

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

Regular Meeting of the Board of Directors  
Remote Public Meeting

February 2, 2021 – 5 p.m.

**AGENDA**

Instructions for joining the meeting:

[https://asd5-org.zoom.us/webinar/register/WN\\_ApkwP8YBSLmZ98AL9nZvjA](https://asd5-org.zoom.us/webinar/register/WN_ApkwP8YBSLmZ98AL9nZvjA)

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

5:00 p.m. Regular Meeting Call to Order

Flag Salute

**Consent Agenda**

1. Minutes

Comments from Board Members

Comments from Student Representative

Comments from the Public

Under the emergency provisions of Resolution 2020-02, public comment is welcome via email and should be submitted to *schoolboard@asd5.org* by 3:30 p.m. the day of the meeting.

Old Business

1. [Policy 3225 Threat Assessment](#)

Superintendent's Report

1. Distance and In-Person Learning Update
2. COVID-19 Response

Teaching and Learning

1. [Detention Center Program Overview](#)

New Business

1. [Swim Contracts](#)
2. [Garley Park Easement](#)
3. Next Meeting

Board Meeting Agenda  
February 2, 2021

Executive Session

Personnel Matters

1. [Personnel Report](#)
  - a. Certificated
  - b. Classified
2. Superintendent Mid-Year Evaluation

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5  
BOARD INFORMATION AND BACKGROUND

February 2, 2021, 5 p.m.

Link to join the meeting:

[https://asd5-org.zoom.us/webinar/register/WN\\_ApkwP8YBSLmZ98AL9nZvjA](https://asd5-org.zoom.us/webinar/register/WN_ApkwP8YBSLmZ98AL9nZvjA)

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

5:00 p.m. – Regular Meeting Call to Order

This meeting is being conducted remotely in compliance with the governor's emergency provisions of the Open Public Meetings Act.

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on January 19, 2021, are enclosed for your review and approval.

Comments from the Board

Comments from Student Representative

Comments from the Public

1. Under the emergency provisions of Resolution 2020-02, written public comment is welcome via email and should be submitted to [schoolboard@asd5.org](mailto:schoolboard@asd5.org) before 3:30 p.m. on the day of the meeting.

Old Business

1. Policy 3225 Threat Assessment – An update to Policy 3225 – Threat Assessment is presented for second reading and adoption. The procedures are included for your information. This update replaces/renumbers Policy 4314 – Notification of Threats, Violence or Harm. [Enclosure 2](#)

Superintendent's Report

1. Distance and In-Person Update – Superintendent Henderson will provide an update on the plans for an in-person component for instruction.
2. COVID-19 Response – Superintendent Henderson will provide an update on the district's response to the pandemic.

Teaching and Learning

1. Detention Center Program Overview – Principal John Meers will provide an overview of the educational program the district provides at the Grays Harbor Juvenile Detention Center. [Enclosure 3](#)

Board Information  
February 2, 2020

New Business

1. Swim Contracts – Contracts with the YMCA of Grays Harbor to provide elementary swim lessons and host the swim team are presented for your review and approval. [Enclosure 4](#)
2. Garley Park Easement – An extension of the agreement with the City of Aberdeen to operate a park on district property is presented for your review and approval. [Enclosure 5](#)
3. Next Meeting – The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, February 16, 2021, to be conducted remotely with notice and access provided under the emergency provisions of the Open Public Meetings Act.

Executive Session

At this time the meeting will recess for an executive session expected to last 45 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 Matters [Enclosure 6](#)
  - a. Certificated
  - b. Classified
2. Superintendent Mid-Year Evaluation

ADJOURN

## ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the  
Board of Directors – December 15, 2020

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5:00 p.m. Tuesday, January 19, 2021, via webinar following guidance for conducting remote meetings in compliance with the Open Public Meetings Act. Directors present were Jennifer Durney, Bill Dyer, Jessica Jurasin and Suzy Ritter, along with Student Representative Katlynn Smith, Superintendent Alicia Henderson and 161 patrons and staff watching remotely.

The meeting began with the Flag salute.

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved the consent agenda, which included the minutes from the meeting on December 15, 2020; payroll vouchers 830377 to 830405 totaling \$2,797,504.49; General Fund vouchers 830408 and 830410 through 830485 totaling \$714,193.90, and ASB Fund vouchers 830407 and 830409 totaling \$1,700.30; gifts to the district from the following the Grays Harbor Community Foundation in the amount of \$500 to the FFA at Aberdeen High School on behalf of Darrell and Elaine Lokken, from the Weatherwax Class of 1958 in the amount of \$3,000 to the Aberdeen High School ASB (\$2,500 to the InvestEd account and \$500 to SkillsUSA) from Bruce and Theresa Kuhnau in the amount of \$5,000 to the district with a request that the funds be used to support students at this time, and from Enterprises International, Inc., of Hoquiam in the amount of \$1,000 to the SkillsUSA program at Aberdeen High School. The gift from the Kuhnaus will be used to purchase SEL books for students to pick up at food service and school sites.

Director Jessica Jurasin thanked all those who have sent emails and commented over the past few days regarding the hybrid model and schedule for the in-person component to start Feb. 1. She noted that she has read all the input, but has not had a chance to respond.

Director Suzy Ritter also thanked those who reached out regarding the in-person hybrid model planned to begin Feb. 1 for K-3, and that while she also has not had a chance to respond, she shares many of the same concerns. She added that all the work that has taken place to this point is appreciated. She also said she continues to be grateful for the Health and Wellness pods that students can take part in.

Director Bill Dyer added that School Board members are well-positioned to evaluate the information coming to them as board members are also parents, grandparents, business owners, working professionals and educators who are living through the pandemic along with everyone else.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM  
BOARD MEMBERS

Student Representative Katlynn Smith provided a report. She noted that six-week grades are due and will be used for fall sport eligibility, which starts Feb. 1; that sports packets are available and students should contact the AHS main office with questions; that the Bobcat Booster Club is selling team gear during the athletic conditioning pods, and that the leadership groups at AHS have been working to create opportunities for virtual social interactions with students and families that are well attended, such as virtual BINGO, social Zooms, and Kahoot! (a virtual game).

