

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

Regular Meeting of the Board of Directors
Library, Miller Junior High School
December 10, 2019

AGENDA

4:00 p.m. Open House in the 6th Grade Building

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

Flag Salute

[Consent Agenda](#)

1. Minutes
2. Accounts Payable
3. Gift to the District

[Oaths of Office](#)

[Election of Officers](#)

Comments from Board Members

Comments from Student Representatives

Comments from the Audience

1. Miller Junior High Jazz Band

Old Business

1. [Resolution 2019-15 Levy Election](#)

Superintendent's Report

1. Bond and Levy Update
2. Legislative Update

Instructional Services

1. [Teaching and Learning Report](#)
2. [New Novel](#)
3. [TBIP Plan](#)
4. [Assessment Participation Plans](#)

Board Meeting Agenda
December 10, 2019

Financial Services

1. [Fiscal Status Report](#)
2. [Resolution 2019-16 Apportionment](#)

Athletics and Activities

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

New Business

1. [Policy 3241 Student Discipline](#)
2. [Policy 3115 Students Experiencing Homelessness](#)
3. [Quinault TANF Agreement](#)
4. Retirement Incentive
5. [Surplus Equipment](#)
6. Next Meeting –Stevens Elementary School, Jan. 7, 2020

Comments from the Audience

Executive Session

Personnel Matters

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

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

BOARD INFORMATION AND BACKGROUND

December 10, 2019 – Miller Junior High School

4:00 – 5:00 p.m. – Open House in the 6th Grade Building

5:00 p.m. – Regular Meeting Call to Order in the Miller Library

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on November 19, 2019, are enclosed for your review and approval.
2. Accounts Payable & Financial Matters – The accounts payable and payroll for November are enclosed for your review and approval.
3. Gift to the District – The Music Department is recommending that a baby grand piano donated by Ann Koski-Smith be accepted for use at Aberdeen High School

Oaths of Office

1. At this time, newly elected directors Jessica Jurasin and Suzy Ritter and re-elected director Jennifer Durney will take their oaths of office. [Enclosure 2](#)

Election of Officers

1. At this time, the Board will elect, by roll call vote, the officers for the ensuing year. [Enclosure 3](#)
 - a. President
 - b. Vice President
2. Election of WIAA Representative

Comments from Board Members

Comments from Student Representative

Comments from the Audience

1. Miller Junior High Jazz Band

Old Business

1. Resolution 2019-15 Levy Election (Updated) – The District has received updated information since Resolution 2019-12 was adopted. A replacement resolution reflecting the most recent information while maintaining the current levy rate of

Board Information
December 10, 2019

\$2.50 per \$1,000 of assessed property value has been prepared for your review and consideration. [Enclosure 4](#)

Superintendent's Report

1. Bond and Levy Update – Superintendent Henderson will update the Board on the upcoming bond and levy election.
2. Legislative Update – Superintendent Henderson will update the Board on efforts to keep lawmakers informed on issues important to small and rural school districts.

Instructional Services

1. Teaching and Learning Report – Teaching and Learning Director Traci Sandstrom will provide the department's monthly report. [Enclosure 5](#)
2. New Novel – The Instructional Materials Committee is recommending approval of the novel *A Loss for Words, the Story of Deafness in a Family* by Lou Ann Walker and published by Harper & Row for use in American Sign Language classes at Aberdeen High School. It is introduced tonight for first reading. [Enclosure 6](#)
3. TBIP Plan – The 2019-2020 Transitional Bilingual Instruction Program is presented for your review and approval. [Enclosure 7](#)
4. Assessment Participation Plans – The plans from Robert Gray Elementary School and Miller Junior High School describing how they will achieve 95 percent participation in assessments are enclosed for your review and approval. [Enclosure 8](#)

Financial Services

1. Fiscal Status Report – Executive Director of Business and Operations Elyssa Louderback will present the Fiscal Status Report for November. [Enclosure 9](#)
2. Resolution 2019-16 Apportionment – A resolution requesting actual enrollment apportionment from OSPI to begin in December is presented for your review and approval. [Enclosure 10](#)

Athletics and Activities

1. Athletic Director's Report – Athletic Director Aaron Roiko will present a report on Fall and Winter athletics. [Enclosure 11](#)

New Business

1. Policy 3241 Student Discipline – Changes in state law have dictated the need to replace and renumber Policy 3000 with Policy 3241 Student Discipline. New state requirements were reviewed and discussed by a district Discipline Committee last spring. The policy is presented for first reading. [Enclosure 12](#)

Board Information
December 10, 2019

2. Policy 3115 Students Experiencing Homelessness – An update to Policy 3115 and accompanying procedures is presented for first reading. [Enclosure 13](#)
3. QIN TANF Agreement – The annual agreement with the Quinault Indian Nation to provide Temporary Assistance for Needy Families in the district is enclosed for your review and approval. [Enclosure 14](#)
4. Retirement Incentive – Again this year, as a planning tool for 2020-21 staffing needs, Superintendent Henderson is recommending that the district offer an incentive to teachers if they inform the district in January of their plans to retire. Board approval is requested.
5. Surplus Equipment – It has been discovered that certain items were not included on the previous surplus inventory. These items occupy space that is needed at the Stewart Building and a surplus declaration for the items listed in the enclosure is requested. [Enclosure 15](#)
6. Next Meeting – The next regular meeting of the Board is set for 5 p.m. Tuesday, January 7, 2020, at Stevens Elementary School.

Comments from the Audience

Executive Session

At this time the meeting will recess for an executive session expected to last 20 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee).

1. Personnel Matters [Enclosure 16](#)
 - a. Certificated
 - b. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – November 19, 2019

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5 p.m. Tuesday, November 19, 2019, in the Community Room at Aberdeen High School. Directors present were Jennifer Durney and Bill Dyer, directors-elect Jessica Jurasin and Suzy Ritter, student representative Molly Scroggs, Superintendent Alicia Henderson and 25 patrons, staff and students. President Bielski welcomed Jessica Jurasin and Suzy Ritter, and noted they would be sworn in and become voting members at the next meeting.

The meeting began with the Flag salute.

On a motion by Jennifer Durney and seconded by Bill Dyer, the Board approved the Consent Agenda, which included the minutes of the regular meeting on November 5, 2019; October payroll vouchers 828471 through 828473 totaling \$1,755,598.92; General Fund vouchers 828467 through 828468, 828470, 828474 through 828517, 828546, and 828548 through 828639 totaling \$2,413,831.08; ASB Fund vouchers 828541 through 828542, 828547, and 828640 totaling \$15,637.86; Capital Projects Fund vouchers 828469, 828518 through 828520 totaling \$65,930.80, and Private Purpose Trust Fund vouchers 828543 through 828545 totaling \$2,040.00.

President Bielski commented that she is looking forward to the upcoming Washington State School Directors' Association (WSSDA) Conference on November 21-24, and added that the newly elected directors will find the sessions and trainings invaluable.

Student Representative Molly Scroggs gave the student report, including a report on the outcome of Foodball that resulted in collecting more than 1.7 million "pounds" of food and funding for use in the community, with Hoquiam winning by a slight margin. She also noted that the AHS Girls' Swim team placed fifth overall at the state competition and that students are preparing for finals week.

April Heikkila of Harbor Strong shared information about the coalition's work and presented a handout regarding the safe use of prescription pain killers, especially opioids. Harbor Strong is asking that the handout be provided to student athletes when they sign up for sports. She noted that while this handout is geared toward student athletes, the work of Harbor Strong is communitywide.

On a motion by Bill Dyer and seconded by Jennifer Durney, the board approved a contract with National Educators for Restorative Practices to provide training for all staff during the Professional Development Day in February.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM
BOARD MEMBERS

STUDENT
REPRESENTATIVE
REPORT

HARBOR STRONG
COALITION

NEDRP CONTRACT

Superintendent Henderson provided an update on the work taking place to provide information to the community regarding renewal of the enrichment levy and the bond for a new Stevens Elementary School. President Bielski commented that she has received positive feedback about the presentations taking place in the community.

SUPERINTENDENT
REPORT

BOND AND LEVY
UPDATE

Superintendent Henderson provided an update on the work taking place to introduce legislation that will enhance funding for property poor districts. The information will be shared with superintendents during the WSSDA Conference on Saturday, Nov. 23.

LEGISLATIVE
UPDATE

Following an overview by Teaching and Learning Director Traci Sandstrom and presentations by Miller Principal Lisa Griebel, Harbor High Principal Derek Cook and Aberdeen High School Principal Sherri Northington, on a motion by Jennifer Durney and seconded by Bill Dyer, the board approved the annual School Improvement and Title I plans for the three secondary schools.

SECONDARY
SCHOOL
IMPROVEMENT
PLANS

Superintendent Henderson provided the Fiscal Status Report for October. She noted that October saw a “negative cash flow,” meaning that expenses exceeded the revenues-to-date and reserves were needed to make up the difference. This occurs periodically during the year as state apportionment and tax payments don’t align with expenditures. She also noted that enrollment is trending close to budget. Fund balances were reported: \$965,564.40 in the General Fund, \$631,700.07 in the Capital Projects Fund, \$3,297,638.03 in the Debt Service Fund, \$299,058.12 in the ASB Fund, and \$347,555.77 in the Transportation Vehicle Fund.

FISCAL STATUS
REPORT

On a motion by Bill Dyer and seconded by Jennifer Durney, the board voted to authorize the newly elected School Board directors Jessica Jurasin and Suzy Ritter to attend the WSSDA Conference, which includes a “boot camp” for new directors and required training on public records and open public meetings.

RESOLUTION
2019-14 WSSDA
CONFERENCE

Following a presentation and annual update by Career and Technical Education Director Lynn Green, on a motion by Jennifer Durney and seconded by Bill Dyer, the board approved the plan for CTE programming in the district.

CTE ANNUAL
UPDATE

Following a presentation by CTE Director Lynn Green, on a motion by Bill Dyer and seconded by Jennifer Durney, the board approved the 2019-2020 Carl Perkins Grant application.

2019-2020 CARL
PERKINS GRANT

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved a contract for services with the Washington State School for the Blind. Special Education Director Rick Bates explained the services will be provided to a student in the preschool program.

CONTRACT WITH
SCHOOL FOR THE
BLIND

On a motion by Bill Dyer and seconded by Jennifer Durney, the board declared as surplus equipment and materials inventoried by the Maintenance Department and stored at the Stewart Building that are no longer used in the district due to age or condition.

SURPLUS
EQUIPMENT

The board decided after discussion to hold one meeting in December and canceled the previously scheduled meetings on Dec. 3 and Dec. 18. The next regular meeting of the board is set for 5 p.m. Tuesday, December 10, at Miller Junior High School. The new 6th Grade building will be open at 4 p.m. for an open house prior to the meeting.

NEXT MEETING

At 6:11 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 20 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee and to consider real estate matters). At 6:31 p.m. the session was extended for five minutes. The regular meeting reconvened at 6:36 p.m.

EXECUTIVE
SESSION

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved the Personnel Report. Under certificated matters the board approved the hiring of Stacy Devall as a math teacher in the 21st Century Program at Miller Junior High School effective November 14; approved leaves of absence for Laci Hunsaker, a teacher at A. J. West Elementary School, from Dec. 2-13 and for Chris Collin, a teacher at Stevens Elementary School, from Dec. 4-20; accepted the resignation of Arnie Lewis as principal at Stevens Elementary School effective June 30, and approved the hiring of Jill Berney, Cole Edwards, Kylie Stenbeck and Falisha Zwolinski as substitutes for the district.

PERSONNEL
REPORT

CERTIFICATED

Under classified matters, the Board approved the hiring of Donna Probstfield as a bus driver effective Nov. 7, and Judy Reynvaan and Elizabeth Rowe as piano accompanists effective Nov. 7; approved a leave of absence for Dawn Borns, a para-educator at Robert Gray Elementary School, effective Dec. 2 to Jan. 6; accepted the resignation of Joshua Brown as a para-educator at Stevens Elementary School effective Nov. 8; approved extra-curricular contracts at Aberdeen High School for Todd Bridge as an assistant coach for Boys' Wrestling effective Nov. 18, Jeff Hatton as an assistant coach for Boys' Wrestling effective Dec. 23, and Trevor Mullin as an assistant coach for Boys' Swimming effective Nov. 18, and accepted the resignation of Alexandria Cugal as an 0.25 FTE assistant coach for Girls' Wrestling at Aberdeen High School effective Nov. 18.

CLASSIFIED

There being no further business, the regular meeting was adjourned at 6:37 p.m.

ADJOURN

Alicia Henderson, Secretary

Sandra Bielski, President

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

As of December 10, 2019, the board, by a _____ vote, approves payments, totaling \$1,841,205.22. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 828641 through 828642, totaling \$1,841,205.22

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

Check Nbr	Vendor Name	Check Date	Check Amount
828641	PAYROLL WARRANT	11/30/2019	107.12
828642	1ST SECURITY BANK PAYROLL/PERS	11/27/2019	1,841,098.10
	Computer	Check(s) For a Total of	1,841,205.22

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

As of December 10, 2019, the board, by a _____ vote, approves payments, totaling \$1,821,159.03. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 828643 through 828685, totaling \$1,821,159.03

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

Check Nbr	Vendor Name	Check Date	Check Amount
828643	Aberdeen High School-AHS Schol	11/29/2019	110.00
828644	Aberdeen Sch Dist Kitchen Fund	11/29/2019	30.00
828645	Aberdeen Sd #5 Revolving Fund	11/29/2019	1,050.00
828646	Aflac Remittance Processing	11/29/2019	1,895.73
828647	American Fidelity-FSA	11/29/2019	3,579.23
828648	American Fidelity	11/29/2019	5,034.70
828649	American Fidelity Health Servi	11/29/2019	2,750.00
828650	Ameritas	11/29/2019	17,721.00
828651	Bank Of The Pacific	11/29/2019	634,303.27
828652	Chapter 13 Trustee	11/29/2019	540.00
828653	Cnty/city Mun Ees	11/29/2019	3,341.39
828654	Deferred Compensation Program	11/29/2019	21,776.15
828655	Delta Management Associates In	11/29/2019	567.87
828656	Dynamic Collectors	11/29/2019	1,319.82
828657	E.S.D.#113 Unemployment Coop	11/29/2019	1,884.17
828658	Ecmc	11/29/2019	378.58
828659	Ed.Serv.Dist.#113	11/29/2019	30,271.35
828660	Employment Security	11/29/2019	9,431.30
828661	GORDON, AYLWORTH, & TAMI	11/29/2019	674.43
828662	Inspirus	11/29/2019	11,887.56
828663	Legal Shield	11/29/2019	123.60
828664	Lina	11/29/2019	6,293.47
828665	Nbn Vision	11/29/2019	9,820.00
828665	PREMERA	11/29/2019	382,434.94
828667	Pse Of Wa	11/29/2019	6,714.98
828668	Pse Of Washington	11/29/2019	57.00
828669	Public Employees Retirement	11/29/2019	1,130.37
828670	School Employees Retirement Sy	11/29/2019	153,361.17
828671	Teacher Retirement System-Dc	11/29/2019	400,025.85
828672	Tsa Consulting Group Inc	11/29/2019	14,035.00
828673	Twin Star Credit Union	11/29/2019	220.00
828674	Twin Star Scholarship Acct	11/29/2019	82.00
828675	Twinstar Pse Local Dues	11/29/2019	82.00

Check Nbr	Vendor Name	Check Date	Check Amount
828675	United Way	11/29/2019	602.38
828677	Us Department Of Education	11/29/2019	848.32
828678	Veba Contributions-Y1286.001	11/29/2019	12,074.96
828679	Wa State School Ret Assn	11/29/2019	42.00
828680	Washington State Treasurer	11/29/2019	30,052.54
828681	Wea Chinook	11/29/2019	27.18
828682	Wea Payroll Deductions	11/29/2019	22,634.90
828683	Wea Select Plans-Wds	11/29/2019	19,758.42
828684	Wea Select Plans-Willamette	11/29/2019	3,892.90
828685	Wpas	11/29/2019	8,298.50
43	Computer	Check(s) For a Total of	1,821,159.03

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

As of December 10, 2019, the board, by a _____ vote, approves payments, totaling \$247,926.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: CAPITAL PROJECTS
Warrant Numbers 828686 through 828688, totaling \$247,926.60

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

Check Nbr	Vendor Name	Check Date	Check Amount
828686	K & J Designs	12/11/2019	13,182.21
828687	KCDA Purchasing Coop.	12/11/2019	185,441.84
828688	Rognlins Inc	12/11/2019	49,302.55
3	Computer	Check(s) For a Total of	247,926.60

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

As of December 10, 2019, the board, by a _____ vote, approves payments, totaling \$970.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: PRIVATE PURPOSE TRUST Warrant Numbers 828689 through 828690, totaling \$970.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
828689	Aberdeen High School (asb)	12/11/2019	160.00
828690	Weatherwax Asb Fund	12/11/2019	810.00
2	Computer	Check(s) For a Total of	970.00

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

As of December 10, 2019, the board, by a _____ vote, approves payments, totaling \$96,983.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 828691 through 828715, totaling \$96,983.60

