

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

Regular Meeting of the Board of Directors
Remote Public Meeting

April 20, 2021 – 5 p.m.

AGENDA

Instructions for joining the meeting:

https://asd5-org.zoom.us/webinar/register/WN_dtkPjgXiRqeCz9K_ju_CKg

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
2. Accounts Payable
3. Correspondence

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

Superintendent's Report

1. Distance and In-Person Learning Update
2. COVID-19 Response
3. Extended Learning Program
4. WSSDA Regional Meeting

Teaching and Learning

1. [Harbor Learning Center](#)
2. [Open Doors Application](#)
3. [AHS Master Schedule](#)

Board Meeting Agenda
April 20, 2021

Financial Services

1. [Fiscal Status Report](#)

New Business

1. [Resolution 2021-01 Emergency Waiver of Credit](#)
2. [Policy 2402 ELA Master-Based Credit](#)
3. [Policy 2403 Math Master-Based Credit](#)
4. [Policy 2409 World Language Master-Based Credit](#)
5. [Policy 2410 Graduation Requirements](#)
6. [Surplus Equipment](#)
7. Next Meeting

Executive Session

Personnel Matters

1. [Personnel Report](#)
 - a. Certificated
 - b. Classified
2. [2020-2021 Substitute Salary Schedule](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

April 20, 2021, 5 p.m.

Link to join the meeting:

https://asd5-org.zoom.us/webinar/register/WN_dtkPjgXiRqeCz9K_ju_CKq

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 March 16, 2021, are enclosed for your review and approval.
2. Accounts Payable and Financial Matters – Payroll and accounts payable for March are enclosed for your review and approval.
3. Correspondence
 - a. The annual letter from Grays Harbor County regarding the availability of the Juvenile Detention Center is enclosed for your information.
 - b. Correspondence from the state superintendent of public instruction, Chris Reykdal, acknowledging the district’s compliance with required instructional hours for students.

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 before 3:30 p.m. on the day of the meeting.

Old Business

Superintendent’s Report

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

Board Information
April 20, 2021

3. Extended Learning Program – Superintendent Henderson will provide an update on planning that's taking place for the Extended Learning Program this summer and the Jump Start for kindergarten in August.
4. WSSDA Regional Meeting – A reminder that the next WSSDA meeting for Region 5 is planned for Wednesday, May 12, at 6 p.m.

Teaching and Learning

1. Harbor Learning Center – CTE Director Lynn Green will provide an update on planning for the Harbor Learning Center to be located at the Hopkins Building. [Enclosure 2](#)
2. Open Doors (GRAVITY) Application – The district's application to operate the Open Doors GED program at the Harbor Learning Center is enclosed for your information. [Enclosure 3](#)
3. AHS Master Schedule – Principal David Glasier will provide a report on the master schedule for the high school as it prepares to return to a semester system. [Enclosure 4](#)

Financial Services

1. Fiscal Status Report – Executive Director of Business and Operations Elyssa Louderback will present the Fiscal Status Report for March. [Enclosure 5](#)

New Business

1. Resolution 2021-01 Emergency Waiver of Credit – A resolution authorizing the district to comply with State Board of Education requirements for the emergency waiver of credit during the 2020-2021 school year has been prepared for your review and approval. [Enclosure 6](#)
2. Policy 2402 ELA Mastery-Based Credit – A new policy, 2402 English Language Arts Mastery-Based Credit, is presented for first reading. [Enclosure 7](#)
3. Policy 2403 Math Mastery-Based Credit – A new policy, 2403 Math Mastery-Based Credit, is presented for first reading. [Enclosure 8](#)
4. Policy 2409 World Language Mastery-Based Credit – An update to the policy authorizing the district to award foreign language credit to students through a state-approved assessment (STAMP) is presented for first reading. [Enclosure 9](#)
5. Policy 2410 Graduation Requirements – An update to the policy governing graduation requirements to reflect new state requirements and the return to a semester system is presented for first reading. [Enclosure 10](#)
6. Surplus – The Maintenance and Technology departments are recommending that the items detailed on the enclosed report be declared surplus as they have either exceeded their useful life or are no longer needed in the district. [Enclosure 11](#)

Board Information
April 20, 2021

7. Next Meeting – The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, May 4, 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 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).

1. Personnel Matters [Enclosure 12](#)
 - a. Certificated
 - b. Classified
2. Substitute Salary Schedule Adjustment [Enclosure 13](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – March 16, 2021

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5:00 p.m. Tuesday, March 16, 2021, via webinar following guidance for conducting remote meetings in compliance with the Open Public Meetings Act. Directors present were Bill Dyer, Jennifer Durney, Jessica Jurasin and Suzy Ritter, along with Student Representative Katlynn Smith, Superintendent Alicia Henderson and 26 patrons and staff watching remotely.

The meeting began with the Flag salute.

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved the consent agenda, which included the minutes from the meeting on March 2, 2021; February payroll vouchers totaling \$2,910,460.54; General Fund vouchers totaling \$778,213.21; ASB Fund vouchers totaling \$2,191.82, and gifts to the district including \$470 for the AHS fastpitch team in memory of Dick Amble and 2,250 certificates from the local McDonald's franchise for principals to use in recognizing student achievement.

Director Jessica Jurasin reported that she was able to attend WSSDA's Legislative Day on the Hill, the regional planning meeting last week, which focused on graduation, career pathways and student wellbeing. She noted that she and Director Suzy Ritter will be meeting with lawmakers on Friday and she is hopeful one or both of the student representatives can attend.

Director Suzy Ritter commented that she's excited to learn that more students are coming to school this week at the secondary level, that she's pleased to hear the in-person option for PreK-3 is being expanded to four days a week, and she wondered whether additional days will be offered to older students. Superintendent Henderson said that unless the metrics change, it's unlikely to occur for older students. She said the low class sizes at PreK-3 make it possible to bring in more students and still maintain social distancing requirements.

Student Representative Katlynn Smith provided a report. She noted that Trimester 3 begins this week with Cohort B coming in person on Thursday and Friday; spring sports begin March 22; the Aberdeen-Hoquiam football game is Saturday at Stewart Field with a pep rally planned in the courtyard at AHS for Bobcats at 2 p.m., and that senior parents are planning a "Mask-arade" Ball for Saturday, March 27.

The board reviewed a proposed new policy, Policy 2413 Equivalency Credits, for first reading.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM
BOARD MEMBERS

COMMENT FROM
STUDENT
REPRESENTATIVE

POLICY 2413
EQUIVALENCY
CREDITS

The board reviewed a proposed update to Policy 2418 Waiver of Graduation Requirements for first reading.

POLICY 2418
WAIVER OF
GRADUATION
REQUIREMENTS

Superintendent Henderson and board members discussed how challenging it was to go 24 hours without accessing social media or devices during the National Day of Unplugging that took place March 5-6.

SUPERINTENDENT
REPORT

Superintendent Henderson provided an update on school operations. She noted that an in-person option begins for Grades 9-12 this week. The limiting factor is the six-foot social distancing rule, she said, and that is not expected to change. If it does, she said the district will look to see how it can increase the amount of time on campus for students.

DAY OF
UNPLUGGING

DISTANCE AND IN-
PERSON LEARNING
UPDATE

Superintendent Henderson reported that Governor Inslee announced on Friday, March 12, a requirement that schools offer an in-person component by April 19. As of this week, the Aberdeen school District exceeding the expectation with PreK-12 able to attend in person, she said.

Superintendent Henderson reported that Aberdeen High School has passed its three-year evaluation for accreditation. The reviewers were complimentary of the school's efforts to engage English learners, as well as the work of the Connections Teams.

Superintendent Henderson praised the work of the Food Service staff, which continues to seek ways to make sure students have access to healthy foods. She noted a student survey is planned the week before spring break, that the district has been selected by Impossible Foods to take part in a pilot that will seek student feedback on menu options, and with students returning to in-person, the cooks are looking at ways to expand beyond the grab-n-go menu and offer more freshly made items.

Superintendent Henderson noted that it's been one year since schools were closed for what was thought at the time to be six weeks. The Grays Harbor area continues to see a decrease in the number of new cases and the area is well within the metric for bringing high school students back in-person.

COVID-19
RESPONSE

The superintendent noted that there is considerable discussion at the federal level about whether to retain the six-foot social distancing metric, but that state Superintendent Chris Reykdal said he does not expect to see a change this school year for Washington state.

Superintendent Henderson reported that the State of Washington is seeking a waiver from the requirement to test every student and instead is asking for a waiver to test a sampling for accountability.

Superintendent Henderson reported that the district is able to allow 800 people in the stands at the Aberdeen/Hoquiam game on Saturday. Half of the tickets will be given to Hoquiam. The priority for tickets is the families of athletes, cheerleaders and the drum corps, followed by senior students and faculty. The School Board is invited, and if there are any left, the priority will be the student body.

Superintendent Henderson reported that graduation will take place at Stewart Field. The district will follow state metrics for attendance. The priority for tickets will be the families of graduating seniors.

Superintendent Henderson announced plans are coming together for formation of the Harbor Learning Center, which will bring various programs for non-traditional students together at the Hopkins Building. It is expected staff at the Learning Center will be able to coordinate and optimize resources for students, including Harbor High School, the Grays Harbor Academy, and bringing the GED program back in-house. There will also be a junior high component. Combining all of these resources into the Harbor Learning Center will require a principal, she said. The district has also agreed to partner with Grays Harbor College should it receive an adult education grant it is pursuing. This would enable the Learning Center to also support adults in the community who are ready to complete their high school education and hopefully then proceed to further training or education at the college.

HARBOR
LEARNING
CENTER

Director Bill Dyer commented that he was pleased to hear about the junior high component as it has been a need for many years. President Sandra Bielski said she hopes that all students who are currently behind in credits due to the pandemic or various circumstances don't give up, and that they take advantage of the opportunities to come up with a plan to make it through to graduation.

Opportunities for students to remain engaged in school through the summer were discussed. Principal Joan Hoehn outlined the Kindergarten Jumpstart that will be offered in August; Principal Jamie Stotler outlined the Extended Learning Program for Grades 1-5 that will be offered July 6 to August 13, and Principal Aaron Roiko outlined the opportunities for credit recovery and other course work that will be available to secondary students in June and July.

EXTENDED
LEARNING
SUMMER PROGRAM

Elyssa Louderback, executive director of business and operations, presented the Fiscal Status Report for February. She reported ending fund balances of \$4,260,357 in the General Fund; \$326,523.72 in the Capital Projects Fund; \$830,937.40 in the Debt Service Fund; \$271,848.53 in the ASB Fund and \$334,798.14 in the Transportation Vehicle Fund. Under enrollment, she reported

FISCAL STATUS
REPORT

the average FTE of 3,105.43 is 123.57 FTE below the budgeted projection of 3,229, “which is concerning.”

Director Louderback also reported that the state has begun the annual audit.

On a motion by Jennifer Durney and seconded by Suzy Ritter, the board approved a contract with Christopher Clemens to provide construction management services. Director Louderback reported that the contractor will be funded using federal relief funds and he will assist the Maintenance Department in managing projects that will keep the district in compliance with safe school operations and recovery.

The next regular meeting for 5 p.m. Tuesday, April 20, 2021, to be conducted remotely with proper notice and access provided under the governor’s emergency provisions of the Open Public Meetings Act.

At 6:05 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. At 6:35 p.m. and 6:50 p.m. the meeting was extended for 15 minutes. The regular meeting reconvened at 7:05 p.m.

On a motion by Bill Dyer and seconded by Jessica Jurasin, the board approved the Personnel Report. Under certificated matters the board approved the hiring of Ryan Eyre as a history and social studies teacher (0.33 FTE) and Tiffany Lessard as an art teacher (0.33 FTE) at Aberdeen High School effective March 17; approved an increase in FTE for Shelbie Dickson from .073 to .146 at Aberdeen High School effective March 17; reinstated Tiffanie Burgher as a teacher in the district for 2021-2022; approved a leave of absence for Donna Portmann at Aberdeen High School from May 13 to June 15, and approved the hiring of Christine Popowich as a substitute for the district.

Under classified matters, the board approved the hiring of Carolyn Carpenter as a Para-educator (current year only) at Miller Junior High School effective March 11 and Angie Kirschman as a para-educator at Snug Harbor effective March 22; reinstated Eileen Christensen from furlough as a behavior support specialist at Aberdeen High School effective March 1; approved leaves of absence for Nicole Jelovich-Stover, a secretary at Miller Junior High School, effective March 8 to June 18; Jeanie Yale, a student family support assistant at Robert Gray Elementary School, effective March 13 to June 15; and John Shaw, a bus driver for the district, effective Feb. 28 to June 15; accepted the resignation of Kim Edwards, comptroller at Aberdeen High School, effective March 26; approved an extra-curricular contract for Alex Barene as head coach for girls’ soccer at Miller Junior High School effective March 22; approved extra-curricular contracts at Aberdeen High School for Kyle Melinkovich (.25 FTE) and John Takagi (.5 FTE) as

ANNUAL AUDIT

PROJECT
MANAGER
CONTRACT

NEXT MEETING

EXECUTIVE
SESSION

PERSONNEL
REPORT

CERTIFICATED

CLASSIFIED

Aberdeen School Board Minutes
March 16, 2021

assistant coaches for football at Aberdeen High School effective March 10, Paige Mendenhall as an assistant coach for girls' golf at Aberdeen High School effective March 22, and Tiffany Montoure as head coach for girls' swimming for 2021-22; accepted the resignation of John Bowers as head football coach at Miller Junior High School effective March 3, and approved the hiring of Danielle Gaddy and Isaura Guzman-Hernandez as substitutes for the district.

On a motion by Jennifer Durney and seconded by Suzy Ritter, the board approved the 2020-2021 Aberdeen Athletics and Activities Association salary schedule for head coaches.

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved the 2020-2021 Aberdeen Athletics and Activities Association salary schedule for assistant coaches.

There being no further business, the regular meeting was adjourned at 7:06 p.m.

ABERDEEN
ATHLETICS AND
ACTIVITIES
SALARY
SCHEDULES

ADJOURN

Alicia Henderson, Secretary

Sandra Bielski, President

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

As of April 20, 2021, the board, by a _____ vote, approves payments, totaling \$161.04. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 830840 through 830840, totaling \$161.04

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

Check Nbr	Vendor Name	Check Date	Check Amount
830840	Bank Of The Pacific (use Tax)	04/21/2021	161.04
1	Computer	Check(s) For a Total of	161.04

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As of April 20, 2021, the board, by a _____ vote, approves payments, totaling \$771,845.78. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 830747 through 830839, totaling \$771,845.78

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

Check Nbr	Vendor Name	Check Date	Check Amount
830747	1ST SECURITY BANK PAYROLL/PERS	04/21/2021	1,448.94
830748	Aberdeen Office Equipment Inc	04/21/2021	8,449.00
830749	Aberdeen Sanitation	04/21/2021	6,174.13
830750	Aberdeen High School (asb)	04/21/2021	5,000.00
830751	Airgas Usa, Llc	04/21/2021	3.00
830752	Amazon Capital Services	04/21/2021	18,977.00
830753	Amplify Education Inc	04/21/2021	267.00
830754	Apple Computer Inc	04/21/2021	20,549.58
830755	Avidex Industries LLC	04/21/2021	6,648.16
830756	Bayview Building Materials	04/21/2021	531.76
830757	Bickar, Denny	04/21/2021	800.00
830758	Bsn Sports	04/21/2021	3,460.30
830759	Builders Hardware & Supply	04/21/2021	368.10
830760	Carbajal, Yazmin	04/21/2021	9.86
830761	Cascade Natural Gas	04/21/2021	37,516.33
830762	Caskey Industrial Supply Co In	04/21/2021	245.98
830763	Centurylink	04/21/2021	3,575.23
830764	Cintas Corporation	04/21/2021	11,711.49
830765	City Of Aberdeen	04/21/2021	4,989.61
830766	Comcast	04/21/2021	333.58
830767	Committee For Children	04/21/2021	31,967.75
830768	Cosmopolis School District	04/21/2021	4,782.91
830769	Dairy Fresh Farms	04/21/2021	6,060.11
830770	Denis, Heather	04/21/2021	30.00
830771	Denny, Sara	04/21/2021	16.40
830772	Dept Of Retirement Systems	04/21/2021	159.72
830773	Doherty, Mary M	04/21/2021	3,300.00
830774	EDGENUITY, INC	04/21/2021	4,600.00
830775	Electrocom	04/21/2021	958.48
830776	ESD 113	04/21/2021	48,814.30
830777	Fastenal Company	04/21/2021	524.46
830778	Ferrellgas	04/21/2021	7,542.47
830779	Franz Family Bakeries	04/21/2021	522.93

Check Nbr	Vendor Name	Check Date	Check Amount
830780	G12 Communications LLC	04/21/2021	844.28
830781	Gh County Water District #2	04/21/2021	465.00
830782	Graduation Autobahn Llc	04/21/2021	179.97
830783	Grays Harbor Stamp Works	04/21/2021	78.54
830784	Greater Grays Harbor, Inc	04/21/2021	125.00
830785	Harbor Architects	04/21/2021	145.00
830786	Harbor Auto & Truck Parts	04/21/2021	331.17
830787	Harbor Disposal Co Inc	04/21/2021	1,522.16
830788	Harbor Saw And Supply	04/21/2021	530.09
830789	HB Portables	04/21/2021	595.00
830790	Home Depot	04/21/2021	31.60
830791	Home Depot Pro Institutional	04/21/2021	1,221.49
830792	Hoquiam School District #28	04/21/2021	128,171.86
830793	Johnson Controls Inc (pay)	04/21/2021	1,875.08
830794	Jostens Inc	04/21/2021	227.73
830795	Kargbo, Lindsey Marie	04/21/2021	1,373.75
830796	KCDA Purchasing Coop.	04/21/2021	43,825.50
830797	Lakeshore Curriculum Materials	04/21/2021	637.51
830798	Leader Services	04/21/2021	432.60
830799	Lemay Mobile Shredding	04/21/2021	275.15
830800	Marshall's Garden & Pet Store	04/21/2021	93.39
830801	Montesano School District	04/21/2021	9,000.00
830802	Montesano Internal Medicine	04/21/2021	180.00
830803	Northsound Refrigeration	04/21/2021	34,905.05
830804	Northwest Rock Inc	04/21/2021	298.91
830805	Northwest Textbook Depository	04/21/2021	116.59
830806	Ocosta School Dst #172	04/21/2021	17,000.00
830807	Office Depot	04/21/2021	89.99
830808	OSPI	04/21/2021	1,532.45
830809	Pacifica Law Group LLP	04/21/2021	12,607.50
830810	Postal & Copy+	04/21/2021	414.78
830811	PresenceLearning Inc	04/21/2021	14,626.40
830812	PRO CARE THERAPY	04/21/2021	7,075.75
830813	Pud #1 Of Grays Harbor Co	04/21/2021	46,857.79
830814	Rabung, William H	04/21/2021	720.00
830815	Ricoh Usa Inc	04/21/2021	317.27
830816	Rochester 100 Inc	04/21/2021	135.00
830817	SILKE COMMUNICATIONS	04/21/2021	8,591.94
830818	Soliant Health	04/21/2021	3,896.75
830819	Solutions Northwest Inc	04/21/2021	511.60
830820	Sound Publishing, Inc.	04/21/2021	107.86
830821	Star Electric	04/21/2021	2,788.26
830822	State Auditor's Office	04/21/2021	16,133.72
830823	Swanson's Food	04/21/2021	3,064.02
830824	Ted Brown Music	04/21/2021	1,864.14
830825	The Hello Foundation	04/21/2021	72,813.47
830826	Thermal Supply Inc	04/21/2021	578.29
830827	Tke Corp	04/21/2021	5,546.59
830828	Transact	04/21/2021	4,345.75
830829	United Schools Insurance Progr	04/21/2021	633.20

