

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

Regular Meeting of the Board of Directors  
Community Room, Aberdeen High School  
January 9, 2018

**AGENDA**

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

Flag Salute

**Consent Agenda**

1. Minutes
2. Gift to the District

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Old Business

1. **Transportation Budget Extension**

Superintendent's Report

1. **School Board Recognition**
2. Community Meeting on School Finance
3. Retreat Schedule
4. Site Visits
5. 2017-2018 Focus Areas
6. Levy Update
7. 2018 Legislative Conference

Instructional Services

1. **Teaching and Learning Report**
2. **Special Education Report**

Athletics & Activities

1. Athletic Director's Report

Board Meeting Agenda  
January 9, 2018

New Business

1. [Policy 6609 Video Cameras](#)
2. [Professional Services Contract](#)
3. Next Meeting

Comments from the Audience

Executive Session

[Personnel Matters](#)

1. Certificated
2. Classified
3. Superintendent Evaluation

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5  
BOARD INFORMATION AND BACKGROUND

January 9, 2018 – Community Room, Aberdeen High School

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

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from regular meeting on December 15, 2017, are enclosed for your review and approval.
2. Gift to the District – A letter of thanks to Mr. and Mrs. Lokken and the Grays Harbor Community Foundation from the FFA class at Aberdeen High School.

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Old Business

1. Transportation Budget Extension – This is the date set for a public hearing on the extension of the budget for the purchase of two buses. [Enclosure 2](#)

Superintendent's Report

1. School Board Recognition – January is School Board Recognition Month and we have a proclamation of appreciation from Governor Jay Inslee to share with the Board of Directors. [Enclosure 3](#)
2. Community Meeting on School Finance – A reminder that Aberdeen is co-hosting a visit from Cal Brodie, chief financial officer in our ESD 113, a meeting to outline and discuss upcoming changes in state funding for education at 5:30 p.m. on Wednesday, January 17, in the Community Room at Aberdeen High School.
3. Retreat Schedule – A reminder that the Board will meet for a goal-setting workshop, future directions and mid-year superintendent evaluation at 9 a.m. on Saturday, January 27.
4. Site Visits – A reminder that there is still time to sign up to accompany Superintendent Henderson on school visits.
5. 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.
6. Levy Update – Superintendent Henderson will update Board members on planning for renewal of the 2018 Enrichment (M&O) Levy.

Board Information  
January 9, 2018

7. Legislative Conference – A reminder that the annual WSSDA Legislative Conference is scheduled for January 28-29 in Olympia.

Instructional Services

1. Teaching and Learning Report – Teaching and Learning Director Traci Sandstrom will present the Teaching and Learning Report for December. [Enclosure 4](#)
2. Special Education Report – The Special Education Task Force will present a report outlining special education services in the District. [Enclosure 5](#)

New Business

1. Policy 6609 Video Cameras – A new policy recognizing the use of video and camera recordings on District property to enhance student safety and protect District assets is introduced for first reading. [Enclosure 6](#)
2. Professional Services Contract – A contract with Anita Guinn & Associates Therapy, LLC, of Ocean Shores to provide special education services through Claire Tangvold and Jasmine (Stowers) Plaster as conditional speech language pathologists and S. Elizabeth Simmons as a certified occupational therapy assistant, is presented for Board review and approval. [Enclosure 7](#)
3. Next Meeting – The next meeting of the Board is set for Tuesday, January 23, 2018, in the Community Room at Aberdeen High School.

Comments from the Audience

Executive Session

At this time the meeting will recess for an executive session expected to last 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 8](#)

1. Certificated
  - a. Hire
  - b. Change of Assignment
  - c. Substitutes
2. Classified
  - a. Hires
  - b. Resignation
  - c. Leave of Absence
  - d. Extra-Curricular Resignations
  - e. Substitutes
3. Superintendent Evaluation

ADJOURN

## ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the  
Board of Directors – December 15, 2017

At 3:00 p.m. President Bielski convened the regular meeting of the Aberdeen School Board in the Community Room at Aberdeen High School. Members present were Bill Dyer, Jeff Nelson and Erin Farrer, along with Superintendent Alicia Henderson and six patrons and staff. Director Jennifer Durney and the student representatives Nadia Wirta and Brendan King were excused. The meeting began with the Flag salute.

On a motion by Erin Farrer and seconded by Jeff, the Board approved the Consent Agenda, which included minutes from the December 5, 2017, meeting; November payroll vouchers 824226 through 824273 totaling \$3,147,058.16; General Fund vouchers 84309 through 824414 totaling \$673,843.57, ASB Fund vouchers 824274 through 824304 and 824415 totaling \$33,032.82, and Private Purpose Trust Fund vouchers 824305 through 824308 and 824416 totaling \$3,353.46, and correspondence from the Superintendent of Public Instruction's office commending teachers Cori Krick and Kathryn Hirschfeld for their participation in the English Language Arts Grade 10 Alignment Advisory Work Group.

Director Erin Farrer commented that the Aberdeen/Hoquiam basketball game would be played that evening.

Director Bill Dyer commented that he was able to attend several music concerts and swim meets, all of which were well attended.

Elyssa Louderback, executive director of business and operations, reported that the public hearing on the Transportation Budget Extension was rescheduled for the Jan. 9, 2018, meeting, as previously announced.

The Board scheduled a goal-setting retreat and mid-year superintendent evaluation for 9 a.m. to 1 p.m. on Saturday, January 27, in the Board Room at the Administration Building.

Superintendent Henderson shared her schedule for site visits and invited Board members to call and schedule dates to accompany her.

Superintendent Henderson reviewed the five focus areas for this year – AVID, PBIS, Digital Learning, Special Education and English Language Arts/English Learners. She noted the special education report would be presented at the January 9, 2018 meeting, that the Digital Teaching and Learning Report would be presented January 23, and that the TRI day on January 2 will be devoted to an all-staff training on PBIS in the morning and AVID for certificated staff in the afternoon.

Superintendent Henderson shared information about planning for the 2018 Replacement Levy.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM  
BOARD MEMBERS

OLD BUSINESS

RETREAT  
SCHEDULE

SITE VISITS

2017-2018 FOCUS  
AREAS

LEVY UPDATE

The Board discussed attendance at the annual WSSDA Legislative Conference, which is scheduled for January 28-29 in Olympia.

LEGISLATIVE  
CONFERENCE

The Board discussed attendance at the annual Legislative Send-Off, which is scheduled for 11:30 a.m. Friday, January 5, at the Rotary Log Pavilion.

LEGISLATIVE SEND  
OFF

Teaching and Learning Director Traci Sandstrom presented information about student attendance rates relative to the rate of F Grades, as requested by the Board. The Board discussed at length various factors that can impact student attendance and academic performance.

8<sup>TH</sup> GRADE  
ATTENDANCE  
RATES

Elyssa Louderback, executive director of business and operations, presented the Fiscal Status Report for November. She reported an ending fund balance of \$1,968,255.11 in the General Fund; \$134,053.04 in the Capital Fund, \$3,777,901.79 in the Debt Service Fund; \$247,179.89 in the Associated Student Body Fund, and \$409,168.41 in the Transportation Vehicle Fund. She noted that enrollment is considerably higher than budgeted, which presents staffing and facilities challenges, as well as increased costs that will probably create the need for a supplemental budget.

FISCAL STATUS  
REPORT

Elyssa Louderback, executive director of business and operations, presented the Year-End Financial Report for 2016-2017, which showed a 5.59 percent ending fund balance.

YEAR-END  
FINANCIAL REPORT

Following a presentation by CTE Director Lynn Green, on a motion by Bill Dyer and seconded by Erin Farrer, the Board approved a contract with Grays Harbor College to offer a college culinary arts program using the AHS culinary facilities.

CULINARY ARTS  
CONTRACT

The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, January 9, in the Community Room at Aberdeen High School.

NEXT MEETING

At 3:50 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 40 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. The session began at 3:50 p.m. and at 4:30 p.m. the regular meeting reconvened.

EXECUTIVE  
SESSION

Following a presentation by Assistant Superintendent Jim Sawin, on a motion by Jeff Nelson and seconded by Bill Dyer, the Board approved the Personnel Report. Under certificated matters, the Board approved changes in assignments for Richard Bates, from principal at Robert Gray Elementary School to director of special education and for Jamie Dunn from assistant principal at Stevens Elementary School to principal at Robert Gray Elementary School, both effective July 1; and accepted the resignation of Mark Allmand as a substitute for the district effective December 12.