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

Check Nbr	Vendor Name	Check Date	Check Amount
828691	Aberdeen School District #5	12/11/2019	228.86
828692	Aberdeen School District #5	12/11/2019	10.80
828693	Aberdeen Foodbank	12/11/2019	41,860.07
828694	Ahs Asb Imprest Fund	12/11/2019	1,000.00
828695	Amazon Capital Services	12/11/2019	185.06
828696	Auburn High School	12/11/2019	200.00
828697	Cash & Carry #548	12/11/2019	26.13
828698	Domino's Pizza	12/11/2019	84.46
828699	Emerald Ridge High School	12/11/2019	275.00
828700	Evergreen Conference Attn S Ch	12/11/2019	461.50
828701	Fife High School	12/11/2019	250.00
828702	Glanz, Desiree Michelle	12/11/2019	145.00
828703	Harbor Awards & Engraving	12/11/2019	1,706.97
828704	Hoquiam Grizzly Wrestling	12/11/2019	400.00
828705	Meissner, April J	12/11/2019	91.09
828706	North Mason High School	12/11/2019	200.00
828707	North Thurston Booster Club	12/11/2019	200.00
828708	PNW Printworks, Llc	12/11/2019	655.76
828709	Powerhouse Fundraising	12/11/2019	5,159.00
828710	River Ridge Wrestling	12/11/2019	250.00
828711	Salvation Army- Foodbank	12/11/2019	41,860.07
828712	Tumwater High School	12/11/2019	300.00
828713	US Foods - Seattle	12/11/2019	198.83
828714	Weatherwax Asb Fund	12/11/2019	30.00
828715	Wmea	12/11/2019	1,205.00

25 Computer Check(s) For a Total of 96,983.60

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

As of December 10, 2019, the board, by a _____ vote, approves payments, totaling \$549,304.55. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 828716 through 828800, totaling \$549,304.55

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

Check Nbr	Vendor Name	Check Date	Check Amount
828716	1ST SECURITY BANK PAYROLL/PERS	12/11/2019	5,168.26
828717	Aberdeen Office Equipment Inc	12/11/2019	9,635.11
828718	Aberdeen Sd #5 Revolving Fund	12/11/2019	68.28
828719	Airgas Usa, Llc	12/11/2019	75.47
828720	Amazon Capital Services	12/11/2019	3,086.99
828721	Aramark Uniform Services	12/11/2019	49.52
828722	Auto-Chlor	12/11/2019	228.75
828723	Avant Assessment	12/11/2019	1,094.50
828724	Batdorf & Bronson	12/11/2019	246.16
828725	Blecha, Deb G	12/11/2019	130.72
828726	Bsn Sports	12/11/2019	1,574.22
828727	Bureau Of Education & Research	12/11/2019	279.00
828728	Carquest Auto Parts Stores	12/11/2019	122.37
828729	Cascade Natural Gas	12/11/2019	12,050.98
828730	Consolidated Electrical Distri	12/11/2019	103.60
828731	Central Welding Supply	12/11/2019	50.83
828732	Centurylink (business Serv)	12/11/2019	174.08
828733	Centurylink	12/11/2019	2,445.81
828734	Cintas Corporation	12/11/2019	12,146.23
828735	City Of Aberdeen	12/11/2019	7,216.69
828736	College Board	12/11/2019	400.00
828737	Comcast	12/11/2019	270.46
828738	Cook, Jenalee	12/11/2019	278.82
828739	Curriculum Associates	12/11/2019	97.53
828740	Dairy Fresh Farms	12/11/2019	13,652.22
828741	Domino's Pizza	12/11/2019	1,186.18
828742	Dunsire Printers	12/11/2019	1,087.90
828743	Ednetics Inc	12/11/2019	526.38
828744	ESD 112	12/11/2019	4,466.50
828745	ESD 113	12/11/2019	51,666.87
828746	Ferrellgas	12/11/2019	1,191.87
828747	Francotyp-Postalia, Inc	12/11/2019	205.97
828748	Franz Family Bakeries	12/11/2019	3,211.66

Check Nbr	Vendor Name	Check Date	Check Amount
828749	Gh County Water District #2	12/11/2019	396.00
828750	Grainger Inc	12/11/2019	438.77
828751	Grays Harbor College	12/11/2019	174.00
828752	Grays Harbor Public Health	12/11/2019	120.00
828753	Harbor Auto & Truck Parts	12/11/2019	2,088.24
828754	Health Care Authority	12/11/2019	417.25
828755	Hermenegildo, Edgar	12/11/2019	5,831.00
828756	Home Depot	12/11/2019	454.07
828757	Ixl Learning	12/11/2019	11,250.00
828758	Jostens Inc	12/11/2019	20.02
828759	Jw Pepper And Son Inc	12/11/2019	141.55
828760	KCDA Purchasing Coop.	12/11/2019	8,978.71
828761	Lemay Mobile Shredding	12/11/2019	72.25
828762	Marshall's Garden & Pet Store	12/11/2019	246.40
828763	Marysville School District	12/11/2019	500.00
828764	Masco	12/11/2019	11,905.38
828765	Montesano Internal Medicine	12/11/2019	180.00
828766	NATUREBRIDGE	12/11/2019	540.00
828767	NEDRP, LLC	12/11/2019	7,200.00
828768	North Beach School Dist #64	12/11/2019	12,971.81
828769	Northwest Textbook Depository	12/11/2019	886.86
828770	Nutrislice, Inc	12/11/2019	1,500.00
828771	O'Reilly Auto Parts	12/11/2019	282.89
828772	Office Depot	12/11/2019	314.26
828773	OPEN UP RESOURCES	12/11/2019	346.56
828774	OSPI	12/11/2019	6,730.78
828775	Pacifica Law Group	12/11/2019	9,268.00
828776	Parris, Trinity A	12/11/2019	1,833.32
828777	Patterson Buchanan Fobes & Lei	12/11/2019	598.00
828778	Pioneer Healthcare Services LL	12/11/2019	11,350.50
828779	Progressive Business Publicati	12/11/2019	299.00
828780	Ricoh Usa Inc	12/11/2019	961.99
828781	Scholastic Magazines	12/11/2019	224.34
828782	Scrubs 365	12/11/2019	1,350.00
828783	Smith & Greene Co	12/11/2019	3,468.60
828784	Soliant Health	12/11/2019	7,725.00
828785	Staples Office Supply	12/11/2019	189.82
828786	Swanson's Food	12/11/2019	4,199.17
828787	Ted Brown Music	12/11/2019	110.45
828788	The Hello Foundation	12/11/2019	51,098.00
828789	Thermal Supply Inc	12/11/2019	161.62
828790	Tke Corp	12/11/2019	996.62
828791	US Foods - Seattle	12/11/2019	69,495.00
828792	Us Postal Service (cmrs-Fp)	12/11/2019	2,000.00
828793	Verizon Wireless	12/11/2019	1,664.60
828794	Visiplex, Inc.	12/11/2019	3,498.00
828795	Wal Mart (pay To)	12/11/2019	274.05
828796	Wash Schools Risk Mgmt Pool	12/11/2019	100,091.50
828797	Washington Business Week	12/11/2019	5,000.00
828798	WSIPC	12/11/2019	19,908.80

Check Nbr	Vendor Name	Check Date	Check Amount
828799	YMCA	12/11/2019	44,336.20
828800	Zones, Inc	12/11/2019	1,025.24
85	Computer	Check(s) For a Total of	549,304.55

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

As of December 10, 2019, the board, by a _____ vote, approves payments, totaling \$6,538.80. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: CAPITAL PROJECTS
Warrant Numbers 828801 through 828801, totaling \$6,538.80

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

Check Nbr	Vendor Name	Check Date	Check Amount
828801	Rognlins Inc	12/11/2019	6,538.80
1	Computer	Check(s) For a Total of	6,538.80

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

As of December 11, 2019, the board, by a _____ vote, approves payments, totaling \$42,349.05. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: General, ASB, Private Trust Warrant Numbers 828802 through 828804, totaling \$42,349.05

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

Check Nbr	Vendor Name	Check Date	Check Amount	
828802	1ST SECURITY BANK PC	12/11/2019	38,603.01	GF
828803	1ST SECURITY BANK PC	12/11/2019	3,637.24	ASB
828804	1ST SECURITY BANK PC	12/11/2019	108.80	PPT
3	Computer	Check(s) For a Total of	42,349.05	

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

As of December 10, 2019, the board, by a _____ vote, approves payments, totaling \$2,431.15. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 828805 through 828806, totaling \$2,431.15

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

Check Nbr	Vendor Name	Check Date	Check Amount	
828805	Bank Of The Pacific (use Tax)	12/11/2019	1,946.52	GF
828806	Bank Of The Pacific (use Tax)	12/11/2019	484.63	ASB
2	Computer	Check(s) For a Total of	2,431.15	


Finance Report

A/P Month of November

ASB Totals \$ ~~99,558.45~~ 99,543.18 ^{ce}

Approved:

 12-4-19
ASB President Date

 12/4/19
ASB Treasurer Date

Kim Edwards 12/4/19
ASB Comptroller Date

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 L 601 0000 00 0000 0000 0000							
2181		0000000000	POWERHOU000	Powerhouse Fundraising	09/02/2019	H	\$-463.28
4542276		0000000000	US FOODS000	US Foods - Seattle	11/07/2019	H	\$-17.85
2 ITEM(S) FOR ACCOUNT # 40 L 601 0000 00 0000 0000 0000							FOR A TOTAL OF \$-481.13
40 E 530 1015 00 0000 4310 0000 0000 0							
1119-1015	Return fall cash box change	0000000000	AHS ASB 000	Ahs Asb Imprest Fund	11/13/2019	H	\$1,000.00
201920001	Conference dues	0000000000	EVERGREE007	Evergreen Conference Attn S Ch	11/25/2019	H	\$250.00
2 ITEM(S) FOR ACCOUNT # 40 E 530 1015 00 0000 4310 0000 0000 0							FOR A TOTAL OF \$1,250.00
40 E 530 2015 00 0000 4310 0000 0000 0							
1-2019/20	Wrestling assessments	0000000000	GLANZDES000	Glanz, Desiree	12/02/2019	H	\$145.00
1 ITEM(S) FOR ACCOUNT # 40 E 530 2015 00 0000 4310 0000 0000 0							FOR A TOTAL OF \$145.00
40 E 530 2040 00 0000 4310 0000 0000 0							
1119ps	Print shop charges	0000000000	ABERDEEN023	Aberdeen School District #5 -	11/30/2019	H	\$6.86
1QW3-TC6H-MCGQ		0000000000	AMAZON C000	Amazon Capital Services	11/12/2019	H	\$76.15
2 ITEM(S) FOR ACCOUNT # 40 E 530 2040 00 0000 4310 0000 0000 0							FOR A TOTAL OF \$83.01
40 E 530 2050 00 0000 4310 0000 0000 0							
040848		0000000000	CASH & C000	Cash & Carry #548	11/07/2019	H	\$26.13
718622		0000000000	DOMINO'S000	Domino's Pizza	11/19/2019	H	\$84.46
5786		0000000000	HARBOR A000	Harbor Awards & Engraving	11/27/2019	H	\$166.63
2050-1119	Reimbursement	0000000000	MEISSAPR000	Meissner, April	11/22/2019	H	\$91.09
4 ITEM(S) FOR ACCOUNT # 40 E 530 2050 00 0000 4310 0000 0000 0							FOR A TOTAL OF \$368.31
40 E 530 2060 00 0000 4310 0000 0000 0							
5780		0000000000	HARBOR A000	Harbor Awards & Engraving	11/27/2019	H	\$953.09
1613		0000000000	PNW PRIN000	PNW Printworks, Llc	11/26/2019	H	\$655.76
2181		0000000000	POWERHOU000	Powerhouse Fundraising	09/02/2019	H	\$5,622.28
3 ITEM(S) FOR ACCOUNT # 40 E 530 2060 00 0000 4310 0000 0000 0							FOR A TOTAL OF \$7,231.13
40 E 530 2085 00 0000 4310 0000 0000 0							
5783		0000000000	HARBOR A000	Harbor Awards & Engraving	11/27/2019	H	\$344.19
1 ITEM(S) FOR ACCOUNT # 40 E 530 2085 00 0000 4310 0000 0000 0							FOR A TOTAL OF \$344.19
40 E 530 2095 00 0000 4310 0000 0000 0							

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 E 530 2095 00 0000 4310 0000 0000 0							
*****CONTINUED*****							
5778		0000000000	HARBOR A000	Harbor Awards & Engraving	11/27/2019	H	\$5.98
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2095 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$5.98
40 E 530 2100 00 0000 4310 0000 0000 0							
5762		0000000000	HARBOR A000	Harbor Awards & Engraving	10/28/2019	H	\$165.27
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2100 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$165.27
40 E 530 2120 00 0000 4310 0000 0000 0							
201920007	2018-18 boys tennis subs/boys golf districts	0000000000	EVERGREE007	Evergreen Conference Attn S Ch	12/02/2019	H	\$211.50
14834	WIAA	0000000000	WEATHERW000	Weatherwax Asb Fund	11/13/2019	H	\$30.00
4030-2019	All State - F. Patterson & J. Vieyra	0000000000	WMEA 000	Wmea	11/18/2019	H	\$670.00
4040-2019	All State - A. Patterson, J. Eaton	0000000000	WMEA 000	Wmea	11/07/2019	H	\$335.00
4 ITEM(S)	FOR ACCOUNT # 40 E 530 2120 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$1,246.50
40 E 530 2130 00 0000 4310 0000 0000 0							
1119ps	Print shop charges	0000000000	ABERDEEN023	Aberdeen School District #5 -	11/30/2019	H	\$1.05
5785		0000000000	HARBOR A000	Harbor Awards & Engraving	11/27/2019	H	\$71.81
2 ITEM(S)	FOR ACCOUNT # 40 E 530 2130 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$72.86
40 E 530 2140 00 0000 4310 0000 0000 0							
01-11-20	41st Annual Grizzly Alumni Invitational	0000000000	HOQUIAM 008	Hoquiam Grizzly Wrestling	12/02/2019	H	\$200.00
12-28-19	North Mason Classic Varsity Tournament	0000000000	NORTH MA000	North Mason High School	11/27/2019	H	\$200.00
01-18-19	Wrestling tournament	0000000000	RIVER RI000	River Ridge Wrestling	11/27/2019	H	\$250.00
12-21-19	Pat Alexander Invitational	0000000000	TUMWATER004	Tumwater High School	11/27/2019	H	\$300.00
4 ITEM(S)	FOR ACCOUNT # 40 E 530 2140 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$950.00
40 E 530 2145 00 0000 4310 0000 0000 0							
1119ps	Print shop charges	0000000000	ABERDEEN023	Aberdeen School District #5 -	11/30/2019	H	\$27.70
2019-2145	Signmaking	0000000000	ABERDEEN023	Aberdeen School District #5 -	11/22/2019	H	\$184.00
1QQD-WMN9-T7NM		0000000000	AMAZON C000	Amazon Capital Services	11/20/2019	H	\$108.91

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 E 530 2145 00 0000 4310 0000 0000 0							
*****CONTINUED*****							
02-01-19	Athena's Pageant	0000000000	AUBURN H000	Auburn High School	11/19/2019	H	\$200.00
12-07-19	Lady Jag Kickoff Tournament	0000000000	EMERALD 000	Emerald Ridge High School	11/14/2019	H	\$275.00
12-21-19	4thAnnual Grizzly Stocking Stuffer	0000000000	HOQUIAM 008	Hoquiam Grizzly Wrestling	11/14/2019	H	\$200.00
01-18-20	Lady Ram Invitational	0000000000	NORTH TH002	North Thurston Booster Club	11/14/2019	H	\$200.00
7 ITEM(S)	FOR ACCOUNT # 40 E 530 2145 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$1,195.61
40 E 530 4030 00 0000 4310 0000 0000 0							
1119ps	Print shop charges	0000000000	ABERDEEN023	Aberdeen School District #5 -	11/30/2019	H	\$3.25
4030-2019	All State - F. Patterson & J. Vieyra	0000000000	WMEA 000	Wmea	11/18/2019	H	\$100.00
2 ITEM(S)	FOR ACCOUNT # 40 E 530 4030 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$103.25
40 E 530 4040 00 0000 4310 0000 0000 0							
032120-4040	Commencement Bay Jazz Festival	0000000000	FIFE HIG000	Fife High School	11/14/2019	H	\$250.00
4040-2019	All State - A. Patterson, J. Eaton	0000000000	WMEA 000	Wmea	11/07/2019	H	\$100.00
2 ITEM(S)	FOR ACCOUNT # 40 E 530 4040 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$350.00
40 E 530 6200 00 0000 4310 0000 0000 0							
1119ps	Print shop charges	0000000000	ABERDEEN023	Aberdeen School District #5 -	11/30/2019	H	\$6.00
1119oc	Office copy charges	0000000000	ABERDEEN026	Aberdeen School District #5	11/30/2019	H	\$10.80
1219AF	Donation from Foodball	0000000000	ABERDEEN045	Aberdeen Foodbank	12/03/2019	H	\$41,860.07
1219SA	Donation from Foodball	0000000000	SALVATIO000	Salvation Army- Foodbank	12/03/2019	H	\$41,860.07
4 ITEM(S)	FOR ACCOUNT # 40 E 530 6200 00 0000 4310 0000 0000 0				FOR A TOTAL OF		\$83,736.94
TOTAL NUMBER OF HISTORY INVOICES:					35		\$96,983.60
42 ITEM(S)	FOR GRAND TOTAL				FOR A TOTAL OF		\$96,766.92

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Student Body Fund	-481.13	0.00	97,248.05	96,766.92
	*** Fund Summary Totals ***	-481.13	0.00	97,248.05	96,766.92

- 17.85

97,230.20

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

-463.28

US Bank \$ 2312.98

Total
99543.18

December 2, 2019

Dear School Board members,

Ann Koski-Smith, an Aberdeen graduate, has offered her baby grand piano to Aberdeen High School to be used on the high school stage. Music staff recommends acceptance of this gift to our district, as we have needed a playable piano on the stage for many years.

