

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

Regular Meeting of the Board of Directors  
Community Room, Aberdeen High School  
October 3, 2023, 6 p.m.

**AGENDA**

6:00 p.m. Call to Order

Flag Salute

**Consent Agenda**

1. Minutes
2. Gift to the District

Comments from Board Members

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](mailto:schoolboard@asd5.org).

Presentations

Old Business

Superintendent's Report

1. Levy Planning

Instructional Services

1. [Aberdeen High School Improvement Plan](#)

New Business

1. [Policy 2410 Graduation Requirements](#)
2. [Policy 3241 Student Discipline](#)
3. [Athletic Trainer Services](#)
4. [ESD 113 Attendance and Re-Engagement](#)
5. Next Meeting

Executive Session / Closed Session

Board Meeting Agenda  
October 3, 2023

Personnel Matters

1. [Personnel Report](#)
2. [2023-2024 Maintenance & Operations Salary Schedule](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5  
BOARD INFORMATION AND BACKGROUND

October 3, 2023, 6 p.m.

Call to Order

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on September 19, 2023, are enclosed for your review and approval.
2. Gift to the District – Shannon Rubin of Ocean Shores has donated a 2015 Nissan Juke valued at \$10,699 for use in the automotive program at Aberdeen High School.

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Written public comment on both agenda and non-agenda matters is also welcome via email. Comments should be submitted to [schoolboard@asd5.org](mailto:schoolboard@asd5.org) before noon on the day of the meeting and will be included in the public record.

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

Presentations

Old Business

Superintendent's Report

1. Levy Planning – Superintendent Thake will discuss planning and timeline for the 2024 enrichment and operations levy and capital projects levy.

Instructional Services

1. Aberdeen High School SIP – AHS Principal Aaron Roiko will present the school's improvement plan and share information about school initiatives for 2023-2024. [Enclosure 2](#)

New Business

1. Policy 2410 Graduation Requirements – An update to Policy 2410 governing graduation requirements is presented for first reading. [Enclosure 3](#)

## Board Information

October 3, 2023

2. Policy 3241 Student Discipline – An update to Policy 3241 governing student discipline is presented for first reading. [Enclosure 4](#)
3. Athletic Trainer – A personal services contract with Trinity Parris to perform athletic trainer, concussion protocol and COVID protocol services for the sports programs is presented for your review and approval. [Enclosure 5](#)
4. ESD 113 Attendance and Re-Engagement – Renewal of an agreement with the Capital Region ESD 113 for attendance and re-engagement services at the Harbor Learning Center is presented for your review and approval. [Enclosure 6](#)
5. Next Meeting – The next regular meeting is currently scheduled for Tuesday, October 17, in the Community Room at Aberdeen High School.

### Executive Session / Closed Session

At this time the meeting will recess for an executive session expected to last 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.

1. Personnel Report [Enclosure 7](#)
2. Maintenance & Operations Salary Schedule [Enclosure 8](#)

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ADJOURN

**ABERDEEN SCHOOL DISTRICT NO. 5**

Minutes of the Regular Meeting of the  
Board of Directors – September 19, 2023

President Jennifer Durney convened the regular meeting of the Aberdeen School District Board of Directors at 6:00 p.m. Tuesday, September 19, 2023, in the Community Room at Aberdeen High School. In attendance were Jessica Jurasin, Annica Mizin and Suzy Ritter, along with Superintendent Jeffrey Thake (remotely) and 18 patrons and staff. Director Jeremy Wright was excused.

CALL TO ORDER

The meeting began with the flag salute.

On a motion by Director Mizin and seconded by Director Ritter, the Board approved the Consent Agenda, which included the minutes from the regular meeting on August 15, 2023, August payroll vouchers 835000 through 835028 totaling \$4,551,408.53; General Fund vouchers 835029 through 835030, 835041 through 835064, 835070 and 835072 through 835156 totaling \$1,604,187.95; ASB Fund vouchers 835031 through 835040 and 835071 totaling \$23,209.14, and Capital Projects Fund vouchers 835065 through 835069 totaling \$825,545.34.

CONSENT AGENDA

A presentation from the Moore Wright Group about a housing project was canceled.

PRESENTATION

On a motion by Director Ritter and second by Director Mizin, the Board adopted an update to Policy 4237 Advertising and Promotions.

POLICY 4237  
ADVERTISING

Following a recommendation from Superintendent Thake, on a motion by Director Jurasin and seconded by Director Mizin, the Board approved a data sharing agreement for the district's participation in the Washington Guaranteed Admissions Program (WA GAP), which ensures acceptance of Aberdeen graduates to participating colleges and universities.

SUPERINTENDENT  
REPORT

WA GAP

Superintendent Thake, Executive Director of Business and Operations Elyssa Louderback, and Cory Plager of D.A. Davidson presented research and other financial information in planning for the 2024 enrichment and operations levy and a possible capital projects levy to replace the bonds for Aberdeen High School, which will be paid off this year. During discussion, the Board provided direction to continue planning for a four-year levy and a four-year capital projects plan.

LEVY PLANNING

Director Louderback presented the Fiscal Status Report for August and the preliminary enrollment report for September. Ending fund balances were as follows: General Fund, \$1,289,574.75; Capital Projects Fund, \$477,832.50; Debt Service Fund, \$2,617,418.91; ASB Fund, \$296,539.06, and Transportation Vehicle fund, \$570,909.91. Under enrollment, she noted that as of the fourth school day

FISCAL STATUS  
REPORT

in September, enrollment without Running Start and Open Doors was 2,946.29, slightly above the budget of 2,945.

On a motion by Director Ritter and seconded by Director Jurasin, the Board approved renewal of the agreement with Grays Harbor County for the District to provide educational services at the Juvenile Detention Center.

2023-2024  
DETENTION  
CENTER  
AGREEMENT

On a motion by Director Jurasin and seconded by Director Mizin, the Board approved an agreement with the Grays Harbor Juvenile Court to partner in a truancy reduction and enforcement program.

TRUANCY  
AGREEMENT

On a motion by Director Ritter and seconded by Director Jurasin, the Board approved an agreement with Focused Behavioral Solutions to provide services to student clients at school.

FOCUSED  
BEHAVIORAL  
SOLUTIONS

On a motion by Director Jurasin and seconded by Director Ritter, the Board approved an agreement to allow Grays Harbor Beyond Survival to provide services to student clients at school.

