

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

Regular Meeting of the Board of Directors
Remote Public Meeting

May 4, 2021 – 5 p.m.

AGENDA

Instructions for joining the meeting:

https://asd5-org.zoom.us/webinar/register/WN_CYylGT9oSYGtIFm00wRP-A

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

Join by Phone: 1-253-215-8782; Meeting ID 815 8955 4291

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

Flag Salute

Consent Agenda

1. Minutes

Comments from Board Members

Comments from Student Representative

Comments from the Public

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

Old Business

1. [Policy 2402 ELA Master-Based Credit](#)
2. [Policy 2403 Math Master-Based Credit](#)
3. [Policy 2409 World Language Master-Based Credit](#)
4. [Policy 2410 Graduation Requirements](#)

Superintendent's Report

1. Teacher Appreciation Week
2. Distance and In-Person Learning Update
3. COVID-19 Response
4. Extended Learning Program
5. [Budget Advisory Committee](#)

Board Meeting Agenda
May 4, 2021

6. [End-of-Year Planning](#)
7. WSSDA Regional Meeting

Athletics and Activities

1. [Athletic Director's Report](#)
2. [Interdistrict Swim Agreement](#)

New Business

1. Next Meeting

Executive Session

Personnel Matters

1. [Personnel Report](#)
 - a. Certificated
 - b. Classified
2. [2021-2022 Certificated Staffing](#)
3. [2021-2022 Administrative Building Staffing](#)
4. [2021-2022 Administrative District Staffing](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

May 4, 2021, 5 p.m.

Link to join the meeting

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Join by Phone: 1-253-215-8782; Meeting ID: 815 8955 4291

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 April 20, 2021, are enclosed for your review and approval.

Comments from the Board

Comments from Student Representative

Comments from the Public

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

Old Business

1. Policy 2402 ELA Mastery-Based Credit – A new policy, 2402 English Language Arts Mastery-Based Credit, is presented for second reading and adoption. [Enclosure 2](#)
2. Policy 2403 Math Mastery-Based Credit – A new policy, 2403 Math Mastery-Based Credit, is presented for second reading and adoption. [Enclosure 3](#)
3. Policy 2409 World Language Mastery-Based Credit – An update to the policy authorizing the district to award foreign language credit to students through a state-approved assessment (STAMP) is presented for second reading and adoption. [Enclosure 4](#)
4. Policy 2410 Graduation Requirements – An update to the policy governing graduation requirements to reflect new state requirements and the return to a semester system is presented for second reading and adoption. [Enclosure 5](#)

Superintendent's Report

1. Teacher Appreciation Week – Superintendent Henderson will share comment celebrating Teacher Appreciation Week, which is May 3-7 this year.
2. Distance and In-Person Update – Superintendent Henderson will provide an update on the implementation of the in-person component for instruction.
3. COVID-19 Response – Superintendent Henderson will provide an update on the district's ongoing response to the pandemic.
4. Extended Learning Program – Superintendent Henderson will provide an update on planning that's taking place for the Extended Learning Program this summer and the Jump Start for kindergarten in August.
5. Budget Advisory Committee – Superintendent Henderson will share information discussed with the Budget Advisory Committee on April 28. [Enclosure 6](#)
6. End-of-Year Planning – Superintendent Henderson will share key dates and discuss planning for end of year events and activities. [Enclosure 7](#)
7. WSSDA Regional Meeting – A reminder that the next WSSDA meeting for Region 5 is planned for Wednesday, May 12, at 6 p.m.

Athletics and Activities

1. Athletic Director's Report – Athletic Director John Crabb will present a report on athletics this spring and share planning for the fall. [Enclosure 8](#)
2. Inter-District Swim Agreement – An agreement with the Hoquiam School District to let HHS swimmers compete with the AHS team is presented for your review and approval. [Enclosure 9](#)

New Business

1. Next Meeting – The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, May 18, 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
2. 2021-2022 Certificated Staffing [Enclosure 11](#)
3. 2021-2022 Building Administrative Staffing [Enclosure 12](#)
4. 2021-2022 District Administrative Staffing [Enclosure 13](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – April 20, 2021

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5:00 p.m. Tuesday, April 20, 2021, via webinar following guidance for conducting remote meetings in compliance with the Open Public Meetings Act. Directors present were Bill Dyer, Jennifer Durney, Jessica Jurasin and Suzy Ritter, along with Student Representative Brooke Solan, Superintendent Alicia Henderson and 27 patrons and staff watching remotely.

The meeting began with the Flag salute.

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved the consent agenda, which included the minutes from the meeting on March 16, 2021; March payroll vouchers 83708 through 830738 totaling \$3,107,0730.71; General Fund vouchers 830707, 830739 and 830747 through 830840 totaling \$83,420.81; ASB Fund vouchers 830740 through 830746 totaling \$2,209.67, voided voucher number 830316 in the amount of \$279.00; correspondence from Grays Harbor County regarding the availability of the Juvenile Detention Center in 2021-2022, and correspondence from the state superintendent of public instruction, Chris Reykdal, acknowledging the district's compliance with required instructional hours for students in the hybrid model.

The Board discussed requests they've received to allow members of the public to speak during webinar meetings instead of the current method of emailing comments for the record. Director Jennifer Durney suggested continuing with the email submissions, but allowing members of the public to read their comments, if they wish. Board members said input from the public comes to them in many ways, not just at board meetings, and that comment at board meetings is always welcome when it's on topic and delivered appropriately. A decision was tabled until the board has a chance to establish parameters and provide clear guidance for delivering public comment during a remote board meeting.

Director Suzy Ritter complimented teachers for making the return to school so welcoming for students.

President Bielski congratulated McDermoth Principal Bryan McKinney for the attendance incentive at McDermoth Elementary School that involved students participating in his very unique haircut.

Student Representative Brooke Solan provided a report. She reported that all students now have the opportunity to attend in person in the hybrid model; spring sports have begun; that the decision has been made that the school won't sponsor a prom, but senior parents are planning an event; that the return from spring

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM
BOARD MEMBERS

COMMENT FROM
STUDENT
REPRESENTATIVE

break makes graduation seem closer, and that again this year there will be a graduation parade.

Superintendent Henderson reported that the return from Spring Break and the start of a four-day-a-week in-person hybrid option for all students is going very well thanks to the hard work of teachers and support staff. She also noted that Kindergarten registration is now open for the fall; the district has received notification from OSPI that spring testing is postponed; the school year is in the home stretch with seven and a half weeks remaining; planning is well under way for 2021-2022 and a return to an all-day, five-day-a-week schedule; the district is reaching out to families to assess their plans for the fall in order to ensure adequate staffing; interviews for principal at A.J. West Elementary School and the assistant principal at Miller Junior High School are being scheduled; planning for the Harbor Learning Center continues, which includes the introduction of mastery policies later in the agenda; changes to the Food Service menu are in the works, with students taking part in taste tests this month; the district is exploring ways to expand health and wellbeing connections for students, including an expanded relationship with Behavioral Health Resources, increased opportunities with community partners such as the YMCA, and how to bring in a gardening presence within the district; planning for graduation at Stewart Field is on track, and the next meeting of the Budget Advisory Committee is planned for Wednesday, April 28.