Donor information is as follows:

Ann Koski-Smith
6738 Westhill Drive
Olympia, WA 98512

Thank you for your consideration,

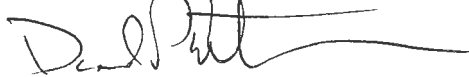
Wendy Koski

A handwritten signature in cursive script that reads "Wendy Koski".

Alexa (Amarok) Koski - AHS Choirs

A handwritten signature in cursive script that reads "Alexa Koski".

Daniel Patterson - AHS Bands

A handwritten signature in cursive script that reads "Daniel Patterson".

OATH OF OFFICE

According to statutory provision, each newly elected, re-elected, or appointed director will take an oath or affirmation to support the constitutions of the United States and the state of Washington and to promote the interests of education and to faithfully discharge the duties of his/her office to the best of his/her ability. A school district officer or notary public authorized to administer oaths must certify to this oath and the signature of the member. After completion, the oath of office will be filed with the county auditor.

Legal References: RCW 28A.343.360 Oath of office

Adoption Date: 5/1/95
Revised Dates: 6/20/00, 4/17/18

ANNUAL ORGANIZATIONAL MEETING

At the first regular meeting at which newly-elected board members are seated in election years and at the first regular meeting in December in non-election years, the board will elect from among its members a *chair/president* and a *vice chair/president* to serve one-year terms. A newly appointed board member will not be eligible to serve as an officer unless a majority of the board has been appointed.

If a board member is unable to continue to serve as an officer, a replacement will be elected immediately. In the absence of both the *chair/president* and the *vice chair/president*, the board will elect a president pro tempore who will perform the functions of the chair/president during the latter's absence.

The superintendent will act as board secretary and perform all the duties as outlined by law. In order to provide a record of the proceedings of each meeting of the board, the superintendent will appoint a recording secretary of the board.

In even numbered years at the same meeting, a WSSDA legislative representative will be elected to serve a two-year term.

The normal order of business will be modified for the annual organizational meeting by considering the following matters, after the approval of the minutes of the previous meeting:

- A. Welcome and introduction of newly elected board members by the chair/president;
- B. Call for nominations for *chair/president* to serve during the ensuing year;
- C. Election of a *chair/president* (roll call vote);
- D. Assumption of office by the new *chair/president*;
- E. Call for nominations for *vice chair/president* to serve during the ensuing year;
- F. Election of a *vice chair/president* (roll call vote);
- G. (*If applicable*) Call for nominations for *WSSDA legislative representative* to serve for the next two years; and
- H. Election of a *WSSDA legislative representative*.

Policies will continue from year to year and board to board until and unless the board changes them.

Cross References: 1225 - School Director Legislative Program
Legal References: RCW 28A.330.010 Board president, vice-president or president
pro tempore — Secretary
RCW 28A.330.020 Certain board elections, manner and vote
required — Selection of personnel, manner
RCW 28A.330.050 Duties of superintendent as secretary of the
board
RCW 28A.400.030 Superintendent's duties
RCW 29A.60.280 Local elected officials, commencement of
term of office — Purpose

Adoption Date: 6/20/00
Revised Dates: 11/5/05, 4/17/18

ABERDEEN SCHOOL DISTRICT NO. 5
GRAYS HARBOR COUNTY, WASHINGTON

PROPOSITION 1 - REPLACEMENT OF EXPIRING EDUCATIONAL
PROGRAMS AND OPERATIONS LEVY

RESOLUTION NO. 2019-15

A RESOLUTION of the Board of Directors of Aberdeen School District No. 5, Grays Harbor County, Washington, providing for the submission to the voters of the District at a special election to be held on February 11, 2020, of a proposition authorizing an excess tax levy to be made annually for four years commencing in 2020 for collection in 2021 of \$5,200,000, in 2021 for collection in 2022 of \$5,200,000, in 2022 for collection in 2023 of \$5,200,000, and in 2023 for collection in 2024 of \$5,200,000, for the District's General Fund to pay expenses of educational programs and operations; designating the District's Executive Director of Business and Operations and special counsel to receive notice of the ballot title from the Auditor of Grays Harbor County, Washington; repealing Resolution No. 2019-12; and providing for other matters properly related thereto.

ADOPTED: DECEMBER 10, 2019

This document prepared by:

*FOSTER GARVEY P.C.
1111 Third Avenue, Suite 3000
Seattle, Washington 98101
(206) 447-5339*

ABERDEEN SCHOOL DISTRICT NO. 5
GRAYS HARBOR COUNTY, WASHINGTON

RESOLUTION NO. 2019-15

A RESOLUTION of the Board of Directors of Aberdeen School District No. 5, Grays Harbor County, Washington, providing for the submission to the voters of the District at a special election to be held on February 11, 2020, of a proposition authorizing an excess tax levy to be made annually for four years commencing in 2020 for collection in 2021 of \$5,200,000, in 2021 for collection in 2022 of \$5,200,000, in 2022 for collection in 2023 of \$5,200,000, and in 2023 for collection in 2024 of \$5,200,000, for the District's General Fund to pay expenses of educational programs and operations; designating the District's Executive Director of Business and Operations and special counsel to receive notice of the ballot title from the Auditor of Grays Harbor County, Washington; repealing Resolution No. 2019-12; and providing for other matters properly related thereto.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF ABERDEEN SCHOOL DISTRICT NO. 5, GRAYS HARBOR COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Aberdeen School District No. 5, Grays Harbor County, Washington (the "District"), takes note of the following facts and makes the following findings and determinations:

(a) Calendar year 2020 is the last year of collection of the District's current two-year General Fund educational programs and operations tax levy, which was authorized pursuant to Resolution No. 2017-15, adopted by the Board on November 20, 2017, and approved by the voters at a special election held and conducted within the District on February 13, 2018.

(b) With the expiration of the District's current two-year General Fund educational programs and operations tax levy, it appears certain that the money in the District's General Fund for the school years 2020-2021, 2021-2022, 2022-2023, 2023-2024 and 2024-2025 will be insufficient to permit the District to meet the educational needs of its students and pay expenses of educational programs and operations support not funded by the State of Washington ("State"), all as more particularly set forth in Section 3 of this resolution, during such school years, and that it is necessary that a replacement excess tax levy of \$5,200,000 be made in 2020 for collection in 2021, \$5,200,000 be made in 2021 for collection in 2022, \$5,200,000 be made in 2022 for collection in 2023, and \$5,200,000 be made in 2023 for collection in 2024 for the District's General Fund to provide the money required to meet those expenses.

(c) The District's proposed four-year General Fund educational programs and operations tax levy authorized in this resolution provides for approximately the same educational programs and operations purposes as the District's expiring two-year General Fund educational programs and operations tax levy.

(d) Pursuant to Article VII, Section 2(a) of the Washington Constitution and Revised Code of Washington ("RCW") 84.52.053, the District may submit to its voters at a special election,

for their approval or rejection, a proposition authorizing the District to levy annual excess property taxes for support of the District's educational programs and operations expenses.

(e) Prior to the time the ballot proposition authorized in this resolution is submitted to the voters, the District will have received approval of its educational programs and operations tax levy expenditure plan from the Office of the Superintendent of Public Instruction under RCW 28A.505.240 as required by RCW 84.52.053(4), a copy of which will be on file with the District after approval.

Section 2. Calling of Election. The Auditor of Grays Harbor County, Washington, as *ex officio* Supervisor of Elections (the "Auditor"), is requested to call and conduct a special election in the manner provided by law to be held in the District on February 11, 2020, for the purpose of submitting to the District's voters, for their approval or rejection, the proposition authorizing a replacement General Fund educational programs and operations tax levy on all of the taxable property within the District (the assessed value of such representing 100% of true and fair value unless specifically provided otherwise by law) to be made annually for four years commencing in 2020 for collection in 2021 of \$5,200,000, the estimated dollar rate of tax levy required to produce such an amount being \$2.50 per \$1,000 of assessed value, in 2021 for collection in 2022 of \$5,200,000, the estimated dollar rate of tax levy required to produce such an amount being \$2.50 per \$1,000 of assessed value, in 2022 for collection in 2023 of \$5,200,000, the estimated dollar rate of tax levy required to produce such an amount being \$2.50 per \$1,000 of assessed value, and in 2023 for collection in 2024 of \$5,200,000, the estimated dollar rate of tax levy required to produce such an amount being \$2.50 per \$1,000 of assessed value, all in excess of the maximum tax levy allowed by law for school districts without voter approval. The exact tax levy rate and amount to be collected may be adjusted based upon the actual assessed value of the taxable property within the District and the limitations imposed by law at the time of the levy.

Section 3. Use of Taxes. If the proposition authorized by this resolution is approved by the requisite number of voters, the District will be authorized to levy the excess property taxes provided in this resolution to meet the educational needs of its students and pay expenses of educational programs and operations support not funded by the State during the school years 2020-2021, 2021-2022, 2022-2023, 2023-2024 and 2024-2025, all as may be authorized by law and determined necessary by the Board. Pending the receipt of those taxes, the District may issue short-term obligations pursuant to chapter 39.50 RCW or contract indebtedness pursuant to RCW 28A.530.080. Upon receipt, the District may use those taxes to repay such short-term obligations or indebtedness, all as may be authorized by law and determined necessary and advisable by the Board.

[Remainder of page intentionally left blank]

Section 4. Form of Ballot Title. Pursuant to RCW 29A.36.071, the Grays Harbor County Prosecuting Attorney is requested to prepare the concise description of the aforesaid proposition for the ballot title in substantially the following form:

PROPOSITION 1

ABERDEEN SCHOOL DISTRICT NO. 5

REPLACEMENT OF EXPIRING EDUCATIONAL PROGRAMS AND OPERATIONS LEVY

The Board of Directors of Aberdeen School District No. 5 adopted Resolution No. 2019-15, concerning a proposition for a replacement levy for education. This proposition would authorize the District to levy the following excess taxes, replacing an expiring levy, on all taxable property within the District, for educational programs and operations expenses not funded by the State:

<u>Collection Year</u>	<u>Estimated Levy Rate/\$1,000 Assessed Value</u>	<u>Levy Amount</u>
2021	\$2.50	\$5,200,000
2022	\$2.50	\$5,200,000
2023	\$2.50	\$5,200,000
2024	\$2.50	\$5,200,000

all as provided in Resolution No. 2019-15 and subject to legal limits on levy rates and amounts at the time of levy. Should this proposition be approved?

LEVY . . . YES

LEVY . . . NO

Section 5. Authorization to Deliver Resolution to Auditor and Perform Other Necessary Duties. The Secretary to the Board (the “Secretary”) or her designee is directed to: (a) present a certified copy of this resolution to the Auditor no later than December 13, 2019; and (b) perform such other duties as are necessary or required by law to submit to the District’s voters at the aforesaid special election, for their approval or rejection, the proposition authorizing the District to levy excess property taxes for support of the District’s educational programs and operations expenses.

Section 6. Notices Relating to Ballot Title. For purposes of receiving notice of the exact language of the ballot title required by RCW 29A.36.080, the Board hereby designates (a) the District’s Executive Director of Business and Operations (Elyssa Louderback), telephone: 360.538.2007; fax: 360.538.2014; email: elouderback@asd5.org; and (b) special counsel, Foster Garvey P.C. (Jim McNeill), telephone: 206.447.5339; fax: 800.533.2284; email: jim.mcneill@foster.com as the individuals to whom the Auditor shall provide such notice. The Secretary is authorized to approve changes to the ballot title, if any, determined necessary by the Auditor or the Grays Harbor County Prosecuting Attorney.

Section 7. Resolution No. 2019-12 Repealed. Resolution No. 2019-12, adopted by the Board on October 15, 2019, is hereby repealed in its entirety and shall have no further force or effect.

Section 8. General Authorization and Ratification. The Secretary, the District's Executive Director of Business and Operations, the President of the Board, other appropriate officers of the District and special counsel, Foster Garvey P.C., are severally authorized and directed to take such actions and to execute such documents as in their judgment may be necessary or desirable to effectuate the provisions of this resolution. All actions taken prior to the effective date of this resolution in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 9. Severability. If any provision of this resolution is declared by any court of competent jurisdiction to be invalid, then such provision shall be null and void and shall be separable from the remaining provisions of this resolution and shall in no way affect the validity of the other provisions of this resolution, or of the levy or collection of excess property taxes authorized herein.

Section 10. Effective Date. This resolution takes effect from and after its adoption.

ADOPTED by the Board of Directors of Aberdeen School District No. 5, Grays Harbor County, Washington, at a regular open public meeting held this 10th day of December, 2019, the following Directors being present and voting in favor of the resolution.

ABERDEEN SCHOOL DISTRICT NO. 5
GRAYS HARBOR COUNTY, WASHINGTON

President and Director

Vice President and Director

Director

Director

Director

ATTEST:

ALICIA HENDERSON
Secretary to the Board of Directors

CERTIFICATION

I, ALICIA HENDERSON, Secretary to the Board of Directors of Aberdeen School District No. 5, Grays Harbor County, Washington (the "District"), hereby certify as follows:

1. The foregoing Resolution No. 2019-15 (the "Resolution") is a full, true and correct copy of the Resolution duly adopted at a regular meeting of the Board of Directors of the District (the "Board") held at its regular meeting place on December 10, 2019, as that Resolution appears on the minute book of the District, and the Resolution is now in full force and effect; and

2. A quorum of the members of the Board was present throughout the meeting and a sufficient number of members of the Board present voted in the proper manner for the adoption of the Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 10th day of December, 2019.

ABERDEEN SCHOOL DISTRICT NO. 5
GRAYS HARBOR COUNTY, WASHINGTON

ALICIA HENDERSON
Secretary to the Board of Directors

Teaching and Learning Report December 2019



Aberdeen
School District

*Our Children,
Our Schools,
Our Future*

Multi-Tiered Systems & Supports

Academic

- ✚ Science
 - Implementation Support, grades 6 - 12
 - ESD Provided
 - Pacific Education Institute, grade 5
 - Grant
 - Field-Stem Unit – 2 sessions complete
- ✚ Computer/Science Grant, grades K - 3
 - Leadership Team Training
 - Piloting Devices
 - Next meeting December 19
- ✚ Math
 - Review, K - 8
 - Team Set
 - Standards Training December 19
 - Miller, 6 - 8
 - ESD Coach Support
 - Support Training December 17

Behavior/Social-Emotional Learning

- ✚ Positive Behavior Interventions & Supports (PBIS)
 - Restorative Practices Training October 29 – 30
 - Restorative Practices Training for All Staff
 - District Professional Development Day -February 18
- ✚ SEL Training provided to neighboring district
- ✚ PE/Health
 - Life Skills Health Curriculum Grant
 - OSPI Training October 25
 - PE Teachers, 6-8
 - Health/PE Standards Alignment, December 5
 - Teachers 6 – 8
- ✚ Drug Prevention Movie
 - Educational Use in the District
 - Partnership for Implementation
 - Law Enforcement
 - Medical Community

MTSS Framework Support

- ✚ MTSS Transformation Grant Participation
 - District Team Training
- ✚ MTSS Trifecta Team
 - Leadership Team
 - Stakeholder Input
 - Self-Assessment

Technology/Digital Teaching and Learning

- ✚ Digital Citizenship Lessons
- ✚ Work Order Catch-Up
 - Due to:
 - Miller Wing
 - New Print Solution
 - Intercom System Upgrade
 - Deploying Student Chromebooks
- ✚ Kudos

Other

- ✚ Master Schedule Task Force
 - Representative from each content area
 - Gathering input from colleagues
 - Next meeting December 10
- ✚ New Teacher Training
 - Next Meeting, January 28
- ✚ 95% Participation in State Assessment Plans
 - Robert Gray Elementary
 - Miller Junior High

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: Anne Ramsey
Date: 9/17/2019
School: AHS
Department: (secondary only) ASL

2. MATERIAL INFORMATION

Title: A Loss For Words, The Story of Deafness in a Family
Author/Producer Lou Ann Walker
:
Publisher: Harper & Row
Copyright: 1986
Price Per Item: 6.87
Number of copies to be purchased: 35
ISBN/MHID: 978-0-06-0914257

3 INTENDED USE

(Check all boxes that apply)

Grade level(s): 9-12 Course: S ASL I
 Basic/Core
 Supplemental
 Pilot
 Teacher Resource
 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 _____

5

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

This book is the biography of Lou Ann Walker, a woman who grew up in a Deaf family. It will allow the students to have insight into Deaf culture and the hardships, and victories experienced by an average Deaf family. The students will read and discuss the story. They will also analyze the story, comparing it to their experiences and those we have learned about in Deaf Culture.

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:

X Common Core Literacy

ELA: 1, 1a, 3 Reading CC: 2, 3, 4 Comprehension & Collaboration: 1, 1a, 3 Language: 1, 1b Writing CC: 2, 9

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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:
We will read together as a class and discuss the material we have read. Modifications will be made to match student levels. Not everyone will be required to read aloud and notes will be provided for those who need them.

