sales of Goods, Supplies, and Svcs	87,318	56,250	54,200
2245 Skill Center, Sales of Goods, Supplies and Services	560	1,000	1,950
2288 Childcare, Sales of Goods, Supplies and Services	0	0	0
2289 Other Community Svcs Sales of Goods, Supplies and Svcs	4,029	2,500	4,000
2298 School Food Services, Sales of Goods, Supplies and Svcs	6,477	5,050	7,900
2300 Investment Earnings	5,945	3,500	3,500
2400 Interfund Loan Interest Earnings	0	0	0
2450 Other Interest Earnings	0	0	0
2500 Gifts and Donations	202,160	741,900	543,650
2600 Fines and Damages	10,789	2,950	2,550
2700 Rentals and Leases	0	0	0
2800 Insurance Recoveries	0	0	0
2900 Local Support Nontax, Unassigned	23,730	15,000	15,000
2910 E-Rate	33,305	25,000	25,000
2998 Local School Food Services-non NSLP	0	0	0

Aberdeen School District No.005

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
2000 TOTAL LOCAL SUPPORT NONTAX	403,820	880,250	674,160
STATE, GENERAL PURPOSE			
3100 Apportionment	26,625,782	28,057,524	28,435,286
3121 Special Education--General Apportionment	960,567	1,015,225	1,107,874
3300 Local Effort Assistance	2,574,053	2,740,637	2,449,242
3600 State Forests	0	0	0
3900 Other State General Purpose, Unassigned	0	0	0
3000 TOTAL STATE, GENERAL PURPOSE	30,160,402	31,813,386	31,992,402
STATE, SPECIAL PURPOSE			
4100 Special Purpose, Unassigned	29,168	0	0
4109 Transition To Kindergarten	XXXXX	XXXXX	0
4121 Special Education	4,139,571	4,303,945	5,319,332
4122 Special Ed-Infants and Toddlers-State	0	0	0
4126 State Institutions, Special Education	0	0	0
4155 Learning Assistance	2,201,240	2,430,124	2,351,627
4156 State Institutions, Centers, and Homes, Delinquent	124,735	363,075	156,723
4158 Special and Pilot Programs	312,049	549,570	355,658
4159 Institutions-Juveniles in Adult Jails	0	0	0
4165 Transitional Bilingual	520,413	657,748	722,387
4174 Highly Capable	87,855	91,863	91,842
4188 Childcare	0	0	0
4198 School Food Services	42,951	28,430	33,210
4199 Transportation--Operations	1,173,629	1,241,841	1,268,857
4300 Other State Agencies, Unassigned	7,500	7,500	0
4321 Special Education--Other State Agencies	10,611	3,500	3,500
4322 Special Education-Infants and Toddlers-State	0	0	0
4326 State Institutions--Special Education--Other State Agcs	0	0	0
4356 State Insts, Ctrs, Homes, Delinquent--Other St. Agcs	0	0	0
4358 Special and Pilot Programs--Other State Agencies	0	0	32,500
4365 Transitional Bilingual--Other State Agencies	0	0	0
4388 Childcare--Other State Agencies	2,112,288	2,321,176	2,203,750
4398 School Food Services--Other State Agencies	0	0	0
4399 Transportation--Operations--Other State Agencies	17,872	0	0
4000 TOTAL STATE, SPECIAL PURPOSE	10,779,882	11,998,772	12,539,386

Aberdeen School District No.005

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
FEDERAL, GENERAL PURPOSE			
5200 General Purpose Direct Federal Grants, Unassigned	0	0	0
5300 Impact Aid, Maintenance and Operation	0	0	0
5329 Impact Aid, Special Education Funding	0	0	0
5400 Federal in lieu of Taxes	0	0	0
5500 Federal Forests	46,037	25,000	25,000
5600 Qualified Bond Interest Credit - Federal	0	0	0
5000 TOTAL FEDERAL, GENERAL PURPOSE	46,037	25,000	25,000
FEDERAL, SPECIAL PURPOSE			
6100 Special Purpose, OSPI, Unassigned	0	0	0
6109 Transition To Kindergarten	XXXXX	XXXXX	0
6111 Federal Special Purpose-SLFRF	1,739,703	366,569	0
6112 Federal Special Purpose-ESSER II	1,350,770	4,497,103	0
6113 Federal Special Purpose-ESSER III	1,929,452	9,602,346	5,051,980
6114 Federal Special Purpose ESSER III Learning Loss	1,417,767	1,779,654	0
6118 Federal Special Purpose-Reserved G	0	0	0
6119 Federal Special Purpose-Cares Act - Other	0	0	0
6121 Special Education--Medicaid Reimbursement	0	0	0
6122 Special Ed-Infants and Toddlers-Medicaid Reimbursements	0	0	0
6123 SP,Ed, Sup, IDEA, Fed	187,996	125,000	0
6124 Special Education--Supplemental	831,448	839,191	1,339,191
6125 Special Education-Infants and Toddlers-Federal	0	0	0
6138 Secondary Vocational Education	40,672	37,109	37,109
6146 Skill Center	0	0	0
6151 Disadvantaged ESEA Disadvantaged, Fed	1,735,126	1,765,855	1,693,746
6152 School Improve, Fed Other Title Grants under ESEA, Fed	834,863	993,443	1,062,437
6153 Migrant ESEA Migrant, Federal	93,730	95,868	150,689
6154 Reading First, Federal	0	0	0
6157 Institutions, Neglected and Delinquent	0	0	0
6161 Head Start	0	0	0
6162 Math & Science--Professional Development	0	0	0
6164 Limited English Proficiency (formerly Bilingual)	76,636	103,316	152,067
6167 Indian Education JOM	0	0	0
6168 Indian Education, ED	0	0	0

Aberdeen School District No.005

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
6176 Targeted Assistance ESSER I	0	0	0
6178 Youth Training Programs	0	0	0
6188 Childcare	0	0	0
6189 Other Community Services	0	0	0
6198 School Food Services	2,167,821	2,690,789	2,042,929
6199 Transportation--Operations	0	0	0
6200 Direct Special Purpose Grants	0	0	0
6210 E-Rate	XXXXX	XXXXX	0
6211 Federal Special Purpose--SLFRF	0	0	0
6212 Federal Special Purpose--ESSER II	0	0	0
6213 Federal Special Purpose--ESSER III	0	0	0
6214 Federal Special Purpose ESSER III Learning Loss	0	0	0
6218 Federal Special Purpose--Reserved G	0	0	0
6219 Federal Special Purpose--Cares Act - Other	0	0	0
6221 Special Education--Medicaid Reimbursement	0	0	0
6222 Special Ed-Infants and Toddlers-Medicaid Reimbursements	0	0	0
6223 SP,Ed, Sup, IDEA, Fed	0	0	0
6224 Special Education--Supplemental	0	0	0
6225 Special Education-Infants and Toddlers-Federal	0	0	0
6238 Secondary Vocational Education	0	0	0
6246 Skill Center	0	0	0
6251 Disadvantaged ESEA Disadvantaged, Fed	0	0	0
6252 School Improve, Fed Other Title Grants under ESEA, Fed	0	0	0
6253 ESEA Migrant, Federal	0	0	0
6254 Reading First, Federal	0	0	0
6257 Institutions, Neglected and Delinquent	0	0	0
6261 Head Start	0	0	0
6262 Math & Science--Professional Development	0	0	0
6264 Limited English Proficiency (formerly Bilingual)	0	0	0
6267 Indian Education JOM	0	0	0
6268 Indian Education, ED	55,759	87,100	93,475
6276 Targeted Assistance ESSER I	0	0	0
6278 Youth Training, Direct Grants	0	0	0
6288 Childcare	0	0	0
6289 Other Community Services	0	0	0

Aberdeen School District No.005

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
6298 School Food Services	0	0	0
6299 Transportation--Operations	0	0	0
6300 Federal Grants Through Other Agencies, Unassigned	135,514	125,000	140,000
6310 Medicaid Administrative Match	0	0	0
6311 Federal Special Purpose--SLFRF	0	0	0
6312 Federal Special Purpose--ESSER II	0	0	0
6313 Federal Special Purpose--ESSER III	0	0	0
6314 Federal Special Purpose ESSER III Learning Loss	0	0	0
6318 Federal Special Purpose--Reserved G	0	0	0
6319 Federal Special Purpose--Cares Act - Other	0	0	0
6321 Special Education--Medicaid Reimbursement	47,333	4,300	4,300
6322 Special Ed-Infants and Toddlers-Medicaid Reimbursements	0	0	0
6323 SP,Ed, Sup, IDEA, Fed	0	0	0
6324 Special Education--Supplemental	0	0	0
6325 Special Education-Infants and Toddlers-Federal	0	0	0
6338 Secondary Vocational Education	0	0	0
6346 Skill Center	0	0	0
6351 Disadvantaged ESEA Disadvantaged, Fed	0	0	0
6352 School Improve, Fed Other Title Grants under ESEA, Fed	0	0	0
6353 Migrant ESEA Migrant, Federal	0	0	0
6354 Reading First, Federal	0	0	0
6357 Institutions, Neglected and Delinquent	0	0	0
6361 Head Start	0	0	0
6362 Math & Science--Professional Development	0	0	0
6364 Limited English Proficiency (formerly Bilingual)	0	0	0
6367 Indian Education JOM	0	0	0
6368 Indian Education, ED	0	0	0
6376 Targeted Assistance ESSER I	0	0	0
6378 Youth Training Programs	0	0	0
6388 Childcare	40,000	0	0
6389 Other Community Services	0	0	0
6398 School Food Services	0	0	0
6399 Transportation--Operations	0	0	0
6998 USDA Commodities	154,801	154,802	154,802
6000 TOTAL FEDERAL, SPECIAL PURPOSE	12,839,388	23,267,445	11,922,725

Aberdeen School District No.005

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
REVENUES FROM OTHER SCHOOL DISTRICTS			
7100 Program Participation, Unassigned	5,609	2,500	2,450
7121 Special Education	0	0	0
7122 Special Education-Infants and Toddlers	0	0	0
7131 Vocational Education	0	0	0
7145 Skill Center	0	0	0
7189 Other Community Services	0	0	0
7197 Support Services	1,500	750	0
7198 School Food Services	864	875	875
7199 Transportation	692	0	0
7301 Nonhigh Participation	146,608	62,875	198,875
7000 TOTAL REVENUES FROM OTHER SCHOOL DISTRICTS	155,273	67,000	202,200
REVENUES FROM OTHER ENTITIES			
8100 Governmental Entities	6,952	0	3,750
8101 Governmental Entities-Enrichment	0	0	0
8188 Childcare	30,240	52,000	25,000
8189 Community Services	0	0	0
8198 School Food Services	0	0	0
8199 Transportation	0	0	0
8200 Private Foundations	0	0	0
8500 Nonfederal, ESD	0	0	0
8521 Educational Service Districts-Special Education	0	0	0
8522 Ed Service Districts-Special Ed-Infants and Toddlers	0	0	0
8000 TOTAL REVENUES FROM OTHER ENTITES	37,192	52,000	28,750
OTHER FINANCING SOURCES			
9100 Sale of Bonds	0	0	0
9300 Sale of Equipment	0	0	0
9400 Compensated Loss of Fixed Assets	0	0	0
9500 Long-Term Financing	0	0	0
9900 Transfers	0	0	0
9901 Transfers (local resources)	0	0	0
9000 TOTAL OTHER FINANCING SOURCES	0	0	0
TOTAL REVENUES AND OTHER FINANCING SOURCES	58,473,961	72,275,491	62,513,690

Aberdeen School District No.005

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

Aberdeen School District No.005

EXPENDITURE BY PROGRAM

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
REGULAR INSTRUCTION			
01 Basic Education	21,668,823	25,651,546	23,801,482
02 Alternative Learning Experience	506,528	666,051	643,691
03 Basic Education - Dropout Reengagement	176,151	218,605	257,064
09 Transition to Kindergarten	XXXXX	XXXXX	0
00 TOTAL REGULAR INSTRUCTION	22,351,502	26,536,202	24,702,237
FEDERAL SPECIAL PURPOSE FUNDING			
11 Federal Special Purpose - SLFRF	1,737,121	366,569	0
12 Federal Special Purpose - ESSER II	1,163,661	1,571,045	0
13 Federal Special Purpose - ESSER III	1,677,271	1,067,392	4,561,856
14 Federal Special Purpose ESSER III Learning Loss	1,229,313	1,542,480	0
18 Federal Special Purpose - Reserved G	0	0	0
19 Federal Special Purpose - Cares Act - Other	0	0	0
10 TOTAL FEDERAL SPECIAL PURPOSE FUNDING	5,807,366	4,547,486	4,561,856
SPECIAL EDUCATION INSTRUCTION			
21 Special Education, Supplemental, State	5,477,482	6,195,809	6,979,652
22 Special Education, Infants and Toddlers, State	0	0	0
23 Special Education, ARP, IDEA, Federal	185,476	122,936	0
24 Special Education, Supplemental, Federal	820,148	824,013	1,317,981
25 Special Education, Infants and Toddlers, Federal	0	0	0
26 Special Education, Institutions, State	0	0	0
29 Special Education, Other, Federal	0	0	0
20 TOTAL SPECIAL EDUCATION INSTRUCTION	6,483,106	7,142,758	8,297,633
VOCATIONAL EDUCATION INSTRUCTION			
31 Vocational, Basic, State	2,223,117	2,267,521	2,298,640
34 Middle School Career and Technical Education, State	481,516	516,683	708,695
38 Vocational, Federal	39,672	37,109	37,109
39 Vocational, Other Categorical	0	0	0
30 TOTAL VOCATIONAL EDUCATION INSTRUCTION	2,744,305	2,821,313	3,044,444
SKILL CENTER INSTRUCTION			
45 Skill Center, Basic, State	371,484	323,861	340,488

Aberdeen School District No.005

EXPENDITURE BY PROGRAM

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
46 Skill Center, Federal	0	0	0
47 Skill Center - Facility Upgrades	0	0	0
40 TOTAL SKILL CENTER INSTRUCTION	371,484	323,861	340,488
COMPENSATORY EDUCATION INSTUCTION			
51 Disadvantaged (formerly Remediation) ESEA Disadvantaged, Federal	1,686,406	1,753,961	1,650,968
52 Other Title Grants under ESEA-Federal	813,944	969,175	1,046,345
53 Migrant ESEA Migrant, Federal	91,381	91,868	146,894
54 Reading First, Federal	0	0	0
55 Learning Assistance Program (LAP), State	2,330,370	2,337,048	2,380,278
56 State Institutions, Centers and Homes, Delinquent	177,451	357,273	176,297
57 State Institutions, Neglected and Delinquent, Federal	0	0	0
58 Special and Pilot Programs, State	317,268	268,395	332,720
59 Institutions - Juveniles in Adult Jails	0	0	0
61 Head Start, Federal	0	0	0
62 Math and Science, Professional Development, Federal	0	0	0
64 Limited English Proficiency, Federal	74,715	100,727	148,227
65 Transitional Bilingual, State	575,489	571,259	711,641
67 Indian Education, Federal, JOM	0	0	0
68 Indian Education, Federal, ED	55,898	81,263	91,160
69 Compensatory, Other	6,875	0	0
50 and 60 TOTAL COMPENSATORY EDUCATION INSTRUCTION	6,129,798	6,530,969	6,684,530
OTHER INSTRUCTIONAL PROGRAMS			
71 Traffic Safety	0	0	0
73 Summer School	0	0	0
74 Highly Capable	82,276	81,732	89,241
76 Targeted Assistance	0	0	0
78 Youth Training Programs, Federal	0	0	0
79 Instructional Programs, Other	369,752	540,509	711,873
70 TOTAL OTHER INSTRUCTIONAL PROGRAMS	452,028	622,241	801,114
COMMUNITY SERVICES			
81 Public Radio/Television	0	0	0
86 Community Schools	0	0	0
88 Early Learning Programs	2,147,866	2,400,517	2,311,272

Aberdeen School District No.005

EXPENDITURE BY PROGRAM

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
89 Other Community Services	0	0	0
80 TOTAL COMMUNITY SERVICES	2,147,866	2,400,517	2,311,272
SUPPORT SERVICES			
97 District-wide Support	8,060,241	7,599,905	7,555,513
98 School Food Services	2,563,824	2,778,552	2,733,794
99 Pupil Transportation	1,229,763	1,277,036	1,335,450
90 TOTAL SUPPORT SERVICES	11,853,828	11,655,493	11,624,757
TOTAL PROGRAM EXPENDITURES	58,341,284	62,580,840	62,368,331

Aberdeen School District No.005
PROGRAM SUMMARY BY OBJECT OF EXPENDITURE

Program	Total Object	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
01 Basic Education	23,801,482	201,450		13,500,896	2,502,978	5,234,748	1,142,283	1,191,127	28,000	0
02 ALE	643,691	0		163,247	35,334	68,610	126,500	200,000	0	50,000
03 Basic Education - Dropout Reengagement	257,064	0		93,578	70,148	63,338	15,000	15,000	0	0
09 Transition to Kindergarten	0	0		0	0	0	0	0	0	0
TOTAL REGULAR INSTRUCTION	24,702,237	201,450		13,757,721	2,608,460	5,366,696	1,283,783	1,406,127	28,000	50,000
11 Federal Special Purpose - SLFRF	0	0		0	0	0	0	0	0	0
12 Federal Special Purpose - ESSER II	0	0		0	0	0	0	0	0	0
13 Federal Special Purpose - ESSER III	4,561,856	0		2,122,795	482,059	957,753	204,249	795,000	0	0
14 Federal Special Purpose ESSER III Learning Loss	0	0		0	0	0	0	0	0	0
18 Federal Special Purpose - Reserved G	0	0		0	0	0	0	0	0	0
19 Federal Special Purpose - Other	0	0		0	0	0	0	0	0	0
TOTAL FEDERAL SPECIAL PURPOSE FUNDING	4,561,856	0		2,122,795	482,059	957,753	204,249	795,000	0	0
21 Sp Ed, Sup, St	6,979,652	0		2,697,536	1,519,801	1,749,878	28,006	984,431	0	0
22 Sp Ed, I&T, St	0	0		0	0	0	0	0	0	0
23 Sp Ed, Sup, IDEA, Fed	0	0		0	0	0	0	0	0	0
24 Sp Ed, Sup, Fed	1,317,981	0		621,746	0	188,535	0	507,700	0	0

