

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

Regular Meeting of the Board of Directors  
McDermoth Elementary School and via webinar

November 1, 2022, 6 p.m.

**AGENDA**

Instructions for joining the meeting:

[https://asd5-org.zoom.us/webinar/register/WN\\_aV5G0KmPSM6-JwXAWfc-2Q](https://asd5-org.zoom.us/webinar/register/WN_aV5G0KmPSM6-JwXAWfc-2Q)

You will receive a confirmation email containing information about joining the webinar.

Join by phone: 1-253-215-8782; Meeting ID 892 9180 7949

6:00 p.m. Regular Meeting Call to Order

Flag Salute

**Consent Agenda**

1. Minutes
2. Trip Request

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 indicate 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).

Presentation

1. McDermoth Elementary School

Old Business

1. [Policy 2005 School Improvement Plans](#)

Superintendent's Report

Instructional Services

1. [Carl Perkins Grant](#)
2. [Highly Capable Grant](#)

Board Meeting Agenda  
November 1, 2022

Financial Services

1. [Bus Purchase](#)

New Business

1. [Rainier Lanes Agreement](#)
2. [Catholic Community Services](#)
3. Next Meeting

Executive Session / Closed Session

Personnel Matters

1. [Personnel Report](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5  
BOARD INFORMATION AND BACKGROUND

November 1, 2022, 6 p.m.

Link to join the meeting:

[https://asd5-org.zoom.us/webinar/register/WN\\_aV5G0KmPSM6-JwXAWfc-2Q](https://asd5-org.zoom.us/webinar/register/WN_aV5G0KmPSM6-JwXAWfc-2Q)

You will receive a confirmation email containing information about joining the webinar.

Or, join by phone: 1-253-215-8782; Meeting ID: 892 9180 7949

Call to Order

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on October 18, 2022, are enclosed for your review and approval.
2. Trip Request – Miller Junior High School is requesting permission to send 6<sup>th</sup> Graders to the Pacific Northwest Ballet's performance of The Nutcracker in Seattle on Dec. 1, Dec. 2 and Dec. 8.

Comments from the Board

Comments from the Public

The Board welcomes public comment on agenda items at this time. Please sign up on the sheet provided at the entrance to the meeting and indicate the agenda item you wish to address. Please limit your comments to three minutes.

Written public comment on both agenda and non-agenda matters is also welcome via email. Comments should be submitted to [schoolboard@asd5.org](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.

Presentation

1. McDermoth School Presentation – Principal Mindi Hammill will present McDermoth Elementary School's improvement plan and information about the school.

Old Business

1. Policy 2005 School Improvement Plans – An update to Policy 2005 School Improvement Plans is presented for second reading and adoption.  
[Enclosure 2](#)

Superintendent's Report

#### Instructional Services

1. Carl Perkins Grant – CTE Director Lynn Green will present information about CTE programs and the annual Carl Perkins grant request. [Enclosure 3](#)
2. Highly Capable Grant – Principal Mindi Hammill will present the annual report and grant request for the Highly Capable program. [Enclosure 4](#)

#### Financial Services

1. Bus Purchase – Executive Director of Business and Operations Shannon Ramsey and Transportation Supervisor Ernie Lott are recommending the purchase of two 30-passenger Thomas Built school buses. [Enclosure 5](#)

#### New Business

1. Rainier Lanes Agreement – The 2022-23 facility use agreement with Rainier Lanes for the AHS Bowling team to use the facility is presented for your review and approval. [Enclosure 6](#)
2. Catholic Community Services – Renewal of the agreement with Catholic Community Services to provide counseling services to their student clients at school is presented for your review and approval. [Enclosure 7](#)
3. Next Meeting – The next regular meeting of the Board is scheduled for 6 p.m. Tuesday, November 15, 2022, in the Community Room at Aberdeen High School and via webinar.

#### 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 8](#)

ADJOURN

## ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the  
Board of Directors – October 18, 2022

President Jennifer Durney convened the regular meeting of the Aberdeen School District Board of Directors at 6:00 p.m. Tuesday, October 18, 2022, in the Community Room at Aberdeen High School and via webinar following guidance for conducting remote meetings in compliance with the Open Public Meetings Act. In attendance were Directors Jessica Jurasin, Annica Mizin and Suzy Ritter, along with Superintendent Jeffrey Thake, 24 patrons and staff in person, and seven attending remotely. Director Jeremy Wright was excused.

The meeting began with the flag salute.

On a motion by Jessica Jurasin and seconded by Suzy Ritter, the Board approved the Consent Agenda, which included the minutes from the regular meeting on October 4, 2022; General Fund vouchers 833420 through 833421 and 833425 through 833526 totaling \$1,021,975.35; Capital Projects Fund vouchers 833422 through 833424 totaling \$4,631.81, and ASB Fund vouchers 833405 through 833419 and 833527 totaling \$28,508.57, and Private Purpose Trust Fund vouchers 833403 through 833404 totaling \$1,250.00; an overnight trip for the FFA at Aberdeen High School to travel to Camp Shiloh in Cosmopolis for the District Leadership Camp on Oct. 8-9; a letter from OSPI acknowledging the District's waiver for parent conferences, and gifts to the District, including a lumber donation of 112 8-foot 2x4s valued at \$450 from Sierra Pacific Industries for the CTE construction program at Aberdeen High School, equipment valued at \$3,500 from the YMCA of Grays Harbor for use in PE classes at Miller Junior High School, and a donation to Miller Junior High School from the Five Star Dealership of cinch sacks filled with school supplies.

Director Jessica Jurasin expressed gratitude for the gifts to the district from the community.

Director Annica Mizin thanked Superintendent Thake for assisting with a varsity sports scheduling issue.

Director Ritter commented that she was able to attend the last home football game honoring seniors and it was both emotional and a pleasure to be there for the ceremonies.

Ashley Kohlmeier, Football advisor at Aberdeen High School, and senior leaders Makenna Parris and Hadley Ritter presented information about this year's Football campaign. They noted that it's the 42<sup>nd</sup> annual event and again this year it will be a cooperative effort between Aberdeen High School and Hoquiam High School students to collect for area food banks. The campaign begins Friday, Oct. 28, and ends Monday, Nov. 7, with a weigh-in at the Grays Harbor PUD at 5:30 p.m.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM  
THE BOARD

PUBLIC COMMENT

AHS FOOTBALL

On a motion by Suzy Ritter and seconded by Jessica Jurasin, the Board approved an update to Policy 3122 Excused and Unexcused Absences, and accompanying procedures.

3122 EXCUSED AND  
UNEXCUSED  
ABSENCES

Superintendent Thake reported that he's been meeting with building leaders about school improvement goals using measurable data and metrics, shared accountability and communication, and that he attended the annual Washington school law conference.

SUPERINTENDENT  
REPORT

Superintendent Thake and President Durney announced that the Board will not be attending the annual WSSDA Conference this year in Spokane because not all directors are able to attend, which makes the expense not cost effective.

Superintendent Thake announced that Friday, May 26, 2023, will now be a school day to make up for the day school was closed for emergency safety reasons.

Director of Business and Operations Shannon Ramsey presented the Fiscal Status Report for September. She noted that the District continues to closely monitor its cash flow while awaiting fall tax receipts and that enrollment is very close to budget. She reported an ending fund balance of (\$520,078) in the General Fund; \$1,625,639 in the Capital Projects Fund; \$2,587,704 in the Debt Service Fund; \$308,822 in the Associated Student Body Fund and \$395,686 in the Transportation Vehicle Fund.

FISCAL STATUS  
REPORT

The Board accepted for first reading a proposed update to Policy 2005 School Improvement Plans.

POLICY 2005  
SCHOOL  
IMPROVEMENT

On a motion by Jessica Jurasin and seconded by Suzy Ritter, the Board approved a contract with a new vendor, Balfour, to publish the yearbook at Miller Junior High School.

MILLER  
YEARBOOK

On a motion by Suzy Ritter and seconded by Annica Mizin, the Board approved renewal of the agreement with the Hoquiam School District for joint operation of the student transportation and vehicle maintenance system.

TRANSPORTATION  
CO-OP

On a motion by Annica Mizin and seconded by Suzy Ritter, the Board approved a request from the Maintenance Department to declare miscellaneous equipment and materials surplus as presented.

SURPLUS  
EQUIPMENT

On a motion by Suzy Ritter and seconded by Jessica Jurasin, the Board approved a memorandum of understanding for Focused Behavior Solutions to provide certain student services at a school.

FOCUSED  
BEHAVIOR  
SOLUTIONS

The next regular meeting of the Board is scheduled for 6 p.m. Tuesday, Nov. 1, 2022, at McDermoth Elementary School and via webinar.