Check Nbr	Vendor Name	Check Date	Check Amount
830830	US Cellular	04/21/2021	5,365.60
830831	US Foods - Seattle	04/21/2021	38,503.79
830832	Us Postal Service (cmrs-Fp)	04/21/2021	3,000.00
830833	Verizon Wireless	04/21/2021	4,651.39
830834	Wasbo	04/21/2021	1,575.00
830835	Wash State Center For Childhoo	04/21/2021	165.00
830836	Water Walkers Inc Dba Health-E	04/21/2021	5,126.76
830837	Westcare Clinic	04/21/2021	85.00
830838	YMCA	04/21/2021	22,266.69
830839	Zones, Inc	04/21/2021	1,033.03
93	Computer	Check(s) For a Total of	771,845.78

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As of April 20, 2021, the board, by a _____ vote, approves payments, totaling \$2,109.67. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB Fund
Warrant Numbers 830741 through 830746, totaling \$2,109.67

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

Check Nbr	Vendor Name	Check Date	Check Amount
830741	Aberdeen School District #5	04/21/2021	289.74
830742	Aberdeen School District #5	04/21/2021	3.32
830743	Medco	04/21/2021	75.16
830744	Riddell/all American	04/21/2021	620.00
830745	Washington Officials Associati	04/21/2021	981.45
830746	Weatherwax Asb Fund	04/21/2021	140.00
6	Computer	Check(s) For a Total of	2,109.67

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

As of April 20, 2021, the board, by a _____ vote, approves payments, totaling \$65,234.99. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB & GENERAL FUND
Warrant Numbers 830739 through 830740, totaling \$65,234.99

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

Check Nbr	Vendor Name	Check Date	Check Amount
830739	1ST SECURITY BANK PC	04/21/2021	65,134.99 GF
830740	1ST SECURITY BANK PC	04/21/2021	100.00 ASB
2	Computer	Check(s) For a Total of	65,234.99

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As of April 20, 2021, the board, by a _____ vote, approves payments, totaling \$1,611,687.97. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 830710 through 830738, totaling \$1,611,687.97

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

Check Nbr	Vendor Name	Check Date	Check Amount
830710	1st Security Bank-Child Suppo	03/31/2021	1,396.07
830711	Aberdeen High School-AHS Schol	03/31/2021	90.00
830712	Aberdeen Sd #5 Revolving Fund	03/31/2021	38.00
830713	Aberdeen School District -PERS	03/31/2021	331.04
830714	Aberdeen School District-SERS	03/31/2021	132,433.07
830715	Aberdeen School District-TRS	03/31/2021	348,754.80
830716	Bank Of The Pacific	03/31/2021	533,648.80
830717	Cnty/city Mun Ees	03/31/2021	2,905.27
830718	Deferred Compensation Program	03/31/2021	20,371.68
830719	Delta Management Associates In	03/31/2021	583.65
830720	Dynamic Collectors	03/31/2021	1,115.44
830721	E.S.D.#113 Unemployment Coop	03/31/2021	2,072.31
830722	Ed.Serv.Dist.#113	03/31/2021	29,755.47
830723	Employment Security	03/31/2021	8,325.28
830724	GESA	03/31/2021	7,010.00
830725	HCA-SEBB BENEFITS-600D01	03/31/2021	465,866.00
830726	HCA-SEBB FLEX SPEND-600D01	03/31/2021	4,590.88
830727	Legal Shield	03/31/2021	97.70
830728	Pse Of Wa	03/31/2021	5,135.89
830729	The Standard Insurance Company	03/31/2021	1,953.52
830730	Tsa Consulting Group Inc	03/31/2021	13,572.00
830731	Twin Star Credit Union	03/31/2021	200.00
830732	Twin Star Scholarship Acct	03/31/2021	68.50
830733	Twinstar Pse Local Dues	03/31/2021	68.50
830734	United Way	03/31/2021	542.38
830735	Veba Contributions-Y1286.001	03/31/2021	10,825.40
830736	Wa State School Ret Assn	03/31/2021	56.00
830737	Wea Chinook	03/31/2021	6.38
830738	Wea Payroll Deductions	03/31/2021	19,873.94

29 Computer Check(s) For a Total of 1,611,687.97

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

As of April 20, 2021, the board, by a _____ vote, approves payments, totaling \$1,495,385.74. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 830708 through 830709, totaling \$1,495,385.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
830708	PAYROLL WARRANT	03/31/2021	133.09
830709	1ST SECURITY BANK PAYROLL/PERS	03/30/2021	1,495,252.65
1	Computer	Check(s) For a Total of	1,495,385.74

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

As of April 20, 2021, the board, by a _____ vote, approves payments, totaling \$279.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 830707 through 830707, totaling \$279.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
830707	Bureau Of Education & Research	03/16/2021	279.00
1	Computer	Check(s) For a Total of	279.00

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

As of April 20, 2021, the board, by a _____ vote, approves payments, totaling \$0.00, and voids/cancellations, totaling \$279.00. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Voids/Cancellations, totaling \$279.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
830316	Berc Group Inc	03/16/2021	279.00
1	Void	Check(s) For a Total of	279.00

103 Hagara Street
Aberdeen, WA 98520



Phone: (360) 533-3919
(Fax) 533-3927

GRAYS HARBOR COUNTY

STATE OF WASHINGTON

JUVENILE COURT SERVICES

March 29, 2021

ALICIA HENDERSON
SUPERINTENDENT
ABERDEEN SCHOOL DISTRICT #5
216 NORTH G ST
ABERDEEN WA 98520

Dear Ms. Henderson,

I am writing to you pursuant to the requirements RCW28A.190.090; Educational programs for residential school residents. Grays Harbor County Juvenile Detention Center is not planning any reduction in the number of beds available or any reduction in the number of juveniles served. Juvenile Detention plans on serving the same approximate number of students in the 2021-2022 school year as were served in the 2020-2021 school year.

Thank you for providing instruction to the juveniles who are detained in our facility. Working collaboratively, we have a greater chance of impacting their lives in a positive way.

Very Truly Yours,

A handwritten signature in cursive script, appearing to read 'Kisa Foley', is written over a faint, larger version of the same signature.

KISA FOLEY
Executive Director
Grays Harbor County Juvenile Court

KF:dd



Henderson, Alicia <ahenderson@asd5.org>

Approved: Instructional Hours Review

2 messages

Chris Reykdal <Chris.Reykdal@k12.wa.us>
To: Alicia Henderson <ahenderson@asd5.org>

Fri, Apr 2, 2021 at 9:54 AM

Dear Superintendent Henderson:

Thank you for submitting information to us about the percentage of instructional hours Aberdeen School District is offering your students in-person each week. We have reviewed your submission and determined that your scheduled time in-person meets the intent of the Governor's requirement for the percentage of scheduled in-person instructional hours per week.

Thank you for your continued work supporting your students, staff, families, and community.

Sincerely,

Chris Reykdal

Superintendent of

Public Instruction

Alicia Henderson <ahenderson@asd5.org>
To: Cabinet <cabinet@asd5.org>

Fri, Apr 2, 2021 at 10:47 AM

Sent from my iPhone

Begin forwarded message:

From: Chris Reykdal <Chris.Reykdal@k12.wa.us>
Date: April 2, 2021 at 9:54:28 AM PDT
To: Alicia Henderson <ahenderson@asd5.org>
Subject: Approved: Instructional Hours Review

[Quoted text hidden]



Harbor Learning Center

Opening Fall, 2021



Harbor High School



- A non-traditional high school
 - Contract, mastery based learning
 - Individualized advising and culture
 - Parenting program and childcare provided for teen parents
 - Must meet same graduation requirements as AHS students
 - Can co-enroll in other programs (Running Start, Skills Center, AHS)
 - Expanding to students in grades 7-8, Fall 2021
 - Funded at 100% Basic Education FTE level
-
- Harbor High School Student Outcome: High School diploma

Grays Harbor Academy



- An OSPI approved ALE school
 - Serving students in Grades 3-12
 - Online, asynchronous instruction
 - Edgenuity coursework
 - May be part-time or full-time status
 - Must meet same graduation requirements as AHS students
 - Funded at 90% Basic Education FTE Level
-
- Grays Harbor Academy Student Outcome: High School diploma

Open Doors Youth Reengagement



- An OSPI approved program, school
 - Serving students ages 16-21
 - Serving students who are credit deficient
 - Provide support and preparation for GED exams
 - Will serve as a GED testing site (upon approval)
 - Funded at 90% Basic Education FTE Level
-
- Open Doors Student Outcome: GED and/or high school credits

Open Doors Youth Reengagement



- Students must be assessed within 30 days of enrollment
- Case management for each student
- Weekly status checks and attendance requirements must be met
- Regular progress indicators are monitored
- Support for students on an IEP
- Students may co-enroll in Running Start or a Skills Center program only

Education Opportunity Center



GRAYS HARBOR
COLLEGE

- Community partnership with Grays Harbor College
 - Educational support for the adult community
 - Operated by Grays Harbor College staff
 - Housed at Harbor Learning Center
 - Ongoing collaboration through advisory board and community outreach
-
- EOC Student Outcome: A secondary diploma or equivalent

Harbor Learning Center – Next Steps

- Submit Open Doors Letter of Intent for OSPI approval
- Apply for Harbor Learning Center to be a GED testing site
- Staffing and leadership transition
- Develop processes, timelines, applications
- Establish structures for financial sustainability
- Awareness campaign



GRAYS HARBOR
COLLEGE



HARBOR LEARNING CENTER OPEN DOORS YOUTH REENGAGEMENT PROGRAM

Operated By The ABERDEEN SCHOOL DISTRICT

The Aberdeen School District proposes to establish the Harbor Learning Center Open Doors Youth Reengagement Program to open on September 1, 2021. The program will be located within the Harbor Learning Center at 300 North Williams Street in Aberdeen, Washington. In accordance with the rules and laws that govern Open Doors Reengagement Programs, the program will serve students between the ages of 16-21 who meet eligibility requirements.

The Aberdeen School District intends to operate this program to add to the spectrum of instructional and learning offerings for our students, specifically those choosing to prepare for a GED option while still having the opportunity to earn high school credits and/or attend the local skills center. The district currently has 30 students who have chosen a GED option. Offering this within the district where district staff and services can be provided to support students is a priority for the 2021-22 school year.

Students in the Open Doors Youth Reengagement Program will be supported through case management, instruction and support services available through the district, including but not limited to the following:

- a. special education and 504 services,
- b. ELL support services,
- c. onsite childcare services,
- d. assessment support and implementation, and
- e. computer lab access.

Implementation of this program will provide our students with a needed option and wraparound services to support their success in completing their secondary schooling and preparing for their 13th year and beyond.



Aberdeen
School District

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

Alicia Henderson, Ph.D.
Superintendent
360-538-2002

Christi Sayres
Human Resources
360-538-2222

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

Traci Sandstrom
Teaching and Learning
Technology
360-538-2123

Richard K. Bates, Ed.D.
Special Education
360-538-2017

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

52 earned by their cohort or has a ratio of earned credits to attempted credits that is less than
53 seventy percent;
54 (iii) A student who is less than twelve months from their cohort graduation date or who has
55 passed their cohort graduation date by less than twelve months and has earned less than
56 seventy-five percent of the high school credits expected to be earned by their cohort or has
57 a ratio of earned credits to attempted credits that is less than seventy-five percent;
58 (iv) A student who is passed their cohort graduation date by twelve months or more and has
59 not met their district, tribal compact school, or charter school graduation requirements; or
60 (v) A student who has never attended the ninth grade and has earned zero high school
61 credits.

62
63 d. If determined not to be credit deficient as outlined in WAC 392-700-035(c), has been
64 recommended for enrollment by case managers from the Department of Social and
65 Health Services (DSHS), the juvenile justice system, district approved school
66 personnel, or staff from community agencies which provide educational advocacy
67 services.

68
69 2. Additionally, prior to enrollment in the Program, an eligible student must:

- 70
71 a. Have been withdrawn from their last high school, and
72 b. Have been released from their resident district and accepted by the District, if the District
73 is not the student's resident district.

74
75 3. Once determined eligible for the Program, a student will retain eligibility, regardless of
76 breaks in enrollment, until the student does one of the following:

- 77
78 a. Earns a high school diploma. NOTE: A student who earns a high school equivalency
79 certificate retains their eligibility and may continue to participate in the Program,
80 b. Earns an Associate Degree, or
81 c. Becomes ineligible because has turned age twenty-one (21) on or before September 1
82 of a new school year.

83
84 **D. Instruction.**

85
86 The District will be responsible for the provision and oversight of all instruction under this Letter
87 of Intent pursuant to WAC 392-700-065 which includes the following:

88
89 1. Instruction for Program students must include:

- 90
91 a. Academic skills instruction and high school equivalency certificate preparation
92 coursework with curriculum, and instruction appropriate to each student's skills levels
93 and academic goals.
94 b. College readiness and work readiness preparation coursework.

95
96 2. Instruction for Program students may include:

- 97
98 a. Competency-based academic and/or vocational training.
99 b. College preparation math or writing instruction.
100 c. Subject specific high school credit recovery instruction.
101 d. English language learner instruction (ELL)

- 102 e. Other coursework approved by the district, charter school or tribal compact school
103 including cooperative work experience.
104
- 105 3. Instruction may not be limited to only those courses or subject areas in which students are
106 deficient in high school credits.
107
- 108 4. All Program instruction will be designed to help students acquire high school credits,
109 acquire at least high school skills, and be academically prepared for success in college
110 and/or work. All instruction will be provided in accordance with the skill level and learning
111 needs of individual students and not the student's chronological age or associated grade
112 level. Therefore:
113
- 114 a. All instruction that is at the ninth (9th) grade level or higher shall generate credits that
115 can be applied to high school diploma, and;
116 b. All instruction that is below the ninth (9th) grade level shall not generate high school
117 credits but will be counted as part of the Program's instructional programming for the
118 purposes of calculating student enrollment, and will be designed to prepare students for
119 coursework that is at the ninth (9th) grade level or higher. (Reference RCW 392.121.107)
120
- 121 5. Each area of coursework, as specified in Sections D.1. and D.2., will have a course outline
122 that specifies:
123
- 124 a. Identified instructional materials.
125 b. Specific intended learning outcomes.
126 c. Procedures and standards for determining attainment of learning outcomes.
127 d. Policy for grading and awarding of credit.
128
- 129 6. The Program may restrict or deny access into specific program elements if a student's
130 academic performance or conduct does not meet established guidelines.
131
- 132 7. The Program will administer standardized tests within one (1) month of enrollment or secure
133 test results from no more than six (6) months prior to enrollment in order to determine a
134 student's initial math and reading level upon entering the Program. A commonly accepted
135 standardized academic skills assessment tools will be used. All required assessments will
136 be provided to the students free of charge.
137
- 138 8. The District will provide instruction, tuition, and required academic skills assessments at no
139 cost to the students, but may collect mandatory fees as established by the Program.
140
- 141 a. Consumable supplies, textbooks, and other materials that are retained by the student do
142 not constitute tuition or a fee.
143 b. The Program will establish a waiver/scholarship process for qualifying students.
144
- 145 9. Instruction will be scheduled so that all enrolled students have the opportunity to attend and
146 work with instructional staff during all the hours of the Program's standard instructional day.
147
- 148 10. All instructional staff will be assigned by the District and will have prior experience in
149 working with at-risk youth and/or in providing individualized instruction.
150

- 151 11. The scheduled teaching hours of an instructional staff will equal or exceed the hours of the
152 Program's standard instructional day plus one (1) additional hour per every five (5) teaching
153 hours for planning, curriculum development, record-keeping, and required coordination of
154 services with case management staff.
155
- 156 12. For any one instructional session, the Program will assign instructional staff as needed to
157 maintain an instructional staff to student ratio that does not exceed 1:25.
158
- 159 13. If the noninstructional staff are part of the calculated instructional staff to student ratio, the
160 following conditions must be met:
161
- 162 a. Noninstructional staff may not be a replacement for the instructional staff and must work
163 under the guidance and direct supervision of the instructional staff.
 - 164 b. The ratio of total instructional and noninstructional staff to students may not exceed
165 2:50.
166

167 **E. Case Management and Student Support.**

168
169 The Program will be responsible for the provision of case management services to enrolled
170 students pursuant to WAC 392-700-085 which include the following:
171

- 172 1. Case management staff will be assigned to the Program to provide accessible, consistent
173 support to students as well as, academic advising, career guidance information,
174 employment assistance or referrals, and referrals to DSHS.
175
- 176 2. The Program will maintain a case management staff to student ratio not to exceed 1:75
177 (one case manager to seventy-five (75) enrolled students) on a full-time continuous basis
178 throughout the school year.
179
- 180 3. Only the percent of each staff member's time that is allocated to fulfilling case management
181 responsibilities will be included in the calculation of a Program's case management staff to
182 student ratio.
183
- 184 4. Even though the provision of case management services will require case management
185 staff to work in the community to meet client needs, case management staff will be primarily
186 based at the Program's instructional site(s).
187
- 188 5. The Program will ensure that case management services and instruction are integrated and
189 coordinated, and that procedures are established that facilitate timely relevant
190 communication about student progress.
191
- 192 6. All case management staff will be employed by the Program and will have at least a
193 Bachelor's degree in social work, counseling, education, or a related field, or at least two (2)
194 years of experience providing case management, counseling or related direct services to at-
195 risk individuals or sixteen to twenty-one (16–21) year old youth.
196

197 **F. Awarding of Credit.**

198
199 In accordance with WAC 392-700-137, awarding of credit will include the following:
200

- 201 1. High school credit will be awarded for all coursework at or above the 9th grade level in which
202 students are enrolled, including high school equivalency certificate preparation.
203
204 2. The District will ensure that the process for awarding high school credits is implemented as
205 part of the District's policy regarding award of credits per WAC 180-51-050(5) and (6).
206
207 3. Program documentation related to the earned credits will be provided to the student and the
208 District that will be responsible for awarding of credits.
209
210

211 **G. Statewide Student Assessment.**

212 Pursuant to WAC 392-700-152:

- 213
214
215 1. The District will ensure that all Program students have the opportunity to participate in the
216 statewide student assessment and understand that this assessment, or an approved
217 alternative, is a high school graduation requirement for students in some graduating
218 cohorts, and is one of many ways to meet a graduation pathway for the class of 2020
219 onward.
220
221 2. The District will include Program students when calculating districtwide statistics in relation
222 to the statewide assessments.
223

224 **H. Provision of Special Education and Section 504 of the 1973 Rehabilitation Act**
225 **Accommodations, and Transitional Bilingual Instructional program.**

- 226
227 1. The District will be responsible for the provision of special education services to any
228 Program student who qualifies for special education in accordance with all state and federal
229 law and pursuant to WAC chapter 392-172A.
230
231 2. The District will provide the same accommodations to any enrolled students under Section
232 504 of the 1973 Rehabilitation Act as it provides to all students of the district.
233
234 3. The resident district is responsible for the provision of services to students who are eligible
235 for transitional bilingual services, and are otherwise qualified for participation in the
236 program.
237

238 **I. Annual Reporting Calendar.**

239 The following requirements will be met in relation to the school calendar:

- 240
241
242 1. The school year begins on September 1st and ends on August 31st.
243
244 2. The Program will provide the District a calendar of school year prior to the beginning of the
245 Program's start date.
246
247 3. The school year calendar must meet the following criteria:
248
249 a. The specific planned days of instruction will be identified, and
250 b. There must be a minimum of ten (10) continuous instructional months.

