

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

Regular Meeting of the Board of Directors
Remote Public Meeting
November 3, 2020 – 5 p.m.

AGENDA

Instructions for joining the meeting:

https://asd5-org.zoom.us/webinar/register/WN_xNlnAx74SdWyAQLiilvidw

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

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

Flag Salute

Consent Agenda

1. Minutes

Comments from Board Members

Comments from Student Representative

Comments from the Public

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

- a. Tricia Sorensen – Meetings
- b. Cathleen Wilder – Survey Results

Old Business

1. [New Instructional Materials](#)
2. [Policy 3413 Student Immunizations](#)

Superintendent's Report

1. WSSDA Annual Conference
2. Distance Learning Update
3. COVID-19 Response

Teaching and Learning

1. [School Improvement Plans](#)
2. [McKinney-Vento Program](#)

Board Meeting Agenda
November 3, 2020

3. [Native Education Program](#)

New Business

1. [5-Year CTE Plan](#)
2. [Carl Perkins Grant](#)
3. [ProCare Therapy Contract](#)
4. [ProCare Therapy Assignment](#)
5. [Pioneer Healthcare Services](#)
6. [Pioneer Healthcare Assignment](#)
7. Next Meeting

Executive Session

Personnel Matters

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

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

November 3, 2020, 5 p.m.

Link to join the meeting:

https://asd5-org.zoom.us/webinar/register/WN_xNlnAx74SdWyAQLilvidw

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

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

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

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on October 20, 2020, are enclosed for your review and approval.

Comments from Board Members

Comments from Student Representative

Comments from the Public

1. Under the emergency provisions of Resolution 2020-02, written public comment is welcome via email and should be submitted to schoolboard@asd5.org before 3:30 p.m. on the day of the meeting.
 - a. Tricia Sorensen – Meetings
 - b. Cathleen Wilder – Survey Results

Old Business

1. New Instructional Materials – The Instructional Materials Committee met on October 15 and is recommending adoption of the materials listed below. They are presented tonight for second reading and adoption.
 - a. *The Red Pyramid* by Rick Riordan and published by Hyperion Books for use at Miller Junior High School. [Enclosure 2](#)
 - b. *Free Birds* by Shreya Konkimalia and published by Createspace Independent Publishing Platform for use at Miller Junior High School. [Enclosure 3](#)
2. Policy 3413 Student Immunizations – Due to changes in the RCW, an update to Policy 3413 – Student Immunization and Life Threatening Health Conditions is presented for second reading and adoption. This is a required update with changes prepared by WSSDA. [Enclosure 4](#)

Superintendent's Report

1. WSSDA Annual Conference – A reminder that the annual WSSDA Conference will take place remotely Nov. 19-21.
2. Distance Learning Update – Superintendent Henderson will provide a general update on distance learning.
3. COVID-19 Response – Superintendent Henderson will provide an update on the district's ongoing response to the COVID-19 crisis.

Teaching and Learning

1. School Improvement Plans – Teaching and Learning Director Traci Sandsrom will present the annual updates to the school improvement plans, which are enclosed for your review and approval. [Enclosure 5](#)
2. McKinney-Vento Program – Principal Sherri Northington and Amanda Gonzales, our McKinney-Vento liaison, will present an overview of the district's McKinney-Vento Program for students experiencing homelessness. [Enclosure 6](#)
3. Native Education Program – Principal Sherri Northington and Hailey Pfeifer, our district's Native Education coordinator, will present an overview of the program. [Enclosure 7](#)

New Business

1. 5-Year CTE Plan – CTE Director Lynn Green will present the five-year plan for Career and Technical Education in the district for your review and approval. [Enclosure 8](#)
2. Carl Perkins Grant – The annual application for CTE funding through the Carl Perkins Grant is presented for your review and approval. [Enclosure 9](#)
3. ProCare Therapy Contract – A contract with ProCare Therapy, LLC, of Tucker, Ga., to provide special education teletherapy staff in the district is presented for your review and approval. [Enclosure 10](#)
4. ProCare Therapy Assignment – An agreement with ProCare Therapy to assign Heather Houseman and Rakiesha Peeples as speech language pathologists in the district is presented for your review and approval. [Enclosure 11](#)
5. Pioneer Healthcare Services – An extension of the contract with Pioneer Healthcare Services of San Diego, Calif., to provide special education therapy services in the district is presented for your review and approval. [Enclosure 12](#)
6. Pioneer Healthcare Assignment – An agreement with Pioneer Healthcare Services to assign Cynthia Bonnanzio as an occupational therapist in the district effective Jan. 5, 2021, is presented for your review and approval. [Enclosure 13](#)
7. Next Meeting – The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, November 17, 2020, to be conducted remotely with notice and access provided under the emergency provisions of the Open Public Meetings Act.

Board Information
November 3, 2020

Executive Session

At this time the meeting will recess for an executive session expected to last 10 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 14](#)
 - a. Certificated
 - b. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – October 20, 2020

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5:00 p.m. Tuesday, October 20, 2020, via webinar following guidance for conducting remote meetings in compliance with the Open Public Meetings Act. Directors present were Jennifer Durney, Bill Dyer, Jessica Jurasin and Suzy Ritter, along with Student Representative Katlynn Smith, Superintendent Alicia Henderson and 55 patrons and staff watching remotely.

The meeting began with the Flag salute.

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved the consent agenda, which included the minutes from the meeting on October 6, 2020; September payroll vouchers 830010 through 830037 totaling \$2,936,919.30; General Fund vouchers 830048 through 830151 totaling \$1,439,562.12; ASB Fund vouchers 830038, 830042 through 830047 and 830152 totaling \$19,218.02, and Private Purpose Trust Fund vouchers 830039 through 830041 totaling \$5,500.00.

Director Suzy Ritter commented that both of her students, one at Miller Junior High School and the other at Aberdeen High School, are having a good experience with school this fall. There have been some challenges but all of their teachers have gone out of their way to stay connected.

Director Bill Dyer commented that the hard work of staff is appreciated and he looks forward to the survey results to help the district focus its efforts.

President Sandra Bielski commented on the many positive comments she’s heard about the work taking place at the schools.

Student Representative Katlynn Smith reported that the senior class parents held a zombie fun run that was very well attended; flocking with pink flamingoes in people’s yards continues; ASB and Leadership students are excited about the response and turnout to the tutoring and help sessions they’ve been offering, and that Football starts Friday, Oct. 30.

The Board received written public comment from the following: Cathleen Wilder regarding produce boxes at meal sites; Angela Brandt regarding high school classes, and Tricia Sorensen regarding meetings.

Superintendent Alicia Henderson read a proclamation from Governor Jay Inslee declaring October as Principals Month to celebrate the great work of school principals.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM
BOARD MEMBERS

COMMENT FROM
STUDENT
REPRESENTATIVE

COMMENTS FROM
THE PUBLIC

SUPERINTENDENT
REPORT
PRINCIPALS
MONTH

Aberdeen School Board Minutes
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Superintendent Henderson presented a report on the results of the 2020 Fall Survey, which asked students, parents and staff for feedback on their social-emotional wellbeing, academic or professional wellbeing, the workload this fall, and sought comments on how the district can improve the distance learning experience for all. She also outlined focus areas for next steps. The survey will be offered again in January and March. She noted that schools will be analyzing their own data to identify areas they want to work on.

Board discussion was focused on ways the district can get more information on how to respond to technology needs, feelings about the workload under the current model, especially from students about the amount of homework and from staff on feeling a need for more preparation time.

Teaching and Learning Director Traci Sandstrom reviewed the training that has been provided and discussed how the district can offer more training opportunities this fall.

In addition to the survey results, Superintendent Alicia Henderson commented that she appreciated the staff member who wrote asking her to “not paint such a rosy picture about distance learning because it’s not going that well for everybody.” She said she hopes this fall hasn’t been portrayed as a slam dunk, but she does try to remain positive and celebrate success, while remaining realistic and mindful that challenges remain.

Superintendent Henderson reported the district’s protocols with staff in buildings seem to be working well, as there have been several instances where staff have reported they have had contact with people who developed COVID. She said the district continues to fine tune its processes and praised the work of the district health specialist, Janis Steele, for the protocols that are in place to keep staff safe.

Superintendent Henderson noted that some districts are slowly reopening schools and some are allowing limited extracurricular activities. She reported that Grays Harbor, and the Aberdeen Zip code in particular, continues to have a case count that is keeping it in the high risk category. The case count far exceeds the 75/100,000 threshold that would put the county back into the moderate risk category that would allow some operations to resume.

In addition, she noted that the Washington Interscholastic Activities Association has developed guidelines that are not in line with health department guidelines. During discussion, the board reaffirmed that ASD5 will continue to follow the health guidelines and begin plans to return when transmission rates fall below the 75/100,000. The rate must remain below 75 for four weeks.

The board accepted for first reading two novels recommended by the Instructional Materials Committee for use at Miller Junior High School: The Red Pyramid by Rick Riordan and published by Hyperion Book, and Free Birds by

FALL 2020 SURVEY
RESULTS

DISTANCE
LEARNING
UPDATE

COVID-19
RESPONSE

NEW
INSTRUCTIONAL
MATERIALS

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Shrey Konkimalia and published by Createspace Independent Publishing Platform.

Executive Director of Business and Operations Elyssa Louderback presented the Fiscal Status Report for September. She reported that with 8.33 percent of the fiscal year elapsed, the district has received 6.62 percent of anticipated revenue and 6.94 percent of expected expenditures. Ending fund balances were \$2,514,379.50 in the General Fund; \$318,434.71 in the Capital Projects Fund, \$2,452,682.39 in the Debt Service Fund, \$274,939.05 in the ASB Fund, and \$299,120.78 in the Transportation Vehicle Fund.

FISCAL STATUS
REPORT

Under enrollment, she reported the latest FTE enrollment count in October was 3,068.08, which is 44.73 below budget. There was discussion that most districts are experiencing less enrollment this year.

The board accepted for first reading an update to Policy 3413 – Student Immunizations, which updates the policy to comply with changes to state law that were adopted prior to the pandemic.

POLICY 3413
STUDENT
IMMUNIZATIONS

On a motion by Jennifer Durney and seconded by Suzy Ritter, the board approved an addendum to the district’s agreement with the City of Aberdeen extending to March of 2021 an MOU regarding Garley Park with the intent to discuss a possible land swap of the district-owned property in the 1300 block of West Huntley Street, Parcel No. 014600800901, with city-owned property adjacent to Stevens Elementary School.

GARLEY PARK

The next regular meeting of the board is set for 5 p.m. Tuesday, November 3, 2020, to be conducted remotely with proper notice and access provided under the governor’s emergency provisions of the Open Public Meetings Act.

NEXT MEETING

The board decided to have one meeting in December due to the holiday schedule and it will be at 5 p.m. on Tuesday, Dec. 15, via webinar.

At 6:53 p.m., President Sandra Bielski recessed the meeting 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. The regular meeting reconvened at 7:13 p.m.

EXECUTIVE
SESSION

Under certificated matters the Board approved the hiring of Stacy Devall and Kelly Hamblin as 21st Century teachers at Miller Junior High School effective October 7, and approved 2020-2021 co-curricular music contracts for Troy George, Erik Peterson, Alexandra Amarok, Daniel Patterson, Erik Peterson, Alexandra Amarok and Wendy Koski.

PERSONNEL
REPORT
CERTIFICATED

Under classified matters, the board approved the hiring of Kristine Aschim, Patty Barber, Pamela Giroski, and Jennifer Lytle as 21st Century Food Service worker at Aberdeen High School effective October 8; the hiring of Denise Anderson as

CLASSIFIED

Aberdeen School Board Minutes
October 20, 2020

custodian at McDermoth Elementary School effective October 5; approved a change of assignment for Brenda Camp from MTSS assistant to para-educator (rehire) effective October 14, and approved the hiring of Cindy Torres as a substitute for the district.

There being no further business, the regular meeting was adjourned at 7:15 p.m.

ADJOURN

Alicia Henderson

Alicia Henderson, Secretary

Sandra Bielski

Sandra Bielski, President

Board Comment – Dyer

11.3.2020

Our community can be proud of the progress the district has made in remote instruction. The survey results showed us that while things are going well for some, challenges continue. Many students, parents, and staff are overwhelmed, are feeling anxious, and need more help. The survey results are challenging to read. Respondent's emotions are raw, and data show many in our community are hurting.

I continue to be proud that our district cares enough to find data that will continue to improve our remote offerings. Data that will help drive further training for our staff, improve communication to our students and parents, and help everyone better balance workload. Data that can be replicated and data that allows everyone's voice to be heard.

I look forward to the next steps outlined by Dr. Henderson. In our January survey I will be looking for progress that includes improved technology access for everyone, instruction that is at an appropriate pace, staff that feels valued and supported, special services for our most vulnerable students, and clearly communicated and consistent expectations.

Lastly, I want to share a message that went out yesterday to all Washington universities and community/technical colleges from their administrations:

“Today’s election has the potential for many repercussions, regardless of the outcome... As we navigate the next weeks and months, let us remember that our nation’s fate is not only determined by those who hold the highest positions, but by the everyday actions of the people who make up the fabric of our country. America’s character is built by the moment-by-moment decisions to choose kindness over cruelty, action over complacency, generosity over self-centeredness and community over division...”

Thank you.

-Bill



Board, School <schoolboard@asd5.org>

Board meetings

1 message

Tricia <tksorens@msn.com>

Tue, Oct 20, 2020 at 5:56 PM

To: School Board <schoolboard@asd5.org>

What is the possibility of recording the zoom board meetings and posting them for people to watch, some are not able to attend at 5pm.

I think people would appreciate being able to watch at their convenience, rather than just having Minutes to read that are not always all inclusive.

I know it's super simple to record and post.

Please consider.

Thank you,

Tricia Sorensen

Sent from my iPhone



Board, School <schoolboard@asd5.org>

Breach of trust

2 messages

Wilder, Cathleen <cwilder@asd5.org>

Mon, Oct 26, 2020 at 10:29 PM

To: Alicia Henderson <ahenderson@asd5.org>, School Board <schoolboard@asd5.org>

Good evening,

I was unable to attend last week's school board meeting due to two other conflicts at the same time. I heard about the presentation of the recent parent/student/staff survey from others, and I also heard about the side conversation that occurred at the end of the meeting. I will tell you that I am one of the nine that were mentioned in that conversation. Many (more than nine) have approached me to tell me that they are also one of the nine.

I have read some of the comments, but not all, that are now posted on the ASD website for all to see, and I have to say that I am extremely disappointed. I am not disappointed in the raw feelings and opinions that are expressed in those comments and survey results. I feel that people were very truthful and expressive in their responses. As for my colleagues, I am proud that they felt compelled to give as much detail as they did, knowing the time and it took many of them. This was additional time away from their families that they dedicated to responding in raw and meaningful ways. They did this fully thinking and expecting that their comments were private and confidential, and would be used in productive ways. In no way did the staff expect to see their responses to this survey displayed in a public manner with absolutely no attempt taken to keep sensitive thoughts and comments from being traced to their author. Each comment is categorized by school site on the website and some contain identifiable information.

We already have many staff members who are in fear of their jobs if they speak their mind in our district due to the current strained relationship between district leadership and staff stemming most recently from the enormous staff cuts and reassignments this spring and summer. This display on the district's website of identifiable survey results and comments is a significant breach of trust. I'm not sure how you expect to obtain accurate information in future surveys since you cannot ensure confidentiality. I do suggest that you take the comments off the website until you can figure out how to post them in such a way that they cannot be traced to their author in any way, ensuring true consideration for your staff and their wellbeing.

Sincerely,
Cathleen Wilder

Wilder, Cathleen <cwilder@asd5.org>

Tue, Oct 27, 2020 at 12:26 PM

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

Thank you for your response and for removing staff comments from the website. I am concerned that some staff comments have already been misunderstood by members of the public.

I appreciate your desire for transparency, but I am still concerned that there are identifying comments in some of those responses that will remain if the only thing that is removed is the building reference. I'm certain that staff had no idea their comments were going to be made public and many would have responded differently with that lens of information. I realize that you had stated the results would be shared with the board and posted on the website, but I know that our teachers did not expect that to mean their comments would be posted and that their responses would be identifiable.

If your purpose is to have transparency within staff and want to share the comments at the staff level, then it would be better to put them where the general public does not have access to them, either in an email, through the building administrators, or on the internal network.

I am very concerned that staff are going to feel uneasy with future surveys from the district and will not be as candid in their responses. This will cause your data to be skewed.

Sincerely,
Cathleen

On Tue, Oct 27, 2020 at 11:54 AM Henderson, Alicia <ahenderson@asd5.org> wrote:
Hi Cathleen,

Thank you for taking the time to share your concerns. Regarding the survey, we posted all comments in the spirit of transparency. There was no interest in creating additional anxiety for anyone! I know that schools are interested to look at their own site data, which is why we posted staff and student comments by school. Your concern about identifying information is appreciated, and for this reason we have taken down the staff comments by school. Instead, we will re-post the staff comments without identifying the school. This will take some time, so please be patient :-)

Sincerely, Alicia

[Quoted text hidden]

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Patience, Flexibility & Grace

Alicia Henderson, Ph.D.

Superintendent

Aberdeen School District

[216 North G Street](#)

10/30/2020

Aberdeen School District No.5 Mail - Breach of trust

Aberdeen, WA 98520

360-538-2002

www.asd5.org

@SuptHenderson



Board, School <schoolboard@asd5.org>

OT services

1 message

King, Helen <hking@asd5.org>

Mon, Nov 2, 2020 at 10:15 AM

To: Rick Bates <rbates@asd5.org>, School Board <schoolboard@asd5.org>, Alicia Henderson <ahenderson@asd5.org>, Cathleen Wilder <cwilder@asd5.org>, "Portmann, Donna" <dportmann@asd5.org>, "Reed, Michelle" <mreed@asd5.org>

Rick & Dr. Henderson-

After sending my e-mail about the lack of speech services for my students I thought about our occupational therapy services and realized that I also have concerns for my students not receiving OT services. At least half my class is not receiving services. I realize that our PTs are working hard but 8 weeks is a long time for students to go without services. Why is this happening? Like speech, not offering OT services goes against my student's civil rights. I can't blame the pandemic either since this is the third year in the last 5 years that Aberdeen students have gone without therapy services for an extended period of time. If the problem is contracting agencies, then something within their contract needs to change because this is unacceptable.

This email makes me nervous as I am calling out the District. My only intention is to get my students the services they need and should be getting by law. I am including a few others in this email for my protection as well as to make others aware of our District's failure to provide services again.

--

Helen King
Special Education Teacher
AJ West School



Board, School <schoolboard@asd5.org>

Re: SLP related services

1 message

King, Helen <hking@asd5.org>

Mon, Nov 2, 2020 at 10:43 AM

To: "Bates, Rick" <rbates@asd5.org>, Alicia Henderson <ahenderson@asd5.org>, School Board <schoolboard@asd5.org>

Cc: John Meers <jmeers@asd5.org>, "Reed, Michelle" <mreed@asd5.org>, "Portmann, Donna" <dportmann@asd5.org>, Cathleen Wilder <cwilder@asd5.org>

I realize that Rick. That is how my services are provided. I offer a little bit of everything. But the fact is that some of my students are **NOT receiving any therapy services** and it is **November**. Something needs to change as this is not the first time this has happened in our District. I do not want to take the lead. The District is paying therapists to do their jobs. Both OT and SLP services should be well underway in November. Something needs to be done now and not when we finally hire an OT or whenever the SLP gets around to it. This is against our student's civil rights.

Helen

On Mon, Nov 2, 2020 at 10:32 AM Bates, Rick <rbates@asd5.org> wrote:

Helen,

Thank you for bringing this to my attention. Related services may look different as the SLPs and OTs are working directly with families to schedule services, not necessarily going through the teacher to do so. If you'd like to take the lead please let Candie know. I am unsure what if any contact or services have occurred for the student in your class. I agree we should be underway with speech services.

Rick

Dr. Richard K. Bates

Director of Special Education

Aberdeen School District #5

216 North G Street

Aberdeen, WA 98520

(360) 538-2017

ALL EDUCATORS. EVERY CHILD. NO LIMITS.

11/3/2020

Aberdeen School District No.5 Mail - Re: SLP related services

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Helen King
Special Education Teacher
AJ West School



Board, School <schoolboard@asd5.org>

I spoke with Rick

1 message

King, Helen <hking@asd5.org>

Mon, Nov 2, 2020 at 11:31 AM

To: Rick Bates <rbates@asd5.org>, School Board <schoolboard@asd5.org>, Alicia Henderson <ahenderson@asd5.org>, Cathleen Wilder <cwilder@asd5.org>, "Portmann, Donna" <dportmann@asd5.org>, "Reed, Michelle" <mreed@asd5.org>, "Meers, John" <jmeers@asd5.org>

Hello-

Thank you to everyone for listening to my concerns and understanding that we do have a problem. Rick and I have talked and things are looking better. I have a Zoom scheduled with our SLP to finalize her schedule. As for our OT situation, it sounds as though the District is waiting on our new hire. She starts at the end of November. Until then Rick has Connie, who is already serving some of my students, and Liz working on a schedule for the remainder of my students. The situation is being taken care of and I firmly believe that Rick is working hard to do what is best for our students. Rick and I both agreed that November is too long to wait for services and he plans to do everything he can to not let this happen again. Thank you again.

