

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

Regular Meeting of the Board of Directors  
Community Room, Aberdeen High School  
June 4, 2019

**AGENDA**

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

Flag Salute

**Consent Agenda**

1. Minutes
2. Trip Requests
3. Correspondence

Comments from Board Members

Comments from Student Representative

Comments from the Audience

1. "Ozobit" Demonstration

Old Business

1. [New Science Curriculum](#)
2. [New Instructional Materials](#)

Superintendent's Report

1. 2018-2019 Focus Areas
2. Budget Update
3. Stevens School Planning
4. Facility Usage
5. End-of-Year Activities

Teaching and Learning

1. [MTSS Report](#)

New Business

1. [Resolution 2019-08 WIAA](#)
2. [True North Agreement](#)
3. [City University Agreement](#)
4. [MyTRL Agreement](#)
5. [2019-2020 Board Meeting Dates](#)
6. [Surplus CTE Equipment](#)
7. Next Meeting

Board Meeting Agenda  
June 4, 2019

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

June 4, 2019 – Community Room, Aberdeen High School

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

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on May 21, 2019, are enclosed for your review and approval.
2. Trip Request
  - a. SkillsUSA at Aberdeen High School is requesting permission to travel to the national conference and competition in Louisville, Ky., on June 22-29.
3. Correspondence
  - a. A letter from OSPI has been received granting the Board’s request for a waiver from the 180-day requirement through 2022 in order to reduce half days by holding parent conferences on two days in the fall and in the spring.
  - b. A letter from OSPI has been received granting the Board’s request for a waiver from the 180-day requirement and allowing the 8<sup>th</sup> Grade class at Miller Junior High School to start school one day later than the 6<sup>th</sup> and 7<sup>th</sup> Grades in order to complete the transition to a 6-8 middle school.

Comments from Board Members

Comments from Student Representative

Comments from the Audience

1. Ozobit Demonstration – Rhonda Turner, a teacher at A.J. West Elementary School, and some of her students will demonstrate how they’re learning to code with “Ozobits.”

Old Business

1. New Science Materials – The science curriculum for Grades 6-12 that was reviewed at the May 21 meeting is presented tonight for second reading and adoption. [Enclosure 2](#)
2. New Instructional Materials – The recommended instructional materials that were reviewed at the May 21 meeting are presented tonight for second reading and adoption. [Enclosure 3](#)

## Board Information

June 4, 2019

- a. *Environment: The Science Behind the Stories* by Withgott & Laposata and published by Pearson for use in science classes at Aberdeen High School.
- b. *School-Connect* by K. Beland, J. Douglass and R. Matheny and published by School-Connect for use in the Special Education PASS Program at Aberdeen High School.
- c. *Human Journey: Modern World* published by Holt, Rinehart and Winston for use in social studies classes at Aberdeen High School.
- d. *Heart of Darkness* by Joseph Conrad and published by Norton for use in English classes at Aberdeen High School.
- e. *Character Strong* by J. Norlin, L. Norlin and H. Kraft and published by Character Strong for the social-emotional learning portion of advisory at Aberdeen High School.
- f. *Inspire Science* by various authors and published by MacGraw-Hill for use in science classes at Aberdeen High School and Miller Junior High School.
- g. *Habits of a Successful Middle School Musician* by Scott Rush and published by GIA Publications for use in music/ band classes at Miller Junior High School.

## Superintendent's Report

1. 2018-2019 Focus Areas – Superintendent Henderson will provide an update on the focus areas for 2019-2020.
2. Budget Update – Superintendent Henderson will provide an update on state funding for schools and planning for the 2019-2020 budget. [Enclosure 4](#)
3. Stevens School Planning – Superintendent Henderson will discuss next steps in the planning for a new Stevens Elementary School.
4. Facility Usage – Superintendent Henderson will discuss a planned review and update of the process and rates for private groups seeking to use District facilities.
5. End-of-Year Activities – Superintendent Henderson will share information about end-of-year events taking place in the schools.

## Teaching and Learning

1. MTSS Report – Teaching and Learning Director Traci Sandstrom will report on the work taking place to implement Multi-Tiered Systems and Supports. [Enclosure 5](#)

## New Business

1. Resolution 2019-08 WIAA – Resolution 2019-08 Renewing Membership in the Washington Interscholastic Activities Association and delegating authority for

regulation of extra-curricular activities is presented for your review and approval.  
[Enclosure 6](#)

2. True North Agreement – The cooperative agreement with ESD 113 to provide the True North Student Assistance and Treatment Services in 2019-2020 is presented for your review and approval. [Enclosure 7](#)
3. City University Agreement – City University is requesting approval of a revised memorandum of agreement to reflect the addition of alternative routes for students. [Enclosure 8](#)
4. MyTRL Agreement – An agreement with Timberland Regional Library to provide library cards for students in partnership with the schools is presented for your review and approval. [Enclosure 9](#)
5. 2019-2020 Board Meeting Dates – The 180-Day calendar for 2019-2020 has been updated to reflect Board meeting dates and the August 29 start date for Miller 8<sup>th</sup> Grade. [Enclosure 10](#)
6. Surplus CTE Equipment – The CTE program has maximized use of three Craftsman tool boxes and is requesting that they be declared surplus. [Enclosure 11](#)
7. Next Meeting – The next regular meeting of the Board is set for 5 p.m. Tuesday, June 18, 2019, in the Community Room at Aberdeen High School.

#### Comments from the Audience

#### Executive Session

At this time the meeting will recess for an executive session expected to last 60 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 12](#)
  - a. Certificated
  - b. Classified

ADJOURN

**ABERDEEN SCHOOL DISTRICT NO. 5**

Minutes of the Regular Meeting of the  
Board of Directors – May 21, 2019

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5 p.m. Tuesday, May 21, 2019, in the Community Room at Aberdeen High School. Directors present were Jennifer Durney and Bill Dyer, along with Superintendent Alicia Henderson, student representative Katie Lewis and 38 patrons and staff. Directors Erin Farrer and Jeff Nelson were excused. The meeting began with the Flag salute.

CALL TO ORDER

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 May 7, 2019; April payroll vouchers 827420 through 827464 totaling \$3,502,376.15; General Fund vouchers 827465 and 827493 through 827602 totaling \$1,027,566.30; ASB Fund vouchers 827466, 827468 through 827492 and 827603 totaling \$34,848.82, and Capital Projects Fund voucher 827467 in the amount of \$392,727.88; a request from GEAR UP at Miller Junior High School to send six students to Gonzaga for a leadership camp and five students to Western Washington University for a college knowledge camp in June, and a gift to the District from the Vaughan Co. in the amount of \$1,000 to help FBLA students defray the cost of attending the national leadership conference and competition in San Antonio, Texas.

CONSENT AGENDA

Director Jennifer Durney discussed her experience serving as a judge for Senior Boards at Aberdeen High School and how impressed she was with the students' presentations. Director Bill Dyer agreed, adding that serving on a Senior Board panel reminds him of the diverse opportunities students have in Aberdeen – music, athletics, drama, art, FFA, FBLA, SkillsUSA, medical careers, automotive, construction, etc.

COMMENTS FROM  
BOARD MEMBERS

Director Bill Dyer discussed the AHS Marching Band's trip to Victoria, B.C. He said once again the students performed extremely well and served as excellent ambassadors for Aberdeen.

Director Dyer invited everyone to the Grays Harbor Symphony's concert on Sunday, June 2, when the AHS orchestra students will perform with the symphony.

President Sandra Bielski said she appreciated sitting in on the entrance and exit conferences with state auditors. She said it's always nice to hear the auditors speak about the professionalism and cooperation of District staff. She added that the auditors praised Doris Daly from the Business Office in their report for the tremendous support she provided during the process.

Student Representative Katie Lewis reported it's been busy at Aberdeen High School with events such as the Silver and Gold Banquet, planning for the 8th Grade Visit, the CNA pinning ceremony, the AHS Marching Band's trip to Canada, senior signing day, and spring testing. She also reported that the high school is creating a Hope Squad, which is a nationwide suicide prevention and depression support group where students are trained to recognize warning signs in depressed or suicidal peers, and bring their concern to an adult.

STUDENT  
REPRESENTATIVE

Angela Crowley, director of Grays Harbor Outpatient Services for Behavioral Health Resources, told the School Board that it has been a pleasure to work with the Aberdeen School District staff in partnership to streamline and improve access to mental health therapy for qualified students. A key component has been to provide the option of scheduling an appointment at school, she said. Having therapists come to the schools for appointments removes the barrier of transportation and work conflicts for parents.

COMMENTS FROM  
THE AUDIENCE

Katie Hirschfeld, a teacher at Harbor High School, read a letter to the School Board asking for reconsideration of the budget reductions at her school.

Keelee Frost, also a teacher at Harbor High School, read a letter signed by the staff, urging that full staffing be restored.

Gayle Anderson, office coordinator at Harbor High School, submitted a letter urging restoration of an office position.

Superintendent Alicia Henderson thanked staff for their comments and letters, and added that because the school serves more than just Aberdeen students, the goal going forward will be to encourage out-of-the-box thinking and explore partnerships.

Harry Carthum of Aberdeen, a member of the board of trustees at the Capital Region ESD 113, and Dana Anderson, superintendent of ESD 113, presented information about the services and programs offered at the ESD.

ESD 113

Superintendent Henderson thanked Natalie Hurd and Katie Lewis for their outstanding representation and noted it's time to begin the process of selecting next year's representatives. Director Jennifer Durney agreed to be on the interview committee.

SUPERINTENDEN  
REPORT

Superintendent Henderson reported significant progress is being made in each of the focus areas and she will present a review in June with directions for 2019-2020.

2018-2019 FOCUS  
AREAS

Superintendent Henderson reported that auditors have completed their audit of the 2017-2018 school year and conducted the exit conference on May 14. She said there are no findings regarding financial accounting, but that several procedural findings related to federal grants will be in their report. All have been corrected.

2017-2018 AUDIT

Superintendent Henderson presented preliminary financial information related to the 2019-2020 budget that was also shared with the Budget Advisory Committee. She reported deep concern about the potential cost of the new state benefit system for employees, which is significantly underfunded by the state.

2019-2020 BUDGET  
PREPARATIONS

Teaching and Learning Director Traci Sandstrom presented the department's May report. Under Post-Secondary Success, Director Sandstrom shared a tracking spreadsheet that Ashley Kohlmeier uses at Aberdeen High School in her AVID elective class where every student has applied for scholarships with \$1.5 million in awards so far. Under Science, Director Sandstrom discussed the work of the science adoption team in selecting a new curriculum for Grades 6-12 and the work taking place with 5<sup>th</sup> Grade teachers and Pacific Educational Institute. Under PBIS, Director Sandstrom discussed Positive Behavior Intervention and Supports, which includes the work taking place in the District for MTSS (multi-tiered systems and supports) and Social Emotional Learning (SEL) implementation. Under Technology, Director Sandstrom discussed the standardization of staff devices that could result in significant savings and reported that the laptops being turned in by the senior class will be redistributed in the fall to maintain a 1:1 environment in high school. Under Miscellaneous, Director Sandstrom discussed the Hope Squad being formed at Aberdeen High School; announced that Grays Harbor College and the Aberdeen, Hoquiam and Montesano school districts are partnering to offer a two-day summer conference for educators, and noted that the Legislature has funded up to 14 hours of professional development for para-educators that the district will implement in 2019-2020.

TEACHING AND  
LEARNING REPORT

Teaching and Learning Director Traci Sandstrom and science teachers Ken Erickson, Lori Snyder and Chelsea Allee presented the science curriculum for Grades 6-12 for the first reading. A 10-member committee began meeting last fall and reviewed materials from three publishers, eventually selecting the Inspire curriculum from McGraw-Hill. In addition to aligning to state standards, the materials and content meet the challenges and needs of students at all ability levels, the committee reported, while also providing the materials and supports teachers need for usability and differentiation. The selection committee also included teachers David Bruncke, Christopher Howell, Eric Williamson, Katina Gamleah, Sally Holt and Gayla Stewart.