PERSONNEL  
REPORT

CERTIFICATED

Under classified matters, the Board approved the hiring of Terri Whalen as a para-educator at Aberdeen High School effective January 3, Erin Pehl as a para-educator in the 21st Century Program at Stevens Elementary School effective December 7, and

CLASSIFIED

Aberdeen School Board Minutes  
December 15, 2017

Devyn Monaghan as a student helper in the 21<sup>st</sup> Century Program at Robert Gray Elementary School effective December 11; approved extra-curricular contracts for elementary boys' basketball coaches for Elizabeth Martinez at Central Park Elementary School, Erin Pehl at Robert and Breanna Gentry at Stevens Elementary School effective January 3; approved the hiring of John Burger, Kaitlyn Burger, Michael Gates, Amanda Hoefs, Rebecca Ledford, Shawn McNamara, Elizabeth Schisler and Jason Ierney as substitutes for the District, and accepted the resignation of Veronika Hill as a substitute effective December 12.

There being no further business, the regular meeting was adjourned at 4:31 p.m.

ADJOURN

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Alicia Henderson, Secretary

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Sandra Bielski, President

# Aberdeen High School

410 North G Street – Aberdeen, WA 98520 - Phone (360) 538-2040 – Fax (360) 538-2046

Sherrí Northington, Principal –, Lonni Tegelberg, Assistant Principal –David Glasier, Assistant Principal—Aaron Roiko,  
Activities and Athletics – Lynn Green, Career and Technical Education Director

~ Home of the Bobcats ~

Re: Grays Harbor Community Foundation Donation

December 7, 2017

Dear Mr. and Mrs. Lokken and Foundation Board Members:

Thank you again for the generous financial contribution to FFA at Aberdeen High School (AHS). FFA is a national organization that had its beginnings in 1928, but has only been established at AHS since 2003. During the course of the last decade we have had the ability to provide several hundred students the opportunity to develop their potential for leadership and career success. For example, we currently have a Forestry team and a Nursery Landscape team that compete in local and statewide Career Development Events (CDE's). Since 2004 we have placed in the top 8 at state five times. In addition, we have had an abundance of student's rank in the top ten in many of the regional competitions that involve public speaking and job interviewing skills. Furthermore, we regularly promote citizenship, scholarship and healthy lifestyle choices thru a variety of activities. For example, each year we volunteered multiple hours at St Mary's Feed the Hungry during Christmas. In addition, we have plans of creating and sending care packages to local military personnel.

While I have been advising FFA since 2003 I have witnessed the fruits of our efforts. Many "average" kids and/or kids with little or no guidance in their lives have benefited from the many activities and opportunities that FFA has to offer. FFA is just one more way at AHS to capture our youth of today and provide hope for tomorrow.

Once again, on behalf of our FFA chapter at AHS, I thank you for the generous donation. Please be assured that your contribution will go a long way in making a positive impact in the lives of students at AHS and their community.

Warm Regards,



Mike Machowek  
Applied Biology: Horticulture and  
Natural Resource Science  
FFA Advisor  
[mmachowek@asd5.org](mailto:mmachowek@asd5.org)

cc:

Dr. Alicia Henderson  
Lynn Green  
Sherrí Northington





**ABERDEEN SCHOOL DISTRICT NO. 5  
BOARD OF DIRECTORS  
RESOLUTION NO. 2018-01**

**Resolution of Budget Extension for Transportation Vehicle Fund**

**WHEREAS**, WAC 392-123-071 through WAC 392-123-078 and 393-123-079 permits first and second class district board of directors to petition OSPI to increase the amount of appropriation from any fund, and allows first and second class districts to file an increase of the amount of appropriation from any fund, and

**WHEREAS**, the Transportation Vehicle Fund of the Aberdeen School District No. 5 has additional expenditures in the **2017-2018** school year for the purchase of two (2) new school buses, which will require an increase in appropriation of **three hundred thousand dollars, (\$300,000)**, and

**WHEREAS**, the Transportation Vehicle Fund balance and revenues will be sufficient to provide for the additional expenditures.

**THEREFORE, BE IT RESOLVED** the Board of Directors of Aberdeen School District, Grays Harbor County, Washington, hereby petition OSPI to increase the **2017-2018** Transportation Vehicle Fund appropriation from **\$ 200,000 to \$ 500,000 an increase of \$ 300,000.**

**DATED** this 9th day of January, 2018.

**ATTEST:**

**Board of Directors:**

\_\_\_\_\_  
*Sandra Bielski, President*

\_\_\_\_\_  
*Erin Farrer*

\_\_\_\_\_  
*Jeff Nelson*

\_\_\_\_\_  
*Jennifer Durney*

\_\_\_\_\_  
*William Dyer*

\_\_\_\_\_  
*Alicia Henderson, Secretary to the Board*

**ABERDEEN SCHOOL DISTRICT NO. 5**  
**NOTICE OF BUDGET EXTENSION**

Notice is hereby given that the Board of Directors of the Aberdeen School District No. 5 has rescheduled an extension to the 2017-2018 Transportation Vehicle Fund Budget in the amount of \$300,000 and will conduct a public hearing during its regular meeting on Tuesday, January 9, 2018, at 5:00 p.m. in the Community Room at Aberdeen High School, 410 North G Street. Preliminary copies of the budget extension resolution may be obtained by contacting the Business Office at 216 North G Street.

Alicia Henderson  
Superintendent and  
Secretary to the Board

Publish:       December 26, 2017  
                  January 2, 2018

# CLASSIFIED ADVERTISING

PROOF/RECEIPT

Client:	ADW75521	SCH DIST 5 - ABERDEEN	Phone:	(360) 538-2010
Address:	216 NORTH G STREET		ABERDEEN, WA 98520	
Ad #	789864	Requested By:	DEE ANNE SHAW	Fax:
Sales Rep.:	Bradt, Kathy		Phone:	(360) 537-3907
	kbradt@thedailyworld.com		Fax:	
Class.:	9963	Legals		
Start Date:	12/26/2017	End Date:	01/02/2018	Nb. of Inserts: 2
PO #:	BUD. MTG 1-9-17			
Publications:	Daily World			
Paid Amount:	\$0.00	Balance:	\$119.79	
Total Price:	<input type="text" value="\$119.79"/>		Page 1 of 1	

**ABERDEEN SCHOOL  
DISTRICT NO. 5  
NOTICE OF BUDGET EXTENSION**

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Alicia Henderson  
Superintendent and  
Secretary to the Board  
Publish December 26, 2017 and  
January 2, 2018

# The State of Washington



## Proclamation

**WHEREAS**, the mission of Washington's public school system is to assure that all students achieve at high levels and possess the knowledge and skills to be responsible citizens of a democratic society and enjoy productive and satisfying lives; and

**WHEREAS**, Washington's 295 locally-elected school boards and nine (9) elected educational service district boards are the core of the public education governance system in our state; and

**WHEREAS**, the districts and regions they lead serve more than one million students, have a combined annual budget of approximately \$15 billion, and employ close to 120,000 people; and

**WHEREAS**, school directors play a crucial role in promoting student learning and achievement by creating a vision, establishing policies and budgets, and setting clear standards of accountability for all involved; and

**WHEREAS**, school directors are directly accountable to the citizens in their districts and regions, serving as a vital link between members of the community and their schools; and

**WHEREAS**, school directors and educational service districts provide a passionate voice of advocacy for public schools and the welfare of school children; and

**WHEREAS**, it is appropriate to recognize school directors as outstanding volunteers and champions for public education;

**NOW, THEREFORE**, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim January 2018 as

### ***School Board Recognition Month***

in Washington, and I encourage all people in our state to join me in this special observance.