- 251
252
253
254
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264
4. The number of hours of instruction must meet the following criteria:
 - a. A standard instructional day may not exceed six (6) instructional hours per day even if instruction is provided for more than six (6) hours per day.
 - b. A standard instructional day may not be less than two (2) hours per day.
 5. The Program's total planned hours of instruction for the school year:
 - a. Is the sum of the hours of instruction for all instructional months of the Program's school year.
 - b. Must have a minimum of one thousand (1000) annual planned hours of instruction.

265
266

J. Reporting of Student Enrollment.

267
268
269
270
271

Programs will report to the District their Program enrollment using the Form P223-1418 each month on the monthly count day. Count day is defined in WAC 392-121-119. The Program will certify by signing the Form P223-1418 the accuracy of the enrollment reported. The Form P223-1418 is due to the District by the fifth (5th) business day of the month.

272
273
274

In accordance with WAC 392-700-160, the following criteria must be met for each student claimed by the Program for state funding on each monthly count day:

- 275
276
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300
1. Meets all eligibility criteria pursuant to WAC 392-700-035 or Section C of this Letter of Intent,
 2. Is enrolled in a Program, as well as, the District,
 3. Meets the attendance period requirement pursuant to WAC 392-700-015(3),
 4. Meets the weekly status check requirement pursuant to WAC 392-700-015(23),
 5. Has not withdrawn or been dropped from the Program prior to the monthly count day,
 6. Is not being claimed by a state institution pursuant to WAC 392-122-221 on the monthly count day,
 7. Whose Program enrollment is not being claimed by a college for postsecondary funding,
 8. Is not currently enrolled in a high school program, including Alternative Learning Experience, College in the High School or another reengagement program excluding Jobs for Washington's Graduate (JWG) program,
 9. If concurrently enrolled in a Running Start, Skills Center, or JWG program, is not exceeding the full-time equivalent (FTE) limitation pursuant to WAC 392-121-136,
 10. Has not exceeded the 1.0 annual average FTE (AAFTE) for the school year to include prior months' enrollment in a high school, at a state institution, or in a JWG program, and

- 301 11. After being claimed for three months, has made academic progress by either earning an
302 indicator of academic progress identified in WAC 392-700-015(14) or a credential identified
303 in WAC 392-700-015(11).
304

305 **K. Funding and Reimbursement.**
306

307 The District will receive state basic education apportionment funding through OSPI, pursuant to
308 WAC 392-700-165 and according to the procedures set forth below:
309

- 310 1. Each eligible student that meets the requirements of Section J and is enrolled in a below
311 100 level class will be reported as a full 1.0 FTE on each monthly count day.
312
313 2. The Program standard reimbursement rate is the statewide average annual non-vocational
314 as determined by OSPI pursuant to WAC 392-169-095.
315
316 3. The District will retain one hundred (100) percent of the basic education allocation.
317
318 4. The District may report and retain Special Education funding from OSPI for eligible students
319 receiving special education services.
320
321 5. The Program may provide transportation for students but additional funds are not generated
322 or provided.
323
324 6. Program students enrolled in a state-approved K-12 transitional bilingual instructional
325 program pursuant to WAC 392-160 can be claimed by the District for bilingual enhanced
326 funding.
327

328 **L. Required Documentation and Reporting**
329

330 The Program and District will maintain the following documentation and provide the following
331 reporting pursuant to WAC 392-700-175.
332

- 333 1. Student Documentation:
334
335 a. The Program shall maintain student documentation to support eligibility as specified in
336 Section C. and enrollment as specified in Section J.
337 b. The Program shall, on behalf of the District, request school records for each student
338 from the last school they attended.
339 c. The Program shall maintain documentation of case management, student assessment,
340 basic skills gains, attainments of credentials, earned indicator of academic progress,
341 and award of credit.
342 d. The Program will comply with all state and federal laws related to the privacy, sharing,
343 and retention of student records.
344 e. Access to all student records will be provided in accordance with the Family Educational
345 Rights and Privacy Act (FERPA).
346
347
348
349
350

351 2. Monthly Student Reporting:
352

- 353 a. The District will ensure that all required Program student information is reported in the
354 student information system; and in CEDARS in accordance with OSPI's standard
355 procedures.
356 b. The District will be responsible for performing required data entry in accordance with
357 OSPI's standard procedures for all Open Doors [1418] programs.
358

359 3. Annual Reporting:
360

- 361 a. The Program will prepare and submit an annual performance report to the District no
362 later than October 1st.
363 b. The District will review and submit the annual performance report to OSPI no later than
364 November 1st.
365 c. The annual report will include the following:
366
367 i. Program's total number of students by gender, age, and race/ethnicity who were
368 enrolled, who were dismissed by program, and who voluntarily withdrew.
369 ii. Program's total number of students by gender, age, race/ethnicity, and credential type
370 who earned a credential as defined in WAC 392-700-015(10).
371 iii. Program's total number of students by gender, age, race/ethnicity, and indicator of
372 academic progress types who attained an indicator of academic progress as defined in
373 WAC 392-700-015(14). For high school and college credit, detail the subject area.
374 iv. Total number of instructional staff assigned to the program.
375

376 **M. Longitudinal Performance Goals.**
377

378 The Program and District will be required to report their longitudinal performance goals
379 pursuant to WAC 392-700-195.
380

- 381 1. Longitudinal performance data for the Program and the statewide reengagement system as
382 a whole will be reported through the Washington's P-20 (pre-school to post-secondary and
383 workforce) longitudinal data system, the Education Research and Data Center (ERDC).
384
385 2. The District will work with the Program to collect and report student data requested by the
386 ERDC in order to accomplish the longitudinal follow-up of Program students. Specifically,
387 the following unique identifier data points will be collected, to the extent possible, by the
388 Program, and verified by the District, for each enrolled Program student:
389
390 a. Full legal name,
391 b. Birth date,
392 c. State student identifier number (SSID),
393 d. Social security number, and
394 e. College student identification number (SID), if applicable.
395
396 3. While Program students will be encouraged to provide the data needed for longitudinal
397 follow-up, the Program will ensure that a student's unwillingness or inability to provide the
398 requested data will not be a barrier to enrollment.
399
400

401 **N. Records.**

402
403 All operations of, and accounting pertaining to this Letter of Intent shall be open to the
404 inspection of OSPI.

405
406 **O. Applicable Law.**

407
408 This Letter of Intent is entered into pursuant to and under authority granted by the laws of
409 the State of Washington and any applicable federal laws. The provisions of this Letter of
410 Intent shall be construed to conform to those laws. In the event of any inconsistency in the
411 terms of this Letter of Intent, or between its terms and any applicable statute or rule, the
412 consistency shall be resolved by giving precedence in the following order:

- 413
414 1. Applicable state and federal statutes and rules.
415 2. Statement of work herein.
416 3. Any other provisions of the Letter of Intent, including materials incorporated by reference.

417
418 **P. No Separate Entity Created.**

419
420 No separate legal or administrative entity is intended by this document.

421
422 **Q. Amendment and Waiver.**

423
424 This approved Letter of Intent may be waived, changed, modified, or amended only by written
425 agreement executed by both the District and OSPI. If any provision of the Letter of Intent shall
426 be deemed in conflict with any statute or rule of law, such provision shall be modified to be in
427 conformance with said statute or rule of law.

428
429 **R. Entire Agreement.**

430
431 This Letter of Intent constitutes the entire agreement of the District and OSPI, and supersedes
432 any previous written or oral agreements. Any other agreement, representation, or
433 understanding, verbal or otherwise, relating to the services of District or otherwise dealing in
434 any manner with the subject matter of this Letter of Intent, is hereby deemed to be null and void
435 and of no force and effect whatsoever.

436
437 _____
438 Letter of Intent for Open Doors [1418] Youth Reengagement Program

439
440 _____
441 District Superintendent

442
443 _____
444
445 Signature

446 _____
447
448 Date

451 Approved by OSPI:

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453
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468
469

OSPI Open Doors [1418] Program Administrator

Signature

Date

OSPI Assistant Superintendent

Signature

Date

HARBOR LEARNING CENTER OPEN DOORS YOUTH RE-ENGAGEMENT PROGRAM

SCOPE OF WORK

This Scope of Work will be in effect beginning with the 2021-22 school year. The Office of Superintendent of Public Instruction's (OSPI) will be responsible for notifying the District when they are required to be reapproved and of the re-approval process. The District is responsible for notifying OSPI if they decide to discontinue the Program. OSPI will examine a minimum of two years of data in the re-approval process.

A. Student Eligibility.

1. Pursuant to WAC 392-700-035, youth are eligible for enrolling in an Open Doors [1418] youth reengagement program when they meet the following criteria:
 - a. Under twenty-one (21) years of age, but at least sixteen (16) years of age, as of September 1,
 - b. Has not yet met high school graduation requirements,
 - c. Has been found to be credit deficient pursuant to WAC 392-700-035(c)
Has been found to be credit deficient pursuant to WAC 392-700-035(c):
 - (c) At the time the student enrolls, is significantly behind in credits based on the student's cohort graduation date. The cohort graduation date is established as the end of the fourth school year after a student first enrolls in the ninth grade.
 - (i) A student who is more than twenty-four months from their cohort graduation date and has earned less than sixty-five percent of the high school credits expected to be earned by their cohort or has a ratio of earned credits to attempted credits that is less than sixty-five percent. A cohort is the group of students that enter the ninth grade in the same school year;
 - (ii) A student who is between twelve and twenty-four months from their cohort graduation date and has earned less than seventy percent of the high school credits expected to be earned by their cohort or has a ratio of earned credits to attempted credits that is less than seventy percent;
 - (iii) A student who is less than twelve months from their cohort graduation date or who has passed their cohort graduation date by less than twelve months and has earned less than seventy-five percent of the high school credits expected to be earned by their cohort or has a ratio of earned credits to attempted credits that is less than seventy-five percent;
 - (iv) A student who is passed their cohort graduation date by twelve months or more and has not met their district, tribal compact school, or charter school graduation requirements; or
 - (v) A student who has never attended the ninth grade and has earned zero high school credits.
 - d. If determined not to be credit deficient as outlined in WAC 392-700-035(c), has been recommended for enrollment by case managers from the Department of Social and Health Services (DSHS), the juvenile justice system, district approved school personnel, or staff from community agencies which provide educational advocacy services.

2. Additionally, prior to enrollment in the Program, all students must:
 - a. Have been withdrawn from their last high school, AND
 - b. Have been released from their resident district and accepted by the District, if the District is not the student's resident district.
3. Once determined eligible for reengagement programming, a student will retain eligibility, regardless of breaks in enrollment, until the student does one of the following:
 - a. Earns a high school diploma. NOTE: Students who earn their General Educational Development (GED) retain their eligibility and may continue to participate in the Program.
 - b. Earns an Associate Degree.
 - c. Becomes ineligible because has turned age twenty-one (21) on or before September 1 of a new school year.

B. Enrollment.

1. A student will be considered enrolled when he/she has:
 - a. Met all eligibility criteria specified in Section A.
 - b. Completed all steps of the application process established by the District.
 - c. Been accepted for enrollment by the District.
 - d. Been enrolled by the Harbor Learning Center Open Doors Program.

C. Instruction.

The District will be responsible for the provision and oversight of all instruction under this Scope of Work in accordance with the following:

1. Instruction for reengagement students must include:
 - a. Academic skills instruction and high school equivalency certificate preparation coursework with curriculum, and instruction appropriate to each student's skills levels and academic goals.
 - b. College readiness and work readiness preparation coursework.
2. Instruction for reengagement students may include:
 - a. Competency-based academic and/or vocational training.
 - b. College preparation math or writing instruction.
 - c. Subject specific high school credit recovery instruction.
 - d. English language learner instruction (ELL).
 - e. Other coursework approved by the District, including cooperative work experience.
3. Instruction may not be limited to only those courses or subject areas in which students are deficient in high school credits.

4. All reengagement instruction will be designed to help students acquire high school credits, acquire at least high school skills, and be academically prepared for success in college and/or work. All instruction will be provided in accordance with the skill level and learning needs of individual students and not the student's chronological age or associated grade level. Therefore:
 - a. All instruction that is at the ninth (9th) grade level or higher shall generate credits that can be applied to high school diploma, and;
 - b. All instruction that is below the ninth (9th) grade level shall not generate high school credits but will be counted as part of the Program's instructional programming for the purposes of calculating student enrollment, and will be designed to prepare students for coursework that is at the ninth (9th) grade level or higher. (Reference RCW 392.121.107)
5. Each area of coursework, will have a course outline that specifies:
 - a. Identified instructional materials.
 - b. Specific intended learning outcomes.
 - c. Procedures and standards for determining attainment of learning outcomes.
 - d. Policy for grading and award of credit.
6. The District may restrict or deny access into specific program elements if a student's academic performance or conduct does not meet established guidelines.
7. The District will administer standardized tests within one (1) month of enrollment or secure test results from no more than six (6) months prior to enrollment in order to determine a student's initial math and reading level upon entering the Program. A commonly accepted standardized academic skills assessment tools will be used. All required assessments will be provided to the students free of charge.
8. The District will provide instruction and required academic skills assessments at no cost to the students.
9. Instruction will be scheduled so that all enrolled students have the opportunity to attend and work with instructional staff during all the hours of the Program's standard instructional day.
10. All instructional staff will be assigned by the District, but must meet the certification criteria set forth for instruction in Washington state (or if instruction is provided from a college, meet the college hiring criteria) and will have prior experience in working with at-risk youth and/or in providing individualized instruction.

D. Instructional Staff to Student Ratio.

1. The scheduled teaching hours of an instructional staff FTE will equal or exceed the hours of the Program's standard instructional day plus one (1) additional hour per every five (5) teaching hours for planning, curriculum development, record-keeping, and required coordination of services with case management staff.

2. The Agency will assign instructional staff as needed to maintain an instructional staff FTE to student ratio that does not exceed 1:25.
3. If the noninstructional staff are part of the calculated instructional staff FTE to student ratio, the following conditions must be met:
 - a. Noninstructional staff may not be a replacement for the instructional staff and must work under the guidance and direct supervision of the instructional staff.
 - b. The ratio of total instructional and noninstructional staff FTE to students may not exceed 2:50.
4. Only staff time that is dedicated to providing instruction to reengagement students will be included in the calculation of a Program's instructional staff FTE to student ratio.

E. Case Management and Student Support.

The District will be responsible for the provision of case management services to all enrolled students in accordance with the following:

1. Case management staff will be assigned to the Program to provide accessible, consistent support to students, as well as, academic advising, career guidance information, employment assistance or referrals, and referrals to DSHS.
2. The Program will maintain a case management staff to student ratio not to exceed 1:75 (one case manager FTE to seventy-five (75) enrolled students) on a full-time continuous basis throughout the school year.
3. Only the percent of each staff member's time that is allocated to fulfilling case management responsibilities will be included in the calculation of a Program's case management staff FTE to student ratio.
4. Even though the provision of case management services will require case management staff to work in the community to meet client needs, case management staff will be primarily based at the Program's instructional site(s).
5. The District will ensure that case management services and instruction are integrated and coordinated, and that procedures are established that facilitate timely relevant communication about student progress.
6. All case management staff will be employed by the District and will have at least a Bachelors degree in social work, counseling, education, or a related field, OR at least two (2) years experience providing case management, counseling or related direct services to at-risk individuals or sixteen to twenty-one (16-21) year old youth.

F. Awarding of Credit.

In accordance with RCW 28A.175.100, high school credit will be awarded for all coursework in which reengagement students are enrolled, including high school equivalency certificate preparation, in accordance with the following:

1. High school credit will be awarded for the Program instruction provided by the District in accordance WAC 392-700-137.
2. The District will ensure that the process for awarding high school credits as described above is implemented as part of the District's policy regarding award of credits per WAC 180-51-050(5) and (6).

G. Statewide Student Assessment.

1. The District will ensure that all reengagement students participate in the statewide student assessment and understand that this assessment, or an approved alternative, is a high school graduation requirement for students in some graduating cohorts, and is one of many ways to meet a graduation pathway for the class of 2020 onward.
2. The District will include reengagement students when calculating districtwide statistics in relation to the statewide assessments.

H. Provision of Special Education and Section 504 of the 1973 Rehabilitation Act Accommodations and Transitional Bilingual Instructional program.

1. The District is responsible for the provision of special education services to any Program student who qualifies for special education in accordance with all state and federal law and pursuant to WAC chapter 392-172A.
2. The District/Program will provide the same accommodations to any enrolled students under Section 504 of the 1973 Rehabilitation Act as it provides to all students of the district.
3. The resident district is responsible for the provision of services to students who are eligible for transitional bilingual services, and are otherwise qualified for participation in the program.

I. Annual School Calendar.

The following requirements will be met in relation to the school calendar:

1. The school year begins on September 1st and ends on August 31st.
2. The school year calendar must meet the following criteria:
 - a. The specific planned days of instruction will be identified.
 - b. There must be a minimum of ten (10) instructional months.
3. The number of hours of instruction must meet the following criteria:

- a. A standard instructional day may not exceed six (6) instructional hours per day even if instruction is provided for more than six (6) hours per day.
 - b. A standard instructional day may not be less than two (2) hours per day.
4. The Program's total planned hours of instruction for the school year:
 - a. Is the sum of the hours of instruction for all instructional months of the Program's school year.
 - b. Must have a minimum of one thousand (1,000) annual planned hours of instruction.

J. Reporting of Student Enrollment.

The enrollment will be based on the monthly count day as defined in WAC 392-121-119.