Superintendent Henderson noted that the region remains in Phase 2 of the pandemic recovery; that she's hearing positive feedback about athletics, and she commended the work being done by Nurse Janis Steele and the district's health specialists.

Superintendent Henderson reported that the Human Resources Department is very busy with hiring for the Extended Learning Program planned for the summer and that openings remain.

Superintendent Henderson reported that the WSSDA Region 5 meeting is planned for Wednesday, May 12, at 6 p.m., and that it will be conducted remotely.

CTE Director Lynn Green and Principal Lisa Griebel provided an update on planning for the Harbor Learning Center to be located at the Hopkins Building. Components of the program include Harbor High School, expanding Harbor High to include Grades 7-8; Grays Harbor Academy; the Open Doors GED program, and potentially a Grays Harbor College program for adults seeking to complete their educations. There was discussion about how the pandemic has underscored the need for diverse programs that recognize different learning styles and unique circumstances.

SUPERINTENDENT
REPORT

DISTANCE AND IN-
PERSON UPDATE

COVID-19
RESPONSE

EXTENDED
LEARNING
SUMMER PROGRAM

WSSDA REGIONAL
MEETING

HARBOR
LEARNING
CENTER

Following a presentation by CTE Director Lynn Green, on a motion by Suzy Ritter and seconded by Jennifer Durney, the application to the Office of Superintendent of Public Instruction for the district to operate and Open Doors GED program at the Harbor Learning Center was approved.

OPEN DOORS
APPLICATION

AHS Principal David Glasier provided a report on the new master schedule that will be implemented for 2021-2022 as AHS returns to the semester system. A key feature is the new "I Period," which will be provided before first period instead of the traditional Advisory Period for all students. The I (Incentive) Period will provide students with time to make up work or access additional help, while students who are caught up will have self-directed time outside of the classroom.

AHS MASTER
SCHEDULE

Elyssa Louderback, executive director of business and operations, presented the Fiscal Status Report for March. She reported that 58.33 percent of the fiscal year elapsed, revenue is at 53.02 percent and expenditures at 50 percent, with ending fund balances of \$4,365,915.39 in the General Fund, \$328,130.28 in the Capital Projects Fund, \$1,156,316.54 in the Debt Service Fund, \$276,738.94 in the Associated Student Body Fund and \$334,830.87 in the Transportation Vehicle Fund. Under enrollment, Director Louderback reported the district is 127.79 FTE less than budgeted.

FISCAL STATUS
REPORT

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved a resolution authorizing the district to comply with State Board of Education requirements for the emergency waiver of credit during the 2020-2021 school year under certain conditions. Superintendent Alicia Henderson and CTE Director Lynn Green explained that it will apply to current seniors.

RESOLUTION
2021-01
EMERGENCY
WAIVER OF
CREDIT

A new policy, 2402 English Language Arts Mastery-Based Credit, was introduced for first reading.

2402 ELA MASTER-
BASED CREDIT

A new policy, 2403 Math Mastery-Based Credit, was introduced for first reading.

2403 MATH
MASTER-BASED
CREDIT

An update to Policy 2409 World Language Mastery-Based Credit authorizing the district to award foreign language credit to students through a state-approved assessment (STAMP) was presented for first reading.

2409 WORLD
LANGUAGE
MASTER-BASED
CREDIT

An update to Policy 2410 Graduation Requirements to reflect new state requirements and the return to a semester system was introduced for first reading.

2410 GRADUATION
REQUIREMENTS

On a motion by Jessica Jurasin and seconded by Jennifer Durney, the board declared surplus items recommended by the Maintenance and Technology

SURPLUS
EQUIPMENT

departments because they have exceeded their useful life or are no longer needed in the district.

The next regular meeting for 5 p.m. Tuesday, May 4, 2021, to be conducted remotely with proper notice and access provided under the governor's emergency provisions of the Open Public Meetings Act.

At 6:33 p.m. p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 20 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. At 6:53 p.m. the meeting was extended for 10 minutes. The regular meeting reconvened at 7:03 p.m.

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved the Personnel Report. Under certificated matters, the board approved the hiring of Joan Hoehn as the Kinder Academy principal for the district effective March 1; approved the hiring of MTSS coaches Sara Verde-Schultz at Aberdeen High School, Ashley Emmett at Miller Junior High School, Nancy Villarreal at AJ West Elementary School, Salvatore Abruscato at Robert Gray Elementary School, Amber Metke at Stevens Elementary School and Amber Melville at McDermoth Elementary School effective September 1; the hiring of Cynthia Bonnanzio as an occupational therapist for the district effective September 1; the hiring of Kasi Turner as the GEAR UP: After School teacher/coordinator at Aberdeen High School effective March 31; the hiring of EL teachers Stephanie Hoffman at Miller Junior High School, Geneva Bernabe at AJ West Elementary, Heather Colwell at Stevens Elementary School and Amanda Lewis at McDermoth Elementary School effective September 1; approved the hiring of Julienua Brotzel as a 5th Grade teacher at Stevens Elementary School effective September 1; approved the application for reinstatement for Andy Duffy effective September 1; approved the retirement of Joan Lesman, a teacher at Miller Junior High School, effective August 31; approved the hiring of Paula Stansell as a substitute for the district and accepted the resignation of Susan Davis as a substitute effective March 30.

Under classified matters, the board approved the hiring of para-educators Cheryl Gebhart at Aberdeen High School effective March 26 and Danielle Gaddy at Central Park Elementary School; the hiring of Laura Sanz as comptroller at Aberdeen High School effective March 25, and Glenn Raney as a custodian at Stevens Elementary School effective April 19; approved the hiring of current-year-only para-educators Elizabeth Powell at Aberdeen High School effective April 1, Zachary Denny at Miller Junior High School effective April 20, Kathleen Smith at Robert Gray Elementary School effective April 12, and Ashley Aschim at Stevens Elementary School effective April 12; approved the hiring of MTSS assistants Racheal Rose at AJ West Elementary School, Alexandra Jennings at Central Park Elementary School, Patricia Stanton at McDermoth Elementary School, Kimberly Abel at Robert Gray Elementary School, and Lisa Hill at