Signed this 29<sup>th</sup> day of December, 2017

  
Governor Jay Inslee



# Teaching and Learning Report

## December 5, 2017



### Assessment/Data:

- Course Grade Breakdown
- Syllabus Collection Phase

### AVID:

- TRI Day AVID Training
  - ½ Day Professional Development
- Building Based
- AVID Summer Institute Summer 2018
  - Seattle
  - Criteria Established for Attendance
  - Requirement for AVID Certification Levels

### English-Language Arts (ELA)/English Learners (EL):

- ELA
  - Wonders Training January 10 – 12
  - Collaboration Day January 17
- EL
  - New Model in Place

### Positive Behavioral Interventions & Supports (PBIS):

- Proactive approach to establishing behavioral supports and social culture to achieve social, emotional and academic success
  - District Capacity Assessment
    - Celebration – Leadership
    - Action Planning – Organization and Systems
- TRI Day PBIS Training
  - ½ Day Professional Development
  - Building Based
- Day 3 District Site Team Training
  - March 15, Grays Harbor Four Square Church

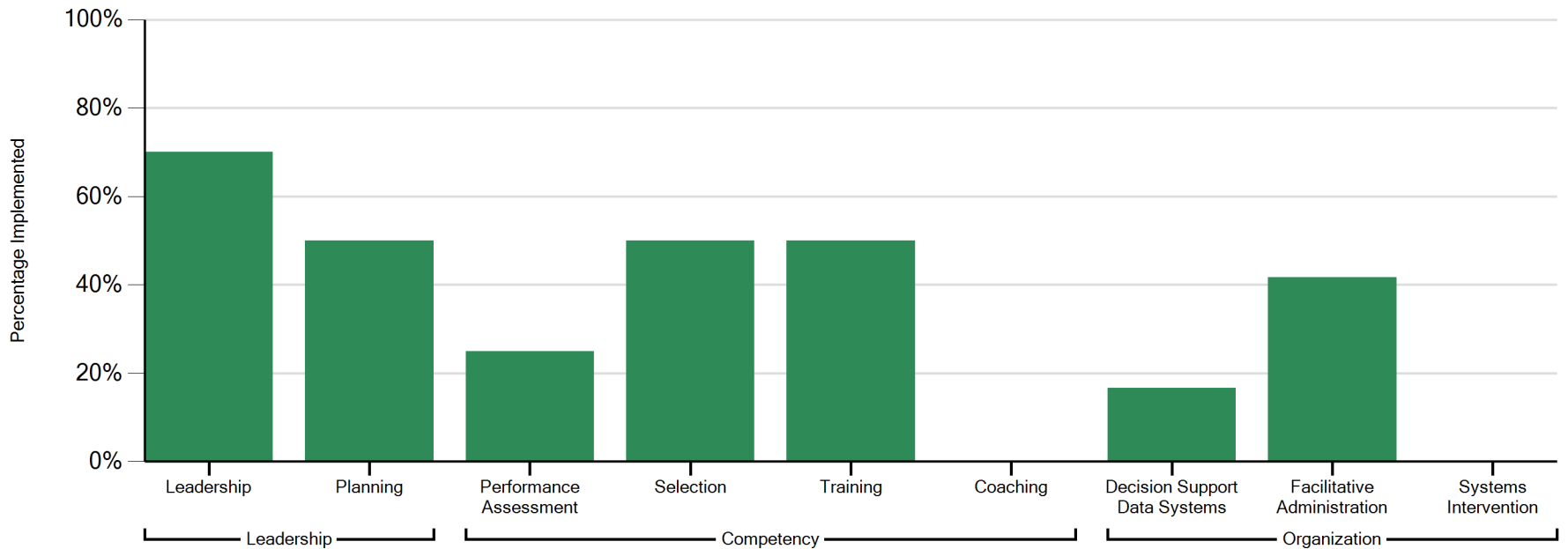
### Technology/Digital Learning:

- Video Camera Policy
  - Procedure
- Digital Teaching and Learning Task Force
  - Documenting Gaps
  - Creating a Plan to Include Teaching Staff in the Development of the Map for Teaching Technology Standards

**Aberdeen School District #5**

Aberdeen, Washington

**District Capacity Assessment for Scaling up of Evidence-based Practices  
Aberdeen School District #5  
12/18/2017**



	Leadership		Competency				Organization		
Date Completed	Leadership	Planning	Performance Assessment	Selection	Training	Coaching	Decision Support Data Systems	Facilitative Administration	Systems Intervention
12/18/2017	70%	50%	25%	50%	50%	0%	17%	42%	0%



## **Aberdeen School District No. 5 Special Education Task Force Report December 2017**

### **Task Force Members**

- Roger L. Heinrich, Ph.D., Director, Special Education
- Lynn Green, Director, Career and Technical Education
- Richard K. Bates, Ed.D., Principal, Robert Gray Elementary School
- Sherri Northington, Principal, Aberdeen High School
- Joan Hoehn, Assistant Principal, Miller Junior High School
- Nell Ellingsen, Behavioral Consultant

### **Abstract**

The purpose of the present study is to evaluate the programming, instruction and services for students with disabilities that will lead to the development of systems, approaches, and practices for improving learning outcomes for students who receive special education services. A glossary of special education acronyms and related terms is provided in Appendix A. The Special Education Task Force was created in August 2017 to carry out this mission and summarize its findings by the end of December 2017.

### **Method**

The Special Education Task Force devoted an entire school day at each of the District's eight schools interviewing special education teachers, general education teachers, administrators, para-educators, and any other school staff who wished to talk with the team. The Task Force examined, through interviews and discussions, "What is working?", "What is not working?", and "Views of future directions and needs for special education." Educational Effectiveness Surveys were created by The Center for Educational Effectiveness in October 2017. The perceptual surveys were customized for the District to include a student survey (Grades 4-12), a parent survey, and a staff survey. The surveys were available in English and Spanish. The students took an online version, parents were given an option of online or traditional paper versions, and staff participated in an online version. The surveys were administered in November 2017. Additionally, in December 2017 the District's superintendent met with special education teachers to discuss programs, hear suggestions, listen to concerns, and assess needs from their perspective.

Further, six members of the Task Force visited the Franklin Pierce School District in Tacoma, Wash., on November 2, 2017 (Appendix B). The Franklin Pierce Special Education Department was recommended to the Task Force by the Capital Region ED 113 as being an exemplary program. The first half of the day was devoted to listening to presentations and having discussions with members of their special education team including: the executive director, assistant director of learning supports, assistant director of early learning, two program specialists, a behavior analyst, and a transition specialist. During the second half of the school day, Task Force members toured various special education programs and then had a final briefing along with a question and answer session.

## **Results**

Through the evaluation process, anecdotal information was collected from various staff, studied, and analyzed for patterns of information and data. As a result of this process, the Task Force has identified *12 Pillars of Effective Special Education Programming*: 1) Alignment, 2) Communication, 3) Continuum of services, 4) Culture, 5) Data, 6) Leadership, 7) Personnel, 8) Outcome orientation, 9) Oversight and Accountability, 10) Partnerships, 11) Resources, and 12) Structures. Data that was gathered has been organized into these 12 categories, and are included for reference in Appendix C.

## **Conclusions**

The data is extensive and presents a clear picture of our current programming, instruction, and services for students with disabilities. Trends emerged from this data that indicate some best practices are in place, however, there is inconsistency across the District's schools. Additionally, some gaps have been identified that present an opportunity to improve our special education programming. The following is a summary of the identified trends that constitute our District's current capacity to get the job done along with future directions for each of the 12 Pillars.

### **Pillar 1: Alignment**

Special education is optimized when there is alignment of programs, services and practices which supports both students and staff. This alignment should include an alignment of special education with general education, as well as an alignment across the District and across grade levels with special attention provided to support transitions.

With the probable exception of students with an intellectual disability (ID) who benefit more from a functional curriculum to learn life skills and activities of daily living, students with disabilities should access the general education core curriculum with supplemental instruction as needed. It is for this reason that special education staff attend professional development for the core curriculum. However, core curriculum materials are not available to special education staff at every school or available for use outside of the general education classroom. Additionally, the supplemental components of core materials are not consistently utilized across the District.

The transitions between grade span programs, PK->K, 6th->7th, 8th->9th, and HS->post-school, are typically supported with communication at IEP meetings in the spring prior to the transition. In some



cases, there is a delay to initiate services in the new placement in the fall, which reflects a lack of coordination in writing the transition IEP with the incoming school. This transition process can be improved with a more systematic approach to transition IEPs that includes increased coordination between the two schools and expectations for immediate implementation at the beginning of the new school year in the new placement.

## **Pillar 2: Communication**

A paramount need for any organization is communication, which includes the necessity that all stakeholders have a clear understanding of expectations, processes, and practices. It also includes having two-way communication to exchange ideas and provide feedback so that expectations, processes, and practices can be continually improved.

Special education includes both compliance-driven and programmatic requirements. It is important that the District provide frequent updates and training to special education staff on a regular and ongoing basis. A monthly meeting of special education staff with the special education director has been initiated this year for this purpose, as well as to get real-time feedback from staff.

In the area of special education, there is a need for both job-alike collaboration to share and learn from other special education staff as well as the need to consult with general education staff about specific students as they work together to develop and implement each IEP. This is not happening consistently at every school and across the District, and is an area of needed support and guidance.

There are many staff positions involved in the special education programs across the District. Expectations for personnel are often unclear, only given verbally, and are inconsistent across schools. Written expectations at each school should be developed, reviewed regularly, and revised as program needs change.

