

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

Regular Meeting of the Board of Directors
Remote Public Meeting

January 19, 2021 – 5 p.m.

AGENDA

Instructions for joining the meeting:

https://asd5-org.zoom.us/webinar/register/WN_EjegwotpSiik8Li1wX4Fpw

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. Gifts to the District

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. [School Board Recognition](#)
2. ASD5 Survey No. 2
3. [Updated Reopening Plan](#)
4. Distance Learning Update
5. COVID-19 Response

Teaching and Learning

1. Professional Development Update
2. Tech Training for Parents

Board Meeting Agenda
December 15, 2020

Financial Services

1. [Fiscal Status Report](#)

Athletics and Activities

1. [Athletic Director's Report](#)

New Business

1. [Policy 3225 Threat Assessment](#)
2. [Grays Harbor College MOU](#)
3. [Cosmopolis School District Internet Agreement](#)
4. [Behavioral Health Agreement](#)
5. Next Meeting

Executive Session

Personnel Matters

1. [Personnel Report](#)
 - a. Certificated
 - b. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

January 19, 2021, 5 p.m.

Link to join the meeting:

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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 December 15, 2020, are enclosed for your review and approval.
2. Accounts Payable – Payroll and the accounts payable for December are enclosed for your review and approval.
3. Gifts to the District
 - a. The Grays Harbor Community Foundation has provided \$500 to the FFA at Aberdeen High School on behalf of Darrell and Elaine Lokken.
 - b. The Weatherwax Class of 1958 has donated \$3,000 to the Aberdeen High School ASB -- \$2,500 to the InvestEd account and \$500 to SkillsUSA.
 - c. Bruce and Theresa Kuhnau have donated \$2,500 to the district with a request that the funds be used to support students at this time. The gift will be used to purchase SEL books for students to pick up at food service and school sites.
 - d. Enterprises International, Inc., of Hoquiam has donated \$1,000 to the SkillsUSA program at Aberdeen High School.

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

Board Information
January 19, 2020

Superintendent's Report

1. School Board Recognition – Superintendent Alicia Henderson will share a proclamation from Governor Jay Inslee declaring January as School Board Appreciation Month. [Enclosure 2](#)
2. ASD5 Survey No. 2 – Superintendent Henderson will share results of the second survey of parents, staff and students.
3. Updated Reopening Plan– Superintendent Alicia Henderson will provide the Updated Reopening Plan incorporating the new metrics in our state for your review and approval. [Enclosure 3](#)
4. Distance Learning Update – Superintendent Henderson will provide a general update on distance learning.
5. COVID-19 Response – Superintendent Henderson will provide an update on the district's ongoing response to the COVID-19 crisis.

Teaching and Learning

1. Professional Development Update – Teaching and Learning Director Traci Sandstrom will share information about professional development and planning opportunities for staff as a result of input in Survey No. 1.
2. Tech Training for Parents – CTE Director Lynn Green will provide information about the Canvas training sessions being offered to parents.

Financial Services

1. Fiscal Status Report –Elyssa Louderback will present the Fiscal Status Report and enrollment update for December. [Enclosure 4](#)

Athletics and Activities

1. Athletic Director's Report – Principal John Crabb will provide an update on district programs and share information from WIAA about athletic opportunities for students this winter and spring. [Enclosure 5](#)

New Business

1. Policy 3225 Threat Assessment – An update to Policy 3225 – Threat Assessment is presented for first reading. This update replaces/renumbers Policy 4314 – Notification of Threats, Violence or Harm. [Enclosure 6](#)
2. Grays Harbor College MOU – CTE Director Lynn Green will present an agreement with Grays Harbor College to provide practicum hours to student teachers in partnership with the Century 21 Program. [Enclosure 7](#)
3. Cosmopolis School District Internet Agreement – Renewal of an agreement with the Cosmopolis School District to lease fiber capacity is presented for your review and approval. [Enclosure 8](#)

Board Information
January 19, 2020

4. Behavioral Health Agreement – Director Sandstrom will present an agreement with Behavioral Health Resources (BHR) to provide services to staff, students and families in the early childhood program who qualify is presented for your review and approval. [Enclosure 9](#)
5. Next Meeting – The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, February 2, 2021, to be conducted remotely with notice and access provided under the emergency provisions of the Open Public Meetings Act.

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 10](#)
 - a. Certificated
 - b. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

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

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5:00 p.m. Tuesday, December 15, 2020, via webinar following guidance for conducting remote meetings in compliance with the Open Public Meetings Act. Directors present were Jennifer Durney, Bill Dyer, Jessica Jurasin and Suzy Ritter, along with Student Representative Brooke Solan, Superintendent Alicia Henderson and 27 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 November 17, 2020; Payroll vouchers 830265 to 830291 totaling \$2,822,931.38; General Fund vouchers 830292, 830306 through 830376 totaling \$570,328.31; ASB Fund vouchers 830293 and 830297 through 830304 totaling \$40,964.80, and Private Purpose Trust Fund vouchers 830294 through 830296 and 830305 totaling \$2,500.00.

President Bielski opened nominations for the annual election of officers.

On a motion by Bill Dyer and seconded by Jennifer Durney, the board in a roll call vote unanimously re-elected Sandra Bielski to serve as president.

On a motion by Jennifer Durney and seconded by Jessica Jurasin, the board in a roll call vote unanimously re-elected Bill Dyer to serve as vice president.

On a motion by Jennifer Durney and seconded by Bill Dyer, the board in a roll call vote unanimously elected Jessica Jurasin to serve as the WSSDA legislative representative for the next two years.

On a motion by Jessica Jurasin and seconded by Bill Dyer, the board unanimously elected Jennifer Durney to serve as representative to the Washington Interscholastic Activities Association.

Bill Dyer commented on the passing of Nancy Neisinger, who was a music teacher in the district for 27 years. He said she is remembered as a lovely, kind, and hugely talented individual who was committed to her community. President Bielski agreed, noting she was always smiling and worked with every student as best she could.

Directors Suzy Ritter, Jennifer Durney and Jessica Jurasin thanked the administration and staffs of the district and YMCA of Grays Harbor for putting together the activity and wellness pods in the new Health and Wellness Program.

CALL TO ORDER

CONSENT AGENDA

ELECTION OF
OFFICERS

COMMENTS FROM
BOARD MEMBERS

Student Representative Brooke Solan provided a report. She discussed spirit week at Aberdeen High School, the activity and conditioning pods that are now available to students, a PBIS Social Zoom that more than 40 students participated in, and the upcoming ASB Kahoot night, which is another Zoom event students have organized for fun and socializing.

COMMENT FROM
STUDENT
REPRESENTATIVE

On a motion by Jennifer Durney and seconded by Suzy Ritter, the board approved an update to Policy 3510 – Associated Student Bodies, adding language that waives certain fees for homeless and low-income students in compliance with state law.

POLICY 3510 -- ASB

Superintendent Henderson reported that the Budget Advisory Committee met on December 10. The year-end report for 2019-2020 showing the district met its goal of maintaining a 5 percent fund balance was shared, as well as concerns about declining enrollment, which most school districts are experiencing. The impact on funding for schools won't become clear until the Legislature meets, she said.

SUPERINTENDENT
REPORT

BUDGET
ADVISORY
COMMITTEE

Superintendent Henderson shared information about continuing to plan for students to return to school. She noted there will be a significant need to address learning gaps. She said she's seeing some amazing collaboration among the teaching staff and that Aberdeen's distance learning model is among the best. However, she noted that like most districts, Zoom fatigue and keeping students engaged is an ongoing challenge.

DISTANCE
LEARNING
UPDATE

Superintendent Henderson praised the maintenance and operations staff for the work they are doing to prepare for students and staff to return to school. She expects that the district will be dealing with COVID impacts for the long haul and that much work is being done to use spaces innovatively, including outdoor spaces, and to ensure adequate ventilation and air flow.

COVID-19
RESPONSE

Superintendent Henderson also discussed the new Health and Wellness Program, a major initiative between the district and the YMCA of Grays Harbor to create outdoor activities for students and athletes. The board welcomed Franzine Potts, executive director of the YMCA of Grays Harbor, to the meeting. She said the YMCA is excited at the chance to offer the Health & Wellness Program to students and can see already the positive impact it is having on students.

The board discussed at length the ongoing impacts of the pandemic and the likelihood that there will still need to be a pandemic response into the 2021-2022 school year.

Principal Jamie Stotler presented a report on the district's English Language Learning (ELL) program.

TEACHING AND
LEARNING

Executive Director of Business and Operations Elyssa Louderback presented the year-end financial report for 2019-2020. She reported that the district achieved its goal of a 5 percent ending fund balance.

YEAR-END
FINANCIAL
REPORT

Director Louderback presented the Fiscal Status Report for November. With 25 percent of the fiscal year elapsed, the district has received 22.6 percent of budgeted revenue and spent 21.7 percent of budgeted expenditures. The ending fund balance was \$3,228,762.36 in the General Fund; \$21,682.60 in the Capital Projects Fund, \$3,421,757.22 in the Debt Service Fund, \$313,940.54 in the ASB Fund, and \$334,681.38 in the Transportation Vehicle Fund. Enrollment of 3,133.86 FTE is 95.14 less than budgeted.

FISCAL STATUS
REPORT

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved the interdistrict agreement with the Tumwater School District for operation of the Twin Harbors Branch of the New Market Skills Center.

SKILLS CENTER
AGREEMENT

On a motion by Jessica Jurasin and seconded by Bill Dyer, the board approved an agreement with the Quinault Indian Nation to provide services in the district to member students.

QUINAULT
NATION
AGREEMENT

On a motion by Suzy Ritter and seconded by Jennifer Durney, the board approved a personal services contract with Trinity Parris to provide concussion protocol and other athletic services in the district.

ATHLETIC
SERVICES
CONTRACT

On a motion by Bill Dyer and seconded by Suzy Ritter, the board approved contracts with the YMCA of Grays Harbor to provide staffing and support for implementation of outdoor activities in the Health and Wellness Program. Director Jennifer Durney recused herself.

HEALTH &
WELLNESS
CONTRACT

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved a personal services contract with William Rabung to provide support for athletic conditioning in the Health & Wellness Program, especially operation of all electronics from the announcer's booth at Stewart Field.

AUDIO/
ELECTRONIC
SERVICES
CONTRACT

The board decided to conduct one meeting in January due to the holiday and set the next regular meeting for 5 p.m. Tuesday, January 19, 2021, to be conducted remotely with proper notice and access provided under the governor's emergency provisions of the Open Public Meetings Act.

NEXT MEETING

At 6:38 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 30 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The regular meeting reconvened at 7:08 p.m.

EXECUTIVE
SESSION

On a motion by Jennifer Durney and seconded by Suzy Ritter, the board approved the Personnel Report. Under certificated matters the board approved a co-curricular contract for Richard Stallo as events manager at Aberdeen High School effective December 7.