GRAYS HARBOR  
BEYOND SURVIVAL

On a motion by Director Mizin and seconded by Director Jurasin, the Board approved an agreement with the YMCA of Grays Harbor for the elementary swim program and use of the facility for the high school swim and dive team in 2023-2024.

YMCA SWIM  
AGREEMENT

On a motion by Director Mizin and seconded by Director Jurasin, the Board approved an agreement with the YMCA of Grays Harbor to provide staffing and support in the 21<sup>st</sup> Century After School Program in 2023-2024.

YMCA AFTER  
SCHOOL

On a motion by Director Jurasin and seconded by Director Ritter, the Board approved renewal of the agreement with Capital Region ESD 113 for network services technical support in 2023-2024.

ESD 113 NETWORK  
AGREEMENT

On a motion by Director Ritter and seconded by Director Jurasin, the Board approved a personal services contract with Molly Leithold to provide support in the ECEAP preschool program in 2023-2024.

ECEAP SUPPORT

On a motion by Director Jurasin and seconded by Director Mizin, the Board approved an inventory of materials and equipment as surplus as recommended by the Maintenance Department.

SURPLUS  
EQUIPMENT

The next meeting of the Board is scheduled for 6 p.m. Tuesday, October 3, in the Community Room at Aberdeen High School.

NEXT MEETING



At 6:35 p.m., President Jennifer Durney recessed the meeting for an executive session expected to last 20 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The meeting reconvened in regular session at 6:55 p.m.

EXECUTIVE  
SESSION

Following a presentation by Human Resources Director Christi Sayres, on a motion by Director Mizin and seconded by Director Ritter, the Board approved the Personnel Report. Under certificated matters, the Board approved the hiring of Holly Furth as a teacher in the 21<sup>st</sup> Century After School Program at Miller Junior High School effective Sept. 18; approved a leave of absence for Paige Mendenhall, a teacher at Stevens Elementary School, effective Feb. 6 to May 3, 2024; and approved the hiring of Annamaria Dimoff, Carolyn Greer and Amber Mullins as substitutes for the District.

PERSONNEL  
REPORT

CERTIFICATED

Under classified matters, the Board approved the hiring of Cotillion Sorensen as the Human Resources assistant effective Sept. 25, Cassandra Chesterman and Tedd White as a para-educators in the 21<sup>st</sup> Century After School Program at the Harbor Learning Center and Grays Harbor Academy effective Sept. 18, Jace Varner as a Food Service worker at A.J. West Elementary School effective Sept. 18, Kelsey Hulbert as a special education para-educator at Robert Gray Elementary School effective Sept. 19, and Casey Summers as a para-educator at Robert Gray Elementary School effective Sept. 11; approved the retirement of Denise Walczyk as a para-educator at the Hopkins Building effective Sept. 8; accepted the resignation of Kelly Hurd as the Print Shop coordinator at Aberdeen High School effective Sept. 28, and approved the hiring of Emma Green as a substitute for the District.

CLASSIFIED

On a motion by Director Mizin and seconded by Director Jurasin, the Board approved an additional tentative agreement with the Aberdeen Education Association for the 2023-2026 collective bargaining agreement.

AEA AGREEMENT

On a motion by Director Jurasin and seconded by Director Ritter, the Board approved the 2023-2024 Substitute Salary Schedule.

2023-24 SUBSTITUTE  
SALARY SCHEDULE

On a motion by Director Jurasin and seconded by Director Mizin, the Board approved assignment exceptions for Yesenia Barragan in Special Education, Sarah Teveliet Channel in preschool, Jenna Doll in preschool and Erik Hiles in science.

ASSIGNMENT  
EXCEPTIONS

There being no further business, the regular meeting was adjourned at 6:57 p.m.

ADJOURN

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Jeffrey Thake, Secretary

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Jennifer Durney, President

# Aberdeen School District #5

## Career and Technical Education

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

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

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September 8, 2023

Shannon Rubin, General Manager  
Canterbury Inn  
PO Box 310  
Ocean Shores, WA 98569-0310

Re: Vehicle Donation

Dear Ms. Rubin:

Thank you for your donation of a 2015 Nissan Juke, VIN #JN8AF5MV9FT565106, valued at \$10,699.00. This donation helps to educate our automotive technology students. We appreciate your support at Aberdeen High School.

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

Sincerely,



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

Aberdeen High School  
Home of the Bobcats  
“Opportunities & Engagement”



# DEMOGRAPHICS

<b>AHS:</b>	911 STUDENTS (September)	
<b>RUNNING START:</b>	111 (32 college only)	12%
<b>SPED:</b>	155	17%
<b>504:</b>	54	6%
<b>ELL:</b>	107	11.5%
<b>CTE:</b>	244	27%
<b>NATIVE ED:</b>	40	4%
<b>HIGH CAP:</b>	36	4%
<b>FREE &amp; REDUCED:</b>	573	63%



# ACADEMICS

**AP CLASSES:** 9th graders-30, 10th graders-61, 11th graders-33, 12th graders-16    **Total: 140/869=16%**

**9th graders - 17, 10th graders - 85, 11th graders - 62, 12th graders - 43**    **Total: 207/911 = 23%**

**SKILLS CENTER:** Med Careers, Electrical Engineering, Criminal Justice, Cosmetology, Automotive  
(53 students)

**GED:** 30 students (24 seniors & 6 juniors)

**SPED:** AHS has 155 students with special needs being served with an IEP

# SIP GOAL #1

5a. SY 2023–2024 SMARTIE Goal #1:

*AHS student engagement will increase by 10% based on administrative, non-evaluative walkthrough data from September/October, as compared to April/May 2024 data.*

## SIP GOAL #2

5b. SY 2023–2024 SMARTIE Goal #2:

*Minimize hallway and bathroom disruptions by 10 percent as shown through SWIS data from September and October, as compared to April and May, 2024.*

## SIP GOAL #3

5c. SY 2023–2024 SMARTIE Goal #3:

*Our 2024 WIDA scores will increase by 10 percent in comparison to our 2023 WIDA scores by aligning and creating a peer mentor program with our senior bilingual students.*



# AHS Clubs/Activities/Groups

243 students

- ASB & Leadership - 22 students
- AVID - Advancement via Individual Determination 52 students
- ASL Club - 30 students
- LINK Crew - upperclassmen leaders who mentor 9th grade students 33 students
- PBIS Group - positive behavioral interventions & supports 15 students
- AHA Club - Aberdeen High Arts will meet on October 11th. Re-brand to be chapter of National Art Honor Society 15 students
- FFA Club - 19 students
- Skills USA - 25 students
- Robotics Club - 1st meeting on October 5th
- Knowledge Bowl team - 8 students
- GSA Club - 10 students with interest; need an advisor
- Chess Club -12 students
- Pokemon Club - new this year (6 students with interest)
- DnD - Dungeons & Dragons - new this year (8 students with interest)