Aberdeen School District No.005

PROGRAM SUMMARY BY OBJECT OF EXPENDITURE

Program	Total Object	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
25 Sp Ed, I&T, Fed	0	0		0	0	0	0	0	0	0
26 Sp Ed, Inst, St	0	0		0	0	0	0	0	0	0
29 Sp Ed, Oth, Fed	0	0		0	0	0	0	0	0	0
TOTAL SPECIAL EDUCATION INSTRUCTION	8,297,633	0		3,319,282	1,519,801	1,938,413	28,006	1,492,131	0	0
31 Voc, Basic, St	2,298,640	15,000		1,391,343	75,050	477,875	331,072	8,300	0	0
34 MidSchCar/Tec	708,695	2,500		469,166	0	169,385	67,644	0	0	0
38 Voc, Fed	37,109	0		0	0	0	37,109	0	0	0
39 Voc, Other	0	0		0	0	0	0	0	0	0
TOTAL VOCATIONAL EDUCATION INSTRUCTION	3,044,444	17,500		1,860,509	75,050	647,260	435,825	8,300	0	0
45 Skil Cnt, Bas, St	340,488	950	0	217,594	0	71,746	6,998	43,200	0	0
46 Skill Cntr, Fed	0	0	0	0	0	0	0	0	0	0
47 Skill Cntr, Fclty Upg	0	0		0	0	0	0	0		0
TOTAL SKILL CENTER INSTRUCTION	340,488	950	0	217,594	0	71,746	6,998	43,200	0	0
51 ESEA Disadvantaged, Federal	1,650,968	0		573,687	549,523	464,362	62,396	0	1,000	0
52 Other Title Grants under ESEA-Federal	1,046,345	900	0	119,500	252,000	79,189	92,200	430,806	71,750	0
53 ESEA Migrant, Federal	146,894	1,000		14,633	58,029	30,530	39,202	900	2,600	0
54 Read First, Fed	0	0		0	0	0	0	0	0	0
55 LAP	2,380,278	0		675,466	895,044	667,518	22,250	120,000	0	0
56 St In, Ctr/Hm, D	176,297	0		119,899	9,482	41,666	5,000	250	0	0

Aberdeen School District No.005

PROGRAM SUMMARY BY OBJECT OF EXPENDITURE

Program	Total Object	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
57 St In, N/D, Fed	0	0		0	0	0	0	0	0	0
58 Sp/Plt Pgm, St	332,720	2,750		250,380	0	45,590	0	34,000	0	0
59 I-JAJ	0	0		0	0	0	0	0	0	0
61 Head Start, Fed	0	0		0	0	0	0	0	0	0
62 MS, Pro Dv, Fed	0	0		0	0	0	0	0	0	0
64 LEP, Fed	148,227	0		0	0	0	26,021	112,206	10,000	0
65 Tran Biling, St	711,641	0		307,108	177,689	205,823	0	21,021	0	0
67 Ind Ed, Fd, JOM	0	0		0	0	0	0	0	0	0
68 Ind Ed, Fd, ED	91,160	15,000		0	35,631	20,529	20,000	0	0	0
69 Comp, Othr	0	0		0	0	0	0	0	0	0
TOTAL COMPENSATORY EDUCATION INSTRUCTION	6,684,530	19,650	0	2,060,673	1,977,398	1,555,207	267,069	719,183	85,350	0
71 Traffic Safety	0	0		0	0	0	0	0	0	0
73 Summer School	0	0		0	0	0	0	0	0	0
74 Highly Capable	89,241	0		60,857	0	17,384	5,500	3,500	2,000	0
76 Target Asst	0	0		0	0	0	0	0	0	0
78 Yth Trg Pm, Fed	0	0		0	0	0	0	0	0	0
79 Inst Pgm, Othr	711,873	17,050		0	30,050	24,232	480,524	145,017	15,000	0
TOTAL OTHER INSTRUCTIONAL PROGRAMS	801,114	17,050		60,857	30,050	41,616	486,024	148,517	17,000	0
81 Public Radio/TV	0	0		0	0	0	0	0	0	0
86 Comm Schools	0	0		0	0	0	0	0	0	0

Aberdeen School District No.005

PROGRAM SUMMARY BY OBJECT OF EXPENDITURE

Program	Total Object	(0) Debit Transfer	(1) Credit Transfer	(2) Cert. Salaries	(3) Class. Salaries	(4) Employee Benefits	(5) Supplies / Materials	(7) Purchased Services	(8) Travel	(9) Capital Outlay
88 Early Learning Programs	2,311,272	0		620,465	641,652	561,288	181,099	306,768	0	0
89 Othr Comm Srv	0	0	0	0	0	0	0	0	0	0
TOTAL COMMUNITY SERVICES	2,311,272	0	0	620,465	641,652	561,288	181,099	306,768	0	0
97 Distwide Suppt	7,555,513	4,500	-57,600	239,163	3,401,722	1,386,221	317,157	2,128,350	4,500	131,500
98 Schl Food Serv	2,733,794	0	-7,100	0	1,035,523	600,621	1,070,450	14,300	0	20,000
99 Pupil Transp	1,335,450	0	-196,400	0	525,295	315,555	151,000	540,000	0	0
TOTAL SUPPORT SERVICES	11,624,757	4,500	-261,100	239,163	4,962,540	2,302,397	1,538,607	2,682,650	4,500	151,500
OBJECT TOTALS	62,368,331	261,100	-261,100	24,259,059	12,297,010	13,442,376	4,431,660	7,601,876	134,850	201,500

Aberdeen School District No.005

SUMMARY OF GENERAL FUND EXPENDITURES BY OBJECT OF EXPENDITURE

	(1) Actual 2021-2022	(2) % of Total	(3) Budget 2022-2023	(4) % of Total	(5) Budget 2023-2024	(6) % of Total
OBJECT OF EXPENDITURE						
(0) Debit Transfers	211,341	XXXXX	145,450	XXXXX	261,100	XXXXX
(1) Credit Transfers	-211,341	XXXXX	-145,450	XXXXX	-261,100	XXXXX
(2) Certificated Salaries	21,938,472	37.60	24,557,981	39.24	24,259,059	38.90
(3) Classified Salaries	10,974,350	18.81	11,474,301	18.34	12,297,010	19.72
(4) Employee Benefits and Payroll Taxes	12,957,563	22.21	15,203,319	24.29	13,442,376	21.55
(5) Supplies and Materials	4,206,939	7.21	4,683,731	7.48	4,431,660	7.11
(7) Purchased Services	7,503,952	12.86	6,362,408	10.17	7,601,876	12.19
(8) Travel	101,161	0.17	77,600	0.12	134,850	0.22
(9) Capital Outlay	658,846	1.13	221,500	0.35	201,500	0.32
TOTAL EXPENDITURES	58,341,284	100.00	62,580,840	100.00	62,368,331	100.00

Aberdeen School District No.005

SUMMARY OF GENERAL FUND EXPENDITURES BY ACTIVITY

	(1) Actual 2021-2022	(2) % of Total	(3) Budget 2022-2023	(4) % of Total	(5) Budget 2023-2024	(6) % of Total
TEACHING ACTIVITIES						
27 Teaching	33,286,027	57.05	36,186,501	57.82	36,357,621	58.30
28 Extracur	1,463,138	2.51	1,182,180	1.89	1,384,919	2.22
29 Pmt to SD	0	0.00	0	0.00	0	0.00
TOTAL TEACHING ACTIVITIES	34,749,165	59.56	37,368,681	59.71	37,742,540	60.52
TEACHING SUPPORT						
22 Lrn Resrc	323,060	0.55	384,932	0.62	359,561	0.58
24 Guid/Coun	1,880,882	3.22	2,606,461	4.16	2,050,089	3.29
25 Pupil M/S	13,828	0.02	0	0.00	11,978	0.02
26 Health	2,335,662	4.00	2,268,926	3.63	2,154,301	3.45
31 InstProDev	543,741	0.93	868,981	1.39	1,047,118	1.68
32 Inst Tech	1,060,679	1.82	1,219,958	1.95	580,755	0.93
33 Curriculum	1,224,308	2.10	795,389	1.27	1,027,130	1.65
34 Prof Lrng St	314,411	0.54	384,948	0.62	384,863	0.62
TOTAL TEACHING SUPPORT	7,382,160	12.65	8,529,595	13.63	7,615,795	12.21
OTHER SUPPORT ACTIVITIES						
42 Food	860,719	1.48	859,100	1.37	859,100	1.38
44 Operation	1,480,578	2.54	1,695,642	2.71	1,631,914	2.62
49 Transfers	-13,395	-0.02	0	0.00	-7,100	-0.01
52 Operation	1,382,279	2.37	1,322,036	2.11	1,451,850	2.33
53 Maintnce	0	0.00	0	0.00	0	0.00
56 Insurance	3,279	0.01	75,000	0.12	80,000	0.13
58 Remote Learning Operations	0	0.00	0	0.00	0	0.00
59 Transfers	-155,795	-0.27	-120,000	-0.19	-196,400	-0.31
62 Grnd Mnt	106,873	0.18	99,095	0.16	90,954	0.15
63 Oper Bldg	1,849,489	3.17	2,009,261	3.21	1,930,112	3.09
64 Maintnce	2,200,480	3.77	1,682,111	2.69	1,984,965	3.18
65 Utilities	1,055,497	1.81	1,199,500	1.92	1,133,350	1.82
67 Bldg Secu	23,274	0.04	25,000	0.04	37,807	0.06
68 Insurance	587	0.00	500,000	0.80	500,000	0.80
72 Info Sys	878,454	1.51	519,193	0.83	587,443	0.94
73 Printing	27,992	0.05	39,911	0.06	23,990	0.04

Aberdeen School District No.005

SUMMARY OF GENERAL FUND EXPENDITURES BY ACTIVITY

	(1) Actual 2021-2022	(2) % of Total	(3) Budget 2022-2023	(4) % of Total	(5) Budget 2023-2024	(6) % of Total
74 Warehouse	45,103	0.08	49,252	0.08	91,918	0.15
75 Mtr Pool	69,244	0.12	119,750	0.19	79,700	0.13
83 Interest	0	0.00	0	0.00	0	0.00
84 Principal	0	0.00	0	0.00	0	0.00
85 Debt Expn	0	0.00	0	0.00	0	0.00
91 Publ Actv	0	0.00	0	0.00	0	0.00
TOTAL OTHER SUPPORT ACTIVITIES	9,814,658	16.82	10,074,851	16.10	10,279,603	16.48
UNIT ADMINISTRATION						
23 Princ Off	2,907,384	4.98	3,171,526	5.07	3,441,280	5.52
TOTAL UNIT ADMINISTRATION	2,907,384	4.98	3,171,526	5.07	3,441,280	5.52
CENTRAL ADMINISTRATION						
11 Bd of Dir	185,066	0.32	93,000	0.15	104,500	0.17
12 Supt Off	454,616	0.78	416,269	0.67	447,576	0.72
13 Busns Off	569,684	0.98	549,668	0.88	589,589	0.95
14 HR	451,945	0.77	525,415	0.84	497,907	0.80
15 Pblc Rltn	31,477	0.05	40,000	0.06	40,000	0.06
21 Supv Inst	1,081,459	1.85	1,425,545	2.28	1,193,959	1.91
41 Supervisn	235,922	0.40	223,810	0.36	249,880	0.40
51 Supervisn	0	0.00	0	0.00	0	0.00
61 Supv Bldg	163,338	0.28	162,480	0.26	165,702	0.27
TOTAL CENTRAL ADMINISTRATION	3,173,507	5.44	3,436,187	5.49	3,289,113	5.27
TOTAL EXPENDITURES	58,341,284	100.00	62,580,840	100.00	62,368,331	100.00

Aberdeen School District No.005

SUMMARY OF FTE CERTIFICATED AND CLASSIFIED STAFF COUNTS BY ACTIVITY

	(1) No. of FTE Certificated Staff	(2) % to Total	(3) No. of FTE Classified Staff	(4) % to Total
TEACHING ACTIVITIES				
27 Teaching	191.900	85.21	71.118	39.30
28 Extracurricular	0.000	0.00	2.916	1.61
TOTAL TEACHING ACTIVITIES	191.900	85.21	74.034	40.91
TEACHING SUPPORT				
22 Learning Resources	0.000	0.00	4.150	2.29
24 Guidance and Counseling	11.000	4.88	7.125	3.94
25 Pupil Management and Safety	0.000	0.00	0.141	0.08
26 Health/Related Services	6.511	2.89	7.179	3.97
31 InstProDev	0.000	0.00	0.000	0.00
32 Inst Tech	XXXXX	XXXXX	0.000	0.00
33 Curriculum	0.250	0.11	0.881	0.49
34 Professional Learning - State	0.000	0.00	XXXXX	XXXXX
TOTAL TEACHING SUPPORT	17.761	7.89	19.476	10.76
OTHER SUPPORT ACTIVITIES				
44 Food Services Operations	XXXXX	XXXXX	15.579	8.61
52 Operations	XXXXX	XXXXX	8.290	4.58
53 Maintenance	XXXXX	XXXXX	0.000	0.00
58 Remote Learning Operations	XXXXX	XXXXX	0.000	0.00
62 Grounds--Maintenance	XXXXX	XXXXX	1.000	0.55
63 Operation of Buildings	XXXXX	XXXXX	21.615	11.94
64 Maintenance	XXXXX	XXXXX	8.338	4.61
65 Utilities	XXXXX	XXXXX	0.000	0.00
67 Building Security	XXXXX	XXXXX	0.000	0.00
72 Information Systems	0.250	0.11	5.048	2.79
73 Printing	0.000	0.00	0.392	0.22
74 Warehousing and Distribution	0.000	0.00	1.000	0.55
75 Motor Pool	0.000	0.00	0.000	0.00
91 Public Activities	0.000	0.00	0.000	0.00
TOTAL OTHER SUPPORT ACTIVITIES	0.250	0.11	61.262	33.85

Aberdeen School District No.005

SUMMARY OF FTE CERTIFICATED AND CLASSIFIED STAFF COUNTS BY ACTIVITY

	(1) No. of FTE Certificated Staff	(2) % to Total	(3) No. of FTE Classified Staff	(4) % to Total
UNIT ADMINISTRATION				
23 Principal's Office	10.750	4.77	10.705	5.92
TOTAL UNIT ADMINISTRATION	10.750	4.77	10.705	5.92
CENTRAL ADMINISTRATION				
12 Superintendent's Office	1.000	0.44	1.165	0.64
13 Business Office	0.000	0.00	3.631	2.01
14 Human Resources	0.000	0.00	3.495	1.93
15 Public Relations	0.000	0.00	0.000	0.00
21 Supervision - Instruction	3.550	1.58	4.599	2.54
41 Supervision - Nutrition Services	0.000	0.00	1.596	0.88
51 Supervision - Transportation	0.000	0.00	0.000	0.00
61 Supervision - Building	0.000	0.00	1.000	0.55
TOTAL CENTRAL ADMINISTRATION	4.550	2.02	15.486	8.56
TOTAL FTE STAFF	225.211	100.00	180.963	100.00

NOTE: Activities 29, 42, 43, 49, 56, 59, 68, 83, 84, and 85 are not included because there should not be personnel charged to these activities.

Aberdeen School District No.005
SUMMARY OF ASSOCIATED STUDENT BODY FUND BUDGET

Table with 4 columns: Description, (1) Actual 2021-2022, (2) Budget 2022-2023, (3) Budget 2023-2024. Rows include REVENUES (General Student Body, Athletics, Classes, Clubs, Private Moneys), EXPENDITURES (same categories), BEGINNING FUND BALANCE (Restricted for Other Items, Fund Purposes, etc.), and ENDING FUND BALANCE (same categories).

Aberdeen School District No.005

SUMMARY OF ASSOCIATED STUDENT BODY FUND BUDGET

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
G.L.890 Unassigned Fund Balance	0	0	0
F. TOTAL ENDING FUND BALANCE (C+D) 1/	289,218	249,694	370,475

1/ Amount on Line F should be equal to or greater than all restricted fund balances.

Aberdeen School District No.005
SUMMARY OF DEBT SERVICE FUND BUDGET

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
REVENUES AND OTHER FINANCING SOURCES			
1000 Local Taxes	2,910,912	2,898,435	1,140,788
2000 Local Nontax Support	9,035	1,500	1,500
3000 State, General Purpose	0	0	0
5000 Federal, General Purpose	0	0	0
9000 Other Financing Sources	282,553	290,000	295,000
A. TOTAL REVENUES AND OTHER FINANCING SOURCES	3,202,499	3,189,935	1,437,288
EXPENDITURES			
Matured Bond Expenditures	2,885,000	3,040,000	3,175,000
Interest on Bonds	236,173	154,882	81,085
Interfund Loan Interest	0	0	0
Bond Transfer Fees	770	900	900
Arbitrage Rebate	0	0	0
UnderWriter's Fees	0	0	0
B. TOTAL EXPENDITURES	3,121,943	3,195,782	3,256,985
C. OTHER FINANCING USES--TRANSFERS OUT (G.L.536)	0	0	0
D. OTHER FINANCING USES (G.L.535)	0	0	0
E. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER / (UNDER) EXPENDITURES AND OTHER FINANCING USES (A-B-C-D)	80,557	-5,846	-1,819,696
BEGINNING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.830 Restricted for Debt Service	2,453,390	2,521,730	2,529,890
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0
G.L.890 Unassigned Fund Balance	0	0	0
F. TOTAL BEGINNING FUND BALANCE	2,453,390	2,521,730	2,529,890
G. G.L.898 PRIOR YEAR CORRECTIONS OR RESTATEMENTS(+OR-)	XXXXX	XXXXX	XXXXX
ENDING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.830 Restricted for Debt Service	2,533,947	2,515,883	710,193
G.L.835 Restricted for Arbitrage Rebate	0	0	0

Aberdeen School District No.005
SUMMARY OF DEBT SERVICE FUND BUDGET

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0
G.L.890 Unassigned Fund Balance	0	0	0
H. TOTAL ENDING FUND BALANCE (E+F, +OR-G)	2,533,947	2,515,883	710,193

Aberdeen School District No.005

DEBT SERVICE FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
LOCAL TAXES			
1100 Local Property Taxes	2,875,622	2,862,334	1,138,288
1300 Sale of Tax Title Property	3,750	5,000	2,500
1400 Local in lieu of Taxes	2,113	1,850	0
1500 Timber Excise Tax	29,426	29,250	0
1600 County-Administered Forests	0	0	0
1900 Other Local Taxes	0	0	0
1000 TOTAL LOCAL TAXES	2,910,912	2,898,435	1,140,788
LOCAL SUPPORT NONTAX			
2300 Investment Earnings	9,035	1,500	1,500
2450 Other Interest Earnings	0	0	0
2700 Rentals and Leases	0	0	0
2900 Local Support Nontax, Unassigned	0	0	0
2000 TOTAL LOCAL NONTAX SUPPORT	9,035	1,500	1,500
STATE, GENERAL PURPOSE			
3600 State Forests	0	0	0
3900 Other State General Purpose, Unassigned	0	0	0
3000 TOTAL STATE, GENERAL PURPOSE	0	0	0
FEDERAL, GENERAL PURPOSE			
5200 General Purpose Direct Federal Grants, Unassigned	0	0	0
5300 Impact Aid, Maintenance and Operation	0	0	0
5400 Federal in lieu of Taxes	0	0	0
5500 Federal Forests	0	0	0
5600 Qualified Bond Interest Credit - Federal	0	0	0
5000 TOTAL FEDERAL, GENERAL PURPOSE	0	0	0
OTHER FINANCING SOURCES			
9100 Sale of Bonds	0	0	0
9200 Sale of Real Property	0	0	0
9600 Sale of Refunding Bonds	0	0	0
9900 Transfers	282,553	290,000	295,000
9901 Transfers (local resources)	0	0	0

Aberdeen School District No.005

DEBT SERVICE FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
9000 TOTAL OTHER FINANCING SOURCES	282,553	290,000	295,000
TOTAL REVENUES AND OTHER FINANCING SOURCES	3,202,499	3,189,935	1,437,288

Aberdeen School District No.005
SUMMARY OF CAPITAL PROJECTS FUND BUDGET

Table with 4 columns: Description, (1) Actual 2021-2022, (2) Budget 2022-2023, (3) Budget 2023-2024. Rows include REVENUES AND OTHER FINANCING SOURCES, EXPENDITURES, and BEGINNING FUND BALANCE.