COMMENT FROM  
STUDENT  
REPRESENTATIVE

January is School Board Recognition Month. Superintendent Alicia Henderson read a proclamation from Governor Jay Inslee and thanked board members for their service, especially during these challenging times.

SCHOOL BOARD  
RECOGNITION

Superintendent Henderson shared the results of the second survey the district administered seeking feedback from staff, parents and students on the instructional model.

SURVEY NO. 2  
RESULTS

Results were measured against a similar survey from last October asking respondents about their academic and emotional well-being, the workload and the likelihood they would return to the classroom when an in-person model can be offered. Results also indicate a significant, strong majority of community members and K-3 students anticipate returning in-person to school when it's offered, while slightly less than 50 percent of students in grades 4-12 indicated they are more than likely to return in-person.

Superintendent Henderson presented an updated ASD5 Reopening Plan, which has been modified to reflect new health and safety metrics for reopening schools announced by the governor on December 16. The updated plan calls for offering an in-person component for Grades PreK-3 beginning Feb. 1. There was a lengthy discussion that saw board members sharing input from parents and the public and asking many questions about the new metrics, the online option for students who remain distanced, and the schedule for K-5 and 6-12. Following discussion, on a motion by Bill Dyer and seconded by Jennifer Durney, the board directed the superintendent to modify the plan to an all-day, simultaneous instruction model so that students can keep their same teachers, whether distance or in-person.

UPDATED  
REOPENING PLAN

Superintendent Henderson noted that the district is still waiting to hear whether schools will be required to administer state assessments this year.

DISTANCE  
LEARNING  
UPDATE

Superintendent Henderson said the health team is working diligently to get information on when the vaccine will be available to educators, and that the most recent information from the Governor's Office was the first week of February. Superintendent Henderson said the district has offered its facilities to host a shot clinic and it is hoped that the vaccine can be offered to staff the same way flu shot clinics have operated in the past.

COVID-19  
RESPONSE

Teaching and Learning Director Traci Sandstrom introduced teachers Ashley Emmett and Brandi Sjostrand, two of the district’s Canvas super users. They shared information about the ongoing Canvas training that staff has been participating in. Director Sandstrom was enthused about the growth among educators in using the platform, saying that many teachers “are now using bells and whistles of Canvas that many couldn’t begin thinking about at the beginning of the year.” Survey No. 2 shows more than 75 percent of the staff is now confident and comfortable using Canvas compared to 50 percent last October.

TEACHING AND  
LEARNING  
CANVAS UPDATE

CTE Director Lynn Green shared information about evening technology sessions the district is offering where parents are coming together to share and learn about Canvas tips and tricks. Feedback in Survey No. 1 saw a number of parents commenting that their limited technology skills in Canvas made it difficult to support their student(s).

TECH TRAINING  
FOR PARENTS

Director Louderback presented the Fiscal Status Report for December. The ending fund balance is \$4,224,852.38 in the General Fund; \$23,297.48 in the Capital Projects Fund; \$777,356.27 in the Debt Service Fund; \$275,826.86 in the ASB Fund, and \$334,718.85 in the Transportation Vehicle Fund. With a third of the fiscal year elapsed, the district has received 31.6 percent of expected revenue and spent 28.8 percent of budgeted funds.

FISCAL STATUS  
REPORT

Under enrollment, Director Louderback reported that the 3,124.02 fte in January is 104.98 fte less than the budgeted enrollment of 3,229.

Athletic Director John Crabb provided an update on athletic opportunities for students this winter. He reported that the WIAA has adopted the governor’s guidance for offering sports, and that fall and winter sports practices can begin February 1, starting with Phase 1 low-risk sports -- cross country, golf and tennis. Aberdeen will be competing with schools in its hospital region. Middle school sports are tentatively scheduled to begin February 8. High risk sports such as football, soccer, volleyball and baseball and softball, can only reopen when the region enters Phase 2. State playoffs will not occur, but heh said there is likely to be culminating regional events.

ATHLETIC  
DIRECTOR’S  
REPORT

Principal Crabb also announced that due to the limitations on attendance, the district is offering a live camera subscription service so families can watch high school sporting events remotely.

An update to Policy 3225 – Threat Assessment was presented for first reading. The update replaces/renumbers Policy 4314 – Notification of Threats, Violence or Harm.

POLICY 3225  
THREAT  
ASSESSMENT

On a motion by Jennifer Durney and seconded by Suzy Ritter with Bill Dyer abstaining, the board approved an agreement with Grays Harbor College to

GHC AGREEMENT

provide practicum hours to student teachers in partnership with the Century 21 Program.

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved renewal of an agreement with the Cosmopolis School District to lease fiber capacity.

COSMOPOLIS  
SCHOOL  
AGREEMENT

On a motion by Bill Dyer and seconded by Suzy Ritter, the board approved an agreement with Behavioral Health Resources (BHR) to provide services to staff, students and families in the early childhood program.

BEHAVIORAL  
HEALTH  
AGREEMENT

The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, February 2, 2021, to be conducted remotely with notice and access provided under the emergency provisions of the Open Public Meetings Act.

NEXT MEETING

At 7:29 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 30 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 regular meeting reconvened at 7:59 p.m.

EXECUTIVE  
SESSION

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved the Personnel Report. Under certificated matters, the Board approved the hiring of Dawn Smith as a Special Education teacher, current year only, at Miller Junior High School, effective January 4.