# Music Programs/Classes @ AHS

166 students

- Goldenaires - 13 students (zero hour class)
- Jazz Band - 23 students (zero hour class)
- Mixed Choir - 25 students
- Marching Band - 38 students
- Percussion - 8 students
- Guitar - 12 students
- Symphonic band - 29 students
- Wind Ensemble - 16 students

# ATHLETICS - Fall Sports

**Female 125 - Male 147 total = 272 participating in Fall Sports (30% of student population)**

**Football** - Over 80 participants with a 3-1 record

**Volleyball** - 3rd place with a 5-2 overall record

**Girls Soccer** - 3rd place with a 2-2 league record

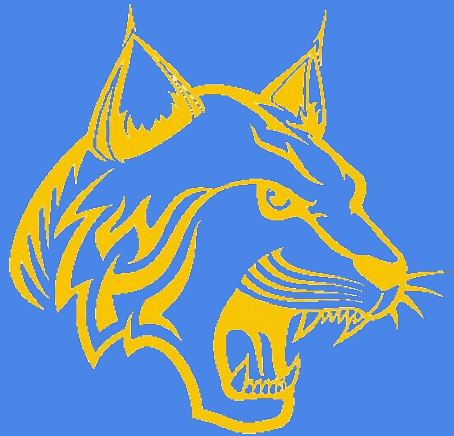
**Boys Tennis** - 16 participants

**Boys Golf** - 25 participants (Varsity recently won the 9 team Sibley tournament at Alderbrook GC)

**Girls Swim and Dive** 28 participants

AHS students who are involved in an extracurricular, co-curricular, club or music class:

**681 out of 911 students = 75%**



Questions/Comments

## HIGH SCHOOL GRADUATION REQUIREMENTS

The board has established graduation requirements which, at a minimum, satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which may be pursued.

### CREDIT REQUIREMENTS

Class of:	2019	2020	2021	2022	2023	2024 and beyond
<i>Entering 9<sup>th</sup> grade after July 1 of:</i>	<i><del>2015</del></i>	<i><del>2016</del></i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>
English	4	4	4	4	4	4
Mathematics	<del>3</del>	<del>3</del>	3	3	3	3
Science	<del>2</del>	<del>2</del>	3	3	3	3
Social Studies	<del>3</del>	<del>3</del>	3	3	3	3
Arts	<del>1</del>	<del>1</del>	2*	2*	2*	2*
Health and Fitness	<del>2.5</del>	<del>2.5</del>	2	2	2	2
Career and Tech Ed			1.5	1.5	1.5	1.5
Occupational Education	<del>1.5</del>	<del>1.5</del>				
World Language			2*	2*	2*	2*
Electives	<del>5</del>	<del>5</del>	5.5	5.5	5.5	3.5
<b>Total Required Credits:</b>	<b><del>22</del></b>	<b><del>22</del></b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>24</b>

### Math credit information

#### ~~2018–2020 Math (3 credits required)~~

~~The following courses are required: Algebra 1 or Integrated Math 1; Geometry or Integrated Math 2; Algebra 2 or Integrated Math 3, or a third credit of math, if the elective is based on a career-oriented program of study identified in the student's High School and Beyond Plan and the student, parent/guardian and a school representative meet, discuss the plan and sign a form pursuant to WAC 180-51-067.~~

#### **2021 and Beyond Math (3 credits required)**

The following courses are required: Algebra 1 or integrated Math 1, Geometry or Integrated Math 2 and a third credit of math chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

**Science credit information****~~2018-2020 Science (2 credits required)~~**

~~At least one lab is required.~~

**2021 and Beyond Science (3 credits required)**

At least two (2) labs are required and a third credit of Science chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

**Social Studies credit information**

The Washington State history and government requirement may be met in grades 7 through 12. If the course is taken in the 7<sup>th</sup> or 8<sup>th</sup> grade, it fulfills the requirement, but high school credit will only be awarded if the academic level of the course exceeds the requirements for 8<sup>th</sup> grade. Students who meet the requirement but do not earn credit must still take the required number of social studies credits in high school.

**2018 2021 and Beyond Social Studies (3 credits required)**

The following are required: U.S. History and Government; Contemporary World History, Geography and Problems; .5 credits of Civics (content may be embedded in another social studies course); .5 credits of Social Studies elective.

**Health & Fitness credit information****~~2018-2020 Health and Fitness (2.5 credits required)~~**

~~The following are required: .5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED)); 2.0 credits of Fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.050.~~

**2021 and Beyond Health and Fitness (2.0 credits required)**

The following are required: .5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED)); 1.5 credits of fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.050.

Students may earn up to 1.0 elective physical education credit, 0.5 per sports/activity season, for Directed Athletics. Students may earn 0.5 credit by either participating in one season of a WIAA sport or school board approved activity including cheerleading and marching band.

Students must complete, submit and have approved a Request for Physical Education for Directed Athletics Form within the academic year of involvement in the school sport or board approved activity. Students must also demonstrate proficiency in the knowledge portion of the fitness requirement through an assessment that is administered during each academic year.

**Arts credit information****~~2018-2020 Arts (1 credit required)~~**

~~Performing or visual arts is required.~~

**2021 and Beyond Arts (2 credits required)**

Performing or visual arts is required. One (1) credit may be a Personalized Pathway Requirement,\* defined as related courses that lead to a specific post-high school career or educational outcome chosen by the student and based on the student's interests and High School and Beyond Plan, which may include Career and Technical Education, and are intended to provide a focus for the student's learning.

**Occupational / Career & Technical Education credit information****~~2018-2020 Occupational Education (1.5 credits required)~~**

~~Must earn a 0.5 credit of "Digttools" as part of the required 1.5 credits.~~

**2021 and Beyond Career and Technical Education (1.5 credits required)**

Must earn 0.5 credit class that incorporates Washington State Financial Education Standards as part of the required 1.5 credits. This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards or may be a general elective credit if aligned with the Washington State Financial Education Standards.

**World Language credit information****2021 and Beyond World Language (2 credits required)**

Both credits may be a **Personalized Pathway Requirement\***. If the student has chosen a four-year degree pathway in their High School and Beyond Plan, the student will be advised to earn 2 credits in world language.

