

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

Regular Meeting of the Board of Directors
Remote Public Meeting

May 18, 2021 – 5 p.m.

AGENDA

Instructions for joining the meeting:

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

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

Join by Phone: 1-253-215-8782; Meeting ID 847 4937 2239

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

Flag Salute

Consent Agenda

1. Minutes
2. Accounts Payable
3. Correspondence

Comments from Board Members

Comments from Student Representative

Comments from the Public

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

Old Business

Superintendent's Report

1. Hybrid Learning Update
2. COVID-19 Response
3. Extended Learning Program
4. Graduation Update
5. Meeting Format

Board Meeting Agenda
May 18, 2021

Teaching and Learning

1. [MTSS Update](#)
2. [Academic and Student Well-Being Plan](#)
3. [Resolution 2021-03 Student Well-Being](#)
4. [Behavioral Health Agreement](#)

Financial Services

1. [Fiscal Status Report](#)
2. Budget Adoption Timeline

Athletics and Activities

1. [Resolution 2021-04 WIAA Membership](#)

New Business

1. Next Meeting

Executive Session

Personnel Matters

1. [Personnel Report](#)
 - a. Certificated
 - b. Classified
2. [2021-2024 Aberdeen Association of School Principals Contract](#)
3. [2021 Superintendent Contract Addendum](#)
4. [2021-2022 Classified Staffing List](#)
5. [2021-2022 Salary Schedules](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

May 18, 2021, 5 p.m.

Link to join the meeting

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

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

Join by Phone: 1-253-215-8782; Meeting ID: 847 4937 2239

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 May 4, 2021, are enclosed for your review and approval.
2. Accounts Payable – The payroll and accounts payable for April are enclosed for your review and approval.
3. Correspondence – Correspondence from OSPI approving the district’s plan to operate the Open Doors program in the Harbor Learning Center is enclosed for your information.

Comments from the Board

Comments from Student Representative

Comments from the Public

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

Old Business

Superintendent’s Report

1. Distance and In-Person Update – Superintendent Henderson will provide an update on the implementation of the in-person component for instruction.
2. COVID-19 Response – Superintendent Henderson will provide an update on the district’s ongoing response to the pandemic.
3. Extended Learning Program – Superintendent Henderson will provide an update on planning that’s taking place for the Extended Learning Program this summer and the Jump Start for kindergarten in August.

Board Information

May 18, 2021

4. Graduation Update – Superintendent Henderson will provide an update on planning for the Class of 2021 to graduate at Stewart Field at 7 p.m. on Friday, June 11, and for Harbor High School to graduate at 6 p.m. on Tuesday, June 8.
5. Meeting Format – Superintendent Henderson will share possible options for changing the format for public comment at board meetings.

Teaching and Learning

1. MTSS Update – Teaching and Learning Director Traci Sandstrom will introduce teachers Amber Metke and Amber Melville, who will provide an update on the Multi-Tiered Systems of Support work that is taking place in the district. [Enclosure 2](#)
2. Academic and Student Well-Being Plan – Director Traci Sandstrom will present the district's plan for using federal recovery and relief funds to help students recover academically and personally from the impacts of the pandemic. [Enclosure 03](#)
2. Resolution 2021-03 Student Well-Being – A resolution adopting the 2021-2022 Academic and Student Well-Being Plan has been prepared for your consideration and approval. [Enclosure 04](#)
3. Behavioral Health Agreement – A contract with Behavioral Health Resources to provide mental health, consultation and training services for students is presented for your consideration and approval. [Enclosure 05](#)

Financial Services

1. Fiscal Status Report – Executive Director of Business and Operations Elyssa Louderback will present the Fiscal Status Report for April. [Enclosure 06](#)
2. Budget Adoption Timeline – Director Louderback will discuss a timeline for adopting the budget with the board.

Athletics and Activities

1. Resolution 2021-04 WIAA Membership – A resolution renewing membership in the Washington Interscholastic Activities Association is presented for your review and approval. [Enclosure 07](#)

New Business

1. Next Meeting – The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, June 1, 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).

Board Information

May 18, 2021

1. Personnel Matters [Enclosure 08](#)
 - a. Certificated
 - b. Classified
2. 2021-2024 Aberdeen Association of School Principals Contract [Enclosure 09](#)
3. 2021 Superintendent Contract Addendum [Enclosure 10](#)
4. 2021-2022 Classified Staffing List [Enclosure 11](#)
5. 2021-2022 Salary Schedules [Enclosure 12](#)
 - a. PSE Salary Schedule
 - b. Unaffiliated Salary Schedule
 - c. Central Office Administrative Salary Schedule
 - d. AASP (Principals') Salary Schedule
 - e. AAAA Head Coach Salary Schedule
 - f. AAAA Assistant Coach Salary Schedule

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

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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

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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

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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

Aberdeen School Board Minutes
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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.

SUBSTITUTE
SALARY SCHEDULE

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

ADJOURN

Alicia Henderson

Alicia Henderson, Secretary

Sandra Bielski

Sandra Bielski, President

Aberdeen School District No. 5
Aberdeen, Washington

ACCOUNTS PAYABLE VOUCHER REGISTER

Vouchers audited and certified by the Auditing Officer as required by RCW 42.24.080 and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing that has been made available to the Board.

As of **May 18, 2021**, the Board, by a unanimous vote, does approve for payment those vouchers included in the attached list and further described as follows:

Fund	Vouchers Numbered			Amount
April Payroll	830840	<i>through</i>	830871	\$3,142,713.40
General Fund	830872	<i>through</i>	830872	562,411.57
	830887		830963	
ASB Fund	830873	<i>through</i>	830873	5,833.61
	830875		830886	
Transportation Fund	830874	<i>through</i>	830874	149,949.14

School Board Members:

Sandra Bielski *Sandra Bielski*

Jennifer Durney *Jennifer Durney*

William Dyer *William Dyer*

Jessica Jurasin *Jessica Jurasin*

Suzy Ritter *Suzy Ritter*

Alicia Henderson, Secretary *Alicia Henderson*

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

As of May 18, 2021, the board, by a _____ vote, approves payments, totaling \$1,524,570.93. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 830841 through 830843, totaling \$1,524,570.93

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

Check Nbr	Vendor Name	Check Date	Check Amount
830841	PAYROLL WARRANT	04/30/2021	53.34
830842	PAYROLL WARRANT	04/30/2021	1,966.43
830843	1ST SECURITY BANK PAYROLL/PERS	04/29/2021	1,522,551.16
	Computer	Check(s) For a Total of	1,524,570.93

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

As of May 18, 2021, the board, by a _____ vote, approves payments, totaling \$1,618,142.47. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 830844 through 830871, totaling \$1,618,142.47

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

Check Nbr	Vendor Name	Check Date	Check Amount
830844	1st Security Bank-Child Suppo	04/30/2021	1,743.72
830845	Aberdeen High School-AHS Schol	04/30/2021	90.00
830846	Aberdeen School District -PERS	04/30/2021	331.04
830847	Aberdeen School District-SERS	04/30/2021	130,132.78
830848	Aberdeen School District-TRS	04/30/2021	351,862.41
830849	Aberdeen School District Defer	04/30/2021	19,991.68
830850	Bank Of The Pacific	04/30/2021	542,270.14
830851	Cnty/city Mun Ees	04/30/2021	2,788.82
830852	Dynamic Collectors	04/30/2021	1,044.64
830853	E.S.D.#113 Unemployment Coop	04/30/2021	2,081.94
830854	Ed.Serv.Dist.#113	04/30/2021	29,473.51
830855	Employment Security	04/30/2021	8,509.24
830856	GESA	04/30/2021	7,010.00
830857	HCA-SEBB BENEFITS-600D01	04/30/2021	463,425.00
830858	HCA-SEBB FLEX SPEND-600D01	04/30/2021	4,590.88
830859	Legal Shield	04/30/2021	97.70
830860	Pse Of Wa	04/30/2021	5,088.65
830861	The Standard Insurance Company	04/30/2021	1,963.07
830862	Suttell & Hammer Ps	04/30/2021	733.98
830863	Tsa Consulting Group Inc	04/30/2021	13,872.00
830864	Twin Star Credit Union	04/30/2021	200.00
830865	Twin Star Scholarship Acct	04/30/2021	68.50
830866	Twinstar Pse Local Dues	04/30/2021	68.50
830867	United Way	04/30/2021	542.38
830868	Veba Contributions-Y1286.001	04/30/2021	10,415.38
830869	Wa State School Ret Assn	04/30/2021	49.00
830870	Wea Chinook	04/30/2021	44.66
830871	Wea Payroll Deductions	04/30/2021	19,652.85

28 Computer Check(s) For a Total of 1,618,142.47

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

As of May 18, 2021, the board, by a _____ vote, approves payments, totaling \$29,243.78. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL & ASB FUNDS
Warrant Numbers 830872 through 830873, totaling \$29,243.78

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

Check Nbr	Vendor Name	Check Date	Check Amount
830872	1ST SECURITY BANK PC	05/19/2021	28,887.13 GF
830873	1ST SECURITY BANK PC	05/19/2021	356.65 ASB
2	Computer	Check(s) For a Total of	29,243.78

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

As of May 18, 2021, the board, by a _____ vote, approves payments, totaling \$149,949.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: TRANSPORTATION
Warrant Numbers 830874 through 830874, totaling \$149,949.14

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

Check Nbr	Vendor Name	Check Date	Check Amount
830874	Schetky Nw Sales Inc	05/19/2021	149,949.14
1	Computer	Check(s) For a Total of	149,949.14

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

As of May 18, 2021, the board, by a _____ vote, approves payments, totaling \$5,476.96. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB Fund
Warrant Numbers 830875 through 830886, totaling \$5,476.96

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

Check Nbr	Vendor Name	Check Date	Check Amount
830875	Aberdeen School District #5	- 05/19/2021	180.58
830876	Aberdeen School District #5	05/19/2021	13.10
830877	Amazon Capital Services	05/19/2021	206.12
830878	Brians Golf Shop	05/19/2021	276.95
830879	Bsn Sports	05/19/2021	3,732.24
830880	Grays Harbor Stamp Works	05/19/2021	169.07
830881	Harbor Awards & Engraving	05/19/2021	200.00
830882	Harbor Pacific Bottling Co	05/19/2021	70.68
830883	Instrumentalist Awards, LLC	- 05/19/2021	327.00
830884	Medco	05/19/2021	18.81
830885	Pamela Pelan Photography	05/19/2021	182.41
830886	Weatherwax Asb Fund	05/19/2021	100.00
12	Computer	Check(s) For a Total of	5,476.96

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

As of May 18, 2021, the board, by a _____ vote, approves payments, totaling \$533,180.91. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 830887 through 830961, totaling \$533,180.91

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

Check Nbr	Vendor Name	Check Date	Check Amount
830887	1ST SECURITY BANK PC	05/19/2021	479.01
830888	Aberdeen Office Equipment Inc	05/19/2021	3,212.47
830889	Aberdeen Sanitation	05/19/2021	5,448.35
830890	Aberdeen Sd #5 Revolving Fund	05/19/2021	190.00
830891	Airgas Usa, Llc	05/19/2021	3.00
830892	Amazon Capital Services	05/19/2021	7,514.93
830893	Aps, Inc	05/19/2021	899.91
830894	Aramark Uniform Services	05/19/2021	68.57
830895	BEHAVIORAL HEALTH RESOURCES	05/19/2021	2,550.00
830896	Bickar, Denny	05/19/2021	400.00
830897	Cascade Natural Gas	05/19/2021	31,149.83
830898	Caskey Industrial Supply Co In	05/19/2021	148.12
830899	Central Welding Supply	05/19/2021	90.46
830900	Centurylink	05/19/2021	127.55
830901	Cintas Corporation	05/19/2021	3,899.61
830902	City Of Aberdeen	05/19/2021	5,197.16
830903	Comcast	05/19/2021	356.17
830904	Cts Language Link	05/19/2021	38.02
830905	Dairy Fresh Farms	05/19/2021	8,497.32
830906	Denis, Heather	05/19/2021	90.00
830907	ESD 112	05/19/2021	719.33
830908	ESD 113	05/19/2021	3,600.00
830909	Fastenal Company	05/19/2021	165.38
830910	Ferrellgas	05/19/2021	1,877.38
830911	Follett Corporation	05/19/2021	883.55
830912	Francotyp-Postalia, Inc	05/19/2021	234.00
830913	Franz Family Bakeries	05/19/2021	1,329.97
830914	G12 Communications LLC	05/19/2021	844.96
830915	Grainger Inc	05/19/2021	571.30
830916	Grays Harbor College	05/19/2021	162,544.52
830917	Harbor Architects	05/19/2021	5,800.00
830918	Harbor Auto & Truck Parts	05/19/2021	446.36
830919	Harbor Disposal Co Inc	05/19/2021	1,350.12

Check Nbr	Vendor Name	Check Date	Check Amount
830920	HB Portables	05/19/2021	920.00
830921	Health Care Authority	05/19/2021	4,023.31
830922	Heggerty	05/19/2021	1,036.67
830923	Home Depot	05/19/2021	11.95
830924	Home Depot Pro Institutional	05/19/2021	304.73
830925	James Bennett DBA Olympic Pen	05/19/2021	120.00
830926	Jostens Inc	05/19/2021	2,314.01
830927	KCDA Purchasing Coop.	05/19/2021	414.91
830928	KCDA Purchasing Coop.	05/19/2021	4,779.95
830929	Leader Services	05/19/2021	319.20
830930	Lemay Mobile Shredding	05/19/2021	407.85
830931	Marshall's Garden & Pet Store	05/19/2021	101.29
830932	MinuteMan Press	05/19/2021	396.42
830933	Moyer, Rick	05/19/2021	1,500.00
830934	Olympic College Cashier	05/19/2021	1,757.30
830935	Ospi	05/19/2021	5,424.00
830936	OSPI	05/19/2021	2,081.43
830937	Pacifica Law Group LLP	05/19/2021	2,135.00
830938	Phoenix Sign Company Inc	05/19/2021	1,878.68
830939	Pioneer Healthcare Services LL	05/19/2021	18,485.00
830940	PRO CARE THERAPY	05/19/2021	3,216.25
830941	Pud #1 Of Grays Harbor Co	05/19/2021	46,393.03
830942	Ricoh Usa Inc	05/19/2021	378.58
830943	Riddell/all American	05/19/2021	2,933.27
830944	Robert Opfer DBA Freeman Pest	05/19/2021	201.52
830945	School Data Solutions Inc	05/19/2021	18,455.19
830946	Shiffler Equipment Sales Inc	05/19/2021	74.32
830947	Soliant Health	05/19/2021	10,903.75
830948	Staples Office Supply	05/19/2021	15.42
830949	Swanson's Food	05/19/2021	3,419.59
830950	Ted Brown Music	05/19/2021	1,184.03
830951	The Hello Foundation	05/19/2021	55,982.47
830952	The Part Works Inc	05/19/2021	20,161.03
830953	United Rentals Nw Inc	05/19/2021	1,931.81
830954	US Cellular	05/19/2021	5,365.60
830955	US Foods - Seattle	05/19/2021	39,996.98
830956	Us Postal Service (cmrs-Fp)	05/19/2021	3,000.00
830957	Verizon Wireless	05/19/2021	2,303.69
830958	Wash State Center For Childhoo	05/19/2021	660.00
830959	Washington State School For Bl	05/19/2021	6,586.67
830960	WSIPC	05/19/2021	691.92
830961	YMCA	05/19/2021	10,186.74
75	Computer	Check(s) For a Total of	533,180.91

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

As of May 18, 2021, the board, by a _____ vote, approves payments, totaling \$343.53. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 830962 through 830963, totaling \$343.53

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

Check Nbr	Vendor Name	Check Date	Check Amount
830962	Bank Of The Pacific (use Tax)	05/19/2021	313.84
830963	Bank Of The Pacific (use Tax)	05/19/2021	29.69
2	Computer	Check(s) For a Total of	343.53

ACCOUNT NUMBER

INVOICE NUMBER DESCRIPTION PO NUMBER VENDOR KEY VENDOR NAME DATE STATUS INV AMOUNT

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Student Body Fund	-29.69	0.00	5,435.97	5,406.28
	*** Fund Summary Totals ***	-29.69	0.00	5,435.97	5,406.28