Under classified matters, the board approved the hiring of Megan Burn as an MTSS assistant at Aberdeen High School effective December 7, Margaret Garrison and Delores Onasch as para-educators in the After School Program at Stevens Elementary School effective December 7, and Bridget Onasch as a para-educator and the site coordinator in the After School Program at Stevens Elementary School effective December 7; accepted the resignation of Nancy Benner as the payroll specialist at the Administration Building effective January 1 and the resignation of Time Pelan Jr. as the assistant coach for track at Aberdeen High School effective November 24.

There being no further business, the regular meeting was adjourned at 7:10 p.m.

PERSONNEL
REPORT

CERTIFICATED

CLASSIFIED

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 January 19, 2021, the board, by a _____ vote, approves payments, totaling \$1,457,766.26. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 830378 through 830405, totaling \$1,457,766.26

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

Check Nbr	Vendor Name	Check Date	Check Amount
830378	1st Security Bank-Child Suppo	12/31/2020	945.00
830379	Aberdeen High School-AHS Schol	12/31/2020	85.00
830380	Aberdeen School District -PERS	12/31/2020	331.04
830381	Aberdeen School District-SERS	12/31/2020	101,406.05
830382	Aberdeen School District-TRS	12/31/2020	341,055.18
830383	Bank Of The Pacific	12/31/2020	481,884.16
830384	Cnty/city Mun Ees	12/31/2020	1,523.23
830385	Deferred Compensation Program	12/31/2020	17,663.68
830386	Dynamic Collectors	12/31/2020	150.00
830387	E.S.D.#113 Unemployment Coop	12/31/2020	453.47
830388	Ed.Serv.Dist.#113	12/31/2020	16,990.51
830389	Employment Security	12/31/2020	7,595.22
830390	GESA	12/31/2020	9,010.00
830391	HCA-SEBB BENEFITS-600D01	12/31/2020	425,001.02
830392	HCA-SEBB FLEX SPEND-600D01	12/31/2020	4,302.33
830393	Legal Shield	12/31/2020	97.70
830394	Pse Of Wa	12/31/2020	4,457.18
830395	The Standard Insurance Company	12/31/2020	1,428.94
830396	Tsa Consulting Group Inc	12/31/2020	13,572.00
830397	Twin Star Credit Union	12/31/2020	200.00
830398	Twin Star Scholarship Acct	12/31/2020	55.00
830399	Twinstar Pse Local Dues	12/31/2020	55.00
830400	United Way	12/31/2020	537.38
830401	Veba Contributions-Y1286.001	12/31/2020	8,091.50
830402	Wa State School Ret Assn	12/31/2020	49.00
830403	Wea Chinook	12/31/2020	9.57
830404	Wea Payroll Deductions	12/31/2020	19,846.60
830405	Payroll Warrant	12/31/2020	63.73
830406	Payroll Warrant	12/31/2020	906.77

29 Computer Check(s) For a Total of 1,457,766.26

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As of January 19, 2021, the board, by a _____ vote, approves payments, totaling \$1,339,738.23. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 830377 through 830377, totaling \$1,339,738.23

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

Check Nbr	Vendor Name	Check Date	Check Amount
830377	1ST SECURITY BANK PAYROLL/PERS	12/30/2020	1,339,738.23
1	Computer	Check(s) For a Total of	1,339,738.23

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 January 19, 2020, the board, by a _____ vote, approves payments, totaling \$1,520.30. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 830407 through 830407, totaling \$1,520.30

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

Check Nbr	Vendor Name	Check Date	Check Amount
830407	Riddell/all American	01/20/2021	1,520.30
1	Computer	Check(s) For a Total of	1,520.30

Aberdeen School Board

Public Comment for Tuesday, Jan. 19, 2021

- Aberdeen Education Association / Cathleen Peterson
- Ashley Emmett
- Rebecca Fitzpatrick
- Brittni Leitch
- Brad Pierog
- Patti Thomas

**Board, School** <schoolboard@asd5.org>

You get to decide

1 message

Aberdeen EA <aberdeeneducationassoc@gmail.com>

Mon, Jan 18, 2021 at 8:09 PM

To: schoolboard@asd5.org

Dear Aberdeen School Board Members,

As current president of the Aberdeen Education Association I wanted to write to share some thoughts and information that I have gathered with you as you consider when the appropriate time to reopen schools in a hybrid model should be. I request that this letter be read into the board minutes as my formal comment to the board. I would much prefer to make my comment in person, even if over Zoom, as other school boards have been allowing. As you are the governing body who ultimately has that responsibility, I know that you have much to think about as you weigh the pros and cons of moving our district from remote learning to hybrid learning during this difficult time in history.

After a meeting that AEA leaders had with district representatives this past week, I am very concerned that our district is not ready to bring more students and staff onto campuses safely. I heard multiple district administrators explain that it is okay for students to be given "a glove and a wipe" and be responsible to clean their own work space before the next group of students enter a classroom 4 minutes later. When questioned what type of wipe students would be using since this has adamantly not been allowed up until now, district administrators did not have an adequate response. District administrators also were not able to estimate how long it will take for students to gain entry to the building with attestation and temperature checks. We were told that they have consulted other nearby districts to make sure that our protocols and reopening schedules are consistent with what other districts are using, specifically mentioned were Shelton and Centralia.

So, I did some research of my own and have spent this weekend talking with some of my colleagues in nearby districts, including Shelton and Centralia. I have learned some interesting things of which I think you should be aware:

- Neither Shelton nor Centralia are on a hybrid reopening plan that has the same timeline as what Aberdeen Superintendent Alicia Henderson is proposing. The soonest that Shelton plans to begin hybrid is February 22 for K-1 students.

- Centralia has already had elementary students on campuses in a hybrid model, but secondary students are not expected to possibly begin returning until March.

- When Centralia began to bring back students, they reorganized classes to designate teachers as remote learning only teachers. As a result, some of the students are not with the same teacher with whom they started the year. One teacher that I spoke

with is a designated grade level teacher who teaches remotely to students from 3 different elementary schools.

- Chehalis elementary schools have been in hybrid model for some time and every single school has had an outbreak of Covid-19 in both student and staff populations.

- There is a significant substitute teacher shortage everywhere. The teachers I spoke with mentioned that their districts have had to use "warm bodies" to substitute and that some of those substitutes have done things like tell students they do not need to wear masks because they are useless.

- Pioneer Elementary in Shelton was shut down by the health department this week. Staff were found to be reporting for work ill after being told by administration that even though they were symptomatic, they needed to report.

- An elementary teacher from Chehalis that I spoke with stated that his class is on an A/B schedule and that his students pretty much do not choose to access instruction online on their remote learning days. He said that means that his students are essentially receiving less than 2 days of grade level instruction each week!

Those are the highlights. You may be aware that the WEA Board passed a resolution Jan. 12 stating that all educators working in school or higher education facilities should have access to both doses of the COVID-19 vaccine. This applies to those currently working on-site and to those before returning to in-person settings.

Key elements of the resolution:

- Prioritize vaccine access for all PK-12 and higher education educators who work in school facilities. This includes classified, certificated, full-time, part-time, and substitute employees and those in training to be the same. Those working on-site already should be prioritized and for those returning to in-person instruction should receive both doses prior to working on-site.
- Recognize the disproportionate impact COVID has had on communities of color, and the current and historical abuses of those same groups that may lead to reluctance to get vaccinated. The resolution asks the state to prepare a medically based information campaign to address these concerns.
- Ensure equitable access to the vaccine for educators in rural communities.
- Create vaccine distribution plans that address the above issues so that vaccines are available to all educators who are working with students in-person and who want them.
- Given the uncertainty of when vaccines will be available, districts must continue to bargain with their local associations to address and solve inequities created by online learning.

As president of the AEA, I have been urged by my members to conduct a survey so that they could express their opinions about the safe return to the classroom, as we have not had that opportunity through the district. You will find that our survey indicates that the teachers in Aberdeen concur with the WEA proclamation. I think that you may find this data useful as you consider the monumental task set before you by Superintendent Henderson. We have had 121 ASD5 certificated staff/AEA members respond.

Here are some of the results:

1. How comfortable do you feel returning to the classroom starting the beginning of February for hybrid teaching following the governor's latest guidance?

Elementary and Special Services Staff:

53% respondents scored not comfortable

14% respondents scored neutral

33% respondents scored comfortable

Secondary Staff:

75% respondents scored not comfortable

8% respondents scored neutral

17% respondents scored comfortable

2. How confident in the district's ability to provide a safe space for learning in your school/classroom following the governor's latest guidance do you feel?

Elementary and Special Services Staff:

65% respondents scored not confident

11% respondents scored neutral

27% respondents scored confident

Secondary Staff:

87% respondents scored not confident

8% respondents scored neutral

5% respondents scored

3. How important is it to you for the district to consider pausing the reopening until you have received the vaccine?

Elementary and Special Services Staff:

27% respondents scored not important

8% respondents scored neutral

64% respondents scored important

Secondary Staff:

15% respondents scored not important

8% respondents scored neutral

77% respondents scored important

4. How important is it to you for the district to consider pausing the reopening until herd immunity is reached?

Elementary and Special Services Staff:

37% respondents scored not important

22% respondents scored neutral

41% respondents scored important

Secondary Staff:

15% respondents scored not important

25% respondents scored neutral

60% respondents scored important

5. Do you consider (according to the CDC guidelines) yourself to be:

High Risk 31 Respondents

Moderate Risk 63 Respondents

Low Risk 27 Respondents

6. Do you have someone in your immediate household or under your care whom is in the high risk category?

Yes 39 Respondents

No 82 Respondents

Our educators, students and community are feeling the effects of this global pandemic in many ways. I think we can all agree that the best place for our kids to learn is in the classroom. This pandemic has taken 8 months of valuable classroom instruction away from us. I believe that we are all doing the best that we can to cope with a difficult situation. Our educators have stepped up to the plate and sifted instruction to remote learning in remarkable ways. They have utilized their own resources, often at great personal expense, to do so. Our educators are doing their job using methods they have never used and with very little preparation and training, with increased workload.

I do not believe many in our community fully understand a clear picture of what a change to a safe hybrid model of instruction will look like for student learning. The success of this sift is going to depend on the district ensuring unequivocally that our schools will not become superspreaders and that student learning will improve in a new model over the current model. It is important for the school district to thoroughly investigate the risks and rewards for each model, with staff input, and to communicate those with the community. It is paramount that the district thoughtfully approach the return of students to buildings so that all resources and preparations are made available in a proactive approach to safety for all. I do not believe that this has been done. I know that teachers have not been involved in the process.