**Additional credit information for Class of 2021 and beyond**

Credit requirements conform to Career & College-Ready Graduation requirements.

**NON-CREDIT REQUIREMENTS**

1. High School and Beyond Plan
2. Washington State history and government (non-credit requirement)

**High School and Beyond Plan**

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training

and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory.

The district will encourage parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

### **Awarding of High School Credit**

High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:

1. Earning a passing grade according to the district's grading policy and/or
2. Demonstrating proficiency/mastery of content standards as determined by the district; and/or
3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.
4. The district will establish a process for determining proficiency/mastery for credit-bearing courses of study.

### **Implementation**

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

### **Seal of Biliteracy**

The district will award the Washington Seal of Biliteracy to students who have attained a high level of proficiency in speaking, reading and writing in one or more world languages in addition to English. Students who meet the criteria as established in WAC 392-410-350 will be awarded the seal on their high school diploma and transcript. The superintendent will implement procedures to determine eligibility.

### **Withholding of a Diploma**

A student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3200, Rights and Responsibilities. When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3200 Rights and Responsibilities will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

### **Graduation Ceremonies**

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at



least one month prior to the close of the school term.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

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Cross References:	Policy 2418 3520 3200 3110	Waiver of High School Graduation Credits Student Fees, Fines, or Charges Rights and Responsibilities Qualification of Attendance and Placement
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Legal References:	Laws of 2019, ch. 252, § 201 Graduation pathway options for the graduating class of 2020 and subsequent classes	
	RCW 28A.155.045	Certificate of individual achievement
	RCW 28A.230.090	High school graduation requirements or equivalencies — High school and beyond plans – Career and college ready graduation requirements and waivers — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies
	RCW 28A.230.097	Career and technical high school course equivalencies
	RCW 28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice
	RCW 28A.230.122 diplomas	International baccalaureate
	RCW 28A.600.500	Graduation Ceremonies – Tribal Regalia
	RCW 28A.600.300-400 Definition	Running Start program -
	RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
	WAC 180-51	High school graduation requirements
	WAC 392-121-182	Alternative learning experience

WAC 392-169	requirements Special service programs - Running Start program
WAC 392-348	Secondary education
WAC 392-410	Courses of study and equivalencies
WAC 392-410-350	Seal of Biliteracy
WAC 392-415-070	Mandatory high school transcript contents – Items – Timelines

Adoption Date: 10/07/97  
Revised: 06/15/04; 09/07/10; 10/16/12; 10/15/13; 12/20/16; 07/17/18; 06/02/20  
05/04/21;

## High School Graduation Requirements

### Publication of Graduation Requirements

Prior to registering in high school, and each year thereafter each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements will also be included in the student handbook.

## CREDIT REQUIREMENTS

### Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional mastery competency examination or perform any other additional assignment to receive credit.

At the request of the student and the student's parent or guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

### Total Number of Credits Required

Students will be expected to earn a total of ~~22 credits for the classes of 2018-2020~~, and 26 credits for the classes of 2021-2023, and 24 credits for the classes of 2024 and beyond to meet district graduation requirements. Students will have access to a broad variety of

academic and exploratory courses to achieve the goals of their Personalized Pathway.

### **Subject Area Requirements (Classes of 2018 to 2020)**

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education [See Policy 2410] and shall be required of each candidate for graduation:

	Class of 2018 to 2020
English (reading, writing and communications)	4.0 credits
Geometry and Third- Year Math Option	3.0 credits
Science (Including at least one laboratory credit)	2.0 credits
Social Studies **	3.0 credits
Health and Fitness ***	2.5 credits
Arts	1.0 credit
Occupations	1.0 credit
Digital Communication	0.5 credit
Electives	5.0 credit
<b>TOTAL:</b>	<b>22.0 credits</b>

*\* A student may elect to pursue a third credit of math based on a career oriented High School and Beyond Plan.*

*\*\* Class of 2018 and beyond must pass a Washington State History and Government course or state approved alternative; must also earn a 0.5 credit in Civics and an additional 0.5 credit in a Social Studies elective course.*

*\*\*\* Must earn 0.5 credit of Health*

**CREDIT REQUIREMENTS**

<b>Class of:</b>	<b>2021 - 2023</b>	<b>2024 and beyond</b>
<i>Entering 9<sup>th</sup> Grade after July 1</i>	2017	2020
English	4	4
Mathematics	3	3
Science	3	3
Social Studies	3	3
Arts	2*	2*
Health and Fitness	2	2
Career and Tech Ed	1.5	1.5
<del>Occupational Education</del>		
World Language	2*	2*
Electives	5.5	3.5
<b>Total Required Credits:</b>	<b>26</b>	<b>24</b>

**Math credit information****2021 and Beyond Math (3 credits required)**

The following courses are required: Algebra 1 or integrated Math 1, Geometry or Integrated Math 2 and a third credit of math chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

**Science credit information****2021 and Beyond Science (3 credits required)**

At least two (2) labs are required and a third credit of Science chosen by the student based on the student's interest and High School and Beyond Plan and approved by the parent or guardian. If the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal will approve the course.

**Social Studies credit information**

The Washington State history and government requirement may be met in grades 7 through 12. If the course is taken in the 7<sup>th</sup> or 8<sup>th</sup> grade, it fulfills the requirement, but high school credit will only be awarded if the academic level of the course exceeds the requirements for 8<sup>th</sup> grade. Students who meet the requirement but do not earn credit must still take the required number of social studies credits in high school.

**2018 2021 and Beyond Social Studies (3 credits required)**

The following are required: U.S. History and Government (1.0 credit); Contemporary

World History, Geography and Problems (0.5 credits); ~~.5 credits~~ of Civics (content may be embedded in another social studies course, 0.5 credits); ~~.5 credits~~ of Social Studies elective (1.0 credits).

### **Health & Fitness credit information**

#### **2021 and Beyond Health and Fitness (2.0 credits required)**

The following are required: .5 credits of Health (must include instruction in CPR and appropriate use of an automated external defibrillator (AED)); 1.5 credits of Fitness. Students must earn credit for physical education unless excused pursuant to RCW 28A.230.050.

Students may earn up to 1.0 elective physical education credits, 0.5 per sports/activity season, for Directed Athletics. Students may earn 0.5 credits by either participating in one season of a WIAA sport or school board approved activity including cheerleading and marching band.