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

\$ 5435.97
323.95 - US Bank Credit Card
\$ 5759.92 Total Expenses

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 L 601 0000 00 0000 0000 0000	Misc Music	0000000000	INSTRUME000	Instrumentalist Awards, LLC -	03/10/2021	H	\$-29.69
1 ITEM(S)	FOR ACCOUNT # 40 L 601 0000 00 0000 0000 0000 0000				FOR A TOTAL OF		\$-29.69
40 E 530 1015 00 0000 4310 0000 0000 0	Print Shop	0000000000	ABERDEEN023	Aberdeen School District #5 -	05/13/2021	H	\$180.58
	Postage	0000000000	ABERDEEN025	Aberdeen School District #5	05/07/2021	H	\$13.10
2 ITEM(S)	FOR ACCOUNT # 40 E 530 1015 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$193.68
40 E 530 2015 00 0000 4310 0000 0000 0	912173096 Basketball Game Balls and Scorebooks	0000000000	BSN SPOR000	Bsn Sports	03/31/2021	H	\$3,361.40
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2015 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$3,361.40
40 E 530 2030 00 0000 4310 0000 0000 0	912471480 Basketball Game Balls and Scorebooks	1052021015	BSN SPOR000	Bsn Sports	04/23/2021	H	\$185.42
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2030 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$185.42
40 E 530 2040 00 0000 4310 0000 0000 0	IN93664866	0000000000	MEDCO 000	Medco	04/09/2021	H	\$18.81
	912471480 Basketball Game Balls and Scorebooks	1052021015	BSN SPOR000	Bsn Sports	04/23/2021	H	\$185.42
2 ITEM(S)	FOR ACCOUNT # 40 E 530 2040 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$204.23
40 E 530 2060 00 0000 4310 0000 0000 0	5921	0000000000	HARBOR A000	Harbor Awards & Engraving	04/06/2021	H	\$200.00
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2060 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$200.00
40 E 530 2070 00 0000 4310 0000 0000 0	Girls Golf	0000000000	BRIANS G000	Brians Golf Shop	04/20/2021	H	\$138.48
	61915	0000000000	GRAYS HA022	Grays Harbor Stamp Works	04/20/2021	H	\$169.07
2 ITEM(S)	FOR ACCOUNT # 40 E 530 2070 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$307.55
40 E 530 2075 00 0000 4310 0000 0000 0	Girls Golf	0000000000	BRIANS G000	Brians Golf Shop	04/20/2021	H	\$138.47

ACCOUNT NUMBER

INVOICE NUMBER DESCRIPTION PO NUMBER VENDOR KEY VENDOR NAME DATE STATUS INV AMOUNT

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Student Body Fund	-29.69	0.00	5,435.97	5,406.28
	*** Fund Summary Totals ***	-29.69	0.00	5,435.97	5,406.28

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

\$ 5435.97
323.95 - US Bank Credit Card
\$ 5759.92 Total Expenses

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 L 601 0000 00 0000 0000 0000	Misc Music	0000000000	INSTRUME000	Instrumentalist Awards, LLC -	03/10/2021	H	\$-29.69
1 ITEM(S)	FOR ACCOUNT # 40 L 601 0000 00 0000 0000 0000 0000				FOR A TOTAL OF		\$-29.69
40 E 530 1015 00 0000 4310 0000 0000 0	Print Shop	0000000000	ABERDEEN023	Aberdeen School District #5 -	05/13/2021	H	\$180.58
	Postage	0000000000	ABERDEEN025	Aberdeen School District #5	05/07/2021	H	\$13.10
2 ITEM(S)	FOR ACCOUNT # 40 E 530 1015 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$193.68
40 E 530 2015 00 0000 4310 0000 0000 0	912173096 Basketball Game Balls and Scorebooks	0000000000	BSN SPOR000	Bsn Sports	03/31/2021	H	\$3,361.40
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2015 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$3,361.40
40 E 530 2030 00 0000 4310 0000 0000 0	912471480 Basketball Game Balls and Scorebooks	1052021015	BSN SPOR000	Bsn Sports	04/23/2021	H	\$185.42
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2030 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$185.42
40 E 530 2040 00 0000 4310 0000 0000 0	IN93664866	0000000000	MEDCO 000	Medco	04/09/2021	H	\$18.81
	912471480 Basketball Game Balls and Scorebooks	1052021015	BSN SPOR000	Bsn Sports	04/23/2021	H	\$185.42
2 ITEM(S)	FOR ACCOUNT # 40 E 530 2040 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$204.23
40 E 530 2060 00 0000 4310 0000 0000 0	5921	0000000000	HARBOR A000	Harbor Awards & Engraving	04/06/2021	H	\$200.00
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2060 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$200.00
40 E 530 2070 00 0000 4310 0000 0000 0	Girls Golf	0000000000	BRIANS G000	Brians Golf Shop	04/20/2021	H	\$138.48
	61915	0000000000	GRAYS HA022	Grays Harbor Stamp Works	04/20/2021	H	\$169.07
2 ITEM(S)	FOR ACCOUNT # 40 E 530 2070 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$307.55
40 E 530 2075 00 0000 4310 0000 0000 0	Girls Golf	0000000000	BRIANS G000	Brians Golf Shop	04/20/2021	H	\$138.47

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT	
40 E 530 2075 00 0000 4310 0000 0000 0								
*****CONTINUED*****								
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2075 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$138.47	
40 E 530 2140 00 0000 4310 0000 0000 0								
ltg4-h7d1-197c	Hibiclens for wrestling teams	1052021014	AMAZON C000	Amazon Capital Services	04/21/2021	H	\$104.44	
lvrr-d6hj-6vcd	Towels for boys wrestling	1052021016	AMAZON C000	Amazon Capital Services	05/01/2021	H	\$56.70	
2 ITEM(S)	FOR ACCOUNT # 40 E 530 2140 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$161.14	
40 E 530 2145 00 0000 4310 0000 0000 0								
ltg4-h7d1-197c	Hibiclens for wrestling teams	1052021014	AMAZON C000	Amazon Capital Services	04/21/2021	H	\$44.98	
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2145 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$44.98	
40 E 530 3000 00 0000 4310 0000 0000 0								
Senior Plaques		0000000000	PAMELA P000	Pamela Pelan Photography	03/16/2021	H	\$182.41	
1 ITEM(S)	FOR ACCOUNT # 40 E 530 3000 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$182.41	
40 E 530 4030 00 0000 4310 0000 0000 0								
Misc Music		0000000000	INSTRUME000	Instrumentalist Awards, LLC -	03/10/2021	H	\$157.07	
1 ITEM(S)	FOR ACCOUNT # 40 E 530 4030 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$157.07	
40 E 530 4040 00 0000 4310 0000 0000 0								
Misc Music		0000000000	INSTRUME000	Instrumentalist Awards, LLC -	03/10/2021	H	\$133.08	
1 ITEM(S)	FOR ACCOUNT # 40 E 530 4040 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$133.08	
40 E 530 4060 00 0000 4310 0000 0000 0								
Misc Music		0000000000	INSTRUME000	Instrumentalist Awards, LLC -	03/10/2021	H	\$66.54	
1 ITEM(S)	FOR ACCOUNT # 40 E 530 4060 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$66.54	
40 E 530 4094 00 0000 4310 0000 0000 0								
Skills USA WA		0000000000	WEATHERW000	Weatherwax Asb Fund	04/12/2021	H	\$100.00	
1 ITEM(S)	FOR ACCOUNT # 40 E 530 4094 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$100.00	
					TOTAL NUMBER OF HISTORY INVOICES:		13	\$5,406.28
19 ITEM(S)	FOR GRAND TOTAL					FOR A TOTAL OF	\$5,406.28	

LETTER OF INTENT related to the operation of

HARBOR LEARNING CENTER OPEN DOORS [1418] YOUTH REENGAGEMENT PROGRAM

operated by

ABERDEEN SCHOOL DISTRICT

This document is a commitment by the Aberdeen District (hereafter referred to as District) to operate Harbor Learning Center Open Doors [1418] Youth Reengagement Program (hereafter referred to as Program) under the authority of RCW 28A.175.100 and WAC 392-700, upon approval from the Office of the Superintendent of Public Instruction (OSPI).

A. Purpose.

The purpose of this Letter of Intent is to ensure that the District and Program:

1. Support the statewide youth reengagement system as defined in RCW 28A.175.100.
2. Comply with requirements outlined in WAC Chapter 392-700 to provide education opportunities for eligible students.

** NOTE: The language in this Letter of Intent is based on WAC and RCW as of September 2018. The District and Program will comply with any WAC or RCW modifications.*

B. Duration of Letter of Intent.

This Letter of Intent will be in effect from September 1, 2021. OSPI will be responsible for notifying the program when they are required to be reapproved and of the re-approval process. The program is responsible for notifying OSPI if they decide to discontinue the program. OSPI will examine a minimum of two years of data in the re-approval process.

C. Student Eligibility

1. Pursuant to WAC 392-700-035, youth are eligible for enrolling in an Open Doors [1418] youth reengagement program when they meet the following criteria:
 - a. Under twenty-one (21) years of age, but at least sixteen (16) years of age, as of September 1,
 - b. Has not yet met high school graduation requirements, and
 - c. Has been found to be credit deficient pursuant to WAC 392-700-035(c):
 - (c) At the time the student enrolls, is significantly behind in credits based on the student's cohort graduation date. The cohort graduation date is established as the end of the fourth school year after a student first enrolls in the ninth grade.
 - (i) A student who is more than twenty-four months from their cohort graduation date and has earned less than sixty-five percent of the high school credits expected to be earned by their cohort or has a ratio of earned credits to attempted credits that is less than sixty-five percent. A cohort is the group of students that enter the ninth grade in the same school year;
 - (ii) A student who is between twelve and twenty-four months from their cohort graduation date and has earned less than seventy percent of the high school credits expected to be

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

- 62
- 63 d. If determined not to be credit deficient as outlined in WAC 392-700-035(c), has been
- 64 recommended for enrollment by case managers from the Department of Social and
- 65 Health Services (DSHS), the juvenile justice system, district approved school
- 66 personnel, or staff from community agencies which provide educational advocacy
- 67 services.
- 68

- 69 2. Additionally, prior to enrollment in the Program, an eligible student must:
- 70
- 71 a. Have been withdrawn from their last high school, and
- 72 b. Have been released from their resident district and accepted by the District, if the District
- 73 is not the student's resident district.
- 74
- 75 3. Once determined eligible for the Program, a student will retain eligibility, regardless of
- 76 breaks in enrollment, until the student does one of the following:
- 77
- 78 a. Earns a high school diploma. NOTE: A student who earns a high school equivalency
- 79 certificate retains their eligibility and may continue to participate in the Program,
- 80 b. Earns an Associate Degree, or
- 81 c. Becomes ineligible because has turned age twenty-one (21) on or before September 1
- 82 of a new school year.
- 83

84 **D. Instruction.**

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

- 88
- 89 1. Instruction for Program students must include:
- 90
- 91 a. Academic skills instruction and high school equivalency certificate preparation
- 92 coursework with curriculum, and instruction appropriate to each student's skills levels
- 93 and academic goals.
- 94 b. College readiness and work readiness preparation coursework.
- 95
- 96 2. Instruction for Program students may include:
- 97
- 98 a. Competency-based academic and/or vocational training.
- 99 b. College preparation math or writing instruction.
- 100 c. Subject specific high school credit recovery instruction.
- 101 d. English language learner instruction (ELL)

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

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

E. Case Management and Student Support.

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

- 171
- 172 1. Case management staff will be assigned to the Program to provide accessible, consistent
- 173 support to students as well as, academic advising, career guidance information,
- 174 employment assistance or referrals, and referrals to DSHS.
- 175
- 176 2. The Program will maintain a case management staff to student ratio not to exceed 1:75
- 177 (one case manager to seventy-five (75) enrolled students) on a full-time continuous basis
- 178 throughout the school year.
- 179
- 180 3. Only the percent of each staff member's time that is allocated to fulfilling case management
- 181 responsibilities will be included in the calculation of a Program's case management staff to
- 182 student ratio.
- 183
- 184 4. Even though the provision of case management services will require case management
- 185 staff to work in the community to meet client needs, case management staff will be primarily
- 186 based at the Program's instructional site(s).
- 187
- 188 5. The Program will ensure that case management services and instruction are integrated and
- 189 coordinated, and that procedures are established that facilitate timely relevant
- 190 communication about student progress.
- 191
- 192 6. All case management staff will be employed by the Program and will have at least a
- 193 Bachelor's degree in social work, counseling, education, or a related field, or at least two (2)
- 194 years of experience providing case management, counseling or related direct services to at-
- 195 risk individuals or sixteen to twenty-one (16-21) year old youth.
- 196

F. Awarding of Credit.

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

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

G. Statewide Student Assessment.

Pursuant to WAC 392-700-152 :

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

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

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

I. Annual Reporting Calendar.

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

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

- 251
- 252 4. The number of hours of instruction must meet the following criteria:
- 253 a. A standard instructional day may not exceed six (6) instructional hours per day even if
- 254 instruction is provided for more than six (6) hours per day.
- 255 b. A standard instructional day may not be less than two (2) hours per day.
- 256
- 257 5. The Program's total planned hours of instruction for the school year:
- 258
- 259 a. Is the sum of the hours of instruction for all instructional months of the Program's school
- 260 year.
- 261 b. Must have a minimum of one thousand (1000) annual planned hours of instruction.
- 262
- 263
- 264

265 **J. Reporting of Student Enrollment.**

267 Programs will report to the District their Program enrollment using the Form P223-1418 each
268 month on the monthly count day. Count day is defined in WAC 392-121-119. The Program will
269 certify by signing the Form P223-1418 the accuracy of the enrollment reported. The Form
270 P223-1418 is due to the District by the fifth (5th) business day of the month
271

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

- 274
- 275 1. Meets all eligibility criteria pursuant to WAC 392-700-035 or Section C of this Letter of
- 276 Intent,
- 277
- 278 2. Is enrolled in a Program, as well as, the District,
- 279
- 280 3. Meets the attendance period requirement pursuant to WAC 392-700-015(3),
- 281
- 282 4. Meets the weekly status check requirement pursuant to WAC 392-700-015(23),
- 283
- 284 5. Has not withdrawn or been dropped from the Program prior to the monthly count day,
- 285
- 286 6. Is not being claimed by a state institution pursuant to WAC 392-122-221 on the monthly
- 287 count day,
- 288
- 289 7. Whose Program enrollment is not being claimed by a college for postsecondary funding,
- 290
- 291 8. Is not currently enrolled in a high school program, including Alternative Learning
- 292 Experience, College in the High School or another reengagement program excluding Jobs
- 293 for Washington's Graduate (JWG) program
- 294
- 295 9. If concurrently enrolled in a Running Start, Skills Center, or JWG program, is not exceeding
- 296 the full-time equivalent (FTE) limitation pursuant to WAC 392-121-136,
- 297
- 298 10. Has not exceeded the 1.0 annual average FTE (AAFTE) for the school year to include prior
- 299 months' enrollment in a high school, at a state institution, or in a JWG program, and
- 300

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

K. Funding and Reimbursement.

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

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

L. Required Documentation and Reporting

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

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

351 2. Monthly Student Reporting:
352

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

359 3. Annual Reporting:
360

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

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

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

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

401 **N. Records.**

402
403 All operations of, and accounting pertaining to this Letter of Intent shall be open to the
404 inspection of OSPI.
405

406 **O. Applicable Law.**

407
408 This Letter of Intent is entered into pursuant to and under authority granted by the laws of
409 the State of Washington and any applicable federal laws. The provisions of this Letter of
410 Intent shall be construed to conform to those laws. In the event of any inconsistency in the
411 terms of this Letter of Intent, or between its terms and any applicable statute or rule, the
412 consistency shall be resolved by giving precedence in the following order:
413

- 414 1. Applicable state and federal statutes and rules.
415 2. Statement of work herein.
416 3. Any other provisions of the Letter of Intent, including materials incorporated by reference.
417

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

419
420 No separate legal or administrative entity is intended by this document.
421

422 **Q. Amendment and Waiver.**

423
424 This approved Letter of Intent may be waived, changed, modified, or amended only by written
425 agreement executed by both the District and OSPI. If any provision of the Letter of Intent shall
426 be deemed in conflict with any statute or rule of law, such provision shall be modified to be in
427 conformance with said statute or rule of law.
428

429 **R. Entire Agreement.**

430
431 This Letter of Intent constitutes the entire agreement of the District and OSPI, and supersedes
432 any previous written or oral agreements. Any other agreement, representation, or
433 understanding, verbal or otherwise, relating to the services of District or otherwise dealing in
434 any manner with the subject matter of this Letter of Intent, is hereby deemed to be null and void
435 and of no force and effect whatsoever.
436

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

439
440 Alicia Henderson, Ph.D.
441 _____
442 District Superintendent

443
444 *Alicia Henderson*
445 _____
446 Signature

447
448
449
450
4/21/2021

Date

451 Approved by OSPI:

452
453 Dixie Grunenfelder, Director K12 System Supports

454
455 OSPI Open Doors [1418] Program Administrator

456
457 *Dixie Grunenfelder*

April 27, 2021

458
459 Signature

Date

460
461
462
463 Veronica Maria Gallardo
464 OSPI Assistant Superintendent

465
466 *Veronica Maria Gallardo*
467

4/27/2021

468 Signature
469

Date



ABERDEEN SCHOOL DISTRICT NO. 5

Date: May 18, 2021

To: Aberdeen School Board of Directors

From: Superintendent Alicia Henderson

Re: Meeting Format Options for Board Discussion

Overview:

In Phase 3 of the State's Reopening Plan, the Board of Directors has the option to resume meeting in person subject to strict attendance limits, mask wearing, social distancing and sanitizing protocols. This option is described as allowed in addition to hosting the required remote meeting.