No matter when you decide to reopen the schools, I formally request that the school board require that the district request a walk-through of each building with L&I and the county health department, with union representation present. In addition, an agreed upon MOU must be in place for all bargaining units. I also request that the district present a clear picture of what the student school day will entail including building and classroom safety protocols and instruction delivery models that will be used. The plan must be concrete and clearly understood. Students and families must know what is expected of them for their own learning. Staff and families must know how exposures and quarantines will be handled. District administration must be prepared in the event that the unspeakable happens and one of our staff or students dies. Is Aberdeen ready? That is for you to decide.

Sincerely,
Cathleen Wilder



Board, School <schoolboard@asd5.org>

School Reopening Plan

1 message

ashley emmett <ashley.emmett@hotmail.com>

Mon, Jan 18, 2021 at 6:11 PM

Hello,

I'm writing today as a parent of children in the Aberdeen School District. I currently have three children enrolled in the district, two at McDermoth and one at the high school. I have read through the reopening plan shared in the agenda for the January 19th board meeting and am concerned for what this may mean for my children and my family. While I am encouraged that not much will change for my elementary age children, both of whom we will most likely choose to keep in distance learning, I am deeply concerned for my high schooler.

According to the proposed plan, if we choose to keep our high school student enrolled in the distance only plan he will be dropped from his regular high school schedule and transitioned onto Edgenuity. Not only would this remove him from an online learning environment filled with familiar classmates and teachers, it would also interrupt his learning and the progress he has made in classes thus far. For example, he is currently enrolled in a year long AP science class. With AHS running on trimesters and Edgenuity running on semesters he will most likely either repeat content or lose the opportunity to complete his learning and be at a disadvantage for the final AP exam this spring.

The past year has been rough on everyone, but in the past couple of months we have found a rhythm and routine to distance learning. Changing course at this point would be a setback of extreme proportion. The toll on my student's mental health caused by being excluded from attending online classes at AHS with his friends and forced into courses run through an educational corporation would compound an already difficult situation. I am fearful for what may happen to our son if he is forced even deeper into isolation, cut off from all that is familiar.

As a parent of a hi-cap student we have first hand experience with many of the online learning platforms the district has offered over the years. Our son has been forced to take online classes for the past 4 years in order to enroll in classes at his level. This includes Edgenuity. Last year he took geometry online through Edgenuity. Not only was the coursework not developed to accommodate learners at different levels, there was little to no instruction. All of his lessons were prerecorded, and demonstrating mastery on pretests did not affect the lessons offered. His "teachers" rarely communicated with him and his assigned district staff person was ill-prepared to answer questions or assist him with the technical aspects (unlocking exams, enrolling in new classes) of Edgenuity.

Please reconsider this proposed reopening plan. Our students and families should not be forced to choose between safe guarding their mental health or their physical health and safety. I propose that students be allowed to continue their online classes, run by their teachers here in Aberdeen. Classes filled with familiar students and teachers, classes where they are more than just a name on a list.

Sincerely,
Ashley Emmett



Board, School <schoolboard@asd5.org>

Hybrid Reopening Concerns and Questions

1 message

Rebecca Fitzpatrick <rebfitz2@yahoo.com>

Sun, Jan 17, 2021 at 10:00 PM

To: "schoolboard@asd5.org" <schoolboard@asd5.org>

To the Members of the Aberdeen School Board,

I am writing to share my concerns and ask some questions about the proposed reopening of our schools for hybrid learning.

My first concern is the lack of communication from the district to the teaching staff about the reopening plan and new elementary schedule, which was shared with the community and families before it was shared with the staff. I, an Aberdeen School District teacher, heard about the new schedule on Friday afternoon when I read a post about it from a community member on social media. In addition, the information had been posted on the asd5.org website and in the Aberdeen Schools newsletter. I did not receive official information for staff about the reopening plan and schedule until I received a staff email from Dr. Henderson on Saturday at 1:40 pm. It seems to me that the people who will be implementing the plan ought to know the plan before it is made public, so that when parents ask us questions about it, we will know what they are talking about. I would also feel more respected and valued as an important team member in our district, if such information was shared with me before, or at the very least, at the same time as it is shared with the community. This is not the first time that this has happened. I remember feeling the same way when information about the start of school in the fall was shared with the community before we staff were informed about it.

Another concern I have is that we seem to be rushing ahead with reopening before the district has a fully developed plan. In bargaining with the AEA, the district has offered some proposals, and the AEA bargaining team reports that when they ask clarifying questions, the district's response is often "We don't know." We are 2 weeks away from the proposed reopening, and many important details have yet to be figured out. Yet, the district is asking and expecting you to approve this incomplete plan. The health and safety of our staff and students are too important to just hope that everything will turn out okay. I am concerned that inadequate planning of the hybrid reopening might have disastrous results (possibly lost lives), as the district hopes that things will just work out. It is important that they are proactive in planning for every aspect of the reopening in order to prevent problems, rather than being reactive and trying to solve problems after they arise.

I am also concerned that we will be going back into close contact with up to 14 students for several hours a day before most teachers are able to get the Covid 19 vaccine. The vaccine is so close! Many, if not most, teachers will probably be able to get it in February or March, so why not wait until we have it? What difference will a few weeks make? I know that they say that children aren't at high risk, but many of our staff are older and at risk themselves, or are caring for loved ones who are at risk. It makes sense to wait until most of the staff have the opportunity to get the vaccine. Ask yourself, would you feel comfortable being in a room with up to 14 children for 2 1/2 hours at a time before you can get the vaccine?

Now for my questions:

Is the district actively planning to set up a time for all employees to get the vaccination when it becomes available for teachers, like they do with the flu vaccine each fall? I know that Summit Pacific Medical Center has a site where large organizations can sign up to arrange for mass vaccinations when their group becomes eligible. Is our district planning to do this for our staff, or are they just expecting us to find our own vaccine?

And finally, I'm wondering who came up with the new hybrid elementary schedule? It seems to be very different from the schedule we heard about in the summer when the reopening task force was active. Did the administration seek any input from the teachers, as the Hoquiam School District did when they sought teacher input on 3 different possible reopening plans? It seems like it would be helpful to hear from the people who are "in the trenches" and are going to have to implement the plan. But it feels like the administration is not interested in what we think. Once again, this lack of interest in hearing from teachers leaves me feeling that the district neither respects nor values me as an important part of the team.

Thank you for allowing me to share my concerns and questions. I have been a teacher in the Aberdeen School District since 1989, and until recently, I have always felt like I work for a district that supports and values me and the work I do. I'm sad to say that I have real doubts about that these days. I will continue to give my best for the Aberdeen School District, but I

1/19/2021

Aberdeen School District No.5 Mail - Hybrid Reopening Concerns and Questions

don't want it to be at the expense of my health or my life. I hope that you, the School Board, will seriously consider the concerns of your staff. Thank you.

Sincerely,
Rebecca Fitzpatrick
2nd Grade Teacher
Stevens Elementary



Board, School <schoolboard@asd5.org>

Back to school concerns

1 message

Brittni Leitch <brittni.leitch@gmail.com>

Mon, Jan 18, 2021 at 8:06 PM

To: schoolboard@asd5.org

Hello School Board Members,

I am writing this email as a concerned teacher and employee of the Aberdeen School District. I have many concerns (and honestly fears) regarding the reopening of schools. I feel it is important that I express this to you as you make a decision that potentially has life long impacts.

As a teacher, I desperately want to be back in the classroom with my students. This year has been the most challenging in my career, but I would gladly do it again in order to do my part in reducing the spread of a horrible illness.

My fears in going back center around my little boy. I fear leaving him without a mom. He is still a baby and deserves to have both his parents in his life. As it looks right now, the district is not doing their due diligence to make sure going back in person is safe enough to prevent this kind of impact. If the district chooses to be reactive in their response to COVID, then there could be children without parents.

Let's go back to school when it is safe! AND let's go back when we are organized and ready with an answer to the hundreds of questions we all have.

Thank you,
Brittni Leitch
Miller Junior High



Board, School <schoolboard@asd5.org>

Return to school

1 message

BRAD E PIEROG <paige0677@comcast.net>

Mon, Jan 18, 2021 at 10:23 PM

To: "schoolboard@asd5.org" <schoolboard@asd5.org>

To whom it may concern,

I'm writing in regard to the decision to return to in-person learning in mid-February. I find this to be baffling. Distance learning has been in place since last spring and, while nobody would argue that it's ideal, it is a safe alternative to exposing students and teachers to the virus. This is especially true now that a far more transmissible strain has appeared.

I understand that having the students in school is normally the most effective learning situation. However, it seems to me that keeping students and staff healthy should be the overriding concern. The vaccine is here and being distributed. To rush back to school at this point, before students and staff have been vaccinated, seems foolish and short sighted. Granted, it would please the parents who have been forced into a teaching role they weren't prepared for, but the first serious illness or death that occurred as a result would prove that the bargain was a poor one. It could also open the district to litigation from aggrieved families.

I hope the board reconsiders this decision. You have waited this long, please wait until the vaccine is available to the general public.

Thank you,

Brad Pierog

**Board, School <schoolboard@asd5.org>**

Reopening School

1 message

Patti Thomas <pattit12@gmail.com>

Tue, Jan 19, 2021 at 9:07 AM

To: schoolboard@asd5.org

Good morning,

In looking at your reopening plan, it appears there is no instructional learning and only for two hours two days a week and in the afternoon. Please reconsider this plan, our children need on site instructional learning. I realize Aberdeen is a big district and will need to go with a hybrid model. In doing a hybrid model, you could do it for more than two hours, to accommodate all the children it may only be two days a week, or alternate, two to three days, by alphabet, or something like that. Maybe collaborate with other school districts that have successfully started school.

I'm not sure if you've looked at the new ESSER funding, but I'd like to know how you plan on using these funds, summer school, tutoring, after school learning (not zoom), other strategies to increase learning time.

Also it takes teamwork, there is no "I" in team. I've seen a lot of different posts on FB that teachers are not aware of what the administration plans are. This is unacceptable, to get schools back to onsite learning it will take teamwork, not administration work. The Aberdeen staff needs to feel valued and appreciated, being left in the dark does not accomplish this. Please make it mandatory that the administration bring the staff on board, get ideas from them, let them know they are valued and appreciated.

You have wonderful teachers, paras, and office staff, keep them in the loop, let them shine.

Hope to hear from you soon.

Thank you,
Patti Thomas
360-581-4100
pattit12@gmail.com



Board, School <schoolboard@asd5.org>

Concerned Educator

1 message

Hannah Mitchell <hannah.mitchell.m@gmail.com>

Tue, Jan 19, 2021 at 1:19 PM

To: schoolboard@asd5.org

Dear School Board of Aberdeen,
Below is an email forwarded to me from one of your educators who is a friend but would like to remain anonymous.

