

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

Regular Meeting of the Board of Directors
Community Room, Aberdeen High School
November 27, 2018

AGENDA

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

Flag Salute

Consent Agenda

1. Minutes
2. Accounts Payable
3. Trip Requests

Election of Officers

1. President
2. Vice President
3. Legislative Representative

Appointment of WIAA Representative

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Old Business

Superintendent's Report

1. Budget Advisory Committee
2. Sixth-Grade to Miller Task Force
3. 2018-2019 Focus Areas

Instructional Services

1. [Secondary title 1 / School Improvement Plans](#)
2. [New Instructional Materials](#)

Financial Services

1. [Fiscal Status Report](#)
2. [Facility Fee](#)

Board Meeting Agenda
November 27, 2018

New Business

1. Quinault Indian Nation Education Supports
2. [2018-2019 Highly Capable Plan](#)
3. [2018 Homeschool Report](#)
4. [Special Education Contract](#)
5. Next Meeting

Comments from the Audience

Executive Session

1. [Personnel Matters](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

November 27, 2018 – 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 November 6, 2018, are enclosed for your review and approval.
2. Accounts Payable – The payroll and accounts payable for October are enclosed for your review and approval.
3. Trip Requests – The Goldenaires at Aberdeen High School are requesting permission to travel to the Commencement Bay Jazz Festival in Tacoma to perform, receive feedback and hear other school jazz groups on March 22-23, 2019.

Election of Officers – At this time, the Board will elect by roll call vote the officers for the ensuing year. [Enclosure 2](#)

1. President
2. Vice President
3. Legislative Representative

Appointment of WIAA Representative

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Old Business

Superintendent's Report

1. Budget Advisory Committee – Superintendent Henderson will provide an update on the Budget Advisory Committee.
2. Sixth-Grade to Miller Task Force – Superintendent Henderson will provide an update on the task force assisting in the planning for sixth grade to move to Miller Junior High School.

Board Information
November 27, 2018

3. 2018-2019 Focus Areas – Superintendent Henderson will provide an update on the five focus areas for 2018-2019.

Instructional Services

1. Secondary Title I/School Improvement Plans – The secondary principals will present the Title I Plans and School Improvement Plans for your review and approval. [Enclosure 3](#)
2. New Instructional Materials – The Instructional Materials Committee met on November 14 and is recommending the following materials for adoption. They are presented tonight for first reading.
 - a. “Movers and Shakers” by Cathryn Carroll and Susan Mather and published by Dawn Sign Press for use in American Sign Languages courses at Aberdeen High School. [Enclosure 4](#)
 - b. “Marketing Dynamics” by Clark, Gendall, Gassen, Walker and published by G-W Publisher for use in marketing classes and the Cats Cave at Aberdeen High School. [Enclosure 5](#)

Financial Services

1. Fiscal Status Report – Executive Director of Business and Operations Elyssa Louderback will present the Fiscal Status Report for October. [Enclosure 6](#)
2. Facility Fee – Under Policy 6112, the business manager can waive the facility rental fee “for due cause” provided the action is reported to the Board. The fee for Pat Wilhelms’ service at AHS has been waived. [Enclosure 7](#)

New Business

1. Quinault Indian Nation Education Supports – M’Liss DeWald, education manager for the Quinault Indian Nation, will share information about support services for qualified students.
2. 2018-2019 Highly Capable Plan– Principal John Crabb will present the District’s 2018-2019 Highly Capable Plan for your approval. [Enclosure 8](#)
3. 2018 Homeschool Report – The annual report to OSPI of the number of homeschool students in the district is presented for your information. [Enclosure 9](#)
4. Special Education Contract – A contract to hire David Hughes as a special education teacher through Therapia Staffing is presented for your review and approval. [Enclosure 10](#)
5. Next Meeting – The next regular meeting of the Board is set for 5 p.m. Tuesday, December 11, in the Community Room at Aberdeen High School.

Comments from the Audience

Board Information
November 27, 2018

Executive Session

At this time the meeting will recess for an executive session expected to last 30 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee).

1. Personnel Matters [Enclosure 11](#)
 - a. Certificated
 - b. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – November 6, 2018

<p>At 5:00 p.m. President Bielski convened the regular meeting of the Aberdeen School Board in the Community Room at Aberdeen High School. Members present were Jennifer Durney, Bill Dyer, Erin Farrer and Jeff Nelson, along with Superintendent Alicia Henderson, student representative Katelynn Lewis and 26 patrons and staff. The meeting began with the Flag salute.</p>	CALL TO ORDER
<p>On a motion by Erin Farrer and seconded by Bill Dyer, the Board approved the Consent Agenda, which included the minutes of the regular meeting on October 16, 2018, and trip requests from Aberdeen High School for the orchestra to travel to Seattle, Vancouver, B.C., and Victoria B.C., on March 23-27, 2019, and for the marching band to travel to Victoria, B.C., to participate in the Victoria Day Parade and activities on May 18-21.</p>	CONSENT AGENDA
<p>President Bielski noted that the annual reorganization would take place at the next meeting, November 27.</p>	COMMENTS FROM THE BOARD
<p>Student Representative Katelynn Lewis reported on various student activities, including FoodBall, the women's swim team winning the district tournament and sending 10 swimmers to the state competition, and an AHS athlete earning a trip to the state Cross Country tournament.</p>	COMMENTS FROM STUDENT REPRESENTATIVE
<p>Athletic Director Aaron Roiko provided his report. He noted that the YMCA of Grays Harbor hosted the district swim meet where 10 female athletes qualified for the state competition, that Skyler Taylor has qualified for the state Cross Country tournament, the boys' golf team is sending six athletes to state and that there were 132 scholar athletes (51 percent) at AHS for the fall season who earned grade-point averages of 3.20 or higher. At the junior high, he reported that the 8th grade football team was undefeated, the seventh grade went 4-2 and soccer went 6-4. At the elementary schools, girls' basketball saw 90 players turn out. Mr. Roiko also provided an update on winter sports participation for bowling, wrestling, boys' swimming and basketball.</p>	ATHLETIC DIRECTORS' REPORT
<p>Mr. Roiko recommended approval of an athletic combine (contract) with Hoquiam to allow a Hoquiam athlete to participate in the swim program since Hoquiam does not field a team. On a motion by Bill Dyer and seconded by Jennifer Durney, the combine was approved.</p>	SWIM COMBINE WITH HOQUIAM
<p>Superintendent Henderson commented that Student Representative Katelynn Lewis is among the swimmers who qualified for the state swim competition.</p>	SUPERINTENDENT REPORT
<p>Superintendent Henderson reported that the Budget Advisory Committee would be holding its second meeting the next evening and that the first meeting was successful with an overview of school finance and the impact of the McCleary Decision. She also noted that the District will be performing an energy audit to look for cost-saving measures.</p>	BUDGET ADVISORY COMMITTEE

Superintendent Henderson reported on the work of the 6th Grade to Miller Task Force. She noted that the next meeting is planned for Nov. 13 and will focus on the instructional model and electives.

6TH GRADE TO
MILLER TASK FORCE

Superintendent Henderson provided an update on the 2018-2019 Focus Areas. She noted that The Daily World featured the coding instruction taking place in kindergarten and that the PBIS teams are working to incorporate social-emotional learning.

2018-2019 FOCUS
AREAS

Following discussion, on a motion by Jennifer Durney and seconded by Bill Dyer, the Board voted unanimously to move forward with planning for limited general obligation bonds to purchase a building at Miller Junior High School to accommodate the 6th Grade.

LTGO BONDS

Teaching and Learning Director Traci Sandstrom provided the Teaching and Learning Report for October. Topics covered included professional development for AVID at Miller Junior High School, research that is taking place for a new science curriculum, social-emotional learning implementation in classrooms as part of PBIS, keyboarding instruction for kindergartners, the NatureBridge scholarships for 14 highly capable students to study environmental science in the Olympics, the Harbor Strong Coalition of 11 organizations working in partnership with the Grays harbor Health Department, implementation of Life Skills curriculum in health classes at Miller Junior High School, the change from COE (collection of evidence) to Locally Developed Assessment for alternative assessments, establishment of GED testing at the Grays Harbor Juvenile Detention Center, and the effort to get the SAT or the ACT proctored during the school day at Aberdeen High School.

INSTRUCTIONAL
SERVICES

Following an adjustment to correct June 1 to Monday, on a motion by Erin Farrer and seconded by Jeff Nelson, the Board voted to approve updates to the 2019-2020 Academic Calendar as a result of a new collective bargaining agreement with the teachers' union. The first day of school is August 28, 2019; the last day is Wednesday, June 10, 2020.

2019-2020 CALENDAR

Following a presentation by Principal John Crabb, on a motion by Jeff Nelson and seconded by Jennifer Durney, the Board voted to approve a contract with NatureBridge to provide environmental science instruction to highly capable students.

NATUREBRIDGE
CONTRACT

The next regular meeting of the Board is set for 5 p.m. Tuesday, November 27, in the Community Room at Aberdeen High School.

NEXT MEETING

Michelle Reed, president of the Aberdeen Education Association, offered comment regarding information during conferences for parents of 5th graders about the transition to Miller Junior High School.

COMMENTS FROM
THE AUDIENCE

At 5:40 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 45 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

EXECUTIVE SESSION

employee). The session convened at 5:45 p.m. At 6:15 p.m. Director Farrer was excused. At 6:30 p.m. the regular meeting reconvened.

On a motion by Bill Dyer and seconded by Jennifer Durney, the Board approved the Personnel Report, with Director Farrer absent. Under certificated matters the Board approved the hiring of Carolyn Johnsen and Riley McDougall as substitutes for the District and accepted resignations from substitutes Crystal Arias effective October 23 and Laurie Laughery effective October 12.

Under classified matters, the Board approved the hiring of Judy Reynvaan effective November 12 and Elizabeth Rowe effective February 25 as piano accompanists at Aberdeen High School, Devynn Craig and Susan Gover as para-educators in the after school program at Miller Junior High School effective October 25; approved leaves of absence for para-educators John Burger at Aberdeen High School effective October 10 to November 14, Kerry Tadique at Harbor High School effective January 2 through March 29, 2019, Marisol Guzman-Hernandez at A.J. West Elementary School effective November 28 through December 14, and Kim Abel at Robert Gray Elementary School effective April 22 to May 21, 2019; accepted the resignation of Kristine Paulson as a school nurse for the District effective October 26; approved an extra-curricular contract for Alexandria Cugal as assistant coach for girls' wrestling at Aberdeen High School effective November 12; accepted the resignation of Harley Revel as an assistant coach for boys' and girls' golf effective October 18, approved the hiring of Linda Eby, Robert Gunter, Dale MacLean, Elizabeth Powell and Christopher Woodland as substitutes for the District and accepted a resignation of Paige Shelton as a substitute effective Oct. 1.

There being no further business, the regular meeting was adjourned at 6:35 p.m.

PERSONNEL REPORT

CERTIFICATED

CLASSIFIED

ADJOURN

Alicia Henderson, Secretary

Sandra Bielski, President

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

As of November 27, 2018, the board, by a _____ vote, approves payments, totaling \$1,163.75. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 826509 through 826510, totaling \$1,163.75

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

Check Nbr	Vendor Name	Check Date	Check Amount
826509	Bank Of The Pacific (use Tax)	11/19/2018	853.75 GF
826510	Bank Of The Pacific (use Tax)	11/19/2018	310.00 ASB
2	Computer	Check(s) For a Total of	1,163.75

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As of November 27, 2018, the board, by a _____ vote, approves payments, totaling \$600,149.20. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 826387 through 826508, totaling \$600,149.20

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

Check Nbr	Vendor Name	Check Date	Check Amount
826387	Aberdeen School Dist-Cte Impre	11/17/2018	1,041.78
826388	Aberdeen Office Equipment Inc	11/17/2018	7,456.68
*826389	Aberdeen Sanitation	11/17/2018	7,438.07
826390	Aberdeen Sd #5 Revolving Fund	11/17/2018	12.15
826391	Aberdeen School District-Cash	11/17/2018	3,662.90
*826392	Amazon Capital Services	11/17/2018	3,842.90
826393	Anchor Savings Bank	11/17/2018	5,082.44
*826394	Aramark Uniform Services	11/17/2018	74.21
826395	Auto-Chlor	11/17/2018	457.50
*826396	Avid Center	11/17/2018	27,523.00
826397	B & H Photo Video	11/17/2018	373.63
826398	Batcheller, Susan J	11/17/2018	292.63
826399	Batdorf & Bronson	11/17/2018	233.89
*826400	Bateman PHD, David	11/17/2018	1,780.00
*826401	Bhc Fairfax Hospital, Inc	11/17/2018	5,543.50
826402	Builders Hardware & Supply	11/17/2018	11,425.13
826403	Bureau Of Education & Research	11/17/2018	259.00
826404	Carquest Auto Parts Stores	11/17/2018	59.91
*826405	Cascade Natural Gas	11/17/2018	15,621.91
826406	Caskey Industrial Supply Co In	11/17/2018	43.46
*826407	Consolidated Electrical Distri	11/17/2018	5,191.40
826408	Center for Educational Leaders	11/17/2018	325.00
826409	Centurylink (business Serv)	11/17/2018	225.54
826410	Centurylink	11/17/2018	3,427.08
826411	Cintas Corporation	11/17/2018	8,133.59
*826412	City Of Aberdeen	11/17/2018	7,913.15
*826413	CMG CIT Acquisition LLC	11/17/2018	3,080.00
*826414	Coast To Coast Computer Produc	11/17/2018	1,677.53
826415	Coastal Containment And	11/17/2018	547.32
*826416	Comcast	11/17/2018	279.82
826417	Cook, Jenalee	11/17/2018	651.74
826418	Cts Language Link	11/17/2018	265.48
826419	D4 Sports Llc	11/17/2018	62.02

Check Nbr	Vendor Name	Check Date	Check Amount
*826420	Dairy Fresh Farms	11/17/2018	15,697.69
826421	Dennis Company	11/17/2018	354.44
*826422	Dept Of Enterprise Services	11/17/2018	350.00
826423	Domino's Pizza	11/17/2018	722.93
*826424	Duck Delivery Of Wa	11/17/2018	38.30
*826425	Dunsire Printers	11/17/2018	3,360.49
826426	Eastside Saw & Sales Inc	11/17/2018	49.20
826427	Ecolab	11/17/2018	82.16
826428	Economy Cleaners Inc	11/17/2018	714.82
*826429	Edu Healthcare	11/17/2018	11,520.00
*826430	Ellingsen, Mary Nell	11/17/2018	7,762.50
*826431	ESD 113	11/17/2018	31,911.67
*826432	Farmers Insurance Co Of Wa	11/17/2018	54,203.00
826433	Fastenal Company	11/17/2018	58.56
*826434	Ferrellgas	11/17/2018	969.08
826435	Five Star Motors (pay)	11/17/2018	25.01
826436	Follett Library Resources (ord	11/17/2018	109.87
*826437	Food Services Of America	11/17/2018	81,474.43
*826438	Francotyp-Postalia, Inc	11/17/2018	205.88
*826439	Franz Family Bakeries	11/17/2018	3,461.21
826440	Glynlyon Inc	11/17/2018	2,750.00
826441	Govconnection Inc	11/17/2018	2,979.32
826442	Grammarly Inc	11/17/2018	700.00
826443	Grays Harbor Transportation	11/17/2018	410.00
826444	Grays Harbor Public Health	11/17/2018	20.00
*826445	Harbor Auto & Truck Parts	11/17/2018	1,196.83
*826446	Harbor Disposal Co Inc	11/17/2018	1,919.41
*826447	Herff Jones Inc	11/17/2018	7,144.42
826448	Heritage-Crystal Clean LLC	11/17/2018	120.25
*826449	Hermenegildo, Edgar	11/17/2018	2,913.80
*826450	Holcomb Upholstery, Ine	11/17/2018	1,551.16
*826451	Home Depot	11/17/2018	262.64
826452	Institute For Educational Deve	11/17/2018	259.00
*826453	Jacknut Apparel	11/17/2018	696.80
*826454	Jd Government & Nat'L Sales	11/17/2018	13,005.83
826455	Jostens Inc	11/17/2018	1,972.60
826456	Jw Pepper And Son Inc	11/17/2018	1,344.15
*826457	K-Log	11/17/2018	860.60
826458	KCDA Purchasing Coop.	11/17/2018	4,622.52
826459	KCDA Purchasing Coop.	11/17/2018	1,543.16
*826460	Kelley Imaging Systems Agreeme	11/17/2018	3,830.00
*826461	KUTA Software LLC	11/17/2018	581.00
826462	Lakeshore Curriculum Materials	11/17/2018	375.73
*826463	Lemay Inc	11/17/2018	133.93
*826464	Lemay Mobile Shredding	11/17/2018	204.80
826465	Lg Isaacson Inc	11/17/2018	104.67
*826466	Masco	11/17/2018	16,859.50
826467	Mb Industrial Motors, Llc	11/17/2018	1,075.05
826468	McGraw Hill Education Llc	11/17/2018	210.00
*826469	NATUREBRIDGE	11/17/2018	630.00