Special education includes many facets of instruction and transition to the world outside of education. The District serves students ranging from birth to 21 years of age in various capacities. Sharing the availability and awareness of these programs with parents and the community is vital to the success of these programs. The District will develop brochures and handbooks outlining the services that are provided. These will be available on the District website and at each school.

## **Pillar 3: Continuum of Services**

The continuum of special education services for students with disabilities is an array of services to meet individual student's needs that includes: direct teacher services; consultant teacher services; resource teacher services, and related services including speech and language, occupational therapy, physical therapy, and nursing.

A continuum of alternative placements is required by the Individuals with Disabilities Education Act (IDEA) and must ensure that a continuum of placements, in which to provide special education and related services, is available to meet the needs of students with disabilities.

Currently, the District's approach is "cross-categorical" to providing special education. With the exception of the ID programs at A.J. West and Aberdeen High School (AHS), students with disabilities are in general education classrooms, often without the specialized programming for specific disabilities. The impact of this approach is that student needs are not always met, which can result in disruptive behaviors having an adverse effect in the school.

Specialized programming for students with significant emotional, behavioral, and/or mental health challenges, and students with an autism spectrum disorder (ASD), were found to be areas of need within the District. There is an identified need for a coordinated set of services, support and instruction that will enable students with significant emotional, behavioral, and/or mental health challenges to access the general education curriculum with accommodations and modifications.

The need for specialized services for students on the autism spectrum is another identified area of significant need. A variety of services, depending on the need of each individual student, needs to be available. These services can range from academic or social skills support to a more intensive comprehensive program.

Additionally, K-8 students with moderate ID would benefit from a specialized program with a functional curriculum that emphasizes life skills. This would be in addition to the current K-8 program for more severe ID at A.J. West. Currently, this program option for moderate ID is only available at the high school level.

#### **Pillar 4: Culture**

Culture is a complex mixture of beliefs and practices that defines how we work together. It includes beliefs about our students, as well as beliefs about ourselves. Our practices include not only the operational procedures of our work, but also the many relationships that underlie our work together.

Providing a climate where all students are welcome and are able to find *a place* is a hallmark of a successful educational institution. We should continue to develop an environment at our schools which reminds all educators of their agency in student outcomes, particularly for those students with disabilities. We can also appreciate that success for one student will not be the same for another.

Establishing optimal relationships with students and their families is foundational toward reaching academic and life skills goals for each student. In addition, educators benefit from optimal relationships with colleagues – to share best practices, innovative ideas, and problem-solve together.

There is a need for consistency in developing and supporting positive beliefs about special education and productive practices in this area across the District. Through mentoring, shared practices, and

collaboration the District will define the “Aberdeen Way” as our culture to welcome and support all students, along with cultivating relationships with families and among educators.

### **Pillar 5: Data**

With the purpose of providing meaningful programming for our students with disabilities, IEP goals need to be targeted and intentional, based on each student’s individual needs and current performance academically, socially, and behaviorally.

Special education staff do not always have access to timely, accurate, and informative data with which to craft goals and incremental levels of growth that follow a line of trajectory toward attainment. Having this data is a best practice that supports staff in creating goals for students with disabilities, using data to establish a baseline, and intentionally monitoring student progress toward the goal to ensure growth. This should be a practice in all goal areas, including behavior.

In order to achieve these goals, it is important that staff are provided support so they understand and utilize data that is easily accessible. Grading practices concerning students with disabilities is also an identified area of focus. A future direction is to establish consistent practices across the District for grading.

### **Pillar 6: Leadership**

Leadership at the District and building levels is critical in creating a vision for and supporting all programs and initiatives in the District. Communicating effectively, ensuring consistency in practices, being visible and approachable, and supporting staff in their roles are all attributes of an effective leader.

A building administrator must be involved in IEP development and should be present in IEP meetings to support staff, students, and families. This practice is not consistent across all schools in the District and needs to be shored up.

In special education, ensuring all staff understand their roles is vital. Special education staff often have specific job responsibilities that vary from general education staff. Our leaders will work to establish and communicate clarity of roles and responsibilities for staff. Organizational and responsibility charts will be developed and disseminated.

### **Pillar 7: Personnel**

The recruitment and retention of high quality special education staff, both certified and classified, is critical for the short-term and long-term success of special education in the District. Recruiting, hiring and developing capacity of candidates both within and outside of the District is crucial.

Procedures and strategies to ensure ongoing recruitment, the early posting of positions, and strategically advertising the positions in markets that could yield success in hiring staff from outside the

District should be developed and utilized. Internal processes that identify potential candidates within the District need to be formalized. Both certified and classified staff who demonstrate promising skills and positive attitudes about students who receive special education services and special education programs should be encouraged to seek training and positions in special education.

Develop hiring practices that encourage and foster an understanding that a new member is being added to an existing team. When possible, include other staff who will be working with the newly hired to ensure buy-in by current staff members.

Developing capacity within our special education staff is critical. Each new staff member, certificated or classified, needs to have a mentor. Mentors for classified staff can be a person who is currently in a job-alike role. Certificated staff should have a formal mentor who will be a guide and sounding board for the new staff member throughout the first and second years of employment in the District. Mentors should attend the new staff orientation as well as provide on-the-job training and support on topics such as: IEP writing, using the IEP Online program, classroom management, use of para-educators, working with general education staff, and working with parents. Growth and retention of staff are critical components of success and effective methods need to be established.

All staff have the need for support, consultation, and collaboration. Monthly meetings for certificated staff with job-alike colleagues and the special education director needs to continue. During the meeting, information can be disseminated, training and technical assistance can be provided, and certificated staff can consult with one another. A formalized weekly meeting of all special education staff at each school must be built into schedules. Classified staff also need to meet frequently with certificated for skill development and support.

All special education staff need clear, specific, written expectations for their assignments. Expectations should be reviewed regularly and updated as duties are changed. These expectations are school specific and should expand on the generic job descriptions used by the Human Resources Department. The generic descriptions should be reviewed regularly and updated by the human resources administrator and special education director.

Hands-on involvement of the administrator at the building level is required. Site administrators must attend IEP meetings and be involved in all facets of the development and maintenance of the special education department at their school. Building administrators and the special education director need to meet regularly for training, consultation and support.

All staff need training in Right Response (de-escalation techniques) prior to beginning employment in a special education setting. Additional professional development is also needed in effective instructional practices, behavioral interventions, and general education curriculum.

### **Pillar 8: Outcome Orientation**

The process for a successful transition for all students receiving special education services from high school into their postsecondary pursuits requires a systematic transition structure that identifies the specific skills each student needs.

Students ages 3 to 21 may be eligible for an IEP. Transition services are required for all IEPs beginning no later than the first IEP to be in effect when a student turns 16 years old. With the coordination of services provided through transition services (DVR/DSHS for students with IDs), WorkSource Washington, families, CTE programs and the Special Education Department staff, each student will gain knowledge and expertise in their area of interest.

Collaboration will be key amongst all stakeholders to ensure each student has a transition plan that is tailored to their identified goals and needs. Documenting and planning these components in a consistent manner will help ensure individual student success at each level of their school career.

### **Pillar 9: Oversight and Accountability**

Oversight and accountability are the responsibility of all staff members in the Aberdeen School District. Clear expectations, compliance, analysis, and evaluations of systems, programs, and individual student plans are important to ensure students receiving special education services receive a free and appropriate public education in the least restrictive environment.

It is important that district and school staff members coordinate efforts, share resources, and follow laws, board policies, and procedures. Further, it is vital that staff members complete the tasks they are assigned, perform the duties required by their job, and be present for their assignments in order to fulfill or further the goals of the organization.

The development of clear and consistent expectations, desired outcomes, and special education compliance timelines will further help the staff and students in moving toward their goals.

### **Pillar 10: Partnerships**

The District's capacity to provide quality special education can be enhanced through strategic partnerships with all stakeholders and outside organizations.

Parents of students with special needs are key stakeholders and there is a strong interest to improve these partnerships. A future direction in this area is to establish a Special Education Advisory Committee for the District to include staff and parent representation from all schools.

Currently the District has productive partnerships with many outside organizations that support the total educational programming. These partnerships include: True North (substance abuse support), Navigator (mental health support for JDC students), Behavior Health Resources, which provides on-site counseling at most schools in the District, the school resource officer who works with all schools,

Catholic Community Services (for individual students and their families), Division of Vocational Rehabilitation, Department and Social and Health Services, WorkSource Washington (provides skills training for all students), and United Way of Grays Harbor (provides coats districtwide).