Helen

--

Helen King
Special Education Teacher
AJ West School

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

All material must be approved by the Instructional Materials Committee (IMC) prior to use.

This form must be typed/word processed and completed in full before submitting.

1 GENERAL INFORMATION

Name of Submitter/Committee: MJH ELA Grade 6
 Date: 9/21/20
 School: Miller Junior High
 Department: (secondary only) ELA

Timberland Library has some books and some ebooks

2. MATERIAL INFORMATION

Title: The Red Pyramid
 Author/Producer: Rick Riordan
 Publisher: Hyperion Book
 Copyright: Reprint Edition 8/16/2011
 Price Per Item: \$7.88 paperback Amazon
 Number of copies to be purchased: 0 (district has 19)
& on-line free
 ISBN/MHID: 1423113454

3 INTENDED USE

(Check all boxes that apply)

Grade level(s): 6

<input checked="" type="checkbox"/>	Basic/Core
<input type="checkbox"/>	Supplemental
<input type="checkbox"/>	Pilot
<input type="checkbox"/>	Teacher Resource

Course: Grade 6 ELA

<input checked="" type="checkbox"/>	Large Group
<input type="checkbox"/>	Small Group
<input type="checkbox"/>	Individual Instruction
<input type="checkbox"/>	Enrichment
<input type="checkbox"/>	Other (Specify) _____

4 TYPE OF MATERIAL

(Check all boxes that apply)

<input checked="" type="checkbox"/>	Text (print or electronic)
<input type="checkbox"/>	Web Based Curriculum/Resource
<input type="checkbox"/>	Apps/Computer Software
<input checked="" type="checkbox"/>	Recording/CD
<input type="checkbox"/>	Video/DVD
<input type="checkbox"/>	Reviewed by Technology

Lexile Readability Level GN650L

5 SYNOPSIS/SUMMARY (Goals, brief description of content & purpose, online materials & support available)

This fantasy fiction novel is a fun, if formulaic, start to the Kane Chronicles series. It opens with a signature Riordan move: an explosion. Siblings Carter and Sadie, from a multi-racial family, have been living apart since their mother's mysterious death. On Christmas Eve, archeologist Julius Kane and son Carter, 14, show up in England for one of their two days a year with Sadie. Julius ushers his children to the British Museum, where he blows up the Rosetta Stone, unleashing five Egyptian gods and causing his own disappearance. The kids' Uncle Amos whisks them to a Brooklyn mansion, where he reveals that the Kanes descend from powerful Egyptian magicians. Swap Egyptian mythology for Percy Jackson's Greek gods and you've got the best part of this—an ancient history lesson seamlessly unfurled in a rip-roaring adventure. Told in alternating chapters by Carter and Sadie, the novel begins with a warning that the book is a "transcript of a digital recording," a distracting gimmick, and the attempts to make Sadie sound English by dropping in British slang are intermittent (bloody, bloke). Despite those flaws, Riordan delivers another funny yarn with kids in the lead and animal sidekicks that nearly steal the show. This novel includes some violence with minimal extended vocabulary. Ages 9–12.

This is a high interest book that should engage our Grade 6 distance learners.

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

It will tie in with the Social Studies work in Ancient Egypt as they work in the Social Studies standards of analyzing different cultural measurements of time, explaining how the rise of civilizations defines eras in world history.
It is available in a pdf printable version and audio read alouds.

6 STANDARDS/CRITERIA

1. Do concepts in the materials remain consistent with the current standards for the curricular area(s) they support? Yes No
2. Materials lead to learner accomplishments of the following current standards:

List most appropriate/key standards addressed:
 Common Core Literacy

PS RI.6.8 Trace and evaluate the argument and specific claims that are supported by reasons and evidence from claims that are not

CCSS.ELA-Literacy.RL.6.6
 Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-Literacy.RL.6.4
 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RL.6.3
 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.2
 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Common Core Math

Other

3. Content can be adapted to abilities of individual students (i.e. different reading levels, ELL students, students with disabilities)? Yes No

Please explain:
 Graphic novel includes pictures which supports EL students, SWD students, and struggling readers
 Available online as a PDF book.
 Audio read aloud available.

7 MATERIAL EVALUATION

Provide a brief overview/impression of instructional material (strengths/weaknesses, reasons selected over others, why students will benefit)

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

Sixth grade teachers are working together in thematic units. They are studying Ancient Egypt. This is a high interest, fun book which will engage our distance learners and tie into the social studies curriculum.

8. BIAS SCREENING

The purpose of the following questions is to alert individuals to potential biases by author/publisher. A response of "Poor" does not necessarily eliminate the material from being approved. For example, traditional and classical perspectives will be reviewed as reflecting period in which they were written.

	Excellent	Good	Fair	Poor	N/A
1. Presents more than one viewpoint of controversial issues.		X			
2. Presents minorities realistically.		X			
3. Includes contributions of minority authors.					X
4. Presents no biases in regards to race, color, national origin, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability and use of a trained dog guide or service animal by a person with a disability (WAC 392-190-055).		X			
5. Facilitates the sharing of cultural differences.		X			
6. Promotes the positive nature of differences.	X				
7. Includes the contributions, inventions, or discoveries of women.	X				
8. Includes the contributions, inventions, or discoveries of minorities.		X			
9. Presents minorities in a manner that promotes ethnic pride.		X			

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. SIGNATURES

Submitted by:

Lisa Griebel
Print name

[Signature]
Signature

Approved by Department Head (secondary only)

N/A
Print name

[Signature]
Signature

Approved by Building Administrator

LISA Griebel
Print name

[Signature]
Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee:

Yes No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	10/15/20	J Sandstrom		
School Board				

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

All material must be approved by the Instructional Materials Committee (IMC) prior to use.

This form must be typed/word processed and completed in full before submitting.

1 GENERAL INFORMATION

Name of Submitter/Committee: MJH 6th Grade ELA
 Date: 9/25/2020
 School: Miller Junior High
 Department: (secondary only) ELA

2. MATERIAL INFORMATION

Title: Free Birds
 Author/Producer: Konkimalla, Shreya
 Publisher: Createspace Independent Publishing Platform
 Copyright: 2017
 Price Per Item: \$6.00
 Number of copies to be purchased: 260
 ISBN/MHID: 1548308706

3 INTENDED USE

(Check all boxes that apply)

Grade level(s): 6
 Basic/Core
 Supplemental
 Pilot
 Teacher Resource

Course: S 6th Grade ELA
 Large Group
 Small Group
 Individual Instruction
 Enrichment
 Other (Specify) _____

4 TYPE OF MATERIAL

(Check all boxes that apply)

Text (print or electronic) Level _____
 Web Based Curriculum/Resource
 Apps/Computer Software
 Recording/CD
 Video/DVD
 Reviewed by Technology

Lexile Readability: Grades 4-6

5

SYNOPSIS/SUMMARY (Goals, brief description of content & purpose, online materials & support available)

This children's book of historical fiction is about the caste system in India and is written by a 9th grade student. The topic of the caste system is explored with sensitivity and through a historical lens. The themes of empowerment and discrimination are particularly relevant in these times

6 STANDARDS/CRITERIA

1. Do concepts in the materials remain consistent with the current standards for the curricular area(s) they support? Yes No
2. Materials lead to learner accomplishments of the following current standards:

List most appropriate/key standards addressed:
Common Core Literacy

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REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

PS RI.6.8 Trace and evaluate the argument and specific claims that are supported by reasons and evidence from claims that are not
CCSS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCSS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-Literacy.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Common Core Math

Other

3. Content can be adapted to abilities of individual students (i.e. different reading levels, ELL students, students with disabilities)? X
Yes No

Please explain:

7 MATERIAL EVALUATION

Provide a brief overview/impression of instructional material (strengths/weaknesses, reasons selected over others, why students will benefit)

Sixth grade teachers are working together in thematic units. This is for the unit on India.. This is a high interest, fun book which will engage our distance learners and tie into the social studies curriculum.

8 BIAS SCREENING

The purpose of the following questions is to alert individuals to potential biases by author/publisher. A response of "Poor" does not necessarily eliminate the material from being approved. For example, traditional and classical perspectives will be reviewed as reflecting the period in which they were written.

1. Presents more than one viewpoint of controversial issues.

Excellent Good Fair Poor N/A

X				
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Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

2. Presents minorities realistically.

X				
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3. Includes contributions of minority authors.

X				
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4. Presents no biases in regards to race, color, national origin, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability and use of a trained dog guide or service animal by a person with a disability (WAC 392-190-055).

X				
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5. Facilitates the sharing of cultural differences.

X				
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6. Promotes the positive nature of differences.

X				
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7. Includes the contributions, inventions, or discoveries of women.

X				
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8. Includes the contributions, inventions, or discoveries of minorities.

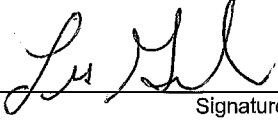
X				
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9. Presents minorities in a manner that promotes ethnic pride.


X				
---	--	--	--	--

Aberdeen School District
 REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. **SIGNATURES**

Submitted by: _____ Lisa Griebel _____  _____
Print name Signature

Approved by Department Head *(secondary only)* _____ n/a _____
Print name Signature

Approved by Building Administrator _____ Lisa Griebel _____  _____
Print name Signature

10. **RECOMMENDATIONS**

Recommended by instructional materials committee: Yes No

11. **FINAL APPROVAL**

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	10/15/20	Idanekton		
School Board				

STUDENT IMMUNIZATION AND LIFE THREATENING HEALTH CONDITIONS

Student Immunization

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the board requires a student to present evidence of his/her having been immunized against the following diseases as recommended by the State Board of Health: diphtheria, pertussis (whooping cough), poliomyelitis measles, rubella, mumps, hepatitis B, varicella (chicken pox), tetanus, and haemophilus influenzae type B disease. A student satisfies the measles and varicella (chicken pox) requirement upon a physician's verification that the student has had measles (rubeola or varicella). Effective with the 2008-2009 school year, provider diagnosis or serological evidence of immunity to varicella may be submitted for students with a history of illness entering kindergarten. Parental verification of illness may be submitted for those in first grade and beyond. required by 28A.210 RCW and the Washington State Board of Health 246-105 WAC.

Exemptions from Immunization

The district will allow for exemptions from immunization requirements only as allowed for by RCW 28A.210.090 and WAC 246-105-050.

Meningococcal Disease, Human Papilloma Virus Disease and Vaccine Information Distribution

The district shall provide parents and guardians of students in sixth grade and above with information about meningococcal disease at At the beginning of every school year information provided by the Washington State Department of Health about meningococcal disease, human papilloma virus (HPV) disease and their vaccines.

~~The information shall address the characteristics of the disease; where to find additional information about the disease; vaccinations for children; and current recommendations from the Centers for Disease Control and Prevention regarding receiving the vaccine.~~ The information will include the causes and symptoms of meningococcal disease, human papilloma virus, how the diseases are spread, the places where parents/guardians may obtain additional information and vaccinations for their children, and current recommendations from the United States Centers for Disease Control Prevention regarding the vaccines.

Human Papillomavirus Disease Information

~~At the beginning of every school year, the district shall provide parents and guardians of students from sixth through twelfth grade with information, provided by the state Department of Health about human papillomavirus disease and its vaccine.~~

~~The information shall include the causes and symptoms of human papillomavirus, how the disease is spread, the places where parents and guardians may obtain additional information and vaccinations for their children and current recommendations from the Centers for Disease Control Prevention regarding the vaccine.~~

Under Section 504

3115 Students Experiencing Homelessness

3416 Medication at School

Legal References:	RCW 28A.210	Health Screening and requirements
	WAC 180-38-040 - 065	Immunization and life threatening health - conditions
	246-100-166	Immunization – vaccine preventable diseases
	246-105	Immunization of child care and school children against certain vaccine-preventable diseases
	392-182	Student - Health records
	392-380	Public school pupils – Immunization requirement and life-threatening health condition

Adoption Date: 10/16/95
Revised: 12/17/02, 08/15/06, 03/18/08, _____

November 3, 2020

TO: Alicia Henderson, Superintendent
Board of Directors, ASD5

FROM: Traci Sandstrom, Director of Teaching, Learning & Technology

RE: School Improvement Plans

DATE: October 29, 2020



Aberdeen
School District

216 North G Street
Aberdeen, WA 98520
360-538-2000
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Alicia Henderson, Ph.D.
Superintendent
360-538-2002

Christi Sayres
Human Resources
360-538-2003

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

Traci Sandstrom
Teaching and Learning
Technology
360-538-2123

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

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

Attached are the 2020 – 2021 School Improvement Plans for each of our school buildings for your review and approval.

These plans include each school's goals for the current school year and the activities that will be held to achieve their goals.

Please note, due to the special circumstances and challenges due to COVID-19, these plans may target areas that have not typically been a focus.

These plans are fluid and based on feedback and input will be revised, as needed, to meet the buildings' goals.

Thank you for your consideration.

Aberdeen High School

2020 - 2021

Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

- | | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Washington School Improvement Framework<input type="checkbox"/> WaKIDS<input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks<input type="checkbox"/> Universal Screening<input checked="" type="checkbox"/> Progress Monitoring Data<input checked="" type="checkbox"/> Curriculum Based Assessments<input checked="" type="checkbox"/> Graduation Rate (1 Year, extended, etc.)<input checked="" type="checkbox"/> Credit Attainment<input type="checkbox"/> Stick Rate<input checked="" type="checkbox"/> Student Mobility Data<input checked="" type="checkbox"/> Discipline Referrals<input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)<input type="checkbox"/> Restraint and Isolation Data<input checked="" type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)<input checked="" type="checkbox"/> Healthy Youth Survey<input type="checkbox"/> School Climate data<input checked="" type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text. | <ul style="list-style-type: none"><input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA)<input type="checkbox"/> Title III Data<input checked="" type="checkbox"/> Special Education Eligibility/Disproportionality Data<input checked="" type="checkbox"/> Special Education Placement Data (LRE)<input checked="" type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)<input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)<input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)<input checked="" type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)<input checked="" type="checkbox"/> Extra-curricular activities participation<input type="checkbox"/> Fiscal and Financial Data<input type="checkbox"/> (Other) Click or tap here to enter text.<input type="checkbox"/> (Other) Click or tap here to enter text.<input type="checkbox"/> (Other) Click or tap here to enter text. |
|--|--|

Section 13: PLAN

SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Goal/Priority #1 (G1)	10% of all Long Term EL students will show at least one level of growth in one or more domains of the ELPA 21 test annually.
Goal/Priority #2 (G2)	Provide a system of support in the remote education setting, by building a program that ensures all students can access their teachers that are equipped to teach bilingual students- to include English, Math, a Counselor, EL, PE, Health, Social Studies, CTE, Foreign Language and Admin.EL, PE, Health, Social Studies, CTE, Foreign Language and Admin by June 2021.
Goal/Priority #3 (G3)	Attendance will increase by 10% from the average recorded during May 4th-14th, 2021, as first measured from the average recorded from September 8th-18th, 2020.

Section 14: DO

SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1) Monitoring student participation through attendance, grades, ELPA and state assessments.	on-going each year	EL teacher, EL para Admin.	planning/monitoring meetings

A2) Defined role and create a plan of action for the EL Leadership Team	By October 2020	EL teacher, EL para Admin.	planning/monitoring meetings
A3) Defined role and create a plan of action and documentation process for the Connections Team to monitor student attendance	on-going each year	EL teacher, EL para Admin.	planning/monitoring meetings

Miller Junior High
2020 - 2021

Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

Miller Junior High analyzed the following 2019-2020 data through school closure:

- D/F lists by groups
- Attendance Data
- SWIS Discipline Data
- Skyward Discipline Data
- Student Surveys
- Staff Surveys
- Parent/Guardian Surveys
- Fall MAPs data
- Spring MAPs data

After school closure, Miller Junior High analyzed:

- Weekly Student Engagement Data
- Survey/Call of all 800 students' families
- Student Survey of Distance Learning
- Student Focus Groups
- Staff Survey of Distance Learning
- Parent/Guardian Survey of Distance Learning
- Student Focus Groups

Based on this data, we determined a need to increase student engagement and support of our targeted student groups during the 2020-2021 school year.

Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks
- Universal Screening
- Progress Monitoring Data
- Curriculum Based Assessments
- Graduation Rate (1 Year, extended, etc.)
- Credit Attainment
- Stick Rate
- Student Mobility Data
- Discipline Referrals
- Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)
- Restraint and Isolation Data
- Time out of class (e.g., visits to nurse, counselor, etc.)

- English Language Proficiency Data (i.e. ELPA)
- Title III Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Stakeholder Engagement (e.g. focus groups with families)
- Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
- Extra-curricular activities participation
- Fiscal and Financial Data
- (Other) Click or tap here to enter text.
- (Other) Click or tap here to enter text.
- (Other) Click or tap here to enter text.

<input type="checkbox"/> Healthy Youth Survey <input checked="" type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.	
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Section 13: PLAN

**SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)**

Goal/Priority #1 (G1)	Goal/Priority #1 (G1) Using the MTSS Framework, we will make core curricular concepts (state’s focus standards) and materials accessible for all learners and families whether face to face or distance.
Goal/Priority #2 (G2)	Goal/Priority #2 (G2) Using the MTSS Framework, and the research based Menu of Best Practices, we will meet the learning and social needs of our diverse population of learners through differentiated Tier 1 instruction and activities whether face to face or distance.
Goal/Priority #3 (G3)	Goal/Priority #3 (G3) Using the MTSS framework and the research based Menu of Best Practices, we will increase student engagement in their learning whether face to face or distance.

Section 14: DO

**SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/
COMPONENT 4 COORDINATION AND INTEGRATION)**

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
G1 A1 Grades, Assessment, Discipline, and attendance/engagement data is shared with staff each 6 weeks by sub groups (EL, SWD, LAP/TITLE, Free and Reduced Lunch, and ethnicity). Data (including student, staff, and parent/guardian surveys) is reviewed by staff and School Leadership Team. Support for new middle school grading expectations in distance learning provided to staff.	Every 6 weeks	Principal, Assistant Principal, and Counselors	Part of teacher expectations. Homeroom, Canvas and Skyward
G1 A2 Each 6 th , 7 th and 8 th Grade level team meets weekly to examine student data, plan & monitor interventions, and	Weekly	School Counselors	Canvas, Skyward, and Homeroom. SIP budget for staffing for

<p>facilitate needed contacts with other school staff and/or parents/guardians.</p> <p>Staff use data to identify which students are at risk for difficulties and provide more interventions before school, within the school day, and after school and Saturdays as distance learning allows.</p>			<p>additional time for students.</p>
<p>G1 A3 Additional time during Summer or through release days is available to teams to prepare curriculum, examine data, develop team expectations as we move into a new Middle School Cohort Model.</p>	<p>Once a year- 2 days</p>	<p>Principal and Assistant Principal</p>	<p>SIP Budget COVID budget</p>

<p>G1/A4 The PBIS Team continues school wide work on Tier One and Tier Two interventions. Student Recognition and positive behavior reinforcement will increase including how to recognize students in a distance learning or hybrid model.</p> <p>PBIS Tier One will include teaching schoolwide expectations, grade level expectation, and teacher expectations including for those for distance learning and social distancing expectations.</p> <p>PBIS Tier Two will include increasing academic support for students out of class and reducing the time students are out of class. (even in distance model)</p> <p>PBIS team uses time in the summer to refresh school wide plan, coordinate student orientation, and deliver Professional Development.</p>	<p>Once a month</p>	<p>Assistant Principal and PBIS Lead Teacher</p>	<p>SWIS data, Skyward Data, Homeroom, and Canvas</p> <p>SIP Grant</p>
<p>G 1 A 5 Principal/Assistant Principal visit classrooms/Zoom sessions/office hours 2 periods per “student day” on average beginning October through May and celebrates observed classroom success with all staff.</p>	<p>Daily during instructional time</p>	<p>Principal and Assistant Principal</p>	<p>Canvas platform</p>