After discussion last month, the board continued to meet remotely. Subsequently, the board received several letters asking that members of the public be able to speak during the public comment portion of the remote meeting. The board wanted to explore this further.

Current format:

The board has always welcomed public comment. Currently, public comment is submitted via email to schoolboard@asd5.org and is provided to the board in advance of the meeting. All submittals become part of the public record.

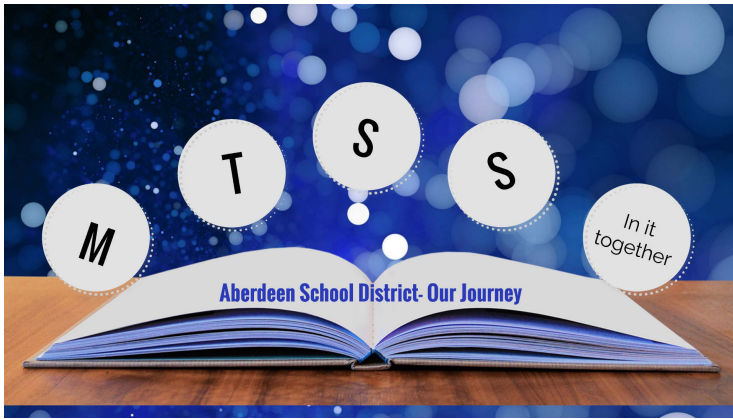
Directors have expressed interest in allowing live public comment, provided guidance is in place to ensure that the topics raised are appropriate for a public business meeting (e.g., no personnel matters), and that presenters know disrupting the meeting is not allowed.

After listening to board comments and exploring how other school boards are handling remote, online meetings, some options to consider include:

- Allowing people to sign up in advance of the meeting if they wish to speak;
- Requiring that topics for public comment be limited to agenda items;
- Requiring that comments continue to be submitted in writing via email for the record.

Recommendation:

- That the Board of Directors continue to meet remotely through 2020-2021;
- That public comment continue to be submitted in advance to schoolboard@asd5.org, but change the time to not later than noon the day of the meeting;
- That submitters may read their comments into the record, if they wish, not to exceed 3 minutes;
- That submitters be asked if they would like their comment to be read at the meeting in addition to being provided to the board, not to exceed 3 minutes;
- That staff be directed to establish and publicize the new format and provide guidelines in time for the June 1 meeting, and
- That the new meeting format for public comment shall remain in effect until the start of the 2021-2022 school year – the first meeting in September – when it is anticipated the Board will resume regular meetings in person, with in-person attendance.



1.



2.

MTSS: Multi-Tiered System of Support

A framework with a tiered infrastructure that uses data to help match academic, social emotional, and behavioral assessment and instructional resources to each and every student's needs.

3.

4.

Why MTSS?

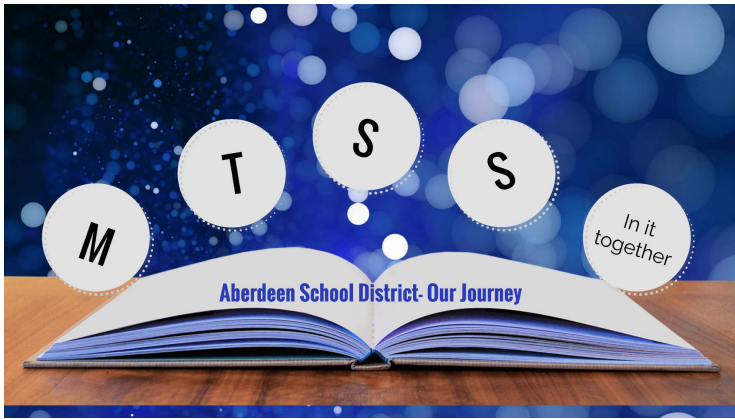
How do we use our available resources so that every child succeeds?

- All students are capable of grade level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based practices
- Decisions and procedures are driven by school and student data.
- The degree of support given to students is based on their needs.

5.

How do we use our available resources so that every child succeeds?

6.




7.

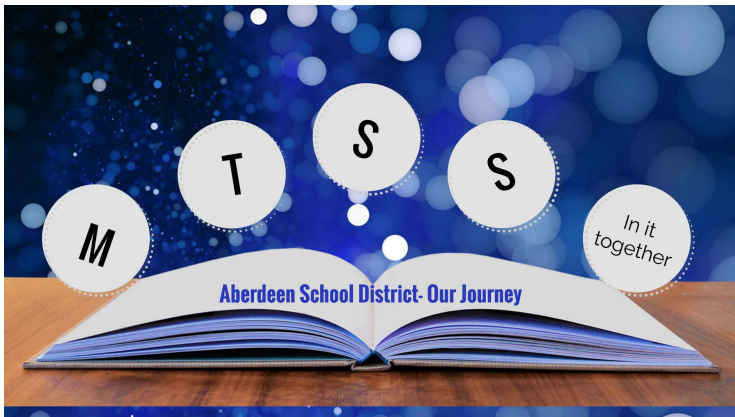
How are we accomplishing this work?

School Climate Transformation Grant

- 5 Year Grant/\$10,000 per year
- Helps build and sustain capacity for the broadscale implementation of MTSS through SEL Aperture purchase.
- Collaboration between OSPI, ESD, and our school district.



8.



9.

MTSS Goals



Academics Behavior

10.

Academic Goals

Use various sources of evidence to set student goals that are accurate and achievable for every student.



Goal 1

Goal 2

Goal 3

11.

Goal 1

Determine who is at, below, or above expected grade level performance.

12.

Goal 2

Determine what instruction and intervention will help students perform foundational skills equal to peers.

13.

Goal 3

Assess and monitor student progress and determine necessary changes to instruction and intervention.

14.

Behavior Goals

What is PBIS?

PBIS is a proactive approach that establishes a positive school climate by teaching key social, emotional, and behavioral skills to set all students up for success.

PBIS helps schools hold themselves accountable to creating the kind of place where every student succeeds.

PBIS
POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

Goal 1

Goal 2

Goal 3

15.

Goal 1

Effectively teach appropriate behavior to all students.

16.

Goal 2

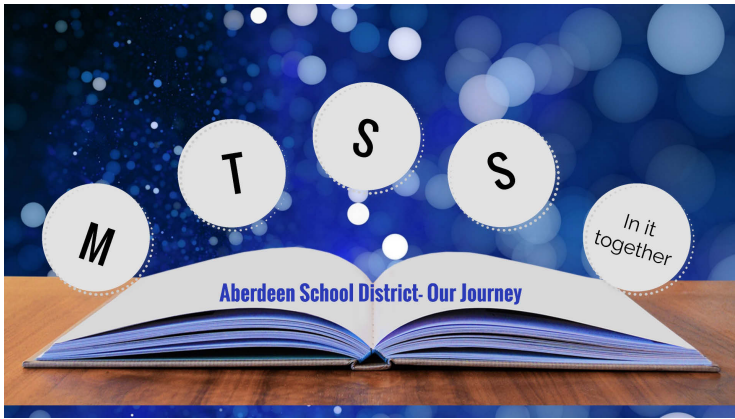
Intervene early before unwanted behaviors escalate.

17.

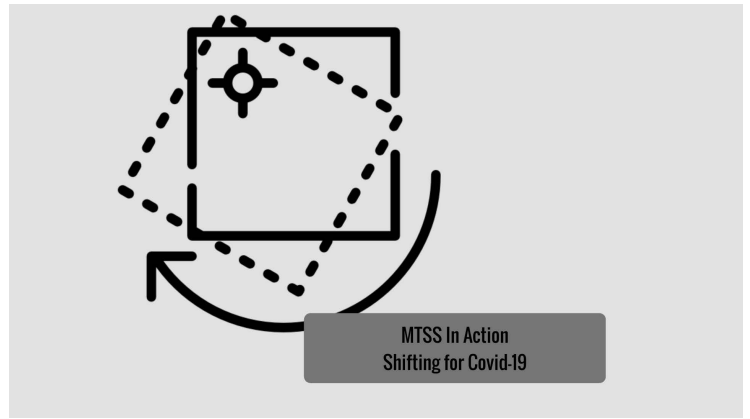
Goal 3

School teams use data to drive behavioral support and interventions.

18.



19.



20.

Elementary

- Kindergarten-Fifth Grade
- One MTSS Assistant per grade level district-wide
- Literacy focused interventions connected to core curriculum
- Services provided remotely via zoom

MTSS LITERACY TIER 2 RESOURCES GRADES K-2

Use Ten-Minute Tuck-ins at the end of each lesson to reteach and extend learning.

SK 10 MINUTE TUCK-IN

Use the Leveled Reader Library to help build and enrich decoding automatically.

SK LEVELED LIBRARY

The Skill-Building Book is used to monitor, assess, and target skill gaps in grades K-2.

SK SKILL-BUILDING BOOK

Develop young learners' phonics awareness skills. The resource can reteach the SK Daily Routine to

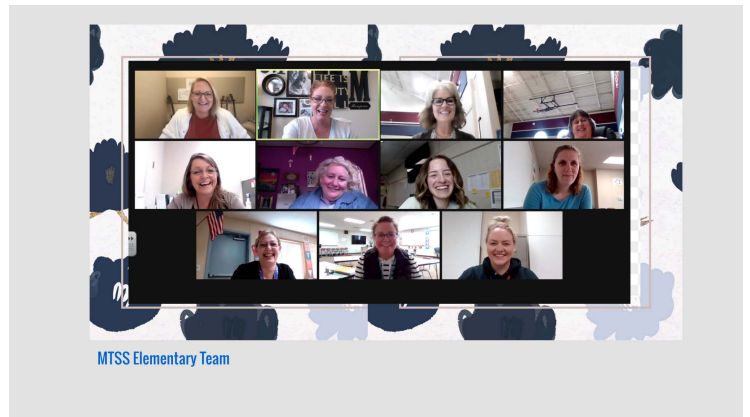
MTSS DATA DRIVEN

Although multiple points of data will be used to identify students who will be served, monitoring progress between benchmarks will be the key to identifying student need in real-time.

SK DAILY ROUTINE

Although multiple points of data will be used to identify students who will be served, monitoring progress between benchmarks will be the key to identifying student need in real-time.

21.



22.

Secondary

- Sixth through Twelfth Grade
- One MTSS Assistant per grade level
- Dedicated ELL team members
- Math focused tutoring connected to core curriculum
- Services provided remotely via zoom

MTSS GUIDELINES 6-8 MATH

MTSS 6-8 will serve identified students in Mathematics. All skills instruction during the support time with the MTSS Assistant should be math focused.

MATH FOCUSED

Although multiple points of data will be used to identify students who will be served, monitoring progress between benchmarks will be the key to identifying student need in real-time.

DATA DRIVEN

The students who are identified should receive support in addition to their core curriculum. Think of it as a second layer of instruction in the first layer and the MTSS support is an additional layer intended to target skill gaps.

CORE PLUS MORE

23.



24.

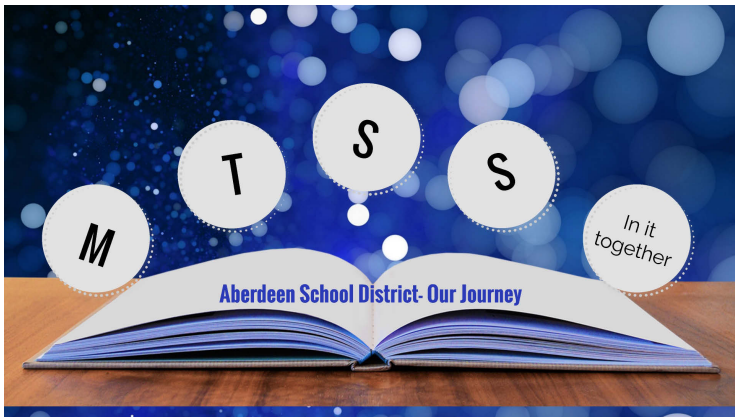


MTSS AHS Team

Current Service Models



- Elementary (K-5)**
- Staff assigned to a building
 - Working in grade bands (K/1, 2/3, 4/5)
 - Pull-out, small-group, in-person
 - Remote, small-group, in afternoon
 - Remote ELL services
 - Literacy Focused
- Secondary (6-12)**
- Staff assigned to a building
 - Push-in tutoring during in-person instruction
 - Remote tutoring in afternoon
 - Math Focused
 - Supporting ELL students

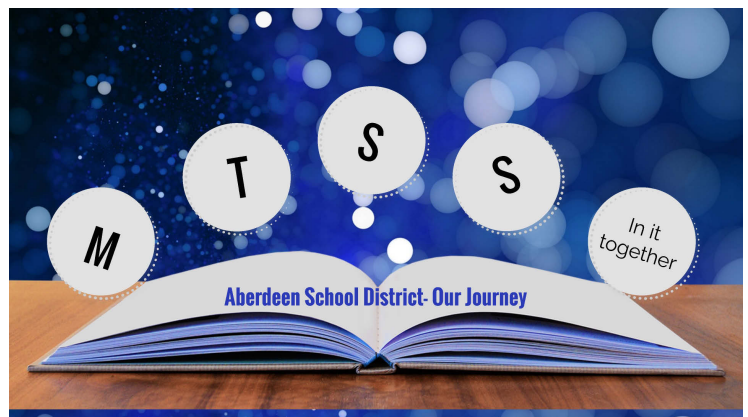
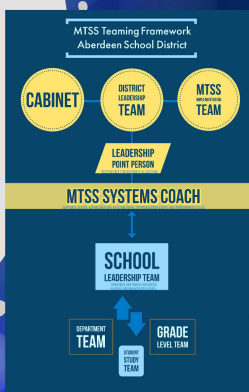


Looking Forward

- District survey to steer goals
- MTSS Coach in each building to guide implementation
- Professional Development for MTSS team starting summer 21-22 with emphasis on alignment of programs across school sites
- Re-establish teaming framework



ment for MTSS
er 21-22 with
ent of programs
framework



Aberdeen School District

House Bill 1368

Academic and Student Well-being Recovery Plan



Plan Requirements

- Board Approval
- Equity Analysis Tool
 - Highline School District Equity Policy
- Shared with Public
- Stakeholder Voice
 - Fall & Winter Surveys
- Revisions throughout the year reported to OSPI

Assessment Requirements

- Diagnostic Assessments 3X's/year
 - Academic
 - DIBELs
 - MAP
 - Well-Being
 - DESSA
- Show progress
- Ongoing analysis and adjustments to plans

Data Analysis

Student Groups most impacted by the Pandemic

- Academic
 - DIBELs
 - MAP
 - English Grades
- Attendance
 - 20 days or more absences
- Student Groups (N = 20+)
 - Hispanic/Latino, White, English Learners, Poverty, Students with Disabilities
 - All Grade Levels
 - Two or More Races
 - 5 Grade Levels

Student Groups Most Impacted

- Elementary
 - Hispanic/Latino
 - English Learners
 - Poverty
 - Student with Disabilities
- Secondary
 - Hispanic/Latino
 - English Learners
 - Poverty

Barriers Realized

- Connectivity
- English Learner Support
- Bilingual Staff for communication
- Extra-Curricular incentives
- Isolation
- Work/Caring for Siblings
- Less synchronous instructional time
- Health & safety protocols
 - Disabilities