NEW SCIENCE  
CURRICULUM

Teaching and Learning Director Traci Sandstrom presented for first reading the following as recommended by the Instructional Materials Committee:

INSTRUCTIONAL  
MATERIALS  
COMMITTEE

*Environment: The Science Behind the Stories* by Withgott & Laposata and published by Pearson for use in science classes at Aberdeen High School;

*School-Connect* by K. Beland, J. Douglass and R. Matheny and published by School-Connect for use in the Special Education PASS Program at Aberdeen High School;

*Human Journey: Modern World* published by Holt, Rinehart and Winston for use in social studies classes at Aberdeen High School;

*Heart of Darkness* by Joseph Conrad and published by Norton for use in English classes at Aberdeen High School;

*Character Strong* by J. Norlin, L. Norlin and H. Kraft and published by Character Strong for the social-emotional learning portion of advisory at Aberdeen High School;

*Inspire Science* by various authors and published by McGraw-Hill for use in science classes at Aberdeen High School and Miller Junior High School, and

*Habits of a Successful Middle School Musician* by Scott Rush and published by GIA Publications for use in music/ band classes at Miller Junior High School.

Elyssa Louderback, executive director of business and operations, presented the Fiscal Status Report for April. Of the \$49.25 million budgeted for expenditures, \$32.84 million has been spent to date, which is 66.68 percent of the budget with 66.67 percent of the fiscal year elapsed. In the fund summary, she reported an ending fund balance of \$1,756,228.08 in the General Fund, \$2,260,418.95 in the Capital Projects Fund; \$2,163,352.74 in the Debt Service Fund, \$270,876.79 in the ASB Fund, and \$194,191.83 in the Transportation Vehicle Fund.

FISCAL STATUS  
REPORT

Director Louderback reported that Roglin's Inc. has begun the site work at Miller Junior High School for the new modular classroom building that will house the 6<sup>th</sup> Grade.

MILLER MODULAR  
BUILDING

Athletic Director Aaron Roiko reported that the cost of ASB cards at Miller Junior High School will increase from \$25 to \$30.

MILLER ASB CARDS

On a motion by Director Bill Dyer and seconded by Director Jennifer Durney, the Board approved renewal of the contract with Denny Bickar to provide First Aid and CPR instruction for staff in the District.

FIRST AID  
CONTRACT



On a motion by Director Bill Dyer and seconded by Director Jennifer Durney, the Board approved an extension of the 2018-2019 contract with Grays Harbor Beauty College to August 31, 2019. CTE Director Lynn Green reported that the Beauty College will be closing and this is the final contract with the current owner. She is hopeful that a buyer will be found or that another provider will come to the area.

COSMETOLOGY  
CONTRACT  
EXTENSION

On a motion by Director Bill Dyer and seconded by Director Jennifer Durney, the Board approved a contract with Pioneer Healthcare Services to place Rachel Bromberg in the District as an occupational therapist.

OCCUUPATIONAL  
THERAPIST

On a motion by Director Jennifer Durney and seconded by Director Bill Dyer, the Board approved a contract with Advanced Medical Personnel to place Amy Besecker in the District as a speech language pathologist.

SLP CONTRACT

Director Traci Sandstrom presented a report outlining the referral process for students who may need mental health therapy. She discussed the work taking place to streamline access to Behavioral Health Resources. Because transportation and parent work schedules can be barriers to students receiving services, she reported that BHR now provides the option of having therapists come to the school.

BHR REFERRAL  
PROCESS

On a motion by Director Jennifer Durney and seconded by Director Bill Dyer, the Board declared as surplus a cash register, several dozen tables and 200 chairs.

SURPLUS  
MATERIALS

The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, June 4, 2019, in the Community Room at Aberdeen High School.

NEXT MEETING

At 6:43 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 30 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee and to consider real estate matters). At 6:52 p.m., the session convened. The session was extended for 10 minutes, 15 minutes and five minutes. The regular meeting reconvened at 7:52 p.m.

EXECUTIVE  
SESSION

On a motion by Director Bill Dyer and seconded by Director Jennifer Durney, the Board approved the Personnel Report on a 2-1 vote.

PERSONNEL  
REPORT

Under certificated matters the Board approved the hiring of Janine Malone as a school nurse for the District, Todd Bridge as a health/PE teacher at Aberdeen High School, Natalie Tillery as a math teacher .88 FTE at Aberdeen High School, Janet Dayton, Robert Kershner and Ann Tracey as ELA/social studies teachers at Miller Junior High School, Marshall Lentz as a math/science teacher at Miller Junior High School, Paige Pierog as a 5<sup>th</sup> Grade teacher at Central Park Elementary, Rees Sturm as a 1<sup>st</sup>/2<sup>nd</sup> Grade teacher at Central Park Elementary, and Kerry Tadique as a Kindergarten/1<sup>st</sup> Grade teacher at Central Park Elementary, all effective August 28; approved hiring Mark Borgens as the APEX teacher, Gienelle Harless as the pre-algebra teacher, Maureen Lewis as the ELA teacher, Tricia Matisons as the pre-algebra teacher, William Rabung as the ELA support teacher, Natalie Tillery as the algebra teacher, and Jessie Winter as the Math teacher, for summer school at Aberdeen High School effective June 17; approved hiring Shelbie Dickson for culinary arts, Tracy Ecklund for photography Lindsey Kargbo as the health care teacher, Michael Machowek as the Cultivating Roots teacher, Cory Martinsen as the construction teacher and Mark Sundstrom as the automotive teacher for summer school at the Twin Harbors Skill Center effective June 17; Kris Bitar as an ELA teacher, Christopher Howell as a math/science teacher, and Scott Morrison as a social

CERTIFICATED

studies teacher for summer school at Harbor High School effective June 17; Brian Allen as a summer school teacher at the Detention Center effective June 17 and Linda Hayes as a summer school teacher at the Detention Center effective July 17; approved issuance of 2018-2019 National Board Certification stipends to Heidi Armenta, Karen Brown, Tamarie Butcher, Lisa Carney, Chris Collin, Allison Fagerstedt, Joseph Fagerstedt, Doris Hatton, Mona Heggie, Myka Jugum, Dianne King, Martha Lennier, Maureen Lewis, Mary Mainio, Maria Mays, April Meissner, Amber Melville, Cindy Miller, Julie Niemi, Dana Persson Zora, Donna Portmann, Jolene Powell, Marnie Ranheim, Eleanor Robbins, Judith Serrano, Melissa Smith, Gayla Stewart, Stacy Swinhart, Patricia Timmons, and Sara Verde; accepted resignations effective June 14 from Carol Matthews and Elizabeth Paul as speech language pathologists for the District, Dustin Leithold as an ELA/social studies teacher at Miller Junior High School, and from Rebecca Jones as a 5<sup>th</sup> Grade teacher at Robert Gray Elementary School; approved a leave of absence for Stephanie Hoffman, a 1<sup>st</sup> Grade teacher at A. J. West Elementary School, effective May 1 to June 14, 2019; approved the hiring of Therese Litzsey-Adams as a substitute for the District and accepted the resignation of Michaela Ecklund as a substitute effective May 6.

Under classified matters, the Board approved the hiring of Devyn Craig, Nikkol Daniels, Jeri Distler, Tedd White, and Carrie Smith as para-educators for summer school at Aberdeen High School effective June 17; the hiring of Rick Stallo as summer school coordinator effective June 1; Gayle Capsel as the summer school coordinator at Harbor High School effective June 17; Susan Grover as a para-educator at the Detention Center effective June 17; approved the hiring of Patty Barber as a cook, Pamela Giroski as a Food Service worker, Session 1-2, Jennifer Lytle as a Food Service worker and Donna Pearson as a Food Service worker/transport, all for summer school effective June 17; accepted the resignation of Leopoldo Sanchez Villalpando as a para-educator at Aberdeen High School effective June 14; approved a leave of absence for Dominique Gebauer-Levao, a para-educator at Central Park Elementary School, effective August 28, 2019, to June 10, 2020; accepted the resignation of Clarence Sawyer as head football coach at Miller Junior High School effective May 14; and approved the hiring of Charlotte Mullen as a substitute for the District.

On a motion by Director Jennifer Durney and seconded by Director Bill Dyer, the Board approved the 2019-2020 Classified Staffing List after approving an amendment to correct an error and remove John Burger.

On a motion by Director Jennifer Durney and seconded by Director Bill Dyer, the Board approved the 2019-2022 Collective Bargaining Agreement with the Public School Employees of Washington, SEIU No. 1948.

There being no further business, the regular meeting was adjourned at 7:54 p.m.

CLASSIFIED

2019-2020  
CLASSIFIED  
STAFFING LIST

2019-2022 PSE  
COLLECTIVE  
BARGAINING  
AGREEMENT

ADJOURN

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Alicia Henderson, Secretary

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Sandra Bielski, President



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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Chris Reykdal Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

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May 29, 2019

Superintendent Alicia Henderson, Ph.D.  
Aberdeen School District  
216 North G Street  
Aberdeen, WA 98520

RE: 180-day School Year Waiver Request for Parent-Teacher Conference Days

Dear Superintendent Henderson,

The Office of Superintendent of Public Instruction (OSPI) received a 180-day School Year Waiver application for the purpose of parent-teacher conference days from Freeman School District on May 15, 2019. Under certain circumstances, OSPI has the authority to grant waivers to school districts from the basic education requirement of a minimum 180-day school year (RCW 28A.300.750, 28A.150.200 through 28A.150.220).

OSPI evaluated Aberdeen School District's waiver request and determined that the district has met the requirements set forth in WAC 180-18-050(3). Therefore, OSPI approves the waiver request for the following days and school years:

Aberdeen School District			
School Year(s)	2019-2020	2020-2021	2021-2022
Number of Days	4	4	4

If you have questions, please contact Kristin Murphy, OSPI waiver coordinator at [Kristin.Murphy@k12.wa.us](mailto:Kristin.Murphy@k12.wa.us) or 360-725-6133.

Sincerely,

Chris Reykdal  
State Superintendent of Public Instruction



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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*Chris Reykdal* Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

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May 29, 2019

Superintendent Alicia Henderson, Ph.D.  
Aberdeen School District  
216 North G Street  
Aberdeen, WA 98520

RE: 180-day School Year Waiver Request

Dear Superintendent Henderson,

The Office of Superintendent of Public Instruction (OSPI) received a 180-day School Year Waiver application from Aberdeen School District on May 15, 2019. Under certain circumstances, OSPI has the authority to grant waivers to school districts from the basic education requirement of a minimum 180-day school year (RCW 28A.300.750, 28A.150.200 through 28A.150.220). The district requested a waiver for the purpose of adjusting the first day of the 2019-2020 school year for incoming 8<sup>th</sup> grade students to be one day later than for incoming 6<sup>th</sup> and 7<sup>th</sup> grade students. The staggered start date will allow incoming 6<sup>th</sup> and 7<sup>th</sup> grade students a focused transition day to the middle school building. August 28, 2019 will be the first day of school for 6<sup>th</sup> & 7<sup>th</sup> grade students; August 29, 2019 will be the first day of school for 8<sup>th</sup> grade students.

OSPI evaluated Aberdeen School District's waiver request and determined that the district has met the requirements set forth in WAC 180-18-040 and 180-18-050. Therefore, OSPI approves the waiver request for the following days and school years:

Aberdeen School District – 8 <sup>th</sup> grade only			
School Year(s)	2019-2020		
Number of Days	1		

If you have questions, please contact Kristin Murphy, OSPI waiver coordinator at [Kristin.Murphy@k12.wa.us](mailto:Kristin.Murphy@k12.wa.us) or 360-725-6133.

Sincerely,

Chris Reykdal  
State Superintendent of Public Instruction



*Our Children,  
Our Schools,  
Our Future*

# Secondary Science Curriculum Recommendation

Spring 2019

# Curriculum Adoption Team

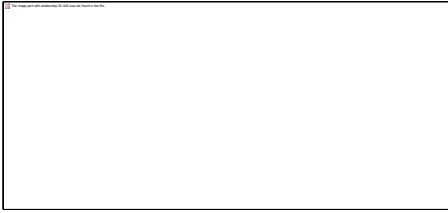
Name	District Role
David Bruncke	Teacher AHS
Christopher Howell	Teacher Harbor High
Eric Williamson	Teacher Miller JH
Lori Snyder	Teacher Miller JH
Chelsea Allee	Teacher Miller JH
Katina Gamleah	Teacher AHS
Sally Holt	Teacher Miller JH
Traci Sandstrom	Teaching & Learning
Ken Erickson	Teacher AHS
Gayla Stewart	Teacher A J West

Process facilitated by Capital Region ESD 113 Teaching and Learning

# Team Charge and Purpose

**Charge:** Combine knowledge of the Next Generation Science Standards (NGSS) with knowledge of the present and shifting demographics of the Aberdeen student body to review, evaluate, and recommend a secondary science curriculum.