G 1 A 6 Staff contribute to the Career and College readiness atmosphere on weekly Career and College Wear Days, Advisory Lessons, PSAT practice, Virtual Career Options Day, and promote a college going culture daily in their classrooms- even in distance learning or hybrid model.	Daily during instructional time and Advisory	School Counselors and AVID Coordinator	AVID Resources Second Steps
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G 1 A 7 Each staff person knows the students in their class, case load, or school activity by name and need within the ESSA targeted population of SWD, ELL Title One and LAP, MultiRacial, and Native American	Daily	Principal, Assistant Principal, Case Managers , and EL TOSA	IEP On Line Canvas HomeRoom
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G 1 A 8 All teachers post and implement a daily snapshot which includes an Essential Question and lessons reflect state standards. Teachers use best practices of Distance learning and establish consistent instructional routines necessary for distance learning success.	Daily during instructional Time	Principal and Assistant Principal	Canvas
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G 1 A 9 100% AVID schoolwide in all curricular areas, teachers use AVID WICOR strategies. W writing (focused note taking & summarization) I (Inquiry-leveled questions- Socratic Seminar, Collaborative Study Groups, and Philosophical Chairs work well) C (collaborations- group work) O (organization- student planners and binders) R (reading- marking the text, summarization and vocabulary). Staff provide evidence weekly of these strategies to the AVID team. Staff learn to apply AVID strategies to distance learning. Staff will learn to Identify the state’s Power/Focus standards, examples of how to measure those standards(various assessment methods), and prerequisite skills needed to master those standards. Staff uses these power standards to drive CORE instruction.	Daily during instructional Time Three days of Professional Development Trainings	Principal, Assistant Principal, and AVID Coordinator	AVID Resources Staff Meetings Teacher contract for Professional Development Trainings SIP Budget
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<p>G 1 A 10 All staff are aware of students' SBA scores and use this information when communicating with students. All staff intentionally teach and support the Common Core Vocabulary. Staff strive to increase the number of students in rigorous classes and the number of students accessing choice challenge assignments in distance learning.</p>	<p>Daily in instruction</p> <p>Yearly advisory/SLC prep with SBA goal setting</p>	<p>Principal, Assistant Principal and Advisory Team</p>	<p>Teacher contracted expectations</p>
<p>G 1 A 11 Academic, Behavior, Attendance, and Social Emotional interventions are offered in a tiered model (MTSS) and monitored frequently for effectiveness.</p> <p><i>Academic Interventions include:</i></p> <ul style="list-style-type: none"> • All teachers have access to needed curriculum materials - Student Led Conferences for all students in October and March - District provided summer school Grades 6/7 (2021) and for 8th graders who need pre algebra math support. - Extended learning (Identify, teach, and discuss key vocabulary terms across all subject areas. (content area literacy) - Additional small group supports and office hours for struggling students - Tier 2 academic support for any students excluded from class-(in school or in a distance model) - Paper Packets of work will be provided to families as needed. 	<p>Daily in instruction</p>	<p>Principal and Assistant Principal</p>	<p>School Improvement Grant</p>
<p>G 1 A 12 All staff teach and support the SEL (Social Emotional Learning) in and PBIS (Positive Behavior Intervention Support) lessons in Advisory and in their classes.</p> <p>All staff learn to create and maintain a positive on line community.</p>	<p>Daily during instruction</p>	<p>Advisory Team and PBIS team</p>	<p>Teachers contracted days for Professional Development and Staff Meetings</p>

<p>G 1 A 13 Our school will reflect positive messages, recognize successful students, and celebration student success. Our school campus will physically reflect our diverse student body. This will be done regardless of the model-face to face, distance, or hybrid.</p>	<p>Daily</p>	<p>PBIS Team</p>	<p>School Improvement Grant</p> <p>Building PBIS budget</p>
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<p>G 1 A 14 Transition Activities from elementary to Middle School (These will be adapted to accommodate social distancing and Phase requirements)</p> <p>Grade 5 Students receive a variety of on line visits from counselors, virtual trips to the Middle School, and virtual Orientation Parents/Guardian meetings both at the elementary school and at Miller.</p> <p>Back to School Days provide families the opportunity for assistance by Miller staff to complete paperwork, review class schedule, and possibly tour school. All parents/families not attending Back to School Days are individually called (Parent Involvement Plan shared.)</p> <p>Open House before school starts provides families an opportunity to learn about the many programs and activities at Miller as well as meet all the student’s teachers. (Title One Services highlighted)</p> <p>Each new class is surveyed for feedback on the transition and the information is used to plan for the following year</p>	Spring	Principal, Assistant Principal and Counseling Staff	<p>School Improvement Grant</p> <p>Title One Family/Parent Funds</p>
<p>G1 A 18 Family Communication</p> <p>Families are invited to Miller if possible or on line if needed for a variety of times- Back to School Days, Open House, Student Led Conferencing, sporting events, music concerts, AVID Family Nights, and Title One Family Fun Nights.</p> <p>Families are surveyed regularly and feedback used for improving Title One Services and modifying the School Compact.</p> <p>All communication is provided to our families in Spanish to our population for whom Spanish is spoken at home- on the webpage, in mailings, and in the BlackBoard Connect calls.</p> <p>All Title One, LAP, ELL, SWD students and their families will be informed of the availability of</p>	Daily	Principal and EL TOSA	<p>School Budget</p> <p>Title One Family Engagement Budget</p>

<p>the After School Program during Back to School Days, Open House, and Fall Conferences. School will communicate this information in the families' home languages.</p> <p>In addition to Skyward, grades mailed at each 6 weeks, Miller communicates regularly with families when having concerns about students academic performance, attendance, social emotional issues, or behavior. Positive feedback is provided at regular intervals as well.</p>			
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G1 A 19 Canvas, our district's new distance learning platform will create a common learning environment for all stakeholders K-12. Professional Development for staff, students, and families will be necessary.	Summer and Fall of 2020	District Director of Teaching and Learning	District budget Title One Family Engagement Budget
G1 A 20 With distance learning, families will be surveyed as to their preferred communication method with school.	Summer/Fall of 2020	Principal	N/A
G1 A21 Our school will work with families to supply tools necessary for families to connect digitally and training will be provided for students and families.	Fall 2020	Principal	District Budget Title One Family Engagement Budget School Improvement Grant

G 2 A 1 Miller cooperates with the high school to support students transitioning to the high school- SWD students transitioned to high school SWD team, counselors meet with new counselor, administrative staff meets with high school administrators, and 8 th graders have an orientation day at the high school in the spring. Specific students identified as needing more transition support will have additional activities.	Spring 2021	Principal, Assistant Principal and counseling staff	District Budget
G 2 A 2 SWD students are supported in the least restrictive environment, and staff know each student's IEP goals, accommodations, modifications and then communicate regularly with the case managers. (Student Schedules are checked by case manager before school starts and families communicated with.) SWD team meets weekly and provides professional	Daily	Assistant Principal and SWD Case managers	Teacher contracted Professional Development Days

development at any of the Professional Development Days. Staff will receive professional development in UDL.			
G2 A 3 The curriculum for the 2 programs of ID and PASS (Tier 3 behavior support) continues to be developed and core teachers are supported in the implementation including support during distance learning.	Daily	Assistant Principal and SWD Case Manager	N/A

G 2 A 4 EL students are supported in core classes and all staff use AVID strategies (including group work, vocabulary and summarization) with EL students. Staff work with the EL TOSA to support EL students in distance learning. Some co-teaching support will be provided.	Daily	EL TOSA	School Improvement Grant
G 2 A 5 Staff receive professional development and coaching on how to build an effective learning community even when Distance learning	Fall 2020	Principal, Assistant Principal and PBIS Team	School Improvement Grant
G2 A 6 In addition to our EL students, we will work with our district Indian Ed coordinator with our Title 3 students- forming an Native American Leadership Club which will culminate if possible in year end activities with a field trip that EL accompanies as well.	Spring 2021	EL TOSA	School Improvement Grant

G2 A 7 All students, including EL and SWD will be taught how to use the on line materials effectively in distance learning, including, Imagine Math and Imagine Learning and Rosetta Stone	Fall 2020	Principal, Assistant Principal, SWD Case Managers and EL TOSA	Title One Family Engagement Funds School Improvement Grants
G3 A 1 Students, Families, and staff will receive assistance learning the new Canvas platform and how to access the schools standardized schedule of assignments, expectations, activities and grading	Fall 2020	Principal and Assistant Principal	Title One Family Engagement Funds School Improvement Grant
G3 A2 Professional Development for staff on Project based learning, choice boards or learning menus to provide student choice and increase engagement in a distance learning model.	Fall 2020	Principal District Teaching and Learning Director	Teachers contracted Professional Development days School Improvement Grant

This will include developing meaningful choice activities, project based learning, professional development, implementation/collaboration time, data and assessment review, and relevant materials.

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A. J. West

2020 - 2021

Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

- | | |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Washington School Improvement Framework<input checked="" type="checkbox"/> WaKIDS<input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks<input checked="" type="checkbox"/> Universal Screening<input checked="" type="checkbox"/> Progress Monitoring Data<input checked="" type="checkbox"/> Curriculum Based Assessments<input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)<input type="checkbox"/> Credit Attainment<input type="checkbox"/> Stick Rate<input type="checkbox"/> Student Mobility Data<input checked="" type="checkbox"/> Discipline Referrals<input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)<input checked="" type="checkbox"/> Restraint and Isolation Data<input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)<input type="checkbox"/> Healthy Youth Survey<input checked="" type="checkbox"/> School Climate data<input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text. | <ul style="list-style-type: none"><input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA)<input type="checkbox"/> Title III Data<input checked="" type="checkbox"/> Special Education Eligibility/Disproportionality Data<input type="checkbox"/> Special Education Placement Data (LRE)<input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)<input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)<input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)<input checked="" type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)<input type="checkbox"/> Extra-curricular activities participation<input type="checkbox"/> Fiscal and Financial Data<input checked="" type="checkbox"/> (Other) Connections Team data<input type="checkbox"/> (Other) Click or tap here to enter text.<input type="checkbox"/> (Other) Click or tap here to enter text. |
|---|---|

Section 13: PLAN

SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Goal/Priority #1 (G1)	By Spring 2020, Kindergarten students will demonstrate a 10% increase in the mean composite DIBELS scores as compared to the DIBELS assessment administered in Fall 2020. The current mean composite score for all kindergarteners is 263.0 for winter. The goal would be a mean of 289.5 in Spring 2020
Goal/Priority #2 (G2)	By May 2021, the students identified EL (57 students) in grades K-5 will increase their engagement in Imagine Learning by 10% utilizing data from Imagine Learning Usage reports. The current percentage of full engagement is 47% schoolwide. The goal is to have 57% by May 2021.
Goal/Priority #3 (G3)	By May, 2021, AJ West Elementary will demonstrate a minimum of a 5% increase in school wide attendance for grades K-5 from the September 2020 attendance. Schoolwide 89.49% in September to 94.49% in May 2021.

Section 14: DO

SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
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Section 14: DO			
A1) Goal 1: Monitor achievement in monthly Leadership Team meeting	Monthly, September 2020-June 2021	Leadership Team	Support for Leadership Teams at district/building level
A2) Goal 1: Utilize attendance strategies to increase kindergarten student attendance and engagement	September 2020-June 2021	Principal, Connections Team, Office Staff	Skyward reports, Connections Team, Behavior Support Specialist
A3) Goal 1: Strong implementation of Superkids curriculum	September 2020-June 2021	Principal, Kindergarten teachers, Special Ed Teachers	Superkids Curriculum and support
A4) Goal 1: Robust implementation of Superkids online component and Imagine Learning	September 2020-June 2021	Kindergarten Teachers	Superkids Curriculum and support
A5) Goal 1: Use of kindergarten team's weekly packets	Thursdays, September 2020-June 2021	Kindergarten Teachers	Printing/copier funds, Collaboration time for kindergarten team to create
A6) Goal 2: Daily push-in EL intervention support	Daily, September 2020-June 2021	Kindergarten Teachers, EL Staff, MTSS specialists	EL staff, Imagine Learning
A7) Goal 2: Implementation of Imagine Learning and Literacy at 100 minutes per week for identified EL students	Weekly, September 2020-June 2021	Classroom teachers, principal, Connections Team, LRC tech, EL Staff	Imagine Learning, EL Staff
A8) Goal 2: Weekly tracking of Imagine Learning usage for each student	Mondays, September 2020-June 2021	Principal	Imagine Learning access

Section 14: DO			
A9) Goal 2: Assess progress during monthly Leadership Team meetings	Monthly, September 2020-June 2021	Leadership Team	Imagine Learning access
A10) Goal 3: Daily attendance calls to confirm/excuse absences	September 2020-June 2021	Office staff, Connections Team	Student/Family Support Assistant at school
A11) Goal 3: Connections Team meeting weekly on Wednesday at 10:00 AM	Wednesdays, September 2020-June 2021	Connections Team	Connections Team/District-wide support for teams
A12) Goal 3: LRC Tech support for device or connectivity issues	September 2020-June 2021	LRC Tech, Connections Team	District support for LRC tech at building

Central Park

2020 - 2021

Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

- | | |
|--|---|
| <ul style="list-style-type: none"><input checked="" type="checkbox"/> Washington School Improvement Framework<input type="checkbox"/> WaKIDS<input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks<input checked="" type="checkbox"/> Universal Screening<input checked="" type="checkbox"/> Progress Monitoring Data<input checked="" type="checkbox"/> Curriculum Based Assessments<input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)<input type="checkbox"/> Credit Attainment<input type="checkbox"/> Stick Rate<input type="checkbox"/> Student Mobility Data<input checked="" type="checkbox"/> Discipline Referrals<input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)<input type="checkbox"/> Restraint and Isolation Data<input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)<input type="checkbox"/> Healthy Youth Survey<input type="checkbox"/> School Climate data<input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text. | <ul style="list-style-type: none"><input type="checkbox"/> English Language Proficiency Data (i.e. ELPA)<input type="checkbox"/> Title III Data<input type="checkbox"/> Special Education Eligibility/Disproportionality Data<input type="checkbox"/> Special Education Placement Data (LRE)<input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)<input checked="" type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)<input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)<input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)<input type="checkbox"/> Extra-curricular activities participation<input type="checkbox"/> Fiscal and Financial Data<input type="checkbox"/> (Other) Click or tap here to enter text.<input type="checkbox"/> (Other) Click or tap here to enter text.<input type="checkbox"/> (Other) Click or tap here to enter text. |
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Section 13: PLAN

SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Goal/Priority #1 (G1)	Students participation rate on Imagine learning will increase by 12% by May 2020
Goal/Priority #2 (G2)	Kindergarten percentile rank will increase by 10% by May 2020 as recorded through our DIBELS benchmark testing.
Goal/Priority #3 (G3)	Our EL students will increase their Imagine learning participation by 10% by May 2020

Section 14: DO

SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1) Our school will regularly monitor Imagine Learning usage. We will discuss with students/parents the importance of students completing their time.	From the beginning of the 2020-21 school year to June 15 2021	John Crabb Connection team	PBIS funds for reinforcement incentives
A2) Increase Kindergarten engagement in the learning process. We will monitor online engagement of all kindergarten students	From the beginning of the 2020-21 school year to June 15 2021	John Crabb Shawnie Rattie Teacher	PBIS funds for reinforcement incentives

Section 14: DO

A3) Our school will regularly monitor Imagine Learning usage for our EL population. We will discuss with students/parents the importance of students completing their time.

From the beginning of the 2020-21 school year to June 15 2021

Geri Scott or Secretary
Connection team
Certified teachers

PBIS funds for reinforcement incentives

McDermoth Elementary

2020 - 2021

Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

- | | |
|--|--|
| <ul style="list-style-type: none"><input checked="" type="checkbox"/> Washington School Improvement Framework<input checked="" type="checkbox"/> WaKIDS<input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks<input type="checkbox"/> Universal Screening<input type="checkbox"/> Progress Monitoring Data<input checked="" type="checkbox"/> Curriculum Based Assessments<input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)<input type="checkbox"/> Credit Attainment<input type="checkbox"/> Stick Rate<input type="checkbox"/> Student Mobility Data<input checked="" type="checkbox"/> Discipline Referrals<input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)<input type="checkbox"/> Restraint and Isolation Data<input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)<input type="checkbox"/> Healthy Youth Survey<input type="checkbox"/> School Climate data<input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text. | <ul style="list-style-type: none"><input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA)<input type="checkbox"/> Title III Data<input type="checkbox"/> Special Education Eligibility/Disproportionality Data<input type="checkbox"/> Special Education Placement Data (LRE)<input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)<input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)<input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)<input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)<input type="checkbox"/> Extra-curricular activities participation<input type="checkbox"/> Fiscal and Financial Data<input checked="" type="checkbox"/> (Other) Imagine Learning<input type="checkbox"/> (Other) Click or tap here to enter text.<input type="checkbox"/> (Other) Click or tap here to enter text. |
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Section 13: PLAN

SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Goal/Priority #1 (G1)	Our school will average 90% or higher on our daily attendance rate throughout the entire school year. During 2019, our school's average daily attendance rate was 85.3%.
Goal/Priority #2 (G2)	Students will increase their Imagine Learning participation rate by 10% from September 2020 to May 2021.
Goal/Priority #3 (G3)	EL students will increase their Imagine Learning participation rate by 10% from September 2020 to May 2021.

Section 14: DO

SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1) To improve attendance rates at our school, our Student/Family Service Worker will call all parents/guardians when there is an absence. Consistent absences will be referred to our school's Connection Team.	From the beginning of the 2020-2021 school year until the end of the school year.	Virginia Barragan Heather Trader Connections Team	We have a Connections Team that supports students and families at our school. The team consists of the principal, counselor, office coordinator, librarian/tech support, behavior support specialist, and our bilingual Student/Family Support Worker. Our team will call, send

Section 14: DO			
			emails, and conduct home visits when needed. We will work with families to develop plans to help them learn while remote.
A2) Our school will regularly monitor Imagine Learning usage. We will discuss with students/parents the importance of students completing their time.	From the beginning of the 2020-2021 school year until the end of the school year.	Virginia Barragan Heather Trader Connections Team Certified Teachers	PBIS, helping students/families plan for completing their time.
A3) Our school will regularly monitor Imagine Learning usage for our EL population. We will discuss with students/parents the importance of students completing their time.	From the beginning of the 2020-2021 school year until the end of the school year.	Virginia Barragan Heather Trader Connections Team Certified Teachers	PBIS, helping students/families plan for completing their time. Our Student/Family Support Worker tracks EL usage every Monday. She sends data to teachers each week and calls families.

Robert Gray

2020 - 2021

Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks
- Universal Screening
- Progress Monitoring Data
- Curriculum Based Assessments
- Graduation Rate (1 Year, extended, etc.)
- Credit Attainment
- Stick Rate
- Student Mobility Data
- Discipline Referrals
- Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)
- Restraint and Isolation Data
- Time out of class (e.g., visits to nurse, counselor, etc.)
- Healthy Youth Survey
- School Climate data
- Perceptual Data: (Local/Organization): Click or tap here to enter text.

- English Language Proficiency Data (i.e. ELPA)
- Title III Data
- Special Education Eligibility/Disproportionality Data
- Special Education Placement Data (LRE)
- Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
- Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- Stakeholder Engagement (e.g. focus groups with families)
- Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
- Extra-curricular activities participation
- Fiscal and Financial Data
- Imagine Learning
- Attendance
- (Other) Click or tap here to enter text.

Section 13: PLAN

SY 2020–2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three – Practices and Strategies.

Goal/Priority #1 (G1)	Robert Gray Elementary will demonstrate a minimum of a 5% increase in school wide attendance for grades K-5, as compared to September 2020 and May 2021 Skyward attendance reports.
Goal/Priority #2 (G2)	The Special Education teachers will demonstrate a minimum of a 5% increase in program participation(in curriculum or Zoom) for IEP students K-5, as compared in September 2020 and May 2021 by student attendance and participation in school.
Goal/Priority #3 (G3)	By May 2021, the students identified EL (59 students) in grades K-5 will increase their engagement in Imagine Learning by 10% as compared from Imagine Learning Usage reports in September 2020.

Section 14: DO

SY 2020–2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three – Practices and Strategies.

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1)Connections Teams meetings	October 2020	Sherri Northington, Mirsa Ortuno	n/a
A2) Family visits	September 2020	Sherri Northington, Stacie Bell, Jeanie Yale	n/a

A3) LRC Tech Support	September 2020	Nikki Jones	n/a
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Stevens

2020 - 2021

Section 12: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work	
<ul style="list-style-type: none"> <input type="checkbox"/> Washington School Improvement Framework X WaKIDS <input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks X Universal Screening X Progress Monitoring Data X Curriculum Based Assessments <input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input type="checkbox"/> Student Mobility Data X Discipline Referrals <input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey X School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text. 	<ul style="list-style-type: none"> X English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data X Special Education Eligibility/Disproportionality Data <input type="checkbox"/> Special Education Placement Data (LRE) X Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families) X Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation <input type="checkbox"/> Fiscal and Financial Data X (Other) Connections Team Data <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text.