NEXT MEETING

At 6:22 p.m., President Durney recessed the meeting for an executive session expected to last 15 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The meeting reconvened in regular session at 6:37 p.m.

EXECUTIVE  
SESSION

On a motion by Jessica Jurasin and seconded by Annica Mizin, the Board approved the Personnel Report.

PERSONNEL  
REPORT

Under certificated matters, the Board approved a leave of absence for Susan Ball, a teacher at Central Park Elementary School, from Oct. 4-31.

CERTIFICATED

Under classified matters, the Board approved the hiring of Nichole Brough as a para-educator at Aberdeen High School effective Nov. 1, Stephanie Medina as a Student/Family Support Assistant at the Harbor Learning Center with a start date to be determined and Connor Otey as a para-educator at Miller Junior High School with a start date to be determined; approved the retirement of Pamela Giroski as a Food Service worker at Miller Junior High School effective Nov. 1; accepted resignations from Tai Rayment as a para-educator at Miller Junior High School effective Oct. 24 and Alexandria Ramos as a bus driver effective Oct. 25; approved the hiring of Annette Duvall as the head coach for Girls' Bowling at Aberdeen High School effective Oct. 31, and Larry Fleming, Breanna Gentry and Jimmy McDaniel as head coaches for Girls' Basketball at Miller Junior High School effective Oct. 20; accepted resignations from Shana Morgan as the assistant coach for Boys' Swim at Aberdeen High School effective Oct. 3, Ashley Oldham as the head coach for Girls' and Boys' Basketball at Miller Junior High School effective Oct. 11, and approved the hiring of Kenneth Adams and Hogan Haroldson as substitutes for the District.

CLASSIFIED

On a motion by Jessica Jurasin and seconded by Annica Mizin, the Board added a corrected 2022-2023 salary schedule for AFSCME Maintenance and Operations employees to the agenda.

On a motion by Annica Mizin and seconded by Suzy Ritter, the Board approved the corrected 2022-2023 salary schedule for AFSCME Maintenance and Operations employees.

There being no further business, the regular meeting was adjourned at 6:39 p.m.

ADJOURN

---

Jeffrey Thake, Secretary

---

Jennifer Durney, President

### OVERNIGHT & OUT-OF-STATE STUDENT TRIP REQUEST

Overnight or out-of-state field trips require approval by the Board of Directors. Use the form below as an outline for the information necessary to submit a request for Board approval. Requests must be submitted to the building principal at least three weeks prior to submission to the Board. Following approval by the building principal and/or ASB, forward the request to the superintendent one week prior to the next scheduled Board meeting.

Group/Team Grade 6 to the PNW Ballet's Performance of "The Nutcracker"

School Miller Junior High

Advisor Grade 6 Teachers Phone NA

Date(s) of Trip Dec 1, 2, & 8 - 2022 Destination Seattle, WA

Lodging Location NA Lodging Phone NA

Objective of Trip Students will expand their social and cultural experience

Number of Students 75 for each day Number of Chaperones 15 total

Cost per Student \_\_\_\_\_ Cost per Chaperone \_\_\_\_\_

Funding Source and/or Account Code Grays Harbor Community Foundation - 7913-27-8580-3220

Type of Transportation Buses Bus form required YES<sup>x</sup> NO

ASB Approval \_\_\_\_\_ Date \_\_\_\_\_

Principal Approval  Date 10/26/2022

Board Approval \_\_\_\_\_ Date \_\_\_\_\_

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



## SCHOOL IMPROVEMENT PLANS

Each school shall develop and adopt a school improvement planning process, with annual review for progress and necessary changes. Each school shall submit its plan to the Board of Directors in October of each year for initial approval and annual review.

Each school improvement plan or process will be data driven and will promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals, essential academic learning requirements, and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, team work, self-confidence and resiliency. ~~so~~ The intent is that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Each school improvement plan shall be based on a building self-review that includes the active participation and input of building staff, students, parents and community members.

Each school improvement plan shall address the following elements:

- Characteristics of effective schools as identified by the Office of the Superintendent of Public Instruction and the educational service district (a plan may focus on one or several of the characteristics for up to three years):
  - ~~Content aligned to researched-based best practices;~~
  - Safe and supportive learning environments;
  - ~~Implementation of effective teaching processes;~~
  - Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;
  - Use of technology;
  - Parent and community involvement; and
  - Other factors identified by the school community for inclusion in the plan or process.

Any school participation in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act will ~~shall~~ constitute sufficient compliance with this policy.

---

Legal References:    WAC 180-16-220    Supplemental basic education program approval requirements

Adoption Date: 11/19/02  
Revised: 06/06/06; 04/05/11; 12/03/13; \_\_\_\_\_



**215 Perkins V Application**

**Fiscal Year:** 22-23

**Milestone: Final Approval Issued** (Printed 10/22/2022)

**District:** Aberdeen School District

**Organization Code:** 14005

**ESD:** Capital Region ESD 113

**Page 1**

**Grant Administration Timeline for SAS** [Link To Document](#)

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006.

It is important to note that the results from each eligible recipient’s 2021-2022 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2022-2023 program year and in subsequent program years.

<b>(For OSPI Use Only)</b>		
<b>OSPI Approval Status</b>	<b>SAS Further Action Required</b>	<b>SAS Approval</b>
	<input type="radio"/>	<input type="radio"/>

**Request Substantially Approvable Status**

**PURPOSE:** Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

**IMPORTANT!** This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. School Districts/State-Tribal Education Compact (STEC) schools **will not be able to request OSPI Approval** for this form package **until final allocations have been announced.**

**In order to incur any costs associated with this program as of July 1,** the district/STEC must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request and communicate to the district/STEC if further action is necessary or if SAS approval has been issued.

**NOTE:** If an applicant does not request SAS they will not be able to obligate funds back to July 1.

<b>Preliminary Allocation: \$1,885</b>	
<b>SAS Process</b>	<b>No</b>

**If not requesting SAS approval, follow the steps below:**

<b>Step 1:</b>	Make sure " <b>NO</b> " is displayed in the drop-down list.
<b>Step 2:</b>	Press the <b>Mark Completed</b> icon on this page.
<b>Step 3:</b>	<b>WAIT FOR FINAL ALLOCATIONS TO BE ANNOUNCED.</b>
<b>If requesting SAS approval, follow the steps below:</b>	
<ol style="list-style-type: none"> <li>1. Choose "<b>YES</b>" from the drop-down list to the SAS Process question</li> <li>2. Complete all sections of the Perkins Assurances - <ol style="list-style-type: none"> <li>a. Choose an answer under Question 5</li> <li>b. Click, read and certify each Perkins Assurance</li> <li>c. Fill out the Authorized Representatives Signature Block</li> </ol> </li> <li>3. Press the Mark Completed icon on this page.</li> <li>4. Send email message (displayed after pressing Mark Completed icon).</li> </ol>	

### Perkins Assurances

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the district/STEC has read and understood the requirements listed under each section.
3. Complete the Authorized Representatives Signature Block.
4. Sign, date, and print a copy of this assurance section.
5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in district/STEC files for monitoring/auditing purposes.

Yes Upon written request, will the district/STEC consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)].

**NOTE:** The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

The applicant hereby assures compliance with the following requirements under each section:

#### FEDERAL

- [The Office of Management and Budget's \(OMB\) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(Uniform Guidance\)](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)
- [Strengthening Career and Technical Education for the 21st Century Act \(Public Law 115-224\)](#)

#### STATE

- [Washington State Perkins Plan Requirements](#)

- [Washington Administrative Code \(WAC\)](#)
- [Revised Code of Washington \(RCW\)](#)
- [State Administrative and Accounting Manual \(SAAM\)](#)
- [Career and Technical Education Program Standards](#)

**OSPI**

- [Accounting Manual for Public School Districts in the State of Washington](#)

By accepting these funds and signing below, your district/STEC agrees to abide by all federal, state, and agency rules and regulations required of this money. Electronic signatures are allowed.

<b>Authorized Representatives Signature Block</b>	
<b>Superintendent:</b>	Dr. Jeffrey Thake
<b>Section 504 Coordinator:</b>	Dr. Richard Bates
<b>Title IX Officer:</b>	Christi Sayres
<b>General Advisory Chair:</b>	Eric Potts
<b>Board Chair:</b>	Jennifer Durney
<b>CTE Director/Administrator:</b>	Lynn Green
<b>Date:</b> (MM/DD/YY)	11/1/22

Waiver Request

**ATTENTION:** Applicants with allocations of more than \$15,000 may skip this page and mark it N/A.

Applicants with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver and will answer 3.1 through 3.3. In order to receive a waiver, districts/STECs must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins V funding will be used to strengthen existing programs.

**2.1** Is your district/STEC located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

No

**2.2** What effort did the district/STEC make to enter into a consortium during the 2021-2022 school year? If no effort was made, please explain why joining a consortium was not a viable option for your district/STEC.