Aberdeen School District No.005

SUMMARY OF CAPITAL PROJECTS FUND BUDGET

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
G.L.863 Restricted from State Proceeds	0	0	0
G.L.864 Restricted from Federal Proceeds	0	0	0
G.L.865 Restricted from Other Proceeds	1,250,000	0	0
G.L.866 Restricted from Impact Fee Proceeds	0	0	0
G.L.867 Restricted from Mitigation Fee Proceeds	0	0	0
G.L.869 Restricted from Undistributed Proceeds	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	585,979	818,327	462,753
G.L.890 Unassigned Fund Balance	0	0	0
F. TOTAL BEGINNING FUND BALANCE	1,835,979	818,327	462,753
G. G.L.898 PRIOR YEAR CORRECTIONS OR RESTATEMENTS(+ OR -)	XXXXX	XXXXX	XXXXX
ENDING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.825 Restricted for Skill Center	0	0	0
G.L.830 Restricted for Debt Service	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0
G.L.861 Restricted from Bond Proceeds	0	0	0
G.L.862 Committed from Levy Proceeds	0	0	0
G.L.863 Restricted from State Proceeds	0	0	0
G.L.864 Restricted from Federal Proceeds	0	0	0
G.L.865 Restricted from Other Proceeds	0	0	0
G.L.866 Restricted from Impact Fee Proceeds	0	0	0
G.L.867 Restricted from Mitigation Fee Proceeds	0	0	0
G.L.869 Restricted from Undistributed Proceeds	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	1,620,689	334,327	32,253
G.L.890 Unassigned Fund Balance	0	0	0
H. TOTAL ENDING FUND BALANCE (E+F, +OR-G) 3/	1,620,689	334,327	32,253

1/ G.L. 536 is an account that is used to summarize actions for other financing uses--transfers out.

Aberdeen School District No.005**SUMMARY OF CAPITAL PROJECTS FUND BUDGET**

2/ G.L.535 is an account that is used to summarize actions for other financing uses such as long-term financing and debt extinguishments. Nonvoted debts may be serviced in the Debt Service Fund (DSF) rather than in the fund that received the debt proceeds. In order to provide the resources to retire the debt, a transfer is used by the General Fund, Capital Projects Fund, or Transportation Vehicle Fund to transfer resources to the DSF.

3/ Line H must be equal to or greater than all restricted fund balances.

Aberdeen School District No.005

CAPITAL PROJECTS FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
LOCAL TAXES			
1100 Local Property Tax	0	0	0
1300 Sale of Tax Title Property	0	0	0
1400 Local in lieu of Taxes	0	0	0
1500 Timber Excise Tax	0	0	0
1600 County-Administered Forests	0	0	0
1900 Other Local Taxes	0	0	0
1000 TOTAL LOCAL TAXES	0	0	0
LOCAL SUPPORT NONTAX			
2200 Sales of Goods, Supplies, and Services, Unassigned	0	0	0
2300 Investment Earnings	6,036	1,000	4,500
2400 Interfund Loan Interest Earnings	0	0	0
2450 Other Interest Earnings	0	0	0
2500 Gifts and Donations	0	0	0
2600 Fines and Damages	0	0	0
2700 Rentals and Leases	19,775	15,000	15,000
2800 Insurance Recoveries	0	0	0
2900 Local Support Nontax, Unassigned	0	0	0
2910 E-Rate	0	0	0
2000 TOTAL LOCAL NONTAX SUPPORT	25,811	16,000	19,500
STATE, GENERAL PURPOSE			
3600 State Forests	0	0	0
3900 Other State General Purpose, Unassigned	0	0	0
3000 TOTAL STATE, GENERAL PURPOSE	0	0	0
STATE, SPECIAL PURPOSE			
4100 Special Purpose, Unassigned	0	0	0
4130 State Matching Funding Assistance, Paid Direct to Districts	0	0	0
4230 State Matching Funding Assistance, Paid Direct to Contractors	0	0	0
4300 Other State Agencies, Unassigned	0	0	0
4330 State Matching Funding Assistance - - Other	0	0	0
4000 TOTAL STATE, SPECIAL PURPOSE	0	0	0

Aberdeen School District No.005

CAPITAL PROJECTS FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
FEDERAL, GENERAL PURPOSE			
5200 General Purpose Direct Federal Grants, Unassigned	0	0	0
5300 Impact Aid, Maintenance and Operation	0	0	0
5400 Federal in lieu of Taxes	0	0	0
5500 Federal Forests	0	0	0
5600 Qualified Bond Interest Credit-Federal	0	0	0
5000 TOTAL FEDERAL, GENERAL PURPOSE	0	0	0
FEDERAL, SPECIAL PURPOSE			
6111 Federal Special Purpose-SLFRF	0	0	0
6112 Federal Special Purpose-ESSER II	0	0	0
6113 Federal Special Purpose-ESSER III	0	0	0
6114 Federal Special Purpose ESSER III Learning Loss	0	0	0
6118 Federal Special Purpose-Reserved G	0	0	0
6119 Federal Special Purpose-Cares Act - Other	0	0	0
6140 Impact Aid-Construction	0	0	0
6176 Targeted Assistance ESSER I	0	0	0
6200 Direct Special Purpose Grants	0	0	0
6210 E-Rate	XXXXX	XXXXX	0
6211 Federal Special Purpose-SLFRF	0	0	0
6212 Federal Special Purpose-ESSER II	0	0	0
6213 Federal Special Purpose-ESSER III	0	0	0
6214 Federal Special Purpose ESSER III Learning Loss	0	0	0
6218 Federal Special Purpose-Reserved G	0	0	0
6219 Federal Special Purpose-Cares Act - Other	0	0	0
6240 Impact Aid-Construction	0	0	0
6276 Targeted Assistance ESSER I	0	0	0
6300 Federal Grants Through Other Agencies, Unassigned	0	0	0
6311 Federal Special Purpose-SLFRF	0	0	0
6312 Federal Special Purpose-ESSER II	0	0	0
6313 Federal Special Purpose-ESSER III	0	0	0
6314 Federal Special Purpose ESSER III Learning Loss	0	0	0
6318 Federal Special Purpose-Reserved G	0	0	0
6319 Federal Special Purpose-Cares Act - Other	0	0	0
6340 Impact Aid-Construction	0	0	0

Aberdeen School District No.005

CAPITAL PROJECTS FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
6376 Targeted Assistance ESSER I	0	0	0
6000 TOTAL FEDERAL, SPECIAL PURPOSE	0	0	0
REVENUES FROM OTHER SCHOOL DISTRICTS			
7100 Program Participation, Unassigned	0	0	0
7000 TOTAL REVENUES FROM OTHER SCHOOL DISTRICTS	0	0	0
REVENUES FROM OTHER ENTITIES			
8100 Governmental Entities	0	0	0
8101 Governmental Entities-Enrichment	0	0	0
8500 Nonfederal ESD	0	0	0
8000 TOTAL REVENUES FROM OTHER ENTITES	0	0	0
OTHER FINANCING SOURCES			
9100 Sale of Bonds	0	0	0
9200 Sale of Real Property	0	0	0
9300 Sale of Equipment	0	0	0
9400 Compensated Loss of Fixed Assets	0	0	0
9500 Long-Term Financing	0	0	0
9900 Transfers	1,000,000	9,400,000	0
9901 Transfers (local resources)	0	0	0
9000 TOTAL OTHER FINANCING SOURCES	1,000,000	9,400,000	0
TOTAL REVENUES AND OTHER FINANCING SOURCES	1,025,811	9,416,000	19,500

Aberdeen School District No.005

SUMMARY OF TRANSPORTATION VEHICLE FUND BUDGET

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
REVENUES AND OTHER FINANCING SOURCES			
1100 Local Property Tax	0	0	0
1300 Sale of Tax Title Property	0	0	0
1400 Local in lieu of Taxes	0	0	0
1500 Timber Excise Tax	0	0	0
1600 County-Administered Forests	0	0	0
1900 Other Local Taxes	0	0	0
2200 Sales of Goods, Supplies, and Services, Unassigned	5,446	5,000	5,000
2300 Investment Earnings	1,197	150	150
2450 Other Interest Earnings	0	0	0
2500 Gifts and Donations	0	0	0
2600 Fines and Damages	0	0	0
2700 Rentals and Leases	0	0	0
2800 Insurance Recoveries	0	0	0
2900 Local Support Nontax, Unassigned	0	0	0
3600 State Forests	0	0	0
4100 Special Purpose-Unassigned	0	0	0
4300 Other State Agencies-Unassigned	0	0	0
4499 Transportation Reimbursement Depreciation	186,541	167,065	368,914
5200 General Purposes Direct Federal Grants-Unassigned	0	0	0
5300 Impact Aid, Maintenance and Operation	0	0	0
5400 Federal in lieu of Taxes	0	0	0
5600 Qualified Bond Interest Credit-Federal	0	0	0
6100 Special Purpose-OSPI Unassigned	0	0	0
6200 Direct Special Purpose Grants	0	0	0
6300 Federal Grants Through Other Entities-Unassigned	0	0	0
8100 Governmental Entities	0	30,000	30,000
8101 Governmental Entities	0	0	0
8500 NonFederal ESD	0	0	0
9100 Sale of Bonds	0	0	0
9300 Sale of Equipment	0	0	0
9400 Compensated Loss of Fixed Assets	0	0	0
9500 Long-Term Financing	0	0	0

Aberdeen School District No.005

SUMMARY OF TRANSPORTATION VEHICLE FUND BUDGET

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
9901 Transfers (local resources)	0	0	0
A. TOTAL REVENUES, OTHER FINANCING SOURCES (less transfers)	193,185	202,215	404,064
B. 9900 TRANSFERS IN (from the General Fund)	0	0	0
C. TOTAL REVENUES AND OTHER FINANCING SOURCES	193,185	202,215	404,064
EXPENDITURES			
33 Transportation Equipment Purchases - formerly Act 57 Cash Purchases/Rebuilding of Transportation Equipment	0	515,000	400,000
34 Transportation Equipmment Major Repair - formerly Act 58 Contract Purchases/Rebuilding of Transportation Equipment	0	0	0
43 Transportation Vehicle Energy Audits	0	0	0
44 Transportation Equipment Capital Improvement	0	0	0
61 Bond/Levy Issuance and/or Election	0	0	0
91 Principal - formerly Act 84	0	0	0
92 Interest 1/ - formerly Act. 83	0	0	0
93 Arbitrage Rebate	0	0	0
D. TOTAL EXPENDITURES	0	515,000	400,000
E. OTHER FINANCING USES--TRANSFERS OUT (G.L.536) 2/	0	0	0
F. OTHER FINANCING USES (G.L.535) 3/	0	0	0
G. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER (UNDER) EXPENDITURES AND OTHER FINANCING USES (C-D-E-F)	193,185	-312,785	4,064
BEGINNING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.819 Restricted for Fund Purposes	357,871	551,056	194,705
G.L.830 Restricted for Debt Service	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0
G.L.890 Unassigned Fund Balance	0	0	0
H. TOTAL BEGINNING FUND BALANCE	357,871	551,056	194,705
I. G.L.898 PRIOR YEAR CORRECTIONS OR RESTATEMENTS(+OR-)	XXXXX	XXXXX	XXXXX
ENDING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.819 Restricted for Fund Purposes	551,056	238,271	198,769

Aberdeen School District No.005

SUMMARY OF TRANSPORTATION VEHICLE FUND BUDGET

	(1) Actual 2021-2022	(2) Budget 2022-2023	(3) Budget 2023-2024
G.L.830 Restricted for Debt Service	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0
G.L.890 Unassigned Fund Balance	0	0	0
J. TOTAL ENDING FUND BALANCE (G+H, +OR-I) 4/	551,056	238,271	198,769

1/ Includes interest portion of purchase contracts.

2/ G.L. 536 is an account that is used to summarize actions for other financing uses--transfers out.

3/ G.L.535 is an account that is used to summarize actions for other financing uses such as long-term financing and debt extinguishments. Nonvoted debts may be serviced in the Debt Service Fund (DSF) rather than in the fund that received the debt proceeds. In order to provide the resources to retire the debt, a transfer is used by the General Fund, Capital Projects Fund, or Transportation Vehicle Fund to transfer out resources to the DSF.

4/ Amount on Line J must be equal to or greater than all restricted fund balances.

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ENROLLMENT AND STAFF COUNTS

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
A. FTE ENROLLMENT COUNTS (calculate to two decimal places)				
1. Kindergarten /2	183.00	181.00	180.00	179.00
2. Grade 1	186.00	183.00	181.00	180.00
3. Grade 2	217.00	186.00	183.00	181.00
4. Grade 3	192.00	216.00	186.00	183.00
5. Grade 4	214.00	192.00	216.00	186.00
6. Grade 5	243.00	213.00	192.00	216.00
7. Grade 6	218.00	243.00	213.00	192.00
8. Grade 7	220.00	218.00	243.00	213.00
9. Grade 8	254.00	221.00	218.00	243.00
10. Grade 9	251.00	254.00	221.00	218.00
11. Grade 10	268.00	252.00	254.00	221.00
12. Grade 11 (excluding Running Start)	231.00	268.00	252.00	254.00
13. Grade 12 (excluding Running Start)	198.00	231.00	268.00	252.00
14. SUBTOTAL	2,875.00	2,858.00	2,807.00	2,718.00
15. Running Start	75.00	70.00	65.00	60.00
16. Dropout Reengagement Enrollment	50.00	50.00	50.00	50.00
17. ALE Enrollment	70.00	70.00	70.00	70.00
18. TOTAL K-12	3,070.00	3,048.00	2,992.00	2,898.00
B. STAFF COUNTS (calculate to three decimal places)				
1. General Fund FTE Certificated Employees /4	225.211	213.950	209.670	205.480
2. General Fund FTE Classified Employees /4	180.963	171.920	168.480	165.110

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SUMMARY OF GENERAL FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
REVENUES AND OTHER FINANCING SOURCES				
1000 Local Taxes	5,129,067	5,254,670	5,254,670	5,254,670
2000 Local Nontax Support	674,160	674,160	670,789	667,435
3000 State, General Purpose	31,992,402	32,720,606	32,865,018	32,979,953
4000 State, Special Purpose	12,539,386	13,028,422	13,288,990	13,541,481
5000 Federal, General Purpose	25,000	50,000	25,000	50,000
6000 Federal, Special Purpose	11,922,725	6,991,952	7,061,872	7,132,490
7000 Revenues from Other School Districts	202,200	200,178	198,176	196,194
8000 Revenues from Other Entities	28,750	29,038	28,747	29,035
9000 Other Financing Sources	0	0	0	0
A. TOTAL REVENUES AND OTHER FINANCING SOURCES	62,513,690	58,949,026	59,393,262	59,851,258
EXPENDITURES				
00 Regular Instruction	24,702,237	25,190,326	25,197,940	25,705,857
10 Federal Special Purpose Funding	4,561,856	0	0	0
20 Special Education Instruction	8,297,633	8,379,538	8,464,720	8,553,309
30 Vocational Education Instruction	3,044,444	3,166,222	3,042,871	3,039,585
40 Skill Center Instruction	340,488	354,108	368,270	383,003
50 and 60 Compensatory Education Instruction	6,684,530	6,951,911	7,229,987	7,519,187
70 Other Instructional Programs	801,114	633,159	658,485	684,824
80 Community Services	2,311,272	2,403,723	2,499,872	2,599,867
90 Support Services	11,624,757	11,939,748	11,917,337	12,294,031
B. TOTAL EXPENDITURES	62,368,331	59,018,735	59,379,482	60,779,663
C. OTHER FINANCING USES--TRANSFERS OUT (G.L.536) 1/	295,000	290,000	285,000	280,000
D. OTHER FINANCING USES (G.L.535) 2/	0	0	0	0
E. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER (UNDER) EXPENDITURES AND OTHER FINANCING USES (A-B-C-D)	-149,640	-359,709	-271,220	-1,208,405
BEGINNING FUND BALANCE				
G.L.810 Restricted for Other Items	0	0	0	0
G.L.815 Restricted for Unequalized Deductible Revenue	0	0	0	0
G.L.821 Restricted for Carryover of Restricted Revenues	527,610	527,610	427,610	327,610

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SUMMARY OF GENERAL FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
G.L.823 Restricted for Carryover of Transition To Kindergerten	0	0	0	0
G.L.825 Restricted for Skill Center	0	0	0	0
G.L.828 Restricted for Carryover of Food Service Revenue	0	0	0	0
G.L.830 Restricted for Debt Service	0	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	250,000	250,000	225,000	200,000
G.L.845 Restricted for Self-Insurance	0	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0	0
G.L.870 Committed to Other Purposes	14,070	14,070	14,070	14,070
G.L.872 Committed to Economic Stabilization	0	0	0	0
G.L.873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0	0	0
G.L.875 Assigned to Contingencies	0	0	0	0
G.L.884 Assigned to Other Capital Projects	0	0	0	0
G.L.888 Assigned to Other Purposes	0	0	0	0
G.L.890 Unassigned Fund Balance	42,356	-107,285	117,181	422,271
G.L.891 Unassigned to Minimum Fund Balance Policy	3,129,042	3,129,042	2,669,867	2,218,557
F. TOTAL BEGINNING FUND BALANCE	3,963,078	3,813,437	3,453,728	3,182,508
ENDING FUND BALANCE				
G.L.810 Restricted for Other Items	0	0	0	0
G.L.815 Restricted for Unequalized Deductible Revenue	0	0	0	0
G.L.821 Restricted for Carryover of Restricted Revenues	527,610	427,610	327,610	227,610
G.L.823 Restricted for Carryover of Transition To Kindergerten	0	0	0	0
G.L.825 Restricted for Skill Center	0	0	0	0
G.L.828 Restricted for Carryover of Food Service Revenue	0	0	0	0
G.L.830 Restricted for Debt Service	0	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	250,000	225,000	200,000	175,000
G.L.845 Restricted for Self-Insurance	0	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0	0
G.L.870 Committed to Other Purposes	14,070	14,070	14,070	14,070
G.L.872 Committed to Economic Stabilization	0	0	0	0

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SUMMARY OF GENERAL FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
G.L.873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0	0	0
G.L.875 Assigned to Contingencies	0	0	0	0
G.L.884 Assigned to Other Capital Projects	0	0	0	0
G.L.888 Assigned to Other Purposes	0	0	0	0
G.L.890 Unassigned Fund Balance	-107,284	117,181	422,271	52,061
G.L.891 Unassigned to Minimum Fund Balance Policy	3,129,042	2,669,867	2,218,557	1,505,363
H. TOTAL ENDING FUND BALANCE (E+F, +OR-G) 3/	3,813,437	3,453,728	3,182,508	1,974,103

1/ G.L. 536 is an account that is used to summarize actions for other financing uses transfers out.