7 MATERIAL EVALUATION

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

I chose this book because it is a biography and the author's depiction of her life will give the students an insight they may not get elsewhere. They need to fully understand the culture they are studying and I feel this book is a perfect match. The reading is easy to follow and I think it will keep the students engaged. It is a valuable addition to our 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.

	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: Anne Ramsey Anne Ramsey (eg)
Signature
Print name

Approved by Department Head *(secondary only)* Lynn Green Lynn Green
Signature
Print name

Approved by Building Administrator Lynn Green Lynn Green
Signature
Print name

10. RECOMMENDATIONS

Recommended by instructional materials committee: Yes No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	11/13/19	Traci Sandstrom		
School Board				

219 State Transitional Bilingual Instructional Program**Fiscal Year:** 19-20**Milestone: Needs More Work** (Printed 12/4/2019)**District:** Aberdeen School District**Organization Code:** 14005**ESD:** Capital Region ESD 113**Page 1****Recommendations and TBIP Eligible Exited Students****Professional Development Report (Form 716)**

- Professional development has been reported. Professional development must be reported in Form 716 before the TBIP or Title III grant will be approved.

Program Evaluation

Describe the district's plan for continuous improvement and evaluation of its instructional program for ELs.

Do not complete this section if your district is applying for Title III funding independently with FP 232.

In addition to data compiled by the district to evaluate its English language development program, review the following data for your district. Compare the district's results to the state results:

- [Program Evaluation Data Tools](#)
- [Graduation Rates for English Learners / OSPI Report Card](#)
- [TBIP 2018 Data](#)
- [Washington School Improvement Framework](#)

Districts with small English learner enrollment should review individual student results or other data compiled by the district.

1. What observations did the district make and what trends did the district identify when reviewing the data?

N/A Applying for Title III funding

2. Based on the district's most recent program evaluation, what is the district's plan for continuous improvement of its programs to serve English learners? Describe the modifications that the district will make to its program.

N/A Applying for Title III funding

Exited TBIP Students

Section 514 of the Engrossed Substitute Senate Bill 6052 added funding to provide support to reach grade-level performance in academic subjects for students who transitioned from the TBIP by reaching the proficient level on the state English language proficiency assessment within the two previous years.

1. Describe the **TBIP-funded academic services** that will be provided to students who exited TBIP based on the 2018-2019 ELPA21 Annual Assessment and require additional academic support. Remember to review the Title III required reporting data. What information did the district learn from a review of its data on exited English learners?

In addition to receiving academic supports through Title I, LAP, students would be able to access 21 Century Grant funded services; exited elementary students may receive continued targeted, individualized language and literacy support through the Imagine Learning Language and Literacy software program. In the 2018-2019 school year, there were 44/325 exited students. At the secondary level, the data review identified the need for more targeted EL support, especially as Aberdeen High School and Miller Jr. High are identified as Tier II and Tier III Targeted Support Schools. For the 2018-2019 school year, there were 10/121 exited students. The Title I/LAP teacher and classroom teachers will monitor student progress and provide additional supports as needed. At the secondary schools, exited students may also receive academic supports through Title I, LAP, 21 Century Grant funded services. Student assigned counselor and classroom teachers will closely monitor student academic progress and provide additional supports as needed.

After reviewing data from previous years assessments, particularly those exiting, it is noted 7 long-term students exited at the high school level. This is a higher number than typical. Currently the high school is in improvement due to EL progress. One of the strategies used was to target all long-term EL students. The district coach, school EL certificated teacher and English teachers worked together to create a plan to target individual long-term students for support. Only 2 students were exited at the junior high level. A new plan was created to support EL students outside of their core classes with a certificated EL teacher due to this lack of progress. 44 students exited at the elementary level. The elementary with the largest number of exiting students was the building that focused on the Imagine Learning usage meeting the minimum recommended number of minutes and consistent para educator support for reteaching when action areas are needed.

2. What academic supports will the district provide based upon its data review?

At the elementary schools, with the implementation of Imagine Learning Language and Literacy program, we saw increased academic growth and transference of skills into other content areas. In the general education setting we will continue to implement Imagine Learning and provide EL specific professional development opportunities for classified and certificated staff to support exited EL students. The district has purchased the ELD component materials that are specifically designed to build language skills, and connect/run parallel to core content instruction. Moving forward, The district Title I/LAP teachers will be transitioning into a MTSS specialist that will support English Language Learners. The district will provide a stipend to one elementary EL certificated teacher to provide once a month half-day professional development to EL para educators and Title/LAP teachers focused on strategies for EL learners, and how to support those students and teachers. Title/LAP teachers will provide general education teachers strategies and skills for supporting EL students in the general education classrooms. Each building will incorporate grade level data action meetings every six to eight weeks, led by the Title/LAP teacher to review, track, and evaluate EL student progress.

At the secondary level, the data review identified the need for more targeted EL support, especially as Aberdeen High School and Miller Jr. High are identified as Tier II and Tier III Targeted Support Schools. Areas of focus will include 1) Professional development opportunities for classified and certificated staff to better understand language development and EL

instructional strategies; 2) Strategic student placement within EL elective classes for additional language support; 3) Use of Advisory as another means of monitoring student progress and providing academic supports; and 4) EL funded para-educators at the secondary level will track exited students grades, credits, and progress to ensure graduation requirements are being met. There is a EL specific advisory period designed specifically support EL long term students by a bilingual certificated staff member. School Improvement dollars are being used to support this advisory support class.

FOR OSPI USE ONLY**Section approved:** No**Comments:**

Exited TBIP Students

1. Please address this question: What information did the district learn from a review of its data on exited English learners?
2. Describe the schedule of certificated staff with EL expertise providing the training and on-going supervision of the paraeducators at each school level.

District Instructional Program: Bilingual Programs

Two-Way Dual Language Program:

Two-way Dual Language Programs provide literacy and academic instruction in two languages in classrooms with balanced numbers of English learners and native speakers of English. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Programs begin in Kindergarten and continue through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program;
- offset additional costs associated with providing more effective programming for English learners;
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs	Number of Non-ELs
---------------	-------------------

2. Which schools are implementing this model?

N/A

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

N/A

4. How are TBIP funds used within this program model?

N/A

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

N/A

One-Way Dual Language Education:

One-way Dual Language Education provides literacy and academic instruction in two languages in classrooms with only English learners. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Education begins in Kindergarten and continues through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program
- offset additional costs associated with providing more effective programming for English learners
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs Number of Exited ELs

2. Which schools are implementing this model?

N/A

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

N/A

4. How are TBIP funds used within this program model?

N/A

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

N/A

FOR OSPI USE ONLY
Section approved: Select
Comments:

Developmental Bilingual Education (Late-Exit): [\(WAC 392-160-028 Sec. 2\)](#)

Developmental Bilingual Education Late-Exit Bilingual programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are English learners who speak the target language as their primary language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 6th grade. Students then transition into classrooms in which the instruction is in English.

Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day. As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners..

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs Number of Non-ELs

2. Which schools are implementing this model?

N/A

3. Describe the implementation of the late-exit program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).

N/A

4. How are TBIP funds used within this program model?

N/A

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

N/A

FOR OSPI USE ONLY

Section approved: Select

Comments:

Transitional Bilingual Education (Early-Exit): [\(WAC 392-160-028\)](#) **Sec. 2**

The purpose of a Early-Exit model is to use the student's native language as a foundation to support English language development.

Early-Exit models generally begin by initially providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English. Early-Exit models differ from Late-Exit models in that students move to English-only instruction more quickly, with students generally moving into general education English-only classes within four years.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or late exit model. Students in this model do not receive native language instruction for long enough to achieve biliteracy.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners(ELs).

Number of ELs Number of Non-ELs

2. Which schools are implementing this model?

N/A

3. Describe the implementation of the Early-Exit program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).

N/A

4. Research has shown that the dual language and late exit program models are more effective than the early exit program model. What factors have prevented the district from implementing a dual language or late exit model?

N/A

5. How are TBIP funds used within this program model?

N/A

6. Describe the English language development services for eligible ELs and how instruction varies based on the student’s English proficiency level.

NA/

FOR OSPI USE ONLY
Section approved: Select
Comments:

District Instructional Program, continued

- Alternative Instructional Program (AIP)**
(This section MUST be completed if the district is using the Content-Based/Sheltered Instruction program model or a Pull-out/Push-in program model, or Newcomer program model.)

TBIP's Legislation on Alternative Instructional Programs

WAC 392-160-006 – An "alternative instructional program" means a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English. Alternative instructional programs are support systems provided in English-only or English with primary language support.

WAC 392-160-040 – **School districts under one or more of the following conditions may elect to provide an alternative instructional program.** Which of the following conditions support the district's decision to provide an alternative instructional program?

- Necessary instructional materials in the student's primary language are unavailable and the district has made reasonable efforts to obtain necessary materials without success. Please explain:
 N/A
- The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students. Please explain:
 N/A
- Bilingual instruction cannot be provide to students without substantially impairing their basic education because of their distribution throughout many grade levels or schools, or both. Please explain:
 N/A
- Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the district has made reasonable attempts to obtain the services of such teachers.

Presently, we have 4 certified elementary and 2 secondary teachers who have an ELL endorsement. We have not been successful in recruiting and hiring new teachers who are ELL endorsed because of a scarcity of teachers with those credentials. We are trying to recruit and "grow our own" EL teachers. Our local community college, which offers a teacher certification program, now has a program to earn an EL endorsement with the teacher certification. We have three bilingual para-educators working on getting their teaching certificates and will be doing student teaching this year. We are encouraging teachers to consider pursuing an EL endorsement and have provided information about funding resources such as the Educator Retooling Conditional Scholarship program, as well as offering financial support from the district towards program costs and tuition for one Title/LAP teacher.

Describe the process that the district used to determine that trained bilingual teachers are unavailable. Explain what reasonable attempts the district has made to recruit trained bilingual teachers.

The district was in a Reduction in Force year and made an effort to retain as many EL certified teachers as possible.

- Content-Based Instruction (CBI) or Sheltered Instruction (SI):**
The content-based instruction and sheltered instruction programs are considered to be alternative instruction programs. Please ensure that the preceding Alternative Instructional Program section is completed.

Content-Based Instruction (CBI) integrates English language development with academic content learning using English as the language of instruction. The CBI model is used in classes comprised predominantly of English Language Learners with instruction delivered by teachers specifically trained in the field of second language acquisition and instructional strategies to support both English language development and academic grade-level content. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. District must follow [State Certification Requirements](#) for both English language development and content teachers when assigning teachers to provide content-based instruction.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Describe the district's implementation of the content-based instruction or sheltered instruction program as it applies to the district.

Elementary Content-Based/Sheltered Instructional Program

1. Estimated number of students to be served:

N/A
2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

N/A
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

N/A
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

N/A
5. How are TBIP funds used within this program model?

N/A

Middle School Content-Based/Sheltered Instruction Program

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

N/A

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

N/A

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

N/A

5. How are TBIP funds used within this program model?

N/A

High School Content-Based/Sheltered Instructional Program

1. Estimated number of students to be served:
2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

N/A

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

N/A

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

N/A

5. How are TBIP funds used within this program model?

N/A

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

N/A

Alternative School or Digital Learning Program Content-Based/Sheltered Instruction

1. Estimated number of students to be served:
N/A
2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.
N/A
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
N/A
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
N/A
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
N/A
6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).
N/A

Open Doors [1418] Youth Reengagement Program

1. Does your district have an Open Doors program?
N/A
2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.
N/A
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
N/A
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
N/A

- 5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

N/A

- 6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

N/A

Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility

- 1. Does your district have an institutional education facility? If so, please respond to the prompts below:

N/A

- 2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

N/A

- 3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

N/A

- 4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

N/A

- 5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

N/A

- 6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

N/A

FOR OSPI USE ONLY
Section approved: No
Comments: Alternative Instructional Program:

Please complete this question: Describe the process that the district used to determine that trained bilingual teachers are unavailable. Explain what reasonable attempts the district has made to recruit trained bilingual teachers.

Content-Based Instruction (CBI) or Sheltered Instruction (SI):
Please remove check marks for all English language development models that you are not using, i.e., content-based instruction.

District Instructional Program, continued

Supportive Mainstream:

This is an alternative instructional program. Please ensure that the Alternative Instructional Program section is completed.

Consistent, focused, and effective language development instruction is provided through ELL pull-out/push in instruction or through small group work with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the focus of supporting English language development.

Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

NOTE: Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

Supportive Mainstream: Elementary

1. Estimated number of students to be served: 295
2. Describe the instructional support for the 2019-20 school year.

The district will provide a stipend to one elementary EL certificated teacher to provide once a month half-day professional development to EL para educators and Title/LAP teachers focused on strategies for EL learners, and how to support those students and teachers. Title/LAP teachers will provide general education teachers strategies and skills for supporting EL students in the general education classrooms. Each building will incorporate grade level data action meetings every six to eight weeks, led by the Title/LAP teacher to review, track, and evaluate EL student progress. The building Title I/LAP teacher is the building EL designee. The building Title 1/LAP teacher, who receives training in EL methodologies, is responsible for the scheduling and implementation of EL services provided at all elementary buildings. Students are placed in the regular classroom and are supported according to their level and needs through pull-out/push-in services on a daily basis for ELD instruction. All EL students work 20-30 minutes daily on Imagine Learning Language and Literacy software program as one component of EL instruction. The EL designee and classroom teacher monitor student progress within Imagine Learning and provide additional small group/individual instruction as indicated by the Imagine Learning Action Areas tool. In addition, students receive language specific instruction, connected to core content, that facilitates students' access to core content. Instruction includes, but is not limited to, pre-teach of vocabulary, building background to increase understanding, and practice within the different language domains using core content. EL Newcomer students receive additional pull-out/push-in support as needed. The classroom teacher or the building EL designee plan the instruction which may be supported by an EL para-educator. When a student achieves a transitional level as determined by the state on the ELPA21 and transitions from the EL program, they are monitored by the EL building designee and classroom teacher for two

years and are provided academic support as needed through Title 1 and LAP programs. Both in district and out of district opportunities for EL related professional development are offered throughout the year for certificated and classified staff.

3. Indicate the amount and frequency of elementary supportive mainstream instruction by language proficiency level.

All EL students work 20-30 minutes daily on Imagine Learning Language and Literacy software program. The EL designee and classroom teacher monitor student progress within Imagine Learning and provide additional small group/individual instruction daily as indicated by the Imagine Learning Action Areas tool. Thirty minutes each day, EL students in the elementary level receive EL para educator support to preteach and/or reteach academic content skills to support classroom instruction. During this daily support time, students also receive grade level academic skill support in language and vocabulary acquisition and support. EL Newcomer students receive thirty minutes of extended day small group instruction from an EL paraeducator that focuses on language and vocabulary skills development and acquisition. Students qualifying for Title 1 and/or LAP services may also receive daily language support through teacher implementation of EL strategies and best practices for language acquisition during intervention instruction. In addition, classroom teachers implement these practices daily during regular small group differentiated instruction for math and ELA. Through this model all EL students receive daily targeted, individualized English language development support as well as supports within content instruction and intervention.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

Meaningful access to academic content in the mainstream classroom is provided through use of McGraw-Hill Wonders ELD component (grades 3-5) and My Perspectives ELD component (6th grade) which connect/run parallel to core content instruction and are specifically designed to build language skills. Grades K-2 utilize the language supports embedded within the SuperKids Reading Program. In addition, students may receive small group instruction as a pre-teach of content to build background and understanding before they encounter the information within the general education classroom. Materials in students' primary language (if available) are used when applicable to the individual student. Teachers use sheltered instructional strategies in the classroom during the daily intervention block in the general education classroom.

5. How are TBIP funds used within this program model?

TBIP funds are used to purchase My Math Spanish language workbooks; Wonders and My Perspectives ELD materials; Wonders Newcomers materials; and Imagine Learning Language and Literacy software program. All of these resources are specific to EL support and help students access core content. My Math is the core curriculum for the district, and the Spanish language workbooks are used to support the students to translate and learn the math skills for each grade level.

These books are used to provide support to focus on the math skills, and remove the language barriers that may prohibit optimal progress. Buildings are allocated funds for EL para-educators who may work with students individually or within small groups. In addition, TBIP funds are used to fund 1.48 FTE of the district EL teachers who provide ongoing staff support, consultation, and PD opportunities.

Supportive Mainstream: Middle School

1. Estimated number of students to be served: 82
2. Describe the instructional support for the 2019-20 school year.

Both the 7th and 8th grade English Language Arts (ELA) teams include a teacher that is either

endorsed in bilingual education/ELL, or has received training in EL methodologies. EL students are strategically placed in these classes in which they may receive additional ELD instruction within small group work that connects to the core content. Students may receive support in other content area classes from bilingual para-educators and from teachers that use sheltered instruction strategies. In addition, Emerging level students are supported in an EL class by a bilingual certificated teacher who teaches a period of Social Studies to receive explicit language instruction to support core English content. Newcomers will receive explicit language instruction using a replacement core class. These classes are leveled based on ELPA21 data. Students may also access Imagine Learning Language and Literacy software program. When a student achieves a transitional level as determined by the state on the ELPA21 and transitions from the EL program, they are monitored by the EL teacher, classroom teachers, and EL paras for two years and are provided academic support as needed within their Advisory class and through Title 1, LAP, 21 Century Grant, and GEAR UP programs. Both in district and out of district opportunities for EL related professional development are offered throughout the year for certificated and classified staff. The building certificated teacher is also trained in EL methodologies. There is an EL certificated teacher that provides daily instruction and supervision the para educators that work with EL students in the school during daily preparation time, and during before and after school collaboration. This certificated teacher works directly with the EL para educators during classroom instruction to provide small group differentiated instruction to support academic vocabulary and language development for the EL students being served. There is a once a month half day collaboration time for grade level and content area teams to meet and plan for academic supports, which includes collaboration between the EL certificated teacher; grade level content general education teachers; and the para educators that serve the EL program.