Supports

- Significant increase in EL supports
- Increased summer school capacity
 - Kindergarten Academy - new program
- Connections Teams
- Connectivity
 - MiFis
 - Connection Access Time (CAT)
- Step Up to Writing
- Priority Standards
- Social Emotional Supports
 - Behavioral Health Resources Partnership
 - Screener & Lessons
- Targeted Professional Development
 - Most impacted student groups
- Universal Supports

Monitoring Student Progress

- Each building/MTSS Coaches
- At least every three months
- Academic/ DIBELS & MAP
- Social-Emotional Learning/ DESSA
- Behavior/ SWIS
- Implementation of data-based decision-making process
 - Collect data
 - Scheduled data meetings
 - Adjust as needed

Multi-Tiered Systems & Supports

- Framework
- Academic
- Social-Emotional Learning
- Behavior
- Equity

Washington LEA Academic and Student Well-being Recovery Plan

Part I: LEA Information

Please enter your LEA: **Aberdeen School District**

Please enter the name of the point of contact for this survey: **Dr. Alicia Henderson**

Please enter point of contact email address: **ahenderson@asd5.org**
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: **K-12**

Part II: Attestations and Public Posting

1. Aberdeen School District (LEA name) attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved:

2. Aberdeen School District (LEA name) attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: **Highline School District Equity Policy**

Please provide a link to the equity analysis tool used:

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website:

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan:

Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

- Acceleration Academy
- Additional Instructional Time Before or After School
- Additional School Days
- Balanced Calendar
- Summer School

- X Building Relationships
- X Common Assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices
- X Extended Day Partnerships (CBOs)
- Extracurricular Activities
- High-quality Tutoring
- X Inclusionary Practices
- Mastery Learning/Project-Based learning
- X Multi-tiered System of Supports
- X Narrowing Standards
- X Professional Learning
- X SEL and Mental Health Supports
- Strategic Staffing (teacher advocates, advisory, looping)
- Student Voice and Perception
- X Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
- Other

Part IV: Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students’ specific knowledge, skills, and understanding in order to build on each student’s strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Academic Diagnostic Assessments
<input type="checkbox"/> Accelerated Reader (AR)
<input type="checkbox"/> AIMSweb
<input type="checkbox"/> Amplify Insight (CCSS)
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/> CPAA (NWEA)

<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
X DIBELS
<input type="checkbox"/> Discovery Education Predictive Assessment
<input type="checkbox"/> DRA (Developmental Reading Assessment)
<input type="checkbox"/> DRP (Degrees of Reading Power)
<input type="checkbox"/> EasyCBM
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)
<input type="checkbox"/> Fountas & Pinnell
<input type="checkbox"/> Gates Macginitie
<input type="checkbox"/> GMADE
X GOLD (WaKids)
<input type="checkbox"/> GRADE
<input type="checkbox"/> Ready
<input type="checkbox"/> RLA
<input type="checkbox"/> Station
<input type="checkbox"/> TBS (Iowa Test of Basic Skills)
X IXL
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/> Lexia
X MAP Math
X MAP Reading
<input type="checkbox"/> Mastery Connect
<input type="checkbox"/> McLeod Assessment of Reading Comprehension
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/> PALS
<input type="checkbox"/> Read 180 (assessment tools)
<input type="checkbox"/> Read Well
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys
<input type="checkbox"/> Running Records
<input type="checkbox"/> Sight Words
X Smarter Balanced ELA Interim Assessments
X Smarter Balanced ELA Summative Assessments
X Smarter Balanced Math Interim Assessments

<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/> SpringBoard Assessments
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/> STAR Early Literacy
<input type="checkbox"/> STAR Math
<input type="checkbox"/> STAR Reading
<input type="checkbox"/> Success for All (SFA)
<input type="checkbox"/> SuccessNet
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
<input type="checkbox"/> Teacher Recommendation
<input type="checkbox"/> Universal Screener list of tools
<input type="checkbox"/> Universal Screener Guide
<input checked="" type="checkbox"/> WA-KIDS
<input type="checkbox"/> WIDA MODEL for Kindergarten
<input type="checkbox"/> WIDA MODEL (Grades 1-12)
<input type="checkbox"/> Other

Please select the **well-being** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Well-Being Diagnostic Assessments	
<input type="checkbox"/> ACE	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> CEE	
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
<input checked="" type="checkbox"/> Other - Write In (Required) DESSA-Aperture	
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
<input checked="" type="checkbox"/> SWIS	
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	

<input type="checkbox"/> Teacher Recommendation
<input type="checkbox"/> Universal Screener list of tools
<input type="checkbox"/> Universal Screener Guide
X WA-KIDS
<input type="checkbox"/> Well-being resources

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Academic Diagnostic Assessments	Grade(s)
X Accelerated Reader (AR)	K - 8
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	
<input type="checkbox"/> CPAA (NWEA)	
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
X DIBELS	K - 2
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input type="checkbox"/> EasyCBM	
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
X GOLD (WaKids)	K
<input type="checkbox"/> GRADE	
<input type="checkbox"/> Ready	
<input type="checkbox"/> RLA	
<input type="checkbox"/> Station	
<input type="checkbox"/> TBS (Iowa Test of Basic Skills)	
X IXL	K-12
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/> Lexia	

X	MAP Math	K-12
X	MAP Reading	K - 12
<input type="checkbox"/>	Mastery Connect	
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension	
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia	
<input type="checkbox"/>	PALS	
<input type="checkbox"/>	Read 180 (assessment tools)	
<input type="checkbox"/>	Read Well	
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys	
<input type="checkbox"/>	Running Records	
<input type="checkbox"/>	Sight Words	
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments	
X	Smarter Balanced ELA Summative Assessments	3 - 10
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments	
X	Smarter Balanced Math Summative Assessments	3 - 10
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)	
<input type="checkbox"/>	SpringBoard Assessments	
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)	
<input type="checkbox"/>	STAR Early Literacy	
<input type="checkbox"/>	STAR Math	
<input type="checkbox"/>	STAR Reading	
<input type="checkbox"/>	Success for All (SFA)	
<input type="checkbox"/>	SuccessNet	
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input type="checkbox"/>	Teacher Recommendation	
<input type="checkbox"/>	Universal Screener list of tools	
<input type="checkbox"/>	Universal Screener Guide	
X	WA-KIDS	K
<input type="checkbox"/>	WIDA MODEL for Kindergarten	
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)	
<input type="checkbox"/>	Other	

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Well-Being Diagnostic Assessments	Grade(s)
<input type="checkbox"/> ACE	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> CEE	
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
X Other - Write In (Required) DESSA	K-12
<input type="checkbox"/> Panorama Education School Climate Survey	
<input type="checkbox"/> Student COVID Impact Surveys	
X SWIS	K-12
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
<input type="checkbox"/> Teacher Recommendation	
<input type="checkbox"/> Universal Screener list of tools	
<input type="checkbox"/> Universal Screener Guide	
X WA-KIDS	K
<input type="checkbox"/> Well-being resources	

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
X Accelerated Reader (AR)	K - 8	X	
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)			
<input type="checkbox"/> CPAA (NWEA)			
X Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	K-12		Varies by grade level and subject
X DIBELS	K - 2		3
<input type="checkbox"/> Discovery Education Predictive Assessment			

<input type="checkbox"/> DRA (Developmental Reading Assessment)			
<input type="checkbox"/> DRP (Degrees of Reading Power)			
<input type="checkbox"/> EasyCBM			
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)			
<input type="checkbox"/> Fountas & Pinnell			
<input type="checkbox"/> Gates Macginitie			
<input type="checkbox"/> GMADE			
X GOLD (WaKids)	K	1	
<input type="checkbox"/> GRADE			
<input type="checkbox"/> Ready			
<input type="checkbox"/> RLA			
<input type="checkbox"/> Station			
<input type="checkbox"/> TBS (Iowa Test of Basic Skills)			
X IXL	K-12	1	
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/> Lexia			
X MAP Math	K-12		3
X MAP Reading	K-12		3
<input type="checkbox"/> Mastery Connect			
<input type="checkbox"/> McLeod Assessment of Reading Comprehension			
<input type="checkbox"/> OSPI Screeners for Literacy Skills Associated with Dyslexia			
<input type="checkbox"/> PALS			
<input type="checkbox"/> Read 180 (assessment tools)			
<input type="checkbox"/> Read Well			
<input type="checkbox"/> Really Great Reading - Diagnostic Decoding Surveys			
<input type="checkbox"/> Running Records			
<input type="checkbox"/> Sight Words			
<input type="checkbox"/> Smarter Balanced ELA Interim Assessments			
<input checked="" type="checkbox"/> Smarter Balanced ELA Summative Assessments	3-10	1	
<input type="checkbox"/> Smarter Balanced Math Interim Assessments			
<input checked="" type="checkbox"/> Smarter Balanced Math Summative Assessments	3-10	1	
<input type="checkbox"/> SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/> SPI (Scholastic Phonics Inventory SAM/PI)			
<input type="checkbox"/> SpringBoard Assessments			
<input type="checkbox"/> SRI (Scholastic Reading Inventory SAM/RI)			

<input type="checkbox"/> STAR Early Literacy			
<input type="checkbox"/> STAR Math			
<input type="checkbox"/> STAR Reading			
<input type="checkbox"/> Success for All (SFA)			
<input type="checkbox"/> SuccessNet			
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
X Teacher Recommendation	K-8		3
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			
X WA-KIDS	K	1	
<input type="checkbox"/> WIDA MODEL for Kindergarten			
<input type="checkbox"/> WIDA MODEL (Grades 1-12)			
<input type="checkbox"/> Other			

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> ACE			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> CEE			
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
X Other - Write In (Required) DESSA-Aperature	K-12		3
<input type="checkbox"/> Panorama Education School Climate Survey			
<input type="checkbox"/> Student COVID Impact Surveys			
X SWIS	K - 12		3
<input type="checkbox"/> Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			
<input type="checkbox"/> Teacher Recommendation			
<input type="checkbox"/> Universal Screener list of tools			
<input type="checkbox"/> Universal Screener Guide			

<input type="checkbox"/> WA-KIDS			
<input type="checkbox"/> Well-being resources			

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan?
(*Student, Family, and Community Organizations*)

- Interviews
- Conferences (in-person and/or virtual)
- Advisory Groups
- Surveys

Part VI: Strategic Supports for Students

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latino of any race(s)
- Native Hawaiian/Other Pacific Islander
- Two or More Races
- White
- English language learners
- Low-income
- Students with disabilities
- Students experiencing homelessness
- Students in foster care

Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA’s review of the equity analysis and student diagnostic assessment results. (Select all that apply)

Strategies	
<input type="checkbox"/>	Acceleration Academy
X	Additional Instructional Time Before or After School
<input type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar
X	Summer School
X	Building Relationships
X	Common Assessments
X	Early Learning (K-4 literacy)
<input type="checkbox"/>	Equitable Grading Practices
X	Extended Day Partnerships (CBOs)
<input type="checkbox"/>	Extracurricular Activities
<input type="checkbox"/>	High-quality Tutoring
<input type="checkbox"/>	Inclusionary Practices
<input type="checkbox"/>	Mastery Learning/Project-Based learning
X	Multi-tiered System of Supports
X	Narrowing Standards
X	Professional Learning
X	SEL and Mental Health Supports
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input type="checkbox"/>	Student Voice and Perception
X	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)

11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

Strategies	Student Group(s)
<input type="checkbox"/>	Acceleration Academy
X	Additional Instructional Time Before or After School
	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic

	Latino, American Indian/Alaskan Native, Students with Disabilities
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
X Summer School	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
X Building Relationships	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
X Common Assessments	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
X Early Learning (K-4 literacy)	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native
<input type="checkbox"/> Equitable Grading Practices	
X Extended Day Partnerships (CBOs)	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
<input type="checkbox"/> Extracurricular Activities	
<input type="checkbox"/> High-quality Tutoring	
<input type="checkbox"/> Inclusionary Practices	
X Mastery Learning/Project-Based learning	

X	Multi-tiered System of Supports	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
	<input type="checkbox"/> Narrowing Standards	
X	Professional Learning	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
X	SEL and Mental Health Supports	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities
	<input type="checkbox"/> Strategic Staffing (teacher advocates, advisory, looping)	
	<input type="checkbox"/> Student Voice and Perception	
X	Transition Supports (Pre-K-Elem; Elem- MS; MS- HS; HS-post-secondary/ career/beyond)	Students with Disabilities

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

Strategies	Student Group(s)	Grade(s)
<input type="checkbox"/> Acceleration Academy		
X Additional Instructional Time Before or After School	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native	K-12 (EL only) K-8
<input type="checkbox"/> Additional School Days		
<input type="checkbox"/> Balanced Calendar		
X Summer School	English Learners, Low Income, Students Experiencing	K - 12

		Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native	
X	Building Relationships	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K-12
	<input type="checkbox"/> Common Assessments		
X	Early Learning (K-4 literacy)	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native	K-4
	<input type="checkbox"/> Equitable Grading Practices		
X	Extended Day Partnerships (CBOs)	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K - 8
	<input type="checkbox"/> Extracurricular Activities		
	<input type="checkbox"/> High-quality Tutoring		
	<input type="checkbox"/> Inclusionary Practices		
	<input type="checkbox"/> Mastery Learning/Project-Based learning		
X	Multi-tiered System of Supports	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K-12
X	Narrowing Standards	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K-12

X	Professional Learning	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K-12
X	SEL and Mental Health Supports	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K-12
X	Strategic Staffing (teacher advocates, advisory, looping)	All	10
	<input type="checkbox"/> Student Voice and Perception		
X	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	English Learners, Low Income, Students Experiencing Homelessness, Students in Foster Care, Hispanic Latino, American Indian/Alaskan Native, Students with Disabilities	K 5th 8 th 12th

Part VII: Monitoring Student Progress

- 13.** Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

For example:

“Our district uses an equity analysis process every three months to monitor progress, adjust strategies and identify student learning gaps.”

To address gaps in student learning and well-being, our district will systematically monitor student progress every three months.

Through identified teaming structures at the district and building level, a data-based decision-making process will be utilized to monitor student progress and program effectiveness.

Part VIII: Supports for Strategies/Interventions

- 14.** Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

Early Learning (K-4 Literacy)

- 15.** Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.

Additional Instructional Time Before or After School

Policy Title: Aberdeen School District Academic and Student Well-being Recovery Plan

Reviewer/Reviewers: Director of Teaching and Learning, District Title I Teachers

Racial Equity Tool – Using Best Practices
Who are the groups affected by this policy, program, practice, or decision? What are the potential impacts on these groups?
LOOK-FORS
Due to the effects of the pandemic and students not being able to attend in-person school, the following groups of student’s academic growth were more significantly impacted: <ul style="list-style-type: none">• American Indian/Alaska Native• Hispanic/Latino• Two or More Races• English Learners• Poverty• Students with Disabilities
Does this policy, program, practice or decision have unintended consequences, such as ignoring or worsening existing disparities?
LOOK-FORS
Many of our students did not have internet access which made accessing instruction extremely difficult. Students also began feeling socially isolated leading to a feeling of hopelessness and depression. We began to see a decrease in the level of engagement which has led to a widening of learning gaps. Language barriers made it difficult to connect with families which contributed to the lack of engagement and access to instruction. Childcare issues and students needing to join the workforce so their family could survive also contributed to the lack of engagement as well.
How have we intentionally involved stakeholders who are also members of the communities impacted by this policy, program, practice or decision? Can the stakeholders validate your assessments in questions 1 and 2?
LOOK-FORS
The district developed academic and wellness surveys to be administered in the Fall and Winter. Input was given, through these surveys, by parents, staff and students. Results of each survey were shared at a school board meeting and posted on the district website. Connections Teams also made contact with students not engaging in academic learning to determine barriers they were experiencing and possible solutions.

What are the barriers to a more equitable implementation of your policy, program, practice, or decision? (Consider mandates, politics, emotions, finances, or programs.)

LOOK-FORS

Barriers for the identified student groups in the Aberdeen School District are listed below:

- Lack of Bilingual staff to communicate and problem solve engagement issues
- Funding to obtain English Learner (EL) endorsed teachers to provide targeted supports for EL students
- Parents with limited English providing academic support
- Being able to provide remote instruction ONLY for all students
- Lack of internet connection
- Less instructional time while in remote and in person instructional models
- Communication and understanding of the phases and changing schedules
- Health and safety protocols
- Students with disabilities that limited Zoom time or face to face time due to inability to adhere to health and safety protocols
- Childcare issues and students need to join workforce
- Lack of individualized, flexible grading
- Loss of accountability due to extra-curricular activity participation
- Lack of adequate private space for accessing instruction and completing work

How will you mitigate any negative impacts and address any barriers that you have identified?