Check Nbr	Vendor Name	Check Date	Check Amount
826470	Northwest Textbook Depository	11/17/2018	4,509.14
826471	O'Reilly Auto Parts	11/17/2018	28.30
*826472	Office Depot	11/17/2018	881.69
826473	OPEN UP RESOURCES	11/17/2018	9,526.89
*826474	Ospi	11/17/2018	5,292.00
*826475	OSPI	11/17/2018	7,034.44
826476	Parris, Trinity A	11/17/2018	833.33
826477	Pearson Assessments	11/17/2018	147.49
826478	Perkins Coie Llp	11/17/2018	945.12
826479	Peterson, Anjuleah	11/17/2018	43.50
*826480	Pioneer Healthcare Services LL	11/17/2018	9,384.00
826481	PNW Printworks, Llc	11/17/2018	408.49
826482	Popowich, Christine G	11/17/2018	38.00
*826483	Pud #1 Of Grays Harbor Co	11/17/2018	50,404.50
826484	Rc Fence Construction Inc	11/17/2018	3,115.40
*826485	Ricoh Usa Inc	11/17/2018	579.59
826486	Scherff, Angie Marie	11/17/2018	43.50
826487	School Nurse Supply	11/17/2018	562.19
826488	School Technology Associates,	11/17/2018	675.37
826489	Scrubs 365	11/17/2018	1,080.00
826490	Smith & Greene Co	11/17/2018	4,411.67
826491	Spargo's Printing	11/17/2018	283.22
826492	Supplyworks	11/17/2018	832.43
*826493	Swanson's Food	11/17/2018	9,161.67
826494	TCF Architecture	11/17/2018	17,278.44
826495	The Daily World	11/17/2018	44.00
826496	Thermal Supply Inc	11/17/2018	46.02
*826497	Tke Corp	11/17/2018	14,272.01
826498	United Rentals Nw Inc	11/17/2018	912.65
*826499	Us Postal Service (cmrs-Fp)	11/17/2018	2,000.00
826500	Valley Cleaners	11/17/2018	100.00
*826501	Verizon Wireless	11/17/2018	4,563.45
*826502	Wal Mart (pay To)	11/17/2018	935.62
826503	Wcp Solutions	11/17/2018	1,063.24
826504	Williams, Kristin	11/17/2018	145.52
*826505	Wsipc	11/17/2018	24,241.52
826506	WSSDA	11/17/2018	500.00
*826507	YMCA	11/17/2018	14,405.63
826508	Zones, Inc	11/17/2018	2,066.40

122 Computer

Check(s) For a Total of

600,149.20

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As of November 27, 2018, the board, by a _____ vote, approves payments, totaling \$1,750.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: PRIVATE PURPOSE TRUST
Warrant Numbers 826385 through 826386, totaling \$1,750.00

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

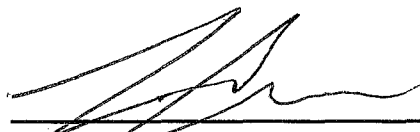
Check Nbr	Vendor Name	Check Date	Check Amount
*826385	Central Washington University	11/15/2018	750.00
*826386	Grays Harbor College	11/15/2018	1,000.00
2	Computer	Check(s) For a Total of	1,750.00

Finance Report

A/P Month of October

ASB Totals \$ 23,514.05

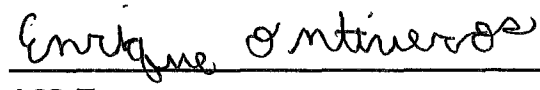
Approved:



ASB President


11/16/18

Date



ASB Treasurer

Date



ASB Comptroller

11/16/18

Date

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 L 601 0000 00 0000 000 0000 0000							
8925481		0000000000	FOOD SER000	Food Services Of America	10/15/2018	O	\$-8.19
8933812		0000000000	FOOD SER000	Food Services Of America	10/18/2018	O	\$-11.39
8948024		0000000000	FOOD SER000	Food Services Of America	10/25/2018	O	\$-2.86
8956732		0000000000	FOOD SER000	Food Services Of America	10/30/2018	O	\$-13.35
H62695		0000000000	GROSH BA000	Grosh Backdrops And Draperies	11/06/2018	O	\$-115.33
5 ITEM(S) FOR ACCOUNT # 40 L 601 0000 00 0000 000 0000 0000						FOR A TOTAL OF	\$-151.12
40 E 530 1015 00 0000 431 0000 0000 0							
1018	print shop	0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2018	O	\$64.00
1018p	postage	0000000000	ABERDEEN025	Aberdeen School District #5	10/31/2018	O	\$25.85
1018-1015		0000000000	AHS ASB 000	Ahs Asb Imprest Fund	10/17/2018	O	\$1,000.00
14778	Mary Newton	0000000000	WEATHERW000	Weatherwax Asb Fund	10/01/2018	O	\$40.00
4 ITEM(S) FOR ACCOUNT # 40 E 530 1015 00 0000 431 0000 0000 0						FOR A TOTAL OF	\$1,129.85
40 E 530 1085 00 0000 431 0000 0000 0							
1018	print shop	0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2018	O	\$12.90
10180c	office copies	0000000000	ABERDEEN026	Aberdeen School District #5	10/31/2018	O	\$2.10
2 ITEM(S) FOR ACCOUNT # 40 E 530 1085 00 0000 431 0000 0000 0						FOR A TOTAL OF	\$15.00
40 E 530 2015 00 0000 431 0000 0000 0							
HSAS1-2018		0000000000	GH VOLLE000	Gh Volleyball Officials Assn	10/10/2018	O	\$1,875.00
1		0000000000	SOUTH SO000	South Sound Football Officials	11/05/2018	O	\$3,151.63
2 ITEM(S) FOR ACCOUNT # 40 E 530 2015 00 0000 431 0000 0000 0						FOR A TOTAL OF	\$5,026.63
40 E 530 2040 00 0000 431 0000 0000 0							
10180c	office copies	0000000000	ABERDEEN026	Aberdeen School District #5	10/31/2018	O	\$11.04
360-5079		0000000000	COMPETIT000	Competitive Athletics	10/22/2018	O	\$602.38
2 ITEM(S) FOR ACCOUNT # 40 E 530 2040 00 0000 431 0000 0000 0						FOR A TOTAL OF	\$613.42
40 E 530 2050 00 0000 431 0000 0000 0							
271		0000000000	CASH & C000	Cash & Carry #548	10/17/2018	O	\$118.77
616518		0000000000	DOMINO'S000	Domino's Pizza	10/05/2018	O	\$54.15
618313		0000000000	DOMINO'S000	Domino's Pizza	10/15/2018	O	\$79.05
5536		0000000000	HARBOR A000	Harbor Awards & Engraving	11/08/2018	O	\$219.40
14777	NCHS Cross Country	0000000000	WEATHERW000	Weatherwax Asb Fund	10/01/2018	O	\$140.00
14780	Hoquiam High School	0000000000	WEATHERW000	Weatherwax Asb Fund	10/11/2018	O	\$90.00

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 E 530 2050 00 0000 431 0000 0000 0							
*****CONTINUED*****							
14784	April Meissner	0000000000	WEATHERW000	Weatherwax Asb Fund	10/30/2018	O	\$250.00
7 ITEM(S)	FOR ACCOUNT # 40 E 530 2050 00 0000 431 0000 0000 0						FOR A TOTAL OF \$951.37
40 E 530 2060 00 0000 431 0000 0000 0							
10180c	office copies	0000000000	ABERDEEN026	Aberdeen School District #5	10/31/2018	O	\$27.30
360-4922		0000000000	COMPETIT000	Competitive Athletics	10/26/2018	O	\$744.61
5538		0000000000	HARBOR A000	Harbor Awards & Engraving	11/08/2018	O	\$264.49
3 ITEM(S)	FOR ACCOUNT # 40 E 530 2060 00 0000 431 0000 0000 0						FOR A TOTAL OF \$1,036.40
40 E 530 2070 00 0000 431 0000 0000 0							
360620		0000000000	ABC FUND000	ABC Fundraising	11/12/2018	O	\$570.00
59433		0000000000	GRAYS HA022	Grays Harbor Stamp Works	10/30/2018	O	\$148.36
2 ITEM(S)	FOR ACCOUNT # 40 E 530 2070 00 0000 431 0000 0000 0						FOR A TOTAL OF \$718.36
40 E 530 2080 00 0000 431 0000 0000 0							
94213188		0000000000	SOCCER .000	Soccer .Com	10/11/2018	O	\$671.38
94216719		0000000000	SOCCER .000	Soccer .Com	10/13/2018	O	\$193.66
94223061		0000000000	SOCCER .000	Soccer .Com	10/16/2018	O	\$356.83
94260151		0000000000	SOCCER .000	Soccer .Com	10/25/2018	O	\$8.81
94294746		0000000000	SOCCER .000	Soccer .Com	11/06/2018	O	\$52.34
5 ITEM(S)	FOR ACCOUNT # 40 E 530 2080 00 0000 431 0000 0000 0						FOR A TOTAL OF \$1,283.02
40 E 530 2085 00 0000 431 0000 0000 0							
5533		0000000000	HARBOR A000	Harbor Awards & Engraving	11/08/2018	O	\$378.62
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2085 00 0000 431 0000 0000 0						FOR A TOTAL OF \$378.62
40 E 530 2095 00 0000 431 0000 0000 0							
14779	Mark Morris High School	0000000000	WEATHERW000	Weatherwax Asb Fund	10/09/2018	O	\$100.00
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2095 00 0000 431 0000 0000 0						FOR A TOTAL OF \$100.00
40 E 530 2100 00 0000 431 0000 0000 0							
5537		0000000000	HARBOR A000	Harbor Awards & Engraving	11/08/2018	O	\$174.41
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2100 00 0000 431 0000 0000 0						FOR A TOTAL OF \$174.41
40 E 530 2120 00 0000 431 0000 0000 0							

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT	
40 E 530 2120 00 0000 431 0000 0000 0								
*****CONTINUED*****								
201718017		0000000000	EVERGREE007	Evergreen Conference Attn S Ch	11/07/2018	O	\$167.45	
002003226	Ben Fagerstedt	0000000000	WMEA 000	Wmea	11/13/2018	O	\$410.00	
2 ITEM(S) FOR ACCOUNT # 40 E 530 2120 00 0000 431 0000 0000 0							FOR A TOTAL OF	\$577.45
40 E 530 2130 00 0000 431 0000 0000 0								
10180c	office copies	0000000000	ABERDEEN026	Aberdeen School District #5	10/31/2018	O	\$3.84	
625105		0000000000	DOMINO'S000	Domino's Pizza	11/07/2018	O	\$132.68	
5534		0000000000	HARBOR A000	Harbor Awards & Engraving	11/08/2018	O	\$71.81	
3 ITEM(S) FOR ACCOUNT # 40 E 530 2130 00 0000 431 0000 0000 0							FOR A TOTAL OF	\$208.33
40 E 530 2140 00 0000 431 0000 0000 0								
1018	print shop	0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2018	O	\$8.50	
010519	Jim Blair Memorial Invitational	0000000000	CASTLE R000	Castle Rock High School	10/31/2018	O	\$200.00	
5535		0000000000	HARBOR A000	Harbor Awards & Engraving	11/08/2018	O	\$303.12	
011219-2140	Grizzly Alumni Invitational	0000000000	HOQUIAM 008	Hoquiam Grizzly Wrestling	11/05/2018	O	\$200.00	
SQ-303657		0000000000	SUPLAY P000	Suplay Products	10/22/2018	O	\$196.84	
121518	Pat Alexander Invitational	0000000000	TUMWATER004	Tumwater High School	10/31/2018	O	\$300.00	
6 ITEM(S) FOR ACCOUNT # 40 E 530 2140 00 0000 431 0000 0000 0							FOR A TOTAL OF	\$1,208.46
40 E 530 2145 00 0000 431 0000 0000 0								
1CRP-JTC9-7N41	girls wrestling supplies	1051819004	AMAZON C000	Amazon Capital Services	11/07/2018	O	\$492.68	
1 ITEM(S) FOR ACCOUNT # 40 E 530 2145 00 0000 431 0000 0000 0							FOR A TOTAL OF	\$492.68
40 E 530 4030 00 0000 431 0000 0000 0								
1018	print shop	0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2018	O	\$38.52	
14781	Patricia Bates	0000000000	WEATHERW000	Weatherwax Asb Fund	10/17/2018	O	\$10.37	
2 ITEM(S) FOR ACCOUNT # 40 E 530 4030 00 0000 431 0000 0000 0							FOR A TOTAL OF	\$48.89
40 E 530 4045 00 0000 431 0000 0000 0								
1018	print shop	0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2018	O	\$17.81	
H62695		0000000000	GROSH BA000	Grosh Backdrops And Draperies	11/06/2018	O	\$1,406.85	
14783	Bellevue Christian School	0000000000	WEATHERW000	Weatherwax Asb Fund	10/22/2018	O	\$294.00	
1PW3-NLYQ-LVQM	Shoes for musical	1051819003	AMAZON C000	Amazon Capital Services	11/05/2018	O	\$41.12	

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 E 530 4045 00 0000 431 0000 0000 0							
*****CONTINUED*****							
4 ITEM(S) FOR ACCOUNT # 40 E 530 4045 00 0000 431 0000 0000 0						FOR A TOTAL OF	\$1,759.78
40 E 530 4060 00 0000 431 0000 0000 0							
MP00199360		0000000000	YANKEE C000	Yankee Candle Fund Raising	10/16/2018	O	\$1,292.20
1 ITEM(S) FOR ACCOUNT # 40 E 530 4060 00 0000 431 0000 0000 0						FOR A TOTAL OF	\$1,292.20
40 E 530 4120 00 0000 431 0000 0000 0							
1018	print shop	0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2018	O	\$2.65
1 ITEM(S) FOR ACCOUNT # 40 E 530 4120 00 0000 431 0000 0000 0						FOR A TOTAL OF	\$2.65
40 E 530 4166 00 0000 431 0000 0000 0							
1412		0000000000	PNW PRIN000	PNW Printworks, Llc	11/02/2018	O	\$1,141.90
1421		0000000000	PNW PRIN000	PNW Printworks, Llc	11/07/2018	O	\$169.98
101618		0000000000	SWALANDE000	Swalander Sign And Design Aka	10/16/2018	O	\$43.94
1718-414		0000000000	WASHINGTON015	Washington Ffa Assoc	10/01/2018	O	\$2,224.00
1819-152	Dues and E & A Fee	0000000000	WASHINGTON015	Washington Ffa Assoc	11/01/2018	O	\$610.00
1819-173		0000000000	WASHINGTON015	Washington Ffa Assoc	11/01/2018	O	\$68.00
6 ITEM(S) FOR ACCOUNT # 40 E 530 4166 00 0000 431 0000 0000 0						FOR A TOTAL OF	\$4,257.82
40 E 530 6200 00 0000 431 0000 0000 0							
1018	print shop	0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2018	O	\$628.04
1018p	postage	0000000000	ABERDEEN025	Aberdeen School District #5	10/31/2018	O	\$114.27
2 ITEM(S) FOR ACCOUNT # 40 E 530 6200 00 0000 431 0000 0000 0						FOR A TOTAL OF	\$742.31
					TOTAL NUMBER OF OPEN INVOICES:	52	\$22,303.11
63 ITEM(S) FOR GRAND TOTAL						FOR A TOTAL OF	\$21,866.53

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Student Body Fund	-151.12	0.00	22,017.65	21,866.53
	*** Fund Summary Totals ***	151.12	0.00	22,017.65	21,866.53

-115.33

21,981.86

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

US Bank 1532.19

23514.05 Total

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

As of November 27, 2018, the board, by a _____ vote, approves payments, totaling \$26,164.28. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 826352 through 826384, totaling \$26,164.28

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

Check Nbr	Vendor Name	Check Date	Check Amount
* 826352	ABC Fundraising	11/14/2018	570.00
826353	Aberdeen Sd #5 Revolving Fund	11/14/2018	1,756.70
826354	Aberdeen School District #5 -	11/14/2018	772.42
826355	Aberdeen School District #5	11/14/2018	1,214.12
826356	Aberdeen School District #5	11/14/2018	44.28
*826357	Ahs Asb Imprest Fund	11/14/2018	1,000.00
*826358	Amazon Capital Services	11/14/2018	533.80
*826359	Cash & Carry #548	11/14/2018	118.77
*826360	Castle Rock High School	11/14/2018	200.00
*826361	Competitive Athletics	11/14/2018	1,346.99
*826362	Domino's Pizza	11/14/2018	265.88
*826363	Evergreen Conference Attn S Ch	11/14/2018	167.45
*826364	Food Services Of America	11/14/2018	432.80
*826365	Gh Volleyball Officials Assn	11/14/2018	1,875.00
*826366	Grays Harbor Stamp Works	11/14/2018	148.36
*826367	Grosh Backdrops And Draperies	11/14/2018	1,291.52
*826368	Harbor Awards & Engraving	11/14/2018	1,411.85
*826369	Harbor Pacific Bottling Co	11/14/2018	172.96
*826370	Hoquiam Grizzly Wrestling	11/14/2018	200.00
*826371	Montesano High School	11/14/2018	75.00
*826372	PNW Printworks, Llc	11/14/2018	1,311.88
*826373	Quad County Soccer Referee Ass	11/14/2018	552.00
*826374	Rose, Racheal	11/14/2018	48.50
*826375	Soccer .Com	11/14/2018	1,283.02
*826376	South Sound Football Officials	11/14/2018	3,151.63
*826377	Suplay Products	11/14/2018	196.84
*826378	Swalander Sign And Design Aka	11/14/2018	43.94
*826379	Tumwater High School	11/14/2018	300.00
*826380	Washington Ffa Assoc	11/14/2018	2,902.00
*826381	Weatherwax Asb Fund	11/14/2018	924.37
*826382	Wheelan, Christopher	11/14/2018	150.00
*826383	Wmea	11/14/2018	410.00
*826384	Yankee Candle Fund Raising	11/14/2018	1,292.20

Check Nbr	Vendor Name	Check Date	Check Amount
33	Computer	Check(s) For a Total of	26,164.28

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

As of November 27, 2018, the board, by a _____ vote, approves payments, totaling \$38,434.46. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:GENERAL & ASB FUNDS
Warrant Numbers 826350 through 826351, totaling \$38,434.46

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

Check Nbr	Vendor Name	Check Date	Check Amount
*826350	Anchor Savings Bank	11/14/2018	36,799.16 GF
*826351	Anchor Savings Bank	11/14/2018	1,635.30 ASB
2	Computer	Check(s) For a Total of	38,434.46

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

As of November 27, 2018, the board, by a _____ vote, approves payments, totaling \$14,534.58. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 826349 through 826349, totaling \$14,534.58

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

Check Nbr	Vendor Name	Check Date	Check Amount
826349	PREMERA	11/07/2018	14,534.58
1	Computer	Check(s) For a Total of	14,534.58

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

As of November 27, 2018, the board, by a _____ vote, approves payments, totaling \$1,234.10. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 826342 through 826348, totaling \$1,234.10.