3. Indicate the amount and frequency of middle school supportive mainstream instruction by language proficiency level.

EL students receive daily supportive mainstream instruction by classroom teachers that use sheltered instruction strategies within the classroom with support of the EL teacher. Newcomer and Emerging level students receive daily support and explicit language instruction within the core ELA and Social Studies integrated classes by a certificated teacher with an endorsement in English Language Learning. EL para-educators, under the guidance of the EL teacher, support students with the greatest need in grade level content classes and a daily Advisory period with EL teacher. Additionally, newcomer students work 20-30 minutes daily on Imagine Learning Language and Literacy software program. The EL teacher monitors student progress within Imagine Learning and provides additional small group/individual instruction weekly as indicated by the Imagine Learning Action Areas tool. The EL students are grouped and provided direct instruction daily during one class period based on proficiency levels by the EL teacher using grade level social studies curriculum. Students are placed in these classes based on emerging; beginner; intermediate; and advanced levels on the ELPA 21 assessment.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

The ELA classroom teachers may use the My Perspectives ELD component which connects/runs parallel to core content instruction and is specifically designed to build language skills. Materials in students' primary language (if available) are used when applicable to the individual student. The EL Teacher works with content area teachers to provide support and resources, and teachers use sheltered instructional strategies in the classroom. EL para-educators work in classrooms as needed.

5. How are TBIP funds used within this program model?

TBIP funds are used to purchase My Perspectives ELD materials and Imagine Learning Language and Literacy software program. These resources are specific to EL support and help students access core content. Buildings are allocated funds for EL para-educators who may work with

students individually or within small groups. In addition, TBIP funds are used to fund 1.48 FTE of the district EL certified teachers who provide ongoing staff support and PD opportunities.

Supportive Mainstream: High School

1. Estimated number of students to be served: 84
2. Describe the instructional support for the 2019-20 school year.

EL students receive daily supportive mainstream instruction by classroom teachers that use sheltered instruction strategies within the classroom. Newcomer and Emerging level students are supported daily in elective EL classes in which students receive explicit language instruction, taught by a bilingual certificated teacher. These classes are leveled based on ELPA21 data. Students may receive support in other content area classes from bilingual para-educators and from teachers that use sheltered instruction strategies. When a student achieves a transitional level as determined by the state on the ELPA21 and transitions from the EL program, they are monitored by their student assigned counselor and classroom teachers for two years and are provided academic support as needed. There is an EL certificated teacher that provides daily instruction and supervision the para educators that work with EL students in the school during daily preparation time, and during before and after school collaboration. This certificated teacher works directly with the EL para educators during classroom instruction to provide small group differentiated instruction to support academic vocabulary and language development for the EL students being served. There is a once a month half day collaboration time for grade level and content area teams to meet and plan for academic supports, which includes collaboration between the EL certificated teacher; grade level content general education teachers; and the para educators that serve the EL program.

3. Indicate the amount and frequency of high school supportive mainstream instruction by language proficiency level.

EL students receive daily supportive mainstream instruction by classroom teachers that use sheltered instruction strategies within the classroom. Newcomer and Emerging level students receive daily support and explicit language instruction within the elective EL classes, by an ELL certificated teacher, for one or two periods and Advisory. Newcomer and Emerging level students are supported daily in elective EL classes in which students receive explicit language instruction, taught by a certificated teacher endorsed in English Language Learning. These classes are leveled based on ELPA21 data. Students may receive support in other content area classes from bilingual para-educators and from teachers that use sheltered instruction strategies. In addition, the EL certificated teacher that provides daily instruction and supervision to para educators that work with EL students in the school during daily preparation time, and during before and after school collaboration. This certificated teacher works directly with the EL para educators during classroom instruction to provide small group differentiated instruction to support academic vocabulary and language development for the EL students being served.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

The ELA classroom teachers may use the My Perspectives ELD component which connects/runs parallel to core content instruction and is specifically designed to build language skills. Materials in students' primary language (if available) are used when applicable to the individual student. The EL Teacher works with content area teachers to provide support and resources, and teachers use sheltered instructional strategies in the classroom. EL para-educators work in classrooms as needed.

5. How are TBIP funds used within this program model?

TBIP funds are used to purchase supplemental instructional materials that are specific to EL

support and help students access core content. The supplemental materials purchased are for all grade levels: Elementary, middle school, and high school. My Math Spanish workbooks and Wonders EL support materials used with elementary school students to remove the language barriers to educational growth and progress. At the middle and high school level, Step Up to Writing is used to support language and vocabulary acquisition and development in learning the writing process. The high school students that are in enrolled in EL support classes, are provided supplemental support and instruction using Grammar in Context to support language development and success in the ELA courses. Funds are allocated for EL para-educators who work with students individually or within small groups at each of the school levels: elementary; middle, and high school. In addition, TBIP funds are also used to partially fund two certificated teachers with English Language Learning endorsements to provide building level staff support and PD opportunities.

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

The district EL Teacher and Counselors monitor students for academic progress towards graduation. Additional support is provided through an elective class for targeted EL seniors who have not passed the SBAC ELA and/or Math. Additional supports are provided through Advisory classes in which students complete a variety of college-and-career-ready activities. EL para-educators work with individual students as needed.

Supportive Mainstream: Alternative School or Digital Learning Program

1. Estimated number of students to be served: 5
2. Describe the instructional support for the 2019-20 school year.

The alternative high school is an individualized contract based program. EL students receive daily supportive mainstream instruction by classroom teachers that use sheltered instruction strategies within the classroom. Newcomer and Emerging level students may work on Imagine Learning Language and Literacy Program, and receive individualized support from an EL para-educator. When a student achieves a transitional level as determined by the state on the ELPA21 and transitions from the EL program, they are monitored by the building principal, classroom teachers, and EL para educator for two years and are provided academic support as needed. Both in district and out of district opportunities for EL related professional development are offered throughout the year for certificated and classified staff.

3. Indicate the amount and frequency of supportive mainstream instruction by language proficiency level.

The alternative high school is an individualized contract based program. EL students receive daily supportive mainstream instruction by classroom teachers that use sheltered instruction strategies within the classroom. One class period a day is utilized for support and explicit language instruction.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

The alternative high school is an individualized contract based program. The high school EL certificated teacher works with content area teachers to provide support and resources. Teachers use sheltered instructional strategies in the classroom. EL para-educators work with students as needed.

5. How are TBIP funds used within this program model?

TBIP funds are used to purchase Imagine Learning Language and Literacy program and supplemental instructional materials that are specific to EL support and help students access core content. Funds are allocated for EL para-educators who may work with students individually or within small groups. In addition, TBIP funds are used to fund 1.48 FTE of the district EL certified teachers who provide ongoing staff support and PD opportunities.

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

The building principal and classroom teachers monitor students for academic progress towards graduation. Additional supports are provided through Advisory classes in which students complete a variety of college-and-career-ready activities. EL para-educators work with individual students as needed.

Open Doors [1418] Youth Reengagement Program

1. Does your district have an Open Doors Program? If so, please respond to the prompts below:

N/A

2. Describe the implementation of the instructional program for the 2019-20 school year.

N/A

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

N/A

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

N/A

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

N/A

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#)

N/A

Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility

1. Estimated number of students to be served:
2. Describe the implementation of the instructional program for the 2019-20 school year.

N/A

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

N/A

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

N/A

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

N/A

6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

N/A

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Section approved: Select

Comments:

Supportive Mainstream - Elementary

#2: Describe the schedule of certificated staff with EL expertise providing the training and on-going supervision of the paraeducators at each school level. Reminder: Title I/LAP teacher cannot be paid through TBIP.

#3: Describe how ELD is being differentiated by proficiency level. Imagine Learning is a targeted intervention program rather than a full ELD curriculum. It is not robust enough to meet the Civil Rights obligation to provide English instruction. How has the district determined that 20-30 minutes/week is sufficient for students to reach proficiency in English within a reasonable period of time?

Program Model

Newcomer Program: [\(WAC 392-160-028 Sec. 2\)](#)

Newcomer Programs are considered a separate group and are not required to meet the criteria for an alternative instructional program (AIP).

Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their native language. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular TBIP program offered by the district. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year for most students.

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the particular district model. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular English language development program. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year, but may be more or less time depending on individual student needs.

Resource: [Newcomer Tool Kit](#)

NOTE: Newcomer Programs should never constitute the entire English language development (ELD) program for any district, but should serve only as a foundation for students to move into the regular district TBIP program.

Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. Estimated number of students to be served

2. Entry Criteria:

N/A

3. Location:

N/A

4. Grade Levels:

N/A

5. Describe how the Newcomer program will be implemented. Include the number of hours per day.

N/A

6. Describe the criteria used to determine when students move from the Newcomer Program to another TBIP program model in the district.

N/A

7. How are TBIP funds used with this program model?

N/A

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Program Model Section approved: Select

Comments:

Teacher/Trainer/Coach Qualifications

Staff Qualifications

Estimate of staff funded through TBIP		
Salaries	Headcount	FTE
Certificated Teachers	2	1.48
Administration	1	.10
Administrative Support	1	.4
Paraeducators	28	5.125
Professional Development Trainor		
EL Coach(es)		
Other		
For "Other" indicate job titles and description of duties funded through TBIP:		

Certificated Teaching Staff

1. How is the district recruiting educators with Bilingual Education or English Language Learner endorsements to serve English learners?

Certificated teaching staff hired with TBIP funds must have ELL or BE endorsements as well as the appropriate grade level and content area endorsements. The district recruits educators through the district website, job announcements, and by word of mouth. The district is also encouraging teachers to consider pursuing an EL endorsement and has provided information about funding resources such as the Educator Retooling Conditional Scholarship Program, and will offer financial support for EL endorsement program tuition for one Title/LAP teacher. The local community college, which offers a teacher certification program, now has a program to earn an EL endorsement with the teacher certification.

2. How is the district meeting the endorsement requirement for TBIP funding as outlined in [RCW 28A.180.040](#) and effective September 1, 2019?

All current certificated teaching staff hired with TBIP funds have ELL or BE endorsements as well as the appropriate grade level and content area endorsements. We are encouraging teachers to consider pursuing an EL endorsement and have provided information about funding resources such as the Educator Retooling Conditional Scholarship Program, and will offer financial support for an EL endorsement program tuition for one Title/LAP teacher. The local community college, which offers a teacher certification program, now has a program to earn an EL endorsement with the teacher certification.

At the elementary level, the district will provide a stipend to one elementary EL certificated

teacher to provide once a month half-day professional development to EL para educators and Title/LAP teachers focused on strategies for EL learners, and how to support those students and teachers. Title/LAP teachers will provide general education teachers strategies and skills for supporting EL students in the general education classrooms. Each building will incorporate grade level data action meetings every six to eight weeks, led by the Title/LAP teacher to review, track, and evaluate EL student progress. At the middle and high school levels, there is an EL certificated teacher that provides daily instruction and supervision the para educators that work with EL students in the school during daily preparation time, and during before and after school collaboration. This certificated teacher works directly with the EL para educators during classroom instruction to provide small group differentiated instruction to support academic vocabulary and language development for the EL students being served. There is a once a month half day collaboration time for grade level and content area teams to meet and plan for academic supports, which includes collaboration between the EL certificated teacher; grade level content general education teachers; and the para educators that serve the EL program. There is a once a month half day collaboration time for grade level and content area teams to meet and plan for academic supports, which includes collaboration between the EL certificated teacher; grade level content general education teachers; and the para educators that serve the EL program.

Staff hired as Professional Development Trainers and/or EL Coaches must have the experience and qualifications in the following areas:

- Instructional Strategies for EL;
- Second Language Acquisition;
- Understanding and implementing ELP standards;
- Alignment of curriculum to ELP standards

(Do not include outside consultants in this section.)

1. Describe Professional Development Trainer's qualifications, experience, and areas of training that will be provided. Fill this out **ONLY** if the position is funded through TBIP.

N/A

2. Describe EL Coach's qualifications, experience, and support that will be provided to teachers **ONLY** if funded through this grant.

N/A

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<p>Section approved: No</p> <p>Comments: #1: In the allocation of FTEs, you have a ratio of 1:315 certificated teachers to ELs. Please prioritize hiring certified EL teachers and establishing a foundational EL program. These frameworks, in the absence of regular instruction designed specifically for ELs, rarely produce sufficient gains. For this reason, they do not meet the Civil Rights requirement that we provide English language instruction to bilingual students. #2: Do each of the 2 teachers funded with TBIP hold ELL or Bilingual Ed endorsements? If not, they cannot be funded through TBIP until they attain the ELL or Bilingual Ed endorsement. They can be funded through basic education, Title IA, LAP, or Title III until they attain the required endorsement.</p>

District's Professional Development Plan to address the needs of ELs: Professional development specific to addressing the language acquisition needs of ELs is a requirement for TBIP funding. ([WAC 392-160-028, Sec. 3](#))

3. Describe the professional development plan for staff responsible for providing the English language development services indicated in this application.

Staff responsible for providing EL services will attend focused trainings for language acquisition and strategies for EL students and Imagine Learning Language and Literacy training. Certificated elementary staff also participate in monthly Student Support Services or Title 1/LAP collaboration meetings. The district will provide a stipend to one elementary EL certificated teacher to provide once a month half-day professional development to EL para educators and Title/LAP teachers focused on strategies for EL learners, and how to support those students and teachers. Title/LAP teachers will provide general education teachers strategies and skills for supporting EL students in the general education classrooms. Each building will incorporate grade level data action meetings every six to eight weeks, led by the Title/LAP teacher to review, track, and evaluate EL student progress. At the middle and high school levels, there is an EL certificated teacher that provides daily instruction and supervision the para educators that work with EL students in the school during daily preparation time, and during before and after school collaboration. This certificated teacher works directly with the EL para educators during classroom instruction to provide small group differentiated instruction to support academic vocabulary and language development for the EL students being served. There is a once a month half day collaboration time for grade level and content area teams to meet and plan for academic supports, which includes collaboration between the EL certificated teacher; grade level content general education teachers; and the para educators that serve the EL program. The secondary certificated ELA teachers and the EL endorsed teacher will meet quarterly to plan and support long term EL students in core classes to implement effective EL strategies.

4. Describe the district's plan to build the capacity of general education staff to provide meaningful access to content instruction to English learners.

General education staff have opportunities for professional development including Imagine Learning Language and Literacy training, as well as collaboration time with the building MTSS specialist to plan for language acquisition strategies in the general education setting. The EL program director will work with teachers to analyze EL student work, work with staff to create systems of EL support, and connect teachers to instructional resources. The EL program director and Title/LAP teachers will be involved in creating a framework and defining the SST process for evaluating interventions/next steps for EL students which will be shared with general education staff using the MTSS framework. At the elementary level, the district will provide a stipend to one elementary EL certificated teacher to provide once a month half-day professional development to EL para educators and Title/LAP teachers focused on strategies for EL learners, and how to support those students and teachers. Title/LAP teachers will provide general education teachers strategies and skills for supporting EL students in the general education classrooms. Each building will incorporate grade level data action meetings every six to eight weeks, led by the Title/LAP teacher to review, track, and evaluate EL student progress. In the middle and high schools, There is an EL certificated teacher that provides daily instruction and supervision the para educators that work with EL students in the school during daily preparation time, and during before and after school collaboration. This certificated teacher works directly with the EL para educators during classroom instruction to provide small group differentiated instruction to support academic vocabulary and language development for the EL students being served. There is a once a month half day collaboration time for grade level and content area teams to meet and plan for academic supports, which includes collaboration between the EL certificated teacher; grade level content general education teachers; and the para educators that serve the EL program.

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Section approved: No

Comments:

#3: As part of your professional learning plan, please describe the schedule of certificated staff with EL expertise providing the training and on-going supervision of the paraeducators at each school supporting designated ELD, access to meaningful core instruction, and monitoring supports for exited ELs.

#3 This professional learning looks like sheltering strategies for the general education classroom rather than ELD, "The secondary certificated ELA teachers and the EL endorsed teacher will meet quarterly to plan and support long term EL students in core classes to implement effective EL strategies." Please describe ELD-specific professional learning, especially with the 28 paraeducators providing much of the direct instruction until you hire more EL certificated staff.

Professional Development Activities:

All of the district's professional development activities listed in this application funded through TBIP/Title III funding comply with the following requirements:

The district's professional development plan will prepare teachers, administrators, counselors, and others involved in language instruction educational programs to:

- Improve the English language development instruction, meaningful access to content instruction, and assessment of English learners; and
- Enhance educators' ability to understand and use curricula, assessment measures, and instructional strategies specific to English learners.

Professional development will be:

- Evidence-based and specific to the instructional needs of English learners.
- Of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
- One-day or short-term workshops and conferences, must be a component of an established comprehensive professional development program for teachers.

Professional Development Trainings

Complete this table for each training listed.

