

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

Regular Meeting of the Board of Directors
Remote Public Meeting

September 7, 2021 – 5 p.m.

AGENDA

Instructions for joining the meeting:

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

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

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

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

Flag Salute

Consent Agenda

1. Minutes
2. Gift to the District
3. Correspondence

Comments from Board Members

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 noon the day of the meeting.

Old Business

1. [Policy 3241 Student Discipline](#)

Superintendent's Report

1. Back to School
2. Health & Safety Update

New Business

1. [Resolution 2021-08 Harbor Jr./Sr. High Conferences](#)
2. [Policy 3122 Excused and Unexcused Absences](#)
3. [New Market Skills Center Agreement](#)
4. [21st Century Evaluator Contract](#)

Board Meeting Agenda
September 7, 2021

5. YMCA 21st Century Agreement
6. 2021-2022 YMCA Swim Contract
7. Athletic Trainer Services
8. 2021-2022 First Aid Contract
9. Quinault TANF Agreement
10. 2021-2022 Detention Center Agreement
11. Surplus Equipment
12. Basic Education Compliance Report
13. Next Meeting

Executive Session

Personnel Matters

1. Personnel Report
 - a. Certificated
 - b. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

September 7, 2021, 5 p.m.

Link to join the meeting

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Or, join by phone: 1-253-215-8782; Meeting ID: 815 8955 4291

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

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

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on August 17, 2021, are enclosed for your review and approval.
2. Gift to the District – Dr. Patric Darby of Aberdeen has donated woodworking equipment valued at \$4,206 to the woodshop at Aberdeen High School.
3. Correspondence – InvestEd has provided an annual summary showing a total \$17,100 donated in 2020-2021.

Comments from the Board

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 noon on the day of the meeting.

Old Business

1. Policy 3241 Student Discipline – An update to Policy 3241 – Student Discipline is presented for second reading and adoption. This policy renumbers Policy 3200 – Rights and Responsibilities and updates the policy and procedures to reflect changes in state law and regulations. [Enclosure 2](#)

Superintendent's Report

1. Back to School – Superintendent Henderson will share information about the first day of school, which was Sept. 1.
2. Health & Safety Update – Superintendent Henderson will provide and update on K-12 COVID-19 requirements and protocols for 2021-2022.

New Business

1. Resolution 2021-08 Harbor Jr./Sr. High Parent Conferences – A resolution extending the 180-day waiver of two days to Harbor Jr./Sr. High School so that

Board Information
September 7, 2021

- secondary conferences take place on the same days in 2021-2022 is presented for your review and approval. [Enclosure 3](#)
2. Excused & Unexcused Absences – An update to Policy 3122 – Excused and Unexcused Absences is presented for first reading. [Enclosure 4](#)
 3. New Market Skills Center Agreement – Renewal of the agreement with the New Market Skills Center to operate the Twin Harbors Branch of the Skills Center is presented for your review and approval. [Enclosure 5](#)
 4. 21st Century Evaluator Contract – Career and Technical Education Director Lynn Green will present a contract for your review and approval for program evaluator services in the 21st Century After School Program. [Enclosure 6](#)
 5. YMCA 21st Century Agreement – A contract with the YMCA of Grays Harbor to provide staffing and support in the 21st Century Program is presented for your review and approval. [Enclosure 7](#)
 6. 2021-2022 YMCA Swim Contract – A contract with the YMCA of Grays Harbor for the swim teams' use of the pool and facility is presented for your review and approval. [Enclosure 8](#)
 7. Athletic Trainer Services – A personal services contract with Trinity Parris to provide athletic training and concussion protocol services for student athletes in 2021-2022 is presented for your review and approval. [Enclosure 9](#)
 8. 2021-2022 First Aid Contract – A contract with Denny Bickar to provide required first aid training in the district is presented for your review and approval. [Enclosure 10](#)
 9. QIN TANF Agreement – Renewal of the agreement with the Quinault Indian Nation to provide TANF (temporary assistance for needy families) in the district is presented for your review and approval. [Enclosure 11](#)
 10. 2021-2022 Detention Center Agreement – Renewal of the agreement with Grays Harbor County to provide educational services at the Juvenile Detention Center is presented for your review and approval. [Enclosure 12](#)
 11. Surplus Equipment – The Maintenance Department is requesting that the items on the enclosed inventory be declared surplus as the equipment has outlived its useful life or is no longer needed in the district. [Enclosure 13](#)
 12. Basic Education Compliance Report – The annual report documenting our district's compliance with instructional minute requirements is presented for your review and approval. [Enclosure 14](#)
 13. Next Meeting – The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, Sept. 21, 2021.

Executive Session

At this time the meeting will recess for an executive session expected to last 15 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee).

1. Personnel Matters [Enclosure 15](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the Board of Directors – August 17, 2021

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5:00 p.m. Tuesday, August 17, 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 Superintendent Alicia Henderson and nine patrons and staff watching remotely.

The meeting began with the Flag salute.

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved the consent agenda, which included the minutes from the regular meeting on July 13, 2021, and the special meeting on August 7, 2021; payroll vouchers 831228 through 831258 for July totaling \$3,481,765.28, and General Fund vouchers 831259 through 831375 totaling \$1,440,250.24.

The Board reviewed and approved goals for 2021-2022 that were established during the August 7 workstudy session.

The Board discussed Superintendent Henderson's final year in the school district and the superintendent search process. It was agreed that the district will use a search consultant.

Director Jessica Jurasin commented that it's exciting to see the Marching Band back at camp this August.

Director Jennifer Durney commented that the information sent out from Aberdeen High School about Bobcat Days was very well done.

The Board discussed the fencing being installed at the high school as a way to allow students the opportunity to be outside during the day without the need for masks while maintaining safety and a closed campus.

Superintendent Henderson shared information about the 2021-2022 school year, which begins September 1. It will be her final year in the district before retirement and she stated that her goal is to leave the district in a good place for the next superintendent. She noted that the district is planning to return to a pre-pandemic schedule but that masks will be required indoors. In addition, multiple trainings are being offered for staff in the two weeks prior to the start of school. She also noted: Principal Lisa Griebel is settling in at the Harbor Learning Center, which holds much promise for securing the future of the alternative programs by bringing them under one roof; all schools will have open spaces for students so they don't have to be indoors all day wearing masks; and she invited board members to attend the districtwide "Welcome Back" assembly on August 31 at Stewart Field.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM
BOARD MEMBERS

2021-2022 GOALS

SUPERINTENDENT
SEARCH

SUPERINTENDENT
REPORT

BACK TO SCHOOL

Superintendent Henderson reported the gardening boxes for the addition to the K-8 curriculum have been constructed and installed at the schools, that the teachers who worked to align gardening with the curriculum will present to their peers during staff development days, and that later this month, she and several staff members will be attending the state Department of Agriculture’s Farm to School Institute, remotely.

GARDENS AT
SCHOOLS

Executive Director of Business and Operations Elyssa Louderback presented the Fiscal Status Report and enrollment update for July. With 91.67 percent of the fiscal year elapsed, district revenues are at 88.44 percent and expenditures are at 82.08 percent. She reported an ending fund balance of \$5,426,383.34 in the General Fund; \$334,861.01 in the Capital Projects Fund; \$2,433,815.38 in the Debt Service Fund; \$267,963.51 in the ASB Fund and \$220,468.59 in the Transportation Vehicle Fund.

FISCAL STATUS
REPORT

On a motion by Jennifer Durney and seconded by Bill Dyer, the board unanimously approved a transfer of \$1.5 million from the General Fund to the Capital Projects Fund to meet payment costs of construction and upgrades at selected sites. The board discussed that there are a number of projects throughout the district, but a major portion of the funding is for improvements at Stewart Field to deal with safety issues, including removal of the “junior high” stands and installation of new turf.

RESOLUTION
2021-07 TRANSFER
TO CAPITAL
PROJECTS FUND

Following a presentation by the district’s Project Manager Chris Clemons and representatives Donny Jones and Greg Weisbrich from FieldTurf, on a motion by Jennifer Durney and seconded by Bill Dyer, the board approved a contract for the installation of a new base layer and turf at Stewart Field.

STEWART FIELD
TURF PROJECT

The board accepted for first reading Policy 3241 – Student Discipline, which renumbers the former policy 3200 and updates the policy and procedures to reflect changes in state law and regulations.

POLICY 3241
STUDENT
DISCIPLINE

Grays Harbor Academy Principal Lynn Green reviewed the annual ALE (Alternative Learning Experience) Report filed with the Office of Superintendent of Public Instruction for 2020-2021.

ALE ANNUAL
REPORT

Following a presentation by CTE Director Lynn Green, on a motion by Bill Dyer and seconded by Jennifer Durney, the board approved the annual update to the Career and Technical Education Five-Year Plan. Director Green noted that the 21st Century Program will be offered at all school buildings this coming year, and that the combined total of the college credits for post-secondary training offered through the various CTE programs is 136.

CTE 5-YEAR PLAN

On a motion by Jessica Jurasin and seconded by Suzy Ritter, the board approved a professional services agreement with Harbor Regional Health allowing the Twin Harbors Skills Center to use of hospital facilities for skills training and assistance

HARBOR
REGIONAL
HEALTH
AGREEMENTS

from hospital staff during clinicals and other skills lab instruction for students in the medical program.

On a motion by Jessica Jurasin and seconded by Suzy Ritter, the board approved an affiliation agreement with Harbor Regional Health for the use of hospital facilities in 2021-2022 by Twin Harbors Skills Center students during clinical rotations.

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved renewal of the agreement with the Washington State Department of Children, Youth and Families to operate the Early Childhood Education and Assistance Program in the district.

ECEAP CONTRACT

On a motion by Suzy Ritter and seconded by Jennifer Durney, the board approved renewal of the basic contract with Edgenuity to provide certificated online instruction for Grades 3-12 in 2021-2022.

2021-2022
EDGENUITY
CONTRACTS

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved a contract with Edgenuity to add K-2 online instruction to Grays Harbor Academy for 2021-2022.

On a motion by Jessica Jurasin and seconded by Bill Dyer, the board approved renewal of a personal services contract for Lindsey Kargbo to serve as nursing director in the Twin Harbors Skills Center in 2021-2022.

KARGBO
PERSONAL
SERVICES
CONTRACT

On a motion by Suzy Ritter and seconded by Bill Dyer, the board approved the placement of Molly Friedley of the HELLO Foundation in the district as a speech language pathologist for 2021-2022.

HELLO
FOUNDATION SLP

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved a memorandum of understanding for 2021-2022 with Basics NW of Lacey, Wash., to provide applied behavioral analysis and intervention support services to special needs students and their families.

BASICS NW
CONTRACT

On a motion by Jessica Jurasin and seconded by Suzy Ritter, the board approved renewal of the contract with Soliant Health LLC to place special education and special services providers in the district in 2021-2022.

SOLIANT
CONTRACT

On a motion by Bill Dyer and seconded by Jennifer Durney, the board awarded the bid to provide dairy products in 2021-2022 to Dairy Fresh Farms, the current vendor and sole bidder.

2021-2022 DAIRY
BID

Following a presentation by Executive Director of Business and Operations Elyssa Louderback, on a motion by Jennifer Durney and seconded by Suzy Ritter, the board awarded the contract to provide fuel to the district in 2021-2022 to PetroCard in 2021-2022, the second of two bids, but the only contractor that can

2021-2022 FUEL BID

provide the necessary invoices and billings to support district accounting needs for audit purposes.

On a motion by Jennifer Durney and seconded by Bill Dyer, the board awarded the contract to provide paper for the district in 2021-2022 to Aberdeen Office Equipment, the only bidder to meet all the district needs for service and supply.

2021-2022 PAPER
BID

On a motion by Jessica Jurasin and seconded by Suzy Ritter, the board approved renewal of the transportation cooperative agreement with the Hoquiam School District in 2021-2022.

TRANSPORTATION
COOPERATIVE

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved a request to declare as surplus Bus No. 140, which has more than 180,000 miles and requires work that exceeds its value.

BUS NO. 140
DECLARED
SURPLUS

On a motion by Suzy Ritter and seconded by Jennifer Durney, the board awarded the bid to replace the boiler at A.J. West Elementary School to West Coast Mechanical Solutions of Olympia, specifically alternate option No. 1.

A.J. WEST
ELEMENTARY
BOILER
REPLACEMENT

On a motion by Jennifer Durney and seconded by Jessica Jurasin, the board approved an update to the Academic Calendar for 2021-2022 setting board meeting dates and the early release dates on Wednesdays for teacher collaboration time.

2021-2022
CALENDAR

On a motion by Suzy Ritter and seconded by Jennifer Durney, the board approved a letter of agreement for 2021-2022 with Western Governors' University (WGU) to place student teachers in the district who are working toward their certification.

WGU AGREEMENT

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved a request from the Technology Department to declare as surplus the inventoried equipment that is old, broken, no longer useable and/or unsupported.

SURPLUS
TECHNOLOGY

The next regular meeting is scheduled for 5 p.m. Tuesday, Sept. 7, 2021, to be conducted remotely with proper notice and access provided under the governor's emergency provisions of the Open Public Meetings Act.

NEXT MEETING

At 6:38 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 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 6:58 p.m. the session was extended for 12 minutes. Board members reconvened in regular session at 7:10 p.m.

EXECUTIVE
SESSION

On a motion by Jennifer Durney and seconded by Suzy Ritter, the board approved the Personnel Report. Under certificated matters, the board approved the hiring of Larry Fleming as a PE teacher (.6 FTE) and Art teacher (.4 FTE) at

PERSONNEL
REPORT

Harbor High School, effective September 1; the hiring of Wendy Clevinger as a PE teacher (CYO) at Harbor High School and Miller Junior High effective September 1; approved a revised contract for Janet Dayton to be a STEM/Science teacher (CYO) at Miller Junior High effective September 1; the hiring of Veronika Graham and Erik Holland as ELA teachers, Aria Hayes as a science teacher, and Gordon Shaw as the band teacher (CYO) at Miller Junior High School, all effective September 1; Jenna Weaver as a teacher at Central Park Elementary School effective September 1, and Michelle Sturges as a teacher at Robert Gray Elementary School effective September 1; approved the hiring of William Rabung as a special education teacher in the Extended Learning Program at Aberdeen High School effective July 9; approved a supplemental contract for Judith McBride, district psychologist (10 additional days); approved supplemental contracts at Aberdeen High School for Shelbie Dickson for CTE related activities, school store operations and catering services, Tracy Ecklund, Molly Houk, Tiffany Lessard, Mike Machowek, Matthew Mahon, Anne Ramsey and Mark Sundstrom for CTE related activities, Mikaela Gronseth, Andrew Gwinn and Jessica Madison for 10 additional days as counselors, Ashley Kohlmeier for CTE related activities and business procedures, Cory Martinsen for CTE related activities and the AHS Sign Shop, Cami Revel for CTE related activities, Twin Star Credit Union and AHS Almost Live, and Charles Velsoni for CTE related activities and KAHS Radio Station; approved a supplemental contract at Harbor High School for Keelee Frost for CTE related activities; approved supplemental contracts at the Twin Harbors Skill Center for Rebekah Fruh for CTE related activities and nursing clinicals and for Jan Gravley for CTE related activities; approved supplemental contracts at Miller Junior High School for Paige Pierog and Hailey Pfeifer for CTE related activities, and for Catherine Trusty and Thaddeus Williams for 10 additional days as counselors at Miller Junior High School; Cynthia Mitby for 20 additional days as the pre-school coordinator at the Hopkins Preschool; approved co-curricular contracts at Aberdeen High School for Tracy Ecklund in Distributive Education and SkillsUSA (.5 FTE); Mike Machowek in F.F.A., Anne Ramsey as the Link Crew coordinator (.5 FTE), Cami Revel in FBLA, Faith Taylor-Eldred for Yearbook, and Charles Velsoni for SkillsUSA; approved the release of Nancy Vazquez-Fuentes as an EL teacher at Miller Junior High School effective August 10, and accepted the resignation of Charity Jolly as a substitute teacher effective August 15.

Under classified matters, the board approved the hiring of garden stewards Eric Smith at Miller Junior High School, Jessica Fulleton at A.J. West Elementary School, Joan Hoehn at Central Park Elementary School, Suzanne Black at McDermoth Elementary School, Carla White at Robert Gray Elementary School, and William Rattie at Stevens Elementary School, all effective September 1; the hiring of Misty Barlan as the Indian Education coordinator effective August 30, Dylan Bumstead as an MTSS assistant for the District effective September 1, Shirley Dismuke as the assistant secretary at Aberdeen High School effective August 23, Kymm Wolfe as the State & Federal Programs secretary at the Stewart Building effective August 11, Daniel Chennisi as the multi-media technician at Aberdeen High School effective August 25, Desiree Glanz as a Behavior Support

CERTIFICATED

CLASSIFIED

Specialist at Aberdeen High School effective September 1, Michele Smith as a para-educator at the Harbor Learning Center effective September 1, Emma-Leigh Wimberley as an MTSS assistant at the Harbor Learning Center effective September 1, Kelli Shelton as the LRC technician at A.J. West Elementary School effective September 1, Michelle Stallo and Shari VanBlaircom as para-educators at A.J. West Elementary School effective September 1, Rebecca Zvono as a para-educator in the Special Education ID program at A.J. West Elementary School effective September 1, Danayeli Juarez as a student/family support assistant at Hopkins Preschool effective September 1, Kimberly Daniels as a Food Service worker at McDermoth Elementary School effective September 1, Teresa Glasscock as a Food Service worker at Stevens Elementary effective September 1; approved the hiring of Donna Cokeley as a Food Service worker/driver for the district for the summer effective July 22; accepted resignations from Danayeli Juarez as a student family support assistant at Aberdeen High School effective August 31, Tina Cook as the LRC technician at A.J. West Elementary School effective July 1, Mariah Bailey as an MTSS assistant at Stevens Elementary effective July 2, and Guadalupe Arias-Morelia as a student family support assistant at the Hopkins Building effective August 15; approved the retirements of Deborah Bergen as the district's Student Information Systems specialist effective June 30, 2022, Arthur Somers as a bus driver effective August 31, Charlene Ancich as a Food Service worker effective August 31, and Shirley Curtis as a Family Service worker at the Hopkins Building effective August 31; approved extra-curricular hirings at Aberdeen High School for Todd Bridge as head coach for football, Brandyn Brooks, David Terrence, John Bowers and Zachary Carpenter as assistant coaches for football, and Dillen Espana, Macoy Gronseth and Kyle Melinkovich as .5 FTE assistant coaches for football, all effective August 18; approved a contract for Tamar Yakovich as head coach for girls' volleyball effective August 23, and for Desiree Glanz and Rees Sturm as assistant coaches for girls' volleyball effective August 23, David Bruncke as head coach and Theodore Wiseman as assistant coach for boys' tennis effective August 23, Steve Reed as head coach and Kimberly (Ivy) Lyles as assistant coach for cross country at Aberdeen High School effective August 23, Larry Fleming as head coach and Lindsey Scott as assistant coach for girls' soccer at Aberdeen High School effective August 23, Dan Sundstrom as head coach and Brian King as assistant coach for boys' golf at Aberdeen High School effective August 23; accepted the resignation of Ben Barene as assistant coach for girls' soccer at Aberdeen High School effective July 26, and accepted the resignation of Charity Jolly as a substitute effective August 15.

On a motion by Bill Dyer and seconded by Jessica Jurasin, the board approved the Co-Curricular Salary Schedule for 2021-2022.

2021-2022 CO-CURRICULAR SCHEDULE

On a motion by Jennifer Durney and seconded by Suzy Ritter, the board approved an assignment for a science teacher, Katina Gamleah, to teach AP Environmental Science at Aberdeen High School in 2021-2022, which is outside of her endorsement.

OUT-OF-AREA ENDORSEMENT

There being no further business, the regular meeting was adjourned at 7:12 p.m.

ADJOURN

Alicia Henderson, Secretary

Sandra Bielski, President

Aberdeen School District #5

Career and Technical Education

410 North 'G' Street
Aberdeen, WA 98520
Fax (360) 538-2057
E-mail lgreen@asd5.org

Lynn Green, Director
Phone (360) 538-2038
Mona Dilley, Office Coordinator
Phone (360) 538-2039

August 26, 2021

Dr. Patric Darby
617 Fairway Drive
Aberdeen, WA, 98520

Re: Donation of Woodworking Equipment

Dear Dr. Darby:

Thank you for your recent donation of various woodworking equipment valued at approximately \$4,206.00. This donation helps to educate our woodshop students. We greatly appreciate your support of our students at Aberdeen High School.

Sincerely,



Lynn Green
Aberdeen School District No. 5
360-538-2038

Woodworking Equipment Donations/Estimated Values

Donator: Dr. Patric Darby

Address: 617 Fairway Drive, Aberdeen WA. 98520

Item	Estimated Value	Source
4 bearing roller stands (2)	\$75	Wood Worker Supply
Ridgid Edge/Spindle sander	\$269	Home Depot
Ridgid Scroll Saw	\$150	Home Depot
Porter Cable Pancake Air Compressors (2)	\$ 200	Home Depot
Porter Cable 10" Compound Miter Saw	\$200	Ebay
Fein Multimaster cutting tool	\$350	Amazon
Milwaukee ½" right angle drill	\$280	Home Depot
Drill Doctor drill bit sharpening kit	\$100	Drill Doctor.com
Craftsman 4 in 1 laser level	\$192	Amazon
6' Level	\$50	Amazon
Porter Cable Router w/plunge base.	\$285	Home Depot
Porter Cable finish nailer	\$166	Home Depot
Porter Cable framing nailer	\$179	Home Depot
Miscellaneous router bits	\$300	Rockler.com
Rockler cabinet hole drill jig	\$120	Rockler.com
Miscellaneous extension cords	\$300	Home Depot
Extension cord reels (2)	\$20	Home Depot
Miscellaneous screws/nails	\$100	

August 11, 2021

Alicia Henderson
Aberdeen School District
216 N G ST
Aberdeen, WA 98520

Dear Alicia Henderson,

RE: InvestED Year-End Summary for Aberdeen School District

InvestED is excited to have partnered with **Aberdeen School District** during the 2020-2021 academic year. This year will go down as a yet another trying time for our communities and the children we serve. We know that with all the issues facing students across the state of Washington, educators are working tirelessly to help our most vulnerable children. On behalf of InvestED and the board of directors, we want to extend a heartfelt appreciation for the work you and your staff are doing each day.