PERSONNEL  
REPORT

CERTIFICATED

Under classified matters, the board approved the hiring of Hayley McDermott and Judith Marti as health assistants for the District effective January 19; the hiring of para-educators Ronald Greer at Aberdeen High School effective January 13, Lisa Hill at Miller Junior High School effective December 7, Kellie Pisani at A.J. West Elementary School effective January 20, and Dianne Pratt at A.J. West Elementary School effective January 4; approved reinstated positions from furlough for Hubert Arrendale and Ralph Hammond at Aberdeen High School effective January 14, Ian Borden at Aberdeen High School effective January 19, Richard Rasmussen at Miller Junior High/A.J. West Elementary Schools effective January 19, and Tami Jacka at Hopkins Preschool effective January 22; approved the return reduced-hour furloughed employees comptroller Kim Edwards at Aberdeen High School effective January 15, custodians Glenn Raney and Peter Ross at Aberdeen High School effective January 19, Mike Anderson at Harbor High School effective January 13; Jonathan Lawrence and Cherie Shay at Miller Junior High School effective January 19, Janean Newberry at Miller Junior High/Hopkins Building effective January 19, James Messer at A.J. West Elementary School effective January 19, James Mouncer at Central Park Elementary School and the Stewart Building effective January 19, Robert Parson at Central Park Elementary School and the Administration Building effective January 19, Denise Anderson at McDermoth Elementary School effective January 14, Brandon Burns at McDermoth Elementary School effective January 21, Kelly

CLASSIFIED



Aberdeen School Board Minutes  
January 19, 2021

Anderson at Robert Gray Elementary School effective January 14, Angela SeaBliss at Robert Gray Elementary School effective January 13, William Rattie at Stevens Elementary School effective January 13, Keith Reid at Stevens Elementary School and Miller Junior High School effective January 19, and John Shay at Stevens Elementary School effective January 14, approved extracurricular contracts at Aberdeen High School effective February 1 for Todd Bridge as head coach for football, Zachary Carpenter and Joe Fagerstedt and David Terrence as assistant coaches for football, Cory Martinsen as .75 FTE assistant coach for football, Jan Simmons as head coach and April Heikkila as assistant coach for girls swimming, Desiree Glanz and Tamar Yakovich as assistant coaches for girls' volleyball, David Bruncke as assistant coach for boys' tennis, April Meissner as head coach and Kimberly (Ivy) Lyles as an assistant coach for cross country, Larry Fleming as head coach and Benjamin Barene and Lindsey Scott as assistant coaches for girls' soccer, Dan Sundstrom as head coach and Brian King as assistant coach for boys' golf.

There being no further business, the regular meeting was adjourned at 8 p.m.

ADJOURN

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Alicia Henderson, Secretary

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Sandra Bielski, President

## SCHOOL-BASED THREAT ASSESSMENT

The Board is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency expulsion, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including imposing an emergency expulsion, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

### A. Structure of Threat Assessment Teams

The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team or more than one such team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,
- Law enforcement, such as a school resource officer,
- School administration, such as a principal or other senior administrator,
- Other district or school staff,
- Community resources,
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school

personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3200 – Student Rights and Responsibilities.

**B. Function of Threat Assessment Team**

Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a “school official with a legitimate educational interest” in educational records controlled and maintained by the district. The district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district/school-based members and community resource/law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated.
- Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics.
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Timely reports its determination to the superintendent or designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student’s individualized education program (IEP) or the student’s plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student’s IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student’s IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

**C. Data Collection, Review and Reporting**

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI’s monitoring requirements, processes, and guidelines.

**D. Other tasks of threat assessment team**

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;
- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

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Cross References:	Policy	2121	Substance Abuse Program
		2161	Special Education and Related Services for Eligible Students
		2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
		3143	Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm
		3231	Student Records
		3200	Student Rights & Responsibilities
		3432	Emergencies
		4210	Regulation of Dangerous Weapons on School Premises
		4310	District Relationships with Law Enforcement and other Government Agencies

Legal References: CFR 34, Part 99,  
Chapter 28A.320 RCW  
Chapter 28A.300 RCW

Family Educational Rights and Privacy Act  
Regulations

Adopted: \_\_\_\_\_  
(Replaces 4314)

## Procedure – School-Based Threat Assessment

### A. Definitions

For purposes of district or school-based threat assessments of students, the following definitions will apply:

1. A **school-based threat assessment** means the formal process, established by a school district, of evaluating the threatening, or potentially threatening, behavior of a student, and the circumstances surrounding the threat, to uncover any facts or evidence that the student or other actor is likely to carry out the threat.
2. **School-based threat management** means the development and implementation of a plan to manage or reduce the threatening, or potentially threatening, behavior of a student in a way that increases the physical and psychological safety of students, staff, and visitors, while providing for the education of all students.
3. A **threat** is an expression of an intent to cause physical harm to self/others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat. Threats may be direct, such as “I am going to beat you up.” or indirect, such as, “I’m going to get him.”
  - a. A **low risk threat** is one in which it is determined that the individual/situation does not appear to pose a threat of serious harm to self/others, and any exhibited issues/concerns can be resolved easily.
  - b. A **moderate risk threat** is one in which the person/situation does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.
  - c. A **high risk threat** is one in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm self/others and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.
  - d. An **imminent threat** exists when the person/situation appears to pose a clear and immediate threat of serious violence toward self/others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behaviors that require intervention.

### B. Principles

Six principles form the foundation of the threat assessment process. These principles are:

1. Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
2. Targeted violence stems from an interaction among the individual, the situation, the setting, and the target.
3. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
4. Effective threat assessment is based upon facts rather than on characteristics or “traits.”

5. An "integrated systems approach" should guide threat assessment inquiries and investigations.
6. The central question in a threat assessment inquiry or investigation is whether a student *poses* a threat, not whether the student has made a threat.

### **C. Identifying and Reporting Threats**

Timely reporting of expression to harm is crucial to an effective school-based threat assessment program.

Anyone, including students, families, and community members may report communication or behavior that appears to be threatening or potentially threatening to the school principal or district administrators.

All school district employees, volunteers, and contractors should report immediately to their principal or a school administrator any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest an individual may intend to commit an act of violence.

Anyone who believes that a person or situation poses an *imminent* threat of serious violence that requires containment should notify the principal, school security and/or law enforcement.

### **D. Assessing Threats**

A school-based threat assessment is distinct from law enforcement investigation (if any). The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed. School-based threat assessment is also distinct from student discipline procedures. However, the functions of school-based threat assessment may run parallel to student discipline procedures.