**Purpose:** To provide a curriculum with sequenced skills and concepts, meeting the NGSS for all students, that ensure science success for *all* junior high and high school learners in the Aberdeen School District.



# Standards

**Next Generation Science Standards (NGSS):** The NGSS focus on helping students use science to make sense of phenomena (observable events) in the natural and designed world and to use engineering practices to solve problems.

## **Three dimensions of NGSS:**

- **Crosscutting Concepts**- links domains of science; cause and effect, scale, proportion and quantity
- **Science and Engineering Practices**-use and construct models as helpful tools to represent ideas and explanations
- **Disciplinary Core Ideas**-understanding or investigating complex ideas and solving problems



# Adoption Timeline

- **School year 2017- 2018:** Juniors take the Washington Comprehensive Assessment of Science (WCAS) for the first time; ASD science teachers express gaps between existing curriculum and demands of NGSS
- **Fall-Winter 2018:** Curriculum Adoption Team (CAT) meetings began with ESD facilitator to review programs
- **Winter-Spring, 2019:** Curriculum investigations, CAT meetings
- **Spring-Summer, 2019:** Order, delivery of curriculum, training
- **Fall, 2019:** Implementation into classrooms with ongoing fidelity checks and staff support/training

# Evaluation Tools and Resources

- **Primary Evaluation for Essential Criteria (PEEC)** for Next Generation Science Standards Instructional Materials Design
- **NextGen Science site and link to EQulP Protocol** for evaluating the alignment of lessons, units, and modules to the CCSS and for analyzing the relationship between student work and the quality and alignment of instructional materials
- **Online Instructional Materials Reviews**

# ASD Demographic Trends

## Population trend

- Steady the last eight years, varying between 3,200 and 3,500 students

## Ethnicity trend

- The percent of students identifying as Hispanic/Latino has nearly doubled the last ten years

## Other data

- In the last ten years, the percentage of **students with disabilities** has increased more than 30%
- ESSA data shows a need to focus on ELA and Math proficiency for English Learners and Students with Disabilities

# Curriculum Requirements

Objective measures for ensuring fidelity to CAT requirements:

- Content **meets requirements of NGSS** (overall and at each grade level)
- Content **meets the rigor** of NGSS standards to provide college and career readiness
- Materials and content meet the challenges and needs of **students at all ability levels**
- Materials contain **teacher supports** for usability and differentiation
- Assessments **align** with the major features of NGSS standards

# Programs Investigated

- **Pearson** “Elevate” (middle school) and accompanying high school program
- **McGraw-Hill** “Inspire”
- **STEMScopes**

# Evaluation/Review

Applied aspects of the PEEC and EQuIP tools most relevant to Aberdeen students and teachers

- Programs not fully meeting ASD needs
  - Pearson
  - STEMScopes
- Program most fully meeting ASD needs
  - McGraw Hill

# Justification

## McGraw Hill:

- Explicit and clear link to NGSS practices, three dimensions
- Clear use of “5E” lesson model
- Student and teacher safety guidelines are strong
- Strong digital supports to meet learner and teacher needs
- Scaffolding
- Lends itself to differentiation
- Clear, consistent layout/navigation of materials
- Phenomena consistently relevant and authentic
- A “bridge” or “hybrid” between traditional and digital programs

# Ongoing Supports

- Professional development/training provided by the publisher
- Fidelity and accountability checks by building leadership



Thank you to the Aberdeen School District  
Board of Directors.

We appreciate your ongoing support and  
encouragement.

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: Katina Gamleah  
 Date: May 14, 2019  
 School: Aberdeen High School  
 Department: (secondary only) Science

**2. MATERIAL INFORMATION**

Title: Environment: The Science Behind the Stories  
 Author/Producer: Withgott & Laposata  
 Publisher: Pearson  
 Copyright: 2017  
 Price Per Item: \$126.65  
 Number of copies to be purchased: 66  
 ISBN/MHID: 978-0134485997

**3. INTENDED USE**

(Check all boxes that apply)

Grade level(s): 9th Course: AP Environmental Science

- 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)
- Web Based Curriculum/Resource
- Apps/Computer Software
- Recording/CD
- Video/DVD
- Reviewed by Technology

Lexile Readability Level 1085 L or 10<sup>th</sup>/ 11<sup>th</sup> grade level

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

This book allows students to learn about Environmental science with a special look at real world examples, problems and solutions. The ultimate goal is to give students a successful AP experience that will help them find success in all of their future AP classes. This book covers all the major and minor topics that will give students the ability to view and understand the complexity of the environmental problems to find viable solutions or starting points towards those solutions. The support includes instructor resources and supplemental testing guides and question banks.

**6. STANDARDS/CRITERIA**

1. Do concepts in the materials remain consistent with the current standards for the curricular area(s) they support?  Yes  No

2. Materials lead to learner accomplishments of the following current standards:

List most appropriate/key standards addressed:

- Common Core Literacy
- CCSS.ELA-LITERACY.RST.6-8.1      CCSS.ELA-LITERACY.RST.6-8.2      CCSS.ELA-LITERACY.RST.6-8.3
- CCSS.ELA-LITERACY.RST.6-8.4      CCSS.ELA-LITERACY.RST.6-8.5      CCSS.ELA-LITERACY.RST.6-8.6
- CCSS.ELA-LITERACY.RST.6-8.7      CCSS.ELA-LITERACY.RST.6-8.8      CCSS.ELA-LITERACY.RST.6-8.9
- CCSS.ELA-LITERACY.RST.6-8.10

Common Core Math

NGSS: HS-LS1-4; HS-PS 1, 3; HS-ES 2,3; HS-ET1

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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

Please explain: The content can be adapted to different levels but it will mainly be by the instructor. There are supplemental materials but I have yet to see them.

**7. MATERIAL EVALUATION**

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

I have been using a Withgott book already in science, though it is from 2011. The information is combined with stories that draw students into the experience as well as pictures that illustrate the issues, phenomena, and context that is current, reliable and relatable.

**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: Katina Gamleah  
Print name

Approved by Department Head *(secondary only)* David Bruncke  
Print name

Approved by Building Administrator Sherrill Northrup  
Print name

[Signature]  
Signature  
[Signature]  
Signature  
Sherrill Northrup  
Signature

10. **RECOMMENDATIONS**

Recommended by instructional materials committee:  Yes  No

11. **FINAL APPROVAL**

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	5/16/19	David Bruncke		
School Board				

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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

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

**1. GENERAL INFORMATION**

Name of Submitter/Committee: PASS/William Rabung  
 Date: May 8, 2019  
 School: Aberdeen High School  
 Department: (secondary only) Special Education PASS Program

**2. MATERIAL INFORMATION**

Title: School-Connect  
 Author/Producer: K.Beland, J.Douglass & R. Matthey  
 Publisher: School-Connect  
 Copyright: Updated Yearly  
 Price Per Item: \$1065/Set  
 Number of copies to be purchased: 80 Volume Set  
 ISBN/MHID: NA

**3. INTENDED USE**

(Check all boxes that apply)

Grade level(s): 6 – 12

Course: Pass Orientation

- 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)
- Web Based Curriculum/Resource
- Apps/Computer Software
- Recording/CD
- Video/DVD
- Reviewed by Technology

Lexile Readability Level 6.0

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

SEL Curriculum; 80 lessons = 4 Modules

1. Creating a supporting learning community
2. Developing self-awareness and self-management
3. Building relationships and resolving conflicts
4. Preparing for college and the workforce

This is a hard copy, on-line curriculum, teacher guide, 4 binders, power point slides, student hand-out masters, lesson extensions and 4 posters

**6. STANDARDS/CRITERIA**

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

List most appropriate/key standards addressed:

- Common Core Literacy
- Common Core Math
- Other; Curriculum to meet Special Education goals from Individualized Education Plans, Functional Behavior Assessments and Behavior Intervention Plans

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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

Please explain:  
At a 6<sup>th</sup> grade reading level, this content is being utilized to provide students the skills necessary to become successful in all classroom settings.

**7. MATERIAL EVALUATION**

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

It is my belief that this program will allow us to promote and instruct skills for the student with special needs. They will have greater access to social skills and environmental development. This program gives strength to the students that need extra support.


**8. BIAS SCREENING**

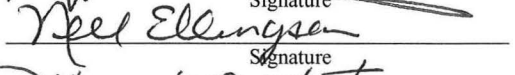
The purpose of the following questions is to alert individuals to potential biases by author/publisher. A response of "Poor" does not necessarily eliminate the material from being approved. For example, traditional and classical perspectives will be reviewed as reflecting the period in which they were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

Approved by ~~Department Head~~ (secondary only) Nell Ellingsen   
Print name Signature

Approved by Building Administrator Sherri Northington   
Print name Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee:  Yes  No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	5/16/19			
School Board				

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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1. **GENERAL INFORMATION**

Name of Submitter/Committee: Rick Stallo  
Date: April 29, 2019  
School: Aberdeen High School  
Department: (secondary only) Social Studies

2. **MATERIAL INFORMATION**

Title: Human Journey: Modern World  
Author/Producer: \_\_\_\_\_  
Publisher: Holt, Rinehart & Winston  
Copyright: 2003  
Price Per Item: \$10 - \$30  
Number of copies to be purchased: 30  
ISBN/MHID: 0030655072

3. **INTENDED USE**

(Check all boxes that apply)

Grade level(s): 10, 11, & 12

Course: Modern World History

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

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

4. **TYPE OF MATERIAL**

(Check all boxes that apply)

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

Lexile Readability Level \_\_\_\_\_

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

This text will be used in Modern World History classes. When department change curriculum to Ancient and Modern World, the text we have is inadequate for new class.

6. **STANDARDS/CRITERIA**

1. Do concepts in the materials remain consistent with the current standards for the curricular area(s) they support?  Yes  No

2. Materials lead to learner accomplishments of the following current standards:

List most appropriate/key standards addressed:

Common Core Literacy

Common Core Math

Other



Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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

Please explain:

Like our present text it can be adopted easily to accommodate all learners. Would provide a consistent message continuation from our present text.

**7. MATERIAL EVALUATION**

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

Materials are decent. Really need text for use as background reading for our Modern World class.

**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: Rick Stallo [Signature]  
Print name Signature

Approved by Department Head *(secondary only)*: Rick Stallo [Signature]  
Print name Signature

Approved by Building Administrator: Shem Northington [Signature]  
Print name Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee:  Yes  No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	5/16/19	Idandston		
School Board				

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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1. **GENERAL INFORMATION**

Name of Submitter/Committee: Ashley Kohlmeier  
Date: 4-25-19  
School: Aberdeen High School  
Department: (secondary only) English

2. **MATERIAL INFORMATION**

Title: Heart of Darkness  
Author/Producer: Joseph Conrad  
Publisher: Norton  
Copyright: 2006  
Price Per Item: \$6.00-7.00  
Number of copies to be purchased: 60  
ISBN/MHID: 1503275922

Grade level(s): 11 and 12

Course: AP Literature & Composition

3. **INTENDED USE**

(Check all boxes that apply)

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

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Large Group  |
| <input type="checkbox"/>            | Small Group  |
| <input type="checkbox"/>            | Individual Instruction                               |
| <input type="checkbox"/>            | Enrichment   |
| <input checked="" type="checkbox"/> | Other (Specify) <u>Summer reading prior to class</u> |

4. **TYPE OF MATERIAL**

(Check all boxes that apply)

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

Lexile Readability Level 970

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

This novella follows a young, European sailor through the Congo in the 1890s. Marlow tells the tale of his time in Africa dealing with and working in the ivory trade.

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:  Yes  No

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

List most appropriate/key standards addressed:

Common Core Literacy  
RL 1-6 and RL 9

Common Core Math

Other  
Writing: W1.a W1.d W1.e W1.e

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

Please explain:

As this is a college-level course, the mature content of the novel matches the standard of high-level reading expected in an AP class. The novella can be listened to via YouTube or other online sources if students need that accommodation or they prefer to listen to it while they read.

**7. MATERIAL EVALUATION**

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

This novella poses difficult and deep questions about the definition of “civil” race relations and imperialism. In the last decade the novella has become somewhat of the “darling” of AP Literature and Composition and is often explicitly referenced on the AP Exam.