In the 2020-2021 school year, InvestED partnered with **2** schools in **Aberdeen School District**. Below you will find the breakdown of all funds InvestED sent to schools in your district, to impact students in need.

Initial Fall Funding: **\$1,170.00**
Digital Equity: **\$14,380.00**
SEED: **\$-**
Matching Funds: **\$500.00**
COVID-19 Student Fund: **\$1,050.00**
Total: \$17,100.00

InvestED remains committed to supporting secondary schools in our state, and this year, we sent out more money and impacted more students than ever before. Alongside generous donors – and amazing partners like All in Seattle and All in Washington – InvestED helped bridge the gap for students this year. We were able to send out over **4 million dollars** to districts across the state to impact **323,000** students.

We are excited to continue our partnership into the next academic year. If you have any questions about this summary or would like a more detailed report about your district, please contact me.

Sincerely,



Joyce A. Walters
Executive director
jwalters@invested.org
206-352-1199 ex. 1

Aberdeen School District No. 5 Board of Directors
July 13, 2021

Public Comment:

- Kala Wiinter
 - In-person meetings, Aug. 26
 - In-person meetings, Sept. 6
- Arielle Brasel
 - Flag salute, mask breaks and critical race theory



Board, School <schoolboard@asd5.org>

In person meetings

2 messages

Kala Winter <kalarachel@hotmail.com>

Thu, Aug 26, 2021 at 8:31 AM

To: "ahenderson@asd5.org" <ahenderson@asd5.org>, "wdyer@asd5.org" <wdyer@asd5.org>, "sbielski@asd5.org" <sbielski@asd5.org>, "jdurney@asd5.org" <jdurney@asd5.org>, "sritter@asd5.org" <sritter@asd5.org>, "jjurasin@asd5.org" <jjurasin@asd5.org>, "schoolboard@asd5.org" <schoolboard@asd5.org>

Dr Henderson and board,

I'm inquiring about when school board meetings will be open to the public in person. Since school will be starting and many small classrooms are stuffed with over 30 desks, why are we still having meetings online? If fully open schools are safe enough for the kids, then surely it should be safe enough for adults. Thank you for your time.

Sincerely,
Kala Winter

Sent from my iPhone

Henderson, Alicia <ahenderson@asd5.org>

Thu, Aug 26, 2021 at 3:03 PM

To: Kala Winter <kalarachel@hotmail.com>

Cc: "wdyer@asd5.org" <wdyer@asd5.org>, "sbielski@asd5.org" <sbielski@asd5.org>, "jdurney@asd5.org" <jdurney@asd5.org>, "sritter@asd5.org" <sritter@asd5.org>, "jjurasin@asd5.org" <jjurasin@asd5.org>, "schoolboard@asd5.org" <schoolboard@asd5.org>, Dee Anne Shaw <dshaw@asd5.org>

Hi Kala,

Our Board had announced its intent to return to in-person meetings with the start of the new school year.

However, at this time, our Board is going to take a wait-and-see approach since it seems that new guidance is coming out daily.

We will do our best to keep any changes posted prominently.

Sincerely, Alicia

[Quoted text hidden]

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They will come as they are ...



Alicia Henderson, Ph.D.
Superintendent
Aberdeen School District
[216 North G Street](https://www.asd5.org)
[Aberdeen, WA 98520](https://www.asd5.org)
[360-538-2002](tel:3605382002)
www.asd5.org
[@SuptHenderson](https://twitter.com/SuptHenderson)



Board, School <schoolboard@asd5.org>

In person meetings

3 messages

Kala Winter <kalarachel@hotmail.com>

Thu, Aug 26, 2021 at 8:31 AM

To: "ahenderson@asd5.org" <ahenderson@asd5.org>, "wdyer@asd5.org" <wdyer@asd5.org>, "sbielski@asd5.org" <sbielski@asd5.org>, "jdurney@asd5.org" <jdurney@asd5.org>, "sritter@asd5.org" <sritter@asd5.org>, "jjurasin@asd5.org" <jjurasin@asd5.org>, "schoolboard@asd5.org" <schoolboard@asd5.org>

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Sincerely,
Kala Winter

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Thu, Aug 26, 2021 at 3:03 PM

To: Kala Winter <kalarachel@hotmail.com>

Cc: "wdyer@asd5.org" <wdyer@asd5.org>, "sbielski@asd5.org" <sbielski@asd5.org>, "jdurney@asd5.org" <jdurney@asd5.org>, "sritter@asd5.org" <sritter@asd5.org>, "jjurasin@asd5.org" <jjurasin@asd5.org>, "schoolboard@asd5.org" <schoolboard@asd5.org>, Dee Anne Shaw <dshaw@asd5.org>

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We will do our best to keep any changes posted prominently.

Sincerely, Alicia

[Quoted text hidden]

--

They will come as they are ...



Alicia Henderson, Ph.D.
Superintendent
Aberdeen School District
[216 North G Street](#)
[Aberdeen, WA 98520](#)
[360-538-2002](#)
[www.asd5.org](#)
[@SuptHenderson](#)

Kala Winter <kalarachel@hotmail.com>

Mon, Sep 6, 2021 at 7:29 PM

To: "Henderson, Alicia" <ahenderson@asd5.org>

Cc: "wdyer@asd5.org" <wdyer@asd5.org>, "sbielski@asd5.org" <sbielski@asd5.org>,

"jdurney@asd5.org" <jdurney@asd5.org>, "sritter@asd5.org" <sritter@asd5.org>,

"jjurasin@asd5.org" <jjurasin@asd5.org>, "schoolboard@asd5.org" <schoolboard@asd5.org>,

Dee Anne Shaw <dshaw@asd5.org>

Thank you for your response. I'm assuming that volleyball and basketball will not be able to have any spectators then or referees from outside the school? Does that mean the district violated something by having open house with parents allowed to show up?

Sincerely,
Kala Winter

Sent from my iPhone

On Aug 26, 2021, at 3:03 PM, Henderson, Alicia <ahenderson@asd5.org> wrote:

[Quoted text hidden]



Board, School <schoolboard@asd5.org>

School board questions

1 message

Arielle B <ariellebr.ab@gmail.com>

Tue, Aug 17, 2021 at 1:37 PM

To: schoolboard@asd5.org

Will the pledge of allegiance be said in jr high this year since it was not last year for some reason?

Will ASD be teaching Critical Race Theory? If yes, why?

If required to wear masks all day at school, Will there be mask breaks besides lunch?

Arielle Brasel

STUDENT DISCIPLINE

Introduction/Philosophy/Purpose

The Aberdeen School District Board of Directors focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
2. Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
3. Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
4. Providing educational services that students need to complete their education without disruption;
5. Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;
6. Ensuring fairness, equity, and due process in the administration of discipline;
7. Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success, and
8. Providing a safe environment for all students and for district employees.

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

1. Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps, and
2. Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction.

The District will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive social and emotional climate for learning.

Development and review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW [28A.300.042](#), and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.

2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets, and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills. In the Aberdeen School District, professional learning opportunities are provided regarding PBIS, SEL, restorative justice practices and the use of data to identify training needs to support district policy implementation.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW [28A.300.042](#)(1) and [CEDARS](#) Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency expulsion, and expulsion.

The District will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) of the RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school to:

- Set at least one goal annually for improving equitable student outcomes;
- Create an actions plan or plans;
- Evaluate previous goals and action plans; and
- Revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

Distribution of policies and procedures

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW [28A.415.410](#) to support implementation of this policy and procedure to all school staff as feasible.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:

Policy 2121 Substance Abuse Program
2161 Special Education and Related Services for Eligible Students

- 2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 3122 Excused and Unexcused Absences
- 3210 Nondiscrimination
- 3244 Prohibition of Corporal Punishment
- 3520 Student Fees, Fines, or Charges
- 4210 Regulation of Dangerous Weapons on School Premises
- 4218 Language Access Plan

Legal References:	42 U.S.C. 2000d et seq.	Civil Rights Act of 1964
	34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
	WAC Chapter 392-400	Pupils
	WAC 392-190-048	Access to course offerings – Student discipline
	RCW Chapter 28A.320	Provisions applicable to all districts
	RCW Chapter 28A.600	Students
	RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
	RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
	RCW Chapter 28A.225	Compulsory school attendance and admission
	RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
	RCW 9.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions

Adopted: _____ (Replacing 3200)

STUDENT DRIVING

The board regards the use of motor vehicles and bicycles for travel to and from school as an assumption of responsibility by parents and students. The superintendent shall develop procedures governing the use of bicycles and motor vehicles while on school property and shall disseminate those procedures to all students so affected.

Adoption Date: 10/02/95

Student Driving

Students may drive automobiles to and from school. They may not be driven during the school day without the consent of the parent and principal. They may not transport another student during the school day unless a consent has been granted by the student's parent.

A student may use the school parking lot subject to the following conditions:

- A. A student must register the car in the school office. The student must possess a valid Washington driver's license and show evidence that there is a liability and property damage insurance coverage on the vehicle and acknowledge that he/she will assume full responsibility for any comprehensive or collision claims that may occur while on school property. Schools may issue parking permits.
- B. In terms of student conduct rules, "possession" of alcoholic beverages, illegal chemical substances or opiates, firearms or a dangerous weapon shall also extend to a student's vehicle.

A student who does not conform to the above rules shall be subject to corrective action.

RIGHTS AND RESPONSIBILITIES

The Aberdeen School District will assure a positive, progressive learning environment in which all individuals develop their potential to succeed.

Each year, the superintendent shall develop and make available to all students, their parents and staff handbooks pertaining to student rights, conduct, corrective actions and punishment. Such statements shall be developed with the participation of parents and the community. The school principal and staff shall confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They shall also confer annually to establish criteria for determining when certificated employees must complete classes to improve classroom management skills.

All students who attend the district's schools shall comply with the written policies, rules and regulations of the schools, shall pursue the required course of studies, and shall submit to the authority of staff of the schools, subject to such corrective action or punishment as the school officials shall determine.

Legal References:	RCW 28A.600.010	Government of schools, pupils, employees, rules and regulations for — Due process guarantees — Enforcement
	28A.600.020	Government of schools, pupils, employees optimum learning atmosphere
	28A.600.040	Pupils to comply with rules & regulations
	28A.400.110	Principal to assure appropriate discipline
	28A.150.240	Basic Education Act of 1977 — Certificated teaching and administrative staff as accountable for class room teaching — Scope — Responsibilities — Penalty
	28A.405.060	Course of study and regulations Enforcement — Withholding salary warrant for failure
	WAC 392-400-225	School district rules defining misconduct — Distribution of rules
	392-168	Citizen Complaint Procedure for Certain Categorical Federal Programs

Adopted: March 1, 2011

Student Rights and Responsibilities

Corrective Actions – General

The purpose of these procedures is to provide information concerning the due process rights of students served by any program or activity conducted by or on behalf of the District. The District may impose a range of disciplinary sanctions for the violation of school rules. Sanctions for offenses may vary depending on the severity of the misconduct, the nature and circumstances of the violation, the disciplinary record of the student, and other relevant factors. In addition to any sanction imposed by the District, a student may be asked to provide restitution, be referred to a law enforcement or non-school agency, be denied the use of district computer or network resources and/or be denied participation in District activities. Subject to the provisions of this procedure, emergency expulsion may be imposed in appropriate circumstances. Students who are in violation of the rules outlined in this document may be denied the opportunity to publicly represent the District.

A. Definition of Terms

1. **School Discipline:** Any form of corrective action other than suspension or expulsion. May include the exclusion of a student from a class.
 - a. **Detention:** Detaining a student during or after school by a school employee.
 - b. **Removal - Non Emergency:** Excluding a student from a class or activity by a teacher or administrator.
 - c. **Removal - Emergency:** Excluding a student from the classroom if there is good and sufficient reason to believe that the student's presence in the immediate area poses an immediate or substantial danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the class, subject, activity, or educational process of the student's school.
 - d. **School Service:** Performing jobs around the school such as picking up litter, cleaning desks, working with a custodian, removing graffiti, etc.
2. **Exceptional Misconduct:** A violation of District rules, other than absenteeism, that is so serious in nature that short-term suspension, long-term suspension or expulsion may be imposed without prior alternative corrective action or consequences.
3. **In-School Suspension/Time-out:** Suspending a student from class or school activities but allowing the student to serve the suspension under supervision at school.
4. **Short-Term Suspension:** Suspending a student for any portion of a calendar day up to, but not exceeding, ten (10) consecutive school days.

5. Long-Term Suspension: Suspending a student for a period of time exceeding ten (10) consecutive school days up to or through the end of a semester (90 days).
6. Expulsion: Denying the right of attendance at any single class or full schedule of subjects for an indefinite time period. An expulsion may include a denial of admission to or entry upon District property.
7. Emergency Expulsion: Denying immediately the right of school attendance prior to the opportunity for a hearing if there is good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the educational process.
8. Grievance: An informal conference with the principal/designee and the student and/or parent(s) or guardian(s) involved.
9. Appeal Hearing: A formal meeting conducted by a hearing officer designated by the superintendent.
10. Appeal: Requesting that the results of the hearing imposing a long-term suspension, expulsion, or emergency expulsion be reviewed by the Board of Directors or a district disciplinary appeal council.
11. Readmission Conference: A meeting scheduled with the District Hearing Officer for the purpose of requesting readmission to the district's schools and discussing the conditions for a student reentering the district following a long-term suspension, expulsion or emergency expulsion.
12. School Days: Days which students are required to be in school as per the Board of Directors' adopted school calendar.
13. School Business Days: Days which the District Office is open to the public for conducting business.
13. Restitution: To give something back or "make right" that which has been damaged, lost or taken away; reimbursement.
14. Loss of Eligibility: To be denied eligibility or the right to participate in a school or district activity or represent the district on a team.
15. School Agency Referral: To be referred to a school agency such as a District Prevention Specialist, School Psychologist, School Resource Officer, Truancy Board, Counselor, etc.
16. Non-School Agency Referral: To be referred to a non-school agency such as Law Enforcement Agencies, Court of Law, Fire Marshall, etc.

B. School Responsibilities

1. Rules:

It is the responsibility of each school in the District to establish, publish, and make available to all students, schools, parents and guardians, written rules which state with reasonable clarity the types of misconduct for which discipline, suspension, and expulsion may be imposed. School rules must comply with the rules, regulations and range of sanctions for the school district.

2. Records:

Copies of any suspension letters, including in-school suspensions, should be placed in the student's cumulative file.

3. Annual Discipline Review:

a. A committee of certificated staff, classified staff, and the principal or designee shall meet annually for the purpose of reviewing school disciplinary rules, procedures and disciplinary data. The review is to be conducted in the late spring for the following year.

b. By *June 30* of each school year, the building principal will inform the Superintendent's Office, in writing, that the required annual review has been completed including the review date(s), process, individuals involved, etc.

C. General Nature and Range of Sanctions

1. The Aberdeen School District will normally use one or more of the following forms of corrective action:

- a. Contact parents or guardian by phone or letter
- b. Conference/counseling session
- c. Restitution/school service work
- d. School discipline
- e. In-school suspension/time-out
- g. Short-term suspension
- h. Long-term suspension
- i. Expulsion
- j. Emergency expulsion
- k. Loss of eligibility
- l. School agency referral
- m. Non-school agency referral

2. The requirement of fairness in disciplinary actions necessitates some uniform application of sanctions. The following chart provides a general range for various sanctions. Not every situation can be anticipated and each must be judged on an individual basis.

D. Guidelines for District Sanctions - *RANGE OF SANCTIONS CHART*

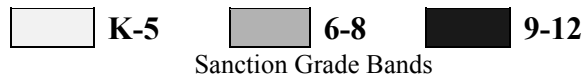
This is a sanction guideline. It shows a “range” of sanction options. Administrators and hearing officers may grant exceptions in cases involving extenuating or exceptional circumstances, or after considering the background of the individual student and the nature and circumstances of the violation. Items identified as “Exceptional Misconduct” are marked with an Asterisk (*).

Offense	School Discipline	Short-Term Suspension (1-10)	Long-Term Suspension (11-90)	Expulsion/ Emergency Expulsion	Notification of Non-School Agency
*1. Arson: Intentional setting of a fire or causing an explosion.					
*2. Assault/Battery: Physical threats or violence					
*3. Burglary: Entering or remaining unlawfully in a District building with intent to commit a crime.					
4. Cheating: For example, copying, copyright violation, computer software violations, plagiarism, using "crib notes," falsifying records or scores, etc.					
*5. Criminal Acts as Defined by Law as a felony or gross misdemeanor: Refer to State and Federal criminal codes and Washington Administrative Code					
6. Cumulative Violations: The frequency with which students violate District or school policies, rules, and regulations may be of equal or greater concern than single violations. The cumulative effects of these forms of discipline.					
*7. Defiance of School Authority (Willful Disobedience): Refusal to obey reasonable directions or requests of any staff member, including volunteers, aides, substitutes, secretaries, custodians, food service workers, bus drivers, etc.					

<p>*8. Disruptive Behavior: Conduct which substantially or materially interferes with the educational process, e.g. disruptive behavior in school, assemblies, school activities, classrooms or on school transportation.</p>					
<p>*9. Extortion, Intimidation, Blackmail, Coercion, Threats: Obtaining money or property by violence or threat of violence. Forcing or attempting to force another to do something against his or her will by threat of force.</p>					
<p>*10. Fighting: The act of quarreling involving bodily contact.</p>					
<p>*11. Forgery: Fraudulently using in writing the name of another person, or falsifying times, dates, grades, addresses, or other data.</p>					
<p>12. Gang Activity [See RCW 28A.600.455] A student is a member of a gang and knowingly engages in gang activity on school grounds.</p>					
<p>*13. Harassment: Intimidating or harassing another person because of that person's race, color, sex, religious beliefs, sexual orientation, ancestry, national origin, or for any other reason. A threat to cause injury, property damage, or physical confinement or restraint of the person threatened, or any other act intended to substantially harm the physical or mental health of the person threatened.</p>					
<p>*14. Illegal Substances: Possessing, using, selling, distributing, or being under the influence of alcohol, drugs, inhalants, or controlled substances, or in possession of drug paraphernalia.</p>					
<p>15. Inappropriate Display of Affection: Inappropriate sexually oriented actions at school or school-sponsored activities.</p>					
<p>16. Inappropriate Dress: Dress or appearance that is either obscene, presents a health or safety problem, causes a disruption of the educational process, or otherwise violates the District dress code.</p>					
<p>*17. Interference with or Intimidation of School Authorities: Interfering with the discharge of the official duties of district personnel by intimidation, force, violence, or passive resistance; failure to give name or the correct name.</p>					

Offense	School Discipline	Short-term Suspension	Long-term Suspension	Expulsion/ Emerg.Exp.	Notification of Agency
*18. Lewd Conduct/Indecent Exposure: Behavior that is indecent or obscene, e.g., mooning, exposing oneself, sexual misconduct, etc.					
*19. Malicious Mischief: Intentionally causing damage to any equipment or property, creating graffiti, or damaging computer systems or the computer network.					
*20. Possession of Stolen Property: Knowingly receiving, retaining, possessing, concealing, or disposing of stolen property.					
*21. Robbery: Taking another's property by force or threat of force.					
22. Tardiness: Being late to class or school without a valid excuse					
*23. Theft: Stealing					
*24. Tobacco - Use or possession: Use or possession of any tobacco products including storing or maintaining such products in lockers or other property of the District or at school-sponsored events.					
25. Transportation Sanctions: See Section VIII – Transportation Rules and Sanctions					
*26. Trespass: Entering or remaining unlawfully in school buildings, property, grounds, or at school-sponsored events or refusing to leave when asked to do so.					
27. Truancy: Unexcused absence(s)					

Offense	School Discipline	Short-term Suspension	Long-term Suspension	Expulsion/ Emerg.Exp.	Notification of Agency
28. Use of Obscenity or Profanity: (Oral, written, gestures, or on computer networks)	[K-5]	[6-8]	[6-8]	[6-8]	[6-8]
*29. Vandalism: Destroying or damaging property, e.g. breaking windows, graffiti, defacing desks or lockers, damaging or destroying other peoples' belongings, interfering with or damaging electronic information systems, etc.	[6-8]	[6-8]	[6-8]	[6-8]	[6-8]
*30. Weapons and Explosives: The District follows state guidelines for weapons violations. Possessing or using weapons, explosives, or any other items capable of causing bodily harm, including "fake" weapons that are represented as "real" weapons.	[6-8]	[6-8]	[6-8]	[6-8]	[6-8]


K-5 **6-8** **9-12**
 Sanction Grade Bands

E. Discipline

Discipline consists of forms of corrective action other than suspension and expulsion. Discipline may include exclusion of a student from a classroom by a teacher or the principal's designee for the remainder of the immediate class or activity, or up to the following two days, or until the principal or designee and teacher have conferred provided that the student is in the custody of a school district employee during the disciplinary period. Discipline may also mean the exclusion of a student from other types of activities conducted by or in behalf of the District.