Section 13: PLAN

SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

Goal/Priority #1 (G1)	<p>Stevens Elementary will demonstrate a minimum of a 5% increase in school wide attendance for grades K-5, as compared from September 2020 and May 2021 Skyward attendance reports.</p> <p>Schoolwide 92.9% to 97.9% (present)</p> <p>September Absences Rate by grade:</p> <table data-bbox="590 597 1318 691"> <tr> <td>Kindergarten</td> <td>11.48%</td> <td>First</td> <td>6.53%</td> </tr> <tr> <td>Second</td> <td>7.58%</td> <td>Third</td> <td>4.82%</td> </tr> <tr> <td>Fourth</td> <td>4.22%</td> <td>Fifth</td> <td>6.56%</td> </tr> </table>	Kindergarten	11.48%	First	6.53%	Second	7.58%	Third	4.82%	Fourth	4.22%	Fifth	6.56%
Kindergarten	11.48%	First	6.53%										
Second	7.58%	Third	4.82%										
Fourth	4.22%	Fifth	6.56%										
Goal/Priority #2 (G2)	<p>Kindergarten will have a 25% increase on students reaching grade level benchmark standards on the DIBELs Composite Score as compared from DIBELs progress monitoring given in September 2020 to May 2021 as indicated by classroom based assessments and trimester DIBELs assessments.</p> <p>September 2020: 1/39 (2.56% Benchmark or above - DIBELs Composite Score)</p>												
Goal/Priority #3 (G3)	<p>By May 2021, the students identified EL (69 students) in grades K-5 will increase their engagement in Imagine Learning by 10% as compared from Imagine Learning Usage reports in September 30th, 2020 to May 31st 2021.</p> <p>Schoolwide 40.6% to 50.6%</p> <p>September Engagement Rate by grade:</p> <table data-bbox="590 1000 1335 1094"> <tr> <td>Kindergarten</td> <td>40% to 50%</td> <td>First</td> <td>49% to 59%</td> </tr> <tr> <td>Second</td> <td>28% to 38%</td> <td>Third</td> <td>45% to 55%</td> </tr> <tr> <td>Fourth</td> <td>35% to 45%</td> <td>Fifth</td> <td>47% to 57%</td> </tr> </table>	Kindergarten	40% to 50%	First	49% to 59%	Second	28% to 38%	Third	45% to 55%	Fourth	35% to 45%	Fifth	47% to 57%
Kindergarten	40% to 50%	First	49% to 59%										
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Section 14: DO

**SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/
COMPONENT 4 COORDINATION AND INTEGRATION)**

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1) Goal 1: Daily attendance phone calls to confirm absences	September 2020-June 2021	Connections Team Office Coordinator	Skyward attendance reports
A2) Goal 1: Weekly Connections Team Meeting * tracking *Regular home visits to check on students * problem solve * increase engagement Monthly attendance letters per RCW/WACs	Mondays @ 9:00 September 2020-June 2021	Connections Team General Education Teachers Principal	1. Skyward attendance reports 2. General Education teacher referral 3. Tracking documentation of interventions 4. LRC technician 5. TransAct forms
A3) Goal 1: Weekly attendance rate posted in Monday Memo & Husky Happenings	Mondays September 2020-June 2021	Principal	1. Monday Memo newsletter 2. School Website 3. Blackboard Connect
A4) Goal 1: Classroom incentive competitions & Monthly Principal Awards	October 2020-June 2021	Principal PBIS Team	1. PBIS/Discretionary Funds 2. PTSO Group 3. Monthly PBIS team meetings
A5) Regular and frequent progress monitoring *Teacher created assessments	September 2020-June 2021	Gen Ed teachers	WAKids DIBELs

*DIBELs assessments			Teacher Created Assessments
A6) Data Monitoring Meetings *Monthly building leadership meetings *Weekly grade level collaboration *Grade level data boards meeting	September 2020-June 2021	Gen Ed Teachers Principal Title TOSAs	Data reports data boards
A7) Goal 3: Implementation of Imagine Learning for EL students (100 minutes per week) *Weekly usage tracking and reports *Usage indicated on Monday Memo & AM announcements	September 2020-June 2021	Principal Teachers	Imagine Learning program and reports
A8) Goal 3: EL Intervention support from MTSS *Action Area Support *Newcomer Intervention Group	September 2020-June 2021	EL & Title TOSAs MTSS Assistants	Imagine Learning Action Area reports

Families in Transition

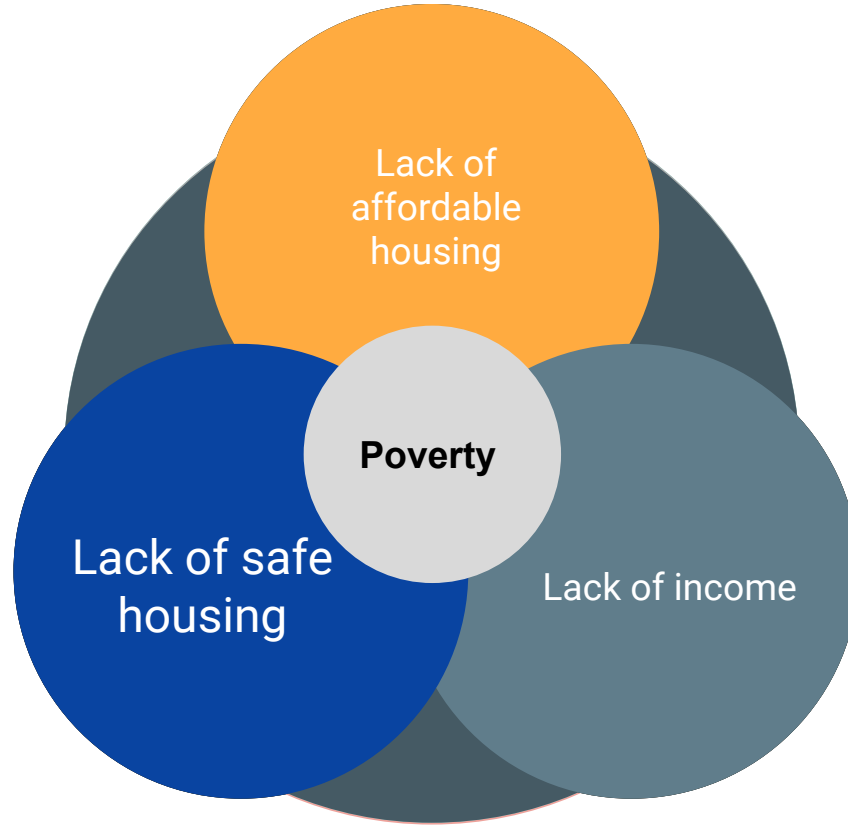


Amanda Gonzales - McKinney Vento Liaison
Sherri Northington - Director Homeless
Services

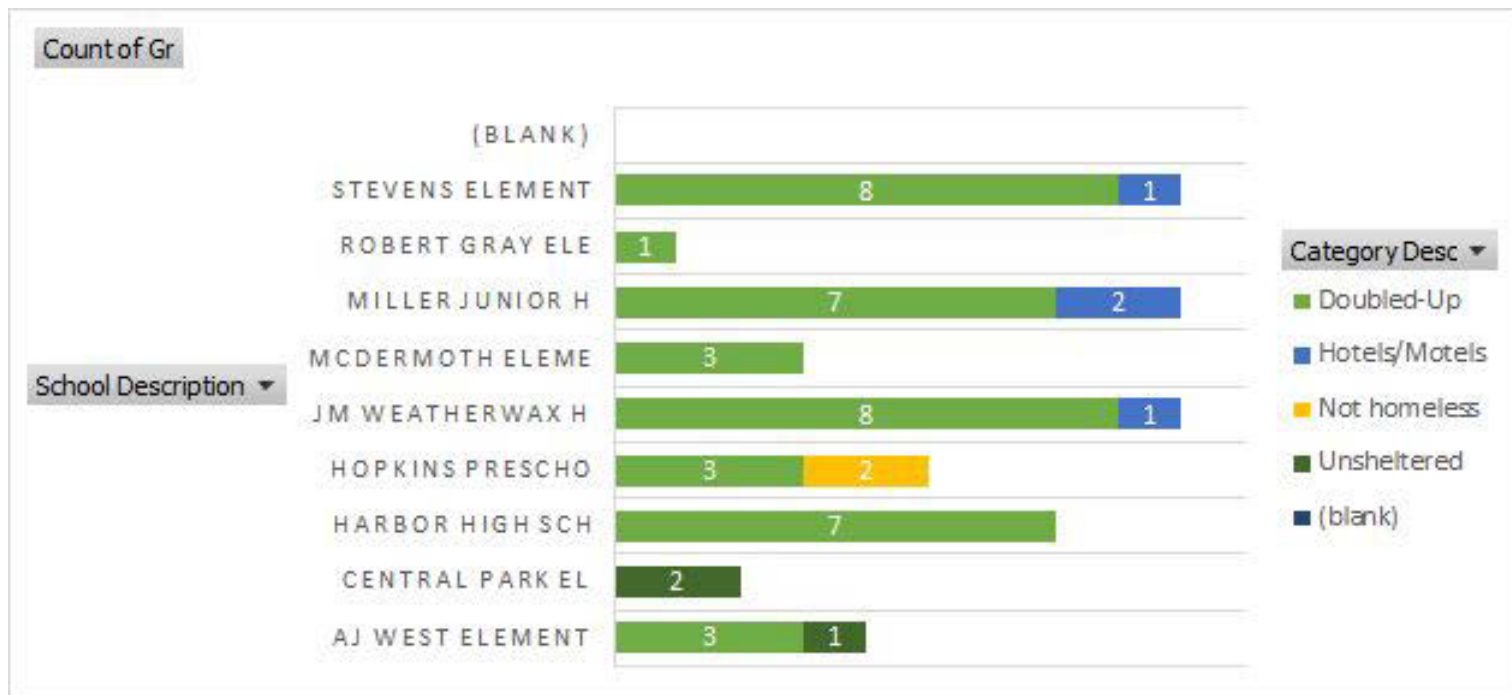
Any student that is under these circumstances is considered homeless

- Children and youth sharing housing due to loss of housing, economic hardship or a similar reason
- Children and youth living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations
- Children and youth living in emergency or transitional shelters
- Children and youth abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations

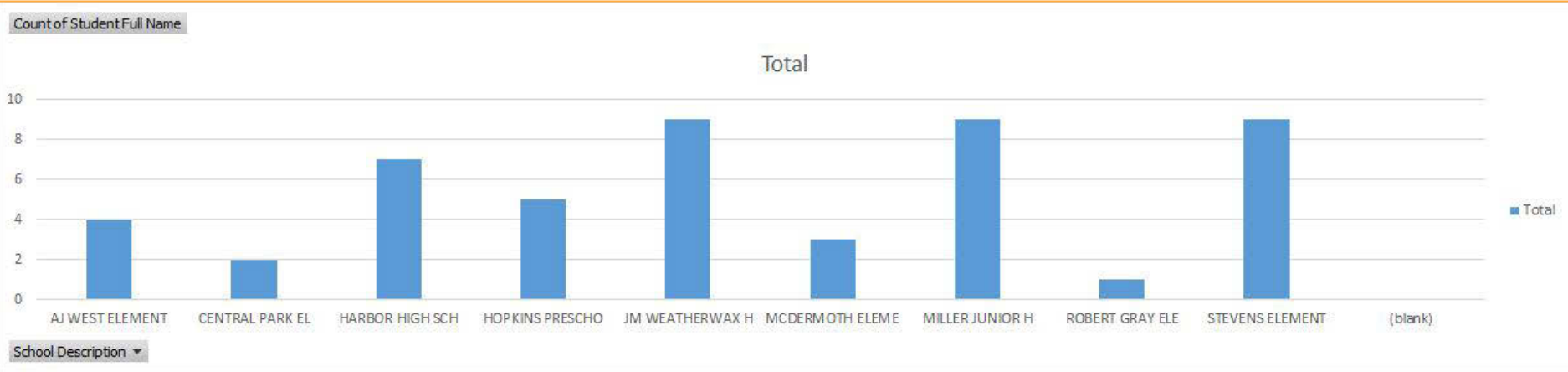
What are the causes?



Categories of housing



Homelessness per grade



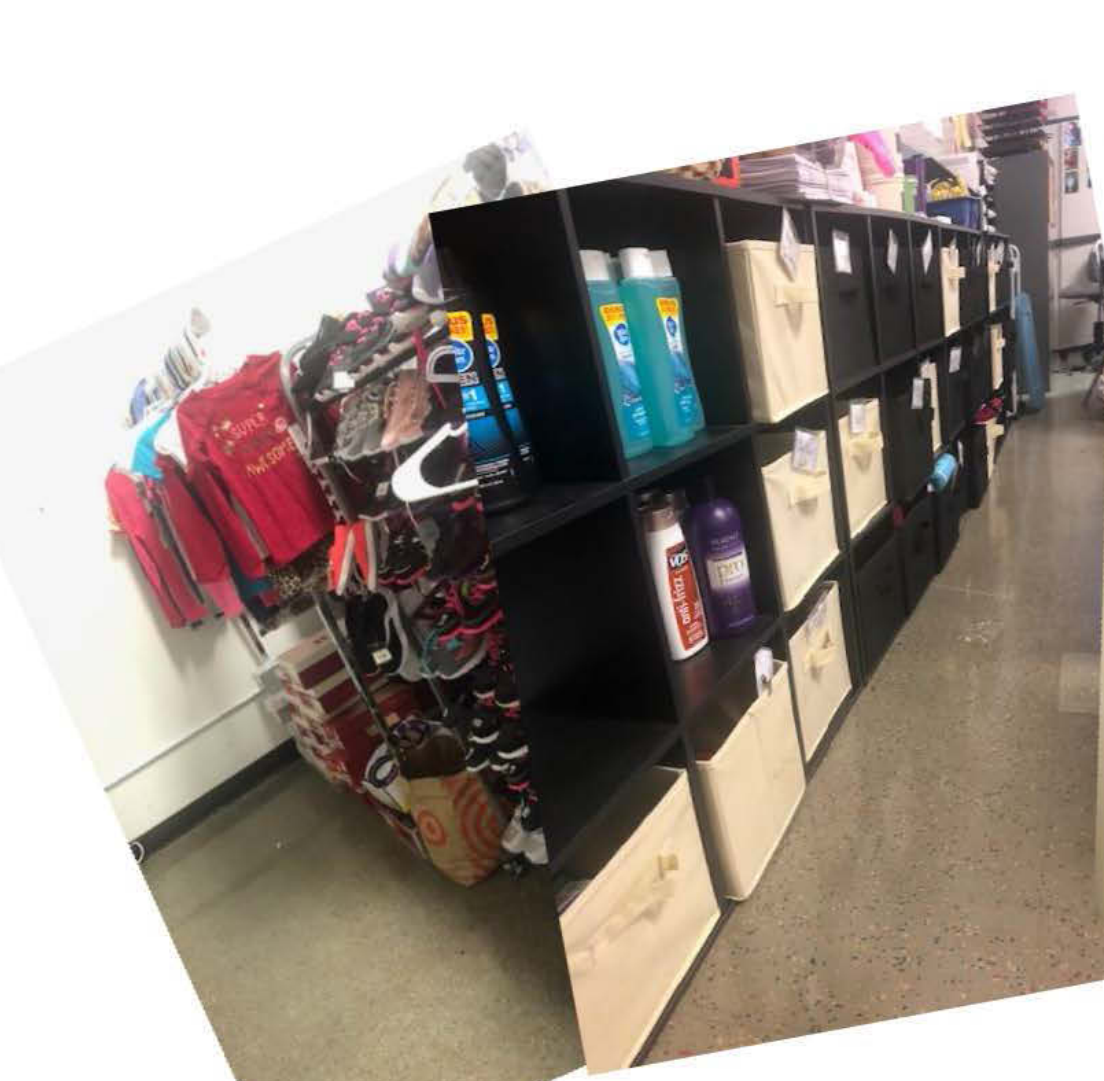
What is our purpose?

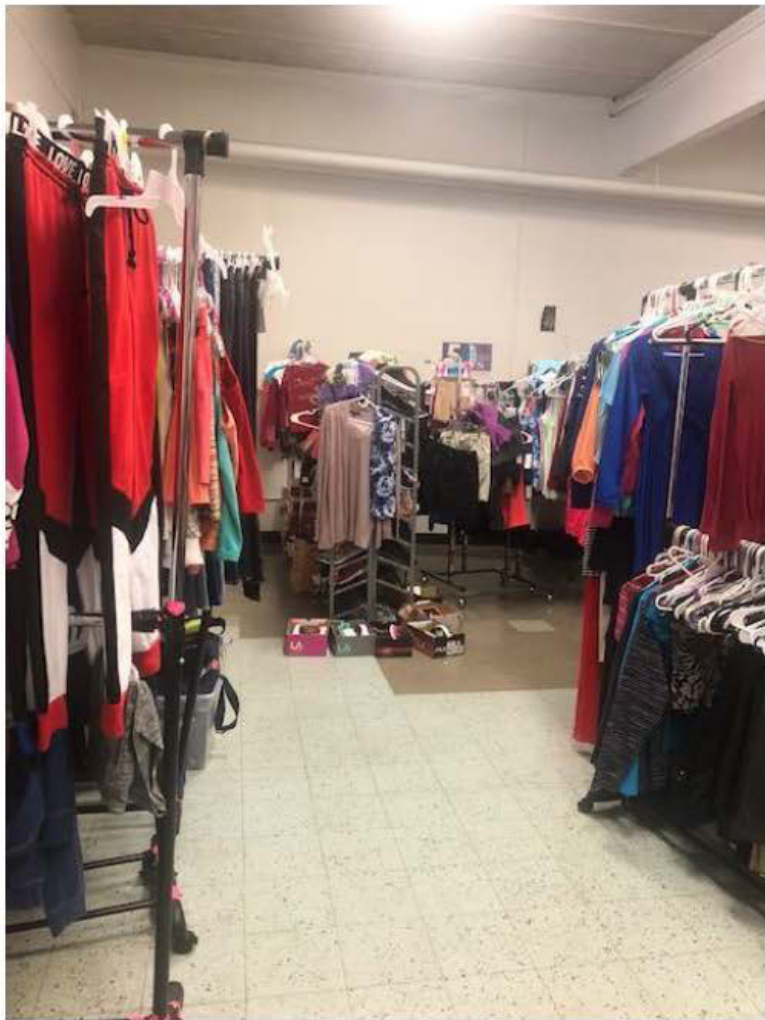
The McKinney-Vento Education of Homeless Children and Youth Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. McKinney-Vento provides federal funding to states for the purpose of supporting district programs that serve homeless students.

How do we do this?

- Provide transportation to and from school of origin
- Provide school supplies outside of basic classroom needs as well as clothes and needs for extra-curricular activities
- Help with school related fees like: ASB, Choir, CTE classes, uniforms, and graduation supplies.
- Connect student with resources like: counseling, medical, and social security offices.
- Looking into utilizing Title IV funds to allow easier access to the arts.

We provide homeless students with the resources and support to break down barriers to achieve equal educational opportunities.





Aberdeen School District

Homeless	Doubled-Up	Hotels/Motels	Sheltered	Unsheltered
230	198	10	17	5

Select School Year	Select Organization Name	Select Enrollment Analysis Method	Select Grade Level
2019-20	Aberdeen School District	Count of enrolled students	All

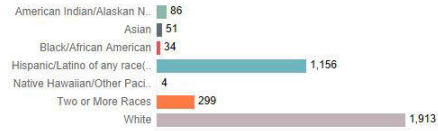
Gender: All Students



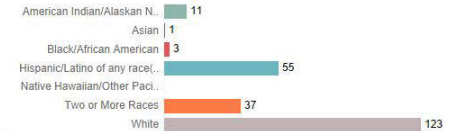
Gender: Homeless Students



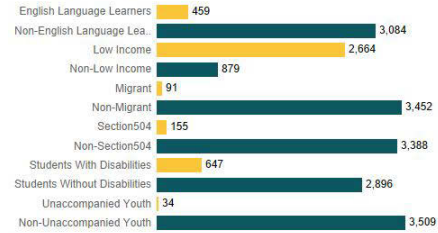
Race/Ethnicity: All Students



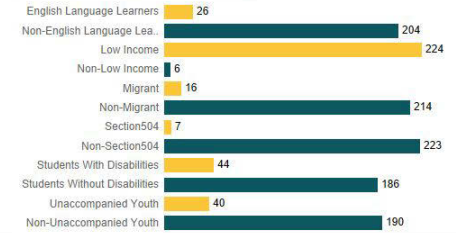
Race/Ethnicity: Homeless Students



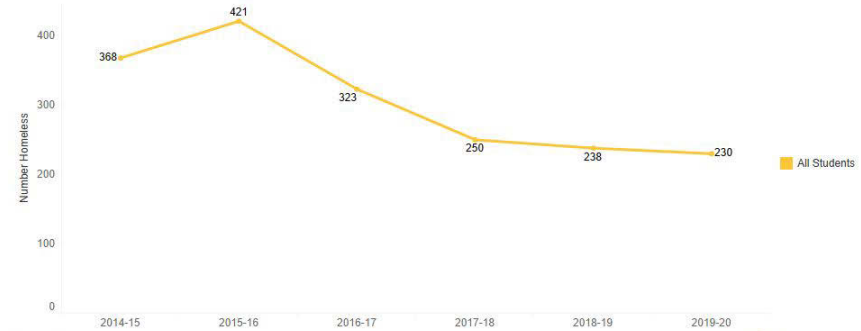
Student Group: All Students



Student Group: Homeless Students



Trend



Data as of: October 2020

2019-202 Data from OSPI

- 244 are low income
 - 40 are unaccompanied youth
- Numbers are decreasing from previous years

Any Questions?