In accordance with WAC 392-700-160, the following criteria must be met for each student claimed by the Program for state funding on each monthly count day:

1. Meets all eligibility criteria pursuant to WAC 392-700-035 or Section C of this Letter of Intent,
2. Is enrolled in a Program, as well as, the District,
3. Meets the attendance period requirement pursuant to WAC 392-700-015(3),
4. Meets the weekly status check requirement pursuant to WAC 392-700-015(23),
5. Has not withdrawn or been dropped from the Program prior to the monthly count day,
6. Is not being claimed by a state institution pursuant to WAC 392-122-221 on the monthly count day,
7. Whose Program enrollment is not being claimed by a college for postsecondary funding,
8. Is not currently enrolled in a high school program, including Alternative Learning Experience, College in the High School or another reengagement program excluding Jobs for Washington's Graduate (JWG) program,
9. If concurrently enrolled in a Running Start, Skills Center, or JWG program, is not exceeding the full-time equivalent (FTE) limitation pursuant to WAC 392-121-136,
10. Has not exceeded the 1.0 annual average FTE (AAFTE) for the school year to include prior months' enrollment in a high school, at a state institution, and in JWG program. And,

11. After being claimed for three months, has made academic progress by either earning an indicator of academic progress identified in WAC 392-700-015(14) or a credential identified in WAC 392-700-015(11).

K. Funding and Reimbursement

1. The District may report and retain Special Education funding from OSPI for eligible students receiving special education services.
2. The Program may provide transportation for students but additional funds are not generated or provided.
3. Reengagement students enrolled in a state-approved K-12 transitional bilingual instructional program pursuant to WAC 392-160 can be claimed by the District for bilingual enhanced funding.

L. Required Documentation and Reporting.

The Program and District will maintain the following documentation and provide the following reporting pursuant to WAC 392-700-175.

1. Student Documentation:

- a. The District shall maintain student documentation to support eligibility as specified in Section A. and enrollment as specified in Section B.
- b. The District shall request school records for each student from the last school they attended.
- c. The District shall maintain documentation of case management, student assessment, basic skills gains, attainments of credentials, earned measure of academic progress, and award of credit.
- d. The District will comply with all state and federal laws related to the privacy, sharing, and retention of student records.

2. Monthly Student Reporting:

- a. The District will ensure that all required Program student information is reported in the student information system; and in CEDARS in accordance with OSPI's standard procedures.
- b. The District will perform required data entry following OSPI's standard procedures for all Reengagement Programs.

3. Annual Reporting:

- a. The District will submit the annual performance report to OSPI no later than November 1st.
- b. The annual report will include the following:

- i. Program's total number of students by gender, age, and race/ethnicity who were enrolled, who were dismissed by the Program, and who voluntarily withdrew.
- ii. Program's total number of students by gender, age, race/ethnicity, and credential type who earned a credential as defined in WAC 392-700-015(10).
- iii. Program's total number of students by gender, age, race/ethnicity, and indicator of academic progress types who attained an indicator of academic progress as defined in WAC 392-700-015(14). For high school and college credit, detail the subject area.
- iv. Total number of instructional staff assigned to the Program.

M. District Administrative Responsibilities.

1. Upon Office of Superintendent of Public Instruction's (OSPI) determination that this Scope of Work contains approved standard language that outlines responsibility for all the required elements of a Reengagement Program as outlined in RCW 28A.175.100, and WAC 392-700, OSPI will assign a school code to be used by the District and OSPI to exclusively identify the Program. The District will use this code in its student information system and in [Comprehensive Education Data and Research System](#) (CEDARS) to identify all students enrolled in the Program.
2. The District will implement this Scope of Work to ensure that quality reengagement services are provided in accordance with WAC 392-700.
3. The District will designate a primary contact to provide oversight and technical assistance.

N. Longitudinal Performance Goals.

1. Longitudinal performance data for the Program and the statewide reengagement system as a whole will be reported through the Washington's P-20 (pre-school to post-secondary and workforce) longitudinal data system, the Education Research and Data Center (ERDC).
2. The District will collect and report student data requested by the ERDC in order to accomplish the longitudinal follow-up of reengagement students. Specifically, the following unique identifier data points will be collected, to the extent possible, by the Program for each enrolled reengagement student:
 - a. Full legal name.
 - b. Birth date.
 - c. State student identifier number (SSID).
 - d. Social security number.
 - e. College student identification number (SID), if applicable.
3. While reengagement students will be encouraged to provide the data needed for longitudinal follow-up, the Program will ensure that a student's unwillingness or inability to provide the requested data will not be a barrier to enrollment.

2021-2022 Aberdeen School District Calendar

OPEN DOORS REENGAGEMENT PROGRAM

August 2021				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
September 2021				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
21/180				
October 2021				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
42/180				
November 2021				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
60/180				
December 2021				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
73/180				
January 2022				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
93/180				

August 2021

Registration Open

September 2021

01 First Day of School
06 Labor Day-No School

November 2021

11 Veterans Day-No School
24-26 Thanksgiving Holiday

December 2021

17 Early Release (3 hour day)
20-31 Winter Break

January 2022

17 MLK, Jr Holiday-No School

February 2022

21 Presidents Day -No School
22 No School

April 2022

4-8 Spring Break

May 2022

06 Possible Weather Makeup Day
30 Memorial Day Holiday-No School

June 2022

14 Last Day of School, Early Release (3 hour day)

Collaboration Days -

2 hour early release days

September 22, 2021

October 27, 2021

December 8, 2021

January 12, 2022

February 9, 2022

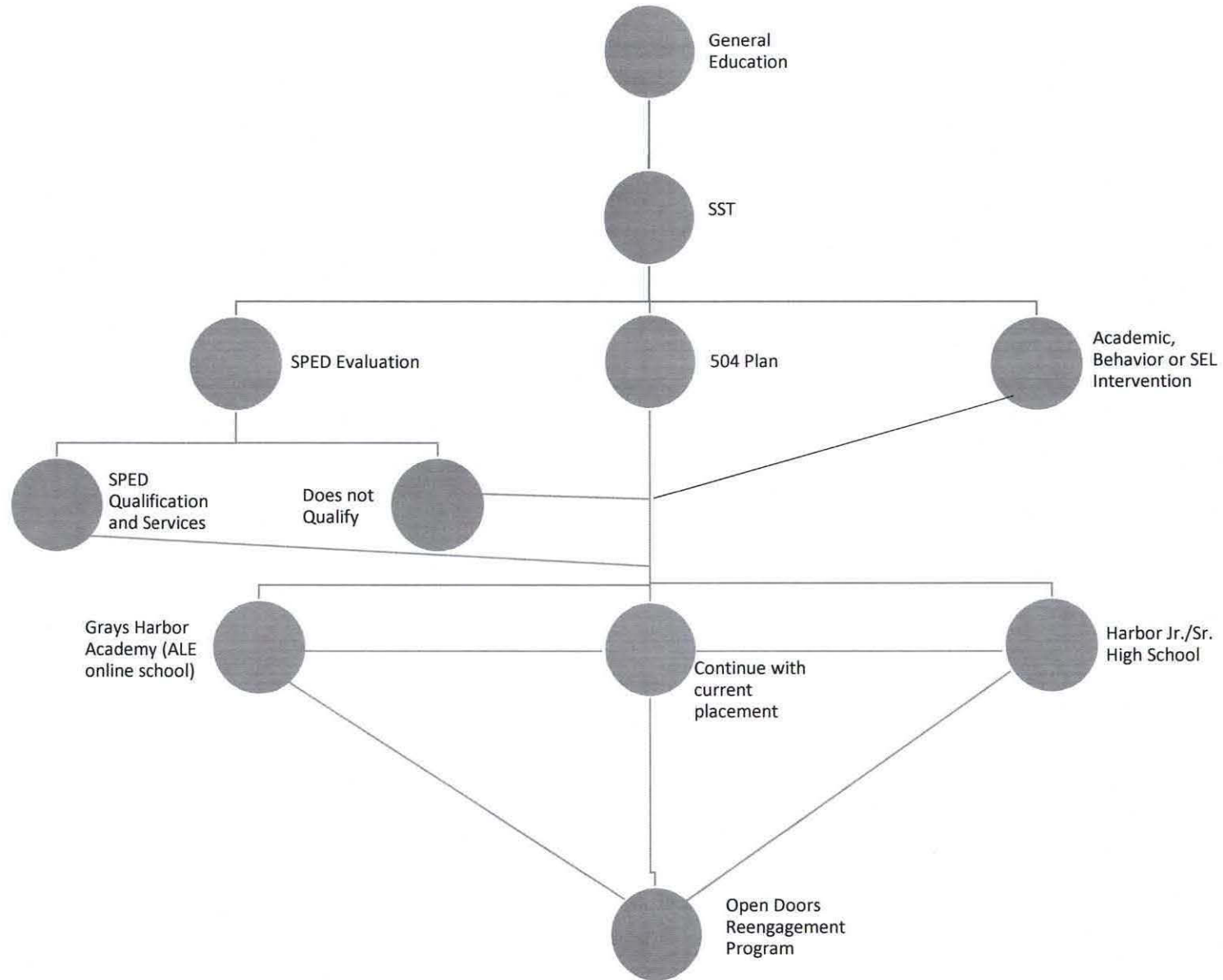
March 9, 2022

April 13, 2022

May 11, 2022

February 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				
111/180				
March 2022				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
134/180				
April 2022				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
150/180				
May 2022				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
170/180				
June 2022				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
180/180				
July 2022				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Aberdeen School District Flow Chart





Master Scheduling 2021-22

Status Update





Agenda



- Trimester Background
- Current History
- Master Schedule Task Force Decision
- Bell Schedule
- What is I - Period?
- Where will Students be during the I - Period?
- Subgroups
 - I - Period Criterion
 - Credit Retrieval (I - Period)
 - SBAC Prep (I - Period)
 - CLT - CATS Connection
- Master Scheduling Training
- Schedule Building Timeline



Trimester Background

- Researched in 2016-17 going to Trimesters
 - Graduation requirements
 - More core and elective offerings for exploring interests
 - Opportunity for more credit retrieval
 - Less classes per term for students
- Implementation of Trimesters for the 2017-18 School Year
- Considerations after implementation
 - Fewer periods but more preps
 - Relationship building is difficult in 12 weeks
 - Inability to have consecutive classes be consecutive trimesters
 - Consistency of teacher with sequenced courses



Current History



During the 2019-20 school year, Traci Sandstrom was the facilitator of the Master Scheduling Task Force for AHS. The goal was to determine the master schedule for 2021-22 school year and beyond. Here is some historical information:

- **Task Force Membership**
 - 7 Administrators or Directors and 12 Certificated Staff representing all the various departments
 - Monthly meetings from November 2019 to March 2020
- **Surveys Conducted**
 - Families, Students, and Staff
- **Schedule Options**
 - 9 schedules were evaluated(rated) using a multi-faceted system looking at all aspects
- **Considerations**
 - Comprehensive Data Review
 - Positives and Negatives of the current Trimester System - All aspects
 - Students first with an academic and SEL mindset
 - Options...looking at the ratings of the 9 schedules



Master Schedule Task Force Decision

The Task Force decided, after careful consideration, that going back to semesters was best for AHS. The schedule with the greatest support from all the departments was a semester system with a six period day and an incentive period.

The Incentive or I-Period is at the beginning of the day and is only 30 minutes in length. All the other periods are at least 50 minutes long.

There is not a daily Advisory Period as there has been in the past. Advisory will occur on Collaboration(CLT) Days, which is approximately one per month.

The 333 minute requirement for FTE funding is met in the bell schedule.



Bell Schedule



I - Period 8:10 - 8:40 (30)

1st Period 8:45 - 9:40 (55)

2nd Period 9:45 - 10:35 (50)

3rd Period 10:40 - 11:30 (50)

1st Lunch 11:30 - 12:00 (30)

335 Minutes 1st - 6th Periods w/ 5 Minute Passing

4th Period 12:05 - 12:55 (50)

4th Period 11:35 - 12:25 (50)

2nd Lunch 12:25 - 12:55 (30)

5th Period 1:00 - 1:50 (50)

6th Period 1:55 - 2:45 (50)



What is I - Period?

- Incentive for students
- A method to ensure all students are on track for graduation
- Provides students with tools and skills to be successful
- Opportunities for student enrichment



Where will Students be during the I - Period?



Grade 9: Freshman 101 (0.5 credit class - full year)

Grade 10: SBAC Prep or Enrichment (0.5 credit classes - full year)

Grade 11: Credit Retrieval, Enrichment, or Incentive (fluid)

Grade 12: Credit Retrieval, Enrichment, or Incentive (fluid)



Subgroup - I - Period Criterion



- Establish criterion to qualify for incentive time
- Establish time periods and data to review
- Review data
- Identification of students who have this option
- Tracking this information



Subgroup - Credit Retrieval (I - Period)



- Determine options for credit retrieval
- Establish credit for amount of work (contract for .25 for .50)
- Determine format (contract, Canvas, etc.) and define them
- Where/what do we need - # of staff needed
- Scheduling of these students - how assigned
- How is credit awarded, grades entered - transcription



Subgroup - SBAC Prep (I - Period)



- Three math/three ELA teachers
- Develop criterion for this class for sophomore students
- Curriculum (Canvas, etc.)
- Teacher Recommendation



Subgroup - CLT / CATS Connection



- Transition content to new time schedule
- Incorporate SEL
- Meet HSBP Requirements
- Support Clubs and Activities
- Continued Support and Use of Canvas



Master Scheduling Training

In a special meeting with ESD 113, our team was told that we are not utilizing our Master Schedule to its fullest potential with regard to capacities and technology.

November:

- Future Scheduling Boot Camp

January - June:

- Secondary Future Scheduling Monthly Meetings



Schedule Building Timeline



November - December

- Departments submit Course Description Book Changes from 2020-21

January

- Develop Course Description Book for 2021-22
- Courses Cloned to Future Year in Skyward for 2021-22
- Decide on Schedule to put in Skyward for 2021-22

February

- Counselors meet with students and process student requests

March - April

- Determine the number of sections needed in the master schedule based on requests
- Meet with District personnel to determine projected student counts and allocation
- Staffing needs determined
- Revise number of sections needed to meet FTE allocation

May

- Build the Master Schedule using Skyward - Students Online Area Scheduling - Run Auto Scheduler



TO: Dr. Alicia Henderson, Superintendent
 FROM: Elyssa Louderback, Executive Director of Business & Operations
 SUBJECT: Monthly Budget Report for March, 2021
 DATE: April 20, 2021

GENERAL FUND SUMMARY:

Revenue--Receipts were \$ 3,991,601.48.

Expenditures-- Expenditures totaled \$ 3,885,856.97. Expenditures for staff salary and benefits account for 79.95% of all expenditures for the month, and 79.34% of the year to date total expenditures.

Fund Balance— Preliminary current month ending fund balance is \$ 4,365,915.39. We had a positive cash flow of \$ 105,744.51 for the month.

Additional General Fund Information

Revenue by Major Category:

<u>Revenue Source</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual</u>	<u>Largely Comprised of:</u>
Local Taxes	\$ 3,327,401	\$ 1,895,433	56.96%	Prop taxes - received Oct/Nov and April/May
Local Nontax	\$ 653,151	\$ 112,024	17.15%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 29,796,562	\$ 16,146,358	54.19%	Apportionment and LEA
State, Special	\$ 11,543,757	\$ 6,003,365	52.01%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 25,000	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 6,077,232	\$ 3,164,711	52.07%	Food Service, Fed Grants (Title I, Title 2,etc)
Other Districts	\$ 71,871	\$ 6,855	9.54%	Non high payments from Cosmopolis SD
Other Agencies	\$ 52,000	\$ 687	1.32%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
Totals	\$ 51,546,974	\$ 27,329,433	53.02%	
			58.33%	% of fiscal year elapsed

General Fund Expenditures by Activity: (The budget is an estimate and actual expenditures may be less or more than the estimates. Line item expenditures may exceed the estimated budget as long as total expenditures do not exceed the overall budget.)

<u>Activity</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>Actual %</u>	<u>District payroll and/or:</u>
Board of Directors	\$ 125,096	\$ 23,328	18.65%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	\$ 446,535	\$ 205,582	46.04%	General Admin/ Supt Office
Business Office	\$ 486,448	\$ 268,279	55.15%	Fiscal operations
Human Resources	\$ 355,448	\$ 195,787	55.08%	Personnel & recruitment, labor relations
Public Relations	\$ 34,500	\$ 1,140	3.31%	Educational/admin info to public
Supervision of Instruction	\$ 1,237,993	\$ 548,265	44.29%	includes secretarial support
Learning Resources	\$ 408,515	\$ 186,390	45.63%	Library resources & staffing
Principal's Office	\$ 2,558,427	\$ 1,247,232	48.75%	includes Secretarial support
Guidance/Counseling	\$ 1,802,597	\$ 669,415	37.14%	Counselors/support services
Pupil Management	\$ 36,520	\$ 119,448	327.07%	Bus & playground aides, etc
Health Services	\$ 2,141,900	\$ 1,206,486	56.33%	Health including: nursing, OT/PT/SLP, etc
Teaching	\$ 29,119,169	\$ 14,955,463	51.36%	classroom teachers/para support
Extra-curricular	\$ 895,846	\$ 273,625	30.54%	Coaching, advising, ASB supervision
Payments to Other District	\$ -	\$ 5,387	0.00%	Payments to other districts/ Skills Center
Instructional Prof Dev	\$ 1,134,513	\$ 385,234	33.96%	Prof development; instructional staff
Instructional Technology	\$ 662,548	\$ 403,615	60.92%	classroom technology
Curriculum	\$ 783,559	\$ 603,128	76.97%	District materials adoptions/purchases; staff
Food Services	\$ 2,131,965	\$ 884,039	41.47%	Mgmt of food service for district
Transportation	\$ 1,524,437	\$ 328,404	21.54%	Co-op payments, fuel, insurance
Maint & Operations	\$ 3,765,862	\$ 1,398,038	37.12%	custodial/maint/grounds, security
Other Services	\$ 2,109,981	\$ 1,594,769	75.58%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (281,966)	\$ (21,419)	7.60%	in district use of buses, vehicles, food service
Interfund Transfers	\$ 285,000	\$ 255,917	89.80%	Transfers (to Cap Proj/ Debt Service)
Totals	\$ 51,479,893	\$ 25,737,555	50.00%	
			58.33%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue--Total receipts were \$ 1,606.56 and consist of interest payments and rental fees.

Expenditures— There were no expenditures for the month.

Fund Balance—Current monthly ending fund balance is \$ 328,130.28.

DEBT SERVICE FUND SUMMARY:

Revenue--Total receipts were \$ 325,379.14 and consists of interest/tax payments.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 1,156,316.54. Funds in this account are held for bond principal and interest payments.

The next payments are due in June.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue--Total receipts for the month were \$ 6,872.08 and consist of fundraising and interest payments.

Expenditures-- Expenditures totaled 15.12% of the budgeted expenditures for this fiscal year.

Fund Balance—Current month ending fund balance is \$ 276,738.94.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue--Total receipts were \$ 32.73 and consist of interest.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 334,830.87.