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

Check Nbr	Vendor Name	Check Date	Check Amount
826342-826343	Payroll Warrants	10/31/2018	870.92
826344	Bank Of The Pacific	10/31/2018	153.00
826345	E.S.D.#113 Unemployment Coop	10/31/2018	1.40
826346	Ed.Serv.Dist.#113	10/31/2018	13.83
826347	School Employees Retirement Sy	10/31/2018	92.90
826348	Teacher Retirement System-Dc	10/31/2018	102.05
	Computer	Check(s) For a Total of	1,234.10

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

As of November 27, 2018, the board, by a _____ vote, approves payments, totaling \$1,785,480.93. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 826300 through 826341, totaling \$1,785,480.93

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

Check Nbr	Vendor Name	Check Date	Check Amount
826300	Aberdeen High School-AHS Schol	10/31/2018	215.00
826301	Aflac Remittance Processing	10/31/2018	1,694.84
826302	American Fidelity-FSA	10/31/2018	5,958.43
826303	American Fidelity	10/31/2018	4,680.54
826304	American Fidelity Health Servi	10/31/2018	3,250.00
826305	Ameritas	10/31/2018	20,097.00
826306	Bank Of The Pacific	10/31/2018	599,016.18
826307	Cnty/city Mun Ees	10/31/2018	2,967.16
826308	Deferred Compensation Program	10/31/2018	14,801.00
826309	Delta Management Associates In	10/31/2018	581.18
826310	Dynamic Collectors	10/31/2018	2,176.60
826311	E.S.D.#113 Unemployment Coop	10/31/2018	1,646.73
826312	Ecmc	10/31/2018	387.45
826313	Ed.Serv.Dist.#113	10/31/2018	35,036.43
826314	Employment Security Dept	10/31/2018	44.20
826315	Financial Assistance, Inc	10/31/2018	1,099.44
826316	Inspirus	10/31/2018	12,087.56
826317	Legal Shield	10/31/2018	136.15
826318	Lina	10/31/2018	6,956.67
826319	Nbn Vision	10/31/2018	10,820.00
826320	PREMERA	10/31/2018	392,669.14
826321	Pse Of Wa	10/31/2018	6,584.58
826322	Pse Of Washington	10/31/2018	55.56
826323	Public Employees Retirement	10/31/2018	984.93
826324	School Employees Retirement Sy	10/31/2018	141,825.49
826325	Teacher Retirement System-Dc	10/31/2018	398,935.31
826326	Tsa Consulting Group Inc	10/31/2018	13,119.00
826327	Twin Star Credit Union	10/31/2018	3,465.00
826328	Twin Star Credit Union	10/31/2018	260.00
826329	Twin Star Scholarship Acct	10/31/2018	94.00
826330	Twinstar Pse Local Dues	10/31/2018	94.50
826331	United Way	10/31/2018	612.38
826332	Us Department Of Education	10/31/2018	834.10

Check Nbr	Vendor Name	Check Date	Check Amount
826333	Veba Contributions-Y1286.001	10/31/2018	11,754.04
826334	Wa State School Ret Assn	10/31/2018	49.00
826335	Wash State Support Registry	10/31/2018	750.00
826336	Washington State Treasurer	10/31/2018	33,744.53
826337	Wea Chinook	10/31/2018	5.48
826338	Wea Payroll Deductions	10/31/2018	21,866.15
826339	Wea Select Plans-Wds	10/31/2018	21,155.48
826340	Wea Select Plans-Willamette	10/31/2018	4,506.70
826341	Wpas	10/31/2018	8,463.00
42	Computer	Check(s) For a Total of	1,785,480.93

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

As of November 27, 2018, the board, by a _____ vote, approves payments, totaling \$1,764,200.19. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 826299 through 826299, totaling \$1,764,200.19

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

Check Nbr	Vendor Name	Check Date	Check Amount
826296-826298	Payroll Warrants	10/31/2018	3,607.24
826299	Anchor Savings Bank	10/30/2018	1,760,592.95
	Computer	Check(s) For a Total of	1,764,200.19

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

As of November 27, 2018, the board, by a _____ vote, approves payments, totaling \$25,176.47. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 826293 through 826295, totaling \$25,176.47

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

Check Nbr	Vendor Name	Check Date	Check Amount
* 826293	Kelley Imaging Systems Agreeme	10/19/2018	9,260.43
* 826294	Montesano Internal Medicine	10/19/2018	180.00
* 826295	Smith & Losli Sheet Metal Inc	10/19/2018	15,736.04
3	Computer	Check(s) For a Total of	25,176.47

OVERNIGHT & OUT-OF-STATE STUDENT TRIP REQUEST

Overnight or out-of-state field trips require approval by the Board of Directors. Use the form below as an outline for the information necessary to submit a request for Board approval. Requests must be submitted to the building principal at least three weeks prior to submission to the Board. Following approval by the building principal and/or ASB, forward the request to the superintendent one week prior to the next scheduled Board meeting.

Group/Team Goldenaires

School AHS

Advisor Alexandra Amarok Phone 509-699-1902

Date(s) of Trip March 22 + 23, 2019 Destination Commencement Bay Jazz Festival @ Columbia JHS

Lodging Location unknown at this point waiting for approval Lodging Phone _____


Objective of Trip To perform for professional jazz musicians and receive feedback + to hear other school jazz groups

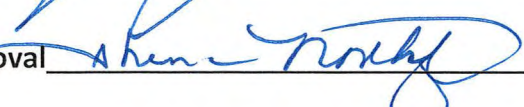
Number of Students 15 Number of Chaperones 2

Cost per Student unknown at this point costs - bus, lodging, food, \$250 registration fee Cost per Chaperone unknown at this point

Funding Source and/or Account Code Choir ASB

Type of Transportation School Bus Bus form required YES NO

ASB Approval  Date 11/14/18

Principal Approval  Date 11/8/18

Board Approval _____ Date _____

(Reference School Board Policy – Field Trips and Excursions 2320 and 2320P)

ANNUAL ORGANIZATIONAL MEETING

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

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

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

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

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

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

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

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

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



Aberdeen
School District

*Our Children,
Our Schools,
Our Future*

School Improvement Plans

November 27, 2018

Miller Junior High

"Home of the Bobkittens"



English-Language Arts

Goal: The percentage of 7th grade students achieving a level 3 will increase from 45.5% to 49%, as measured by the Smarter-Balanced Assessment (SBA).

Sub-Group Goal(s): The percentage of 8th grade Low-Income students achieving a level 3 will increase by 4% as measured by the Smarter-Balanced Assessment (SBA).

Strategies to Achieve the Goal:

1. Administer and Score Interim SBA Assessments, using the results to monitor and adjust instruction as needed
1. Continue implementing AVID WICOR strategies: Focused Note Taking, Summarization, Leveled Questions, Collaborative Group Work, Planners, and Vocabulary



Mathematics

Goal: The percentage of 8th grade students achieving a level 3 will increase from 38.2% to 44%, as measured by the Smarter-Balanced Assessment (SBA).

Sub-Group Goal(s): The percentage of 8th grade Hispanic/Latino students achieving a level 3 will increase by 4% as measured by the Smarter-Balanced Assessment (SBA).

Strategies to Achieve the Goal:

1. Block Scheduling, Math/Science & New Curriculum - 7th Grade
1. Administer and Score Interim SBA Assessments, using the results to monitor and adjust instruction as needed



Harbor High School

"Home of the Dragons"



English-Language Arts

Goal: The percentage of Harbor High students meeting the ELA graduation requirement will increase from 50.7% to 61%, as measured by the Smarter-Balanced Assessment, Collection of Evidence, SAT or ACT.

Sub-Group Goal(s): The percentage of Harbor High seniors meeting the ELA graduation requirement on time (2019) will increase from 54.8% to 65%, as measured by the Smarter-Balanced Assessment, Collection of Evidence, SAT or ACT.

Strategies to Achieve the Goal:

1. Using Assessment data, students will have an individualized Assessment Plan created by staff, with student input
1. Eligible Students will be scheduled into ELA COE course
1. Using Interim assessments and screening test results to focus learning and instruction on individual student needs



Mathematics

Goal: The percentage of Harbor High students meeting the Math graduation requirement will increase from 38.4% to 50%, as measured by the Smarter-Balanced Assessment, Collection of Evidence, SAT or ACT.

Sub-Group Goal(s): The percentage of Harbor High seniors meeting the Math graduation requirement on time (2019) will increase from 13% to 40%, as measured by the Smarter-Balanced Assessment, Collection of Evidence, SAT or ACT.

Strategies to Achieve the Goal:

1. Using Assessment data, students will have an Individualized Assessment Plan created by staff, with student input
1. Eligible students will be scheduled into COE Math class
1. Using Interim assessments and screening test results to focus learning and instruction on individual student needs



Aberdeen High School

"Home of the Bobcats"



English-Language Arts

Goal: Based on the E/LA Fall and Spring Interim results, 80% of students will increase by one level in English 10 and Core 10 course classes by May 2019.

Sub-Group Goal(s): The number of long-term English Learners (EL) exiting the program will increase by 20% as measured by the ELPA 21.

Strategies to Achieve the Goal: E/LA & EL

1. Administer and Score Interim SBA Assessments, using the results to monitor and adjust instruction as needed
1. Focus Interim questions during each trimester
1. EL Student Focus; review individual assessment goals, create sample questions and monitor student growth



Mathematics

Goal: The percentage of 10th grade students achieving a level 3 will increase from 23% to 31%, as measured by the Smarter-Balanced Assessment (SBA).

Strategies to Achieve the Goal:

1. Advisory, nine-week math intervention, emphasizing Algebra and Geometry
1. Math Vertical Alignment, 7 - 12
1. Shared classroom observations.



TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5 Harbor High School

Date: 11/10/18

Mission:
Harbor High School, a Title I Schoolwide Program, is dedicated to preparing our students to become responsible citizens, lifelong learners, effective planners, and successful workers.

Vision:
Our graduates are goal-oriented, independent and capable; passionate in pursuit of their aspirations; resilient and adaptable risk takers, and fully engaged in improving their lives and the lives of others.

COMPONENT #1: NEEDS ASSESSMENT

1. Our Team—Keelee Frost, CTE/Parenting Teacher; Chris Howell, Science/Math Teacher & Assessment Coordinator; Katie Hirshfeld, ELA Teacher; Jan Gravley, CTE Teacher/Data Coordinator; Derek Cook, Principal

Title I funds are used to support students in grades 9-12 in math, and students in ELA based on need. We use the following data to identify students in need of support:

- a) Student Assessment data:
 - Measures of Academic Progress Percentile Results (NWEA)
 - SBAC ELA and Math Assessment results (11th and 12th grade)
 - Benchmark interim assessments in Math and ELA
- b) Teacher Identification-Teachers use classroom assessment data and observation to identify students in need of support.
- c) Student progress monitoring-Student progress data (points, credits earned) is looked at by the team to help identify students in need of support.

2. Our data that we looked at from the previous year:

2017-18	2018-19
Demographics from end of 2016-17 Total enrollment 121 Students <ul style="list-style-type: none"> ➤ Gender: 62 Male (45.6%); 74 Female (54.4%) ➤ Race/Ethnicity (October data): 42 Hispanic/Latino (30.9%); 7 American Indian/Alaska Native (7.1%); 2 Asian (1.5%); 2 Black/African American (1.5%); 1 Native Hawaiian/Other Pacific Islander (0.7%); 74 White (54.4%); 8 Two or More Races (5.9%) ➤ Free and Reduced Lunch-76.9 % Reported ➤ Special Programs: 17 Special Education (14.0%); 10 Transitional Bilingual (8.3%); 2 Migrant (1.2%); 4 Section 504 (2.4%); 3 Foster care (2.3 %) 12 Homeless/In Transition (9.9%)	Demographics from end of 2017-18 Total enrollment 109 students <ul style="list-style-type: none"> ➤ Gender: 49.5% Male; 50.5% Female ➤ Race/Ethnicity (October Data): Hispanic Latino (31.4%); Asian (1.0%); American Indian/Alaskan Native (4.8%); Black/African American (1.0%); Native Hawaiian/Other Pacific Islander (1.0%); White (53.3%); two or more races (7.6%) ➤ Low Income—61% Reported ➤ Special Programs: Special Education (14.5%); Transitional Bilingual (11.5%); Migrant (1.8%); Section 504 (3.7%) 21 Homeless/In Transition (19.2%)
Academic Data from the end of 2016-17 <ul style="list-style-type: none"> ➤ Grade 11 ELA- 72% meeting GL standard ➤ Grade 11 Math-24% meeting GL standard 	Academic Data from the beginning of 2018-19 <ul style="list-style-type: none"> ➤ Grade 11 ELA- 33% meeting GL standard ➤ Grade 11 Math- 14% meeting GL Standard

<ul style="list-style-type: none"> ➤ Grade 12 ELA-83% meeting GL standard ➤ Grade 12 Math-59% meeting GL standard ➤ 4 Year Grad rate-53.5% ➤ 5th Year Grad rate-67.9% <p>Students Academically on track-49%</p>	<ul style="list-style-type: none"> ➤ Grade 12 ELA-54% meeting GL standard ➤ Grade 12 Math-41% meeting GL standard ➤ 4 Year Grad rate-54.3% ➤ 5 Year Grad rate-67% <p>Students Academically on track-32%</p>

3. Describe last year's program by grade level and subject. (Who did you serve and how?) How effective was last year's program? Last year's program targeted students who were not at grade level standard in Math and ELA in 10-12 grades. We picked those grades because our school did not have any freshman students until late last year. Students were identified using assessment data, and teacher recommendation using progress data.

Students were served in Math through a variety of interventions:

- T1 supports are extra time on assignments, work at a pace comfortable to the student, mastery based learning, small class size, differentiated learning contracts, and peer and staff tutoring.
- T2 support: Enrollment in ALEKS math, which is an intuitive math program that scaffolds learning for students in need of support (34 students).
- T2 support: Enrollment in the Collection of Evidence course, which chunked their assessment and instruction more effectively, and allowed for more intensive support and scaffolding (17 students, all of whom passed).
- T3 support: flexible scheduling to allow for intensive support in math.
- T3 support: individual tutoring, during Focus Thursday time.

Students were served in ELA (Reading) through the following interventions:

- T1 support: Extra time on assignments, work at a pace comfortable to the student, mastery based learning, small class size, differentiated learning contracts, and peer and staff tutoring
- T2 support: Enrollment in Katie's ELA support class. Students are assessed and then areas of need are addressed with specific instruction and learning at appropriate reading levels (13 students enrolled, 9 ended up passing state assessments.)
- T3 support: Specific, differentiated materials at lower grade levels that lead to structured guided support in reading. (we had five students, all of whom saw improvement, but haven't passed state assessments)
- T3 support: Flexible scheduling to allow for intensive support in ELA with enrollment in ELA support and Focus Thursday support in ELA.

4. Describe what you did for parent involvement activities. Over the course of last year we had the following parent involvement activities:

- August 30: Student Goal Setting Conferences/Parent Orientation and Title I Meeting
- Monthly Newsletter put on Webpage and Mailed to Parents
- Weekly call and text reminders using Blackboard Connect
- Parent Night/Title I Meeting October 30 & November 1
- Parent Conferences October 30, 31, November 1
- Parent Night/Title I Meeting: Feb 21-22
- Parent Conferences Feb 21-22
- Parent Survey Feb 21-22
- Senior Parent Conferences March 28-30
- Title I information on School Website (<https://www.asd5.org/domain/1050>)

5. How effective were your parent involvement activities? Our parents have been traditionally difficult to engage outside of conferences or requested meetings for their student. Attendance for our conferences has traditionally been high, averaging 80-90 percent. Our staff does a great job of accommodating schedules and making sure that some contact is made with the parent if they can't make their conference.

- Attendance at the opening Title I meeting was generally good with 27 parents total showing up

- Attendance dropped at the meetings later in the year, even though the topics were important enough that we hoped parents would attend. November-13; February; 11
- The February Parent Survey was handed out to over 83 parents. We had 31 returned.
- Parent Surveys returned showed overall approval of the school's program. Most indicated that their student was content here. Parents felt the level of communication with the home was adequate, but we identified this as an ongoing area in need of work.

6. Staff information

We have two Paraeducators. Both have either 72 or more college credits, or they have passed a state approved Paraeducator qualification exam. The district provides general training in school safety and legal issues. On top of this, Paraeducators have access to specific training through the District such as Right Response training.