LOOK-FORS

The following are the interventions and strategies used to mitigate the above barriers for our students:

- Hire a dedicated bilingual staff member for each building
- Create Connections Teams including a bilingual staff member
- Hire an English-Language Endorsed teacher for each building to specifically target the EL identified students
- Hire building MTSS Coaches to lead data-driven instruction for academic and social-emotional learning
- Hire District English Learner Coach
- Purchase MiFi's for students lacking internet capabilities
- Provide technology device for each student to use at home
- Designate a space in the district for identified student groups without internet access
- Work with local YMCA to create athletic pods to allow student activity and socialization
- Implement Step-Up to Writing curriculum district wide to fill the writing gap
- Target identified student groups for summer school
- Increase the summer school capacity to allow more students
- Implement a Kindergarten Academy to give them a jump start
- Integration of full in-person instruction fall of 2021
- Implement a K-12 Social Emotional Learning Screener and Instructional supports
- Use Priority Standards at each grade level developed by teachers to narrow the focus
- Increase the number of academic support personnel
- Implement additional mental health services and provide necessary classes for Staff and families through a partnership with Behavioral Health Resources
- Utilize After School Program to target specific student groups
- Utilizing Grays Harbor Academy, for those successful with online learning
- Creation of Multi-Tiered Systems and Support Framework for academics, behavior

- and social-emotional learning
- Targeted Professional Development on strategies to boost identified student groups

After conducting the analysis:

What are the lessons learned?

In order to create our plan, data was collected and analyzed. Using these results, the following learning drove the elements of our plan:

- Bilingual Staff is needed to communicate with families
- In order to ensure engagement, an in-person option needs to be in place
- A systematic approach to monitoring student learning and targeting specific skill deficits needs to be place
- A formalized process of gauging student's social-emotional wellness and resources to target specific skill gaps is needed
- A writing framework needs to be available for students unable to meet proficiency consistently across all grade levels
- High-expectations for all students with access to grade-level learning
- Experts in teaching language attainment are critical

What resources are needed to make changes?

- Staffing; Bilingual, English Language Endorsed Teachers, MTSS Coaches
- Step Up to Writing Curriculum and staff training
- Partnership with local mental health organization
- Social-Emotional Screener and supporting lessons
- After-School Programming Funds
- Summer School Funding
- Professional Development funding

What are the next steps?

- Hire highly qualified Staff
- Purchase and train staff in Step Up to Writing
- Purchase and train staff in Social-Emotional Learning System
- Meet with local mental health agency to create a plan and develop a contract for services
- Hire, create and target student groups for summer school services
- Target student groups for after school programs
- Create schedules to regularly monitor student progress

ABERDEEN SCHOOL DISTRICT NO. 5
Resolution 2021-03

Adopting a Student and Academic Well-Being Plan

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 provides funding for eligible school districts to use to address academic recovery and learning loss and authorizes the Office of the Superintendent of Public Instruction to distribute such ESSER funds to Washington school districts via the Title I funding formula. The federal law further specifies that in order for school districts to access these ESSER funds, they must submit a plan that included seeking public comment prior to the adoption and public posting of that plan. The Office of the Superintendent of Public Instruction has determined that school board approval of this plan meets the federal requirement for seeking public comment, as it involves public posting and provides the opportunity for public comment. The Office of the Superintendent of Public Instruction has further determined that a school district must post its adopted plan on the its website, making it accessible for those with disabilities and those in the community whose language is one other than English;

WHEREAS, House Bill 1368 – COVID – Federal Funding (2021) Sec 12 created a new section of Chapter 43.70 RCW, setting forth certain requirements for the appropriation of federal funds, including that school districts submit an Academic and Student Well-Being Recovery Plan to the Office of the Superintendent of Public Instruction by June 1, 2021, to address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic. This state law included specific requirements for school districts' Academic and Student Well-Being Plans and requires school districts to use the template developed by the Office of the Superintendent of Public Instruction to create this plan to support the creation of a plan that addresses all the required components. This state law also authorized the Office of the Superintendent of Public Instruction to identify and include additional requirements for the plan in the template it developed;

NOW, THEREFORE BE IT RESOLVED, that after an Open Public Meeting, which included public notice and the opportunity for public comment, the Aberdeen School District Board of

Directors has reviewed and hereby adopts its Academic and Student Well-Being plan, which was created using and in conformity with the template developed by the Office of Superintendent of Public Instruction, including the use of an equity analysis tool;

BE IT FURTHER RESOLVED that the Board directs that its adopted plan be posted on the District’s website, making it accessible for those with disabilities and those in the community whose language is one other than English.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board’s approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. The adoption of this Academic and Student Well-Being Plan by resolution pertains exclusively to the 2020-2021 and 2021-2022 school years and sunsets no later than that time. The Board reserves the right to update and revise this plan as part of engaging in and planning for continuous improvement cycles.

ADOPTED and approved this 18th day of May, 2021.

Aberdeen School District No. 5
Grays Harbor County, Washington

Sandra Bielski, President

William Dyer, Vice President

Jennifer Durney, Director

Jessica Jurasin, Director

Suzy Ritter, Director

ATTEST:

Alicia Henderson, Secretary of the Board

BEHAVIORAL HEALTH RESOURCES PROPOSAL FOR COMPREHENSIVE DISTRICT WIDE MENTAL HEALTH SERVICES

The Aberdeen School District (ASD) has requested to partner with Behavioral Health Resources (BHR) to develop comprehensive programming to meet the social, emotional and health needs of students in the ASD. The District has requested a plan that would include direct supports to students as well as supports for their families and staff in the district.

The plan is to include a combination of mental health services, consultation, and training.

Mental Health Services:

BHR currently provides mental health services to youth and families of the ASD that have an interest in receiving outpatient mental health services, have Integrated Managed Care Medicaid insurance and have a qualifying diagnosis to receive services. Prior to the pandemic, when students were attending full time in-person school, BHR provided outpatient mental health services to open clients on-site at all of the schools within the district. The student received outpatient mental health services on site at their school when this venue was chosen by either the student or their family. Completed Release of Information forms allowed BHR providers to consult with ASD staff about clients. BHR will continue to provide outpatient services on-site at each of the schools within the district.

In addition to services provided to open clients, BHR will be available for “drop-in time” at all of the schools in the district. Drop-in times will be provided by BHR staff already assigned to the school. BHR staff will extend their time at the school to be available for students who are not currently open with BHR but may want to see a mental health provider for a check-in. Check-ins will be limited to 3 times for every student. Check-in/Drop-in time is not a crisis service. This service would function as a brief outpatient mental services or as the precursor to engagement in long-term outpatient services. BHR must have parental permission for students under 12 years of age. Mobile Crisis services should continue to be utilized for crisis situations. If a student needs services beyond this level, they would be referred for an intake and opened for outpatient services.

BHR will provide an intake assessment and ongoing outpatient mental health services to students who self-refer or to families who refer themselves to outpatient mental health services regardless of insurance status. The ASD would pay a Fee-for-Service rate for these students and family members to receive mental health services through BHR. Students/Families would receive an intake assessment and ongoing outpatient services. Services offered are based on client need and can include individual services (for both the parent with an adult clinician or the child with a children’s clinician), family services, and case management services. BHR contracts for \$175 per hour for outpatient mental health services.

Consultation:

Consultation will be provided to two populations: staff and guardians.

BHR will provide mental health consultation throughout the week for all ASD employees. This will be in addition to the consultation that already occurs with ASD staff for clients who are open and receiving outpatient services. Consultation time will be scheduled by the school to allow employees of that facility to have contact a mental health professional.

BHR will provide mental health consultation for families of ASD students. This would be an open time for families whose students are **not** currently enrolled with BHR's outpatient services. Families with open clients are eligible for consultation services as part of their outpatient service delivery system with their assigned clinician. Consultation would include general mental health information and local system education. Family consultation would be limited to 3 services prior to the family being referred for outpatient mental health services.

Trainings:

BHR will provide a monthly training (September-May of the school year) on a mental health topic to District staff.

Training topics might include:

- How and when to make a mental health referral for a student
- How to identify depression and support students with depression
- How to identify anxiety and support students with anxiety
- What is PTSD and trauma informed approaches in the classroom
- Impacts of substance use on a student's mental health
- Additional topics to be identified by district staff

Trainings can be recorded when being provided to a group of staff or as a taped lecture for availability to all District staff.

For families of the district, BHR will provide a monthly training (September-May) on a mental health topic that mirrors topics presented to district staff. This topic could be a taped lecture or presented to a group and recorded for viewing by other families.

BHR support of student outreach:

BHR staff would be available for consultation of each of the District's Connection Team. The consultation would include training for identification of potential mental health symptoms of a student. BHR proposes training the Connection Teams on the use of the Pediatric Symptom Checklist-17 (PSC-17) and development of a referral system of connection to mental health services outlined above should the student screen for having a behavioral health disorder.

BHR is requesting \$294,718 per year to provide the service package outlined above to the Aberdeen School District.

YMCA Summer Program:

BHR has interest in partnering with the YMCA related to their summer program. Only an initial contact has been made. Details to be provided once BHR has a clearer understanding of the programming. Services could include consultation, training and development of a referral path for mental health services for student how have an identified need.

Costs associated with this programming would be in addition to those outlined above and based on the identified role BHR would have with the ASD/YMCA.

Approved by the Aberdeen School District Board of Directors
May 18, 2021

Sandra Bielski
Sandra Bielski, President



TO: Dr. Alicia Henderson, Superintendent
 FROM: Elyssa Louderback, Executive Director of Business & Operations
 SUBJECT: Monthly Budget Report for April, 2021
 DATE: May 18, 2021

GENERAL FUND SUMMARY:

Revenue--Receipts were \$ 5,820,572.13.

Expenditures-- Expenditures totaled \$ 3,972,674.68. Expenditures for staff salary and benefits account for 79.11% of all expenditures for the month, and 79.31% of the year to date total expenditures.

Fund Balance— Preliminary current month ending fund balance is \$ 6,215,228.22. We had a positive cash flow of \$ 1,847,897.44 for the month.

Additional General Fund Information

Revenue by Major Category:

<u>Revenue Source</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual</u>	<u>Largely Comprised of:</u>
Local Taxes	\$ 3,327,401	\$ 3,122,435	93.84%	Prop taxes - received Oct/Nov and April/May
Local Nontax	\$ 653,151	\$ 183,891	28.15%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 29,796,562	\$ 19,411,877	65.15%	Apportionment and LEA
State, Special	\$ 11,543,757	\$ 6,817,234	59.06%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 25,000	\$ 36,120	144.48%	Federal Forest; deducted from apportionment
Federal, Special	\$ 6,077,232	\$ 3,570,771	58.76%	Food Service, Fed Grants (Title I, Title 2, etc)
Other Districts	\$ 71,871	\$ 6,991	9.73%	Non high payments from Cosmopolis SD
Other Agencies	\$ 52,000	\$ 687	1.32%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
Totals	\$ 51,546,974	\$ 33,150,005	64.31%	
			66.67%	% of fiscal year elapsed

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

<u>Activity</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>Actual %</u>	<u>District payroll and/or:</u>
Board of Directors	\$ 125,096	\$ 47,448	37.93%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	\$ 446,535	\$ 235,047	52.64%	General Admin/ Supt Office
Business Office	\$ 486,448	\$ 306,487	63.01%	Fiscal operations
Human Resources	\$ 355,448	\$ 226,353	63.68%	Personnel & recruitment, labor relations
Public Relations	\$ 34,500	\$ 1,140	3.31%	Educational/admin info to public
Supervision of Instruction	\$ 1,237,993	\$ 612,489	49.47%	includes secretarial support
Learning Resources	\$ 408,515	\$ 212,912	52.12%	Library resources & staffing
Principal's Office	\$ 2,558,427	\$ 1,433,456	56.03%	includes Secretarial support
Guidance/Counseling	\$ 1,802,597	\$ 759,945	42.16%	Counselors/support services
Pupil Management	\$ 36,520	\$ 141,929	388.63%	Bus & playground aides, etc
Health Services	\$ 2,141,900	\$ 1,390,364	64.91%	Health including: nursing, OT/PT/SLP, etc
Teaching	\$ 29,119,169	\$ 17,171,692	58.97%	classroom teachers/para support
Extra-curricular	\$ 895,846	\$ 419,508	46.83%	Coaching, advising, ASB supervision
Payments to Other District	\$ -	\$ 5,387	0.00%	Payments to other districts/ Skills Center
Instructional Prof Dev	\$ 1,134,513	\$ 416,085	36.68%	Prof development; instructional staff
Instructional Technology	\$ 662,548	\$ 422,857	63.82%	classroom technology
Curriculum	\$ 783,559	\$ 648,057	82.71%	District materials adoptions/purchases; staff
Food Services	\$ 2,131,965	\$ 1,039,235	48.75%	Mgmt of food service for district
Transportation	\$ 1,524,437	\$ 502,230	32.95%	Co-op payments, fuel, insurance
Maint & Operations	\$ 3,765,862	\$ 1,710,219	45.41%	custodial/maint/grounds, security
Other Services	\$ 2,109,981	\$ 1,788,611	84.77%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (281,966)	\$ (38,555)	13.67%	in district use of buses, vehicles, food service
Interfund Transfers	\$ 285,000	\$ 255,917	89.80%	Transfers (to Cap Proj/ Debt Service)
Totals	\$ 51,479,893	\$ 29,708,814	57.71%	
			66.67%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue--Total receipts were \$ 1,942.17 and consist of interest payments and rental fees.

Expenditures— There were no expenditures for the month.

Fund Balance—Current monthly ending fund balance is \$ 330,072.45.

DEBT SERVICE FUND SUMMARY:

Revenue--Total receipts were \$ 961,530.69 and consists of interest/tax payments.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 2,117,847.23. Funds in this account are held for bond principal and interest payments.

The next payments are due in June.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue--Total receipts for the month were \$ 10,584.98 and consist of fundraising and interest payments.

Expenditures-- Expenditures totaled 15.63% of the budgeted expenditures for this fiscal year.

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

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue--Total receipts were \$ 30.76 and consist of interest.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 334,861.63.