School Board of Aberdeen School District No. 5,

I love teaching in Aberdeen. This year my students are wonderful, and I enjoy my job, though I truly wish we were all able to work together in person. However, the coronavirus has only worsened in our county, we have more cases, and new strains are going around. I understand the need to remain distanced to keep my students, myself, and our families safe. With a vaccine available, I look forward to the opportunity to go back to school; however, I am not eligible to get this vaccine until April. I cannot fathom why, after all of our hard work implementing distance learning to stay safe, we would send unvaccinated teachers back into the classroom. Returning to buildings is dangerous not only for us but also for our families, students, and students' families. I am not willing to risk any lives in our community. I ask you to please consider the health of educators, students, and their families. Please do not send us back unvaccinated.

Sincerely,
A concerned educator

ABERDEEN HIGH SCHOOL ASB

December Accounts Payable

The following bills were submitted for payment by the Comptroller's office for the month of December:

DATE	CLUB	DESCRIPTION	AMOUNT
12/16/2020	FBLA	Membership dues	\$180.00
12/23/2020	Football	Uniform pants	\$1,520.30
		TOTAL	\$1,700.30
		<i>Edwards, Kim A</i>	1/13/2021
		Kim Edwards, Comptroller	DATE
Moved / Tabled by:		<i>Brooke Solan</i>	1/13/2021
<i>M. Bruner</i>		Brooke Solan, ASB Treasurer	DATE
Seconded by:			
<i>L. King</i>			
Date: <i>1/14/2021</i>			

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 January 19, 2021, the board, by a _____ vote, approves payments, totaling \$23,277.58. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL & ASB FUNDS
Warrant Numbers 830408 through 830409, totaling \$23,277.58

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

Check Nbr	Vendor Name	Check Date	Check Amount
830408	1ST SECURITY BANK PC	01/20/2021	23,097.58 GF
830409	1ST SECURITY BANK PC	01/20/2021	180.00 ASB
2	Computer	Check(s) For a Total of	23,277.58

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 January 19, 2021, the board, by a _____ vote, approves payments, totaling \$686,014.24. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 830410 through 830484, totaling \$686,014.24

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

Check Nbr	Vendor Name	Check Date	Check Amount
830410	1ST SECURITY BANK PAYROLL/PERS	01/20/2021	2,082.62
830411	Aberdeen Office Equipment Inc	01/20/2021	2,602.75
830412	Aberdeen Sanitation	01/20/2021	2,684.76
830413	Aberdeen Sd #5 Revolving Fund	01/20/2021	6,200.00
830414	Airgas Usa, Llc	01/20/2021	3.00
830415	Amazon Capital Services	01/20/2021	4,194.64
830416	Apple Computer Inc	01/20/2021	1,630.75
830417	Bickar, Denny	01/20/2021	800.00
830418	Builders Hardware & Supply	01/20/2021	145.76
830419	Carbajal, Yazmin	01/20/2021	4.03
830420	Cascade Natural Gas	01/20/2021	32,148.99
830421	Consolidated Electrical Distri	01/20/2021	7.43
830422	Cengage Learning	01/20/2021	283.14
830423	Centurylink	01/20/2021	1,727.12
830424	Cintas Corporation	01/20/2021	152.72
830425	City Of Aberdeen	01/20/2021	3,748.16
830426	Comcast	01/20/2021	328.66
830427	Cts Language Link	01/20/2021	29.02
830428	Dairy Fresh Farms	01/20/2021	5,253.81
830429	Dunsire Printers	01/20/2021	338.15
830430	Edward Don & Company	01/20/2021	21,990.53
830431	ESD 113	01/20/2021	31,969.18
830432	Ferrellgas	01/20/2021	5,808.78
830433	G12 Communications LLC	01/20/2021	840.93
830434	GOODHEART-WILCOX PUBLISHER	01/20/2021	702.26
830435	Grays Harbor Country Club	01/20/2021	544.50
830436	Grays Harbor County-Enviro Hea	01/20/2021	55.00
830437	Grays Harbor College - Kathy K	01/20/2021	171,682.27
830438	Grays Harbor Community Hospita	01/20/2021	8,921.37
830439	Griffin Commercial Parts	01/20/2021	280.52
830440	Harbor Auto & Truck Parts	01/20/2021	48.69
830441	Harbor Disposal Co Inc	01/20/2021	984.02
830442	Health Care Authority	01/20/2021	1,160.71

Check Nbr	Vendor Name	Check Date	Check Amount
830443	Heggerty	01/20/2021	237.57
830444	iCEV	01/20/2021	1,075.00
830445	James Bennett DBA Olympic Pen	01/20/2021	90.00
830446	Johnson Controls Inc (pay)	01/20/2021	1,673.84
830447	Kargbo, Lindsey Marie	01/20/2021	542.50
830448	KCDA Purchasing Coop.	01/20/2021	4,722.40
830449	KCDA Purchasing Coop.	01/20/2021	25,642.54
830450	Lemay Mobile Shredding	01/20/2021	235.15
830451	Marshall's Garden & Pet Store	01/20/2021	14.35
830452	Micro K12	01/20/2021	6,360.46
830453	Monarch Teaching Technologies,	01/20/2021	38,125.80
830454	Montesano School District	01/20/2021	9,000.00
830455	NAPA COMMERCIAL SYTEMS GROUP	01/20/2021	1,099.00
830456	O'Reilly Auto Parts	01/20/2021	27.08
830457	Pacifica Law Group LLP	01/20/2021	6,405.00
830458	Parris, Trinity A	01/20/2021	2,749.98
830459	Petrocard Inc	01/20/2021	23.25
830460	Pioneer Healthcare Services LL	01/20/2021	3,980.00
830461	PresenceLearning Inc	01/20/2021	7,529.50
830462	PRO CARE THERAPY	01/20/2021	2,324.00
830463	Pud #1 Of Grays Harbor Co	01/20/2021	41,724.83
830464	Ricoh Usa Inc	01/20/2021	211.70
830465	Riddell/all American	01/20/2021	4,067.36
830466	Ryan Hershey Enterprises Inc	01/20/2021	31,000.00
830467	Scholastic Book Clubs	01/20/2021	594.05
830468	Sesac Inc	01/20/2021	164.00
830469	Soliant Health	01/20/2021	4,680.00
830470	Swanson's Food	01/20/2021	10,796.04
830471	Teaching Strategies Inc	01/20/2021	1,122.64
830472	The Children's Health Market/	01/20/2021	14,058.00
830473	The Hello Foundation	01/20/2021	47,241.24
830474	Tke Corp	01/20/2021	5,546.59
830475	University Mechanical Contract	01/20/2021	24,979.32
830476	US Cellular	01/20/2021	5,517.60
830477	US Foods - Seattle	01/20/2021	44,252.14
830478	Us Postal Service (cmrs-Fp)	01/20/2021	3,000.00
830479	Vazquez Fuentes, Nancy	01/20/2021	6.50
830480	Verizon Wireless	01/20/2021	2,258.27
830481	Washington State School For Bl	01/20/2021	6,586.67
830482	YMCA	01/20/2021	7,921.30
830483	Zaner-Bloser, Inc	01/20/2021	252.06
830484	Zones, Inc	01/20/2021	8,822.24

75 Computer Check(s) For a Total of 686,014.24

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 January 19, 2021, the board, by a _____ vote, approves payments, totaling \$5,082.08. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 830485 through 830485, totaling \$5,082.08

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

Check Nbr	Vendor Name	Check Date	Check Amount
830485	Bank Of The Pacific (use Tax)	01/20/2021	5,082.08
1	Computer	Check(s) For a Total of	5,082.08

The State of Washington



Proclamation

WHEREAS, the mission of Washington's public school system is to assure that all students achieve at high levels and possess the knowledge and skills to be responsible citizens of a democratic society who enjoy productive and satisfying lives; and

WHEREAS, Washington's 295 locally elected school boards and nine elected educational service district boards are the core of the public education governance system in our state; and

WHEREAS, the districts and regions they lead serve more than one million students, have a combined annual budget of over \$15 billion, and employ approximately 120,000 people; and

WHEREAS, school directors play a crucial role in promoting student learning and achievement by creating a vision, establishing policies and budgets, and setting clear standards of accountability for all involved; and

WHEREAS, school directors are directly accountable to the citizens in their districts and regions, serving as a vital link between members of the community and their schools; and

WHEREAS, school directors and educational service districts provide a passionate voice of advocacy for public schools and the welfare of school children; and

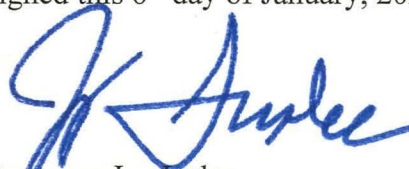
WHEREAS, it is appropriate to recognize school directors as outstanding volunteers and champions for public education;

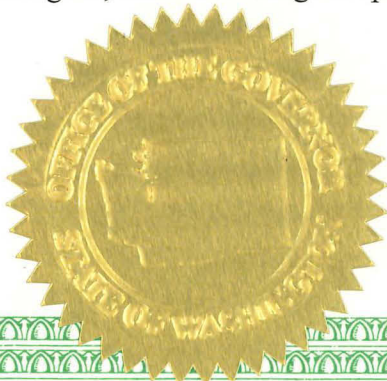
NOW, THEREFORE, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim January 2021 as

School Board Recognition Month

in Washington, and I encourage all people in our state to join me in this special observance.