**2.3** Describe how the applicant will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

Receipt of a waiver will be contingent on the following:

- The district/STEC’s statutory eligibility for a waiver, per responses to the above questions.
- The quality of the district/STEC’s entire Perkins Local Plan.
- The applicant's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews).

**2.4a** If this application is reflective of a consortium, please identify ALL school districts/STECs involved. **If not** a consortium, leave this question blank.

District/STEC Name(s)	CTE Director(s)/ Administrator(s)	Phone Number	Current Allocation

**2.4b** Which district/STEC will be the fiscal agent for the consortium?

**Final Allocation Amount: \$39,641**

**Required Uses of the Funds (Section 135)**

**Requirements for Uses of Funds (Sec. 135)**

Funds made available to school districts/STECs under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Applicants should review [Section 135, Local Uses of Funds](#) and review the full list of required uses of funds. Districts/STECs should only spend in areas that are specifically allowable through Perkins V.

- If funds will not be spent in an area, please leave blank.
- Enter whole dollar amounts.
- Totals on this page must equal final allocation amount minus Indirects (if taken).

<b>Required Uses of Funds Categories</b>	<b>Amount of Perkins funds to be used</b>
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. <i>(Examples may include work on High School and Beyond Plan, CTE advising, outreach to middle school(s) in the district/STEC.)</i>	\$0
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. <i>(Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, CTSO trainings, and understanding of all aspects of an industry, and other topics as identified in section 2. (A-I))</i>	\$0
Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. <i>(Examples may include alignment of area high wage/high demand data, CTE program standards, use of data from local workforce council, working with industry partners and stakeholders, or integrating new programs/modifications of existing programs to increase relevance.)</i>	\$0
Support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. <i>(Examples may include funding teacher review of standards to support the development of frameworks and articulation agreements, integration of academic and industry standards and the development of curriculum resources, development and adoption of local and state equivalencies.)</i>	\$0
Plan and carry out elements that support the implementation of career and technical	\$39,641



education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. (Examples may include supporting teacher and postsecondary alignment of programs of study, work based learning opportunities, industry recognized credentials, high demand equipment purchases, curriculum and instructional resource purchase.)	
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and Section 113(b)(4)(B). (Examples may include costs associated completion of CLNA and program evaluation.)	\$0
<b>Total:</b>	<b>\$39,641</b>

## Local Application for Funds (Section 134(b))

**Please provide a narrative response to each of the required questions below. Each question is a required component of the Perkins V local application.**

**The state negotiated level of performance for each of the core indicators are listed on Page 8.**

**4.1** Describe the career and technical education course offerings and activities that the district/STEC will provide with funds, which shall include not less than 1 program of study approved by OSPI under section 124(b)(2), including:

(a) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

(b) a description of any new programs of study the eligible recipient will develop and submit to OSPI for approval; and

(c) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

Perkins funds will be focused on areas that meet the goals of our CLNA. They will include, but may not be limited to, the following:

Equipment upgrades to align to industry standard

Automotive program updates for student work areas and space aligned with industry/NATEF standards

Lab updates in the Medical Science and HVAC/Refrigeration programs to emulate industry standards

Curriculum updates to align to current industry standards and state standards

(a) Priority is given to spending funds on those programs that have an articulation agreement either in place or pending or have a potential IRC to work towards. Articulations and IRC data became critical in our CLNA work.

(b) None at this time; we have restored programs in the past year in business and marketing at our alternative high school, our Medical Assisting program and some computer science courses. We are looking to add Cosmetology back to our skills center offerings in the next year

(c) We have created a pathway document with programs of study for all of our high school students. Career day options often include course taking options, especially at the junior high level. Some class presentations are done among grade levels and content areas describing various courses. Marketing materials for our skills center programs need updating and expansion in order to remain current and continue to feature nontraditional careers and students. A course description book is prepared each year and shared with students and families. Guidance counselors along with the CTE Director meet with students across grade levels each year prior to scheduling to review pathways, course offerings and high school and beyond planning.

**4.2** Describe how the applicant, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:

- (a) career exploration and career development coursework, activities, or services;
- (b) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and
- (c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

(a) Our district has built a 7-12 sequence of activities designed for career and college exploration for all students. Local partners and businesses help to build capacity for these activities to be carried out including hosting pathway visits, serving as guest speakers, volunteering as Company Advisors or judges during In-School Business Week and conducting mock interviews with our sophomore students. Community volunteers also review our Senior Board presentations where seniors have the opportunity to share their pathways and beyond high school plans. This fall we are returning to our annual Career Day event where local industry professionals will speak about careers and pathways to our students in their areas of interest.

(b) Pathway days and career days incorporate labor data for students to understand in demand positions. There are also career research activities student engage in through advisory and other classes that require this information to be included for completion.

(c) Counselors meet with students annually to update career pathways, inform course taking patterns and assist students individually with their high school and beyond plans. In addition we have an advisory program that serves as a conduit for career and college exploration activities, incorporating the parents in this discussion each spring. We have used a variety of tools over time and are continuing the use of Career Planner incorporated into our Canvas lessons.

- 4.3** Describe how the district/STEC will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

All CTE frameworks for approved courses incorporate academic standards. The CTE teachers have collaborated with their colleagues, including those from academic content areas, over the years to determine how various standards can be integrated into CTE content effectively. Historically, the CTE teachers have worked with a variety of specialists to ensure the following outcomes were accomplished:

1. Alignment of curriculum with core content standards
2. Implementation of collaborative projects between CTE and core teachers to make relevant, meaningful connections for students
3. Ensure appropriate placement and support of students through their four years of high school

New pathways to graduation have opened numerous conversations regarding students interest areas and the best ways to reach graduation requirements for individual students. We plan to continue collaborative work with core content area teachers during collaboration time and were able to add some social studies equivalencies this past year.

We will continue to work with other core academic areas to ensure appropriate alignment of standards and equivalencies. This continues to be a spotlight area for us and will involve teacher collaboration and the use of the course equivalency toolkit as a guide to the standards. The district Superintendent has an interest in expanding cross crediting opportunities for our students. The most current work is seeking options for students to access ELA credits in CTE programs. We plan to have this completed for Criminal Justice coursework by January, 2023.

- 4.4** A description of how the district/STEC will:

- (a) provide activities to prepare special populations for high- skill, high-wage, or in-demand

industry sectors or occupations that will lead to self-sufficiency;

(b) prepare CTE participants for non-traditional fields;

(c) provide equal access for special populations to CTE courses, programs, and programs of study; and

(d) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

(a) All of our programs are aligned to high-skill, high wage opportunities and are open to all students. There are instances when additional staffing support is provided to help students from special populations, including special education and EL, be successful. Modifications are made as well including providing material in Spanish when possible, modifying assignments as needed and collaborating with special education staff regarding student placement.

(b) Nontraditional students are often representatives for various marketing efforts in our programs including career fairs, elective fairs and marketing materials. In addition, featuring nontraditional careers during our career events like career days, pathway days, field trips and guest speakers is incorporated into our annual work.

(c) All programs are open to all students. Support is provided when possible in various courses to help students be successful.

(d) District policies and procedures as well as classroom expectations apply to all students. There are protections in place to prohibit discrimination. Staff is trained in equity practices as well as reporting processes if there is an incident. Character Strong curriculum contains equity and discrimination examples embedded in its social emotional learning lessons and is provided for all high school students.

**4.5** A description of the work-based learning opportunities that the district/STEC will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.

We offer a variety of work based learning opportunities for our students that allow them to take advantage of student enterprises within the district and to engage in internships, service learning and work experiences out of the district. This has expended in classes since COVID, but work is still being done to ensure plenty of opportunities exist for students.

Within the district, students are able to work in the following ways to gain work experience:

1. operate student run credit union in the school building through Twin Star
2. cater various events in the school and community through culinary arts
3. operate a school store open to students and the general public in our traditional and alternative high schools
4. operate an auto shop with services for local customers
5. operate a sign shop with jobs for all buildings within the district
6. operate a business with a focus on publishing a yearbook including ad sales and business operations
7. operate a district print shop doing jobs for the school and greater community
8. operate greenhouses preparing items for sale in community
9. assist district maintenance staff with projects, including HVAC maintenance and repair in our CTE lab
10. operate a student-run radio station on air
11. operate a video production studio focused on in school publications and services for community agencies
12. a hands on childcare center learning lab for students interested in working with children
13. health care clinical experiences for our medical students

In addition to on site, students have the ability to engage in experiences through a variety of employers for paid and unpaid experiences. A partnership with Grays Harbor Youth Works connects students with employers in the area with positions of interests to students. Students

engage in their career inventories to determine best matches. The district then can enroll students in work experience if students want to earn credit.

