

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

Regular Meeting of the Board of Directors
Community Room, Aberdeen High School
March 6, 2018 ~~—AMENDED~~

AGENDA

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

Flag Salute

Consent Agenda

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

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Old Business

Superintendent's Report

1. Site Visits
2. 2017-2018 Focus Areas
3. Levy Update
4. WSSDA Spring Meetings
5. **Student-led Walkouts**

Instructional Services

1. **Title I School Reports**

Financial Services

2. **Fiscal Status Report**

Capital Projects

1. Stevens Task Force
2. **K-3 Class Size Reduction**

Board Meeting Agenda
March 6, 2018

Athletics & Activities

1. Winter Athletics
2. [AHS Sports Tickets](#)

New Business

1. ~~[AHS Trimester Update](#)~~
2. [Trip Request](#)
3. [Instructional Materials Committee](#)
4. [AHS Emergency Closure](#)
5. [Surplus Equipment](#)
6. [Policy 4130 Parent Involvement](#)
7. [Board Policy 1000 Series](#)
8. Next Meeting

Comments from the Audience

Executive Session

[Personnel Matters](#)

1. Certificated
2. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

March 6, 2018 – Community Room, Aberdeen High School – **AMENDED**

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

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from regular meeting on January 23, 2018, are enclosed for your review and approval.
2. Accounts Payable and Financial Matters – Payroll and the accounts payable for January 2018 are enclosed for your review and approval.
3. Gifts to the District
 - a. The FBLA at Aberdeen High School has received \$1,000.00 from the Aberdeen Rotary Foundation to help defray state competition expenses.
 - b. The choir program in the District has received \$500.00 from an anonymous donor to help defray performance costs.

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Old Business

Superintendent's Report

1. Site Visits – Site visits to Miller Junior School and Robert Gray Elementary School are planned for Thursday, March 8. As always, Board members are invited to accompany the superintendent.
2. 2017-2018 Focus Areas – Superintendent Henderson will update Board members on the work taking place in the district on the five focus areas for this school year – AVID, PBIS, Digital Learning, Special Education, English Language Arts/EL.
3. Levy Update – Superintendent Henderson will update Board members on renewal of the 2018 Enrichment Operations Levy.
4. WSSDA Spring Meetings – The next WSSDA Regional Meeting in our area is being hosted by Elma at 6 p.m. Wednesday, March 7, at the Elma Middle School.
5. Student-led Walkouts – Following the tragic loss of life in Florida, students in some areas are staging walkouts to protest gun violence. Superintendent Henderson will discuss our district's policies and procedures for unscheduled student absences should students choose to take part in unauthorized demonstrations. [Enclosure 2](#)

Instructional Services

1. Title I Reports – Nani Villarreal, student support services, and Jim Sawin, assistant superintendent, will present the annual Title I plans for your approval. [Enclosure 3](#)

Financial Services

1. Fiscal Status Report – Elyssa Louderback, executive director of business and operations, will present the Fiscal Status Report for January. [Enclosure 4](#)

Capital Projects

1. Stevens Task Force – Elyssa Louderback will provide an update on formation of a task force to recommend a site for construction of a new Stevens Elementary School.
2. K-3 Class Size Reduction – Superintendent Henderson and Business Director Elyssa Louderback will provide an overview of various facility and funding options of the K-3 Class Size Reduction law. [Enclosure 5](#)

Athletics and Activities

1. Winter Athletics – Athletic Director Aaron Roiko will update Board members on the winter sports season that recently concluded.
2. AHS Sports Tickets – Athletic Director Aaron Roiko will discuss new ticket prices for athletic events at Aberdeen High School. [Enclosure 6](#)

New Business

- ~~1. AHS Trimester Update – Principal Sherri Northington will provide a mid-year update on the trimester system that was implemented this year at AHS. [Enclosure 7](#)~~
2. Trip Request – Aberdeen High School students are requesting permission to travel to Seabrook to prepare for an “Every 32 Minutes” accident simulation event on March 13-14. [Enclosure 8](#)
3. Instructional Materials Committee – The Instructional Materials Committee met on February 8 and is recommending the following materials for adoption. They are presented tonight for first reading.
 - a. *Medical Assisting* by Michelle Blesi and published by Cengage Learning is recommended for use in classes at the Twin Harbors Skills Center. [Enclosure 9](#)
 - b. *Conceptual Physics – High School Physics Program* by Paul Hewitt and published by Pearson/Prentice Hall is recommended for use in science classes at Aberdeen High School. [Enclosure 10](#)
4. AHS Emergency Closure – Due to a failed heating exchange coil, Aberdeen High School was under an emergency closure on Wednesday, February 21. Elyssa Louderback will report on the emergency repairs. The enclosed letter requests continued state apportionment and is presented for your approval. [Enclosure 11](#)
5. Surplus Equipment – Several computers and other equipment that were damaged beyond repair during the boiler leak at Aberdeen High School are no longer of use

Board Information
March 6, 2018

and we are requesting that they be declared surplus along with other surplus items collected so far this year so they can be removed from inventory. [Enclosure 12](#)

6. Policy 4130 Parent Involvement – Nani Villarreal, student support services coordinator, will discuss Policy 4130 Parent Involvement, which is enclosed for your review as required annually under Title 1. The parent advisory group is not recommending any changes. No action is required. [Enclosure 13](#)
7. Board Policy 1000 Series – Review of the 1000 Series in School Board policy is presented tonight for first reading. [Enclosure 14](#)
8. Next Meeting – The next meeting of the Board is set for Tuesday, March 20, in the Community Room at Aberdeen High School. Who will audit the bills?

Comments from the Audience

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) and to discuss collective bargaining.

Personnel Matters [Enclosure 15](#)

1. Certificated
 - a. Hire
 - b. Change of Assignment
 - c. Resignation
 - d. Summer School Hire
 - e. Substitutes
2. Classified
 - a. Hires
 - b. Resignation
 - c. Extra-Curricular Contracts
 - d. Extra-Curricular Resignation

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the Board of Directors – February 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 student representative Nadia Wirta, Superintendent Alicia Henderson and 28 patrons and staff. The meeting began with the Flag salute.</p>	CALL TO ORDER
<p>On a motion by Erin Farrer and seconded by Jeff Nelson, the Board approved the Consent Agenda, which included the minutes of the regular meeting on January 23, 2018, and accepted a \$60,500.00 distribution from the Marian Weatherwax Endowment Fund at the Grays Harbor Community Foundation, a \$1,500.00 grant from Sierra Pacific Foundation in support of new emergency radios and an anonymous \$130.00 donation to Central Park Elementary School through the Boeing Employee Individual Giving program.</p>	CONSENT AGENDA
<p>Student Representative Nadia Wirta shared information about current and upcoming student activities at Aberdeen High School, including Mock Interviews for all sophomores. She also noted that vocalists Ben Fagerstedt and Courtney Glenn have advanced to the state solo competition.</p>	COMMENTS FROM STUDENT REPRESENTATIVE
<p>Superintendent Henderson commented that she was able to attend the SkillsUSA regional competition, which Aberdeen High School hosted on Saturday, February 3, and came away very impressed with the program. She also noted that Aberdeen will be hosting a wrestling tournament on February 10.</p>	SUPERINTENDENT REPORT
<p>Superintendent Henderson also reported that she is arranging to meet with various student groups in March, especially secondary students, to hear their thoughts.</p>	
<p>The Board discussed upcoming site visits to Miller Junior High School and Central Park Elementary School on February 8. Directors Bielski, Durney and Farrer will attend.</p>	SITE VISITS
<p>Superintendent Henderson reviewed the five focus areas for this year – AVID, PBIS, Digital Learning, Special Education and English Language Arts/EL. She noted that the Special Education Steering Committee conducted its first meeting and that the upcoming TRI Day on February 16 will be devoted to AVID and PBIS training. Board members are especially invited to the superintendent’s District Update planned for 12:15 in the Auditorium that day.</p>	2017-2018 FOCUS AREAS
<p>Superintendent Henderson gave an update on the 2018 Replacement Levy, noting election day is a week away. She referenced an article published by <i>The Seattle Times</i> that she found to be insightful about how funding changes and new levy rules are playing out across the state.</p>	LEVY UPDATE
<p>Superintendent Henderson announced that the agenda for the next Board meeting on February 20 will include a mid-year update on the trimester system that was implemented last fall at Aberdeen High School.</p>	AHS TRIMESTER SYSTEM
<p>Tom Carver, program administrator for School Facilities and Organization at OSPI, provided an overview on the school construction funding process and reviewed the district’s eligibility for state capital construction funds for new or remodeled schools. He estimated the District is currently eligible for \$7,381,729 in construction assistance,</p>	SCHOOL CONSTRUCTION

based on current formulas. He noted that the Legislature has allocated a record \$1 billion over the next biennium for school construction, which does not include yet any funds that may be allocated for K-3 Class Size Reduction and the need for additional classrooms. He referenced a bill currently before the Legislature that would increase the square footage allowed for K-3 to recognize all-day kindergarten requirements and K-3 class size reduction. He said there has been some sticker shock among lawmakers. Elyssa Louderback, executive director of business and operations, reported that the current bonded debt is \$13 million that will be paid off in the next five years and at that time, the District will have a maximum bond capacity of \$59 million.

Superintendent Henderson reviewed the current timeline for rebuilding Stevens Elementary School. The Board agreed with her recommendation to create a task force to continue the investigation and bring options to the Board.

Nani Villarreal, coordinator of Student Support Services, reported on the nine programs and services her office coordinates – Title 1, Learning Assistance Program, English Learner Program, Migrant Education, Native Education, Immigrant Students, McKinney-Vento (Homeless/Students in Transition) program, Highly Capable, and Interpreter and Translation Services. Superintendent Henderson complimented Mrs. Villarreal for her work to coordinate the student support programs following the decision to reorganize special services in the District.

District Maintenance Manager Mike Pauley reviewed the ICOS (information and condition of schools) report for Aberdeen High School and Robert Gray Elementary School, which is a required report through the Asset Preservation Program and which maintains eligibility for school construction funds. Policy 6800 District Facilities references the District's participation in the program along with an annual report to the Board of Directors.

At 6:00 p.m., following presentation of the ICOS report, Director Jeff Nelson was excused from the meeting.

On a motion by Bill Dyer and seconded by Jennifer Durney, the Board approved a personal services contract with Karli Sansom to provide part-time family service support for the COPE Program through a \$5,000 grant the district has received.

The Board reviewed the Academic Calendar for 2018-2019 and did not make any changes to planned Board meeting dates. It was noted that the TRI Days and Collaboration Day schedules may change.

Chris Collin, a teacher at Stevens Elementary School, spoke in support of a new school and expressed surprise that the matter is not yet ready for the ballot. She described the lack of proper heat in her classroom, and other classrooms. Superintendent Henderson told the Board of Directors the heating situation will be investigated.

Vicki Clingen, a teacher at Stevens Elementary School, also expressed surprise at the timeline for a new building, adding that in her view, the site that has been discussed near Grays harbor College is more appropriate than rebuilding at the current site.

The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, February 20, 2018, in the Community Room at Aberdeen High School. Sandra Bielski and Jennifer Durney will audit the bills.

At 6:16 p.m., President Sandra Bielski recessed the meeting for an executive session

INSTRUCTIONAL
SERVICES

STUDENT SUPPORT
SERVICES

ASSET
PRESERVATION
PROGRAM

DIRECTOR NELSON
EXCUSED

PERSONAL SERVICES
CONTRACT

ACADEMIC
CALENDAR

COMMENTS FROM
THE AUDIENCE

NEXT MEETING

EXECUTIVE SESSION

expected to last 15 minutes under RCW 42.30.110(g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee) and to discuss collective bargaining. At 6:31 p.m. the meeting was extended for an additional 15 minutes. At 6:46 p.m. the regular meeting reconvened.

Following a presentation by Assistant Superintendent Jim Sawin, on a motion by Bill Dyer and seconded by Erin Farrer, the Board approved the Personnel Report. Under certificated matters, the Board approved changes of assignment for Stacie Fesler from Aberdeen High School to Miller Junior High School as a special education teacher effective February 5 and for Garrett Johannes from Miller Junior High School to Aberdeen High School as a special education teacher effective February 6; approved a supplemental contract for Emily Boyce as an AVID teacher at Miller Junior High School effective February 1; accepted resignations from Garrett Johannes as a special education teacher at Aberdeen High School and from Kristen Anderson as a second-grade teacher at A. J. West Elementary School effective June 14; approved the retirements of Barbara Good, a teacher at Miller Junior High School, effective January 31 (amended), Roberta Player as a speech language pathologist in the Therapy Office effective August 31, and Daniel Sundstrom as a teacher at Central Park and Robert Gray elementary schools effective August 31; approved a leave of absence for Balinda Box, a teacher at Aberdeen High School, effective March 19 to May 11; approved the hiring of Mackenzie McDermott and Jacqueline Summers as substitutes for the District, and accepted resignations from Kenneth Kiger effective January 29 and from Deana Schlaht effective January 26 as substitutes for the District.

Under classified matters, the Board approved the hiring of John Burger as a para-educator at Aberdeen High School effective January 25, Mason Campeau as a para-educator at A. J. West Elementary School effective January 29, Doreen Conrad as a para-educator in the 21st Century Program at Aberdeen High School effective February 5, and Jennifer Krasowski, Merlyn Sterling and Kayla Sturm as para-educators through the Grays Harbor Community Foundation at Central Park Elementary School effective February 6; approved extra-curricular contracts at Aberdeen High School for Ben Barene and Alfie Bensinger as assistant coaches for Boys' Soccer, Kevin Brown, Jose' Ortiz and Austin Weber (0.5 FTE) as assistant coaches for Baseball, David Bruncke as assistant coach for Girls' Tennis, Casey Doyle, Desiree Glanz, Kimberly Lyles and Erin Pehl as assistant coaches for Track, Larry Fleming as head coach for Boys' Soccer, Toni Houbregs as spring intramurals coach, Ashley Kohlmeier as head coach for Girls' Tennis, April Meissner as head coach for Track, Harley Revel as assistant coach for Girls' Golf, Shon Schreiber as head coach for Baseball, Brandon Siano as assistant coach for Fastpitch, Dan Sundstrom a head coach for Girls' Golf, Scott Wilson as head coach for Fastpitch, all effective February 26; approved extra-curricular contracts for Melissa Smith as head coach for Cheerleading and Paige Kuhn as assistant coach for Cheerleading, effective April 1; approved extra-curricular contracts at Miller Junior High School for Samantha Deugan-Leverett, Breanna Gentry and Arlynn Martin as head coaches for volleyball effective February 20, and accepted resignations from Enola Faulkner effective January 23 and Brenda Doyle effective January 29 as substitutes for the District.

There being no further business, the regular meeting was adjourned at 6:48 p.m.

PERSONNEL REPORT

CERTIFICATED

CLASSIFIED

ADJOURN

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 February 20, 2018, the board, by a _____ vote, approves payments, totaling \$1,435,259.63. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 824591 through 824595, totaling \$1,435,259.63

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

Check Nbr	Vendor Name	Check Date	Check Amount
824591-824594	PAYROLL WARRANTS	01/31/2018	1,296.74
824595	ANCHOR SAVINGS BANK	01/30/2018	1,433,962.89
	Computer	Check(s) For a Total of	1,435,259.63

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As of February 20, 2018, the board, by a _____ vote, approves payments, totaling \$1,606,518.66. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 824596 through 824635, totaling \$1,606,518.66

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

Check Nbr	Vendor Name	Check Date	Check Amount
824596	AFLAC REMITTANCE PROCESSING	01/31/2018	1,442.21
824597	AMERICAN FIDELITY ASSUR.	01/31/2018	10,444.96
824598	AMERICAN FIDELITY	01/31/2018	3,025.00
824599	AMERITAS	01/31/2018	22,781.00
824600	BANK OF THE PACIFIC	01/31/2018	515,049.89
824601	CNTY/CITY MUN EES	01/31/2018	2,739.87
824602	DEFERRED COMPENSATION PROGRAM	01/31/2018	13,185.00
824603	DELTA MANAGEMENT ASSOCIATES IN	01/31/2018	432.81
824604	DYNAMIC COLLECTORS	01/31/2018	1,301.30
824605	E.S.D.#113 UNEMPLOYMENT COOP	01/31/2018	3,395.30
824606	ECMC	01/31/2018	288.54
824607	ED.SERV.DIST.#113	01/31/2018	32,638.38
824608	EMPLOYMENT SECURITY DEPT	01/31/2018	117.01
824609	GH WOODWORKERS FED CREDIT UNIO	01/31/2018	375.00
824610	INSPIRUS	01/31/2018	13,155.92
824611	LEGAL SHIELD	01/31/2018	83.30
824612	LINA	01/31/2018	6,641.51
824613	NBN VISION	01/31/2018	11,814.00
824614	PSE OF WA	01/31/2018	5,971.72
824615	PSE OF WASHINGTON	01/31/2018	49.24
824616	PUBLIC EMPLOYEES RETIREMENT	01/31/2018	1,870.94
824617	REGENCE BLUESHIELD	01/31/2018	399,474.25
824618	SCHOOL EMPLOYEES RETIREMENT SY	01/31/2018	125,529.77
824619	TEACHER RETIREMENT SYSTEM-DC	01/31/2018	321,705.60
824620	TSA CONSULTING GROUP INC	01/31/2018	13,952.00
824621	TWIN STAR CREDIT UNION	01/31/2018	2,565.00
824622	TWIN STAR CREDIT UNION	01/31/2018	260.00
824623	TWIN STAR SCHOLARSHIP ACCT	01/31/2018	99.50
824624	TWINSTAR PSE LOCAL DUES	01/31/2018	99.50
824625	UNITED STATES TREASURY	01/31/2018	208.82
824626	UNITED WAY	01/31/2018	647.38
824627	US DEPARTMENT OF EDUCATION	01/31/2018	637.37
824628	VEBA CONTRIBUTIONS-Y1286.001	01/31/2018	10,259.87

Check Nbr	Vendor Name	Check Date	Check Amount
824629	WA STATE SCHOOL RET ASSN	01/31/2018	56.00
824630	WASH STATE SUPPORT REGISTRY	01/31/2018	942.48
824631	WASHINGTON STATE TREASURER	01/31/2018	29,667.70
824632	WEA PAYROLL DEDUCTIONS	01/31/2018	20,307.37
824633	WEA SELECT PLANS-WDS	01/31/2018	20,543.40
824634	WEA SELECT PLANS-WILLAMETTE	01/31/2018	4,296.75
824635	WPAS	01/31/2018	8,463.00
40	Computer	Check(s) For a Total of	1,606,518.66

Finance Report

A/P Month of January

ASB Totals \$ 17,346.82

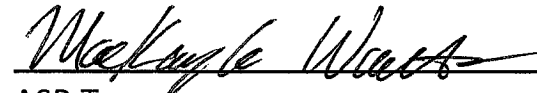
Approved:



ASB President

2/19/17

Date



ASB Treasurer

Date



ASB Comptroller

2/13/18

Date

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 February 20, 2018, the board, by a _____ vote, approves payments, totaling \$12,003.43. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND/ASB FUND
Warrant Numbers 824636 through 824637, totaling \$12,003.43

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

Check Nbr	Vendor Name	Check Date	Check Amount
824636	Anchor Savings Bank	02/19/2018	7,368.83 GF
824637	Anchor Savings Bank	02/19/2018	4,634.60 ASB
2	Computer	Check(s) For a Total of	12,003.43

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 February 20, 2018, the board, by a _____ vote, approves payments, totaling \$50.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: PRIVATE PURPOSE TRUST Warrant Numbers 824638 through 824638, totaling \$50.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
824638	Aberdeen High School (asb)	02/21/2018	50.00
1	Computer	Check(s) For a Total of	50.00

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

As of February 20, 2018, the board, by a _____ vote, approves payments, totaling \$14,357.97. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 824639 through 824654, totaling \$14,357.97

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

Check Nbr	Vendor Name	Check Date	Check Amount
824639	Aberdeen Sd #5 Revolving Fund	02/20/2018	25.00
824640	Aberdeen School District #5 -	02/20/2018	272.77
824641	Aberdeen School District #5	02/20/2018	186.77
824642	Aberdeen School District #5	02/20/2018	4.38
824643	Ahs Asb Imprest Fund	02/20/2018	500.00
824644	Anchor Savings Bank (p-Card)	02/20/2018	842.54
824645	Bruncke, David P	02/20/2018	207.23
824646	D4 Sports Llc	02/20/2018	243.53
824647	Food Services Of America	02/20/2018	638.21
824648	Grays Harbor Officials Associa	02/20/2018	8,613.00
824649	Harbor Pacific Bottling Co	02/20/2018	121.54
824650	Hoquiam High School	02/20/2018	1,370.00
824651	Othello High School	02/20/2018	250.00
824652	Pnw Printworks, Llc	02/20/2018	300.00
824653	Weatherwax Asb Fund	02/20/2018	658.00
824654	Wheelan, Christopher	02/20/2018	125.00

16 Computer Check(s) For a Total of 14,357.97

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 February 20, 2018, the board, by a _____ vote, approves payments, totaling \$42,595.78. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 824655 through 824655, totaling \$42,595.78

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

Check Nbr	Vendor Name	Check Date	Check Amount
824655	Anchor Savings Bank (p-Card)	02/20/2018	42,595.78
1	Computer	Check(s) For a Total of	42,595.78

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 February 20, 2018, the board, by a _____ vote, approves payments, totaling \$532,061.94. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 824656 through 824767, totaling \$532,061.94