If you need to contact me I can be reached by email or phone

agonzales@asd5.org

(360) 581 - 6740

Aberdeen School District

School Board Meeting

November 3, 2020

Topics

- ◆ Grant Information
- ◆ ASD Native Programming
- ◆ Native Student Statistics
- ◆ Quinault Student Statistics
- ◆ Tribal Consultation Recommendations

Title VI Grant: Information

- ◆ Regular formula grant program
- ◆ Initial Allocation: \$50,872
- ◆ July 1, 2020 to June 30, 2021
- ◆ 189 Native students out of 3,500 students
- ◆ Pre-K to High School
- ◆ Multi-Year
- ◆ Year 4 of 4

Title VI: Coordination of Services

- ◆ Title I/LAP Services
- ◆ Title III: English Language Acquisition
- ◆ Homeless Child & Youth
- ◆ Migrant Education

Title VI: Project Objectives

- ◆ Increase knowledge of cultural identity and awareness
 - ◆ Advisory
 - ◆ Youth Leadership Program
- ◆ Increase graduation rate
 - ◆ Honoring graduates
 - ◆ Recognition
- ◆ Increase Parent Participation
 - ◆ Regular Parent Meetings
- ◆ Increase at-risk student support
 - ◆ Academic Support
 - ◆ Study group
 - ◆ Student advocacy

Title VI: Budget

- ◆ Awarded: \$50, 872
- ◆ Personnel: \$38,000
 - ◆ Program: \$26,600
 - ◆ Fringe Cost: \$11,400
- ◆ Travel: \$1,500
 - ◆ In-district: \$600
 - ◆ Out of District: \$200
 - ◆ Professional Development: \$600
- ◆ Supplies: \$6,000
 - ◆ Student Consumables: \$4,200
 - ◆ Instructional Delivery: \$1,800
- ◆ Other: \$4,600
 - ◆ Student Activities: \$3,475
 - ◆ Professional Development: \$1,125
- ◆ Indirect cost: \$772

ASD Native Education Program

◆ Student Support

- ◆ Student Outreach & Recruitment
- ◆ CANVAS Course
- ◆ Distance Learning Supplies
- ◆ Graduation Blankets
- ◆ Native American Youth Leadership

◆ Teacher Resources

- ◆ Since Time Immemorial Curriculum
- ◆ Library
- ◆ Supplies
- ◆ Planning

◆ Counselor Resources

- ◆ Tribal programs
- ◆ Site Visits
- ◆ Collaboration among school

Native Ed CANVAS

Elementary

- Program
 - Story Time
 - Tribal connection
- Cultural Activities
 - Powwow fitness
 - Arts/Crafts
- Advisory
 - Homework Help
 - Tech Help

Middle School

- Programs
 - Leadership Program
 - Distance Supplies
- Advisory
 - Office Hours
 - Homework Help
- College
- Career
 - Guest Speakers

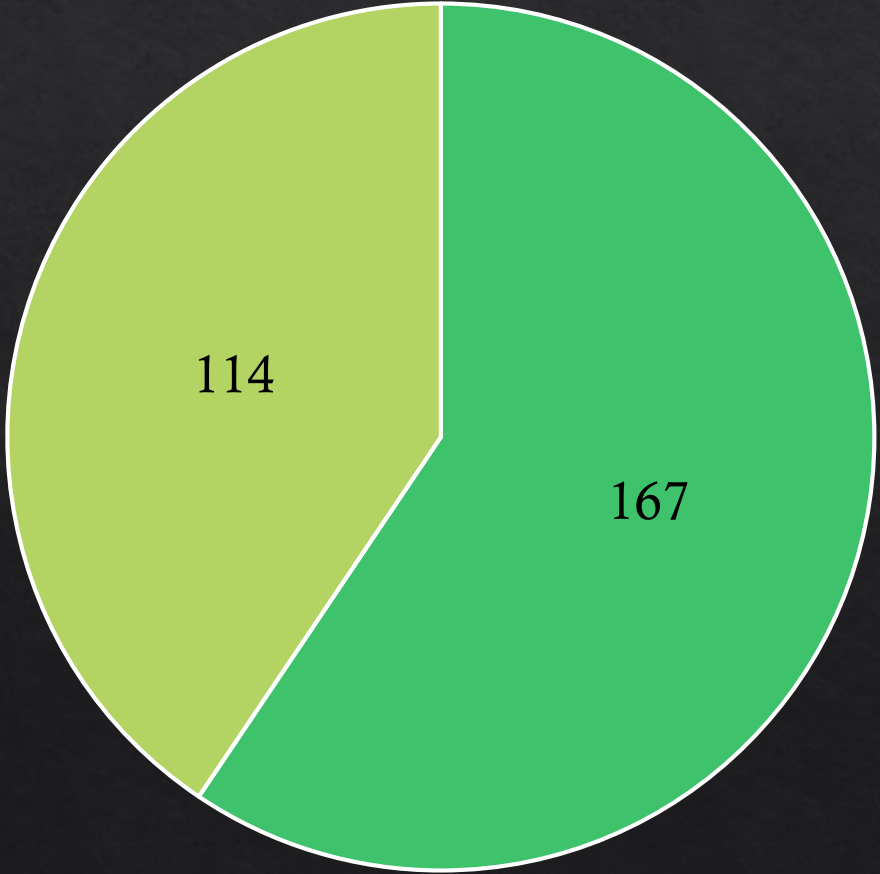
High School

- Programs
 - Leadership Program
- Advisory
 - Office hours
 - Connection
- College
 - UW
 - Pathways
- Career
 - Clifton Strengths

Aberdeen School District
American Indian/Alaskan Native
Statistics

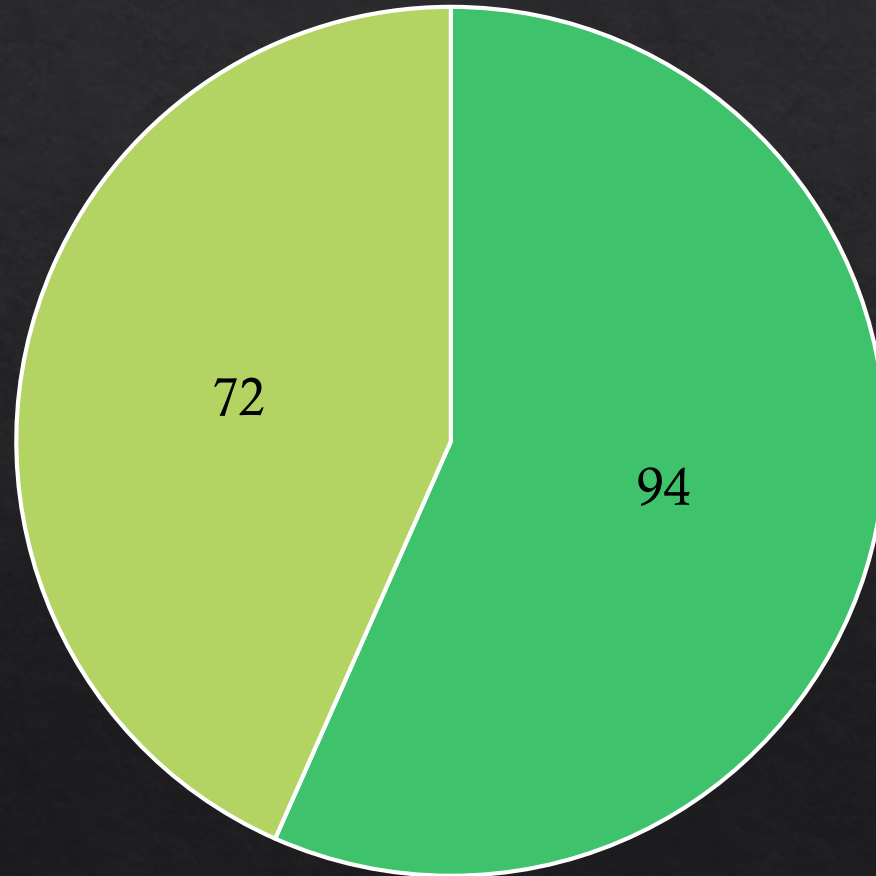
Identified American Indian/Alaskan Native Students