The spectrum of work based learning requirements that require documentation this year will continue to expand options for our staff and students as well. Teachers have identified a number of service learning projects students will undertake this year in addition to career research, guest speakers and structured field trips taking place across content areas.

- 4.6** A description of how the district/STEC will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Describe how the district/STEC will expand aligned programs of study with postsecondary partners, including articulation agreements.

The district currently offers a variety of dual credit opportunities for students in CTE programs and these were greatly expanded in the last year after joining the PC3 consortium in Pierce County.

Current articulations that are ongoing or recently renewed with Grays Harbor College include the following:

Desktop Publishing - multiple agreements in place  
 Carpentry/Construction - a 16 credit articulation  
 Criminal Justice  
 American Sign Language  
 Medical Terminology  
 CNA Training  
 Medical Assisting  
 Natural Resources

One unique program is our medical assisting program which is a joint, cohort model partnering college students and skills center students to prepare for medical assistant certification over a two year period.

In addition, we have automotive articulations in place with UTI and South Puget Sound Community College and have expanded our articulations with Pierce County Careers Consortium to include HVAC, Video Production, Digital Photography, Microsoft Excel, Culinary Arts and Web Design.

Most recently, we finalized a new articulation for our HVAC program for advanced placement and scholarships with Perry Technical Institute.

We re-evaluate our articulation options each year and pursue those agreements that will work for our students.

- 4.7** A description of how the applicant will coordinate with OSPI, educator preparation programs and other stakeholders to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.

Our district experienced significant reductions in staffing in the spring of 2020. We restored many positions in 2021 and even more in 2022. With a few retirements this past year, it has been a challenge to find qualified, interested applicants but we ultimately filled all of our positions with wonderful candidates. We will continue to advertise for open positions through a variety of resources including local, regional and statewide outreach.

Our district has a first year teacher mentor program in place for new teachers and ongoing professional development based on teacher feedback to meet teacher needs. We have increased from 3 to 5 PD days per year this year with at least one of those days offering a menu of content to allow our teachers to customize their PD and take advantage of their own areas of growth. We offer additional PD opportunities that can be paid or volunteer. Our district also trains teams of

staff in various initiatives such as PBIS/MTSS whose members then go back and share knowledge with teachers in their buildings and implement research based practices. We are also incorporated Step up to Writing practices across the district this past year and have provided one full day of PD focused on this area.

**4.8** A description of how the district/STEC will address disparities or gaps in performance between groups of students, and any actions that will be taken to eliminate these disparities or gaps.

This is an area that was highlighted in our district's CLNA document and will continue to be a focus. The following are some strategies we identified to improve this area:

- \* Provide professional development for classified staff in CTE programming/technical areas - this is ongoing work
- \* Create guidance documents in collaboration with SPED/ELL/Guidance and other districts that meet HSBP/Graduation Pathway guidance requirements and highlight CTE opportunities
- \* Create new marketing materials designed to be comprehensive and reach a broad audience for our CTE and skills center programs
- \* Incorporate new marketing methods that are COVID friendly and highlight the flexibility/adaptability of programs

In addition, in the last two years we established Connections Teams in each of our buildings. With staff recommendations and referrals, the team reaches out to students who may need help and identifies interventions and strategies to support those students. This can be any students including special populations.

**Comprehensive Local Needs Assessment (CLNA)**

School Districts/STECs may opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Most of the data must be collected on each individual school district/STEC programs to meet the Perkins V requirements for the CLNA.

**2022-23 FP 215 Perkins V Application: Eligible recipients will:**

- Be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the application.

School Year	CLNA Requirement	Perkins V Application Requirement
2022-23	Full CLNA process is required, including expanded stakeholders and all elements within the CLNA.	Application Required. <ul style="list-style-type: none"> <li>• CLNA upload required.</li> <li>• District/STEC negotiate local performance targets.</li> </ul>
2023-24	District/STEC is not required to conduct the full process for CLNA during this year. Review the prior CLNA to inform decisions and edit as needed.	Application Required. <ul style="list-style-type: none"> <li>• CLNA upload required.</li> <li>• District/STEC negotiate local performance targets.</li> </ul>

**5.1 Individual** Did the district/STEC complete an individual CLNA or partner with one or more local educational agencies?

Please upload your **Comprehensive Local Needs Assessment (CLNA)** conducted during the 2021-22 school year, finalized prior to upload.

- Applicant assures the CLNA was developed in coordination with stakeholders as identified in the CLNA document.
- Applicant assures that the CLNA results will be used to inform Perkins investments.

**UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE**

**NOTE: File names may NOT include symbols, including #.**

<b>Uploaded Files</b>	<b>Uploaded By</b>	<b>Uploaded At</b>
2021-2022 Perkins V CLNA - Aberdeen FINAL.pdf	Lynn Stritmatter Green	10/18/2022 10:14 AM
2021-2022 Perkins V CLNA - Aberdeen Version 2.pdf	Lynn Stritmatter Green	10/18/2022 8:30 PM



## Programs of Study

**Federal definition of a Program of Study:** The term "Program of Study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- A. Incorporates challenging state academic standards including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- B. Addresses both academic and technical knowledge and skills including employability skills;
- C. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- D. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to a more occupation-specific instruction);
- E. Has multiple entry and exit points that incorporate credentialing; and
- F. Culminates in the attainment of a recognized postsecondary credential.

## Programs of Study

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

## Indicate a Minimum of One Program of Study

**Press the "NEW" button to complete information for each NEW record.  
To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

**Please identify your current program of study:****Career Cluster:** Health Science**Pathway:** Therapeutic Services[Link To Pathways](#)**In the list below, check the appropriate box(es) and identify the name of the institution(s):** 4-year Institution Community College

Grays Harbor College

 Technical School Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Nursing Assistant Certification

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)**High  
School  
Bldg. Code  
140055208****REMEMBER:** Allow **SAVE** time to complete before hitting the **NEW** button.

## Overview of Perkins Performance Indicators and Requirements

### Identification of Performance Levels

For the 2022-23 school year, applicants are required report their performance on the Perkins Core Indicators of Performance. Applicants may accept the state performance target or negotiate their own. Please use 2021 data from the Perkins Tableau dashboard.

Districts/STECs opting to negotiate must set a performance level that is three (3) full percentage points above the district/STEC's performance level in the 2022-23 reporting year.

Perkins Indicators	2022-23 State Target	Proposed Negotiated Target
<b>1S1:</b> Four-Year Graduation Rate	85.7%	85.7
<b>1S2:</b> Extended Graduation Rate <i>(no data available, please default to state target)</i>	88.7%	88.7
<b>2S1:</b> Academic Proficiency in Reading/Language Arts	68%	53.6
<b>2S2:</b> Academic Proficiency in Mathematics	68.1%	22.4
<b>2S3:</b> Academic Proficiency in Science	29.1%	28.0
<b>3S1:</b> Postsecondary Placement <i>(no data available, please default to state target)</i>	73.4%	73.4
<b>4S1:</b> Non-traditional Program Enrollment	57.8%	15.1
<b>5S1:</b> Program Quality – Attained Recognized Postsecondary Credential	35%	5.0
<b>5S2:</b> Program Quality – Attained Postsecondary Credits	81.5%	81.5
<b>5S3:</b> Program Quality – Participated in Work-Based Learning <i>(no data available, please default to state target)</i>	50%	50.0

**District:** Aberdeen School District

**Organization Code:** 14005

**ESD:** Capital Region ESD 113

**Directions**

**All Local Education Agencies (LEAs) must complete this application for the 2022-23 school year.**

- **Page 1 must be UPDATED ANNUALLY:** District indicates if accepting Highly Capable funds, corrects all contact information as needed, corrects dates to current school year, and signs assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page. Page 7 is to be updated annually.

**REMINDER:** The Highly Capable funding formula is based on 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

**Your school board must approve the information and data you enter in this form package annually.** In iGrants form Package 217 (fiscal year 2022-23), click **Print All**, to the right of Save. ([WAC 392.170.025](#))

**Program Monitoring and Review**

OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under [RCW 28A.150.220\(3\)\(g\)3](#).

**Updated Pages**

Updates have been made to the following pages:

- Page 2
- Page 3
- Page 4
- Page 5
- Page 6
- Page 7

**Assurances: Comply with State Law and Regulation**

**NOTE:** As part of [RCW 28A.150.220\(3\)\(g\)](#), the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the

Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See [RCW 28A.185.020](#) (1) and (2).