**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: Ashley Kohlmeier Ashley Kohlmeier  
Print name Signature

Approved by Department Head *(secondary only)* Maureen Lewis Maureen Lewis  
Print name Signature

Approved by Building Administrator Lonni K. Tegeberg Lonni K. Tegeberg  
Print name Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee:  Yes  No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	5/16/19	Danderson		
School Board				

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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**1. GENERAL INFORMATION**

Name of Submitter/Committee: Advisory Team/Terry Dion  
 Date: May 10, 2019  
 School: Aberdeen High School  
 Department: (secondary only) Advisory/Social-Emotional Learning Curriculum

**2. MATERIAL INFORMATION**

Title: Character Strong  
 Author/Producer: J. Norlin, L. Norlin & H. Kraft  
 Publisher: Character Strong  
 Copyright: Updated Yearly  
 Price Per Item: \$4500  
 Number of copies to be purchased: Site License  
 ISBN/MHID: N/A

**3. INTENDED USE**

(Check all boxes that apply)

Grade level(s): 9 – 12 Course: Advisory

- Basic/Core
- Supplemental
- Pilot
- Teacher Resource

- Large Group
- Small Group
- Individual Instruction
- Enrichment
- Other (Specify) Advisory

**4. TYPE OF MATERIAL**

(Check all boxes that apply)

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

Lexile Readability Level \_\_\_\_\_

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

CASEL aligned social-emotional advisory curriculum. It focuses on character development, emotional development and a stronger identity and purpose in school and society.

**6. STANDARDS/CRITERIA**

1. Do concepts in the materials remain consistent with the current standards for the curricular area(s) they support?  Yes  No

2. Materials lead to learner accomplishments of the following current standards:

List most appropriate/key standards addressed:

Common Core Literacy

Common Core Math

Other Social-Emotional Learning Competency aligned.

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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

Please explain:

The learning involves SEL which is both very individualized and reflected in overall school climate. Each student has individual levels in SEL, often not directly related to academic skills and abilities. Therefore, each student will grow/learn in relation to their present level in different areas of SEL. Access to this growth is not dependent on reading levels, ELL or disabilities.

**7. MATERIAL EVALUATION**

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

Our SEL cohort felt that Character Strong was:

- Ideally suited for high school students
- Dovetailed with Miller's SEL program
- Highly accessible training and support
- Easily put into practice
- Aligned with out PBIS goals
- Positive responses from other districts already implementing

**8. BIAS SCREENING**

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

1. Presents more than one viewpoint of controversial issues.
2. Presents minorities realistically.
3. Includes contributions of minority authors.
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).
5. Facilitates the sharing of cultural differences.
6. Promotes the positive nature of differences.
7. Includes the contributions, inventions, or discoveries of women.
8. Includes the contributions, inventions, or discoveries of minorities.
9. Presents minorities in a manner that promotes ethnic pride.

Excellent	Good	Fair	Poor	N/A
X				
				X
			X	
X				
X				
				X
				X
X				

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. SIGNATURES

Submitted by: Terry Dion Terry Dion  
Print name Signature

Approved by Department Head *(secondary only)* Rick Stallo Rick Stallo  
Print name Signature

Approved by Building Administrator Shemi Northington Shemi Northington  
Print name Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee:  Yes  No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	5/16/19	Handston		
School Board				



Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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**1. GENERAL INFORMATION**

Name of Submitter/Committee: Science Adoption Committee  
 Date: May 16, 2019  
 School: Miller Jr. High, Harbor High & Aberdeen High School  
 Department: (secondary only) Science

**2. MATERIAL INFORMATION**

Title: Inspire Science  
 Author/Producer: Various  
 Publisher: McGraw-Hill  
 Copyright: 2020  
 Price Per Item: Varies based on title/online subscription & years purchased  
 Number of copies to be purchased: Teacher's Editions (approx. 23)  
Student Editions & Digital Subscriptions (approx. 815)  
Student Workbooks (approx. 1513)  
 ISBN/MHID: 978-0-07-688442-1

**3. INTENDED USE**

(Check all boxes that apply)

Grade level(s): 6,7 & 8  
9 – 12 Course: Inspire Integrated – 6,7 & 8  
Inspire Integrated, Inspire Biology,  
Inspire Physics & Inspire Chemistry

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

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

**4. TYPE OF MATERIAL**

(Check all boxes that apply)

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

Lexile Readability Level Varies by grade level

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

This adoption is to provide teachers and students the instructional materials, both online and textbooks, needed to meet the Next Generation Science Standards and Common Core Standards. These materials provide content to meet the science graduation credit requirement and the Washington Comprehensive Assessment of Science in grades 8 and 11. Current science curriculum is out of date, purchased in 2003 and is not sufficient to meet the new science standards.

**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:

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

List most appropriate/key standards addressed:

Common Core Literacy

Common Core Math

Other: The Next Generation Science Standards

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

Please explain:

Review tools used to evaluate these materials focused on the sub groups of students in the Aberdeen School District; Special Education and English Language Learners specifically.

Throughout the review process, these materials met the needs of these learners and gives teachers the resources to be able to adapt instruction.

**7. MATERIAL EVALUATION**

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

These materials were chosen for the following reasons:

- Explicit and clearly linked to NGSS practices, three dimensions
- Clear use of 5E lesson model
- Student and teacher safety guidelines are a strong component
- Strong digital supports to meet learner and teacher needs
- Scaffolding provided
- Differentiation resources provided
- Clear, consistent layout/navigation of materials
- Phenomena consistently relevant and authentic
- A bridge or hybrid between traditional and digital programs

**8. BIAS SCREENING**

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

1. Presents more than one viewpoint of controversial issues.

Excellent	Good	Fair	Poor	N/A
X				

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: Traci Sandstrom Print name Traci Sandstrom Signature  
 Approved by Department Head *(secondary only)* David Bruncke Print name David Bruncke Signature  
 Approved by Building Administrator Sherr Northington Print name Sherr Northington Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee:  Yes  No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	5/16/19	Traci Sandstrom		
School Board				

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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

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

**1 GENERAL INFORMATION**

Name of Submitter/Committee: Nick Barene  
 Date: 5/8/2019  
 School: Miller  
 Department: (secondary only) Music-Band

**2 MATERIAL INFORMATION**

Title: Habits of a Successful Middle School Musician  
 Author/Producer: Scott Rush  
 Publisher: GIA Publications  
 Copyright: 2015  
 Price Per Item: 9.99 TE 29.95  
 Number of copies to be purchased: 90  
 ISBN/MHID: 978-1-62277-182-0

Grade level(s): 7th and 8th Course: Intermediate and Advanced Band

**3 INTENDED USE**

(Check all boxes that apply)

- Basic/Core
- Supplemental
- Pilot
- Teacher Resource

- Large Group
- Small Group
- Individual Instruction
- Enrichment
- Other (Specify) Practice at home

**4 TYPE OF MATERIAL**

(Check all boxes that apply)

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

Lexile Readability Level \_\_\_\_\_

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

This book contains the building blocks of musicianship and music literacy laid out in an easy to use format. The book contains 200 examples that may be played by the entire group, as well as examples suited to home practice.

**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:  Yes  No

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

List most appropriate/key standards addressed:

Common Core Literacy

Common Core Math

Other The book is in line with WA music standards. Most applicable are MU.PR4.1.E.8 through MU.PR6.1.E.8

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

Please explain: Students will mark their books in any way that makes it easier for them to read and play the examples.

**7 MATERIAL EVALUATION**

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

This book focuses on the building blocks of musicianship, known as the 4 T's: Time, Tuning, Tone, and Technique. The book is laid out in a straightforward manner and is easy to navigate. It has five sections starting with warm ups which include stretching, interval studies, scales and scale exercises, articulation studies, dynamics, and chord progressions. Section two is made up of short chorales. Chorales are slow moving pieces that are utilized by most successful bands as an effective rehearsal tool. Section three features rhythmic sight-reading exercises that are designed to help students build their musical literacy. Section four highlights sight reading, but not just rhythm, pitch is also included. Section five contains more difficult sight-reading examples that are suited for use as audition or testing material. The exercises in sections three through five are scaled so that students can start out on easier material, and progress to more difficult examples as they improve. I have spoken to several experienced music educators who all vouched for the effectiveness of this book. This book can be used by both 7th and 8th graders. It is important for students to have their own book that they can mark in, and use in class and at home over their 7th and 8th grade years.

The book series currently in use has a confusing layout, with concepts mixed throughout the book in an illogical manner. It contains too many examples with split parts, so students are not always playing the same thing as people near them. There is a classroom set of these books and so we end up needing to replace many books as they are damaged over the year. Other books have never been used due to scarcity of that instrument. There is a full set of 7th grade books, and a full set of 8th grade books which means we buy more books every year to accomodate for changing instrumentation.

**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 reflect the period in which they were written.

1. Presents more than one viewpoint of controversial issues.

Excellent	Good	Fair	Poor	N/A
				x

2. Presents minorities realistically.

				x
--	--	--	--	---

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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: NIKK BARENE Dick B...  
Print name Signature

Approved by Department Head (*secondary only*) \_\_\_\_\_  
Print name Signature

Approved by Building Administrator LISA GRIEDD \_\_\_\_\_  
Print name Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee:  Yes  No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	5/16/19	Standerson		
School Board				

		Aberdeen School District - Revenues			
		Pre-McCleary 2017-18	Transition Year 2018-19	Post-McCleary 2019-20	Post-McCleary 2020-21
Local	Levy (and taxes)	\$5,261,861 Rate: \$4.31	\$3,410,155 Fall rate = \$4.31 Spring rate = \$1.50	\$2,474,565 Fall rate = \$1.50 Spring rate = \$2.50	\$2,949,103 Fall rate: \$2.50 Max Spring rate: \$2.50
	Other Local	\$782,807	\$909,074	\$895,592	\$913,504
State		\$37,040,111 (LEA = \$3,586,224)	\$41,538,643 (LEA = \$3,344,938)	\$42,384,027 (LEA = \$ 3,282,242 ) (HH = \$900,000 )	\$43,231,708 (LEA = \$3,523,200)
Federal		\$5,230,844	\$5,059,495 (loss of 21st Century Grant)	\$5,307,451 (does not include 21st Century Grant)	\$5,360,526
Total		\$48,315,623	\$50,917,367	\$51,061,635	\$ 52,454,841

*HH = Hold Harmless: anticipated \$900,000 one time in 2019-20*

		HOQUIAM SCHOOL DISTRICT No. 28 Linking Learning to Life			
		Pre-McCleary 2017-18 F196 <small>Includes competitive grants</small>	Transition Year 2018-19 Estimate <small>Includes competitive grants</small>	Post-McCleary 2019-20 Estimate <small>Does not include competitive grants</small>	Post-McCleary 2020-21 Estimate <small>Does not include competitive grants</small>
Local	Levy (and taxes)	\$3,055,547 Rate: \$4.95	\$1,727,190 Fall rate = \$4.95 Spring rate = \$1.50	\$1,432,373 Fall rate = \$1.50 Spring rate = \$2.50	\$1,710,269 Fall rate: \$2.50 Max Spring rate: \$2.50
	Other Local	\$998,359	\$1,120,840	\$1,031,001	\$1,060,250
State		\$16,926,157 (LEA = \$1,776,136)	\$19,627,143 (LEA = \$1,613,490)	\$21,127,026 (LEA = \$1,670,880 ) (HH = \$ 541,778)	\$20,703,579 (LEA = \$1,706,169)
Federal		\$2,335,122	\$2,424,045	\$2,407,157	\$2,432,157
Total		\$23,315,185	\$24,899,218	\$25,997,557	\$25,906,255

*HH = Hold Harmless: anticipated \$541,778 one time in 2019-20*



2019 Legislative Session - *Impacts on Education Funding*

	ASD5			HSD28		
<b>K-3 Class Size Reduction:</b> Requires ratio of 1:17 to avoid significant penalty	Ready to implement in 2019-20 with 6th to Miller move, provided additional K-3 classrooms (Penalty avoided: \$720,000)			Ready to implement in 2019-20 (Penalty avoided: \$311,194)		
<b>Special Education:</b> Additional funding for Students w/ Disabilities	Anticipated: \$125,000 (not confirmed by OSPI) <i>SpEd shortfall: \$1,500,000</i>			Anticipated: \$ 180,000 (not confirmed by OSPI) <i>SpEd shortfall: \$ 300,000</i>		
<b>Lifting of Local Levy Cap</b>	2018: \$4.31	2019: \$1.50	2020: \$2.50	2018: \$4.95	2019: \$1.50	2020: \$2.50
<b>Hold Harmless:</b> One-time payment to offset impact of "Levy Cliff" for districts severely impacted by new funding model. Increase is in "LEA", which is a state match for property poor districts.	Anticipated: \$900,000 (not confirmed by OSPI)			Hold Harmless 2019-2020 Only: \$ 541,778		