### **E. Triage**

The superintendent will designate a team leader for each threat assessment team(s), such as a school principal or a district administrator. If it is not feasible for all team members to be involved with the screening of initial reports referred to the team, the threat assessment team leader may designate a subset of team members to triage cases and determine their appropriateness for review and/or action by the full team. If a team implements a triage process, at least two members of the team will review initial reports and determine if the full team should further assess and manage the situation. All triaged cases must be shared with all members of the assessment team to ensure the cases were adequately addressed. All threat assessment team members shall be trained to triage cases effectively.

### **F. Imminent**

Upon notification of threatening behavior or communications, the school administrator, threat assessment team, or triage team shall first determine if an imminent threat is believed to exist. If the individual appears to pose an imminent threat of serious violence to

themselves or to others in the school, the administrator or assessment team shall notify law enforcement.

#### **G. Moderate or high risk threat**

If the threat assessment team cannot determine with a reasonable degree of confidence that the alleged threat is a not a threat, or is a low risk threat, then the threat assessment team will undertake a more in-depth assessment to determine the nature and degree of any safety concerns and to develop strategies to prevent violence and reduce risk, as necessary.

The threat assessment team's review may include but is not limited to, reviews of records; interviews and consultations with staff, students, family members, community members, and others who know the individual; and interviews of the individual and the target/recipient of the threat(s). The threat assessment team will also screen for risk of self-harm and suicidal ideation, regardless of whether the alleged threat also included possible self-harm.

Upon a determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the superintendent or designee. The principal or assistant principal shall immediately attempt to notify the student's parent or legal guardian and notify the superintendent. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If the threat assessment team determines that an individual poses a threat of violence, based on the information collected, the threat assessment team develops, implements, and monitors intervention strategies to address, reduce, and mitigate the threat and assistance to those involved, as needed. If these strategies include disciplinary consequences, the district will provide notice to the student and their parents or legal guardian consistent with student discipline policies and procedures.

The threat assessment team may assist individual(s) within the school to access appropriate school and community-based resources for support and/or further intervention. This includes assisting those who engaged in threatening behavior or communication, and any impacted staff or students.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team must align intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of



the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team.

**H. No identifiable threat or low risk threat**

If the threat assessment team concludes that no further assessment is necessary to determine the reported possible threat is not identifiable or constitutes a low threat of violence or harm to self or others, the threat assessment team need not intervene or take further steps.

**I. Data Collection, Review and Reporting**

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Updated: \_\_\_\_\_



# Grays Harbor Juvenile Detention Center School

February 2, 2021





# Programs

- Resident - work on neighborhood school classes, GED, or detention school curriculum via Canvas
- Day Reporters - currently distance learning
- GED
- Special Education instruction, review, and initial referrals



# Staffing and Budget

- Staffing consists of one teacher, Linda Hayes, and one para-educator, Ken Ashlock
- Budget

# Facilities



- Our program is housed at the Grays Harbor Juvenile Detention Center in Junction City.





# Data

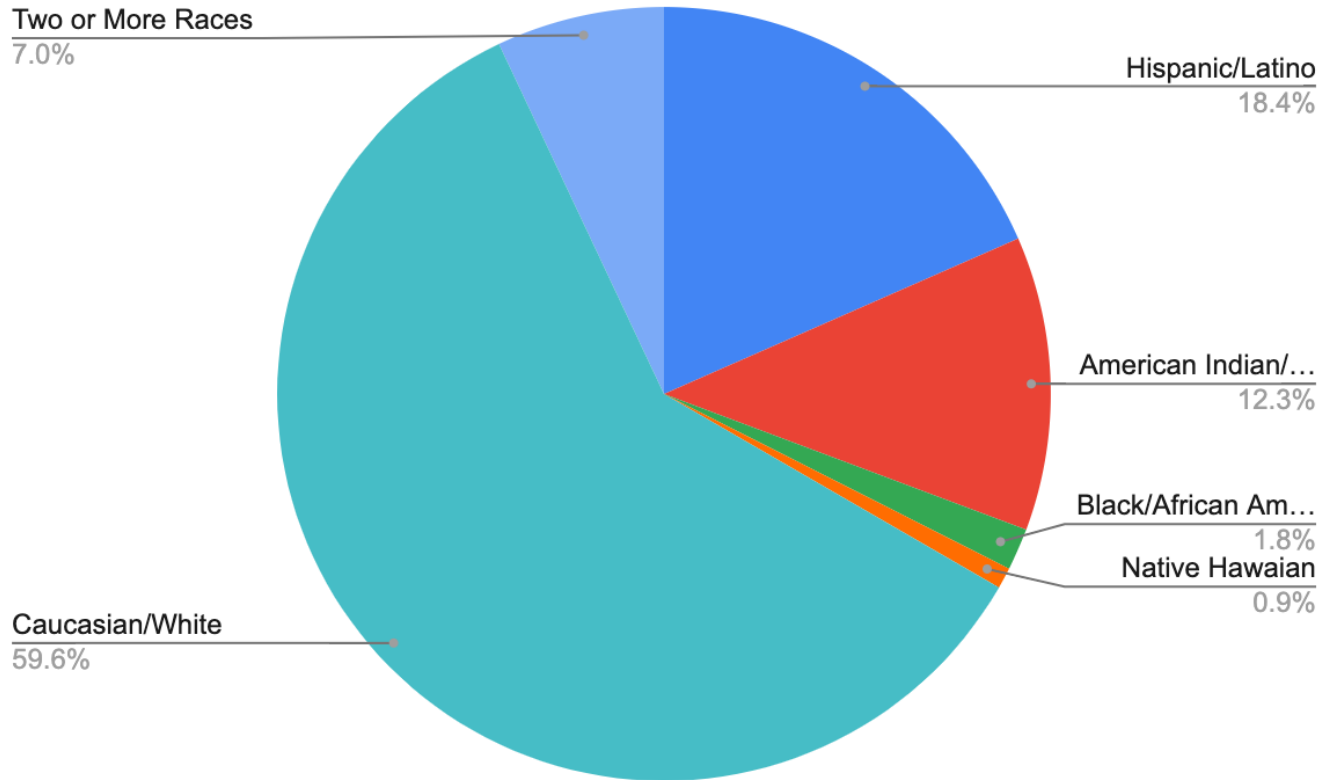
## 2019-2020

- Duplicated Total Admissions: 162
- Unduplicated Total Admissions: 114
- Average Length of Stay: 37.46 days