Students must complete, submit and have approved a Request for Physical Education for Directed Athletics Form within the academic year of involvement in the school sport or board approved activity. Students must also demonstrate proficiency in the knowledge portion of the fitness requirement through an assessment that is administered during each academic year.

### **Arts credit information**

#### **2021 and Beyond Arts (2 credits required)**

Performing or visual arts is required. One (1) credit may be a **Personalized Pathway Requirement\***, defined as related courses that lead to a specific post-high school career or educational outcome chosen by the student and based on the student's interests and High School and Beyond Plan, which may include Career and Technical Education, and are intended to provide a focus for the student's learning.

### **Occupational / Career & Technical Education credit information**

#### **2021 and Beyond Career and Technical Education (1.5 credits required)**

Must earn 0.5 credit class that incorporates Washington State Financial Education Standards as part of the required 1.5 credits. This credit may be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards.

### **World Language credit information**

#### **2021 and Beyond World Language (2 credits required)**

Both credits may be a **Personalized Pathway Requirement\***. If the student has chosen a four-year degree pathway in their High School and Beyond Plan, the student will be advised to earn 2 credits in world language.

Per Chapter 28A.231, RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The instruction must have been developed by the American Heart of Association or the American Red Cross or be

nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification to successfully complete the instruction.

Students shall be expected to earn a total of ~~22 credits (Class of 2018–2020)~~, 26 credits (Class of 2021–2023) and 24 credits (Class of 2024 and beyond) in order to complete graduation requirements. WAC 180-51-050 defines a high school credit to mean: (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090(4): (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

A. Students who show competency by meeting the standard on the state exams or other assessment options such as the SAT, ACT or AP exams required for graduation may ***recover credit for previously failed courses*** in the following ways:

1. Math:

Class of ~~2018~~ **2021** and beyond may recover ~~one-half (0.5)~~ **up to 1.0** math credit for a previously failed math course by meeting the standard on a state approved math assessment or other approved state alternative achievement option in math.

2. Science:

Class of ~~2018~~ **2021** and beyond may recover ~~one-half (0.5)~~ **up to 1.0** science credit for a previously failed science course by meeting the standard on a state approved science assessment or other approved state alternative achievement option in science.

3. Language Arts:

Class of ~~2018~~ **2021** and beyond may recover ~~one-half (0.5)~~ **up to 1.0** Language Arts credit for a previously failed Language Arts course by meeting the standard on a state approved ELA assessment or other approved state alternative achievement option in ELA.

B. In all of the situations outlined above, a unique course code will be created and will be reflected on the transcript and meet the graduation requirement reflecting the selected credit and course. **The ASVAB is not included in the assessment options for this credit recovery.** The previously failed course will remain on the transcript.

### **Credits from other programs**

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school or home school), or from out-of-state, or out-of-country. Credits from another Washington public school or accredited state private school or accredited out-of-state public or private school will be accepted to the extent the credit

matches a district graduation requirement, or may be counted as an elective credit. Credits from ~~unaccredited~~ **non-accredited** programs or home schools will be evaluated as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

## **HIGH SCHOOL AND BEYOND PLAN**

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory.

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

School staff will update students' plans to reflect high school assessment results and revised as necessary for changing interests, goals, and needs. Each student's high school and beyond plan will be updated to inform junior year course taking.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:



1. Includes information about options for satisfying state and local graduation requirements;
  2. Satisfies state and local graduation requirements;
  3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
  4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals;
  5. Includes information about the college bound scholarship program; and
  6. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
    - i. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to student who are or have been in foster care; information specific to students who are, or are at risk of being, homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and
    - ii. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.
- F. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.

### **Senior Boards**

The district requires that students complete a Senior Board presentation as a requirement for high school graduation. In assisting students with developing the Senior Board presentation the district should:

- A. Advise the student and parents of the requirement to complete a Senior Board as a graduation requirement;
- B. Provide the student assistance and guidance on completing the presentation;
- C. The Senior Board may include:
  1. A demonstration of the student's ability to communicate in writing by completing a reflection;

2. A demonstration of the student's ability to communicate orally through a presentation to teachers and/or community members;
  3. Completion of a self-directed student project that demonstrates the student's academic and management skills; and
  4. The opportunity for the student to complete a community service project or a project working with a community member;
- D. Review each student's progress;
- E. Provide opportunities within the curriculum for students to work on projects; and
- F. Ensure projects align with the student's High School and Beyond Plan

## **GRADUATION PATHWAY OPTIONS**

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

### **Statewide High School Assessment**

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

### **Dual Credit Courses**

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics. A dual credit course is a course in which a student qualifies for college and high school credit upon successfully completing the course.

### **High School Transition Courses**

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

### **AP Courses and International Baccalaureate Programs**

A student may demonstrate career and college readiness by earning high school credit, with a C+ grade, or receiving a three or higher on the AP exam, or equivalent, in AP, international baccalaureate, or Cambridge international courses in English language arts and mathematics; or receiving a four or higher on international baccalaureate exams.

For English language arts, successfully completing any of the following courses meets the standard: AP microeconomics, AP psychology, AP United States history, AP world history, AP United States government and politics, AP comparative government and politics, and any of the international baccalaureate individuals and societies courses.

For mathematics, successfully completing any of the following courses meets the standard: AP statistics, AP computer science, AP computer science ~~principals~~ **principles**, AP calculus, and any of the international baccalaureate mathematics courses.

### **SAT or ACT Scores**

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

### **Performance-Based Learning Experience**

**Complete a performance-based learning experience through which the student demonstrates knowledge and skills in a real-world context, providing evidence that the student meets or exceeds state learning standards in English language arts and mathematics. The performance-based learning experience may take a variety of forms, such as a project, practicum, work-related experience, community service, or cultural activity, and may result in a variety of products that can be evaluated, such as a performance, presentation, portfolio, report, film, or exhibit. The performance-based learning experience must conform to the graduation proficiency targets and associated rubrics established by the state board of education.**

### **Combination of Options**

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

### **Armed Services Vocational Aptitude Battery**

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The state board of education will post eligibility scores on its website at least annually by September 1st.

### **Career and Technical Education Courses**

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or the minimum criteria identified in RCW 28A.700.030.