**Please check only one box below:**

**LEA accepts Highly Capable allocation for 2022-23 school year. LEA agrees to the comply with:**

- a. [RCW 28A.150.220\(3\)\(g\)\(3\)](#)  
*The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.*
- b. [RCW 28A.185.020](#)  
*Highly Capable program requirements provided in state law.*
- c. [WAC 392-170-012](#)  
*Highly Capable program requirements provided under OSPI rules. [WAC 392-170](#)*
- d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*
- e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*
- g. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- h. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

**LEA DOES NOT accept Highly Capable allocation for the 2022-23 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with [RCW 28A.150.220\(3\)\(g\)](#). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

- a. *Annually report the students served in the district's Highly Capable program in CEDARS.*
- b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*
- c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- d. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- e. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

<input checked="" type="checkbox"/> <b>District officials have read, and the district complies with, the laws and regulations above.</b>	
<b>Authorized Representative Name:</b>	Mindi Hammill
<b>Authorized Representative Title:</b>	Hi-Cap Director
<b>Date:</b> (MM/DD/YY)	10/10/2022

**Highly Capable Program Coordinator**

<b>Contact Name:</b>	Mindi Hammill
<b>Contact Organization:</b>	Aberdeen School District
<b>Contact Email:</b>	mhammill@asd5.org
<b>Contact Phone:</b>	360-538-2120
<b>Contact Name:</b>	Traci Sandstrom
<b>Contact Organization:</b>	Aberdeen School District

**Highly Capable Program Parent Organization**

Is there a parent organization in your area?  Yes  No

<b>Contact Name:</b>	
<b>Contact Organization:</b>	
<b>Contact Email:</b>	
<b>Contact Phone:</b>	

District's Highly Capable Student Definition and Learning Characteristics  
RCW 28A-185-030, WAC 392-170 | [035](#) | [036](#)

**Instructions**

1. Select one check box.
2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.

- District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- District uses a unique definition that integrates elements of the state's definitions.

**Highly Capable Student: Unique District Definition and Learning Characteristics.**

**Statement of Purpose (OPTIONAL)**

District has a statement of purpose for the Highly Capable program.

- Yes  No

**Instructions**

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district’s Highly Capable students should reflect the demographics of the district’s population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

**Every Item is Mandatory**

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

**A. Annual Notification** [WAC 392-170-042](#)

**Assurances**

- Public notification for parents and students before any major identification activity.

**Public Notification**

- Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

**B. Referral Process** [WAC 392-170-045](#) | [055](#)

**Assurances**

- District uses a specific process to refer students for the Highly Capable program
- Referral process permits referrals from teachers, other staff, parents, students and community members.

**C. Parental/Legal Guardian Permission** [WAC 392-170-047](#)

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

**Assurances**

- District gets permission to assess.
- District gets permission to start services.

Every assurance in the table below is mandatory.







Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input checked="" type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**F. Selection** [WAC 392-170-075](#)

**Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data**

If you screen, make sure your multidisciplinary selection committee reviews all the data you collect — through your screening procedures and your assessment process.

**WAC 392-170-075 Selection of Most Highly Capable**

Shall be based on a selection system that determines which students are the most Highly Capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process.”

**Assurances**

- District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- Board Policy and Procedure Number **2190**
- If not, 2190: Board Policy and Procedure Name or Number

**Assurances**

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- The district's MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

**HCP Services: Continuum and Variety**  
 RCW 28A-185-030, WAC 392-170-030

**A. Program Services Management** [WAC 392-170-078](#) | [080](#)

**Assurances**

- District provides educational opportunities that take into account each student’s needs and capabilities.
- District reviews services for each student periodically to ensure services meet each student’s needs and capabilities.

**B. Variety and Continuum of Program Services** [WAC 392-170-078](#) | [080](#)

**Instructions**

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services/Programs**, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their Highly Capable students.

**ALERT:** Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

**Complete the Gifted Value Tables**

For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Instructional Strategies and Curricula Modification**

<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest

<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)
------------------------------------------------------	----------------------------------------

<b>CEDARS Gifted Value 33 Unique HCP services and programs</b>	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> pull-out program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s) Canvas Course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Instructional Strategies and Curricula Modification</b>	
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

<b>CEDARS Gifted Value 34 Acceleration services and programs</b>	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College in the High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade level advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Instructional Strategies and Curricula Modification</b>	
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects

<input type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

<b>CEDARS Gifted Value 35 Non-traditional services and programs</b>	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> before or after school services and extra-curricular academic activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Instructional Strategies and Curricula Modification</b>	
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input checked="" type="checkbox"/> Other Name(s) Math Team Competitions

**A. District Program Goals** [WAC 392-170-030](#)

**Assurance**

District has defined goals for the Highly Capable program and works toward meeting those goals.

**ALERT:** Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the state Consolidated Program Review cycle and on request.

**B. Monitoring: District Records That Demonstrate Compliance** [WAC 392-170-095](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

**Instructions**

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district’s Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

**Assurance**

District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

**ALERT:** Do not upload HCP documentation; keep on file at the district.

**C1. Evaluation** [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

**Instructions**

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form



Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
<b>Program Administration/Operation</b>		
District Policy	<input checked="" type="checkbox"/>	September
Program Expenditures	<input checked="" type="checkbox"/>	September
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	September
District Procedures	<input checked="" type="checkbox"/>	September
Goals for District Program	<input checked="" type="checkbox"/>	September
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	September/October; March/April
Communications	<input checked="" type="checkbox"/>	October and March
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	Every Month
Continuum of Services	<input checked="" type="checkbox"/>	Every Month
Other: Name(s)	<input type="checkbox"/>	

**C2. Evaluation** [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

**Instructions**

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
<b>Grades and Tests</b>			
AP Tests	<input type="checkbox"/> Elementary	May	August/September
	<input checked="" type="checkbox"/> Secondary		
Cambridge AICE Tests	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

Classroom-based Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
District Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	October, January, June October, January, June	August/September August/September
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	December, March, June January, June	August/September August/September
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Fall and Spring Fall and Spring	August/September August/September
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

### Qualitative Data

Staff Anecdotal Observation	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	March March	March March
Student Reflection	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Interviews	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	March March	March March
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

### Surveys

Administrator	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Parent	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	September September	September September

Student	<input checked="" type="checkbox"/> Elementary	September	September
	<input checked="" type="checkbox"/> Secondary	September	September
Teacher	<input checked="" type="checkbox"/> Elementary	March	March
	<input checked="" type="checkbox"/> Secondary	March	March
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

**Other Data Sources**

Attendance	<input checked="" type="checkbox"/> Elementary	February, October	February, October
	<input checked="" type="checkbox"/> Secondary	October	October
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		
Program Participation	<input checked="" type="checkbox"/> Elementary	June	October
	<input checked="" type="checkbox"/> Secondary	June	October
Other: Name(s)	<input type="checkbox"/> Elementary		
	<input type="checkbox"/> Secondary		

School Board Annual Approval of District Comprehensive Plan: iGrants 217  
 WAC 392-170-020 | 025 | 030

**A. Estimate of Students Expected to Serve** [WAC 392-170-030](#)

**Instructions**

Estimate the number of students your district expects to serve at each grade — across the district’s total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	3	4	8	7	7	5	5	6	15	3	8	5	76

**B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval**  
[WAC 392-170-020](#) | [025](#)

**Instructions**

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

**Date of Annual Board Approval: 11/2/2022**

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

**File names:** do not use symbols or special characters.

Uploaded Files

Uploaded By

Uploaded At

**Files have not been uploaded**

## Equitable Identification of Low-Income Students [RCW 28A.185.020](#)

### Update as needed how you address equitable identification of low-income students as required by law [RCW 28A.185.020](#).

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

Mindi Hammill

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

### **Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2022-23 identification cycle.**

Last year, we used ELPA21 as a screener for every EL student. This year, we will use the WIDA to screen for all of our EL students. Our district has many new assessments WIDA and i-ready math, we will review these scores to screen district wide for Hi-Cap identification. We will continue to train teachers in finding gifted indicators in all students as part of the screening process. We have built a matrix that looks at the data we have on each of our students. There is a strong interest among our staff members to ensure students are not forgotten and that we target all students, regardless of their income status, for the Hi-Cap program. Additional outreach to these families has been done to include all potential Hi-Cap students in our district.

## Criteria for Identification [RCW 28A.300.770](#)

### Explain how you address criteria for identification as required by [RCW 28A.300.770](#).

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2021-22 identification cycle.**

LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.
- b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.

- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

Last year, Aberdeen School District used teacher screening, i-ready reading, i-ready math, Dibels, OLSAT, and ELPA assessments to identify hi-cap students. All assessments have the capability to assess in the native language of the student. This year, we will use iReady, WIDA, SBA, and other new forms of data.