No form of discipline shall be administered in such a way as to prevent a student from accomplishing a specific academic grade, grade level, or graduation requirements, or adversely affect a student's academic grade or credit in a subject or course because of tardiness or absences, except to the extent that the student's attendance and/or participation has been identified by a teacher, based on District policy, as a basis for grading.

1. Detention

Teachers and other school employees have the authority to detain students under their supervision with prior parental notification or notification to a student's guardian. Detention will not extend past the departure of the last bus that the student can ride unless prior arrangements have been made with the student's parent(s) or guardian(s).

2. Removal - Non-Emergency

A teacher or principal/designee may remove a student from a class or activity for the balance of the immediate class or activity, or up to the following two days, or until the principal or designee and teacher have conferred, provided that the student is in the custody of a District employee during the disciplinary period.

A teacher must have attempted one or more corrective actions before the student is removed from a class or activity.

3. Removal - Emergency

A student may be removed immediately from a class, subject, or activity by a teacher or an administrator and sent to the building principal or designee, provided that the teacher or administrator has a good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption of the class, subject, activity or educational process. Removal will continue only until the danger or threat ceases or the principal or designee acts to impose a sanction. The principal or designee will meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action or punishment. In no case shall the student's opportunity for such a meeting be delayed beyond the beginning of the next school day. Prior to, or at the time any student is returned to the class or activity, the principal or designee must notify the teacher or administrator who removed the student from the class, subject, or activity of the action that was taken or initiated.

4. Corporal Punishment

Corporal punishment is not authorized as a means of disciplining students in the District.

5. School Service

School service is a means of discipline in which a student works around the school doing jobs such as picking up litter, washing desks, washing cafeteria tables, removing graffiti, etc.

F. Exceptional Misconduct

If a violation of the District rules of student conduct constitutes “exceptional misconduct,” a short-term suspension or long-term suspension may be imposed without prior alternative corrective action or consequences. Administrators and hearing officers may grant exceptions to the short-term suspension or, long-term suspension of students who are guilty of "exceptional misconduct" in cases involving extenuating and/or exceptional circumstances.

“Exceptional Misconduct” is a violation of District rules of student conduct that is so serious in nature and/or is serious in terms of the disruptive effect upon the operation of the school as to warrant an immediate short-term suspension *or* long-term suspension. Examples of “Exceptional Misconduct” are:

1. Possession, use or being under the influence of illegal substances; sale or delivery of any controlled substance not prescribed by a physician; possession of drug paraphernalia.
2. Consumption, possession, sale, delivery, or being under the influence of alcoholic beverages; presence on school property or at a school sponsored activity following the consumption or use of an alcoholic beverage or controlled substance.
3. Use or possession of tobacco.
4. Profane or vulgar language directed to and in the presence of a staff member.
5. Commission of any criminal act classified as a felony or gross misdemeanor under the laws of the State of Washington, including but not limited to, the following: arson, assault/battery, harassment, possession of a weapon, theft.
6. Any behavior that materially or substantially disrupts or interferes with the educational process.

G. Short-Term Suspension

A short-term suspension occurs when a student is denied attendance (other than for the balance of the immediate class period for “discipline” purposes) at any single subject or class, or at any full schedule of subjects or classes, for any portion of a calendar day up to and not exceeding ten (10) consecutive school days. It shall also mean that the student shall be denied participation in, or attendance at, any school-sponsored activities, either in the District or activities hosted by another school district for students, from the time that the student is placed on suspension until his or her suspension has been completed. A short-term suspension shall also include denial of admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the District. Each principal or

designee shall have the authority to impose short-term suspension according to the following procedures.

1. Implementation Procedures:

- a. The principal/designee will determine whether a short-term suspension is warranted.
- b. In kindergarten through grade 4 short-term suspensions cannot exceed five (5) school days in a single semester or trimester and no loss of academic grades or credit shall be imposed by reason of the suspension of such student. Grades 5-12 suspensions cannot exceed fifteen (15) school days in a single semester or ten (10) school days during any single trimester.
- c. The principal/designee will take the following actions:
 - 1) Inform the student orally or by written notice of the alleged misconduct and rule violated, of the evidence against him or her, and the number of days of the short-term suspension.
 - 2) Provide the student an opportunity to explain his or her behavior.
 - 3) If the short-term suspension is to be for more than one day, provide the student and his/her parent(s) or guardian(s), or an adult student:
 - a) In writing, the reason for and the length of the short-term suspension.
 - b) In writing, information about the informal grievance procedure and information about a possible reduction in the length of the short-term suspension resulting from the grievance procedure.
 - 4) Report the short-term suspension in writing, including the reasons for the short-term suspension, to the District Hearing Officer (or superintendent), within twenty-four (24) hours.
 - 5) Provide the student with an opportunity to make up tests or assignments, if the missed tests or assignments may have a substantial effect on grades or course credits.

2. Grievances - Short-Term Suspension

- a. Any student, parent or guardian who is aggrieved by the imposition of a short-term suspension shall have the right to an informal conference with the building principal or his or her designee for the purpose of resolving the grievance. The employee whose action is being grieved shall be notified of the initiation of a grievance as soon as reasonably possible. During such conference, the student, parent, or guardian shall be subject to questioning by the building principal or his or her designee and shall be entitled to question school personnel involved in the matter being grieved.

- b. Subsequent to the building level grievance meeting, the student, parent or guardian upon two (2) school business days prior notice, shall have the right to present a written and/or oral grievance to the superintendent of the district or his or her designee.
- c. If the grievance is not resolved, the student, parent, or guardian, upon two (2) school business days prior notice, shall have the right to present a written grievance to the Board of Directors for consideration at the next regular Board meeting. Upon review, the Board may request additional information and/or argument for consideration, either in writing or to be presented orally to the Board. The Board shall notify the student, parent, or guardian of its response to the grievance with ten (10) school business days after the date of the meeting.
- d. The short-term suspension shall continue, notwithstanding the implementation of the grievance procedure set forth above, unless the principal or his or her designee elects to postpone such action.

H. Long-Term Suspension

A long-term suspension occurs when a student is denied class attendance for a definite time in excess of ten (10) school days, and up to or through the end of a semester. It shall also mean that the student shall be denied participation in, or attendance at, any school-sponsored activities, either in the district or activities hosted by another school district for District students, from the time that the student is placed on long-term suspension until his or her long-term suspension has been completed. A long-term suspension shall also include denial of admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the District. Each principal or designee shall have the authority to impose a long-term suspension according to the following procedures.

A long-term suspension may not be imposed until the adult student or the student and his/her parent(s) or guardian(s) have had written notice of an opportunity for a hearing. The student, parent, or guardian must notify the school district, in writing, of any request for a hearing within three (3) school business days from the receipt of the written notice of the long-term suspension from the District.

1. Implementation Procedures:

- a. The principal/designee will determine whether a long-term suspension is warranted.
- b. In grades kindergarten through grade 4, no student shall be subject to a long-term suspension during any single semester or trimester and no loss of academic grades or credit shall be imposed by reason of the suspension of such a student. In grades 5-12, long-term suspensions cannot be imposed in a manner that causes the student to lose academic grades or credit for in excess of one (1) semester or trimester during the same school year.
- c. The principal/designee will take the following actions:

- 1) Inform the student orally or by written notice of the alleged misconduct and rule violated, of the evidence against him or her, and the number of days of the long-term suspension.
 - 2) Give the student an opportunity to explain his or her behavior.
 - 3) Provide written notice that:
 - a) Is hand delivered by designated messenger or mailed by certified mail to the adult student or to the student and his/her parent(s) or guardian(s).
 - b) Is provided in the predominant language of the adult student or the student and his/her parent(s) or guardian(s) if they speak a language other than English, to the extent feasible.
 - c) Specifies the alleged misconduct and the District rule(s) that have been violated.
 - d) Explains the corrective action or punishment proposed.
 - e) Explains the right of the adult student, or the student and his/her parent(s) or guardian(s), to a hearing for the purpose of contesting the allegation(s).
 - f) States that if a written request for a hearing is not received within three (3) school business days after the receipt of notice, the right to a hearing will be waived and the proposed sanction will be imposed by the school district without any further opportunities for the adult student or the student and his/her parent(s) or guardian(s) to contest the matter. A schedule of "school business days" must be included with the notice.
 - 4) Provide a copy of the letter to the superintendent within twenty-four (24) hours of imposition of the long-term suspension.
2. Readmission from Long-Term Suspension

Any student who has been suspended may apply for readmission at any time by submitting a written application to the District Hearing Officer or superintendent.

The adult student or student and his/her parent(s) or guardian(s) will:

- a. Submit to the District Hearing Officer or superintendent the reason the student wants to return and why the request should be considered, including any evidence in support of the request.
- b. Attend a readmission conference to be scheduled at a time when the student, parent(s) or guardian and the school administrator who imposed the suspension can meet with the District Hearing Officer or superintendent to review the request to be readmitted to school.

- c. Receive the decision on readmission within ten (10) school business days after the conference.

I. Expulsion

Expulsion is the denial of attendance at any single subject or class or at any schedule of subjects or classes for an indefinite period of time. An expulsion also includes a denial of admission to, or entry upon, any real and personal property that is owned, leased, rented or controlled by the District. No student shall be expelled unless other forms of corrective action reasonably calculated to modify his or her conduct have failed or unless there is good reason to believe that other forms of corrective action would fail if employed.

1. Expulsion for Weapons

The District has “no-tolerance” for weapons and expulsion is the presumptive appropriate sanction for violating this policy. Students in possession of a firearm as defined in RCW 28A.600.420, regardless of age, shall be subject to a mandatory expulsion for one year unless subsequently modified by the superintendent or designee. Law enforcement officials shall be notified of the action taken against a student found in possession of a weapon. The student’s parents or guardians shall be notified in accordance with these procedures.

It is unlawful for anyone to carry, exhibit, display or draw any firearm, dagger, sword, knife, or other cutting or stabbing instrument, club, or any other weapon apparently capable of producing bodily harm, in a manner, under circumstances, and at a time and place that either manifests an intent to intimidate another or that warrants alarm for the safety of other persons.

It is unlawful for an elementary or secondary school student knowingly to carry onto public school property, transportation, or other facilities when being used exclusively by the public schools any firearm or dangerous weapon including, but not limited to: sling shot; sand club; metal knuckles; spring bladed knife or any knife having a blade which opens or falls or is ejected into position by the force of gravity, or by an outward, downward, or centrifugal thrust or movement (butterfly knife); dagger; dirk; pistol; any contrivance or device for suppressing the noise of any firearm; "nun-chu-ka" sticks (consisting of two or more lengths of wood, metal, plastic, or similar substance connected with wire, rope, or other means); throwing stars; air guns (including any air pistol or air rifle) designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide or any other gas; any explosive devices such as pipe bombs, dynamite caps, small arms ammunition, small arms ammunition primer, black powder, pyrotechnics, incendiary devices or illegal fireworks; or any other dangerous weapon. In the District this also includes a "fake" weapon that is being displayed or represented as a "real" weapon.

Students over eighteen years of age and students between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices. They may only be used in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances will result in expulsion.

2. Implementation Procedures

- a. The principal or designee will determine whether expulsion is warranted.
- b. The principal or designee will take the following actions:
 - 1) Deliver written notice in person or by certified mail to the adult student or the student and his/her parent(s) or guardian(s).
 - 2) Ensure that the written notice:
 - a) Is provided in the predominant language of the adult student or the student and his/her parent(s) or guardian(s), if they speak a language other than English, to the extent feasible.
 - b) Specifies the alleged misconduct and the District rule(s) or policy that has been violated.
 - c) Explains the corrective action or punishment proposed.
 - d) Explains the right of the adult student or the student and his/her parent(s) or guardian(s) to a hearing for the purpose of contesting the allegations.
 - e) States that if a written request for a hearing is not received within three (3) school business days after the receipt of notice, the right to a hearing will be waived and the proposed sanction will be imposed by the school district without any further opportunities for the adult student or the student and his/her parent(s) or guardian(s) to contest the matter. A schedule of "school business days" must be included with the notice.
 - 3) Notify, in writing, the superintendent within twenty-four (24) hours after the imposition of the expulsion.

3. Appeal Procedures

Section L-4

4. Readmission from Expulsion

Any student who has been expelled may apply for readmission at any time, by submitting a written application to the District Hearing Officer or superintendent.

The adult student or student and his/her parent(s) or guardian(s) will:

- a. Submit to the Hearing Officer the reason the student wants to return and why the request should be considered, including any evidence in support of the request.

- b. Attend a readmission conference to be scheduled at a time when the student, parent(s) or guardian and the school administrator who imposed the suspension can meet with the District Hearing Officer to review the request to be readmitted to school.
- c. Receive the District Hearing Officer's decision on readmission within ten (10) school business days after the conference.

J. Emergency Expulsion

A student may be expelled immediately by the superintendent, building principal or other designee of the superintendent in emergency situations where the student is considered an immediate and continuing danger to him/herself, other students, or school personnel or is causing an immediate and continuing threat of substantial disruption to the educational process.

1. Implementation Procedures

- a. The superintendent, principal, or other superintendent's designee must determine that emergency expulsion is warranted.
- b. The superintendent, principal, or other superintendent's designee will take the following action:

Within one school business day the adult student or the student and his/her parent(s) or guardian(s) shall be notified of the emergency expulsion and of their opportunity for a hearing. The notice must be hand delivered or mailed by certified mail. Delivery must be documented by obtaining the adult student or the student's parent(s) or guardian(s) signature acknowledging receipt or by the written certification of the person making the delivery. If the notice is by certified mail, it must be deposited within twenty-four (24) hours and the mailing must be documented with the mailing receipt. Reasonable attempts shall be made to notify the adult student or the student and his/her parent(s) or guardian(s) by telephone or in person as soon as is reasonably possible.

Notify, in writing, the superintendent within twenty-four (24) hours after the imposition of the emergency expulsion.

- c. The written notice to the adult student or the student and his/her parent or guardian shall:
 - 1) Be provided in the predominant language of the adult student or the student and his/her parent(s) or guardian(s), if they speak a language other than English, to the extent feasible.
 - 2) Specify the alleged misconduct and the District rule(s) or policy that has been violated.
 - 3) Explain the corrective action or punishment proposed.

- 4) Explain the right of the adult student or the student and his/her parent(s) or guardian(s) to a hearing.
- 5) State that if a written request for a hearing is not received within ten (10) school business days after the receipt of notice, the right to a hearing will be waived and the proposed sanction will be imposed by the District without any further opportunities for the adult student or the student and his/her parent(s) to contest the matter. A schedule of "school business days" must be included with the notice.

K. OVERVIEW OF DISCIPLINE SANCTIONS

Sanction	K-4 Limit	5-12 Limit	Student Notification	Parent Notification	Other
Discipline: • Detention • Removal • Emergency Removal • School Service	Removal is limited to balance of class or activity or until an administrator gives another sanction	Removal is limited to balance of class/ activity or up to the two following days or until an administrator gives another sanction	Oral notification (written sign-off of some type is recommended) • Rule Violated • Evidence • Type of Discipline	Contact by phone or letter Prior notification must be made if student is going to be held after the last departure of the school buses for the day.	None
Short-term Suspension - 1-10 days	5 days/ semester	15 days/ semester 10 days/ trimester	Oral or written notice: • Rule violated • Evidence • Number of days (Special Education students require an MDT meeting before they can be suspended if this makes a total of over ten (10) days suspension for the year)	Written notice (in predominant language of family when feasible): • Reason for suspension • Length of suspension • Grievance procedure (Suspension letter - Appendix A; Suspension for Tobacco - Appendix B)	Written notice mailed to District Hearing Officer within 24 hours of suspension
Long-term Suspension - More than ten (10) days until the end of the semester		One semester	Oral or written notice: • Rule violated • Evidence • Number of days (Special Education students - An MDT meeting must be held within three (3) days to determine action to be taken)	Written notice (in predominant language of family, when feasible): • Reason for suspension • Length of suspension • Hearing procedure CERTIFIED MAIL CALENDAR OF SCHOOL DAYS	Written notice to District Hearing Officer within 24 hours of suspension - Mailing or delivery must be documented by signature of parent(s), guardian(s), or adult student or the certified receipt from post office.

K. OVERVIEW OF DISCIPLINE SANCTIONS - continued

Sanction	K-4 Limit	5-12 Limit	Student Notification	Parent Notification	Other
Expulsion	Indefinite	Indefinite	<p>Written Notice:</p> <ul style="list-style-type: none"> • Rule violated • Right to Hearing <p>(Special Education students - An MDT meeting must be held within three (3) days to determine action to be taken)</p>	<p>Written notice (in predominant language of family, when feasible):</p> <ul style="list-style-type: none"> • Reason for Expulsion • Hearing procedure <p>CERTIFIED MAIL CALENDAR OF SCHOOL DAYS</p>	<p>Written notice to District Hearing Officer within 24 hours of suspension - Mailing or delivery must be documented by signature of parent(s), guardian(s), or adult student or the certified receipt from post office.</p>
Emergency Expulsion	Indefinite	Indefinite	<p>Written Notice:</p> <ul style="list-style-type: none"> • Rule violated • Right to Hearing <p>(Special Education students - An MDT meeting must be held within 10 days to determine action to be taken)</p>	<p>Written notice (in predominant language of family when possible):</p> <ul style="list-style-type: none"> • Reason for emergency expulsion • Hearing procedure <p>CERTIFIED MAIL CALENDAR OF SCHOOL DAYS</p>	<p>Written notice to District Hearing Officer within 24 hours of suspension - Mailing or delivery must be documented by signature of parent(s), guardian(s), or adult student or the certified receipt from post office.</p>

L. Grievances/Hearings/Appeals

1. Grievances - Discipline/Short-Term Suspension

- a. Any adult student or student and parent, or guardian who disagrees with the imposition of discipline or a short-term suspension has the right to an informal conference with the building principal or designee for the purpose of resolving the disagreement. Telephone conversations do not meet this requirement. The District employee whose disciplinary action is being grieved shall be notified of the initiation of a grievance as soon as reasonably possible.
- b. During the informal conference, the student, parent(s) or guardian(s) are subject to questioning by the principal or designee and are entitled to question school personnel involved in the matter being grieved. The grounds and scope of the grievance shall be fully explained to the students, parent(s) and/or guardian(s). The scope of the grievance will be confined to the imposition of discipline or short-term suspension.
- c. Subsequent to the informal conference, the student, parent(s) or guardian(s), upon three (3) school business days' prior notice, shall have the right to present a written and/or oral grievance to the District Hearing Officer.
- d. If the grievance is not resolved, the student, parent(s) or guardian(s), upon three (3) school business days' prior notice, shall have the right to present a written and/or oral grievance to the Board of Directors during the Board's next regular meeting. The Board of Directors may establish and utilize such procedures as it deems appropriate for the purpose of hearing the grievance.
- e. The Board of Directors shall notify the student and the student's parent(s) or guardian(s) of its response to the grievance within ten (10) school business days after the date of the meeting.
- f. The discipline/short-term suspension shall continue notwithstanding the implementation of the grievance procedure, unless the principal or his/her designee elects to postpone the corrective action.
- g. Students who participate in co-curricular activities will also be subject to the co-curricular code.

2. Hearings - Long-Term Suspension and Expulsion

- a. The student and his/her parent(s) or guardian(s) shall reply to the notice of opportunity for a hearing and request a hearing within three (3) school business days after the date of receipt of notice. A request for a hearing shall be provided to the District Hearing Officer or superintendent. *A request for a hearing shall be in writing.*
- b. If a request for a hearing is received within the required three (3) school business days, the District shall schedule a hearing to commence within three (3) school

- business days after the date upon which the request for a hearing was received. The hearing may be scheduled after three school days subject to approval by all parties.
- c. At the hearing, the student and his/her parent(s) or guardian(s) have the right to:
 - 1) Inspect, in advance of the hearing, any documentary and other physical evidence that the District intends to introduce at the hearing;
 - 2) Be represented by legal counsel;
 - 3) Question and confront witnesses within the guidelines specified by Washington Administrative Code 392-400-270;
 - 4) Present his/her explanation of the alleged misconduct; and
 - 5) Make such relevant showings by way of witnesses and the introduction of documentary and other physical evidence as he/she desires.
 - d. The designee(s) of the District assigned to present the District's case shall have the right to inspect, in advance of the hearing, any documentary and other physical evidence that the student and his/her parent(s) or guardian(s) intend to introduce at the hearing.
 - e. The person(s) hearing the case shall not be witnesses and the guilt or innocence of the student shall be determined solely on the basis of the evidence presented at the hearing.
 - f. Either a tape-recorded or verbatim record of the hearing shall be made at the option of the District.
 - g. A written decision setting forth the findings of fact, conclusions, and the nature and duration of the long-term suspension, expulsion, or lesser form of corrective action or punishment to be imposed, if any, shall be provided to the student's legal counsel, or if none, to the student and his/her parent(s) or guardian(s).
3. Hearing - Emergency Expulsion
- a. The student and his/her parent(s) or guardian(s) shall reply to the notice of opportunity for a hearing and request a hearing within ten (10) school business days after the date of receipt of notice. A request for a hearing shall be provided to the District employee specified in the notice of opportunity for a hearing or to his/her office. *A request for a hearing must be made in writing.*
 - b. If a request for a hearing is received within the required ten (10) school business days, the District shall immediately schedule and give notice of a hearing to commence as soon as reasonably possible, and in no case later than the third school business day after the receipt of the request for a hearing.