### **~~Expedited Appeal Process for Waiving Student Assessment Requirements~~**

~~For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.~~

~~A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.~~

~~A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.~~

~~This expedited appeal process will no longer be available after August 31, 2022.~~

### **STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. Expiring with the Class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation

requirements may include:

1. Attainable alternate classwork or individualized activities substituted for standard requirements;
  2. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
1. The projected date by which all graduation requirements will be met; and
  2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

### **Seal of Biliteracy**

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by 1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and  
2) meeting state standards on the reading and writing or English language arts assessment.
- B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American sign language, Latin and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by one of the following methods:
1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
  2. Passing an International Baccalaureate exam with a score of 4 or higher;
  3. Demonstrating intermediate-mid level or higher proficiency on the American

Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);

4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
5. Demonstrating proficiency in speaking, writing and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency ~~the~~ **with** students for the Seal of Biliteracy.

### **Alternative Programs**

Credit toward graduation requirements may be granted for planned learning experiences primarily conducted away from the facilities owned, operated or supervised by a district.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. Description of how student performance will be assessed;
- H. Qualifications of instructional personnel; ~~and~~
- I. Plans for evaluation of program, and
- J. How and by whom the student will be supervised.

A list of approved programs will be kept on file in the superintendent's office. Reasons for approval or disapproval will be communicated to those making the request.

### **Running Start**

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students will be advised to:

- A. Contact the college they are interested in attending and make arrangements to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.
- D. ~~Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.~~ Register for classes via the college's online registration system. First time Running Start students will need to enroll in the college before completing the registration process. The verification process in "C" needs to occur to ensure state funding for college courses.
- E. Work with school counselor to ensure transmission of the authorization form to the college prior to established deadlines to ensure continued enrollment.

### **Credit for Career and Technical Work-Based Learning**

The use of work experience as a part of the educational program of students should be regarded as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The following are the bases upon which credit may be granted for work experience:

- A. The work program will be supervised by the school.

- B. The work experience will be specifically related to the school program of the student.
- C. Credit given for work experience will represent growth in the student, and the type of work done should have definite educational value.
- D. The job in which experience is gained will provide a varied experience.
- E. A work experience program will be supplemented by an adequate program of guidance, placement, follow-up and coordination between job and school by the career placement counselor.
- F. Work experience as a planned part of a school subject may be included in the credit given for that subject (e.g., sales training class).
- G. One credit may be granted for not less than one hundred eighty hours for instructional work based learning experience, and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program. Alternatively, the district may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
- H. A student participating will be legally employed and must have passed his/her sixteenth birthday.
- I. An employer's report of the student's work record, indicating satisfactory progress on the job, will be filed with the school.
- J. The regular state apprenticeship program, where the training is worked out cooperatively with the school and meets the standards for graduation requirements, is acceptable.
- K. Program standards and procedures will be followed and aligned with the state career and technical work based learning standards.

#### **National Guard High School Career Training**

Credit may be granted for National Guard high school career training in lieu of either required or elective high school credits. Approval by the district will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the school district; and
- B. The number of credits toward high school graduation to be granted will be calculated, agreed upon by the student and an authorized representative of the school district, and such agreement noted on MIL Form 115 or such equivalent form
- C. Credit toward high school graduation may be granted by the school district upon certification by a National Guard training unit commander that the student has met



all program requirements.

### **Home School Credit**

Guidelines for granting high school credit for home schooling are as follows:

- A. To gain credit for a course of study, a student will provide:
  1. A journal which reflects the actual work completed during a home-study course of study
  2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); and/or
  3. Any such other performance-based exhibits of specific course-related accomplishments.
- B. To gain credit for a course of study, a student will demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district-approved personnel to conduct such an assessment at a cost to be determined by such personnel.
- C. Credit is granted for the following approved schools:
  1. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
  2. Other schools or institutions which are approved by the district after evaluation for a particular course offering.

### **Graduation Ceremonies**

Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the

district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will be expected to use good taste in their choice of accessories for their attire.
- D. Each student who participates will be expected to cooperate with the class advisor and to participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements will automatically forfeit a student's privilege to participate in the graduation ceremonies.

### **Awarding Diplomas Posthumously**

**At the request of a parent, guardian, or custodian, the district may issue a high school diploma to a deceased student if the student:**

- **Was enrolled in a public school in the district at the time of death**
- **Was deemed on-track to graduation before the time of death; and**
- **Died after matriculating into high school.**

**The high school diploma will bear the inscription "honoris causa" and may not be issued before the graduation date of the class in which the student was enrolled. The district is not required to award the diploma at the same ceremony or event as other students. The district may retroactively issue high school diplomas posthumously at its discretion.**

### **Withholding Of A Diploma**

**The district may withhold a student's diploma based on the student's damage to property in accordance with Board Policy 3250 – Student Fees, Fines, or Charges.**

**Any student discipline will be in accordance with Board Policy 3241 - Student Discipline. Student discipline may include denying the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.**

05/04/21

## STUDENT DISCIPLINE

### Introduction/Philosophy/Purpose

The Aberdeen School District Board of Directors focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
2. Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
3. Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
4. Providing educational services that students need to complete their education without disruption;
5. Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;
6. Ensuring fairness, equity, and due process in the administration of discipline;
7. Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success, and
8. Providing a safe environment for all students and for district employees.

### Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

1. Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps, and
2. Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction.

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive social and emotional climate for learning.

### **Development and review**

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.

2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets, and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills. In the Aberdeen School District, professional learning opportunities are provided regarding PBIS, SEL, restorative justice practices and the use of data to identify training needs to support district policy implementation.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW [28A.300.042](#)(1) and [CEDARS](#) Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency ~~expulsion~~ **removal**, and expulsion.

The District will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) of the RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school to:

- Set at least one goal annually for improving equitable student outcomes;
- Create an actions plan or plans;
- Evaluate previous goals and action plans; and
- Revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

**Distribution of policies and procedures**

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.