NEXT MEETING

EXECUTIVE SESSION

PERSONNEL REPORT

CERTIFICATED

CLASSIFIED

Stevens Elementary School effective April 19; approved a change of assignment for Shari VanBlaricom from McDermoth Elementary School to Miller Junior High School as a para-educator (current year only) effective March 23; approved the retirement of John Shay, custodian at Stevens Elementary School, effective April 26; accepted resignations from Carissa Handly, a health assistant for the District effective April 28, Laura Sanz as State and Federal Programs secretary effective March 24, Cindy Evans, a Food Service worker at Miller Junior High School effective March 15, and from Shannon Harris, a para-educator at Stevens Elementary School, effective April 16; approved the hiring of head coaches at Aberdeen High School effective May 3 to include David Bruncke, girls' bowling, Mark Buckman, boys' basketball, Robert Burns, boys' swimming, Jeff Hatton, boys' wrestling, Rachel Wenzel, girls' basketball, and Craig Yakovich, girls' wrestling; approved the hiring of assistant coaches at Aberdeen High School effective May 3 to include Brandyn Brooks, boys' basketball, Gienelle Harless, girls' basketball, Trevor Mullin, boys' swimming, Steve Reed, track, Kelly Stewart, girls' basketball, and Tamar Yakovich, girls' wrestling; approved the hiring of Summer Powell as cheerleading head coach effective August 16; the hiring of Tamar Yakovich as assistant coach for girls' fastpitch effective March 22; the hiring of Andres Cisneros as head coach for football and Dillen Espana as assistant coach for football at Miller Junior High School effective March 22; the hiring of Ethan Morrill as an assistant coach for football at Miller Junior High School effective April 20; the hiring of Melissa Veach as an assistant coach for cross country effective February 8; the hiring of Breanna Gentry as head coach for track and field and Stacy Campbell, James Daly and Samantha Deugan-Leverett as assistant coaches for track and field at Miller Junior High School effective May 3; accepted resignations from John Kingery as an assistant coach for basketball at Aberdeen High School effective April 1, Trisha Sims as head coach for cheerleading at Aberdeen High School effective March 22, and from Jason Wharton as assistant coach for boys' wrestling at Aberdeen High School effective March 25; and approved the hiring of Mark Bonnanzio and Glenda Smith as substitutes for the district.

On a motion by Jennifer Durney and seconded by Jessica Jurasin, the board approved an adjustment to the 2020-2021 Substitute Salary Schedule.

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

SUBSTITUTE
SALARY SCHEDULE

ADJOURN

Alicia Henderson, Secretary

Sandra Bielski, President

ENGLISH LANGUAGE ARTS MASTERY-BASED CREDIT

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

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

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

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

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

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

Adopted: _____

Demonstrating Mastery/Proficiency in English Language Arts

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

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

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

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

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

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

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

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

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

Implemented: _____

MATH MASTERY-BASED CREDIT

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

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

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

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

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

Adopted: _____

Demonstrating Mastery/Proficiency in Math

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

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

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

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

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

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

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

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

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

CREDIT FOR COMPETENCY/PROFICIENCY
WORLD LANGUAGE MASTERY-BASED CREDIT

World Languages

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

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

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

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

Cross References: Policy 2410

High School Graduation Requirements

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

High school graduation requirements or equivalencies

WAC 180-51-050
180-151-051

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

Adopted: 11/01/11
Updated: _____

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

A. Definition:

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

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

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

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

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

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

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

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

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

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

D. Offering Testing Opportunities

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

E. Paying for Assessments

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

F. Reporting Results

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

G. Cultural Responsiveness and Equity

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

Updated: _____

HIGH SCHOOL GRADUATION REQUIREMENTS

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

CREDIT REQUIREMENTS

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

Math credit information

2018-2020 Math (3 credits required)

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

2021 Math (3 credits required)

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

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

At least one lab is required.

2021 and Beyond Science (3 credits required)

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

Social Studies credit information

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

2018 and Beyond Social Studies (3 credits required)

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

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

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

2021 and Beyond Health and Fitness (2.0 credits required)

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

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

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

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

Performing or visual arts is required.

2021 and Beyond Arts (2 credits required)

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

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

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

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

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

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

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

Additional credit information for Class of 2021 and beyond

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

NON-CREDIT REQUIREMENTS

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

High School and Beyond Plan

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

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

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

Awarding of High School Credit

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

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

Implementation

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

Seal of Biliteracy

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

Withholding of a Diploma

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

Graduation Ceremonies

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

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

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

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

WAC 392-415-070

Mandatory high school transcript contents –
Items – Timelines

Adoption Date:

10/07/97

Revised:

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

High School Graduation Requirements

Publication of Graduation Requirements

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

CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

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

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

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

Total Number of Credits Required

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

Subject Area Requirements (Classes of 2018 to 2020)

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

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

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

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

**** Must earn 0.5 credit of Health*

CREDIT REQUIREMENTS

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

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

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

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

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

Social Studies credit information

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

2018 and Beyond Social Studies (3 credits required)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Credits from other programs

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

HIGH SCHOOL AND BEYOND PLAN

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

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

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

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

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

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

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

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

Senior Boards

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

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

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

GRADUATION PATHWAY OPTIONS

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

Statewide High School Assessment

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

Dual Credit Courses

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

High School Transition Courses

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

AP Courses and International Baccalaureate Programs

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

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

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

SAT or ACT Scores

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

Combination of Options

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

Armed Services Vocational Aptitude Battery

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

Career and Technical Education Courses

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

Expedited Appeal Process for Waiving Student Assessment Requirements

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

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

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

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

STUDENT'S WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

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

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

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

Seal of Biliteracy

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

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

Alternative Programs

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

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

Aberdeen School District No. 5
information:

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

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

Running Start

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

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

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

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

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

Credit for Career and Technical Work-Based Learning

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

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

National Guard High School Career Training

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

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

Home School Credit

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

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

Graduation Ceremonies

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

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

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

Graduation ceremonies will be conducted in the following manner:

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



Aberdeen
School District

*Our Children,
Our Schools,
Our Future*

Budget Advisory Committee

April 28, 2021

Alicia Henderson, Ph.D., Superintendent
Elyssa Louderback, Executive Director of Business and Operations

Agenda



Aberdeen
School District

*Our Children,
Our Schools,
Our Future*

1. Welcome
2. Budget Update
 - a. Year-to-Date Recap 2020-21: enrollment, revenues, expenditures
 - b. ESSER Funds
 - c. Anticipated Expenditures
 - d. Preliminary Assumptions for 2021-22
3. Legislative Update
 - a. 2021-23 Operating Budget for K-12
 - b. Salary Allocations, Inflationary Factor
4. Next Steps