A variety of CTE programs are offered in our secondary schools to all students. Students receiving special education services access these programs with various levels of support as directed by their IEPs. Community partners including Grays Harbor Community Hospital, Twin Star Credit Union, local radio stations, Grays Harbor College, Greater Grays Harbor Inc., and Grays Harbor County have enhanced student experiences in gaining employability skills, technical skills, and work-based learning experiences. The District will review further opportunities to partner with local businesses and organizations to expand opportunities for community and work-based learning.

A future direction for the District is to partner with a university with a special education department. A partnership of this nature could provide a pipeline for future employees as well as provide training and resources for best practices in the field.

### **Pillar 11: Resources**

The allocation of resources across the District to support our programs is an ongoing challenge. In special education, our District consistently serves more students than funding from state and federal sources supports. This results in utilizing local effort assistance funds to supplement the program needs. With legislative changes in funding structures, this is a major area of concern.

Staffing support across the District will be reviewed to ensure both certificated and classified staff are allocated appropriately based on student needs in each school.

Resources for programs and classrooms include, but are not limited to, staffing, curriculum materials, and technology. In order to provide adequate support and consistency across the District, core and supplemental curriculum materials will be reviewed to ensure all special education teachers have access to appropriate content for their students.

### **Pillar 12: Structures**

The District's structure for supporting students with behavior and academic needs has been frequently separated into either general education or special education. The general education programs and special education programs have frequently operated as separate silos, with little integration of support systems that should apply for all students. The impact of this separation has been far-reaching, and is an area that can be addressed and improved.

The process of identifying students who are eligible for special education services is currently being reviewed and refined. We have provided schools with resources for pre-referral interventions for both behavior and academics. In addition, we have revised our Student Study Team (SST) process, which now includes consistent procedures across all schools. The ability to determine if a student is in need of

supports within general education, as opposed to special education services, will be a focus for the coming year.

As we institute PBIS throughout the District and unify as a staff to address issues consistently, clear behavioral expectations will be set so students and staff can identify acceptable behaviors and address unacceptable behaviors. Behaviors needing more intensive intervention will be clearly defined. Staff, students, and parents will be made aware of what the process will look like to address these challenges. Each school has a program that can be developed and expanded to broadly incorporate the foundation PBIS is developing.

In addition to PBIS for behavior, the District will be developing our system for academic supports. Together, the academic and behavioral supports will comprise a pyramid of interventions commonly referred to as the Multi-Tiered System of Supports (MTSS). Although pieces of this academic support are currently in place through our general education LAP and Title I programs, there is a need to develop and integrate academic supports within an MTSS framework. This will include professional development for staff to build our capacity to provide the MTSS programs and services.

Additional structures to be addressed include the use of time to include general education staff in the IEP process, and systems to streamline paperwork.

### **Next Steps**

Based on this extensive review of the current status of special education in the District, along with the identified needs, it is recommended that an action plan be developed with specific steps to be taken in the early spring of 2018. This action plan should also include projected actions to be taken in 2018-19 and 2019-20. This action plan should include the identified future directions for each of the *12 Pillars of Effective Special Education Programming* as delineated in Appendix C.

## **Appendix A: Glossary**

**Advancement Via Individual Determination (AVID)** – A global nonprofit organization dedicated to closing the achievement gap by preparing all students for college or other postsecondary opportunities.

**Behavior Intervention Plan (BIP)** – A plan to help replace problem behaviors with more positive ones.

**Department of Social and Health Services (DSHS)** – A state agency that is responsible for providing public assistance programs to the population they serve.

**Division of Vocational Rehabilitation (DVR)** – Its mission is to transform lives by creating pathways for self-sufficiency through meaningful partnerships, employment, new opportunities, and effective rehabilitation.

**Free Appropriate Public Education (FAPE)** – All children with disabilities, regardless of the type or severity of their disability, shall receive a free, appropriate public education. This education must be provided at public expense, without cost to the parents.

**Functional Behavioral Assessment (FBA)** – Developed to ascertain the purpose or reason for behaviors displayed by individuals with significant emotional, behavioral, and/or mental health challenges.

**Individualized Education Program (IEP)** – A federal law called the Individuals with Disabilities Education Act (IDEA) requires that public schools create an IEP for every child receiving special education services. Students ages 3 to 21 may be eligible for an IEP. An IEP is a legally binding document meant to address each child's unique learning issues and includes specific educational goals. The school must provide everything it includes in the IEP.

**Intellectually Disabled (ID)** – Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.

**Individuals with Disabilities Education Act (IDEA)** – A four-part (A-D) piece of federal legislation that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs.

**Least Restrictive Environment (LRE)** – IDEA mandates that students with disabilities be educated with children without disabilities to the maximum extent appropriate and that students with disabilities be removed to separate classes or schools only when the nature or severity of their disabilities are such that they cannot receive an appropriate education in a general education classroom with supplementary aids and services.



**Multi-Tiered System of Supports (MTSS)** – A framework to help students graduate from high school ready for career, college and life. It offers different levels of academic and nonacademic services and supports based on individual student needs.

**Positive Approach to Student Success (PASS)** – A process for managing the behavior of students identified as behaviorally at-risk or emotionally/behaviorally disturbed. PASS provides explicit teaching of behavioral expectations in mainstream settings.

**School-Wide Information System (SWIS)** – A reliable, confidential, web-based information system out of the University of Oregon to collect, summarize, and use student behavior data for decision making.

**Special Education Advisory Committee (SEAC)** – Advises the district regarding special education services, policy and procedures. The committee fosters a partnership between the school district, families, and the community that is essential to the success of exceptional children.

**Special Education Steering Committee (SESC)** – A group of district staff that meets throughout the year to discuss special education in the District.

**Section 504 (504 or 504 Plan)** – A civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal access to an education. The child may receive accommodations and modifications.

## **Appendix B: Franklin Pierce School District Visit**

Programs that were visited and/or discussed at the Franklin Pierce School District include:

<b><i>Early Childhood Services</i></b>	Provides quality early childhood education to enhance skills in the areas of social, cognitive, behavior, motor, adaptive, and communication in order to move children along the developmental continuum toward independence and success in school.
<b><i>Resource Services</i></b>	Provides a coordinated set of instruction and supports that will enable every student to access the general education curriculum with accommodations and/or modifications.
<b><i>Support Center Services</i></b>	Provides a coordinated set of instruction and support that will enable students with intellectual disabilities to become an active, contributing member of the community.
<b><i>Behavior Services</i></b>	Provides behavioral supports at the elementary, middle school, and high school levels, and provides a coordinated set of services, support and instruction that will enable students with significant behavioral challenges, to access the general education curriculum with accommodations and/or modifications.
<b><i>Community Based Learning Programs (CBL)</i></b>	Provides high school students who have significant behavior challenges with a wide range of learning opportunities in the community to help them pursue a post-school outcome as a successful employee and community member.
<b><i>Autism Spectrum Disorder (ASD) Services</i></b>	Provides a variety of services depending on individual needs. Many attend general education classes with resource room support in academic or social skills or they may only need accommodations. Other students may require more comprehensive programs.
<b><i>Special Education Advisory Committee (SEAC)</i></b>	Advises the district regarding special education services, policy and procedures. The committee fosters a partnership between the school district, families, and the community that is essential to the success of exceptional children.

## Appendix C: Pillars of Effective Special Education Programs

### Pillar 1: Alignment

Key Components	<ul style="list-style-type: none"> <li>● Cohesiveness across the District             <ul style="list-style-type: none"> <li>○ Terminology</li> <li>○ Practices</li> <li>○ Programs / Services</li> </ul> </li> <li>● Supported Transitions             <ul style="list-style-type: none"> <li>○ Pre - K</li> <li>○ 6th - 7th</li> <li>○ 8th - 9th</li> <li>○ HS - Post HS</li> </ul> </li> </ul>
What's Working	<ul style="list-style-type: none"> <li>● Special education staff were included in training for general education core ELA curriculum</li> <li>● There is a recognition and an interest to improve special education</li> </ul>
What's Not Working	<ul style="list-style-type: none"> <li>● Support for each student is not immediate and intentional at all schools</li> <li>● Lack of cohesiveness across the District</li> <li>● Lack of system (programs/services) knowledge</li> <li>● Significant time delay to initiate related services at the beginning of each year</li> </ul>
Future Directions	<ul style="list-style-type: none"> <li>● Formalize transitions from grade to grade</li> <li>● Formalize transitions from level to level (preschool, elementary, junior high, and high school)</li> <li>● Establish dates to initiate services at the beginning of each year</li> </ul>