We have 7 Full time, and two part time teachers: 95% are appropriately certified and teaching in the areas of their certification. We have one 0.6 FTE CTE Art teacher who has conditional certification and is working to complete the requirements for full certification. All teachers in core subjects are endorsed in their areas.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

What will we do differently this year based on our data? While we saw a significant increase in our students that were achieving proficiency in ELA, our math success was primarily seen in the number of students who were able to complete the math Collection of Evidence, or state approved alternate assessments. Harbor High School already has the following universal interventions for ALL of our students:

- Data Driven Data Placement - To ensure that we offer the student every chance at success, we build a data profile of the student and use it for placement and scheduling. This profile simply lists credit needs in the areas required for graduation, assessment data, as well as data from a preliminary MAPS test. MAPS data is used specifically for ELA placement, with particular attention placed upon reading and writing levels, and to help the teacher build an instructional program for the student to address areas they are behind in. We compile all of this data into databases which are made available to staff. This data is updated regularly by a staff member who is our data specialist.
- Daily Academic Progress Reports - Students get a daily Plan Sheet that lists their progress in all of their classes. Teachers update this as students submit work or assessments. Advisors use this information to determine what obstacles might be impeding student progress. Plan Sheets serve as a starting point for critical conversations between staff and students, and help students to explain why or why they are not making progress.
- Daily Advisory -The advisory period (30 mins) is essential to our school. We are small, and thus, do not have the guidance counseling resources that a larger school has. Teachers take on that role. Advisors work with students through their stay at Harbor High School, becoming a daily touchstone for students. Advisors and students craft educational plans geared towards graduation during this time. Scheduling is done through advisory as well. Advisors weekly conference with students about their progress, and pass along concerns to other staff and the administrator in a weekly meeting. Interventions can quickly be put into place with the student as a result. Students may use this time for extended help from other teachers, or completing any work that they need to.
- After School Help - Students have access to after school help and various programs four days a week. Most of these programs are being run through our 21st Century program, but we offer support for students working towards meeting the state assessment requirements in ELA, Math, and Science. Students who are using alternative routes through the assessments (ACT/SAT) have had access to preparatory and support programs during this time. There is also a credit retrieval component available in certain areas.
- Focus Thursdays - Every Thursday, we re-arrange the schedule to offer two hours of focused help for all students. Advisors work with students to steer them into classrooms in which they need support and help. Students can use the full two hours in one class, or get help in two classes.
- Contracted Mastery Learning - Harbor High students work off of a contract. Students must achieve an 80 percent or better on assignments and projects to earn their points for the project. Students who fail to achieve this level of mastery are given feedback as to what needs to be improved, and allowed to resubmit once corrections have been made. We do not give zeroes, we do not have failing grades. Students who do not complete a contract before year's end, may pick up where they have left off the following school year. This offers us a tremendous amount of flexibility with students.

- Quarterly Parent Student Conferences - We meet with parents four times a year to update them directly on their student's progress. This also gives us a chance to learn of any issues that have changed in the home that may be impacting the student. Advisors and students work to schedule these, and our attendance has been remarkably high.

School Reform Strategies in use this year:

- Double Dipping—Students in both ELA and Math can and are being scheduled to allow for more academic time in areas that they are not up to standard in. One advantage of our flexible scheduling is that as soon as we see students facing academic difficulty, we can either stop progress in other classes and double dip for further academic support, or schedule the student into our Academic support period with both staff and peer support.
- Peer Tutoring and Academic Support-We have one period open in a teacher's schedule for specific student support with peer tutors who are working the class. To date, we have 15 students whom we have worked into the support class either short term, or longer term.
- ELA students grouped and scheduled according to needed academic supports. We have set up specific ELA classes geared towards students of all grade levels who have not met standards yet. Student assessment progress is broken down, and tiered, focused instruction is given to work them up to standard. Students are assessed formatively using Interim Block Assessments.
- ALEK's MATH is used for students who are below standard in Algebra and Geometry. Students from all grade levels are assessed using a screening test, and using prior assessment data. An individualized plan is set up using ALEKS unique tiered instruction and assessment.
- Interim Block Assessments and Screener tests used for more timely data on student levels in Algebra and Geometry. The IBA's allow us to shorten our turnaround on getting support, or reteaching concepts for struggling students.
- Summer School support in both Math and ELA.
- AVID Reading strategies being modeled and used in ELA, CTE, Social Studies classes this year. We are really targeting reading supports, and our work has mostly been geared towards Building Vocabulary, Annotating Texts, Marking Texts, and Summarizing Texts.

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

How are we going to change last year's plan to meet current needs and to increase student success?

- In Math and ELA, we will exercise the option to double dose students in need of more intensive help and additional time.
- In Math and ELA, we will use our Academic support class and peer tutors to support students who are struggling or below standard, with additional time, peer tutoring, and individual staff support.
- In Math, we will be more intentional with the students we enroll in ALEKS courses, and use the screening assessments to help build a thorough inventory of their skills. With this, a plan for their course of study will be crafted. Students and the teacher will work on needed supports.
- In Math, we will enroll students in the Local Math COE course being developed this year.
- In ELA, we will use flexible scheduling to ensure that students in need of additional supports are scheduled into Katie's courses designed for this. Katie will use assessment data to build a course of study to target student deficiencies, and build appropriate activities and supports to build in those areas. Students will be assessed informally and formally using Interim Based Assessments, as well as the new English curriculum assessments in Reading and Writing to monitor growth and areas of continued support.
- In ELA, we will be enrolling students in our Local ELA COE course being developed this year.

- We are working on more intensive support options in Summer School. Advisors and teachers will be building individualized plans for students enrolling in Summer School, and that will determine the work they do in ELA and Math.
- We are working to broaden our toolbox of supportive AVID strategies across the curriculum, to provide our students with rich and common organizational and learning experiences.

How will we measure the effectiveness of our plan daily, weekly, monthly, yearly?

- Our plan is measured daily through interactions between students and staff. Our students receive a plan sheet progress report daily with updated progress in their classes. The plan sheet is accessible to all staff, and can be used to monitor all students' progress. Advisors check in with students daily to discuss any areas of need the student may have.
- Weekly progress is also charted and tracked through our Filemaker program. Staff and Principal check in weekly at our Tuesday morning staff meeting where we identify students who may be floundering or in need of additional support.
- Monthly monitoring comes during our Collaboration Time, where we review the progress of EVERY student, and make adjustments in support, or programming if needed. Latest assessment information is also discussed, if it means a change in programming or support. Homeroom data will be used to chart attendance, course completion, and compare to the students assessment needs as we work to plot a course to graduation.
- Yearly monitoring usually happens at the end and beginning of the new school year when we have updated data regarding assessments, credit progression, and cohort review. The data is reviewed and compared to the students who had interventions. We assess the relative success or lack of success of our interventions in this way. Parents may review data at our quarterly Title I meetings on our Conference Nights, and Parent Nights.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

1. What specific activities will we use in each grade level to ensure student mastery? How will we measure student mastery? What strategies will we use if adjustments are needed?

Grade	Strategies to insure mastery:	Measurements	Adjustments
9	<ul style="list-style-type: none"> • Data Driven Placement • Additional time/support as needed. Students work at own pace • Contract learning, allowing greater flexibility and differentiation • Focus Thursday Block Support Time • Mastery Based Learning- an 80 percent requirement, and no penalty for resubmitted work • Flexible scheduling allowing for quick and timely changes if student needs additional support. 	<ul style="list-style-type: none"> • Daily, weekly, monthly academic progress (points) • Course/Credit Completion (credits earned) • IBA and other assessment data from specific coursework • Formative assessment data • Teacher observation • Formal Assessment data (MAPS, SBAC) 	<ul style="list-style-type: none"> • Double Dosing in Math and/or ELA • Academic Support period for Math and/or ELA • Peer Tutoring • ALEKS Math • Before/After School Program and Help • Differentiated plans and courses of study within academic courses

	<ul style="list-style-type: none"> Assessment and data collection using Interim Block Assessments and formal and informal assessments AVID organizational strategies, and Reading and Writing specific strategies across the curriculum 			
10	<ul style="list-style-type: none"> Data Driven Placement Additional time/support as needed. Students work at own pace Contract learning, allowing greater flexibility and differentiation Focus Thursday Block Support Time Mastery Based Learning- an 80 percent requirement, and no penalty for resubmitted work Flexible scheduling allowing for quick and timely changes if student needs additional support. Assessment and data collection using Interim Block Assessments and formal and informal assessments AVID organizational strategies, and Reading and Writing specific strategies across the curriculum 	<ul style="list-style-type: none"> Daily, weekly, monthly academic progress (points) Course/Credit Completion (credits earned) IBA and other assessment data from specific coursework Formative assessment data Teacher observation Formal Assessment data (MAPS, SBAC) 	<ul style="list-style-type: none"> Double Dosing in Math and/or ELA Academic Support period for Math and/or ELA Peer Tutoring ALEKS Math Before/After School Program and Help Differentiated plans and courses of study within academic courses 	
11	<ul style="list-style-type: none"> Data Driven Placement Additional time/support as needed. Students work at own pace Contract learning, allowing greater flexibility and differentiation Focus Thursday Block Support Time 	<ul style="list-style-type: none"> Daily, weekly, monthly academic progress (points) Course/Credit Completion (credits earned) IBA and other assessment data from specific coursework 	<ul style="list-style-type: none"> Double Dosing in Math and/or ELA Academic Support period for Math and/or ELA Peer Tutoring ALEKS Math Before/After School Program and Help 	

	<ul style="list-style-type: none"> • Mastery Based Learning- an 80 percent requirement, and no penalty for resubmitted work • Flexible scheduling allowing for quick and timely changes if student needs additional support. • Assessment and data collection using Interim Block Assessments and formal and informal assessments • AVID organizational strategies, and Reading and Writing specific strategies across the curriculum 	<ul style="list-style-type: none"> • Formative assessment data • Teacher observation • Formal Assessment data (MAPS, SBAC, ACT, SAT) • Cohort Tracking for On-Time Graduation 	<ul style="list-style-type: none"> • Differentiated plans and courses of study within academic courses
12	<ul style="list-style-type: none"> • Data Driven Placement • Additional time/support as needed. Students work at own pace • Contract learning, allowing greater flexibility and differentiation • Focus Thursday Block Support Time • Mastery Based Learning- an 80 percent requirement, and no penalty for resubmitted work • Flexible scheduling allowing for quick and timely changes if student needs additional support. • Assessment and data collection using Interim Block Assessments and formal and informal assessments • AVID organizational strategies, and Reading and Writing specific strategies across the curriculum 	<ul style="list-style-type: none"> • Daily, weekly, monthly academic progress (points) • Course/Credit Completion (credits earned) • IBA and other assessment data from specific coursework • Formative assessment data • Teacher observation • Formal Assessment data (MAPS, SBAC, ACT, SAT) • Cohort Tracking for On-Time Graduation 	<ul style="list-style-type: none"> • Double Dosing in Math and/or ELA • Academic Support period for Math and/or ELA • Peer Tutoring • ALEKS Math • Before/After School Program and Help • Differentiated plans and courses of study within academic courses • Enrollment in COE classes in Math, or ELA.

What specific activities will we use to increase parent engagement? Our parents have been traditionally difficult to engage outside of conferences or requested meetings for their student. Attendance for our conferences has traditionally been high, averaging 80-90 percent. Our staff does a great job of accommodating schedules and making sure that some contact is made with the parent if they can't make their conference. Conferences are held four times a year in conjunction with Title I meetings that highlight the academic program and supports available to their student. This year we hope to increase parent engagement through:

- **Increased communication between parent and advisor/teacher**
- **Personal contact with the parent when student is commended for something (PBIS)**
- **The use of Blackboard to connect parents and keep them informed of the school program or events of importance**
- **A monthly newsletter mailed home and posted on the website**
- **HHS Annual parent survey in March**
- **FAFSA and College Information Parent Night**
- **Expanded "For Parents" section on the web page**

How will we know that parent engagement is improving student learning?

- **We will measure how well parents feel engaged through our annual survey in February**
- **We will use conference sign in sheets and student data to correlate any shifts in improvement**
- **We will specifically target our struggling students, and directly engage parents through their advisors, setting up channels of communication**
- **The principal will contact parents, setting up meetings to review progress and inform them of supports. Students in need of more intensive support will meet with the principal, advisor and their parent to discuss what can be done in school and at home.**
- **These students will be tracked, parent contact documented, and monthly we will see if the higher engagement is improving student learning.**

COMPONENT #4: COORDINATION AND INTERGRATION (this information is 2017-18, needs update)

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$477,087.60	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p>
Title I, Part A	\$28,220.00	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math, kindergarten through 12. Funds may also be used for preschool programs.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental involvement activities; transition activities; and supplemental materials.</p>
Title II, Part A	\$0	<p>Intents/Purposes: To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified.</p> <p>Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase</p>

		the academic achievement of all students and to ensure that all teachers are highly qualified.	
Title III	\$0	<p>Intents/Purposes: To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>	
		<p>Intents/Purposes: To assist rural low-income districts in meeting ESEA performance goals.</p> <p>Use of funds to support Intents/Purposes: Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>	
Total	\$505,307.60		

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, Miller Jr. High

Date: 11/17/2018

Mission:

Miller Jr. High prepares all students to be successful in high school and beyond.

Vision:

Our Miller **dream** is that by **believing** in all our students and providing them with the proper academic supports to access core instruction, each student can **achieve** meeting common core state standards.

COMPONENT #1: NEEDS ASSESSMENT

- Title 1 Team:** The Miller Building Leadership Team examines data and creates the Title I Plan goals. Members of the leadership team reflect the 7th and 8th grade team structure and all curricular areas (English, Math, Science, Social Studies, PE/Health, Special Services, English Language Learners, AVID/Electives, GEAR UP, After School Program, PBIS Team, and Counseling). This team meets once a month.

Title 1 funds are used to support 7-8 grade students in Language Arts and/or Math support based on need. Need is determined through a ranking matrix. Title One students are selected through meetings with Title One Coordinator, English Language Arts teachers, Math teachers, and counselors by creating and examining a matrix:

How students are placed:

- Based on matrix. Data includes curriculum-based assessment (Spring SBAC), MAP score, and teacher rating. Teacher ratings received in spring and winter.
- Each reading and math support class will have about 12- 15 students. Teachers may take more if the teacher agrees and the student qualifies, and a paraeducator is available for the larger section. Cut score is determined by space in class, funding and needs of student.
- Counselors and teachers meet by cross-curricular and curriculum teams to finalize initial placement in June and to reaffirm the list in September.
- Parents notified in spring AND during Back to School Days (before school starts in August) about class placement.
- Adds/exits discussed as needed during team meetings, staff meetings, or SST's (Student Support Team) and parents/guardians are notified of any changes and/or recommendations.

How placement is continued:

Miller revises and updates qualifying students and eligibility lists in October after Fall MAPS testing, early February after Winter MAPs testing. Additionally placements could occur during the Trimesters Changes in November and March. Miller starts the school year with students who qualified in June of the previous year. Additionally, new students who register or exit throughout the year might be added or removed.

- Data Considered:**

Miller Junior uses our current demographics, results of the previous year's (2017-2018) CEE (Center for Educational Effectiveness) survey, state test score results, student MAP reading/math scores, grades in students' classes, and student/staff/family surveys to develop Title I Plan.

Assessment scores show that the majority of Miller students continue to struggle in the areas of reading and math. (2018 SBAC scores were Grade 7 Reading (45%) and Math (38%) AND Grade 8 Reading (39%) and Math (28%).

Data and Surveys revealed continued low family attendance at Monthly Family Nights, but an increase in attendance at OPEN HOUSE due to moving the date to before the school year started. Additionally, staff surveys showed Miller improved the support of student SEL (Social Emotional Learning) by incorporating lessons into daily advisory using on-line Second Steps curriculum.

Grade data analysis in 2018-2019 showed a gap between low-income students and other students in successfully completing/passing courses, achievement on assessment tests, attendance, and discipline referrals to the office.

Surveys and walk through documentation revealed continued need to teach organizational strategies, vocabulary, and summarization strategies consistently in all classrooms.

2017-2018 Spring	2018-2019 Fall
Student Count <u>476</u>	Student Count <u>490</u> Grade 7: 260 Grade 8: 230
70% free or reduced priced meals	69.9% free or reduced priced meals
5.3% Transitional Bilingual	9.4 % Transitional Bilingual

3. Intervention Models, Strategies and Materials used in 2018-2019:

Language Arts

Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
7 and 8	Two paraeducators work with an average of 20 students each per day in small groups. 7 class periods of support are provided.	Paraeducators work with small groups in core ELA classes as needed to pre-teach new material or reteach concepts students are having difficulty with per guidance from the classroom teacher.	The model of instruction is effective because the paraeducator uses the same academic language and strategies the teacher uses. This model allows the classroom teacher to differentiate the instruction.
7 and 8	Three Intervention classes at Grade 7 and two at Grade 8- serving up to 75 students.	Additional reading support classes available as a double dip for qualifying students that takes the place of an elective course (double dip). Paraeducators are available to provide support.	This double dip model is effective because it allows time to pre-teach skills or reteach skills. Teachers use additional support from NO RED INK to fill skill gaps in students.
7 and 8	Afternoon Tutoring in After School Program averages 35 students.	After school tutoring opportunities provided.	This model is effective because trained classrooms teachers use the same effective strategies in tutoring that students see and use in classrooms, provide the tutoring.

Math

Grade	Who Served	How Served	Effectiveness
7 and 8	Two paraeducators work with an average of 20 students each per day in small groups	Paraeducators with the strongest math skills are strategically placed in math classes to pre-teach new material or reteach concepts students	The model of instruction is effective because the paraeducator uses the same academic language and strategies the teacher uses. This model allows

		are having difficulty with per guidance from the classroom teacher	the classroom teacher to differentiate the instruction.
7 and 8	Two paraeducators splitting different time in math classes for 3 math classes work with an average of 20 students each per day.	Paraeducators work with small groups in core Math classes as needed to pre-teach new material or reteach concepts students are having difficulty with per guidance from the classroom teacher	The model of instruction is effective because the paraeducator uses the same academic language and strategies the teacher uses. This model allows the classroom teacher to differentiate the instruction.
8	160 8th Grade students in pre Algebra	The new Team structure in 8th grade lowered the class size in 8th Grade pre-algebra courses to an average of 22 students	The lower class size increases opportunity for reteaching and differentiation. Teachers incorporate IXL and Moby Max to assist in reteaching and filling gaps.
7	One 7 th grade Math Intervention section	Additional math support classes available as a double dip for qualifying students which takes the place of an elective course (double dip). Paraeducators are available to provide support.	This double dip model is effective because it allows a certified teacher time to pre-teach skills or reteach skills and differentiate instruction as needed. Teachers use additional support from IXL to fill skill gaps in students.
7 and 8	Morning averages 10-15 students. Afternoon averages 35 students.	Before and after school tutoring opportunities provided.	This model is effective because trained classrooms teachers use the same effective strategies in tutoring those students see and use in classrooms provide the tutoring.
8	230 students during the school day. 10 students average a day before school and 50 students average after school	GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs Grant) funded math specialist in all 8 th grade math classes to provide in class and after school tutoring.	Gear UP tracks all data yearly- grades in classes, % of students moving on to next sequential math course, and number of students in the Class of 2023 leaving high school with the math class needed to enroll in a 4-year college.