Signed this 6th day of January, 2021


Governor Jay Inslee





Aberdeen School District #5

216 North G Street
Aberdeen, Washington 98520

www.asd5.org

Updated School Reopening Plan for 2020-21

This update to the School Reopening Plan for 2020-2021 is submitted to the Aberdeen School District Board of Directors on January 19, 2021. The original plan was approved on August 11, 2020, which was based on the substantial work done by our Reopening Task Force and seven work groups beginning on June 11, 2020, as well as two community surveys during the summer of 2020. This update incorporates new information to comply with new metrics from state and national resources. As with our original plan, we would like to express our appreciation for the collective effort by many individuals and organizations who are on this journey with us. ASD5 has been following the guidance and metrics provided to Governor Jay Inslee by state agencies. These metrics were reissued on December 16, 2020, and will be followed by our district as shared below:

For whom should your community provide in person learning? For School Administrators, Local Health Officers, and Community Stakeholders			
The risk of COVID-19 being introduced into the school and spreading depends on the health and safety measures taken by schools and the level of COVID-19 spread in the community. Consider the following educational modalities based on community transmission and other health and education risks and benefits.			
COVID-19 Activity	HIGH >350 cases/100K/14 days Test positivity >10% Trends in cases and hospitalizations	MODERATE ~50-350 cases/100K /14 days Test positivity 5-10% Trends in cases and hospitalizations	LOW <50 cases/100K/14 days Test positivity <5% Trends in cases and hospitalizations
Education Modality	Phase in in-person learning in groups of 15 or fewer students for pre-K through grade 5 and those with highest needs. Prioritize Pre-K through grade 3, and students in any grade with disabilities, students living homeless, or those farthest from educational justice. If schools can demonstrate the ability to limit transmission in the school environment, add grades 4-5.	Phase in in-person learning. Prioritize Elementary (pre-K - 5) if they are not already receiving in-person learning, and Middle School. If schools can demonstrate the ability to limit transmission in the school environment, add more high school students when case rates are below about 200/100K/14 days.	Provide in-person learning for all students.
Extra-curricular Activities	Cancel or postpone most in-person extra-curricular activities except those allowed under Safe Start and Governor's proclamations on COVID-19.	Extra-curricular activities must follow K-12, applicable Safe Start protocols and Governor's proclamations on COVID-19.	Extra-curricular activities must follow K-12, applicable Safe Start protocols and Governor's proclamations on COVID-19.
Transition	Across all COVID-19 Activity Levels: <ul style="list-style-type: none"> When trends in cases and hospitalizations are flat or decreasing, and the school can demonstrate the ability to limit transmission in the school environment, expand access to in-person learning When trends are increasing, pause expansion of additional in-person learning and maintain access to in-person learning for those who have it. Schools are not required to reduce in-person learning or revert to remote learning based on metrics if the school can demonstrate the ability to limit transmission in the school environment. Consider other health and education risks and benefits to children and their families At any COVID-19 level, transition temporarily to full distance learning for 14 days when school meets criteria in DOH's K-12 Health and Safety Guidance (p 16) or on recommendation of the local health officer.		

Instructional Models

In-Person Hybrid Instruction

The transition from distance-only to in-person hybrid models will continue to offer an option for distance-only instruction. Students will be provided with in-person hybrid options according to the following grade-level spans:

- PreK
- K - 3rd
- 4th - 6th
- 7th - 8th
- 9th -12th

For each grade-level span in the hybrid model, a daily schedule will include instructional time that includes both in-person and remote instructional times. This means that each student will learn with their teacher and peers in person for part of the day/week, with additional times scheduled for remote learning -- both synchronous and asynchronous.

All K - 5th grades will continue with daily remote instruction for core content, and the in-person option will be in the afternoons. Students who select to continue with a distance-only model, will work remotely in the afternoons on assignments and with specialist teachers.

For 6th - 12th grades, the in-person option will include classroom instruction in two to three subjects during the mornings, with remote work in the afternoons. Students wishing to remain in a distance-only model will transition to an online platform.

Canvas will continue to be the platform for PreK-5 and all in-person 6-12.

Preschool

The preschool programs will follow Early Childhood Education and Assistance Program (ECEAP) guidelines for the instructional model and operations. The preschool schedule and all operations will be compliant with both ECEAP and ASD5 expectations.

Special Notes regarding In-Person Instruction:

Strict adherence to the health and safety precautions during this pandemic will be followed at all times by staff and students. The inability or failure to comply with these guidelines will result in the loss of the in-person option for students.

All classrooms will be set up to observe the required distancing between students when seated in the classroom. Additionally, limits on in-person gatherings as designated by the state must be observed. As state guidance changes or is updated, or as disease transmission rates change, the schedule may need to be adjusted.

Grays Harbor Academy - Virtual Learning

Grays Harbor Academy is an established online school in our district for 3rd - 12th grades. It has been approved by the state of Washington for virtual learning as an Alternative Learning Environment (ALE).

This school provides a totally online instructional program through Edgenuity, with a complete curriculum that is state-approved for each grade level, including courses at the secondary level.

Students work independently with the support of an online teacher for each class, and oversight from our district to develop and monitor a personal learning plan.

Enrollment in Grays Harbor Academy is available to all students, including students from outside of our district. For more information about this school, please visit <https://www.asd5.org/GraysHarborAcademy>

Learning Standards and Grading

Our teachers and administrators have been leading the work of identifying the most essential learning standards (“Priority Standards”) for each grade level, program, and content area for 2020-21.

Priority Standards will be aligned with the Washington State standards for each grade level, and for high school credit requirements towards graduation.

ASD5 will follow state guidance for 2020-2021 on grading practices.

Professional Development

The district’s virtual professional development program has been created on subjects identified and prioritized by our certificated staff following a survey. These opportunities can be accessed via the For Staff pages on the district website.

Professional development is offered to staff in a variety of modes: asynchronous, live Zoom sessions, and topics upon request.

District Canvas super users are available upon request to support staff.

Parent volunteers have been trained and are offering support sessions each week to provide technology guidance and support to all district parents.

Substitutes

The District will develop a pool of substitutes with capacity to provide instruction on the Canvas platform in order to implement Anywhere Learning (in-person or remote).

These substitutes will be required to participate in professional development on Canvas prior to accepting a substitute assignment. Training will continue throughout the school year as new substitutes are hired.

Teachers will include plans for substitutes in their Canvas class.

Family Engagement and Communication

We have prioritized our efforts to engage families in coordination with their children's educational program. We will utilize multiple methods for communication with families, and now have capacity to provide communication in Spanish at all of our schools. Our efforts include:

- Engage families members in schooling decisions
- Provide consistent schedules for parents and families both in-school and remote
- Ensure families have a primary point of contact at each school
- Use layered, targeted, and intentional outreach and communication approaches to reach families and students
- Work with community partners to provide support for families, such as childcare

In addition, we have a **Connections Team** at every school to follow up with families when there is a concern about a student's engagement and/or participation with school.

At each school, this team includes a Behavior Support Specialist, Student Family Support Worker (bilingual), and administrator. Additional staff such as counselors, teachers and specialists will contribute to efforts as appropriate when there is a concern about a student.

School Operations

The District will continue to follow the requirements from Labor and Industries (L & I), the Washington Department of Health (DOH), the Center for Disease Control (CDC), and recommendations from OSPI regarding health screenings, face coverings, physical distancing and protecting high risk employees.

The health and safety of our students and staff is in the forefront of all district operations and plans for any face-to-face interaction and/or in-person instruction. This includes, but not limited to, safe practices around facility use and cleaning, face coverings, handwashing stations, physical distancing and more. **Strict adherence to health and safety guidelines will be followed.**

Nutrition Services

The Nutrition Services work group reviewed Food & Nutrition operations and plans to safely return back to school and explore concerns, including food safety, service options and menus.

Onsite Learners

- Students will not consume food on campus (unless specified in 504 or IEP)
- Meals will be provided for students as they leave campus for the next day

Remote Learners

- Grab'n'go meals will be made available to students who want to access meals, at their local school site

Transportation

Student and staff safety have always been at the core of transporting our students every day. Public health is now emphasized as part of that safety, including face coverings and extra bus sanitation. **Students who are unable, or choose not to, follow the health and safety guidelines will not be allowed to utilize transportation.**

School Bus

- Encourage walking, biking, or driving students to school as much as possible. Middle school and high school students may consider using Grays Harbor Transit.
- Drivers will have disposable face coverings on hand for students
- Maximize outside air and keep windows open as much as possible

Route Adjustments

- Time may be added in between route tiers to allow for the cleaning of touch points
- Bus passes for non-assigned students will be discontinued
- Non-essential personnel will not be allowed to board buses
- Routes may need to be adjusted in the event of driver illness/shortage

Health and Safety on the School Bus

- Clean and disinfect frequently touched surfaces

Health

The District will continue to follow the requirements from Labor and Industries (L & I), the Washington Department of Health (DOH), the Center for Disease Control (CDC), and recommendations from OSPI regarding health screenings, face coverings, physical distancing and protecting high risk employees.

Student Health

The District will follow current CDC, L&I, Department of Health and the Student COVID-19 Health and Safety Protocol

Physical Well-being

- All Section 504 and Individualized Education Program (IEP) plans will be reviewed for accommodations regarding masks/shields and physical distancing. In-person options for instruction will not be possible if safety precautions cannot be implemented.

Mental Well-being

- Continue implementing universal screeners, target interventions to restore/increase mental well-being, monitor student mental wellbeing, communicate to families about their child's social emotional well-being
- Establish a point person for mental health at each school, review crisis protocols, and partner with community mental health

Staff Health

The District will follow current CDC, L&I, Department of Health and the Employee COVID-19 Health and Safety Protocol

Health Screenings

- Employees assisting with wellness screenings of students will be provided appropriate PPE by the District as described by the DOH, CDC, and L&I

Enrollment/Attendance and Reporting

The district will follow OSPI guidelines to report enrollment through the P-223 and P-223H processes. This plan will comply with requirements to receive state funding.

Our district will follow all guidance and direction from OSPI for student attendance and student engagement reporting requirements, including taking attendance and maintaining attendance records regardless of the model of instructional delivery (see OSPI Reopening Washington Schools: Questions & Answers for School Districts).

Athletics

All athletics will comply with the guidance provided from state and local agencies, OSPI, DOH and Washington Interscholastic Activities Association (WIAA). This includes limitations on gatherings for any sport that takes place.

Activities and Clubs

Approved activities and clubs meetings will be allowed via Zoom meetings.

Clubs and Activities include a wide range of activity levels. Each club or activity will be required to submit a safety plan to the superintendent that is specific to their group for consideration of any face-to-face contact, including competitions.

Safety Plan considerations:

- Plans must address the Phase limitations
- Plans may be the same as classroom guidance if the club's activity is mainly a meeting of students
- All activities involving any face-to-face contact and movement will be encouraged to take place outside or in large areas where social distancing can be accomplished



TO: Dr. Alicia Henderson, Superintendent
 FROM: Elyssa Louderback, Executive Director of Business & Operations
 SUBJECT: Monthly Budget Report for December, 2020
 DATE: January 19, 2021

GENERAL FUND SUMMARY:

Revenue--Receipts were \$ 4,608,983.12.

Expenditures-- Expenditures totaled \$ 3,364,835.73. Expenditures for teaching and teaching support activities account for 77.93% of all expenditures to date. Salaries and benefits accounted for 83.11% of the month's total expenditures.