<p>Press "NEW" button to create each new Training listing. Press SAVE after completing each record. Allow SAVE to complete before clicking the "NEW" button again.</p>									
<table border="1"> <tr> <th>Training Title</th> <th>Presenter</th> </tr> <tr> <td>ELPA21 Proctor Training</td> <td>Tricia Matisons (Assessment TOSA)</td> </tr> <tr> <th>Training Description</th> <th>Schedule</th> </tr> <tr> <td>State required ELPA21 Proctor Training for any staff involved in administering the ELPA21 assessment.</td> <td>2 one hour sessions - 1 for elementary, 1 for secondary</td> </tr> </table>	Training Title	Presenter	ELPA21 Proctor Training	Tricia Matisons (Assessment TOSA)	Training Description	Schedule	State required ELPA21 Proctor Training for any staff involved in administering the ELPA21 assessment.	2 one hour sessions - 1 for elementary, 1 for secondary	
Training Title	Presenter								
ELPA21 Proctor Training	Tricia Matisons (Assessment TOSA)								
Training Description	Schedule								
State required ELPA21 Proctor Training for any staff involved in administering the ELPA21 assessment.	2 one hour sessions - 1 for elementary, 1 for secondary								

Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input checked="" type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input checked="" type="checkbox"/> TBIP: 100.00 % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
WIDA proctor training		OSPI/Tricia Matisons
Training Description		Schedule
State required WIDA Proctor Training for any staff involved in administering the WIDA assessment.		1 two hour session
Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input checked="" type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input checked="" type="checkbox"/> TBIP: 100.00 % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
Imagine Learning Language and Literacy Program		Jennifer Baron, Nick Neville
Training Description		Schedule
Program overview and training for use of Imagine Learning Language and Literacy		2 three hour

as a component of Aberdeen School District's elementary ELD instruction. Understanding the blended learning model, understanding and using the different data reports to target and steer instruction, using Action Area tools to provide intervention.

sessions

Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input checked="" type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)	<input checked="" type="checkbox"/> TBIP: 100.00 % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Training Title		Presenter
Imagine Learning Language and Literacy: Understanding and Using Data Reports/Accessing Printable Resources		Jennifer Baron, Nick Nevill
Training Description		Schedule
Delving deeper into understanding and using Imagine Learning Language and Literacy data reports to steer ELD instruction and provide targeted language intervention, and accessing Imagine Learning printable and online resources.		1 two hour session; additional sessions as requested by buildings.
Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input checked="" type="checkbox"/> Principals <input checked="" type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input checked="" type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input checked="" type="checkbox"/> Other (must be specific to ELD)	<input checked="" type="checkbox"/> TBIP: 100.00 % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Conferences

Complete this table for each conference listed.

Press "NEW" button to create each new conference listing. **Press SAVE** after completing each record. **Allow SAVE to complete before clicking the "NEW" button again.**

Conference Title	Number to Attend
ELL Critical Data Process	5

Describe connection to district EL PD Plan

This conference provides training and information that focuses on building on the understanding and knowledge of the ELL Critical Data Process; the "I Do, We Do, You Do" model in the classroom, and language acquisition.

Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input checked="" type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Other	<input checked="" type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input checked="" type="checkbox"/> TBIP: 100.00 % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Conference Title	Number to Attend
National Association for Bilingual Education	3

Describe connection to district EL PD Plan

The NABE conference will provide background, information, strategies for language and vocabulary acquisition, EL standards, and best practices for EL instruction.

Participants	Focus	Funding Source & Amount
<input checked="" type="checkbox"/> Mainstream/content teachers <input checked="" type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input checked="" type="checkbox"/> EL program director <input checked="" type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators	<input checked="" type="checkbox"/> Instructional Strategies for EL <input checked="" type="checkbox"/> Understanding and implementing EL assessments <input checked="" type="checkbox"/> Understanding and implementing ELP standards - Required <input checked="" type="checkbox"/> Alignment of curriculum to ELP standards	<input checked="" type="checkbox"/> TBIP: 100.00 % OR Amt: <input type="checkbox"/> Title III: % OR Amt:

- Counselors
- Community-based Organization Personnel
- Other School Personnel/Non-administrative
- Other

- Content area understanding for bilingual/ESL teachers
- Other (must be specific to ELD)

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

5. How does the district ensure professional development provided through TBIP and Title III is implemented? Describe the follow-up support provided to teachers.

The Director of EL Programs and Director of Teaching and Learning will follow up with building administrators at monthly Instructional Leadership Team Meetings regarding implementation. EL instruction is discussed at the monthly district administration meetings. TBIP funds are used to purchase supplemental instructional materials that are specific to EL support and help students access core content. The supplemental materials purchased are for all grade levels: Elementary, middle school, and high school. My Math Spanish workbooks and Wonders EL support materials used with elementary school students to remove the language barriers to educational growth and progress. At the middle and high school level, Step Up to Writing is used to support language and vocabulary acquisition and development in learning the writing process. The high school students that are in enrolled in EL support classes, are provided supplemental support and instruction using Grammar in Context to support language development and success in the ELA courses. Funds are allocated for EL para-educators who work with students individually or within small groups at each of the school levels: elementary; middle, and high school. In addition, TBIP funds are also used to partially fund two certificated teachers with English Language Learning endorsements to provide building level staff support and PD opportunities.

FOR OSPI USE ONLY

Section approved: No

Comments:

Professional Learning section: Imagine Learning Language and Literacy Program training cannot be fully paid out of TBIP since it only addresses part of the ELD program requirements. Basic education, Title IA and LAP can pay for this training for all the staff you indicated on the grant. Before TBIP funds can be used for this purpose, we need to see funds allotted to training and on-going supervision of the paraeducators providing the direct ELD instruction.

School Improvement Plan Summary: 95% Participation Rate on State Assessments

This template is a tool for schools to use during the Consolidated Program Review process to summarize their school improvement plan updates that address 1) the causes of the less than 95% participation rate for identified student groups and, 2) the actions the school will take to improve participation rate.

Why does my school need to complete this form?

The Elementary and Secondary Education Act (ESEA) amended as the [Every Student Succeeds Act](#) (ESSA) requires that every state shall “Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I).” (Sec 1111(c)(4)(E)).

[Washington’s approved ESSA Consolidated State Plan](#), states: “If a school does not meet the 95 percent participation, this issue must be addressed in their school improvement plan. The plan must address **any population of students (the “ALL” and/or any subgroup) that are not meeting the 95 percent participation rate**. The plan must include goals and actions a district or school will take that will ensure that 95 percent of the students will participate. (page 48, Washington’s ESSA Consolidated Plan)

District Name: Aberdeen		School Name: Miller Junior High	
<p>In the boxes to the right, list all student groups that did not meet the 95% participation rate in ELA and/or Mathematics for the 2018–19 state assessments</p>	<i>ELA- EL students</i>	<i>Math</i>	
<p>We identified the following factors/causes for low participation rates:</p> <p>We did not test 3 8th grade EL students new to the United States in ELA. These students were mistakenly NOT marked in TIDE.</p>			
<p>Our school will implement the following strategies to increase participation in the current year’s assessments:</p> <p>We will test all EL students and double check to make sure they are marked in the system if they are new to the US..</p>			
<p>Our school improvement plan will be updated and board approved by</p>		<p>Date: 12/10/19</p>	
<p>Optional – <i>The district will support this school in the following ways:</i></p> <p><i>The district Assessment Coordinator will now mark new to the US EL students in TIDE after administering the screener to ensure all new to the US students are marked correctly in the system.</i></p>			

School Improvement Plan Summary: 95% Participation Rate on State Assessments

This template is a tool for schools to use during the Consolidated Program Review process to summarize their school improvement plan updates that address 1) the causes of the less than 95% participation rate for identified student groups and, 2) the actions the school will take to improve participation rate.

Why does my school need to complete this form?

The Elementary and Secondary Education Act (ESEA) amended as the [Every Student Succeeds Act](#) (ESSA) requires that every state shall “Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I).” (Sec 1111(c)(4)(E)).

[Washington’s approved ESSA Consolidated State Plan](#), states: “If a school does not meet the 95 percent participation, this issue must be addressed in their school improvement plan. The plan must address **any population of students (the “ALL” and/or any subgroup) that are not meeting the 95 percent participation rate**. The plan must include goals and actions a district or school will take that will ensure that 95 percent of the students will participate. (page 48, Washington’s ESSA Consolidated Plan)

District Name: Aberdeen School District		School Name: Robert Gray Elementary	
<p>In the boxes to the right, list all student groups that did not meet the 95% participation rate in ELA and/or Mathematics for the 2018–19 state assessments</p>	<p>ELA</p>	<p>Math</p> <p>Special Education</p>	
<p>We identified the following factors/causes for low participation rates:</p> <ul style="list-style-type: none"> ● 2 of the 3 students were enrolled in a special education Autism Program. ● 2 of the 3 students had parental requests to exempt them from the assessments. ● The third student had an autism diagnosis. The student made an attempt with the reading assessment, but then had a significant increase in behavior and refused to take the math assessment. ● The students involved no longer attend our school. 			
<p>Our school will implement the following strategies to increase participation in the current year’s assessments:</p> <ul style="list-style-type: none"> ● We will carefully track test completion to ensure all students have attempted every assessment. ● Students will be given an alternative testing location, supervised by the Special Education staff, according to their IEP and allowable accommodations. ● The testing schedule will accommodate for make-up testing. ● When a parental request for an exemption is made, we will schedule a meeting with parents to discuss their reasonings for exemptions and accommodations that are available. 			
<p>Our school improvement plan will be updated and board approved by</p>		<p>Date: December 10, 2019</p>	
<p>Optional – <i>The district will support this school in the following ways: Be available to assist the building with any support needed to administer state assessments, as well as ensure all students/parents understand the assessments and purpose for these assessments.</i></p>			



Our Children,
Our Schools,
Our Future

TO: Dr. Alicia Henderson, Superintendent
 FROM: Elyssa Louderback, Executive Director of Business & Operations
 SUBJECT: Monthly Budget Report for November 2019
 DATE: December 10, 2019

GENERAL FUND SUMMARY:

Revenue--Receipts were \$ 3,045,677.92.

Expenditures--Expenditures totaled \$ 4,377,358.45. Expenditures for teaching and teaching support activities account for 76.68% of all expenditures to date. Salaries and benefits accounted for 83.66% of the month's total expenditures.

Fund Balance—Current month ending fund balance is \$ -366,116.13. We had a negative cash flow of \$ 1,331,680.53 for the month. While cash flow was going to be an issue this year, this is sooner than anticipated. The district is working with the Grays Harbor County Treasurer's Office, ESD 113 and OSPI for support during this process. Both decreased Levy revenues during the Fall, the change in the apportionment payment schedule and anticipated revenue from other programs not yet received have contributed to this issue. Immediate steps are being taken to respond to this issue.

Additional General Fund Information

Revenue by Major Category:

<u>Revenue Source</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual</u>	<u>Largely Comprised of:</u>
Local Taxes	\$ 2,465,299	\$ 783,461	31.78%	Prop taxes - received Oct/Nov and April/May
Local Nontax	\$ 823,390	\$ 130,997	15.91%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 31,863,724	\$ 7,059,819	22.16%	Apportionment and LEA
State, Special	\$ 11,325,966	\$ 2,235,528	19.74%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 25,000	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 6,097,608	\$ 873,710	14.33%	Food Service, Fed Grants (Title I, Title 2, etc)
Other Districts	\$ 77,292	\$ 3,758	4.86%	Non high payments from Cosmopolis SD
Other Agencies	\$ 78,200	\$ 15,949	20.40%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
Totals	\$ 52,756,479	\$ 11,103,221	21.05%	
			25.00%	% of fiscal year elapsed

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

<u>Activity</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>Actual %</u>	<u>District payroll and/or:</u>
Board of Directors	\$ 133,093	\$ 5,899	4.43%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	\$ 363,544	\$ 87,240	24.00%	General Admin/ Supt Office
Business Office	\$ 509,613	\$ 146,088	28.67%	Fiscal operations
Human Resources	\$ 422,082	\$ 110,228	26.12%	Personnel & recruitment, labor relations
Public Relations	\$ 40,000	\$ 32,892	82.23%	Educational/admin info to public
Supervision of Instruction	\$ 972,460	\$ 248,938	25.60%	includes secretarial support
Learning Resources	\$ 310,084	\$ 80,222	25.87%	Library resources & staffing
Principal's Office	\$ 2,464,455	\$ 644,387	26.15%	includes Secretarial support
Guidance/Counseling	\$ 1,183,107	\$ 293,178	24.78%	Counselors/support services
Pupil Management	\$ 22,500	\$ 727	3.23%	Bus & playground aides, etc
Health Services	\$ 1,628,053	\$ 431,294	26.49%	Health including: nursing, OT/PT/SLP, etc
Teaching	\$ 33,434,172	\$ 7,691,218	23.00%	classroom teachers/para support
Extra-curricular	\$ 1,076,352	\$ 237,498	22.07%	Coaching, advising, ASB supervision
Instructional Prof Dev	\$ 337,444	\$ 252,261	74.76%	Prof development; instructional staff
Instructional Technology	\$ 326,315	\$ 374,819	114.86%	classroom technology
Curriculum	\$ 560,285	\$ 481,244	85.89%	District materials adoptions/purchases; staff
Food Services	\$ 2,426,344	\$ 550,693	22.70%	Mgmt of food service for district
Transportation	\$ 1,320,441	\$ 293,692	22.24%	Co-op payments, fuel, insurance
Maint & Operations	\$ 3,977,254	\$ 1,137,350	28.60%	SRO, custodial/maint/grounds
Other Services	\$ 1,938,876	\$ 884,173	45.60%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (295,616)	\$ (45,988)	15.56%	in district use of buses, vehicles, food service
Interfund Transfers	\$ 300,000	\$ -	0.00%	Transfers (to Cap Proj/ Debt Service)
Totals	\$ 53,150,858	\$ 13,938,052	26.22%	
			25.00%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue--Total receipts were \$ 3,304.23 and consist of interest payments and rental fees.

Expenditures— Expenditures of \$ 63,802.15 for this month.

Fund Balance—Current monthly ending fund balance is \$ 571,202.15.

DEBT SERVICE FUND SUMMARY:

Revenue--Total receipts were \$ 186,762.81 and consists of interest/tax payments.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 3,484,400.84. Funds in this account are held for bond principal and interest payments.

The next payments are due in December.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue--Total receipts for the month were \$ 95,812.71 and consist of fundraising and interest payments.

Expenditures-- Expenditures totaled 9.25% of the budgeted expenditures for this fiscal year.

Fund Balance—Current month ending fund balance is \$ 379,232.97.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue--Total receipts were \$ 568.38, and consist of interest payments.

Expenditures— There were no expenditures for the month.

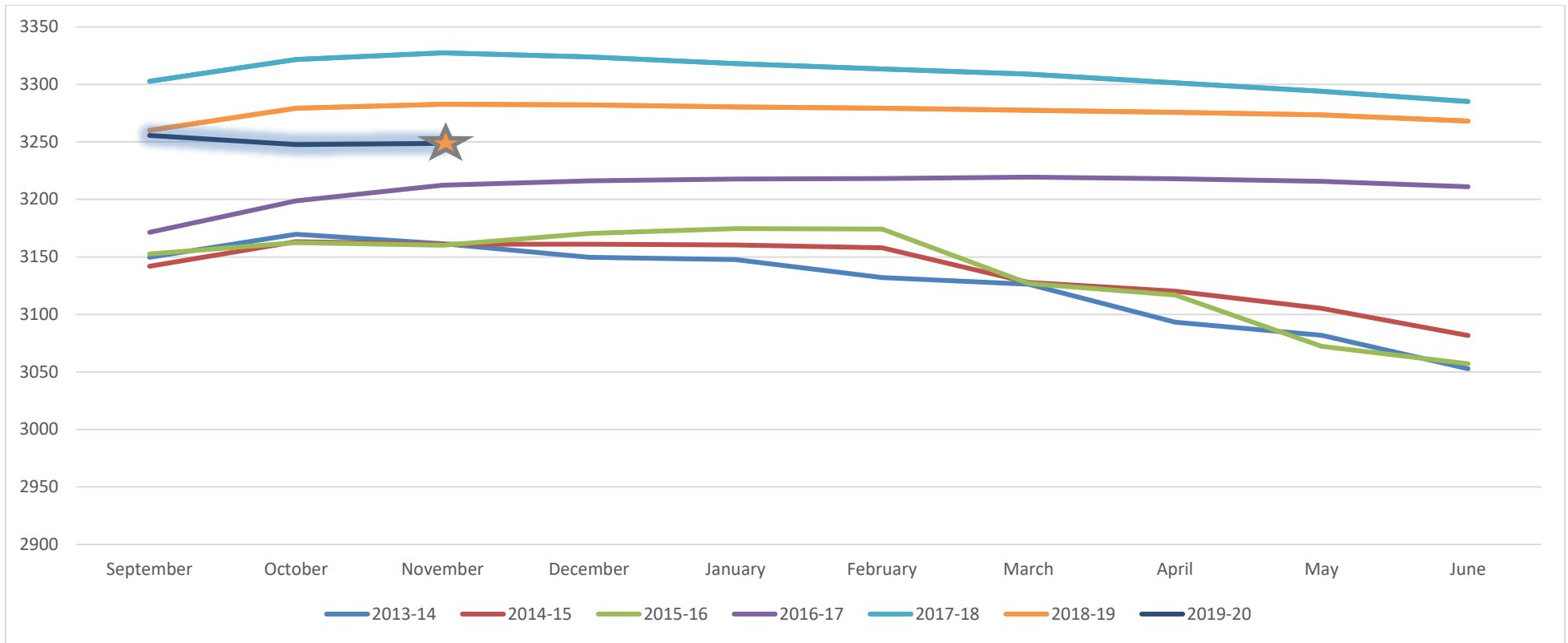
Fund Balance—Current month ending fund balance is \$ 348,124.15.

SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of November, 2019:

Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 53,150,858	\$ 13,938,052	\$ 39,212,806	26.22%	73.78%
Capital Projects	\$ 1,015,087	\$ 668,830	\$ 346,257	65.89%	34.11%
Debt Service	\$ 2,948,583	\$ 1,404	\$ 2,947,179	0.05%	99.95%
ASB	\$ 458,485	\$ 42,421	\$ 416,064	9.25%	90.75%
Trans Vehicle	\$ 300,000	\$ -	\$ 300,000	0.00%	100.00%

ENROLLMENT TRENDS as of November, 2019



AAFTE	Grades K - 5	Grade 6 – 8	HS	Subtotal	Run Start/ Open Door	+/- (Budget) **
2019-20 Budget	1453	817	955	3,225	65	3,290
2019-20 Actual	1444.17	809.1	995.5	3,251.67	101.92	+ 63.59 (3,290)
2018-19 Actual	1778.50	496.06	993.69	3,268.24	82.30	+ 60.54 (3,290)
2017-18 Actual	1800.62	484.33	1000.19	3,285.13	47.83	+ 120.13 (3,165)
2016-17 Actual	1775.14	478.49	957.34	3,210.97	62.58	+ 100.97 (3,110)
2015-16 Actual	1726.24	457.17	937.05	3,118.86	62.25	+32.86 (3,086)
2014-15 Actual	1724.11	442.34	969.95	3,136.40	33.64	+ 50.40 (3,086)

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

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2019

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	2,465,299	135,145.77	783,460.70		1,681,838.30	31.78
2000 LOCAL SUPPORT NONTAX	823,390	34,047.64	130,997.00		692,393.00	15.91
3000 STATE, GENERAL PURPOSE	31,863,724	1,940,240.89	7,059,818.53		24,803,905.47	22.16
4000 STATE, SPECIAL PURPOSE	11,325,966	436,537.94	2,235,527.71		9,090,438.29	19.74
5000 FEDERAL, GENERAL PURPOSE	25,000	.00	.00		25,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	6,097,608	488,471.76	873,709.59		5,223,898.41	14.33
7000 REVENUES FR OTH SCH DIST	77,292	3,679.50	3,758.00		73,534.00	4.86
8000 OTHER AGENCIES AND ASSOCIATES	78,200	7,554.42	15,948.98		62,251.02	20.40
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>52,756,479</u>	<u>3,045,677.92</u>	<u>11,103,220.51</u>		<u>41,653,258.49</u>	<u>21.05</u>
<u>B. EXPENDITURES</u>						
00 Regular Instruction	23,204,114	1,883,081.82	6,264,930.68	112,380.01	16,826,803.31	27.48
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	7,484,672	613,815.12	1,840,999.25	3,981.11	5,639,691.64	24.65
30 Voc. Ed Instruction	2,481,922	190,329.83	608,150.55	7,519.29	1,866,252.16	24.81
40 Skills Center Instruction	366,112	36,489.28	96,321.93	345.30	269,444.77	26.40
50+60 Compensatory Ed Instruct.	6,154,093	419,807.57	1,430,140.60	22,294.47	4,701,657.93	23.60
70 Other Instructional Pgms	728,455	33,452.52	149,633.13	2,418.76	576,403.11	20.87
80 Community Services	1,875,882	106,731.04	344,257.69	1,311.32	1,530,312.99	18.42
90 Support Services	10,855,630	1,093,651.27	3,203,618.54	272,551.77	7,379,459.69	32.02
<u>Total EXPENDITURES</u>	<u>53,150,880</u>	<u>4,377,358.45</u>	<u>13,938,052.37</u>	<u>422,802.03</u>	<u>38,790,025.60</u>	<u>27.02</u>
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>300,000</u>	<u>.00</u>	<u>.00</u>			
<u>D. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	<u>694,401-</u>	<u>1,331,680.53-</u>	<u>2,834,831.86-</u>		<u>2,140,430.86-</u>	<u>308.24</u>
<u>F. TOTAL BEGINNING FUND BALANCE</u>	<u>3,368,014</u>		<u>2,468,715.73</u>			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	<u>XXXXXXXXX</u>		<u>.00</u>			
<u>H. TOTAL ENDING FUND BALANCE</u>	<u>2,673,613</u>		<u>366,116.13-</u>			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	540,750	984,165.17
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	250,000	935,960.74
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	13,370	14,070.00
G/L 872 Committed to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	710,753-	4,877,611.67-
G/L 891 Unassigned Min Fnd Bal Policy	2,580,246	2,577,299.63
<u>TOTAL</u>	2,673,613	366,116.13-

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2019

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	38,500	3,304.23	17,908.69		20,591.31	46.52
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	38,500	3,304.23	17,908.69		20,591.31	46.52
<u>B. EXPENDITURES</u>						
10 Sites	1,015,087	2,812.50	525,588.99	0.00	489,498.01	51.78
20 Buildings	0	17,064.09	99,315.05	0.00	99,315.05-	0.00
30 Equipment	0	43,925.56	43,925.56	0.00	43,925.56-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	1,015,087	63,802.15	668,829.60	0.00	346,257.40	65.89
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>						
	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>						
	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	976,587-	60,497.92-	650,920.91-		325,666.09	33.35-
<u>F. TOTAL BEGINNING FUND BALANCE</u>						
	1,931,916		1,222,123.06			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>						
	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>						
<u>(E+F + OR - G)</u>	955,329		571,202.15			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	32,250	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Rsrv Of Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	108,048	113,625.06
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	815,031	457,577.09
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	955,329	571,202.15

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2019

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	2,608,022	182,524.20	1,084,826.21		1,523,195.79	41.60
2000 Local Support Nontax	41,000	4,238.61	13,005.03		27,994.97	31.72
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	300,000	.00	.00		300,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>2,949,022</u>	<u>186,762.81</u>	<u>1,097,831.24</u>		<u>1,851,190.76</u>	<u>37.23</u>
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	2,527,000	.00	.00	0.00	2,527,000.00	0.00
Interest On Bonds	420,683	.00	.00	0.00	420,683.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	900	.00	1,404.07	0.00	504.07-	156.01
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>2,948,583</u>	<u>.00</u>	<u>1,404.07</u>	<u>0.00</u>	<u>2,947,178.93</u>	<u>0.05</u>
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>D. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	<u>439</u>	<u>186,762.81</u>	<u>1,096,427.17</u>		<u>1,095,988.17</u>	<u>> 1000</u>
<u>F. TOTAL BEGINNING FUND BALANCE</u>	<u>2,328,739</u>		<u>2,387,973.67</u>			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	<u>XXXXXXXXX</u>		<u>.00</u>			
<u>H. TOTAL ENDING FUND BALANCE</u>	<u>2,329,178</u>		<u>3,484,400.84</u>			
<u>(E+F + OR - G)</u>						
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,329,178		3,484,400.84			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>2,329,178</u>		<u>3,484,400.84</u>			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2019

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	99,745	3,035.79	41,855.41		57,889.59	41.96
2000 Athletics	98,160	3,998.55	45,836.20		52,323.80	46.70
3000 Classes	2,500	.00	.00		2,500.00	0.00
4000 Clubs	173,535	2,853.00	19,779.90		153,755.10	11.40
6000 Private Moneys	85,150	85,925.37	85,925.37		775.37-	100.91
<u>Total REVENUES</u>	459,090	95,812.71	193,396.88		265,693.12	42.13
<u>B. EXPENDITURES</u>						
1000 General Student Body	70,720	1,693.59	7,617.99	0.00	63,102.01	10.77
2000 Athletics	131,840	7,608.39	26,136.35	198.22	105,505.43	19.97
3000 Classes	3,000	.00	.00	0.00	3,000.00	0.00
4000 Clubs	167,265	4,062.85	6,393.51	0.00	160,871.49	3.82
6000 Private Moneys	85,260	2,273.03	2,273.03	0.00	82,986.97	2.67
<u>Total EXPENDITURES</u>	458,085	15,637.86	42,420.88	198.22	415,465.90	9.30
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	1,005	80,174.85	150,976.00		149,971.00	> 1000
<u>D. TOTAL BEGINNING FUND BALANCE</u>	172,603		228,256.97			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	173,608		379,232.97			
<u>C+D + OR - E)</u>						
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	165,708		371,732.97			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	173,208		379,232.97			
Differences	400		.00			

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2019

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,800	568.38	1,356.58		2,443.42	35.70
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	155,027	.00	.00		155,027.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	20,000	.00	.00		20,000.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	<u>178,827</u>	<u>568.38</u>	<u>1,356.58</u>		<u>177,470.42</u>	<u>0.76</u>
<u>B. 9900 TRANSFERS IN FROM GF</u>	<u>0</u>	<u>.00</u>	<u>.00</u>		<u>.00</u>	<u>0.00</u>
<u>C. Total REV./OTHER FIN. SOURCES</u>	<u>178,827</u>	<u>568.38</u>	<u>1,356.58</u>		<u>177,470.42</u>	<u>0.76</u>
<u>D. EXPENDITURES</u>						
Type 30 Equipment	300,000	.00	.00	0.00	300,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>300,000</u>	<u>.00</u>	<u>.00</u>	<u>0.00</u>	<u>300,000.00</u>	<u>0.00</u>
<u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>F. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	<u>121,173-</u>	<u>568.38</u>	<u>1,356.58</u>		<u>122,529.58</u>	<u>101.12-</u>
<u>H. TOTAL BEGINNING FUND BALANCE</u>	<u>346,449</u>		<u>346,767.57</u>			
<u>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	<u>XXXXXXXX</u>		<u>.00</u>			
<u>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	<u>225,276</u>		<u>348,124.15</u>			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	225,276		348,124.15			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>225,276</u>		<u>348,124.15</u>			

Aberdeen School District No. 5

**RESOLUTION No. 2019-16
A PETITION FOR EMERGENCY APPORTIONMENT ADVANCE**

WHEREAS, RCW 28A.510.250 and WAC 392-121-436 provide that any school district may petition the Office of Superintendent of Public Instruction for an emergency advance of its basic education allocation, not to exceed the lesser of 10 percent of the estimated basic education allocation for the period September 1 through June 30, or the highest monthly negative cash and investment balance projected for the period of the advance, and

WHEREAS, an unforeseen condition in the nature of revenue deficiency due to cash flow has caused the Aberdeen School District to face an emergency situation, and

WHEREAS, the Aberdeen School District currently has net cash of \$ 0 (zero) and an investment balance of \$ 0 (zero) with a projected cash flow analysis forecast for each month in the fiscal year as follows:

<u>MONTH</u>	<u>RECEIPTS</u>	<u>DISBURSEMENTS</u>	<u>INVESTMENT BALANCE</u>	<u>NET CASH</u>
September	\$3,411,570	\$4,832,049	\$332,314	\$1,048,237
October	4,645,972	4,728,644	0	965,564
November	3,045,678	4,377,358	529,733	-366,116
December	5,050,278	4,663,489	0	20,673
January	4,331,756	4,291,915	0	60,514
February	4,253,223	4,291,915	0	21,823
March	4,446,892	4,216,915	0	251,800
April	6,372,141	4,231,915	1,750,000	2,392,027
May	3,853,270	4,250,665	1,500,000	1,994,633
June	2,347,538	4,332,665	0	9,506
July	5,651,580	4,375,665	0	1,285,421
August	5,651,569	4,375,665	1,000,000	2,561,325

WHEREAS, the Aberdeen School District will be in a negative cash flow position at various times during the 2019-20 school year as shown on the cash flow analysis and forecast shown above, and

WHEREAS, if the Aberdeen School District does not receive an emergency advance, the district will be on interest-bearing warrants and will be on warrant interest for at least three months from September through June during the school year, and

WHEREAS, the Aberdeen School District has not and does not plan to have any General Fund cash investments during the months it estimates that it would pay warrant interest except for the emergency advance, and

WHEREAS, the Aberdeen School District does not have and does not plan to have any General Fund loan from the General Fund to another fund of the school district during the months it estimates that it would pay warrant interest, and

WHEREAS, the Aberdeen School District does not have and does not plan to issue a revenue anticipation note for the purposes of cash flow; now

THEREFORE BE IT RESOLVED, that the Board of Directors of Aberdeen School District No. 05 petitions the Office of Superintendent of Public Instruction for an emergency advance of its basic education apportionment in the amount of \$700,000.

ADOPTED by the Board of Directors of Aberdeen School District No. 5, Grays Harbor County, Washington, at a regular meeting thereof held on the 10th day of December, 2019.

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

Sandra Bielski

Jennifer Durney

William Dyer

Jessica Jurasin

Suzy Ritter

ATTEST:

Alicia Henderson, Secretary of the Board

Winter/Fall Athletic Report

December 10, 2019

Aberdeen High School

Miller Jr. High



WIAA Team Academic Awards – Fall



13 out of 17 team sports were recognized for academic achievement!!!

- Boys' Golf – Varsity team GPA of 3.803 (9 athletes) ***Distinguished Award***
- Boys' Golf – JV team GPA of 3.348 (6 athletes) Outstanding Award
- Girls' Swim – Varsity team GPA of 3.671 (20 athletes) ***Distinguished Award***
- Girls' Soccer – Varsity team GPA of 3.571 (17 athletes) ***Distinguished Award***
- Girls' Soccer – JV team GPA of 3.205 (19 athletes) Outstanding Award
- Boys' Cross Country – Varsity team GPA of 3.373 (11 athletes) Outstanding Award
- Girls' Cross Country – Varsity team GPA of 3.252 (6 athletes) Outstanding Award
- Boys' Tennis – Varsity team GPA of 3.410 (12 athletes) Outstanding Award
- Boys' Tennis – JV team GPA of 3.452 (7 athletes) Outstanding Award
- Girls' Volleyball – Varsity team GPA of 3.086 (11 athletes) Outstanding Award
- Girls' Volleyball – JV team GPA of 3.032 (10 athletes) Outstanding Award
- Girls' Volleyball – C-team GPA of 3.590 (11 athletes) ***Distinguished Award***
- Football – C-team GPA of 3.162 (21 athletes) Outstanding Award

2019-2020 Winter Athletics

Participation Numbers – December 2nd (head count)

AHS

TOTALS: 185 athletes (956students) 19% participation

SPORT	BOYS	GIRLS	COACHES
Boys' Basketball	50(39)		3 Male
Girls' Basketball		35(33)	1 Male - 2 Female
Boys' Wrestling	40(35)		3 Male
Girls' Wrestling		33 (29)	2 Male 1 Female
Girls' Bowling		27(27)	2 Male
Boys' Swim	22(22)		2 Male

MJH

TOTALS: ___ athletes (486 students) ___ % participation

SPORT	BOYS	GIRLS	COACHES
Girls 7 th Basketball		51	1 Male 2 Female
Girls 8 th Basketball		32	2 Male
Boys 7 th Basketball	NA		2 Male 1 Female
Boys 8 th Basketball	NA		3 Male
Boys' Wrestling	6 th – 17 7 th – 12 8 th - 9		2 Male
Girls' Wrestling		6 th – 5 7 th – 11 8 th - 4	1 Male

Central Park Champs



Late Fall News

- **Girls' Swim Team**

- 5th at State
- 7th straight District IV Title
- Annika Eisele – 100-yard butterfly State Champion & 3rd in 100-yard backstroke and 200 medley relay
- Anna Weber – 2nd place in 100-yard breaststroke and 3rd in 200 medley relay

- **Football Team**

- 3rd place league
- District play-offs
- Ethan Morrill – 1st team all-league running back
- Honorable mention – Josh Fritts, Jaden Hosenev, Dylan Richie, Giovanni Pisani
- SSFOA recognized Aberdeen Football team for District IV Sportsmanship Award

- **Girls' Soccer Team**

- District IV post-season game
- 1st team all-league – Emmy Walsh, Emma Green, & Brooklyn LeComte
- 2nd team all-league – Charlize Gutierrez
- Honorable Mention – Nayeli Morris, Elizabeth Martinez Jr. & Madison Gore

- **Girls' Volleyball** – Kennedy Pruett 2nd team all-league

- **Cross Country** – Skyler Taylor and Gary Sherman State performers

Fall Athletic Survey

- Surveyed fall student/athletes regarding their experience with program and coach.
- Will share results at January 21st school board meeting.

District IV Sportsmanship

- Aberdeen High School football team received District IV sportsmanship award that is voted by South Sound Football Officials Association
- Two \$1,000 scholarships will be given out to two seniors

- **December 2, 2019**

- SSFOA **President: Mike Kain Vice President: Rob Cormier Secretary: Rick Peters Rules Director: Jim Broman Program Director: Greg Kline Assignor: Terry Simmonds**

- TO: Sherri Northington Principal
- Aaron Roiko Athletic Director
- Todd Bridge Head Coach

- For several years the *Washington Interscholastic Activities Association* and the *Washington Officials Association* (WIAA – WOA) have placed a renewed emphasis on sportsmanship on High School sports throughout the state.
- The *South Sound Football Officials Association* (SSFOA) took this initiative very seriously and in 1998 we created a sportsmanship scholarship program. Eligibility for our scholarship program centers on schools in our service area, players, coaches and fans which exemplify sportsmanship in their football programs. Since 1998 we have provided over \$48,000 to help young men and women further their education at the next level.
- Two deserving student athletes from the 2019 football season will be offered this scholarship award; additionally, your school having been selected for this award will receive a plaque in recognition of this accomplishment.
- **We are pleased to inform you that Aberdeen High School has been selected by SSFOA Officials as the (4A/3A/2A) school most deserving of this award for the 2019 season.**
- We recommend that the football coaching staff nominate two senior players whom they believe best display sportsmanship qualities both on and off the playing field. Each student athlete selected will receive a \$1,000 Sportsmanship Scholarship for educational expenses beyond high school. These Scholarships are provided by South Sound Football Officials and Dr. Mark Simmonds of Simmonds Chiropractic. We do not require that these student athletes continue playing football.
- We would appreciate the opportunity to present both the sportsmanship plaque and the scholarship awards at an appropriate school awards program at your school. The Board and the members of SSFOA place a high value on sportsmanship and we congratulate you on this accomplishment. Please provide Terry Simmonds with the names of the winners before the presentation.