## ***Pillar 2: Communication***

<p>Key Components</p>	<ul style="list-style-type: none"> <li>● Clarity of roles and responsibilities (administrators, teachers, and support staff)</li> <li>● Student needs shared with all teachers involved (classroom, general education, special education, specialists, CTE, etc.) in a timely manner</li> <li>● Development of Special Education Steering Committee (SESC)</li> </ul>
<p>What's Working</p>	<ul style="list-style-type: none"> <li>● Monthly meetings with special education director and the special education teachers</li> <li>● There is a recognition and an interest to improve special education</li> <li>● School psychologists are thorough in providing accurate information to teachers and families at all levels</li> <li>● At some schools, general education staff are involved in IEP development</li> </ul>
<p>What's Not Working</p>	<ul style="list-style-type: none"> <li>● Lack of collaboration between general education and special education staff</li> <li>● IEPs are not accessible (wording, availability) to general education staff</li> <li>● General education staff and administrators are not involved in IEP development at some schools</li> <li>● Consistency (perhaps more specificity) between job descriptions (or expectations) and supports for para-educators</li> </ul>
<p>Future Directions</p>	<ul style="list-style-type: none"> <li>● Review Child Find and preschool systems for special education identification</li> <li>● Right Response plans need to be in place for unsafe behaviors</li> <li>● Master schedule of IEP meetings developed the previous spring</li> <li>● "IEP at a glance" given to general education staff</li> <li>● Develop handbook and brochures about special education and support services</li> <li>● Establish SESC to include special and general education staff</li> </ul>

### ***Pillar 3: Continuum of Services***

Key Components	<ul style="list-style-type: none"> <li>● Programs and Services for the full range of disabilities: Mild - Moderate - Severe</li> </ul>
What's Working	<ul style="list-style-type: none"> <li>● AHS has a continuum of services (about 5 different levels of service)</li> <li>● AHS PASS program provides behavioral programming with potential for community-based programming</li> <li>● Support for each student is immediate and intentional at some schools</li> <li>● Functional curriculum and programming works at the elementary level and partially at AHS</li> <li>● Adaptive life skills curriculum is working well at the elementary level and is partially working at the secondary level</li> <li>● Staff request training in autism</li> </ul>
What's Not Working	<ul style="list-style-type: none"> <li>● Extreme behaviors – significant impact on education for all</li> <li>● In elementary and junior high, all students (except ID) are in the same programs</li> <li>● Junior high seems to be an island</li> </ul>
Future Directions	<ul style="list-style-type: none"> <li>● Need for additional specialized programs (especially ASD, behavior and moderate ID)</li> <li>● Professional development in specialized needs for certain disabilities</li> </ul>

## ***Pillar 4: Culture***

Key Components	<ul style="list-style-type: none"><li>● Beliefs about students and adults</li><li>● Practices that are consistently effective and efficient</li><li>● Optimal relationships with student, staff and among educators</li></ul>
What's Working	<ul style="list-style-type: none"><li>● Staff believe that every student can be challenged to perform to the best of their ability</li><li>● Some schools have a healthy, supportive climate about special education</li><li>● There is a recognition and an interest to improve special education</li><li>● At some schools, general education staff are involved in IEP development</li></ul>
What's Not Working	<ul style="list-style-type: none"><li>● Some schools do not have a healthy, supportive culture and climate about special education</li><li>● Some staff do not hold high expectations for students with disabilities</li><li>● Lack of consistency from school to school (lack of "Aberdeen Way")</li></ul>
Future Directions	<ul style="list-style-type: none"><li>● Develop the "Aberdeen Way" as our culture, which includes high expectations for students, consistent practices/procedures, mentoring and collaboration</li></ul>

## ***Pillar 5: Data***

Key Components	<ul style="list-style-type: none"> <li>● Need for accurate, current and relevant data</li> <li>● Need for data to be easily accessible to staff</li> <li>● Capacity to use data in making decisions about goals, grading, programs and services</li> </ul>
What's Working	<ul style="list-style-type: none"> <li>● School psychologists are thorough in providing accurate information to teachers and families at all levels</li> <li>● AHS has differential grading</li> </ul>
What's Not Working	<ul style="list-style-type: none"> <li>● Concerns about grading students receiving special education services</li> <li>● Current data is not always readily available</li> <li>● Inconsistent use of data to monitor and measure progress</li> <li>● Data about student behavior is inconsistent across schools</li> </ul>
Future Directions	<ul style="list-style-type: none"> <li>● Include SWIS data system at every elementary school</li> <li>● Utilize a data management system that provides a <i>Data Dashboard</i></li> <li>● Incorporate practical information (not just deficits) about post-school outcomes at IEP meetings starting in junior high</li> <li>● Need to address grading of students receiving special education services</li> <li>● Provide professional development in data literacy</li> </ul>

## ***Pillar 6: Leadership***

Key Components	<ul style="list-style-type: none"><li>● Capacity</li><li>● Consistency</li><li>● Visibility</li><li>● Communication</li><li>● Clarity of roles and responsibilities</li><li>● Courage</li></ul>
What's Working	<ul style="list-style-type: none"><li>● Administrative involvement at some schools</li><li>● At some schools, principals are involved in IEP development</li><li>● At some schools, principals are involved in IEP meetings</li></ul>
What's Not Working	<ul style="list-style-type: none"><li>● At some schools, principals are not involved in IEP development</li><li>● At some schools, principals are not involved in IEP meetings</li><li>● At some schools, administrators lack knowledge about special education</li></ul>
Future Directions	<ul style="list-style-type: none"><li>● Establish and communicate clarity of roles and responsibilities for all staff</li><li>● Develop and disseminate organizational chart and responsibility chart</li><li>● Provide professional development for administrators about special education</li></ul>



## ***Pillar 7: Personnel***

Key Components	<ul style="list-style-type: none"> <li>● Hiring/retention</li> <li>● Pipeline/recruitment</li> <li>● Position/job description/evolving needs</li> <li>● Supervision/evaluation</li> <li>● Professional development and support</li> </ul>
What's Working	<ul style="list-style-type: none"> <li>● Administrative involvement at some schools</li> <li>● Veteran staff support new staff at some schools</li> <li>● Monthly meetings with the special education director and the special education teachers</li> </ul>
What's Not Working	<ul style="list-style-type: none"> <li>● General education staff have skill-gaps (not will-gaps)</li> <li>● Lack of consistency (perhaps more specificity) between job descriptions (or expectations) and supports for para-educators</li> <li>● Lack of administrative involvement at some schools</li> <li>● Lack of coordination between school and district leadership</li> <li>● Lack of training for para-educators</li> <li>● Right Response certification/recertification is not provided to staff at the beginning of the year, and not all staff who need it get it (including general education staff) in a timely manner</li> <li>● Some special education staff have left to go into general education</li> <li>● Veteran staff do not support new staff at some schools</li> <li>● Para-educators with little/no training assigned to high needs students</li> <li>● Retention problems with experienced para-educators</li> <li>● Burn-out of staff dealing with behaviors, causing some to leave district</li> </ul>
Future Directions	<ul style="list-style-type: none"> <li>● Need to elevate special education in order to attract and retain staff, both certified and classified</li> <li>● Establish and communicate clarity of roles and responsibilities for all staff</li> <li>● Develop and disseminate organizational chart and responsibility chart</li> <li>● Review current job descriptions and update as needed</li> <li>● Create new job descriptions as needed</li> <li>● "Grow our own" focus</li> <li>● Reallocation of para-educator support</li> <li>● Provide professional development for both general and special education staff to include meeting the needs of students needing support</li> </ul>

**Pillar 8: Outcome Orientation**

Key Components	<ul style="list-style-type: none"> <li>● Explicit planning for Post-Secondary outcomes</li> <li>● Coordination of district programs and with community resources</li> <li>● Transition programs</li> </ul>
What's Working	<ul style="list-style-type: none"> <li>● School psychologists are thorough in providing accurate information to teachers and families at all levels</li> </ul>
What's Not Working	<ul style="list-style-type: none"> <li>● AHS – post-school transition weak for resource and PASS students</li> <li>● Lack of coordination of CTE and special education programs</li> <li>● Special education staff are not trained in AVID</li> </ul>
Future Directions	<ul style="list-style-type: none"> <li>● Need to coordinate with DSHS and DVR for AHS students with IDs</li> <li>● Develop AVID strategies to support students with disabilities</li> <li>● Incorporate practical information (not just deficits) about post-school outcomes at IEP meetings starting in junior high</li> <li>● Ensure transition programs are in place</li> <li>● Establish database of post-secondary outcomes for SWD</li> <li>● Ensure high school counseling program supports SWD</li> </ul>