## 2020-2021

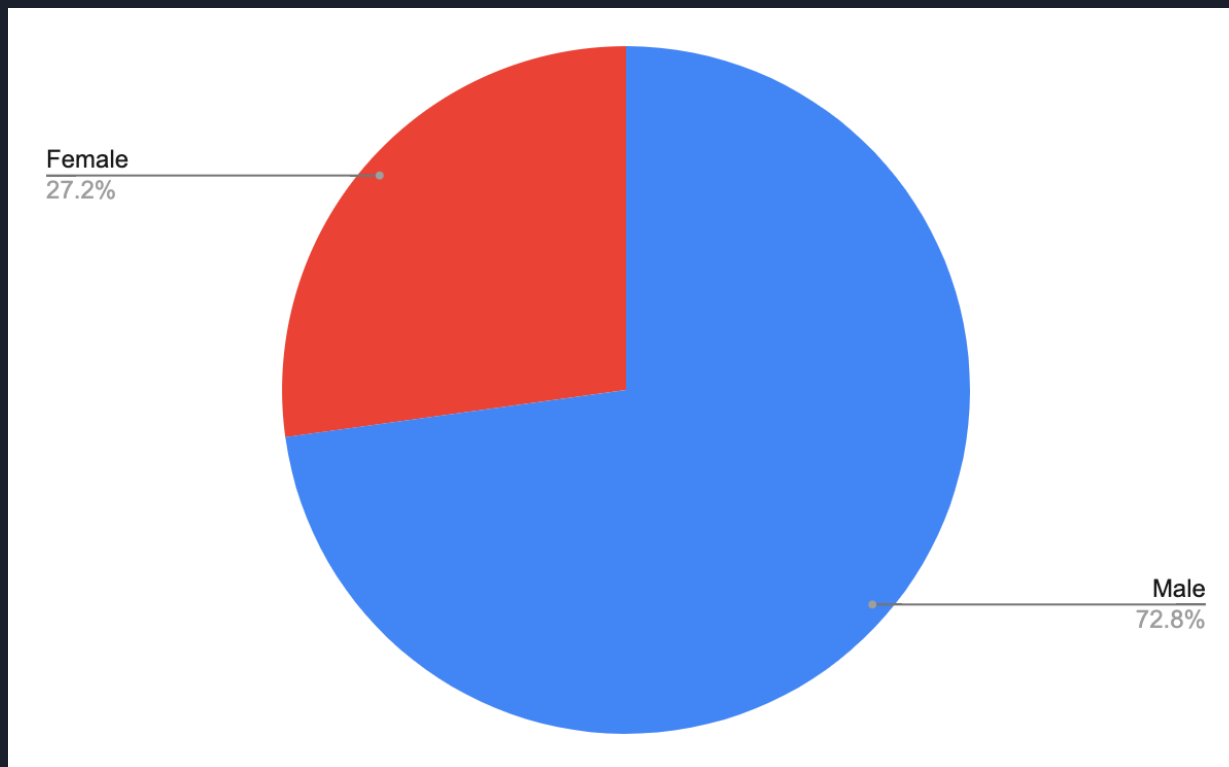
- Unduplicated Total Admissions: 45
- Duplicated Total Admissions: 48