Adjourn

Budget Advisory Committee (BAC) Members

Carrie Erwin, ASD5

Michelle Reed, ASD5

Patrick Farwell, Community Member

Mike Toy, ASD5

Jan Gravley, ASD5

Sarah Teveliet Channel, Parent

Jessie Winter, ASD5

Deborah Ross, Community Member

Molly Leithold, ASD5

Adelaide Curley, Parent

Rick Stallo, ASD5

Thomas (TJ) West, Community Member

David Glasier, ASD5

Kris Koski, Community Member

Lynn Green, ASD5

Kim Malizia, ASD5

Hunter Larson, Community Member

Tyson Burgess, Parent

Christi Sayres, ASD5

Dave Douglass, ASD5

Cathleen Wilder, ASD5



Norms



*Our Children,
Our Schools,
Our Future*

Committee Members:

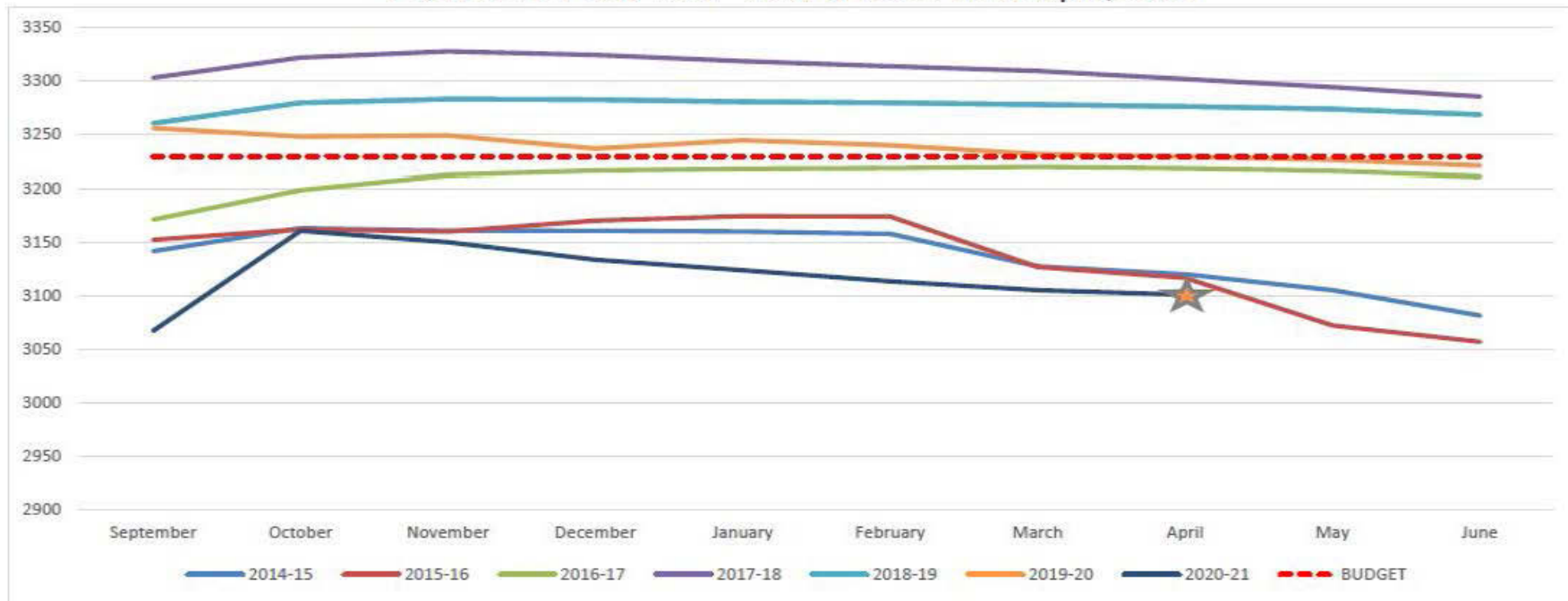
- Attend meetings (2021: February/March & April/May)
- Submit comments / questions in chat box
- Assume positive intent
- Respect & civility at all times

Members of the Public:

- Observe / listen to BAC meeting

All attendees are requested to remain on mute

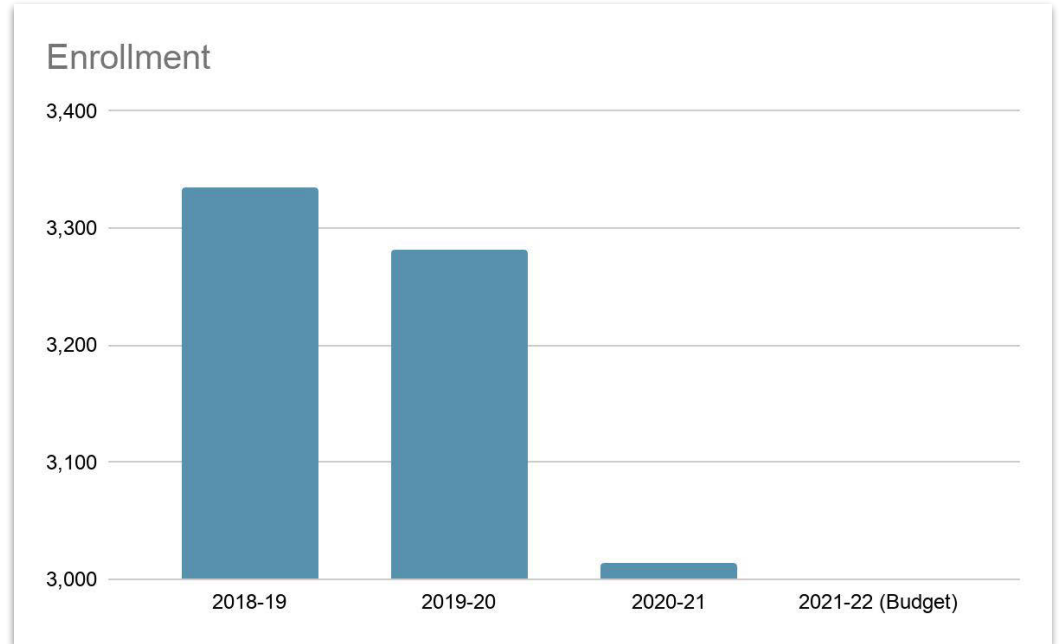
ENROLLMENT TRENDS as of April, 2021



AAFTE	Grades K – 5	Gr. 6 – 8	HS	Subtotal	Run Start/ Open Door	+/- (Budget) **
2020-21 Budget	1,332	803	979	3,129	100	(-127.79) 3,229
2020-21 Actual	1,287.02	778.81	948.14	3,013.95	87.26	3,101.21