4. Parent Engagement:

Date	Activity	Effectiveness
Ongoing	Students and families are informed in their home language of the availability of the After School Program during Back to School Day, Open House, and Fall/Winter Conferences.	Miller Junior High observed an increase in enrollment in After School Program after these family events.

Ongoing	A Spanish interpreter is scheduled for all Evening Family Events.	All families receive communication in their home language.
Three times yearly	<p>Student Led Conferences. Materials for families include information on additional academic assistance, Title 1 and Student Learning Plans that include test scores and data.</p> <p>Fall and Winter Conferences are invite only- focusing on students who are academically struggling. 10/18/18 and 1/31/19</p> <p>All are invited to Spring Student Led Conferences. 3/11/19 and 3/12/19</p>	<p>80% of families attend Spring Student Led Conferencing. In addition to reviewing grades, the Spring Conference includes Student Learning Plans for all students.</p> <p>These plan outline student test scores and the support systems in place to support student learning. Enrollment in Intervention courses and After School Program increases after conferences.</p>
Ongoing	Monthly Family Fun Nights are scheduled and publicized in e-mail to students, on website, and with and auto robo call in both English and Spanish.	See detailed information below!
8/27/18	Family Night- Open House	200 + Families attended and participated in this night. They received information about Title 1. They met the Title 1 Coordinator. They received other information about the school and met all their students' teachers.
9/24/18	Gear UP Night and Title 1	Families participate in information about GEAR UP, Title 1, and After School Program.
10/1/18	AVID and Title 1	AVID Family Night where parents got information about Title 1 services and the After School Program
10/11/18	Family Night- Parent Engagement Music	Families received information on the importance of Parent Engagement in their students' success. They also got information on how music increases students' academic achievement.
11/15/18	Family Night- Parent Engagement	Parents received information on Parent Engagement and how to be involved with students all the way through Graduation.
12/13/18	Family Night- Family and School Partnerships	Holiday Craft Activities- Parents receive information on how to handle the stress of the Holidays and how to support student learning during the 2 week winter break
1/14/19	Family Night- GEAR UP	Gear Up worked with families on how to access school intervention support, including Title One services.
2/21/19	AVID College Fair Night	A college fair is presented by our 8 th Grade AVID students to all of our 7 th and 8 th Grade Families. They learn about funding opportunities and scholarships for college and how to access academic support here at Miller Junior High.

3/7/19	Reading Family Fun Night	Families get information on how to support students in the area of reading will be the focus.
4/15/19	Gear Up Night and Family Fun Night	In addition to GEAR UP information, families will learn about Title One and services, including how to support students for upcoming State Testing will be included.
Date TBD	Family Night- Incoming 6th Graders	Current 5th Grade Families will learn about Title One, Academic Supports, Summer School, Before and After School Programs available at Miller.
Date TBD	Family Night- Incoming 7 th Graders	Current 6 th Grade Families will learn about Title One, Academic Supports, Summer School, Before and After School Programs available at Miller.

5. Staff Information:

- All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- 98% of teachers are certified appropriately.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

- 1) Expectation that all staff KNOW their students, even though many staff are responsible for 120 to 150 students daily. 7th Grade Core Teachers are teamed to share up to 60 students. Each staff person is expected to know the students in their classes, caseload, or school activity by name and need within the targeted population of SWD (students with disabilities), EL (English Learners), Title 1 and LAP.
- 2) Daily schedule includes Daily Advisory (every morning) so that all students receive homework completion support, organizational strategies (student planners) and focused note taking, and Social Emotional Learning lessons.
- 3) Use of Interim Smarter Balanced Assessments. All students will take an Interim SBA assessment in math and reading at least twice a year. Teachers use this data to familiarize students with the SBA assessment format and to identify the concepts and skills students need additional exposure.
- 4) All staff attend AVID (Advancement via Individual Determination) trainings and implement those instructional strategies which increase academic achievement for struggling learners. The 2018-2019 focus is upon two reading strategies- Vocabulary Instruction using Marzano's methods (including teaching the 55 words of the Common Core) and Summarization. These reading strategies are applied to all Math Courses as well. Focused Note taking is additionally implemented school wide.
- 5) All staff (including classified staff) attend professional development opportunities on PBIS, Positive Behavior Intervention and Supports. The goal of PBIS is to maximize the time struggling learners are in classrooms and in the school setting. PBIS also supports positive classroom environments so struggling learners can focus on instruction. PBIS reinforces the need for routines and continuity across a large school (and across all grades and school K-12) which supports the learning needs of Title I students. We are in Year 2 of Tier One PBIS strategies school wide. We are in Year 1 of developing Tier Two PBIS strategies.
- 6) Department specific professional development opportunities are offered in order to implement research-based differentiation strategies in classrooms. (In particular, the areas of Math, Reading, EL, Title One, and SWD.) Staff will apply what they learn in their own classroom and share their successes with students with other staff members. Departments continue to align their curriculum to the common core state standards.

- 7) The Title 1 teacher meets with Title 1/LAP para-educators as needed to discuss the program and intervention strategies used in daily groups. Weekly meetings with Title One Coordinator, Assistant Principal, and Counselors occur. Additional meetings take place to observe and seek feedback on our process with: the grade level teachers, Title 1/LAP teacher, assistant principal, and principal. Paraeducators meet together or with certificated staff or receive district training on Instructional Strategies on the scheduled monthly Collaboration Days.
- 8) Students are placed on “teams”. Two teams at the 8th Grade and Five teams at the 7th Grade. Team teachers meet bi-weekly during advisory with their teammates, counselor, and Title One/LAP Coordinator. Staff discuss students of concern, track interventions, and plan communication with families.
- 9) All school Communication is sent out in Spanish including the webpage, school mailings, and in the robo calls. A new school monthly school newsletter is sent out in Spanish as well. This newsletter includes Title 1 information.
- 10) Transition activities from 6 to 7th Grade occurred and from 8th to high school occurred.
(At the end of the 2019 School Year, the transition activities will INCLUDE 5th Grade, as well, since Miller will open in the fall of 2019 as Grades 6, 7, and 8.)
- 6th grade teachers, counselors and principals attended a breakfast at Miller to encourage their former students from the previous year.
 - 6th grade students that may need additional transition support are offered a tour of the Junior High building before summer starts.
 - 6th grade students meet with AVID students at the Junior High and fill out the application to be part of the AVID program in the Fall of the following year.
 - Middle School Counselor visits the 6th grade to introduce him or herself, discuss lockers, electives etc.
 - Miller School Counselors held parent/guardian meetings at each elementary school as well.
 - 6th graders attend Summer School at Miller before their 7th grade begins in the 2018-2019.
 - Miller Junior High building is open beginning August 1st for any student or parent needing additional time in the building before school starts.
 - High School Counselors began meeting with 8th graders right after the first of the new year, 2019.
 - 8th graders who might struggle with the transition take field trips to the high school in small groups.
 - 8th graders attend an Orientation Day at the high school before school is out
 - 8th graders attend summer school at the high school
 - High School AVID students meet regularly with Miller AVID students.
 - High School students work in the Miller After School Program
 - 8th graders start the new year at the high school 1 days before school starts to get an intense orientation.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

1. We will implement the following activities in each grade level to ensure mastery:

Language Arts			
Grade	Activities	Measurements of student mastery (daily, weekly, monthly, yearly)	Strategies used to make adjustments if needed
7-8	Additional reading support classes available as a double dip for qualifying students which takes the place of an elective course (double dip). Paraeducators are available to provide support.	Trimester summaries of academic growth presented quarterly to the Leadership Team. Students in intervention courses take fall, winter, and spring MAP tests. All	After benchmark periods, the data of students in classrooms are examined. Paraeducator schedules are shifted to classes where students have the most need.

	<p>After school tutoring opportunities available. Transportation home provided after school.</p>	<p>students take MAP tests in fall and spring. These scores are used to collect academic benchmark data. Scores are tracked to measure progress.</p>	<p>Students are exited from intervention classes based on matrix and other students are added to the intervention classes.</p>
	<p>Daily advisory includes planned organizational lessons, homework assistance, and Social Emotional Learning.</p>	<p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>SBA data is collected to measure progress.</p>	<p>Title One Lap paraeducators meet together to discuss reading strategies that are working with specific identified students.</p> <p>Title On LAP paraeducators meet with English Teachers during monthly Collaboration time.</p> <p>After School Program shares attendance data with staff</p> <p>Students not making progress despite numerous instructional adjustments</p>
Math			
7-8	<p>Additional math support classes available as a double dip for qualifying students which takes the place of an elective course (double dip). Paraeducators are available to provide support.</p>	<p>Trimester summaries of academic growth presented quarterly to the Leadership Team.</p> <p>Students in intervention courses take fall, winter, and spring MAP tests. All students take MAP tests in fall and spring. These scores are used to collect academic benchmark data. Scores are tracked to measure progress.</p>	<p>After benchmark periods, the data of students in classrooms are examined. Paraeducator schedules are shifted to classes where students have the most need.</p> <p>Students are exited from intervention classes based on matrix and other students are added to the intervention classes.</p>
	<p>Before and after school tutoring opportunities available. Transportation home provided after school.</p>	<p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>SBA data is collected to measure progress.</p>	<p>Title One Lap paraeducators meet together to discuss reading strategies that are working with specific identified students.</p> <p>Title On LAP paraeducators meet with English Teachers during monthly Collaboration time.</p> <p>After School Program shares attendance data with staff</p> <p>Students not making progress despite numerous instructional adjustments</p>
	<p>Daily advisory includes planned organizational lessons, homework assistance, and Social Emotional Learning.</p>		

COMPONENT #4: COORDINATION AND INTEGRATION

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$2,683,434.37	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, school librarian, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p>
Title I, Part A	\$181,500	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standard, particularly in reading and math, kindergarten through 12. Funds may also be used for preschool programs.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental involvement activities; transition activities; and supplemental materials.</p>
Title II, Part A	\$0	<p>Intents/Purposes: To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified.</p> <p>Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.</p>
Title III	\$0	<p>Intents/Purposes: To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p>Intents/Purposes: To assist rural low-income districts in meeting ESEA performance goals.</p> <p>Use of funds to support Intents/Purposes: Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
Total	\$2,864,934.37	

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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

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

1 GENERAL INFORMATION

Name of Submitter/Committee: Anne Ramsey
Date: 9/27/18
School: Aberdeen High School
Department: (secondary only) CTE/ASL

2 MATERIAL INFORMATION

Title: Movers & Shakers
Author/Producer: Cathryn Carroll & Susan Mathon
Publisher: Dawn Sign Press
Copyright: 1997
Price Per Item: \$9.95
Number of copies to be purchased: 40
ISBN/MHID: 978-0-915035-66-3

3 INTENDED USE

(Check all boxes that apply)

Grade level(s):

9-12

Course:

ASL I + II

- 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 _____

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

Movers & Shakers is a great supplemental text. It will encourage the student to learn more about famous Deaf individuals. It also explores the linguistics of ASL and English with writing assignments and language comparisons.

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

List most appropriate/key standards addressed:

Common Core Literacy

See attached

Common Core Math

N/A

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

Other

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

Please explain:
The reading can be broken down or read aloud. Assignments can also be broken down or changed to verbal responses. This can be adapted to fit any need.

7 MATERIAL EVALUATION

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

Strengths: In depth biographies, Language Comparisons to improve skills in both ASL + English. Writing exercises to expand ~~the~~ comprehension and options to draw/express in other modes. Selected for above reasons.
Weaknesses: Does not include any current individuals.

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.					
4. Presents no biases in regards to race, color, national origin, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability and use of a trained dog guide or service animal by a person with a disability (WAC 392-190-055).		X			
5. Facilitates the sharing of cultural differences.	X				
6. Promotes the positive nature of differences.	X				
7. Includes the contributions, inventions, or discoveries of women.		X			
8. Includes the contributions, inventions, or discoveries of minorities.		X			
9. Presents minorities in a manner that promotes ethnic pride.		X			

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. SIGNATURES

Submitted by: Anne Ramsey Print name Anne Ramsey Signature
 Approved by Department Head (secondary only) Lynn Green Print name Lynn Green Signature
 Approved by Building Administrator Lynn Green Print name Lynn Green Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee: Yes No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	11/13/18	X		
School Board				

Traci Sandstrom

English Language Arts Standards » History/Social Studies » Grade 9-10

Key Ideas and Details:

CCSS.ELA-Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

English Language Arts Standards » Language

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language (9-10)
- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading

CC: Reading Informational Text

- 2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - 2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9 - Draw evidence from informational texts to support analysis, reflection, and research.
- 10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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: Tammy Hetr
 Date: Sept 12, 18
 School: AHS
 Department: (secondary only) CTE

2 MATERIAL INFORMATION

Title: Marketing Dynamics
 Author/Producer: Clark, Gendall, Gussen, Walker
 Publisher: G-W Publisher
 Copyright: 2019
 Price Per Item: 96.60 (6-year subscription)
 Number of copies to be purchased: 30
 ISBN/MHID: 978-1-63126-627-0

Grade level(s): Mixed

Course: Intro to CATS CAVE / marketing

3 INTENDED USE

(Check all boxes that apply)

- 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 _____

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

Instructors Resources online which includes student ebook, workbook lesson plans powerpoint presentation Assessment software & Answer keys
 Comprehensive Framework to learn the concepts of marketing

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

List most appropriate/key standards addressed:

- Common Core Literacy
 comprehension & collaboration, presentation of knowledge & ideas, key ideas & details, craft & structure, Research to build & present knowledge
- Common Core Math

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

Other

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

Please explain:

Teachers Edition and resources provides teaching strategies for various abilities. Learning cognitive behavior & emotional academically gifted.
 All students benefit from CTE courses and make significant contributions to student discussions & will benefit from English proficient peers providing a new language experience.
 Materials used have photos, graphs & charts utilized on the Companion Website

7 MATERIAL EVALUATION

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

engages students in active reading and text features are abundant of critical thinking questions and activities. provides portfolio development compiled as students skills, talents and experiences and can be used in many ways such as employment volunteering or admission to college program of study.
 incorporates career clusters partners with precision exams for certification
 There is no weakness in resources

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.		✓			
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.		✓			

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. SIGNATURES

Submitted by: Tammy Heth Tammy Heth
Print name Signature

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

Approved by Building Administrator Lynn Green Lynn Green
Print name Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee: Yes No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	11/13/18	✓		
School Board				

Traci Dandotroz



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Goodheart-Willcox Publisher Correlation of <i>MARKETING DYNAMICS</i> , 7e ©2019 to A* S* K Certification Exam Fundamental Marketing Concepts		
PERFORMANCE INDICATORS		CORRELATING PAGES
Channel Management (CM)		
Acquire foundational knowledge of channel management to understand its role in marketing.		
CM:001	Explain the nature and scope of channel management (CS) LAP-CM-002	Pg. 13, 278–280
CM:002	Explain the relationship between customer service and channel management (CS)	Pg. 366–367, 380–382
CM:003	Explain the nature of channels of distribution (CS) LAP-CM-001	Pg. 266–272
CM:004	Describe the use of technology in the channel management function (CS)	Pg. 266–272, 274–280
CM:005	Explain legal considerations in channel management (SP)	Pg. 280
CM:006	Describe ethical considerations in channel management (SP)	Pg. 411–413, 555–558
Manage channel activities to minimize costs and to determine distribution strategies.		
CM:007	Coordinate channel management with other marketing activities (SP)	Pg. 13, 279–280
CM:008	Explain the nature of channel-member relationships (SP)	Pg. 266–273
CM:021	Explain the nature of affinity partner relationships (SP)	Pg. 224
Marketing Information Management (IM)		
Acquire foundational knowledge of marketing-information management to understand its nature and scope.		
IM:012	Describe the need for marketing data (CS) LAP-IM-012	Pg. 128–136
IM:184	Identify data monitored for marketing decision making (SP) LAP-IM-011	Pg. 129–135
IM:001	Explain the nature and scope of the marketing information management function (SP) LAP-IM-002	Pg. 13, 128–141
IM:025	Explain the role of ethics in marketing-information management (SP)	Pg. 54–57, 411–413, 555–558
IM:183	Describe the use of technology in the marketing-information management function (SP)	Pg. 129, 135–137, 140
IM:419	Describe the regulation of marketing-information management (SP)	Pg. 45
Understand marketing-research activities to show command of their nature and scope.		
IM:010	Explain the nature of marketing research (SP) LAP-IM-005	Pg. 13, 128–141
IM:282	Discuss the nature of marketing research problems/issues (SP) LAP-IM-013	Pg. 130–133, 135, 141 Special Feature: Math, Pg. 139
Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.		
IM:284	Describe methods used to design marketing research studies (i.e., descriptive, exploratory, and causal) (SP) LAP-IM-014	Pg. 129–136, 139–140
IM:281	Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (SP) LAP-IM-015	Pg. 129–135, 138–141