Customer Quotation:



Prepared For:  
ERNIE LOTT  
ABERDEEN SCHOOL DISTRICT  
360-538-8275

Territory Manager:  
RANDY GREGG  
[randyg@schetkynw.com](mailto:randyg@schetkynw.com)  
253-686-1085

3030 BAY AVE.  
HOQUIAM, WA 98550

2624 112<sup>TH</sup> ST. S.  
LAKEWOOD, WA 98499

Quote Number:  
392213

Quote Date:  
10/19/2022

Quote Expires:  
10/31/2022

**Model Profile: Thomas Built Buses Minotour DRW 051MS**

Product Type:	A
Year:	2023
Chassis Model:	CG33803
Chassis MFG:	CHEVROLET
GVWR:	14,200-LB
Passenger Capacity:	30
Headroom:	73
Wheelbase:	159
Brake Type:	HYDRAULIC
Engine Type:	GM V8 GASOLINE, 8 Cyl, 401 HP, 5200 RPM
Fuel Type:	GASOLINE
Fuel Tank Capacity:	33 GALLONS
Transmission Type:	AUTOMATIC
Axle, Front:	4,600-LB CAPACITY
Axle, Rear:	9,600-LB CAPACITY
Tires, Front:	LT225/75R16E
Tires, Rear:	LT225/75R16E
Suspension Front:	STANDARD OEM
Suspension Rear :	STANDARD OEM

Total for 1 complete unit(s):	\$ 99,178.94
Washington State Sales Tax @ 8.4%:	\$ 8,331.03
Additional 0.3% Sales and Use Tax on Motor Vehicles:	\$ 297.54
Grand Total: F.O.B., Hoquiam, WA	\$ 107,807.51
Estimated Delivery: 180-210 ARO	
Total Unit Quantity <u>2</u>	

Terms and Conditions: Net 30 Days  
Quote Expires: 10/31/2020

*By signing below, you are acknowledging the specifications listed are complete and accurate. Order will be placed using the specifications listed.*

Customer Signature: Shannon Ramsey Pending Board Approval Date: 10/19/2022  
*Authorized Signature*

Please Forward All Remittances to Our Corporate Office:  
8430 NE Killingsworth Street  
Portland, OR 97220

**Includes the Following Equipment:**

**BODY**

**ACCESSORIES**

- 1 PROP ROD - ACCESS DOOR ABOVE WINDSHIELD
- 1 SEALED STORAGE COMPARTMENT W/LOCK, LEFT SIDE FRONT

**CERTIFICATION/SAFETY**

- 1 FIRE EXTINGUISHER - 5 LB.
- 1 HATCH-RF ESC SPEC ADVANTAGE H1976-025-111 ENGLISH GRAY (1)
- 1 REFLECTORIZED TRIANGLES-(3) ON DRIVER'S COMPARTMENT FLOOR
- 1 INTERIOR REAR SURVEILLANCE MIRROR
- 1 GM-SRW, HEATED, REMOTE, OPEN VIEW ES
- 1 GM-SRW/DRW, HEATED, HAWKEYE
- 1 SIGN-STOP, ELECTRIC LED FRONT SE1-7980
- 1 ELECTRIC-DEFENDER XING CONTROL ARM

**DOORS**

- 1 RED HANDLE - EMERGENCY DOOR(S)
- 1 ELECTRIC DOOR CONTROL-MINO, W/MANUAL EXT RELEASE (D250) COMPL
- 1 ELECTRIC ENTRANCE DOOR - NO VANDALOCK
- 1 VANDALOCK - REAR EMERGENCY DOOR WITH INTERLOCK & BARREL BOLT

**ELECTRICAL - BODY**

- 1 BACKING ALARM - HEAVY DUTY - 112DB
- 1 GPS-ZONAR SYSTEM, DRW
- 1 PREMIUM SPEAKERS - FOUR (4)
- 1 BREAKERS - MANUAL RESET
- 1 LIGHTS-DOME-LED, ADDITIONAL, 2ND WINDOW SECTION
- 1 LAMPS-DOME, LED - MINOTOUR
- 1 DOME LIGHTS WIRED TO BATTERY
- 1 LED DRIVER'S DOME LIGHT-MINO
- 1 LIGHT-LED STEPWELL - MINO
- 1 STEP LIGHT SWITCH (IGNITION ON)
- 1 LAMPS-STOP/TAIL/DIRECTIONAL AMBER/REVERSE LED
- 1 LAMPS-STOP/TAIL 4"FLUSH-MOUNT LED
- 1 SIDE DIRECTIONAL-PIN AMBER TURN, FRONT, FLOOR LINE
- 1 HALOGEN 8-LIGHT WARNING SYSTEM
- 1 LED WARNING LIGHTS - FOUR (4) AMBER AND FOUR (4) RED LENS
- 1 MARKER/ID LAMPS - LED PIN TYPE
- 1 NOISE SUPPRESSION SWITCH
- 1 ADDITIONAL NOISE SUPPRESSION SWITCH FUNCTIONALITY
- 1 BATTERY BOX, LOCATED 1ST WDOWN SECT, CURBSIDE

**EXTERIOR**

- 1 EXTERNAL STEP DRIVER'S SIDE
- 1 GUARD - CATALYTIC CONVERTOR
- 1 051 - UNDER FLOOR REINFORCEMENT
- 1 SEALING, EXTERIOR JOINT EDGE
- 1 MUD FLAPS - REAR (MINOTOUR) - WITHOUT LOGO
- 1 TOW HOOKS - TWO (2)
- 1 FENDERETTES - TWO (2), MINOTOUR

**HVAC**

- 1 50,000 BTU HEATER - 5TH SECTION LEFT SIDE
- 1 HEATER HOSE - BLUE STRIPE, UNDER FLOOR, RR HTR 5TH SECT LS

**INTERIOR**

- 1 BLACK KORSEAL STEP TREADS/NOSING - O/OPENING ENTR DOOR (DRW)
- 1 DARK GRAY VINYL FLOOR WITH 13" CENTER AISLE
- 1 PLYWOOD FLOOR 5/8" THICKNESS
- 1 SPECIAL URETHANE FOAM INSULATION
- 1 POLYESTER INSULATION - RAFTER CAVITIES
- 1 ACOUSTIC HEADLINING - COMPLETE (28.5" HIGH ALUM SPLIT SASH)
- 1 SEALANT - PLYWOOD FLOOR EDGES
- 1 ASSIST RAIL - RIGHT SIDE OF ENTRANCE DOOR

**PAINT/LETTERING**

- 1 PAINT STANDARD SASH FLAT BLACK
- 1 YELLOW REFLEXITE - 1", PERIMETER OF REAR BUS BODY
- 1 YELLOW "SCHOOL BUS" SIGN - FRONT HOOD



- 1 YELLOW "SCHOOL BUS" SIGN - REAR HOOD
- 1 YELLOW REFLEXITE - PERIMETER OF REAR EMERGENCY DOOR
- 1 REFLECTIVE TAPE-ROOF HATCH WHITE(1)
- 1 YELLOW REFLEXITE - 2", FLOOR LINE - BOTH SIDES OF BUS BODY
- 1 PAINT-EXTERIOR ROOF WHITE 6"
- 1 PAINT-EXT GRD RAIL @ WINDOW BLACK
- 1 PAINT-EXT GRD RAIL @ SEAT BLACK
- 1 PAINT-EXT GRD RAIL @ FLOOR BLACK
- 1 PAINT-EXT GRD RAIL @ SKRT BLACK
- 1 PAINT-SOLID COLOR YELLOW

#### **SEATS**

- 1 KICK PLATE/MODESTY PANEL-39"VERT, WALL-MTD BARRIER,RT SIDE
- 1 39" BARR-VERT,WALL MT 45"H RS
- 1 39"8DEG BARR-REV. WALL-MT 45"H LS
- 2 PROFORM EDO GRAY UPHOLSTERY-45"HIGH RECESSED BARRIER
- 10 FIREBLOCK GREY UPHOLSTERY - S3C PASSENGER SEAT
- 4 S3C 39"LS FLEXIBLE 3/2 WALL MOUNT
- 1 S3C 39"LS FLEXIBLE 3/2 WALL MOUNT WITH ICS
- 4 S3C 39"RS 3/2 FLEXIBLE WALL MOUNT
- 1 S3C 39"RS 3/2 FLEXIBLE WALL MOUNT WITH ICS

#### **WINDOWS/GLASS**

- 1 TINTED TEMPERED GLASS - COMPLETE
- 1 GLASS-ENTRANCE DOOR, TINTED TEMPERED UPPER & LOWER

#### **OTHER**

- 1 MINOT DRW 14,200 GVWR(GMC/CHEVY)6.6L GASOLINE 159"WB

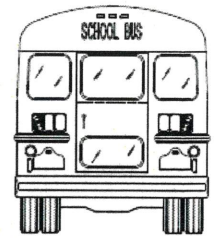
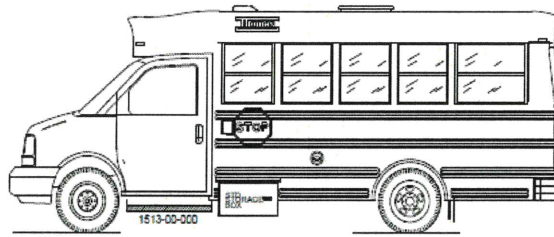
### **DEALER ADD On's**