- Sincerely,

- /S/

- Mike Kain, President

/S/

Terry Simmonds, Assignor

STUDENT DISCIPLINE

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

“Discipline” means any action taken by the school district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedures include:

- Engaging with families and the community and striving to understand and be responsive to cultural context;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need during suspension and expulsion;
- Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Providing every student with the opportunity to achieve personal and academic success, and
- Providing a safe environment for all students and for district employees.

The superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district’s rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

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

Minimizing exclusion, engaging with families, and supporting students

Unless a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedures will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).

School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication, and further includes assistance to understand written communication, even if parents cannot read any language. The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student's individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

Staff authority

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The superintendent has general authority to administer discipline, including all exclusionary discipline. The superintendent will identify other staff members to whom the superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

Ensuring fairness, providing notice, and an opportunity for a hearing

When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established

procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.

The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

Development and review

Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists. If disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.

Distribution of policies and procedures

The school district will make its discipline policies and procedures available to families and the community. The district will annually provide its discipline policies and procedures to all district personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.

The district may preclude a student from returning to the student’s regular educational setting following the end date of a suspension or expulsion for the purpose of protecting the victims of certain offenses as found in RCW 28A.600.460 (2)(3).

Cross References:	Policy 2121	Substance Abuse Program
	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Policy 3122	Excused and Unexcused Absences
	Policy 3200	Rights and Responsibilities
	Policy 3210	Nondiscrimination
	Policy 3244	Prohibition of Corporal Punishment

Policy 3520	Student Fees, Fines, or Charges
Policy 4210	Regulation of Dangerous Weapons on School Premises
Policy 4218	Language Access Plan

Legal References:

42 U.S.C. 2000d et seq.	Civil Rights Act of 1964
34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
WAC 392-400	Pupils
WAC 392-190-048	Access to course offerings – Student discipline
RCW 28A.600	Students
RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
RCW 28A.320	Provisions applicable to all districts
RCW 28A.225	Compulsory school attendance and admission
RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
RCW 9A.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 9A.16.100	Use of force on children — Policy — Actions presumed unreasonable

Adopted: _____

Replaces:

3241 Student Driving (obsolete) 10/02/95

**HOMELESS STUDENTS:
STUDENTS EXPERIENCING HOMELESSNESS:**

ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide ~~stability in school attendance and other services.~~ them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school, or in a separate program within a school, on the basis of their homeless status.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate night-time residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. ~~Are a~~ Abandoned in hospitals;
- E. ~~Awaiting foster care placement;~~
- F. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations;
- G. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; or
- H. ~~Are m~~ Migratory children living in conditions described in the previous examples.

The superintendent will designate an appropriate staff person to be the district's McKinney-Vento liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedures that accompany this policy.

If the district has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act, ~~the principal of each elementary, middle, and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.~~ The principal of each elementary, middle, and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

Best interest determination

~~According to the child's or youth's best interest, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living. In making a determination as to which school is in the homeless student's best interest to attend, the district will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.~~ According to the child's or youth's best interest, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living. In making a determination as to which school is in the homeless student's best interest to attend, the district will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.

Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, or intra and inter-district choice options.

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be denied or delayed due to missed application deadlines, fees, fines, or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's Address Confidentiality Program when necessary. However, emergency contact information cannot be demanded in a form or manner that constructs a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district, but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters, and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians, and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting an annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Facilitating on-time grade level progression

The district will:

1. Waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or
2. Provide reasonable justification for denial of the waiver.

In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress, graduation, or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Informed consent for healthcare

Informed consent for healthcare on behalf of a student experiencing homelessness may be obtained from a school nurse or homeless student liaison when:

- a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;
- b. The student meets the definition of a "homeless child or youth" under the federal McKinney-Vento homeless education assistance improvements act of 2001; and
- c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

Upon the request by a health care facility or a health care provider, a district employee authorized to consent to care must provide to the person rendering care a signed and dated declaration stating under penalty of perjury that the employee is a school nurse, school counselor, or homeless student liaison and that the minor patient meet the requirements of RCW 7.70.065 (2) (b) listed above in this policy.

The district and district employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care. Any declaration required by a health care facility or a health care provider described in the above paragraph must include written notice that the district employee is exempt from administrative sanctions and civil liability resulting from the consent or non-consent for care or payment for care.

Cross References:	Policy 3120	Enrollment
	3231	Student Records
	3413	Student Immunization and Life-Threatening Conditions
	4218	Language Access Plan
Legal References:	RCW 28A.225.215	Enrollment of children without legal residences
	<u>28A.320.142</u>	<u>Unaccompanied youth – Building point of contact – Duty of District</u>
	28A.320.145	Support for homeless students.
	Title I, Part C	ESSA (formerly No Child Left Behind Act, 2002)
	42 U.S.C. 11431	McKinney-Vento Homeless Assistance Act et seq.

Adopted: 11/19/02
Revised: 05/03/05; 12/06/16; _____

Homeless Students Experiencing Homelessness: Enrollment Rights and Services**A. ~~Enrollment:~~**

- ~~1. The district will consider the best interest of the child in enrollment decisions;~~
- ~~2. The district will not deny or delay enrollment of homeless students;~~
- ~~3. The district's need for student contact information shall not be in a form or manner that constructs a barrier for homeless students. For example, homeless students may not be excluded for failure to have a mailing address or emergency contact information; and~~
- ~~4. The district's liaison will:~~
 - ~~a) Ensure that public notice is disseminated where homeless children receive services;~~
 - ~~b) Assure that students are identified by school personnel, enrolled in school and have a full and equal opportunity to succeed; and~~
 - ~~c) Inform parents and guardians of educational and related activities and inform parents of transportation services.~~

B. A. Definitions:

1. **Homeless Children and Youth:** means individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; or migratory children because they are living in circumstances like those described above.
2. **Unaccompanied Youth:** means a youth not in the physical custody of a parent or guardian and includes youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act.
3. **School of origin:** means the school or preschool that a child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. When a child or youth completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools.
4. **Best interest determination:** means that the district must make school placement decisions for homeless students and youths on the basis of their best interest, as determined by student-centered factors including impact of mobility on achievement, education, health, and safety. Priority should be given to the request of the child or

the parent/guardian or unaccompanied youth. Placement of siblings should also be considered.

- 5. Excess cost of transportation:** means the difference between what the district normally spends to transport a student to school and the cost of transporting a homeless student to school. For example, there is no excess cost of transportation if the district provides transportation to a homeless student by a regular bus route. However, if the district provides special transportation to a homeless student that is not part of a regular bus route and not covered by the state transportation funding formula (e.g., summer school transportation, extracurricular activities, etc.), the entire cost would be considered excess costs of transportation. The additional cost of the district's re-routing of busses to transport a homeless student can be considered excess cost of transportation. The district may use McKinney-Vento subgrant funds and Title I, Part A funds to defray the excess cost of transportation for homeless students.

B. Identification

The district will:

1. Use a housing questionnaire in its enrollment process. The questionnaire will be distributed universally so as to avoid stigmatizing homeless children and youths and their families;
2. Ensure that referral forms used to identify and support homeless students are accessible and easy to use;
3. Include its homeless liaison's contact information on its website;
4. Provide materials for homeless students and parents, if necessary and to the extent feasible, in their native language;
5. As practicable, provide annual guidance for school staff on the definition of homelessness, signs of homelessness, the impact of homelessness on students, and steps to take when a potentially homeless student is identified, including how to connect the student with appropriate housing and support service providers;
6. Develop interagency partnerships to serve homeless families and youths; and
7. Work with the state homelessness coordinator to facilitate services to families and youths made homeless by natural disasters or other catastrophic events.

C. Placement and enrollment

The district will:

1. When deciding placement, presume that allowing the homeless student to remain in their school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian or unaccompanied youth.
2. If the parent/guardian contests the district's decision, make a best interest determination based on factors such as the impact of mobility on the student's educational achievement, health, and safety. If the best interest determination is

- requested by an unaccompanied youth, the process will give priority to the views of the youth.
3. After conducting a best interest determination, provide to the parent/guardian of the student in a timely manner and in a language they can understand, a written explanation of the final decision and the right to appeal the decision (see Dispute Resolution Procedure, below).
 4. Pending resolution of disputes that arise over eligibility, school selection, or enrollment, immediately enroll a homeless student in the school in which the parent, guardian, or unaccompanied youth seeks enrollment.
 5. Avoid delay or denial of enrollment of homeless students, even if they have missed application or enrollment deadlines during any period of homelessness or are unable to produce records required for enrollment (e.g., previous academic records, immunization records, health records, proof of residency, proof of guardianship, birth certificates).
 6. Avoid requirements for student contact information to be in a form or manner that creates a barrier for homeless students.
 7. Provide transportation for homeless students to their school or preschool of origin. Once the student has obtained permanent housing, the district will continue to provide such transportation until the end of the academic year. If the homeless student remains in their school of origin but begins living in an area served by district, the district of origin and the district in which the homeless student is living must agree upon a method to apportion the responsibility and costs for the student's transportation to and from their school of origin. If the districts cannot reach agreement, the responsibility and costs for transportation will be shared equally.
 8. Continue to provide transportation to their school of origin pending the outcome of enrollment or transportation disputes.
 9. Immediately contact the school last attended by the homeless student to obtain relevant academic and other records.

D. District's homeless liaison

The district liaison will ensure that:

1. Homeless children and youths are identified by school personnel and through coordination of activities with other entities and agencies;
2. Homeless children and youths enroll in and have a full and equal opportunity to succeed in school;
3. Homeless families, children and youths receive educational services for which such families, children and youths are eligible, including Head Start and Even Start programs, preschool programs administered by the district, and referrals to health care services, dental services, mental health services, and other appropriate services;
4. Homeless students are identified and provided proper access to free school meals;

5. The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
6. Public notice of the educational rights of homeless children and youths is disseminated where such children receive services (e.g., schools, family shelters, soup kitchens);
7. Enrollment disputes are mediated in accordance with Paragraph C, Placement and enrollment, above; and
8. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school selected;
9. Unaccompanied youths are enrolled in school, have opportunities to meet the same challenging state academic standards as the state establishes for other children and youths, are informed of their status as independent students under section 480 of the Higher Education Act of 1965 (HEA) (20 U.S.C. 1087vv) for federal student aid purposes, and their right to receive verification of this status from the local liaison;
10. Barriers that prevent homeless students from receiving credit for full or partial coursework satisfactorily completed while attending a prior school are identified and removed;
11. Affirm whether homeless students meet the U.S. Department of Housing and Urban Development (HUD) definition of homelessness to qualify them for HUD homeless assistance programs and refer homeless families and students to housing and other services;
12. Assist parents, guardians, and unaccompanied youth in obtaining immunizations, health screenings, guardianship records, and other documents normally required for enrollment; and
13. Assist unaccompanied youths in connecting with needed supports such as housing assistance, health care and other services.

In addition to the duties and responsibilities listed above, the district liaison will work to improve systems to identify homeless students and coordinate with the district's nutrition program to ensure that each homeless student has proper access to free school meals, and that applicable accountability and reporting requirements are satisfied.

The district will inform school personnel, service providers, and advocates working with homeless families of the duties of the district homeless liaison.

€ E. Dispute Resolution Procedure

The District will ensure that the child/youth attends the school in which they sought enrollment while the dispute process is being carried out.

1. Notification of Appeal Process

If the district seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, the school district will inform the parent or the unaccompanied youth of the right to appeal. The district will provide the parent or the unaccompanied youth with written notice including:

- a. An explanation of the child's placement and contact information for the district and OSPI homeless liaison, including their roles;
- b. Notification of the parent's right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;
- d. A description of the dispute resolution process; including a petition form that can be returned to the school to initiate the process and timelines; and
- e. A summary of the federal legislation governing placement of homeless students (McKinney-Vento Act).

2. Appeal to the School District Liaison – Level I

If the parent or unaccompanied youth disagrees with the district's placement decision, they may appeal by filing a written request for dispute resolution with the district's homeless liaison or a designee. If submitted to the school, it will be immediately forwarded to the homeless liaison. The request for dispute resolution must be submitted within fifteen (15) business days of receiving notification of the district's placement.

The liaison must log the complaint including a brief description of the situation and reason for the dispute and the date and time of the complaint was filed.

- a. A copy of the complaint must be forwarded to the liaison's supervisor and the Superintendent.
- b. Within five working days of the receiving the complaint, the liaison must provide the parent or unaccompanied youth with a written decision and notification of the parent's right to appeal.
- c. The district will verify receipt of the Level I decision;
- d. If the parent or unaccompanied youth wishes to appeal, notification must be provided to the district liaison within ten business days of receipt of the Level I decision. The liaison shall provide the appellant with an appeals package containing:
 - The complaint filed with the district liaison at Level I;
 - The decision rendered at Level 1; and
 - Additional information provided by the parent, unaccompanied youth and/or homeless liaison.

3. Appeal to the School Superintendent – Level II

The parent or unaccompanied youth may appeal the district's liaison's decision to the superintendent or the superintendent's designee using the appeals package provided at Level I.

- a. The superintendent will arrange for a personal conference to be held with the parent within five business days of receiving the Level I appeals package.
- b. Within five business days of the conference with the parent or unaccompanied youth the superintendent will provide that individual with a written decision **with supporting evidence** and notification of their right to appeal to OSPI.
- c. The district will verify receipt of the Level II decision.
- d. A copy of the superintendent's decision will be forwarded to the district's homeless liaison.
- e. If the parent or unaccompanied youth wishes to appeal to OSPI, notification must be provided to the district homeless liaison within ten business days of receipt of the Level II decision.

5. Appeal to the Office of the Superintendent of Public Instruction – Level III

- a. The district superintendent will forward a copy of the Level II decision and all written documentation to the OSPI homeless liaison with five days of rendering a decision. The district will submit the entire dispute package to the OSPI in one complete package by U.S. mail.
- b. The OSPI's homeless education coordinator or designee, along with the appropriate agency director, and/or agency assistant superintendent will make a final decision within fifteen (15) business days of receiving the appeal.
- c. OSPI's decision will be forwarded to the district's homeless liaison. The liaison will distribute the decision to the parent or unaccompanied youth and the local superintendent.
- d. OSPI's decision will be the final resolution for placement of a homeless child or youth in the district and
- e. The district will retain the record of all disputes, at each level, related to the placement of homeless children.

D. Inter-District Disputes

If districts are unable to resolve a dispute regarding the placement of a homeless student, either district may submit a written request to OSPI seeking resolution.

OSPI will resolve the dispute within ten business days of notification of the dispute and inform all interested parties of the decision.

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

This agreement will be in effect: **September 1, 2019 to August 31st, 2020** and will be due for review of continuation for the next school year on **August 31, 2020**.

I. **Purpose of Interagency Agreement:**

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

It is the intent of this agreement to:

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

II. **Agency Responsibilities:**

Responsibility of the school district:

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

Responsibility of the QIN TANF Program:

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

Edw Brooks
QIN TANF Lead Youth Advocate

11/27/19
Date

School District Representative

Date

2019 Surplus

School Board: 12/10/19

Quantity	Description	Manufacturer	Model #	Color or Detail	Condition	Administrator	Building	Date added to list
6	Large Kettle Drum				fair	Hoehn	MJH	11/13/19
1 lot (6-8)	Wrestling mats				poor	Hoehn	MJH	11/13/19
12	Music stands			black	fair	Hoehn	MJH	11/13/19

CERTIFICATED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Carl Johnson	District	Orchestra Teacher	01/06/20

Substitute Certificated:

Michelle Sturges

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Mirsa Ortuno	Robert Gray Elementary	School Office Coordinator	01/06/20

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

<u>Name</u>	<u>Position</u>	<u>To:</u>	<u>From:</u>	<u>Effective Date</u>
Robert Allen	Para-educator	Stevens Elementary	Miller Jr. High School	12/02/19

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brooke Bowman	A. J. West Elementary	Para-educator	12/20/19-01/10/20
Shannon Harris	Aberdeen High School	Para-educator	12/05/19-12/19/19
A'Dee Walker	Aberdeen High School	Assistant Secretary	12/16/19-01/05/20

EXTRA-CURRICULAR CONTRACT: We recommend the Board approve the following extra-curricular contract:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Eleanore Machowek	Aberdeen High School	Assistant Coach – Girls' Wrestling .25 FTE	12/06/19

Substitute Classified:

Mason Campeau
Stephanie Harriman
Mercades Lash

Substitute Classified Resignation:

Heather Smith-Ruiz – Effective 11-21-19