# Demographics 2019-2020: Race and Ethnicity

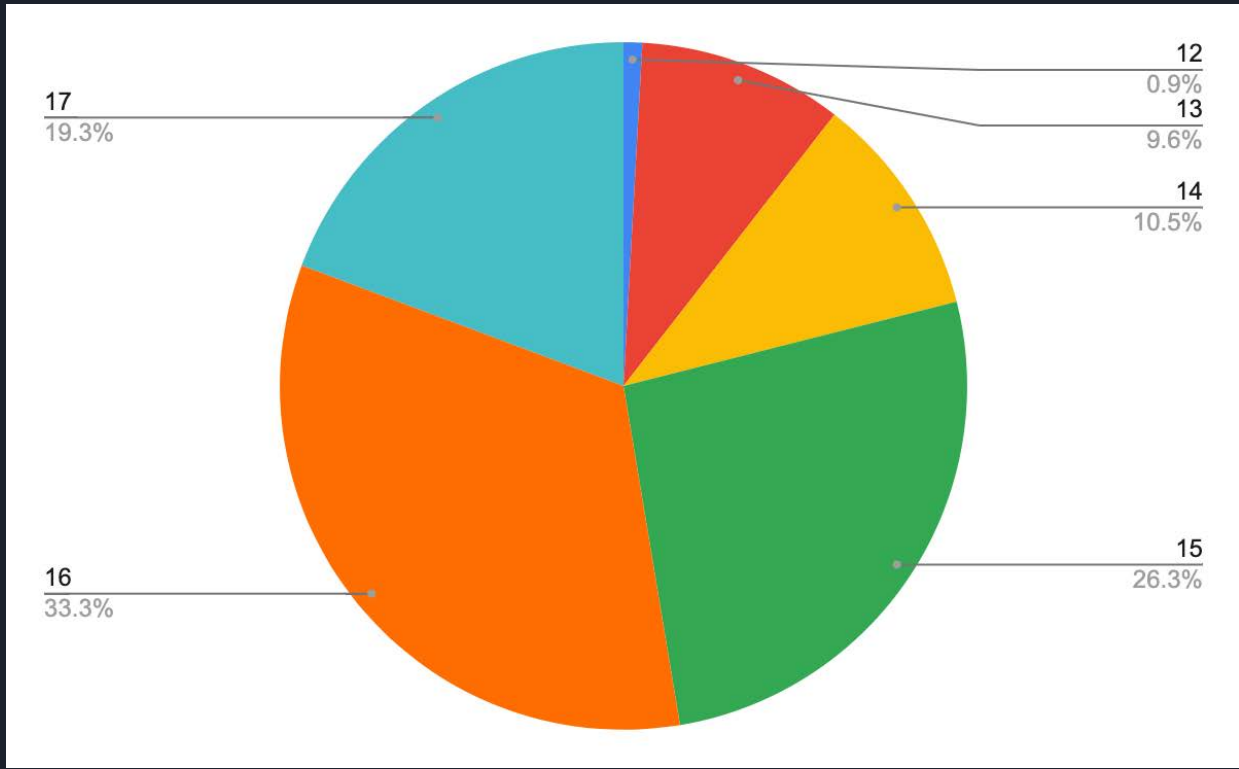




# Dem ographics 20 19-20 20: Gender



# Demographics 2019-2020: Age of Students





# Challenges

- Covid restrictions
- Reduced enrollment
- Staff reductions due to Covid





# Successes and Celebrations

- GED Program
- Returning to School
- Credits



**CONTRACT FOR SERVICES  
BETWEEN  
ABERDEEN SCHOOL DISTRICT #5**  
(hereinafter referred to as ASD #5)  
216 North "G" Street  
Aberdeen, WA 98520

And

The YMCA of Grays Harbor  
(hereinafter referred to as YMCA)

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

**I. DUTIES OF YMCA**

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

- A. The general objectives(s) of this contract shall be as follows:
  - Provide swimming instruction using YMCA Swim Lesson curriculum.
  - Emphasis for this program will be on teaching beginner through advanced swimming skills, water safety education, and emergency preparedness.
  
- B. In order to accomplish the general objectives(s) of this agreement, YMCA shall perform the following specific duties:
  - Provide a Program Coordinator to recruit, hire, oversee and train YMCA staff working with the swim lesson program.
  - Administer background checks on all YMCA program staff members.
  - Provide records of daily attendance, contact tracing procedures and any other procedures necessary to be in alignment with local public health and CDC guidelines for health and safety due to COVID-19.
  - Provide parents with a Student Skill Evaluation at the end of the swim lesson session.
  - Maintain a safe swimming environment for lessons to take place in. Including, but not limited to certified lifeguards, trained instructors, and regular facility maintenance.
  
- C. The time schedule for completion of YMCA's duties shall be within the program dates:
  - Sessions:

- Kindergarten through 2<sup>nd</sup> Grade-primary participants.
- 3<sup>rd</sup> through 5<sup>th</sup> Grade may participate if space is still available.
- Eight lessons per session.
- Sessions to take place January 2021-August 2021.

## **II. DUTIES OF ASD #5**

In consideration of YMCA's satisfactory performance of the duties set forth herein, ASD #5 shall partner with the YMCA program as follows:

- A. Except for expressly provided herein, expenses necessary to YMCA's satisfactory performance of this agreement shall be invoiced to ASD #5 on the first day of each month; the total amount billed for the duration of this contract to fulfill said obligations shall not exceed \$ 87,967.36. The final billing will be dated August 31, 2021 or before.
- B. ASD #5 will ensure an enrollment procedure is in place for students to access Swim Lesson programs and keep records of daily attendance procedures, sign-in/sign-out procedures and withdrawal procedures aligned with district

## **III. PROHIBITION AGAINST ASSIGNMENT**

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

## **IV. INDEPENDENT CONTRACTOR STATUS**

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

## **V. INDEMNIFICATION**

To the fullest extent permitted by law, YMCA agrees to defend, indemnify and hold harmless ASD, its directors, volunteers, students and employees from and against all expenses, damages, losses, claims, and liabilities, direct, indirect or consequential (including attorney fees incurred on such claims and in proving the right to indemnification), arising out of or resulting from the acts or omissions of YMCA or the operation of the Health and Wellness program at ASD.

Similarly, ASD agrees to defend, indemnify and hold harmless YMCA, its directors, officers, and employees from and against all expenses, damages, losses, claims brought by third parties, and liabilities, direct, indirect, or consequential (including attorney's fees incurred) arising out of or resulting from the acts or omissions of ASD

and/or its employees relating to the operation and use of the Health and Wellness program at Aberdeen High School.

#### **VI. TERMINATION**

This Agreement may be terminated by either party, at any time, upon written notification thereof to the other party. The notice shall specify the date of termination. This written Agreement constitutes the mutual agreement of YMCA and ASD #5 in whole. No alteration or variation of the terms of this Agreement and no oral understandings or agreements not incorporated herein, unless made in writing between the parties hereto, shall be binding.

#### **VI. APPLICABLE LAW**

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

#### **VII. NON-DISCRIMINATION**

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

#### **VIII. EFFECTIVE DATE-DURATION**

This Agreement shall commence on the 1<sup>st</sup> day of January 2021. This agreement shall terminate at midnight on the 31<sup>st</sup> day of August 2021, with the sole exception of Section V (Indemnification) which shall continue to bind the parties.

#### **IX. FEDERAL BACKUP WITHHOLDING INFORMATION**

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

#### **X. CERTIFICATION REGARDING DEBARMENT, SUPERVISION, AND ELIGIBILITY**

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





**CONTRACT FOR SERVICES  
BETWEEN  
ABERDEEN SCHOOL DISTRICT #5**  
(hereinafter referred to as ASD #5)  
216 North "G" Street  
Aberdeen, WA 98520

And

The YMCA of Grays Harbor  
(hereinafter referred to as YMCA)

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

**I. DUTIES OF YMCA**

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

- A. The general objectives(s) of this contract shall be as follows:
  - Provide Swimming Facility for High School Swim Teams.
  
- B. In order to accomplish the general objectives(s) of this agreement, YMCA shall perform the following specific duties:
  - Provide swimming access for High School Swim Team Participants
  - Maintain a safe swimming environment during swim team practices and meets. Including, but not limited to certified lifeguards, access to YMCA Staff, and regular facility maintenance.
  - Provide pool conversions for Swim Meets.
  - Provide equipment: Timing System, Kick Boards, and Fins.
  