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
824656	Aberdeen School Dist-Cte Impre	02/21/2018	729.05
824657	Aberdeen Office Equipment Inc	02/21/2018	8,628.80
824658	Aberdeen Sanitation	02/21/2018	5,938.32
824659	Aberdeen Sd #5 Revolving Fund	02/21/2018	250.86
824660	Aberdeen High School (asb)	02/21/2018	3,447.79
824661	Actionaire Inc	02/21/2018	190.63
824662	Amazon Capital Services	02/21/2018	3,643.65
824663	Anchor Savings Bank	02/21/2018	5,257.01
824664	Anita Guinn & Associates Thera	02/21/2018	29,565.36
824665	Apple Computer Inc	02/21/2018	6,802.68
824666	Aps, Inc	02/21/2018	117.43
824667	Aramark Uniform Services	02/21/2018	117.43
824668	Auto-Chlor	02/21/2018	228.75
824669	Batdorf & Bronson	02/21/2018	295.96
824670	Bickar, Denny	02/21/2018	1,080.00
824671	Bmi Radio	02/21/2018	347.17
824672	Canned Foods Grocery Outlet	02/21/2018	110.13
824673	Capitol Chapter	02/21/2018	240.00
824674	Carquest Auto Parts Stores	02/21/2018	80.61
824675	Cascade Natural Gas	02/21/2018	25,947.92
824676	Consolidated Electrical Distri	02/21/2018	123.60
824677	Centurylink (business Serv)	02/21/2018	2.13
824678	Centurylink	02/21/2018	2,279.63
824679	Cintas Corporation	02/21/2018	5,127.45
824680	City Of Aberdeen	02/21/2018	6,505.91
824681	Coast To Coast Computer Produc	02/21/2018	562.08
824682	Coastal Containment And	02/21/2018	53.04
824683	Comcast	02/21/2018	285.39
824684	Continental Athletic Supply	02/21/2018	5,835.66
824685	Cts Language Link	02/21/2018	13.08
824686	D4 Sports Llc	02/21/2018	261.12
824687	Dairy Fresh Farms	02/21/2018	14,806.01
824688	Day Wireless Systems (pay To)	02/21/2018	81.70

Check Nbr	Vendor Name	Check Date	Check Amount
824689	Dept Of Enterprise Services	02/21/2018	350.00
824690	Discovery Benefits Inc	02/21/2018	241.50
824691	Domino's Pizza	02/21/2018	673.20
824692	Dunsire Printers	02/21/2018	96.68
824693	Ebs Healthcare	02/21/2018	15,210.00
824694	Ecolab	02/21/2018	254.70
824695	Ecolab Food & Safety Specialti	02/21/2018	143.40
824696	Ednetics Inc	02/21/2018	1,323.50
824697	Edu Healthcare	02/21/2018	11,115.00
824698	Ellingsen, Mary Nell	02/21/2018	5,865.18
824699	Esd 113	02/21/2018	16,641.38
824700	Ferrellgas	02/21/2018	2,294.05
824701	Five Star Motors (pay)	02/21/2018	132.04
824702	Food Services Of America	02/21/2018	65,317.06
824703	Francotyp-Postalia, Inc	02/21/2018	205.88
824704	Franz Family Bakeries	02/21/2018	2,805.51
824705	Geer, Mindy	02/21/2018	10.00
824706	Gh County Water District #2	02/21/2018	285.00
824707	Govconnection Inc	02/21/2018	6,912.85
824708	Grays Harbor Transportation	02/21/2018	350.00
824709	Grays Harbor Public Health	02/21/2018	40.00
824710	Grays Harbor Community Hospita	02/21/2018	2,327.40
824711	Harbor Auto & Truck Parts	02/21/2018	1,162.54
824712	Harbor Disposal Co Inc	02/21/2018	1,331.93
824713	Home Depot	02/21/2018	609.31
824714	Hoquiam School District #28	02/21/2018	31,214.79
824715	John Lupo Construction Inc	02/21/2018	2,073.48
824716	Jostens Inc	02/21/2018	1,535.34
824717	Jw Pepper And Son Inc	02/21/2018	129.63
824718	Kcda Purchasing Coop.	02/21/2018	1,960.43
824719	Kelley Imaging Systems Agreeeme	02/21/2018	3,830.00
824720	Lake, Claudia S	02/21/2018	5,652.60
824721	Lakeshore Curriculum Materials	02/21/2018	358.38
824722	Lemay Mobile Shredding	02/21/2018	218.80
824723	Maria B Ferns	02/21/2018	5,790.20
824724	Marshall's Garden & Pet Store	02/21/2018	158.40
824725	Masco	02/21/2018	13,195.36
824726	Mb Electric Grays Harbor	02/21/2018	6,646.52
824727	Microsoft Corporation	02/21/2018	1,567.55
824728	National Scholastic Press Asso	02/21/2018	9.87
824729	Ncce 2015	02/21/2018	195.00
824730	Ncs Pearson Inc	02/21/2018	163.65
824731	O'Reilly Auto Parts	02/21/2018	30.03
824732	Ocosta School Dst #172	02/21/2018	16,150.00
824733	Office Depot	02/21/2018	2,122.28
824734	Olympic Peninsula Consultants	02/21/2018	100.00
824735	Ospi	02/21/2018	13,529.11
824736	Pacific Transit System	02/21/2018	20.00
824737	Parris, Trinity A	02/21/2018	833.33
824738	Perkins Coie Llp	02/21/2018	10,015.40

Check Nbr	Vendor Name	Check Date	Check Amount
824739	Pnw Printworks, Llc	02/21/2018	131.81
824740	Pud #1 Of Grays Harbor Co	02/21/2018	51,384.77
824741	Rainier Lanes	02/21/2018	2,165.57
824742	Rockstar Recruiting Llc Db	02/21/2018	15,334.25
824743	Scholastic Inc / Teacher Stor	02/21/2018	90.83
824744	Skills Usa Washington	02/21/2018	100.00
824745	Sound Publishing, Inc.	02/21/2018	162.92
824746	South Sound Parent To Parent	02/21/2018	12,270.06
824747	Staples Business Advantage	02/21/2018	420.03
824748	Sts Education	02/21/2018	2,605.60
824749	Supplyworks	02/21/2018	163.26
824750	Swanson's Food	02/21/2018	4,834.05
824751	Ted Brown Music	02/21/2018	24,934.51
824752	The Center for Educational Eff	02/21/2018	7,842.96
824753	Thermal Supply Inc	02/21/2018	229.88
824754	University Of Oregon	02/21/2018	204.17
824755	Upper Edge Technologies, Llc	02/21/2018	2,832.47
824756	Us Postal Service (cmrs-Fp)	02/21/2018	1,000.00
824757	Valley Cleaners	02/21/2018	135.00
824758	Verizon Wireless	02/21/2018	2,698.30
824759	Vivo Technology	02/21/2018	870.00
824760	Wal Mart (pay To)	02/21/2018	2,097.88
824761	Wash State Skills Ctr Direct A	02/21/2018	134.00
824762	Wcp Solutions	02/21/2018	2,686.29
824763	Wescraft Rv & Truck	02/21/2018	1,351.77
824764	Williams, Kristin	02/21/2018	59.30
824765	Wsca	02/21/2018	2,530.00
824766	Wsipc	02/21/2018	15.15
824767	Ymca	02/21/2018	10,622.50

112 Computer Check(s) For a Total of 532,061.94

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 February 20, 2018, the board, by a _____ vote, approves payments, totaling \$1,720.70. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 824768 through 824769, totaling \$1,720.70

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

Check Nbr	Vendor Name	Check Date	Check Amount
824768	Bank Of The Pacific (use Tax)	02/21/2018	1,673.52 GF
824769	Bank Of The Pacific (use Tax)	02/21/2018	47.18 ASB
2	Computer	Check(s) For a Total of	1,720.70

Finance Report

A/P Month of January

ASB Totals \$ 17,346.82

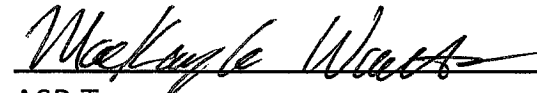
Approved:



ASB President

2/19/17

Date



ASB Treasurer

Date



ASB Comptroller

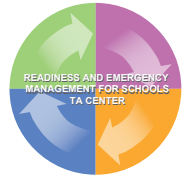
2/13/18

Date



LESSONS LEARNED

From School Crises and Emergencies



Vol. 3, Issue 1, 2008

RESPONDING TO SCHOOL WALKOUT DEMONSTRATIONS

In March 1968, over 1,000 students walked out of Abraham Lincoln High School in East Los Angeles to protest the racial inequalities in education faced by Mexican-Americans. This action led to a march of 22,000 students across Los Angeles Unified School District (LAUSD) and a series of related protests that today is credited with being a catalyst for the modern Chicano movement. Nearly 40 years later, there was another walkout when in 2006 an estimated 24,000 students walked out of 52 LAUSD schools, joining thousands of students nationwide who walked out of schools in protest of federal immigration policy changes.

U.S. history has a strong heritage of walkout demonstrations—from labor protests at the turn of the 20th century to civil rights demonstrations in the 1960s to war protests in the 1970s. The exodus en masse of individuals from a cohesive group for another organized purpose is a familiar concept in times of controversy and discord. This form of expression by any group is often stirring, sometimes effective, and always disruptive. Even more unsettling is when the group walking out is youth—and the place they are walking out of is school.

This publication will examine the incidence of student walkout demonstrations and the various ways in which administrators, school staff, law enforcement, and the community at large can help keep youths safe, while still supporting their desire for self-expression. Lessons learned by the LAUSD from its multiple and varied experiences with student walkouts will provide tools for school districts everywhere to know how to prepare

for—and even to prevent or mitigate, respond to, and recover from—student walkout demonstrations. The following strategies are offered to school districts everywhere to consider in the context of their own state and local laws and district policies and procedures as they develop their own plans for responding to student walkout demonstrations.

The work that is done before an event is going to give you phenomenal dividends when the event happens.—Bob Spears, LAUSD director of emergency services

The Event

A walkout is defined as “the act of walking out (of a meeting or organization) as a sign of protest.”¹ When a walkout involves students, the “organization” they walk out of is school. For the students of LAUSD, several annual events have triggered walkout demonstrations: Cesar Chavez Day, the national immigration awareness event on May 1, and the anniversary of the Columbine High School shootings. However, walkout demonstrations can occur in any school district and for a variety of reasons: in response to a local ordinance or school policy, the firing of a beloved coach or teacher, or even to effect a change in school rules. Walkouts at school are not limited to students; teachers and other school staff may also leave the school in protest, for example, relating to a labor strike.

¹ *walkout*. Dictionary.com. WordNet® 3.0. Princeton University. <http://dictionary.reference.com/browse/walkout> (last accessed: Oct. 14, 2008).

LESSON LEARNED: Student walkouts can take place in any school district and for any number of reasons. LAUSD has coped with student walkouts relating to race issues, immigration legislation, and school shooting anniversaries, for examples.

In LAUSD, recent walkout events involved thousands of both middle and high school students leaving school on a specific day and at predetermined times to join other students in a march down city streets along a route that is usually pre-planned. The key distinction between these events and other school emergencies is the nature of these events as *pre-planned*. Student walkouts are rarely spur-of-the-moment events. Thus, concrete steps can be taken by emergency planners to prepare for the event.

Preparedness

Step 1: Collect intelligence on upcoming events and important issues. At the outset of the school year, LAUSD staff, safety personnel, and school police begin monitoring communication among students to collect intelligence on upcoming events or important issues. This includes monitoring of commonly used student communication channels, such as social Web sites on the Internet (Myspace, Facebook), YouTube, and messaging and blogging sites; flyers posted and handed around school grounds; and the activities of student leaders. Once evidence of a planned student walkout has been identified, school district safety personnel should seek verification from school staff, taking care not to feed rumors but only to confirm the accuracy of information.

Step 2: Begin planning response efforts immediately. After it is determined that a walkout event is scheduled, response planning efforts should begin immediately. Sometimes notice of an event is very short, such as when district officials learn that a permit to demonstrate was pulled by a certain activist group only one week before the designated demonstration date. Other times, a district can spend months planning in advance for a walkout demonstration. As with any event, the more notice district staff have to plan, the better.

Step 3: Initiate prevention-mitigation strategies. A key component of this part of the planning process for LAUSD has become the implementation of several **prevention-mitigation** strategies to try and diffuse the walkout event before it even happens, including:

If kids see on TV that another school is walking out, they want to be part of it; but if you give them a venue/safety valve, their needs are met in another way ... This March, because we encouraged campuses to make this an educational event, students chose not to walk out because they had already had their expression.—Sergeant Michael Vargas, former chief of planning and intel, LA Unified School Police

- Creating an educational component around issues of concern.
- Giving students an alternate forum for political expression.
- Persuading students it is not in their best interests to conduct a walkout.
- Scheduling an intervening event to distract or dissuade students from walking out.

Create an educational component around issues of concern. Since many of the LAUSD student walkouts are based on annual events or anniversaries, the district now anticipates these events and their underlying topical issues and distributes relevant lesson plans and activities to district teachers to inspire classroom discussions. The aim is to structure discussions with students around these topics before they become a source of upset or create a need for protest or demonstration.

Give students an alternate forum for political expression. If students are discouraged from or not given the opportunity to express their feelings or ideas around an important issue, they will be more likely to demonstrate as a form of self-expression; however, if they are provided a forum at school specifically to discuss their thoughts, this need for political demonstration may be alleviated. Schools can open their auditoriums or parts of their sporting fields to give students a space and time to conduct their demonstration, discuss their issues, and have their voice on campus.

Persuade students it is not in their best interests to conduct a walkout. Students may be persuaded before a demonstration that it is not in their best interests to walk out. Parents can be informed of the

LESSON LEARNED: In meeting with the walkout event organizers, the school district Emergency Operations Center (EOC) personnel attempt to convey the perspective of the district regarding the walkout of students from school. They share with organizers the value of encouraging youth to stay present in school, discuss safety concerns that might arise in the event, and suggest alternate demonstration activities (e.g., scheduling for after-school hours, holidays, or weekends). This technique has proved successful for LAUSD—fewer organizations attempt to incite student walkouts since these negotiation talks have been included in preparedness activities.

potential for their children to participate in upcoming demonstrations and encouraged to talk to them about why they should not leave school. School officials may also be able to teach students that politically, a walkout is not the best plan. Omar Del Cueto of Garfield High School tells how one year, he helped persuade students from walking out in protest on Cesar Chavez Day. “Before the walkout occurred, I called [the daughter of Cesar Chavez]; she said that the way to honor him was not by skipping school. So I got on the public address system not only to validate [the students’] feelings, and to give credence to their concerns, but to tell them that according to Cesar Chavez’s daughter [walking out of school] isn’t how he would want his memory honored.”

Schedule an intervening event to distract or dissuade students from wanting to walkout. Finally, students may be distracted or dissuaded from participating in a walkout. Students are often inspired to join a walkout demonstration already in motion when they see it proceeding past their school. Thus, if a pre-determined march route is known, a bordering school may plan to conduct a lockdown drill to distract students at the corresponding time. This way, students will be inside the school building and not able to see and join the procession.

Students may also be dissuaded from participating in the walkout if there is a special incentive to stay at school. For example, one school official recommends creating an enticing lunch menu option for the day of the walkout or scheduling an important school event—like the announcement of prom candidates.

Step 4: Bring all relevant and interested parties to the planning table. While prevention-mitigation strategies are being implemented with the aim of diffusing the demonstration, walkout response planning should still continue. Initial planning should include convening relevant district parties and community partners to determine how to coordinate response efforts. Planning partners may represent the following:

- Local emergency management agency
- District/school incident management teams
- School administration and teachers
- Student leaders
- Media
- Health departments
- Local businesses
- Law enforcement
- Public and school transportation systems (city transit, school bussing)
- City government

LAUSD’s Emergency Operations Center (EOC) staff meets with all involved parties prior to the event. Since its district stretches geographically across 13 different cities, many different law enforcement, community, and municipal agencies must be contacted, along with local colleges, traffic control, Metro Transit Authority, first responders (fire, emergency medical services), and public health agencies, among others. The EOC staff also meet with the organizers of the walkout event, if possible, to discuss with them the laws and regulations governing their anticipated actions.

Step 5: Create an event plan of action that clearly delineates the roles of all parties involved.

Once all relevant parties convene, a plan of action is conceived that anticipates when the event will occur, what is expected to happen at the event, what the event will look like, and how to respond to it. Each representative agency or group is tasked with a specific role.

Step 6: Disseminate information prior to the event on how to respond. Prior to the event, the EOC develops information about the demonstration and communicates the district's response plan to the following parties:

- Executive district staff and local superintendents, so they can support the efforts of the EOC and are aware of their role in response efforts.
- Parents and families, so they can play a role in discussing the event with their child.
- School sites, so they can prepare for the event and designate school personnel with close connections to students and the culture of the school to accompany the students, should they walk out. The EOC provides a full package of directions and procedures for school administration and teachers to follow in the event that the student walkouts occur.

Response

When LAUSD students walked out of schools over several days in March 2006 to protest immigration laws, the superintendent and the Los Angeles County sheriff's department responded with truancy citations and even arrests. Now, student walkouts are responded to by a team involving the LAUSD EOC, LA Unified School Police Department, and on-site student relations personnel. Together, this team works to ensure that students are kept safe and are allowed to voice their free speech rights in a manner that is peaceful. As a result of these proactive measures, the district has experienced fewer student walkouts overall and safer and more orderly demonstrations when they do occur. Following are the keys to this more successful response.

Our operational philosophy is that we treat kids as if they are our own; even when kids are misbehaving, we still treat them as if they are our own.—Sergeant Michael Vargas, former chief of planning and intel, LA Unified School Police Department

On the day of the student walkout event, LAUSD responds to the situation from two primary vantage points: the Emergency Operations Center and the school site with students. Each has a coordinated set of procedures that ensure an organized and effective response.

EOC Response

Use a NIMS and ICS structure for centralized command. The LA Unified EOC serves as the centralized command center for any emergency event in the district, conforming to the basic framework of the Department of Homeland Security's National Incident Management System (NIMS) and using the Incident Command System (ICS).

Bring important roles under centralized command. The EOC houses the incident commander, a district representative, and other personnel involved in the following activities:

- Planning and intelligence
- Finance and administration
- Liaison management
- Public information
- Logistics

The day of the event, the EOC opens up several hours before school begins. Throughout the response, EOC staff make ongoing updates to a centralized information board documenting and displaying everything that happens within the district relating to the walkouts, including information communicated from law enforcement officers and district staff in the field. When the walkouts begin, these contacts monitor and convey to the EOC the estimated number of students who are walking out and the route they are expected to take.

LESSON LEARNED: For LAUSD, its EOC designates an individual to regularly communicate accurate information to the media on the status of the walkouts; this way, it helps to ensure that the media conveys accurate information to the public. With accurate information, the media becomes a tool to help control the event, rather than create a situation that is more extreme or out of control due to use of misinformation.

Monitor and communicate intelligence from the field. The information collected at the EOC regarding the number of students walking out, where from, and their expected march route is conveyed to district administrators, school personnel, and other interested parties (e.g., school board members, the media) via email/listserv at regular intervals throughout the day. This helps to ensure that any information circulating about the event is accurate. “Not all information coming in [to the EOC] is intel—only when it is confirmed and classified as intel is it returned to the field,” explains Sergeant Mike Vargas of the LA Unified School Police Department.

Serve as the centralized response locale for the event, from start to finish. The EOC remains operational long after the event ends—ensuring that all students have been accounted for, communication has been conveyed, and plans are in place for the next day.

On-site Response

Designate specific roles and personnel to protect youths during the event. At the school site during the walkouts, the LAUSD designates individuals to fill various roles to help keep the situation safe and orderly for students. These include:

- Operations coordinators, who monitor the status of the walkout event to try and determine how to best help the situation;

- Site supervisors, who stay with the students (and who also are tasked with trying to prevent the walkout before it happens); and
- Youth relations personnel, who are familiar with local districts and schools, have relationships with local businesses, and understand the community and culture, allowing them to help monitor and diffuse the situations students may encounter once they leave the school campus. These personnel also help to ensure accurate information about the event is communicated to the EOC.

Once students begin to walk out of school, minimize potential flash points. If students walk out of school, it is important to limit the situations that could cause group excitement or increase the number of students who leave school. Consider the following ways to minimize these flash points.

De-emphasize the rebellious nature of students’ actions by acknowledging that protesting, or demonstrating, is within their constitutional right to freedom of speech. Although students are not to engage in activities that materially and substantially disrupt school or school activities, interpretation of the laws of the U.S. Constitution, California and Los Angeles (including first amendment rights, the education code, penal code, and city ordinances) support the right of students to demonstrate based on their freedom of speech. However, laws—and their interpretation—will differ by state or locale. The LAUSD Board of Education has decided not to prohibit students’ right to demonstrate, but to monitor such situations so as to establish a balance between a disciplined environment for education and allowing students’ freedom of speech. Prohibiting students from walking out—and responding to their actions with threats of truancy citations or arrest—tend to be more provocative than persuasive.

Do not forcibly prevent students from leaving the school. Over recent years, LAUSD staff have learned that if students are walking out of the school—and all other efforts to stop them before this point have

This room [the EOC] does not end because the event ended. A lot of other entities stop when the event ends, but this room continues. As incident commander, I have been here until 10 p.m. or midnight, wrapping up that day and planning the next ... then I’m back at 5 a.m. to do it again.

—Lieutenant Randy Brooks, incident commander

failed—the worst thing to do is to try and stop them at the school boundaries. “If you try to stop them at the gates,” shares Steve Zimmer, intervention/community service coordinator for John Marshall High School, “you are creating a flash point and will get 150 more kids to go along with them.”

Designate school personnel to accompany the students on their walkout route. School personnel who historically have a good relationship with students should be designated to accompany the students once they have left the school building. These individuals can serve multiple roles:

- To facilitate assistance from law enforcement and first responders to students, when needed;
- As a communicator of status updates to the EOC (via radio, often);
- As an advocate for students, who will turn to this school personnel to help make decisions or communicate needs; and
- As someone who can help diffuse situations.

Ensure safety of students. LAUSD has developed several ways to ensure the safety of students during a walkout demonstration.

- Guarantee on-site personnel are equipped with all necessary safety equipment. This includes: communication devices (e.g., radios, cell phones), emergency packs/supplies, and access to necessary support, such as the nurse’s office, EOC, and first responders.
- Utilize the Los Angeles Unified School Police Department.

In the past, student walkout demonstrators have incurred injury and arrest from the Los Angeles Police Department. Since then, LAUSD responds first to these situations with their School

LESSON LEARNED: Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. David Holmes, operations coordinator for Local District 5 in East Los Angeles says, “A successful strategy has been where administrators were able to set up a forum to speak on the issue, and students were kept safe on school grounds.”

Police Department. These officers have a special relationship with students; their service area is the 710 square miles of the LAUSD but does not include the population at large. This provides officers with a slightly different perspective. “Instead of seeing these youths as ‘little criminals,’ we are used to working with kids and our first priority in this type of situation is to get them back someplace safe,” one LA Unified School Police officer describes. When students leave the campus, the school police officers follow them by mandate until they are returned to a safe place.