Other Tribes QIN

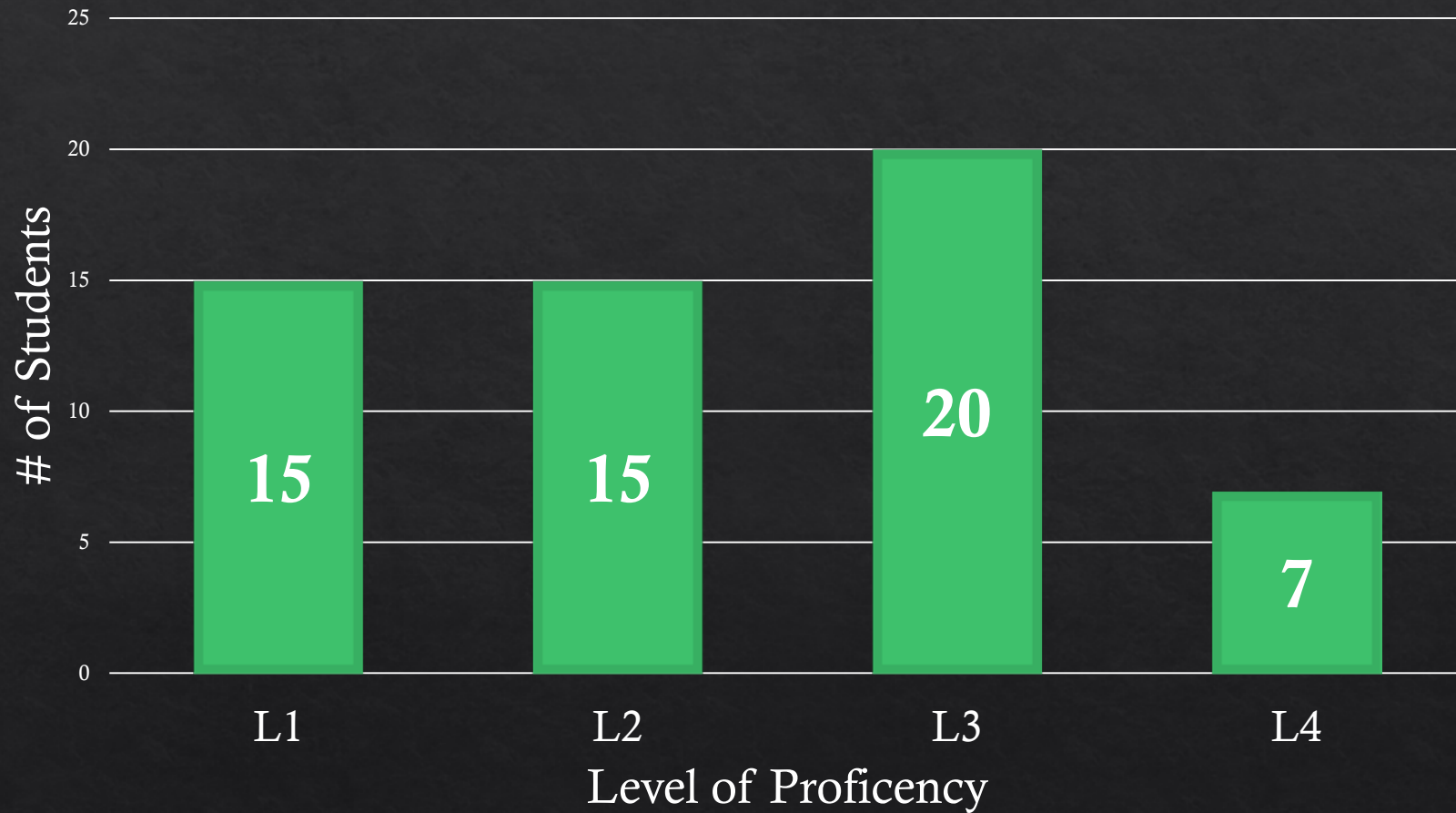


ASD Native Ed Program Students

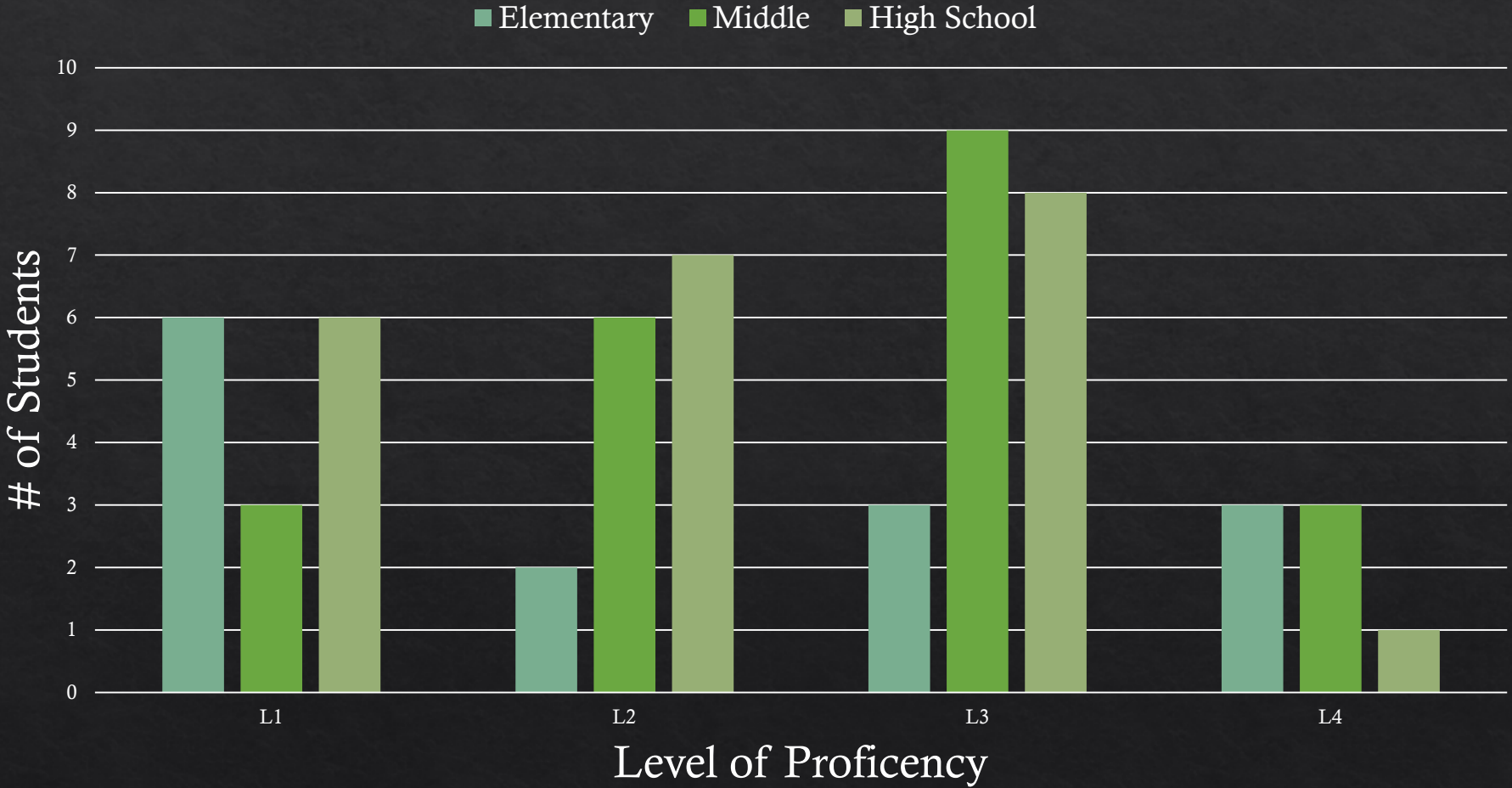
■ Other Tribes ■ QIN



2019 Native Ed SBA Levels



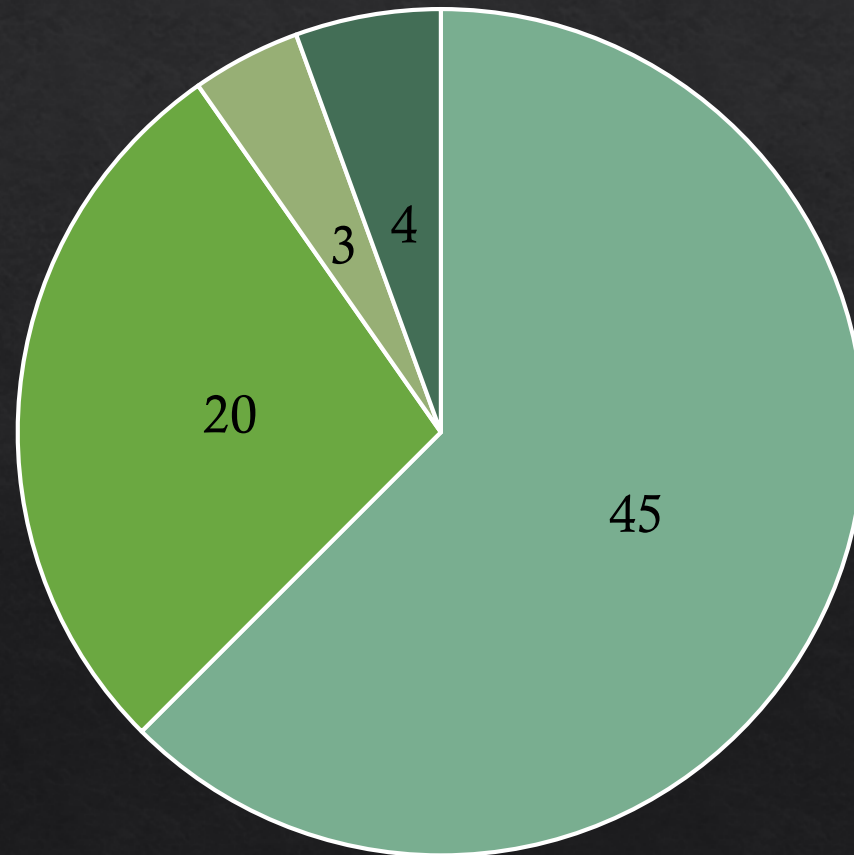
Native Ed Breakdown of Scores by Grade



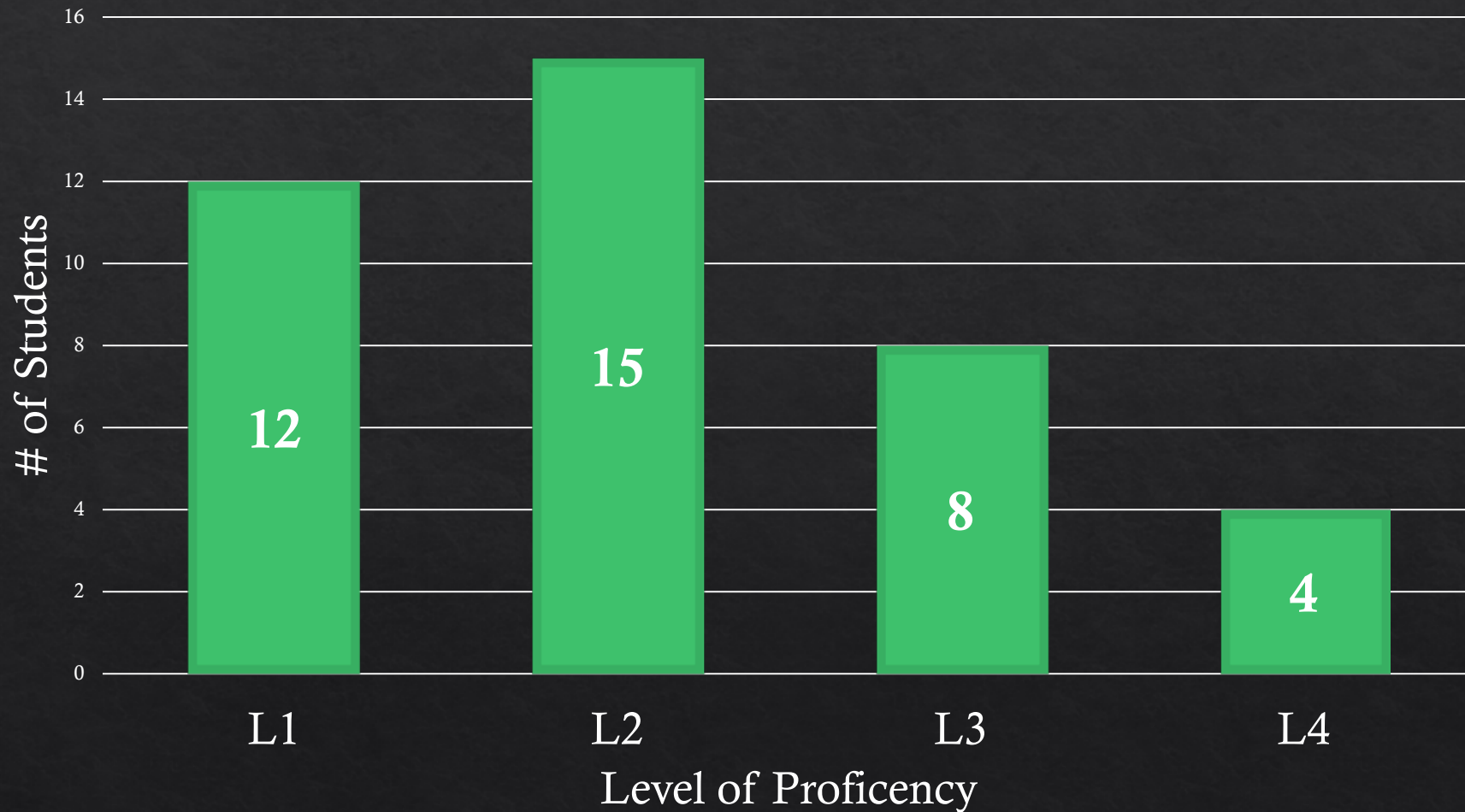
Quinault Indian Nation Statistics

Native Ed Program Quinault Student Enrollment

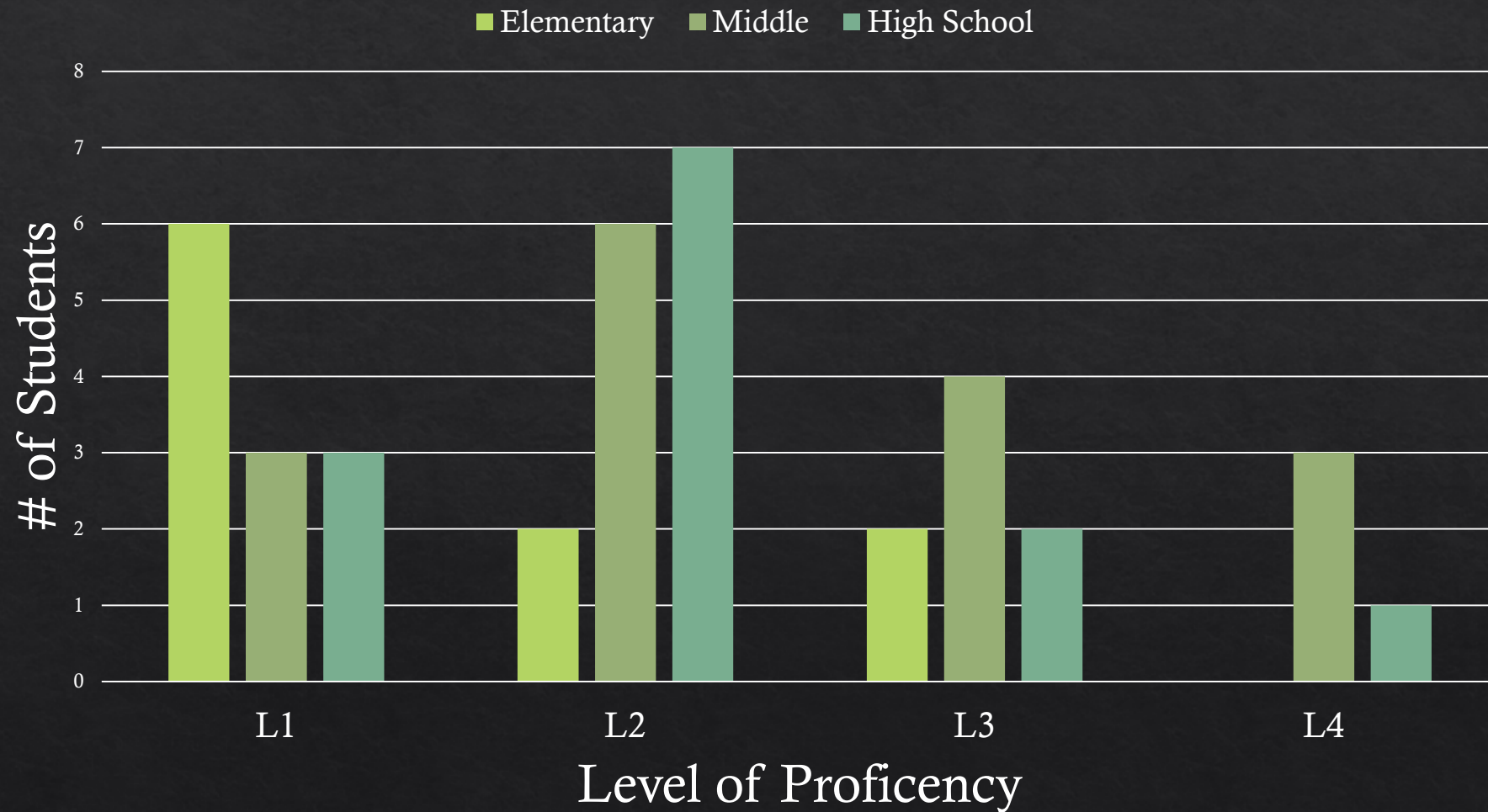
■ Student ■ Parent ■ Grandparent ■ N/A



2019 Quinault SBA Levels



Quinault Breakdown of Scores by Grade Levels



Tribal Consultation Recommendations

- ◆ Elementary Student Support
 - ◆ QIN Volunteer – Amber Williams
 - ◆ K – 5 Grade
- ◆ Cultural Activities
 - ◆ Cultural Specialist: Weavers, Beaders, & Carvers
- ◆ Parent Outreach
 - ◆ Parent Advisory
 - ◆ FB Page

**Aberdeen School District
Career and Technical Education (2020-2025)**

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<u>Advisory Committees</u>	<p>Conduct program evaluations of all program areas</p> <p>Ensure all advisory committees review necessary labor data and annual documentation</p> <p>GAC – continue lens of CLNA process and equity within programs</p> <p>Data collection/reporting in accordance with CLNA requirements</p> <p>Evaluate advisory committees for possible combinations</p> <p>Host spring advisory dinner at AHS</p>	<p>Continue program evaluation process; revise form if needed</p> <p>Ensure all advisory committees review necessary labor data and annual documentation</p> <p>Implement CLNA; data collection/reporting in accordance with CLNA requirements</p> <p>Appoint community chairs for each program committee</p>	<p>Continue program evaluation process; revise form if needed</p> <p>Ensure all advisory committees review necessary labor data and annual documentation</p> <p>Data collection/reporting in accordance with CLNA requirements</p>	<p>Continue program evaluation process; revise form if needed</p> <p>Ensure all advisory committees review necessary labor data and annual documentation</p> <p>Data collection/reporting in accordance with CLNA requirements</p> <p>Host spring advisory dinner at AHS</p>	<p>Continue program evaluation process; revise form if needed</p> <p>Ensure all advisory committees review necessary labor data and annual documentation</p> <p>Data collection/reporting in accordance with CLNA requirements</p>
<u>Program/Curriculum Review</u> Curriculum and Frameworks	<p>Update all CTE frameworks by December for semester long classes</p> <p>Submit all CTE courses for reapproval based on semester schedule for 2021-2022</p>	<p>Update all CTE frameworks by December</p> <p>Re-approval for Business and Marketing programs in January (due 1/31/2022)</p> <p>Submit any new courses by 4/15 for following year</p>	<p>Update all frameworks by December</p> <p>Re-approval for Agriculture Science programs in January (due 1/31/2023)</p> <p>Submit any new courses by 4/15 for following</p>	<p>Update all frameworks by December</p> <p>Re-approval for Skilled and Technical Sciences programs in January (due 1/31/2024)</p> <p>Submit any new courses by 4/15 for</p>	<p>Update all frameworks by December</p> <p>Re-approval for STEM, Health Sciences programs in January (due 1/31/2025)</p> <p>Submit any new</p>

	<p>Re-approval for Family and Consumer Sciences programs in January (due 1/31/2021)</p> <p>Further explore cross credit coursework for meeting graduation requirements</p> <p>Add online resources for automotive (Electude) and construction (iCEV) classes</p>	<p>Implement new Criminal Justice textbooks</p>	<p>year</p>	<p>following year</p>	<p>courses by 4/15 for following year</p>
<p>=====</p> <p>Standards Alignment</p> <p>=====</p>	<p>=====</p> <p>Ensure all state standard alignment is current</p> <p>=====</p>	<p>=====</p> <p>Ensure all state standard alignment is current</p> <p>=====</p>	<p>=====</p> <p>Ensure all state standard alignment is current</p> <p>=====</p>	<p>=====</p> <p>Ensure all state standard alignment is current</p> <p>=====</p>	<p>=====</p> <p>Ensure all state standard alignment is current</p> <p>=====</p>
<p>=====</p> <p>Middle/High School Programming</p> <p>=====</p>	<p>=====</p> <p>Explore restoring CTE coursework areas at Miller Junior High</p> <p>Implement updated STEM modules in STEM lab for use; evaluate STEM lab modules and equipment for upgrades – increase use in after school program</p> <p>=====</p>	<p>=====</p> <p>Conduct CLNA to determine high wage, high demand fields and program alignment</p> <p>=====</p>	<p>=====</p> <p>Utilize program evaluation data to explore future programming</p> <p>Utilize CLNA results to focus on areas of need to provide equity and access for students</p> <p>=====</p>	<p>=====</p> <p>Utilize program evaluation data to explore future programming</p> <p>Utilize CLNA results to focus on areas of need to provide equity and access for students</p> <p>=====</p>	<p>=====</p> <p>Utilize program evaluation data to explore future programming</p> <p>Utilize CLNA results to focus on areas of need to provide equity and access for students</p> <p>=====</p>
<p>=====</p> <p>Skills Center</p> <p>=====</p>	<p>=====</p> <p>Implement new medical textbooks and curriculum</p> <p>=====</p>	<p>=====</p> <p>Conduct CLNA to determine high wage, high demand fields and program alignment</p> <p>=====</p>	<p>=====</p> <p>Conduct student interest surveys programs in the skills center program</p> <p>=====</p>	<p>=====</p> <p>Utilize program evaluation data to explore future programming</p> <p>=====</p>	<p>=====</p> <p>Utilize program evaluation data to explore future programming</p> <p>=====</p>
<p>=====</p> <p>Certifications</p> <p>=====</p>	<p>=====</p> <p>Review state list of possible industry</p> <p>=====</p>	<p>=====</p> <p>Early Achiever’s rating for Snug Harbor</p> <p>=====</p>	<p>=====</p> <p>Expand industry certifications to align to</p> <p>=====</p>	<p>=====</p> <p>Expand industry certifications to align to</p> <p>=====</p>	<p>=====</p> <p>Expand industry certifications to align</p> <p>=====</p>

**Aberdeen School District
Career and Technical Education (2020-2025)**

<p>=====</p> <p>Marketing</p>	<p>certifications when released; expand as available</p> <p>=====</p> <p>Twin Harbors webpage revamp</p> <p>Social media process for regular updates</p> <p>Twin Harbors staff “road trip” to consortium districts</p> <p>CTE “SWAG” pack for staff and stakeholders</p> <p>Counselor breakfast led by students</p> <p>CTE/Skills Center presence at Aberdeen weekend market, summer 2021</p>	<p>Add certifications as possible</p> <p>=====</p> <p>Create CTE promo videos</p> <p>Evaluate CTE website contents</p> <p>Continue Twin Harbors “road trip”</p> <p>Counselor breakfast led by students</p> <p>K-8 career/elective fairs; tours</p> <p>Increase social media presence</p> <p>Community presentations</p> <p>Student ambassador presence during parent conferences</p>	<p>state identified options</p> <p>=====</p> <p>KAHS spots</p> <p>Continue Twin Harbors “road trip”</p> <p>Counselor breakfast led by students</p> <p>K-8 career/elective fairs; tours</p> <p>Social media campaign</p> <p>Explore CTE Shows Its Best option for community showcase</p> <p>Student ambassador presence during parent conferences and/or other family events</p>	<p>state identified options</p> <p>=====</p> <p>Website maintenance</p> <p>Counselor breakfast led by students</p> <p>K-8 career/elective fairs; tours</p> <p>KAHS spots</p> <p>Continue Twin Harbors “road trip”</p> <p>Student ambassador presence during parent conferences and/or other family events</p>	<p>to state identified options</p> <p>=====</p> <p>Website maintenance</p> <p>Counselor breakfast led by students</p> <p>K-8 career/elective fairs; tours</p> <p>KAHS spots</p> <p>Continue Twin Harbors “road trip”</p> <p>Student ambassador presence during parent conferences and/or other family events</p>
<p><u>Guidance and Advisement</u></p>	<p>Continue to incorporate advisory into skills center courses</p> <p>Exposure to field trips, guest speakers, student enterprises and work-based learning</p> <p>Explore pre-apprenticeship options</p>	<p>Exposure to guest speakers, student enterprises and work-based learning</p> <p>Prepare any pre-apprenticeship programs and alignments</p> <p>Partner with Grays Harbor Youth Works for</p>	<p>Exposure to guest speakers, student enterprises and work-based learning</p> <p>Formalize any pre-apprenticeship options ready for implementation</p> <p>Partner with Grays</p>	<p>Exposure to field trips, guest speakers, student enterprises and work-based learning</p> <p>Partner with Grays Harbor Youth Works for internship opportunities and sophomore career pathway day</p>	<p>Exposure to field trips, guest speakers, student enterprises and work-based learning</p> <p>Partner with Grays Harbor Youth Works for internship opportunities and sophomore career pathway day</p>

	<p>with community work group</p> <p>Partner with Grays Harbor Youth Works for internship opportunities and sophomore career pathway day</p>	<p>internship opportunities and sophomore career pathway day</p> <p>Incorporate CTE into district and regional career fair events</p>	<p>Harbor Youth Works for internship opportunities and sophomore career pathway day</p>		
<p><u>Facilities and Equipment</u></p>	<p>Create studio space at Miller Junior High for recording</p> <p>Explore camera options for shop areas for safety purposes</p> <p>Replacement of deteriorating greenhouse siding</p> <p>Incorporate new art room furniture</p> <p>Add 3D printing equipment to computer science</p> <p>Implement computer/plotter and software upgrade for sign making lab</p> <p>Incorporate new SCAN Tool for auto shop</p> <p>Implement new health care manikins</p>	<p>Explore oversight software for AHS business lab</p> <p>Evaluate shop equipment for safety, possible upgrades</p> <p>Review computer lab spaces for any upgrades</p> <p>Consider additional 3D printing capacity at Miller</p> <p>Incorporate advisory committee feedback/CLNA into budget planning</p>	<p>Evaluate shop equipment for safety, possible upgrades</p> <p>Review computer lab spaces for any upgrades</p> <p>Incorporate advisory committee feedback/CLNA into budget planning</p>	<p>Evaluate shop equipment for safety, possible upgrades</p> <p>Review computer lab spaces for any upgrades</p> <p>Incorporate advisory committee feedback/CLNA into budget planning</p>	<p>Evaluate shop equipment for safety, possible upgrades</p> <p>Review computer lab spaces for any upgrades</p> <p>Incorporate advisory committee feedback/CLNA into budget planning</p>

**Aberdeen School District
Career and Technical Education (2020-2025)**

<p><u>Leadership and Employability</u></p>	<p>Complete new Program of Work documents in all program areas</p> <p>Expand leadership opportunities through local consortium activities</p> <p>Maximize student based learning enterprises</p> <p>Add presence at Aberdeen weekend market in Summer 2021</p> <p>Conduct after school activities in ASL, the arts and Robotics at Miller for leadership opportunities</p>	<p>Update Leadership Program of Work documents</p> <p>Increase work-based learning opportunities for students at Harbor High and AHS – determine how best to partner with Grays Harbor Youth Works and other community organizations</p>	<p>Update Leadership Program of Work documents</p> <p>Implement internship and apprenticeship connections for students</p> <p>Increase work-based learning opportunities for students</p>	<p>Update Leadership Program of Work documents</p> <p>Increase work-based learning opportunities for students</p>	<p>Update Leadership Program of Work documents</p> <p>Increase work-based learning opportunities for students</p>
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<p><u>Teacher Certification</u></p>	<p>Review conditional certification applications for two-year status – maintain required 50 clock hours on file in CTE office</p> <p>Ensure people are pursuing the necessary clock hours/credits including STEM and TPEP</p>	<p>Increase number of staff with initial/continuing certifications</p> <p>Renew conditional certifications as necessary</p> <p>Ensure people are pursuing the necessary clock hours/credits including STEM and TPEP</p>	<p>Increase number of staff with initial/continuing certifications</p> <p>Ensure people are pursuing the necessary clock hours/credits including STEM and TPEP</p>	<p>Increase number of staff with initial/continuing certifications</p> <p>Renew conditional certifications as necessary</p> <p>Ensure people are pursuing the necessary clock hours/credits including STEM and TPEP</p>	<p>Increase number of staff with initial/continuing certifications</p> <p>Ensure people are pursuing the necessary clock hours/credits including STEM and TPEP</p>
<p><u>Tech Prep/Articulation</u></p>	<p>Renew articulations as scheduled</p> <p>Bates Technical College teacher verification forms renewed (video, HVAC)</p> <p>South Puget Sound Community College teacher verification forms renewed (auto)</p> <p>Restore Natural Resources articulation with Grays Harbor College</p> <p>Renew ASL, Criminal Justice articulations with Grays Harbor College</p>	<p>Explore Business Communications course options at Grays Harbor College if offered at AHS and Harbor High</p> <p>Review Pierce County options for current courses offered</p> <p>Bates Technical College teacher verification forms renewed (video, HVAC)</p> <p>South Puget Sound Community College teacher verification forms renewed (auto)</p>	<p>Evaluate new articulation opportunities with and outside of Grays Harbor College</p> <p>Review Pierce County options for current courses offered</p> <p>Bates Technical College teacher verification forms renewed (video, HVAC)</p> <p>South Puget Sound Community College teacher verification forms renewed (auto)</p> <p>Renew Medical Assisting, Carpentry, Culinary Arts articulations with Grays Harbor College in Spring, 2023</p>	<p>Evaluate new articulation opportunities with and outside of Grays Harbor College</p> <p>Review Pierce County options for current courses offered</p> <p>Bates Technical College teacher verification forms renewed (video, HVAC)</p> <p>South Puget Sound Community College teacher verification forms renewed (auto)</p> <p>Renew ASL, Criminal Justice articulation with Grays Harbor College</p>	<p>Evaluate new articulation opportunities with and outside of Grays Harbor College</p> <p>Review Pierce County options for current courses offered</p> <p>Bates Technical College teacher verification forms renewed (video, HVAC)</p> <p>South Puget Sound Community College teacher verification forms renewed (auto)</p>

**Aberdeen School District
Career and Technical Education (2020-2025)**

CTE Director Signature: Lynn Green

Date: 11/4/2020

Advisory Committee Signature: Alan August

Date: 11/4/2020

Board Member Signature: Sandra Bielski

Date: 11/4/2020

215 Perkins V Application

Fiscal Year: 20-21

Milestone: Under Org. Review (Printed 10/25/2020)

District: Aberdeen School District

Organization Code: 14005

ESD: Capital Region ESD 113

Page 1

Grant Administration Timeline for SAS [Link To Document](#)

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006.

It is important to note that the results from each eligible recipient’s 2019-2020 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2020-2021 program year and in subsequent program years.

OSPI has created a 2020-2021 Perkins V Application [Resource Guide](#) to assist you in completing this application.

(For OSPI Use Only)		
OSPI Approval Status	SAS Further Action Required <input type="radio"/>	SAS Approval <input type="radio"/>

Request Substantially Approvable Status

PURPOSE: Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

IMPORTANT! This page represents a request for a Substantially Approvable Status (SAS) for this federal program. Certain application pages and process buttons, e.g., Budget, Finish, and Notify have been hidden. Districts **will not be able to request OSPI Approval** for this form package **until final allocations have been announced.**

In order to incur any costs associated with this program as of July 1, the district must first request SAS. Next, the Office of Superintendent of Public Instruction (OSPI) will review the request and communicate to the district if further action is necessary or if SAS approval has been issued.

NOTE: If a district does not request SAS they will not be able to obligate funds back to July 1.

School District SAS Process		Yes
<i>If not requesting SAS approval, follow the steps below:</i>		
Step 1:	Make sure " NO " is displayed in the drop-down list.	

Step 2:	Press the Mark Completed icon on this page.
Step 3:	WAIT FOR FINAL ALLOCATIONS TO BE ANNOUNCED.
If requesting SAS approval, follow the steps below:	
Step 1:	Complete the program application pages listed below FIRST , making sure to press the Mark Completed icon on each page. Application pages to complete: <ul style="list-style-type: none"> • Page 2 Perkins Assurances
Step 2:	Then RETURN to this page to: <ul style="list-style-type: none"> • Complete Budget Overview below. • Select "YES" from drop-down list. • Press the Mark Completed icon on this page. • Send email message (displayed after pressing Mark Completed icon).

Budget Overview

NOTE: The budget overview below does not replace the official budget matrix to be completed **at a later date when final allocations have been uploaded to iGrants and announced.**

REQUIREMENTS FOR USES OF FUNDS (Sec. 135) - Funds made available to school districts under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Districts should review Section 135 in the [Resource Guide](#), Local Uses of Funds and review the full list of required uses of funds. District should only spend in areas that are specifically allowable through Perkins V.

Preliminary Allocation: \$1,903	
Object (cite activities in narrative text)	Estimated Cost
Object 0 (Debit Transfer)	
Object 2 (Salaries Certificated)	
Object 3 (Salaries Classified)	
Object 4 (Benefits)	
Object 5 (Supplies Instructional Resources) Address some critical equipment upgrade needs in our skilled and technical science courses including some video camera equipment to meet industry standards	\$1,903
Object 7 (Purchased Services)	
Object 8 (Travel)	

Object 9 (Capital Outlay)	
Indirects	
TOTAL	\$1,903

Perkins Assurances

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the district has read and understood the requirements listed under each section.
3. Complete the Authorized Representatives Signature Block.
4. Sign, date, and print a copy of this assurance section.
5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in district files for monitoring/auditing purposes.

Yes Upon written request, will the district consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [section 317(b)(2)].

NOTE: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

This district hereby assures compliance with the following requirements under each section:

FEDERAL

- [The Office of Management and Budget's \(OMB\) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(Uniform Guidance\)](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)
- [Strengthening Career and Technical Education for the 21st Century Act \(Public Law 115-224\)](#)

STATE

- [Washington State Perkins Plan Requirements](#)
- [Washington Administrative Code \(WAC\)](#)
- [Revised Code of Washington \(RCW\)](#)
- [State Administrative and Accounting Manual \(SAAM\)](#)
- [Career and Technical Education Program Standards](#)

OSPI

- [Accounting Manual for Public School Districts in the State of Washington](#)

By accepting these funds and signing below, your district agrees to abide by all federal, state, and agency rules and regulations required of this money. Electronic signatures are allowed.