- c. The hearing process for emergency expulsion shall be the same as that provided for long-term suspension or expulsion.
 - d. Within one (1) school business day after the date upon which the hearing concludes, a decision as to whether or not the emergency expulsion shall be continued shall be given.
 - 1) The student's legal counsel or, if none, the student and his/her parent(s) or guardian(s) shall be notified by certified letter.
 - 2) The decision shall give the findings of fact, the conclusions (including a conclusion as to whether or not the emergency situation giving rise to the emergency expulsion continues), and whether or not the emergency expulsion shall be continued or a lesser form of corrective action or punishment is to be imposed.
 - e. An emergency expulsion may be continued following the hearing on the basis that the emergency situation continues and/or as corrective action for the conduct giving rise to the emergency expulsion in the first instance.
4. Appeals - Long-Term Suspension, Expulsion, and Emergency Expulsion
- a. The student and his or her parent(s) or guardian(s) shall have the right to appeal the decision of the hearing officer to the Board of Directors.
 - b. Notice indicating that the student or his or her parent(s) or guardian(s) desire to appeal the decision shall be provided to either the District hearing officer or the District Superintendent within three (3) school business days after the date of receipt of the decision.
 - c. The notice of appeal must be made in writing.
 - d. If a timely appeal is taken to the Board of Directors the suspension or expulsion may be imposed during the appeal period subject to the following conditions and limitations:
 1. A long-term suspension or nonemergency expulsion may be imposed during the appeal period for no more than ten (10) consecutive school days or until the appeal is decided, whichever is the shortest period; and,
 2. Any days that a student is temporarily suspended or expelled before the appeal is decided shall be applied to the term of the student's suspension or expulsion and shall not limit or extend the term of the student's suspension or expulsion.
 3. An emergency expulsion shall not be interrupted or stayed pending the appeal process if the hearing officer's decision includes a conclusion that the student continues to pose an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption to the educational process of the student's school.

- e. If an appeal is not taken to the Board of Directors within the required three (3) school business day period, the suspension or expulsion decided upon may be imposed as of the calendar day following expiration of the three (3) school business day period.
- f. If a written notice of appeal to the Board of Directors is received within the required three (3) school business days, the Board of Directors shall schedule and hold an informal conference to review the matter within ten (10) school business days after the date of receipt of such appeal notice.
 1. The purpose of the meeting shall be to meet and confer with the parties in order to decide upon the most appropriate means of disposing of the appeal as provided for in this section.
 2. At that time, the student or the student's parent(s), guardian(s), or legal counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the board deems reasonable.
 3. The Board of Directors shall agree to one of the following procedures prior to adjournment or recess:
 - a) Study the hearing record or other material submitted and render its decision within ten (10) school business days after the informal conference; or
 - b) Schedule and hold a meeting to hear further arguments based on the record before the Board of Directors and render its decision within fifteen (15) school business days after date of the informal conference;
 - c) Schedule and hold a meeting within ten (10) school business days after the date of the informal conference for the purpose of hearing the case de novo.
 4. In the event the Board of Directors elects to hear the appeal de novo, the following rights and procedures shall govern the proceedings:
 - a) Appeals to the Board of Director of disciplinary decisions should be closed meetings.
 - b) The student and his or her parent(s) or guardian(s) shall have the right to:
 - (1) Inspect, in advance of the hearing, any documentary and other physical evidence that the school district intends to introduce at the hearing;
 - (2) Be represented by legal counsel;
 - (3) Question and confront the witnesses;
 - (4) Present his/her explanation of the alleged misconduct; and

- (5) Make such relevant showings by way of witnesses and the introduction of documentary and other physical evidence as he/she desires.
 - c) The designee(s) of the District assigned to present the District's case shall have the right to inspect, in advance of the hearing, any documentary and other physical evidence that the student and his or her parent(s) or guardian(s) intend to introduce at the hearing.
 - d) Either a tape-recorded or a verbatim record of the hearing shall be made at the option of the school district.
5. Board of Directors Decision:

Any decision by the Board of Directors to impose or affirm, reverse, or modify the imposition of discipline, suspension, or expulsion upon a student shall be made:

- f) Only by those Board members who have heard or read the evidence.
- g) Only by those Board members who have not acted as a witness in the matter.
- h) Only at a meeting at which a quorum of the Board is present and by a majority vote.
- i) An appeal from any decision of the Board of Directors to impose or to affirm the imposition of a long-term suspension or an expulsion shall be to the courts. Whether or not the decision of the Board of Directors shall be postponed pending appeal to Superior Court shall be discretionary with the Board of Directors, except as otherwise ordered by a court.

M. OVERVIEW OF GRIEVANCE/HEARING/APPEAL INFORMATION

<i>Type of Discipline</i>	<i>Grievance/ Hearing/ Appeal</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Manner of Informing the District that an Appeal or Grievance is Desired</i>	<i>Timeline</i>	<i>Manner of Informing the District that an Appeal or Grievance is Desired</i>	<i>Timeline</i>
Discipline	Grievance	School Principal School Employee Adult Student or Student and his/her Parent(s)/ Guardian(s)	As soon as possible	Letter of grievance to the District Hearing Officer	Two days	Letter and/or oral grievance to the Board of Directors	Ten days
Short-Term Suspension	Grievance	School Principal School Employee Adult Student or Student and his/her Parent(s)/ Guardian(s)	As soon as possible	Letter of grievance to the District Hearing Officer	Two days	Letter and/or oral grievance to the Board of Directors	Ten days
Long-Term Suspension	Hearing	Hearing Officer Adult Student or Student and his/her Parent(s)/ Guardian(s)	Three days	Written Appeal to the District Hearing Officer	Three days	Appeal to the Board of Directors	Ten days
Expulsion	Hearing	Hearing Officer Adult Student or Student and his/her Parent(s)/ Guardian(s)	Ten days	Written Appeal to the District Hearing Officer	Three days	Appeal to the Board of Directors	Ten days
Emergency Expulsion	Hearing	Hearing Officer Adult Student or Student and his/her Parent(s)/ Guardian(s)	Ten days	Oral or Written Appeal to the District Hearing Officer	Three days	Appeal to the Board of Directors	Ten days

N. Violations of the Law

A student committing an offense of assault, kidnapping, unlawful imprisonment, custodial interference, harassment, arson, reckless burning, malicious mischief, rape, molestation, or sexual misconduct directed at a teacher shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.

If the offenses are directed toward another student, the student shall be removed from the classroom of the victim for the duration of the student's attendance at the school or any other school where the victim is enrolled.

This section is not intended in anyway to limit the authority of the principal or designee under existing law and rules to expel or suspend a student for misconduct or criminal behavior.

II. Searches of Students, Their Property and School Lockers

A. General

A student, a student's personal possessions, and a student's locker are subject to search by District staff if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal or designee prior to initiating a search, except in emergency situations.

B. Establishing Reasonable Grounds

The following review of the basis for the search should occur before conducting a search:

1. Identify:
 - a) The student's suspicious conduct, behavior, or activity;
 - b) The source of the information; and
 - c) The reliability of the source of such information.
2. If the suspicion could be confirmed, would such conduct, behavior, or activity be a violation of the law, or District or school rules?
3. Is the student likely to possess or have concealed any item, material or substance which is prohibited or would be evidence of a violation of the law or District or school rule?

C. Conducting the Search

The principal or principal's designee shall begin by asking that the student consent to the search by removing items from pockets or other personal effects. If the student refuses to consent to the search, school officials may proceed to search the student and the student's personal belongings as follows:

1. Any search of a student or the student's possessions conducted by the principal or principal's designee must be reasonably related to the discovery of evidence of a student's violation of the law or District or school rules.
2. The principal or principal's designee shall conduct searches in a manner that is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. No student shall be subject to a strip search or body cavity search by school officials.
3. The principal or principal's designee shall determine in his/her discretion if a student's parent or guardian should be contacted prior to conducting a search. If not previously notified, a student's parent or guardian shall be contacted following a search.

D. Locker Searches

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the school District. No right or expectation of privacy exists for any student as to the use of any locker issued or assigned to a student by the school.

No student may use a locker, desk, or storage area as a depository for any substance or object which is prohibited by law, school rules, or District rules or which poses a threat to the health, safety, or welfare of the occupants of the school building or the building itself.

Any student's locker, desk, or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or District or school rules.

All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the District official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law, District rules, or school rules, the container may be searched.

III. Computer Trespass, Tampering and Misuse

Students shall not violate the Aberdeen School District's Acceptable Use Procedures. Successful operation of the district network requires all users to conduct themselves in a responsible, decent, ethical, and polite manner. The user is ultimately responsible for his/her actions in accessing network services. Improper use of a school or school district computer, computer system, or database includes, but is not limited to, the following:

- Attempts to defeat content filters
- "Hacking tools" Running ".exe" files not approved by the district
- Running ".exe" files not approved by the district
- Installing keylogger programs on a computer or the computer network
- Physically altering or damaging a computer or altering the operation of the network
- Use for personal gain
- Downloading, installing or using games, audio files, and video files, including shareware and freeware, without permission from a site administrator
- Cyber bullying, hate mail, defamation, harassment of any kind, or discriminatory jokes or remarks
- Posting sending, or storing information that endangers threatens or intimidates others
- Accessing, uploading, downloading, storing or distributing obscene, pornographic, or sexually explicit material
- Attaching unauthorized equipment to the District network; *any such equipment will be confiscated*
- Installing viruses or Trojans
- Seeking to gain unauthorized access to information resources, obtaining copies of or modifying files or other data, or obtaining or communicating passwords belonging to others
- Invading the privacy of individuals or entities (e.g. using someone else's name or account) or misrepresenting other users on the network
- Encrypting files or network communications or altering or deleting log files so as to avoid security reviews

The Aberdeen School District has the right to take disciplinary action, remove computer and networking privileges, and/or take legal action for any unacceptable activity that is potentially detrimental to the network or for unethical behavior. The chart below is a guideline for sanctions to be applied for computer or computer network violations.

Offense	High School	Middle School	Elementary
1 st	Short-term suspension 5 days, loss of network use for 3 weeks.	Short-term suspension 5 days, loss of network use for 1-3 weeks	Loss of network use for 1-3 weeks
2 nd	Long-term suspension of 11-15 school days, loss of network use for 3-6 weeks.	Short-term suspension, 5-10 days, loss of network use for 3-6 weeks	Short-term suspension of 3-5 days, loss of network use for 1-3 weeks.
3 rd	Long-term suspension for the duration of the school year.	Long-term suspension of 11-15 school days, loss of network use for duration of the school year.	As above

IV. Corrective Action – Illegal Drugs/Alcohol/Tobacco

A. Definitions

1. **Illegal Substance:** Any drug, alcohol, controlled or mood altering substance, inhalant, or medication which is not prescribed for the student's use by a licensed practitioner according to the district's medication policy.
2. **Drug Paraphernalia:** Any item, implement, object, or material employed in the use possession, transport, or sale of any controlled or mood-altering substance as defined by law and District policy.
3. **School Property:** Any school site, facility, building, vehicle, conveyance, or accommodation that is owned, leased, rented, or borrowed in connection with any District activity, event, or function. This includes any location or property over which the District exercises authority or control and specifically includes facilities, activities, or events at which District students are performers, competitors, or spectators, and any location, public or private, in which District students are attending as representatives of the District.

B. Conditions and Limitations

1. General

- a. A violation exists when a District student, while on school property, or in reasonable proximity to, or at school-sponsored activities or events:
 - 1) Illegally uses, possesses, sells, or is under the influence of drugs, alcohol, or any controlled or mood altering substances;
 - 2) Illegally uses, possesses, sells, delivers, or is under the influence of medication which is not prescribed for his or her use by a licensed doctor;
 - 3) Possesses any illegal substance (including tobacco), its container, or drug paraphernalia on his/her person, in his/her locker, vehicle, or other property under the student's control;
 - 4) Attempts to sell, or give to another person, any illegal substance, tobacco, or drug paraphernalia;
 - 5) Attempts to possess, or attempts to persuade another student to possess, use or seek out a source of purchase of any illegal substance, tobacco, or drug paraphernalia.
- b. Conduct at Off-Campus, School-Sponsored Events:

Students are subject to the policies governing the use/abuse of alcohol, drugs, tobacco, controlled or mood altering substance while in attendance at, or participating in off-campus, evening, and weekend school-sponsored events.

c. Investigation:

In any case where a District employee has reasonable suspicion that a violation has occurred, the school administrator and/or other appropriate authority will be involved in consultative and investigative roles.

2. Implementation Procedures:

- a. The principal or his/her designee will determine to the best of his/her ability if a student is, or is believed to be, in violation of the rules pertaining to illegal substances.
- b. The principal will take the following action:
 - 1) Remove the student from further contact with other students and place him/her under the continuous supervision of a responsible adult staff member;
 - 2) Notify the parents/guardians prior to providing the required written notice and request that they provide necessary medical attention for the student. If the parent is not available, or staff feels that it is advisable, appropriate medical procedures will be followed;
 - 3) Follow the procedures as outlined for disciplinary sanctions as appropriate;
 - 4) Report the violation to the appropriate law enforcement agencies as appropriate.

3. Grades K-8 Recommended Guideline for Sanctions - Illegal Drugs/Alcohol

- a. The following actions are often appropriately imposed for possession, use, or being under the influence of illegal substances, or inhalants, or for possession of drug paraphernalia.
 - 1) First Offense
 - a) Immediate ten (10) day suspension reduced to five (5) day suspension if student completes a drug/alcohol assessment by an approved community agency at the student's expense;
 - b) Referral to law enforcement agency by the administrator.
 - 2) Second Offense
 - a) Immediate fifteen (15) day suspension reduced to five (5) day suspension if student completes a drug/alcohol assessment by an approved community

- agency, at the student's expense, and *complies* with the recommendations of the assessment;
- b) Referral to law enforcement agency by the administrator.
- 3) Third Offense
- a) Expulsion from the Aberdeen School District;
 - b) Referral to law enforcement agency by the administrator.
- b. The following actions are often appropriately imposed for the sale or delivery of illegal substances or paraphernalia:
- 1) When appropriate, emergency expulsion;
 - 2) Suspension or expulsion;
 - 3) Referral to law enforcement agency by administrator.
4. Grades 9 - 12 Recommended Guidelines for Sanctions - Illegal Drugs/Alcohol
- a. The following actions are often appropriately imposed for possession, use, or being under the influence of illegal substances, or inhalants, or for possession of drug paraphernalia.
- 1) First Offense
 - a) Immediate long-term suspension reduced to five (5) day suspension if student completes a drug/alcohol assessment by an approved community agency, at the student's expense, and *complies* with the recommendations of the assessment;
 - b) Referral to law enforcement agency by the administrator.
 - 2) Second Offense
 - a) Suspension of no less than 15 school days or expulsion;
 - b) Referral to law enforcement agency by the administrator.
- b. The following actions are often appropriately imposed for the sale or delivery of illegal substances or paraphernalia:
- 1) When appropriate, emergency expulsion;
 - 2) Suspension or expulsion;
 - 3) Referral to law enforcement agency by administrator.

5. Recommended Guidelines for Sanctions - Tobacco

- a. The following actions are often appropriately imposed for possession or use of tobacco:
 - 1) First and Second Offenses
 - a) Successful completion of tobacco cessation class or five (5) day suspension. The suspension may be held in abeyance until the student shows evidence of registering for the next available smoking cessation class at the student's expense. A list of community agencies that provide smoking cessation classes should be provided with the suspension letter. If the student does not attend the class, a five (5) day suspension may commence starting on the first school day following the scheduled class;
 - b) Referral to law enforcement agency by the administrator.
 - 2) Third and Subsequent Offenses
 - a) Follow sanctions guidelines for "Cumulative Violations";
 - b) Referral to law enforcement agency by the administrator.

V. Specific Student Offenses

A. Cheating and Plagiarism

4. Cheating, plagiarizing, or turning in another person's papers, projects, electronic-generated products as one's own work or enabling misrepresentation to occur is a violation of the Aberdeen School District rules.
5. The inappropriate use of electronic devices to give/obtain answers or to promote or aid in cheating and/or plagiarism or other forms of dishonesty is prohibited.

B. Gambling

1. Gambling (playing cards, dice or games of chance) for money or other things of value is prohibited.

C. Dangerous or Disruptive Items

1. The possession, use, trade or distribution of any item that is capable of inflicting serious bodily harm or causing disruption is strictly prohibited. Examples include, but are not limited to, the following: toys, tools, lighters, laser pointers, firecrackers, handcuffs, shock pens and matches. Also prohibited are any items that the District or building administrator has identified in writing as being prohibited on school district property.

D. Gang Behavior and/or Affiliation

2. Students are prohibited from displaying gang membership or affiliation implied through behavior, apparel, activities, acts or other attributes that lead or reasonably could lead to disrupting the educational process.
3. “Gang” means a group, organization or association that consists of three or more persons, has identifiable leadership, and on an ongoing basis conspires and acts in conduct mainly for criminal or disruptive purposes.
4. Students are prohibited from exhibiting behaviors or gestures that symbolize gang membership or planning, organizing, financing, soliciting or threatening the commission of acts that are in violation of laws or district rules. Further, students are prohibited from causing and/or participating in activities that intimidate, cause harassment or affect the attendance of another student.

VI. Corrective Action – Special Education Students

A. Overview of Corrective Actions

A student eligible for special education may be disciplined consistent with the rules that apply to all students. The District shall determine on a case-by-case basis whether discipline that is permitted under Chapter 392-400 WAC and this procedure should be imposed. At the same time, however, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the District's failure to implement their IEP.

A student who has not yet been officially designated as being eligible for special education may nonetheless assert the protections of a student eligible for special education if the District had knowledge that the student was eligible for special education before the behavior that precipitated disciplinary action occurred. The District is deemed to have had knowledge if:

5. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to District supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
6. The parent requested that the student be evaluated for special education services; or
7. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

B. Emergency Removal and Short-Term Suspension

The procedures for emergency removal from a classroom and short-term suspension are generally the same for students eligible for special education as they are for all students. No additional procedures need to be followed unless the action taken, when added to any previous removals or suspensions exceeds ten (10) days total for the year. If the ten (10)

day limit will be is exceeded, follow the procedures found in Administrative Procedure 2161P.

C. Long-Term Suspension/Expulsion

The imposition of a long-term suspension or expulsion of a student eligible for special education would constitute a change of placement and an IEP Team meeting must be held and the IEP Team should follow the procedures found in Administrative Procedure 2161P.

D. Emergency Expulsion

If the behavior of a student eligible for special education is such that his/her presence creates an immediate or continuing danger to the student, other students, or school personnel, or an immediate and continuing threat of substantial disruption of the educational process, the student may be sent home for periods not to exceed ten (10) consecutive school days. If a student is sent home for more than ten (10) consecutive school days, this action would constitute a change in placement and require the convening of the IEP team, which would follow the procedures in Administrative Procedure 2161P. When a student eligible for special education-emergency expelled, the Special Education Department must be notified within twenty-four (24) hours.

E. IEP Discipline Plans

Within the IEP development process, a plan may be agreed upon for the discipline of a specific behavior in order to reach behavioral goals. The “Student Rights and Responsibilities Rules” found in the student handbooks of each school are not to be invoked when the action being taken is called for by the behavioral plan in the IEP.

F. Corrective Action for Students with 504 Plans

Corrective action for students with 504 plans (individualized education plans pursuant to Section 504 of the 1973 Rehabilitation Act) should follow the same basic procedures outlined for students eligible for special education. Although Section 504 does not require the provision of an alternative education setting during disciplinary action, it does require review by the 504 team of the plan and determination as to its appropriateness.

G. Special Education – Corrective Action Checklist

CHECKLIST	COMMENTS
4. Does this student have an IEP, or has the student been referred or considered for a Special Education evaluation, or is the student suspected of needing special education services? If the answer is no, regular discipline procedures apply and you need go no further with this list.	
2. What is the student's qualifying disability?	

3. What is the behavior for which disciplinary action is being considered?	
4. Are behavioral goals and objectives listed in the student's IEP?	
5. Is the behavior an immediate and continuing danger to the student, other students, or personnel, or does it constitute an immediate and continuing threat of substantial disruption of the educational process? If the answer is yes, refer to the Emergency Expulsion section.	
6. If the misconduct warrants a short-term suspension or lesser discipline, has the special education teacher and the principal/designee determined that the misconduct is not related to, or an element of, the student's qualifying disability? If the answer is yes, short-term suspension or lesser discipline may be imposed.	
8. If the misconduct will result in the student having been removed for more than 10 days in the school year has the principal/designee called an IEP team meeting.	
8. Has the IEP team determined the following: <ul style="list-style-type: none"> a. Is the student's behavior a manifestation of, or related to, the student's qualifying disability? b. Does the student's behavior indicate the need for a change of placement? c. Does the student's behavior indicate the need for a change of reassessment? d. Would the disciplinary sanction deny the student a free and appropriate education? 	
9. If the IEP team determines that the student's behavior is related to the qualifying disability or suggests the need for a reassessment or change in placement, has the IEP team determined the need for: <ul style="list-style-type: none"> a. Revising the IEP; b. Changing the student's placement; or c. Re-evaluating the student. 	
10. Have the parents been sent a written statement with the results of the IEP team meeting?	
11. Have all procedures been documented and recorded for possible use at a later time?	
12. Are there other considerations?	

H. SPECIAL EDUCATION CORRECTIVE ACTIONS SUMMARY

Sanction	Steps to Follow	Special Considerations
Short-Term Suspension	1. May be imposed unless the action taken exceeds ten (10) days total, in which case follow the steps for long-term suspension.	Letter home - Suspension letter in primary language when feasible. Copy to student, parent, file, primary teacher, District Hearing Officer
Long-Term Suspension/ Expulsion	1. Follow Administrative Procedure 2161P	Certified Letter home - Long-term Suspension or Expulsion letters Copy to student, parent, file, primary teacher, District Hearing Officer. Include: MDT Form and Calendar of School Days.
Emergency Expulsion	3. Determine if the behavior is an immediate danger to the student, other students, school personnel or an immediate threat of substantial disruption of the educational process. 4. Call the Director of Special Education to notify her or him of the Emergency Expulsion. 5. Follow Administrative Procedure 2161P.	Certified Letter home - Emergency Expulsion letter Copy to student, parent, file, primary teacher, District Hearing Officer. Include: MDT Form and Calendar of School Days.