2/ G.L. 535 is an account that is used to summarize actions for other financing uses such as long-term financing and debt extinguishments. Nonvoted debts may be serviced in the Debt Service Fund (DSF) rather than in the fund that received the debt proceeds. In order to provide the resources to retire the debt, a transfer is used by the General Fund, Capital Projects Fund, or Transportation Vehicle Fund to transfer resources to the DSF. Refer to Page DS3 for detail of estimated outstanding nonvoted bond detail information.

Aberdeen School District No.005

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SUMMARY OF ASSOCIATED STUDENT BODY FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
REVENUES				
100 General Student Body	63,844	60,652	63,684	60,500
200 Athletics	112,670	107,037	112,388	106,769
300 Classes	2,500	2,375	2,494	2,369
400 Clubs	168,475	160,051	168,054	159,651
600 Private Moneys	80,200	76,190	80,000	76,000
A. TOTAL REVENUES	427,689	406,305	426,620	405,289
EXPENDITURES				
100 General Student Body	34,235	34,920	35,618	34,906
200 Athletics	156,351	159,478	162,668	159,414
300 Classes	2,500	2,550	2,601	2,549
400 Clubs	162,282	165,528	168,838	165,461
600 Private Moneys	80,200	81,804	83,440	81,771
B. TOTAL EXPENDITURES	435,568	444,280	453,165	444,101
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	-7,879	-37,975	-26,545	-38,812
BEGINNING FUND BALANCE				
G.L.810 Restricted for Other Items	7,500	7,500	7,500	7,500
G.L.819 Restricted for Fund Purposes	370,854	362,975	355,716	348,601
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	0	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0	0
G.L.870 Committed to Other Purposes	0	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0	0
G.L.890 Unassigned Fund Balance	0	0	-30,716	-50,146
D. TOTAL BEGINNING FUND BALANCE	378,354	370,475	332,500	305,955
ENDING FUND BALANCE				
G.L.810 Restricted for Other Items	7,500	7,500	7,500	7,500
G.L.819 Restricted for Fund Purposes	362,975	355,716	348,601	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	0	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0	0

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SUMMARY OF ASSOCIATED STUDENT BODY FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
G.L.870 Committed to Other Purposes	0	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0	0
G.L.890 Unassigned Fund Balance	0	-30,715	-50,146	-81,987
F. TOTAL ENDING FUND BALANCE (C+D) 1/	370,475	332,500	305,955	267,143

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SUMMARY OF DEBT SERVICE FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
REVENUES AND OTHER FINANCING SOURCES				
1000 Local Taxes	1,140,788	0	0	0
2000 Local Nontax Support	1,500	1,500	1,500	1,500
3000 State, General Purpose	0	0	0	0
5000 Federal, General Purpose	0	0	0	0
9000 Other Financing Sources	295,000	290,000	285,000	280,000
A. TOTAL REVENUES AND OTHER FINANCING SOURCES	1,437,288	291,500	286,500	281,500
EXPENDITURES				
Matured Bond Expenditures	3,175,000	250,000	260,000	265,000
Interest on Bonds	81,085	44,021	36,923	26,140
Interfund Loan Interest	0	0	0	0
Bond Transfer Fees	900	0	0	0
Arbitrage Rebate	0	0	0	0
UnderWriter's Fees	0	0	0	0
B. TOTAL EXPENDITURES	3,256,985	294,021	296,923	291,140
C. OTHER FINANCING USES--TRANSFERS OUT (G.L.536)	0	0	0	0
D. OTHER FINANCING USES (G.L.535)	0	0	0	0
E. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER / (UNDER) EXPENDITURES AND OTHER FINANCING USES (A-B-C-D)	-1,819,696	-2,521	-10,423	-9,640
BEGINNING FUND BALANCE				
G.L.810 Restricted for Other Items	0	0	0	0
G.L.830 Restricted for Debt Service	2,529,890	710,193	707,672	697,249
G.L.835 Restricted for Arbitrage Rebate	0	0	0	0
G.L.870 Committed to Other Purposes	0	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0	0
G.L.890 Unassigned Fund Balance	0	0	0	0
F. TOTAL BEGINNING FUND BALANCE	2,529,890	710,193	707,672	697,249
ENDING FUND BALANCE				
G.L.810 Restricted for Other Items	0	0	0	0

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SUMMARY OF DEBT SERVICE FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
G.L.830 Restricted for Debt Service	710,193	707,672	697,249	687,609
G.L.835 Restricted for Arbitrage Rebate	0	0	0	0
G.L.870 Committed to Other Purposes	0	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0	0
G.L.890 Unassigned Fund Balance	0	0	0	0
H. TOTAL ENDING FUND BALANCE (E+F, +OR-G)	710,193	707,672	697,249	687,609

1/ G.L. 536 is an account that is used to summarize actions for other financing uses-transfers out.

2/ G.L. 535 is an account that is used to summarize actions for other financing uses such as long-term financing and debt extinguishments. Nonvoted debts may be serviced in the Debt Service Fund (DSF) rather than in the fund that received the debt proceeds. In order to provide the resources to retire the debt, a transfer is used by the General Fund, Capital Projects Fund, or Transportation Vehicle Fund to transfer resources to the DSF. Refer to Page DS4 for detail of estimated outstanding nonvoted bond detail information.

Aberdeen School District No.005

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SUMMARY OF CAPITAL PROJECTS FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
REVENUES AND OTHER FINANCING SOURCES				
1000 Local Taxes	0	0	0	0
2000 Local Nontax Support	19,500	20,500	21,500	22,500
3000 State, General Purpose	0	0	0	0
4000 State, Special Purpose	0	0	0	0
5000 Federal, General Purpose	0	0	0	0
6000 Federal, Special Purpose	0	0	0	0
7000 Revenues from Other School Districts	0	0	0	0
8000 Revenues from Other Entities	0	0	0	0
9000 Other Financing Sources	0	0	0	0
A. TOTAL REVENUES AND OTHER FINANCING SOURCES	19,500	20,500	21,500	22,500
EXPENDITURES				
10 Sites	350,000	0	0	0
20 Buildings	0	0	0	0
30 Equipment	100,000	0	0	0
40 Energy	0	0	0	0
50 Sales and Lease Expenditures	0	0	0	0
60 Bond Issuance Expenditures	0	0	0	0
90 Debt Expenditures	0	0	0	0
B. TOTAL EXPENDITURES	450,000	0	0	0
C. OTHER FINANCING USES--TRANSFERS OUT (G.L.536) 1/	0	0	0	0
D. OTHER FINANCING USES (G.L.535) 2/	0	0	0	0
E. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER (UNDER) EXPENDITURES AND OTHER FINANCING USES (A-B-C-D)	-430,500	20,500	21,500	22,500
BEGINNING FUND BALANCE				
G.L.810 Restricted for Other Items	0	0	0	0
G.L.825 Restricted for Skill Center	0	0	0	0
G.L.830 Restricted for Debt Service	0	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	0	0	0	0

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SUMMARY OF CAPITAL PROJECTS FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
G.L.850 Restricted for Uninsured Risks	0	0	0	0
G.L.861 Restricted from Bond Proceeds	0	0	0	0
G.L.862 Committed from Levy Proceeds	0	0	0	0
G.L.863 Restricted from State Proceeds	0	0	0	0
G.L.864 Restricted from Federal Proceeds	0	0	0	0
G.L.865 Restricted from Other Proceeds	0	0	0	0
G.L.866 Restricted from Impact Fee Proceeds	0	0	0	0
G.L.867 Restricted from Mitigation Fee Proceeds	0	0	0	0
G.L.869 Restricted from Undistributed Proceeds	0	0	0	0
G.L.870 Committed to Other Purposes	0	0	0	0
G.L.889 Assigned to Fund Purposes	462,753	32,253	52,753	74,253
G.L.890 Unassigned Fund Balance	0	0	0	0
F. TOTAL BEGINNING FUND BALANCE	462,753	32,253	52,753	74,253
ENDING FUND BALANCE				
G.L.810 Restricted for Other Items	0	0	0	0
G.L.825 Restricted for Skill Center	0	0	0	0
G.L.830 Restricted for Debt Service	0	0	0	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	0	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0	0
G.L.861 Restricted from Bond Proceeds	0	0	0	0
G.L.862 Committed from Levy Proceeds	0	0	0	0
G.L.863 Restricted from State Proceeds	0	0	0	0
G.L.864 Restricted from Federal Proceeds	0	0	0	0
G.L.865 Restricted from Other Proceeds	0	0	0	0
G.L.866 Restricted from Impact Fee Proceeds	0	0	0	0
G.L.867 Restricted from Mitigation Fee Proceeds	0	0	0	0
G.L.869 Restricted from Undistributed Proceeds	0	0	0	0
G.L.870 Committed to Other Purposes	0	0	0	0
G.L.889 Assigned to Fund Purposes	32,253	52,753	74,253	96,753
G.L.890 Unassigned Fund Balance	0	0	0	0

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SUMMARY OF CAPITAL PROJECTS FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
H. TOTAL ENDING FUND BALANCE (E+F, +OR-G) 3/	32,253	52,753	74,253	96,753

1/ G.L. 536 is an account that is used to summarize actions for other financing uses--transfers out.

2/ G.L. 535 is an account that is used to summarize actions for other financing uses such as long-term financing and debt extinguishments. Nonvoted debts may be serviced in the Debt Service Fund (DSF) rather than in the fund that received the debt proceeds. In order to provide the resources to retire the debt, a transfer is used by the General Fund, Capital Projects Fund, or Transportation Vehicle Fund to transfer resources to the DSF.

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SUMMARY OF TRANSPORTATION VEHICLE FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
REVENUES AND OTHER FINANCING SOURCES				
1100 Local Property Tax	0	0	0	0
1300 Sale of Tax Title Property	0	0	0	0
1400 Local in lieu of Taxes	0	0	0	0
1500 Timber Excise Tax	0	0	0	0
1600 County-Administered Forests	0	0	0	0
1900 Other Local Taxes	0	0	0	0
2200 Sales of Goods, Supplies, and Services, Unassigned	5,000	0	0	0
2300 Investment Earnings	150	150	150	150
2500 Gifts and Donations	0	0	0	0
2600 Fines and Damages	0	0	0	0
2700 Rentals and Leases	0	0	0	0
2800 Insurance Recoveries	0	0	0	0
2900 Local Support Nontax, Unassigned	0	0	0	0
3600 State Forests	0	0	0	0
4100 Special Purpose-Unassigned	0	0	0	0
4300 Other State Agencies-Unassigned	0	0	0	0
4499 Transportation Reimbursement Depreciation	368,914	150,000	150,000	150,000
5200 General Purposes Direct Federal Grants-Unassigned	0	0	0	0
5300 Impact Aid, Maintenance and Operation	0	0	0	0
5400 Federal in lieu of Taxes	0	0	0	0
5600 Qualified Bond Interest Credit-Federal	0	0	0	0
6100 Special Purpose-OSPI Unassigned	0	0	0	0
6200 Direct Special Purpose Grants	0	0	0	0
6300 Federal Grants Through Other Entities-Unassigned	0	0	0	0
8100 Governmental Entities	30,000	0	0	0
8500 NonFederal ESD	0	0	0	0
9100 Sale of Bonds	0	0	0	0
9300 Sale of Equipment	0	0	0	0

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SUMMARY OF TRANSPORTATION VEHICLE FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
9400 Compensated Loss of Fixed Assets	0	0	0	0
9500 Long-Term Financing	0	0	0	0
A. TOTAL REVENUES, OTHER FINANCING SOURCES (less transfers)				
B. 9900 TRANSFERS IN (from the General Fund)	0	0	0	0
C. TOTAL REVENUES AND OTHER FINANCING SOURCES	404,064	150,150	150,150	150,150
EXPENDITURES				
33 Transportation Equipment Purchases	400,000	0	250,000	0
34 Transportation Equipmment Major Repair	0	0	0	0
43 Transportation Vehicle Energy Audits	0	0	0	0
44 Transportation Equipment Capital Improvement	0	0	0	0
61 Bond/Levy Issuance and/or Election	0	0	0	0
91 Principal	0	0	0	0
92 Interest 1/	0	0	0	0
93 Arbitrage Rebate	0	0	0	0
D. TOTAL EXPENDITURES	400,000	0	250,000	0
E. OTHER FINANCING USES--TRANSFERS OUT (G.L.536) 2/	0	0	0	0
F. OTHER FINANCING USES (G.L.535) 3/	0	0	0	0
G. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER (UNDER) EXPENDITURES AND OTHER FINANCING USES (C-D-E-F)	4,064	150,150	-99,850	150,150
BEGINNING FUND BALANCE				
G.L.810 Restricted for Other Items	0	0	0	0
G.L.819 Restricted for Fund Purposes	194,705	198,769	348,919	249,069
G.L.830 Restricted for Debt Service	0	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0	0
G.L.870 Committed to Other Purposes	0	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0	0
G.L.890 Unassigned Fund Balance	0	0	0	0
H. TOTAL BEGINNING FUND BALANCE	194,705	198,769	348,919	249,069
ENDING FUND BALANCE				
G.L.810 Restricted for Other Items	0	0	0	0
G.L.819 Restricted for Fund Purposes	198,769	348,919	249,069	399,219

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SUMMARY OF TRANSPORTATION VEHICLE FUND BUDGET

	2023-2024 Current	2024-2025 Forecast	2025-2026 Forecast	2026-2027 Forecast
G.L.830 Restricted for Debt Service	0	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0	0
G.L.870 Committed to Other Purposes	0	0	0	0
G.L.889 Assigned to Fund Purposes	0	0	0	0
G.L.890 Unassigned Fund Balance	0	0	0	0
J. TOTAL ENDING FUND BALANCE (G+H, +OR-I) 4/	198,769	348,919	249,069	399,219

1/ Includes interest portion of purchase contracts.

2/ G.L. 536 is an account that is used to summarize actions for other financing uses--transfers out.

3/ G.L. 535 is an account that is used to summarize actions for other financing uses such as long-term financing and debt extinguishments. Nonvoted debts may be serviced in the Debt Service Fund (DSF) rather than in the fund that received the debt proceeds. In order to provide the resources to retire the debt, a transfer is used by the General Fund, Capital Projects Fund, or Transportation Vehicle Fund to transfer out resources to the DSF.

ABERDEEN SCHOOL DISTRICT NO. 5

RESOLUTION 2023-07

**A Resolution of the Board of Directors certifying the STEWART FIELD TURF REPLACEMENT,
AND STWERART FIELD SUPPORT BUILDING Projects as Complete.**

WHEREAS, the Aberdeen School District Board of Directors has received notification from that the Stewart Field Support Building new construction and the Stewart Field Turf Replacement project are complete in accordance with contract specifications and documents; and

WHEREAS, the Superintendent and Board concur;

THEREFORE, BE IT RESOLVED by the Aberdeen School District No. 5 Board of Directors, that the work of the FieldTurf Inc. and Rognlins Inc. is now complete.

Dated this 25th day of July 2023, at a regular meeting of the Board of Directors, Aberdeen School District No.5

ABERDEEN SCHOOL DISTRICT NO. 5
Board of Directors

Attest:

Secretary to the Board



EDUCATIONAL SERVICE DISTRICT 112

MEMORANDUM

To: School District Superintendents

Cc: School District Chief Financial Officers
District Student Transportation Supervisors
ESD 112 DOL Third Party Examiners

From: Gavin Hottman, Chief Financial Officer
Rodney D. McKnight, Regional Transportation Coordinator

Date: September 1, 2023

Subject: CDL Skills Testing and Related Costs

COUNTIES

CLARK
COWLITZ
Klickitat
PACIFIC
SKAMANIA
WAHkiakum

BOARD OF DIRECTORS

SUDAN BARKER
LEANNE BREMER
KEVIN DAVIS
MARK HOTTOWE
NANCY MILLER
HEIDI ROSENBERG
DARLENE STICKEL

SUPERINTENDENT

TIM MERLINO

Since July 1, 2016, ESD 112 and WA Department of Licensing (DOL) has worked cooperatively in providing CDL Skills Testing services to Washington State school districts in response to RCW 46.25.060. Initially, ESD 112 employed approximately thirty Third-Party Skills Test Examiners statewide. The COVID-19 pandemic has had a significant impact on DOL staffing and their training and auditing services. Consequently, ESD 112's pool of Third-Party Examiners has fallen to approximately eighteen.