Enrollment – 3-Year History

Year	Enrollment
2018-19	3,335
2019-20	3,282
2020-21	3,014
2021-22 (Budget)	3,000

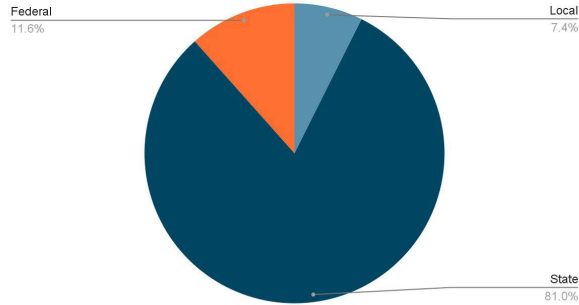


2020-21 Actual K-12 = 3,013.95; **2021-22 Budget K- 12 - 3,000**

BUDGET UPDATE: Current revenues & expenditures with projections through the end of the year

Revenues

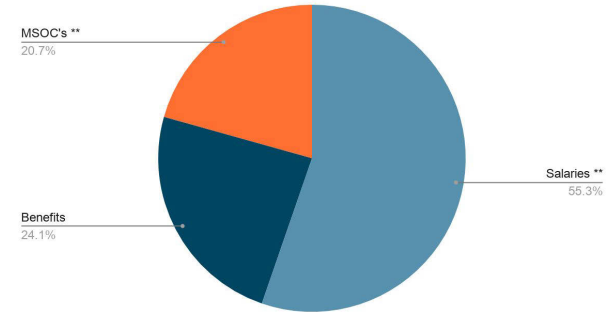
2020-21 YTD Revenue



	YTD Revenue	Percent
Local	\$3,454,284.00	7.37%
State	\$37,970,953.71	81.05%
Federal	\$5,425,218.86	11.58%
Total	\$46,850,456.57	100.00%

Expenditures

2020-21 YTD Expenditures



	YTD expenses	Percent
Salaries **	\$24,153,084.00	55.29%
Benefits	\$10,507,047.43	24.05%
MSOC's **	\$9,022,674.86	20.65%
Total	\$43,682,806.29	100.00%

** anticipated facility improvements over summer and summer school expenditures will increase these over the current projection

Budgeted

\$51,546,974

Budgeted

\$51,522,979

BUDGET UPDATE: ESSER funds (COVID related expenditures)

One-Time Funding!

Allocations:

ESSER 1 \$ 1,370,403 * (expended by 8/31/21)

ESSER 2 \$ 5,297,103 ** ▲

ESSER 3 \$ 11,897,000 *** ● ▲

Total ESSER funds \$ 18,564,506

Funding available through:

* August 31, 2022

** August 31, 2023

*** August 31, 2024

Allowable Uses of ESSER funds:

- Activities authorized under: Every Student Succeeds Act (ESSA), Individuals with Disabilities Act (IDEA), Perkins CTE Act, Adult Education and Family Literacy Act (AEFLA), McKinney-Vento Homeless Assistance Act.
- Invest in connectivity and hardware
- Support students furthest from Educational Justice
- Prepare for Health and Safety in the buildings
- Leverage Local Expertise and Provide Training
- Providing mental health services and supports

Additional requirements:

- ▲ Addressing learning loss, school facility repairs and improvements, and improving indoor air quality
- 20% requirement spent on learning loss (~\$2.4m)

Expectations for ESSER Funds

Address Learning Loss

- Social Emotional learning -
 - counseling lessons
 - partnerships with BHR
- MTSS and EL teachers at each building
- Extended learning opportunities
- Community Partnerships

Facility Improvements

- Improvement of air quality
- Replacement of windows (necessary to improving ventilation)
- Lighting improvements
- Electrical and technology upgrades

BUDGET UPDATE: Anticipated Expenditures

Projects:

- Readerboards at all schools
- HVAC upgrades at all buildings
- Window replacements - review building needs
- Electrical upgrades to handle load where needed
- Stewart Field updates
- Lighting upgrades - review building needs
- Building reviews of Stevens and Hopkins
- Covered area at Miller JH

Focus areas:

- Addressing learning loss - program changes
- Address SEL needs -community partnerships
- Communication with our families
- Heating/cooling in each building
- Improving indoor air quality
- Adequate outdoor facilities for activities
- School facility repairs and improvements

BUDGET UPDATE: Preliminary 2021-22 Assumptions

Enrollment: K - 12 students - 3,000

Traditional Calendar & Schedules

Expectation of in-person & remote instruction, 3' distance for students

Additional Support Staff

- Health Staff
- MTSS Assistants
- MTSS Coaches
- EL Teachers

Hopkins PreK

A.J. West K-5

Central Park K-5

McDermoth K-5

Robert Gray K-5

Stevens K-5

Miller 6-8

AHS 9-12

Harbor Learning Center:

- Harbor Jr-Sr High 7-12
- Grays Harbor Academy (ALE) 3-12
- GED Program 9-12

2021–23 Operating Budget for K-12 Highlights

Enrollment Stabilization:

“Hold Harmless” back to 2019-20 after ESSER funds used to offset loss

Transportation Stabilization:

“Hold Harmless” back to 2019-20 after ESSER funds used to offset loss

ESSB 5096 - Capital Gains Tax (not for K-12, despite messaging)

Refer to WASA Sine Die Document for more Details

Salary Allocations

2021–23 Operating Budget provides funding for statewide minimum salary allocations

	State Allocation 2020-21	ASD5 Actual Average 2020-21	State Allocation 2021-22	State Allocation 2022-23
Certificated	\$67,917	\$83,655	\$68,937	\$70,040
Administrative	\$100,815	\$119,673	\$102,327	\$103,964
Classified	\$48,722	\$47,985	\$49,453	\$50,244

Inflationary Factor

The 2021–23 Operating Budget establishes the annual inflationary factor

The Implicit Price Deflator (IPD):

For 2021-22:

2.0 percent

For 2022-23:

1.6 percent

(this is only a projection and could be adjusted—up or down—in the 2022 Supplemental Operating Budget)

Considerations in Planning for 2021-25

- As a result of the COVID-19 Pandemic, enrollment throughout the state has decreased. Many parents are holding off on enrolling Kindergarten students. Many students are engaging in Private or Homeschool options. It is unknown if they will return when an “in-person” component is offered.
- Capacity to make major investments in the buildings that will be able to make a difference for staff and students for years to come.
- Staffing will be enhanced to provide focused support for students who have struggled over the last 18 months to obtain the anticipated “grade level skills”. Processes and systems will need to be put in place to provide support for students while Federal funding is available to support the additional staffing. Once this federal funding is gone, the systems will need to be supported by the prototypical school allocations in conjunction with the grants and levy the district has historically received.

Next Steps



*Our Children,
Our Schools,
Our Future*

*Ensure Balanced Budget for 2020-21
Plan for 2021-22*

- Communicate
- Closely monitor public health, enrollment & facility needs
- Monitor fiscal updates
- Prepare to address learning losses; social emotional needs; facility improvements

End-of-Year Events 2021

Check School or District calendars for instructions on tuning in.