- C. The time schedule for completion of YMCA's duties shall be within the program dates:
  - Sessions:
    - High School Girls Season: 2/1/2021 – 3/20/2021
      - Seven Week Season
    - High School Boys Season: TBA
      - Seven Week Season

**II. DUTIES OF ASD #5**

In consideration of YMCA's satisfactory performance of the duties set forth herein, ASD #5 shall partner with the YMCA program as follows:

- A. Except for expressly provided herein, expenses necessary to YMCA's satisfactory performance of this agreement shall be invoiced to ASD #5; the total amount billed for the duration of this contract to fulfill said obligations shall not exceed \$29,530. The final billing will be dated August 31, 2021 or before.

### **III. PROHIBITION AGAINST ASSIGNMENT**

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

### **IV. INDEPENDENT CONTRACTOR STATUS**

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

### **V. INDEMNIFICATION**

To the fullest extent permitted by law, YMCA agrees to defend, indemnify and hold harmless ASD, its directors, volunteers, students and employees from and against all expenses, damages, losses, claims, and liabilities, direct, indirect or consequential (including attorney fees incurred on such claims and in proving the right to indemnification), arising out of or resulting from the acts or omissions of YMCA or the operation of the Health and Wellness program at ASD.

Similarly, ASD agrees to defend, indemnify and hold harmless YMCA, its directors, officers, and employees from and against all expenses, damages, losses, claims brought by third parties, and liabilities, direct, indirect, or consequential (including attorney's fees incurred) arising out of or resulting from the acts or omissions of ASD and/or its employees relating to the operation and use of the Health and Wellness program at Aberdeen High School.

### **VI. TERMINATION**

This Agreement may be terminated by either party, at any time, upon written notification thereof to the other party. The notice shall specify the date of termination. This written Agreement constitutes the mutual agreement of YMCA and ASD #5 in whole. No alteration or variation of the terms of this Agreement and no oral understandings or agreements not incorporated herein, unless made in writing between the parties hereto, shall be binding.

### **VI. APPLICABLE LAW**

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

**VII. NON-DISCRIMINATION**

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

**VIII. EFFECTIVE DATE-DURATION**

This Agreement shall commence on the 1<sup>st</sup> day of February 2021. This agreement shall terminate at midnight on the 31<sup>st</sup> day of August 2021, with the sole exception of Section V (Indemnification) which shall continue to bind the parties.

**IX. FEDERAL BACKUP WITHHOLDING INFORMATION**

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

**X. CERTIFICATION REGARDING DEBARMENT, SUPERVISION, AND ELIGIBILITY**

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

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

**YMCA of GRAYS HARBOR**

Franzine Potts                                      1/28/21  
Franzine Potts, Executive Director/CEO                                      Date

**ABERDEEN SCHOOL DISTRICT #5**

\_\_\_\_\_  
Alicia Henderson, Superintendent                                      Date

After Recording Return To:  
City of Aberdeen  
City Clerk  
200 East Market Street  
Aberdeen, WA 98520

**Document Title:** SECOND AMENDMENT TO EASEMENT

**Grantor:** ABERDEEN SCHOOL DISTRICT NO. 5, a political  
subdivision of the State of Washington

**Grantee:** THE CITY OF ABERDEEN, a municipal corporation  
Washington

**Legal Description:** Abbreviated Form:  
N 300' of Tracts 9,10, and 11, in Farm 8, of the Revised  
Plat of Farms 4, 5, and 6 of Finch's Farms, an Addition  
to the City of Aberdeen Grays Harbor County,  
Washington. (*commonly known as 1300 Block of West  
Huntley Street, Aberdeen, WA*)

**Assessor's Tax Parcel No(s):** 014600800901

**Reference Nos. of Related Documents:** 2020-11060085

## SECOND AMENDMENT TO EASEMENT

This Second Amendment to Easement ("Amendment") is made this \_\_\_\_ day of February, 2021, by and between the ABERDEEN SCHOOL DISTRICT NO. 5, a political subdivision of the State of Washington ("Grantor") and the CITY OF ABERDEEN, a municipal corporation ("Grantee").

### RECITALS

- A. Grantor and Grantee are parties to that certain Easement dated October 8, 1980 and recorded under Grays Harbor County recording no. 173199 (the "Easement").
- B. Grantor and Grantee executed that certain First Amendment to Easement dated November 6, 2020 and recorded under Grays Harbor County recording no. 2020-11060085 (the "First Amendment").
- C. The Easement, as amended, is term limited and set to expire by its terms on March 1, 2021.
- D. Grantor and Grantee are contemplating long term use and improvement of the property wherein the Easement is located and desire more time to jointly plan for this future use.
- E. Grantor and Grantee desire to amend the Easement once again to extend the term for a limited period to allow for this joint planning, all as provided herein.
- F. Grantor and Grantee also desire to recognize certain capital improvements under construction by Grantee on the property and assign appropriate responsibility thereto.
- G. Capitalized terms not otherwise defined herein shall have the meaning set forth in the Access Easement.

In consideration of the covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, it is agreed as follows:

### AGREEMENT

- 1. Term. Grantor and Grantee agree that the term as stated in Section 1 of the Easement is hereby amended to provide a term end date of December 31, 2021.
- 2. Capital Improvements and Indemnity. Grantor and Grantee acknowledge that Grantee is completing capital improvements related to recreational use of the

property including fencing for a dog park area, new playground equipment, and sidewalk and parking improvements. Without waiving or otherwise limiting applicability of RCW 4.24.200 or RCW 4.24.210 or any other applicable statutory waiver of liability, Grantee agrees to defend, indemnify, and hold the Grantor harmless from any and all claims, injuries, damages, losses or suits including attorney fees, arising out of or in connection with the exercise of Grantee's rights under the Easement, including without limitation the construction of the capital improvements; PROVIDED, that in the event of the concurrent negligence of the Parties, Grantee's obligations hereunder shall apply only to the percentage of fault attributable to Grantee.

3. Full Force and Effect. Grantor and Grantee acknowledge and agree that except as modified by this Amendment, the Easement remains in full force and effect.

EXECUTED AND EFFECTIVE the date first written above.