Look for opportunities to diffuse the walkout demonstration. LAUSD operations coordinators have learned that it is possible to curb the fervor of a student walkout once they are in the field. For example, the on-site liaisons can try to identify the individual student(s) who appear to be the leaders of the march and attempt to talk to that individual, build a rapport, and come to some understanding. “It is possible to convince one individual who can convince 100 others to get on a bus and go back to school,” explains LA Unified School District Police Sergeant Armando Farias. Rather than threatening students with truancy citations or other repercussions for

LESSON LEARNED: Steve Zimmer, intervention/community service coordinator for John Marshall High School, recalls that when over 500 students walked after major immigrant rights mobilization, the school representative was on hand to diffuse situations—with store owners, with city law enforcement, with members of community trying to agitate the student protesters, and with other bystanders who were opposing the cause. “The only thing that kept it from being a major flash point,” he explained, “was that the people out there knew kids, understood kids ... they didn’t say that they necessarily support or do not support their cause, but said that above all else, we keep a relationship with the students.”

LESSON LEARNED: LAUSD is unique in having its own school police department: a special form of law enforcement that understands adolescent rights and is aware that the education code dictates that schools are students' legal guardians and thus places safety of students as the prime concern. However, this type of relationship with law enforcement is replicable elsewhere. Other districts can develop MOUs and hone relationships with their local police forces to adopt this collaborative and shared perspective. As Lieutenant Randy Brooks of LA Unified School Police Department recommends, "If [school districts] don't have a relationship already with local police ... if they haven't had meetings on these kinds of demonstrations, they need to start doing so—run tabletops, have discussions about things like these, check laws, get command staff from these agencies on board, so when something like this happens there will be a smoother response."

walking out, most of the time it is more effective, the officers find, to simply talk students into returning to school.

Omar Del Cueto, principal of Garfield High School indicates that one strategy that can be used to bring accountability to students during a walkout is by equipping adults on the scene with handheld video cameras. When students perceive that their behavior may be caught on film, they are more thoughtful about their actions.

Ensure students are returned to school safely following the walkout event. Once students walk out, LAUSD readies their transportation services to retrieve the students after the march. With eight staging area locations throughout district that can dispatch buses, once the on-site representatives give the word, the EOC deploys buses to pick up the students and return them to school.

Recovery

After students are returned to the school site, attendance is taken and compared to the attendance from the beginning of the day so it is known how many students left school, but did not return. Then, school staff debrief with the students. This is an opportunity for instructors to dialogue with students about the rights and wrongs of the situation and confer with them on whether there is a better way for their voice to be heard. Once again, the

district relates to the students in a way that promotes the spirit of education and opportunity for students to express themselves—not punishment for their desire to be political.

Following the walkout demonstrations, the EOC and all the staff and personnel that were part of the planning process also participate in a debriefing to look at improving the management of such events. In the end, efforts to recover from the event can become lessons learned, and translate into ways to help prevent or mitigate a similar event in the future.

LESSON LEARNED: Protest demonstrations often garner much media attention, student walkouts included. When media outlets appear at these demonstrations, they often look to profile the "student perspective" on the event. In addition to ensuring that media receives accurate information, another useful strategy learned by LAUSD in managing media information is to have students preselected as media representatives. These students will be pre-trained on how to give interviews to the media. Thus, when the demonstrations occur, the student voice is given in a consistent and accurate manner, just like the rest of the information disseminated from the district.

We go the extra mile to look after a child's safety.—Bob Spears, LAUSD director of emergency services

Conclusion

The experiences of LAUSD with student walkouts are part of a long history of political demonstrations in an urban and ethnically diverse area. However, protest demonstrations can happen anywhere, and for any number of reasons. It is therefore important for all school safety teams to undergo the planning process for responding to this type of event (e.g., meeting with community partners, developing protocols and procedures) and to ensure response efforts are documented in a district's school safety plan. LAUSD has learned to respond to these types of protests by honoring students' desire for

expression, while still ensuring that students are kept safe and within the guardianship from the school. The district has also developed ways to mitigate the desire for students to initiate a protest demonstration by providing them with alternate forums for expression. Over time, it has established a fair balance between promoting political expression and freedom of speech with the need for loyalty to the institutional framework of education. Through these methods, students can learn to thrive and find their voice, with the support and protection of adults behind them.

This *Lessons Learned* publication was written by the REMS TA Center and was produced from information gathered during a series of interviews conducted in May 2008 with numerous LAUSD staff from the LA Unified School Police Department and the EOC, the LAUSD Office of the Assistant Superintendent, and LAUSD Field Operations Staff. The REMS TA Center would like to thank Bob Spears, LAUSD director of emergency services and the rest of the LAUSD staff for contributing their time and input to this publication.

The REMS TA Center was established in October 2007 by the ED's OSDFS. The center supports schools and school districts in developing and implementing comprehensive emergency management plans by providing technical assistance via trainings, publications and individualized responses to requests. For additional information about school emergency management topics, visit the REMS TA Center at <http://rems.ed.gov> or call 1-866-540-REMS (7367). For information about the REMS grant program, contact Elizabeth Argeris (Elizabeth.Argeris@ed.gov), Tara Hill (tara.hill@ed.gov), Michelle Sinkgraven (michelle.sinkgraven@ed.gov) or Sara Strizzi (sara.strizzi@ed.gov).

This publication was funded by OSDFS under contract number ED-04-CO-0091/0002 with EMT Associates, Inc. The contracting officer's representative was Tara Hill. The content of this publication does not necessarily reflect the views or policies of ED, nor does the mention of trade names, commercial products or organizations imply endorsement by the U.S. government. This publication also contains hyperlinks and URLs for information created and maintained by private organizations. This information is provided for the reader's convenience. ED is not responsible for controlling or guaranteeing the accuracy, relevance, timeliness or completeness of this outside information. Further, the inclusion of information or a hyperlink or URL does not reflect the importance of the organization, nor is it intended to endorse any views expressed, or products or services offered. All hyperlinks and URLs were accessed October 2008.

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, Stevens Elementary School

Date: January 3, 2018

Mission:
 The mission of Stevens Elementary is to be a strong, inspirational learning community that empowers students to embrace life's opportunities

Vision:
 To provide every student at Stevens with the proper academic supports to access core instruction and meet common core state standards in a safe caring place where meaningful learning and relationships are fostered through respect, teamwork, a quest to become a lifelong learner.

COMPONENT #1: NEEDS ASSESSMENT

- Title 1 Team:** Amber Metke, Title I Teacher; Doris Hatton, LAP Teacher; Arnie Lewis, Principal; Jamie Dunn, Assistant Principal; and grade level team representatives. The Title I team revises and updates qualifying students and eligibility lists in October, early February, and in June.

We serve the students with the most need in math and reading in grades K-6. We qualify students using three measures converting the scores numerically to a 1-4.

- Measures of Academic Progress in math and reading

- 1: 1-10% Intensive
- 2: 11-35% Strategic
- 3: 36-79% Benchmark
- 4: 80-90% Advanced

- Teacher Ratings in math and reading

Teachers rate students in math and reading using a 1-4 scale based on their classroom-based assessments.

- Easy CBM

- 1: 1-10% Intensive
- 2: 11-35% Strategic
- 3: 36-79% Benchmark
- 4: 80-99% Advanced

Data Considered: We begin each academic year using the previous end-of-year data. Data comparing the 2016-2017 and 2017-2018 Maps, DIBELS, Spring SBA, EL population, free and reduced population, teacher rating and CEE survey data)

2016-17	2017-18
Student Count 477	Student Count 519
70% free or reduced priced meals	69.9% free or reduced priced meals
18.9% Transitional Bilingual	20.2% Transitional Bilingual
% of students below grade level in math per grade Kinder –33 1 st – 25% 2 nd – 20% 3 rd – 22% 4 th – 10% 5 th – 20% 6 th – 14%	% of students below grade level in math Kinder – 33% 1 st – 31% 2 nd – 19% 3 rd – 17% 4 th – 23% 5 th – 28% 6 th – 18%
% of students below grade level in reading 5 th – 25% 6 th – 6%	% of students below grade level in reading 5 th – 28% 6 th – 30%

1. Intervention Models, Strategies and Materials used in 2016-17:

Math			
Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
K	21 students in 3 classes	<p><u>In-class small group support:</u> A qualified para-educator and/or Title 1 Teacher, work with small groups of students under the direction of the classroom teacher providing in-class support. Instruction includes pre-teaching new material from the core curriculum, reteach identified difficult concepts and supporting practice in identified skill areas.</p> <p><u>Individual Support:</u> Classroom teacher, para-educator or Title I teacher work on individual needs of the student using specific skills and strategies from appropriate core instructional materials to assist the student in identified deficit areas.</p> <p><u>AM Target Group:</u> Targeted Title I students arrive early to school and participate in small group and individual tutorial on</p> <p><u>Century 21 Afterschool Program:</u> The afterschool program targets low performing and Title I qualified students to participate in our tutoring and activities program. The program includes one hour each day specifically to address academic needs.</p>	Veteran teachers and good paraprofessional coverage in this grade band make this an effective model for both group work and individual assistance.
1	15 students from the three 1 st grade classes		New teachers in this grade band are less effective in their intervention groups but are improving with assistance from Title I teacher and administrative support.
2	14 students from the four 2 nd grade classes		Veteran teachers and good paraprofessional coverage in this grade band make this an effective model for both group work and individual assistance.
3	14 students from the three 3 rd grade classes		Veteran teachers and good paraprofessional coverage in this grade band make this an effective model for both group work and individual assistance.
4	7 students from the four 4 th grade classes		Veteran teachers in this grade have excellent record with intervention and progress toward grade level standards. Less experienced teacher in this band
5	14 students from the three 5 th grade classes		New teachers in this grade band are less effective in their intervention groups but are improving with assistance from Title I teacher and administrative support.
6	9 students from the three 6 th grade classes	New teacher has been effective in adopting our intervention model; however, less experienced teachers in this grade band have caused overall effectiveness of interventions to suffer.	
Reading			
Grade	Who Served	How Served	Effectiveness
5	17 students from the three 5 th grade classes	<p><u>In-class small group support:</u> A qualified para-educator and/or Title 1 Teacher, work with small groups of students under the direction of the classroom teacher providing in-class support. Instruction includes pre-teaching new material from the core curriculum, reteach identified difficult concepts and supporting practice in identified skill areas.</p> <p><u>Individual Support:</u> Classroom teacher, para-educator or Title I teacher work on individual needs of the student using specific skills and strategies from appropriate core instructional materials to assist the student in identified deficit areas</p>	New teachers in this grade band are less effective in their intervention groups but are improving with assistance from Title I teacher and administrative support.
6	4 students from the three 6 th grade classes		New teacher has been effective in adopting our intervention model; however, less experienced teachers in this grade band have caused overall effectiveness of interventions to suffer.

Century 21 Afterschool Program:
The afterschool program targets low performing and Title I qualified students to participate in our tutoring and activities program. The program includes one hour each day specifically to address academic needs.

1. Parent Engagement:

Date	Activity	Effectiveness
August 2017	Open house meeting with parents to discuss our curriculum, intervention opportunities and how to access help if you believe your student is falling behind academically	Over 100 families attended our welcome back meeting. Effectiveness could have been improved with better access for our Spanish language audience
September 2017	PTSO meeting with Title I parents to review plans and available interventions	Title I teacher reported average attendance at this annual meeting. Effectiveness could be improved if we partnered more closely with the PTSO to create an event with additional elements to attract more interest.
October 2017	Parent teacher conferences merged with Title I progress conferencing with targeted parents.	Near 100% attendance at bi-annual conferences that allow Title I teacher
November 2017	Book Bag Meetings with parents. Title I targeted parents are scheduled to attend a meeting to show progress and target skills areas for their child and provided with books and activities to help further reinforce reading skill deficiencies at home.	Targeted parents typically attend and engagement is very high with this activity. We have some challenges with Spanish language homes but can find work arounds.
February 2018	Reading Fair: Librarian invites parents to engage in reading activities appropriate to our student skill levels allowing parents to understand how to best support these skills at home.	Typically, high attendance and effectiveness has been reported
March 2018	Parent teacher conferences merged with Title I progress conferencing with targeted parents.	Typically, high attendance and effectiveness has been reported

2. Staff Information:

- a. All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- b. 100% of teachers are certificated appropriately for their teaching assignment.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

3. Based on our data, things we will do differently for the 2017-2018 school year include:

- a. Our data indicates our Kindergarten has a large number of students not at standard. We will increase support in the 1st grade and Kindergarten next year and provide more training for our paraprofessional support staff on intervention strategies.
- b. Our data indicates that some classrooms consistently produce less students at standard by year end. Longitudinal data confirms this. We will provide more explicit coaching, more grade level mentor support and
- c. Our CEE data and parent participation at some events indicates that we need to find ways to engage parents from all cultural and socio-economic groups for consistently. We will continue to seek training, improve communication, use our available resources and actively increase our outreach to
- d. Our classroom assessment and observational data indicate that intervention groups are not happening consistently or with fidelity in all classrooms. We will improve instructional monitoring and provide more training and peer coaching in targeted areas.

4. To facilitate school reform, we will implement the following strategies for the 2017-18 school year:

- a. In both math and ELA, we will continue to explore alternatives in our schedule that allow double and triple dosing students in areas

- b. In both math and ELA, we will continue to explore ways to engage families with learning at home and other non-school times.
- c. We will continue to reinforce and improve our before school, after school and summer learning experiences to engage students in targeted math and ELA work beyond the school day.
- d. We will continue to reinforce and improve our Kindergarten transition program to prepare early learners to successfully enter the next level of learning.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

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

Math			
Grade	Activities	Measurements of student mastery (daily, weekly, monthly, yearly)	Strategies used to make adjustments if needed
K	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 	<ul style="list-style-type: none"> •Daily formative assessments to guide intervention and instruction •Three times per year MAP testing to measure skill proficiency •Formative assessments within district approved curriculum to guide instruction •Transition program in Kindergarten to appropriately target skill deficits •Interim assessments to guide instruction toward achievement of standards •Core Testing to determine 	<ul style="list-style-type: none"> •Data board organization and monitoring with Title I teacher and Principal. •Formative assessments within district adopted curriculum guide group adjustments •Unscheduled teacher checks on data points with principal and Title I teacher. •Increase instruction beyond core instruction by qualified and training paraprofessionals •Peer tutoring in class during non-core instructional times monitored by teacher.
1	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
2	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
3	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
4	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
5	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
6	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing 		

	<ul style="list-style-type: none"> •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
Reading			
Grade	Activities	How will you measure student mastery (daily, weekly, monthly, yearly)?	What strategies will you use to make adjustments if needed?
5	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 	<ul style="list-style-type: none"> •Daily formative assessments to guide intervention and instruction •Three times per year MAP testing to measure skill proficiency •Formative assessments within district approved curriculum to guide instruction 	<ul style="list-style-type: none"> •Data board organization and monitoring with Title I teacher and Principal. •Formative assessments within district adopted curriculum guide group adjustments •Unscheduled teacher checks on data points with principal and Title I teacher. •Increase exposure to intervention groups •Additional instruction beyond core instruction by qualified and training paraprofessionals •Peer tutoring in class during non-core instructional times monitored by teacher.
6	<p>Small group intervention Double/Triple Dosing Consultant Teacher Professional Learning Team Targeted Professional Growth</p>		

5. We will implement the following activities to increase parent engagement and will use the following means to measure the effectiveness of these activities in improving student learning.

Parent Engagement	
Activities	Measurement of Improvement in Student Learning
<p>Family Board Game Night: We will invite parents in to play and take various math themed boards games that will target appropriate deficit skill areas. They will learn the game from a volunteer and then take the game home for further practice.</p>	<p>We would expect to see improvement on classroom assessments and in areas where the deficit skills are most present after the s</p>
<p>Muffins with Mom and Doughnuts with Dad: We will invite parents and guardians into our library to read with identified students in skill appropriate books while providing encouragement to continue to read at home and visit our book fair with their student. Our Title I teacher, school librarian, family service worker and school counselor will be available to encourage home reading and school involvement.</p>	<p>We will expect to see higher engagement in reading at home that will result in increases in vocabulary and reading strategy development appropriate to their level.</p>
<p>Book Bags: We will increase the number of targeted Title I families who we invite in for our book bag event. Parents/guardians are invited into our school to meet with the Title I teacher and principal to discuss reading progress, look at our collected data and receive a collection of books from our rotating library at appropriately challenging levels for their student.</p>	<p>We have had some good results around increased comprehension as measured by classroom assessments and increased reading interest from this program on a limited basis. We would like to seek more donations or another funding source to increase the number of students we involve in the program.</p>

Dr. Seuss Reading Night: We will invite parents and guardians into our school for an evening of targeted reading with teachers, paraprofessionals and Title I specialists. Students will select books targeting their reading level and read in small groups learning reading strategies while working with an adult and parent. Students will then complete activities around comprehension after they read.

This is an extension of other successful reading night activities we have done. We expect to see increased use of our leveled pre-reading and comprehension strategies as measured by classroom assessment and assessments within our prescribed reading program.

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$2697634	<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	\$181050	<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 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	\$2878684	

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, Robert Gray Elementary

Date: February 15, 2018

Mission:

We believe all students at Robert Gray Elementary will achieve high academic and social expectations and we have the power to make that a reality.

Vision:

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

COMPONENT #1: NEEDS ASSESSMENT

- 1. Title 1 Team:** The Title I team includes Dr. Richard Bates, Principal; Allison Fagerstedt, Title 1/LAP Teacher; Noelani Butcher, School Counselor; Myka Jugum, 6th Grade Teacher; Michelle McCracken, Parent; and Tara Maynard, Parent. We use multiple measures to identify academic needs. We revise and update qualifying students and eligibility lists in October, February and June. We start the school year with students who qualified in June of the previous year.

Title 1 funds are used to support K-6th grade students in math, and 5th and 6th grade students in ELA based on need. Students are qualified using three measures and converting the scores numerically to a 1-4 to create a composite score.

- a) Measures of Academic Progress Percentile Results (NWEA)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark 4: 80-90 Advanced
- b) Teacher Rating - Teachers rate students in math and reading using a 1-4 based on their classroom based assessments (1-Intensive, 2-Strategic, 3-Benchmark, 4-Advanced).
- c) EasyCBM for Math and Reading Percentile Results (U of O)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-99 Advanced

- 2. Data Considered:** We begin each academic year using the previous end-of-year data.

2016-17	2017-18
Student Count <u>338</u>	Student Count <u>337</u>
68.9 % free or reduced priced meals	75.4 % free or reduced priced meals
18.9% Transitional Bilingual	21.4% Transitional Bilingual
N<10 Students in Foster Care	3.3% Students in Foster Care
% of students below grade level in math per grade Kinder –19% 1 st –29% 2 nd –23% 3 rd –31% 4 th –21% 5 th –13% 6 th -15%	% of students below grade level in math Kinder –19% 1 st –29% 2 nd –26% 3 rd –13% 4 th –15% 5 th –20% 6 th -19%
% of students below grade level in reading 5 th –17% 6 th –24%	% of students below grade level in reading 5 th –11% 6 th -12%

3. Intervention Models, Strategies and Materials used in 2016-17:

Math

Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
K	7 students from two Kindergarten classes	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
1	15 students from two and a half 1st grade classrooms.	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
2	11 students from two and a half 2nd grade classrooms	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
3	15 students from three third grade classrooms	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
4	9 students from two fourth grade classrooms	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher,	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further

		provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
5	7 students from two fifth grade classrooms	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
6	5 students from two sixth grade classrooms	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.

Reading

Grade	Who Served	How Served	Effectiveness
5	9 students from two fifth grade classrooms	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	<p>This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.</p> <p>Difficulties included learning a new curriculum and finding resources within the curriculum to support struggling students.</p>
6	8 students from two sixth grade classrooms	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also

		students would see in class, and/or a reteach of concepts students were having difficulty with.	<p>allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.</p> <p>Difficulties included learning a new curriculum and finding resources within the curriculum to support struggling students.</p>
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4. Parent Engagement:

Date	Activity	Effectiveness
12/6/2017	Family Winter Reading Night	65 Families attended and participated in reading and literacy activities. Teachers read stories aloud to students, and parents had the opportunity to purchase books for reading at home.
02/13/2018	Young Author's Night	<p>32 families attended.</p> <p>Students created books to share and present at Young Author's Night. Students shared their writing with parents and fellow classmates. Ericka Corban, a local author, shared her new book with students and answered questions about the writing process. Parents and students engaged in activities that promote literacy.</p>
Spring 2018/tbd	Grade Level Assessment Parent Night.	<p>___ families attended. (tbd)</p> <p>Parents will interact with their children and learn more about strategies to support them at home, preparing them for the SBAC.</p>
03/27/2018	Interactive Math Games-make it, take it	<p>___ Families attended. (tbd)</p> <p>Classroom teachers will share areas of need in math with the Title 1 teacher. Games to promote growth in these areas of struggle will be provided and available to families during conference week at Robert Gray. Parents and children will play the games together, and take them home for fun and additional practice.</p>

5. Staff Information:

- All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- 100% of teachers are certified appropriately.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

1. Based on our data, things we will do differently for the 2017-2018 school year include:

- The district adopted new ELA curriculum for grades K-5. Intervention materials changed to better align to the core reading curriculum. Fifth grade reading support for 2017-18 school year will include differentiated instruction from classroom teachers, who will utilize tiered materials purchased with the Wonders curriculum. Paraeducators, under the direction of the Title 1 teacher and classroom teacher will provide support to qualifying Title 1 students using the new reading materials.
- Math support shifted according to the transitioning needs of our students. For the 2017-18 school year, the highest need is with our 2nd, 3rd, and 4th grade classrooms. This is largely due to the higher enrollment in these grade levels and language needs of the students.
- EL Newcomer students were given a math book translated into Spanish to support with academic language in the classroom.