DATE	TIME	Event
Thursday, May 20	6:00 - 7:30 p.m.	Miller 6th Grade Family Orientation 6:00 - 6:45 p.m. English; 6:45 - 7:30 Spanish
Tuesday, June 1	5:00 p.m.	School Board
Wednesday, June 2	6:00 - 7:00 p.m.	AHS Parent Informational Night - Graduation discussion
Tuesday, June 8	10:00 -11:00 am 6:00 p.m.	Stevens 5th grade Moving UP Harbor High Graduation
Wednesday, June 9	6:00 - 7:00 6:00 p.m.	Stevens End of Year Awards Assembly AHS Senior Awards Night
Thursday, June 10	6:00 p.m.	AHS Moving Up/Senior Signing
Friday, June 11	9:15 - 10:30 am 9:30 a.m. 4:30 p.m. 7 p.m.	Robert Gray Move Up Assembly McDermoth 5th Grade Moving Up Graduation Parade AHS Graduation
Monday, June 14	9:30-10:30 a.m. 9:30 - 10:30 a.m. 9:30 – 10:30 a.m.	AJ West Awards Assembly MJH Miller Awards Assembly Video Shown Stevens Field Day
Tuesday, June 15	9:15 - 10:30 a.m. 9:30-10:30 a.m. 5 p.m.	Miller Moving Up Assembly AJ West Moving Up Assembly School Board

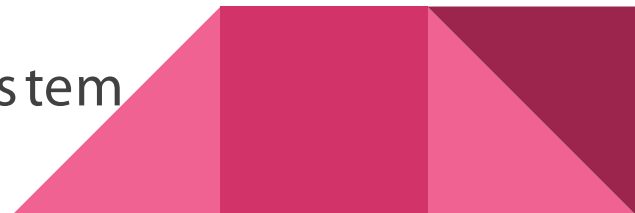


Aberdeen Athletics

2020-21 School Year

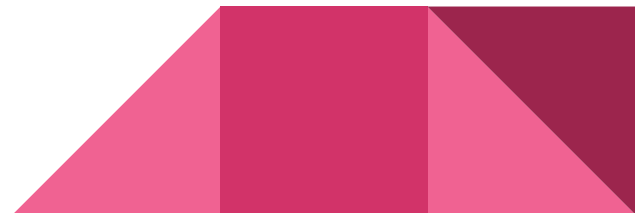
Athletics during Covid 19 era

- Cancelled 2020 spring activities
- Fall sports amended
 - Sports reopening reflects Phase 1-4 system
- Shift to new seasons, Dec. 28 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 Governor's new phase system to reopen sports



Middle School Sports

- Season 1 - Cross Country - 100 athletes
 - Competed in five meets and league meet in Shelton
- Season 2 – Girls' Soccer 35 athletes - Football 25 athletes
 - Soccer, we had varsity and jv and both competed in six matches
 - Football, each 7th and 8th Grade team had four games
- Season 3 - Track and Field
 - Begins May 3



Fall Sports

Football - 3-3 record with 54

Boys Tennis - 9

Cross Country - 18

Girls Soccer - 6-5 record with 28

Girls Swim - 18

Volleyball - 2-10 record with 35

Cheer - - 20

+

Total Spring Participation

173 student participation

19% participation

Fall Sports HighLights

Football - 3-3 ...Beat Hoquiam 30-8

Dr. Henderson remained dry!!!!

All League - Jaden Housney - Seth Brown, Tydus Morrow, Jeremy Roberts

Honorable Mention - Liam Hiekala, Ricky Edmundson, Jeremy Sawyer, Connor Sherman

Boys Golf 5-3 record

Nolan King MVP of League

Girls Soccer 7-6 record

Co MVP of League - Emma Green

All League - Charlize Gutierrez, Elizabeth Martinez, Madison Gore, Brooklyn Lecomte

Volleyball 2-10 record

Noted improvement from previous years.
Broke 21 match losing streak

All League - Julizza Abrocia-Felipe

Fall Highlights

Cross Country

Julian Campos 1st in league and District Champ.

Boys' team 4-1 this year 2nd in league

Big improvement for many runners

4th place in Districts

Boys' Tennis

1-5 record

Young team this year, no seniors. Many new to the sport

Amazing we ever got a scheduled game in this year.



Spring Sports

Baseball – 26, two teams - Play May 4th

Fastpitch – 30, two teams - 5-8/ 4-7 league play
May 3

Boys' Soccer – 34, two teams - 5-4 / 4-1 league

Girls' Golf – 12, two teams - 5-2, taking 4 to
districts

Girls' Tennis – 15, taking 5 to district May 3

Track and Field – 36, District match May 7th

Total Spring Participation

153 student participation

17% participation

Upcoming season - Winter Sports begin May 3rd

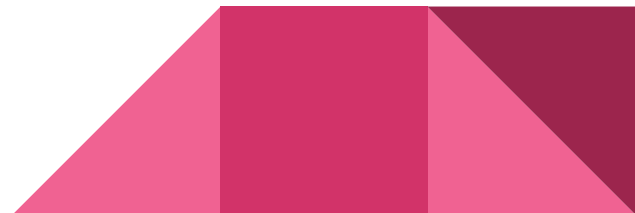
Boys' and Girls' Basketball

Girls' Bowling

Boys' and Girls' Wrestling

Covid testing required twice a week

Boys' Swimming and Diving - cooperative agreement needed





WASHINGTON INTERSCHOLASTIC
ACTIVITIES ASSOCIATION

Form Submission: Cooperative Agreement

The following WIAA Cooperative form has been submitted for the 2020-2022 allocation cycle. Cooperative agreements are approved for two years during the current allocation cycle and must be re-submitted each allocation cycle. Please notify the WIAA Office if the cooperative has been dissolved at any time during the allocation cycle.