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IM:285	Discuss the nature of sampling plans (i.e., who, how many, how chosen) (SP) LAP-IM-016	Pg. 318
Understand data-collection methods to evaluate their appropriateness for the research problem/issue.		
IM:289	Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools) (SP)	Pg. 129–135, 372–373, 381
IM:418	Explain characteristics of effective data-collection instruments (SP)	Pg. 129, 131–135
Interpret marketing information to test hypotheses and/or to resolve issues.		
IM:062	Explain techniques for processing marketing data (SP)	Pg. 129, 140–141
IM:469	Monitor/measure customer “buzz” (SP)	Pg. 203–204, 310
IM:191	Explain the use of descriptive statistics in marketing decision making (SP)	Special Feature: Math, Pg. 319
Evaluate marketing research procedures and findings to assess their credibility.		
IM:292	Identify sources of error in a research project (e.g., response errors, interviewer errors, non-response errors, sample design) (SP)	Pg. 130–131, 141 Special Feature: Math, Pg. 139
IM:293	Evaluate questionnaire design (e.g., types of questions, question wording, routing, sequencing, length, layout) (SP)	Pg. 132, 141
IM:428	Assess appropriateness of marketing research for the problem/issue (e.g., research methods, sources of information, timeliness of information, etc.) (SP)	Pg. 129–135, 141
Marketing (MK)		
Understand marketing's role and function in business to facilitate economic exchanges with customers.		
MK:001	Explain marketing and its importance in a global economy (CS) LAP-MK-004	Pg. 6, 41, 80–81, 115–119
MK:002	Describe marketing functions and related activities (CS) LAP-MK-001	Pg. 12–14
Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.		
MK:014	Explain factors that influence customer/client/business buying behavior (SP) LAP-MK-006	Pg. 153–154, 168–174, 177–179, 181, 317–320 Special Feature: Green, Pg. 373
MK:015	Discuss actions employees can take to achieve the company's desired results (SP) LAP-MK-002	Pg. 366–367
MK:019	Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.) (SP) LAP-MK-003	Pg. 161–162, 170–171, 235–237
Market Planning (MP)		
Develop marketing strategies to guide marketing tactics.		
MP:001	Explain the concept of marketing strategies (CS) LAP-MP-002	Pg. 29–31
Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).		
MP:003	Explain the concept of market and market identification (CS) LAP-MP-003	Pg. 148–162
Employ marketing information to plan marketing activities.		
MP:006	Explain the nature of marketing planning (SP)	Pg. 22–32, 393
MP:007	Explain the nature of marketing plans (SP) LAP-MP-001	Pg. 22–32, 393



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MP:008	Explain the role of situation analysis in the marketing planning process (SP)	Pg. 24–25
MP:013	Explain the nature of sales forecasts (SP)	Pg. 396–397, 487–488
Professional Development (PD)		
Understand responsibilities in marketing to demonstrate ethical/legal behavior.		
PD:137	Explain the need for professional and ethical standards in marketing (SP)	Pg. 43–48, 54–58, 406, 408, 411–413, 555–558 Special Features: Employability, Pg. 25, 43, 60, 133, 150, 219, 313; Ethics, Pg. 10, 46, 75, 110, 152, 195, 241, 267, 312, 358, 397, 438, 476, 506, 557; Media, Pg. 532
Participate in career planning to enhance job-success potential.		
PD:024	Explain employment opportunities in marketing (CS) LAP-PD-021	Pg. 7, 200, 502–514 Special Feature: Careers, Pg. 10, 47, 79, 115, 149, 199, 235, 278, 316, 355, 397, 427, 474, 518, 561
Pricing (PI)		
Develop a foundational knowledge of pricing to understand its role in marketing.		
PI:001	Explain the nature and scope of the pricing function (SP) LAP-PI-002	Pg. 12–13, 118, 234–243
PI:015	Describe the role of business ethics in pricing (SP)	Pg. 57–58
PI:016	Explain the use of technology in the pricing function (SP)	Pg. 487–488
PI:017	Explain legal considerations for pricing (SP)	Pg. 254–256
PI:002	Explain factors affecting pricing decisions (SP) LAP-PI-003	Pg. 234, 238–243
Product/Service Management (PM)		
Acquire a foundational knowledge of product/service management to understand its nature and scope.		
PM:001	Explain the nature and scope of the product/service management function (SP) LAP-PM-017	Pg. 12, 14, 199–200, 209
PM:024	Identify the impact of product life cycles on marketing decisions (SP) LAP-PM-018	Pg. 208–209
PM:039	Describe the use of technology in the product/service management function (SP)	Pg. 287, 295–297
PM:040	Explain business ethics in product/service management (SP)	Pg. 54–58 Special Feature: Ethics, Pg. 10
Generate product ideas to contribute to ongoing business success.		
PM:134	Identify product opportunities (SP)	Pg. 201–204
PM:127	Identify methods/techniques to generate a product idea (SP) LAP-PM-011	Pg. 203–204
PM:128	Generate product ideas (SP)	Pg. 203–204, 212–213
Apply quality assurances to enhance product/service offerings.		
PM:019	Describe the uses of grades and standards in marketing (CS) LAP-PM-008	Pg. 217
PM:020	Explain warranties and guarantees (CS) LAP-PM-004	Pg. 197–198
PM:017	Identify consumer protection provisions of appropriate agencies (SP) LAP-PM-007	Pg. 46–48



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Employ product-mix strategies to meet customer expectations		
PM:003	Explain the concept of product mix (SP) LAP-PM-003	Pg. 196–197
PM:041	Describe the nature of product bundling (SP)	Pg. 250–251
Position company to acquire desired business image		
PM:206	Explain the nature of corporate branding (SP)	Pg. 216–225
PM:207	Describe factors used by businesses to position corporate brands (SP)	Pg. 31, 160
PM:277	Identify customer touch points (SP)	Pg. 203
Position products/services to acquire desired business image		
PM:042	Describe factors used by marketers to position products/services (SP) LAP-PM-019	Pg. 31, 160
PM:021	Explain the nature of product/service branding (SP) LAP-PM-006	Pg. 216–225
PM:276	Describe the role of customer voice in branding (SP)	Pg. 203, 219
Promotion (PR)		
Acquire a foundational knowledge of promotion to understand its nature and scope		
PR:001	Explain the role of promotion as a marketing function (CS) LAP-PR-002	Pg. 12, 14, 118–119, 308–320
PR:002	Explain the types of promotion (CS) LAP-PR-004	Pg. 315–320
PR:003	Identify the elements of the promotional mix (SP) LAP-PR-001	Pg. 12, 14, 30, 309–311
PR:099	Describe the use of business ethics in promotion (SP)	Pg. 54–58, 411–413, 555–558 Special Feature: Ethics, Pg. 10, 312
PR:100	Describe the use of technology in the promotion function (SP)	Pg. 12, 14, 310, 315–320
PR:101	Describe the regulation of promotion (SP)	Pg. 43–45, 118–119 Special Feature: Ethics, Pg. 312
Understand promotional channels used to communicate with targeted audiences		
PR:007	Explain types of advertising media (SP) LAP-PR-003	Pg. 315–316, 327–331
PR:247	Describe word-of-mouth channels used to communicate with targeted audiences (SP)	Pg. 310, 424–425
PR:089	Explain the nature of direct marketing channels (SP)	Pg. 316–317
PR:249	Identify communications channels used in sales promotion (SP)	Pg. 318–319, 424–425
PR:250	Explain communications channels used in public-relations activities (SP)	Pg. 319–320, 424–425
Understand the use of an advertisement's components to communicate with targeted audiences		
PR:014	Explain the components of advertisements (SP)	Pg. 336–339
PR:251	Explain the importance of coordinating elements in advertisements (SP)	Pg. 338
Understand the use of public-relations activities to communicate with targeted audiences		
PR:252	Identify types of public-relations activities (SP)	Pg. 319–320
PR:253	Discuss internal and external audiences for public-relations activities (SP)	Pg. 319–320



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Selling (SE)		
Acquire a foundational knowledge of selling to understand its nature and scope.		
SE:017	Explain the nature and scope of the selling function (CS) LAP-SE-117	Pg. 12, 14, 370–377
SE:076	Explain the role of customer service as a component of selling relationships (CS) LAP-SE-130	Pg. 14, 178–179, 365–367, 380–382
SE:828	Explain key factors in building a clientele (SP) LAP-SE-115	Pg. 178–179, 195–196
SE:932	Explain company selling policies (CS) LAP-SE-121	Pg. 368
SE:106	Explain legal and ethical considerations in selling (SP) LAP-SE-129	Pg. 54–58, 411–413, 555–558 Special Feature: Ethics, Pg. 312, 358
SE:107	Describe the use of technology in the selling function (SP)	Pg. 367, 386–387
SE:108	Describe the nature of selling regulations (SP)	Pg. 46–48, 254–256, 368
Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.		
SE:062	Acquire product information for use in selling (CS) LAP-SE-131	Pg. 118, 194–209
SE:109	Analyze product information to identify product features and benefits (SP) LAP-SE-113	Pg. 157, 197–198, 222
Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.		
SE:048	Explain the selling process (CS) LAP-SE-126	Pg. 14, 370–377
SE:359	Discuss motivational theories that impact buying behavior (SP)	Pg. 170–171



TO: Dr. Alicia Henderson, Superintendent
 FROM: Elyssa Louderback, Director of Finance
 SUBJECT: Monthly Budget Report for October, 2018
 DATE: November 27, 2018

GENERAL FUND SUMMARY:

Revenue--Receipts were \$ 5,667,559.68.

Expenditures--Expenditures totaled \$ 4,224,192.28. Expenditures for teaching and teaching support activities account for 82.38% of all expenditures to date. Salaries and benefits accounted for 84.40% of the month's total expenditures.

Fund Balance—Current month ending fund balance is \$ 4,166,773.43 (8.46% of budgeted expenditures). We had positive cash flow of \$1,443,367.40 for the month.

Additional General Fund Information

Revenue by Major Category:

<u>Revenue Source</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual</u>	<u>Largely Comprised of:</u>
Local Taxes	\$ 3,410,155	\$ 1,709,934	50.14%	Prop taxes - Mainly received Oct/Nov and April/May
Local Nontax	\$ 868,425	\$ 107,624	12.39%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 30,173,751	\$ 5,167,019	17.12%	Apportionment and LEA
State, Special	\$ 10,228,241	\$ 1,790,782	17.51%	Spec Ed, Institution, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 5,500	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 5,454,477	\$ 302,574	5.55%	Food Service, Fed Grants (Title I, Title 2)
Other Districts	\$ 113,527	\$ 42	0.04%	Non high payments from Cosmopolis SD
Other Agencies	\$ 78,200	\$ 137	0.18%	Private Foundations, ESD 113
Other Fin Source	\$ -	\$ -		
Totals	\$ 50,332,276	\$ 9,078,112.44	18.04%	
			16.67%	% of fiscal year elapsed

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

<u>Activity</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual*</u>	<u>District payroll and/or:</u>
Board of Directors	\$ 133,093	\$ -	0.00%	Dues, audits, elections, legal svcs, travel, etc.
Superintendent's Office	\$ 352,924	\$ 56,534	16.02%	General Admin and Superintendent's Office
Business Office	\$ 485,209	\$ 83,026	17.11%	Fiscal operations
Human Resources	\$ 409,786	\$ 71,608	17.47%	Personnel & recruitment, labor relations
Public Relations	\$ 40,000	\$ 8,323	20.81%	Educational/admin info to public
Supervision of Instruction	\$ 876,124	\$ 165,411	18.88%	Includes secretarial support
Learning Resources	\$ 417,724	\$ 71,852	17.20%	Library resources and staffing
Principal's Office	\$ 2,561,160	\$ 438,320	17.11%	Includes secretarial support
Guidance/Counseling	\$ 1,134,013	\$ 265,797	23.44%	Counselors, secretarial support
Pupil Management	\$ 55,250	\$ 2,248	4.07%	SRO, bus & playground aides, etc
Health Services	\$ 1,500,098	\$ 309,327	20.62%	Health including nursing, OT/PT/SLPs, etc
Teaching	\$ 30,073,737	\$ 5,025,724	16.71%	Classroom teachers and teacher's aides
Extracurricular	\$ 844,981	\$ 201,953	23.90%	Coaching, advising, ASB supervision
Instructional Prof Dvlp	\$ 559,300	\$ 85,964	15.37%	Prof dvlpmnt - instructional staff
Instructional Technology	\$ 264,283	\$ 76,224	28.84%	Classroom tech
Curriculum	\$ 821,596	\$ 228,948	27.87%	District curriculum adoptions/purchases
Food Services	\$ 2,160,270	\$ 368,675	17.07%	Includes mgmt of food services for district
Transportation	\$ 1,200,358	\$ 167,921	13.99%	Includes coop payments, fuel, insurance
Maint & Operations	\$ 3,507,340	\$ 477,894	13.63%	Security, custodial/maint/grounds
Other Services	\$ 2,068,641	\$ 564,767	27.30%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (213,538)	\$ (44,565)	20.87%	In district use of buses, vehicles, food srvc
Interfund Transfers	\$ 100,000	\$ -	0.00%	Transfers (Cap Proj long-term planning)
Totals	\$ 49,352,348	\$ 8,625,951	17.48%	*Actual includes encumbrances
			16.67%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue--Total receipts were \$ 1,747.69 and consist of interest payments and rental fees.

Expenditures—There were no expenditures for the month.

Fund Balance—Current monthly ending fund balance is \$ 130,300.82.

DEBT SERVICE FUND SUMMARY:

Revenue--Total receipts were \$ 830,000.92 and consists of interest/tax payments.

Expenditures— There were expenditures of \$300 for Bond transfer fees this month.

Fund Balance—Current month ending fund balance is \$ 3,120,448.40. Funds in this account are held for the bond principal and interest payments due in December and June.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue--Total receipts for the month were \$ 25,757.41 and consist of fundraising and interest payments.

Expenditures-- Expenditures totaled 10.64% of the budgeted expenditures for this fiscal year.

Fund Balance—Current month ending fund balance is \$ 271,958.28.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue--Total receipts were \$ 231.79 and consist of interest payments.

Expenditures— There were no expenditures for the month.

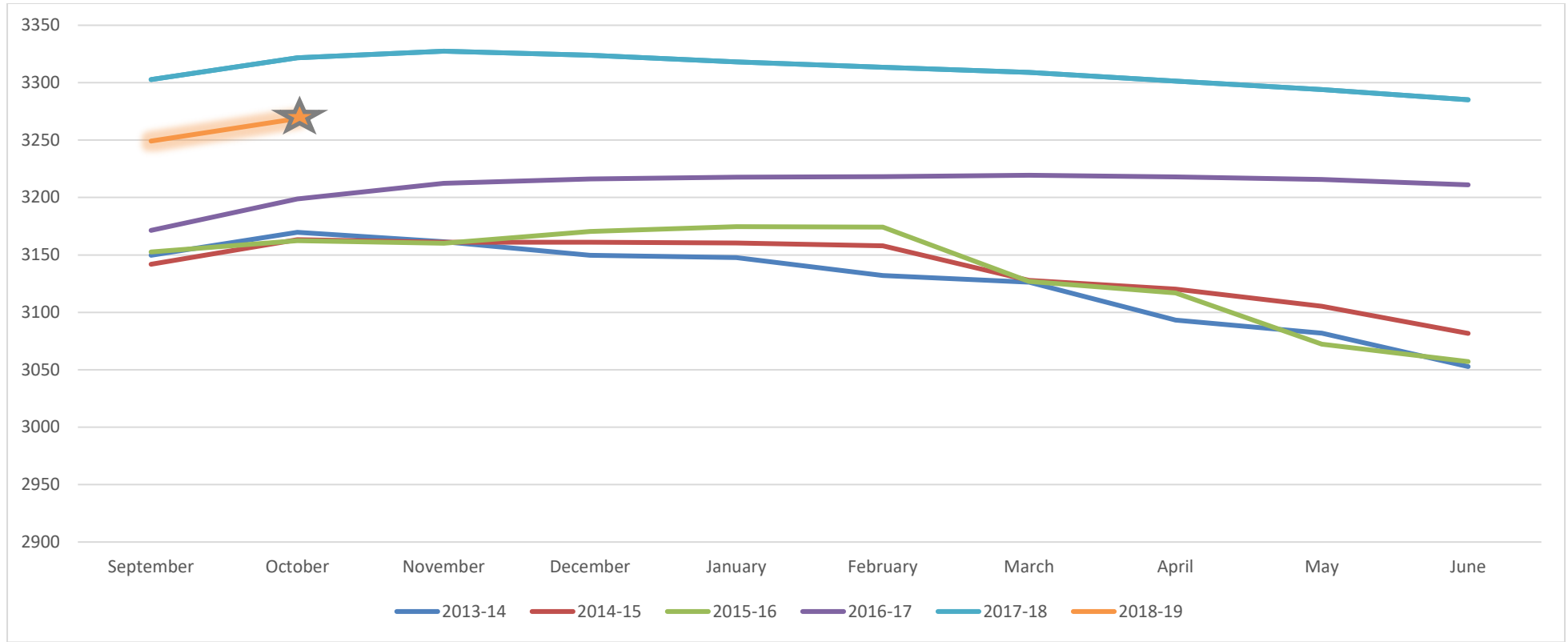
Fund Balance—Current month ending fund balance is \$ 299,041.19.

SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of October, 2018:

Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 49,252,350	\$ 8,625,951	\$ 40,626,399	17.51%	82.49%
Capital Projects	\$ 2,460,000	\$ -	\$ 2,460,000	0.00%	100.00%
Debt Service	\$ 2,642,078	\$ 300	\$ 2,641,778	0.01%	99.99%
ASB	\$ 357,158	\$ 37,987	\$ 319,171	10.64%	89.36%
Trans Vehicle	\$ 300,000	\$ -	\$ 300,000	0.00%	100.00%

ENROLLMENT TRENDS as of October, 2018



AAFTE	Grades K - 6	JH	HS	Subtotal	Run Start/ Open Door	+/- (Budget) **
2018-19 Budget	1766	483	976	3,225	65	3,290
2018-19 Actual	1773.5	491.92	1,003.33	3,268.74	72.36	+ 51.10 (3,290)
2017-18 Actual	1800.62	484.33	1000.19	3,285.13	47.83	+ 120.13 (3,165)
2016-17 Actual	1775.14	478.49	957.34	3,210.97	62.58	+ 100.97 (3,110)
2015-16 Actual	1726.24	457.17	937.05	3,118.86	62.25	+32.86 (3,086)
2014-15 Actual	1724.11	442.34	969.95	3,136.40	33.64	+ 50.40 (3,086)
2013-14 Actual	1694.17	458.85	971.08	3,124.09	40.03	+ 97.09 (3,030)

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

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2018

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	3,410,155	1,597,277.46	1,709,933.71		1,700,221.29	50.14
2000 LOCAL SUPPORT NONTAX	868,425	52,803.72	107,623.82		760,801.18	12.39
3000 STATE, GENERAL PURPOSE	30,173,751	2,752,081.38	5,167,018.98		25,006,732.02	17.12
4000 STATE, SPECIAL PURPOSE	10,228,241	984,676.01	1,790,782.36		8,437,458.64	17.51
5000 FEDERAL, GENERAL PURPOSE	5,500	.00	.00		5,500.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	5,454,477	280,541.92	302,574.38		5,151,902.62	5.55
7000 REVENUES FR OTH SCH DIST	113,527	42.25	42.25		113,484.75	0.04
8000 OTHER AGENCIES AND ASSOCIATES	78,200	136.94	136.94		78,063.06	0.18
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	50,332,276	5,667,559.68	9,078,112.44		41,254,163.56	18.04
B. EXPENDITURES						
00 Regular Instruction	20,997,916	1,984,048.32	4,156,202.55	57,963.21	16,783,750.24	20.07
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	6,787,946	641,348.98	1,196,684.64	2,446.92	5,588,814.44	17.67
30 Voc. Ed Instruction	1,988,792	193,308.68	362,933.67	4,969.94	1,620,888.39	18.50
40 Skills Center Instruction	339,262	27,782.40	60,436.86	0.00	278,825.14	17.81
50+60 Compensatory Ed Instruct.	7,799,549	470,150.65	1,013,142.05	11,071.57	6,775,335.38	13.13
70 Other Instructional Pgms	943,093	27,615.53	48,579.80	3,247.89	891,265.31	5.50
80 Community Services	197,716	20,216.81	37,926.86	0.00	159,789.14	19.18
90 Support Services	10,198,076	859,720.91	1,750,044.83	167,454.66	8,280,576.51	18.80
Total EXPENDITURES	49,252,350	4,224,192.28	8,625,951.26	247,154.19	40,379,244.55	18.02
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	100,000	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)						
	979,926	1,443,367.40	452,161.18		527,764.82-	53.86-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	2,796,370		3,714,612.25			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	3,776,296		4,166,773.43			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	135,431	846,354.85
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	221,642	335,761.57
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	13,370	13,370.00
G/L 872 Committed to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	992,853	618,282.69
G/L 891 Unassigned Min Fnd Bal Policy	2,413,000	2,353,004.32
<u>TOTAL</u>	3,776,296	4,166,773.43

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2018

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	38,500	1,747.69	6,581.05		31,918.95	17.09
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	100,000	.00	.00		100,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	138,500	1,747.69	6,581.05		131,918.95	4.75
B. EXPENDITURES						
10 Sites	1,460,000	.00	.00	0.00	1,460,000.00	0.00
20 Buildings	1,000,000	.00	.00	0.00	1,000,000.00	0.00
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	2,460,000	.00	.00	0.00	2,460,000.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)						
	0	.00	.00			
D. OTHER FINANCING USES (GL 535)						
	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	2,321,500-	1,747.69	6,581.05		2,328,081.05	100.28-
F. TOTAL BEGINNING FUND BALANCE						
	1,030,452		123,719.77			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)						
	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE						
<u>(E+F + OR - G)</u>	1,291,048-		130,300.82			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	48,000	108,048.96
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	1,339,048-	22,251.86
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	1,291,048-	130,300.82

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2018

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	2,652,728	826,248.19	884,392.65		1,768,335.35	33.34
2000 Local Support Nontax	10,000	3,752.73	7,450.85		2,549.15	74.51
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>2,662,728</u>	<u>830,000.92</u>	<u>891,843.50</u>		<u>1,770,884.50</u>	<u>33.49</u>
B. EXPENDITURES						
Matured Bond Expenditures	2,235,000	.00	.00	0.00	2,235,000.00	0.00
Interest On Bonds	406,178	.00	.00	0.00	406,178.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	900	300.00	300.00	0.00	600.00	33.33
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>2,642,078</u>	<u>300.00</u>	<u>300.00</u>	<u>0.00</u>	<u>2,641,778.00</u>	<u>0.01</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)						
	20,650	829,700.92	891,543.50		870,893.50	> 1000
F. <u>TOTAL BEGINNING FUND BALANCE</u>	2,172,951		2,228,904.90			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	2,193,601		3,120,448.40			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,193,601		3,120,448.40			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>2,193,601</u>		<u>3,120,448.40</u>			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2018

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	69,970	3,303.33	33,359.29		36,610.71	47.68
2000 Athletics	113,850	12,959.85	62,460.85		51,389.15	54.86
3000 Classes	2,000	.00	.00		2,000.00	0.00
4000 Clubs	134,195	9,494.23	11,624.97		122,570.03	8.66
6000 Private Moneys	70,100	.00	.00		70,100.00	0.00
<u>Total REVENUES</u>	390,115	25,757.41	107,445.11		282,669.89	27.54
B. EXPENDITURES						
1000 General Student Body	52,390	1,548.27	6,499.77	291.95	45,598.28	12.96
2000 Athletics	103,023	7,161.72	29,131.87	0.00	73,891.13	28.28
3000 Classes	2,000	.00	.00	0.00	2,000.00	0.00
4000 Clubs	128,390	994.03	2,063.82	0.00	126,326.18	1.61
6000 Private Moneys	71,375	.00	.00	0.00	71,375.00	0.00
<u>Total EXPENDITURES</u>	357,178	9,704.02	37,695.46	291.95	319,190.59	10.64
C. EXCESS OF REVENUES						
<u>OVER(UNDER) EXPENDITURES</u> (A-B)	32,937	16,053.39	69,749.65		36,812.65	111.77
D. TOTAL BEGINNING FUND BALANCE						
	185,010		202,208.63			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-) XXXXXXXXXX .00						
F. TOTAL ENDING FUND BALANCE						
<u>C+D + OR - E)</u>	217,947		271,958.28			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	210,447		264,458.28			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	217,947		271,958.28			

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2018

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,800	231.79	460.07		3,339.93	12.11
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	155,027	.00	.00		155,027.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	20,000	.00	.00		20,000.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)	178,827	231.79	460.07		178,366.93	0.26
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	178,827	231.79	460.07		178,366.93	0.26
D. EXPENDITURES						
Type 30 Equipment	300,000	.00	.00	139,470.22	160,529.78	46.49
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	300,000	.00	.00	139,470.22	160,529.78	46.49
E. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
F. OTHER FINANCING USES (GL 535)	0	.00	.00			
G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)	121,173-	231.79	460.07		121,633.07	100.38-
H. TOTAL BEGINNING FUND BALANCE	138,727		298,581.12			
I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	17,554		299,041.19			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	17,554		299,041.19			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	17,554		299,041.19			

RENTAL OR LEASE OF DISTRICT PROPERTY

When district real property is not needed, the board has the authority to call for bids to rent or lease any surplus real property. Notice of the intent to rent or lease property shall be published in a newspaper of general circulation in the district at least 45 days before the rental or lease takes effect, if the annual value of the rental or lease is \$10,000 or more. The district may establish a minimum acceptable bid based upon the fair market value, provided that such minimum bid is non-discriminatory within classes of users.

Such property shall be rented or leased for lawful purposes. The rental or lease shall be in the best interests of the district and shall not interfere with the conduct of the district's educational program and related activities. Proceeds from rental or lease of district property, which are in excess of the operational costs incurred for such rental or lease shall be deposited in the Capital Projects Fund or Debt Service Fund.

After evaluating the sufficiency of the school district's capital projects fund for purposes of meeting demands for new construction and improvements, moneys derived from the lease or rental of real property may be deposited into the district's general fund to be used exclusively for nonrecurring costs related to operating school facilities, including, but not limited to, expenses for maintenance.

Cross References:	Board Policy 6112	Use of School Facilities
Legal References:	RCW 28A.335.040	Surplus school property, rental, lease or use of— -Authorized
	28A.335.050 to 080	Surplus school property, rental, lease or use— Joint use – Disposition of moneys – Existing contracts – community use
	28A.335.090	Conveyance and acquisition of property-- Management
	28A.335.130	Real property--Sale--Use of proceeds
Adoption Date:	02/06/96	
Revised:	08/17/04, 2/21/06	

FEES, PAYMENTS, AND RENTALS

		RATE
A.	ABERDEEN HIGH SCHOOL AUDITORIUM	
	Commercial	\$ 500.00
	Community Service	150.00
	(Plus stage crew and Events Manager)	
B.	SAM BENN GYMNASIUM	
	Commercial	\$ 450.00
	Community Service	180.00
C.	AHS AUXILIARY GYM, MILLER, & ROBERT GRAY	
	Commercial	\$ 300.00
	Commercial hourly rate of not more than 2 hours per night at	\$40/hr
	Community Service	\$20/hr
D.	ELEMENTARY GYMS – STEVENS, MCDERMOTH, CENTRAL PARK, A. YOUNG & A. J. WEST	
	Commercial	\$200.00
	Community Service	\$15/hr
E.	AHS COMMUNITY ROOM, COMMONS	
	Commercial	\$ 300.00
	Community Service	\$15/hr
F.	MULTI-PURPOSE ROOMS	
	Commercial	\$ 200.00
	Community Service	\$ 15/hr
G.	HOPKINS CLASSROOMS & STEWART MEETING ROOM	\$ 300.00
	*Plus Video Conference Fee if needed	\$15/hr
H.	PRESCHOOLS (Per Classroom)	\$ 100.00
I.	HEADSTART (In schools)	
	5 days per week	\$185.00
	1 day per week	100.00
J.	STEWART FIELD	
	Commercial	\$500.00
	Community Service	250.00

217 Highly Capable Program Plan**Fiscal Year:** 18-19**Milestone:** Under OSPI Review (Printed 11/21/2018)**District:** Aberdeen School District**Organization Code:** 14005**ESD:** Capital Region ESD 113**Page 1****Directions**

All Local Education Agencies (LEAs) must complete this application for the 2018-19 school year.

- **Page 1:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 6:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page.
- **Page 7 is hidden and will open in September (due November 30, 2018) for districts to develop a transition plan to implement new requirements of RCW 28A.300.770.**

New legislation: RCW 28A.300.770 contains new criteria for identification of Highly Capable students. To assist LEAs, OSPI will provide a webinar, technical assistance, FAQs and other professional learning opportunities.

REMINDER: Last school year there were changes to the Highly Capable funding formula and equitable identification priorities. The Highly Capable funding formula increased from 2.314 percent to 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

LEAs must also submit the FY 2018-19 end-of-year report (SY 2017-18), iGrant Form Package 250, before receiving funding for the 2018-19 school year.

Your school board must approve the information and data you enter in this form package **annually**. In iGrants form Package 217 (fiscal year 2018-19), click **Print All**, to the right of Save.

Program Monitoring and Review

OSPI staff will review plans (page 7) during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as highly capable is part of the program of basic education under RCW 28A.150.220(3)(g)3.

Updated Pages

Updates have been made to the following pages:

- Page 2
- Page 3
- Page 4
- Page 5
- Page 6

Assurances: Comply with State Law and Regulation

NOTE: As part of RCW 28A.150.220(3)(g), the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See RCW 28A.185.020 (1) and (2).

Please check only one box below:

LEA accepts Highly Capable allocation for 2018-19 school year. LEA agrees to the comply with:

a. RCW 28A.150.220(3)(g)(3)

The instructional program of basic education provided by each LEA shall include: (g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

b. RCW 28A.185.020

Highly Capable program requirements provided in State law.

c. WAC 392-170-012

Highly Capable program requirements provided under OSPI rules. WAC 392-170

d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*

e. *Update the Comprehensive Plan (iGrants Form Package 217) on an as-needed basis when the district has made major program changes. LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*

g. *Follow RCW 28A.185.020 District practices for identifying the most highly capable student must prioritize equitable identification of low-income students.*

h. *Follow RCW 28A.300.770 Highly capable students –Identification procedures. Assessment process for identification as highly capable student.*

LEA DOES NOT accept Highly Capable allocation for the 2018-19 school year. LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with RCW 28A.150.220(3)(g). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

a. *Annually report the students served in the district's Highly Capable program in CEDARS.*

b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*

c. *Update the Comprehensive Plan (iGrants Form Package 217) on an as needed basis when the district has made major program changes. (This does not need to be annually.) LEA*

understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.

- d. Follow **RCW 28A.185.020** District practices for identifying the most highly capable student must prioritize equitable identification of low-income students.
- e. Follow **RCW 28A.300.770** Highly capable students –Identification procedures. Assessment process for identification as highly capable student.

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.	
Name of Authorized Representative:	Traci Sandstrom
Position/Title of Authorized Representative:	Director of Teaching, Learning, and Technology
Date: (MM/DD/YY)	10/1/2018

Highly Capable Program Coordinator	
Contact Name:	John Crabb
Organization:	Aberdeen School District
Email:	jcrabb@asd5.org
Phone:	360-538-2171
Contact Name:	Traci Sandstrom
Organization:	Aberdeen School District

Highly Capable Program Parent Organization	
Is there a parent organization in your area? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Contact Name:	
Organization:	
Email:	
Phone:	

Page 2

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170.035 .036

Instructions

1. Select one check box.
 2. If you check the second box, provide the district's unique definition of a highly capable student and learning characteristics.
- District uses the state's definition for students who are highly capable, and to define the learning characteristics that could be evident in students identified as highly capable.
- District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the highly capable program.

Yes No

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, WACs 392-170 | 042 | 045 | 047 | 055 | 060 | 070 | 075

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's highly capable students reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

A. Annual Notification WAC 392-170-042

Assurances

- Public notification for parents and students before any major identification activity.

Public Notification

- Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process WAC 392-170-045 | 055

Assurances

- District uses a specific process to refer students for the highly capable program
- Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission WAC 392-170-047

District must have on file **written permission to test and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

- District gets permission to test.

District gets permission to start services.

Every assurance in the table below is mandatory.

Written Permission to Test Includes		Written Permission to Start HCP Services Includes	
Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>	Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>
Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>	Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>
Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>	Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>
Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>	Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>

D. Screening Procedures OPTIONAL [WAC 392-170-045](#) | [055](#) | [060](#) | [075](#)

Instructions

The referral process could include a method to screen out students, who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process. Yes No

If yes, click the **NEW** button and complete the tables to document the type of screener by grade level.

If no, continue to **Part E**.

Do Not Lose Your Data - Click Save!

Click **Save** at the top of the page after you complete each table.

E. Assessment Process [WAC 392-170-055](#) | [060](#)

Assurances

Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

District has a clearly defined and documented assessment process.

All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests*.

Instructions

Use **up-to-date assessment tools**. Contact individual publishing companies for more information on each assessment.

Other - Name the other data sources you use.

If K12 is marked, do not check any of the individual grade level boxes for the measure.

ALERT: Districts that screen must use different instruments in the assessment process.

Assessment Measures

Cognitive	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CogAt 7-Full Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAP for Primary Grades (MPG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures of Academic Progress (MAP)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJIV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kaufman Test of Educational Achievement (KTEA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Creativity	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Selection WAC 392-170-075

MSC Considers Screening and Assessment Data

If you screen, make sure your multidisciplinary selection committee reviews all the data you collect — through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

Shall be based on a selection system that determines which students are the most highly

capable as defined under **WAC 392-170-055**, and other data collected in the assessment process.”

Assurances

- District has documented procedure and board-approved policy that govern selection of the most highly capable students by the multidisciplinary selection committee. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- Board Policy and Procedure Number **2190**
- If not, 2190: Board Policy and Procedure Name or Number

G. Multidisciplinary Selection Committee (MSC) WAC 392-170- 070 | 075 | 038

Assurances

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- The district's MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

HCP Services: Continuum and Variety
 RCW 28A-185-030, WAC 392-170-030

A. Program Services Management WAC 392-170-078 | 080

Assurances

- District provides educational opportunities that take into account each student’s needs and capabilities.
- District reviews services for each student periodically to ensure services meet each student’s needs and capabilities.

B. Variety and Continuum of Program Services WAC 392-170-078 | 080

Instructions

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services**/Programs, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option, or options, you operate identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their highly capable students.

ALERT: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly capable students remain in the program until their enrollment in your district ends.

Complete the Gifted Value Tables

For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Curricula Modification														
<input checked="" type="checkbox"/> Differentiation							<input checked="" type="checkbox"/> Curriculum Compacting							
<input checked="" type="checkbox"/> Flexible grouping							<input checked="" type="checkbox"/> Enrichment							

<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade level advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental academic competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplemental summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental before or after school services and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input checked="" type="checkbox"/> Other Name(s) Math Team Competitions

Program Goals, Monitoring and Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

A. District Program Goals WAC 392-170-030

Assurance

District has defined goals for the highly capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the state Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance WAC 392-170-095 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file.

- School board policy and district procedure that govern the district's highly capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for highly capable students

Assurance

District maintains records that evidence compliance with the laws and regulations related to the highly capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. The efficacy of the district's HCP administration and operations

Application for Aberdeen School District has been submitted.