**Application**

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:	Policy 2121	Substance Abuse Program
	2161	Special Education and Related Services for Eligible Students

- 2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3122 Excused and Unexcused Absences
- 3210 Nondiscrimination
- 3244 Prohibition of Corporal Punishment
- 3520 Student Fees, Fines, or Charges
- 4210 Regulation of Dangerous Weapons on School Premises
- 4218 Language Access Plan

Legal References:	42 U.S.C. 2000d et seq.	Civil Rights Act of 1964
	34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
	WAC Chapter 392-400	Pupils
	WAC 392-190-048	Access to course offerings – Student discipline
	RCW Chapter 28A.320	Provisions applicable to all districts
	RCW Chapter 28A.600	Students
	RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
	RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
	RCW Chapter 28A.225	Compulsory school attendance and admission
	RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
	RCW 9.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions

Adopted: 01/07/20 (Replacing 3200)

Revised: 09/07/21; \_\_\_\_\_

**CONTRACT FOR PERSONAL SERVICES  
BETWEEN**

**ABERDEEN SCHOOL DISTRICT #5**

(hereinafter referred to as ASD #5)  
216 North "G" Street  
Aberdeen, WA 98520

And:

Dr. Trinity Parris

(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:

- The consultant shall provide the following services for the 2023-2024 school year:
  - Athletic training
  - Concussion evaluation and return to play
  - COVID return to play
- In order to accomplish the general objectives(s) of this agreement, Consultant shall perform the following specific duties:
  - Athletic training for the following athletic events
    - Home and away football games
    - Home boys' and girls' soccer matches
  - Concussion evaluation, parent contact and student return to play
  - Athlete pre game sports medicine services
  - Prepare annual order of medical supplies for AD to order
  - Distribute medical supplies to various team coaches
  - On call as needed for student injury assessment with parent permission
  - Other duties as mutually agreed upon via contract addendum between contractor and ASD #5
- The time schedule for completion of Consultant's duties shall be as follows:

September 1, 2023 through August 31, 2024
- The contractor shall be responsible for:
  - Certificate of Liability Insurance in the amount of \$1,000,000 naming the Aberdeen School District as the Certificate Holder.
  - Formal Physical Therapy services due to a referral specifically for physical therapy (MD, DO, ARNP, PA-C, DC) will not be billed to the school district.
  - All costs associated with the place of business when services are performed at the Doctor's clinic for items associated with the duties of this contract.
  - Criminal background check for employees working with students of ASD as part of this agreement.
  - Vaccination status on file with the HR department of ASD pursuant to state regulations.
  - Maintaining all professional licenses and certifications in order to carry out the duties of this position.



## 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: \$ 12,000 dollars.
1. 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.
  2. Progress payments shall be made, in the following amounts, upon the dates specified and in return for the partial performance, all as set forth as follows:

<u>Number of Payments</u>	<u>Date</u>	<u>Amount</u>
12	Last business day of month	1/12 of contract

- 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 or pre-approved expenses incurred, for which payment is requested; and
  2. Performance to the satisfaction of Superintendent's designee: PROVIDED, that approval shall not be unreasonably withheld.
- C. Any date specified for payment(s) to Consultant shall be considered extended as necessary to process and deliver an ASD #5 warrant for the amount(s).
- D. Expenses directly related to travel for away league events will be reimbursed by the district in accordance with district policy and procedure 6213. Expenses related to travel for non-league events will be reimbursed by the ASB upon their approval of travel for the team.

## 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 and ASD #5 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, discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated your groups. No student shall 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. EFFECTIVE DATE-DURATION**

This Agreement shall commence on the 1<sup>st</sup> day of September 2023. This agreement shall terminate at midnight on the last day 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.

**XII. 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 4 pages.

**XIII. CERTIFICATION REGARDING DEBARMENT AND SUSPENSION, 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.

\_\_\_\_\_  
Consultant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Social Security Number or Federal ID#

Are you incorporated?  
Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Aberdeen School District Superintendent/Designee

\_\_\_\_\_  
Date

## Memorandum of Understanding related to the operation of

### ESD113 Attendance & Reengagement Program

Operated in partnership with

### **Aberdeen School District**

This document is a commitment by the Aberdeen School District (hereafter referred to as District) to operate **ESD113 Attendance & Reengagement Program** (hereafter referred to as Program).

#### **A. Purpose.**

The purpose of this Memorandum of Understanding (MOU) is to ensure that the District and Program:

1. Support the statewide attendance and truancy system by following state truancy laws.
2. Have a building level Attendance Team that meets at least twice per month that will create systems to review real time data, establish interventions for students at all three tiers of support, and provide timely interventions and best practices to reduce chronic absenteeism and truancy.
3. The school has updated their Student Handbook to include language on Excessive Excused Absences procedures that will help inform work on establishing a policy. Reviewed and updated attendance letters to emphasize support instead of punitive. Establish training for all staff to emphasize support instead of punitive around attendance and reengagement.
4. Superintendent has awareness and support of the goals of the project.
5. The building principal has made a commitment to support the Attendance Team and program requirements.
6. Establish practices to center student & family voice and perspectives as experts on their attendance, engagement, and reengagement.
7. Someone from Attendance Team commits to participate in professional learning offerings/series that align with goal or needs of the school/district.
8. Team or administration agrees to meet with ESD113 Attendance and Reengagement Coordinator at least every 6 weeks for goal setting, coaching, and technical support.

#### **B. Duration of Memorandum of Understanding.**

This MOU will be in effect from **Sep 1, 2023**, to **June 30, 2024**, contingent upon adherence to programs requirements above in Purpose and grant funding. This agreement may be terminated by either party at any time upon written notification.

#### **C. Case Management and Student Support.**

The Program will work in partnership with the district for the provision of attendance and reengagement services to enrolled and withdrawn students which include the following:

Case management staff may be assigned by the Program, when possible, within budget constraints, to provide consistent support to students assigned for Tier 3 support and all unenrolled students as they reengage in education, support accessing services, referrals to DSHS and other community partners. Additionally, they will be a member and support for the school level Attendance Team all year. In the absence of ESD Program case management staff, the District will assign a staff member to fulfill this function.

The Program or District will maintain a case management staff to student ratio not to exceed 1:20 (one case manager to twenty (20) enrolled students) on a full-time continuous basis throughout the year.

#### **D. District Responsibilities.**

The District will provide staff who will be part of the Attendance Tiered Support Team along with representatives from the Program. The team is a requirement of the ESSER Attendance and Reengagement Program participation.

The District will collaborate with Program staff to establish a Family Engagement Night at least twice in the 23/24 school year., Goals of Family Engagement night will include soliciting student and family voice to inform program development and needed supports.

#### **E. Data Access**

The District will enter into a data sharing agreement between our two organizations for the purpose of research to improve instruction, offer services, find best practices, and collect data that will be used to compare effectiveness with organizations across the state. Additionally, this agreement will enable and inform support on attendance trends as well as the assessment of outcomes. For much of the requested work, identified staff at ESD113 will require access to:

- a. School district and/or school data (i.e. student performance/behavior for MTSS technical assistance and planning of support) and state administered surveys (i.e. Healthy Youth Survey, OSPI School Safety etc...) or evaluation for the purpose of needs assessment, grant writing and program support/services.
- b. Students' educational records for ESD staff to perform their professional responsibilities. Specific student identifying information that may be accessed including attendance records; grades and other student progress reports; results of tests of school achievement, aptitude, and interest immunization status; school or district surveys; demographic information; or other pertinent data.