Implementation of School Employee Benefits Board (SEBB) in January 2020

	ASD5	HSD28
Provide full benefits for every employee working at least 630 hrs/yr. Includes substitutes	Anticipated cost: \$600,000 (for 50 eligible teacher substitutes)	Anticipated cost: \$0.00* (for 0 eligible teacher substitutes) <small>*Based on 18-19 YTD Sub Hours</small>
Pay health premium for employees who waive benefits	Anticipated cost: \$1,000,000 (currently no cost for 84 employees who waive benefits)	Anticipated cost: \$687,500 (currently no cost for 55 employees who waive benefits)
Pay unfunded premiums for employees.  State pays <ul style="list-style-type: none"> <li>Only for subset of district employees</li> <li>Based based on FTE% (but district must pay 100% for all employees)</li> </ul>	Anticipated cost: \$  <i>Yet to be determined</i>	Anticipated cost: \$  <i>Yet to be determined</i>

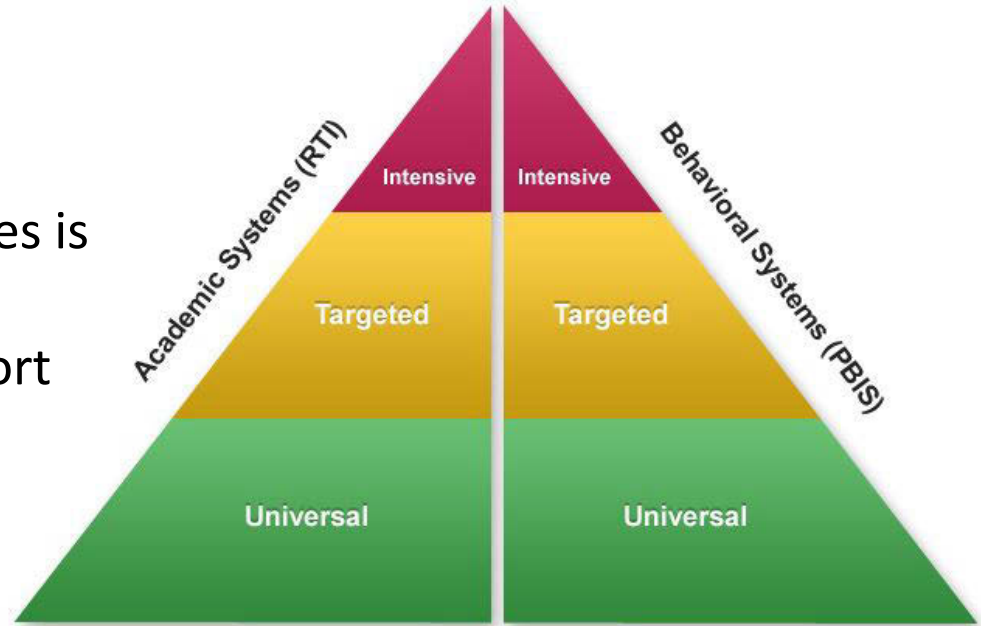


# Multi-Tiered System of Supports (MTSS)

May, 2019

# What is an MTSS Framework?

- Tiered Framework
- Meets the needs of all learners
- Data from multiple sources is used to identify students needing additional support



# Why MTSS in Aberdeen?

- All students get what they need
  - Academically
  - Behaviorally (PBIS)
- All students receive evidence -based
  - Curriculum
  - Assessment
  - Strategies
  - Interventions
- Prevention Based
- History of Success
- Informed by Research

# Tier I - Essential Components

- Academic ~ Behavior ~ Social-Emotional
  - Universal Screening
  - Core Instruction for All -
    - Using Adopted Core Materials
    - Delivered by General Education Teacher
  - Identify Areas for Additional Support



# Tier II - Intervention

- Individual Screener
  - Target need
- Small Group or Individual Instruction
  - Evidence-Based Intervention Materials
  - Delivered by General Education Teacher or Support Staff
- Progress Monitoring
  - Measure effectiveness of intervention
  - Every two weeks



# Tier III - Intervention

- In-Depth Screener
  - Disability
  - Error Analysis
- Smaller group or Individual Instruction
  - Evidence-based intervention materials
  - Delivered by General Education, Special Education, Specialist or Support Staff
- Progress Monitoring
  - Frequently/Weekly



# Family, School & Community Partnerships

- Include families in problem-solving process
- Ongoing communication
- Create welcoming environment
- Reach out to community partners for family support



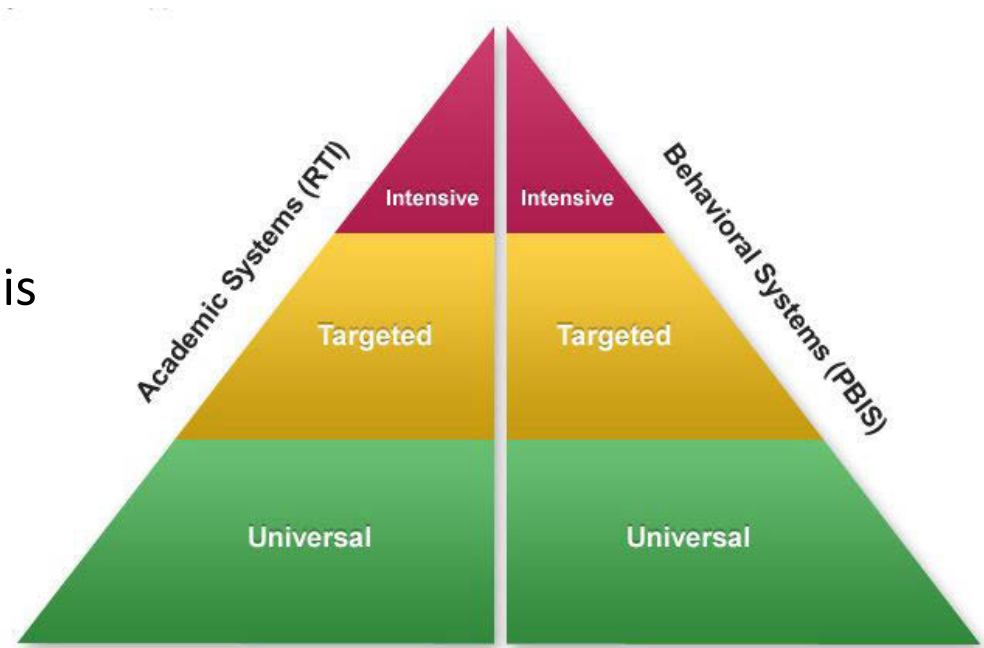


# Next Steps - Creating the Framework

- Create
  - Model for Curriculum, Instruction, Assessment
    - Academic
    - Behavior
      - PBIS
      - SEL
  - Process for problem solving student needs
  - Process for evaluating the system
- Framework for all students to access
- Building Partnerships

# Outcome

- Tiered Framework
- Meets the needs of all learners
- Problem-Solving Process
- Data from multiple sources is used to identify students needing additional support
- Family/Community communication
- Framework evaluation plan





## SCHOOL BOARD RESOLUTION 2019-08

School District Type (select one):  Public  Private  Charter  Tribal

School District Name: Aberdeen Resolution # : 2019-08 Date: June 4, 2019

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

The local **SCHOOL BOARD PRESIDENT** and **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

### DELEGATING AUTHORITY TO WIAA

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

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

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

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

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

### INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE

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

**By signing below** the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Alicia Henderson, Ph.D. Signature: \_\_\_\_\_

School Board President (if applicable): Sandra Bielski Signature: \_\_\_\_\_

School Board Members (list WIAA Contact as first school board member):

1. ERIN FARRER Signature: \_\_\_\_\_

2. JENNIFER DURNEY Signature: \_\_\_\_\_

3. DR. WILLIAM DYER Signature: \_\_\_\_\_

4. JEFF NELSON Signature: \_\_\_\_\_





# Capital Region ESD 113

Your goals, our reason

DATE: May 24, 2019

TO: Dr. Alicia Henderson, Superintendent  
Aberdeen School District

FROM: Erin Wick  
Director, Behavioral Health and Student Support  
Capital Region ESD 113  
Phone: 360.464.6849  
Email: ewick@esd113.org

RE: True North Student Assistance 2019-2020 CPWI Cooperative Agreement

This letter is to confirm Aberdeen School District's participation in ESD 113 True North Student Assistance and Treatment Services for the 2019-2020 school year. The cost share for your district will be \$14,700, which provides a Student Assistance Professional who will provide prevention, intervention, and treatment services within the school district.

Please feel free to speak directly with Katie Cutshaw, the clinical supervisor assigned to your district, at 360-209-5420, or me if you have questions about the True North services in your district this year.

Included in this letter is the cooperative agreement. Please sign the agreement as soon as possible.

ESD 113 will invoice your district one time in September, 2019, for the full amount of the agreement. Please contact Chris Chitwood, 360.464.6874 or [cchitwood@esd113.org](mailto:cchitwood@esd113.org) for questions about the invoice.



**COOPERATIVE AGREEMENT FOR SERVICES BETWEEN  
ABERDEEN SCHOOL DISTRICT  
AND  
CAPITAL REGION EDUCATIONAL SERVICE DISTRICT 113**

This agreement, pursuant to Chapter 39.34 RCW and all relevant and associated statutes, is made and entered into by and between Capital Region Educational Service District 113 (CR-ESD 113) and Aberdeen School District (School District) for the purpose of delivering Student Assistance Program services.

**DURATION**

This agreement is effective from September 1, 2019 to August 31, 2020.

The goals of this agreement are to provide integrated Student Assistance Program services that respond to risk factors that exist within the school and community environment; and by coordinating efforts between the Student Assistance Program, the School District and other Human Services agencies that improve student success.

**IN CONSIDERATION OF THE MUTUAL PROMISES AND OTHER CONSIDERATIONS RECITED  
IN THIS AGREEMENT, THE PARTIES MUTUALLY AGREE AS FOLLOWS:**

1. Participate in the Healthy Youth Survey grades 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> as administered every two years.
2. Issue a Purchase Order to CR-ESD 113 Student Assistance Program in the amount of \$14,700 for Student Assistance Program services.
3. Upon receipt of invoice from CR-ESD 113, remit amount set forth above.
4. Direct appropriate staff to sign an Oath of Permanent Confidentiality (Exhibit A) and agree to hold all information and data relating to a client's substance abuse treatment and affiliation to the CR-ESD 113's Student Assistance Program Services as confidential in accordance with Code of Federal Regulations (CFR 42 Part 2) as well as by any state or county statutes governing confidentiality.
5. Provide district level representation on the Student Support Advisory Committee for the purpose of comprehensive planning, resource allocation, and program development.
6. School Principal or designee agrees to participate fully in the school-community coalition (attending meetings monthly).
7. Aberdeen School District or designated administrator will support the True North Student Assistance & Treatment Services by:
  - Providing confidential space, locking file cabinet, internet access, and telephone for the Student Assistance Program counseling staff within each district building (in-kind match).
  - Arranging time for Student Assistance Professional to present at faculty meeting(s) to disseminate information about the program.
  - Meeting with the Student Assistance Professional weekly to review schedule of planned events and assist with logistic of planning events.

- Working with CR-ESD 113 Student Assistance Professional to support staff development training and evaluation activities (i.e. interviews, surveys and data related to student failing grades).
  - Ensuring student referral process, and student assistance teams (both student lead prevention club and faculty-community prevention partnerships) are operating.
8. Work with CR-ESD 113 Student Assistance Professional to implement the Student Assistance Program Services as defined in the program manual by:
- Allowing release time for student 1-1 counseling support, alcohol and other drug screenings and support groups.
  - Review and allow integration of the Prevention Education Series for delivery with 9<sup>th</sup> grade students.
  - Provide a point of contact for students and their families to coordinate appointments, counseling sessions, and general program information to students, families, and community.
  - Assist parents and students concerned about substance abuse problems and refer to appropriate True North staff for screening and/or referral to appropriate level of care.
  - Support and comply with all policies and procedures outlined in the Student Assistance Program manuals for the delivery of services.
9. Provide input into the evaluation of the CR-ESD 113 counseling staff and program.