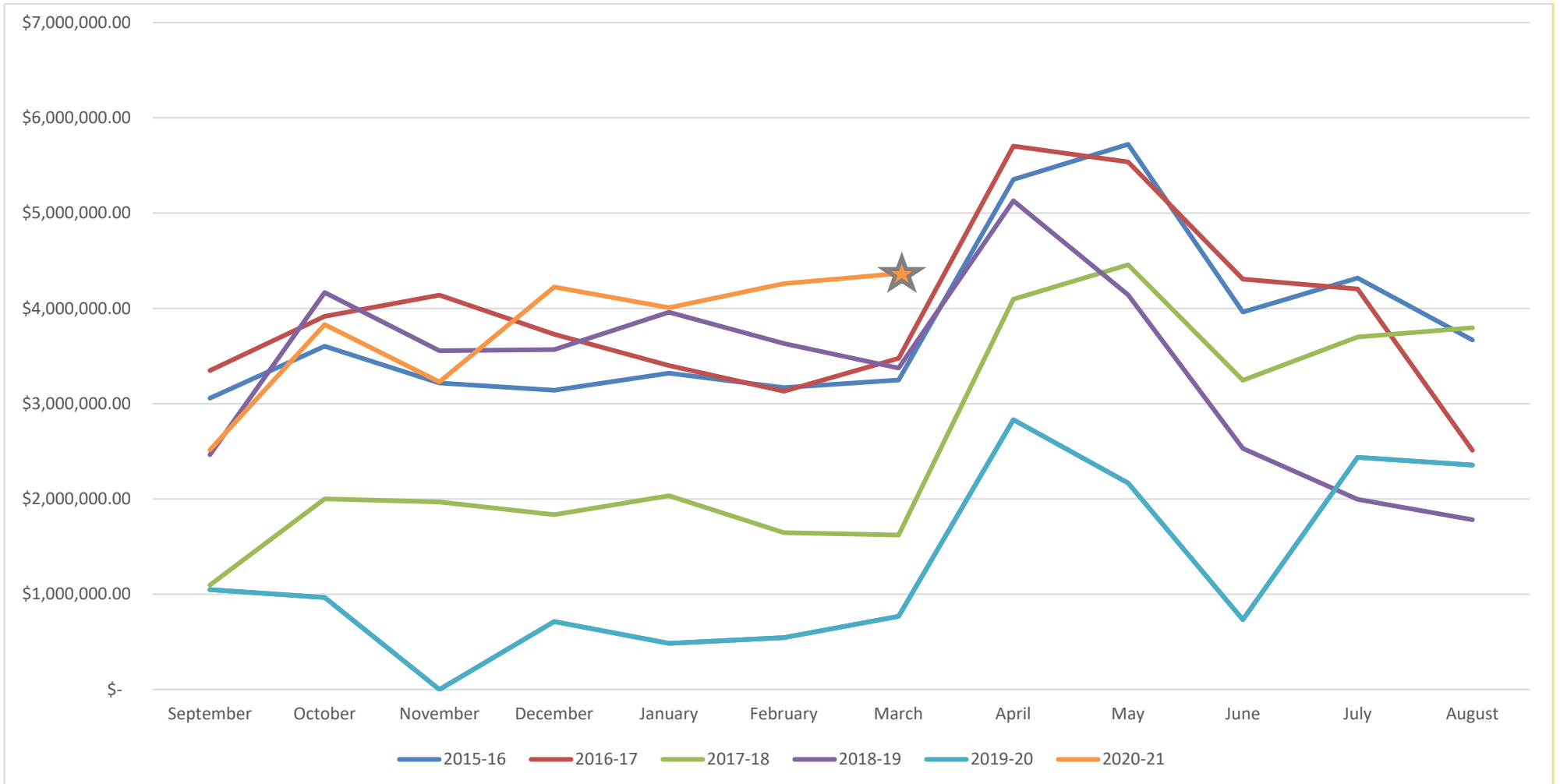
SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of March, 2021:

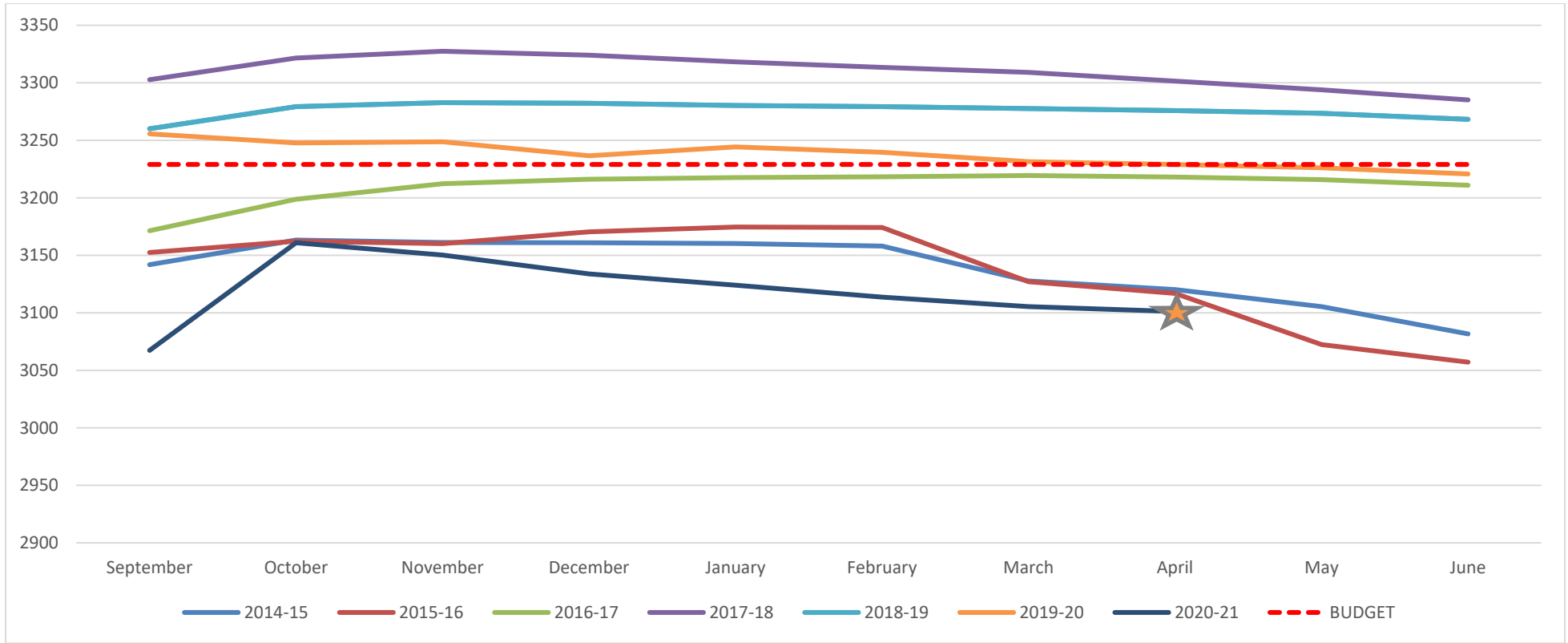
Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 51,479,927	\$ 25,737,555	\$ 25,742,372	50.00%	50.00%
Capital Projects	\$ 185,000	\$ -	\$ 185,000	0.00%	100.00%
Debt Service	\$ 3,066,583	\$ 2,926,210	\$ 140,373	95.42%	4.58%
ASB	\$ 436,744	\$ 66,038	\$ 370,706	15.12%	84.88%
Trans Vehicle	\$ 300,000	\$ -	\$ 300,000	0.00%	100.00%

GENERAL FUND FUND BALANCE TRENDS

End of March, 2021



ENROLLMENT TRENDS as of April, 2021



AAFTE	Grades K – 5	Gr. 6 – 8	HS	Subtotal	Run Start/ Open Door	+/- (Budget) **
2020-21 Budget	1,332	803	979	3,129	100	(-127.79) 3,229
2020-21 Actual	1,287.02	778.81	948.14	3,013.95	87.26	3,101.21
2019-20 Actual	1,445.35	805.48	980.66	3,231.49	98.98	+ 40.47 (3,290)
2018-19 Actual	1,778.50	496.06	993.69	3,268.24	82.30	+ 60.54 (3,290)
2017-18 Actual	1,800.62	484.33	1,000.19	3,285.13	47.83	+ 120.13 (3,165)
2016-17 Actual	1,775.14	478.49	957.34	3,210.97	62.58	+ 100.97 (3,110)
2015-16 Actual	1,726.24	457.17	937.05	3,118.86	62.25	+32.86 (3,086)

** New to the 2018-19 school year, RS/Open Doors are being included in the Budget enrollment data. They had not been included in budget projections as the funds “pass through” to other entities.

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of March, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	3,327,401	415,598.99	1,895,433.39		1,431,967.61	56.96
2000 LOCAL SUPPORT NONTAX	653,151	14,871.18	112,023.78		541,127.22	17.15
3000 STATE, GENERAL PURPOSE	29,796,562	2,358,689.93	16,146,357.97		13,650,204.03	54.19
4000 STATE, SPECIAL PURPOSE	11,543,757	817,906.83	6,003,364.87		5,540,392.13	52.01
5000 FEDERAL, GENERAL PURPOSE	25,000	.00	.00		25,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	6,077,232	381,280.05	3,164,710.74		2,912,521.26	52.07
7000 REVENUES FR OTH SCH DIST	71,871	3,254.50	6,855.00		65,016.00	9.54
8000 OTHER AGENCIES AND ASSOCIATES	52,000	.00	687.07		51,312.93	1.32
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	51,546,974	3,991,601.48	27,329,432.82		24,217,541.18	53.02
B. EXPENDITURES						
00 Regular Instruction	22,642,217	1,677,973.53	11,536,360.65	469,230.19	10,636,626.16	53.02
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	6,660,053	517,026.59	3,412,465.53	1,403.75	3,246,183.72	51.26
30 Voc. Ed Instruction	1,684,762	126,074.59	906,928.86	1,444.70	776,388.44	53.92
40 Skills Center Instruction	310,042	20,984.95	148,861.93	1,886.87	159,293.20	48.62
50+60 Compensatory Ed Instruct.	6,335,102	360,524.45	2,764,209.89	3,109.99	3,567,782.12	43.68
70 Other Instructional Pgms	1,447,734	279,049.09	982,232.83	42,146.27	423,354.90	70.76
80 Community Services	1,744,767	214,095.82	973,681.04	58.72	771,027.24	55.81
90 Support Services	10,698,303	690,127.95	4,756,896.68	284,837.54	5,656,568.78	47.13
Total EXPENDITURES	51,522,980	3,885,856.97	25,481,637.41	804,118.03	25,237,224.56	51.02
C. OTHER FIN. USES TRANS. OUT (GL 536)	285,000	.00	255,917.25			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	261,006-	105,744.51	1,591,878.16		1,852,884.16	709.90-
F. TOTAL BEGINNING FUND BALANCE	3,243,883		2,774,037.23			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	2,982,877		4,365,915.39			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	370,513	998,988.66
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	250,000	586,580.40
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	13,370	14,070.00
G/L 872 Committed to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	261,006-	162,963.95
G/L 891 Unassigned Min Fnd Bal Policy	2,610,000	2,603,312.38
<u>TOTAL</u>	2,982,877	4,365,915.39

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of March, 2021

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	30,500	1,606.56	11,334.70		19,165.30	37.16
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	30,500	1,606.56	11,334.70		19,165.30	37.16
B. EXPENDITURES						
10 Sites	185,000	.00	.00	0.00	185,000.00	0.00
20 Buildings	0	.00	.00	0.00	.00	0.00
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	185,000	.00	.00	0.00	185,000.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)						
	0	.00	.00			
D. OTHER FINANCING USES (GL 535)						
	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	154,500-	1,606.56	11,334.70		165,834.70	107.34-
F. TOTAL BEGINNING FUND BALANCE						
	315,579		316,795.58			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE						
<u>(E+F + OR - G)</u>	161,079		328,130.28			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	115,000	124,465.64
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	46,079	203,664.64
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	161,079	328,130.28

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of March, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	2,734,089	325,301.76	1,431,646.28		1,302,442.72	52.36
2000 Local Support Nontax	41,000	77.38	1,842.66		39,157.34	4.49
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	285,000	.00	255,917.25		29,082.75	89.80
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>3,060,089</u>	<u>325,379.14</u>	<u>1,689,406.19</u>		<u>1,370,682.81</u>	<u>55.21</u>
B. EXPENDITURES						
Matured Bond Expenditures	2,745,000	.00	2,745,000.00	0.00	.00	100.00
Interest On Bonds	320,683	.00	180,439.75	0.00	140,243.25	56.27
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	900	.00	770.00	0.00	130.00	85.56
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>3,066,583</u>	<u>.00</u>	<u>2,926,209.75</u>	<u>0.00</u>	<u>140,373.25</u>	<u>95.42</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)						
	6,494-	325,379.14	1,236,803.56-		1,230,309.56-	> 1000
F. TOTAL BEGINNING FUND BALANCE						
	2,300,000		2,393,120.10			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)						
	2,293,506		1,156,316.54			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,293,506		1,156,316.54			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>2,293,506</u>		<u>1,156,316.54</u>			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of March, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	97,990	1,486.52	4,143.49		93,846.51	4.23
2000 Athletics	88,960	5,466.00	8,804.00		80,156.00	9.90
3000 Classes	1,000	.00	.00		1,000.00	0.00
4000 Clubs	170,525	145.00	5,286.70		165,238.30	3.10
6000 Private Moneys	80,150	225.44-	48,353.41		31,796.59	60.33
<u>Total REVENUES</u>	438,625	6,872.08	66,587.60		372,037.40	15.18
B. EXPENDITURES						
1000 General Student Body	71,770	507.68	8,771.41	0.00	62,998.59	12.22
2000 Athletics	109,940	970.21	14,778.04	0.00	95,161.96	13.44
3000 Classes	1,000	.00	.00	0.00	1,000.00	0.00
4000 Clubs	173,974	178.22	2,469.83	0.00	171,504.17	1.42
6000 Private Moneys	80,060	325.56	40,018.36	0.00	40,041.64	49.99
<u>Total EXPENDITURES</u>	436,744	1,981.67	66,037.64	0.00	370,706.36	15.12
C. EXCESS OF REVENUES						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	1,881	4,890.41	549.96		1,331.04-	70.76-
D. TOTAL BEGINNING FUND BALANCE						
	283,300		276,188.98			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE						
<u>C+D + OR - E)</u>	285,181		276,738.94			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	277,681		269,238.94			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	285,181		276,738.94			

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of March, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	5,000	32.73	35,737.45		30,737.45-	714.75
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	165,675	.00	.00		165,675.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	30,000	.00	.00		30,000.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	200,675	32.73	35,737.45		164,937.55	17.81
<u>B. 9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
<u>C. Total REV./OTHER FIN. SOURCES</u>	200,675	32.73	35,737.45		164,937.55	17.81
<u>D. EXPENDITURES</u>						
Type 30 Equipment	300,000	.00	.00	149,949.14	150,050.86	49.98
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	300,000	.00	.00	149,949.14	150,050.86	49.98
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>F. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	99,325-	32.73	35,737.45		135,062.45	135.98-
<u>H. TOTAL BEGINNING FUND BALANCE</u>	133,415		299,093.42			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	34,090		334,830.87			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	34,090		334,830.87			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	34,090		334,830.87			

***** End of report *****

RESOLUTION NO. 2021-01

Resolution 2021-01 Authorizing Emergency Waiver of High School Graduation Credits

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including adopting, revising, and suspending local board policies;

WHEREAS, Chapter 28A.230.090 authorizes the State Board of Education to set graduation requirements and authorizes local districts to decide whether a student has met the graduation requirements.

WHEREAS, the Aberdeen School District No. 5 Board of Directors (“Board”) has adopted Policy 2410 – High School Graduation Requirements, which establishes that the board will establish graduation requirements that at a minimum satisfy those established by the State Board of Education.

WHEREAS, the Board has adopted and, as appropriate, implemented Policy 2418 – Waiver of High School Graduation Credits, which authorizes the Superintendent or designee to grant waivers of a maximum of two elective credits required for high school graduation based on an individual student’s circumstances.

WHEREAS, Sections 2 through 3, Chapter 7, Laws of 2021 (EHB 1121) authorized the State Board of Education to administer a new and ongoing emergency waiver program, which program is separate from and in addition to the waiver of two elective credits addressed in Policy 2418 – Waiver of High School Credits. The purpose of the emergency waiver program is to provide an equitable mechanism that prevents students from being unduly impacted by unforeseen disruptions to coursework and assessments resulting from an emergency as defined in RCW 38.52.010 or as declared by an authorized federal official. The State Board of Education has adopted emergency rules that respond to the gubernatorial declaration of emergency of February 29, 2020, and apply to the Classes of 2020 and 2021 in the 2020-2021 school year. The emergency rules allow the district to seek waivers for both subject area credit and pathway graduation requirements for eligible students on an individual student basis after the district completes all the emergency waiver program requirements.

WHEREAS, the Board wishes to ensure that the district comply with Chapter 180-111 WAC, which constitutes the State Board of Education’s emergency waiver program, so that any district students who would be eligible for a waiver of credits or the graduation pathway or both under the emergency waiver program may thereby benefit.

NOW, THEREFORE BE IT RESOLVED, that the Aberdeen School District Board of Directors hereby has authorized the Superintendent or designee to implement an emergency waiver program consistent with WAC 180-111 as the Superintendent or designee determines appropriate. The district will demonstrate a good faith effort, as defined in WAC 180-111-020, to help individual students meet credit-based and pathway graduation requirements through other options before considering the emergency waiver. The district will consult with the individual student, and make a reasonable effort to consult with a parent or guardian of the student, and will make a reasonable effort to provide information about this waiver in the preferred languages of the student, and of the parent or guardian of the student if applicable. This information includes what is being waived for the individual student, potential benefits and limitations that could result from receiving the waiver, including impacts on postsecondary plans, the option for the

individual student to decline the waiver and for the student to be provided with the opportunity to earn the credits needed to complete graduation requirements through continued enrollment beyond the planned graduation date. The district will grant emergency waivers to eligible students who desire the waiver and have demonstrated postsecondary preparation, as defined in WAC 180-111-020. The district will maintain a record of courses and requirements waived as part of the individual student record and will report to the State Board of Education as specified in WAC 180-111-040(4).

BE IT FURTHER RESOLVED that the district will ensure equity in administering the emergency waiver. The district's plan will include culturally responsive ways, based on the district's local community, to communicate with students and families about the waiver and the process to request, appeal, or decline the waiver. The district's plan will also include a process for further review and recommendations by a panel under WAC 180-111-040(1) after an initial decision was made to decline an individual student's waiver. The district will review disaggregated waiver data and take appropriate actions to ensure equitable administration if disproportionality is found, including supports under WAC 180-111-020(4) to help students meet requirements before the conclusion of the school year.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains to the 2020-2021 school year and expires on August 31, 2021, which is the last day the district may seek emergency waiver for the 2020-2021 school year under Chapter 180-111 WAC.

Adopted and approved this 20th day of April, 2021.

Sandra Bielski, President

William Dyer, Vice President

Jennifer Durney, Director

Jessica Jurasin, Director

Suzy Ritter, Director

ATTEST:

Alicia Henderson, Secretary of the Board

ENGLISH LANGUAGE ARTS MASTERY-BASED CREDIT

The board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency.