#### **EQUIPMENT**

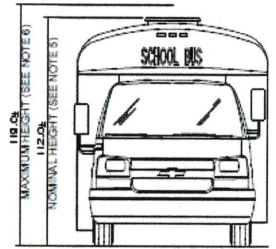
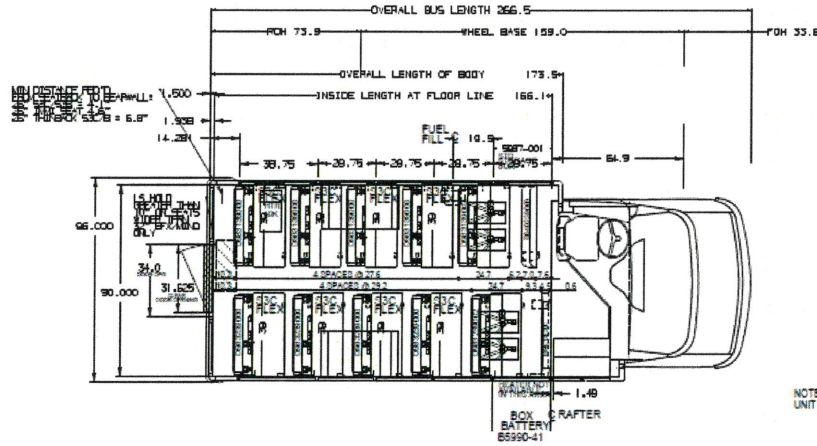
- 1 WASHINGTON STATE LEGALS
- 1 CREDIT FOR TWO-WAY RADIO
- 1 STATE BID ABV SD4FHW DVR SYSTEM W/ 4 CAMERAS SHIPPED LOOSE

**Meets all FMVSS requirements in effect at the time of manufacture.**

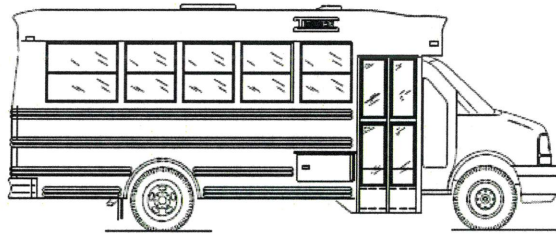
# SEATING CAPACITY: 30 + DRIVER



CAUTION - LEFT SIDE BARRIER IS NOT IN STANDARD LOCATION. SEE SEATING PLAN.  
CAUTION - RIGHT SIDE BARRIER IS NOT IN STANDARD LOCATION. SEE SEATING PLAN.



NOTES:  
UNIT EQUIPPED WITH PLYWOOD FLOOR



Model: Minotour DRW  
Quote Number: 391609  
Locality: WA

## ALL DIMENSIONS ARE FOR REFERENCE ONLY

### GENERAL NOTES

- SOME ITEMS, SUCH AS MIRRORS, ROOF LUGGAGE RACKS, AND OTHER ITEMS ARE SHOWN IN ONE VIEW ONLY AND MAY BE OBTAINED AS SEPARATE EQUIPMENT ONLY AND MAY BE OBTAINED AT AN ADDITIONAL CHARGE.
- THE SEATING CAPACITY IS BASED ON THE SEATING PLAN AND IS SUBJECT TO CHANGE WITHOUT NOTICE.
- THE SEATING CAPACITY IS BASED ON THE SEATING PLAN AND IS SUBJECT TO CHANGE WITHOUT NOTICE.
- THE SEATING CAPACITY IS BASED ON THE SEATING PLAN AND IS SUBJECT TO CHANGE WITHOUT NOTICE.
- THE SEATING CAPACITY IS BASED ON THE SEATING PLAN AND IS SUBJECT TO CHANGE WITHOUT NOTICE.
- THE SEATING CAPACITY IS BASED ON THE SEATING PLAN AND IS SUBJECT TO CHANGE WITHOUT NOTICE.
- THE SEATING CAPACITY IS BASED ON THE SEATING PLAN AND IS SUBJECT TO CHANGE WITHOUT NOTICE.

THIS DRAWING AND ALL INFORMATION PROVIDED WITH IT ARE THE PROPERTY OF THOMAS BUILT BUSES, INC. AND ARE NOT TO BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING, OR BY ANY INFORMATION STORAGE AND RETRIEVAL SYSTEM, WITHOUT THE WRITTEN PERMISSION OF THOMAS BUILT BUSES, INC.

**THOMAS BUILT BUSES, INC.**  
EQUIPMENT, INC.

TITLE: **PLAN AND ELEVATION BODY 051MS**

DATE: 05-20-02 BY: J. S. DATE: 05-20-02

SCALE: 3/8"=12" S 865329



## **BOWLING ALLEY USE AGREEMENT**

THIS AGREEMENT, between **Rainier Lanes Inc.**, herein called the “Bowling Alley,” and **Aberdeen School District No. 5**, herein called the “School District”, is effective as of **November 2, 2022**. It is agreed as follows:

**PREMISES:** The Bowling Alley hereby agrees to allow the School District the use of the Bowling Alley’s facilities for the purpose of allowing students of the School District to bowl.

**TERM:** The term of the School District's use of the Bowling Alley shall be for the **2022-2023** academic school year. This Agreement is renewable annually upon the written agreement of both the School District and the Bowling Alley. During each such term, usage by the School District may be Wednesday through Friday, from the hours of 3:00 p.m. to 7:00 p.m. The School District and the Bowling Alley agree to communicate with regard to the School District’s intended times of use.

**USE:** The premises shall be used for the purpose of allowing students of the School District to bowl. The School District shall not use the premises for other purposes. Under no circumstances will the School District or the Bowling Alley permit or condone the use of alcohol, drugs, or tobacco products by the students at the Bowling Alley’s property.

**USE FEE:** The Bowling Alley shall charge the School District, and the School District agrees to pay to the Bowling Alley, the following Fees for use of the Bowling Alley’s facilities: \$3.50 per game bowled, per student, and \$1.00 for rental of a pair of shoes, per student, per day bowled. Example: Thirty students each rent a pair of shoes, and each student bowls two games that day. The Fee for that day would be  $(3.50 + 3.50 + 1.00) \times 30 \text{ students} = \$240.00$ . There is no charge for the use of bowling balls. There shall be no other fees of any kind charged to the School District for the use of the Bowling Alley except as described in the following paragraph.

**OTHER USES:** If the School District desires to use the Bowling Alley’s facilities for purposes other than bowling, such as putt-putt golf, the School District and the Bowling Alley shall first agree on a Fee for such uses, and such uses shall then also be subject to the terms and conditions of this Agreement.

**MINIMUM FEE AND USE:** There is no minimum amount of usage or Fee under this Agreement. Other than communicating to the Bowling Alley the School District’s intended times of usage, the School District is under no obligation to use the Bowling Alley’s facilities.

**OPTION TO EXTEND:** Either party may request renewal of this agreement, with any proposed changes to the terms or conditions provided in this Agreement to be negotiated at that time. If the other party agrees to the extension, this Agreement shall automatically be renewed for another year.

**MAINTENANCE:** The Bowling Alley agrees to maintain its facilities in a satisfactory and usable condition for the time period specified above. Any and all costs associated with such maintenance shall be borne by the Bowling Alley. This includes any damage incurred through accidents by teachers or students.

**NOTICES:** Notices to the Bowling Alley shall be addressed to Rob Shaver, 415 W. Heron Street, Aberdeen, Washington, 98520. All notices to the School District shall be addressed to Shannon Ramsey, Executive Director of Business & Operations, Aberdeen School District, 216 N. “G” Street, Aberdeen, Washington, 98520.



## **BOWLING ALLEY USE AGREEMENT**

**INSURANCE:** The School District and the Bowling Alley each agree to carry, at their own expense, their typical liability insurance coverages. The Bowling Alley shall add the School District as a named insured to the Bowling Alley's liability policy(s). Either party may request evidence of such insurance from the other.

**LIABILITIES:** The School District will be liable for the negligent acts and omissions of the School District and the School District's agents and employees. The Bowling Alley will be liable for the negligent acts and omissions of the Bowling Alley and the Bowling Alley's agents and employees.

**TERMINATION:** Termination of this agreement may be made by either party upon thirty (30) days written notice, with or without cause. In case it is necessary to bring action for the enforcement of the terms of this agreement, the prevailing party shall be entitled to recover from the non-prevailing party its reasonable attorneys' fees and costs.