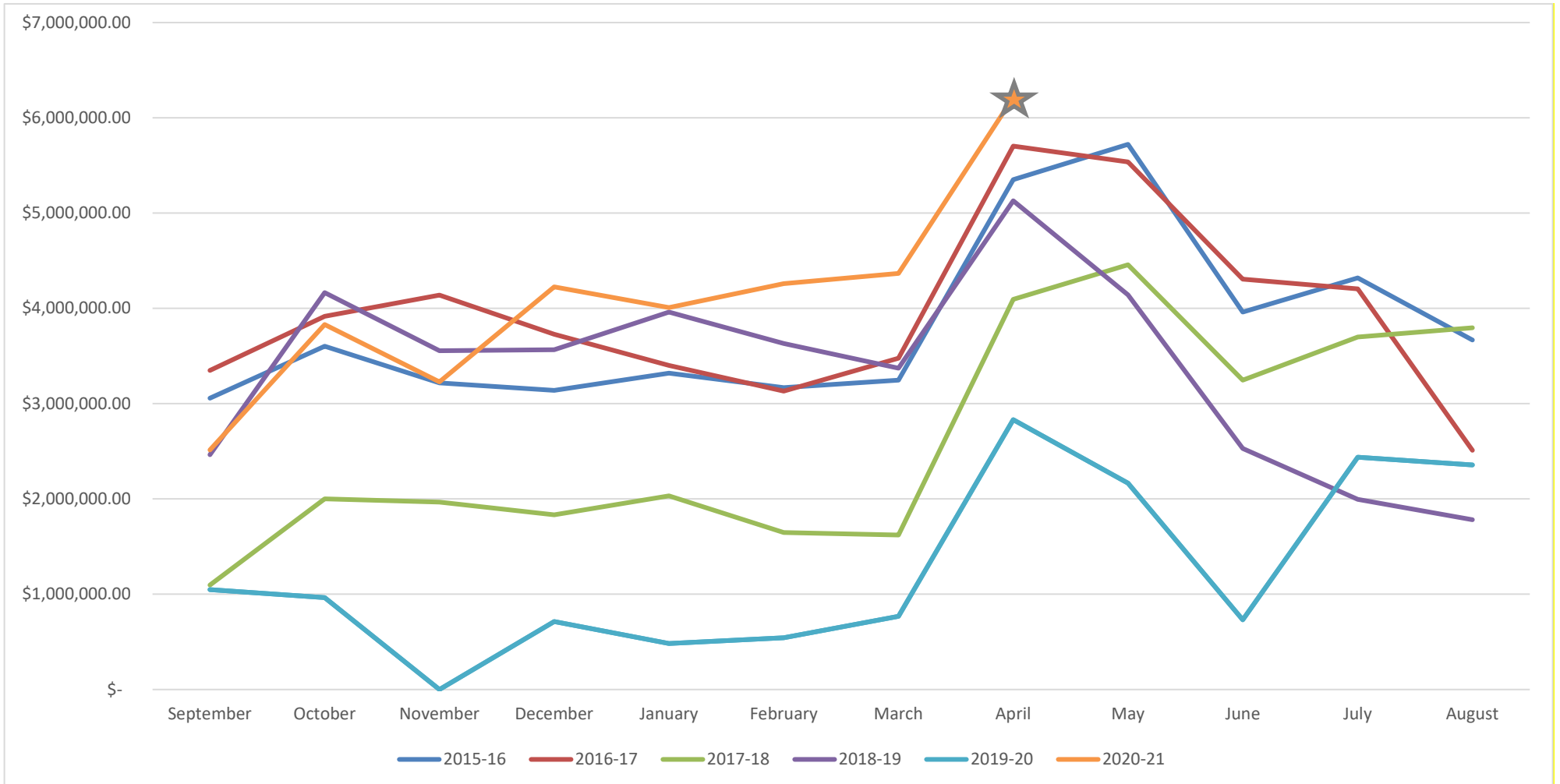
SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of April, 2021:

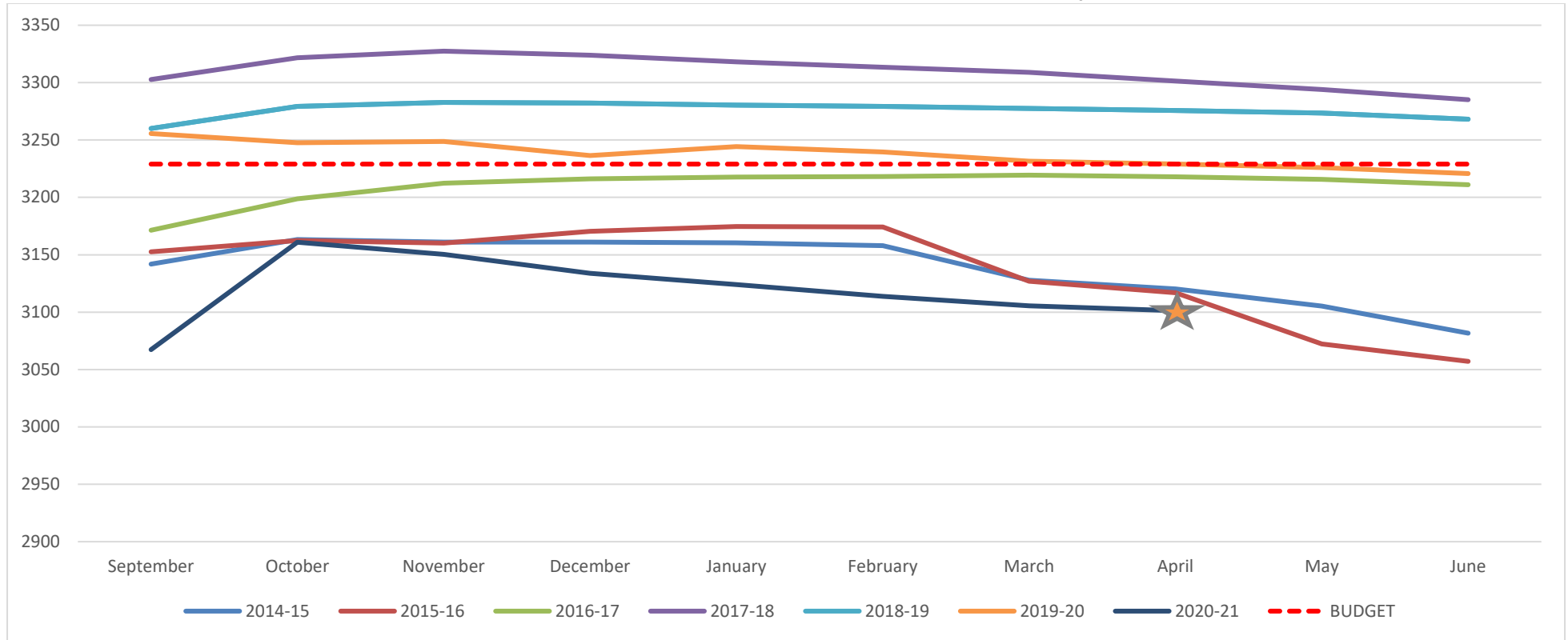
Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 51,479,927	\$ 29,452,897	\$ 22,027,030	57.21%	42.79%
Capital Projects	\$ 185,000	\$ -	\$ 185,000	0.00%	100.00%
Debt Service	\$ 3,066,583	\$ 2,926,210	\$ 140,373	95.42%	4.58%
ASB	\$ 436,744	\$ 68,264	\$ 368,480	15.63%	84.37%
Trans Vehicle	\$ 300,000	\$ -	\$ 300,000	0.00%	100.00%

GENERAL FUND FUND BALANCE TRENDS

End of April, 2021



ENROLLMENT TRENDS as of May, 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	1,287.45	778.08	946.03	3,011.58	86.63	3,098.21
2019-20 Actual	1,445.35	805.48	980.66	3,231.49	98.98	+ 40.47 (3,290)
2018-19 Actual	1,778.50	496.06	993.69	3,268.24	82.30	+ 60.54 (3,290)
2017-18 Actual	1,800.62	484.33	1,000.19	3,285.13	47.83	+ 120.13 (3,165)
2016-17 Actual	1,775.14	478.49	957.34	3,210.97	62.58	+ 100.97 (3,110)
2015-16 Actual	1,726.24	457.17	937.05	3,118.86	62.25	+32.86 (3,086)

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

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

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

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	3,327,401	1,227,001.14	3,122,434.53		204,966.47	93.84
2000 LOCAL SUPPORT NONTAX	653,151	71,867.02	183,890.80		469,260.20	28.15
3000 STATE, GENERAL PURPOSE	29,796,562	3,265,518.72	19,411,876.69		10,384,685.31	65.15
4000 STATE, SPECIAL PURPOSE	11,543,757	813,869.11	6,817,233.98		4,726,523.02	59.06
5000 FEDERAL, GENERAL PURPOSE	25,000	36,120.32	36,120.32		11,120.32-	144.48
6000 FEDERAL, SPECIAL PURPOSE	6,077,232	406,059.81	3,570,770.55		2,506,461.45	58.76
7000 REVENUES FR OTH SCH DIST	71,871	136.00	6,991.00		64,880.00	9.73
8000 OTHER AGENCIES AND ASSOCIATES	52,000	.00	687.07		51,312.93	1.32
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	51,546,974	5,820,572.12	33,150,004.94		18,396,969.06	64.31
<u>B. EXPENDITURES</u>						
00 Regular Instruction	22,642,217	1,659,904.10	13,206,062.66	563,929.81	8,872,224.53	60.82
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	6,660,053	503,886.27	3,914,936.41	1,073.47	2,744,043.12	58.80
30 Voc. Ed Instruction	1,684,762	144,208.58	1,051,137.44	165.41	633,459.15	62.40
40 Skills Center Instruction	310,042	23,212.91	172,074.84	1,886.87	136,080.29	56.11
50+60 Compensatory Ed Instruct.	6,335,102	409,252.76	3,163,664.74	5,126.78	3,166,310.48	50.02
70 Other Instructional Pgms	1,446,568	113,307.80	1,095,540.63	4,443.11	346,584.26	76.04
80 Community Services	1,745,933	178,580.65	1,152,261.69	1.61	593,669.70	66.00
90 Support Services	10,698,303	940,321.61	5,697,218.29	176,430.84	4,824,653.87	54.90
<u>Total EXPENDITURES</u>	51,522,980	3,972,674.68	29,452,896.70	753,057.90	21,317,025.40	58.63
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	285,000	.00	255,917.25			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	261,006-	1,847,897.44	3,441,190.99		3,702,196.99	< 1000-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,243,883		2,774,037.23			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	2,982,877		6,215,228.22			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	370,513	998,988.66
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	250,000	586,580.40
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	13,370	14,070.00
G/L 872 Committed to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	261,006-	2,012,276.78
G/L 891 Unassigned Min Fnd Bal Policy	2,610,000	2,603,312.38
<u>TOTAL</u>	2,982,877	6,215,228.22

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

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	30,500	1,942.17	13,276.87		17,223.13	43.53
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	30,500	1,942.17	13,276.87		17,223.13	43.53
<u>B. EXPENDITURES</u>						
10 Sites	185,000	.00	.00	0.00	185,000.00	0.00
20 Buildings	0	.00	.00	0.00	.00	0.00
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	185,000	.00	.00	0.00	185,000.00	0.00
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	154,500-	1,942.17	13,276.87		167,776.87	108.59-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	315,579		316,795.58			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	161,079		330,072.45			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	115,000	124,465.64
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	46,079	205,606.81
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	161,079	330,072.45

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

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	2,734,089	961,454.56	2,393,100.84		340,988.16	87.53
2000 Local Support Nontax	41,000	76.13	1,918.79		39,081.21	4.68
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	285,000	.00	255,917.25		29,082.75	89.80
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>3,060,089</u>	<u>961,530.69</u>	<u>2,650,936.88</u>		<u>409,152.12</u>	<u>86.63</u>
B. EXPENDITURES						
Matured Bond Expenditures	2,745,000	.00	2,745,000.00	0.00	.00	100.00
Interest On Bonds	320,683	.00	180,439.75	0.00	140,243.25	56.27
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	900	.00	770.00	0.00	130.00	85.56
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>3,066,583</u>	<u>.00</u>	<u>2,926,209.75</u>	<u>0.00</u>	<u>140,373.25</u>	<u>95.42</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)						
	6,494-	961,530.69	275,272.87-		268,778.87-	> 1000
F. TOTAL BEGINNING FUND BALANCE						
	2,300,000		2,393,120.10			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)						
	2,293,506		2,117,847.23			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,293,506		2,117,847.23			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>2,293,506</u>		<u>2,117,847.23</u>			

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

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	97,990	5,343.98	9,487.47		88,502.53	9.68
2000 Athletics	88,960	2,806.00	11,610.00		77,350.00	13.05
3000 Classes	1,000	.00	.00		1,000.00	0.00
4000 Clubs	170,525	1,935.00	7,221.70		163,303.30	4.23
6000 Private Moneys	80,150	500.00	48,853.41		31,296.59	60.95
<u>Total REVENUES</u>	438,625	10,584.98	77,172.58		361,452.42	17.59
B. EXPENDITURES						
1000 General Student Body	71,770	451.77	9,223.18	0.00	62,546.82	12.85
2000 Athletics	109,940	1,045.64	15,823.68	1,084.02	93,032.30	15.38
3000 Classes	1,000	.00	.00	0.00	1,000.00	0.00
4000 Clubs	173,974	109.18	2,579.01	0.00	171,394.99	1.48
6000 Private Moneys	80,060	620.00	40,638.36	0.00	39,421.64	50.76
<u>Total EXPENDITURES</u>	436,744	2,226.59	68,264.23	1,084.02	367,395.75	15.88
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)						
	1,881	8,358.39	8,908.35		7,027.35	373.60
D. TOTAL BEGINNING FUND BALANCE						
	283,300		276,188.98			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE C+D + OR - E)						
	285,181		285,097.33			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	277,681		277,597.33			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	285,181		285,097.33			

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

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	5,000	30.76	35,768.21		30,768.21-	715.36
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	165,675	.00	.00		165,675.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	30,000	.00	.00		30,000.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	200,675	30.76	35,768.21		164,906.79	17.82
<u>B. 9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
<u>C. Total REV./OTHER FIN. SOURCES</u>	200,675	30.76	35,768.21		164,906.79	17.82
<u>D. EXPENDITURES</u>						
Type 30 Equipment	300,000	.00	.00	149,949.14	150,050.86	49.98
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	300,000	.00	.00	149,949.14	150,050.86	49.98
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>F. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	99,325-	30.76	35,768.21		135,093.21	136.01-
<u>H. TOTAL BEGINNING FUND BALANCE</u>	133,415		299,093.42			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	34,090		334,861.63			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	34,090		334,861.63			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	34,090		334,861.63			

ABERDEEN SCHOOL DISTRICT NO. 5

2021-2022 Budget Timeline and Summer Meeting Schedule

Tues. June 1	Regular meeting of the board, will include budgeting update
Tues. June 15	Regular meeting of the board, will include budgeting update
Tues. June 15, 22	Legal notice and postings in advance of public hearing on the budget
Tues. June 29	Special meeting for budget presentation and public hearing
Tues. July 6	Cancel School Board meeting; a week of holiday for many staff and members of the public
Tues. July 10	Deadline for district to submit budget to ESD for compliance review
Tues. July 20	Budget adoption at the regular meeting
Tues. August 3	No board meeting
Saturday, Aug. 7	Workstudy for annual board self-evaluation.
Tues. Aug. 17	Regular meeting of the board
Tues. Sept. 7	Regular meeting of the board

Approved: May 18, 2021



School Board Resolution

SCHOOL BOARD RESOLUTION

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local SCHOOL BOARD PRESIDENT and SECRETARY must sign this enrollment form to indicate that the School Board has approved the District's or School's membership in the Association and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board Of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools based on tiered billing rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities in which registered WOA Officials officiate, and which are authorized and offered by School Board approval and listed on the school's participation survey.

By signing below the School Board President and School Board Secretary affirm that the information above is accurate for the school district or private school listed.

For your convenience, below is the form as a Word document. Feel free to download and print this version for your school board meeting. However, please submit the form **electronically** after it has been approved, as this is the most efficient way to properly update the WIAA database. Thank you!

If there are any questions, please contact Jennetta Blake at: jblake@wiaa.com or (425) 988-6167.

School Board Resolution (Word)

PLEASE COMPLETE THIS FORM BY THE SECOND FRIDAY IN JUNE ANNUALLY. Reminders will be emailed to School District Superintendent/Head of School.

* = required field

School District Information

- * Type Public
- Private
- Charter
- Tribal

School District Name

Resolution # (optional)

Electronic Signatures

* Superintendent/Head of School Name

Alicia Henderson

* School Board President Name

Sandra Bielski

School Board Members

School Board Member 1
(also WIAA Contact) WIAA Contact will receive monthly WIAA Newsletter.

Jennifer Dyer

School Board Member 2

Jessica Johnson

School Board Member 3

School Board Member 4

[Signature]

School Board Member 5

* **Signature Authorization** We hereby affirm that the information above is accurate for the school district or private school(s) listed above and delegate authority to the WIAA over member school(s) listed on the Membership Renewal Form for extracurricular activities.

* Submitter Email

(A copy of the submitted form will be sent to the email address(es) provided. Separate multiple email addresses with a comma.)

If there are any questions, please contact Jennetta Blake at jblake@wiaa.com or (425) 988-6167.