In accessing or receiving this information, ESD113 agrees that all school district records and data, or information related to individual students, will be treated as confidential and maintained in a manner that will assure the privacy of students and their family. In addition, data will be reported to OSPI by ESD 113 staff (student names, SSIDs) that OSPI will use that information to provide deidentified demographic and outcome data (attendance, credits earned) to the PSESD Evaluation Team.

- c. All school and district attendance data for the current year and previous year data will be used only for the purposes of the project named above and shared with OSPI for research and analyzing program effectiveness. Access will be allowed according to their role in the project: initial review and partial de-identification, data cleaning and preparation or similar support, research analysis and reporting, non-disclosure review, and technical support.

#### **F. Required Documentation and Reporting**

The Program and District will maintain the following documentation.

1. Number of students contacted.
2. Number of students engaged with a case manager.
3. Number of students re-enrolled in the district or other educational programs.
4. Demographic information on each student (name, age, gender, race/ethnicity, income status, IEP status, gang affiliation, SSID)
5. Student and family voice (reason for disengagement, hope for reengagement, research, and best practices)
6. School/district attendance data (for analysis of programs and interventions effectiveness)

District/Agency: Aberdeen School District/HLC

Educational Service District 113

By: \_\_\_\_\_

By: Lynn Nelson

Date: \_\_\_\_\_

Date: 9/1/2023

Initials \_\_\_\_\_

LG

**CERTIFICATED**

**HIRES:** We recommend the Board approve the following certificated hires:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Pam Caba	Aberdeen High School	21 <sup>st</sup> Century Teacher	10/02/23
Jason Dore	Aberdeen High School	21 <sup>st</sup> Century Teacher	10/02/23
Tracy Ecklund	Aberdeen High School	21 <sup>st</sup> Century Teacher	10/02/23
Katie Foulds	Aberdeen High School	21 <sup>st</sup> Century Teacher	10/02/23
Molly Houk	Aberdeen High School	21 <sup>st</sup> Century Teacher	10/02/23
Anne Ramsey	Aberdeen High School	21 <sup>st</sup> Century Teacher	10/02/23
Laura Carle	Miller Junior High	21 <sup>st</sup> Century Teacher	09/27/23
Kelly Hamblin	Miller Junior High	21 <sup>st</sup> Century Teacher	09/25/23
Charles Stover	Miller Junior High	MTSS Coach	TBD

**SUPPLEMENTAL:** We recommend the Board approve the following supplemental contract:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Autumn Schreiber	District	National Board Certification stipend	2023-24

**CO-CURRICULAR CONTRACT:** We recommend the Board approve the following co-curricular contract:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Ashley Kohlmeier	Aberdeen High School	Social Media Coordinator	2023-24

**Certificated Substitute Resignation:**

Sarah Durham - effective September 14, 2023

**CLASSIFIED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Batseba Arevalo	Aberdeen High School	Student Family Support Assistant	10/02/23
Jeri Distler	Aberdeen High School	21 <sup>st</sup> Century Paraeducator	10/02/23
Anne Ramsey	Aberdeen High School	21 <sup>st</sup> Century Site Coordinator	09/21/23
Pam Wilson	Harbor High School	Snug Harbor Paraeducator	TBD
Julie Cramer	Miller Junior High	21 <sup>st</sup> Century Food Service Worker	09/18/23
Emma Green	Central Park Elementary	21 <sup>st</sup> Century Site Paraeducator	09/27/23
Ashlyn Yakovich	Central Park Elementary	21 <sup>st</sup> Century Site Coordinator	TBD
Ashlyn Yakovich	Central Park Elementary	21 <sup>st</sup> Century Paraeducator	TBD
Kristen Robey	AJ West Elementary	21 <sup>st</sup> Century Food Service Worker	09/18/23
Anjuleah Peterson	McDermoth Elementary	21 <sup>st</sup> Century Food Service Worker	09/18/23
Angie Evans	Robert Gray Elementary	21 <sup>st</sup> Century Food Service Worker	09/18/23

**RETIREMENT:** We recommend the Board approve the following classified retirement:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jann Struthers	Miller Junior High	Assistant Secretary	11/01/23

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kaycee Short	Aberdeen High School	MTSS Assistant	09/28/23

**CLASSIFIED (Cont'd)**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Larry Fleming	Miller Junior High	Girls' Basketball Head Coach	10/19/23
Breanna Gentry	Miller Junior High	Girls' Basketball Head Coach	10/19/23
Jimmy McDaniel	Miller Junior High	Girls' Basketball Head Coach	10/19/23
Caleb Locke	Miller Junior High	Wrestling Assistant Coach	10/19/23
Shon Schrieber	Miller Junior High	Wrestling Head Coach	10/19/23

**Classified Substitute Hires:**

Elizabeth Gardner  
Dorothy Merkel  
Nicole Alfaro Morales  
Amanda Ridgway  
Alicia Tisdale



ABERDEEN SCHOOL DISTRICT No. 5  
 COUNTY/CITY WAGE SCHEDULE MAINTENANCE AND OPERATIONS EMPLOYEES  
 SEPTEMBER 1, 2023 - AUGUST 31, 2024

POSITION	STEP 0	STEP 1	STEP 2	STEP 3	STEP 4	LONGEVITY			
						15 years	20 years	25 years	30 years
20A Lead Mechanical/Electrical Technician Lead Custodian & Safety Officer	\$ 29.81	\$ 31.30	\$ 32.87	\$ 34.51	\$ 36.24	\$ 36.54	\$ 36.64	\$ 36.74	\$ 36.84
21A Mechanical/ Electrical Technician	\$ 27.43	\$ 28.80	\$ 30.24	\$ 31.75	\$ 33.34	\$ 33.64	\$ 33.74	\$ 33.84	\$ 33.94
22A Utility/ Maintenance Worker/ Groundskeeper Warehouse & Distribution	\$ 26.23	\$ 27.55	\$ 28.92	\$ 30.37	\$ 31.89	\$ 32.19	\$ 32.29	\$ 32.39	\$ 32.49
24A/25A General Laborer/Custodian	\$ 23.85	\$ 25.04	\$ 26.29	\$ 27.61	\$ 28.99	\$ 29.29	\$ 29.39	\$ 29.49	\$ 29.59
						\$ 0.30	\$ 0.40	\$ 0.50	\$ 0.60

Board Approved:

Effective: September 1, 2023