**CAPITAL REGION EDUCATIONAL SERVICE DISTRICT 113 AGREES TO:**

1. Serve as lead agency for addressing the provision of prevention, intervention, and treatment services, (if available by County contract), to students attending the School District.
2. Ensure satisfactory completion and participation with Office of Superintendent of Public Instruction, Division of Behavioral Health and Recovery, RMC, and County mandated statistical gathering forms, as well as other forms necessary by appropriate agency.
3. Assist parents and students concerned about substance abuse problems in becoming aware of and being referred to appropriate staff and or community resources.
4. Employ a Student Assistance Professional to work in the School District to provide prevention, intervention, and treatment services within the School District as determined by the parties for School Year 2019-2020.
5. Pay all necessary salary and benefits including Workers Compensation for the Student Assistance Professional employed by CR-ESD 113 to work in The School District.
6. Supervise the counseling staff under the direction of Clinical Supervisors as provided by WAC 246-341-0420; 246-341-0500; 246-341-0515; and 246-341-0520.
7. Ensure that Counseling staff follow the established CR-ESD 113 Policies, Procedures, and Job Description (Exhibit B) and guidelines for the Student Assistance Program and that Counseling staff attend all CR-ESD 113 sponsored monthly Staff Meetings.
8. Coordinate all activities which include:
  - Submitting iGrant application,
  - Providing professional development course offerings related to substance abuse prevention and intervention,
  - Assisting with needs assessment data review planning and development as part of school improvement planning,

## GENERAL TERMS

Services to be provided hereunder will begin September 2019 for the school year and be completed by June 2020. Services provided by the CR-ESD 113 counseling staff will be based on the “*True North Program Model*” and may include the following:

**Screening/Assessments** – In-depth profile which includes alcohol/drug history, family use and addiction history, legal involvement, school and peer relationships, medical and emotional issues. Information is gathered during a face to face interview and from diagnostic tools. Results and recommendations are then given to the adolescent and appropriate individuals with a release of information that is signed by the client.

**Substance Abuse Education**– Utilizing the “Opportunities—Curriculum for Substance Abuse Education” interactive group sessions are designed to provide an opportunity to explore personal chemical involvement, develop an understanding the disease concept, the signs of progression and develop a commitment to abstinence.

**Individual Counseling** – Counselors meet with the adolescent on an individual basis to work on special issues, build trust and bond with counselor when these issues are unable to be addressed in a group setting.

**Group Therapy**– Utilizing the group process, the counselor encourages the client's exploration of feelings/issues that maintained the clients’ chemical usage and/or could serve as blocks to his/her recovery. The sessions assist the newly recovering client's acceptance of himself/herself as a person with a substance abuse and/or chemical dependency issue. Group size is limited to no more than twelve (12) clients.

**Family Counseling** – Counselors can provide conjoint family sessions with the adolescent present, or meet with family members alone to work on issues related to the adolescent’s chemical use, participation in the program, and other family dynamics.

**Urine Testing**–When a client is deemed appropriate for treatment, the program requires total abstinence from all mood-altering chemicals while in treatment. Each client must provide a urine specimen within twenty-four (24) hours of admission, randomly during the treatment process, and upon request as a means of discouraging the use of alcohol and other mood-altering drugs.

**Case Management** – A service provided for those adolescents involved in multiple systems that are in need of more intensive monitoring and case planning.

## TERMS AND CONDITIONS:

All rights and obligations of the parties to this agreement shall be subject to and governed by the terms and conditions contained in this Agreement.

## AGREEMENT ALTERATIONS AND AMENDMENTS:

This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

## DISPUTES AND TERMINATION:

If either party desires to dissolve their participation under this agreement for the following year, such action must be made in writing by April 15<sup>th</sup> of the prior school year.

In the event of termination, the School District waives all rights to any asset of the CR-ESD 113 except property previously held as assets or acquired during the period of this Agreement by the Participating District and placed in service on behalf of CR-ESD 113.

**ORGANIZATION AND GOVERNANCE:**

This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Agreement shall be construed to conform to those laws. The Capital Region Educational Service District’s Board of Directors is authorized as the legal administrative entity to operate as True North Treatment Services for chemical dependency according to the policies and procedures outlined for the student assistance program under its license.

**HOLD HARMLESS AND INDEMNIFICATION**

The School District agrees to hold harmless and indemnify CR-ESD 113 from any and all claims, costs, charges, penalties, demands, losses, liabilities, damages, judgments or fines, including attorney’s fees, court costs and any other related expenses that arise out of the operation of this program except for the sole negligence of CR-ESD 113.

CR-ESD 113 agrees to hold harmless and indemnify the School District from any and all claims, costs, charges, penalties, demands, losses, liabilities, damages, judgments or fines, including attorney’s fees, court costs and any other related expenses that arise out of the operation of this program except for the sole negligence of the School District.

CR-ESD 113 shall comply with the provision of Title 51 RCW, industrial insurance, CR-ESD 113 waives its immunity under Title 51 RCWS to the extent it is required to indemnify, defend, and hold harmless the School District.

**INSURANCE**

CR-ESD 113 agrees to maintain comprehensive general liability and professional liability insurance of not less than one million dollars per occurrence and shall name the School District as an additional insured.

A certificate of insurance shall be presented to the School District no later than the start of this contract. The certificate of insurance shall include the additional insured endorsement naming the School District.

**ASSIGNMENT:**

The work to be provided under this Agreement, and any claim arising hereunder, shall not be assigned or delegated by any party, in whole or in part, without the express prior written consent of the other parties, which consent shall not be unreasonably withheld.

THIS AGREEMENT, and all Exhibits, is executed by the persons signing below who warrant that they have the authority to execute this Agreement.

\_\_\_\_\_  
Dr. Dana Anderson, Superintendent CR-ESD 113

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Alicia Henderson, Superintendent Aberdeen School District

\_\_\_\_\_  
Date



**QUALIFIED SERVICE ORGANIZATION/BUSINESS ASSOCIATE AGREEMENT**

**BETWEEN**

**CAPITAL REGION EDUCATIONAL SERVICE DISTRICT 113**

**TRUE NORTH—STUDENT ASSISTANCE & TREATMENT SERVICES**

**“Covered Entity”**

**AND**

**ABERDEEN SCHOOL DISTRICT**

**“Qualified Service Organization/Business Associate”**

This Qualified Service Organization/Business Associate Agreement (the “Agreement”) is entered into as of September 1, 2019, (the “Effective Date”) by and between Educational Service District 113 (CRESD113) True North—Student Assistance and Treatment Services (the “covered entity”) and Aberdeen School District (the “Qualified Service Organization/Business Associate”), (collectively, the “Parties”).

WHEREAS, CRESD 113, True North—Student Assistance and Treatment Services is a “Covered Entity” as that term is defined in the Health Insurance Portability and Accountability Act, Privacy Standards, 45 C.R.R. Parts 160, 164 (the “Privacy Standards”);

WHEREAS, Aberdeen School District is a “Qualified Service Organization/Business Associate” as that term is defined in the Privacy Standards, and will have access to Protected Health Information (“PHI”) from the covered Entity;

WHEREAS, pursuant to the privacy Standards, the Qualified Service Organization/Business Associate must agree in writing to certain mandatory provisions regarding the use and disclosure of PHI; and

WHEREAS, the Parties wish to enter into this Agreement to comply with the requirements of the Privacy Standards.

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

**ARTICLE I  
DEFINITIONS**

- 1.1 Terms used, but not otherwise defined, in this Agreement shall have the same meaning as those terms are defined in the Privacy Standards.
- 1.2 All PHI that is created or received by the Covered Entity and disclosed or made available in any form, including paper record, oral communication, audio recording, and electronic display, by Covered Entity or its operating units to Qualified Service Organization/Business Associate, or is created or received by Qualified Service Organization/Business Associate on Covered Entity’s behalf shall be subject to this Agreement.

**ARTICLE II  
PERMITTED USES AND DISCLOSURES BY QUALIFIED SERVICE  
ORGANIZATION/BUSINESS ASSOCIATE**

- 2.1 Except as otherwise limited in this Agreement, Qualified Service Organization/Business Associate may use or disclose PHI on behalf of, or to provide services to, Covered Entity for the following specific purposes: statistical analysis, data management, report writing and consultation services. As

specified in the following agreement between Qualified Service Organization/Business Associate and Covered Entity.

- 2.2 Except as otherwise limited in this Agreement, Qualified Service Organization/Business Associate may also use PHI as follows:
  - a. For the proper management and administration of Qualified Service Organization/ Business Associate
  - b. To carry out the legal responsibilities of Qualified Service Organization/Business Associate
  - c. To provide data aggregation services to Covered Entity
- 2.3 Qualified Service Organization/Business Associate may not use or disclose PHI if such use or disclosure would be a violation of the Privacy Standards if done by Covered Entity.
- 2.4 Any use or disclosure of PHI by Qualified Service Organization/Business Associate must comply with the minimum necessary policies and procedures of the Covered Entity.
- 2.5 If Qualified Service Organization/Business Associate and Covered Entity are also a party to any other agreement, and use or disclosure of PHI by Qualified Service Organization/Business Associate must be consistent with such agreement. In the event of any inconsistency between the provisions of the Agreement and the provisions of any other agreement between the parties, the terms of this Agreement shall govern.
- 2.6 Qualified Service Organization/Business Associate agrees it will not use or further disclose PHI other than as permitted or required by this Agreement or as required by law. Qualified Service Organization/Business Associate may not use or disclose PHI if such use or disclosure would be a violation of other applicable law.

### **ARTICLE III**

#### **RESPONSIBILITIES OF QUALIFIED SERVICE ORGANIZATION/BUSINESSASSOCIATE**

- 3.1 Safeguards. Qualified Service Organization/Business Associate agrees to use appropriate safeguards to prevent use or disclosure of PHI other than as permitted by this Agreement.
- 3.2 Mitigation. Qualified Service Organization/Business Associate agrees to mitigate, to the extent practicable, any harmful effect that is known to Qualified Service Organization/Business Associate of a use or disclosure of PHI by Qualified Service Organization/Business Associate in violation of the requirements of this Agreement. The Qualified Service Organization/Business Associate agrees to resist, in judicial proceedings, if necessary, any efforts to obtain access to PHI except as permitted by 42.CFR Part 2
- 3.3 Reporting. Qualified Service Organization/Business Associate agrees to report to Covered Entity, in writing, any use or disclosure of the PHI not provided for by this Agreement of which it becomes aware.
- 3.4 Subcontractors. In the event that Qualified Service Organization/Business Associate is permitted by law to provide PHI to an agent, Qualified Service Organization/Business Associate agrees to ensure that any of its agents, including a subcontractor, to whom it provides PHI received from, or created or received by Qualified Service Organization/Business Associate on behalf of Covered Entity, agrees, in writing, to the same restrictions and conditions that apply to Qualified Service Organization/Business Associate with respect to such information.
- 3.5 Right of Access. Qualified Service Organization/Business Associate agrees to make PHI available to the Covered Entity or to an individual as directed by the Covered Entity in accordance with the access of individuals to PHI provisions of the Privacy Standards as set forth in 45 C.F.R. §164.524 in a time and in a manner that are mutually agreeable to the Parties.

- 3.6 Right of Amendment. Qualified Service Organization/Business Associate agrees to make PHI available for amendment and to incorporate any amendments to PHI as directed or agreed to by the covered Entity in accordance with the amendment of PHI provisions of the Privacy Standards as set forth in 45 C.F.R. §164.526 in a time and manner that are mutually agreeable to the Parties.
- 3.7 Right to Accounting of Disclosures. Qualified Service Organization/Business Associate agrees to make an account of disclosures of PHI in the format provided by Covered Entity to Qualified Service Organization/Business Associate. Qualified Service Organization/Business Associate shall make this information available to Covered Entity or to an individual if directed by Covered Entity as necessary for the Covered Entity to provide an accounting of disclosures in accordance with 45 C.F.R. §164.528.
- 3.8 Books and Records. Qualified Service Organization/Business Associate agrees to make internal practices, books, and records, including policies and procedures, relating to the use and disclosure of PHI received from, or created or received by Qualified Service Organization/Business Associate on behalf of covered Entity available to Covered Entity in a time and manner that are mutually agreeable to the Parties and to the Secretary for purposes of determining the covered Entity's compliance with the Privacy Standards.