Fund Balance— Preliminary current month ending fund balance is \$ 4,224,852.38. We had a positive cash flow of \$ 988,230.14 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	\$ 1,420,647	42.70%	Prop taxes - received Oct/Nov and April/May
Local Nontax	\$ 653,151	\$ 67,262	10.30%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 29,796,562	\$ 9,377,047	31.47%	Apportionment and LEA
State, Special	\$ 11,543,757	\$ 3,514,063	30.44%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 25,000	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 6,077,232	\$ 1,900,786	31.28%	Food Service, Fed Grants (Title I, Title 2,etc)
Other Districts	\$ 71,871	\$ 187	0.26%	Non high payments from Cosmopolis SD
Other Agencies	\$ 52,000	\$ -	0.00%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
Totals	\$ 51,546,974	\$ 16,279,993	31.58%	
			33.33%	% 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	\$ 5,145	4.11%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	\$ 446,535	\$ 118,882	26.62%	General Admin/ Supt Office
Business Office	\$ 486,448	\$ 149,854	30.81%	Fiscal operations
Human Resources	\$ 355,448	\$ 123,532	34.75%	Personnel & recruitment, labor relations
Public Relations	\$ 34,500	\$ 631	1.83%	Educational/admin info to public
Supervision of Instruction	\$ 1,237,993	\$ 317,728	25.66%	includes secretarial support
Learning Resources	\$ 408,515	\$ 100,620	24.63%	Library resources & staffing
Principal's Office	\$ 2,558,427	\$ 704,515	27.54%	includes Secretarial support
Guidance/Counseling	\$ 1,802,597	\$ 400,027	22.19%	Counselors/support services
Pupil Management	\$ 36,520	\$ 14,657	40.14%	Bus & playground aides, etc
Health Services	\$ 2,141,900	\$ 577,812	26.98%	Health including: nursing, OT/PT/SLP, etc
Teaching	\$ 29,119,169	\$ 8,482,788	29.13%	classroom teachers/para support
Extra-curricular	\$ 895,846	\$ 86,180	9.62%	Coaching, advising, ASB supervision
Payments to Other District	\$ -	\$ 5,387	0.00%	Payments to other districts/ Skills Center
Instructional Prof Dev	\$ 1,134,513	\$ 295,457	26.04%	Prof development; instructional staff
Instructional Technology	\$ 662,548	\$ 202,945	30.63%	classroom technology
Curriculum	\$ 783,559	\$ 504,131	64.34%	District materials adoptions/purchases; staff
Food Services	\$ 2,131,965	\$ 473,414	22.21%	Mgmt of food service for district
Transportation	\$ 1,524,437	\$ 214,272	14.06%	Co-op payments, fuel, insurance
Maint & Operations	\$ 3,765,862	\$ 676,461	17.96%	custodial/maint/grounds/security
Other Services	\$ 2,109,981	\$ 1,121,296	53.14%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (281,966)	\$ (2,473)	0.88%	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	\$ 14,829,178	28.81%	
			33.33%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue--Total receipts were \$ 1,614.88 and consist of interest payments and rental fees.

Expenditures— There were no expenditures for this month.

Fund Balance—Current monthly ending fund balance is \$ 323,297.48.

DEBT SERVICE FUND SUMMARY:

Revenue--Total receipts were \$ 281,038.80 and consists of interest/tax payments.

Expenditures— Expenditures of \$ 2,925,439.75 for the month.

Fund Balance—Current month ending fund balance is \$ 777,356.27. 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 \$ 3,189.90 and consist of fundraising and interest payments.

Expenditures-- Expenditures totaled 12.15% of the budgeted expenditures for this fiscal year.

Fund Balance—Current month ending fund balance is \$ 275,826.86.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue--Total receipts were \$ 37.47 and consist of interest.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 334,718.85.

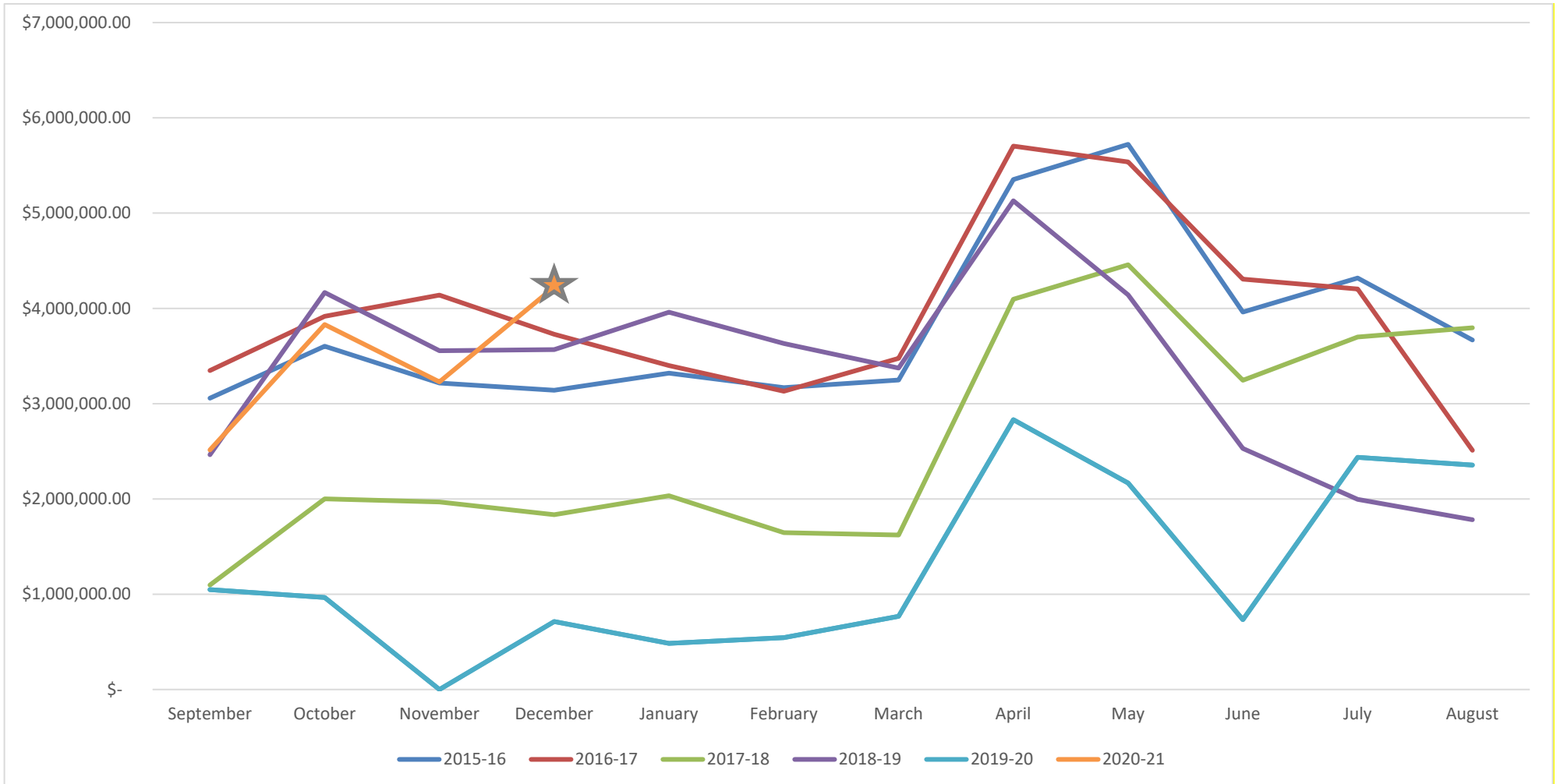
SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of December, 2020:

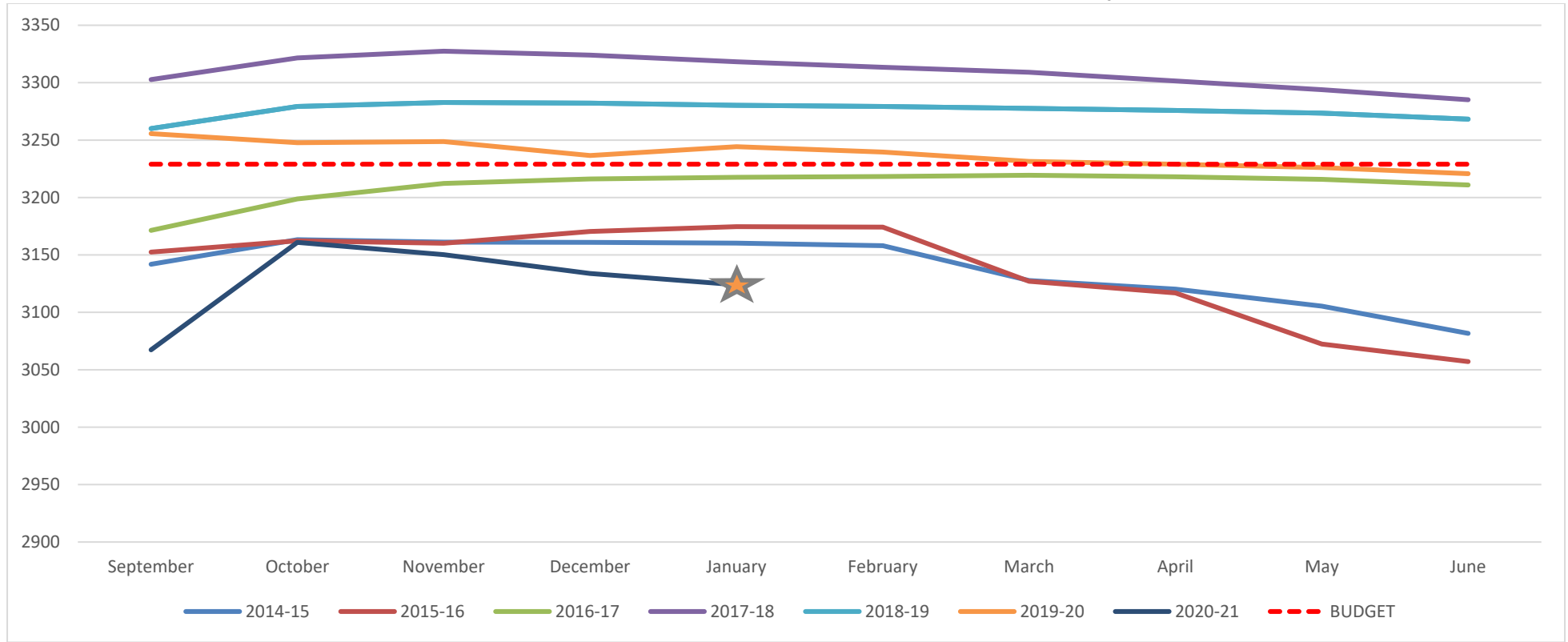
Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 51,479,927	\$ 14,573,260	\$ 36,906,667	28.31%	71.69%
Capital Projects	\$ 185,000	\$ -	\$ 185,000	0.00%	100.00%
Debt Service	\$ 3,066,583	\$ 2,925,440	\$ 141,143	95.40%	4.60%
ASB	\$ 436,744	\$ 53,059	\$ 383,685	12.15%	87.85%
Trans Vehicle	\$ 300,000	\$ -	\$ 300,000	0.00%	100.00%

GENERAL FUND FUND BALANCE TRENDS

End of December, 2020



ENROLLMENT TRENDS as of January, 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	(-104.98) 3,229
2020-21 Actual	1,289.22	784.48	962.49	3,036.21	87.8	3,124.02
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 December, 2020