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

As described in the procedures, the district will award English Language Arts credits to students based on demonstrated mastery/proficiency across a range of English Language Arts skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:	Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050 180-51-051 RCW 28A.230.090	High school credit — Definition Procedure for granting students mastery-based credit High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adopted: _____

Demonstrating Mastery/Proficiency in English Language Arts

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in English Language Arts. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover 0.5 to 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on a state assessment in English Language Arts;
- The student may recover 0.5 to 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on an end-of-course exam from an English Language Arts course (where an end-of-course exam is available); or
- The student may recover 0.5 to 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on another approved state alternative that meets the graduation requirement;

Students may obtain up to 1 credit in English Language Arts for passing a district- or state-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options:

- Student-designed portfolio of work;
- A combination of assessment approaches, as defined by the district; or
- Successful completion of a GED program or assessment approved by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in approved English Language Arts courses if the student achieves a C or higher grade in the next-higher level course.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Implemented: _____

MATH MASTERY-BASED CREDIT

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

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

As described in the procedures, the district will award math credits to students based on demonstrated mastery/proficiency across a range of math skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:	Policy 2410	High School Graduation Requirements
Legal References:	WAC 180-51-050 WAC 180-51-051 RCW 28A.230.090	High school credit — Definition Procedure for granting students mastery-based credit High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

Adopted: _____

Demonstrating Mastery/Proficiency in Math

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in math. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover 0.5 to 1.0 math credit following a failed or incomplete math course if the student meets standard on a state assessment in the equivalent math subject;
- The student may recover 0.5 to 1.0 math credit following a failed or incomplete math course if the student meets standard on an end-of-course exam for a math course (where an end-of-course exam is available); or
- The student may recover 0.5 to 1.0 math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain up to 1 math credit for passing a district- or state-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options:

- Student-designed portfolio of work;
- A combination of assessment approaches, as defined by the district; or
- Successful completion of a GED program or assessment approved by the district.

Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2413 – Equivalency Credit Opportunities and WAC 392-410-300.

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in math courses: if the student achieves a C or higher grade in the next-higher level course

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

CREDIT FOR COMPETENCY/PROFICIENCY
WORLD LANGUAGE MASTERY-BASED CREDIT

World Languages

The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, ~~attendance at~~ attending language programs offered in the community, learning online or time spent living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

~~In order to recognize the language proficiency of students, the superintendent is directed to develop procedures for awarding~~ As described in the procedures, the district will award world language credits to students based on demonstrated proficiency across a range of language skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References: Policy 2410

High School Graduation Requirements

Legal References: RCW 28A.230.090(4)(5)

High school graduation requirements or equivalencies

WAC 180-51-050
180-151-051

High school credit – Definition
Procedure for granting students mastery-based credit

Adopted: 11/01/11

Updated: _____

World Language Mastery-Based CreditWorld Languages Credit for ~~Competency~~ Mastery/Proficiency

A. Definition:

For purposes of this procedure, a world language is defined according to the definition used by the Higher Education Coordinating Board as “[a]ny natural language that has been formally studied [...], including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of deaf signing aside from AMESLAN are acceptable.”

B. Demonstrating ~~Competency~~ Mastery/Proficiency in a World Language

The district will manage the assessment process by partnering with the Office of Superintendent of Public Instruction so that students seeking competency based credit can demonstrate competency/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from the following:

- Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2010, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (<http://avantassessment.com>).
- For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.
- OSPI and the federally recognized Tribes in Washington have a language proficiency system in place with the First Peoples’ Language and Culture Certificate. Native/Tribal language students will have their proficiency determined by each Tribe.

C. Determining ~~Competency~~ Mastery and Credit Equivalencies

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the recommendation from OSPI as follows:

- Novice Mid – 1 credit (Carnegie Unit)
- Novice High – 2 credits
- Intermediate Low – 3 credits
- Intermediate Mid – 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

(Example: If a student demonstrated Intermediate Mid level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of demonstrated proficiency, i.e. one credit for Novice Mid.

The student would not receive individual credits for separate language skills. In this example, the student would not receive four credits for Intermediate Mid in Speaking and one credit each for Novice Mid in Reading and Writing. The total award is one World Language credit.)

D. Offering Testing Opportunities

The district will manage the assessment process so that students have multiple opportunities to take or retake the assessment(s) required to demonstrate proficiency. Assessments must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.

E. Paying for Assessments

Fees may vary depending on the assessment costs. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced price lunch. Current fees and financial assistance information are available from the student's school.

F. Reporting Results

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass."

G. Cultural Responsiveness and Equity

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Updated: _____

HIGH SCHOOL GRADUATION REQUIREMENTS

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

CREDIT REQUIREMENTS

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

Math credit information

2018-2020 Math (3 credits required)

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

2021 Math (3 credits required)

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

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

At least one lab is required.

2021 and Beyond Science (3 credits required)

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

Social Studies credit information

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

2018 and Beyond Social Studies (3 credits required)

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

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

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

2021 and Beyond Health and Fitness (2.0 credits required)

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

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

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

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

Performing or visual arts is required.

2021 and Beyond Arts (2 credits required)

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

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

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

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

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

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

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

Additional credit information for Class of 2021 and beyond

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

NON-CREDIT REQUIREMENTS

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

High School and Beyond Plan

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

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

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

Awarding of High School Credit

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

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

Implementation

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

Seal of Biliteracy

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

Withholding of a Diploma

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

Graduation Ceremonies

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

In the event that other forms of corrective actions are imposed for violations of school rules, the

student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

Cross References:	Policy 2418 3520 3200 3110	Waiver of High School Graduation Credits Student Fees, Fines, or Charges Rights and Responsibilities Qualification of Attendance and Placement
Legal References:	Laws of 2019, ch. 252, § 201 RCW 28A.155.045 RCW 28A.230.090 RCW 28A.230.097 RCW 28A.230.120 RCW 28A.230.122 <u>RCW 28A.600.500</u> <hr/> RCW 28A.600.300-400 RCW 28A.635.060 WAC 180-51 WAC 392-121-182 WAC 392-169 WAC 392-348 WAC 392-410 WAC 392-410-350	Graduation pathway options for the graduating class of 2020 and subsequent classes Certificate of individual achievement High school graduation requirements or equivalencies — High school and beyond plans – Career and college ready graduation requirements and waivers — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies Career and technical high school course equivalencies High school diplomas — Issuance — Option to receive final transcripts — Notice International baccalaureate diplomas <u>Graduation Ceremonies – Tribal Regalia</u> Running Start program - Definition Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected High school graduation requirements Alternative learning experience requirements Special service programs - Running Start program Secondary education Courses of study and equivalencies Seal of Biliteracy

WAC 392-415-070

Mandatory high school transcript contents –
Items – Timelines

Adoption Date:

10/07/97

Revised:

06/15/04; 09/07/10; 10/16/12; 10/15/13; 12/20/16; 07/17/18; 06/02/20

High School Graduation Requirements

Publication of Graduation Requirements

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

CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

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

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

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

Total Number of Credits Required

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

Subject Area Requirements (Classes of 2018 to 2020)

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

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

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

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

**** Must earn 0.5 credit of Health*

CREDIT REQUIREMENTS

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

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

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

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

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

Social Studies credit information

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

2018 and Beyond Social Studies (3 credits required)

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

Health & Fitness credit information**2021 and Beyond Health and Fitness (2.0 credits required)**

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

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

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

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

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

Occupational / Career & Technical Education credit information**2021 and Beyond Career and Technical Education (1.5 credits required)**

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

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

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

Per Chapter 28A.231, RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. The instruction must have been developed by the American Heart of Association or the American Red Cross or be nationally recognized based on the most current national guidelines for CPR. The instruction must include use of automated external defibrillators (AED) which may be taught by video. The district may provide the CPR instruction directly or arrange it through community-based providers such as the local fire department. Students are not required to earn CPR certification to successfully complete the instruction.

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

- A. Students who show competency by meeting the standard on the state exams or other assessment options such as the SAT, ACT or AP exams required for graduation may *recover credit for previously failed courses* in the following ways:
1. Math:
Class of 2018 and beyond may recover one-half (0.5) math credit for a previously failed math course by meeting the standard on a state approved math assessment or other approved state alternative achievement option in math.
 2. Science:
Class of 2018 and beyond may recover one-half (0.5) science credit for a previously failed science course by meeting the standard on a state approved science assessment or other approved state alternative achievement option in science.
 3. Language Arts:
Class of 2018 and beyond may recover one-half (0.5) Language Arts credit for a previously failed Language Arts course by meeting the standard on a state approved ELA assessment or other approved state alternative achievement option in ELA.
- B. In all of the situations outlined above, a unique course code will be created and will be reflected on the transcript and meet the graduation requirement reflecting the selected credit and course. The previously failed course will remain on the transcript.

Credits from other programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school or home school), or from out-of-state, or out-of-country. Credits from another Washington public school or accredited state private school or accredited out-of-state public or private school will be accepted to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. Credits from unaccredited programs or home schools will be evaluated as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

HIGH SCHOOL AND BEYOND PLAN

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

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

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

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

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

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

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:
 - 1. Includes information about options for satisfying state and local graduation requirements;
 - 2. Satisfies state and local graduation requirements;
 - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;

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

Senior Boards

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

- A. Advise the student and parents of the requirement to complete a Senior Board as a graduation requirement;
- B. Provide the student assistance and guidance on completing the presentation;
- C. The Senior Board may include:
 1. A demonstration of the student's ability to communicate in writing by completing a reflection;
 2. A demonstration of the student's ability to communicate orally through a presentation to teachers and/or community members;
 3. Completion of a self-directed student project that demonstrates the student's academic and management skills; and

4. The opportunity for the student to complete a community service project or a project working with a community member;
 - D. Review each student's progress;
 - E. Provide opportunities within the curriculum for students to work on projects; and
 - F. Ensure projects align with the student's High School and Beyond Plan

GRADUATION PATHWAY OPTIONS

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

Statewide High School Assessment

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

Dual Credit Courses

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

High School Transition Courses

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

AP Courses and International Baccalaureate Programs

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

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

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

SAT or ACT Scores

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

Combination of Options

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

Armed Services Vocational Aptitude Battery

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

Career and Technical Education Courses

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

Expedited Appeal Process for Waiving Student Assessment Requirements

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

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

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

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

STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

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

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include:
 1. Attainable alternate classwork or individualized activities substituted for standard requirements;
 - ~~2. A statement of waiver for any waived standard graduation requirements; or~~
 3. **2.** An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
 1. The projected date by which all graduation requirements will be met; and
 2. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the district's standard graduation requirements

will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

Seal of Biliteracy

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

- A. Demonstrate proficiency in English by 1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and 2) meeting state standards on the reading and writing or English language arts assessment.
- B. Demonstrate proficiency in one or more world language. For purposes of this section, "world language" is defined as a language other than English, including American sign language, Latin and Native American or other indigenous languages or dialects. The fact that a language is not written is not a barrier to receive the Seal of Biliteracy. Proficiency may be demonstrated by one of the following methods:
 1. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 2. Passing an International Baccalaureate exam with a score of 4 or higher;
 3. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for mastery/competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
 4. Qualifying for four mastery/competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency; or
 5. Demonstrating proficiency in speaking, writing and reading the world language through other national or international assessments approved by OSPI. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency the students for the Seal of Biliteracy.

Alternative Programs

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

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

Aberdeen School District No. 5
information:

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

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

Running Start

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

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

- A. Contact the college they are interested in attending and make arrangements to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start authorization form from the college or their high school

counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.

- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

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

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

National Guard High School Career Training

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

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

Home School Credit

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

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

Graduation Ceremonies

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

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

The district will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or attached to a gown at the graduation ceremony or related school event. Additionally, the district will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the district has discretion to determine the conduct for graduation ceremonies as described below.

Graduation ceremonies will be conducted in the following manner:

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

Surplus Inventory Nov. 2020 - March 2021

Quantity	Description	Manufacturer	Model #	Color or Detail	Condition	Administrator	Building	Date added to list
1	Office chair			Black	Broken	John Meers	AJ West	11/24/20
10	iPads	Apple	iPad2		Fair	John Meers	AJ West	11/24/20
2	walkie talkies	Conair	Expedition		Broken	John Meers	AJ West	11/24/20
1	Phone	Cisco	CP 7841	Black	Fair	John Meers	AJ West	11/24/20
1	Camera	HP	Photosmart 936	Silver	Fair	John Meers	AJ West	11/24/20
1	Ethernet Switch	Allied Telesyn	AT-FS708le		Fair	John Meers	AJ West	11/24/20
10	Lenovo laptop chargers	Lenovo	DCWP		Fair	John Meers	AJ West	11/24/20
	Assorted overhead light bulbs	Various				John Meers	AJ West	11/24/20
1 pair	Logitech USB speakers	Logitech	Unkown	Black	Fair	John Meers	AJ West	11/24/20
1	Percon Scanner	Percan	16-DN1-00	Beige	Fair	John Meers	AJ West	11/24/20
multiple	UPS server units				old, HEAVY	Traci Sandstrom	AHS/Stewart	1/6/21
31	Win Win! What makes you hot?		published 1994		good	Lisa Griebel	Miller	1/12/2021
31	Fighting Fair for Kids Student Handbook		published 1990		good	Lisa Griebel	Miller	1/12/2021
29	Creative Conflict Solving for Kids		published 1985		good	Lisa Griebel	Miller	1/12/21
25	Mediation for Kids Student Handbook		published 1992		good	Lisa Griebel	Miller	1/12/21
25	Mediation Getting to Win Win Student Handbook		published 1994		good	Lisa Griebel	Miller	1/12/21
1	The Murder on the Links by Agatha Christie		published 1984		poor	Lisa Griebel	Miller	1/12/21
1	Coaching Struggling Readers grades 3-5		published 2001		fair	Lisa Griebel	Miller	1/12/21
1	The Learning Works Current Events		published 2003		good	Lisa Griebel	Miller	1/12/21
1	The Learning Works Picture Prompts for Writing		published 2003		good	Lisa Griebel	Miller	1/12/21
1	The Learning Works Create a City grades 5-8		published 1999		good	Lisa Griebel	Miller	1/12/21
1	Notebook Foldables CD included		published 2008		good	Lisa Griebel	Miller	1/12/21
1	Graphic Organizers and Activities for Differentiating Instruction in Re		published 2002		good	Lisa Griebel	Miller	1/12/21
1	Reading Jumbo Yearbook grade 7		published 1991		good	Lisa Griebel	Miller	1/12/21
1	Hot Links: Literature Links for Middle School Curriculum		published 1998		good	Lisa Griebel	Miller	1/12/21
1	More Hot Links: Linking Literature with Middle School Curriculum		published 2002		good	Lisa Griebel	Miller	1/12/21
1	Victoria Learning Systems: The Metric System (diskette)				outdated	Lisa Griebel	Miller	1/12
1	The New Read-Aloud Handbook		published 1989		good	Lisa Griebel	Miller	1/12/21
1	Self Talk for Weight Loss		published 1994		good	Lisa Griebel	Miller	1/12/21
1	You Can Handle Them All		published 1984		good	Lisa Griebel	Miller	1/12/21
1	Who Moved My Cheese		published 1998		good	Lisa Griebel	Miller	1/12/21
1	Sim Safari Windows 95		published 1998		good	Lisa Griebel	Miller	1/12/21
1	School House Rock! Thinking Games Windows 98		published 1999	missiing 1 disc	good	Lisa Griebel	Miller	1/12/21
1	School House Rock! 1st-4th Grade Math Windows 95/98		published 1999		good	Lisa Griebel	Miller	1/12/21
1	Kids Speak Spanish,French,German,Italian,Japanese,Hebrew Windows 98				good	Lisa Griebel	Miller	1/12/21
1	Grammer for the Real World grade 5 & up, Windows 98/95		published 1999		good	Lisa Griebel	Miller	1/12/21
1	Systemic Vocabulary Instruction CD				good	Lisa Griebel	Miller	1/12/21
1	Children's Mathematics Classroom Episodes		published 1999		good	Lisa Griebel	Miller	1/12/2021
1	Children's Mathematics Children's Strategies		published 1999		good	Lisa Griebel	Miller	1/12/21
1	Breaking the Code Teacher's Edition		published 1999		good	Lisa Griebel	Miller	1/12/21
1	World History & Art Transparencies, Stategies, Activities		published 1992		good	Lisa Griebel	Miller	1/12/21
1	1,000 Pictures for Teachers to Copy notebook		published 2003		good	Lisa Griebel	Miller	1/12/21
2	Step Up to Writing 2nd Editon notebook		published 2003		good	Lisa Griebel	Miller	1/12/21
1	Step uUp to Writing Handy Pages Level 2		published 1999		good	Lisa Griebel	Miller	1/12/21
1	Eco Adventures In The Oceans Kit w/3 diskettes		published 1993		used	Lisa Griebel	Miller	1/12/21
1	Discover Space School Editon Kit w/5 diskettes		published 1993		used	Lisa Griebel	Miller	1/12/21
2	Motivation Plus: 18 Ready-to-Use 15 min. Lectures notebook		published 1983		used	Lisa Griebel	Miller	1/12/21
1	Turbo Science Kit w/3 diskettes		published 1993		good	Lisa Griebel	Miller	1/12/21