CERTIFICATED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Keelee Frost	Aberdeen High School	FACSE CTE Teacher	09/01/21
Macoy Gronseth	Aberdeen High School	Spanish Teacher	09/01/21
Ashley Kohlmeier	Aberdeen High School	Leadership CTE Teacher	09/01/21
Cory Martinsen	Aberdeen High School	Construction CTE Teacher	09/01/21
Alexandra Lucas	Robert Gray Elementary	EL 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>
Shelbie Dickson	Aberdeen High School	Culinary Arts Teacher	07/06/21
Tracy Ecklund	Aberdeen High School	Photography Teacher	06/16/21
Rebekah Fruh	Aberdeen High School	Healthcare Teacher	07/06/21
Matthew Mahon	Aberdeen High School	Digipen Animation Teacher	06/16/21
Mark Sundstrom	Aberdeen High School	Automotive Teacher	06/16/21
Charles Veloni	Aberdeen High School	Electrical Engineering Teacher	06/16/21
Leslie Gadwa	AJ West Elementary	Teacher – Kinder Academy	08/16/21
Nancy Vazquez-Fuentes	Central Park Elementary	Teacher – Kinder Academy	08/16/21
Kimberly (Ivy) Lyles	McDermoth Elementary	Teacher – Kinder Academy	08/16/21
Kerry Tadique	Robert Gray Elementary	Teacher – Kinder Academy	08/16/21
Melissa Smith	Stevens Elementary	Teacher – Kinder Academy	08/23/21
Ryan Sturm	Stevens Elementary	Teacher – Kinder Academy	08/16/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kelly Katzer	Aberdeen High School	Teacher	05/13/21-05/18/21

RETIREMENTS: We recommend the Board approve the following certificated retirements:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Beth Crollard	Central Park Elementary	Teacher	08/31/21
Janice Williams	Robert Gray Elementary	Teacher	08/31/21

Substitute Certificated Hire:

Jade Sandstrom

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Paula Morrison	Administration	Payroll Specialist	06/01/21
Cherie Marbut	Aberdeen High School	Food Service Worker	05/13/21
Jeff Steuben	Aberdeen High School	Custodian	05/12/21
Ruperto Ruiz	Miller Junior High	Paraeducator – CYO	05/13/21

CLASSIFIED (Cont'd)

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>
Sheri Frafjord	McDermoth Elementary	Paraeducator - Kinder Academy	08/16/21
Jennifer Krasowski	Robert Gray Elementary	Paraeducator - Kinder Academy	08/23/21
Molly Leithold	Central Park Elementary	Paraeducator - Kinder Academy	08/16/21
Deloris (Anita) Onasch	AJ West Elementary	Paraeducator - Kinder Academy	08/16/21
Kathleen Smith	Robert Gray Elementary	Paraeducator - Kinder Academy	08/16/21
Toni Pavletich-Williams	Stevens Elementary	Paraeducator - Kinder Academy	08/23/21

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>
Diane Giron	AJ West Elementary	MTSS Assistant	Paraeducator	05/17/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jeanie Yale	Robert Gray Elementary	Student Family Support Assistant	2021-22

REDUCTION IN FORCE: We recommend the Board approve the following classified reduction in force:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Stephanie (Liz) Simmons	District	Certified Occupational Therapy Assistant	06/17/21

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>
Illuminada Reed	AJ West Elementary	Paraeducator	05/12/21-06/15/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Debbie Copland	Aberdeen High School	Secretary	07/01/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jamie Garcia	District	McKinney-Vento Liaison	06/15/21
Amanda Gonzales	District	McKinney-Vento Liaison	05/12/21
Marisol Guzman	AJ West Elementary	Paraeducator	06/15/21
Illuminada Reed	AJ West Elementary	Paraeducator	08/31/21

EXTRA-CURRICULAR HIRE: We recommend the Board approve the following extra-curricular hire:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Iliana Mercado-George	Aberdeen High School	Girls' Bowling - Assistant Coach	05/03/21

Collective Bargaining Agreement Between

Aberdeen School District No. 5

AND

The Aberdeen Association of School Principals



*Our Children,
Our Schools,
Our Future*

July 1, 2021– June 30, 2024

Collective Bargaining Agreement
Between Aberdeen School District
No. 5 and Aberdeen Association of
School Principals

Recognition: This agreement recognizes the Aberdeen Association of School Principals (AASP) as the bargaining representative for all building principals and assistant principals.

Item 1 - Personnel

A. Work Days

1. The number of work days for each position shall be as follows:

	Work	Before School Starts	After School Ends	Flex Days
High School Principal	221	18	12	11
Jr. High/Harbor High Principal	219	18	12	9
Elementary Principal	216	18	12	6
Assistant High School Principal	216	18	12	6
Assistant Jr. High Principal	216	18	12	6

All legal holidays will be observed. A calendar will be submitted with flex days. The flex days can be worked any non work day during the calendar year.

Additional duties and responsibilities requiring additional days worked shall be paid on a supplemental contract at an agreed upon amount. The length and necessity of the contract will be at the superintendent's discretion with prior approval.

B. Professional Growth Fund

Aberdeen School District will allocate \$1000 per member in addition to building and departmental budgets to be used for expenses, registration and other costs of professional growth activities such as conferences, workshops and seminars. Up to two (2) years allocation not used by individual members will be carried over to next year.

Item 2 - Leaves**A. Leave**

1. The building principals shall receive maternity, sick leave and extended leave benefits as defined in school board policy and federal law as applicable.

2. Bereavement Leave: Employees may be granted leave of absence with pay when absence is occasioned by death in the immediate family (parents, step-parents, spouse, children, brother- or sister-in-law, siblings, grandparents, grandchildren, mother- or father-in-law, aunts, uncles, nieces and nephews) or other persons living in the immediate household. For the death of other relatives, including in- laws, bereavement leave for one day only will be granted.

Applications for such leave shall be made to the superintendent. Such leave, when granted, shall not be deducted from sick leave.

3. Emergency Leave: Employees may be granted leave of absence with pay chargeable to sick leave when absence is occasioned by unforeseen personal emergencies. Applications for such leave shall be made to the superintendent.

4. Personal Leave: AASP Members shall be granted three (3) days of personal leave annually. These days will be deducted from sick leave. Members who do not use their personal leave may carry over a maximum of two (2) days of personal leave into the next school year. The maximum number of personal leave days eligible for reimbursement is three (3) days in any school year.

Item 3 - Compensation**A. Salary****1. Salary:**

For the 2021-2022 school year, each step of the below salary schedule represents a multiple of the base teacher salary. Salaries will be calculated based on the following multiples of the teacher base salary. Each step is increased at a rate of 6% over the teacher base salary. The AASP salary will be adjusted annually after the teachers' salary has been adjusted. The per diem rate will be figured based on the number of days worked and the annual salary.

Position	0-1 yrs exp Step 1	2-4 yrs exp Step 2	5-7 yrs exp Step 3	8+ yrs exp Step 4
Principal - Elementary	2.55	2.61	2.67	2.73
Principal – Jr. High/ Alt HS	2.65	2.71	2.77	2.83
Principal – Aberdeen HS	2.75	2.81	2.87	2.93
Assistant Principal	2.45	2.51	2.57	2.63

Final Version – 5-4-2021

Position: Base - \$49,723	0-1 yrs exp Step 1	2-4 yrs exp Step 2	5-7 yrs exp Step 3	8+ yrs exp Step 4
Principal - Elementary	\$126,794	\$129,777	\$132,760	\$135,744
Principal - Jr. High/Alt. HS	\$131,766	\$134,749	\$137,733	\$140,716
Principal - Aberdeen High	\$136,738	\$139,722	\$142,705	\$145,688
Assistant Principal	\$121,821	\$124,805	\$127,788	\$130,771

1. Method of Payment: The total annual salary shall be divided into 12 equal installments payable the last day of the month (exclusive of Saturday and Sunday) beginning July 31 and ending June 30. Payment will be done by direct deposit.

2. Equity: For any bargained salary increase with the Aberdeen School District and the AEA (Aberdeen Education Association), the salaries for members of the AASP will increase by the same percentage starting with the 2021-2022 school year.

B. Insurance Benefits

1. Medical Benefits: The Aberdeen School District will provide administrators with the allocation for medical/dental/vision and other benefits derived from the approved budget annually and provided by SEBB.

2. Monthly VEBA deduction: The Aberdeen School District has adopted the VEBA Sick Leave Conversion Medical Reimbursement Plan (“the Plan”) pursuant to RCW 28A.400.210 and agrees to make contributions to the plan for all Principals who are eligible to participate. Annually the membership will vote on VEBA deduction amounts.

3. Washington Paid Family Medical Leave: Per Washington State Law (RCW Title 50A) employees may be eligible for benefits under the Paid Family and Medical Leave program to receive up to 12 weeks of paid leave for:

- Bonding after the birth or placement of a child,
- An employee’s serious health condition,
- A serious health condition of a qualifying family member, and
- Certain military events.

The District shall pay 50 percent of the monthly premium for the Paid Family and Medical Leave Program.

C. Reimbursement

After the 2020 - 2021 school year, members will be reimbursed for up to thirty (30) days of unused vacation. Any remaining unused vacation days will be reimbursed at the end of the 2021 - 2022 school year.

D. Attendance Incentive Program

The attendance incentive program shall consist of two parts: 1) annual sick leave buyback and 2) retirement sick leave compensation. Both parts will be voted on annually by the membership to determine distribution to VEBA or cashout.

1. Annual Sick Leave Buyback: In January of the year following any year which a minimum of 60 days of leave for illness or injury is accrued and each January thereafter, any eligible building principal may exercise an option to receive remuneration for unused leave for illness or injury accumulated in the previous year at a rate equal of one day's monetary compensation for each four full days of accrued leave for illness or injury in excess of 60 days leave for illness or injury. For compensation received accrued leave for illness or injury shall be deducted at the rate of four days for every one day's monetary compensation, provided that no building principal may receive compensation under this section for any portion of leave for illness or injury accumulated at a rate in excess of one day per month.

2. Retirement Sick Leave Compensation: At the time of separation from Aberdeen School District, employment due to retirement or death, an eligible member or member's estate shall receive remuneration at a rate equal to one day's current monetary compensation of the member for each four full days accrued leave for illness or injury.

The administration of this program shall be in accordance with WAC 392-136 as amended.

E. Dues

The Aberdeen School District will pay for one membership to a professional association (AWSP, WASA, etc.) of individual member's choice.

F. Duties

Aberdeen Association of School Principals' members shall be required to perform the duties described in the job specific descriptions provided by the Aberdeen School District. These duties are specifically required: attending regularly scheduled school board meetings, strategic plan meetings, obtaining a current first aid card, implementing the district adopted curriculum and participation in district level committees. Absences from required meetings must be approved by the superintendent.

G. Cell Phones

The District agrees to provide a district base cost cell phone and data plan for each principal and assistant principal. The cost of the cell phone and plan will be paid for by district funds. If a principal/assistant principal wishes to upgrade their phone from the base cost cell phone provided by the district, shall be charged to the Professional Growth Fund for that principal. The principal/assistant principal is responsible for the security and safety of the phone.

H. Recognition

An Administrator of the Year Award will be selected to coincide with the Teacher and Classified Staff Member of the Year Awards to recognize excellence in school leadership.

Item 4 - Working Conditions

A. Evaluations of AASP Members

All Principals will be evaluated yearly in accordance with Washington State laws and regulations relevant to their positions, and will be subject to all laws and regulations applicable. AASP members are committed to a performance evaluation process which is a collaborative, supportive and continuous process focused on professional growth and development, accountability, and one which reflects student growth.

Evaluations will be governed by RCW and WAC requirements.

B. Reductions in Staff

Reductions in staff will be governed by RCW and WAC requirements.

C. Due Process

Due Process will be governed by RCW and WAC requirements.

Item 5 - Term of Agreement

The term of this agreement will be July 1, 2021 through June 30, 2024

For Building Principals:

For Aberdeen School District:

By: Bryan McKinney By: Alicia Henderson

Date: 5/10/2021 Date: 5/6/2021

By: John Meers By: Christi Sayres

Date: 5/10/2021 Date: 5/6/2021

ABERDEEN SCHOOL DISTRICT NO. 5
Aberdeen, Washington

SUPERINTENDENT'S CONTRACT ADDENDUM

The **Board of Directors of the Aberdeen School District No. 5**, Grays Harbor County, Washington (the "Board") and **Alicia Henderson** (the "Superintendent") agree to the following Contract Addendum, which modifies the Superintendent's Contract of Employment originally dated July 1, 2019. Unless otherwise noted, the provisions of the July 1, 2019, Contract of Employment remains in full force.

AGREEMENTS

1. This section shall replace the previous paragraph 1 from the Superintendent's July 1, 2018, Contract of Employment and intended to make the Superintendent whole after the Superintendent's reduction in pay in 2020. In consideration of an annual salary of \$183,481 the Superintendent agrees to faithfully perform the duties of the Superintendent of the Aberdeen School District as prescribed by the laws of the State of Washington and by the policies, rules, and regulations made thereunder by the Board. The annual salary shall be paid in equal monthly installments in accordance with the rules and regulations of the Board.

2. This section shall replace the previous paragraph 8.E from the Superintendent's July 1, 2019, Contract of Employment. All other provisions in paragraph 8 from the July 1, 2019, Contract of Employment remain in full force. The Superintendent's contract consists of 260 days, which is inclusive of 11 paid holidays. The Superintendent shall earn thirty (30) days of paid vacation per year, to be used upon prior notification to the Board. Unused vacation shall accumulate to a maximum of sixty (60) days. Such accumulated vacation may be taken in a subsequent year, provided that no more than six (6) weeks of continuous vacation will be permitted regardless of accumulation. Up to thirty (30) days of unused vacation as of June 30 of any calendar year shall be compensable on the July pay warrant. To the extent consistent with law and without causing the District any financial penalty or pension chargeback, unused vacation will be compensable upon termination of employment at the then applicable salary rate (1/224 per day) to a maximum of thirty (30) days.

By signing the foregoing contract, Alicia Henderson and the Board of Directors of this District named herein, agree to its terms.

ACCEPTED this 18th day of May, 2021:

ACCEPTANCE APPROVED this 18th day of May, 2021, by the Board of Directors of Aberdeen School District No. 5, Grays Harbor County, State of Washington.

Alicia Henderson
Superintendent

Sandra Bielski
President

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

- | | | | |
|-----|--------------------------------|------|--------------------------------|
| 1. | KIMBERLY ABEL | 58. | KIMBERLY DANIELS |
| 2. | ROBERT ALLEN | 59. | ALAINA DELANOY |
| 3. | MELODY ANCHETA | 60. | LAURA DENNIS |
| 4. | CHARLENE ANCICH | 61. | SARA DENNY |
| 5. | DENISE ANDERSON | 62. | AMBER DIEL |
| 6. | GAYLE ANDERSON | 63. | RAMONA DILLEY |
| 7. | KELLY ANDERSON | 64. | JERI DISTLER |
| 8. | LISA ANDERSON | 65. | DAVID DOUGLASS |
| 9. | MICHAEL ANDERSON | 66. | KRISTEN DUBLANKO |
| 10. | GUADULUPE ARIS-MORELIA | 67. | JANET EATON |
| 11. | HUBERT ARRENDALE | 68. | RUSSELL EDWARDS |
| 12. | KRISTINE ASCHIM | 69. | HELENE ENNOR |
| 13. | JOYCE ASHE | 70. | VICKI FIFYAW |
| 14. | KENNETH ASHLOCK, JR. | 71. | RHONDA FINK |
| 15. | MARIAH BAILEY | 72. | ESMERALDA FLORES |
| 16. | SARAH BALESTERI | 73. | SHERI FRAFJORD |
| 17. | PATTY BARBER | 74. | NATASHA FRUH |
| 18. | MARGIE BARLOW | 75. | JESSICA FULLETON |
| 19. | VIRGINIA BARRAGAN | 76. | DANIELLE GADDY |
| 20. | YESENIA BARRAGAN | 77. | MARIA GARCIA LOPEZ |
| 21. | STACIE BELL | 78. | MARGARET GARRISON |
| 22. | NANCY BENNER | 79. | DOMINIQUE GEBAUER LEVAO |
| 23. | NORMAN BENNER, JR. | 80. | CHERYL GEBHART |
| 24. | DEBORAH BERGEN | 81. | BREANNA GENTRY |
| 25. | KELLY BIELEC | 82. | JASMINE GILMORE |
| 26. | CHARLENE BOLDEN | 83. | DIANE GIRON |
| 27. | IAN BORDEN | 84. | PAMELA GIROSKI |
| 28. | TERESA BORGENS | 85. | DESIREE GLANZ |
| 29. | MCKENZIE BOWLING | 86. | TERESA GLASSCOCK |
| 30. | BROOKE BOWMAN | 87. | RONALD GREER |
| 31. | BARBARA BOYER | 88. | SUSAN GROVER |
| 32. | DIANE BRAMSTEDT | 89. | KIM HAGARA |
| 33. | WADE BRUFFETT | 90. | GRACE HAGEN |
| 34. | THERESA BUCHANAN | 91. | EVELYN HAMILTON |
| 35. | MEGAN BURN | 92. | RALPH HAMMOND |
| 36. | RENEE BURNETT | 93. | CARLA HARDEN |
| 37. | BRANDON BURNS | 94. | CONNIE HEBISH |
| 38. | ROBERT BURTON | 95. | LISA HILL |
| 39. | LAURIE BUTCHER | 96. | CARL HOWARD |
| 40. | PAUL BUTLER | 97. | KELLY HURD |
| 41. | BRENDA CAMP | 98. | TAMI JACKA |
| 42. | YAZMIN CARGAJAL-FUENTES | 99. | CAROL JENKINS |
| 43. | SARA CAVIN | 100. | KIMBERLY JOHNSEN |
| 44. | DEBORAH CHAPIN | 101. | TAMMY JOHNSON |
| 45. | DIANE CHENOWETH | 102. | NICOLE JOHNSTON |
| 46. | CASSANDRA CHESTERMAN | 103. | NIKKI JONES |
| 47. | MARY EILEEN CHRISTENSEN | 104. | PATTI JONES |
| 48. | MARY CLINTON | 105. | DANAYELI JUAREZ |
| 49. | TIMOTHY CLINTON | 106. | ANGIE KIRSCHMAN |
| 50. | CATHY CONNELL | 107. | MELISSA KOST |
| 51. | JORDAN CONNELL | 108. | JENNIFER KRASOWSKI |
| 52. | DOREEN CONRAD | 109. | MERCADES LASH |
| 53. | TINA COOK | 110. | JONATHAN LAWRENCE |
| 54. | CARLA COPELAND | 111. | SANDRA LEDESMA |
| 55. | VICKIE CROCKER | 112. | DIANE LEE |
| 56. | SHIRLEY CURTIS | 113. | MOLLY LEITHOLD |
| 57. | DORIS DALY | 114. | BONNIE LEWIS |