#### **ARTICLE IV TERM AND TERMINATION**

- 4.1 Term. This Agreement shall become effective on the Effective Date and shall terminate when all of the PHI provided by Covered Entity to Qualified Service Organization/Business Associate, or created or received by Business Association behalf of covered Entity, is destroyed or returned to Covered Entity, or, if it is infeasible to return or destroy PHI, protections are extended to such information, in accordance with the termination provisions in Section 4.3.
- 4.2 Termination by the Covered Entity. Covered Entity shall be permitted to terminate this Agreement immediately, and any other agreement between the parties that involves the use or disclosure of PHI, in the event that Qualified Service Organization/Business Associate has materially breached this Agreement. In addition, Covered Entity may terminate this Agreement without cause upon thirty days written notice to Qualified Service Organization/Business Associate.
- 4.3 Effect of Termination. Upon termination of this Agreement, for any reason, Qualified Service Organization/Business Associate shall, as directed by covered Entity, return or destroy all PHI received from, or created or received by Qualified Service Organization/Business Associate, on behalf of Covered Entity that Qualified Service Organization/Business Associate still maintains in any form and retain no copies of such information. This provision shall apply to PHI that is in the possession of subcontractors or agents of Qualified Service Organization/Business Associate. If return or conditions that make return or destruction infeasible. If Covered Entity is in agreement that return or destruction is not feasible, then Qualified Service Organization/Business Associate will agree to extend the protections of this Agreement to the information and to limit further uses and disclosures to those purposes that make the return or destruction of the information infeasible, for as long as Qualified Service Organization/Business Associate maintains such PHI.

#### **ARTICLE V MISCELLANEAOUS**

- 5.1 Indemnification. Qualified Service Organization/Business Associate shall indemnify and hold Covered Entity harmless from and against all claims, liabilities, judgments, fines, assessments, penalties, awards or other expenses, of any kind or nature whatsoever, including, without limitation, attorney's fees, expert witness fees, and costs of investigation, litigation or dispute resolution, relating

to or arising out of any breach or alleged breach of this Agreement by Qualified Service Organization/Business Associate.

- 5.2 Regulatory Reference. A reference in this Agreement to a section in the Privacy Standards means the section as in effect or as amended.
- 5.3 Preemption. In the event of an inconsistency between the provisions of this Agreement and mandatory provisions of the Privacy Standards, as amended, the Privacy Standards shall control. In the event of an inconsistency between the provisions of the Privacy Standards and other applicable confidentiality laws, the provisions of the more restrictive rule will control.
- 5.4 Independent Entities. None of the provisions of this Agreement is intended to create, nor shall any be construed to create, any relationship between the Parties other than that of independent entities contracting with each other solely to effectuate the provisions of the Agreement.
- 5.5 Severability. The invalidity or unenforceability of any term or provision of this Agreement shall not affect the validity or enforceability of any other term or provision.
- 5.6 Amendments. The Parties agree to take such action as is necessary to amend this Agreement from time to time as is necessary for Covered Entity to comply with the requirements of the Privacy Standards.
- 5.7 No Third-Party Beneficiaries. This Agreement shall not in any manner whatsoever confer any rights upon or increase the rights of any third-party.
- 5.8 Survival of Terms. The obligations of Qualified Service Organization/Business Associate under Article II and III of this Agreement shall survive the expiration, termination, or cancellation of this Agreement and shall continue to bind Qualified Service Organization/Business Associate, its agent’s employees, contractors, successors, and assigns as set forth herein.
- 5.9 Interpretation. Any ambiguity in this Agreement shall be resolved to permit Covered Entity to comply with the Privacy Standards.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the month, day and year written below.

\_\_\_\_\_  
Dr. Dana Anderson, Superintendent CR-ESD 113

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Alicia Henderson, Superintendent Aberdeen School District

\_\_\_\_\_  
Date



## Oath of Permanent Confidentiality

True North--Student Assistance & Treatment Services requires confidential client/patient information in order to perform its service obligations. Disclosure of this information is governed by Federal Regulations on Confidentiality of Alcohol and Drug Abuse Patient Records 42 CFR Part 2.

The undersigned certifies not to divulge, publish or otherwise make known to any unauthorized third party, orally or in writing, any information concerning a client or patient other than to another True North—Student Assistance & Treatment Services staff person or volunteer who may require the information to perform a direct and responsible service or on behalf of the client or patient except where:

1. A client/patient has provided written consent for the release of information concerning her/himself.
2. Disclosure is required by appropriate federal or state laws and regulations.
3. Information regarding child abuse is known and therefore must be reported per RCW 26.44.
4. Information about a crime is known and therefore must be reported.

The undersigned agrees that in receiving, storing and otherwise dealing with any information pertaining to clients or patients she/he is legally bound by the requirements of the Code of Federal Regulations (CFR 42 Part 2) as well as by any state or county statutes governing confidentiality.

The undersigned also agrees to abide by True North—Student Assistance & Treatment Services policies and procedures safe guarding client/patient confidentiality as detailed in agency policy and procedure manuals.

The undersigned understands that any unauthorized disclosure of client/patient information or records may subject her/him to a civil action for damages under RCW 71.05.440. State and federal criminal prosecution may also occur.

The undersigned understands and agrees that she/he is permanently bound by this Oath of Permanent Confidentiality and all legal regulations regarding confidentiality. Obligations of confidentiality do not cease if the undersigned is no longer associated with True North—Student Assistance & Treatment Services.

Executed this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_

Employee's Name: \_\_\_\_\_

School District/Affiliation \_\_\_\_\_

Chemical Dependency Professional Signature: \_\_\_\_\_

Program Administrator Signature: \_\_\_\_\_

**Job Description**  
Capital Region CR-ESD 113

**Student Assistance Professional**

**Purpose Statement**

The job of Student Assistance Professional is done for the purpose/s of providing prevention, intervention, treatment, and referral services to students and their families who are impacted by alcohol, tobacco, and other drug use/abuse; and assisting in the development of a safe and drug free learning environment for learning and teaching.

This job is distinguished from similar jobs by the following characteristics: Per the essential functions and educational requirements listed below.

This job reports to Administrator - Behavioral Health/Student Support

**Essential Functions**

- Conducts substance abuse screenings, assessments, interventions and referrals within applicable laws and True North policies and performance standards for the purpose of identifying and addressing chemical dependency issues within assigned student population.
- Educates school staff, students, and parents in chemical dependency topics and tobacco prevention efforts (e.g. alcohol/drug awareness programs, individual/family counseling services, crisis intervention, tobacco cessation, etc.) for the purpose of increasing awareness, identification, referral and a service delivery.
- Facilitates motivational enhancement and cognitive behavioral therapy groups within applicable laws, True North policies and performance standards for the purpose of resolving identified behavioral health conditions.
- Maintains individual client records and files (e.g. evaluations, reviews, intervention, student recovery, chart notes, reintegration programs, TX plans, etc.) for the purpose of compiling and documenting activities in compliance with federal and state funding requirements.
- Maintains a visible, accessible presence on campus at assigned locations for the purpose of increasing student awareness, identification, referral and service delivery.
- Participates in a variety of committees and activities (e.g. Student Assistance Teams, CORE, reentry conferences, assessment reviews, etc.) for the purpose of providing information in the area of alcohol, tobacco and other substance abuse prevention, intervention and treatment.
- Performs record keeping, data entry and clerical functions (e.g. student records, program materials, scheduling, copying, SAM, TARGET, OSPI data systems, etc.) for the purpose of providing records/materials necessary for program success.
- Provides individual and family counseling and support to students and parents for the purpose of addressing and resolving chemical dependency issues.
- Responds to inquiries for the purpose of solving problems and providing information and/or referral.
- Serves as a liaison between the school and juvenile justice, mental health services, screening services, assessment and treatment programs for the purpose of facilitating student support services, continuity of care and communication between participants.

**Other Functions**

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records/case management; and utilizing group presentation skills.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percentages, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and solve practical problems. Specific Knowledge based competencies required to satisfactorily perform the functions of the job include: alcohol/drug abuse federal confidentiality laws; generally accepted substance abuse assessment, intervention, treatment and recovery process for adolescents and families; chemical dependency counseling or prevention; physical and emotional development of adolescents; and mental health issues.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with similar types of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific Ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups in a nonjudgmental manner; working flexible hours; displaying patience and a sense of humor; understanding verbal input and responding quickly and maintaining confidentiality.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; There is some opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the jobs functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 70% sitting, 15% walking, and 15% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in a clean atmosphere.

**Experience:** Job related experience within a specialized field is required.

**Education:** Community college and/or vocational school degree with study in job-related area.

**Equivalency:** None specified.

**Required Testing**

**Certificates and Licenses**

SAP I: Range 37:  
WA State CDP Certificate and a BA or AA; or,  
WA State CDP Trainee Certificate and MA Degree in related field  
SAP 11: Range 43:  
WA State CDP Certificate and MA; or,  
WA State CDP Trainee Certificate and Licensed Mental Health Counselor

**Continuing Educ. / Training**

**Clearances**

Maintain required certificates and licenses

Criminal Justice Fingerprint/Background Clearance  
TB Clearance

**FLSA Status  
Grade**

**Approval Date**

**Salary**

Non Exempt

Capital Region CR-ESD 113 is an Equal Opportunity Employer

**CR ESD 113 Contract Routing Slip****Form 6210-F4 - Effective 9/1/15**

Contract and CR ESD 113 Program Data		Vendor Company Data
Contract Title & Description	Contract # and/or CFDA #	Company Name
True North - Aberdeen School District Cooperative Agreement P/I 19-20		Aberdeen School District
Date Submitted to Business Office	Start Date	Vendor Contact Name
5/24/2019	9/1/2019	Dr. Alicia Henderson, Superintendent Aberdeen School District
New Program? Y/N	Expiration Date	Phone
No	8/31/2020	360-538-2000
Program Contact	Amount	Vendor Contact Email Address
Erin Wick	\$14,700	<a href="mailto:ahenderson@asd5.org">ahenderson@asd5.org</a>
Program Code	Vendor Address	Auto-renewing Y/N
2010	216 North "G" St, Aberdeen 98520	N
Who is billing the contract? Program or Business Office?	Vendor Signor Email Address	
Business office	<a href="mailto:ahenderson@asd5.org">ahenderson@asd5.org</a>	

Responsibility	Description Of Task	Initials / Date
<b>CR ESD 113 Program Administrator or Designee</b> -Initial & date to the right when each task has been completed  EW  KB	Complete Contract Decision Making Guide	cjc
	Review & Complete appropriate contract template (version dated December 2014) or vendor provided contract for the following:	
	-Contract Assurances/Terms	cjc
	-Dates of contract	cjc
	-Dollar amounts, including matching requirements. Budget reviewed if appropriate to ensure that amounts are adequate, including indirects	cjc
	-If contract is with a district out of our ESD, contact CR ESD 113's Superintendent's Office.	n/a
	-If contract is over \$50,000, summary sent to Superintendent's Office for Board	n/a
	-CR ESD 113 Purchasing policies have been followed, including Sole Source documentation. Policy & procedures can be found here - <a href="https://app.eduportal.com/publicfolders/1113674/list/61817">https://app.eduportal.com/publicfolders/1113674/list/61817</a>	n/a



Run Suspension & Debarment  
check at [www.sam.gov](http://www.sam.gov), attach  
copy in DocuSign.

cjc

**SAM Search Results**  
**List of records matching your search for :**

**Search Term : Aberdeen School District #5\***  
**Record Status: Active**

<b>ENTITY</b>	Aberdeen School District #5	Status: Active
DUNS: 012361051	+4:	CAGE Code: 5P5K7 DoDAAC:
Expiration Date: 09/20/2019	Has Active Exclusion?: No	Debt Subject to Offset?: No
Address: 216 N G St		
City: Aberdeen	State/Province: WASHINGTON	
ZIP Code: 98520-5228	Country: UNITED STATES	

**Alternative Routes to Certification Program  
Memorandum of Agreement (“Agreement”)**

**Between**  
***City University of Seattle***  
**(hereinafter referred to as “University”)**  
**521 Wall St., Seattle, WA 98121**

**And**  
**Aberdeen School District**  
**(hereinafter referred to as the “District”)**

**Regarding**

**CITY UNIVERSITY’S ALTERNATIVE ROUTES PROGRAM**  
**(hereinafter referred to as “Program”)**

This memorandum outlines the agreement between the University, an approved Washington State institution offering university credit courses through its School of Education and the Aberdeen School District. The purpose of this partnership is for teacher preparation programs and single/multiple district partnerships to strengthen the Program with an emphasis on grow your own teacher strategies to address district staffing needs.