**Pillar 9: Oversight and Accountability**

Key Components	<ul style="list-style-type: none"> <li>● Accurate understanding of least restrictive environment (LRE)</li> <li>● Accurate understanding of free appropriate public education (FAPE)</li> <li>● Development of a special education advisory committee (SEAC)</li> </ul>
What's Working	<ul style="list-style-type: none"> <li>● Right Response certification/recertification is appropriate training and consistently provided to continuing staff</li> </ul>
What's Not Working	<ul style="list-style-type: none"> <li>● Right Response certification/recertification is not provided to staff at the beginning of the year, and not all staff who need it get it (including general education staff) in a timely manner</li> <li>● Significant time delay to initiate related services at the beginning of each year</li> <li>● Extreme behaviors – significant impact on education for all</li> <li>● Compliance with IEP minutes of service</li> <li>● Questions about over-identification in Pre-K</li> <li>● Lack of administrative involvement at some schools</li> <li>● Lack of coordination between school and district leadership</li> <li>● Lack of consistency in curriculum</li> <li>● Unsafe student behaviors are tolerated, staff and students get injured</li> <li>● Data about incidents/accidents are not well tracked or coordinated</li> <li>● Large caseloads</li> </ul>
Future Directions	<ul style="list-style-type: none"> <li>● Get response plans in place for unsafe behavior</li> <li>● Develop a list of “must dos” for administrators and provide training and exemplars</li> <li>● Utilize the IEP review process to update/adjust when needed</li> <li>● Establish a system for student incident/accident data (school and district level)</li> <li>● Need to address grading of students receiving special education services</li> <li>● Establish SEAC with stakeholders (parents, staff, community)</li> </ul>

**Pillar 10: Partnerships**

Key Components	<ul style="list-style-type: none"> <li>● Community organizations such as mental health, workforce development, social services, future employers</li> <li>● Institution(s) of higher education</li> <li>● Parent Involvement</li> </ul>
What's Working	<ul style="list-style-type: none"> <li>● AHS PASS program provides behavioral programming w/potential for community-based programming</li> <li>● There is a recognition and an interest to improve special education</li> <li>● Functional curriculum and programming works at the elementary level and partially at AHS</li> </ul>
What's Not Working	<ul style="list-style-type: none"> <li>● Lack of parental involvement</li> <li>● Parents/guardians of students with IDs don't fully access resources</li> <li>● Lack of family participation in IEP meetings at the secondary level</li> </ul>
Future Directions	<ul style="list-style-type: none"> <li>● Develop partnership with university for interns and student teachers</li> <li>● Strengthen parent partnerships</li> <li>● Community-based learning (CBL) with tiered experiences starting in 6th grade; explore partnerships with CTE</li> <li>● Need to coordinate with DSHS and DVR for AHS students with IDs</li> </ul>

## ***Pillar 11: Resources***

Key Components	<ul style="list-style-type: none"><li>● Curriculum and instructional materials</li><li>● Technology</li></ul>
What's Working	<ul style="list-style-type: none"><li>● AHS special education chair provides strong support – students have supports, special education teachers have support and resources</li><li>● Right Response certification/recertification is appropriate training and consistently provided to continuing staff</li></ul>
What's Not Working	<ul style="list-style-type: none"><li>● Lack of consistency in curriculum</li><li>● Concern that handwriting is not taught</li><li>● Concern that high school does not have ELA workbooks</li><li>● Concern that Touch Math needs digital components</li><li>● Lack of training with special education curriculum</li><li>● Lack of consistent access to general education core materials</li></ul>
Future Directions	<ul style="list-style-type: none"><li>● Establish what curricula (core and supplemental) should be in all special education classes and fill in the gaps</li><li>● Provide professional development for curriculum</li><li>● Ensure appropriate technology for SWD</li></ul>

## Pillar 12: Structures

Key Components	<ul style="list-style-type: none"> <li>● Pre-referral/referral process</li> <li>● PBIS / MTSS</li> <li>● Special education staff meetings</li> <li>● Steering Committee (staff)</li> <li>● Special Education Advisory Committee (all stakeholders)</li> </ul>
What's Working	<ul style="list-style-type: none"> <li>● Cohesiveness within some schools</li> <li>● PBIS has started at every school</li> <li>● AHS PASS program provides behavioral programming w/potential for community-based programming</li> <li>● Monthly meetings with special education director and the special education teachers</li> </ul>
What's Not Working	<ul style="list-style-type: none"> <li>● General and special education exist as separate silos</li> <li>● Competing commitments of staff preclude participation in IEP meetings at the secondary level</li> <li>● Lack of cohesiveness across the District</li> <li>● Lack of system (programs/services) knowledge</li> <li>● Multi-tiered system of supports (MTSS) is non-existent</li> <li>● PBIS: Tier I starting at every school but lacking Tier II &amp; III at all schools</li> <li>● There is not shared ownership of students receiving special education services with general education staff</li> </ul>
Future Directions	<ul style="list-style-type: none"> <li>● Implement PBIS district-wide, including PBIS Tiers II &amp; III ( including BIPs, IEPs, and Section 504s)</li> <li>● Optimize (or revamp - rename - fold into PBIS Tier II) use of K.I.D.S.' Room</li> <li>● Establish MTSS</li> <li>● Better coordination of Right Response certification/recertification</li> <li>● Develop systems to streamline paperwork</li> </ul>

**VIDEO CAMERAS ON SCHOOL DISTRICT GROUNDS AND PROPERTY**

The Board of Directors authorizes the installation and use of video cameras that generate electronic video recordings and still pictures throughout the District for the purpose of enhancing school safety and security. The intent of security cameras is to promote and foster a safe and secure teaching and learning environment for students and staff, to enhance public safety for community members who visit or use school property, and to diminish the potential for the destruction or loss of district or personal property.

Local law enforcement may be granted viewing rights for the purpose of reacting to crimes in progress and other reported safety issues on School District grounds and property.

The superintendent or his/her designee shall prepare procedures for the use of video cameras on School District grounds and property.

Adopted: \_\_\_\_\_

## Video Cameras on School District Grounds and Property

### **A. Purpose**

The purpose of these procedures is to integrate the best practices of safety and security with technology, which includes the utilization of a security and safety camera system. These procedures regulate the use of camera systems used to observe and record public areas for the purposes of safety and security.

### **B. Placement of Cameras**

1. Camera locations may include School District grounds, buildings, hallways and property, including buses and vehicles used for District purposes.
2. Security cameras shall not be placed to monitor areas where there is a reasonable expectation of privacy, including locker rooms, changing rooms, private offices, conference rooms and restrooms.
3. No audio shall be recorded.
4. Only personnel authorized by the superintendent or designee shall install or adjust security cameras or related equipment.

### **C. Notification of Use of Electronic Surveillance via Video Cameras**

Appropriate signage will be posted at each site where video cameras are in use that notify students, staff and the general public of the District's use of security cameras.

### **D. Expectation of Privacy**

Except in areas where there is a reasonable expectation of privacy (including locker rooms, changing rooms, private offices, conference rooms and restrooms), all conduct on Aberdeen School District property is subject to being recorded, preserved and examined by means of security cameras. Except in areas where there is a reasonable expectation of privacy, no person on District property shall have a legitimate expectation of privacy with respect to his or her conduct.

### **E. Access and Monitoring**

1. Only personnel authorized by the superintendent or designee shall have access to preserved footage/recordings.
2. Non-school personnel will be authorized to view preserved camera footage on a case-by-case basis by the superintendent or designee. Preserved footage may be released by the Superintendent or designee in limited circumstances as follows:
  - a. In order to protect the health and safety of all students, recordings that reveal unlawful actions may be brought to the attention of and/or released to law enforcement agencies.
  - b. In response to a public records request, the District will provide preserved camera footage unless otherwise exempt.



- c. In response to a subpoena or court order.
3. Real-time video surveillance may be provided to law enforcement through the Aberdeen School District Technology Department under the direction of the superintendent. Officers can be assigned user accounts for real-time viewing during emergency situations only.
4. Preserved footage/recording requests made by law enforcement agencies must be requested through the Superintendent's Office.

**F. Retention of Recordings**

All video recordings will be stored for up to 30 days after initial recording, whereupon such recordings will be released for erasure.

Any video recording used in any kind of disciplinary proceeding or litigation, or if a tape recording otherwise takes on a status that would require a longer retention period as part of the student's behavioral record, will be retained for seven years, or until all actions have been resolved, whichever time is greater.