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1	Exploring America's Past National Sampler Package	published 1997		good	Lisa Griebel	Miller	1/12/21
1	HyperStudio 4 User's Guide	published 2000		good	Lisa Griebel	Miller	1/12/21
2	HyperStudio Kit with Diskettes	published 1996		used	Lisa Griebel	Miller	1/12/21
1	Parenting for Prevention	published 1995		good	Lisa Griebel	Miller	1/13/21
1	Games for Reading	published 1984		good	Lisa Griebel	Miller	1/13/21
1	The Parent's Answer Book	published 1994		good	Lisa Griebel	Miller	1/13/21
1	Why Didn't I Learn This in College?	published 2002		good	Lisa Griebel	Miller	1/13
2	Project Criss second edition	published 1996		good	Lisa Griebel	Miller	1/13/21
5	Project Criss third edition	published 2004		good	Lisa Griebel	Miller	1/13/21
1	Web 2.0 for the Library	published 2011		good	Lisa Griebel	Miller	1/13/21
2	Millenials and K-12 Schools	published 2008		good	Lisa Griebel	Miller	1/13/21
1	Literacy and Leadership	published 2003		good	Lisa Griebel	Miller	1/13/21
1	Painless Chicken Don't Be a Chicken...It's Fun to Learn! Writing	published 2007		good	Lisa Griebel	Miller	1/13/21
1	Language and Literacy in Inquiry-Based Science grades 3-8	published 2010		good	Lisa Griebel	Miller	1/13/21
1	100 Quickwrites grades 5 and up	published 2003		used	Lisa Griebel	Miller	1/13/21
1	3-Minute Reading Assessments grades 5 and up	published 2005		used	Lisa Griebel	Miller	1/13/21
2	Memorizing Strategies & Other Brain-Based Activities	published 2004		good	Lisa Griebel	Miller	1/13/21
1	Main Idea & Summarizing grades 4-8	published 2004		good	Lisa Griebel	Miller	1/13/21
1	Writing Prompts in the Trait-Based Classroom	published 2003		used	Lisa Griebel	Miller	1/13/21
1	Comprehension Mini Lessons Sequencing & Context Clues grades 4-8	published 2004		used	Lisa Griebel	Miller	1/13/21
1	Multicultural Activities for the American History Classroom	published 1996		good	Lisa Griebel	Miller	1/13/21
1	Reading Resource Book	published 1996		good	Lisa Griebel	Miller	1/13/21
1	Reading Developmental Continuum	published 1997		good	Lisa Griebel	Miller	1/13/21
1	Close the Back Door	published 1992		good	Lisa Griebel	Miller	1/13/21
1	Reading Skills	published 1991		used	Lisa Griebel	Miller	1/13/21
1	Understanding by Design	published 2005		good	Lisa Griebel	Miller	1/13/21
1	Understanding by Design study guide	published 2000		good	Lisa Griebel	Miller	1/13/21
1	Buckle Down at the Common Core Standards grade 7 English Language Arts	published 2011		good	Lisa Griebel	Miller	1/13/21
1	Reading-A Novel Approach grades 4-8	published 1984		good	Lisa Griebel	Miller	1/13/21
1	Every Child a Learner	published 1996		good	Lisa Griebel	Miller	1/13/21
1	Practical Assessments for Literature Based Reading Classrooms	published 1995		good	Lisa Griebel	Miller	1/13/21
1	Caught in the Spell of Writing and Reading grade 3 and Beyond	published 2006		good	Lisa Griebel	Miller	1/13/21
4	Writing Research Reports	published 2001		good	Lisa Griebel	Miller	1/13/21
1	The Writer's Craft Standardized Test Practice	published 1995		good	Lisa Griebel	Miller	1/13/21
1	The Writer's Craft Sentence Composing Copy Masters	published 1995		good	Lisa Griebel	Miller	1/13/21
1	The Writer's Craft Tests and Writing Assessment Prompts	published 1995		good	Lisa Griebel	Miller	1/13/21
1	The Writer's Craft Thinking Skills Worksheets	published 1995		good	Lisa Griebel	Miller	1/13/21
1	The Writer's Craft Elaboration, Revision, and Proofreading Practice	published 1995		good	Lisa Griebel	Miller	1/13/21
1	The Writer's Craft Guidelines for Writing Assessment and Portfolio Use	published 1995		good	Lisa Griebel	Miller	1/13/21
1	The Writer's Craft Peer Response Guides	published 1995		good	Lisa Griebel	Miller	1/13/21
1	Read 180 Reading Strategies Stage B	published 1999		good	Lisa Griebel	Miller	1/13/21
1	Read 180 Reading Strategies Stage C	published 1999		good	Lisa Griebel	Miller	1/13/21
1	Read 180 Teacher's Resource Book Stage C	published 2002		good	Lisa Griebel	Miller	1/13/21
1	Read 180 Teacher's Resource Book Stage B	published 1999		good	Lisa Griebel	Miller	1/13/21
1	Grammar Makes Sense	published 1987		good	Lisa Griebel	Miller	1/13/21
1	Writing Makes Sense	published 1987		good	Lisa Griebel	Miller	1/13/21
1	Putting Sense into Consensus	published 1998		good	Lisa Griebel	Miller	1/13/21
1	Skill Building for Self-Directed Team Members	published 1996		good	Lisa Griebel	Miller	1/13/21
1	American Literature Activities Kit (book)	published 1992		good	Lisa Griebel	Miller	1/13/21
1	Poetry Patterns	published 1990		used	Lisa Griebel	Miller	1/13/21
1	Curtain Call Games, Skits, Plays & More	published 1989		good	Lisa Griebel	Miller	1/13/21
1	Harvard Educational Review winter 2001	published 2001		good	Lisa Griebel	Miller	1/13/21
1	Text Forms and Features	published 2001		good	Lisa Griebel	Miller	1/13/21
1	Ten Promising Programs for Educating all Children: Evidence of Impact	published 1997		good	Lisa Griebel	Miller	1/13/21
1	Spring 2013 Directions for Administration of MSP grades 3-8	published 2013		good	Lisa Griebel	Miller	1/13/21
1	Teaching Reading in Mathematics	published 2000		good	Lisa Griebel	Miller	1/13/21

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1	Teaching Reading in the Content Areas	published 1998		good	Lisa Griebel	Miller	1/13/21
1	Anger Management and Violence Prevention	published 1993		used	Lisa Griebel	Miller	1/13/21
1	Create Your Own Class Newspaper	published 1994		good	Lisa Griebel	Miller	1/13/21
1	Making News An Introduction to Journalism	published 1988		good	Lisa Griebel	Miller	1/13/21
1	Facing the Future People and the Planet	published 2002		good	Lisa Griebel	Miller	1/13/21
1	Teacher Renewal Professional Issues, Personal Choices	published 1987		good	Lisa Griebel	Miller	1/13/21
1	Beginning to Read Thinking and Learning about Print	published 1995		used	Lisa Griebel	Miller	1/13/21
1	What Research Says to the Middle Level Practitioner	published 1986		used	Lisa Griebel	Miller	1/13/21
1	Smart Kids with School Problems	published 1987		used	Lisa Griebel	Miller	1/13/21
1	But Are They Learning?	published 1997		good	Lisa Griebel	Miller	1/13/21
1	Leading and Learning: Connecting Inquiry and Practice	published 1991		good	Lisa Griebel	Miller	1/13/21
1	Grow handbook	published 1987		used	Lisa Griebel	Miller	1/13/21
1	Understanding By Design Video Tape	published 1998		used	Lisa Griebel	Miller	1/13/21
1	Dr. Gary Grubers's Essential Guide to Test Taking for Kids	published 1986		damaged	Lisa Griebel	Miller	1/13/21
1	Grammar, Usage, and Mechanics book	published 2003		used	Lisa Griebel	Miller	1/13/21
2	The Interactive Reader Plus	published 2003		used	Lisa Griebel	Miller	1/13/21
1	The Interactive Reader Plus with Additional Support	published 2003		used	Lisa Griebel	Miller	1/13/21
1	Get Smart Fast: A Handbook for Academic Success	published 1993		good	Lisa Griebel	Miller	1/13/21
2	Precursory Physical Science	published 1997		good	Lisa Griebel	Miller	1/13/21
1	National Geographic Number Know-How	published 2004		good	Lisa Griebel	Miller	1/13/21
1	Mathematics Magic and Mystery	published 1956		good	Lisa Griebel	Miller	1/13/21
1	Mastering the Art of Substitute Teaching	published 1979		good	Lisa Griebel	Miller	1/13/21
1	Glencoe Spanish 2 Audio Compact Disc Program 8 CD's with case			good	Lisa Griebel	Miller	1/13/21
1	Read Naturally Audio Cassettes Level 2.5 w/12 cassettes	published 2000		good	Lisa Griebel	Miller	1/13/21
1	Read Naturally Audio Cassettes Level 4.0 w/12 cassettes	published 2000		missing 1 cassette	Lisa Griebel	Miller	1/13/21
1	Read Naturally Audio Cassettes Level 3.5R w/12 cassettes	published 2000		missing 1 cassette	Lisa Griebel	Miller	1/13/21
1	Read Naturally Audio Cassettes Level 3.0 w/12 cassettes	published 2000		missing 1 cassette	Lisa Griebel	Miller	1/13/21
1	Integrating Differentiated Instruction	published 2006		good	Lisa Griebel	Miller	1/13/21
1	A Different Kind of Classroom	published 1992		good	Lisa Griebel	Miller	1/13/21
1	Modifying Classroom Behavior	published 1970		good	Lisa Griebel	Miller	1/13/21
1	Coping with Cliques	published 1971		good	Lisa Griebel	Miller	1/13/21
1	The Third Curriculum Student Activities	published 1994		good	Lisa Griebel	Miller	1/13/21
1	The Technology Advisory Council: A Vehicle for Improving Our Schools	published 1993		used	Lisa Griebel	Miller	1/13/21
3	Addison Wesley Mathematics student textbook	published 1987		used	Lisa Griebel	Miller	1/13/21
1	The Least of These Stories of Schoolchildren	published 1994		good	Lisa Griebel	Miller	1/13/21
4	Project Criss third edition	published 2004		good	Lisa Griebel	Miller	1/13/21
1	Basic Language Teacher's Annotated Edition	published 1982		good	Lisa Griebel	Miller	1/13/21
1	Elements of Grading: A Guide to Effective Practice	published 2000		good	Lisa Griebel	Miller	1/13/21
1	Americans of Dream and Deed	published 1993		good	Lisa Griebel	Miller	1/13/21
1	Outline Maps Latin America and Canada	published 1995		used	Lisa Griebel	Miller	1/13/21
1	Thinking Skills Activities Latin America and Canada	published 1995		used	Lisa Griebel	Miller	1/13/21
1	Music Latin America and Canada	published 1995		used	Lisa Griebel	Miller	1/13/21
1	Home Activities Latin America and Canada	published 1995		used	Lisa Griebel	Miller	1/13/21
1	Lep Activities Latin America and Canada	published 1995		used	Lisa Griebel	Miller	1/13/21
1	Reading/Writing Activities Latin America and Canada	published 1995		used	Lisa Griebel	Miller	1/13/21
1	Testing Program Latin America and Canada	published 1995		used	Lisa Griebel	Miller	1/13/21
1	Workbook Latin America and Canada	published 1995		used	Lisa Griebel	Miller	1/13/21
1	Teacher's Resource Blackline Masters	published 1997		good	Lisa Griebel	Miller	1/13/21
1	From Disruptive to Self-Disciplined Resource Handbook	published 2004		good	Lisa Griebel	Miller	1/13/21
1	A Framework for Understanding Poverty	published 1998		used	Lisa Griebel	Miller	1/13/21
2	Common Core Support Coach Reading Comprehension	published 2000		good	Lisa Griebel	Miller	1/13/21
1	The Don't Give Up Kid	published 1990		good	Lisa Griebel	Miller	1/13/21
1	When Life Kicks, Kick Back	published 2006		good	Lisa Griebel	Miller	1/13/21

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1	Students Speak		published 1997		good	Lisa Griebel	Miller	1/13/21
1	Mathematics Assessment grades 6-8		published 2000		good	Lisa Griebel	Miller	1/13/21
1	Common Core Clinics grade 8 ELA		published 2012		good	Lisa Griebel	Miller	1/13/21
1	Common Core Clinics grade 6 ELA		published 2012		good	Lisa Griebel	Miller	1/13/21
2	Common Core Clinics grade 7 ELA Reading Lit.		published 2012		good	Lisa Griebel	Miller	1/13/21
3	Common Core Clinics grade 7 ELA Reading Informational Text		published 2012		good	Lisa Griebel	Miller	1/13/21
1	A Guide to Bird Watching		published 1964		used	Lisa Griebel	Miller	1/13/21
1	The Illustrated Encyclopedia of Science and Technology		published 1979		good	Lisa Griebel	Miller	1/13/21
2	Addison Wesley Mathematics student textbook 7th grade		published 1987		good	Lisa Griebel	Miller	1/13/21
1	Glencoe Mathematics textbook		published 1995		good	Lisa Griebel	Miller	1/13/21
1	Glencoe Mathematics textbook course 2		published 1995		good	Lisa Griebel	Miller	1/13/21
1	Rare Diseases and Scientific Inquiry grade 6-8 3 ring binder		published 2011		good	Lisa Griebel	Miller	1/13/21
1	How Your Brain Understands What Your Ears Hear grade 7-8 3 ring		published 2003		good	Lisa Griebel	Miller	1/13/21
1	The Science of Healthy Behaviors grade 7-8 3 ring binder		published 2006		good	Lisa Griebel	Miller	1/13/21
1	Doing Science: The Process of Scientific Inquiry grade 7-8 3 ring bin		published 2005		good	Lisa Griebel	Miller	1/13/21
1	The Brain: Our Sense of Self		published 2005		good	Lisa Griebel	Miller	1/13/21
1	No Hassle Messy Science with a Wow		published 2007		good	Lisa Griebel	Miller	1/13/21
1	Encyclopedia Science Supplement 1971		published 1971		good	Lisa Griebel	Miller	1/13/21
1	The World of Science		published 1958		used	Lisa Griebel	Miller	1/13/21
1	An Approach to Physical Science		published 1967		used	Lisa Griebel	Miller	1/13/21
1	Exploring Physical Science textbook		published 1977		used	Lisa Griebel	Miller	1/13/21
2	General Science textbook		published 1983		good	Lisa Griebel	Miller	1/13/21
1	Focus on Life Science textbook		published 1981		good	Lisa Griebel	Miller	1/13/21
1	Science and Our Food Supply video and book		published 2001		good	Lisa Griebel	Miller	1/13/21
1	Exploring Environmental Issues: Places We Live		published 2006		good	Lisa Griebel	Miller	1/13/21
1	Understanding Radiation: A Resource Kit		published 2006		used	Lisa Griebel	Miller	1/13/21
1	The Complete Book of Maps and Geography		published 2005		used	Lisa Griebel	Miller	1/13/21
2	Focus on Physical Science textbook		published 1977		used	Lisa Griebel	Miller	1/13/21
1	Focus on Life Science textbook		published 1987		used	Lisa Griebel	Miller	1/13/21
2	General Science textbook		published 1990		used	Lisa Griebel	Miller	1/13/21
2	Earth Science textbook		published 1984		used	Lisa Griebel	Miller	1/13/21
1	Life Science textbook		published 1987		used	Lisa Griebel	Miller	1/13/21
1	Life Science textbook		published 1973		used	Lisa Griebel	Miller	1/13/21
1	Physical Science Teacher Editon		published 1971		used	Lisa Griebel	Miller	1/13/21
1	General Science textbook		published 1985		used	Lisa Griebel	Miller	1/13/21
1	Earth Science Teacher Edition textbook		published 1982		used	Lisa Griebel	Miller	1/13/21
1	Scientific Tables		published 1962		used	Lisa Griebel	Miller	1/13/21
1	Earth Science textbook		published 2009		good	Lisa Griebel	Miller	1/13/21
1	Life Science textbook		published 2009		good	Lisa Griebel	Miller	1/13/21
1	Holt School Mathematics Teacher Editon textbook		published 1978		used	Lisa Griebel	Miller	1/13/21
3	Pre-Algebra student textbook		published 1997		used	Lisa Griebel	Miller	1/13/21
7	Algebra 1 student textbook		published 1997		used	Lisa Griebel	Miller	1/13/21
1	Rainier High School Yearbook 1999		published 1999		good	Lisa Griebel	Miller	1/13/21
1	White Pass High School Yearbook 1999		published 1999		good	Lisa Griebel	Miller	1/13/21
1	Pacific Lutheran University Yearbook 1999		published 1999		good	Lisa Griebel	Miller	1/13/21
1	Pacific Lutheran University Yearbook 1998		published 1998		good	Lisa Griebel	Miller	1/13/21
1	Pacific Lutheran University Yearbook 1996		published 1996		good	Lisa Griebel	Miller	1/13/21
1	Churchill High School Yearbook 1999		published 1999		good	Lisa Griebel	Miller	1/13/21
1	Fahrenheit 451 teacher copy w/discussion guide		published 1978		used	Lisa Griebel	Miller	1/13/21
1	Dandelion Wine teacher copy w/discussion guide		published 1978		used	Lisa Griebel	Miller	1/13/21
1	The Red Pony teacher copy w/discussion guide		published 1978		used	Lisa Griebel	Miller	1/13/21
1	Teaching with TI Technology Pearson Mathematics		published 2009		good	Lisa Griebel	Miller	1/13/21
5	This is America's Story textbook		published 1983		used	Lisa Griebel	Miller	1/13/21
1	American Music Hits Through History CD sampler		published 2000		good	Lisa Griebel	Miller	1/13/21
1	Social Studies Skillbuilder Interactive Workbook CD sampler		published 2000		good	Lisa Griebel	Miller	1/13/21
1	The Time Table of History CD		published 1991		used	Lisa Griebel	Miller	1/13/21

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1	American Journey The Quest For Liberty textbook		published 1992		good	Lisa Griebel	Miller	1/13/21
7	World Geography		published 1995		used	Lisa Griebel	Miller	1/13/21
1	Meet the People behind "We the People" 3 ring binder		published 1997		used	Lisa Griebel	Miller	1/13/21
221	National Geographic Society Film Strip Guides various subjects		published 1974		good	Lisa Griebel	Miller	1/13/21
90	Scholastic The Declaration of Independence Student Magazine Kit		published 2002		good	Lisa Griebel	Miller	1/13/21
1	Hooked on Science		published 1990		used	Lisa Griebel	Miller	1/13/21
2	Middle Grades Science Book		published 2002		used	Lisa Griebel	Miller	1/13/21
1	Laboratory Management and Safety in the classroom				used	Lisa Griebel	Miller	1/13/21
2	If You're Trying to Get Better Grades and Higher Test Scores Scienc		published 2003		used	Lisa Griebel	Miller	1/13/21
1	Delta Science Weather and Water Resources		published 2004		used	Lisa Griebel	Miller	1/13/21
1	Delta Science Earth History Resources		published 2001		used	Lisa Griebel	Miller	1/13/21
2	Delta Science Human Brain and Senses Resources		published 2001		good	Lisa Griebel	Miller	1/13/21
1	The Trouble with Mothers		published 1989		used	Lisa Griebel	Miller	1/13/21
1	The Twinkie Squad		published 1992		damaged	Lisa Griebel	Miller	1/13/21
1	City of Bones		published 2007		damaged	Lisa Griebel	Miller	1/13/21
1	Hound Heaven		published 1995		damaged	Lisa Griebel	Miller	1/13/21
1	Partners in Crime		published 1993		damaged	Lisa Griebel	Miller	1/13/21
1	Find a Stranger Say Goodbye		published 1978		damaged	Lisa Griebel	Miller	1/13/21
1	James and the Giant Peach		published 1961		damaged	Lisa Griebel	Miller	1/13/21
1	Adam of the Road		published 1970		used	Lisa Griebel	Miller	1/13/21
1	Maniac Magee		published 1999		damaged	Lisa Griebel	Miller	1/13/21
1	Canon Powershot A580 camera	Canon	A580	silver	damaged	Lisa Griebel	Miller	1/13/21
1	Apple Image Writer Black ribbon cartridge	Apple	C. ITOH 8510/NEC PC 8023		new	Lisa Griebel	Miller	1/13/21
4	Apple Image Writer Color ribbon cartridge	Apple	unknown		new	Lisa Griebel	Miller	1/13/21
1	Pioneer Barcode Reader	Pioneer	UC-V104BC		good	Lisa Griebel	Miller	1/13/21
1	Lexmark Coating Roll	Lexmark	Optra C710	tan	used	Lisa Griebel	Miller	1/13/21
10	Apple Image Writer II black ribbon	Apple	A2M0077		new	Lisa Griebel	Miller	1/13/21
1	6 foot grey table			Gray	damaged	John Meers	AJ West- Annex in hallway by room 12	1/26/2021
5	Wooden student chairs			Wood	Very old	John Meers	AJ West- Annex in hallway by room 12	1/26/2021
3	Walk Two Moons			paperback	damaged	Lisa Griebel	Miller	2/2/21
2	The Endless Steppe			paperback	damaged	Lisa Griebel	Miller	2/2/21
5	A Day No Pigs Would Die			paperback	damaged	Lisa Griebel	Miller	2/2/21
1	Glencoe Math Course 3, Vol. 1	Glencoe 2013	Student Workbook	paperback	new	Lisa Griebel	Miller	2/2/21
1	Glencoe Math Course 3, Vol. 2	Glencoe 2013	Student Workbook	paperback	new	Lisa Griebel	Miller	2/2/21
1	Glencoe Math Course 2, Vol. 2	Glencoe 2013	Student Workbook	paperback	new	Lisa Griebel	Miller	2/2/21
36	Combo Desks					Lisa Griebel	Miller	2/9/21
43	Library Chairs			Square, Wood	well used	Lisa Griebel	Miller	2/9/21
8	Chairs			Dark Wood	well used	Lisa Griebel	Miller	2/9/21
2	Sofas - Wood Frame			Orange upholstery	well used	Lisa Griebel	Miller	2/9/21
1	End Table			Wood frame	well used	Lisa Griebel	Miller	2/9/21
2	Computer Stands					Lisa Griebel	Miller	2/9/21
1	Chairs			Orange, Rolling		Lisa Griebel	Miller	2/9/21
1	Microwave/Stove/Oven Combo	General Electric		Brown	Used	Lisa Griebel	Miller	2/9/21
6	Lab Stools					Lisa Griebel	Miller	2/9/21
1	Chairs			Wood		Lisa Griebel	Miller	2/9/21
2	Coat trees			Wood		Lisa Griebel	Miller	2/9/21
1	Carousel			Orange		Lisa Griebel	Miller	2/9/21
1	Table			Gray		Lisa Griebel	Miller	2/9/21
2	Desks			Wood		Lisa Griebel	Miller	2/9/21
2	Bookcases			Wood		Lisa Griebel	Miller	2/9/21