IN WITNESS WHEREOF, the parties have executed this Agreement on the 22nd day of October, 2021. The terms and conditions of this Agreement are effective as of the School District's initial use of the Bowling Alley's facilities, which will be November 1, 2022.

ABERDEEN SCHOOL DISTRICT NO. 5

RAINIER LANES INC.

---

BY: Shannon Ramsey  
Its: Exec. Director of Business &  
Operations

---

BY: Rob Shaver  
Its: Owner



## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“**MOU**”) is between the Aberdeen School District (“**District**”) and CCS, Family Behavioral Health, Grays Harbor (“**Agency**”) and is effective upon execution by both parties.

1. **Purpose.** The purpose of this MOU is to enable the Agency to provide services funded through outside sources to students at District facilities to allow greater access to services across different settings or environments.
2. **Duration.** This MOU is effective for the remainder of the 2022-2023 school year, unless terminated earlier in accordance with this MOU.
3. **Services.** Agency may provide the following services for the identified student who Agency has determined are eligible for such services at District facilities:
  - a. Crisis response
  - b. Attend IEP meetings with families
  - c. Support with skill building, such as social skill development
  - d. Observations to collaborate with the school in the development of a functional behavior assessment
  - e. With parent permission, pick youth up from school for sessions
  - f. Lunch date with youth. If off site parent permission must be provided each occurrence.
  - g. Work with the school principal to appropriately support the student in the classroom and school setting
  - h. Collaboratively engage with the school administration to ensure the student understands and follows appropriate school and district rules and policies for increased success while at school.
4. **Service Delivery.** All services provided by Agency under this MOU will be performed under the direction and supervision of Agency. Agency agrees to ensure that the delivery of services authorized by this MOU does not interfere with the District’s educational program or provision of instruction and services to students, including the provision of a free, appropriate public education under the Individuals with Disabilities Education Act (“**IDEA**”) to eligible students with disabilities.
5. **Educational Services.** The District maintains full responsibility and authority for the educational programs of its students. Treatment or services authorized by this MOU are not educational services and may not be construed as a component of a student’s educational program.
6. **Parent Consent.** Before providing services to a student at a District facility, Agency must provide the District with evidence that the student’s parent has provided written consent for the student to receive the services. The student’s parent must also sign a release of information form authorizing the District and Agency to exchange information and records related to the student.



## MEMORANDUM OF UNDERSTANDING

7. **Compensation.** Agency is responsible for all costs and expenses associated with the services authorized by this MOU. The District will not provide Agency with any compensation for services authorized by this MOU.
8. **Compliance with Laws.** Agency and its employees must comply with all laws, rules, regulations, and other requirements applicable to the treatment or services provided by Agency at District facilities.
9. **Proof of Vaccination.** Agency and any of its employees, agents, volunteers, and contractors who will provide services at a District facility attests that the Agency has verified proof of full vaccination against COVID-19, or an applicable exemption before initiating services.
10. **Health and Safety Measures.** When providing services at a District facility, Agency and its employees must comply with all COVID-19 health and safety measures required by the Department of Health, the Governor, and the District, including wearing a mask/face covering.
11. **Criminal Background Check.** Agency and any of its employees, agents, volunteers, and contractors who will provide services at a District facility must complete and pass a background check through the Washington state patrol criminal identification system, including a fingerprint check, and through the Federal Bureau of Investigation criminal justice information systems. Background checks must be completed at Agency's expense prior to the start of services. Agency will maintain record reports and make them available to the District upon request.
  - a. **Disqualifying Criminal Records.** Agency and any of its employees, agents, volunteers, and contractors who have pled guilty to or been convicted of any felony crime specified under RCW 28A.400.322 are prohibited from providing services at a District facility.
12. **Confidentiality.** Agency and all of its employees, agents, volunteers, and contractors must comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 C.F.R. Part 99; WAC 392-172A- 05180 through 392-172A-05245; and the Health Insurance Portability and Accountability Act of 1996 with respect to the confidentiality of personally identifiable information and education, health, and medical records.
13. **License and Certification Requirements.** Agency must ensure that it and any of its employees, agents, volunteers, and contractors who provide services at District facilities comply with all Washington state licensing, accreditation, and/or certification requirements applicable to the services.
14. **Insurance.** Agency will provide the District with evidence of Professional Liability insurance in the amount of at least one million dollars (\$1,000,000.00).
15. **Independent Contractor.** This MOU may not be construed to create a partnership, agency relationship, or employer-employee relationship between the District and Agency or any of its employees, agents, volunteers, and contractors.



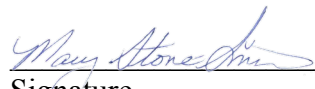
## MEMORANDUM OF UNDERSTANDING

16. **Workers' Compensation.** Agency expressly waives any immunity or limitations (e.g., on the type or amount of damages, compensation, benefits, or liability payable by Agency) under any industrial insurance, workers' compensation, disability benefit or similar law, rule, regulation or order of any governmental authority having jurisdiction (including, but not limited to, the Washington Industrial Insurance Act, Title 51 of the Revised Code of Washington).
17. **Indemnification.** All activities performed by Agency and its employees, agents, volunteers, and contractors are done under Agency's supervision at its own risk. Agency agrees to indemnify, defend, and hold the District harmless from any liability, claim, loss, damages, injuries, or expenses arising out of Agency's provision of services authorized by this MOU.
18. **Termination.** Either party may terminate this MOU for any reason by providing written notice 30 days prior to the termination. The District may terminate this MOU effective immediately if the District determines that termination is necessary for the health, safety, welfare, or education of students or staff members.
19. **Governing Law.** This MOU shall be construed and interpreted in accordance with the laws of the State of Washington and the United States.

**By signing below, each party certifies its agreement to the terms of this MOU.**

**ABERDEEN SCHOOL DISTRICT**

**CCS, Family Behavioral Health, Grays Harbor**

 10/18/2022  
 Signature Date

\_\_\_\_\_  
 Signature Date

Mary Stone-Smith  
 Name

\_\_\_\_\_  
 Name

Vice President  
 Title

\_\_\_\_\_  
 Title

**CERTIFICATED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jason Dore	Aberdeen High School	21 <sup>st</sup> Century Teacher	10/20/22
James Martin	Aberdeen High School	21 <sup>st</sup> Century Teacher	10/21/22

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brandy Fernandez	Robert Gray Elementary	Teacher	10/26/22-01/10/23

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Susan Ball	Central Park Elementary	Teacher	10/04/22-01/01/23

**Certificated Substitute Hire:**

Tiffany Redick

**CLASSIFIED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Teresa Glasscock	District	Outdoor School Camp Cook	10/04/22
Brittany Byrd	AJ West Elementary	Paraeducator	11/10/22
William Rattie	Stevens Elementary	Garden Steward	10/21/22

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

<u>Name</u>	<u>Location</u>	<u>To:</u>	<u>From:</u>	<u>Effective Date</u>
Adair Ramirez	Aberdeen High School	SLP Tech	MTSS Assistant	10/28/22
Nicole Jelovich-Stover	Miller Junior High	Asst. Secretary	Counselor/ASB Secretary	10/24/22

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Helene Ennor	Aberdeen High School	Gear Up Secretary	11/01/22

**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>
Robert Burns	Aberdeen High School	Head Boys' Swim Coach	11/14/22
Robert Burton	Aberdeen High School	Assistant Boys' Basketball Coach	11/14/22
Jason Garman	Aberdeen High School	Assistant Boys' Wrestling Coach	11/14/22
Gienelle Harless	Aberdeen High School	Assistant Girls' Basketball Coach	11/14/22
Jeff Hatton	Aberdeen High School	Head Boys' Wrestling Coach	11/14/22
Iliana Mercado-George	Aberdeen High School	Assistant Girls' Bowling Coach	10/31/22
Erin Pehl	Aberdeen High School	Assistant Girls' Basketball Coach	11/14/22
Anne Eisele	Aberdeen High School	Assistant Boys' Swim Coach	11/14/22
Kyle Strode	Aberdeen High School	Assistant Boys' Wrestling Coach	11/14/22
Rachel Wenzel	Aberdeen High School	Head Girls' Basketball Coach	11/14/22
Craig Yakovich	Aberdeen High School	Head Girls' Wrestling Coach	11/14/22
Tamar Yakovich	Aberdeen High School	Assistant Girls' Wrestling Coach	11/14/22



**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>
Caleb Lock	Miller Junior High	Assistant Wrestling Coach	10/26/22
Jeremy Roberts	Miller Junior High	Assistant Wrestling Coach	10/26/22

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Alexie Darst	Aberdeen High School	Assistant Girls' Wrestling Coach	10/24/22
Macoy Gronseth	Miller Junior High	Head Boys' Basketball Coach	10/17/22

**Classified Substitute Hire:**

Xander Burgess