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	3,327,401	34,429.23	1,420,647.43		1,906,753.57	42.70
2000 LOCAL SUPPORT NONTAX	653,151	11,547.48	67,262.29		585,888.71	10.30
3000 STATE, GENERAL PURPOSE	29,796,562	2,536,125.22	9,377,046.77		20,419,515.23	31.47
4000 STATE, SPECIAL PURPOSE	11,543,757	1,133,218.89	3,514,062.65		8,029,694.35	30.44
5000 FEDERAL, GENERAL PURPOSE	25,000	.00	.00		25,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	6,077,232	893,556.05	1,900,786.29		4,176,445.71	31.28
7000 REVENUES FR OTH SCH DIST	71,871	106.25	187.25		71,683.75	0.26
8000 OTHER AGENCIES AND ASSOCIATES	52,000	.00	.00		52,000.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	51,546,974	4,608,983.12	16,279,992.68		35,266,981.32	31.58
<u>B. EXPENDITURES</u>						
00 Regular Instruction	22,642,217	1,498,184.74	6,543,886.89	41,866.38	16,056,463.73	29.09
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	6,660,053	499,523.35	1,881,242.93	23,494.95	4,755,315.12	28.60
30 Voc. Ed Instruction	1,684,762	127,780.46	513,682.52	3,034.98	1,168,044.50	30.67
40 Skills Center Instruction	310,042	21,015.47	89,520.92	609.04	219,912.04	29.07
50+60 Compensatory Ed Instruct.	6,335,102	350,630.64	1,673,420.69	1,446.58	4,660,234.73	26.44
70 Other Instructional Pgms	1,454,451	60,274.21	572,180.47	68,437.21	813,833.32	44.05
80 Community Services	1,738,050	135,586.52	488,995.14	324.55	1,248,730.31	28.15
90 Support Services	10,698,303	671,840.34	2,810,330.72	346,378.65	7,541,593.63	29.51
<u>Total EXPENDITURES</u>	51,522,980	3,364,835.73	14,573,260.28	485,592.34	36,464,127.38	29.23
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	285,000	255,917.25	255,917.25			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	261,006-	988,230.14	1,450,815.15		1,711,821.15	655.86-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,243,883		2,774,037.23			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	2,982,877		4,224,852.38			
<u>(E+F + OR - G)</u>						

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-	21,900.94
G/L 891 Unassigned Min Fnd Bal Policy	2,610,000	2,603,312.38
<u>TOTAL</u>	2,982,877	4,224,852.38

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 December, 2020

	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 Support Nontax	30,500	1,614.88	6,501.90		23,998.10	21.32
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	1,614.88	6,501.90		23,998.10	21.32
<u>B. EXPENDITURES</u>						
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
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>						
	154,500-	1,614.88	6,501.90		161,001.90	104.21-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	315,579		316,795.58			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	161,079		323,297.48			

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	198,831.84
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	161,079	323,297.48

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 December, 2020

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	2,734,089	24,725.40	1,052,133.47		1,681,955.53	38.48
2000 Local Support Nontax	41,000	396.15	1,625.20		39,374.80	3.96
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	255,917.25	255,917.25		29,082.75	89.80
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>3,060,089</u>	<u>281,038.80</u>	<u>1,309,675.92</u>		<u>1,750,413.08</u>	<u>42.80</u>
B. EXPENDITURES						
Matured Bond Expenditures	2,745,000	2,745,000.00	2,745,000.00	0.00	.00	100.00
Interest On Bonds	320,683	180,439.75	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	.00	0.00	900.00	0.00
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>2,925,439.75</u>	<u>2,925,439.75</u>	<u>0.00</u>	<u>141,143.25</u>	<u>95.40</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-	2,644,400.95-	1,615,763.83-		1,609,269.83-	> 1000
F. <u>TOTAL BEGINNING FUND BALANCE</u>	2,300,000		2,393,120.10			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	2,293,506		777,356.27			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,293,506		777,356.27			
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>	2,293,506		777,356.27			

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 December, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	97,990	58.40	774.77		97,215.23	0.79
2000 Athletics	88,960	.00	1,020.00		87,940.00	1.15
3000 Classes	1,000	.00	.00		1,000.00	0.00
4000 Clubs	170,525	531.50	2,323.55		168,201.45	1.36
6000 Private Moneys	80,150	2,600.00	48,578.85		31,571.15	60.61
<u>Total REVENUES</u>	438,625	3,189.90	52,697.17		385,927.83	12.01
B. EXPENDITURES						
1000 General Student Body	71,770	1,371.22	6,397.12	0.00	65,372.88	8.91
2000 Athletics	109,940	62.50	4,785.76	0.00	105,154.24	4.35
3000 Classes	1,000	.00	.00	0.00	1,000.00	0.00
4000 Clubs	173,974	473.00	2,213.61	0.00	171,760.39	1.27
6000 Private Moneys	80,060	39,396.86	39,662.80	0.00	40,397.20	49.54
<u>Total EXPENDITURES</u>	436,744	41,303.58	53,059.29	0.00	383,684.71	12.15
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)						
	1,881	38,113.68-	362.12-		2,243.12-	119.25-
D. TOTAL BEGINNING FUND BALANCE						
	283,300		276,188.98			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE C+D + OR - E)						
	285,181		275,826.86			
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		268,326.86			
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		275,826.86			

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 December, 2020

	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	37.47	35,625.43		30,625.43-	712.51
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
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	200,675	37.47	35,625.43		165,049.57	17.75
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	200,675	37.47	35,625.43		165,049.57	17.75
<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
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	99,325-	37.47	35,625.43		134,950.43	135.87-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	133,415		299,093.42			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	34,090		334,718.85			
K. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	34,090		334,718.85			
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		334,718.85			

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



Aberdeen Athletics

Athletics during Covid 19 era

- Cancelled 2020 spring activities
- Fall sports amended
 - Sports reopening reflects phase 1-4 system
- Shift to new seasons Dec 28th start
 - WFS order
 - Sports reopening reflects new high med low risk system
- Shift to Feb 1 start with Winter sports
- Shift to Feb 1 start with Fall sports
 - WIAA adopts new Governor phase system to reopen sports

Conditioning

- Summer conditioning
- WINCO conditioning - coaches
 - Dec 7th start with high school
 - High of 95 average 35-40 M-F
- Middle school conditioning - YMCA
 - Average 30 Monday and Wednesday
 - Other pods -
- High School - transitioning to sport specific conditioning with a shortened WINCO time

Feb 1st HS Fall sports

Schedules are developed for each sport

Competing with schools only in our hospital region.

Moderate and High risk sports can compete only if the school region is in phase 2

Low risk sports outdoor sports can compete in phase 1 - CC, golf and tennis

State playoff sare not happening this year for most sports- culminating events will more than likely be a regional event

	High Risk
	Moderate Risk
	Low Risk

2/1 -2/7	2/8 -2/14	2/15 -2/21	2/22 -2/28	3/1 -3/7	3/8 -3/14	3/15 -3/21	3/22 -3/28	3/29 -4/4
WIAA SEASON 1*							WIAA SEA	
Cross Country							WIAA	
Football							WIAA	
Slowpitch Softball							WIAA	
Soccer (Girls, 1B/2B Boys)							WIAA	
Swim & Dive (Girls)							WIAA	
Volleyball							WIAA	
Golf (Alternate Season)								
Tennis (Alternate Season)								

Middle School Sports

Middle School Athletics has a tentative start date of Feb. 8th

Athletic activities offered will be

Cross Country and possibly Volleyball.

Further league decisions will be made in one week

Paperwork and impact testing

Paperwork for sports registration was available Friday Jan 15th

Impact testing will begin the week of Feb 25th

14 students will be scheduled at a time

Disinfected area between use students will be scheduled by the hour

Pixelott Video streaming service

<https://www.nfhsnetwork.com/pixelott>

Requires a subscription

10.99 a month

69.99 a year

SCHOOL-BASED THREAT ASSESSMENT

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

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

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

A. Structure of Threat Assessment Teams

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

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

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

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

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

B. Function of Threat Assessment Team

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

The threat assessment team:

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

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

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

C. Data Collection, Review and Reporting

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

D. Other tasks of threat assessment team

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

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

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

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

Family Educational Rights and Privacy Act
Regulations

Adopted: _____
(Replaces 4314)



Bachelor of Applied Science in Teacher Education
Memorandum of Understanding – Practicum Student Experience

GRAYS HARBOR COLLEGE
and the
ABERDEEN SCHOOL DISTRICT, DISTRICT No. 05

for the academic year 2020-21

- A. Scope of Agreement: This agreement establishes a common set of expectations for the Practicum Students enrolled in the Grays Harbor College Bachelor of Applied Science Degree in Teacher Education and K-12 school district. Responsibilities of the practicum student, program supervisor, and mentors are outlined below.
- B. Placement: Practicum students must be placed in a school/classroom/program setting within the school district. Practicum students will not be considered employees of the school district and will not be remunerated for their services to the school district.
- C. Practicum Student Assignment: Each school site should present a nurturing environment with good communication between the practicum student, mentors, and program supervisor.
 - a. Qualifications for mentors:
 - i. Full-time faculty member;
 - ii. Must have completed a minimum of three years of full-time teaching and been employed by the cooperating district for a minimum of one year;
 - iii. Must be fully certified by the State of Washington in the content area and grade level they are teaching;
 - b. Qualification for college supervisors:
 - i. Master's degree;
 - ii. Minimum of three years' teaching experience;
 - iii. K-12 knowledge and expertise of content and pedagogy.
 - iv. College supervisors will make consistent contact with practicum students and mentors.
- D. School District Policies: Practicum students are required to abide by school district policies. Violation of school district policies may result in consequences including but not limited to the termination of practicum student placement as described in Section H.