Because DOL continues to struggle with adequate CDL training staff, they have proposed contracting with ESD 112 to train specific ESD 112 skills test examiners to train new CDL Skills Test Examiner applicants. The objective of this new training process should result in an increased number of ESD 112 Third-Party Examiners.

This new DOL-ESD 112 arrangement will, of course, result in increased operational costs. All costs associated with the purchase of skills test control numbers should be charged to program 99. Program 99 expenses are captured in STARS (Student Transportation Allocation Reporting System) allocation calculations and included in school district reimbursement payments (1026A).

In an effort to sustain a workable statewide CDL Skills Testing program, we request your continued support. Please join us by reviewing, signing, and returning the accompanying consortium contract agreement.



DOL CDL SERVICES AGREEMENT

EDUCATIONAL SERVICE DISTRICT NO. 112

2500 NE 65th Avenue

Vancouver WA 98661-6812

Parties to the Agreement:

Educational Service District No. 112, hereinafter referred to as "ESD112", and Aberdeen School District No. 005 located at 216 North G Street, Aberdeen WA 98520, hereinafter referred to as "Agency".

IN WITNESS WHEREOF, the Agency and ESD112 (the Parties) have executed this Agreement on the date and year indicated below. Signed versions of this Agreement transmitted by facsimile copy or electronic mail shall be the equivalent of original signatures on original versions. This Agreement consists of this signature page and Exhibit A, which constitute the entire understanding of the Parties.
ABERDEEN SCHOOL DISTRICT NO. 005
AUTHORIZED SIGNATURE: DATE:
EDUCATIONAL SERVICE DISTRICT NO 112
AUTHORIZED SIGNATURE: DATE:

Summary Statement-Agreement Purpose
DOL CDL SKILLS TESTING
The purpose of this Agreement is to contract for delivery of Department of Licensing (DOL) Commercial Driver License (CDL) Skills Testing Services under Washington State standards.
Agreement Number: 24122-501
Agreement Period: Term Start: September 1, 2023; Term End Date: August 31, 2028

AGREEMENT CONTACT INFORMATION
THE AGENCY | ESD112
PROGRAM CONTACTS
Please fill out by hand
Name: Rodney McKnight; Position Title: Coordinator, Reg. Trans.; Phone: 360.952.3595; Email: rodney.mcknight@esd112.org
SIGNATURE AUTHORITY / NOTICE CONTACT
Name: Tim Merlino; Position Title: Superintendent; Phone: 360.750.7500; Email: tim.merlino@esd112.org

ESD112 INFORMATION
REV ACCT No: 7081 81 X620
DEPT APPROVAL: R McKnight
BUS SVC APPROVAL: G Hottman

EXHIBIT A
TERMS & CONDITIONS

1. Definitions.

Abbreviation	Full Description
CDL	Commercial Driver License
CLP	Commercial Learner's Permit
DOL	Washington Department of Licensing
LSO	Licensing Services Office

2. Purpose.

The Agency is contracting with ESD112 for delivery of DOL CDL Class B and C skills testing for new school bus Driver Applicants of the Agency. The provision of educational, instructional or specialized services is provided to improve student learning or achievement. A separate legal entity is not being created. ESD112 shall administer the joint undertaking described in the terms of this Agreement.

3. Term. The Term for the Agreement shall be for a maximum sixty (60) months, beginning September 1, 2023 to August 31, 2028, unless terminated by mutual agreement and in accordance with Section 8 below.

4. Agency Responsibilities. The Agency shall:

- 4.1** Provide Driver Applicant with preparatory commercial driver knowledge and skills training in concert with DOL commercial licensing criteria as delineated in the latest revision of the DOL's Commercial Driver Guide (www.dol.wa.gov).
- 4.2** Assist Driver Applicant in completing all applicable written DOL CDL general knowledge, school bus knowledge and applicable endorsement tests at a DOL LSO (www.dol.wa.gov), as part of the DOL School Bus Driver Licensing process.
- 4.3** Purchase ESD112 skills test "Control Number" through the ESD112 Regional Transportation program, as a prerequisite to scheduling initial skills test or scheduling a retest, if applicable. Control Numbers must be purchased by the Agency; ESD112 Control Numbers cannot be purchased by the Driver Applicant. Refunds are not available once a Control Number has been purchased for a Driver Applicant. Control Numbers may be transferred per Section 4.8 below.
- 4.4** Assist Driver Applicant in obtaining a CLP from an LSO.
- 4.5** Assist Driver Applicant in scheduling skills testing with an ESD112-DOL Certified Third Party Examiner, by seeking prior third-party-skills-test approval from DOL in accordance to their most current training and skills testing processes.
- 4.6** Provide Driver Applicant a test-appropriate school bus (licensed and insured) for skills testing in accordance with applicable driver license class, endorsements and restrictions as delineated in the latest revision of the DOL's Commercial Driver Guide (www.dol.wa.gov).

- 4.7 Accompany the Driver Applicant to the skills testing site in accordance to prior scheduling arrangements made with the ESD112-DOL Certified Third Party Examiner.
 - 4.8 If applicable, the Agency may request “Control Number” transfer from one Driver Applicant to another Driver Applicant in the event the first Driver Applicant drops out of training or fails to show for skills testing. Per Section 4.3 above, refunds are not available for purchased “Control Numbers”.
 - 4.9 Agency may elect to cover ALL skill testing fees from their student transportation budget or may elect to recover one skill testing fee out of every two skill tests, if applicable, from the entry-level school bus driver applicant.
5. **ESD112 Responsibilities.** ESD112 shall:
- 5.1 Invoice (unless paid by credit or debit card) the Agency in the estimated amount of \$140.00 per Driver Applicant tested as services are delivered and as requested by terms in Section 4 above. Invoices shall include the name(s) of Driver Applicants tested. ESD112 shall not invoice or receive skills test fees directly from Driver Applicants (see Sections 4.3 and 4.8).
 - 5.1.1 \$100.00 - skills test fee (RCW 46.25.060).
 - 5.1.2 \$10.00 - service charge
 - 5.1.3 \$30.00 - a prorated consortium fee to support the testing consortium, subject to annual inflationary increases.
 - 5.2 Issue the District and/or Driver Applicant an ESD112 test Control Number, authorizing an ESD112-DOL Certified Third Party Examiner to administer a skills test to a Driver Applicant. The ESD112 DOL-Certified Third-Party-Examiners shall not administer a skills test to any Driver Applicant in the absence of an ESD112-issued Control Number.
 - 5.3 Upon request, provide the Agency with evidence of insurance coverage for negligent acts, including blanket contractual liability coverage; **ESD112 insurance does not cover the test vehicle or vehicle related liability.**
 - 5.4 Upon request, provide school districts or state certified driver instructors a listing of ESD112-DOL Third Party Examiners.
 - 5.5 Comply with all applicable local, state and federal licensing requirements necessary to the performance of the Agreement (Chapter 19.02 RCW for state licensing requirements and definitions).
6. **Compliance Orders.** The Parties shall:
- 6.1 Deliver and/or participate in all services under this Agreement in compliance with the most current guidelines issued by the Centers for Disease Control and Prevention (CDC), Washington Department of Health, DOL and the Office of the Superintendent of Public Instruction (OSPI guidelines, and comply with any state proclamations and orders as pertains to any infectious disease outbreaks or pandemics (i.e., COVID-19), including vaccination mandates.
 - 6.2 Delivery of services shall be adjusted as requested or required to meet needs to comply with Section 6.1 above, without modification to terms of the Agreement.

7. Changes to this Agreement by either party shall be communicated in writing thirty (30) days before the amendment is to take effect, unless otherwise mutually agreed.
8. This Agreement shall remain in force unless either of the Parties notifies the other in writing thirty (30) days before the termination is to take effect, unless otherwise mutually agreed.
9. Per requirements of state, local and federal laws, including 13 CFR 145, ESD112 and the District agree not to discriminate on the basis of race, color, creed, religion, national origin, citizenship or immigration status, age, sex, gender expression or identity, sexual orientation, genetic information, honorably discharged veteran or military status, marital status, family/parental status, income derived from public assistance program, political beliefs, non-job-related physical, sensory, or mental disabilities, use of a trained guide dog or service animal, or reprisal or retaliation for prior civil rights activity. Inquiries regarding compliance and/or grievance procedures for ESD112 may be directed to ESD112 at its address above.
10. **Force Majeure.** ESD112 and the Agency shall not be liable for any failure to perform its obligations in this Agreement, and shall not be liable for the damages, if the failure to perform or action that gave rise to damages is a result of any act of God, riot, war, civil unrest, flood, earthquake, or other cause beyond such party's reasonable control, such as changes to federal, state or local laws, but excluding failure caused by a party's financial condition or negligence.



CONSULTING SERVICES AGREEMENT

CSA 2325018

BY AND BETWEEN

WASHINGTON CENTER FOR DEAF AND HARD OF HEARING YOUTH

611 GRAND BLVD. VANCOUVER, WA 98661

AND

ABERDEEN SCHOOL DISTRICT

216 NORTH G STREET, ABERDEEN, WA 98520

This Consulting Services Agreement (“Agreement”) is made and entered into by and between the Washington State Center for Deaf and Hard of Hearing Youth (“CDHY”) and ABERDEEN SCHOOL DISTRICT (“District”).

RECITALS

WHEREAS, CDHY is a state agency established under RCW 72.40.015 to provide statewide leadership for the coordination and delivery of educational services to children who are deaf or hard of hearing.

WHEREAS, District is in need of educational services for the deaf and hard of hearing children.

WHEREAS, the parties desire to enter into this Agreement for the delivery of consultation services for deaf and hard of hearing children.

AGREEMENT

NOW, THEREFORE, for and in consideration of the mutual covenants and agreements contained herein or attached and incorporated by reference and made part hereof, the parties agree as follows:

1. PURPOSE OF THIS CONTRACT.

The purpose of this Agreement is to facilitate CDHY in providing technical assistance and support to the District for the delivery of a full range of educational services to students who are deaf or hard of hearing.



2. STATEMENT OF WORK.

Upon the completion of all necessary forms outline in EXHIBT A and at the written request of the District, CDHY agrees to provide any combination of services outlined in EXHIBIT B of this Agreement in addition but not limited to:

- a. Coordinate the delivery of any services provided by CDHY with District staff as to the means, time, and location of service delivery.
- b. Provide, as requested, any reports, related to an evaluation, assessment or consultation within fifteen (15) days from the completion of service.

3. PERIOD OF PERFORMANCE.

The term of this agreement shall extend from August 1, 2023 to July 31, 2024, unless terminated sooner as provided in this Agreement, or extended through a properly executed amendment.

4. COMPENSATION.

The District shall pay two hundred and twenty-five dollars (\$225.00) per Direct Service hour provided at the District request, billed in one (1) hour increments.

“Direct Service” includes:

- a. Consultation(s), evaluation(s), assessments, and/or professional development in the presence of or by alternative communication to an individual(s) at the request of the District;
- b. File or case reviews with a subsequent assessment; and
- c. Consultation or expanded service analysis for Individual Education Plans (IEP) as defined in WAC 392-172A-03090, or an Individual Family Service Plans (IFSP) as defined in WAC 182-537-0200, or a 504 Plan identified in section 504 of the Rehabilitation Act of 1973 as defined in WAC 392-190.

There is a 2-hour minimum for all Inservice training.

CDHY shall invoice at least monthly for services provided under this Agreement.

At the request of the District, CDHY shall provide a statement of invoiced services for the term of this Agreement.

Payments under this Agreement shall be remitted to:

CDHY
611 Grand Blvd.
Vancouver WA, 98661
ATTN: Business Office



5. CONTRACT MANAGEMENT.

The following representative(s) for each of the parties shall be responsible for, and shall be the respective contact person for all communication regarding program performance and billings for this agreement.

	CDHY	District
Program Contact¹	Erica Pedro, PhD Director, Outreach Services K-12 360.608.0806 ERICA.PEDRO@CDHY.WA.GOV	Dr. Richard K. Bates Director of Special Education 360.538.2017 RBATES@ASD5.ORG
Program Contact	Kris Ching Interim - Director, Outreach Services Birth – 5 KRIS.CHING@CDHY.WA.GOV	Dr. Richard K. Bates Director of Special Education 360.538.2017 RBATES@ASD5.ORG
Fiscal Contact²	April Rupe Director of Business Operations 360.418.4326 APRIL.RUPE@CDHY.WA.GOV	Elyssa Louderback Executive Director, Business & Operations 360.538.2007 ELOUNDERBACK@ASD5.ORG

6. FUNDING CONTINGENCY.

In the event funding from state, federal, or other sources is withdrawn, reduced, or limited in any way after the effective date of this Agreement and prior to the completion of work in this Agreement, then either party may:

- a. Terminate this Agreement with thirty days advance notice. If this Agreement is terminated, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination;
- b. Renegotiate the terms of the Agreement under those new funding limitations and conditions;
- c. After a review of project expenditures and deliverable status, extend the end date of this Agreement and postpone deliverables or portions of deliverables;
or
- d. Pursue such other alternatives as the parties mutually agree to in writing.

¹ Program points of contact are responsible for the oversight and approval of all work completed under this agreement.

² Fiscal points of contact for this agreement are responsible for the administrative and fiscal related matters of this agreement.



7. DISPUTES.

In the event a dispute arises under this Agreement, any party may request intervention by the Governor, as provided by RCW 43.17.330, in which event the Governor's process will control. The cost of resolution will be borne as allocated by the Governor.

8. GOVERNING LAW AND VENUE.

This Agreement shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought under this Agreement shall be in the Superior Court for Clark County.

9. ORDER OF PRECEDENCE.

In the event of an inconsistency in the terms of this Agreement, or between its terms and any applicable statute or rule, the inconsistency shall be resolved by giving precedence in the following order:

- a. applicable state and federal statutes and rules;
- b. statement of work; and
- c. any other provisions of this Agreement, including materials incorporated by reference.

10. INDEPENDENCY CAPACITY.

The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be the employees or agents of any other party.

11. SEVERABILITY.

If any term or condition of this Agreement is held invalid, such invalidity shall not affect the other terms or conditions of this Agreement.

12. SITE SECURITY.

To the extent applicable, while either party is on the other party's premises, its agents, employees, or subcontractors shall comply with such party's security policies and regulations.

13. TERMINATION.

a. TERMINATION FOR CONVENIENCE

This Agreement may be terminated by CDHY with thirty days advance notice. If this Agreement is terminated for convenience, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination.

b. TERMINATION FOR CAUSE.



If for any cause either party does not fulfill in a timely and proper manner its obligations under this Agreement, or if any party violates any of these terms and conditions, the aggrieved party will give the other parties written notice of such failure or violation. The responsible party will be given the opportunity to correct the violation or failure within 15 business days. If the failure or violation is not corrected, this Agreement may be terminated immediately by written notice of the aggrieved party to the other.

14. INDEMNIFICATION.

CDHY shall indemnify, defend and hold the District harmless from any third party claims, costs, damages, or expenses ("Losses"), to the extent caused by a material breach by CDHY of any of its obligations under this Agreement. CDHY will have no obligation to indemnify, defend and hold harmless to the extent that any Losses have been caused by the District. District shall indemnify, defend and hold CDHY harmless from any Losses, to the extent caused by a material breach by District of any of its obligations under this Agreement. District will have no obligation to indemnify, defend and hold harmless to the extent that any Losses have been caused by CDHY. In the case of negligence of both CDHY and the District, any Losses allowed shall be levied in proportion to the percentage of negligence attributable to each party. This provision shall survive the termination or expiration of this Agreement.

15. WAIVER.

A failure by any party to exercise its rights under this Agreement shall not preclude that party from subsequent exercise of such rights and shall not constitute a waiver of any other rights under this Agreement. Any waiver shall not be construed to be a modification of terms of this Agreement unless stated to be such in writing and signed by personnel authorized to bind each of the parties.

16. MAINTENANCE OF RECORDS.

All books, records, documents, and other material relevant to this Agreement shall be retained for six years after expiration of this Agreement. The Office of the State Auditor, federal authorities, and any person duly authorized by the parties shall have full access and the right to examine any of these materials during this period. If any litigation, claim, or audit is started before the expiration of the six year period described above, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved. Records and other documents, in any medium, furnished by one party to another, will remain the property of the furnishing party, unless otherwise agreed in writing. The receiving party will not disclose or make available any confidential information to any third parties without first giving notice to the furnishing party and giving it a reasonable security procedures and protections to assure that records and documents provided by the party are not erroneously disclosed to third parties. Notwithstanding the foregoing, the parties acknowledge that state agencies are subject to the Public Records Act, Chapter 42.56 RCW.



17. AMENDMENT.

This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

18. ASSURANCES.

The parties agree that all activity pursuant to this Agreement shall be in accordance with all applicable federal, state, and local laws, rules, and regulations, as they currently exist or as amended.



19. COUNTERPART SIGNATURES.

This Agreement may be signed in counterparts with the same effect as if the signatures to each counterpart were upon a single instrument, and all such counterparts together shall be deemed an original of this Agreement. For purposes of this Agreement, a facsimile or electronic copy of a party's signature shall be sufficient to bind such party.

20. ALL WRITINGS CONTAINED HEREIN.

This Agreement contains all the terms and conditions agreed upon by the parties. No other understanding, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or bind any of the parties hereto.

IN WITNESS WHEREOF, the parties have executed this Agreement.

**WASHINGTON CENTER FOR DEAF
AND HARD OF HEARING YOUTH**

ABERDEEN SCHOOL DISTRICT

SIGNATURE

April Rupe

NAME (PRINT)

Director of Business Operations

TITLE (PRINT)

DATE

SIGNATURE

Elyssa Louderback

NAME (PRINT)

Executive Director of Business & Operations

TITLE (PRINT)

DATE



EXHIBIT A – SERVICE INTAKE DOCUMENTS

1. Completed and Signed STUDENT INTAKE FORM.
2. Signed and returned RELEASE OF INFORMATION FORM.
3. Scanned, emailed, or mailed documents pertaining to:
 - a. Current IFSP or IEP
 - b. 504 Plan
 - c. Current Evaluation
 - d. Audiogram
4. Signed and returned purchase order or contract.