2. To facilitate school reform we will implement the following strategies for the 2017-18 school year:

- EL numbers have grown in the 2017-18 school year. There has been a large influx of EL Newcomers within the last 3 year. EL newcomer students speak limited English. Several teachers have been trained with EL strategies to support EL language development. A bilingual paraeducator is working with EL students with the highest language needs. Push-in support has been provided to EL students in math and reading rather than providing isolated interventions.
- Teachers use a variety of strategies to instruct including, but not limited to, linguistic communication, visual models, diagrams and templates, total physical response, and analytical questioning. Strategies are chosen to promote student interaction and decrease teacher-talk. Classrooms are working toward a 70/30 ratio of teacher speaking vs students interacting.
- RG staff will work to develop a running transition document to follow students from grade to grade. This document will be shared with the student's new teacher during already established transition meetings. Specialists will also have access to the shared document. It will be available for reference throughout the school year. As a working document, information can be added to it as needs arise. The document will include teacher input regarding academic performance, student behavior, social interactions, and family information.
- Beginning in the fall of 2018, 6th grade teachers district-wide will collaborate with a state level ELA coach to create a common weekly template for ELA lessons. myPerspectives offers a large variety of teaching materials, so teachers will work with the coach to identify materials most useful. In addition to district-wide collaboration, 6th grade teachers at Robert Gray will collaborate with the state coach and work to enrich myPerspectives by constructing an ELA lesson plan that incorporates AVID strategies.
- Title I staff members will receive ongoing professional development and training to support the school's neediest students. Some professional development topics include AVID, PBIS, Digital Learning, EL strategies, de-escalation techniques, and Imagine Learning.
- By June of 2018, most students at Robert Gray Elementary will use an AVID-based organizational tool for home-school communication. K-2 students' homework folders include a list of homework for each week. These folders will go home nightly and will be signed by parents and returned the following school day. Students in grades 3-6 will record their homework and school activities in a planner. These planners will go home nightly and will be signed by parents and returned the following school day. According to weekly planner/folder checks by classroom teachers, most students will be appropriately using an AVID-based organizational tool by the end of the 2018 school year.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

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

Math

Grade	Activities	Measurements of student mastery (daily, weekly, monthly, yearly)	Strategies used to make adjustments if needed
K	<p>K Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one.</p> <p>Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, music and chants involving math concepts, and other lesson-specific learning tools.</p> <p>Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-2018 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>

1	<p>1st Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, music and chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-2018 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
2	<p>2nd Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, music or chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-2018 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
3	<p>3rd Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, music or chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference,</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-2018 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p>

	ownership, and eventually, mastery of concept.		The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.
4	4th Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, music or chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-2018 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided from the previous instructional year through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
5	5th Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-2018 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided from the previous instructional year through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
6	6th Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, chants involving math concepts, and other lesson-specific learning	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-2018 school year.</p> <p>Classroom teachers in grades 4-6 can refer</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom</p>

	<p>tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>to the data from the previous instructional year provided through SBAC testing.</p>	<p>assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
Reading			
Grade	Activities	How will you measure student mastery (daily, weekly, monthly, yearly)?	What strategies will you use to make adjustments if needed?
5	<p>5th Grade Title 1 reading students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one.</p> <p>Instructional support will include the use of <i>Wonderworks</i>, a Tier 2 intervention that accompanies the <i>Wonders</i> reading curriculum or <i>Wonders ELD</i>, a support with an integrated language element. Daily lessons include additional support with lesson vocabulary, comprehension strategies, questioning, written response to reading. Tier 2 lessons for foundational skills in reading are provided for those needing support.</p> <p>Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in reading. Benchmarking will be conducted during the fall, winter, and spring of the 2017-2018 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p>
6	<p>6th Grade Title 1 reading students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one.</p> <p>Instructional support will include the use of <i>myPerspectives</i>, the CORE reading program for grades 6-12 and various novel units. Daily lessons include additional support with lesson vocabulary, comprehension strategies, questioning,</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in reading. Benchmarking will be conducted during the fall, winter, and spring of the 2017-2018 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p>

	<p>written response to reading. Tier 2 lessons for foundational skills in reading are provided for those needing support.</p> <p>Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>		
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2. We will implement the following activities to increase parent engagement and will use the following means to measure the effectiveness of these activities in improving student learning.

Parent Engagement	
Activities	Measurement of Improvement in Student Learning
<p>Family math night where families create easy math games (for targeted skills determined as a need per assessment data) they can play at home to support their child's math learning. This will be offered during conferences for ease of access.</p>	<p>Improved scores on classroom assessments of the targeted skills for students who participate in family math games at home.</p>
<p>Young Author's Night</p> <p>Students created books to share and present at Young Author's Night. Students shared their writing with parents and fellow classmates. Ericka Corban, a local author, shared her new book with students and answered questions about the writing process.</p>	<p>Effectiveness will be measured by improved student engagement in the writing process. After visiting with an author, students will further deepen their sense of authorship.</p>
<p>Grade Level Assessment Parent Night.</p>	<p>Parents will interact with their children and learn more about strategies to support them at home, preparing them for the SBAC.</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	\$2059193	<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	\$110985	<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 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	\$2170178	

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, Miller Jr. High

Date: 1/25/2018

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 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. 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 (SBAC in spring for 7th grade), MAP score, and teacher rating. Teacher ratings received in spring and winter.
- Each reading and math support class will have about 15 students. Teachers may take more if they agree, para support is available, and the student qualifies. Cut score 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).

How placement is continued:

Miller revises and updates qualifying students and eligibility lists in October, early February, and in June after each of the three trimester grading periods and MAP's testing results. Miller starts the school year with students who qualified in June of the previous year. Additionally, new students who register throughout the year might be added and students who leave Miller are removed.

The Title 1 teacher meets daily with Title 1/LAP para-educators to discuss the program and intervention strategies used in daily groups. Additional meetings take place to observe and seek feedback on our process with: OSPI leadership coach, OSPI instructional coaches, the grade level teachers, Title 1/LAP teacher, assistant principal, and principal.

- Data Considered:**

Miller Junior uses our current demographics, results of the 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. (2017 SBAC scores were Grade 7 Reading (47%) and Math (32%) AND Grade 8 Reading (41%) and Math (32%).

Data and Surveys revealed low family attendance at Family Nights and Open House in the 2016-2017 School Year. Additionally, staff surveys showed Miller had no consistent way to support student SEL (Social Emotional Learning.)

Grade data analysis in 2016-2017 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 organizational strategies, vocabulary, and summarization strategies inconsistently taught and reinforced in all classrooms.

2016-17 Spring	2017-18 Fall
Student Count <u>476</u>	Student Count <u>491</u> Grade 7: 231 Grade 8: 260
70% free or reduced priced meals	68.57% free or reduced priced meals
5.3% Transitional Bilingual	9% Transitional Bilingual

3. Intervention Models, Strategies and Materials used in 2016-17:

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	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	Two Intervention classes at Grade 7 and one at Grade 8-45 students.	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.	This double dip model is effective because it allows time to preteach skills or reteach skills. Teachers use additional support from NO RED INK to fill skill gaps in students.
7 and 8	Morning averages 5 students. Afternoon averages 45 students.	Before and after school tutoring opportunities provided.	This model is effective because the tutoring is provided by trained classrooms teachers using the same effective strategies in tutoring that students see and use in classrooms.

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 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	Four paras splitting different time in math classes for a total of 5 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.
7 and 8	Two 7 th grade sections and one 8 th grade section- 48 students	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 time to preteach skills or reteach skills. Teachers use additional support from IXL to fill skill gaps in students.

7 and 8	Morning averages 5 students. Afternoon averages 45 students.	Before and after school tutoring opportunities provided.	This model is effective because the tutoring is provided by trained classrooms teachers using the same effective strategies in tutoring that students see and use in classrooms.
7	205 students during the school day. 10 students average a day before school and 60 students average after school	GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs Grant) funded math specialists in all 7 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 Conferences.	Miller observes 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 need to be communicated with in their home language.
Twice yearly	Student Led Conferences. Materials for families include information on additional academic assistance, Title 1 and Student Learning Plans which include test scores and data.	80% of families attend Student Led Conferencing. In addition to reviewing grades, the Spring Conference includes Student Learning Plans for all students. 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.
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!
August 28, 2017	Family Night- Open House	200 + Families attended and participated in this night. They got information about Title One. They met the Title One Coordinator. They got other information about the school and met all their students' teachers.
9/25/2017	Family Night- Title One and AVID	35 Families attended and participated in information about AVID, Title One, Before and After School Program. They learned about the importance of organization in classes and note taking.
10/12/2017	Family Night- Parent Engagement, GEAR UP, and Music	60 families attended and participated in Family Fun Night. They received information on the importance of Parent Engagement in their students' success. They learned about how to be involved in Gear Up, our new Family Communication Group, and how music increases students' academic achievement.
11/16/2017	Family Night- Math	10 Families attended the Math Night. Families participated in Math Activity led by our Math Department Chair and learned how to support their students in math. They also learned how the Before and After School Program AND Math Intervention classes support math.
12/14/2017	Family Night- After School Program Information	14 Families attended and participated in learning about the After School Program supports. Families made holiday ornaments and gingerbread houses.

1/18/2017	Family Night- Family and School Partnerships	12 families learned about Title One and the Before and After School Program. They learned how family school partnerships improve student achievement. Additionally, we all participated in a game designed to improve communication skills.
2/8/2017	Family Night- Title One, AVID, and Colleges	50 Families attended and participated in learning about Title One Services. Then there was a college fair presented by our 8 th Grade AVID students. Families learning about funding opportunities and scholarships for college..
3/1/2018	Family Night- Native American Youth and After School Program	In addition to learning about opportunities for our Native American Youth in the area, families will learn about Title One supports and the Before and After School Tutoring programs.
4/19/2018	Family Night- Assessments	In addition to learning about Title One Programs, families receive information about state testing. They will know when testing is, how students are being prepared, and how families can support readiness for testing.
5/17/2018	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.
- 90% of teachers are certified appropriately.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

- 1) Expectation that all staff KNOW their students, even though most staff are responsible for 120 to 150 students daily. Each staff person is expected to know the students in their classes, case load, or school activity by name and need within the targeted population of SWD (students with disabilities), EL (English Learners), Title One 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 the Interim SBA assessment in math and reading. 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 2017-2018 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.
- 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.
- 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, ELL, 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) 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 One information.

- 8) Transition activities from 6 to 7th Grade occurred and from 8th to high school occurred.
- Sixth grade teachers, counselors and principals attended a breakfast at Miller to encourage their former students from the previous year.
 - Sixth grade students that may need additional transition support are offered a tour of the Junior High building before summer starts.
 - Sixth 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.
 - 6th graders attend Summer School at Miller before their 7th grade begins.
 - Miller 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.
 - 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 2 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.	<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>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>SBA data is collected 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>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>
	Before and after school tutoring opportunities available. Transportation home provided after school.		
	Daily advisory includes planned organizational lessons, homework assistance, and Social Emotional Learning.		
Math			
7-8	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	Trimester summaries of academic growth presented quarterly to the Leadership Team.	After benchmark periods, the data of students in classrooms are examined. Paraeducator schedules are shifted to classes where

provide support.	<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>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>SBA data is collected to measure progress.</p>	<p>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>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>
Before and after school tutoring opportunities available. Transportation home provided after school.		
Daily advisory includes planned organizational lessons, homework assistance, and Social Emotional Learning.		

COMPONENT #4: COORDINATION AND INTEGRATION

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$2811121	<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	\$121369	<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 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,</p>

		<p>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	\$2932490		

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, McDermoth Elementary

Date: 12/28/17

Mission:

The mission of McDermoth Elementary School is to prepare students academically and socially in a respectful, safe learning environment to be positive, contributing, and productive members of the world community.

Vision:

To provide students with the appropriate level of support from parents, staff and administration to help them access core curriculum and meet state academic standards.

COMPONENT #1: NEEDS ASSESSMENT

1. Title 1 Team: Includes Brandon Winkelman, Principal; Tosha Love, Title 1/LAP Teacher; and general education teachers Ivy Lyles, Tessa Pfeiffer, Kim George, Mercedes Taylor, Amy King, and Rebecca Richie. We use multiple measures to identify academic needs. We revise and update qualifying students and eligibility lists in October, February and June. We start the school year with students who qualified in June of the previous year.

Title 1 funds are used to support K-6th grade students in math, and 5th and 6th grade students in ELA based on need. Students are qualified using three measures and converting the scores numerically to a 1-4 to create a composite score.

- a) Measures of Academic Progress Percentile Results (NWEA)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-90 Advanced

- b) Teacher Rating - Teachers rate students in math and reading using a 1-4 based on their classroom based assessments (1-Intensive, 2-Strategic, 3-Benchmark, 4-Advanced).

- c) EasyCBM for Math and Reading Percentile Results (U of O)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-99 Advanced

2. Data Considered: We begin each academic year using the previous end-of-year data.

2016-17	2017-18
Student Count 368	Student Count 409
64.7% free or reduced priced meals	66.5% free or reduced priced meals
14.7% Transitional Bilingual	18.1% Transitional Bilingual
% of students below grade level in math Kinder – 1 st – 2 nd – 3 rd – 48% 4 th – 66% 5 th – 64% 6 th - 64%	% of students below grade level in math Kinder – 1 st – 2 nd – 3 rd – 60% 4 th – 52% 5 th – 57% 6 th - 55%
% of students below grade level in reading at the end of the 2015-16 school year 5 th – 44% 6 th – 55%	% of students below grade level in reading at the end of the 2016-17 school year 5 th – 47% 6 th - 39%

3. Intervention Models, Strategies and Materials used in 2016-17:

- a. In-class support - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.

- b. Pull-out Model – Pull-out instruction was determined through collaboration between the classroom teacher and the Title 1 teacher based on scheduling and available classroom space. A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.

Math

Grade	Who Served	How Served	Effectiveness
K	Not served due to lack of funding for support	N/A	
1	6 students from three 1st grade classrooms	<p>Pull-out and in-class support</p> <p><u>In-class support</u> - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.</p> <p><u>Pull-out Model</u> – Pull-out instruction was determined through collaboration between the classroom teacher and the Title 1 teacher based on scheduling and available classroom space. A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.</p>	<p>The pull-out model was not effective for the following reasons: the needs of the students varied by class, the instructional pacing was not synchronized by grade level teams and ineffective locations for the interventions.</p> <p>The in-class support model was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students that supported the core instruction delivered in the classroom.</p>

2	6 students from three 2nd grade classrooms	<p>In-class support</p> <p><u>In-class support</u> - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.</p>	<p>The in-class support model was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students that supported the core instruction delivered in the classroom.</p>
3	6 students from three 3rd grade classrooms	<p><u>In-class support</u> - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.</p>	<p>The in-class support model was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students that supported the core instruction delivered in the classroom.</p>
4	10 students in three 4th grade classrooms	<p><u>Pull-out Model</u> – Pull-out instruction was determined through collaboration between the classroom teacher and the Title 1 teacher based on scheduling and available classroom space. A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.</p>	<p>The pull-out model was not effective for the following reasons: the needs of the students varied by class, the instructional pacing was not synchronized by grade level teams and ineffective locations for the interventions.</p>
5	10 students in two 5th grade classrooms	<p><u>In-class support</u> - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.</p>	<p>The in-class support model was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students that supported the core instruction delivered in the classroom.</p>

6	4 students in two 6th grade classrooms	<u>Pull-out Model</u> – Pull-out instruction was determined through collaboration between the classroom teacher and the Title 1 teacher based on scheduling and available classroom space. A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The pull-out model was not effective for the following reasons: the needs of the students varied by class, the instructional pacing was not synchronized by grade level teams and ineffective locations for the interventions.
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Reading

Grade	Who Served	How Served	Effectiveness
5	5 students in one 5th grade classrooms	<u>Pull-out Model</u> – Pull-out instruction was determined through collaboration between the classroom teacher and the Title 1 teacher based on scheduling and available classroom space. A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The pull-out model was not effective for the following reasons: the needs of the students varied by class, the instructional pacing was not synchronized by grade level teams and ineffective locations for the interventions.
6	5 Students in two 6th grade classrooms	<u>In-class support</u> - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The in-class support model was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students that supported the core instruction delivered in the classroom.

4. Parent Engagement:

Date	Activity	Effectiveness
November 2016	Parent Surveys	Effectiveness of the survey will be measured by the parent participation in the following school year.
March 2017	Literacy Lunch	Parents had the opportunity to explore fiction and non-fiction books, bilingual literature, phonics based texts and conceptual mathematical stories. A Spanish interpreter

was on site and available for Spanish speaking families to assist parents while they read with their student.

5. Staff Information:

- a. All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- b. 100% of teachers are certified appropriately.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

1. Based on our data, things we will do differently for the 2017-2018 school year include:

- c. Title 1 math support provided to Kindergarten for the 2017-18 school year.
- d. Classroom teachers will direct their Title 1 math interventions with the support of the Title 1 teacher and in-class para support.
- e. 3rd grade, one 4th grade class, one 5th grade class will pilot Imagine Math Facts with their Title 1 math qualifying students.

2. To facilitate school reform we will implement the following strategies for the 2017-18 school year:

- a. Daily Number Talks in every classroom
- b. Use ongoing data to drive instruction in small group.
- c. Coach paraeducators to increase their instructional strategies
- d. Monthly collaboration between each classroom teacher and the Title 1 teacher to plan specific learning targets for intervention.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

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

Math

Math			
Grade	Activities	Measurements of student mastery (daily, weekly, monthly, yearly)	Strategies used to make adjustments if needed
K	IXL My Math Reteach Teacher Created Materials Manipulatives	Progress is monitored in classrooms daily through exit slips. Unit pre and post assessments measure progress of students' mastery of content. DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-18 school year.	After each benchmark period (fall, winter, and spring) of the 2017-18 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5 / 6) and math (K-6) will receive a minimum of 30 minutes of daily additional support. Identified students needing additional support will receive pre-teaching and re-teaching of CORE instructional content. Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods. The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.
1	IXL My Math Reteach Teacher Created Materials Manipulatives	Progress is monitored in classrooms daily through exit slips. Unit pre and post assessments measure progress of students' mastery of content.	After each benchmark period (fall, winter, and spring) of the 2017-18 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5 / 6) and math (K-6) will

		<p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-18 school year.</p>	<p>receive a minimum of 30 minutes of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
2	<p>IXL My Math Reteach Teacher Created Materials Manipulatives</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-18 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-18 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5 / 6) and math (K-6) will receive a minimum of 30 minutes of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
3	<p>IXL My Math Reteach Teacher Created Materials Manipulatives</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-18 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided from the previous instructional year through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-18 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5 / 6) and math (K-6) will receive a minimum of 30 minutes of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin</p>

			<p>receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
4	IXL My Math Reteach Teacher Created Materials Manipulatives	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-18 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided from the previous instructional year through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-18 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5 / 6) and math (K-6) will receive a minimum of 30 minutes of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
5	IXL My Math Reteach Teacher Created Materials Manipulatives	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-18 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided from the previous instructional year through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-18 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5 / 6) and math (K-6) will receive a minimum of 30 minutes of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>

6	IXL My Math Reteach Teacher Created Materials Manipulatives	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2017-18 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided from the previous instructional year through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-18 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5 / 6) and math (K-6) will receive a minimum of 30 minutes of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
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Reading

Grade	Activities	How will you measure student mastery (daily, weekly, monthly, yearly)?	What strategies will you use to make adjustments if needed?
5	Imagine Learning WonderWorks Wonders ELD Teacher Created Materials	Curriculum based assessments at the end of each skill, benchmark assessments three times a year, SBA	As learning targets change through the curriculum, support is provided and growth is documented. For students who are not showing growth, the intervention is modified and the Student Study Team is notified.
6	Imagine Learning My Perspectives Reteach	Curriculum based assessments at the end of each skill, benchmark assessments three times a year, SBA	As learning targets change through the curriculum, support is provided and growth is documented. For students who are not showing growth, the intervention is modified and the Student Study Team is notified.

2. We will implement the following activities to increase parent engagement and will use the following means to measure the effectiveness of these activities in improving student learning.

Parent Engagement

Activities	Measurement of Improvement in Student Learning
Revolving Book Bags - Increasing parent engagement with literature experiences and students at home by providing student book bags that include: fiction and non-fiction texts and activities to support parent involvement.	Parent will interact with their children and learn more about strategies to support them at home.

COMPONENT #4: COORDINATION AND INTEGRATION

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$2073930	<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	\$92459	<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 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	\$2166389	

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, Harbor High

Date: 1/25/2018

Mission:

Harbor High School 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 Hirshcfield, 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:

2016-17	2017-18
<p>Demographics from end of 2015-16</p> <p>Total enrollment 120 students</p> <ul style="list-style-type: none"> ➤ Gender: 65 Male (54.2%), 55 Female (45.8%) ➤ Race/Ethnicity (October data): 26 Hispanic/Latino (23 %); 6 American Indian/Alaskan Native (5.3%); 1 Asian (0.9%); 4 Black/African American (3.5%); 1 Native Hawaiian/Other Pacific Islander (0.9%); 67 White (59.3%); 8 Two or More Races (7.2%) ➤ Free and Reduced Lunch-76% Reported ➤ Special Programs: 18 Special Education (15%); 9 Transitional Bilingual (7.5%); 4 Migrant (3.3%); 6 Section 504 (5.0%); 2 Foster Care (1.4 %) ➤ 14 Homeless/In Transition (11.8%) 	<p>Demographics from end of 2016-17</p> <p>Total enrollment 121 Students</p> <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%)
Academic Data from the end of 2015-16	Academic Data from the end of 2016-17

<ul style="list-style-type: none"> ➤ Grade 11 ELA-42% meeting GL standard ➤ Grade 11 Math-23% meeting GL standard ➤ Grade 12 ELA-71% meeting standard ➤ Grade 12 Math-59% meeting standard ➤ 4 Year Grad rate-48.8% ➤ 5th Year Grad rate-58.8% ➤ Students Academically on track-47% 	<ul style="list-style-type: none"> ➤ Grade 11 ELA- 72% meeting GL standard ➤ Grade 11 Math-24% meeting GL standard ➤ 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% ➤ Students Academically on track-49%

3. 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.