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

115.	KATHREN LINKE	172.	CASEY SCHUMACHER
116.	ELI LUGO	173.	ANGELA SEABLISS
117.	LESLIE LUJAN	174.	CHRISTINA SEGUIN
118.	JENNIFER LYTLE	175.	DEE ANNE SHAW
119.	MATTHEW MAHON	176.	JOHN SHAW
120.	KIMBERLEY MALIZIA	177.	CHERIE SHAY
121.	JUDITH MARTI	178.	KELLI SHELTON
122.	FLORENTINO MARTINEZ	179.	TERESA SIMPSON
123.	LESLIE MCALLISTER	180.	TRISHA SIMS
124.	HAYLEY MCDERMOTT	181.	CARRIE SMITH
125.	JULIE MCKAY	182.	DAWN SMITH
126.	JEANNIE MCNEAL	183.	ERIC SMITH
127.	JAMES MESSER	184.	MICHELE SMITH
128.	JOSIE MICHEAU	185.	ARTHUR SOMERS
129.	BEVERLY MILLER	186.	JOHN STANLEY
130.	JULIE MINSKER	187.	PATRICIA STANTON
131.	ARMANDO MONAHAN	188.	JANIS STEELE
132.	JAMES ANTHONY MOUNCER	189.	MERLYN STERLING
133.	AMY MOYER	190.	NICOLE JELOVICH STOVER
134.	MEGHAN MUMA	191.	JANN STRUTHERS
135.	STEPHANY MURRAY	192.	KAYLA STURM
136.	JANEAN NEWBERRY	193.	FAITH TAYLOR-ELDRED
137.	DAWN ODD	194.	AMY THELIN
138.	KEVIN OLESON	195.	MACHELLE TIKKA
139.	BRIDGET ONASCH	196.	STACEY TIMMONS
140.	DELORIS ONASCH	197.	BARBARA TINGWALL
141.	MIRSA ORTUNO SUAREZ	198.	EVA TO
142.	DIANNE PAINTON	199.	KRISTINE TOMLIN
143.	KAREN PARSON	200.	LINDA TOWNSEND
144.	ROBERT PARSON	201.	MIKE TOY
145.	DAWN PECKLER	202.	HEATHER TRADER
146.	THEODORE PECKLER	203.	DEBRA TRAUTMAN
147.	REBECCA PELLIGRINI	204.	CHRISTINE VANAIRSDALE
148.	SARAH PENDERGRASS	205.	NANCY VAZQUEZ FUENTES
149.	BRITNEY PEREZ	206.	LEANN VEACH
150.	KATIE PETRINA	207.	DENICE WALCZYK
151.	NATHAN PETTIS, JR.	208.	A'DEE WALKER
152.	HAILEY PFEIFER	209.	TYNA WATERS
153.	SEAN PHILBRICK	210.	TEDD WHITE
154.	KELLIE PISANI	211.	BUDDY WILLIAMS, JR
155.	LISA POOR	212.	DONNA JEANNE WILLIAMS
156.	DONNA PROBSTFIELD	213.	MELISSA WILLIAMS
157.	JOAN RABUNG	214.	TONI PAVELTICH WILLIAMS
158.	SARAH RAMIREZ	215.	LINDSEY WILLIAMSON
159.	GLENN RANEY	216.	ARNE WILPPONE
160.	AMY RASLER	217.	SUZANNE WRIGHT
161.	RICHARD RASMUSSEN	218.	TAMAR YAKOVICH
162.	WILLIAM RATTIE	219.	JEANIE YALE
163.	KEITH REID	220.	LAURIE YEOMAN
164.	GARY RHOADS JR	221.	CHRISTINE ZELEPUZA
165.	IAN RINEY	222.	REBECCA ZVONO
166.	RACHEAL ROSE		
167.	PETER ROSS		
168.	MICHELLE RYAN		
169.	GINA SALICK		
170.	LAURA SANZ		
171.	NANCY SCHRECK		

Board Amended 5/18/21 to remove 182 / Dawn Smith

2021-2022 PSE Salary Schedule

CLASS	POSITION	Step 1	Step 2	Step 3	Step 4	Step 5
A	Teaching/Learning Office Coordinator	\$23.25	\$24.41	\$25.64	\$27.27	\$28.25
	Special Services Office Coordinator					
	School Office Coordinator					
	CTE Office Coordinator					
	Preschool Secretary					
	High School Comptroller					
	Purchasing/Maintenance Coordinator					
B	State/Federal Program Secretary	\$19.92	\$20.92	\$21.93	\$23.07	\$24.29
	Technology Department Secretary					
	Registrar					
	Food Service Secretary					
	Sub Coordinator/Reception					
	Human Resources Assistant					
C	Assistant School Secretary	\$18.74	\$19.68	\$20.66	\$21.69	\$22.78
	Attendance Secretary					
	School Counselor Secretary					
	Gear Up Secretary					
	Accounts Payable Assistant					
D	Print Shop Coordinator	\$16.96	\$17.81	\$18.70	\$19.63	\$20.62
	Interpreter for Deaf (non licensed)					
	Interpreter for Language (non licensed)					
	LRC Technician					
	Special Service Vocational Assistant					
	Student/Family Support Assistant					
	ParaEducator					
	ParaEducator - Bilingual					
ParaEducator - Behavior Intervention Asst						
E	Special Day Class Para - Program Codes - 2131, 2132, 2133, 2431, 2432, 2433	\$18.65	\$19.58	\$20.57	\$21.60	\$22.67
F	Family Service Worker	\$22.04	\$23.12	\$24.24	\$25.46	\$26.74
	Multi-Media Technician					
	MTSS Assistant					
	Behavioral Support Specialist					
	Online Education Technician					
	Interpreter - Language with degree, certificate or 5 years experience					
G	Child Care Coordinator	\$23.25	\$24.41	\$25.64	\$27.27	\$28.25
	ECEAP Family Service Worker					
	Homeless Liaison - McKinney-Vento Act					

H	Licensed/Certified Occupational Therapy Asst	\$32.35	\$33.94	\$35.67	\$37.46	\$39.33
Specialist	Licensed/Certified Speech Language Pathology Asst.					

UNAFFILIATED SALARY SCHEDULE
JULY 1, 2021 – JUNE 30, 2022

	<u>POSITION</u>	<u>0.00</u>	<u>1.00</u>	<u>2.00</u>	<u>3.00</u>	<u>4.00</u>
U-15	TECHNOLOGY TEAM LEAD	\$37.40	\$39.27	\$41.23	\$43.29	\$45.46
U-14	REGISTERED NURSE	\$31.63	\$33.21	\$34.87	\$36.61	\$38.45
U-13	EXECUTIVE ASSISTANT	\$30.16	\$31.67	\$33.25	\$34.91	\$36.66
U-12		\$28.74	\$30.18	\$31.68	\$33.27	\$34.93
U-11	FOREMAN	\$27.36	\$28.73	\$30.17	\$31.67	\$33.26
U-10	STUDENT INFORMATION SYSTEMS TECHNOLOGY SYSTEM SUPPORT TECH. 2	\$26.05	\$27.35	\$28.71	\$30.15	\$31.66
U-9	ADMIN. ASSISTANT – FISCAL ADMIN. ASSISTANT - HUMAN RESOURCES	\$24.80	\$26.04	\$27.34	\$28.71	\$30.15
U-8	LICENSED PRACTICAL NURSE	\$23.61	\$24.79	\$26.03	\$27.33	\$28.70
U-7	TECHNOLOGY SUPPORT TECH. 1	\$22.48	\$23.61	\$24.79	\$26.02	\$27.33
U-6	ASSESSMENT DATA TECHNICIAN PAYROLL SPECIALIST	\$21.56	\$22.64	\$23.77	\$24.96	\$26.21
U-5	INDIAN EDUCATION COORDINATOR	\$20.45	\$21.47	\$22.55	\$23.67	\$24.86
U-4		\$19.45	\$20.42	\$21.44	\$22.51	\$23.64
U-3		\$18.50	\$19.43	\$20.40	\$21.42	\$22.49
U-2		\$17.63	\$18.51	\$19.44	\$20.41	\$21.43
U-1	HEALTH ASSISTANT	\$16.75	\$17.59	\$18.47	\$19.39	\$20.36

SCHOOL YEAR EMPLOYEE HOLIDAY/VACATION BENEFIT 7.7% (Nurses only)

Eligibility for salary schedule advancement is based upon verified years' of experience. Advancement from one step to another will occur only on July 1. Employees whose first day of work for the district occurred on or after Jan. 1 will have zero years of salary advancement on the following July.

Pending Board Approval:
Effective: July 1, 2021

ABERDEEN CENTRAL OFFICE ADMINISTRATORS
JULY 1, 2021 - JUNE 30, 2022

Years	0-1	2-4	5-7
POSITION	1.00	2.00	3.00
Executive Director of Business & Operations	\$136,738	\$141,213	\$145,688
Director - Teaching & Learning	\$134,252	\$138,727	\$143,202
Director - Special Services	\$134,252	\$138,727	\$143,202
Director - Career & Technical Services	\$134,252	\$138,727	\$143,202
Director - Human Resources	\$126,794	\$131,269	\$135,744
Manager - Maintenance & Custodial Services	\$99,446	\$103,921	\$108,396
Manager - Risk & Benefits	\$84,529	\$89,004	\$93,479
Executive Assistant to Supt/ Communications Mgr	\$84,529	\$89,004	\$93,479
Manager - Food Service	\$79,557	\$84,032	\$88,507

Pending Board Approval:
Effective: July 1, 2021

ABERDEEN ASSOCIATION OF SCHOOL PRINCIPALS
 JULY 1, 2021 - JUNE 30, 2022

POSITION	Years 0-1 1.00	2-4 2.00	5-7 3.00	8+ 4.00
Elementary Principal	\$126,794	\$129,777	\$132,760	\$135,744
Jr. High/Alternative HS Principal	\$131,766	\$134,749	\$137,733	\$140,716
Aberdeen High School Principal	\$136,738	\$139,722	\$142,705	\$145,688
Assistant Principal	\$121,821	\$124,805	\$127,788	\$130,771

* Additional district level responsibilities are assigned to Principals placed at Step 3 and above

Pending Board Approval:
 Effective: July 1, 2021

SCHEDULE A
 ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION
 HEAD COACH SALARY SCHEDULE 2021-22

<u>HIGH SCHOOL ATHLETIC PROGRAM</u>	<u>STEP 1</u>	<u>STEP 2</u>	<u>STEP 3</u>	<u>STEP 4</u>
FOOTBALL	\$6,213	\$6,617	\$7,022	\$7,426
BASKETBALL	\$5,872	\$6,274	\$6,675	\$7,077
TRACK	\$5,369	\$5,762	\$6,154	\$6,546
WRESTLING	\$5,485	\$5,886	\$6,287	\$6,688
SOCCER	\$5,124	\$5,599	\$6,074	\$6,548
VOLLEYBALL	\$5,185	\$5,579	\$5,975	\$6,370
FASTPITCH	\$5,360	\$5,756	\$6,153	\$6,548
BASEBALL	\$5,360	\$5,756	\$6,153	\$6,548
CROSS COUNTRY	\$4,403	\$4,797	\$5,192	\$5,586
GOLF	\$4,441	\$4,835	\$5,230	\$5,624
TENNIS	\$4,576	\$4,980	\$5,384	\$5,787
SWIMMING	\$4,785	\$5,171	\$5,558	\$5,945
BOWLING	\$4,485	\$4,832	\$5,179	\$5,524
CHEER	\$5,144	\$5,470	\$5,797	\$6,122
Intramurals	902			
Pre-Season:				
Head	212			
Assistant	139			
Post Season:				
Head	212			
Assistant	139			

*Assistant coaches are allocated sixty-five percent (65%) of the salary allotted to the head coaching position

Pending Board Approval:

Effective: August 1, 2021

SCHEDULE A
ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION
HEAD COACH SALARY SCHEDULE 2021-22

JUNIOR HIGH SCHOOL

ATHLETIC PROGRAM	<u>STEP 1</u>	<u>STEP 2</u>	<u>STEP 3</u>	<u>STEP 4</u>
FOOTBALL	\$3,045	\$3,337	\$3,630	\$3,923
BASKETBALL	\$2,787	\$3,074	\$3,362	\$3,650
TRACK	\$2,640	\$2,927	\$3,216	\$3,504
SOCCER	\$2,837	\$3,106	\$3,376	\$3,645
WRESTLING	\$2,673	\$2,944	\$3,213	\$3,483
VOLLEYBALL	\$2,766	\$3,054	\$3,343	\$3,630
CROSS COUNTRY	\$2,426	\$2,726	\$3,027	\$3,327

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Pending Board Approval:
Effective: August 1, 2021

SCHEDULE A
 ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION
 ASSISTANT COACH SALARY SCHEDULE 2021-22

<u>HIGH SCHOOL ATHLETIC PROGRAM</u>	<u>STEP 1</u>	<u>STEP 2</u>	<u>STEP 3</u>	<u>STEP 4</u>
FOOTBALL	\$4,038	\$4,301	\$4,565	\$4,827
BASKETBALL	\$3,817	\$4,078	\$4,339	\$4,600
TRACK	\$3,490	\$3,745	\$3,999	\$4,255
WRESTLING	\$3,565	\$3,826	\$4,087	\$4,347
SOCCER	\$3,331	\$3,639	\$3,948	\$4,256
VOLLEYBALL	\$3,370	\$3,627	\$3,884	\$4,140
FASTPITCH	\$3,484	\$3,741	\$3,999	\$4,256
BASEBALL	\$3,484	\$3,741	\$3,999	\$4,256
CROSS COUNTRY	\$2,862	\$3,118	\$3,375	\$3,630
GOLF	\$2,887	\$3,143	\$3,400	\$3,656
TENNIS	\$2,974	\$3,236	\$3,500	\$3,762
SWIMMING	\$3,110	\$3,362	\$3,613	\$3,864
BOWLING	\$2,915	\$3,141	\$3,366	\$3,590
CHEER	\$3,344	\$3,556	\$3,768	\$3,979

*Assistant coaches are allocated sixty-five percent (65%) of the salary allotted to the head coaching position

Pending Board Approval:

Effective: August 1, 2021

SCHEDULE A
ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION
ASSISTANT COACH SALARY SCHEDULE 2021-22

JUNIOR HIGH SCHOOL

ATHLETIC PROGRAM	<u>STEP 1</u>	<u>STEP 2</u>	<u>STEP 3</u>	<u>STEP 4</u>
FOOTBALL	\$1,979	\$2,170	\$2,359	\$2,550
BASKETBALL	\$1,812	\$1,998	\$2,185	\$2,373
TRACK	\$1,716	\$1,903	\$2,091	\$2,278
SOCCER	\$1,844	\$2,019	\$2,195	\$2,369
WRESTLING	\$1,738	\$1,914	\$2,089	\$2,264
VOLLEYBALL	\$1,798	\$1,985	\$2,173	\$2,359
CROSS COUNTRY	\$1,577	\$1,772	\$1,968	\$2,162

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Pending Board Approval:
Effective: August 1, 2021