EXHIBIT B – MENU OF SERVICES

Services offered by CDHY Preschool – age 21

EVL - Evaluations

Evaluation services may include a combination of consultants to cover requested areas of evaluation. Depending on the district's needs, each consultant will conduct their own evaluation(s) and submit one combined report to the district's director of special education. Possible evaluations include: cognitive, academic, speech, spoken language, ASL language, social/emotional, behavior, audiology, functional literacy, and transition (school to work/college).

Reports will be completed off site and submitted to the district Special Education Director within fifteen business days of concluding the services. At the districts' request, consultants can be available to talk about the evaluation via telephone, videophone or Zoom meeting.

CNS - Consultations

CDHY will be responsible for providing consultation services that best meet the student's and the team's needs. Some of the services may include an observation, teacher checklists, and recommendations for the student's program, accommodations, or educational environment. They may also include demonstration of lessons, teacher coaching, and resources for student's communication repair, and advocacy skills. Consultation reports will be completed off site and submitted to the District Special Education director within fifteen business days of concluding the services.

IST - In-service Trainings

The Deaf 101 presentation increases participant's awareness of the nature and impact of hearing loss for the child in the mainstream classroom. It guides participants to an understanding of the unique language, communication, social and emotion and assistive technology needs that a student with hearing loss requires to be successful. Practical strategies that impact learning and teaching and a collaborative approach to meeting the needs of deaf and hard of hearing students are presented. In-service trainings of different topics are also available and custom designed around the needs of the district. *****2-hour minimum for all trainings *****



Birth to Three Services (Part C)

IHV - Introductory Home Visit

Introductory home visit with family and FRC and/or other EI provider. A summary report (duplicate form) is given to parent and FRC following the visit. Some of the services could include: participation in eligibility and IFSP meetings; developmental evaluations in the areas of communication, language, cognition, and social-emotional; training and technical assistance to IFSP or EI teams in regard to developmental programming; provide assistance in developing the child and family's IFSP; supplying information to parents regarding their child's hearing levels, audiology reports, communication development and language acquisition, hearing and visual technologies, and other supportive information.

OHV- On-going Home Visits

One-hour home visit with family (may be done along with other Early Intervention provider). A summary report (duplicate form) will be given to the parent at each visit. A copy of the summary report will be sent to the FRC/EI provider. Home visits will support the development of the Individual Family Service Plan and outcomes associated with the child's developmental needs. Some of the services could include: participation in eligibility and IFSP meetings; developmental evaluations in the areas of communication, language, cognition, and social-emotional; provide training and technical assistance to IFSP or EI teams in regard to developmental programming; provide assistance in developing the child and family's IFSP; supplying information to parents regarding their child's hearing levels, audiology reports, communication development and language acquisition, hearing and visual technologies, and other supportive information. One-hour home visit with family (may be done along with other Early Intervention provider) via Videophone, Skype or other remote conferencing technology. A summary report (duplicate form) will be given to the parent at each visit, a copy of the summary report will be sent to the Family Resource Coordinator and Early Intervention provider (FRC/EI).

FAM - Family Nights

Coordinated with CDHY and school district. Approximately 2 hours. The CDHY Family Engagement Specialist leads activities and discussions for families.



Specialists on the Outreach Team

ASL - American Sign Language (ASL) Specialist

Areas of ASL Evaluation include: ASL receptive skills expressive skills, and/or Communication skills, interpretation of test results, and written report. Areas of Consultation: The CDHY ASL consultant can provide consultation regarding the establishment of ASL goals, ASL acquisition and planning, assistance with IEP/504 development.

AUD - Audiologist

Areas of Evaluation: Individual room acoustics, child functional listening evaluations (FLE) and equipment checks. Areas of consultation: The CDHY audiology consultant can perform a variety of tasks, which may include checking and/or supporting the district's Assisted Listening Devices (ALDs) and ALDs program development, training regarding rationale for the use of ALDs, individual student need, use and care of technology, recommendations on appropriate FM systems for classrooms and individual students, participation in eligibility meetings, observations/recommendations of classroom environment, access to curriculum and accommodations, discussions with teams to regarding recommendations and written report; recommendations to support the student's communication issues (communication repair and advocacy); listening skill assessment and development (auditory memory, ability to follow multi-step directions); technology troubleshooting (amplification, FM/sound field technologies for student).

BHS - Behavior Specialist

Areas of Evaluation: Functional Behavior Assessment, evaluation of student's Positive Behavioral Intervention Support Plan, Social Emotional Skills Areas of Consultation: Consultation from a CDHY behavior specialist (with fluent signing skills) can provide; assistance in the development of a positive behavior intervention support plan, follow up visits to ensure successful behavior outcomes, training regarding Mind Up Curriculum.

SLC - School Counselor (Direct Services)

Areas of Evaluation: Social Emotional Skills Areas of Consultation: Consultations from the CDHY school counselor can provide: counseling services for students in one on one or group sessions, training regarding mental health issues and deaf children, training for students in bullying, social media cyber related issues, consulting with parents regarding their Deaf child, facilitated discussion on diversity in school for deaf, hard of hearing (signing or listening/speaking students), facilitate social skills, problem solving, emotion management, identity development discussion/training, adapting school's guidance curriculum to include Deaf and Hard of Hearing students.



DPD - Deaf Plus Disabilities Specialist

Areas of Consultation: The CDHY consultant can provide an observation, recommendations for children with deafness and additional disabilities or learning challenges related to communication, academics, and social skills.

TDE - Early Intervention Specialist (Teacher of the Deaf, Direct Services)

Areas of Evaluation: Developmental Evaluations in the areas of communication, language, cognition, and social- emotional skills Areas of Consultation: Areas of Consultation: with the CDHY early intervention specialist consultant can provide: direct services with student to address auditory skills goals, vocabulary development and literacy support, consultation services with preschool/kindergarten teacher and other staff, participation in eligibility and IFSP meetings, training and technical assistance to IFSP or EI teams in regard to developmental programming, assistance in developing the child and family's IFSP outcomes, information to parents regarding their child's hearing levels, audiology reports, communication development and language acquisition, information on hearing and visual technologies.

EIS - Educational Interpreter Specialist

Areas of Evaluation: Interpreting both receptive and expressive skills, for employed interpreters and those seeking employment. Areas of consultation: the CDHY RID certified interpreter specialist can provide: support to the school district for the educational interpreter interviewing process, assistance with development of professional goals, assistance in optimizing the use of the educational interpreter in each setting, facilitation of discussion with interpreters/school staff about the role of the interpreter, job description development, scheduling of educational interpreters, professional development training of all school staff on topics relating to the field of interpreting.

LSL - Listening and Spoken Language Specialist

Areas of Evaluation: Functional Listening Evaluation (FLE), auditory skills, auditory memory, classroom acoustics and student accommodations. Areas of consultation: Consultations from the CDHY listening and spoken language consultant can provide: participation in eligibility meetings, conduct observations/recommendations of classroom environment, access to curriculum and accommodations, provide support for the student's communication issues (communication repair and advocacy); listening skill assessment and development (auditory memory, ability to follow multi-step directions); provide support with technology (amplification, FM/sound field technologies for student), training regarding cochlear implants, FM systems, daily equipment check, and easy problem solving strategies.



LTS - Literacy Specialist (Teacher of the Deaf)

Areas of Evaluation: Functional Reading and Writing skills Areas of Consultation: the CDHY literacy consultant can provide: observations and recommendations of student's program and environment, demonstrations of lessons, and teacher coaching, participation in IEP/504 development, support for student's communication, issues (communication repair, advocacy), support and recommendations for curriculum, accommodations, and modifications in the areas of literacy and other academic areas, facilitate Common Core Standards discussion or training, professional development training in teaching reading and teaching writing skills to deaf and hard of hearing children.

SPY - School Psychologist

Areas of Evaluation: Cognitive, Academic (reading, writing, math) social/ emotional Areas of Consultation: Consultations from the CDHY school psychologist (with fluent signing skills) can provide: support eligibility determination and placement, support with interpreting results for social-emotional assessments, support with interpreting results for adaptive assessments, support with educational programming as needed.

SLP - Speech Language Pathologist

Areas of Evaluation: Functional Listening Evaluation (FLE), speech articulation, spoken language and communication skills Areas of Consultation: Consultations from the CDHY Speech Language Pathologist consultant can provide: appropriate accommodations to support classroom learning, strategies for supporting student language development, suggestions for communication goals and therapy activities, strategies for collaboration between the teacher and the SLP.

SEE - Signing Exact English Specialist

Areas of Consultation: the CDHY Signing Exact English consultant can: provide an observation and recommendations for sign supported English teachers and interpreters, demonstrate supporting English usage through SEE.

TOD - Teacher of the Deaf (Direct Services)

Areas of Direct Services: the CDHY Teacher of the Deaf (TOD) can provide: instruction in academic, communication, language, self-advocacy and social skills of the student, consult with school staff to support classroom listening environment, consult with school staff to support listening technology management, and overall access in the school setting.

TSN - Transition (birth-22) Specialist

Areas of Evaluation: adaptive skills Areas of Consultation: the CDHY transition specialist provide: transition planning support (from B-2 services to preschool,



preschool to kindergarten and from school to work/college, support for collaboration with adult service agencies, development of high school transition plans, development of IFSP to IEP plans.



**ABERDEEN SCHOOL DISTRICT
216 NORTH G STREET
ABERDEEN, WASHINGTON**

SPECIAL SERVICES CONTRACT

In consideration of the promises and conditions contained herein, Aberdeen School District (the "District") and The Stepping Stones Group (the "Provider") mutually agree as follows:

1. **Services.** The District hereby contracts with the Provider to perform the services identified in paragraph 2 hereof.
2. **Description of Services:**
 - (a) Provide School Psychology Services, Occupational Therapy Services, Physical Therapy Services, Speech Language Pathology Services and/or Nursing Services for the 2023-24 school year and/or extended school year as needed.
 - (b) Such other related services as the District may request. Said services shall be provided in a manner consistent with the accepted practices for other similar services, performed to the District's satisfaction, within the time period prescribed by the District.
3. **Insurance.** Contracting agency or individual will maintain (at its expense), a valid policy of insurance evidencing general and professional liability coverage of not less than \$1,000,000 per occurrence covering acts or omissions and general liability which may give rise to liability for services under this Agreement. Provider shall provide a certificate of insurance evidencing such coverage upon request by the District. Provider will provide the District with assurance of this insurance coverage in writing before commencement of services under this Contract. Provider will notify the District within three (3) days in the event of cancellation or modification of such insurance. Provider's failure to maintain such insurance policies shall be grounds for the District's immediate termination of this Contract. The provisions of this paragraph shall survive the expiration or termination of this Contract for cause with respect to any event occurring prior to such expiration or termination.
4. **Certification and Licensing Requirements.** Provider warrants that all individuals providing services under this Agreement ("Service Providers") meet applicable licensing and certification requirements. Provider must obtain and provide evidence to the District of current appropriate state certification and licensure at least 30 days prior to the beginning of each school year. Providers should have or be able to obtain an NPI number.
5. **Background Checks.** Pursuant to RCW 28A. 400. 303, any Service Providers under this Contract shall be required to have successfully completed a criminal history record check through the Washington State Patrol Criminal Identification System, under RCW 43.43.830-834 and RCW 10.97.030-050, and through the Federal Bureau of Investigation prior to providing any services under this Agreement. Provider will be responsible for securing these criminal history record checks and payment of all costs for obtaining such background checks. Results of the background checks must be made available to the District prior to a Service Provider providing services to the District.
6. **Prohibited Employment.** The nature of the work performed under this Contract involves services provided to children and disabled adults. Therefore, no assigned Service Provider shall have pled guilty or been convicted of any felony crime specified under RCW 28A.400.322. Any failure to comply with this paragraph shall be grounds for immediate termination of this Contract for cause.

7. **Failure to Report.** Service Providers will inform Provider and the District of any inability to provide services no later than one (1) hour prior to reporting time. The District will notify Provider as soon as possible should any Service Provider assigned to the District fail to report to work as scheduled. Provider shall be responsible for providing substitute coverage without a lapse in service to the District for Service Providers who are absent for more than 5 consecutive days.

8. **Contemporaneous Log of Service Time.** Each Service Provider shall complete a log of the names (or initials) of the students served and the amount of time for each student. Any deviation from the amount of service time shall be noted and explained. Such log shall be submitted weekly (or monthly as agreed upon) via email to the District's Special Education Director.

9. **Record Access.** Provider and Service Providers shall be responsible for maintaining and securing any records or logs necessary to justify, support, and document the services provided under this Contract. Provider shall retain such records for not less than the period prescribed by law. All duly authorized auditors of Provider and the District shall have access to examine said records.

10. **Confidentiality.** In providing services under this Contract, Provider and Service Providers may have access to personally identifiable education records and confidential information regarding District students, parents/guardians, or staff (collectively referred to as "Confidential Information"). Provider agrees that it and its Service Providers will maintain the confidentiality of Confidential Information. The use or disclosure of any Confidential Information for any purpose not directly connected to Provider's services under this Contract is strictly prohibited except where required or authorized by law.

Provider and Service Providers agree to maintain the confidentiality of student records and provide access to the parents/guardians and students of such records in accordance with the Family Education Rights and Privacy Act (FERPA) and the Health Information Privacy and Accountability Act (HIPAA).

11. **Independent Contractor.** The Provider shall perform all duties pursuant to this Contract as an independent contractor. The District shall not control or supervise the manner in which this Contract is performed, except as expressly provided herein. Nothing in this Contract shall be construed to create a partnership, agency relationship, or employer-employee relationship between the District and Provider or its personnel. Neither party may incur debts or make commitments for the other party. Provider and its personnel shall not represent himself, herself, or itself as an employee, representative, or spokesperson for the District.

12. **Provider and Service Providers Not Employees of District.** Employees of Provider shall not be entitled to any rights or privileges of District employment. Provider assumes exclusive responsibility for any and all acts or omissions of its agents, officers, or employees. Provider will maintain direct responsibility as the employer of Service Providers for payment of wages, benefits, and other compensation, and for any applicable mandatory withholdings and contributions such as federal, state, and local income taxes, social security taxes, workers' compensation, and unemployment insurance. Provider acknowledges that the District is not withholding federal income tax or FICA (Social Security) tax from Provider's payment or paying Washington State unemployment, industrial insurance, or any other taxes on behalf of Provider or Provider's personnel. Provider shall be solely responsible for the payment of any taxes imposed by any lawful jurisdiction as a result of the performance and payment of this Contract.

13. **Quality of or Need for Services.** If the District's Special Education Director determines that the services of Provider's personnel is unable to perform or has failed to perform the services required by the District in a manner satisfactory to the District within the first sixty (60) days of service, the Director will communicate any concerns with the Provider. The Provider will work with

the District's Special Education Director to facilitate improvement. If improvement is not made in the noted time period, the District will notify Provider and such assignment will end immediately. The District's obligation to compensate for such Service Provider's services will be limited to the number of hours actually worked.

14. Orientation. Provider will cooperate with the District to provide Service Providers with an adequate and timely orientation to the assigned school(s).

15. Billing, Payment, and Accounting. Provider will submit invoices to the District's Business Office. Each invoice must identify the District purchase order number. Provider will be paid based on the rate sheet attached as Addendum A. Payment shall be made on a monthly basis after the District's Business Office receives Provider's billing statement in the form specified by the District, which statement shall include the services performed, the dates such services were rendered, and the name(s) and location(s) of the Provider's personnel performing such services. Each such billing statement must be approved before submission to the District's Business Office by the District's Special Education Director.

Invoices must be submitted one (1) time per month by the 5th of each month and payments will be made after the second school board meeting of the following month. The District will send all payments to the address printed on acceptable invoices.

Upon request, Provider shall provide to the District with an accounting of services, which shall detail the services performed on each invoice and such other information as the District may reasonably request. Upon request, Provider shall provide the District with access to the books and records related to the services of Provider for inspection, audit, and reproduction.

16. Nondiscrimination. By entering into this Contract, Provider assures the District that Provider complies with all laws and regulations pertaining to nondiscrimination. No person shall, on the grounds of race, creed, religion, color, national origin, sex, sexual orientation including gender expression or identity, age, marital status, veterans' status, disability, or use of a trained guide dog or service animal by a person with a disability, be excluded from participation in, be denied the benefits of, or be otherwise subject to discrimination under any activity performed pursuant to this Contract.

17. Indemnification and Hold Harmless. Each party ("Indemnifying Party") shall defend, indemnify, and hold harmless the other party and such other parties officers, directors, employees, agents and contractors (the "Indemnified Parties") from and against any and all liabilities, claims, losses, costs, judgments, penalties, fines, damages and expenses arising from or connected with any act or omissions of the Indemnifying Party, its officers, directors, agents, employees or contractors. Additionally, and notwithstanding the previous sentence, the District shall indemnify the Provider for all costs incurred and associated with any suits or other causes or action brought by an HCP against the District.

18. Debarment and Suspension. Provider certifies that to the best of its knowledge and belief, its principals and assigned service providers are not presently debarred, suspended, proposed for debarment, declared ineligible, or involuntarily excluded for the award of contracts by a federal government agency or department. Further, Provider certifies that it is not presently indicted for and has not within three (3) year period preceding this Contract been convicted of or had a civil judgment rendered against it for commission of performing a public transaction or contract. If it is later determined that Provider knowingly rendered an erroneous certification, in addition to any other remedies available to the District, the District may terminate this Contract for cause.

19. Contract Default. Provider's failure to provide the services as indicated in this Contract in accordance with the terms and conditions of this Contract will constitute contract default, and, after due written notification, allows the District to terminate the Agreement for cause.

When Provider fails to furnish services in accordance with the terms and conditions of this Contract and the District must purchase replacement services at a price greater than the contract price, the difference may be charged to Provider. The District may exercise this charge as a credit against invoices due Provider.

20. Termination. In addition to the District's other rights under this Agreement, the District may terminate this Agreement for cause upon seven (7) days' written notice to Provider should Provider breach any of the terms of this Agreement, in which case the District shall pay Provider for all services performed through the effective date of the termination less any costs incurred by the District resulting from the breach(es). The District may terminate this Agreement for its convenience upon sixty (60) days' written notice to Provider, in which case the District shall pay Provider for all services performed through the effective date of the termination. In the event that earmarked funding is withdrawn, reduced, or limited after the effective date of this contract but prior to completion, the District may terminate the Agreement without the required notice.