“GRANTOR”

ABERDEEN SCHOOL DISTRICT NO. 5, a political subdivision of the State of Washington

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

“GRANTEE”

CITY OF ABERDEEN, a Washington municipal corporation

By: \_\_\_\_\_  
Name: Pete Schave  
Title: Mayor

ATTEST: \_\_\_\_\_  
Patricia Soule, Finance Director

STATE OF WASHINGTON )  
 ) ss.  
COUNTY OF GRAYS HARBOR )

I certify that I know or have satisfactory evidence that \_\_\_\_\_ is the person who appeared before me, and said person acknowledged that (s)he signed this instrument, on oath stated that (s)he was authorized to execute the instrument and acknowledged it as the \_\_\_\_\_ of the ABERDEEN SCHOOL DISTRICT NO. 5 to be the free and voluntary act of such party for the uses and purposes mentioned in the instrument.

Dated: \_\_\_\_\_.



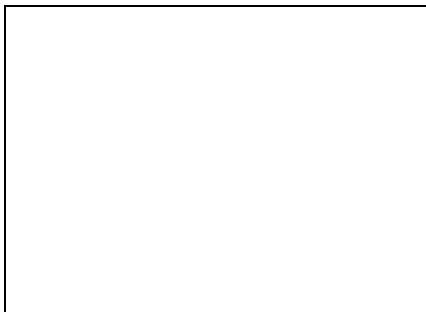
(Use this space for notarial stamp/seal)

\_\_\_\_\_  
Notary Public  
Print Name \_\_\_\_\_  
My commission expires \_\_\_\_\_

STATE OF WASHINGTON )  
 ) ss.  
COUNTY OF GRAYS HARBOR )

I certify that I know or have satisfactory evidence that \_\_\_\_\_ is the person who appeared before me, and said person acknowledged that (s)he signed this instrument, on oath stated that (s)he was authorized to execute the instrument and acknowledged it as the \_\_\_\_\_ of the CITY OF ABERDEEN to be the free and voluntary act of such party for the uses and purposes mentioned in the instrument.

Dated: \_\_\_\_\_.



(Use this space for notarial stamp/seal)

\_\_\_\_\_  
Notary Public  
Print Name \_\_\_\_\_  
My commission expires \_\_\_\_\_

**CERTIFICATED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Chris Collin	Stevens Elementary	3 <sup>rd</sup> Grade Teacher	02/10/21

**CLASSIFIED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Sarahi Ramirez	District	Health Assistant	02/03/21
Nicole Johnston	Miller Junior High/St. Mary's	MTSS Assistant	02/01/21
Michelle Stallo	Miller Junior High	Paraeducator	01/28/21
Barbara Boyer	AJ West Elementary	Paraeducator	01/27/21
Brenda Camp	AJ West Elementary	Paraeducator	01/27/21
Dawn Inocenio-Black	AJ West Elementary	Paraeducator	01/28/21
Taprina Ervin	Central Park Elementary	Paraeducator	01/28/21
Amy Thelin	McDermoth Elementary	Paraeducator	01/27/21
Shari VanBlaricom	McDermoth Elementary	Paraeducator	02/01/21
Rhonda Fink	Robert Gray Elementary	Paraeducator	01/27/21
Rosanne Jacobs	Robert Gray Elementary	Paraeducator	01/28/21
Eli Lugo	Robert Gray Elementary	Paraeducator	01/27/21
Shannon Harris	Stevens Elementary	Paraeducator	01/27/21
Linda Townsend	Stevens Elementary	Paraeducator	01/27/21

**REINSTATED FURLOUGHS:** We recommend the Board approve the following reinstated classified furloughs:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Esmeralda Flores	AJ West Elementary	Food Service Worker	02/01/21
Jordan Connell	Central Park Elementary	Food Service Worker	02/01/21

**RETURNING REDUCED HOUR FURLOUGHS:** We recommend the Board approve the following reduced hour returning classified furloughs:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Sara Denny	Aberdeen High School	Food Service Worker	02/01/21
Janet Eaton	Aberdeen High School	Food Service Worker	02/01/21
Carol Jenkins	Aberdeen High School	Food Service Worker	02/01/21
Jennifer Lytle	Aberdeen High School	Cook	02/01/21
Michelle Ryan	Aberdeen High School	Cook	02/01/21
Carla Harden	Miller Junior High	Cook	02/01/21
Stacey Timmons	Miller Junior High	Food Service Worker	02/01/21
Kris Aschim	AJ West Elementary	Cook	02/01/21
Leslie McAllister	AJ West Elementary	Food Service Worker	02/01/21
Donnajeanne Williams	Central Park Elementary	Satellite Cook	02/01/21
Teresa Glasscock	Hopkins Preschool	Food Service Worker	02/01/21
Kim Daniels	McDermoth Elementary	Food Service Worker	02/01/21
Eva To	McDermoth Elementary	Cook	02/01/21
Patty Barber	Robert Gray Elementary	Cook	02/01/21
Pam Gioski	Robert Gray Elementary	Food Service Worker	02/01/21



**CLASSIFIED (Cont'd)**

**RETURNING REDUCED HOUR FURLOUGHS:** We recommend the Board approve the following reduced hour returning classified furloughs:

Lisa Anderson	Stevens Elementary	Food Service Worker	02/01/21
Leslie Lujan	Stevens Elementary	Cook	02/01/21

**LEAVE OF ABSENCES:** We recommend the Board approve the following classified leave of absences:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Helene Ennor	Aberdeen High School	GEAR UP Secretary	03/30/21-04/27/21
Tami Jacka	Hopkins	Custodian	01/25/21-02/26/21

**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>
David Bruncke	Aberdeen High School	Boys Tennis – Head Coach	02/01/21
Tamar Yakovich	Aberdeen High School	Volleyball – Head Coach	02/01/21
Steve Reed	Miller Junior High	Cross Country – Head Coach	02/08/21
Kelly Stewart	Miller Junior High	Cross Country – Assistant Coach	02/08/21

**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>
April Heikkila	Aberdeen High School	Girls' Swimming – Assistant Coach	01/22/21
Erin Pehl	Aberdeen High School	Track – Assistant Coach	01/21/21