Student's were served in ELA (Reading) through the following 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 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:

- September 7: Student Goal Setting Conferences/Parent Orientation and Title I Meeting
- Bi-Monthly Newsletter put on Webpage and Mailed to Parents
- Weekly call and text reminders using BlackBoard Connect
- Parent Night/Title I Meeting November 2-3
- Parent Conferences Nov. 2-3
- Parent Night/Title I Meeting: Feb 1-2
- Parent Conferences Feb1-2
- Parent Survey Feb 1-2
- 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 23 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-7; February; 8
- The February Parent Survey was handed out to over 90 parents. We had 19 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: As of February 2018, 8 of the 9 (89%) are appropriately certified and teaching in the areas of their certification. We have one 0.6 FTE CTE Art (11%) 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 which 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 aren't 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 don't give zeroes, we don't 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 haven't 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 also 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 try and 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 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.
- 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.
- 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. • 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
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 	<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

	<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) 	<ul style="list-style-type: none"> • 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 • 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
12	<ul style="list-style-type: none"> • Data Driven Placement • Additional time/support as needed. Students work at own pace 	<ul style="list-style-type: none"> • Daily, weekly, monthly academic progress (points) 	<ul style="list-style-type: none"> • Double Dosing in Math and/or ELA • Academic Support period

	<ul style="list-style-type: none"> • 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"> • 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 	<p>for Math and/or ELA</p> <ul style="list-style-type: none"> • Peer Tutoring • ALEKS Math • Before/After School Program and Help • Differentiated plans and courses of study within academic courses
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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 bi-monthly newsletter mailed home and posted on the website**
- **CEE Parent survey in October**
- **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 March**
- **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

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
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Basic Education and Local Levy	\$521262	<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	\$33800	<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 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	\$555462	

TITLE I, PART A TARGETED ASSISTANCE PLAN

Aberdeen School District #5, Central Park Elementary

Date: 2/26/2018

Mission: at Central Park, we are committed to providing a safe, positive and respectful learning environment while partnering with all stakeholders to ensure each child's success. At the same time, prepare each child for a productive life, while meeting the standards set forth by our district, state and nation.

Vision: Our vision is to close the achievement gaps for all students to master the necessary skills to gain achievement.

COMPONENT #1: NEEDS ASSESSMENT

- a) **Title 1 Team:** The Title I team includes Barbara Page, Principal; the Title 1 Teacher, Beth Crollard; and a general education teacher from each grade. Title 1 serves the students who qualify in math and in grades 5 and 6 reading.
- b) **Staff Information:**
- All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
 - 100 % of teachers are certified appropriately.
- c) **Data Considered:** We begin each academic year using the previous end-of-year data.

2016-17	2017-18
Student Count <u>158</u>	Student Count <u>192</u> Of the 34 new students, 13 qualify for Title 1 services (38%)
44% free or reduced priced meals	47.9% free or reduced priced meals
9% Transitional Bilingual	6.1% Transitional Bilingual
% of students below grade level in math per grade Kinder – 7 1 st – 2 2 nd – 5 3 rd – 4 4 th – 1 5 th – 2 6 th - 3	% of students below grade level in math per grade. Kinder – 0 1 st – 5 2 nd – 4 3 rd – 4 4 th – 5 5 th – 1 6 th - 1
% of students below grade level in reading 5 th – 2 6 th – 2	% of students below grade level in reading 5 th – 2 6 th - 2

COMPONENT #2: IDENTIFICATION OF STUDENTS

Central Park is a targeted assist school. Students are rank ordered on the Elementary District Qualification Matrix (EDQM.) Students enter and exit the program at benchmarking periods when the EDQM is updated. Benchmarking is conducted during the Fall, Winter and Spring. DIBELS and MAPS are used for Benchmarking. The number of students served is based on funds available. We qualify students using three measures and converting the scores numerically to a 1-4 (1 low, 4 high.)

EDQM: Composite rating = DIBELS+MAPS+Teacher Rating / 3

The Title 1/LAP teacher is responsible for compiling the data and completing the EDQMs for math and reading. The Title 1 /LAP teacher will be paid up to 6 hours for completing the EDQM and establishing groups at each benchmarking period. The end of the year EDQM will be used to establish fall groups with adjustments made after fall benchmarking.

COMPONENT #3: PRACTICES AND STRATEGIES

1. Intervention Models, Strategies and Materials used in 2016-17:

Math			
Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
K	7	Push-in support, reteach number sense, number identification, 1:1 correspondence, rote counting, using manipulatives	This model of instruction was somewhat effective because limited space within the classroom made it difficult for students to hear instruction. In addition, students were easily distracted by the other activities taking place within the classroom.
1	2	Push-in & pull out support, reteach number sense, comparing numbers, adding and subtracting, using manipulatives, after school support	Both methods of support were used to meet the needs of our students.
2	5		The pull-out model allowed control of the environment, with few distractions in the room. Many of the students receiving intervention services struggle with attention. The quiet environment separated from the busy classroom helped students focus. Students were able to attend to concepts they might have missed in the classroom.
3	4	Push-in support & pull out support, reteach number sense, adding and subtracting, and facts	While the push-in model allowed less time lost during transitions. When students switched groups, they were able to come to the para more quickly. When the schedule allowed for the para to be in the classroom, he/she was able to interact more with the teacher in the classroom. He/ she was able to witness the teacher's instructional style first hand. A more united front is presented instructional strategies.
4	1	Push-in support & pull out support, reteach and reinforce classroom teaching	
5	2	Before school, small group, reteach and reinforce classroom teaching	
6	3	Before school, small group, reteach and reinforce classroom teaching	
Reading			
Grade	Who Served	How Served	Effectiveness
5	2	Before school, small group, reteach and reinforce classroom teaching	We would have liked more time in the classroom to support students, unfortunately we did not have enough para time to support during classroom time. The time was effective before school when students were able to get to school early.
6	2		

2. Based on our data, things we will do differently for the 2017-2018 school year include: We applied and received an after-school grant to further support our grades 3-6. This is staffed with paras already working with these students. Title 1 students were targeted and invited to participate. Components of the program center around math and reading homework support as well as STEAM activities to further enrich these students.

COMPONENT #4: COORDINATION AND TRANSITIONS

1. Title 1 Budget Matrix for Central Park School

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$1,260,949	<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	\$27319	<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 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	\$1,288,268	

2. Coordination of Services and Procedures to Support Transition Between Early Childhood and Grades:

- a. In June, team meets with preschool teachers about students coming to Kindergarten
- b. Teachers meet to discuss students in grade level transfers (k to 1, 1 to 2, 2 to 3, 3 to 4, 4 to 5, 5 to 6)
- c. SST meetings: Teams from the two schools meet to ensure smooth transitions for students.
- d. Meet with the Title 1/LAP teacher at Miller to discuss Title 1 students to ease the transition

Support for transitions considers individual needs of students to ensure a smooth transition, follow up at beginning of year to assess how transitions are going, and continued transition meetings and follow up as needed.

COMPONENT #5: PARENT & FAMILY ENGAGEMENT

1. Parent & Family Engagement:

Date	Activity	Effectiveness
10/18/17	Annual Title 1/ Learning Assistance (LAP) Parent Meeting	7 people attended
On-Going	A lending library is available for Title 1 students and parents to check out books for their students at their reading levels.	Students are reading more at home with their parents as evident with the use of the program.
October 2017	Parent, Student, School Compact	All parents signed and returned with the understanding that we partner to support our children.

2. We will implement the following activities to increase parent and family engagement and will use the following means to measure the effectiveness of these activities in improving student learning.

Parent Engagement	
Activities	Measurement of Improvement in Student Learning
Grandparents Day with a focus on AVID strategies: Philosophical Chairs or Socratic Seminar, One-pagers, Marking the text	Improved scores on classroom achievement, benchmarking assessment and annual SBA.

COMPONENT #6: PROFESSIONAL DEVELOPMENT

Grade	Names of staff providing Targeted Assistance Programs	What Professional Development do they need?	How will you measure the effectiveness of the PD provided?
K-6	Beth Crollard	Reading Summit AVID Strategies ELA Menu of Best Practices Monthly Title 1/LAP Department PD	Through progress monitoring of students throughout the school year.

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, AJ West Elementary

Date: February 7, 2018

Mission: At A.J West, we believe everyone can learn. We believe everyone can become a responsible citizen able to contribute to their own, their families', and the community's well-being. Working together as a community of learners, we will provide the opportunity for all students to acquire the skills necessary to develop themselves into responsible citizens.

Vision:
To provide our students with the proper academic supports to access core instruction and to meet common core state standards.

COMPONENT #1: NEEDS ASSESSMENT

1. Title 1 Team:

The Title I team includes John Meers, Principal; Sal Abruscato, Title 1/LAP Teacher; and Brandy Sjostrand, 3rd Grade Teacher. We use multiple measures to identify academic needs. We revise and update qualifying students and eligibility lists in October, February and June. We start the school year with students who qualified in June of the previous year.

Title 1 funds are used to support K-6th grade students in math, and 5th and 6th grade students in ELA based on need. Students are qualified using three measures and converting the scores numerically to a 1-4 to create a composite score.

- a) Measures of Academic Progress Percentile Results (NWEA)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-90 Advanced

- b) Teacher Rating - Teachers rate students in math and reading using a 1-4 based on their classroom based assessments (1-Intensive, 2-Strategic, 3-Benchmark, 4-Advanced).

- c) EasyCBM for Math and Reading Percentile Results (U of O)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-99 Advanced

2. Data Considered: We begin each academic year using the previous end-of-year data.

2016-17	2017-18
Student Count: 391	Student Count: 407
73% free or reduced priced meals	72% free or reduced priced meals
20% Transitional Bilingual	20% Transitional Bilingual
% of students below grade level in math per grade Kinder – 15 1 st – 14 2 nd – 21 3 rd – 15 4 th – 14 5 th – 13 6 th - 14	% of students below grade level in math Kinder – 16 1 st – 16 2 nd – 14 3 rd – 17 4 th – 8 5 th – 10 6 th - 8
% of students below grade level in reading 5 th – 16 6 th – 17	% of students below grade level in reading 5 th – 13 6 th - 11

3. Intervention Models, Strategies and Materials used in 2016-17:

Math

Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
K	15 students from three kindergarten classes	<u>Pull-out Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was not effective because of the wide range of abilities in each classroom. Therefore, it was difficult to address the needs of each qualifier in the small group setting. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.
1	14 students from 3 first grade classrooms	<u>Pull-out Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.
2	21 students from four second grade classrooms	<u>Pull-out Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.
3	15 students from two third grade classrooms	<u>Pull-out Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.
4	14 students from three fourth grade classrooms	<u>Pull-out Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic

		students would see in class, and/or a reteach of concepts students were having difficulty with.	areas. Students are often unable to focus due to the location of intervention services.
5	13 students from two fifth grade classrooms	<u>Pull-out Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.
6	14 students from two sixth grade classrooms	<u>Pull-out Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.

Reading

Grade	Who Served	How Served	Effectiveness
5	16 students from two fifth grade classrooms	<u>Pull-out Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The effectiveness was limited. Students made growth but did not close the achievement gap. Our paraeducator staff has limited to no professional development in instructional strategies, and often are paired with the most academically intensive students. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services. 5 th grade curriculum did not meet common core state standards and many classrooms supplemented as necessary.
6	17 students from two sixth grade classrooms	<u>Pull-out Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The effectiveness was limited. Students made growth but did not close the achievement gap. Our paraeducator staff has limited to no professional development in instructional strategies, and often are paired with the most academically intensive students. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services. 6 th grade had a new, rigorous curriculum.

4. Parent Engagement:

Date	Activity	Effectiveness
Yearly in October and March	During fall and spring conferences, family activities are planned in the gym. The purpose is to provide families with the opportunity to participate in their child(ren)'s education by creating academic games to play at home. These resources encourage families to practice vital skills to reinforce grade level standards.	Dozens of families participated in the make-it and take-it activities. Students were excited to create games they could play with their families.
Yearly Before School Begins	AJ West hosts an Open House. Families have the opportunity to learn about curriculum, meet teachers, and sign up to volunteer or be a part of the PTO.	This is one of the most attended events. It helps students, parents, and teachers to begin building a relationship that will promote success.

5. Staff Information:

- All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- 93 % of teachers are certified appropriately.
- 77% of teachers have at least a Master's Degree.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

1. Based on our data, things we will do differently for the 2017-2018 school year include:

- Scheduled paraeducators in grade bands in order to gain a better understanding of the standards.
- Scheduled EL support as needed in a push-in model.

2. To facilitate school reform we will implement the following strategies for the 2017-18 school year:

- Use ongoing data to drive instruction in small group
- Gain teacher input to plan specific learning targets for intervention
- Coach paraeducators to increase their instructional strategies.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

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

Math			
Grade	Activities	Measurements of student mastery (daily, weekly, monthly, yearly)	Strategies used to make adjustments if needed
K	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
1	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
2	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified

3	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
4	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
5	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
6	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified

Reading

Grade	Activities	How will you measure student mastery (daily, weekly, monthly, yearly)?	What strategies will you use to make adjustments if needed?
5	Imagine Learning WonderWorks Wonders Foundational Kit Teacher Created Materials	Curriculum based assessments at the end of each skill, benchmark assessments three times a year, SBA	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
6	Imagine Learning Teacher Created Materials Fluency Passages	Curriculum based assessments at the end of each skill, benchmark assessments three times a year, SBA	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified

2. We will implement the following activities to increase parent engagement and will use the following means to measure the effectiveness of these activities in improving student learning.

Parent Engagement	
Activities	Measurement of Improvement in Student Learning
Family make-it and take-it nights Have teachers recommend grade level specific targets for math and reading games to provide increased opportunities for families to participate in their child(ren)'s education.	Improved scores on classroom achievement as well as benchmark and yearly standardized assessments (SBA).

COMPONENT #4: COORDINATION AND INTERGRATION

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$2277260	<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	\$143780	<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 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	\$2421040	



TO: Dr. Alicia Henderson, Superintendent
 FROM: Elyssa Louderback, Executive Director of Business & Operations
 SUBJECT: Monthly Budget Report for January, 2018
 DATE: February 20, 2018

GENERAL FUND SUMMARY:

Revenue-- Receipts were \$ 3,936,619.61.

Expenditures -- Expenditures totaled \$ 3,737,547.53. Expenditures for salary and benefits account for 79.73% of all expenditures to date. Salaries and benefits accounted for 81.37% of the month's total expenditures.

Fund Balance—Current month ending fund balance is \$ 2,033,644.43 (4.37% of budgeted expenditures). We had negative cash flow of \$199,072.08 for the month. We anticipate that the fund balance will be back in the targeted range in the late Spring.

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	\$ 5,144,249	\$ 2,288,917	44.49%	Prop taxes - Mainly received Oct/Nov and April/May
Local Nontax	\$ 871,555	\$ 216,922	24.89%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 25,789,467	\$ 10,980,150	42.58%	Apportionment and LEA
State, Special	\$ 8,808,628	\$ 3,669,324	41.66%	Spec Ed, Institution, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 5,500	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 5,760,882	\$ 1,523,665	26.45%	Food Service, Fed Grants (Title I, Title 2)
Other Districts	\$ 186,300	\$ 92,847	49.84%	Non high payments from Cosmopolis SD
Other Agencies	\$ 78,200	\$ 38,891	49.73%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
Totals	\$ 46,644,781	\$ 18,810,717.56	40.33%	
			41.67%	% 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	\$ 92,500	\$ 36,831	39.82%	Dues, audits, elections, legal svcs, travel, etc.
Superintendent's Office	\$ 344,571	\$ 148,516	43.10%	General Admin and Superintendent's Office
Business Office	\$ 431,372	\$ 210,996	48.91%	Fiscal operations
Human Resources	\$ 585,758	\$ 143,076	24.43%	Personnel & recruitment, labor relations
Public Relations	\$ 19,388	\$ 32,579	168.04%	Educational/admin info to public
Supervision of Instruction	\$ 969,778	\$ 342,518	35.32%	Includes secretarial support
Learning Resources	\$ 367,444	\$ 155,685	42.37%	Library resources and staffing
Principal's Office	\$ 2,314,843	\$ 1,023,885	44.23%	Includes secretarial support
Guidance/Counseling	\$ 1,085,739	\$ 459,819	42.35%	Counselors, secretarial support
Pupil Management	\$ 65,703	\$ 6,682	10.17%	SRO, bus & playground aides, etc
Health Services	\$ 1,613,696	\$ 678,438	42.04%	Health including nursing, OT/PT/SLPs, etc
Teaching	\$ 28,633,547	\$ 11,184,881	39.06%	Classroom teachers and teacher's aides
Extracurricular	\$ 861,752	\$ 383,492	44.50%	Coaching, advising, ASB supervision
Instructional Prof Dvlp	\$ 814,195	\$ 230,506	28.31%	Prof dvlpmnt - instructional staff
Instructional Technology	\$ 257,000	\$ 143,578	55.87%	Classroom tech
Curriculum	\$ 803,307	\$ 677,211	84.30%	District curriculum adoptions/purchases
Food Services	\$ 2,008,954	\$ 918,766	45.73%	Includes mgmt of food services for district
Transportation	\$ 1,060,755	\$ 544,301	51.31%	Includes coop payments, fuel, insurance
Maint & Operations	\$ 2,534,593	\$ 1,032,243	40.73%	Security, custodial/maint/grounds
Other Services	\$ 1,906,179	\$ 968,066	50.79%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (206,288)	\$ (85,920)	41.65%	In district use of buses, vehicles, food svrc
Interfund Transfers	\$ 80,000	\$ -	0.00%	Transfers (Cap Proj long-term planning)
Totals	\$ 46,644,785	\$ 19,236,149	41.24%	*Actual includes encumbrances
			41.67%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue--Total receipts were \$ 2,398.62 and consist of interest payments and rental fees.

Expenditures—There were no expenditures for the month.

Fund Balance—Current monthly ending fund balance is \$ 139,154.00.

DEBT SERVICE FUND SUMMARY:

Revenue--Total receipts were \$ 10,078.30 and consists of interest/tax payments.

Expenditures— Expenditures totaled \$ 575,000.00 and consisted of the final QZAB payment.

Fund Balance—Current month ending fund balance is \$ 887,927.20. Funds are being held in this account for the bond principal and interest payments due in June.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue--Total receipts for the month were \$ 19,686.54 and consist of fundraising and interest payments.

Expenditures-- Expenditures totaled 59.01% of the budgeted expenditures for this fiscal year.

Fund Balance—Current month ending fund balance is \$ 242,097.84.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue--Total receipts were \$ 421.26 and consist of interest payments.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 409,958.42.

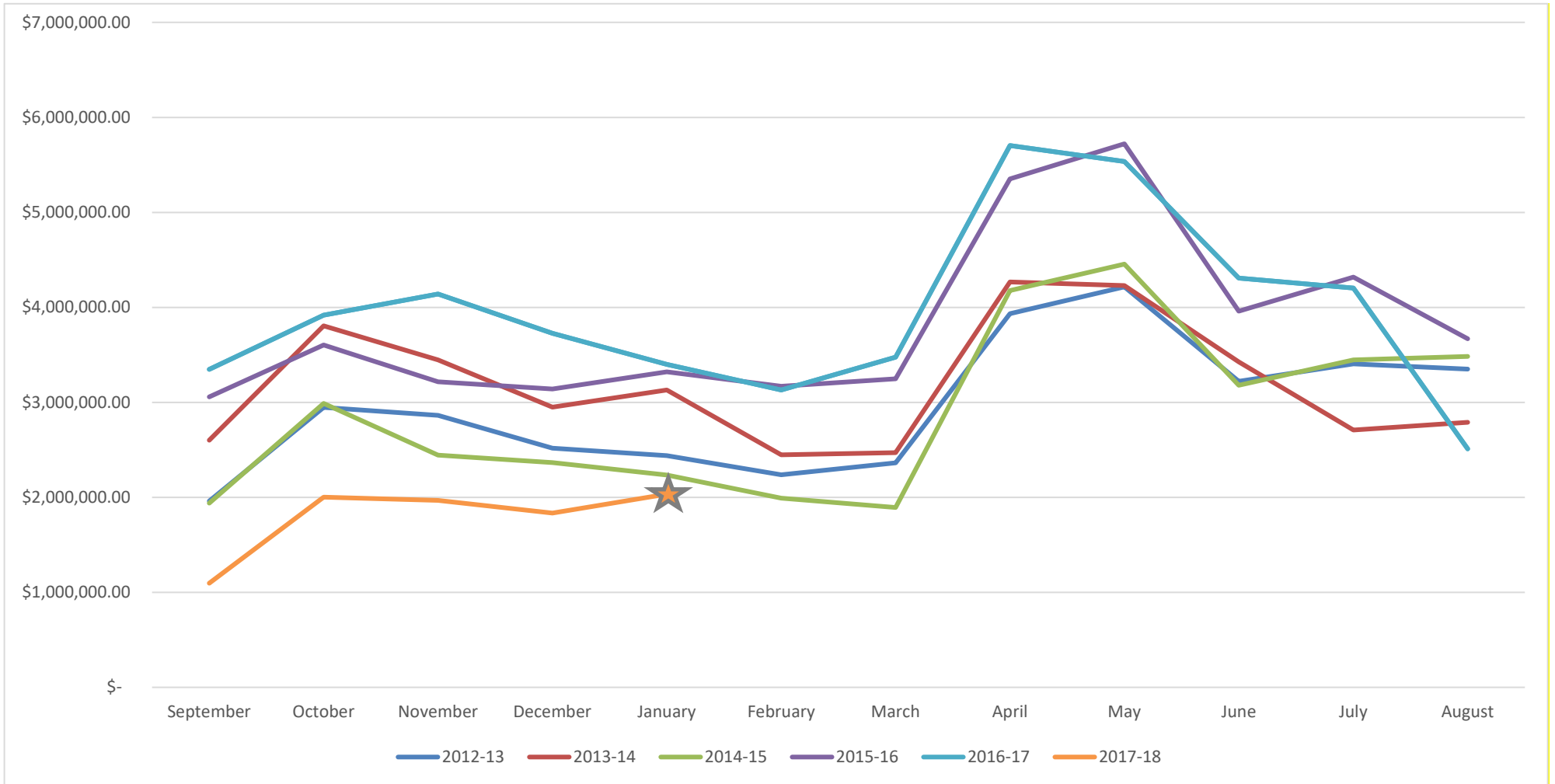
SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of January, 2018:

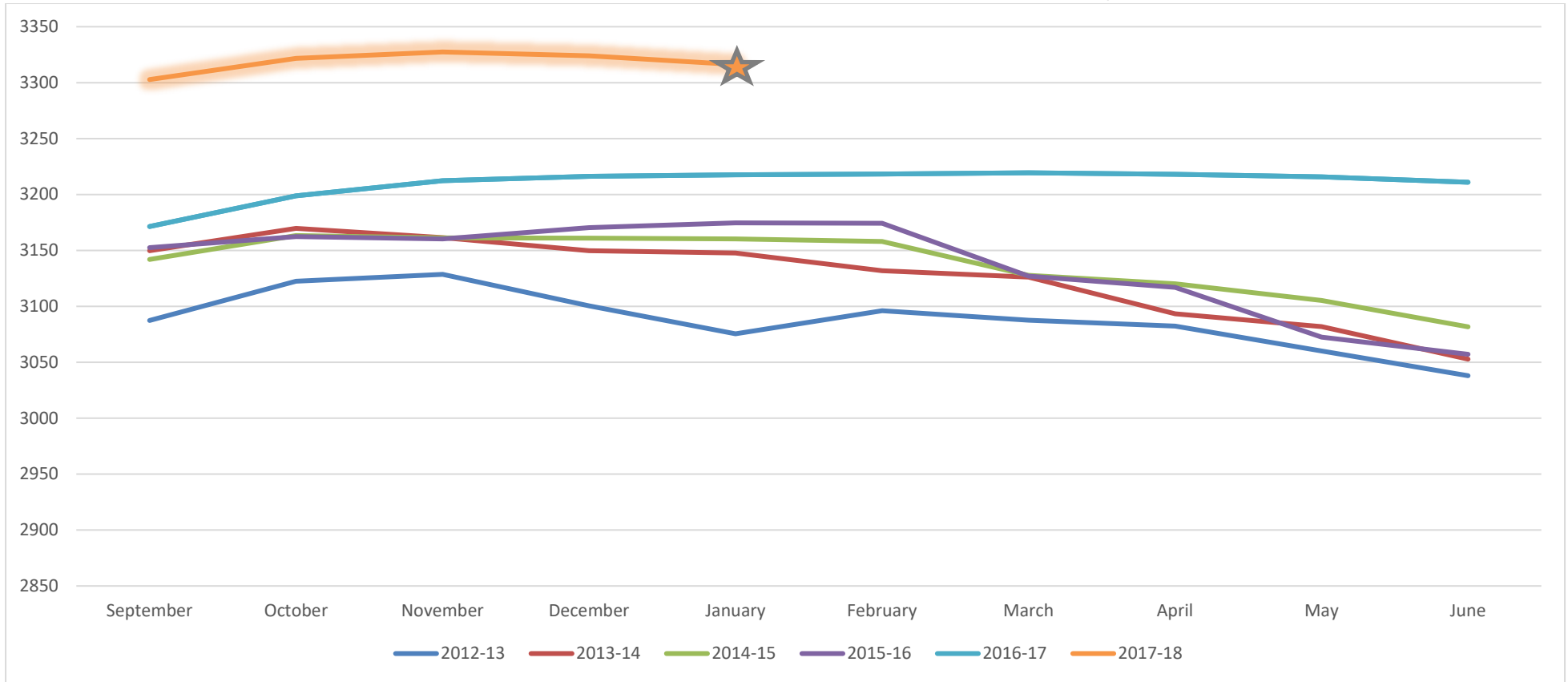
Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 46,564,787	\$ 19,236,148.56	\$ 27,328,636	41.31%	58.69%
Capital Projects	\$ 1,460,000	\$ 577,553.09	\$ 882,446.91	39.56%	60.44%
Debt Service	\$ 3,888,440	\$ 3,638,238.75	\$ 250,201.25	93.57%	6.43%
ASB	\$ 308,459	\$ 181,945.58	\$ 126,513.42	59.01%	30.99%
Trans Vehicle	\$ 200,000	\$ 63,918.85	\$ 136,081.15	31.96%	68.04%

GENERAL FUND FUND BALANCE TRENDS

End of January, 2018



ENROLLMENT TRENDS as of January, 2018



AAFTE	Grades K - 6	JH	HS	Subtotal	Running Start	+/- (Budget)
2017-18 Budget	1749	470	946	3,165	30	
2017-18 Actual	1802.52	486.38	1,027.18	3,316.09	46.11	+ 151.09 (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)
2012-13 Actual	1633.12	472.68	982.47	3,088.07	45.40	+ 58.07 (3,051)

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	5,144,249	17,362.73	2,288,917.41		2,855,331.59	44.49
2000 LOCAL SUPPORT NONTAX	871,555	35,036.66	216,922.06		654,632.94	24.89
3000 STATE, GENERAL PURPOSE	25,789,467	2,664,253.85	10,980,150.18		14,809,316.82	42.58
4000 STATE, SPECIAL PURPOSE	8,808,628	849,457.86	3,669,324.30		5,139,303.70	41.66
5000 FEDERAL, GENERAL PURPOSE	5,500	.00	.00		5,500.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	5,760,882	318,760.16	1,523,665.17		4,237,216.83	26.45
7000 REVENUES FR OTH SCH DIST	186,300	44,022.11	92,846.97		93,453.03	49.84
8000 OTHER AGENCIES AND ASSOCIATES	78,200	7,726.24	38,891.47		39,308.53	49.73
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	46,644,781	3,936,619.61	18,810,717.56		27,834,063.44	40.33
B. EXPENDITURES						
00 Regular Instruction	21,813,759	1,820,338.89	9,192,958.80	102,897.34	12,517,902.86	42.61
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	6,055,912	506,548.71	2,588,061.26	3,660.58	3,464,190.16	42.80
30 Voc. Ed Instruction	1,837,612	161,709.53	816,118.27	2,833.75	1,018,659.98	44.57
40 Skills Center Instruction	289,993	22,724.89	137,913.34	90.14	151,989.52	47.59
50+60 Compensatory Ed Instruct.	6,706,423	420,139.44	2,322,377.15	34,117.01	4,349,928.84	35.14
70 Other Instructional Pgms	1,232,493	15,973.24	145,067.80	27,930.46	1,059,494.74	14.04
80 Community Services	117,916	16,860.79	84,048.39	0.00	33,867.61	71.28
90 Support Services	8,798,320	773,252.04	3,949,603.55	24,825.84	4,823,890.61	45.17
Total EXPENDITURES	46,852,428	3,737,547.53	19,236,148.56	196,355.12	27,419,924.32	41.48
C. OTHER FIN. USES TRANS. OUT (GL 536)	80,000	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	287,647-	199,072.08	425,431.00-		137,784.00-	47.90
F. TOTAL BEGINNING FUND BALANCE	2,627,917		2,459,075.43			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	2,340,270		2,033,644.43			

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	205,529.67
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	256,189	652,475.91
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	72,823.07
G/L 890 Unassigned Fund Balance	274,720-	1,106,059.97-
G/L 891 Unassigned Min Fnd Bal Policy	2,210,000	2,195,505.75
<u>TOTAL</u>	2,340,270	2,033,644.43

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of January, 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 Support Nontax	35,650	2,398.62	14,316.83		21,333.17	40.16
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	80,000	.00	.00		80,000.00	0.00
Total REVENUES/OTHER FIN. SOURCES	115,650	2,398.62	14,316.83		101,333.17	12.38
B. EXPENDITURES						
10 Sites	1,460,000	.00	203,371.45	0.00	1,256,628.55	13.93
20 Buildings	0	.00	373,813.35	0.00	373,813.35-	0.00
30 Equipment	0	.00	368.29	0.00	368.29-	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
Total EXPENDITURES	1,460,000	.00	577,553.09	0.00	882,446.91	39.56
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						
OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	1,344,350-	2,398.62	563,236.26-		781,113.74	58.10-
F. TOTAL BEGINNING FUND BALANCE	1,419,452		702,390.26			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE	75,102		139,154.00			
(E+F + OR - G)						

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	.00
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	27,102	139,154.00
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	75,102	139,154.00

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	2,671,352	8,774.00	1,178,835.35		1,492,516.65	44.13
2000 Local Support Nontax	11,000	1,304.30	12,249.49		1,249.49-	111.36
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>2,682,352</u>	<u>10,078.30</u>	<u>1,191,084.84</u>		<u>1,491,267.16</u>	<u>44.40</u>
B. EXPENDITURES						
Matured Bond Expenditures	3,384,000	575,000.00	3,384,000.00	0.00	.00	100.00
Interest On Bonds	473,528	.00	253,338.75	0.00	220,189.25	53.50
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	30,912	.00	900.00	0.00	30,012.00	2.91
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>3,888,440</u>	<u>575,000.00</u>	<u>3,638,238.75</u>	<u>0.00</u>	<u>250,201.25</u>	<u>93.57</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)						
	1,206,088-	564,921.70-	2,447,153.91-		1,241,065.91-	102.90
F. TOTAL BEGINNING FUND BALANCE						
	3,289,805		3,335,081.11			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)						
	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)						
	2,083,717		887,927.20			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	1,289,000		1,289,000.00			
G/L 830 Restricted for Debt Service	794,717		401,072.80-			
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>2,083,717</u>		<u>887,927.20</u>			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

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

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	67,985	2,031.17	40,120.50		27,864.50	59.01
2000 Athletics	99,757	8,122.01	76,957.75		22,799.25	77.15
3000 Classes	2,000	.00	.00		2,000.00	0.00
4000 Clubs	107,172	9,483.36	56,947.59		50,224.41	53.14
6000 Private Moneys	1,500	50.00	76,356.52		74,856.52-	> 1000
<u>Total REVENUES</u>	278,414	19,686.54	250,382.36		28,031.64	89.93
<u>B. EXPENDITURES</u>						
1000 General Student Body	66,825	926.91	15,140.16	0.00	51,684.84	22.66
2000 Athletics	109,936	9,409.47	60,562.46	70.71	49,302.83	55.15
3000 Classes	2,000	.00	.00	0.00	2,000.00	0.00
4000 Clubs	127,853	4,951.97	27,531.08	0.00	100,321.92	21.53
6000 Private Moneys	1,845	51.06	78,711.88	0.00	76,866.88-	> 1000
<u>Total EXPENDITURES</u>	308,459	15,339.41	181,945.58	70.71	126,442.71	59.01
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	30,045-	4,347.13	68,436.78		98,481.78	327.78-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	185,010		173,661.06			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	154,965		242,097.84			
<u>C+D + OR - E)</u>						
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	147,465		234,597.84			
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>	154,965		242,097.84			

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of January, 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	421.26	1,864.73		1,935.27	49.07
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	137,027	.00	.00		137,027.00	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	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)	140,827	421.26	1,864.73		138,962.27	1.32
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	140,827	421.26	1,864.73		138,962.27	1.32
D. EXPENDITURES						
Type 30 Equipment	200,000	.00	63,918.85	278,085.26	142,004.11-	171.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	200,000	.00	63,918.85	278,085.26	142,004.11-	171.00
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)	59,173-	421.26	62,054.12-		2,881.12-	4.87
H. TOTAL BEGINNING FUND BALANCE	334,443		472,012.54			
I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	275,270		409,958.42			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	275,270		409,958.42			
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	275,270		409,958.42			

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



Aberdeen
School District

*Our Children,
Our Schools,
Our Future*

K-3 Class Size Reduction: Implementation of 17:1

Board Meeting
February 20, 2018

K-3 Class Size Reduction (CSR)

- **Historically:** No class size limits
- **July 2000:** I-728 provided financial allocations to school districts for various activities that included reductions to class sizes
 - ASD5 reduced class sizes, provided additional support to K with para-educators, changed teacher contracts to differentiate class size in different grade levels
 - Financial allocations stopped in 2010, I-728 repealed in 2012
 - Class sizes remained at lower levels in ASD5
- **November 2014:** I-1351, which included K-12 class size limits based on grade levels, was meant to be completely implemented by 2018-19. There are numerous bills still pending in the Legislature on how to fund the new model.

K-3 CSR: Implementation of 1:17

Impacts

1. Fiscal
2. Staffing
3. Facilities

1. Fiscal Impacts

K-3 CSR: Implementation of 1:17

- Apportionment based on compliance with K-3 CSR
 - Less apportionment if not implemented
 - Estimated difference for 2018-19 if implemented: (\$600,000)*
- Additional expenses
 - Dependent upon implementation model
 - Teachers - ranges from 0-3 new teachers*
 - Facilities – ranges from new portables to facility upgrades
 - Materials – includes curriculum, furniture, technology

2. Staffing Impacts

K-3 CSR: Implementation of 1:17

There may need to be a re-assignment of teachers

- Grades 4-6 to grades K–3 to achieve the CSR ratio.
- Grades 7-8 to grades 4-6
- Grades 9-12 to grades 7-8

Training for teachers who have been re-assigned

(Note: The District is already planning for 3 additional teachers for new Special Education classes. There are facility considerations for this, as well.)

2. Staffing Impacts

K-3 CSR: Implementation of 1:17

ASD5 Staffing Ratios (*excludes CTE)

Grade Span	Current	Funded (based on WA prototypical model, basis for apportionment funding)	Difference
K-3	19.08:1	17:1	+2.08:1
4-6	23.82:1	27:1	-3.18:1
7-8*	26.03:1	28.54:1	-2.51:1
9-12*	21.33:1	28.74:1	-7.41:1

3. Facilities Impacts

K-3 CSR: Implementation of 1:17

Elementary schools currently at capacity except Central Park, so additional classroom space would be required.

Multiple Options Possible

- A. Purchase 3 portables for elementary schools**
- B. Move all 6th grades to Miller Junior High**
- C. Band schools by grade levels**
- D. Status quo – Do Not implement K-3 CSR of 1:17 at this time**

3. Facilities Impacts K-3 CSR: Implementation of 1:17

A. Purchase 3 portables for elementary schools

Pros	Cons
Minimal disruption to families	Cost of 3 portables (\$200K each = \$600K)
Maintains neighborhood school concept	Reduction of space in play areas
Maximizes apportionment funding +\$600K	Limited opportunity for growth in district
	Requires up to 3 additional teachers (\$270K)

3. Facilities Impacts K-3 CSR: Implementation of 1:17

B. Move all 6th grades to Miller Junior High

Pros	Cons
Potential for increased academic and extra-curricular options	Potential concern about 6 th graders on campus with 7 th -8 th graders
Potential to build 6-8 middle school community	Potential need for 1-2 portables (\$200K - \$400K)
Curriculum is designed for a 6-12 implementation (Math/ELA)	Scheduling within the facilities (lunch, break time, etc)
Minimal facility upgrades needed	
Allows for growth in district	
Maximizes apportionment funding \$600K	

3. Facilities Impacts K-3 CSR: Implementation of 1:17

C. Band schools by grade levels

Pros	Cons
Allows for growth in district	Potential scheduling challenges of specialists
Most cost effective	Potential disruption to families
Balance class sizes across grade levels	Additional busing will be needed
Greater peer interaction	
Increase grade level collaboration and alignment	
Allows space for Special Day classes without purchasing portables	
Maximizes apportionment funding \$600K	

3. Facilities Impacts K-3 CSR: Implementation of 1:17

D. Status quo – Do Not implement K-3 CSR at this time

Pros	Cons
Minimal disruption to families	Less apportionment (\$600K)
Maintains neighborhood school concept	Unbalanced class sizes
Allows for more time to research options and more certainty on the state funding model	Minimal space for Special Day Classes without purchasing a portable (\$200K)
	Limited opportunity for growth in district

Timeline Considerations

K-3 CSR: Implementation of 1:17

- Communication with staff and community
- Purchase and installation of portables
- Hiring new teachers
- Securing materials and supplies
- Budget extension

AHS Sports Ticket Proposal

The WIAA oversees the rates and fees member districts charge for admission to activities and events. Districts have discretion in several areas, but continuation of these practices requires Board and ASB approval.

The Aberdeen School District has a board policy in place for reduced ticket prices to senior citizens (age 65 year of age and older) for entrance to school sporting events. The Washington State Auditor's Office has said if it is our school board policy AHS may set the senior citizen age to 62. Aberdeen High School would like to amend the reduced ticket price for entrance to sporting events for our senior citizens to age 62 and older. The senior citizen ticket price for a sporting event will be \$2.00 less than an adult ticket.

Evergreen 2A League has set the ticket prices for the 2018-19 season with an increase to \$6 for adults, \$4 for students/senior citizens, and \$18 for a family pass (2 adults and 2 high school/3 elementary aged children).

Aberdeen High School offers a season ticket to fall and winter sporting events (does not include post-season) and we would like to continue this tradition. The season ticket offers 10 admissions to sporting events for the price of 9. We also offer this ticket at the senior citizen rate. The season ticket would cost \$54 for adults and \$36 for senior citizens.

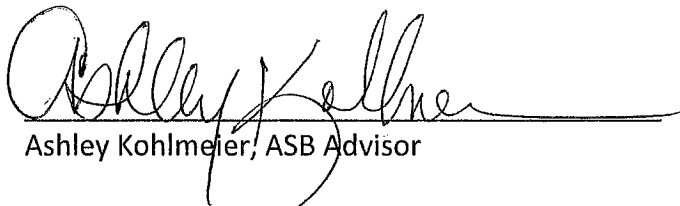
Aberdeen High School currently offers an annual sports ticket. This ticket allows entrance to all home sporting events (not including post-season) for the price of \$75.00. ASB would like to raise the price of this ticket to \$100.

ASB approves the ticket proposal:

DATED: January 31, 2018



Patric Haerle, ASB President



Ashley Kohlmeier, ASB Advisor



David Glasier, ASB Administrator

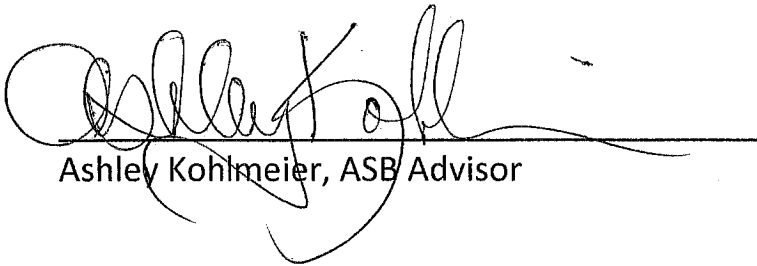
ASB Card Cost Increase

Due to the increasing costs associated with athletics (officials, equipment, uniforms, etc.) ASB has approved a price increase for ASB cards from \$35.00 to \$40.00 beginning in the 2018-19 school year.

DATED: 1/31/18



Patric Haerle, ASB President



Ashley Kohlmeier, ASB Advisor



David Glasier, ASB Administrator

The background of the slide is a light gray gradient. It is decorated with several realistic water droplets of various sizes and shapes, scattered across the top and bottom edges. The droplets have highlights and shadows, giving them a three-dimensional appearance.

AHS TRIMESTER SCHEDULE

2018 AND BEYOND

WHY A DIFFERENT MASTER SCHEDULE?

- NEW GRADUATION REQUIREMENTS FOR CLASS OF 2021 (CURRENT 9TH GRADE STUDENTS)
 - DISTRICT WAIVER FOR CLASS OF 2019 AND 2020
 - 24 CREDITS REQUIRED BY THE STATE
 - IMMEDIATE INTERVENTIONS
 - PERSONALIZED PATHWAY REQUIREMENTS
 - EXPLORATION OPPORTUNITIES
- ASD GOAL – 100% GRADUATION GOAL

IN RECOMMENDING THE TRIMESTER SYSTEM, WE CONSIDERED MORE THAN JUST CREDITS . . .

- SCHOOL CULTURE
- MAXIMIZING STUDENT CONTACT TIME
- REDUCING WORKLOAD STRESS FOR STAFF AND STUDENTS
- RELATIONSHIPS BETWEEN AND AMONG STAFF AND STUDENTS
- OPPORTUNITIES FOR STUDENTS TO SUCCEED, EXPLORE
- STREAMLINING OF PROCESSES
- SYSTEM OF SUPPORT FOR ALL

THE TRIMESTER YEAR ONE STRUCTURE

- TRIMESTER SCHEDULE
- 5 PERIOD DAY
- 61 MINUTE CLASSES
- 0.5 CREDITS PER TRIMESTER
- 26 CREDITS REQUIRED TO GRADUATE (POTENTIAL TO EARN 31 CREDITS IN 4 YEARS)
- CONTINUE TO INCLUDE DAILY ADVISORY – 31 MINUTES

BENEFITS OF THE TRIMESTER SCHEDULE

- MORE STUDENT OPPORTUNITIES TO EXPLORE
- TEACHERS CAN EXPAND COURSE OFFERINGS THROUGHOUT THE YEAR
- FLEXIBILITY FOR ENRICHMENT AND REMEDIATION COURSES
- LESS PREPS FOR MOST TEACHERS AND STUDENTS PER TRIMESTER
- REDUCED WORKLOAD FOR STUDENTS PER TRIMESTER
- SHORTER LAG TIME TO INTERVENE FOR FAILING OR STRUGGLING STUDENTS

CHALLENGES AND PROBLEM SOLVING

- MATH – SEQUENCING THE NEW CURRICULUM AND THE NEW STATE TEST. ALGEBRA AND AP IS FOR ALL THREE TRI'S, BUT OTHER COURSES ARE TWO TRI'S
- TEACHERS REMAINING WITH THE SAME STUDENTS FOR ALL TRI'S, ESPECIALLY 9TH AND 10TH GRADE YEARS IN CORE CONTENT
- COUNSELORS AND DEPARTMENT LEADERS – MORE COMPLEX SCHEDULE – MORE PIECES TO THE PUZZLE
- RUNNING START – FULL TIME STUDENTS WANTING TO BE MORE THAN FULL TIME

NEXT STEPS

- SURVEY IN THE SPRING FOR STAFF, STUDENTS AND FAMILIES
- STAFF CONTINUE BUILDING SCOPE AND SEQUENCE FOR THEIR COURSES, ENSURING HORIZONTAL ALIGNMENT
- GUIDANCE COUNSELORS AND ADMINISTRATION WORKING ON BUILDING THE 2018-19 MASTER SCHEDULE – MEETING WITH EACH DEPARTMENT HEAD TO BE PROACTIVE IN OUR PROCESS
- LOOKING TO HAVE CONSISTENT TEACHERS IN CORE CONTENT COURSES FOR 9TH AND 10TH GRADERS

Aberdeen High School

Trimester Scheduling Update – February, 2018

Why is there a trimester schedule?

- State graduation requirements have increased for our students
- Students need opportunities to explore
- Students need opportunities for support
- Ability to offer more courses to students

What is the schedule?

- Three Trimesters, Five Periods a Day
- School Day: 8:10-2:45
- Daily Advisory
- Zero hour classes are offered: Music, KAHS, PE, Cat's Cave

What does this mean for students?