The Program will be carried out in accordance with Washington Administrative Code (WAC) 181-80 authorizing the Alternative Routes to Certification Program (previously RCW 28A.660.040), Authority WAC 181-80-002, Definitions WAC 181-80-005, Basic requirements WAC 181-80-010, and Program types WAC 181-80-020.

**I. IT IS MUTUALLY AGREED THAT:**

- A. The University and the District agree to implement the Program with candidate instruction beginning academic year July 1, 2019.
- B. The Program will offer a residency certification program for candidates seeking Special Education, ELL, Math and Gen-Ed endorsements. The Program consists of a minimum 24 undergraduate or graduate credits. The Program will offer Route(s) 1-4.

**II. UNIVERSITY RESPONSIBILITIES:**

- A. Identify key faculty member(s) who will work directly with the District(s) for the Program.
- B. Provide District(s) with promotional brochures and/or presentations to assist with Program recruitment.
- C. Review and admit Program candidates.

- D. Schedule and staff Program courses.
- E. Provide key faculty member(s) to implement the Program.
- F. Provide supervision and facilitate learning activities such as peer observation and feedback.
- G. Submit candidates for certification upon completion of the Program.

III. DISTRICT RESPONSIBILITIES:

- A. Identify a key contact(s) who will serve as a District liaison to the University.
- B. Provide as an attachment to this Agreement a brief description of how the district intends for the Program to support its workforce development plan.<sup>1</sup>
- C. Work with the University to provide District employees who are interested in becoming teachers access to information about the Program and potential District support.
- D. Design candidate schedules and job assignments (Routes 1, 2, and 4), if possible, in ways which allow for compensation during the candidates' clinical and field experience hours.
- E. Select and provide mentors for candidates' clinical and field experiences, including, if possible, Route 3 candidates who are not employees.

IV. KEY ROLES AND RESPONSIBILITIES:

<b>Responsibilities</b>	<b>University</b>	<b>District</b>	<b>Other</b>	<b>Other</b>
Candidate recruitment*	x	x		
Candidate screening*	x	x		
Candidate selection*	x			
Candidate oversight*	x	x		
Additional field placement*	x	x		
540 hours clinical practice*	x	x		
Mentor selection*		x		
Mentor training*	x	x		
Mentor support*	x	x		

NOTE: While the University screens and selects candidates for admission, the District has the right and responsibility to decide which employee candidates it will designate as Routes 1, 2 and 4. District will indicate assent to Route 1, 2 and 4 candidates by either (check one):  
 Completing an appropriate District Authorization form (attached to Agreement) for each candidate  
 The District key contact providing the University with a written list of candidates and routes

<sup>1</sup> Required in accordance with WAC 181-80-010.  
CityU/District Alt.Routes MOA

V. KEY ACTIVIES AND TIMELINE

Activities	Timeline	Responsibility
Candidate recruitment*	Ongoing	University and District
Candidate screening*	January 1 – May 31	University and District
Candidate selection*	January 1 – June 30	University
Field placement*	October 1 – June 30	University and District
540 hours clinical practice*	January 1 – June 30	University and District
Mentor selection*	May 1 – March 31	District
Mentor training*	May 1 – March 31	University and District
NOTE: See Note above re Routes 1, 2 and 4.		

VI. PROGRAM MANAGEMENT

The following shall be the key contact person for all communications regarding the performance of this Agreement.

	Program	District
Name	Bryan Carter	
Title	Acad Prog Dir Udrgrad/Director	
Mailing address	1498 SE Tech Center Place Suite 130 Vancouver WA 98683	
Telephone number	360-449-6715	
Email	bcarter@cityu.edu	

**Terms of agreement and termination**

This Agreement is effective beginning July 1, 2019. The Agreement may be amended by a written addendum signed by all parties and with final approval by PESB. The authorizing signatories for this Agreement are as follows:

**City University of Seattle**

Name: Bryan Carter, Ph.D Signature: 

Title: Academic Program Director; Director of Field Placements Date: 5/22/2019

**District representative**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

**PESB ONLY  
MOA APPROVAL**

**Date**

**Representative**

**Signature**



MEMORANDUM OF UNDERSTANDING  
BETWEEN  
TIMBERLAND REGIONAL LIBRARY  
AND  
ABERDEEN SCHOOL DISTRICT NO. 5  
FOR STUDENT LIBRARY CARDS

WHEREAS, the Timberland Regional Library (the “Library”), is an intercounty rural library district duly organized and existing under and by the virtue of the laws of the State of Washington; and

WHEREAS, the Aberdeen School District (the “District”), is a school district duly organized and existing under and by virtue of the laws of the State of Washington; and

WHEREAS, the parties seek to enter into this Interlocal Agreement for the purpose of providing students in the Aberdeen School District with library cards for accessing Library resources.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the Timberland Regional Library and the Aberdeen School District agree as follows:

**1. Purpose/Objective**

The purpose of this Agreement is to describe and coordinate the terms for sharing information with the intent of issuing student library cards for accessing electronic Library resources.

**2. Responsibilities for the District**

- A. District will provide student directory information consisting of last name, first name, birthdate and school to the Library in an appropriate electronic format for integration with the Library’s systems.
- B. District will provide regular updates of new students to the Library in the aforementioned format.
- C. District will provide new annual reports of student directory at the start of each school year.

**3. Responsibilities of the Library**

- A. Library will load student information into the Library’s Integrated Library System, creating accounts with a generated ID, PIN, and share that information with the District.

- B. Student accounts created will provide access to the Library’s electronic resources, including databases, e-books, downloadable and streaming music, movies and audio books, as well as any other electronic resources that the Library offers to the general public.
- C. Students may, with parent/legal guardian permission and verification of information in accordance with Library policies, upgrade the student account to a full Library account with all privileges and responsibilities for borrowing materials.

**4. Duration of Agreement**

This Agreement shall be effective upon signature of both parties and may be terminated by either party with 30 days’ notice.

**5. Confidentiality**

TRL will be exposed to confidential student information. Student/family information is declared confidential by the District and shall not be disclosed unless authorized in writing by the District. It is agreed that this obligation of confidentiality shall survive the termination of this Agreement.

**6. Interpretation and Venue**

This Agreement shall be governed for the provision of Aberdeen School District students with library cards to access Timberland Regional Library electronic resources is hereby entered into between the Aberdeen School District and the Timberland Regional Library and shall take effect on the date of the last authorizing signature affixed hereto.

ABERDEEN SCHOOL DISTRICT NO. 5  
216 North G St.  
Aberdeen, WA 98520

TIMBERLAND REGIONAL LIBRARY  
415 Tumwater Blvd SW  
Tumwater, WA 98501

\_\_\_\_\_  
Alicia Henderson, Superintendent

\_\_\_\_\_  
Cheryl Heywood, Library Director

Date: \_\_\_\_\_

Date: \_\_\_\_\_



# 2019-2020 Aberdeen School District Calendar

August 2019				
M	T	W	TH	F
			1	2
5	6♣	7	8	9
12	13	14	15	16
19	20♣	21	22	23
26	27	28	29	30
3 days				
September 2019				
M	T	W	TH	F
2	3♣	4	5	6
9	10	11	12	13
16	17♣	18	19	20
23	24	25	26	27
30				
20/23 Days				
October 2019				
M	T	W	TH	F
	1♣	2	3	4
7	8	9	10	11
14	15♣	16	17	18
21	22	23	24	25
28	29	30	31	
23/46 Days				
November 2019				
M	T	W	TH	F
				1
4	5♣	6	7	8
11	12	13	14	15
18	19♣	20	21	22
25	26	27	28	29
17/63 Days				
December 2019				
M	T	W	TH	F
2	3♣	4	5	6
9	10	11	12	13
16	17♣	18	19	20
23	24	25	26	27
30	31			
15/78 Days				
January 2020				
M	T	W	TH	F
		1	2	3
6	7♣	8	9	10
13	14	15	16	17
20	21♣	22	23	24
27	28	29	30	31
19/97 Days				

## August 2019

- 26-27 PD Days
- 28 First Day of School
- 29 First Day for Miller 8<sup>th</sup> Grade

## September 2019

- 2 Labor Day / No School
- 25 Collaboration / Early Release

## October 2019

- 23 Collaboration / Early Release

## November 2019

- 1 No School / PD for Teachers
- 11 Veterans Day / No School
- 27 Early Release
- 28-29 Thanksgiving Holiday

## December 2019

- 11 Collaboration / Early Release
- 23-31 Winter Break

## January 2020

- 1-3 Winter Break
- 15 Collaboration / Early Release
- 20 Martin Luther King, Jr. Holiday / No School

## February 2020

- 12 Collaboration / Early release
- 17 Presidents Day Holiday / No School
- 18 No School / PD for Teachers

## March 2020

- 11 Collaboration / Early Release

## April 2020

- 6-10 Spring Break
- 15 Collaboration / Early Release

## May 2020

- 1 Possible Weather Day
- 13 Collaboration / Early Release
- 22 Possible Weather Day
- 25 Memorial Day Holiday / No School

## June 2020

- 10 Last Day of School / Early Release

♣ Denotes Board meeting date

February 2020				
M	T	W	TH	F
3	4♣	5	6	7
10	11	12	13	14
17	18♣	19	20	21
24	25	26	27	28
18/115 Days				
March 2020				
M	T	W	TH	F
2	3♣	4	5	6
9	10	11	12	13
16	17♣	18	19	20
23	24	25	26	27
30	31			
22/137 Days				
April 2020				
M	T	W	TH	F
		1	2	3
6	7♣	8	9	10
13	14	15	16	17
20	21♣	22	23	24
27	28	29	30	
17/154 Days				
May 2020				
M	T	W	TH	F
				1
4	5♣	6	7	8
11	12	13	14	15
18	19♣	20	21	22
25	26	27	28	29
18/172 Days				
June 2020				
M	T	W	TH	F
1	2♣	3	4	5
8	9	10	11	12
15	16♣	17	18	19
22	23	24	25	26
29	30			
8/180 Days				
July 2020				
M	T	W	TH	F
		1	2	3
6	7♣	8	9	10
13	14	15	16	17
20	21♣	22	23	24
27	28	29	30	31

May 19, 2019

TO: Alicia Henderson, Superintendent  
Board of Directors, ASD5

FROM: Lynn Green, CTE Director

RE: Surplus Equipment

DATE: May 19, 2019

The tool box equipment described below has been utilized in the Career and Technical Education program at Aberdeen High School. The students have maximized their use and I recommend these items for surplus.

3 Used Craftsman 9-drawer Roll Away Tool Boxes

Box #1 \$65 No keys/locks  
Box #2 \$65 No keys/locks  
Box #3 \$100 Has Keys and Locks

Thank you for your consideration.



## Aberdeen School District

216 North G Street  
Aberdeen, WA 98520

**360-538-2000**

Fax 360-538-2014

[www.asd5.org](http://www.asd5.org)

**Alicia Henderson, Ph.D.**  
Superintendent  
360-538-2002

**Jim Sawin**  
Assistant Superintendent  
360-538-2222

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

**Traci Sandstrom**  
Teaching and Learning  
Technology  
360-538-2123

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

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

**CERTIFICATED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jason Garman	Miller Jr. High School	7 <sup>th</sup> /8 <sup>th</sup> Grade ELA/Social Studies Teacher	08/28/19
Michelle Fleckenstein	Robert Gray Elementary	Kindergarten Teacher	08/28/19

**SUMMER SCHOOL HIRE:** We recommend the Board approve the following certificated Summer School hire:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Lisa Villar	St. Mary's	Summer School Teacher	08/05/19

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
David Rupp	Aberdeen High School	Special Education Teacher	06/14/19

**CLASSIFIED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Aaron Dyer	Stewart Building	Technology – College Student Helper – Temp.	06/01/19
Hannah Erwin	Stewart Building	Technology – College Student Helper – Temp.	06/01/19

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Geneva Bernabe	St. Mary's	Para-educator	08/05/19
Becca Pellegrini	St. Mary's	Para-educator	08/05/19

**RESIGNATION:** We recommend the Board approve the following classified resignation:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
James Kelley	Transportation	Bus Driver	07/01/19