VII. District Dress Code

A. General Attire Guidelines

Students' choices in matters of dress should be made in consultation with their parents. Student dress shall be regulated when, in the judgment of school administrators, there is reasonable belief that:

1. The student's dress or appearance presents a health or safety hazard;
2. The student's dress or appearance will cause damage to school property; or
3. The student's dress or appearance will cause a material and substantial disruption of the educational process.

For the purpose of this procedure, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes, but is not limited to, the use of attire that has references to sex, drugs, alcohol, violence, racism, sexism, tobacco, or the use of profanity.

B. Recommended Guidelines for Sanctions

The following sanctions are often appropriately imposed for violations of the District's dress code:

1. First Offense
The student will be asked to change clothes (get clothes from home, change into other clothes they might have at school that are appropriate, turn their shirt inside-out, etc.).
2. Subsequent Offense(s)
Follow sanctions for "Defiance of School Authority" or "Willful Disobedience."

VIII. Transportation Rules and Sanctions

A. Transportation Rules

1. The bus driver is in full charge of the bus and students.
2. Students crossing roads must do so under the direction of the bus driver and cross only in front of the bus.
3. Students must observe classroom conduct, be courteous, and not use profanity; or engage in teasing, name calling, or physical abuse.
4. Students must keep the bus clean, and may not eat or chew gum on the bus.
5. Students must remain seated at all times, keeping their head, hands and feet inside the bus.
6. Students are not allowed to take pets, animals or hazardous objects on the bus.

B. Transportation Sanctions

The following sanctions are often appropriately imposed for violations of the District's transportation rules:

1. Verbal Warning
The bus driver reviews behavior expectations with the student and identifies the bus rule that has been violated.
2. First Written Offense
The bus driver assigns the student to a specific seat for one (1) week when appropriate and writes the first discipline report. The school official contacts parents by phone or mail.
3. Second Written Offense
The bus driver writes the second discipline report; the student is denied riding privileges for *three* (3) days; a conference is held with the parent(s) or guardian(s), as needed (attended by the principal or designee, transportation supervisor, etc.)
4. Third Written Offense
The bus driver writes the third discipline report; the student is denied riding privileges for a period of time ranging from five (5) days to the remainder of the semester.

When disciplinary action has been taken, the principal will fax the completed conduct report to the Transportation Department immediately. In the case of a suspension, the Transportation Department must be notified on the day of the suspension.

Administrators, the Transportation Supervisor, and the District Hearing Officer may modify or grant exceptions to these sanctions in cases involving extenuating or exceptional circumstances, after considering the background of the individual student, or after considering the nature and circumstances of the violation.

C. Grievances and Appeals

Grievances concerning transportation sanctions may be made to the Transportation Manager. The manager will arrange an informal meeting in a timely manner between the parent(s) or guardian(s), the bus driver, the principal, and the student to resolve the grievance. Parent(s) or guardian(s) may appeal the findings of this meeting to the Business and Operations Director.

Approved: March 1, 2011

Thomas A. Opstad, Ed.D.
Superintendent of Schools

Date

ABERDEEN SCHOOL DISTRICT NO. 5
Resolution 2021-08

A Resolution Requesting 180-Day Waiver for Harbor Junior-Senior High School

WHEREAS, the Aberdeen School District is committed to the ongoing improvement of student learning;

WHEREAS, Harbor Junior-Senior High School wishes to schedule parent conferences at the same time as Aberdeen High School and Miller Junior High School;

WHEREAS, Aberdeen High School and Miller Junior High School currently operate under a waiver that reduces the number of early release days in the calendar to better meet the instructional goals of the district;

WHEREAS, moving from 10 early release days to six (6) full instructional days and four (4) full conference days will improve instructional time for many students;

WHEREAS, the student contact hours and programs in our CTE and Skills Center have been less impacted with fewer early release days;

WHEREAS, the District will continue to meet the annual instructional hours required for the Basic Education Compliance Report; and;

WHEREAS, the District has recognized the importance of communicating with parents and guardians in order to continually be engaged in the conversation of goal-setting, career opportunities, post high school options and the monitoring of student achievement;

THEREFORE, BE IT RESOLVED, that the Aberdeen School District Board of Directors requests that the Office of Superintendent of Public Instruction waive the 180-Day requirement for Harbor Junior-Senior High School for four (4) days of parent-teacher-student conferences during the 2021-2022 school year.

ADOPTED this 7th Day of September, 2021, at a regular open public meeting of the Board of Directors.

ABERDEEN SCHOOL DISTRICT NO. 5,
GRAYS HARBOR COUNTY, WASHINGTON

Sandra Bielski, President

Dr. William Dyer, Vice President

Jennifer Durney, Director

ATTEST:

Jessica Jurasin, Director

Alicia Henderson, Secretary

Suzy Ritter, Director

EXCUSED AND UNEXCUSED ABSENCES

Definition of absence from in-person learning

WAC 392-401-015A states the definition of an absence:

1. A student is absent when they are:
 - a. Not physically present on school grounds; and
 - b. Not participating in the following activities at an approved location:
 - Instruction;
 - Any instruction-related activity; or
 - Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

Definition of absence from remote learning

1. A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day. Evidence of student participation in remote learning may include, but is not limited to:
 - a. Daily logins to learning management systems;
 - b. Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or
 - c. Evidence of participation in a task or assignment.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may appropriately be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a

student's excused absences. The following principles shall govern the development and administration of attendance procedures within the district:

Valid excuses for absences

1. Illness, health condition or medical appointment, (including, but not limited to, medical, counseling, dental or optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency of mental health) for the student or person for whom the student is legally responsible;
2. Family emergency, including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding or serving on a jury;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status, and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal (or designee) and parent, guardian, or emancipated youth.
13. Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
14. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
15. Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
16. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
17. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and

18. Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student; or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or 10 or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the

- period of time when the student is absent.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
 4. A conference with the parent or guardian shall be held after three unexcused absences within any month during the current school year. A conference shall be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the parent shall be notified of the steps the district has decided to take to eliminate or reduce the student's absences.
 5. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:
 - a. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment
 - These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
 - For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.
 6. Not later than the student's ~~fifth~~ seventh unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a ~~community truancy~~ community engagement board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.
 7. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student, or parent and student no later than the seventh unexcused absence within any month during the

current school year ~~or upon the tenth~~ and not later than the 15th unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures shall be disseminated broadly and made available to parents and students annually.

Unexcused absences from remote learning.

Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
 - b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
 - c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.
4. A student shall be considered absent if they are on school grounds but not in their assigned setting.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Tiered response system for student absences

WAC 392-401A-045 states:

1. School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Tiered response systems under this section must include:
 - a. Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
 - b. A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
 - c. Daily notification of absences to parents;
 - d. A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
 - e. Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
 - f. When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student’s caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student’s unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student’s management of their school work.

Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student’s educational progress.

Cross References:	Board Policy	3120 3230 3200 4218	Enrollment Student Privacy Student Rights & Responsibilities Language Access Plan
Legal References:	RCW	13.34.300	Relevance of failure to cause juvenile to attend school to

	28A.225	neglect petition Compulsory School Attendance
WAC	392-400-235	Discipline--Conditions and limitations
	392-400-260	Long-term suspension— Conditions and limitations
	392-401A	Statewide definition of absence for the 2020-21 school year.

Adoption Date: 10/02/95
Revised: 05/07/96; 08/05/97; 11/15/00; 04/23/13; 02/04/20; 09/15/20

INTERDISTRICT COOPERATIVE AGREEMENT

Regarding Operation of the Western Area Educational Cooperative for Twin Harbors, A Branch Campus of New Market Skills Center

THIS AGREEMENT is made and entered into this 31st day of August, 2021 by and between Tumwater School District No. 33, the Host District for New Market Skills Center and Aberdeen School District No. 5, the Host District for the Western Area Educational Cooperative for Twin Harbors (herein after referred to as Twin Harbors), a branch campus of New Market Skills Center.

SECTION 1: BACKGROUND

The 2007 Washington State Legislature through passage of 2SSB 5790 authorized skills centers to conduct feasibility studies to explore opportunities to provide students in rural and remote areas with access to skill center programming through satellite programs and branch campuses. In 2008, New Market Skills Center completed and submitted a feasibility study to the Office of Superintendent of Public Instruction which determined that development of a skill center branch providing access to identified selected high-demand occupations was a viable career and college preparation opportunity for students in Grays Harbor County.

SECTION 2: PURPOSE OF THE AGREEMENT

The purpose of this agreement is to establish the conditions for the creation of a branch campus of New Market Skills Center to be operated by the Western Area Educational Cooperative for Twin Harbors (Twin Harbors) in accordance with the Office of Superintendent Public Instruction's (hereinafter known as OSPI) WAC 392-600-010-8 (Skills Center Definitions).

SECTION 3: DURATION OF AGREEMENT

This agreement will be renewed from year to year for a period of not less than ten (10) years beginning with the operation of Twin Harbors in June 2010 subject to the provisions for withdrawal outlined in WAC 392-600-120 and contained herein. This agreement, annual renewal and revisions to this agreement shall be submitted to the OSPI's Department of Career and Technical Education (CTE).

SECTION 4: MUTUAL AGREEMENTS

The Tumwater School District, Aberdeen School District, and New Market Skills Center mutually agree to the following terms and conditions:

- A. Aberdeen School District #5 will establish Twin Harbors in accordance with Chapter 392-600 WAC.
- B. Aberdeen School District #5 will serve as the host district for Twin Harbors.
- C. As the host district, the Aberdeen School District will provide the site and facility for Twin Harbors, and will serve as the fiscal agent for all revenues and expenditures of Twin Harbors.
- D. Aberdeen School District will provide fiscal an operational management, including staffing and collection of student apportionment for Twin Harbors.

- E. All students served by Twin Harbors must meet the definition of a K-12 student. Twin Harbors will predominately serve high school juniors and seniors, and students who have not earned their high school diploma and have not reached the age of 21.
- F. Students from districts not participating in the Twin Harbors cooperative may be considered for enrollment on a space available basis. These may include students from school districts outside the Twin Harbors cooperative, private school students, home-schooled students, students who have completed or are currently enrolled in a GED program and out-of state students.
- G. School districts participating in the Twin Harbors cooperative shall be responsible for providing services directly to Twin Harbors. These shall include, but are not limited to:
 - 1) Transportation;
 - 2) Special education;
 - 3) Other noncore skill center needs of the student.
- H. Twin Harbors programs eligible for consideration and approval by OSPI shall be:
 - 1) Voluntary student enrollment;
 - 2) Tuition-free;
 - 3) Necessary for the express purpose of:
 - i. Providing educational programs not otherwise available;
 - ii. Avoiding unnecessary duplications of specialized or unusually expensive programs and facilities.
- I. All programs considered for offering by Twin Harbors will be reviewed and approved by the Twin Harbors and New Market Skills Center Administrative Councils prior to submission for approval by OSPI's Department of Career and Technical Education.
- J. Twin Harbors will remain a branch campus of New Market Skills Center until such time that it meets 150 FTE and/or other requirements of WAC 392-600-50. At such time that Twin Harbors meets the state requirement of 150 FTEs, the Twin Harbors Administrative Council may submit a request to OSPI to become a standalone skills center.
- K. Tumwater School District will assess the Aberdeen School District (Twin Harbors Host District) an annual supervision fee equal to one (1) percent of the total FTE state CTE apportionment for students attending Twin Harbors for the school year for costs incurred by the Tumwater School District and New Market Skills Center for provision of technical and administrative assistance, program coordination, and onsite supervision. New Market Skills Center will invoice the Aberdeen School District for the annual supervision fee at the end of each school year for the following:
 - 1) The New Market Skills Center administrator will provide a minimum of one (1) onsite visit per month to Twin Harbors to provide technical assistance to the Twin Harbor director/principal.
 - 2) Technical assistance will include, but is not limited to, branch campus administration and financing, OSPI reporting requirements, program management, curriculum development, and instructional delivery.

SECTION 5: ADMINISTRATIVE OVERSIGHT OF TWIN HARBORS

- A. Twin Harbors shall be responsible for forming an Administrative Council comprised of the Superintendents, or their designees, of the participating districts for Twin Harbors. An additional voting member shall be the President of Grays Harbor College or his/her

- designee in the event a program(s) resides on the college campus, and the Director of New Market Skills Center as a non-voting member.
- B. The Superintendent of Aberdeen School District, the host district for Twin Harbors, shall preside over all meetings of the council.
 - C. Duties of the Administrative Council as described in WAC 392-600-030 shall include:
 - 1) Establishing policies and procedures.
 - 2) Responsibility for equipment acquisition, equipment replacement, facility maintenance, and ongoing operation of the Twin Harbors to meet current industry and educational standards.
 - 3) Offering programs that are approved by the OSPI for career and technical education enhancement as defined in WAC 392-121-138 or provide basic support to students enrolled in Twin Harbors programs; Programs that are approved by OSPI for vocational enhancement shall provide a minimum of five hundred forty hours of instruction per year;
 - 4) Providing Twin Harbors programs that are less than the equivalent of three consecutive fifty-minute periods if offered as an extension of the student's one whole full-time equivalent-funded school year;
 - 5) Within three years from the date of approval from OSPI for operation of Twin Harbors establish a financial plan, including the operation and capital funds which will contribute to the ongoing site, facility, equipment, and maintenance and operation of the skill center to be reviewed annually;
 - 6) Serve the majority of Twin Harbor student enrollment at its primary campus. If Twin Harbors serves or intends to serve less than a majority of students at its primary campus, the council shall submit a waiver request to the OSPI Department of Career and Technical Education.
 - D. The duties of the council will include receiving recommendations and make decisions regarding budgets, rules and regulations of operations, and other pertinent information from participating districts' staff, citizens, boards of directors, Twin Harbor's staff, the General Advisory Council, and others with concern for the Twin Harbors cooperative and its operations.
 - E. Further, the Twin Harbors Administrative Council will provide the Superintendent of the Aberdeen School District with guidance for management decisions and for issues, which must be presented to the host district Board of Directors. The Aberdeen School District Board of Directors has the final authority on all matters concerning Twin Harbors unless otherwise provided in this agreement.

SECTION 6: RIGHTS AND OBLIGATIONS OF TWIN HARBORS HOST DISTRICT

As host district for Twin Harbors, the Aberdeen School District agrees to the following terms and conditions:

- A. Hiring a director/principal as administrator of Twin Harbors: The Twin Harbors director/principal will report to the Superintendent or his/her designee of the host district;
- B. Hiring of Twin Harbors instructional staff;
- C. Report and claim FTE apportionment pursuant with WAC 392-121-136;
- D. Assume responsibility for verifying and reporting of P-223 and P-223H data directly to OSPI.
- E. Ensure that students enrolled in classes at Twin Harbor and at a participating high school are reported for a **maximum combined 1.6 FTE**. A student's resident high school FTE cannot exceed 1.00 and the student's skills center FTE cannot exceed 1.0 (WAC 392-121-

136). The Aberdeen School District and the student's resident school district shall collaborate to ensure that the student is not reported for more than the allowable FTE.

- F. Assist the Twin Harbors director in forming a General Advisory Council (GAC). The GAC shall:
- 1) Serve the primary function of an advisor to the director of Twin Harbors for the operations of the Twin Harbors;
 - 2) Adopt bylaws, which shall reflect the composition of the GAC;
 - 3) Be responsible for making recommendations concerning program, rules and regulations, and operational procedures as related to Twin Harbors;
 - 4) Receive information and will provide advice on any recommendations received from staff and patrons of the districts in the cooperative as well as from other advisory committees as outlined in their bylaws.
- G. The Aberdeen School District will be responsible for the facilities, furnishings and equipment for any/all Twin Harbors' programs.

SECTION 7: INDEMNIFICATION AND INSURANCE

- A. The Aberdeen School District and Twin Harbors indemnifies and agrees to defend and hold harmless the Tumwater School District and New Market Skills Center, and all of its affiliates, directors, trustees, officers, agents and employees, from and against any and all claims, demands, damages, losses, actions, costs, expenses and liabilities of whatever nature, including, without limitations, all court costs and reasonable attorney's fees, which may arise from the operation and actions of Twin Harbors.
- B. Twin Harbors will procure and maintain in force during the term of this agreement, at its sole cost and expense, insurance to protect it against liability arising from any and all negligent acts or incidents caused by the Twin Harbors faculty members and students. Coverage under such professional and commercial general liability insurance will not be less than \$5,000,000 for each occurrence and \$10,000,000 in the aggregate. Twin Harbors will maintain workers' compensation insurance as required by law for all of its employees. Twin Harbors shall name Tumwater School District and New Market Skills Center as an Additional Insured. A certificate of insurance will be provided to Tumwater School District prior to the beginning of each school year including the Additional Insured Endorsement.

SECTION 8: FINANCING ARRANGEMENTS FOR TWIN HARBORS

- A. The Twin Harbors Administrative Council shall request capital funding for the Twin Harbors facilities construction and/or renovation through the Aberdeen School District and in compliance with RCW 28A.245.030, Revised guidelines for skills center – Satellite and branch campus programs – Capital plan- Studies-Master Plan-Rules.
- B. Should facilities construction or renovation of facilities be necessary, the Twin Harbors Administrative Council will initiate a request through the Aberdeen School District to OSPI School Facilities and Organization, for a capital plan for predesign, design and subsequent capital construction by May 1st of each year.

SECTION 9: DISPUTE RESOLUTION

- A. It is hereby agreed that whenever an issue arises between Tumwater School District, New Market Skills Center and Twin Harbors concerning this agreement, it shall be resolved in accordance with the following procedures:

- 1) The matter will be presented to the Twin Harbors and New Market Skills Center Administrative Councils.
 - 2) If the matter is not resolved, it shall be submitted to the Boards of Directors of the Aberdeen and Tumwater School Districts.
 - 3) If the matter is still not resolved, a committee will be appointed by OSPI and the recommendation of this committee will be binding to all parties. The committee would consist of a representative from each of the parties and a neutral party.
- B. It is hereby agreed that whenever an issue arises between Twin Harbor member districts concerning the operation or program offerings at Twin Harbors, it shall be resolved in accordance with the following procedure:
- 1) The matter will be presented to the Twin Harbors Administrative Council.
 - 2) If the matter is not resolved, it shall be submitted to the Administrative Council of New Market Skills Center who shall advise the Twin Harbors Administrative Council on such matter.
 - 3) If the matter is still not resolved, it shall be submitted to the Board of Directors of the Aberdeen School District.
 - 4) If the matter is still not resolved, a committee will be appointed by OSPI and the recommendation of this committee will be binding to all parties.

SECTION 10: WITHDRAWAL AND DISSOLUTION

It is hereby agreed that Twin Harbors cannot withdraw from this agreement without a minimum of one year's notice to the New Market Skills Center Administrative Council, Tumwater School District and OSPI in accordance with WAC 392-600-010.

SECTION 11: OUTSIDE ASSISTANCE

Twin Harbors may receive assistance from other sources provided no conflict of interest or residual obligations exist.

SECTION 12: ASSIGNMENT/WAIVER/SERVERABILITY

No rights or responsibilities required and authorized by this Agreement can be assigned by any party hereto unless otherwise allowed in this Agreement. No provision of this Agreement, or the right to receive reasonable performance or any act called for by its teams, shall be deemed waived by a breach thereof as to the particular transaction or occurrence.

If any term or condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other terms, conditions, or applications of this Agreement that can be given effect without the invalid term, condition, or application; to this end the terms and conditions of this Agreement are declared severable.


SECTION 13: AMENDMENTS

This agreement may be amended by mutual agreement of all districts party hereto.

SECTION 14: SIGNATURES

By signing below, each party affirms that this Agreement has been approved by his/her Board of Directors or he/she has been given authority by such Board to enter into this Agreement. If this approval is provided through a resolution, a copy of said resolution will be attached hereto.

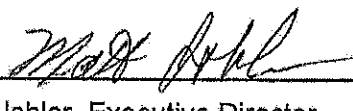
IN WITNESS THEREOF, the parties have hereunto set their hands:

 _____ Date 8/27/21

Sean Dotson, Superintendent
Tumwater School District No. 5
621 Linwood Avenue
Tumwater, WA 98512

_____ Date _____

Alicia Henderson, Ph.D., Superintendent
Aberdeen School District No. 5
216 North G Street
Aberdeen, WA 98520

 _____ Date 8/30/2021

Matt Ishler, Executive Director
New Market Skills Center
7299 New Market Street SW
Tumwater, WA 98501

**CONTRACT FOR PERSONAL SERVICES
BETWEEN
ABERDEEN SCHOOL DISTRICT #5**

(hereinafter referred to as ASD #5)

216 North "G" Street
Aberdeen, WA 98520

Mary Margaret Doherty
(hereinafter referred to as Consultant)

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

I. DUTIES OF CONSULTANT

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

A. The general objectives(s) of this contract shall be as follows:

To assist the Aberdeen School District in compiling data and narrative for evaluation purposes to meet compliance requirements as set forth for the 21st Century Learning Center grant, including the four additional sites approved for the 2021-2022 and 2022-2023 school years

B. In order to accomplish the general objectives(s) of this agreement, Consultant shall perform the following specific duties:

- Attend required evaluator training for Cohort 16.
- Develop an evaluation plan to address the goals and objectives of the grant.
- Establish protocols and develop data collection schedules for data necessary for project evaluation.
- Design surveys and other instruments to gather data from staff, parents, and students.
- Coordinate baseline and follow-up data collection.
- Work with the District Director to ensure that all state and federally required data is collected in accordance to state developed timelines and entered into PPICs.
- Conduct site visits as negotiated with District Director.
- Analyze data supplied including student, parent and teacher surveys, attendance data, local and state assessment data, the required YPQI Implementation Plan and other information to determine progress towards objectives.
- Communicate regularly with the District Director to discuss any issues of concern or revision of the grant evaluation.