21. Compliance with Rules and Laws. Provider agrees to comply with all applicable laws, orders, rules, regulations and ordinances of governmental bodies applicable to this Contract as well as applicable District policies and procedures. All services provided will be in accordance with local, state and federal laws and regulations.

22. Severability. Each numbered clause of this Contract stands independent of all other numbered clauses. If any clause of this Contract or the application thereof to any persons or circumstances is held invalid, such invalidity shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application. Should any clause be adjudged invalid, that judgment shall not invalidate the total Contract; only clauses judged invalid shall not be enforced.

23. Term. Unless terminated earlier pursuant to provisions stated herein, this Contract shall commence on **August 1, 2023 and shall terminate on July 31, 2024** or the completion of the services identified in paragraph 2 hereof, whichever should first occur. This contract may be renewed annually by the District for up to three additional years.

24. Assignment. This Agreement may not be assigned without written authorization by the other party.

25. Licenses, Permits, and Warranty. Provider warrants that it and its personnel have the requisite training, skill, and experience necessary to provide the services under this Contract and are appropriately accredited and licensed by all applicable agencies and governmental entities. Provider shall be responsible for maintaining any and all licenses, permits, or other requirements for doing business or providing services under this Contract.

26. Entire Agreement and Modification. This written Contract constitutes the entire agreement between Provider and the District. No alterations or variations of the terms of this Contract shall be effective unless reduced to writing and signed by both parties.

27. Governing Law. The terms of this Contract shall be governed by the laws of the State of Washington. In the event that a dispute arises under the terms and conditions of this Contract, the parties agree to mediate the dispute prior to taking any formal legal action. In the event that legal

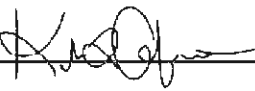
action is commenced to resolve a dispute arising out of this Contract, the prevailing party shall be entitled to its reasonable costs and attorneys' fees.

Executed this _____ day of _____, 20_____.

ABERDEEN SCHOOL DISTRICT

PROVIDER

Signature _____

Signature  _____

Title: _____

Title: Director of Client Services



Assignment Confirmation Addendum

This Addendum, made as of June 30, 2023 is between The Stepping Stones Group LLC ("Contractor"), and Aberdeen School District #5 ("School District"). The purpose of this Addendum is to establish bill rate and billing information for the services listed below. All other terms and conditions to remain based on current contract.

BILLING DETAILS:

SSG Employee Name: Marle Vargas

Specialty: Bilingual Speech Language Pathologist - Virtual

Billable Hours per Week: 37.5

Bill Rate: \$90/hr

Assignment Duration: 23-24 School Year; 180 billable days

A/P Contact Name and Title: Carla Copeland, AP Asst./ Laura Sanz, Special Ed Office Coord

A/P Email & Phone Number: accountspayable@asd5.org & lsanz@asd5.org; 360-538-2228

Special Billing Instructions: Please submit invoices by 5th of the month. Payment will be made after the second Board meeting of the month.

Signed for Contractor:

Signed for School District:

Signature: 

Signature: _____

Name: Allison Mitcham

Name: Dr. Jeffery Thake

Title: Client Services Manager

Title: Superintendent

Date: June 30, 2023

Date: _____

Non-Solicitation: During the term of this Agreement and for a period of two years after the termination of this Agreement, School District agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to School District or any candidate submitted by Contractor to School District for consideration. School District agrees that if it directly hires any contracted employee provided by the Contractor or candidate submitted by the Contractor there is a one-time fee equal to 20% of the School District salary of that employee or candidate.

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

(hereinafter referred to as ASD #5)

216 North "G" Street
Aberdeen, WA 98520

Lindsey Kargbo
(hereinafter referred to as Consultant)

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

I. DUTIES OF CONSULTANT

Consultant 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 serve as, and fulfill the role of, Nursing Director for the Twin Harbors Branch Skills Center in accordance with state requirements from OSPI and the Washington State Department of Health

Provide consultation to the Professional Medical Careers instructor as needed for curriculum and transition purposes in collaboration with the Twin Harbors Branch Skills Center Director and assist with training in BLS or First Aid/CPR for the students as needed

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

- **Serve as the contact for the Twin Harbors Branch Skills Center Professional Medical Careers with respect to Department of Health requirements and ensure program is current with approvals and in compliance with any documentation requirements**
- **Conduct monthly check-ins with the current Professional Medical Careers instructor to ensure proper compliance and documentation per OSPI and Washington State Department of Health guidelines**
- **Provide assistance with BLS and First Aid/CPR training as needed**

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

As the Nursing Director, in accordance with the Department of Health timelines for the 2023-2024 school year.

Other duties addressed above will be completed throughout the school year according to a timeline determined in collaboration with the Twin Harbors Branch Skills Center Director and in accordance to safety and health guidelines

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

II. DUTIES OF ASD #5

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

- A. Consultant shall be compensated in the following amount: **not to exceed \$5,000 dollars.**

Payment shall be made within a reasonable period following termination of this agreement and upon Consultant's compliance with the terms and conditions of this agreement.

Progress payments shall be made, based on invoices submitted by the consultant for hours worked by the 1st of the month in return for the partial performance.

- B. All payments of compensation and expenses to consultant shall be conditioned upon Consultant's:
 - 1. Submission of detailed vouchers which support the performance which has been rendered, and
 - 2. Performance to the satisfaction of Twin Harbors Skills Center Director; PROVIDED, that approval shall not be unreasonably withheld.
- C. Except for expressly provided herein, all expenses necessary to the Consultant's satisfactory performance of this agreement shall be borne in full by the Consultant.
- D. Any date specified for payment(s) to Consultant 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 Consultant and Consultant's employee(s) and agent(s) in the course of performing, or as incident thereto, Consultant'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 Consultant's performance, whichever shall occur first.

Consultant and Consultant'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 Consultant's duties hereunder, for any purpose or reason.

V. INDEPENDENT CONTRACTOR STATUS OF CONSULTANT

Consultant and Consultant'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 Consultant or Consultant'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 Consultant's or its employee's(') or agent's(') performance or failure to perform duties pursuant to this agreement, shall be the Consultant's sole obligation and the Consultant shall indemnify and hold harmless the Superintendent in full for any and all such acts or failures to act on the part of Consultant 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 Consultant. The notice shall specify the date of termination and shall be conclusively deemed to have been delivered to and received by Consultant 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 Consultant by mail or other means at an earlier date and / or time.

In the event of termination by ASD #5, Consultant 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 Consultant 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 Consultant nor Consultant'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 1st day of September, 2023. This agreement shall terminate at midnight on the 31st of August, 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 consultant certifies to ASD #5 that the Consultant is not subject to backup withholding under Section 3406(a)(1)(c) of the Internal Revenue Code. The Consultant agrees to notify ASD #5 in writing if this information is not true.

IN WITNESS THEREOF, ASD #5 and Consultant 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.

CONSULTANT

The undersigned certifies that he/she is the person duly qualified and authorized to bind the Consultant 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 8th day of July, 2023 _____.

Lindsey Kargbo

Consultant Signature

Social Security Number or Federal ID#

Are you incorporated?

Yes _____ No X

ABERDEEN SCHOOL DISTRICT #5

Signature of Superintendent

Signed this _____ day of _____, _____.

Bidder	Price per Case	Other Considerations	Number of Cases Projected	Cost (less tax)	Additional Personnel Costs*	Total Projected Expenditure
KCDA - Orca Paper	\$50.20	District would store and deliver bi-monthly, archival quality	850	\$42,670	\$9,046	\$55,547.77
Aberdeen Office Equipment	\$43.50	AOE would store and deliver weekly, price subject to change with market fluctuations, AOE would call prior to changing our cost, archival quality	950	\$41,325	\$0	\$45,035.99
Office Depot	\$67.35	District would store and deliver bi-monthly, price subject to change (without notice) with market fluctuations, archival quality	950	\$63,983	\$9,046	\$78,774.13

Due to potential humidity issues if we stored paper in bulk, the best value comes from Aberdeen Office Equipment, as they would receive, store and deliver paper to all locations on a weekly basis. This would constitute a personnel savings for the District. Personnel costs were calculated on 2022-2023 salaries and mileage rates. Rates will increase for 2023-2024. Projected cases is based on the previous school year. The District used 909 cases in 2022-2023.

Paper quotes were reviewed by Elyssa Louderback and Amber Diel on 6/21/2023. The recommendation is that the board award the annual paper bid to Aberdeen Office Equipment.

Board Approval

Date

Surplus / July 25, 2023, School Board meeting

Model #	Color or Detail	Condition	Administrator	Building	list	Notes
		used/damaged	Northington	Robert Gray	6/12/2023	
	silver	damaged	Meers	MJH	6/12/23	
	1999 brown	good	Meers	MJH	6/12/23	
?	black	used/not working	griebel	hlc	6/13/23	he got a new one
?????	silver	used	griebel	hlc	6/13/23	they dont need it, might have been a CTE ipad
?????	white	used	griebel	hlc	6/13/23	they dont need it. might have been a CTE laptop
Karen Zimmerman						
Morning Glory Press						
Lindsay/ Morning Glory Press						
Bateman / Chicago Review Press						
Vicki Phillips / Personal Development publishing						
Linda Smock						
Sudie Pollock						
Lindsay/ Morning Glory Press						
Lindsay/ Morning Glory Press						
Lindsay/ Morning Glory Press						
Lindsay/ Morning Glory Press						
Lindsay/ Morning Glory Press						
A.Cot Sinnes						
Greenwood						
Lubbermann						
Peterson						
Oster						
Lubbermann						
Bran Hagen						
Sinnes						
Sinnes						
Ogden						
Oster						
Carpenter						
Lindsay/ Morning Glory Press						
Lindsay/ Morning Glory Press						
Lindsay/ Morning Glory Press						
Lindsay/Morning Glory Press						
Niccoletti/ Morning Glory Press						
Campbell						
Kelly						
	3120 black	used	Meers	MJH	6/15/23	
2015 edition	blue	good	Meers	MJH	6/15/23	
2004 edition	green	used	Meers	MJH	6/15/23	
	3180 black	used	Meers	MJH	6/15/23	
2002 edition	white	used	Meers	MJH	6/15/23	
	black	not working	Roiko	AHS	6-16-23	
	black room 203	?	Hammill	McDermoth	6/16/23	

Library Weeding Log

Stevens Elementary School

From: 5/1/2023 To: 6/2/2023

6/2/2023 - Copies Removed: 7

Little House in the Big Woods (Removed: 2)

Author: Wilder, Laura Ingalls ISBN: 0-590-48817-1 Published: 1953

Call Number	Barcode	Price	Acquired	Removed By
PB	33961013623073		9/5/2018	tcook
Was Available -- Weeded				
PB F Wil	33961013527407	\$8.95	1/4/2012	tcook
Was Available -- Weeded				

Little House In the Big Woods / Book 1 / Little House on the Prairie (Removed: 1)

Author: Wilder, Laura Ingalls, 1867-1957. ISBN: 0-06-026430-6 Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
PB F Wil	33961002815854	\$4.95	9/4/2002	tcook
Was Available -- Weeded				

Little House on the Prairie / Book 3 / Little House on the Prairie (Removed: 1)

Author: Wilder, Laura Ingalls, 1867-1957. ISBN: 0-06-440002-6 (pbk.) Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
PB F Wil	33961002175275	\$3.95	8/6/2001	tcook
Was Available -- Weeded				

Little Town on the Prairie / Book 7 / Little House on the Prairie (Removed: 1)

Author: Wilder, Laura Ingalls, 1867-1957. ISBN: 978-0-06-026450-5 Published: 1953

Call Number	Barcode	Price	Acquired	Removed By
PB F Wil	33961013527514	\$3.95	12/8/2011	tcook
Was Available -- Weeded				

Pokémon first partner handbook (Removed: 1)

Author: Whitehill, Simcha. ISBN: 978-1-33818533-1 Published: 2017

Call Number	Barcode	Price	Acquired	Removed By
794.8	33961013654748	\$8.00	9/5/2018	tcook
Was Available -- Weeded				

The First Four Years (Removed: 1)

Author: Wilder, Laura Ingalls, 1867-1957. ISBN: 0-590-40495-4 Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
PB F Wil	33961012006932	\$4.95	9/20/2004	tcook
Was Available -- Weeded				

5/31/2023 - Copies Removed: 6

Messey Bessey and the Birthday Overnight (Removed: 1)

Author: McKissack, Patricia ISBN: 0-516-20828-4 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
E McK	33961012008177	\$11.95	12/7/2004	tcook
Was Available -- Weeded				

Messey Bessey's School Desk (Removed: 1)

Author: McKissack, Patricia ISBN: 0-516-20827-6 Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
E McK	33961012008086	\$11.95	12/7/2004	tcook
Was Available -- Weeded				

Library Weeding Log

Stevens Elementary School

From: 5/1/2023 To: 6/2/2023

5/31/2023 - Copies Removed: 6

Messy Bessey (Removed: 2)

Author: McKissack, Pat, 1944-

ISBN: 0-516-02083-8 (0-516-21650-3)

Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
E McK	33961012008102	\$11.95	12/7/2004	tcook

Was Available -- Weeded

McKissack	33961002151250	\$10.95	8/6/2001	tcook
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Was Available -- Weeded

Messy Bessey and the birthday overnight (Removed: 1)

Author: McKissack, Pat, 1944-

ISBN: 0-516-20828-4

Published: 1998

Call Number	Barcode	Price	Acquired	Removed By
[E]	33961012008169		8/28/2018	tcook

Was Available -- Weeded

Messy Bessey's (Removed: 1)

Author: McKissack, Fredrick

ISBN: 0-516-20829-2

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
E McK	33961012008094	\$11.95	12/8/2004	tcook

Was Available -- Weeded

5/26/2023 - Copies Removed: 1

Loveable Lyle (Removed: 1)

Author: Waber, Bernard

LCCN: 06-914728

Published: 1969

Call Number	Barcode	Price	Acquired	Removed By
Waber	33961002144685	\$5.15	8/6/2001	tcook

Was Available -- Weeded

5/25/2023 - Copies Removed: 8

Albert's special day: a story about friendship (Removed: 1)

Author: Perle, Ruth Lerner,

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
Perle	33961002181133		8/6/2001	tcook

Was Available -- Weeded

Bradley and the great swamp mystery: a story about bravery (Removed: 1)

Author: Perle, Ruth Lerner,

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
Perle	33961002180853		8/6/2001	tcook

Was Available -- Weeded

Connie, come home: a story about caring (Removed: 1)

Author: Perle, Ruth Lerner,

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
Perle	33961002180903		8/6/2001	tcook

Was Available -- Weeded

Library Weeding Log

Stevens Elementary School

From: 5/1/2023 To: 6/2/2023

5/25/2023 - Copies Removed: 8

Delilah's delightful dream: a story about cooperation (Removed: 1)

Author: Perle, Ruth Lerner

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
Perle	33961002181075		8/6/2001	tcook

Was Available -- Weeded

Emmy, you're the greatest (Removed: 1)

Author: Perle, Ruth Lerner,

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
Perle	33961002180978		8/6/2001	tcook

Was Available -- Weeded

Fenton and the Magic Bag (Removed: 1)

Author: Perle, Ruth Lerner

Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
E Per	33961002182461	\$8.95	5/10/2005	tcook

Was Available -- Weeded

The fourth floor twins and the silver ghost express (Removed: 1)

Author: Adler, David A.

ISBN: 0-670-81236-6

Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
F Adl	33961002100588	\$9.95	8/6/2001	tcook

Was Available -- Weeded

Scholastic Pocket World Atlas (Removed: 1)

Author: Jones, Mary

ISBN: 0-439-68193-6

Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
PB NF Jon	33961002173494	\$8.95	12/6/2005	tcook

Was Checked Out to Phernetton, Ethan Mitchell Shawn (S: 991616488) Due 6/1/2023 -- Weeded

5/24/2023 - Copies Removed: 9

April and the Dragon Lady (Removed: 1)

Author: Namioka, Lensey.