- E. Background Checks: Practicum students will complete all background and security checks required to obtain a substitute teaching certificate pursuant to WAC 181-79A -231(6) before beginning their practicum experience. If applicable, practicum students will submit criminal history information to the school district pursuant to RCW 28A.320.155.
- F. Practicum students are required to obtain professional liability insurance (\$1,000,000 minimum) before they begin their clinical experience. Students may provide proof of coverage from an insurance provider or through the Student National Education Association program through the Washington Education Association Educators Employment Liability (EEL) Program.
- G. Duration: The practicum student experience is comprised of two quarter (winter and spring), each a duration of ten weeks.
- H. Problems and Concerns - Termination of Placement: There are times when a practicum experience placement does not work as expected. There are numerous complex reasons that can be difficult to solve. This emphasizes the need for honest and open communication between the practicum student, mentor, cooperating district administrator, college supervisor, and the program director. Punctuality in communicating concerns is critical to identifying effective solutions.
 - a. The practicum student, cooperating school district, mentor, and/or Grays Harbor College can terminate a practicum experience assignment. The termination should be a final solution after reasonable attempts have been made to solve the issues, including a plan of correction if appropriate. All parties, including the program director, should be notified of any problems and be involved in developing the plan of correction.
 - b. Certain egregious offenses will result in the termination of a placement, including but not limited to:
 - i. Possession of, use of, or being under the influence of illegal drugs or alcohol
 - ii. Acts of violence
 - iii. Violations of appropriate teacher/student boundaries
 - iv. Theft of school district money or property
 - c. If possible and appropriate, conferences should be held with the involved parties to discuss the issues and solutions. Every attempt will be made to address the concerns to the satisfaction of all parties.
 - d. Should the cooperating school district or Grays Harbor College terminate the placement because of failure of the student to meet the requirements of attendance and/or performance, the practicum student will not be placed in another school district for practicum experience during that quarter.
 - e. Should the practicum student request a change in placement, or Grays Harbor College warrant a change in placement, all efforts will be made to accommodate the change in placement.
 - f. The final decision regarding termination will be made by the program director.
- I. Every mentor will be provided with a copy of the Grays Harbor College Practicum Experience that includes guidelines for practicum students, mentors, and college.
- J. Supervision and Evaluation of Practicum students: Mentors and college supervisors must understand and demonstrate the ability to evaluate candidates using the Professional Disposition Rubric as provided by the college supervisor.

K. Administrative Rules for teacher preparation clinical experiences can be found at WAC 181-764 - 264(3).

By signing below, all parties agree to be in compliance with the Governor's orders regarding COVID-19 pandemic delivery modality.

Alicia Henderson, Superintendent, Aberdeen School District

Date

Nicole Lacroix

Nicole Lacroix, Vice President of Instruction, Grays Harbor College

12/16/2020

Date

Memorandum of Understanding Contact Information

GRAYS HARBOR COLLEGE

Nancy Estergard, Director

360—538-4012

Nancy.estergard@ghc.edu

Judy Holliday, Placement Coordinator

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ABERDEEN SCHOOL DISTRICT

Lynn Green, CTE Director

360-538-2038

lgreen@asd5.org

MEMORANDUM OF UNDERSTANDING

Between

Aberdeen School District No. 5

and

Cosmopolis School District No. 99

For K-20 Internet Access

January 11, 2021

Service Provided

The purpose of the Memorandum of Understanding is for the Aberdeen School District to allow the Cosmopolis School District to utilize the Aberdeen School Districts current K-20 Internet access via the fiber installed by the Grays Harbor PUD. The connection is in the GH PUD's Cosmopolis Colo to allow the Cosmopolis School District to utilize the current K-20 internet connection Aberdeen School District has.

The Aberdeen School District has contacted the K-20 network and received authorization from Noah Pitzer, K-20 Operations Manager for this connection.

Hold Harmless

The Cosmopolis School District agrees to hold the Aberdeen School District harmless for any resulting activity from the data received from the Aberdeen School District.

Financial Impact

There is no financial impact to the Aberdeen School District for allowing the Cosmopolis School District to utilize the Aberdeen School District's K-20 internet.

Monetary Compensation

The Cosmopolis School District will pay the Aberdeen School District a fee of \$125.00 per month, payable twice yearly, for access to the Aberdeen School District's K-20 internet.

Terms of Agreement and Termination

This agreement is in effect for three years (2021-2024) and subject to annual review. Termination of the agreement may be initiated by either party through written notice at least 45 days before the end of the school year and is subject to completion of the entire school year.

Signed:

Aberdeen School District

Cherie Patten

Cosmopolis School District

Date

1/11/2021

Date

BEHAVIORAL HEALTH RESOURCES (BHR) PROPOSAL FOR SERVICES

OVERVIEW

Behavioral Health Resources (BHR) has been partnered with the Aberdeen School District for the past few years working within the district and in the schools to serve the community and our mutual clients. The Early Childhood Education and Assistance Program (ECEAP) at Hopkins recently received some grant monies available from January 2021 through June 2021 to help coordinate services for families and staff. ECAP has approached BHR to partner together to provide services to both ECAP families and staff. ECEAP has asked for assistance in a few domains including consultation for staff and families, outreach and engagement for prospective clients, and working with families who could not be served by BHR otherwise due to not having the contracted MCO Medicaid insurance that BHR accepts.

OUR PROPOSAL

1. To meet the requested need for consultation both for families and for staff, BHR is proposing a 0.3 FTE for consultation. BHR would provide scheduled hours throughout a typical work week for both staff and families to call in with concerns, questions, and ideas. There will be 4 scheduled hours for families and 4 scheduled hours for staff each week. The scheduled hours will be consistent so that the families and staff in the ECEAP program would have a known time to call in for consultation. If an urgent situation arose outside of the scheduled consultation time, staff or families could call the BHR office and inquire about scheduling an appointment with the BHR employee. A BHR staff member will have a monthly meeting with ECAP leadership to discuss and track program goals. BHR is requesting \$17,000 to cover the cost of a .3 FTE from January 1, 2021-June 30, 2021.
2. ECEAP staff believe that many families could benefit from and qualify for services with BHR but for a variety of reasons may not reach out to BHR for services due to stigma, fear, or other reasons. To meet these needs, BHR is proposing up to three scheduled outreach and engagement appointments for prospective families to answer questions about mental health services, answer questions about potential diagnoses, and answer questions about course of treatment. These services could be individual (family and BHR clinician) or together with an ECEAP staff member depending on staff availability and desired contact by the family. These three outreach and engagement contacts would not be therapy sessions, but would be for the purpose of education, consultation, and relationship building. BHR would charge our standard rate of \$175 per outreach/engagement contact.
3. BHR has current contracts with Molina, United, Coordinated Care, and Amerigroup MCOs to provide mental health services for their participants that qualify for Integrated Managed Care (IMC) Medicaid. ECEAP has identified that a majority of the 215 families served in the program probably qualify for IMC Medicaid and could be served on an outpatient capacity by BHR. For the families who do not have this insurance and are requesting services, ECEAP would pay a Fee for Service rate for these family members to receive mental health services through BHR for the duration of this grant period. Families would receive an intake assessment and ongoing outpatient services. Services offered are based on client need and can include individual services (for both the parent with an adult clinician or the child with a children's clinician), family services, and case management services. BHR contracts for \$175 per hour for outpatient mental health services.

4. ECEAP staff have asked for a monthly training for parents and staff members to provide education on mental health topics. These trainings will be educational, provide a venue for question and answers, and have a workshop component to practice new skills if applicable. BHR will provide a monthly training opportunity on requested mental health topics. BHR would provide a total of up to 10 trainings: five for parents and 5 for staff beginning February 2021. It is anticipated that parent training could be up to 1.5 hours in length and staff training 2-3 hours depending on staff schedules. BHR is requesting \$1500 a month for providing these trainings.

5. ECAP staff have indicated that case management services are a needed component to support families with mental health needs. BHR staff will team with ECAP staff to coordinate services with families to provide care coordination services which could include such tasks as helping families make links to community resources important to addressing potential mental health needs. BHR contracts for \$175 per hour for care coordination services.

CERTIFICATED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Dawn Smith	Miller Junior High	Special Education Teacher - CYO	01/04/21

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Hayley McDermott	District	Health Assistant	01/19/21
Judith Marti	District	Health Assistant	01/19/21
Ronald Greer	Aberdeen High School	Para-educator	01/13/21
Lisa Hill	Miller Junior High	Para-educator	12/07/20
Kellie Pisani	AJ West Elementary	Para-educator	01/20/21
Dianne Pratt	AJ West Elementary	Para-educator	01/04/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Hubert Arrendale	Aberdeen High School	Custodian	01/14/21
Ian Borden	Aberdeen High School	Custodian	01/19/21
Ralph Hammond	Aberdeen High School	Custodian	01/14/21
Richard Rasmussen	Miller Jr. High/AJ West	Custodian	01/19/21
Tami Jacka	Hopkins	Custodian	01/21/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kim Edwards	Aberdeen High School	Comptroller	01/15/21
Glenn Raney	Aberdeen High School	Custodian	01/19/21
Peter Ross	Aberdeen High School	Custodian	01/19/21
Mike Anderson	Harbor High School	Custodian	01/13/21
Jonathan Lawrence	Miller Jr. High	Custodian	01/19/21
Janean Newberry	Miller Jr. High/Hopkins	Custodian	01/19/21
Cherie Shay	Miller Jr. High	Custodian	01/19/21
James Messer	AJ West Elementary	Custodian	01/19/21
James Mouncer	Central Park/Stewart Bldg.	Custodian	01/19/21
Robert Parson	Central Park/Administration	Custodian	01/19/21
Denise Anderson	McDermoth Elementary	Custodian	01/14/21
Brandon Burns	McDermoth Elementary	Custodian	01/21/21
Kelly Anderson	Robert Gray Elementary	Custodian	01/14/21
Angela SeaBliss	Robert Gray Elementary	Custodian	01/13/21
William Rattie	Stevens Elementary	Custodian	01/13/21
Keith Reid	Stevens Elem./Miller Jr. High	Custodian	01/19/21
John Shay	Stevens Elementary	Custodian	01/14/21

CLASSIFIED (Continued)

EXTRA-CURRICULAR CONTRACTS: We recommend the Board approve the following extra-curricular contracts:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Todd Bridge	Aberdeen High School	Football – Head Coach	02/01/21
Zachary Carpenter	Aberdeen High School	Football – Assistant Coach	02/01/21
Joe Fagerstedt	Aberdeen High School	Football – Assistant Coach	02/01/21
Cory Martinsen	Aberdeen High School	Football – Assistant Coach .75 FTE	02/01/21
David Terrence	Aberdeen High School	Football – Assistant Coach	02/01/21
Jan Simmons	Aberdeen High School	Girls Swimming – Head Coach	02/01/21
Apri Heikkila	Aberdeen High School	Girls Swimming – Assistant Coach	02/01/21
Desiree Glanz	Aberdeen High School	Girls Volleyball – Assistant Coach	02/01/21
Tamar Yakovich	Aberdeen High School	Girls Volleyball – Assistant Coach	02/01/21
David Bruncke	Aberdeen High School	Boys Tennis – Assistant Coach	02/01/21
April Meissner	Aberdeen High School	Cross Country – Head Coach	02/01/21
Kimberly (Ivy) Lyles	Aberdeen High School	Cross Country – Assistant Coach	02/01/21
Larry Fleming	Aberdeen High School	Girls Soccer – Head Coach	02/01/21
Benjamin Barene	Aberdeen High School	Girls Soccer – Assistant Coach	02/01/21
Lindsey Scott	Aberdeen High School	Girls Soccer – Assistant Coach	02/01/21
Dan Sundstrom	Aberdeen High School	Boys Golf – Head Coach	02/01/21
Brian King	Aberdeen High School	Boys Golf – Assistant Coach	02/01/21