Submitted By	Email	Phone	Signature of Submitter
John Crabb	jcrabb@asd5.org	3605382171	

School Name - Level (HS, JH, MS)	Classification	Boys or Girls	Sport/Activity
Aberdeen High School	2A	Boys	Swimming & Diving
Hoquiam High School	1A		

SIGNATURES OF APPROVAL (all signatures required)				
School Name	School Board President Signature	Date	League President Signature	Date
Aberdeen High School				
Hoquiam High School				
WIAA District Director Signature			WIAA District	Date
			District 4	

FOR WIAA OFFICE USE ONLY		
<input type="checkbox"/> Approved for school year(s) _____	<input type="checkbox"/> Denied	<input type="checkbox"/> Decision pending. Additional information is required
WIAA Assistant Executive Director Signature:	Date: _____	

ADMINISTRATOR

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kasey Robbins	Miller Jr. High School	Assistant Principal	2021-2022
Lorie Brady	A. J. West Elementary	Principal	2021-2022

CERTIFICATED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Chelsea Almas	Aberdeen High School	Special Education Teacher	09/01/21
Terry Dion	Aberdeen High School	GEAR UP After School Teacher	04/20/21
Jason Dore	Aberdeen High School	GEAR UP After School Teacher	04/20/21
Faith Taylor-Eldred	Aberdeen High School	Yearbook Teacher .2 FTE	09/01/21
Mary Mainio	Aberdeen High School	Dean of Students	09/01/21
Dawn Meyers	Miller Junior High	Special Education Teacher	09/01/21
Brandy Sjostrand	Miller Junior High	MTSS Coach	09/01/21
Brian Allen	Detention	Teacher	09/01/21
Kristi Swantek	AJ West Elementary	4 th Grade Teacher	09/01/21
Elizabeth Simms	Robert Gray Elementary	Special Education Teacher	09/01/21

SUMMER SCHOOL HIRES: We recommend the Board approve the following certificated Summer School hires:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Todd Bridge	Aberdeen High School	Health Teacher	06/16/21
Todd Bridge	Aberdeen High School	Health Teacher	07/09/21
Pam Caba	Aberdeen High School	Math Teacher	06/16/21
Katina Gamleah	Aberdeen High School	Science Teacher	07/09/21
Gienelle Harless	Aberdeen High School	Math Teacher	06/16/21
Kacy Karnath	Aberdeen High School	Science Teacher	06/16/21
Jonathan Kranich	Aberdeen High School	Social Studies Teacher	06/16/21
Rick Stallo	Aberdeen High School	Social Studies Teacher	06/16/21
Stacy Swinhart	Aberdeen High School	ELA Teacher	06/16/21
Jessie Winter	Aberdeen High School	Math Teacher	07/09/21
Kris Bitar	Harbor High School	ELA Teacher	06/16/21
Chris Howell	Harbor High School	Math/Science Teacher	06/16/21
Margie Barlow	Elementary	Extended Learning Teacher	07/06/21
Lori Gay	Elementary	Extended Learning Teacher	07/06/21
Myka Jugum	Elementary	Extended Learning Teacher	07/06/21
Tosha Love	Elementary	Extended Learning Teacher	07/06/21
Jolene Powell	Elementary	Extended Learning Teacher	07/06/21
Brandy Sjostrand	Elementary	Extended Learning Teacher	07/06/21
Rees Sturm	Elementary	Extended Learning Teacher	07/06/21
Ryan Sturm	Elementary	Extended Learning Teacher	07/06/21
Rhonda Turner	Elementary	Extended Learning Teacher	07/06/21
Sara Verde	Elementary	Extended Learning Teacher	07/06/21
Carla White	Elementary	Extended Learning Teacher	07/06/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
David Glasier	Aberdeen High School	Principal	06/30/21
Gayla Stewart	AJ West Elementary	Teacher	08/31/21
Kelly Stewart	AJ West Elementary	Teacher	08/31/21
Amy King	McDermoth Elementary	Teacher	08/06/21
Elenore Robbins	Robert Gray Elementary	Teacher	08/31/21

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Matthew Loman	Maintenance	Maintenance and Utility Worker	05/03/21

SUMMER SCHOOL HIRES: We recommend the Board approve the following classified Summer School hires:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Christina Seguin	Aberdeen High School	Site Coordinator	06/16/21
Tedd White	Aberdeen High School	Edgenuity Online Technician	06/16/21
Kayla Sturm	Harbor High School	Site Coordinator	06/16/21
Ashley Aschim	Elementary	Extended Learning Paraeducator	07/06/21
Yazmin Carbajal	Elementary	Extended Learning Paraeducator	07/06/21
Deborah Chapin	Elementary	Extended Learning Paraeducator	07/06/21
Sheri Frafjord	Elementary	Extended Learning Paraeducator	07/06/21
Breanna Gentry	Elementary	Extended Learning Paraeducator	07/06/21
Susan Grover	Elementary	Extended Learning Paraeducator	07/06/21
Jennifer Krasowski	Elementary	Extended Learning Paraeducator	07/06/21
Kimberley Malizia	Elementary	Extended Learning Paraeducator	07/06/21
Deloris Onasch	Elementary	Extended Learning Paraeducator	07/06/21
Teresa Simpson	Elementary	Extended Learning Paraeducator	07/06/21
Kathleen Smith	Elementary	Extended Learning Paraeducator	07/06/21
Denise Walczyk	Elementary	Extended Learning Paraeducator	07/06/21

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

<u>Name</u>	<u>Location</u>	<u>To:</u>	<u>From:</u>	<u>Effective Date</u>
Evelyn Hamilton	Aberdeen High School	SpEd Paraeducator	Paraeducator	04/19/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Eileen Christensen	Aberdeen High School	Behavioral Support Specialist	04/26/21-05/26/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Robert Burton	Aberdeen High School	Boys' Basketball – Assistant Coach	05/03/21
Alexandra Cugal	Aberdeen High School	Girls' Wrestling – Assistant Coach	05/03/21
Kyle Strode	Aberdeen High School	Boys' Wrestling – Assistant Coach	05/03/21
Lawrence Wise	Aberdeen High School	Boys' Wrestling – Assistant Coach	05/03/21

EXTRA-CURRICULAR RESIGNATION: We recommend the Board approve the following extra-curricular resignation:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Elenore Machowek	Aberdeen High School	Girls' Wrestling – Assistant Coach	04/26/21