ISBN: 0-15-200886-1

Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
F Nam	33391001667876	\$11.50	8/6/2001	tcook

Was Available -- Weeded

Catwings (Removed: 1)

Author: Le Guin, Ursula K. 1929-

ISBN: 0-531-07110-3

Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F LeG	33961002211997	\$8.85	8/6/2001	tcook

Was Available -- Weeded

Catwings return (Removed: 1)

Author: Le Guin, Ursula K., 1929-

ISBN: 0-531-05803-4

Published: 1989

Call Number	Barcode	Price	Acquired	Removed By
Le Guin	33391001661499	\$8.37	8/6/2001	tcook

Was Available -- Weeded

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From: 5/1/2023 To: 6/2/2023

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Darnell Rock Reporting (Removed: 1)

Author: Myers, Walter Dean, 1937- ISBN: 0-440-41157-2 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
F Mye	33391001665524	\$12.11	8/6/2001	tcook

Was Available -- Weeded

Death Walk (Removed: 1)

Author: Morey, Walt. ISBN: 0-936085-18-5 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
Morey	33961002120958	\$10.25	8/6/2001	tcook

Was Available -- Weeded

Jennifer, Hecate, Macbeth, William McKinley, and me, Elizabeth (Removed: 1)

Author: Konigsburg, E. L. ISBN: 0-440-44162-5 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
F Kon	33961002109191	\$12.95	8/6/2001	tcook

Was Available -- Weeded

The lost Ninja (Removed: 1)

Author: Leibold, Jay. ISBN: 0-553-28960-8 Published: 1991

Call Number	Barcode	Price	Acquired	Removed By
F Lei	33961002106023	\$7.25	8/6/2001	tcook

Was Available -- Weeded

The stone angel (Removed: 1)

Author: Laurence, Margaret, 1926-1987. ISBN: 0-7710-9989-4 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
F Lau	33961002215360	\$11.05	8/6/2001	tcook

Was Available -- Weeded

Year of the black pony. (Removed: 1)

Author: Morey, Walt ISBN: 0-936085-14-2 Published: 1976

Call Number	Barcode	Price	Acquired	Removed By
Fic Mor	33391001661622	\$10.25	8/6/2001	tcook

Was Available -- Weeded

5/23/2023 - Copies Removed: 1

The amazing world of Gumball : fairy tale trouble (Removed: 1)

Author: Brennan, Megan. ISBN: 978-1-60886-744-8 Published: 2015

Call Number	Barcode	Price	Acquired	Removed By
PB B BOC	33961013610773	\$9.99	5/18/2018	tcook

Was Available -- Weeded

5/22/2023 - Copies Removed: 4

A haunting in Williamsburg (Removed: 1)

Author: Kassem, Lou. ISBN: 0-380-75892-X Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
F Kas	33391001666381	\$9.49	8/6/2001	tcook

Was Available -- Weeded

Library Weeding Log

Stevens Elementary School

From: 5/1/2023 To: 6/2/2023

5/22/2023 - Copies Removed: 4

More about Paddington (Removed: 1)

Author: Bond, Michael.	ISBN: 0-395-06640-9	Published: 1959		
Call Number	Barcode	Price	Acquired	Removed By
F Bon	33961002102097	\$1.92	8/6/2001	tcook

Was Available -- Weeded

Paddington at large (Removed: 1)

Author: Bond, Michael.	ISBN: 0-395-91294-6	Published: 1998		
Call Number	Barcode	Price	Acquired	Removed By
F Bon	33961002102162	\$1.83	8/6/2001	tcook

Was Available -- Weeded

Wild, wild wolves (Removed: 1)

Author: Milton, Joyce.	ISBN: 0-679-81052-8 (pbk)	Published: 1992		
Call Number	Barcode	Price	Acquired	Removed By
599.77 Mil	33391001667306	\$9.34	8/6/2001	tcook

Was Available -- Weeded

5/17/2023 - Copies Removed: 10

Claudia and mean Janine (Removed: 1)

Author: Martin, Ann M., 1955-	ISBN: 0-590-41041-5	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By
F MAR/ Mar	33961002110470	\$5.17	8/6/2001	tcook

Was Available -- Weeded

Claudia and the new girl (Removed: 1)

Author: Martin, Ann M., 1955-	ISBN: 0-590-41126-8	Published: 1988		
Call Number	Barcode	Price	Acquired	Removed By
P/B MAR/ Mar	33961002110231	\$5.17	8/6/2001	tcook

Was Available -- Weeded

Claudia and the phantom phone calls (Removed: 1)

Author: Martin, Ann M., 1955-	ISBN: 0-590-41986-2	Published: 1986		
Call Number	Barcode	Price	Acquired	Removed By
F MAR/ Mar	33961002110173	\$5.17	8/6/2001	tcook

Was Available -- Weeded

Dawn and the impossible three (Removed: 1)

Author: Martin, Ann M., 1955-	ISBN: 0-590-40747-3	Published: 1987		
Call Number	Barcode	Price	Acquired	Removed By
F MAR/ Mar	33961002110645	\$5.17	8/6/2001	tcook

Was Available -- Weeded

Good-bye Stacey, good-bye (Removed: 1)

Author: Martin, Ann M., 1955-	ISBN: 0-590-41127-6	Published: 1988		
Call Number	Barcode	Price	Acquired	Removed By
F MAR/ Mar	33391001662778	\$5.17	8/6/2001	tcook

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From: 5/1/2023 To: 6/2/2023

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Jessi's secret language (Removed: 1)

Author: Martin, Ann M., 1955- ISBN: 0-590-41586-7 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
PB Mar	33961002110751	\$5.17	8/6/2001	tcook

Was Available -- Weeded

Kristy and the snobs (Removed: 1)

Author: Martin, Ann M., 1955- ISBN: 0-590-41125-X Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
P/B MAR/ Mar	33961002110777	\$5.17	8/6/2001	tcook

Was Available -- Weeded

Kristy's great idea (Removed: 1)

Author: Martin, Ann M., 1955- ISBN: 0-590-33950-8 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
F MAR/ Mar	33961002110181	\$5.17	8/6/2001	tcook

Was Available -- Weeded

Logan likes Mary Anne! (Removed: 1)

Author: Martin, Ann M., 1955- ISBN: 0-942545-71-0 (lg. print : cover) Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
F Mar Mar	33961002110306	\$5.17	8/6/2001	tcook

Was Available -- Weeded

Stacey's mistake (Removed: 1)

Author: Martin, Ann M., 1955- ISBN: 0-590-41584-0 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
F Mar/ Mar	33961002110132	\$5.17	8/6/2001	tcook

Was Available -- Weeded

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The calling all girls party book (Removed: 1)

Author: Saunders, Blanche LCCN: 06-610017 Published: 1966

Call Number	Barcode	Price	Acquired	Removed By
793.2 Sau	33961002153488	\$2.95	8/6/2001	tcook

Was Available -- Weeded

G. A. Rossini's William Tell (Removed: 1)

Author: Fujita, Tamao, 1905- Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
782.13 Ros	33961002154387	\$3.72	8/6/2001	tcook

Was Available -- Weeded

K. M. Weber's Invitation to the dance; (Removed: 1)

Author: Tsutsui, Keisuke, 1918- LCCN: 73-94808 /MN/r893 Published: 1969

Call Number	Barcode	Price	Acquired	Removed By
792.8 Web	33961002155004	\$3.72	8/6/2001	tcook

Was Available -- Weeded

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5/11/2023 - Copies Removed: 9

Leo Delibes' Coppelia; (Removed: 1)

Author: Sato, Satoru, 1928- LCCN: 72-94813 /MN/r862 Published: 1970

Call Number	Barcode	Price	Acquired	Removed By
792.8 Del	33961002155293	\$3.72	8/6/2001	tcook

Was Available -- Weeded

M. P. Mussorgsky's a night on Bare Mountain (Removed: 1)

Author: Sato, Satoru, 1928- Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
785.8 Mus	33961002155210	\$3.72	8/6/2001	tcook

Was Available -- Weeded

The nutcracker. (Removed: 1)

Author: Chappell, Warren, 1904- LCCN: 58-11075 //r84 Published: 1958

Call Number	Barcode	Price	Acquired	Removed By
398 Cha	33961002155236	\$3.19	8/6/2001	tcook

Was Available -- Weeded

P. I. Tchaikovsky's Swan lake. (Removed: 1)

Author: Kishida, Eriko, 1929- LCCN: 71-94810 /MN/r842 Published: 1970

Call Number	Barcode	Price	Acquired	Removed By
792.8 Tch	33961002154825	\$3.72	8/6/2001	tcook

Was Available -- Weeded

Saint-Saens' Carnival of the animals. (Removed: 1)

Author: Tsutsui, Keisuke, 1918- LCCN: 79-112274 /MN/r863 Published: 1970

Call Number	Barcode	Price	Acquired	Removed By
792.8 Sai	33961002154767	\$3.72	8/6/2001	tcook

Was Available -- Weeded

The sorcerer's apprentice (Removed: 1)

Author: Dukas, Paul, 1865-1935. LCCN: 70-100672 Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
785.8 Duk	33961002155038	\$3.72	8/6/2001	tcook

Was Available -- Weeded

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Albert Einstein : genius of the twentieth century (Removed: 1)

Author: Lakin, Patricia, 1944- ISBN: 978-0-689-87035-4 (lib. bdg.) Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
PB 530/.092	33961013662600	\$4.00	12/9/2019	tcook

Was Available -- Weeded

Aliens don't carve Jack-o'-lanterns (Removed: 1)

Author: Dadey, Debbie. ISBN: 0-439-40831-8 (pbk.) Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB F Dad	33961013527118	\$3.99	11/30/2011	tcook

Was Available -- Weeded

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From: 5/1/2023 To: 6/2/2023

5/2/2023 - Copies Removed: 71

All tutus should be pink (Removed: 1)

Author: Brownrigg, Sheri. ISBN: 978-0-590-43904-6 Published: 2005

Call Number	Barcode	Price	Acquired	Removed By
PB E Bro	33961002173726	\$2.95	10/6/2009	tcook

Was Available -- Weeded

Amber Brown goes fourth (Removed: 1)

Author: Danziger, Paula, 1944- ISBN: 0-399-22849-7 (trade) Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
PB F Dan	33961013523398	\$2.99	9/17/2010	tcook

Was Available -- Weeded

Amber Brown is not a crayon (Removed: 1)

Author: Danziger, Paula, 1944- ISBN: 0-399-22509-9 Published: 1994

Call Number	Barcode	Price	Acquired	Removed By
PB	33961013614981		9/10/2018	tcook

Was Available -- Weeded

Amber Brown wants extra credit (Removed: 1)

Author: Danziger, Paula, 1944- ISBN: 0-590-94716-8 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
PB F Dan	33961013527498	\$3.99	11/17/2011	tcook

Was Available -- Weeded

Amelia Bedelia (Removed: 1)

Author: Parish, Peggy. ISBN: 0-06-020186-X (0-590-47764-1) Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
PB E Par	33961012010157	\$3.99	9/8/2005	tcook

Was Available -- Weeded

Amelia Bedelia (Removed: 1)

Author: Parish, Peggy. ISBN: 0-06-024641-3 Published: 1963

Call Number	Barcode	Price	Acquired	Removed By
PB E Par	33961013523422	\$3.95	9/15/2010	tcook

Was Available -- Weeded

Amelia Bedelia goes camping (Removed: 1)

Author: Parish, Peggy. ISBN: 0-380-72917-2 Published: 1997

Call Number	Barcode	Price	Acquired	Removed By
PB E Par	33961013526938	\$3.95	12/8/2011	tcook

Was Available -- Weeded

Angels don't know karate (Removed: 1)

Author: Dadey, Debbie. ISBN: 0-590-84902-6 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB F Dad	33961012007278	\$3.99	10/13/2004	tcook

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5/2/2023 - Copies Removed: 71

Ben Franklin and his first kite (Removed: 1)

Author: Krensky, Stephen. ISBN: 0-689-84985-0 Published: 2002

Call Number	Barcode	Price	Acquired	Removed By
PB 973.3/092	33961013626506	\$3.99	4/16/2018	tcook

Was Available -- Weeded

Bess's log cabin quilt (Removed: 1)

Author: Love, D. Anne. ISBN: 0-440-41197-1 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
F Lov	33391001665706	\$9.49	8/6/2001	tcook

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The Bully Brothers making the grade (Removed: 1)

Author: Thaler, Mike, 1936- ISBN: 0-590-47801-X Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
PB Tha	33961002175705	\$2.95	8/6/2001	tcook

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The classic Mother Goose (Removed: 1)

Author: Eisen, Armand, ISBN: 0-89471-654-9 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
Eisen	33961002127680		8/6/2001	tcook

Was Available -- Weeded

Cupid doesn't flip hamburgers (Removed: 1)

Author: Dadey, Debbie. ISBN: 0-590-48114-2 (pbk.) Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
PB F Dad	33961013527399	\$3.99	11/30/2011	tcook

Was Available -- Weeded

Deputy Dan and the bank robbers (Removed: 1)

Author: Rosenbloom, Joseph. ISBN: 0-394-87045-X Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
E PB Ros	33961012779645	\$3.99	5/22/2008	tcook

Was Available -- Weeded

Dinosaurs (Removed: 1)

Author: Turnbull, Stephanie. ISBN: 0-7945-0486-8 (pbk.) Published: 2004

Call Number	Barcode	Price	Acquired	Removed By
PB 567.9	33961013510155	\$4.95	12/12/2008	tcook

Was Available -- Weeded

Don't let the pigeon stay up late! (Removed: 1)

Author: Willems, Mo. ISBN: 978-0-7868-3746-5 (trade bdg.) Published: 2006

Call Number	Barcode	Price	Acquired	Removed By
E Wil	33961013600485	\$15.99	9/25/2014	tcook

Was Available -- Weeded

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Father Bear comes home (Removed: 1)

Author: Minarik, Else Holmelund. ISBN: 0-06-444014-1 Published: 1959

Call Number	Barcode	Price	Acquired	Removed By
E PB Min	33961013529213	\$3.95	6/1/2012	tcook

Was Available -- Weeded

Felita (Removed: 1)

Author: Mohr, Nicholasa. ISBN: 0-14-130643-2 Published: 1999

Call Number	Barcode	Price	Acquired	Removed By
F Moh	33391001666563	\$0.10	8/6/2001	tcook

Was Available -- Weeded

Forever Amber Brown (Removed: 1)

Author: Danziger, Paula, 1944- ISBN: 0-590-94725-7 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB F Dan	33961013523406	\$3.50	9/17/2010	tcook

Was Available -- Weeded

Frankenstein doesn't start food fights (Removed: 1)

Author: Dadey, Debbie. ISBN: 0-439-55999-5 (pbk.) Published: 2003

Call Number	Barcode	Price	Acquired	Removed By
PB F Dad	33961013523281	\$3.99	9/20/2010	tcook

Was Available -- Weeded

Frog and toad are friends (Removed: 1)

Author: Lobel, Arnold. ISBN: 0-06-444020-6 Published: 1979

Call Number	Barcode	Price	Acquired	Removed By
PB E Lob	33961013591908	\$3.50	5/29/2013	tcook

Was Available -- Weeded

George Washington's mother (Removed: 1)

Author: Fritz, Jean. ISBN: 0-448-40385-4 (GB) Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
PB Was	33961012010124	\$3.99	9/8/2005	tcook

Was Available -- Weeded

Ghosts don't eat potato chips /Book 5 : Bailey School Kids (Removed: 1)

Author: Dadey, Debbie. ISBN: 0-590-45854-X (reg. bdg.) Published: 1992

Call Number	Barcode	Price	Acquired	Removed By
PBF Dad	33961013651793	\$5.00	10/31/2018	tcook

Was Available -- Weeded

Going home (Removed: 1)

Author: Mohr, Nicholasa. ISBN: 0-8037-0269-8 Published: 1986

Call Number	Barcode	Price	Acquired	Removed By
F Moh	33961002211088	\$9.34	8/6/2001	tcook

Was Available -- Weeded

Good work, Amelia Bedelia (Removed: 1)

Author: Parish, Peggy. ISBN: 0-688-80022-X Published: 1976

Call Number	Barcode	Price	Acquired	Removed By
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PB E Par 33961002814105 \$3.95 10/26/2001 tcook
Was Available -- Weeded

Gremlins don't chew bubble gum (Removed: 1)

Author: Dadey, Debbie. ISBN: 0-590-48115-0 (pbk.) Published: 1995

Call Number	Barcode	Price	Acquired	Removed By
PB F Dad	33961002177909	\$2.99	10/2/2009	tcook

Was Available -- Weeded

Henry and Mudge and the happy cat : the eighth book of their adventures (Removed: 1)

Author: Rylant, Cynthia. ISBN: 0-689-81012-1 Published: 1990

Call Number	Barcode	Price	Acquired	Removed By
E PB Ryl	33961012779033	\$4.95	5/2/2008	tcook

Was Available -- Weeded

Henry and Mudge in puddle trouble : the second book of their adventures (Removed: 1)

Author: Rylant, Cynthia. ISBN: 0-689-81002-4 Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
E PB Ryl	33961012779025	\$4.95	5/2/2008	tcook

Was Available -- Weeded

Henry and Mudge in the green time : the third book of their adventures (Removed: 1)

Author: Rylant, Cynthia. ISBN: 0-689-81000-8 (PB 0-590-98236-2) Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
E PB Ryl	33961012779017	\$4.95	5/2/2008	tcook

Was Available -- Weeded

Henry and Mudge in the sparkle days : the fifth book of their adventures (Removed: 1)

Author: Rylant, Cynthia. ISBN: 0-689-71752-0 Published: 1993

Call Number	Barcode	Price	Acquired	Removed By
E PB Ryl	33961013607472	\$3.99	1/12/2015	tcook

Was Available -- Weeded

King Bidgood's in the bathtub (Removed: 1)

Author: Wood, Audrey. ISBN: 0-15-242730-9 (lib. bdg.) Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
E Woo Woo	33961002144230	\$13.95	8/6/2001	tcook

Was Available -- Weeded

A kiss for Little Bear (Removed: 1)

Author: Minarik, Else Holmelund. ISBN: 0-06-444050-8 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB E Min	33961013529205	\$3.99	5/25/2012	tcook

Was Available -- Weeded

Little Bear (Removed: 1)

Author: Minarik, Else Holmelund. ISBN: 0-06-444004-4 Published: 1985

Call Number	Barcode	Price	Acquired	Removed By
PB E Min	33961013529254	\$3.95	6/1/2012	tcook

Was Available -- Weeded

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5/2/2023 - Copies Removed: 71

Little Bear (Removed: 1)

Author: Minarik, Else Holmelund ISBN: 0-590-98231-1 Published: 1957

Call Number	Barcode	Price	Acquired	Removed By
PB Min	33961013526318	\$3.99	10/10/2011	tcook

Was Available -- Weeded

Little Bear's friend (Removed: 1)

Author: Minarik, Else Holmelund. ISBN: 0-06-024256-6 Published: 1960

Call Number	Barcode	Price	Acquired	Removed By
PB E Min	33961012771956	\$3.75	6/14/2006	tcook

Was Available -- Weeded

Little Bear's friend (Removed: 1)

Author: Minarik, Else Holmelund. ISBN: 0-06-444051-6 Published: 1984

Call Number	Barcode	Price	Acquired	Removed By
PB E Min	33961013529262	\$3.95	6/1/2012	tcook

Was Available -- Weeded

The Lottery Rose (Removed: 1)

Author: Hunt, Irene. ISBN: 0-425-10153-3 (pbk.) Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
Hunt	33961002215469	\$10.49	8/6/2001	tcook

Was Available -- Weeded

The missing tooth (Removed: 1)

Author: Cole, Joanna. ISBN: 0-394-89279-8 Published: 1988

Call Number	Barcode	Price	Acquired	Removed By
PB E Col	33961002178923	\$2.95	9/11/2009	tcook

Was Available -- Weeded

Mummies don't coach softball (Removed: 1)

Author: Dadey, Debbie. ISBN: 0-590-22639-8 Published: 1996

Call Number	Barcode	Price	Acquired	Removed By
PB F Dad	33961012010405	\$3.99	9/8/2005	tcook

Was Available -- Weeded

My parents think I'm sleeping (Removed: 1)

Author: Prelutsky, Jack. ISBN: 978-0-06-053720-3 (trade bdg.) Published: 2007

Call Number	Barcode	Price	Acquired	Removed By
PB 811 Pre	33961012778282	\$3.99	4/14/2008	tcook

Was Available -- Weeded

The napping house (Removed: 3)

Author: Wood, Audrey. ISBN: 0-15-256708-9 Published: 1984

Call Number	Barcode	Price	Acquired	Removed By
E Woo	33961002146169	\$13.95	8/6/2001	tcook
E Woo	33961002198764	\$19.65	8/6/2001	tcook

Was Available -- Weeded