Authorized Representatives Signature Block	
Superintendent: <i>Alicia Henderson</i>	Alicia Henderson
Section 504 Coordinator: <i>Rt. Bates, Ed.D.</i>	Dr. Richard Bates
Title IX Officer: <i>Christi Sayres</i>	Christi Sayres
General Advisory Chair: <i>Alan Gozart</i>	Alan Gozart
Board Chair: <i>Sandra Bielski</i>	Sandra Bielski
CTE Director/Administrator: <i>Lynn Green</i>	Lynn Green
Date: (MM/DD/YY)	09/18/2020

Waiver Request

ATTENTION: Districts with allocations of more than \$15,000 may skip this page and mark it N/A.

Districts with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver and will answer 3.1 through 3.3. In order to receive a waiver, districts must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins V funding will be used to strengthen existing programs.

3.1 Is your district located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

Select

3.2 What effort did the district make to enter into a consortium during the 2019-2020 school year? If no effort was made, please explain why joining a consortium was not a viable option for your district.

3.3 Describe how the district will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

Receipt of a waiver will be contingent on the following:

- The district’s statutory eligibility for a waiver, per responses to the above questions.
- The quality of the district’s entire Perkins Local Plan.
- The district’s historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews).

3.4a If this application is reflective of a consortium, please identify ALL school districts involved. **If not** a consortium, leave this question blank.

District Name(s)	CTE Director(s)/ Administrator(s)	Phone Number	Current Allocation

3.4b Which district will be the fiscal agent for the consortium?

Final Allocation Amount: \$39,513

Required Uses of the Funds (Section 135)

Requirements for Uses of Funds (Sec. 135)

Funds made available to school districts under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Districts should review Section 135, Local Uses of Funds and review the full list of required uses of funds in the [Resource Guide](#). District should only spend in areas that are specifically allowable through Perkins V.

- If funds will not be spent in an area, please leave blank.
- Totals on this page must equal final allocation amount minus Indirects (if taken).

Required Uses of Funds Categories	Amount of Perkins funds to be used
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. <i>(Examples may include work on High School and Beyond Plan, CTE advising, outreach to middle school(s) in the district.)</i>	\$0
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. <i>(Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, CTSO trainings, and understanding of all aspects of an industry, and other topics as identified in section 2. (A-I))</i>	\$1,000
Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. <i>(Examples may include alignment of area high wage/high demand data, CTE program standards, use of data from local workforce council, working with industry partners and stakeholders, or integrating new programs/modifications of existing programs to increase relevance.)</i>	\$35,513
Support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. <i>(Examples may include funding teacher review of standards to support the development of frameworks and articulation agreements, integration of academic and industry standards and the development of curriculum resources, development and adoption of local and state equivalencies.)</i>	\$1,000
Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student	\$1,000

achievement of the local levels of performance established under section 113. <i>(Examples may include supporting teacher and postsecondary alignment of programs of study, work based learning opportunities, industry recognized credentials, high demand equipment purchases, curriculum and instructional resource purchase.)</i>	
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and Section 113(b)(4)(B). <i>(Examples may include costs associated completion of CLNA and program evaluation.)</i>	\$1,000

Local Application for Funds (Section 134(b))

Please provide a narrative response to each of the required questions below. Each question is a required component of the Perkins V local application.

The state negotiated level of performance for each of the core indicators are listed on Page 8.

5.1 Describe the career and technical education course offerings and activities that the district will provide with funds, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including:

(a) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

(b) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and

(c) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

Perkins funds will be focused on areas that meet the goals of our CLNA. They will include the following:

Greenhouse repairs and maintenance to align to industry standard
 Professional Medical Careers equipment updates (submitted program of study)
 Construction updates for work area and space aligned with industry standards
 Criminal Justice curriculum in accordance with articulation agreement

(a) Priority is given to spending funds on those programs that have an articulation agreement either in place or pending or have a potential IRC to work towards. Articulations and IRC data became critical in our CLNA work.

(b) None at this time; we would like to restore programs that were reduced last spring if possible.

(c) We have created a pathway document with programs of study for all of our high school students. Career day options often include course taking options, especially at the junior high level. Some class presentations are done among grade levels and content areas describing various courses. Marketing materials for our skills center programs are in place and feature nontraditional careers and students. A course description book is prepared each year and shared with students and families. Guidance counselors along with the CTE Director meet with students across grade levels each year prior to scheduling to review pathways, course offerings and high school and beyond planning.

5.2 Describe how the district, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:

(a) career exploration and career development coursework, activities, or services;

(b) career information on employment opportunities that incorporate the most up-to-date

information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and

(c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

(a) Our district has built a 7-12 sequence of activities designed for career and college exploration for all students. Local partners and businesses help to build capacity for these activities to be carried out including hosting pathway visits, serving as guest speakers, volunteering as Company Advisors or judges during In-School Business Week and conducting mock interviews with our sophomore students.

(b) Pathway days and career days incorporate labor data for students to understand in demand positions. There are also career research activities student engage in that require this information to be included for completion.

(c) Counselors meet with students annually to update career pathways, inform course taking patterns and assist students individually with their high school and beyond plans. In addition we have an advisory program that serves as a conduit for career and college exploration activities, incorporating the parents in this discussion each spring. We have used a variety of tools over time and are currently using Career Planner incorporated into our Canvas lessons.

- 5.3** Describe how the district will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

All CTE frameworks for approved courses incorporate academic standards. The CTE teachers have collaborated with their colleagues, including those from academic content areas, over the years to determine how various standards can be integrated into CTE content effectively. Historically, the CTE teachers have worked with a variety of specialists to ensure the following outcomes were accomplished:

1. Alignment of curriculum with core content standards
2. Implementation of collaborative projects between CTE and core teachers to make relevant, meaningful connections for students
3. Ensure appropriate placement and support of students through their four years of high school

New pathways to graduation have opened numerous conversations regarding students interest areas and the best ways to reach graduation requirements for individual students. We plan to continue collaborative work with core content area teachers during collaboration time.

We will continue to work with other core academic areas to ensure appropriate alignment of standards and equivalencies. Vicis is one spotlight area for us this year. This will involve teacher collaboration and the use of the course equivalency toolkit as a guide to the standards. The district Superintendent has an interest in expanding cross crediting opportunities for our students.

- 5.4** A description of how the district will:

(a) provide activities to prepare special populations for high- skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

(b) prepare CTE participants for non-traditional fields;

(c) provide equal access for special populations to career and technical education courses, programs, and programs of study; and

(d) ensure that members of special populations will not be discriminated against on the basis of

their status as members of special populations.

(a) All of our programs are aligned to high-skill, high wage opportunities and are open to all students. There are instances when additional staffing support is provided to help students from special populations be successful. Modifications are made as well including providing material in Spanish when possible, modifying assignments as needed and collaborating with special education staff regarding student placement.

(b) Nontraditional students are often representatives for various marketing efforts in our programs including career fairs, elective fairs and marketing materials. In addition, featuring nontraditional careers during our career events like career days, pathway days, field trips and guest speakers is incorporated into our annual work.

(c) All programs are open to all students. Support is provided when possible in various courses to help students be successful.

(d) District policies and procedures as well as classroom expectations apply to all students. There are protections in place to prohibit discrimination. Staff is trained in equity practices as well as reporting processes if there is an incident. Character Strong curriculum contains equity and discrimination examples as well and is implemented for all high school students.

5.5 A description of the work-based learning opportunities that the district will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.

We offer a variety of work based learning opportunities for our students that allow them to take advantage of student enterprises within the district and to engage in internships and work experiences out of the district. This is challenging and more limited during COVID distance learning, but work has been done to ensure plenty of opportunities exist for students.

Within the district, students are able to work in the following ways to gain work experience:

1. operate student run credit union in the school building through Twin Star
2. cater various events in the school and community through culinary arts
3. operate a school store open to students and the general public
4. operate an auto shop with services for local customers
5. operate a sign shop with jobs for all buildings within the district
6. operate a business with a focus on publishing a yearbook including ad sales and business operations
7. operate a district print shop doing jobs for the school and greater community
8. operate greenhouses preparing items for sale in community
9. assist district maintenance staff with projects, including HVAC maintenance and repair in our CTE lab

In addition to on site, students have the ability to engage in experiences through a variety of employers for paid and unpaid experiences. A partnership with Grays Harbor Youth Works connects students with employers in the area with positions of interests to students. Students engage in their career inventories to determine best matches. The district then can enroll students in work experience if students want to earn credit.

5.6 A description of how the district will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Describe how the district will expand aligned programs of study with postsecondary partners, including articulation agreements.

The district currently offers a variety of dual credit opportunities for students in CTE programs.

Current articulations that are ongoing or recently renewed with Grays Harbor College include the following:

Desktop Publishing - multiple agreements in place
 Carpentry/Construction - a 16 credit articulation
 Criminal Justice
 American Sign Language
 Culinary Arts
 Medical Terminology
 CNA Training
 Medical Assisting

One unique program is our medical assisting program which is a joint, cohort model partnering college students and skills center students to prepare for medical assistant certification over a two year period.

In addition, we have automotive articulations in place with UTI and South Puget Sound Community College and HVAC and Video Production articulations with Pierce County Careers Consortium.

Most recently, we finalized a new articulation for our HVAC program for advanced placement and scholarships with Perry Technical Institute.

In addition, we are currently exploring a potential agreement for photography with Pierce County. We re-evaluate our articulation options each year and pursue those agreements that will work for our students.

- 5.7** A description of how the district will coordinate with OSPI, educator preparation programs and other stakeholders to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.

Our district experienced significant reductions in staffing in the spring of 2020. It is our hope to restore some reduced programs in the future and work to hire great staff. Some teachers we reduced have gotten other positions but some are still available. We will advertise positions through a variety of resources including local, regional and statewide outreach.

Our district has a first year teacher mentor program in place for new teachers and ongoing professional development based on teacher feedback to meet teacher needs. We have 3 PD days per year and additional PD opportunities that can be paid or volunteer. Our district also trains teams of staff in various initiatives such as PBIS whose members then go back and share knowledge with teachers in their buildings and implement research based practices.

- 5.8** A description of how the district will address disparities or gaps in performance between groups of students, and any actions that will be taken to eliminate these disparities or gaps.

This is an area that was highlighted in our district's CLNA document. The following are some strategies we identified to improve this area:

- * Provide professional development for classified staff in CTE programming/technical areas
- * Create guidance documents in collaboration with SPED/ELL/Guidance and other districts that meet HSBP/Graduation Pathway guidance requirements and highlight CTE opportunities
- * Create new marketing materials designed to be comprehensive and reach a broad audience

In addition, this year we have established Connections Teams in each of our building. With staff recommendations and referrals, the team reaches out to students who may need help and identifies interventions and strategies to support those students. This can be any students including special populations.

Comprehensive Local Needs Assessment (CNLA)

School Districts may opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Most of the data must be collected on each individual school district’s programs to meet the Perkins V requirements for the CLNA.

2020-21 FP 215 Perkins V Application: Eligible recipients will:

- Be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the application.

School Year	CLNA Requirement	Perkins V Application Requirement
2020-2021	Districts are not required to conduct the full process for CLNA during this year. Districts should review the prior CLNA to inform decisions and edit as needed.	Application Required <ul style="list-style-type: none"> • Upload completed CLNA required. • Districts negotiate local performance targets.
2021-2022	Full CLNA process is required, including expanded stakeholders and all elements within the CLNA.	Application Required. <ul style="list-style-type: none"> • No CLNA upload required, identify changes only and accountable to negotiated local performance targets. • Districts negotiate local performance targets.

6.1 Partner Did the district complete an individual CLNA or partner with one or more local educational agencies?

Please upload your Comprehensive Local Needs Assessment (CLNA) conducted during the 2019-20 school year, finalized prior to upload.

- District assures the CLNA was developed in coordination with stakeholders as identified in the CLNA document.
- District is aware that the 2020-21 SY application will require a CLNA planning statement for edits and modifications.
- District assures that the CLNA results will be used to inform Perkins investments.

UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE

NOTE: File names may NOT include symbols, including #.

Uploaded Files	Uploaded By	Uploaded At
2019-2020 Perkins V CLNA - Aberdeen.docx	Lynn Stritmatter Green	10/12/2020 4:41 PM

Programs of Study

Federal definition of a Program of Study: The term "Program of Study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- A. Incorporates challenging state academic standards including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- B. Addresses both academic and technical knowledge and skills including employability skills;
- C. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- D. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to a more occupation-specific instruction);
- E. Has multiple entry and exit points that incorporate credentialing; and
- F. Culminates in the attainment of a recognized postsecondary credential.

Programs of Study

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

Indicate a Minimum of One Program of Study

**Press the "NEW" button to complete information for each NEW record.
To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

Please identify your current program of study:**Career Cluster:** Health Science**Pathway:** Therapeutic Services[Link To Pathways](#)**In the list below, check the appropriate box(es) and identify the name of the institution(s):** 4-year Institution Community College

Grays Harbor College

 Technical School Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Nursing Assistant Certified

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)**High
School
Bldg. Code
140055208****REMEMBER:** Allow **SAVE** time to complete before hitting the **NEW** button.

Overview of Perkins Performance Indicators and Requirements

Identification of Performance Levels

For school year 2020-21, districts will default to the state negotiated level of performance for each of the core indicators below.

Perkins Indicators	Indicator Target
1S1: Four-Year Graduation Rate	83.6%
1S2: Extended Graduation Rate	86.6%
2S1: Academic Proficiency in Reading/Language Arts	76.4%
2S2: Academic Proficiency in Mathematics	57.1%
2S3: Academic Proficiency in Science	50.2%
3S1: Postsecondary Placement	67%
4S1: Non-traditional Program Enrollment	51.8%
5S1: Program Quality – Attained Recognized Postsecondary Credential	43%
5S2: Program Quality – Attained Postsecondary Credits	81.5%
5S3: Program Quality – Participated in Work-Based Learning	90%

Perkins Requirements

The following chart indicates where the items previously submitted in the Perkins Application will now be required.

Districts that do not complete the FP 477 End-of-Year Report will not be awarded their final Perkins allocation.

Item	Template	Will be required for	Deadline
Five Year District Wide Plan (2020-21 through 2024-25 school years)	Yes	FP477 End of Year Report (in addition to the Annual Program Evaluations)	End of Year Report
Articulation Agreements	Yes	FP477 End of Year Report	
Perkins Reserve Grant	N/A	Now a separate iGrant application	Each Perkins Reserve grant has an individual deadline.

CLIENT SERVICES AGREEMENT

between
ProCare Therapy
1979 Lakeside Parkway, Suite 800
Tucker, GA 30084
and

Aberdeen School District

216 North G Street

Aberdeen, WA 98520

("Client")

ProCare Therapy, LLC a d/b/a of New Direction Solutions, LLC ("ProCare") and Client enter into this non-exclusive Client Services Agreement ("Agreement") for the purpose of referring and placing Consultants ("Consultants") with Client. This Agreement shall govern the overall terms of the relationship, while a separate Client Assignment Confirmation (Addendum A) for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

1. Scope of Services.

ProCare will use its commercially reasonable efforts to provide Consultants for assignment with Client. ProCare will be responsible for payment of each Consultant's wages and applicable payroll taxes, deductions, and insurance, including worker's compensation, general liability and professional liability coverage for the benefit of the Consultants. If a Consultant is unable to complete the specified assignment, ProCare will use its commercially reasonable efforts to find a replacement in a timely manner.

2. Independent Contractor.

The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each Consultant shall be an employee of ProCare and that no qualified Consultant shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. ProCare agrees to provide and maintain all payroll services for any qualified Consultant placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. ProCare does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, ProCare will notify Client in advance of the assignment in order to receive approval of this arrangement.

3. Telepractice Services.

ProCare, at Client's specific request, may provide telepractice services through VocoVision. Should utilization of VocoVision occur, Client shall, at that time, receive in addition to Addendum A – Client Assignment Confirmation, an Addendum B – Teleservices Provisions, Addendum C – Duties and Responsibilities and Addendum D – VocoVision Equipment Policies which, collectively, outline specific terms and conditions regarding VocoVision's telepractice services.

4. Insurance.

ProCare will maintain at least the following minimum amounts of insurance:

General Liability - \$2,000,000 per occurrence and \$4,000,000 aggregate.

Workers Compensation - in accordance with state regulations.

Employers Liability - \$1,000,000.

Excess Liability over General Liability and Employer's Liability - \$5,000,000 per occurrence and \$5,000,000 aggregate.

Professional Liability of \$1,000,000 per occurrence and \$3,000,000 aggregate.

5. Competency and Licensing.

ProCare will conduct comprehensive pre-employment screening to provide licensed Consultants who meet applicable professional standards. ProCare will endeavor to present only Consultants who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While ProCare will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision

is ultimately the responsibility of the Client. To this end, ProCare will make available to Client all appropriate Consultant records that ProCare may permissibly disclose and will facilitate an interview between Client and Consultant in order to assist Client in the hiring decision. ProCare will do its due diligence to ascertain the professional and applicable Department of Education licensing and certification requirements for the Consultant discipline placed with Client, however, it is ultimately the responsibility of the Client to approve the Consultant's licensure and certifications as acceptable.

6. Debarment and Suspension.

ProCare certifies that to the best of its knowledge and belief, its principals and assigned Consultants are not presently debarred, suspended, proposed for debarment, declared ineligible, or involuntarily excluded for the award of contracts by a federal government agency or department. Further, ProCare certifies that it is not presently indicted for and has not within three (3) year period preceding this Agreement been convicted of or had a civil judgment rendered against it for commission of performing a public transaction or contract. If it is later determined that ProCare knowingly rendered an erroneous certification, in addition to any other remedies available to the Client, the Client may terminate this Agreement for cause.

7. On-Site Responsibility.

Client is responsible for providing all support, facilities, training, direction, materials, supplies, and means for the Consultant to complete the assignment. Client acknowledges that ProCare is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the Consultant's adherence to the applicable standard of care and acknowledges that ProCare is not responsible for the Consultant's on-site performance. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each Consultant's compliance with health and safety requirements, including those instituted by Client.

8. Employment of Consultants.

Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by ProCare for a period of (12) months after the latest date of introduction, referral, placement, or termination or expiration of the contract assignment. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to \$22,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.

9. Equal Opportunity.

It is the policy of ProCare to provide equal opportunity to all Consultants for employment. ProCare and Client will screen based on merit only. All Consultants will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.

10. Payment Terms.

Client will be billed on a weekly basis for work performed during the previous week and pay ProCare based on the service charges specified in the Assignment Confirmation included as an addendum to this Agreement. All hours worked over forty (40) hours in a one-week work period will be billed at one and one-half times the regular bill rate. It is Client's responsibility to notify ProCare if pre-approval is required for any or all overtime hours prior to any such hours being worked. **Payment is due within fifteen (15) days of receipt of invoice.**

11. Default Charges.

Invoices shall be considered past due if not paid by the agreed-upon due date. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. Additionally, ProCare reserves the right to approve or to discontinue any extension of credit and the terms governing such credit.

12. Limitation of Liability.

NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.

13. Administrative Responsibilities.

Client shall be responsible for orienting Consultant to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, patient care plans, comprehensive patient histories, individual education plans, or Client specific program plans. During the contracted assignment, should Consultant fail to submit paperwork as required per Client's policies and procedures, Client must notify ProCare in

writing within three (3) business days of alleged failure. Failure to notify ProCare before assignment ends shall negate any Client claim to withhold payment due to untimely work and/or paperwork non-compliance by Consultant. Client agrees that all approved time sheets by Client's assigned representative are not subjected to billing dispute if Client fails to notify ProCare of time sheet and work performed discrepancies.

14. Incident and Error Tracking.

Client will report to ProCare any performance issues, incidents, errors and other events related to the care and services provided by ProCare Consultants. ProCare will document reported incidents in Consultant's personnel file and track all such events for quality assurance purposes. All supporting documentation is required within seventy-two (72) hours of the occurrence.

15. Reporting of Work-Related Injuries.

Client will maintain a safe working environment and provide all appropriate personal protective equipment as deemed appropriate for unit to which ProCare's Consultant has been assigned. Client ensures compliance with all applicable OSHA or state Department of Labor obligations to include general training on the reporting of work-place injuries, incidents, and occupational exposure to bloodborne pathogens occurring at Client facility. Records of such occurrences must be maintained by the Client and accessible to ProCare within guidelines set forth by governing entities. In the event of work-place injury, incident or exposure, each affected Consultant will contact their immediate Client-appointed supervisor and report to the applicable treating department as per Client protocol. Consultant shall also report work-place injury, incident or exposure to ProCare concurrently with Client for the purpose of reporting such event to ProCare's workers compensation carrier. If ProCare's Consultants are not eligible for treatment of work-place injury, incident or exposure by Client or if reporting requirements change during the term of this Agreement, Client is responsible for written notification of such information to both ProCare and ProCare's Consultant.