- Use information from the state evaluation such as Leading Indicator reports to identify areas that need further local evaluation.
- Provide succinct reports on individual site progress.
- Utilize data and information agreed upon to write the required local evaluation report.

In addition, the following duties will be completed as necessary to meet YPQI requirements:

- Conduct external assessments of 21st Century sites to include onsite observation, scoring and entering data.
- Participate in related webinars and required training.

C. The time schedule for completion of Consultant’s duties shall be as follows:

In accordance with the 21st Century grant timelines for the 2021-2022 grant year.

D. Time is of the essence in connection with Consultant’s performance of the foregoing duties.

II. DUTIES OF ASD #5

In consideration of Consultant’s satisfactory performance of the duties set forth herein, ASD #5 shall compensate and / or reimburse the expenses of Consultant as follows:

A. Consultant shall be compensated in the following amount: **not to exceed \$24,400 dollars.**

Payment shall be made within a reasonable period following termination of this agreement and upon Consultant’s compliance with the terms and conditions of this agreement.

Quarterly progress payments shall be made, based on invoices submitted by the consultant for hours worked by the 10th of the month in return for the partial performance.

B. All payments of compensation and expenses to consultant shall be conditioned upon Consultant’s:

1. Submission of detailed vouchers which support the performance which as been rendered or expenses incurred for which payment is requested, and
2. Performance to the satisfaction of Superintendent’s designee: PROVIDED, that approval shall not be unreasonably withheld.

- C. Except for expressly provided herein, all expenses necessary to the Consultant's satisfactory performance of this agreement shall be borne in full by the Consultant.
- D. Any date specified for payment(s) to Consultant shall be considered extended as necessary to process and deliver an ASD #5 warrant for the amount(s).

III. PROHIBITION AGAINST ASSIGNMENT

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

IV. OWNERSHIP OR WORK PRODUCTS AND RESTRICTION AGAINST DISSEMINATION

All correspondence, papers, documents, reports, files, films, work products (inclusive of intellectual concepts and properties) and all copies thereof, which are received or developed by Consultant and Consultant's employee(s) and agent(s) in the course of performing, or as incident thereto, Consultant's duties pursuant to this agreement shall, immediately upon receipt, preparation, or development, become the exclusive property of ASD #5 in perpetuity for any and all purposes. All items described above shall be provided to and left with ASD #5 upon the termination of this agreement by ASD #5 and upon Consultant's performance, whichever shall occur first.

Consultant and Consultant's employee(s) and agent(s) shall not, without prior written approval of ASD #5, either during the term of this agreement or at any time thereafter, directly or indirectly, disclose or give to any state or federal government, or corporation, agency or political subdivision of any state or federal government, or any educational agency, institution or organization, any portion of the above described items and properties or any information acquired in the course of or as an incident to the performance of Consultant's duties hereunder, for any purpose or reason.

V. INDEPENDENT CONTRACTOR STATUS OF CONSULTANT

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

VI. INDEMNIFICATION

Any and all claims which hereafter arise on the part of any and all persons as a direct or indirect result of Consultant's or its employee's(') or agent's(') performance or failure to perform duties pursuant to this agreement, shall be the Consultant's sole obligation and the Consultant shall indemnify and hold harmless the Superintendent in full for any and all such acts or failures to act on the part of Consultant or its employee(s) or agent(s).

VII. TERMINATION

This agreement may be terminated by ASD #5 or any designee thereof, at any time, with or without reason, upon written notification thereof to the Consultant. The notice shall specify the date of termination and shall be conclusively deemed to have been delivered to and received by Consultant as of midnight of the second day following the date of its posting in the United States mail – addressed as first noted herein in the absence of proof of actual delivery to and receipt by Consultant by mail or other means at an earlier date and / or time.

In the event of termination by ASD #5, Consultant shall be entitled to an equitable portion of the total compensation provided herein for uncompensated services which have been performed as of termination and to the reimbursement of expenses incurred as of termination by solely to the extent such expenses are reimbursable pursuant to the provisions of this Agreement.

VIII. VERBAL AGREEMENT

This written Agreement constitutes the mutual agreement of Consultant and ASD #5 in whole. No alteration or variation of the terms of this Agreement and no oral understandings or agreements not incorporated herein, unless made in writing between the parties hereto, shall be binding,

IX. APPLICABLE LAW

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

X. NON-DISCRIMINATION

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

XI. CONFLICT OF INTEREST

Neither the Consultant nor Consultant's employee(s) shall perform any duty pursuant to this Agreement in which duty he / she may have participated as an employee of ASD #5.

XII. EFFECTIVE DATE-DURATION

This Agreement shall commence on the 1st day of September, 2021. This agreement shall terminate at midnight on the last day of December, 2022, with the sole exception of Sections IV (Ownership of Work Products and Restriction Against Dissemination) and VI (Indemnification) which shall continue to bind the parties, their heirs and successors.

XIII. FEDERAL BACKUP WITHHOLDING INFORMATION

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

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

XIV. CERTIFICATION REGARDING DEBARMENT, SUPERVISION AND ELIGIBILITY

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

CONSULTANT

The undersigned certifies that he/she is the person duly qualified and authorized to bind the Consultant so identified to the foregoing Agreement and under penalty of perjury, certifies the Social Security Number or Federal Identification Number provided is Correct.

Signed this _____ day of _____, _____.

Consultant Signature

Social Security Number or Federal ID#

Are you incorporated?

Yes _____ No X

ABERDEEN SCHOOL DISTRICT #5

Signature of Superintendent

Signed this _____ day of _____, _____.

**CONTRACT FOR SERVICES
BETWEEN
ABERDEEN SCHOOL DISTRICT #5**

(hereinafter referred to as ASD #5)

216 North "G" Street
Aberdeen, WA 98520

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

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

I. DUTIES OF YMCA

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

- A. The general objectives(s) of this contract shall be as follows:
 - Provide staffing and support for implementation of the 21st Century programs at Miller Junior High, AJ West Elementary School, McDermoth Elementary School and Robert Gray Elementary School in accordance with the 21st Century grant guidelines and approved application for ASD #5
- B. In order to accomplish the general objectives(s) of this agreement, YMCA shall perform the following specific duties:
 - Provide a Program Coordinator to recruit, hire, oversee and train YMCA staff working in the 21st Century programs; preference will be given to current Aberdeen School District staff when hiring for programming in their respective buildings.
 - Administer background checks on all YMCA 21st Century program staff members.
 - Provide a list of all staff hired for 21st Century positions to the Aberdeen School District Personnel office by October 1st, updated as needed throughout the remainder of the school year.
 - Collaborate with the 21st Century Grant Administrator, District Director and Site Coordinators regarding staffing, schedules and activities.
 - Plan academic enrichment activities for each site in accordance with the 21st Century grant application.
 - Provide academic assistance and recreation/enrichment activities for the minimum time requirements per the 21st Century grant application.

- Assist with snack and meal distribution provided through the USDA Snack program.
 - Collaborate with the 21st Century Grant Administrator and District Director to plan for and host the summer program per the 21st Century grant application.
- c. The time schedule for completion of YMCA's duties shall be within the program dates:
- School Year: September 1, 2021 – June 14, 2022
 - Summer: 20 days to conclude by August 19, 2022

II. DUTIES OF ASD #5

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

- A. Except for expressly provided herein, expenses necessary to YMCA's satisfactory performance of this agreement shall be invoiced to ASD #5 on the first day of each month; the total amount billed for the duration of this contract to fulfill said obligations shall not exceed \$267,693.00. The final billing will be dated August 31, 2022 or before.
- B. ASD #5 will provide a Grant Administrator, the District Director, certified teachers who will instruct during the specified tutoring time at Miller Junior High School, a Site Coordinator for each program site and food service support staff to plan and prepare any food at each site to be distributed in the 21st Century programs.
- C. ASD #5 will provide facilities, curriculum and program supplies for 21st Century programming during the school year.
- D. Transportation will be provided after the programs for students enrolled in the 21st Century programs at Miller Junior High, Robert Gray Elementary and McDermoth Elementary Schools.
- E. ASD #5 will ensure an enrollment procedure is in place for students to access 21st Century programs in accordance with 21st Century reporting requirements including daily attendance procedures, sign-in/sign-out procedures and withdrawal procedures aligned with district policies.

III. PROHIBITION AGAINST ASSIGNMENT

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

IV. INDEPENDENT CONTRACTOR STATUS

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

V. INDEMNIFICATION

To the fullest extent permitted by law, YMCA agrees to defend, indemnify and hold harmless ASD, its directors, volunteers, students and employees from and against all expenses, damages, losses, claims, and liabilities, direct, indirect or consequential (including attorney fees incurred on such claims and in proving the right to indemnification), arising out of or resulting from the acts or omissions of YMCA or the operation of the 21st Century program at ASD.

Similarly, ASD agrees to defend, indemnify and hold harmless YMCA, its directors, officers, and employees from and against all expenses, damages, losses, claims brought by third parties, and liabilities, direct, indirect, or consequential (including attorneys fees incurred) arising out of or resulting from the acts or omissions of ASD and/or its employees relating to the operation and use of the 21st Century program at Aberdeen High School.

VI. TERMINATION

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

VI. APPLICABLE LAW

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

I. NON-DISCRIMINATION

No person shall, on the ground of race, creed, color, national origin, mental/physical/sensory handicap, or sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any activity performed pursuant to this Agreement.

II. EFFECTIVE DATE-DURATION

This Agreement shall commence on the 1st day of September 2021. This agreement shall terminate at midnight on the 31st day of August 2022, with the sole exception of Section V (Indemnification) which shall continue to bind the parties.

III. FEDERAL BACKUP WITHHOLDING INFORMATION

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

IV. CERTIFICATION REGARDING DEBARMENT, SUPERVISION, AND ELIGIBILITY

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

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

YMCA of GRAYS HARBOR

Franzine Potts 9/2/21
Franzine Potts, Executive Director/CEO Date

ABERDEEN SCHOOL DISTRICT #5

Alicia Henderson, Superintendent Date

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

And

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

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

I. DUTIES OF YMCA

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

- A. The general objectives(s) of this contract shall be as follows:
 - Lap Pool use for high school competitive swim program practices and competitions.
 - Recreation Pool use for occupational and physical therapy aquatic programs.

- B. In order to accomplish the general objectives(s) of this agreement, YMCA shall perform the following specific duties:
 - Provide a safe and well-maintained swimming facility.
 - Provide qualified lifeguards proportionate to the bather load during all aquatic activities.
 - Provide access to competitive swimming and diving equipment and training tools.
 - Safely store ASD #5 swim therapy equipment and restrict use to school district programs.
 - Exclusive use of the lap pool during agreed upon competitive swim practices and competitions.
 - Allow for access to the recreational pool and for agreed upon swim therapy times.

- C. The time schedule for completion of YMCA's duties shall be within the program dates:
 - School Year 2021-2022
 - High School Girls Swimming-Fall (12 weeks)
 - High School Boys Swimming-Winter (12 weeks)

- o Swim Therapy-September through June, 1 day per week

II. DUTIES OF ASD #5

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

- A. Except for expressly provided herein, expenses necessary to YMCA's satisfactory performance of this agreement shall be invoiced to ASD #5 on the first day of each month; the total amount billed for the duration of this contract to fulfill said obligations shall not exceed \$ 59,990.00. The final billing will be dated July 31, 2021 or before.
- B. ASD #5 will ensure that all employees and District contracted staff have completed a criminal background check.
- C. ASD #5 will manage registration, eligibility, and WIAA compliance for all competitive athletes.
- D. ASD #5 will maintain custodial supervision of all students.

III. PROHIBITION AGAINST ASSIGNMENT

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

IV. INDEPENDENT CONTRACTOR STATUS

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

V. INDEMNIFICATION

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

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

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

VI. TERMINATION

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

VI. APPLICABLE LAW

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

VII. NON-DISCRIMINATION

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

VIII. EFFECTIVE DATE-DURATION

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

IX. FEDERAL BACKUP WITHHOLDING INFORMATION

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

X. CERTIFICATION REGARDING DEBARMENT, SUPERVISION, AND ELIGIBILITY

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

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

YMCA of GRAYS HARBOR

Franzine Potts 9/1/21
Franzine Potts, Executive Director/CEO Date

ABERDEEN SCHOOL DISTRICT #5

Alicia Henderson, Superintendent Date

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

Trinity Parris
(hereinafter referred to as Consultant)

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

I. DUTIES OF CONSULTANT

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

- A. The general objectives(s) of this contract shall be as follows:
Consultant will provide trainer services for sports and review of concussion protocol data.
- B. In order to accomplish the general objectives(s) of this agreement, Consultant shall perform the following specific duties:
Athletic training/evaluation services for student athletes.
- C. The time schedule for completion of Consultant's duties shall be as follows:
2021-22 school year
- D. The Consultant will also provide ASD #5 copies of all current licenses and certifications.

II. DUTIES OF ASD #5

In consideration of Consultant's satisfactory performance of the duties set forth herein, ASD #5 shall compensate and / or reimburse the expenses of Consultant as follows:

- A. Consultant shall be compensated based on a full contract amount of :
\$11,000 dollars.

Payment shall be made based on a monthly stipend amount of \$916.66 (1/12th), only for months when work has been performed and documented. Compensation shall be within a reasonable period following termination of this agreement and upon Consultant's compliance with the terms and conditions of this agreement.

Payments shall be made following the 2nd Board meeting of the month.

- B. All payments of compensation and expenses to consultant shall be conditioned upon Consultant's:

1. Submission of summarized vouchers which support the performance which as been rendered or expenses incurred for which payment is requested, and
 2. Performance to the satisfaction of Superintendent's designee: PROVIDED, that approval shall not be unreasonably withheld.
- C. Except for expressly provided herein, all expenses necessary to the Consultant's satisfactory performance of this agreement shall be borne in full by the Consultant.
- D. Any date specified for payment(s) to Consultant shall be considered extended as necessary to process and deliver an ASD #5 warrant for the amount(s).

III. PROHIBITION AGAINST ASSIGNMENT

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

IV. OWNERSHIP OR WORK PRODUCTS AND RESTRICTION AGAINST DISSEMINATION

All correspondence, papers, documents, reports, files, films, work products (inclusive of intellectual concepts and properties) and all copies thereof, which are received or developed by Consultant and Consultant's employee(s) and agent(s) in the course of performing, or as incident thereto, Consultant's duties pursuant to this agreement shall, immediately upon receipt, preparation, or development, become the exclusive property of ASD #5 in perpetuity for any and all purposes. All items described above shall be provided to and left with ASD #5 upon the termination of this agreement by ASD #5 and upon Consultant's performance, whichever shall occur first.

Consultant and Consultant's employee(s) and agent(s) shall not, without prior written approval of ASD #5, either during the term of this agreement or at any time thereafter, directly or indirectly, disclose or give to any state or federal government, or corporation, agency or political subdivision of any state or federal government, or any educational agency, institution or organization, any portion of the above described items and properties or any information acquired in the course of or as an incident to the performance of Consultant's duties hereunder, for any purpose or reason.

V. INDEPENDENT CONTRACTOR STATUS OF CONSULTANT

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

VI. INDEMNIFICATION

Any and all claims which hereafter arise on the part of any and all persons as a direct or indirect result of Consultant's or its employee's(') or agent's(') performance or failure to perform duties pursuant to this agreement, shall be the Consultant's sole obligation and

the Consultant shall indemnify and hold harmless the Superintendent in full for any and all such acts or failures to act on the part of Consultant or its employee(s) or agent(s).

VII. TERMINATION

This agreement may be terminated by ASD #5 or any designee thereof, at any time, with or without reason, upon written notification thereof to the Consultant. The notice shall specify the date of termination and shall be conclusively deemed to have been delivered to and received by Consultant as of midnight of the second day following the date of its posting in the United States mail – addressed as first noted herein in the absence of proof of actual delivery to and receipt by Consultant by mail or other means at an earlier date and / or time.

In the event of termination by ASD #5, Consultant shall be entitled to an equitable portion of the total compensation provided herein for uncompensated services which have been performed as of termination and to the reimbursement of expenses incurred as of termination by solely to the extent such expenses are reimbursable pursuant to the provisions of this Agreement.

VIII. VERBAL AGREEMENT

This written Agreement constitutes the mutual agreement of Consultant and ASD #5 in whole. No alteration or variation of the terms of this Agreement and no oral understandings or agreements not incorporated herein, unless made in writing between the parties hereto, shall be binding,

IX. APPLICABLE LAW

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

X. NON-DISCRIMINATION

No person shall, on the ground of race, creed, color, national origin, mental/physical/sensory handicap, or sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any activity performed pursuant to this Agreement.

XI. CONFLICT OF INTEREST

Neither the Consultant nor Consultant's employee(s) shall perform any duty pursuant to this Agreement in which duty he / she may have participated as an employee of ASD #5.

XII. EFFECTIVE DATE-DURATION

This Agreement shall commence on the 1st day of September, 2021. This agreement shall terminate at midnight on the last day of August, 2022, with the sole exception of Sections IV (Ownership of Work Products and Restriction Against Dissemination) and VI (Indemnification) which shall continue to bind the parties, their heirs and successors.

XIII. FEDERAL BACKUP WITHHOLDING INFORMATION

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

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

XIV. CERTIFICATION REGARDING DEBARMENT, SUPERVISION AND ELIGIBILITY

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

CONSULTANT

The undersigned certifies that he/she is the person duly qualified and authorized to bind the Consultant so identified to the foregoing Agreement and under penalty of perjury, certifies the Social Security Number or Federal Identification Number provided is Correct.

Signed this _____ day of September, 2021.

Consultant Signature

Social Security Number or Federal ID#

Are you incorporated?

Yes _____ No _____

ABERDEEN SCHOOL DISTRICT #5

Signature of Superintendent

Signed this _____ day of September, 2021.

**2021-2022 CONTRACT FOR SERVICES
BETWEEN
ABERDEEN SCHOOL DISTRICT #5**

(hereinafter referred to as ASD #5)

216 North "G" Street
Aberdeen, WA 98520

AND

BICKAR FIRST-AID TRAINING (DENNY BICKAR)

In consideration of the promises and conditions contained herein, ASD #5 and Bickar First-Aid Training (Denny Bickar), hereafter referred to as the Contractor, do mutually agree as follows:

I. DUTIES OF THE CONTRACTOR

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

- A. The general objectives of this contract shall be as follows:
- Provide Basic CPR and First Aid training, including infant and child CPR techniques, for employees of ASD #5;
 - Issue CPR/First Aid cards to participants who meet the appropriate standards.
- B. In order to accomplish the general objectives of this agreement, the Contractor shall perform the following specific duties:
- Collaborate with Grace Hagen on scheduling of the training and arranging a preferred location;
 - Provide the necessary materials to conduct the training.

II. DUTIES OF ASD #5

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

- A. Except for expressly provided herein, expenses necessary to the Contractor's satisfactory performance of this agreement shall be invoiced to the Aberdeen School District #5 no later than 30 days following the completion of each training session; the total amount billed for the duration of this contract to fulfill said obligations shall not exceed \$40 per employee who participates in the training; minimum cost for each training shall be \$400 (based upon a minimum of 10 participants).

III. PROHIBITION AGAINST ASSIGNMENT

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

IV. INDEPENDENT CONTRACTOR STATUS

The Contractor shall perform all duties pursuant to this agreement as an independent contractor. District shall not control or supervise the manner in which this agreement is performed nor withhold or pay taxes on behalf of the Contractor.

V. INDEMNIFICATION

To the fullest extent permitted by law, the Contractor agrees to defend, indemnify and hold harmless ASD #5, its directors, volunteers, students and employees from and against all expenses, damages, losses, claims, and liabilities, direct, indirect or consequential (including attorney fees incurred on such claims and in proving the right to indemnification), arising out of or resulting from the acts or omissions of the Contractor in the execution of this contract.

Similarly, ASD #5 agrees to defend, indemnify and hold harmless the Contractor from and against all expenses, damages, losses, claims brought by third parties, and liabilities, direct, indirect, or consequential (including attorneys fees incurred) arising out of or resulting from the acts or omissions of ASD #5 and/or its employees.

VI. TERMINATION

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

VII. APPLICABLE LAW

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

VIII. NON-DISCRIMINATION

No person shall, on the ground of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any activity performed pursuant to this Agreement.

IX. EFFECTIVE DATE-DURATION

This Agreement shall commence on the 20th day of August, 2021. This agreement shall terminate at midnight on the 30th day of April, 2022 with the sole exception of Section V (Indemnification) which shall continue to bind the parties.

X. FEDERAL BACK UP WITHHOLDING INFORMATION

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

XI. CERTIFICATION REGARDING DEBARMENT, SUPERVISION, AND ELIGIBILITY

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

IN WITNESS THEREOF, ASD #5 and the Contractor have executed this Agreement consisting of three pages.

BICKAR FIRST-AID TRAINING

Denny Bickar
Denny Bickar

8/25/21
Date

ABERDEEN SCHOOL DISTRICT #5

Superintendent

Date

*Memorandum of Agreement
Between
Quinault Indian Nation TANF Youth Program
And
Aberdeen School District*

This agreement will be in effect: **September 1, 2021 to August 31st, 2022** and will be due for review of continuation for the next school year on **August 31, 2022**.

I. Purpose of Interagency Agreement:

The purpose of this agreement is to establish the best cooperative method of providing quality services to QIN TANF eligible children and their families.