School Year: 2018-2019

Contact Person Name:

Telephone Number: (123.123.1234)

Email Address:

Check here if your district has zero students with declarations of intent filed with the district for Home-Based Instruction for 2018-2019.

Total number of families filing declarations of intent to provide home-based instruction for their children for 2018-2019.

District Student Data

	Number of Home-Based students (as of October 1, 2018) with declaration of intent filed for 2018-2019.	Number of Home-Based students receiving part-time attendance and/or ancillary services for 2018-2019.	Home-Based students with declaration of intent for 2017-2018 who have returned to the district with full-time enrollment status for 2018-2019.
Preschool	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Kindergarten	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
1st Grade	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
2nd Grade	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
3rd Grade	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
4th Grade	<input type="text" value="8"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
5th Grade	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
6th Grade	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
7th Grade	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
8th Grade	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="4"/>
9th Grade	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
10th Grade	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
11th Grade	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
12th Grade	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
Other (not disclosed)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	34	1	12

November 2018

Home School Report – Headcount Summary
2018

Year	Elementary K-6	Secondary 7-12	Total
2000 - 2001	41	24	65
2001 - 2002	50	26	76
2002 - 2003	30	27	57
2003 - 2004	18	24	42
2004 - 2005	18	28	46
2005 - 2006	18	26	44
2006 - 2007	29	34	63
2007 – 2008	23	30	53
2008 - 2009	25	36	61
2009 - 2010	19	23	42
2010 – 2011	14	27	41
2011 - 2012	18	24	42
2012 - 2013	19	24	43
2013-2014	27	29	56
2014-2015	21	28	49
2015-2016	23	25	48
2017-2018	18	22	40
2018-2019	22	12	34

Home School Report – District Student Data 2018

GRADE LEVEL	HOME-BASED STUDENTS	HOME-BASED PART-TIME STUDENTS	HOME-BASED ANCILLARY STUDENTS	FORMER HOME-BASED STUDENTS
Preschool	0			
Kindergarten	0			
1 st Grade	0			
2 nd Grade	2			
3 rd Grade	4			
4 th Grade	8			2
5 th Grade	3			
6 th Grade	5			1
7 th Grade	4	1		
8 th Grade	3			4
9 th Grade	4			1
10 th Grade	1			1
11 th Grade	0			1
12 th Grade	0			2
TOTAL	34	1	0	12

**ABERDEEN SCHOOL DISTRICT
216 NORTH G STREET
ABERDEEN, WASHINGTON**

PERSONAL SERVICES CONTRACT

In consideration of the promises and conditions contained herein, Aberdeen School District (the "District") and **Therapia Staffing** (the "Provider") mutually agree as follows:

1. **Services.** The District hereby contracts with the Provider to perform the services identified in paragraph 2 hereof.

2. **Description of Services:**

(a) Provide **Special Education Teachers**, Occupational Therapy Services, Physical Therapy Services, and Speech Language Pathology Services for the 2018-19 school year and/or extended school year as needed.

(b) Such other related services as the District may request.

Said services shall be provided in a manner consistent with the accepted practices for other similar services, performed to the District's satisfaction, within the time period prescribed by the District.

3. **Insurance.** Contracting agency or individual will maintain (at its expense), a valid policy of insurance evidencing general and professional liability coverage of not less than \$1,000,000 per occurrence covering acts or omissions and general liability which may give rise to liability for services under this Agreement. Provider shall provide a certificate of insurance evidencing such coverage upon request by the District. Provider will provide the District with assurance of this insurance coverage in writing before commencement of services under this Contract. Provider will notify the District within three (3) days in the event of cancellation or modification of such insurance. Provider's failure to maintain such insurance policies shall be grounds for the District's immediate termination of this Contract. The provisions of this paragraph shall survive the expiration or termination of this Contract for cause with respect to any event occurring prior to such expiration or termination.

4. **Certification and Licensing Requirements.** Provider warrants that all individuals providing services under this Agreement ("Service Providers") meet applicable licensing and certification requirements. Provider must obtain and provide evidence to the District of current appropriate state certification and licensure at least 30 days prior to the beginning of each school year.

5. **Background Checks.** Pursuant to RCW 28A. 400. 303, any Service Providers under this Contract shall be required to have successfully completed a criminal history record check through the Washington State Patrol Criminal Identification System, under RCW 43.43.830-834 and RCW 10.97.030-050, and through the Federal Bureau of Investigation prior to providing any services under this Agreement. Provider will be responsible for securing these

criminal history record checks and payment of all costs for obtaining such background checks. Results of the background checks must be made available to the District prior to a Service Provider providing services to the District.

6. **Prohibited Employment.** The nature of the work performed under this Contract involves services provided to children and disabled adults. Therefore, no assigned Service Provider shall have pled guilty or been convicted of any felony crime specified under RCW 28A.400.322. Any failure to comply with this paragraph shall be grounds for immediate termination of this Contract for cause.

7. **Failure to Report.** Contracted employees who require substitutes will provide lesson plans and enter their absence in the District's substitute finder, Frontline or notify the substitute coordinator at 360-538-2000.

8. **Contemporaneous Log of Service Time.** Each Service Provider shall complete a weekly log of the names of the students served and the amount of service time for each student. Any deviation from the amount of service time shall be noted and explained. Such log shall be submitted daily via email to the District's Special Education Director.

9. **Record Access.** Provider and Service Providers shall be responsible for maintaining and securing any records or logs necessary to justify, support, and document the services provided under this Contract. Provider shall retain such records for not less than the period prescribed by law. All duly authorized auditors of Provider and the District shall have access to examine said records.

10. **Confidentiality.** In providing services under this Contract, Provider and Service Providers may have access to personally identifiable education records and confidential information regarding District students, parents/guardians, or staff (collectively referred to as "Confidential Information"). Provider agrees that it and its Service Providers will maintain the confidentiality of Confidential Information. The use or disclosure of any Confidential Information for any purpose not directly connected to Provider's services under this Contract is strictly prohibited except where required or authorized by law.

Provider and Service Providers agree to maintain the confidentiality of student records and provide access to the parents/guardians and students of such records in accordance with the Family Education Rights and Privacy Act (FERPA) and the Health Information Privacy and Accountability Act (HIPAA).

11. **Independent Contractor.** The Provider shall perform all duties pursuant to this Contract as an independent contractor. The District shall not control or supervise the manner in which this Contract is performed, except as expressly provided herein. Nothing in this Contract shall be construed to create a partnership, agency relationship, or employer-employee relationship between the District and Provider or its personnel. Neither party may incur debts or make commitments for the other party. Provider and its personnel shall not represent himself, herself, or itself as an employee, representative, or spokesperson for the District.

12. **Provider and Service Providers Not Employees of District.** Employees of Provider shall not be entitled to any rights or privileges of District employment. Provider

assumes exclusive responsibility for any and all acts or omissions of its agents, officers, or employees. Provider will maintain direct responsibility as the employer of Service Providers for payment of wages, benefits, and other compensation, and for any applicable mandatory withholdings and contributions such as federal, state, and local income taxes, social security taxes, workers' compensation, and unemployment insurance. Provider acknowledges that the District is not withholding federal income tax or FICA (Social Security) tax from Provider's payment or paying Washington State unemployment, industrial insurance, or any other taxes on behalf of Provider or Provider's personnel. Provider shall be solely responsible for the payment of any taxes imposed by any lawful jurisdiction as a result of the performance and payment of this Contract.

13. **Quality of or Need for Services.** If the District's Special Education Director determines that the services of a Service Provider are no longer needed or desired or that the Service Provider is unable to perform or has failed to perform the services required by the District in a manner satisfactory to the District, the District will notify Provider and such assignment will end immediately. The District's obligation to compensate for such Service Provider's services will be limited to the number of hours actually worked.

14. **Orientation.** Provider will cooperate with the District to provide Service Providers with an adequate and timely orientation to the assigned school(s).

15. **Billing, Payment, and Accounting.** Provider will submit invoices to the District's Business Office. Each invoice must identify the District purchase order number. Provider will be paid based on the rate sheet provided by the provider. Payment shall be made on a monthly basis after the District's Business Office receives Provider's billing statement in the form specified by the District, which statement shall include the services performed, the dates such services were rendered, and the name(s) and location(s) of the Provider's personnel performing such services. Each such billing statement must be approved before submission to the District's Business Office by the District's Special Education Director.

Invoices must be submitted one (1) time per month and payments will be made after the first school board meeting of the following month. The District will send all payments to the address printed on acceptable invoices. The District agrees to pay all invoices submitted by the 5th day of the month within 45 days.

Upon request, Provider shall provide to the District with an accounting of services, which shall detail the services performed on each invoice and such other information as the District may reasonably request. Upon request, Provider shall provide the District with access to the books and records related to the services of Provider for inspection, audit, and reproduction.

16. **Nondiscrimination.** By entering into this Contract, Provider assures the District that Provider complies with all laws and regulations pertaining to nondiscrimination. No person shall, on the grounds of race, creed, religion, color, national origin, sex, sexual orientation including gender expression or identity, age, marital status, veterans' status, disability, or use of a trained guide dog or service animal by a person with a disability, be excluded from participation in, be denied the benefits of, or be otherwise subject to discrimination under any activity performed pursuant to this Contract.

17. **Indemnification and Hold Harmless.** The Provider agrees to defend, indemnify, and hold harmless the District and its employees from and against any and all claims, losses, damages, liabilities, costs, and attorneys' fees and other legal expenses, arising out of or in any way connected with the Provider's or Service Provider's performance of or failure to perform under this Contract. The provisions of this paragraph shall survive the expiration or termination of this Contract with respect to any event occurring prior to such expiration or termination.

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

19. **Contract Default.** Provider's failure to provide the services as indicated in this Contract in accordance with the terms and conditions of this Contract will constitute contract default, and, after due written notification, allows the District to terminate the Agreement for cause.

20. **Termination.** In addition to the District's other rights under this Agreement, the District may terminate this Agreement for cause upon seven (7) days' written notice to Provider should Provider breach any of the terms of this Agreement, in which case the District shall pay Provider for all services performed through the effective date of the termination less any costs incurred by the District resulting from the breach(es). The District may terminate this Agreement for its convenience upon thirty (30) days' written notice to Provider, in which case the District shall pay Provider for all services performed through the effective date of the termination. In the event that earmarked funding is withdrawn, reduced, or limited after the effective date of this contract but prior to completion, the District may terminate the Agreement without the required notice.

21. **Compliance with Rules and Laws.** Provider agrees to comply with all applicable laws, orders, rules, regulations and ordinances of governmental bodies applicable to this Contract as well as applicable District policies and procedures. All services provided will be in accordance with local, state and federal laws and regulations.

22. **Severability.** Each numbered clause of this Contract stands independent of all other numbered clauses. If any clause of this Contract or the application thereof to any persons or circumstances is held invalid, such invalidity shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application. Should any clause be adjudged invalid, that judgment shall not invalidate the total Contract; only clauses judged invalid shall not be enforced.

23. **Term.** Unless terminated earlier pursuant to provisions stated herein, this Contract shall commence on January 1, 2018 and shall terminate on July 31, 2018 or the completion of the services identified in paragraph 2 hereof, whichever should first occur. This contract may be renewed annually by the District for up to three additional years.

24. **Assignment.** This Agreement may not be assigned without written authorization by the other party.

25. **Licenses, Permits, and Warranty.** Provider warrants that it and its personnel have the requisite training, skill, and experience necessary to provide the services under this Contract and are appropriately accredited and licensed by all applicable agencies and governmental entities. Provider shall be responsible for maintaining any and all licenses, permits, or other requirements for doing business or providing services under this Contract.

26. **Entire Agreement and Modification.** This written Contract constitutes the entire agreement between Provider and the District. No alterations or variations of the terms of this Contract shall be effective unless reduced to writing and signed by both parties.

27. **Governing Law.** The terms of this Contract shall be governed by the laws of the State of Washington. In the event that a dispute arises under the terms and conditions of this Contract, the parties agree to mediate the dispute prior to taking any formal legal action. In the event that legal action is commenced to resolve a dispute arising out of this Contract, the prevailing party shall be entitled to its reasonable costs and attorneys' fees.

Executed this 19th day of November, 2018

|
ABERDEEN SCHOOL DISTRICT

PROVIDER

By _____
Its _____





Facility Confirmation Form

A. SCHEDULE OF RATES – Contract Healthcare Professionals:

The following schedule of rates is for healthcare professionals. Contract fees are all inclusive and include recruitment, housing and compensation for each Healthcare Professional placed with Client. Permanent fees are a one-time fee per placement.

Candidate Name:	David Hughes
Facility Address:	ABERDEEN SCHOOL DISTRICT 216 N G St, Aberdeen Aberdeen, Washington 98520 Ph: 360-538-2000
Start Date - End Date:	Nov 27, 2018 to Jun 14, 2019
Description of Services:	Teacher-Special Education
Float:	No Floating
Call Required :	N/A
Shift:	Monday- Friday
All-Inclusive Hourly Rate:	\$65.00
Guaranteed Hours:	37.5 hours guaranteed with the opportunity to work 40 with prior approval from Rick Bates. Except when school is closed for Holidays/professional development days off and inclement weather days.
Approved Time Off:	In accordance with school approved calendar.
Additional Information:	This contract is contingent on board approval, Nov.27,2018. Should the board not approve, this contract will be void.

B. OVERTIME. Overtime includes all hours worked in excess of forty (40) hours in any work week. Overtime hours are paid at a minimum of 1.5 times the Employee’s regular hourly rate or in accordance with Federal, State, Wage and Hour Laws, whichever may be the lesser, provided such excess hours have been pre-approved by the Client and communicated, in writing, to THERAPIA STAFFING.

C. During the term of this Agreement or within one year after termination thereof, should a Client choose to permanently hire a Therapia Staffing Candidate, the Client shall be obligated to pay Therapia Staffing a permanent conversion fee of 20% of first year annual salary. Client agrees to provide Therapia in writing at least thirty 2 weeks prior notice if it intends to terminate an Assignment at any time before its originally scheduled end date.

AGREED:

ABERDEEN SCHOOL DISTRICT

Therapia Staffing, LLC

By: _____

By: Shaye Sanabria

Name: _____

Name: Shaye Sanabria

Title: _____

Title: Business Development Manager

Date: _____

Date: November 15,2018



CONTRACTED EMPLOYEE

This is made part of the Account Services Contract entered by and between Aberdeen School District and the Account identified below.

PROVIDER PLACEMENT DETAILS:

Provider Name: Therapia Staffing
David Hughes.

Services Provided: Special Education
Teacher

Term: 18-19' school year

Hours: 37.5 hours guaranteed

RATE & PAYMENT DETAILS:

Bill Rate: \$65.00 / hr.

Payment: 45 day net.

ADDITIONAL INFORMATION:

Comments:

VENDOR:

By: Shaye Sandria

Date: 11/19/2018.

ABERDEEN SCHOOL DISTRICT

By: _____
Superintendent or Designee

Date: _____



THE RAPIA STAFFING

BILLING INSTRUCTIONS

BILL TO COMPANY: Aberdeen School District		
ATTENTION: Laura Sanz/Carla Copeland	TITLE/DEPT:	
ADDRESS1: lsanz@asd5.org	SUITE:	
ADDRESS2: ccopeland@asd5.org		
CITY:	STATE:	ZIP:
PHONE: 360-538-2022	EXT.:	FAX:
Email:		
PAYMENT TERMS: Net 30	Discounts/Fees/Other: 45 days net	
Is Facility Tax Exempt? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>If yes, we need a tax exempt certificate.</i>		

Who pays invoices/cuts checks?

Processed at Bill To location

Processed at Corporate

CORPORATE INFORMATION

If different from Bill-To Information:

PARENT/CLIENT NAME:	YEARS In Business:
	NUMBER of Office Locations:
PARENT COMPANY ADDRESS:	
CITY:	STATE: ZIP:
WEBSITE:	
PHONE:	FAX:
CORPORATE CONTACT:	TITLE:
CONTACT PHONE #:	EMAIL:

TIME SHEET INFORMATION

Therapia Staffing requires timesheets to be turned in NO later than Monday at Noon weekly.	
Facility Requirements for time recording are? (Example: Kronos)	
Productivity Reporting is required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If YES what is the program used? (Example: Casamba Report)	
Who is required to sign off on Time Sheets?: Rick Bates	
Who can we contact if we have not received a time sheet?: Rick Bates	
CONTACT PHONE #: 360-538-2017	
EMAIL: rbates@asd5.org	
Please email scanned time sheets to Jody@therapiastaffing.com or fax to # 954-906-8224.	

CERTIFICATED

Substitute Certificated:

Lisa Shell

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Tara Perez	District	Indian Education Coordinator	11/26/18
Erica Hollen	Miller Jr. High School	Piano Accompanist	11/13/18
Nicole LaFontaine	Miller Jr. High School	AVID Tutor	11/14/18
Nicole Daniels	Central Park Elementary	After School Program – Para-educator	11/13/18
Jennifer Krasowski	Central Park Elementary	After School Program – Para-educator	11/13/18
Jennifer Krasowski	Central Park Elementary	After School Program – Coordinator	11/13/18
Trina Wallin	Central Park Elementary	After School Program – Para-educator	11/13/18

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Taylor Sawin	Aberdeen High School		01/02/19

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Leopoldo Sanchez-Villalpando	Aberdeen High School	Para-educator	10/10/18-11/14/18

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kevin Ridout	Aberdeen High School	Football – Head Coach	11/19/18
Chelsy Stewart	Aberdeen High School	Fast Pitch - Assistant Coach	11/12/18

Substitute Classified:

Dawn Crabb
Jessica Fulleton
Shelly Hoffman
Alisha McCue
Sandra Mullin
Amanda Pearson
Timothy Whiteley