- Students are able to meet requirements AND explore areas of interest
- Students are able to focus more intently on all subjects
- Students will have many choices in selecting future courses
- Students have been shown graduation requirements during winter conferences and course requests for the 18-19 school year have been made
- Schedules will be finalized later this spring

Challenges We Are Working to Address

- Math instruction and sequence to align to new state math assessment
 - Working to have geometry courses back-to-back
 - Scheduling students in math courses with the same teacher
- Students having the same teachers in core content courses
 - Scheduling students in core content courses with the same teacher
- Individualizing scheduling for each student to maximize opportunities
 - Counselor visits to advisory classes
 - Increased communication with all stakeholders of the scheduling process
 - Running Start – full time students wanting to be more than full time

Questions?? Contact either of the following . . .

- AHS Guidance Center, 360-538-2072
- AHS Office, 360-538-2040

On March 13th and 14th four Aberdeen High School students will be putting on the Every 32 Minutes program for their Senior project.

Attached is a description of the program – provided by the Target Zero Task force.

On March 13th the day will start with a Mock Crash Scene set up in the student parking lot (set up – eve of March 12th by AFD)

During the day the program will run with announcements every 32 minutes.

At the end of the day the students that participate will be quarantined in Seabrook without cell phones. (parents will have numbers for the adults so they can contact their student) The intent is for the students to not be on social media and be unavailable to other students.

The evening will consist of a debriefing of the day's activities, team building activities and more learning about the dangers of impaired driving. We will also provide dinner, some rec time for swimming in indoor pool and walking around Seabrook. We will create the video to be presented at the next day's assembly and plan the assembly.

On March 14th we will have an early and quick breakfast and come back to school and present the assembly.

Chaperones/drivers are:

Bill Mullikin *Jesse Winter*

William Rabung

Joan Rabung

Susie Bradbury (Ground Zero Task force/Grays Harbor Sheriff's office)

Cost:

Housing –donated

Food – money provided by AFD, APD and possibly Susie from the National Guard

There will be no cost to the students.

Every 32 minutes

What this project does is put students as close to an impaired driving fatality as you can get without it actually happening.

Statistics show that every 32 minutes someone in our country is killed by an impaired driver. Previously every 15 minutes, so we are making progress.

This is a 2 day program, after today we will meet about twice a month for preparation

Student selection is key. We interview potential students and look for a cross selection of student body. If chosen we will need to meet with their parents to fully explain the delicate nature of the program. In order for you to participate you will need your parent's consent even if you are 18 years of age.

On day one students will go to class as normal.

Every 32 minutes a dispatch will go over the intercom of an accident.

At some point in the day students get a visit from the grim reaper in class. Over the intercom a 911 dispatch is heard. Paramedics will put them on a stretcher and a close friend or sibling the student has chosen choice will read an obituary over the loud speaker.

Student is taken to our staging area, face is painted white and black robe put on. Student then returns to class but not to talk all day.

During the day we will have a mock car crash where paramedics work on an "injured" student. A LifeFlight helicopter lands in a designated area and loads a student and lifts off taking them to a secondary location such as the airport or Grays Harbor Community Hospital.

OVERNIGHT & OUT-OF- DISTRICT 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 ASB, forward request to superintendent one week prior to the Board meeting.

Group / Team Senior Project

School AHS

Advisor Joan Rabany Phone _____

Date of Trip 3-13-18

Destination Seabrook, WA

Objective of Trip Every 32 minutes program

Number of Students 20+ Number of Chaperones 4

Cost Per Student 0

Cost Per Chaperone 0

Funding Source APD, AFD, Seabrook, Natl Guard

Type of Transportation 3 school vans

ASB Approval _____ Date _____

Principal's Approval [Signature] Date 2/28/18

Board Approval _____ Date _____

Reference School Board Policy Field Trips and Excursions 2320 and 2320P

PRELIMINARY BUILDING FIELD TRIP REQUEST

School: Aberdeen High School
 Trip destination(s): Seabrook, WA
 Date(s) of trip(s): 3-13-18 - 3-14-18
 Departure time: 2:45+ Return time: 7:30am
 Club/Sponsor(s): Sr. Project -
 Educational benefit of the trip: Every 32 minutes

Activities planned during the trip: (be specific and note all) _____

Related brochures/information attached? Yes No _____
 Preliminary trip itinerary attached? Yes _____ No _____

Does field trip involve any of the following: Yes _____ No _____
attached
 *Swimming boats, or in/around water *Animals
 *Remote locations/hiking *Air travel
 *Outdoor education *Motorized activities

Estimated # of students: 20 Age level of students: 9th - 12th
 Student/chaperone ratio: 5-1 # of chaperones needed: 4
 Any special qualifications of chaperones needed? Yes No _____
 List those special qualifications: drive school vans

Means of travel: School vans School bus (preferred), # needed? 3 (already requested)
vans

Other (list): _____

Food provided, how? William Rabung - cook dinner / provide breakfast

Details of budget code or financing: fundraising in part of general fund

Will fundraising be needed? Yes No _____
 (If yes, attach a fundraising plan) requested money from AFO APD

Sponsor's Signature: John Rabung Date: 2-23-18

Administrator's Signature: Theresa Pottig Date: 2/28/18

Submit to Superintendent or School Board for approval? Yes _____ No _____

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

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:
Lindsey Kargbo
Date: 09/27/2017
School: Twin Harbors Skills Center
Department: (secondary only) Career & Technical Education

2 MATERIAL INFORMATION

Title: Medical Assisting
Author/Producer: Michelle Blesi
Publisher: Cengage Learning
Copyright: 2015
Price Per Item: \$190/book; \$100/workbook
Number of copies to be purchased: 13
ISBN/MHID: 13: 978-1-305-11070-0

Grade level(s): 12th Course: Medical Assisting

3 INTENDED USE

(Check all boxes that apply)

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

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

4 TYPE OF MATERIAL

(Check all boxes that apply)

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

Lexile Readability Level 1050-1335

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

Blesi's Medical Assisting (8th ed.) is the text and workbook chosen to provide the core content of educating medical assistants in the new Twin Harbors Skills Center Medical Assisting Program in conjunction with Grays Harbor Community College. The content includes Medical Assisting Foundations, Structure and Function of the Body, The Front Office, The Back Office and Preparing for Employment. Support materials are online and accessible to both instructors and students.

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
ELA Anchor Standards for Reading
 Key Ideas and Details
 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

- 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure
- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas
- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
- 10 Read and comprehend complex literary and informational texts independently and proficiently.

ELA Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ELA Anchor Standards for Language

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 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.

Vocabulary Acquisition and Use

- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 Demonstrate understanding of word relationships and nuances in word meanings.
- 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core Math

Pharmacology: Creating equations, modeling

Other

American Association of Medical Assistant (AAMA) standards are evaluated on an exam at the end of the set program. All standards are recognized in Blesi's Medical Assisting text including: Communication, Professionalism, Medical Law/Regulatory Guidelines, Medical Ethics, Risk Management, Quality Assurance & Safety, Medical Terminology, Medical Reception, Patient Navigator/Advocate, Medical Business Practices

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

Please explain:

Content is created for readers that have a passing score on their High School Smarter Balance exam. The content can be adapted to a point but must be comprehended since the student will be expected to practice the information in a real life setting in health care.

7 MATERIAL EVALUATION

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

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REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

Strengths: the text has an online database to develop quizzes & tests. Powerpoints and other instructional materials are available to the instructor.
 Weaknesses: lack of images to imbed into the powerpoints compare to other texts.

This text was chosen specifically for its simplicity and massive amount of content. This one text will cover the needs of students throughout the 2 year program.


8. BIAS SCREENING

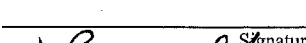
The purpose of the following questions is to alert individuals to potential biases by author/publisher. A response of "Poor" does not necessarily eliminate the material from being approved. For example, traditional and classical perspectives will be reviewed as reflecting the period in which they were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

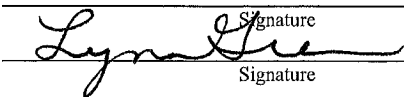
	Excellent	Good	Fair	Poor	N/A
1. Presents more than one viewpoint of controversial issues.					x
2. Presents minorities realistically.	x				
3. Includes contributions of minority authors.					x
4. Presents no biases in regards to race, color, national origin, sex, sexual orientation including gender expression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

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. SIGNATURES

Submitted by: Lindsey Kargbo Print name  Signature

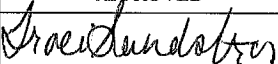
Approved by Department Head *(secondary only)* N/A Print name  Signature

Approved by Building Administrator 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	2/8/18			
School Board				

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

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

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

1. GENERAL INFORMATION

Name of Submitter/Committee: Ken Erickson
Date: 2/6/18
School: AHS
Department: (secondary only) Science

2. MATERIAL INFORMATION

Title: "Conceptual Physics - High School Physics Program"
Author/Producer: Paul Hewitt
Publisher: Pearson/Prentice Hall
Copyright: 2006
Price Per Item: \$50-\$75 on Amazon
Number of copies to be purchased: 30
ISBN/MHID: 978-0131663015 SE
9780131663022 TE

3. INTENDED USE

(Check all boxes that apply)

Grade level(s):

10-12

Course:

Conceptual Physics

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

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

4. TYPE OF MATERIAL

(Check all boxes that apply)

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

Lexile Readability Level Unknown

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

Paul Hewitt integrates a compelling text and the most advanced media to make physics interesting, understandable, and relevant for non-science majors. Hewitt's text is guided by the principle of "concepts before calculations" is famous for engaging students with analogies and imagery from the real-world that build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics.

ONLINE RESOURCES:

- Instructor Solutions
- Instructors Manual
- Powerpoint Presentations
- Test Bank

6. STANDARDS/CRITERIA

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

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

List most appropriate/key standards addressed:

Common Core Literacy

Common Core Math

Other NGSS

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

Please explain: Reading level is not difficult and math is very basic. With the amount of diagrams, differentiation should not be difficult.

7. MATERIAL EVALUATION

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

This text provides a conceptual approach with lots of drawings/diagrams, and minimizing the intensive math, help students grasp the ideas of physics with lots of inquiry and critical thinking questions. This is a good program for an introductory one-trimester physics class.

The only drawbacks I see are due to its age and what has been discovered since 2004 (they haven't updated the high school text, the college text has a 2014 version).

8. BIAS SCREENING

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

1. Presents more than one viewpoint of controversial issues.

Excellent	Good	Fair	Poor	N/A
				X

2. Presents minorities realistically.

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

3. Includes contributions of minority authors.

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

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

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

5. Facilitates the sharing of cultural differences.

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

6. Promotes the positive nature of differences.

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

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

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

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

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

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

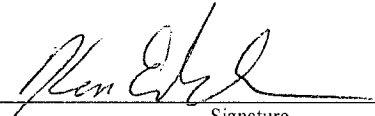
9. Presents minorities in a manner that promotes ethnic pride.

X				
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Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. SIGNATURES

Submitted by: Ken Erickson
Print name


Signature

Approved by Department Head *(secondary only)* _____
Print name

Signature

Approved by Building Administrator _____
Print name

Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee: Yes No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson				
School Board				

Dell Optiplex 780 (4 PC TOWERS)		
BGPPPN1 12447		
BGNKPN1 12429		
BGQKPN1 12442		
BGRMPN1 12446		
Dell p2411hb (5 PC MONITORS)		
CN0F8NDP742610A42WAW 18534		
CN0F8NDP742610A4349U 18510		
CN0F8NDP742610A432TU 18528		
CN0F8NDP742610A406AU 18523		
CN0F8NDP742610A433DU 18511		
Accessories (KEYBOARDS AND MICE)		
8 Dell Keyboards		
7 Dell Mice		

ASD5 Surplus Inventory 2017-2018: Collected September through February

Page 1 of 9

	Apple	
1	6911	13" MacBk Mid 07
2	6914	13" MacBk Mid 07
3	6981	13" MacBk Mid 07
4	8062	13" MacBook
5	8067	13" MacBook
6	8162	13" MacBook
7	8166	13" MacBook
8	8175	13" MacBook
9	8588	13" MacBook
10	8590	13" MacBook
11	8591	13" MacBook
12	8604	13" MacBook
13	8965	13" MacBook
14	8981	Apple box
15	8991	Apple box
16	3593	Apple CPU
17	3448	Apple G4 Server M5183
18	5491	iBook G4
19	5538	iBook G4
20	5546	iBook G4
21	5727	iBook G4
22	5729	iBook G4

23	5767	iBook G4
24	5768	iBook G4
25	5769	iBook G4
26	5774	iBook G4
27	5775	iBook G4
28	8593	iMac
29	6858	iMac (20-inch, Late 2006)
30	6707	iMac (20-inch, Late 2006)
31	6845	iMac (20-inch, Late 2006)
32	6846	iMac (20-inch, Late 2006)
33	6847	iMac (20-inch, Late 2006)
34	6849	iMac (20-inch, Late 2006)
35	6855	iMac (20-inch, Late 2006)
36	6856	iMac (20-inch, Late 2006)
37	6857	iMac (20-inch, Late 2006)
38	6909	iMac (20-inch, Late 2006)
39	9085	iMac Flat Panel
40	14182	iPad 2
41	14095	iPad 2 '11 240MC96OLL
42	16073	iPad 2 16gb
43	16130	iPad 2 16gb
44	14616	iPad 2 SDMRGVL14DFHW

45	15212	iPad 2 SDV9GQ8YWDFHW
46	12730	iPod touch (4th generation)
47	8992	M1218254DT6/M1299
48	6524	Macbook
49	6543	MacBook
50	6694	MacBook
51	6699	MacBook
52	6917	MacBook
53	6918	MacBook
54	8084	MacBook
55	8155	MacBook
56	8158	MacBook
57	8161	MacBook
58	8163	MacBook
59	8169	MacBook
60	8173	MacBook
61	8174	MacBook
62	8176	MacBook
63	8177	MacBook
64	8179	MacBook
65	8183	MacBook
66	8185	MacBook

As of 03/06/18 the 558 items listed are submitted as surplus technology and are posted for student and public interest and for board approval for disposal, resale or recycling as appropriate per item. Approximate age of each device can be determined by asset tag number with lower numbers dating to the early 2000's. (A current year asset tag number example would be 20595.)

ASD5 Surplus Inventory 2017-2018: Collected September through February

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67	8187	MacBook
68	8188	MacBook
69	8192	MacBook
70	8363	MacBook
71	8522	MacBook
72	8523	MacBook
73	8586	MacBook
74	8595	MacBook
75	10378	MacBook
76	10811	MacBook
77	10813	MacBook
78	10820	MacBook
79	10953	MacBook
80	11067	MacBook
81	11069	MacBook
82	11371	MacBook
83	11414	MacBook
84	14336	MacBook
85	6695	MacBook '07
86	6919	MacBook '07
87	4714	MacBook '09
88	4722	MacBook '09
89	4743	MacBook '09

90	4744	MacBook '09
91	4747	MacBook '09
92	6705	MacBook '09
93	11068	MacBook/SDN6G4JHUD FHW
94	6866	MacBook/W87310GKYA8
95	eMac	
	DocCams	
96	5430	Avermedia
97	8300	Avermedia
98	8326	Avermedia
99	8334	Avermedia
100	8610	Avermedia
101	9026	AVERVISION 300AF
	Misc	
103	2 laptop carts	(Transporting laptops inside)
104	6F65039GTT F	air port extreme
105	9003	apple powerbook540c
106	10319	cd back up drive
107	4569	Dell Power Supply
108		dock

109	10715	dual cassette
110	9532	DVD Player
111	9533	DVD Player
112	E95W148608	epson scanner
113	9734	Epson Scanner 3170
114	9701	Fax
115	SG93560534	HP procurve switch
116	SG94162902	hpswitch
117	3647	iPad2
118	Roland	keyboard
119	4267	latitude t01x
120	1631	old server case
121	6367	old server case
122	10140	old server case
123	10141	old server case
124	18085	old server case
125	9718	promethean board
126	3524	Quasar Video Cam
127	6236	Scanner
128	6243	scanner
129	1628	Server PowerEdge 1500SC
130	11797	STARBOARD FX TRIO 77

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ASD5 Surplus Inventory 2017-2018: Collected September through February

131	11800	STARBOARD FX TRIO 77
132	7pc Goldstar	Stereo System
133	f11t61250	switch
134		TRS80 Radio S Controller
135		Typewriter Smith Corona
136	2177	VHS
137	2670	VHS HS-U500
138	3578	VHS VR518
139	3266	vcr
140	1975	VCR HR-F3500S5U
141	2308	VCR HR-F3500S5U
142	9643	VCR HR-F3500S5U
143	9644	VCR HR-F3500S5U
144	3229	VCR Mitsubishi HS-U445
145	3429	VCR Mitsubishi HS-U445
146	2711	VCR Mitsubishi HS-U500
147	9351	VCR VRE42222
148	9488	VCR VRE42222
	Monitors	
149	10361	1702FP
150	10491	Dell

151	11681	Dell
152	KR07R47748 32437203KC	Dell
153	4403	Dell 13" mon
154	3637	Dell 1702FP
155	3638	Dell 1702FP
156	3692	Dell 1702FP
157	3707	Dell 1702FP
158	3708	Dell 1702FP
159	3983	Dell 1702FP
160	12978	Dell 1708FP1
161	6884	Dell 1908FP
162	6892	Dell 1908FP
163	6897	Dell 1908FP
164	7063	Dell 1908FP
165	7074	Dell 1908FP
166	7076	Dell 1908FP
167	4794	Dell Mon
168	6899	Dell Mon
169	13450	Dell Mon
170	3646	dell monitor
171	4625	E151FPB
172	11683	FPD1765
173	11684	FPD1765

174	12938	Gateway
175	12942	Gateway
176	19531	Gateway
177	MRD57 50H 04485	Gateway
178	11229	Gateway 700G
179	5437	gateway mon
180	19517	HP
181	19525	HP
182	19530	HP
183	19532	HP
184	19534	HP
185	19536	HP
186	19540	HP
187	19518	HP CNC003PCR4
188	19529	HP LA1951G/CNC007P63G
189	19519	HP Mon
190	19533	HP Mon
191	19538	HP Mon
192	3706	Misc Monitor
193	4265	Misc Monitor
194	8001	Misc Monitor
195	Z100207	Misc Monitor

As of 03/06/18 the 558 items listed are submitted as surplus technology and are posted for student and public interest and for board approval for disposal, resale or recycling as appropriate per item. Approximate age of each device can be determined by asset tag number with lower numbers dating to the early 2000's. (A current year asset tag number example would be 20595.)

ASD5 Surplus Inventory 2017-2018: Collected September through February

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196	Z110660	Misc Monitor
197	4331	Mitsubishi
198	10308	Mitsubishi 811004057
199	3696	monitor dell
200	7161	Samsung 17"
201	7164	Samsung 17"
202	7169	Samsung 17"
203	7178	Samsung 17"
204	7179	Samsung 17"
205	7185	Samsung 17"
206	7187	Samsung 17"
207	7173	Samsung Mon
208	12940	TFT1980
209	12942	TFT1980
210	12943	TFT1980
	PC CPUs	
211	11945	Acer
212	16090	COMPAQ 6910p
213	3173	CPU
214	h538g51	Dell Dimension 2400
215	18100	Dell E6500
216	18105	Dell E6500

217	11809	Dell L E6510
218	12401	Dell lat 2110
219	12402	Dell lat 2110
220	12406	Dell lat 2110
221	12410	Dell lat 2110
222	12413	Dell lat 2110
223	12414	Dell lat 2110
224	4568	Dell LATITUDE D505/DFYT541
225	12963	Dell Latitude D620
226	12965	Dell Latitude D620
227	18079	Dell Latitude D620
228	18086	Dell Latitude D620
229	18088	Dell Latitude D620
230	18089	Dell Latitude D620
231	18090	Dell Latitude D620
232	18092	Dell Latitude D620
233	18093	Dell Latitude D620
234	18094	Dell Latitude D620
235	18096	Dell Latitude D620
236	18098	Dell Latitude D620
237	18250	Dell Latitude D620
238	81101	Dell Latitude D620
239	5491	Dell Latitude D830

240	6812	Dell Latitude D830
241	6814	Dell Latitude D830
242	6816	Dell Latitude D830
243	6817	Dell Latitude D830
244	6821	Dell Latitude D830
245	6823	Dell Latitude D830
246	6825	Dell Latitude D830
247	6826	Dell Latitude D830
248	6827	Dell Latitude D830
249	6829	Dell Latitude D830
250	6830	Dell Latitude D830
251	6832	Dell Latitude D830
252	6833	Dell Latitude D830
253	6834	Dell Latitude D830
254	6860	Dell Latitude D830
255	6861	Dell Latitude D830
256	6862	Dell Latitude D830
257	6864	Dell Latitude D830
258	6865	Dell Latitude D830
259	6935	Dell Latitude D830
260	6941	Dell Latitude D830
261	7124	Dell Latitude D830
262	7156	Dell Latitude D830

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ASD5 Surplus Inventory 2017-2018: Collected September through February

263	8141	Dell Latitude D830
264	8258	Dell Latitude D830
265	8263	Dell Latitude D830
266	8265	Dell Latitude D830
267	8270	Dell Latitude D830
268	8271	Dell Latitude D830
269	8309	Dell Latitude D830
270	8313	Dell Latitude D830
271	8654	Dell Latitude D830
272	8667	Dell Latitude D830
273	8668	Dell Latitude D830
274	8704	Dell Latitude D830
275	8705	Dell Latitude D830
276	8708	Dell Latitude D830
277	G11XLD1	Dell Latitude D830
278	6468	Dell Opti 745
279	6736	Dell Opti 745
280	13162	Dell Opti 755
281	18049	Dell Opti 755
282	18049	Dell Opti 755
283	18163	Dell Opti 755
284	18166	Dell Opti 755
285	18167	Dell Opti 755

286	18169	Dell Opti 755
287	18319	Dell Opti 755
288	6774	DELL OPTIPLEX 745 *C4K*
289	6776	DELL OPTIPLEX 745 *C4K*
290	6778	DELL OPTIPLEX 745 *C4K*
291	6784	DELL OPTIPLEX 745 *C4K*
292	6786	DELL OPTIPLEX 745 *C4K*
293	6787	DELL OPTIPLEX 745 *C4K*
294	6789	DELL OPTIPLEX 745 *C4K*
295	6791	DELL OPTIPLEX 745 *C4K*
296	6793	DELL OPTIPLEX 745 *C4K*
297	6795	DELL OPTIPLEX 745 *C4K*
298	6796	DELL OPTIPLEX 745 *C4K*
299	6798	DELL OPTIPLEX 745 *C4K*
300	6799	DELL OPTIPLEX 745 *C4K*
301	18153	DELL OPTIPLEX 745 *C4K*
302	18313	DELL OPTIPLEX 745 *C4K*

303	18334	DELL OPTIPLEX 745 *C4K*
304	18338	DELL OPTIPLEX 745 *C4K*
305	18341	DELL OPTIPLEX 745 *C4K*
306	18342	DELL OPTIPLEX 745 *C4K*
307	18366	DELL OPTIPLEX 745 *C4K*
308	18373	DELL OPTIPLEX 745 *C4K*
309	18374	DELL OPTIPLEX 745 *C4K*
310	18376	DELL OPTIPLEX 745 *C4K*
311	18672	DELL OPTIPLEX 745 *C4K*
312	19586	DELL OPTIPLEX 745 *C4K*
313	1R8WQF1	DELL OPTIPLEX 745 *C4K*
314	5M8WQF1	DELL OPTIPLEX 745 *C4K*
315	728G1G1	DELL OPTIPLEX 745 *C4K*
316	8VVG YF1	DELL OPTIPLEX 745 *C4K*
317	8X0GBG1	DELL OPTIPLEX 745 *C4K*
318	B45L1G1	DELL OPTIPLEX 745 *C4K*
319	FQVGYF1	DELL OPTIPLEX 745 *C4K*

As of 03/06/18 the 558 items listed are submitted as surplus technology and are posted for student and public interest and for board approval for disposal, resale or recycling as appropriate per item. Approximate age of each device can be determined by asset tag number with lower numbers dating to the early 2000's. (A current year asset tag number example would be 20595.)