It is the intent of this agreement to:

1. Define the services to be provided by each agency.
2. Ensure that all eligible children who require Educational Services receive free and appropriate services from the school district.
3. Ensure that each agency assumes the responsibility to communicate with the other, share leadership responsibilities and ensure that available information/resources are utilized in the most effective manner/benefit to all eligible children.
4. Ensure that this cooperative agreement between the above named agencies are developed, implemented, and reviewed at least on an annual basis.
5. Maintain professionalism and confidentiality at all times.

II. Agency Responsibilities:

Responsibility of the school district:

1. To the best of the school's ability, maintain the Independent Student Status Accreditation, Progress Reporting, Instructor/Student Relationship, Material/Assignment Distribution, and Parent/Instructor Conferences for all eligible children.
2. Provide well-balanced meal services for all eligible children.
3. Upon request, provide QIN TANF with attendance/progress reports for compliance purposes.
4. Provide information on any change in status, (relocation, placement, CPS, IEP, 504 Plans, withdrawal from school...), with child and/or family to above named agencies.
5. Provide appropriate implementation of Individualized Education Plan (IEP) in the Least Restrictive Environment (LRE), as necessary.

Responsibility of the QIN TANF Program:

- 1. To meet with each child once a month, either in person or remotely, who is open on a QIN TANF case, 6th grade and above or if there is a need for services for a younger child. At the meeting, the staff will talk to the student about needs, grades, attendance and prevention information. The staff will provide school supplies to the child, as needed.
- 2. To the best of the program's ability, coordinate with the school to provide or locate additional resources for tutorial service, computer access, and basic educational supplies to all eligible children, upon request.
- 3. Provide all required documentation for enrollment and eligibility purposes.
- 4. Upon request, provide a copy of the Release of Information forms to the school district.

Edie Brooks
QIN TANF Lead Youth Advocate

8/30/2021
Date

School District Representative

Date

**2021-2022
Interagency Agreement Between**

**ABERDEEN SCHOOL DISTRICT NO. 5
and
GRAYS HARBOR DETENTION CENTER**

PREAMBLE

WHEREAS, the Division of Juvenile Rehabilitation and the Office of State Superintendent of Public Instruction (OSPI) have jointly assumed responsibility for the education of juvenile offenders committed to state institutions; and

WHEREAS, the **Grays Harbor Detention Center** (Detention Center) focuses on incarcerated youth and operates under the combined auspices of the **Aberdeen School District No. 5**, (District) and the **Grays Harbor County Juvenile Courts**; and

WHEREAS, the purpose of this agreement is to set forth the operational framework within which the program will function and to describe the involvement of each of the cooperating agencies;

NOW THEREFORE BE IT RESOLVED, in consideration of the covenants contained herein that the parties hereby mutually agree as follows:

I. ADMINISTRATION

A. Program Supervision

The overall managerial responsibility will rest with the Juvenile Court Administrator, but internal program policies will be decided in consultation with supervisory personnel from the involved agencies.

The Aberdeen School District Superintendent will hire qualified personnel to implement the education phase of the Detention Center program. According to agreement between the Superintendent and the Administrator,* sufficient administrative personnel will be provided within the resources available to the participating agencies to serve their respective functions.

The Superintendent and the Administrator shall meet as may be deemed appropriate or at least once yearly for the purposes of evaluating the educational philosophy, the established goals, the utilization of personnel, and the effectiveness of the program.

B. Role and Responsibilities of the Detention Center Supervisor

The role of the Detention Center Supervisor is to implement the policies of the

*“*Superintendent*” and “*Administrator*” shall also mean any individual designated to act on their behalf.

Superintendent and Administrator made within guidelines contained herein or any other policy made by joint action of the involved agencies. The goal of this Agreement is to provide a program of instruction that will meet the needs of the students.

The Detention Center Supervisor supervises all program operations and is responsible to the Juvenile Court Administrator for policy compliance. The Detention School Principal shall act as the District's direct liaison to the educational components of the program. The District may, at its discretion or at the request of the Juvenile Court Administrator, appoint an administrative person to audit or otherwise review the educational program for compliance with district standards.

Primary responsibility for the educational budget preparation and administration rests with the District after consultation with appropriate Detention Center personnel. The budget shall be processed through established District and OSPI channels.

The Aberdeen School District Superintendent is responsible for district personnel and their educational responsibilities.

The Juvenile Court Administrator shall be responsible for maintaining an accurate inventory of all equipment and materials assigned to the Youth Learning Center.

C. Administrative Controls of Personnel

It shall be the responsibility of the Superintendent to employ certificated and classified personnel for the Detention Center. Number of personnel to be employed will be determined by the Superintendent as needed and as space is available at the Detention Center.

- D. Establishing, implementing, and monitoring curricula shall be the responsibility of the District. Matters pertaining to general on-site operation, supervision, safety, and security of the educational program shall be the responsibility of the Grays Harbor Detention Center Administrator who will take actions deemed necessary when unusual circumstances arise; this action will be reported as soon as possible to the District for evaluation and disposition.

Implementing and administering the instructional program is the responsibility of the District. Evaluation of district employees assigned to the Detention Center shall be in accordance with the applicable evaluative criteria and procedures of the District

E. Personnel Problems

Should problems involving County Corrections staff arise, the Detention Center Supervisor will take such action as is deemed advisable. Should problems involving educational staff members arise, resolution of the problem and any disciplinary action shall be the responsibility of the District.

F. Review and Affirmation of Agreement

The Superintendent and the Administrator shall review the contents of this agreement each year, or more frequently should it appear desirable, and shall make such changes as may be deemed necessary.

G. Severability

If any provision of the Agreement contravenes any state or federal statute or regulation, the statute or regulation shall control. If any item or condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect the terms, conditions, or applications of the Agreement which can be given effect without the invalid term, condition or application; to this end, the terms and conditions of the Agreement are severable.

II. PROGRAM FUNDING

A. Instruction

The financing of the instructional program shall be from those funds allocated to the Local Education Agency by the Office of State Superintendent of Public Instruction. No other district funds shall be required for the program.

The District shall be responsible for an educational program up to 220 days if funded fully by the state, but not less than 180 days per school year.

B. Facilities and Support Services

Grays Harbor County will provide the physical plant and utilities necessary to house the educational program, together with the basic furniture and other facility equipment necessary to program operation.

When it is feasible and appears appropriate, the District may make available to Grays Harbor County space and equipment that contributes to the educational program.

Grays Harbor County shall provide necessary clerical and vehicular time, program monitoring, technical assistance, and consultation.

Where appropriate, the Grays Harbor County Juvenile Court shall provide technical assistance and social service staff.

C. Property

All property purchased by the District with district funds shall remain the property of the District. All property purchased by the County Detention Center with county funds shall remain the property of the County.

III. Miscellaneous

A. Integration

This Agreement contains the entire understanding between the parties and shall not be modified in any manner except by a writing executed by all parties.

B. Dispute Resolution

In cases of unresolved disputes in areas covered by this agreement, a representative from the Aberdeen School District Board of Directors and a representative from the Grays Harbor Juvenile Court will select a third member to form a three-person committee to resolve the dispute.

C. Duration

This agreement is effective as of July 1, 2021, and will terminate unless renewed on August 31, 2021.

Administrator, Grays Harbor County Juvenile Court

Superintendent, Aberdeen School District No. 5

Aberdeen School District No. 5
 Surplus Equipment
 Sept. 7, 2021

Quantity	Description	Manufacturer	Model #	Color or Detail	Condition	Administrator	Building	Date added to list	
1	Standard office chair			Brown cloth	Used	Grace Hagen	Stewart warehouse	4/14/21	
38	HTML Computer Concepts Textbook	Thomson	ISBN:9781418859367	Paperback	Used	Dave Glasier	AHS in library	4/21/21	
1	large shelving unit			light unfinished wood	Used	Bryan McKinney	McDermoth	5/10/21	
3	Old Curric. Physical Science CDs	Holt	ISBN:0030742714		Used	Dave Glasier	AHS in library	5/11/21	
2	Old Curric. PS Guided reading CDs	Holt	ISBN: 0030670934		Used	Dave Glasier	AHS in library	5/11/21	
1	Ol Curric. PS One-Stop Planner CD	Holt	ISBN: 0030670942		Used	Dave Glasier	AHS in library	5/11/21	
1	Northman Heater	Northman Industries		beige	used/not working	Bryan McKinney	McDermoth office	5/18/21	
1	Hitachi Projector	Haitachi	CPDX300	white	fair	Bryan McKinney	McDermoth office	6/15/21	
6	Miscilaneous cords	unknown	unknown	black and white	good	Bryan McKinney	McDermoth office	6/15/21	
Not to be surplus	Teacher guide pebbles sand and silt	FOSS	442-7180	gold notebook	fair	Bryan McKinney	McDermoth office	6/15/21	Removed from surplus-returned to T&L inventory by Grace
Not to be surplus	Teacher guide Insects	FOSS	442-7092	gold notebook	fair	Bryan McKinney	McDermoth office	6/15/21	Removed from surplus-returned to T&L inventory by Grace
1	Cannon PowerShot Digital Camera	Cannon	A580	silver	damaged	Lisa Griebel	MJH Library	6/15/2021	
1	Call of the Wild class novel				damaged	Lisa Griebel	MJH Library	6/15/2021	
1	No Dogs Allowed!				damaged	Lisa Griebel	MJH Library	6/15/21	
1	Harry Potter and the Sorcerer's Stone				damaged	Lisa Griebel	MJH Library	6/15/21	
1	Scary Stories to Tell in the Dark				damaged	Lisa Griebel	MJH Library	6/15/21	
1	The Wonderful Wizard of Oz				damaged	Lisa Griebel	MJH Library	6/15/21	
1	Skateboard Tough				damaged	Lisa Griebel	MJH Library	6/15/21	
1	When the Legends Die				damaged	Lisa Griebel	MJH Library	6/15/21	
2	Walk Two Moons		class novel		damaged	Lisa Griebel	MJH Library	6/15/21	
2	Rebel Hart		class novel		damaged	Lisa Griebel	MJH Library	6/15/21	
1	Skedaddle				damaged	Lisa Griebel	MJH Library	6/15/21	
1	My Side of the Mountain		audio tapes		fair	Lisa Griebel	MJH Library	6/15/21	
1	Rewards student workbook			orange	fair	Lisa Griebel	MJH Library	6/15/21	
1	Rewards Teacher's Guide			orange	fair	Lisa Griebel	MJH Library	6/15/21	
1	McGraw Hill Math Course 3	McGraw Hill	CD-Rom student edition		fair	Lisa Griebel	MJH Library	6/15/21	
1	McGraw Hill Math Course 3	McGraw Hill	CD-Rom teacher edition		fair	Lisa Griebel	MJH Library	6/16	
3	Connected Mathematics2 Teach	Prentice Hall	What Do You Expect?	blue	fair	Lisa Griebel	MJH Library	6/16/21	
1	Connected Mathematics2 Teach	Prentice Hall	The Shapes of Algebra	green	fair	Lisa Griebel	MJH Library	6/16/21	
1	Glencoe Math Course 3 Volume 1		Teacher Edition		fair	Lisa Griebel	MJH Library	6/16/21	
1	Glencoe Math Course 3 Volume 2		Teacher Edition		fair	Lisa Griebel	MJH Library	6/16/21	
1	Connected Mathematics2 Teach	Prentice Hall	Kaleidoscopes, Hubcaps	green	fair	Lisa Griebel	MJH Library	6/16/21	
1	Connected Mathematics2 Teach	Prentice Hall	Thinking with Mathemat	green	fair	Lisa Griebel	MJH Library	6/16/21	
1	Connected Mathematics2 Teach	Prentice Hall	Looking for Pythagoras	green	fair	Lisa Griebel	MJH Library	6/16/21	
1	Connected Mathematics2 Teach	Prentice Hall	Filling and Wrapping	blue	fair	Lisa Griebel	MJH Library	6/16/21	
1	Connected Mathematics2 Teach	Prentice Hall	Accentuate the Negative	blue	fair	Lisa Griebel	MJH Library	6/16/21	
1	Connected Mathematics2 Teach	Prentice Hall	Comparing and Scaling	blue	fair	Lisa Griebel	MJH Library	6/16/21	
1	Connected Mathematics2 Teach	Prentice Hall	Data Distributions	blue	fair	Lisa Griebel	MJH Library	6/16/2021	
1	Connected Mathematics2 Teach	Prentice Hall	Stretching and Shrinking	blue	fair	Lisa Griebel	MJH Library	6/16/21	
1	Connected Mathematics2 Teach	Prentice Hall	Implementing and Teach	purple	fair	Lisa Griebel	MJH Library	6/16/21	

Aberdeen School District No. 5
 Surplus Equipment
 Sept. 7, 2021

1	Connected Mathematics2 Teach	Prentice Hall	Parent Guide	purple	fair	Lisa Griebel	MJH Library	6/16/21
1	Connected Mathematics2 Teach	Prentice Hall	Special Needs Handbook	purple	fair	Lisa Griebel	MJH Library	6/16/21
1	Connected Mathematics2 Teach	Prentice Hall	Teaching Transparencies	blue	fair	Lisa Griebel	MJH Library	6/16/21
4	Connected Mathematics2 Teach	Prentice Hall	Moving Straight Ahead	blue	fair	Lisa Griebel	MJH Library	6/16/21
1	Language of Literature Resources 2Go		grade 7 Thumbdrive	silver	used	Lisa Griebel	MJH Library	6/16/21
1	More Tools for Teaching Social Skills in School			yellow/purple	damaged	Lisa Griebel	MJH Library	6/16/21
1	Elements of Literature first editio	Holt, Rinehart and Winston	Teacher Edition 1997	blue	fair	Lisa Griebel	MJH Library	6/16/21
1	Elements of Literature second ed	Holt, Rinehart and Winston	Teacher Edition 1997	blue	fair	Lisa Griebel	MJH Library	6/16/21
1	Algebra 1 CD-Rom	Glencoe	1998	purple	fair	Lisa Griebel	MJH Library	6/16/21
3	Mathematics Applications and C	Glencoe 1995	Overhead Manipulative F	red/blue	fair	Lisa Griebel	MJH Library	6/16/21
2	Algebra and Geometry	Glencoe	Overhead Manipulative	green/purple	fair	Lisa Griebel	MJH Library	6/16/21
1	Taxidermy Goose	made by former student	1985	white	damaged	Lisa Griebel	MJH Library	6/16/21
1	Taxidermy Pheasant	made by forner student	77-78	multi	damaged	Lisa Griebel	MJH Library	6/16/21
1	Taxidermy Pelican	unsure of maker or age		gray	damaged	Lisa Griebel	MJH Library	6/16/21
1	Taxidermy Kormorant	unsure of maker or age		black	damaged	Lisa Griebel	MJH Library	6/16/21
1	TV	Sharp	3133	black	used	Lisa Griebel	MJH Library	6/16/21
2	Elements of Literature first cours	Holt, Rinehart and Winston	student edition	green/blue	used	Lisa Griebel	MJH Library	6/16/21
1	Rewards Writing Teacher Guide		Sentence Refinement	gray	used	Lisa Griebel	MJH Library	6/16/21
1	Storytown Language Arts Transp	Harcourt	Grade 2	green	used	Lisa Griebel	MJH Library	6/16/21
1	Large triange cupboard/display	unsure	N/a	brown/wood	used	Lisa Griebel	Room 5 HLC	6/23/21
1	Projector screen	unsure	n/a		used	Lisa Griebel	Room 5 HLC	6/23/21
2	rowing machines	concept	n/a	black	very used	lisa Griebel	Rm 4 HLC	6/23/21
4	hex bars	unsure	n/a	rusted grey metal	used	lisa Griebel	Rm 4 HLC	6/23/21
1	scales	detecto medical scales	n/a	black and white	very used	lisa Griebel	Rm 4 HLC	6/23/21
1	preacher curl rack	unsure	n/a	pruple and white	damaged	lisa Griebel	Rm 4 HLC	6/23/21
1	recline bench press	promaxime	n/a	black and rusty	used	lisa Griebel	Rm 4 HLC	6/23/21
1	shoulder press	unsure	n/a	black	used	lisa Griebel	Rm 4 HLC	6/23/21
1	squat cage	unsure	n/a	white	used	lisa Griebel	Rm 4 HLC	6/23/21
1	weight rack	unsure	n/a	black and white	tips over	lisa Griebel	Rm 4 HLC	6/23/21
1	lat pull down machince	unsure	n/a	black	broken and repaired with a baseball	lisa Griebel	Rm 4 HLC	6/23/21
1	recline bench press	unsure	n/a	black and purple	used	lisa Griebel	Rm 4 HLC	6/23/21
1	ab machine	ab circle	n/a	red and grey	used	lisa Griebel	Rm 4 HLC	6/23/21
5	weight belts	pro grip and golds gym	n/a	black	used	lisa Griebel	Rm 4 HLC	6/23/21
1	weight benvch	unknown	n/a	blacvk	i think its broken	lisa Griebel	Rm 4 HLC	6/23/21
lots	round weights of various sizes	weider	unknown	black and grey	very used, some cracked	lisa Griebel	Rm 4 HLC	6/23/21
10?	weight bars	unknown	unknown	black and grey	some bent	lisa Griebel	Rm 4 HLC	6/23/21
1	floor length mirro	unknown	unknown	mirror- still attached to wall	rusty	lisa Griebel	Rm 4 HLC	6/23/21

Aberdeen School District No. 5
 Surplus Equipment
 Sept. 7, 2021

					some are OK, some have had shapes cut into them				
dozens	floor mats	unknown	unknown	blueish		lisa Griebel	Rm 4 HLC		
1	2 pound zumba weights	unknown	unknown	purple	fair	Lisa Griebel	Rm 4 HLC	6/24/21	
1	blue fabric teacher roly chair	unknown	unknown	blue	stained and dirty	Lisa Griebel	Rm 4 HLC	6/24/21	
600	Vinyl letter-size file folders	Unknown	Unknown	4 colors	fair	Aaron Roiko	Rm 123 A	6/30/21	
2	Sports Schedule whiteboards	Magnatay	Unknown	white	fair	Aaron Roiko	AHS - 123A and AD office	7/2/21	
2	Fabric upholstered guest chairs	unknown	unknown	black	fair	Elyssa Louderback	Admin - Payroll	7/28/21	
7	Fabric upholstered banquet chair	Unknow	Unknow	Brown pattern with beige frames	Soiled	Grace Hagen	Stewart kitchen and Traci's office	7/28/21	
2	Cloth guest charis	Unknow	Unknow	Brown fabric with brown frames	Used	Grace Hagen	Stewart kitchen	7/28/21	
1	metal student desk	unknown	unknown	brown and green	used	Griebel	Hopkins- cafeteria	7/29/21	
1	kitchen cabinet	unknown	unknown	white with geyish top	damaged	griebel	Hopkins- cafeteria	7/29/21	
1	teacher desk	unknown	unknown	wood	very used- maybe my grandma used this as a teaching desk	griebel	hopkins-cafeteria	7/29/21	
1	tall storage cabinet	unknown	unknown	fake wood laminata	back is damanged per custodian	griebel	hopkins caferteria	7/29/21	
6	rectanged folding tables	unknown	unknown	brown	used	griebel	hopkins cafeteria	7/29/21	
1	giant ancient stereo	RCA	RS 1285	black	used	griebel	hopkins cafeterai	7/29/21	
8	Write for College	Write Source	copy right 1997	black	good	griebel	computer lab	7/29/21	
2	writers inc	write source	copy right 1996	black	used	griebel	computer lab	7/29/21	
3	school to work	write source	copy right 1996	black	used	greibel	computer lab	7/29/21	
10	gregg microcomputer keyboard	glenco	copy right 1994	black	used	griebel	computer lab	7/29/21	
3	giant ancient cupboards	N/a	n/a	light brown	very used	griebel	Hopkins- comp lab room 3	8/5/21	
5	computer table/stations	N/A	N/A	grey with black legs	used	griebel	Hopkins- comp lab room 3	8/5/21	
1	large brown table with extention	N/A	N/A	brown	used	griebel	Hopkins- in hallway by weight room	8/13/21	
1	small metal teacher desk	N/A	N/A	greybrown	used	griebel	Hopkins-in hallway by room 3	8/13/21	
1	long brown shelf- desgned to be part of an office suite- would sit atop a desk or long			brown	used	griebel	Hopkins in lobby outside main office	8/13/21	
4	Box of books				used	Northington	Robert Gray	8/18/21	
1	The Effective Teacher set	Harry K. Wong				Northington	Robert Gray	8/18/21	
14	iPad	Apple		Black	good	Northington	Robert Gray	8/18/21	
1	Box w/ computer cords, keyboard	various			used	Northington	Robert Gray	8/18/21	
3	computer display screens	samsung		black	used	Northington	Robert Gray		
2	Computer/Desktop Tower	Dell			used	Northington	Robert Gray	8/18/21	

Form Package 600 - Minimum Basic Education Requirement Compliance

1. Minimum Basic Education Requirement Compliance and District Survey

1. Name and contact information of you or the person we should contact if we have questions about survey responses

First Name

Traci

Last Name

Sandstrom

Email

tsandstrom@asd5.org

2. Name of your school district

Aberdeen School District

2. Instructional Hours, Days, and School Schedules

3. Kindergarten Minimum Instructional Hour Offering

([RCW 28A.150.220](#), [RCW 28A.150.205](#), [RCW 28A.150.315](#))

Will the school district make available to students enrolled in kindergarten at least a minimum instructional hour offering of 1,000 hours.

Yes

Briefly explain why you will not offer 1000 hours of instruction for kindergarten.

4. How will your school district meet the minimum instructional hour offering?

Approach B

How many instructional hours for grades 1 through 8 will your school district offer through Approach A?

How many instructional hours for grades 9 through 12 will your school district offer through Approach A?