**Certificated Staffing Recommendations
2021-22 School Year**

- | | | | |
|-----|-----------------------|------|-----------------------|
| 1. | SALVATORE ABRUSCATO | 57. | HOLLY FURTH |
| 2. | CHELSEA ALLEE | 58. | LESLIE GADWA |
| 3. | BRIAN ALLEN | 59. | KATINA GAMLEAH |
| 4. | ALEXANDRA AMAROK | 60. | CANDIS GATES |
| 5. | MITCHELL ANDERSON | 61. | LORI GAY |
| 6. | HEIDI ARMENTA | 62. | KIMBERLY GEORGE |
| 7. | JENNIFER ARQUETTE | 63. | TROY GEORGE |
| 8. | KARI ASCHENBRENNER | 64. | SHAWNIE GRAHAM-RATTIE |
| 9. | SUSAN BALL | 65. | JAN GRAVLEY |
| 10. | MARGIE BARLOW | 66. | KELLY HAMBLIN |
| 11. | JORDON BEEMAN | 67. | GIENELLE HARLESS |
| 12. | MERCEDES BELL TAYLOR | 68. | MATTHEW HARLESS |
| 13. | HEATHER BERENTSEN | 69. | DORIS HATTON |
| 14. | KRISTINE BITAR | 70. | LINDA HAYES |
| 15. | SUZANNE BLACK | 71. | MONA HEGGIE |
| 16. | MARK BORGENS | 72. | KATHRYN HIRSCHFELD |
| 17. | BALINDA BOX | 73. | STEPHANIE HOFFMAN |
| 18. | JULIENA BROTZEL | 74. | MOLLY HOUK |
| 19. | DAVID BRUNCKE | 75. | CHRISTOPHER HOWELL |
| 20. | TIFFANIE BURGHER | 76. | LACI HUNSAKER |
| 21. | PAMELA CABA | 77. | STACY HUNT |
| 22. | LAURA CARLE | 78. | SHARI HYDE |
| 23. | JODY CHARTERS | 79. | MYKA MUSICK JUGUM |
| 24. | KARISSA CLARK | 80. | KACY KARNATH |
| 25. | VICKI CLINGEN | 81. | KELLY KATZER |
| 26. | MEGAN COX | 82. | KATHERINE KIM |
| 27. | BETH CROLLARD | 83. | BRIAN KING |
| 28. | ANDREA DeCOU | 84. | DIANNE KING |
| 29. | STACY DEVALL | 85. | HELEN KING |
| 30. | SHELBBIE DICKSON | 86. | ASHLEY KOHLMEIER |
| 31. | TERRY DION | 87. | WENDY KOSKI |
| 32. | JASON DORÉ | 88. | JONATHAN KRANICH |
| 33. | CASEY DOYLE | 89. | BRITTNI LEITCH |
| 34. | ANDREW DUFFY | 90. | MARTHA LENNIER |
| 35. | ANGELA DURR | 91. | MARSHALL LENTZ |
| 36. | MARY EASTON | 92. | TIFFANY LESSARD |
| 37. | TRACY ECKLUND | 93. | AMANDA LEWIS |
| 38. | JAMES EDDY | 94. | TOSHA LOVE |
| 39. | KELLY EDDY | 95. | KIMBERLY IVY LYLES |
| 40. | ANNE EISELE | 96. | MICHAEL MACHOWEK |
| 41. | ASHLEY EMMETT | 97. | MATTHEW MAHON .22 FTE |
| 42. | KENNETH ERICKSON | 98. | MARY MAINIO |
| 43. | CARRIE ERWIN | 99. | CORY MARTINSEN |
| 44. | RYAN EYRE | 100. | TRICIA MATISONS |
| 45. | JOE FAGERSTEDT | 101. | MARIA MAYS |
| 46. | STACIE FESLER | 102. | JUDITH MCBRIDE |
| 47. | DAWN FILLO | 103. | APRIL MEISSNER |
| 48. | REBECCA FITZPATRICK | 104. | AMBER MELVILLE |
| 49. | MICHELLE FLECKENSTEIN | 105. | PAIGE MENDENHALL |
| 50. | LARRY FLEMING | 106. | AMBER METKE |
| 51. | THERESA FLEMING | 107. | CINDY MILLER |
| 52. | KATIE FOULDS | 108. | TRACY MINER |
| 53. | RENEE FREDRICKSON | 109. | CYNTHIA MITBY |
| 54. | MELISSA FRITTS | 110. | M D HOKI MOIR |
| 55. | KEELEE FROST | 111. | TIFFANY MONTOURE |
| 56. | REBEKAH FRUH | 112. | STEPHANIE NAVARRA |

**Certificated Staffing Recommendations
2021-21 School Year**

113.	JULIE NIEMI	169.	CATHLEEN WILDER
114.	DANIEL PATTERSON	170.	JANICE WILLIAMS
115.	ERIK PETERSON	171.	THADDEUS WILLIAMS
116.	TESSA PFEIFFER	172.	ERIC WILLIAMSON
117.	PAIGE PIEROG	173.	JESSIE WINTER
118.	DONNA PORTMANN	174.	THEODORE WISEMAN
119.	JOLENE POWELL		
120.	JESSICA PROSCH		
121.	SARAH PROTHEROE		
122.	WILLIAM RABUNG		
123.	ANNE RAMSEY		
124.	WILMA RANDALL		
125.	MARNIE RANHEIM		
126.	MICHELLE REED		
127.	STEVEN REED		
128.	CAMI REVEL		
129.	HARLEY REVEL		
130.	JENNIFER RHODEN		
131.	REBECCA RICHIE		
132.	SHON SCHREIBER		
133.	MELENA SEEK		
134.	MONICA SHAY		
135.	BRANDY SJOSTRAND		
136.	DAWN SKORZEWSKI		
137.	MELISSA SMITH		
138.	LORI SNYDER		
139.	RICHARD STALLO		
140.	DONNA STANFILL		
141.	JENNY STURGILL		
142.	REES STURM		
143.	RYAN STURM		
144.	MARK SUNDSTROM		
145.	ROBERT SUTLOVICH		
146.	JAMIE SUTTON		
147.	KRISTI SWANTEK		
148.	STACY SWINHART		
149.	KERRY TADIQUE		
150.	KIRSTEN TAGEANT		
151.	MICHAEL TAGEANT		
152.	JANIE TALEVICH		
153.	LONNI TEGELBERG		
154.	ELIZABETH TEMPLETON		
155.	ILENE TERRY		
156.	PATRICIA TIMMONS		
157.	CATHERINE TRUSTY		
158.	KASI TURNER		
159.	RHONDA TURNER		
160.	NICOLE ULAKOVICH		
161.	MELISSA VEACH		
162.	CHARLES VELONI		
163.	SARA VERDE		
164.	JUSTIN WALKER		
165.	MICHELLE WEIBERG		
166.	RACHEL WENZEL		
167.	TERRI WHALEN		
168.	CARLA WHITE - SZYMANSKI		

**Building Administrative Staff
Recommend for Hiring—2021-22 School Year:**

ADMINISTRATIVE

JOHN CRABB	Assistant Principal/Athletic Director	Aberdeen High School
LISA GRIEBEL	Principal	Harbor Learning Center
JOAN HOEHN	Principal	Central Park Elementary
BRYAN McKINNEY	Principal	McDermoth Elementary
JOHN MEERS	Principal	Miller Jr. High
SHERRI NORTINGTON	Principal	Robert Gray Elementary
AARON ROIKO	Interim Principal	Aberdeen High School
JAMIE STOTLER	Principal	Stevens Elementary

**District Administrative Staff
Recommend for Hiring—2021-22 School Year:**

ADMINISTRATIVE

DR. RICHARD K. BATES
LYNN GREEN
CINDY LEE
ELYSSA LOUDERBACK
JAIME MATISONS
MICHAEL PAULEY
TRACI SANDSTROM
CHRISTI SAYRES

Director of Special Education
Director of Career and Technical Education
Risk and Benefits Manager
Exécutive Director of Business and Operations
Food Service Manager
Maintenance & Custodial Manager
Director of Teaching and Learning
Director of Human Resources