16. Termination of Contracted Assignment with Cause.

Immediately upon occurrence, Client has the obligation to report each deviation from the accepted standard of practice, policies and procedures as orientated to Consultant, behavior, and or any incident that would be considered adverse to the overall operation of Client. Client may request that ProCare facilitate the immediate removal of Consultant due to any of the issues preceding with written and/or verbal notice. The Client, however, may not immediately terminate a Consultant unless ProCare has been notified prior to final incident or unless a single incident warrants immediate dismissal prior to ProCare's notification. All supporting documentation specifying the reasons and facts of the termination is required within forty-eight (48) hours of termination. If the Client does not report such deviation(s) and subsequently terminates Consultant or if Client does not provide required documentation following a termination within the required timeframe, Client will be assessed as liquidated damages and not as a penalty, an amount equal to one (1) week of billing. The parties agree that ProCare's Consultants are an integral part of its operation and a resource that may have been developed over a number of years. Any delay or absence of a written and verbal notice could result in lost revenue or other consequences not foreseen at this time and therefore the liquidated damages are not unreasonable to the probable loss to be suffered by ProCare in the event of your breach of this provision. Client will be responsible for all professional fees (and expenses if applicable) up to the point of termination. Termination with cause must be documented prior to termination in accordance with the Incident and Error Tracking procedures set forth in paragraph 14 of this agreement. ProCare shall have five (5) business days to

refill the position in the event of termination with cause. Should ProCare identify a suitable Consultant, Client agrees to original terms or extended terms of the terminated Consultants assignment.

17. Termination of Contracted Assignment without Cause.

Client may cancel an assignment with thirty (30) days written notice. Client is responsible for all charges and fees prior to cancellation date and through the 30-day period of notice. In the event Client is unable to provide thirty (30) days' notice of termination, Client will be billed for thirty (30) days at the agreed upon regular bill rate and minimum hours. In the event of termination without cause, Client will be responsible for any housing and travel costs actually incurred by ProCare as a result of such cancellation.

18. Guaranteed Minimum Hours.

Client agrees to provide Consultant the guaranteed number of work hours per week specified in the attached Assignment Confirmation Addendum A. Cancellation of prescheduled shift(s) or reduction in work hours by Client will be billed reflecting the guaranteed minimum work hours.

19. Paid Sick Leave.

For those jurisdictions that have passed or will pass legislation requiring Paid Sick Leave, Paid Sick Time will be billed back to Client at the straight-time bill rate for all hours taken by any Consultant assigned to Client. This section is not applicable until the effective date of such legislation has been reached.

20. Unscheduled Facility Closure Policy.

ProCare will incur fixed expenses over the entire course of a Consultant's contract assignment with Client related to the Consultant's housing and per diem costs. The parties agree that in the event of an unforeseen or unexpected interruption in a Consultant's assignment resulting from an unscheduled closure, complete or partial, of Client's facilities due to natural or manmade disasters, such as, and without limiting the generality of the foregoing, fire, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will transition to virtual services for all Consultants whose services can be performed in such a setting. Client shall be billed for services performed at the regular contracted hourly bill rate for all hours worked by Consultant. Virtual service hours shall be entered and processed according to the normal time submittal and approval process unless otherwise requested by Client and agreed upon by ProCare. ProCare and Client will mutually determine which contracted disciplines qualify for virtual services. For contracted services not eligible for virtual services, Client will be invoiced and shall pay for each such affected Consultant's services at the reduced rate of \$200 per day for each day that the Consultant(s) is unable to work by virtue of such Unscheduled Closure.

21. Multiple Locations.

If client requires Consultant to travel to and perform services at more than one location, Client will compensate ProCare for travel time between facilities at the regular hourly bill rate and for mileage up to the current acceptable IRS reimbursement rate.

22. Issue Resolution.

In the event Client encounters an issue that is not satisfactorily resolved by its ProCare representative, Client should escalate the issue to the appropriate ProCare manager by calling: 800-825-7133. Please ask for your account representative's manager.

23. Indemnification.

Each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.

24. Confidentiality.

Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement and **includes bill rates, fees for permanent placements and terms and conditions of this Agreement.** It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information. The only exceptions will be: (a) Information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement, (b) disclosures as required by law. Confidential Information of ProCare shall

include, but is not limited to, any and all unpublished information owned or controlled by ProCare and/or its Consultants, that relates to the clinical, technical, marketing, business or financial operations of ProCare and which is not generally disclosed to the public including but not limited to Consultant information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

25. Family Education Rights and Privacy Act.

ProCare shall comply with all laws, rules and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about the Client's students is contained in records maintained by ProCare and the Consultant and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect these records in accordance with FERPA and Client policy. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities. As it applies, Consultants assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines.

26. State Retirement System Notice.

Client acknowledges and agrees that if formal notice is required to be given to any Consultant that participation in any such retirement system/pension is either: 1) permitted by Consultant's election; or 2) is required by law, then Client is solely responsible for providing such notice to Consultant s and fulfilling all associated administrative duties. Client shall immediately notify ProCare if any Consultant is required to, or voluntarily elects to participate in any such system. In such event, Client shall advise ProCare of the withholding obligation percentages (both employer and employee share) so that invoices to Client and payment to the Consultant may be adjusted accordingly. The parties agree that Client shall withhold and pay to the retirement/pension both the employee and employer shares. The parties agree that the applicable employee and employer shares paid to the system by the Client shall be deducted from the amount owed to ProCare by the Client hereunder. The parties agree that the applicable employee share paid to the system by the Client shall be deducted from the amount due the Consultant by ProCare. The Client and ProCare expressly acknowledge and agree that if any Consultant is required to, or elects to participate in a retirement system/pension, the Client shall be solely responsible for: 1) creating an account for Consultant with the appropriate retirement system/pension; 2) all present and/or future obligations to make employee and employer cash payments/contributions to the retirement system/pension as required by law and/or set by the retirement system/pension; and 3) otherwise administering all employer functions pertaining to the Consultant's interest in retirement system/pension.

27. Conflicts of Interest.

The parties acknowledge their respective obligation to report any conflict of interest and/or apparent conflict of interest that may interfere with their ability to perform their obligations hereunder objectively and effectively. To that end, the Parties hereby certify and represent that their officials, employees and agents do not have any significant financial or other pecuniary interest in the other party's business enterprise, and that no inducements of monetary or other value were offered or given to any officer, employee or agent of the other party. Each party agrees to promptly notify the other in the event it becomes aware of any conflict of interest or apparent conflict of interest.

28. Survival.

The parties' obligations under this Agreement which by their nature continue beyond termination, cancellation or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement.

29. Governing Law.

This Agreement shall be governed by the laws of the state of Delaware.

30. Entire Agreement.

This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal



October 26, 2020 – Letter of Intent

Aberdeen School District (herein after referred to as “Client”) intends to contract with ProCare Therapy for services to be provided by ProCare employees - **Heather Houseman and Rakiesha Peebles** contingent upon board approval.

A typical work week consists of approximately 8 hours per week, excluding any school holidays, breaks, closures, or orientation days that interfere with being able to work a full work week.

The hourly rate for **(Speech Language Pathologist)** is as follows:

\$83.00 per hour

Client is responsible for payment for charges prior to Board approval.

Client signature: *Elyssa Louderback*

Printed name: Elyssa Louderback

Title: Exec. Director of Business & Operations

Date: 10/26/2020

ProCare Representative signature: _____

Printed name: _____

Title: _____

Date: _____

SECTION II
TERMS AND CONDITIONS

1. Insurance. Contracting agency or individual will maintain (at its expense), a valid policy of insurance evidencing general and professional liability coverage of not less than \$1,000,000 per occurrence covering acts or omissions and general liability which may give rise to liability for services under this Agreement.
Contractor shall provide a certificate of insurance evidencing such coverage upon request by ASD.
2. Personnel Cancellation. Individuals providing services under this Agreement (“Service Providers”) will inform ASD of any inability to provide services no later than one (1) hour prior to reporting time.
3. Employer Obligations. Contractor will verify that all Service Providers meet applicable licensing and certification requirements. Contractor will maintain direct responsibility as the employer of Service Providers for payment of wages, benefits, and other compensation, and for any applicable mandatory withholdings and contributions such as federal, state, and local Income taxes, social security taxes, workers compensation, and unemployment insurance.
4. Record Access. Service Providers or Staffing Agency will maintain records according to ASD and legal requirements. All records shall remain property of ASD.
5. Confidentiality. Staffing Agency and Service Providers agree to maintain the confidentiality of student records and access to the parents and students of such records in accordance with the Family Education Rights and Privacy Act (FERPA) and the Health Information Privacy and Accountability Act (HIPAA).
6. Background Checks. Pursuant to RCW 28A. 400. 303, any Service Providers under this Agreement shall be required to have successful completed a and a criminal history record check through the Washington State Patrol Criminal Identification System, under RCWs 43.43.830-834, RCW 10.97.30-50, and through the Federal Bureau of Investigation prior to providing any services under this Agreement. Contractor will be responsible for payment of all costs for fingerprinting and all other background checks. Background checks must be made available to the District.
7. Prohibited Employment. The nature of the work involves services provided to children. Therefore, no assigned Service Provider shall have

pled guilty or been convicted of any felony crime specified under RCW 28A.400.322. Any failure to comply with this paragraph shall be grounds for immediate termination of this Agreement.

8. Not Employees of District. Nothing contained in this Agreement, or related documents, shall be construed as creating any form of an employment relationship between ASD and Contractor or the employees of Contractor. Employees of Contractor shall not be entitled to any rights or privileges of District employment. Contractor assumes exclusive responsibility for any and all acts or omissions of its agents, officers, volunteers or employees.
9. Failure to Report. District will notify Contractor as soon as possible should any Service Provider assigned to ASD fail to report to work as scheduled.
10. Certification and Licensing Requirements. All Service Providers must obtain and provide evidence of appropriate state certification and licensure at least 30 days prior to the beginning of the school year.
11. Applicant Review Process. The Contractor must notify ASD no more than ten (10) business days prior to the scheduled start date of the Service Provide if the Service Provider will not be able to provide services for ASD. If such advance notice is not provided, the Contractor will compensate ASD for the time and effort related to the vetting process in the amount of \$5,000.
12. Leave Coverage. The Staffing Agency shall responsible for providing substitute coverage without a lapse in service to ASD for Service Providers who are absent for more than 5 consecutive days.
13. Contemporaneous Log of Service Time. Each Service Provider shall complete a weekly log of the names of the students served and the amount of service time for each student. Any deviation from the amount of service time shall be noted and explained. Such log shall be submitted daily via email to the District office records technician.
14. Right to Dismiss: If the Special Education Director(s) of ASD determines that the services of a Service Provider are no longer needed or desired or that the Service Provider is unable to perform or has failed to perform the services required by ASD in a manner satisfactory to ASD, ASD will notify the Staffing Agency or Individual Service Provider and such assignment will end immediately. ASD's obligation to compensate for such individual's services will be limited to the number of hours actually worked.

15. Orientation. Contractor will cooperate with ASD to provide Service Providers with an adequate and timely orientation to assigned school.
16. Rates. Contractor will supply services under this Agreement at the rates listed on the Proposal Form document. Rates quoted will include travel expenses.
17. Billing. Contractor will submit invoices, detailing specific school sites where services were provided to ASD Business Office. Each invoice must identify ASD purchase order number. Invoices must be submitted one (1) time per month and payments will be made after the first school board meeting of the following month.
18. Payment. ASD will send all payments to the address printed on acceptable invoices.
19. Term and Termination. This Agreement will be in effect for one (1) year beginning August 1, 2018 and ending July 31, 2019.
20. Renewal Options. At the sole discretion of ASD, this Agreement may be renewed for up to four (4) additional years. Staffing Agencies and Individual Service Providers must submit a request for pricing adjustment for ASD's consideration prior to March 1, 2019 for the 2019-2020 school year; March 1, 2020 for the 2020-2021 school year; March 1, 2021 for the 2021-2022 school year; March 1, 2022 for the 2022-2023 school year. The contract year will begin August 1 each year of the Agreement.
21. Independent Contractors. The parties enter into this Agreement as independent contractors and nothing contained in this Agreement will be construed to create a partnership, joint venture, agency or employment relationship between the parties.
22. Nondiscrimination/Anti-Harassment. In the performance of services under the Agreement, Contractor assures compliance with state and federal laws and regulations on behalf of itself and its employees regarding nondiscrimination and harassment with respect to ASD employees and students on the basis of race, color, gender, religion, national origin, creed, marital status, age, sexual orientation, or the presence of any sensory, mental, or physical disability in employment, services, or any other benefits under the Agreement.
23. Indemnification and Hold Harmless. ASD and the Staffing Agency or Individual Service Provider shall each be responsible for the consequences of any act or failure to act on the part of itself, its officers, agents, or employees. Each party shall be responsible for its own negligence and

shall indemnify and hold the other party harmless for such acts of negligence.

24. Governing Law. The terms of this Agreement shall be governed by the laws of the State of Washington. In the event that a dispute arises under the terms and conditions of this Agreement, the parties agree to mediate the dispute prior to taking any formal legal action. In the event that legal action is commenced to resolve a dispute arising out of this Agreement, the prevailing party shall be entitled to its reasonable costs and attorneys' fees.
25. Debarment and Suspension. PROPOSER certifies by submission of a proposal that to the best of their knowledge/belief its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or involuntarily excluded for the award of contracts by the Federal government agency or department. Further, PROPOSER certifies that they are not presently indicted for or have not within three (3) year period preceding this proposal have been convicted of or had a civil judgment rendered against them for commission of performing a public transaction or contract. If it is later determined that the PROPOSER knowingly rendered an erroneous certification, in addition to any other remedies available to ASD, ASD may terminated this contract for default.
26. Assignment. This Agreement may not be assigned without written authorization by the other party.
27. Personal Identification. District will provide an identification card.
28. Interpretation. If the Contractor discovers any errors, discrepancies, or omissions in the RFP, or has any questions as to the meaning or sufficiency of the RFP, the Contractor must notify the Executive Director of Business & Operations no later than April 20, 2018.
29. Inclusion. All data contained in this RFP shall form a part of the resulting contracts.
30. Contract Default. This RFP is subject to all terms and conditions as established in this proposal request. Failure to provide the services as indicated in this in accordance to the quotation terms and conditions and Proposal Form and Response, will constitute contract default, and, after due written notification, allows ASD to declare the Agreement void and to award to another firm.

When the Contractor fails to furnish services in accordance with the terms and conditions of this Agreement and ASD must purchase replacement services at a price greater than the contract price, the difference may be

charged to the Contractor. ASD may exercise this charge as a credit against invoices due the Contractor.

31. Termination. In addition to ASD's other rights under this Agreement, ASD may terminate this Agreement for cause upon seven (7) days' written notice to Contractor should Contractor breach any of the terms of this Agreement, in which case ASD shall pay Contractor for all services performed through the effective date of the termination less any costs incurred by ASD resulting from the breach(es). ASD may terminate this Agreement for its convenience upon thirty (30) days' written notice to Contractor, in which case ASD shall pay Contractor for all services performed through the effective date of the termination. Contractor may terminate this Agreement for cause upon fifteen (15) days' written notice to ASD should ASD fail to timely make undisputed payments under this Agreement, during which fifteen (15) day period ASD shall have the right to cure the lack of payment.
32. Accounting. Upon request, Contractor shall provide to ASD with an accounting of services, which shall detail the services performed on each invoice, the amounts paid to any subconsultants (supported by copies of all paid invoices) and such other information as ASD may reasonably request. Upon request, Contractor shall provide ASD with access to the books and records related to the services of Contractor and its subconsultants for inspection, audit, and reproduction.
33. Evaluations of Proposal. The Agreement shall be awarded to the firm or firms that are deemed qualified and best meet the needs of ASD as stated herein. Evaluation criteria shown hereafter, together with a consideration of required qualifications will be the basis for selection. Such determination will, of necessity, require judgmental evaluations by ASD representatives. Other industry specialists may be used in the evaluation process at the discretion of ASD. The decisions resulting from the evaluation process as to which firm or firms best meet the needs of ASD remains the sole responsibility of ASD and are final.
34. Evaluation Criteria. See attached RFP- Service Providers Evaluation form, page 15
35. Award. ASD reserves the right to award to one or more than one contractor based solely on the needs of ASD based on the above referenced Evaluation Criteria. This may include splitting the award between Contractors. A formal agreement using the proposal will be provided by ASD to Contractor.
36. Compliance with Rules and Laws. The parties shall comply with all laws, ordinances and regulations of governmental bodies applicable to this proposal as well as applicable local

policies and procedures. All provided services will be in accordance with local, state and federal laws and regulations.

37. Integration/Modification. This proposal constitutes the entire and exclusive agreement between the parties regarding this matter and no deviations from its terms shall be allowed unless the written modification is first provided via certified mail or personal delivery to each of the parties. Actual receipt by either party constitutes compliance with the requirement to send by certified mail or personal delivery.
38. Severability. If any provision of the proposal is determined to be invalid under any applicable statute or rule of law, it is to that extent to be deemed omitted and the balance of the proposal shall remain enforceable.
39. Authority to Sign and Obligate. The signatures of the RFP represent and warrant that they are authorized to enter into this Proposal on behalf of the party.
40. Rejection of any or all Proposals. ASD reserves the right to accept or reject any or all proposals and to waive informalities or irregularities in any quotation.
41. Errors in Quotation. Respondents are responsible for all errors or omissions in their submittal, and any such errors or omissions will not serve to diminish their obligations to ASD.
42. Funding Caveat. In the event that earmarked funding is withdrawn reduced, or limited after the effective date of this contract but prior to completion, ASD may terminate the Agreement without the required notice.

ADDITIONAL REQUIREMENTS FOR TELETHERAPY SERVICE PROVIDERS

43. Privacy. The vendor creating the technology must certify and document the FERPA compliancy of the platform. FERPA not only relates to technology, but also to how therapists handle and protect private information. As such, all RFP respondents must detail their compliance procedures in full.
44. Insurance. ASD requires certification of the following types of insurance in the RFP process.
- Sexual molestation
 - Commercial general liability
 - General auto
 - Professional liability
 - General liability
 - Professional liability
 - Worker's compensation
45. Technology. ASD requires a system that meets the following criteria:
- FERPA compliant
 - The system does not rely on document cameras,
 - The system must have an integrated learning management system (LMS) with the following features, which are needed to personalize learning in a curriculum relevant, engaging, and evidence-based manner:
 - The content can be both filtered by age level and goal type (e.g. speech, pragmatics, receptive language, fine motor, expressive language, etc.)
 - The content can be searched by keyword
 - The service provider should be able to save and modify activities for individual students
 - Activities should be customizable by phoneme type, number of syllables, and/or semantic category
 - There must be a certain baseline of content to cover all age groups, typically at least 10,000 preloaded activities overall
 - The system must have fully-integrated online data tracking, reporting, and analytics functions, including but not limited to:
 - Online tracking of student progress both on an aggregate level and individual student level
 - Online tracking of technical service quality, updated daily
 - Online tracking of IEP minutes owed versus IEP minutes delivered, continuously adjusted for time-of-year
 - Online tracking of IEP meeting completion or non-completion

46. Online Assessments. Contractors must show a proper license for online use of the assessments from the owner of the assessment. Contractors are also required to detail their assessment procedures.
47. Implementation and Operational Capabilities. RFP respondents must detail implementation and site communication strategies, including details of site selection criteria and historical average implementation time to show their operational capabilities.
48. Scheduling. RFP respondents should detail their scheduling process to demonstrate their ability to execute on required therapy hours.
49. Equipment Management Process. Online therapy requires a web camera, two headsets, and audio splitters. Vendors should have their own equipment management capabilities, including, but not limited to: a documented equipment returns process and the ability to provide equipment within a week of a request from ASD.
50. Critical Mass of Therapists. Respondents should provide detail on the total number of therapists in their network, detail procedures for replacing therapists, and the procedure for compensatory service time due to the replacement process.
51. Parent Access. Parental access to student data should be provided by the vendor and be available in a secure online format. Parents and ASD should also have the option to view therapy sessions remotely.

Submitted by:

Pioneer Healthcare Services
 (Company Name)

6255 Ferris Square Ste. F
 (Address)

Courtney Norman

(Authorized Signature / Date)

800-683-1209

(Telephone Number)

Aberdeen School District hereby awards the above PROPOSAL to the above named PROPOSER as follows:

Upon approval of the Board of Directors of Aberdeen School District, the specifications provided for in Section I of the above specifications and applicable terms of Section II as set forth in the PROPOSAL submission shall become a contract binding on the parties and legally enforceable according to its terms pursuant to Part 1, Section 1.20.

PROPOSAL award approved by the Board of Directors on _____ 2020 and contract accepted.

Aberdeen School District

By _____

Its _____



Client Confirmation of Assignment

This serves as a confirmation of the assignment scheduled between Pioneer Healthcare Services LLC and Aberdeen School District (Client).

Cynthia Bonnanzio - OT - (Pioneer Healthcare Employee) is scheduled to work at Aberdeen School District (Client), at a bill rate of \$75.00 per hour. She is working 7.5 hours per day on scheduled school days.

Cynthia Bonnanzio - OT - (Employee) is scheduled to work on the following days:
January 5th, 2021 - June 15th, 2021

Scheduled workdays cannot be cancelled by client, and any changes to this confirmation must be agreed upon in writing and signed by Pioneer Healthcare and Aberdeen School District (Client). Thirty day notice of termination of assignment required.

All language in the current Staffing Agreement between Pioneer Healthcare and Aberdeen School District (Client) still applies.

Pioneer Healthcare Services LLC

Client: Aberdeen School District

Signature: _____

Signature: _____

Print Name: Courtney Norman

Print Name: _____

Title: Director

Title: _____

Date: October 12, 2020

Date: _____

CERTIFICATED

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Geri Scott	Central Park Elementary	Office Coordinator	01/05/21

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Scott Wilson	Aberdeen High School	Softball-Head Coach	10/10/20