5. How many instructional hours will your school district offer through Approach B?

1036

How many instructional hours will your school district offer through the Other Approach?

Briefly explain the Other Approach your school district used to make the minimum instructional hour calculation.

6. Minimum 180-Day School Year

([RCW 28A.150.220](#), [RCW 28A.150.203](#), [RCW 28A.150.315](#))

The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education or Superintendent of Public Instruction. A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance with RCW 28A.150.220 provided the district meets the conditions of the waiver.

Will your school district make accessible to all legally eligible students 180 days of instruction?

Yes

7. Waivers from School Day Requirement

Has the district obtained a waiver from the 180-day school year from the State Board of Education or Office of Superintendent of Public Instruction?

Yes

8. What type(s) of waiver from the 180-day requirement did the district receive? Please select each type of waiver that applies to your school district.

Parent-teacher conferencing waiver

How many days will be waived as allowed under your 180-day waiver for the improvement of student learning?

How many days will be waived as allowed under your Economy and Efficiency Waiver?

9. How many days will be waived as allowed under your Parent-Teacher Conferencing Waiver?

4

How many days will be waived as allowed under your Emergency Closure Waiver?

10. How many school days will the district offer after the use of any and all waivers from the 180-day requirement?

176

11. Bell Schedule

What is the predominant bell schedule in a typical school year for the high schools in the school district?

Six-Period Day

Briefly describe the "Other" bell schedule that is the predominant schedule used by the high schools in the school district.

12. Has the district adopted a Continuity of Operations Plan under WAC 180-16-212, published under WSR 21-16-044, to transition to modalities other than in-person in the event of an emergency? For more information on the Washington State Register filing click [here](#).

Yes

Provide a brief explanation as to why the school district has not adopted a Continuity of Operations Plan

13. Will your school district administer a school climate survey to students?

Yes, only the Healthy Youth Survey

If you have an outside vendor to support the collection and analysis of your school climate survey data, who is that vendor?

Who is the "Other" vendor" (other than CEE or Panorama) supporting the school district's school climate survey?

14. Does your school district award high school diplomas?

Yes

15. Lowest Grade Level Served

What is the lowest grade level that the district serves?

Kindergarten

16. Highest Grade Level Served

What is the highest grade level that the district serves?

Twelfth

3. Graduation Requirements: Subject Areas and Credits, Graduation Pathway Options, the High School and Beyond Plan, and Local Graduation Requirements

17. For the Class of 2022, does the school district require at least the state minimum core subject area requirements (WAC 180-51-210)?

4 credits of English

3 credits of math (including the courses specified in WAC 180-51-210)

3 credits of social studies (including the courses specified in WAC 180-51-210)

3 credits of science (including at least 2 credits of lab science)

0.5 credits of health

1.5 credits of physical education

1 credit of arts

1 credit of Career and Technical Education (or a course that meets program standards for an exploratory Career and Technical Education course)

Yes

Provide a brief explanation as to why the school district does not require at least the state minimum core subject area requirements (WAC 180-51-210)?

18. Does the school district offer the opportunity for high school students to earn flexible subject area requirements, including personalized pathway requirements and electives (WAC 180-51-210)?

Including at minimum:

2 credits of world languages (which may include American Sign Language)

1 arts credit (in addition to 1 core credit in arts)

Yes

Briefly explain why the district does not offer the opportunity for high school students to earn flexible subject area requirements, including personalized pathway requirements and electives (WAC 180-51-210)?

19. For the Class of 2022, does the district require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC?

Yes

Briefly explain why the school district does not require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC and what elements have yet to be implemented?

20. To which electronic or online HSBP platform is your district providing students access? ([WAC 180-51-220](#))

Other

21. What is the "Other" HSBP platform your school district is making available for students?

SchoolData.net

Electronic High School and Beyond Plans were required starting SY 2020-2021. Please enter the school year (e.g. 2021-22) when this requirement will be implemented.

22. What grade level does the district start each student's High School and Beyond Plan?

Grade 8

You indicated the school district does not start the High School and Beyond Plan process in the 6th, 7th, or 8th grades. In which grade do the school district start the High School and Beyond Plan process for students?

23. How does the district offer the High School and Beyond Plan (HSBP)?

For partial credit each year through Advisory, Homeroom or a series of HSBP activities completed annually

Describe the "Other" High School and Beyond Plan delivery method or offering your school district provides?

24. Has your school district developed and implemented a district-wide formal plan, policy, or communication protocol for the 2021-22 school year to inform students of the graduation pathway options?

No

25. In communicating with students about their graduation pathway options, please mark the check boxes of the strategies that will be most commonly used in the 2021-22 school year?

Graduation pathway information will be shared primarily with students who do not meet the graduation standard on the state assessment.

Graduation pathway information will be discussed with all students during their annual High School and Beyond Planning process.

Students will have information about pathways shared with them at least once during high school in a formalized manner to be developed by the high school counselors or administration.

We will encourage all students to take the ASVAB, to help ensure students meet at least one pathway.

We will encourage all students to take a college placement test (ACT or SAT), to help ensure students meet a pathway.

26. Which of the following graduation pathway options are available to students in your district for the Class of 2022? Please select all that apply,

State Assessments in ELA and Math

Running Start courses in ELA or Math

Career and Technical Education dual credit course(s) that qualify as graduation pathway options

Advanced Placement (AP) course(s) that qualify as graduation pathway options

SAT

ACT

Armed Services Vocational Aptitude Battery (ASVAB)

Sequence of Career and Technical Education Courses that qualify as graduation pathway options

College in the High School: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply.)

27. Running Start: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply.)

Free for all students regardless of need

28. Career and Technical Education-Dual Credit Courses: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply.)

Free for all students regardless of need

29. How many CTE course sequence graduation pathway options are available in your district?

10

What are the reasons your school district is unable to offer a CTE sequence that is a graduation pathway option?

30. Advanced Placement (AP): Indicate all that apply to how the AP test that meets the graduation pathway option is offered in your district.

Free for all students, regardless of need

International Baccalaureate (IB): Indicate all that apply to how the IB test graduation pathway option is offered in your district.

Cambridge: Indicate all that apply to how the Cambridge test graduation pathway option is offered in your district.

31. SAT: Do any of the following apply to how this graduation pathway option is offered in your district?

Free for some students based on need

32. ACT: Do any of the following apply to how this graduation pathway option is offered in your district?

Free for some students based on need

33. Armed Services Vocational Aptitude Battery: Do any of the following apply to how this graduation pathway option is offered in your district?

Administration During the School Day

34. Sequence of Career and Technical Education Courses (WAC 180-51-230((5)(h))): Do any of the following apply to how this graduation pathway option is offered in your district?

Free transportation provided if needed

Free for all students regardless of need

CTE Sequences are Available at all High Schools in the District

35. Local graduation requirement: Does the district require community service?

Embedded in a For-Credit Course

What is the "Other" way that community service factors into the school district local graduation requirements?

36. Local graduation requirement: Does the district require a culminating project?

Embedded in a For-Credit Course

What is the "Other" way that the culminating project factors into the school district local graduation requirements?

4. State-mandated and State-recommended Educational Offerings and Activities (All Districts)

37. Has the school district adopted a Tribal History and Culture curriculum (i.e. Since Time Immemorial) under the requirements of RCW 28A.320.170?

Yes

38. Has the school district implemented comprehensive sexual health for each student under the requirements of RCW 28A.300.475? This will be required no later than the 2022-2023 school year.

Not yet, district will implement as required.

39. Under RCW 28A.230.020 and WAC 392-410-115, does the school district provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment?

Yes

40. "During the school week preceding the eleventh day of November of each year, there shall be presented in each common school as defined in RCW 28A.150.020 educational activities suitable to the observance of Veterans' Day." (RCW 28A.230.160) Does the district provide educational activities in observance of Veterans' Day each year?

Yes

41. Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities." (RCW 28A.230.158). Does the district conduct or promote educational activities for Disabilities History Month?

Yes

42. Each district board of directors shall adopt an AIDS prevention education program. (RCW 28A.230.070). Does the district have an AIDS prevention education program?

Yes

43. The office of the superintendent of public instruction adopted social-emotional learning standards and benchmarks on January 1, 2020. ([RCW 28A.300.478](#)).

Has the district implemented social-emotional learning-specific policies or procedures?

No

44. Every public middle school, junior high school, and high school is strongly encouraged to include in its curriculum instruction of the events of the period in modern world history known as the Holocaust; may include other examples of genocide and crimes against humanity. (RCW 28A.300.115). Does the district provide Holocaust education?

Yes

45. Districts are encouraged to commemorate the history of civil rights at least once a year, "providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation's Constitution." (RCW 28A.230.178). Does the district commemorate the history of civil rights at least once a year?

Yes

46. Public schools in grades 7 to 12 are encouraged to offer a course in ethnic studies; public schools in grades K-6 are encouraged to incorporate ethnic studies materials and resources. (RCW 28A.300.112) Has the district incorporate ethnic studies materials and resources in grades K-6 and/or offered a courses or courses in ethnic studies in grades 7 to 12?

No

5. State-mandated and State-recommended Educational Offerings and Activities (Districts with High Schools)

47. Does the school district provide the opportunity to all students in grades nine through twelve to access financial education under RCW 28A.300.468?

Yes.

48. How do you meet the financial education requirement?

Embedded in a For-Credit Course

49. Beginning with the 2020-21 school year, all school districts with a high school must provide a financial aid advising day. Districts must provide both a financial aid advising day and notification of financial aid opportunities at the beginning of each school year to parents and guardians of any student entering the twelfth grade. (RCW 28A.300.815, RCW 28A.230.310)

Does the district provide a financial aid advising day?

Yes

50. Does the school district provide an opportunity to access an elective computer science course that is available to all high school students under RCW 28A.230.300? This will be required no later than the 2022-2023 school year.

Yes

51. Does your school district provide a mandatory one-half credit stand-alone course in civics for each high school student under RCW 28A.230.094? Civics content and instruction that is embedded in other social studies courses does not meet this requirement unless the social studies courses are for dual credit, offering students the opportunity to earn both high school and postsecondary credit.

Yes.

52. The study of the U.S. and Washington Constitutions is a prerequisite to graduation (RCW 28A.230.170). Does the district provide for the study of the US and Washington constitutions to all graduating students?

Yes

53. Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students as provided in this section. Beginning with the 2013-14 school year, instruction in CPR must be included in at least one health class necessary for graduation. ([RCW 28A.230.179](#))

Does the district offers instruction in CPR in at least one health class required for graduation?

Yes

54. On January 16th of each year or the preceding Friday when January 16th falls on a nonschool day, there shall be observed within each public school "Temperance and Good Citizenship Day." Social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors. Voter sign up and registration must be available to all students who will be 18 by the next general election. ([RCW 28A.230.150](#)).

Does the school provide the opportunity for voter registration for all students who will be 18 by the next general election?

Yes

55. By the 2021-22 school year, each school district board of directors shall adopt an academic acceleration policy for high school students. ([RCW 28A.320.195](#))

Does the district have an academic acceleration policy for high school students?

Yes

56. School districts are encouraged to award the seal of biliteracy to graduating high school students who meet the criteria established by the office of the superintendent of public instruction. ([RCW 28A.300.575](#)).

Does the district award the seal of biliteracy to qualifying graduating high school students?

Yes

6. Mastery-based Learning

57. Does your district have a written policy to award mastery/competency-based credit?

Yes (Permanent Policy)

58. In which subjects areas? Please check all that apply.

World Language

Math

English Language Arts

7. 2020-2021 Emergency Waiver Administration and Data

59. Did the school district apply for and receive approval to waive certain graduation requirements for students graduating in the 2020-2021 school year?

Yes

60. Did the school district grant any students an emergency waiver from high school graduation requirements or receive any requests from students for this waiver?

Yes

8. 2020-2021 Emergency Waiver Administration and Data Details

61. Did the school district administer the emergency waiver of graduation requirements in accordance with program rules established in Chapter 180-111 WAC?

Yes

62. Please describe the actions the school district took to ensure equity in administration of the emergency waiver.

shared information with waiver with all students behind in credits
counselors met with individual students to discuss options
assessment tosa tracked all seniors
graduation plan was created for each senior

63. To what degree did the district provide individual student advising on the following topics to students being considered for the emergency waiver?

	Not Provided	Provided for Some	Provided for Most	Provided for All
What supports the individual student needs to be successful			X	
How the individual student might meet the graduation requirements, including the feasibility of summer or a partial or full additional year of high school enrollment				X
Whether the emergency waiver is appropriate for the individual student				X

64. If the school district provided other advising for individual students regarding strategies for meeting graduation requirements, please describe below.

65. To what degree did the district use the following options to support individual students in meeting credit and course-based graduation pathway requirements?

	Not Used	Used for Some	Used for Most	Used for All
Provision of additional academic supports to aid student completion				X
Awarding credits based on the student's demonstrated proficiency/mastery of the state's learning standards under WAC 180-51-050, 180-51-051, and 392-410-300, including credits, grades, and courses transcribed on the high school transcript	X			
Awarding credit through expanded learning opportunities, dual credit programs, work-based learning (WAC 392-410-315), traditional online, summer learning, CTE course equivalencies, and other local credit options for awarding credit outside of school		X		

66. If the school district provided other academic supports for meeting graduation requirements or awarded credits in another manner, please describe below.

67. To what degree did the district use the following options to support individual students in meeting an exam-based graduation pathway requirement?

	Not Used	Used for Some	Used for Most	Used for All
Efforts to ensure students are aware of the SAT, ACT, ASVAB, AP, IB, Cambridge International, and state assessment options		X		
Efforts to ensure students can access, online or by other alternative access options, the applicable assessment				X
Reduced or eliminated any cost to students in using these options				X

68. If the school district provided other supports for meeting the exam-based graduation pathway requirement, please describe below.

69. Did the school district receive any requests from students for an emergency waiver from graduation requirements?

Yes

9. Student-Initiated Graduation Requirement Emergency Waivers

70. From which graduation requirement(s) did students request an emergency waiver? Please check all that apply.

Waiver of flexible credit(s), including electives and/or personalized pathway credits

Waiver of core credit(s)

Waiver of the graduation pathway requirement

71. How many students requested a waiver of credit(s)? And how many of those requests did the school district deny?

	Number of students who requested a waiver of credit(s)	Number of students whose request for waiver of credit(s) was denied
All Students	18	2

72. How many students requested a waiver of credit(s)? And how many of those requests did the school district deny?

Please provide the breakdown by race/ethnicity in the table below.

	Number of students who requested a waiver of credit(s)	Number of students whose request for waiver of credit(s) was denied
Native American or Alaskan Native	3	1
Asian	3	0
Black / African American	1	1
Hispanic or Latinx	6	0
Native Hawaiian or Other Pacific Islander	0	0
White	5	0
Two or More Races	0	0
Unknown race/ethnicity	0	0

73. How many students requested a waiver of credit(s)? And how many of those requests did the school district deny?

Please provide the breakdown by program participation in the table below.

	Number of students who requested a waiver of credit(s)	Number of students whose request for waiver of credit(s) was denied
Students qualifying for free or reduced-price lunch	18	2
Students receiving transitional bilingual education services	1	0
Students from migrant families	0	0
Students receiving special education services	2	0
Students with Section 504 plans	1	0

74. How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?

	Number of students who requested a pathway waiver	Number of students whose request for a pathway waiver was denied
All Students	6	0

75. How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?

Please provide the breakdown by race/ethnicity in the table below.

	Number of students who requested a pathway waiver	Number of students whose request for a pathway waiver was denied
Native American or Alaskan Native	0	0
Asian	0	0
Black / African American	0	0
Hispanic or Latinx	3	0
Native Hawaiian or Other Pacific Islander	0	0
White	3	0
Two or More Races	0	0
Unknown race/ethnicity	0	0

76. How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?

Please provide the breakdown by program participation in the table below.

	Number of students who requested a pathway waiver	Number of students whose request for a pathway waiver was denied
Students qualifying for free or reduced-price lunch	6	0
Students receiving transitional bilingual education services	2	0
Students from migrant families	0	0
Students receiving special education services	0	0
Students with Section 504 plans	0	0

77. Did the school district receive any appeals from students whose GREW waiver requests were not granted?

No

How many appeals did the district receive?

Please provide the breakdown by race/ethnicity in the table below.

	Number of appeals received
Native American or Alaskan Native	
Asian	
Black / African American	
Hispanic or Latinx	
Native Hawaiian or Other Pacific Islander	
White	
Two or More Races	
Unknown race/ethnicity	

78. How many appeals did the district receive?

Please provide the breakdown by program participation in the table below.

	Number of appeals received
Students qualifying for free or reduced-price lunch	0
Students receiving transitional bilingual education services	0
Students from migrant families	0
Students receiving special education services	0
Students with Section 504 plans	0

10. Review of Responses

79. Optional: Provide a few brief comments about this new reporting platform.

Did not care for it at all. It kicked me out once when I was 80% done and I lost everything.

AMMENDED (09/07/2021)

CERTIFICATED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Tristan Stutesman	District-Elementary	PE Teacher	09/01/21
Mark Davis	Aberdeen High School	MTSS Coach	09/01/21
Faith Taylor-Eldred	Aberdeen High School	Biology Teacher	09/01/21
Eric Jackson	Aberdeen High School	CTE: Video/Technical Arts & Marketing Tchr	09/01/21
Jeremy Totten	AHS/MJH	Choral Teacher	09/01/21
Shana Conrad	Miller Junior High	6 th Grade Math/Science Teacher – CYO	09/01/21
Vanessa Weaver	Miller Junior High	Art Teacher	09/01/21
Darcy Williams	Miller Junior High	Health-Medical Fitness Teacher	09/01/21
Ann Yancey	Miller Junior High	ELA Teacher	09/01/21
Tina Caton	Central Park Elementary	Kindergarten Teacher - CYO	09/01/21

CO-CURRICULAR CONTRACTS: We recommend the Board approve the following co-curricular contracts:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Ashley Kohlmeier	Aberdeen High School	A.S.B. Advisor	2021-22
Richard Stallo	Aberdeen High School	Events Manager	2021-22

RESIGNATION: We recommend the Board approve the following certificated resignation:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brittni Leitch	Miller Junior High	ELA Teacher	08/31/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brandy Fitzgerald	Miller Junior High	MTSS Coach	01/08/22-04/02/22
Stephanie Navarra	Miller Junior High	Teacher	09/01/21-12/17/21
Shawnie Rattie	Central Park Elementary	Teacher	09/01/21-06/15/22
Tessa Pfeiffer	McDermoth Elementary	Teacher	10/01/21-11/19/21

Substitute Certificated Hire:

Jessica Nelson

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cherie Marbut	Aberdeen High School	Cook	08/31/21
Teri Poole	Aberdeen High School	Food Service Worker	09/01/21
Stacey Romero	Aberdeen High School	Food Service Worker	09/13/21
Nancy Vazquez-Fuentes	Harbor Learning Center	Open Doors Family Service Worker	08/30/21
Nancy Vazquez-Fuentes	Harbor Learning Center	COPE Family Service Worker – CYO	09/02/21
Kaycee Short	Miller Junior High	MTSS Assistants	09/01/21
Julie Cramer	AJ West Elementary	Food Service Worker	09/01/21
Dianne Painton	AJ West Elementary	Paraeducator – Program Specific	09/01/21
Tamara Beres	McDermoth Elementary	LRC Technician	09/07/21
Christina Bienapfl	McDermoth Elementary	Paraeducator	09/01/21
Laurie Butcher	McDermoth Elementary	MTSS Assistant	09/01/21

CLASSIFIED (Cont'd)

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

Ron Greer	McDermoth Elementary	Paraeducator	09/01/21
Rebel Jordan	McDermoth Elementary	MTSS Assistant	09/01/21
Grace Smith	McDermoth Elementary	Paraeducator	09/01/21
Amy Thelin	McDermoth Elementary	Behavior Support Specialist	09/01/21
Janet Eaton	Robert Gray Elementary	Food Service Worker	09/01/21
Sheri Frafjord	Stevens Elementary	Paraeducator	09/01/21
Shari VanBlaricom	Stevens Elementary	Paraeducator	09/01/21
Eilene Christensen	Hopkins Preschool	Paraeducator	09/01/21
Christine Popowich	Hopkins Preschool	Family Service Worker	08/25/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
John Shaw	Transportation	Bus Driver	08/24/21
Tamar Yakovich	Aberdeen High School	Attendance Secretary	08/26/21
Ryan Muma	McDermoth Elementary	Paraeducator	08/31/21

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>
Megan Burn	Aberdeen High School	MTSS Assistant	09/01/21-01/31/22

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Staci Fesler	Aberdeen High School	Assistant Cheer Coach	08/16/21
Derek McElwee	Aberdeen High School	Assistant Girls' Soccer Coach	08/23/21
John Takagi	Aberdeen High School	Assistant Football Coach	08/23/21
Ashley Aschim	Miller Junior High	Head Girls' Soccer Coach	08/30/21
James Daly	Miller Junior High	Assistant Cross Country Coach	09/01/21
Joe Fagerstedt	Miller Junior High	Head Football Coach	08/30/21
Breanna Gentry	Miller Junior High	Head Girls' Soccer Coach	08/30/21
Jeff Hatton	Miller Junior High	Head Cross Country Coach	09/01/21
Carl Howard	Miller Junior High	Assistant Football Coach	08/30/21

EXTRA-CURRICULAR RESIGNATIONS: We recommend the Board approve the following extra-curricular resignations:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Lawrence Wise	Aberdeen High School	Assistant Boys' Wrestling Coach	08/26/21
Alex Barene	Miller Junior High	Head Girls' Soccer Coach	08/17/21
Melissa Veach	Miller Junior High	Assistant Cross Country Coach	08/13/21