ASD5 Surplus Inventory 2017-2018: Collected September through February

320	FSW9KF1	DELL OPTIPLEX 745 *C4K*	342	18427	HP 215 G1 Notebook	365	19363	HP 215 G1 Notebook
321	G0B00G1	DELL OPTIPLEX 745 *C4K*	343	18428	HP 215 G1 Notebook	366	19364	HP 215 G1 Notebook
322	JS9JCG1	DELL OPTIPLEX 745 *C4K*	344	18429	HP 215 G1 Notebook	367	19365	HP 215 G1 Notebook
323	BYVGYF1	DELL OPTIPLEX 755	345	18430	HP 215 G1 Notebook	368	19373	HP 215 G1 Notebook
324	DTVGYF1	DELL OPTIPLEX 755	346	18431	HP 215 G1 Notebook	369	19375	HP 215 G1 Notebook
325	20017	DELL OPTIPLEX 780	347	18432	HP 215 G1 Notebook	370	19376	HP 215 G1 Notebook
326	20021	DELL OPTIPLEX 780	348	18433	HP 215 G1 Notebook	371	19377	HP 215 G1 Notebook
327	C83BGQ1	DELL OPTIPLEX 780	349	18434	HP 215 G1 Notebook	372	19380	HP 215 G1 Notebook
328	C856GQ1	DELL OPTIPLEX 780	350	18435	HP 215 G1 Notebook	373	19387	HP 215 G1 Notebook
329	JF1WFQ1	DELL OPTIPLEX 780	351	18436	HP 215 G1 Notebook	374	19392	HP 215 G1 Notebook
330	11811	Dell6510	352	18437	HP 215 G1 Notebook	375	19393	HP 215 G1 Notebook
331	18099	E6500	353	18438	HP 215 G1 Notebook	376	19399	HP 215 G1 Notebook
332	18103	E6500	354	18439	HP 215 G1 Notebook	377	19400	HP 215 G1 Notebook
333	18104	E6500	355	18440	HP 215 G1 Notebook	378	19401	HP 215 G1 Notebook
334	18106	E6500	356	18482	HP 215 G1 Notebook	379	19411	HP 215 G1 Notebook
335	18121	E6500	357	19343	HP 215 G1 Notebook	380	19412	HP 215 G1 Notebook
336	19297	HP	358	19344	HP 215 G1 Notebook	381	19413	HP 215 G1 Notebook
337	18421	HP 215 G1 Notebook	359	19346	HP 215 G1 Notebook	382	19415	HP 215 G1 Notebook
338	18422	HP 215 G1 Notebook	360	19349	HP 215 G1 Notebook	383	19416	HP 215 G1 Notebook
339	18424	HP 215 G1 Notebook	361	19351	HP 215 G1 Notebook	384	19418	HP 215 G1 Notebook
340	18425	HP 215 G1 Notebook	362	19356	HP 215 G1 Notebook	385	16244	HP 3125
341	18426	HP 215 G1 Notebook	363	19360	HP 215 G1 Notebook	386	16605	HP 3125 LAPTOP
			364	19362	HP 215 G1 Notebook	387	16606	HP 3125 LAPTOP

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ASD5 Surplus Inventory 2017-2018: Collected September through February

388	15845	HP c4k donor
389	15849	HP c4k donor
390	15859	HP c4k donor
391	15879	HP c4k donor
392	15970	HP c4k donor
393	16107	HP COMPAQ 6910 P LAPTOP
394	16108	HP COMPAQ 6910 P LAPTOP
395	16113	HP COMPAQ 6910 P LAPTOP
396	16115	HP COMPAQ 6910 P LAPTOP
397	16116	HP COMPAQ 6910 P LAPTOP
398	16122	HP COMPAQ 6910 P LAPTOP
399	18113	HP COMPAQ 6910 P LAPTOP
400	18115	HP COMPAQ 6910 P LAPTOP
401	18117	HP COMPAQ 6910 P LAPTOP
402	19345	HP COMPAQ 8000 ELITE
403	19347	HP COMPAQ 8000 ELITE
404	19350	HP COMPAQ 8000 ELITE
405	19354	HP COMPAQ 8000 ELITE

406	19355	HP COMPAQ 8000 ELITE
407	19358	HP COMPAQ 8000 ELITE
408	19378	HP COMPAQ 8000 ELITE
409	19379	HP COMPAQ 8000 ELITE
410	19385	HP COMPAQ 8000 ELITE
411	19388	HP COMPAQ 8000 ELITE
412	19394	HP COMPAQ 8000 ELITE
413	19398	HP COMPAQ 8000 ELITE
414	19404	HP COMPAQ 8000 ELITE
415	19414	HP COMPAQ 8000 ELITE
416	19417	HP COMPAQ 8000 ELITE
417	19430	HP COMPAQ 8000 ELITE
418	19431	HP COMPAQ 8000 ELITE
419	19432	HP COMPAQ 8000 ELITE
420	19437	HP COMPAQ 8000 ELITE
421	19439	HP COMPAQ 8000 ELITE
422	19441	HP COMPAQ 8000 ELITE

423	19487	HP COMPAQ 8000 ELITE
424	19491	HP COMPAQ 8000 ELITE
425	19492	HP COMPAQ 8000 ELITE
426	19577	HP COMPAQ 8000 ELITE
427	19578	HP COMPAQ 8000 ELITE
428	19582	HP COMPAQ 8000 ELITE
429	2UA749195R	HP COMPAQ 8000 ELITE
430	2UA749198Z	HP COMPAQ 8000 ELITE
431	19390	HP COMPAQ 8000 ELITE SMALL FORM FACTOR TOWER CPU
432	19269	HP ELITE BOOK 8440P
433	19280	HP ELITE BOOK 8440P
434	19286	HP ELITE BOOK 8440P
435	15717	HP Notebook 3115
436	15718	HP Notebook 3115
437	15719	HP Notebook 3115
438	15721	HP Notebook 3115
439	15722	HP Notebook 3115
440	15724	HP Notebook 3115
441	15725	HP Notebook 3115

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ASD5 Surplus Inventory 2017-2018: Collected September through February

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506	6016	HP LASERJET 3100
507	6206	HP Photosmart3180
508	5459	HP printer
509	8304	HP printer
510	6650	HP2420
511	10023	HPP2015dn
512	8989	Imagewriter dotmatrix
513	3116749	Lexmark E312L
514	6113	M685-E
515	9015	Panasonic KX-P1124
516	9428	PHOTOSMART E5580
517	6152	PosterPrinter HP
518	5169	PRESARIO 2500
519	8255	xerox phaser 6180
	Projectors	
520	10239	Boxlight
521	10745	Boxlight
522	13158	CP2011
523	11279	CP2510
524	19526	hifocus proj
525	6552	Hit X253
526	8317	Hitachi

527	4943	Hitachi ED-S3170A
528	1822	Infocus Ip280
529	9001	Infocus X1
	27 " TVs	
530	3402	
531	3144	
532	9605	
533	9499	
534	9499	
535	9486	
536	9579	
537	9530	
538	9519	
539	9348	
540	9511	
541	9350	
542	9490	
543	9566	
544	9483	
545	9493	
546	9598	
547	5622	

548	9608	
549	3427	
550	9497	
551	2152	
552	2843	
553	2942	
554	2178	
555	2710	
556	2669	
557	9534	
558	3579	

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Aberdeen School District

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Technology
360-538-2123

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Special Education
360-538-2017

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

Friday, February 23, 2018

Mr. Chris Reykdal
Superintendent of Public Instruction
Old Capitol Building
600 Washington Street, S.E.
Olympia, WA 98501

Dear Mr. Reykdal:

Pursuant to 392-129-140 of the Washington Administrative Code, the Aberdeen School District is requesting continuation of state funding due to the one-day emergency closure of J.M. Weatherwax High School (AHS) on Wednesday, February 21, 2018.

Late in the afternoon of Tuesday, February 20, a heating exchange coil burst in the Guidance Center on the second floor, resulting in steaming hot boiler fluid spraying into the student computer lab. The entire room was saturated with hundreds of gallons of fluid and it soaked into the nearby library and the Guidance Center offices. Most of the liquid seeped through to the Main Office on the first floor below, saturating work stations, including those of the principal, both assistant principals, attendance, receptionist and comptroller. Saturated ceiling tiles fell onto computers, telephones, desktops, etc. A crew worked long into the night to clean up the damage, but it was clear the Guidance Center and Main Office needed repair and restoration. I made the decision to close the school for one day while staff relocated these essential functions. School resumed on Thursday, February 22.

Thank you for your consideration of this request. If you have additional questions or concerns, please feel free to contact me at 360.538.2006.

Sincerely,

Alicia Henderson, Ph.D.

School Board Review: Tuesday, March 6, 2018

Sandra Bielski
President, Board of Directors

Dell Optiplex 780 (4 PC TOWERS)		
BGPPPN1 12447		
BGNKPN1 12429		
BGQKPN1 12442		
BGRMPN1 12446		
Dell p2411hb (5 PC MONITORS)		
CN0F8NDP742610A42WAWU 18534		
CN0F8NDP742610A4349U 18510		
CN0F8NDP742610A432TU 18528		
CN0F8NDP742610A406AU 18523		
CN0F8NDP742610A433DU 18511		
Accessories (KEYBOARDS AND MICE)		
8 Dell Keyboards		
7 Dell Mice		

TITLE I PARENT INVOLVEMENT

The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The Board views the education of students as a cooperative effort among school, parents and community. The Board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:

- A. Play an integral role in assisting their child's learning;
- B. Are encouraged to be actively involved in their child's education at school; and
- C. Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The board adopts as part of this policy the following guidance for parent involvement. The District shall:

- A. Put into operation programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with federal laws. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
- B. Work with its schools to ensure that the required school-level parental involvement policies meet the requirements of federal law, including a school-parent contact;
- C. To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format in a language parents understand including alternative formats upon request; and
- D. Involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.

Legal References: 20 U.S.C. 1118

No Child Left Behind Update

Adoption Date: 05/18/04

Revised: 03/21/06

Title I Parent Involvement

The Superintendent or designee shall ensure that the district's Title I parent involvement policy; plan and programs comply with the requirements of federal law.

- A. The district will take the following actions to involve parents in the joint development of its district-wide parental involvement plan:
 1. An annual meeting of parents of participating Title I students shall be held to explain the goals and purposes of the Title I program.
 2. Parents will be given the opportunity to participate in the development, operation, and evaluation of the program.
 3. Parents will be encouraged to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs.
- B. The district will take the following actions to involve parents in the process of school review and improvement:
 1. Parents will be given the opportunity to review the school improvement plan.
 2. Parents will be encouraged to participate in the building self-review.
- C. The district will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities:
 1. Identify barriers to greater participation by parents in parental involvement activities;
 2. Use findings of the evaluation to design strategies for more effective parental involvement; and
 3. Revise, when necessary, the district and school parent involvement policies.
- D. The district will coordinate and integrate parental involvement strategies with similar strategies under the following other programs:
 - Learning Assistance Program
 - Special Education, and
 - State operated pre-school programs

The district may facilitate multiple programs by:

1. Conducting joint parent meetings;
 2. Holding meetings at various times of the day and evening;
 3. Arranging for in-home conference;
 4. Using Title I funding to facilitate parent attendance at meetings by payment of transportation and child care costs.
- E. The district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of schools.

1. The parent involvement policy will be evaluated annually;
 2. The district will identify appropriate participants including parents, teachers, administrators and community members, and
 3. Parents will have an opportunity to provide their input at each state of the evaluation process.
- F. The district will build the schools and parent's capacity for strong parental involvement through the following:
1. The district will, with the assistance of its Title I, Part A schools provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - The state's essential academic learning requirements
 - The state and local academic assessments including alternate assessments
 - How to monitor their child's progress, and
 - How to work with educators.
 2. The district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - a. Giving guidance as to how parents can assist at home in the education of their child;
 - b. Parent meetings shall be held at various times of the day and evening. At these meetings, parents shall be provided:
 - Opportunities to formulate suggestions and to participate, as appropriate, in the decisions relating to the education of their children.
 - Opportunities to submit parent comments about the program to the district level.
 - Opportunities for parents to meet with the classroom and Title I teachers to discuss their child's progress.
- G. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing to parents:
1. An explanation of the reasons supporting their child's selection for the program;
 2. A description and explanation of the school's curriculum;
 3. Information on the academic assessment used to measure student progress;
 4. Information on the proficiency levels students are expected to meet and
 5. If feasible, parent literacy services.
- H. The district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

1. Distribute written information on a regular basis;
2. Distribute written information in multiple language; and
3. If feasible, provide information orally for limited English proficient parents in a language they understand.

School Based Parent Involvement

- A. Each school in the district receiving Title I funds shall jointly develop with parents of students served in the program a school-level policy outlining the manner in which parents school staff and students share responsibility for improved student achievement in meeting academic standards. The policy shall:
1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district’s academic standards.
 2. Indicate the ways in which parents will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child’s education and positive use of extra-curricular time.
 3. Address the importance of parent-teacher communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Board of Directors 1000 Series

New Policies for the District to Consider

- 1000 **Legal Status and Operation**, Priority
- 1105 **Director Districts**, Priority
- 1113 **Board Member Residency**, Discretionary
- 1225 **School Director Legislative Program**, Discretionary
- 1340 **Targeting Student Learning**, Discretionary

Policies to Review and Update

- 1005 **Key Functions of the Board**, Discretionary – Moderate updates to policy, recommend adding section regarding high expectations for student learning. Added management resource.
- 1110 **Election**, Discretionary – Non-substantive update to policy. Added management resources. No changes to procedure.
- 1111 **Oath of Office**, Discretionary – Minor update to policy.
- 1112 **Director Orientation**, Discretionary – Minor updates to policy, recommend adding to materials new directors will be provided with.
- 1114 **Board Member Resignation and Vacancy**, Discretionary – This policy combines Aberdeen policy 1114 and 1115. Moderate updates to policy. Added cross reference and management resource. No changes to procedure.
- 1210 **Annual Organizational Meeting**, Discretionary – Minor updates to policy, recommend adding language regarding a WSSDA legislative representative. Added cross reference and management resource.
- 1220 **Board Officers and Duties of Board Members**, Discretionary – Moderate updates to policy, recommend modifying language in section regarding the legislative representative and the president. Added cross references and management resources.
- 1240 **Committees**, Discretionary – No changes to policy. Added cross reference.
- 1250 **Students on Governing Boards**, Discretionary – No changes to policy or procedure.
- 1310 **Policy Adoption, Manuals and Administrative Procedures**, Priority – Minor update to policy, recommend adding language regarding non-substantive revisions to policies. Added legal reference.
- 1320 **Suspension of a Policy**, Discretionary – No changes to policy, some district-only language for board to review.
- 1330 **Administration in the Absence of Policy or Procedure**, Priority – Minor update to policy, recommend modifying language regarding actions taken by a staff member that require immediate attention from the board.
- 1400 **Meeting Conduct, Order of Business and Quorum**, Essential – Moderate updates to policy, recommend modifying language in sections regarding regular meetings and special meetings. Added cross reference and management resources. Moderate updates to procedure, recommend modifying language in section regarding meeting notices.

Aberdeen School District

- 1410 **Executive or Closed Sessions**, Discretionary – Moderate updates to policy, recommend adding language regarding executive session to discuss infrastructure and security of computer and telecommunications networks. Added legal references and management resources.
- 1420 **Proposed Agenda and Consent Agenda**, Essential – Minor update to policy, recommend adding language regarding posting the proposed agenda to the district website. Added cross and legal references and management resources. Moderate updates to procedure, recommend adding language to section regarding the proposed agenda.
- 1440 **Minutes**, Discretionary – Moderate updates to policy, recommend modifying language regarding verbatim recordings of minutes. Added management resource.
- 1450 **Absence of a Board Member**, Priority – Minor update to policy, recommend including absences that are authorized by board resolution. Added cross and legal references and management resources.
- 1610 **Conflicts of Interest**, Priority – Minor updates to policy. Added cross reference.
- 1620 **The Board-Superintendent Relationship**, Discretionary – No changes to policy. Added legal reference and management resource. Aberdeen 1620P is significantly different than WSSDA model 1620P. Board needs to choose whether to keep current procedure or delete and adopt WSSDA model procedure.
- 1630 **Evaluation of the Superintendent**, Essential – Minor update to policy, recommend including the board's option to terminate the superintendent on the basis of the evaluation.
- 1731 **Board Member Expenses**, Discretionary – Minor update to policy, recommend stating that board members will use discretion in accruing actual expenses for which they will seek reimbursement. Added management resource. No changes to procedure.
- 1732 **Board Member Insurance**, Discretionary – No changes to policy.
- 1733 **Board Member Compensation**, Discretionary – Moderate updates to policy, recommend adding language regarding waiver of a board member's compensation and where compensation will come from. Moderate updates to procedure, recommend modifying language regarding activities board members can receive compensation for.
- 1805 **Open Government Trainings**, Essential – No changes to policy. Added management resources.
- 1810 **Annual Governance Goals and Objectives**, Priority – No changes to policy. Added management resource.
- 1820 **Board Self-Assessment**, Priority – No changes to policy. Added management resource. No changes to procedure.
- 1822 **Training and Development for Board Members**, Discretionary – No changes to policy. Added cross reference.
- 1830 **Participation in School Boards' Association**, Optional – No changes to policy.

District-Only Policies for District to Review and Update or Delete

- 1230 **Secretary** – District-only
- 1331 **Audit of Expenditures** – District-only
- 1332 **Authorization of Signatures** – District-only.

Definitions for update recommendations:

Non-substantive updates: Only changes are stylistic language modifications (i.e. shall to will)

Minor updates: Language struck or added is less than a paragraph. No action needed by board or superintendent in terms of policy/procedure implementation.

Moderate updates: Language struck or added is about a paragraph in length. Modifies current policy/procedure implementation in a way that requires changes by the superintendent and/or board.

Significant updates: Language struck or added is about a page or more in length. Adds additional implementation requirements to policy/procedure within the district.

Definitions for policy categorizations:

Essential

- Policy is required by state or federal law, or
- A specific program requires a policy in order to receive special funding.

Priority:

- Policy is developed to respond to state or federal law at the discretion of a school district, or
- Policy will impact the health, safety and/or welfare of students, employees or directors, or
- Sets forth the action of the board or district in response to a legal mandate and the board believes attention to the mandate is necessary.

Discretionary:

- Policy expresses an action or calls attention to a required action deemed necessary by the board, district or community, or
- Policy is deemed necessary due to special circumstances of a board, district and community, or
- Policy communicates district philosophy that the board wants to promote to employees and/or the community.

CERTIFICATED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Ann Tracey	Stevens Elementary	Assistant Principal	2018-19

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Stephanie Polmateer	A. J. West Elementary	Primary Teacher	2018-19

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

<u>Name</u>	<u>To:</u>	<u>From:</u>	<u>Position</u>	<u>Effective Date</u>
Brian King	Robert Gray/Central Park	Robert Gray Elementary	P. E. Teacher	2018-19

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Emily Boyce	Miller Jr. High School	Robotics Teacher	06/14/18

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Kacy Karnath	Aberdeen High School	CTE Teacher Cultivating Roots	06/18/18-07/31/18

Substitute Certificated:

Ashley Cole
Lou (Louise) Jones

Substitute Certificated Resignations:

Shani Wood – Effective 2/20/18

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Devynn Craig	Aberdeen High School	Para-educator	02/28/18
Alexis Travers	A. J. West Elementary	Para-educator	02/20/18
Frederick (Austin) Doe	Central Park Elementary	Custodian	02/27/18
Robert Allen	Robert Gray Elementary	Para-educator	02/20/18
Jennifer Krasowski	Central Park Elementary	After School Coordinator – G. H. Foundation	02/13/18

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Angela Stouffer-Lance	A. J. West Elementary	Para-educator	02/14/18

CLASSIFIED (Continued)

EXTRA-CURRICULAR CONTRACTS: We recommend the Board approve the following extra-curricular contracts:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Ryann Blake	Aberdeen High School	Fast pitch – Assistant Coach .5 FTE	02/26/18
Chelsy Stewart	Aberdeen High School	Fast pitch – Assistant Coach	02/26/18
Stacy Campbell	Miller Jr. High School	Track – Assistant Coach - CYO	04/16/18
James Daly	Miller Jr. High School	Track – Assistant Coach	04/16/18
Samantha Deugan-Leverett	Miller Jr. High School	Track – Assistant Coach	04/16/18
Breanna Gentry	Miller Jr. High School	Track – Head Coach	04/16/18
Arlynn Martin	Miller Jr. High School	Track – Assistant Coach	04/16/18

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jared Berken	Aberdeen High School	Football – Assistant Coach .5FTE	01/31/18