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88	Plasic Cafeteria-type chairs			Orange, yellow, green	Very used	Lisa Griebel	Miller	2/11/21
35	Office Chairs				Well-used	Lisa Griebel	Miller	2/11/21
1	Range	General Electric			Old	Lisa Griebel	Miller	2/11/21
1	Washer	Kenmore			used	Lisa Griebel	Miller	2/11/21
1	Dryer	General Electric			Used	Lisa Griebel	Miller	2/11/21
13	Lost at School	Scribner	978-1-4165-7226-8	Paperback	New	Grace Hagen	Stewart Building	2/23/21
13	The First Days of School	Wong & Wong	978-0-9764233-1-7	Paperback	New	Grace Hagen	Stewart Building	2/23/21
1	Projector Lamp	Lumen	8417	Red	Good	John Meers	AJ West	2/24/21
1	LED Projector	Hitachi	CP.DX301	White	Broken	John Meers	AJ West	2/24/21
1	Speaker System	Creative	Almo 1300913	Black/5PC	Good	John Meers	AJ West	2/24/21
1	Think Pad	Lenovo	13953	Black #14	Outdated	John Meers	AJ West	2/24/21
1	Think Pad	Lenovo	13922	Black #8	Outdated	John Meers	AJ West	2/24/21
1	Think Pad	Lenovo	14293	Black #28	Outdated	John Meers	AJ West	2/24/21
1	Think Pad	Lenovo	13908	Black #20	Outdated	John Meers	AJ West	2/24/21
1	Think Pad	Lenovo	13980	Black #25	Outdated	John Meers	AJ West	2/24/21
1	Think Pad	Lenovo	13917	Black #16	Outdated	John Meers	AJ West	2/24/21
1	Think Pad	Lenovo	13799	Black #24	Outdated	John Meers	AJ West	2/24/21
7	Laptop Chargers	Lenovo	DCWP	Black 65W20V	Outdated	John Meers	AJ West	2/24/21
1	American Girl Book			Meet Molly	Good	John Meers	AJ West	2/24/21
1	American Girl Book			Changes for Kirsten	Good	John Meers	AJ West	2/24/21
1	American Girl Book			Happy Birthday Kirsten	Good	John Meers	AJ West	2/24/21
1	American Girl Book			Meet Kirsten	Good	John Meers	AJ West	2/24/21
1	American Girl Book			Kirsten's Surprise	Good	John Meers	AJ West	2/24/21
1	Book			The Little Snowman	Fair	John Meers	AJ West	2/24/21
1	Book			Mary's Lamb #17	Good	John Meers	AJ West	2/24/21
1	Book			An Elephant's Trunk	Old	John Meers	AJ West	2/24/21
1	Book			Going Nowhere	Good	John Meers	AJ West	2/24/21
1	Book			The Lady With The Alligator Purse	Old	John Meers	AJ West	2/24/21
4	Book			Parade	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			What Can We Do?	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			The Pot	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			The Nest	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			Spots On Fish	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			Surprise!	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			At the Pond	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			The Hen's Hat	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			Cookies	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			School	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			Shat Can You Do?	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			Lunch	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			Follow the Leader	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			At the Zoo	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			A Farm	Good	John Meers	AJ West	2/24/21

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4	Pre Decodable Book			Where is the Puppy?	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			Hats	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			The Trunk	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			The Park	Good	John Meers	AJ West	2/24/21
4	Pre Decodable Book			What Is It?	Good	John Meers	AJ West	2/4/21
4	Pre Decodable Book			The Trip to Grandma's	Good	John Meers	AJ West	2/24/21
1	Nancy Drew Book			The Secret of the Old Clock	Fair	John Meers	AJ West	2/24/21
10	Nancy Drew Book			Of Colors and Things	Good	John Meers	AJ West	2/24/21
1	Nancy Drew Book			Skip to My Lou	Fair	John Meers	AJ West	2/24/21
1	Nancy Drew Book			In the City	Old	John Meers	AJ West	2/24/21
1	National Geographic			Mammals Vol 1	Old	John Meers	AJ West	2/24/21
1	National Geographic			Mammals Vol 2	Old	John Meers	AJ West	2/24/21
1	Book			Eentsy, Weentsy Spider	Good	John Meers	AJ West	2/24/21
1	Book			The Funny Song Book	Fair	John Meers	AJ West	2/24/21
1	Book			Sylvester and the Magic Pebble	Fair	John Meers	AJ West	2/24/21
1	K-1 Digi Block Activities and Masters				Good	John Meers	AJ West	2/24/21
1	Digi Block Prog # Sense and Operations				Good	John Meers	AJ West	2/24/21
1	Digi Block Activity and Assessment				Good	John Meers	AJ West	2/24/21
1	Cart	Bretford	12738		Good	John Meers	AJ West	2/24/21
1	Adult Chair			Red fabric with wheels	Good	John Meers	AJ West	2/24/21
1	Adult Chair			Red fabric with arms	Good	John Meers	AJ West	2/24/21
1	Chair			Brown fabric with wood arms	Good	John Meers	AJ West	2/24/21
1	Chair			Blue fabric with wheels	Good	John Meers	AJ West	2/24/21
1	Tall Adult Chair			Black with arms	Good	John Meers	AJ West	2/24/21
1	Storytown Teacher Edition 5th grade				Good	John Meers	AJ West	2/24/21
1	Strategic Intervention Teacher Guide 4th grade				Good	John Meers	AJ West	2/24/21
1	Storytown Teacher Edition Theme 1 3rd Grade				Good	John Meers	AJ West	2/24/21
1	Social Studies Communities				Good	John Meers	AJ West	2/24/21
1	Social Studies Communities Teacher Edition				Good	John Meers	AJ West	2/24/21
1	Projector	Hitachi	19867	White		John Meers	AJ West	2/24/21
1	4 Square Writing			Blue Binder	Good	John Meers	AJ West	2/24/21
1	Breaking the Code Teacher Edition			Blue Spiral	Good	John Meers	AJ West	2/24/21
1	Spell Time Kit	Cadaco		Blue with yellow handle	Good	John Meers	AJ West	2/24/21
1	4 Square Writing Method		9.78143E+12		Good	John Meers	AJ West	2/24/21
1	Life Skills-Filling Out Forms			Orange	Fair	John Meers	AJ West	2/24/21

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1	Life Skills-Directionaries and Guides		Blue	Fair	John Meers	AJ West	2/24/21
1	Write Every Day		Red	Fair	John Meers	AJ West	2/24/21
1	Back to Basics-Spelling Practice		Yellow and Black	Good	John Meers	AJ West	2/24/21
1	Spelling and Writing Grade 1		Green	Fair	John Meers	AJ West	2/24/21
1	Spelling Grade 1		Purple	Fair	John Meers	AJ West	2/24/21
1	Spelling Strategies that Work Grade K-2		Turquoise/Blue	Fair	John Meers	AJ West	2/24/21
1	Spelling Success Grade 1		Pink	Fair	John Meers	AJ West	2/24/21
1	Spelling Success Grade 2		Blue	Fair	John Meers	AJ West	2/24/21
1	Writing Sampler K-6		Yellow	Fair	John Meers	AJ West	2/24/21
1	Spelling Bee Magnetic Read and Spell Book		Blue with Orange Letters	Good	John Meers	AJ West	2/24/21
1	Fokes Sentence Builder Set		White box	Fair	John Meers	AJ West	2/24/21
1	smart board		White box	?	Bryan McKinney	McDermoth	3/9/21
1	pull down screen			fair	Bryan McKinney	McDermoth	3/9/21
3	projectors		2 black, 1 gray	poor	Bryan McKinney	McDermoth	3/9/21
1	typewriter			poor	Bryan McKinney	McDermoth	3/9/21
1	box filled with remotes and vcr's		brown trix box	poor	Bryan McKinney	McDermoth	3/9/21
5	VCR's		black VCR's on table	poor	Bryan McKinney	McDermoth	3/9/21
1	bag full of ipods		black	poor	Bryan McKinney	McDermoth	3/21
1	camera	Kodak	black/gray	fair	Bryan McKinney	McDermoth	3/9/21
1	black bag with laptop	dell	black	fair	Bryan McKinney	McDermoth	3/9/21
3	sets of computer speakers			poor	Bryan McKinney	McDermoth	3/9/21
1	box filled with flash cards		white/blue box	good	Bryan McKinney	McDermoth	3/21
12	educational books		stacked on table	poor	Bryan McKinney	McDermoth	3/9/21
1	accelerated reader program		box on table	fair	Bryan McKinney	McDermoth	3/9/21
1	cassette tape player		black	poor	Bryan McKinney	McDermoth	3/9/21
1	box full of cords		box is white and	fair	Bryan McKinney	McDermoth	3/9/21
1	primary balance for science		box is yellow and	poor	Bryan McKinney	McDermoth	3/9/21
16	mauve office chairs		mauve	poor	Bryan McKinney	mcDermoth	3/9/21
23	student chairs		blue	poor	Bryan McKinney	mcDermoth	3/9/21
39	Addison Wesley Mathematics textbooks	published 1987	blue	poor	Lisa Griebel	Miller	3/23/21
5	Maniac Magee	published 1990		damaged	Lisa Griebel	Miller	3/31/21
1	Large Kiln		On wooden cart	poor	David Glasier	AHS	4/2/21
1	Medium Kiln		By back door	poor	David Glasier	AHS	4/2/21

CERTIFICATED

HIRE: We recommend the Board approve the following administrator hire:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Joan Hoehn	District – Kindergarten	Kinder Academy Principal	03/01/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cynthia Bonnanzio	District	Occupational Therapist	09/01/21
Kasi Turner	Aberdeen High School	GEAR UP: After School Teacher/Coordinator	03/31/21
Sara Verde-Schultz	Aberdeen High School	MTSS Coach	09/01/21
Ashley Emmett	Miller Junior High	MTSS Coach	09/01/21
Stephanie Hoffman	Miller Junior High	EL Teacher	09/01/21
Geneva Bernabe	AJ West Elementary	EL Elementary Teacher	09/01/21
Nancy Villarreal	AJ West Elementary	MTSS Coach	09/01/21
Amanda Lewis	McDermoth Elementary	EL Elementary Teacher	09/01/21
Amber Melville	McDermoth Elementary	MTSS Coach	09/01/21
Salvatore Abruscato	Robert Gray Elementary	MTSS Coach	09/01/21
Heather Colwell	Stevens Elementary	EL Elementary Teacher	09/01/21
Juliena Brotzel	Stevens Elementary	5 th Grade Teacher	09/01/21
Amber Metke	Stevens Elementary	MTSS Coach	09/01/21

APPLICATION FOR REINSTATEMENT: We recommend the Board approve the following certificated reinstatement:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Andy Duffy	TBD	Teacher	09/01/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Joan Lesman	Miller Junior High	Teacher	08/31/21

Substitute Certificated Hire:

Paula Stansell

Substitute Certificated Resignation:

Susan Davis, effective 03/30/21

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cheryl Gebhart	Aberdeen High School	Paraeducator	03/26/21
Elizabeth Powell	Aberdeen High School	Paraeducator – CYO	04/01/21
Laura Sanz	Aberdeen High School	Comptroller	03/25/21
Zachary Denny	Miller Junior High	Paraeducator – CYO	04/20/21
Racheal Rose	AJ West Elementary	MTSS Assistant	04/19/21
Danielle Gaddy	Central Park Elementary	Paraeducator	03/22/21
Alexandra Jennings	Central Park Elementary	MTSS Assistant	04/19/21
Patricia Stanton	McDermoth Elementary	MTSS Assistant	04/19/21
Kimberly Abel	Robert Gray Elementary	MTSS Assistant	04/19/21
Kathleen Smith	Robert Gray Elementary	Paraeducator – CYO	04/12/21
Ashley Aschim	Stevens Elementary	Paraeducator – CYO	04/12/21
Lisa Hill	Stevens Elementary	MTSS Assistant	04/19/21
Glenn Raney	Stevens Elementary	Custodian	04/19/21

CLASSIFIED (CONT'D)

CHANGE OF ASSIGNMENT: We recommend the Board approve the following classified change of assignment:

<u>Name</u>	<u>Position</u>	<u>To:</u>	<u>From:</u>	<u>Effective Date</u>
Shari VanBlaricom	Paraeducator-CYO	Miller Junior High	McDermoth Elementary	3/23/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
John Shay	Stevens Elementary	Custodian	04/26/21

RESIGNATIONS: We recommend the Board approve the following classified resignations:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Carissa Handly	District	Health Assistant	04/28/21
Laura Sanz	Administration	State and Federal Programs Secretary	03/24/21
Cindy Evans	Miller Junior High	Food Service Worker	03/15/21
Shannon Harris	Stevens Elementary	Paraeducator	04/16/21

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>
Brandyn Brooks	Aberdeen High School	Boys' Basketball – Assistant Coach	05/03/21
David Bruncke	Aberdeen High School	Girls' Bowling – Head Coach	05/03/21
Mark Buckman	Aberdeen High School	Boys' Basketball – Head Coach	05/03/21
Robert Burns	Aberdeen High School	Boys' Swimming – Head Coach	05/03/21
Gienelle Harless	Aberdeen High School	Girls' Basketball – Assistant Coach	05/03/21
Jeff Hatton	Aberdeen High School	Boys' Wrestling – Head Coach	05/03/21
Trevor Mullin	Aberdeen High School	Boys' Swimming – Assistant Coach	05/03/21
Summer Powell	Aberdeen High School	Cheer – Head Coach	08/16/21
Steve Reed	Aberdeen High School	Track – Assistant Coach	05/03/21
Kelly Stewart	Aberdeen High School	Girls' Basketball – Assistant Coach	05/03/21
Rachel Wenzel	Aberdeen High School	Girls' Basketball – Head Coach	05/03/21
Craig Yakovich	Aberdeen High School	Girls' Wrestling – Head Coach	05/03/21
Tamar Yakovich	Aberdeen High School	Girls' Fastpitch – Assistant Coach	03/22/21
Tamar Yakovich	Aberdeen High School	Girls' Wrestling – Assistant Coach	05/03/21
Stacy Campbell	Miller Junior High	Track and Field – Assistant Coach	05/03/21
Andres Cisneros	Miller Junior High	Football – Head Coach	03/22/21
James Daly	Miller Junior High	Track and Field – Assistant Coach	05/03/21
Samantha Deugan-Leverett	Miller Junior High	Track and Field – Assistant Coach	05/03/21
Dillen Espana	Miller Junior High	Football – Assistant Coach	03/22/21
Breanna Gentry	Miller Junior High	Track and Field – Head Coach	05/03/21
Ethan Morrill	Miller Junior High	Football – Assistant Coach	04/20/21
Melissa Veach	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>
John Kingery	Aberdeen High School	Basketball – Assistant Coach	04/01/21
Trisha Sims	Aberdeen High School	Cheer - Head Coach	03/22/21
Jason Wharton	Aberdeen High School	Boys' Wrestling – Assistant Coach	03/25/21

Substitute Classified Hires:

Mark Bonnanzio
Glenda Smith

ABERDEEN SCHOOL DISTRICT NO. 5
Aberdeen, Washington
2020-21

SUBSTITUTE SALARY SCHEDULE

1. **Substitute Certificated Employees** will be paid at the rate of ~~\$145.00~~ **\$200.00** per day.
2. **Substitute Custodial Employees** will be paid at the initial Step of the assigned M&O classification, M&O salary schedule.
3. **Substitute Cafeteria Employees** will be paid at the initial Step of the assigned F&T classification, F&T salary schedule.
4. **Substitute Clerical and Para-educator Employees** will be paid at the initial Step of the assigned PSE classification, PSE salary schedule.
5. **Substitute Maintenance Employees** will be paid at the initial Step of the assigned M&O classification, M&O salary schedule.
6. **Substitute Bus Drivers** will be paid at the initial Step of the assigned F&T classification, F&T salary schedule.
7. **Tutors** will be paid the current state minimum hourly wage + \$2.00 per hour
8. **All Student Helpers** will be paid at the current state minimum hourly wage.
9. **Interpreters** will be paid at the rate of \$16.50 per hour.
10. **Gear Up Math and ELA Tutors** will be paid at the rate of \$38.50 per hour.
11. **Site Coordinators** for Summer School and Century 21 will be paid at a rate of \$30.00 per hour.

Substitutes and student helpers will not receive fringe benefits such as vacation, insurance, etc. Affordable Care Act benefit eligibility criteria apply to substitutes and student helpers. In the event of the need for a substitute for an extended period of time or other extenuating circumstances, modifications will be made to fit the particular need as determined by the Superintendent.

Summer Custodial or Maintenance Employees

Short-term summer custodial or maintenance employees will be paid at the beginning step of the custodial classification. Summer employees will not receive insurance contribution or vacation pay.

~~Board Approved: July 21, 2020~~ **Pending Board Approval:**
~~Effective: September 1, 2020~~ **Effective:**