**G. Appropriate Use and Confidentiality**

Preserved recordings shall be viewed only by School District personnel authorized by the superintendent or designee in a setting that ensures controlled access, inability to tamper with the footage, and privacy from accidental public viewing. All camera recordings shall be considered confidential.

**H. No Guarantee of Recording**

The Aberdeen School District does not guarantee that every school interior, exterior, or school bus will be equipped with a security camera; that the security camera in a specific area will be in operation at a specific time; or that a security camera will record specific conduct or expression; or that security camera resolution will be sufficient to capture images with clarity in all circumstances.

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

**PERSONAL SERVICES AGREEMENT**

This Personal Services Agreement ("Agreement"), is effective as of the 20<sup>th</sup> day of December, 2017, when signed by all parties and is between the Aberdeen School District (the "District") and Anita Guinn & Associates Therapy, LLC, P.O. Box 2509, Ocean Shores, Washington 98569 (the "Provider")(collectively, the "Parties").

In consideration of the promises and conditions contained herein, the Parties mutually agree as follows:

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

2. **Description of Services:**

(a) Provide Occupational Therapy Services, Physical Therapy Services, and Speech Language Pathology Services for the 2017-18 school year and/or extended school year as needed.

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

Said services shall be provided in a manner consistent with the accepted practices for other similar services, within the time period prescribed by the District. The Parties agree that upon initial placement of a Service Provider with the District, there shall be a 30 day probation period, during which the District shall notify Provider if the Service Provider is unsuitable for said placement. Thereafter, Provider shall provide 30 days' notice to Service Provider of separation from District and the Service Provider will stop providing services to the District within 30 days of notification to Provider. Provider shall reasonably attempt to provide a replacement to the District in such an event. The Parties may alter the timeframe contained within this provision in writing as circumstances dictate.

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

4. **Certification and Licensing Requirements.** Provider warrants that all individuals providing services under this Agreement ("Service Providers") meet applicable licensing and certification requirements. Provider must obtain and provide evidence to the District of current appropriate state certification and licensure at least 10 days prior to the beginning of each school year, unless otherwise agreed in writing between the Parties.

5. **Background Checks.** Pursuant to RCW 28A.400.303, any Service Providers under this Agreement shall be required to have successfully completed a criminal history record check through the Washington State Patrol Criminal Identification System, under RCW 43.43.830-834 and RCW 10.97.030-050, and through the Federal Bureau of Investigation prior to providing any services under this Agreement. Provider shall direct Service Providers to complete the requisite criminal history record checks in the same manner provided for employees of the District. Results of the background checks must be made available to the Provider in writing prior to a Service Provider providing services to the District.

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

7. **Failure to Report.** Service Providers will inform Provider and the District of any inability to provide services no later than one (1) hour prior to reporting time, subject to any and all applicable local, state, and federal law (as amended from time to time), including RCW 49.64. The District will notify Provider as soon as possible should any Service Provider assigned to the District fail to report to work as scheduled. Provider shall be responsible for providing substitute coverage without a lapse in service to the District for Service Providers who are absent for more than 7 consecutive days. If a reasonable substitute cannot be provided within 7 consecutive days, the District must first reasonably attempt to redistribute the absent Service Provider's caseload among remaining Service Providers. If good faith efforts to redistribute the caseload fail, the District may seek alternative short-term coverage. Provider will cooperate in good faith to notify District of expected term of Service Provider absences.

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

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

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

10. **Independent Contractor.** The Provider shall perform all duties pursuant to this Agreement as an independent contractor. The District shall furnish all tools, equipment, apparatus, facilities, labor, and materials necessary to furnish Service Providers in professional services. The District shall not control or supervise the manner in which this Agreement is performed, except as expressly provided herein. Nothing in this Agreement shall be construed to create a partnership, agency relationship, or employer-employee relationship between the District and Provider or its personnel. Neither party may incur debts or make commitments for the other party. Provider and its personnel shall not represent himself, herself, or itself as an employee, representative, or spokesperson for the District.

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

12. **Non-Compete.** The Parties shall not solicit any employee or independent contractor of the other party for two (2) years beyond the last date of work of any employee or independent contractor or termination of this Agreement, unless otherwise agreed between the Parties in writing.

13. **Orientation.** Provider will cooperate with the District to ensure Service Provider availability for District orientation. It is the responsibility of the District to supply Service Providers with any rules or regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

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

Invoices must be submitted one (1) time per month and payments will be made after the first school board meeting of the following month. The District will send all payments to the address printed on acceptable invoices.

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

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

16. **Indemnification and Hold Harmless.** The Parties agree to defend, indemnify, and hold harmless one another and each Parties' employees from and against any and all claims, losses, damages, liabilities, costs, and attorneys' fees and other legal expenses, arising out of or in any way connected with each Parties' performance of or failure to perform under this Agreement. The provisions of this paragraph shall survive the expiration or termination of this Agreement with respect to any event occurring prior to such expiration or termination.

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

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

19. **Termination.** If either party breaches the terms of this Agreement, the nonbreaching party may terminate this Agreement upon seven (7) days' written notice to the breaching party, in which case the District shall pay Provider for all services performed through the effective date of the termination. The Parties acknowledge that each may be liable for damages associated with a material breach of this Agreement. Either party may terminate this Agreement for any reason upon thirty (30) days' written notice to the other party, in which case the District shall pay Provider for all services performed through the effective date of the termination.

alcg 12-20-17

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

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

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

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

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

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

26. **Governing Law.** The terms of this Agreement shall be governed by the laws of the State of Washington. Venue shall be proper only in Grays Harbor County Superior Court, Montesano, Washington or the Federal District Court for the Western District of Washington. In the event that a dispute arises under the terms and conditions of this Contract, the parties agree to mediate the dispute prior to taking any formal legal action. In the event that legal action is commenced to resolve a dispute arising out of this Contract, the prevailing party shall be entitled to its reasonable costs and attorneys' fees.

27. **Notice.** All notices and demands which are required or may be permitted to be given to either party by the other hereunder shall be in writing and shall be sent by United States mail, postage prepaid, certified, or by personal delivery or nationally recognized overnight courier, addressed to the addressee at the addresses located below, or to such other place as either party may from time to time designate in a notice to the other party given as provided herein. Notice shall be deemed given upon actual receipt (or attempted delivery if delivery is refused), if personally delivered, or one (1) business day following deposit with a reputable overnight courier that provides a receipt, or on the third (3rd) day following deposit in the United States mail in the manner described above.



12-20-17

Aberdeen School District

Anita Guinn & Associates Therapy, LLC  
P.O. Box 2509  
Ocean Shores, Washington 98569

28. **Waiver.** A waiver of any term or condition of this Agreement by either party on one or more occasions shall not be construed as a subsequent waiver.

29. **Survivorship.** All terms and conditions of this Agreement, specifically Paragraphs 9 through 16, shall survive the termination of this Agreement.

30. **Amendments.** This Agreement may only be amended in writing by mutual agreement of the Parties.

31. **Binding Effect.** This Agreement represents the entire Agreement between the Parties as to the matters contained herein. No other agreement is intended or binding on either Party. This Agreement shall be binding only when signed by both Parties and any amendment shall be in writing and supersedes any prior offers, discussions and agreements between the Parties. This Agreement shall be binding upon and shall inure to the benefit of the Parties, their successors, assigns, and personal representatives. The provisions of this Agreement concerning noncompetition, confidentiality, assistance with litigation, and dispute resolution shall survive the termination of the relationship between the Parties.

Effective December 20, 2017, when signed by both parties.

**ABERDEEN SCHOOL DISTRICT**

**PROVIDER**

Alicia Henderson  
Alicia Henderson, Superintendent

Anita K. Guinn  
Anita Guinn, Owner

1/3/18

12-20-2017

Exhibit A

Hourly Wage:

Claire Tangvold

Conditional Speech Language Pathologist

- \$59.00 per hour for 8 hours per day for 110 days for the 2017-2018 School year

Aberdeen School District Representative Initials:

AT

Provider Initials:

atg



Exhibit B

Hourly Wage:

Jasmine (Stowers) Plaster

Conditional Speech Language Pathologist

- \$59.00 per hour for 8 hours per day for 110 days for the 2017-2018 School year

Aberdeen School District Representative Initials:

AH

Provider Initials:

akg

Exhibit C

Hourly Wage:

S. Elizabeth Simmons

Certified Occupational Therapy Assistant

- \$55.00 per hour for 8 hours per day for 110 days for the 2017-2018 School year

Aberdeen School District Representative Initials:

AH

Provider Initials:

akg

**CERTIFICATED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Roberta Player	District	Speech Language Pathologist	01/02/18
Amanda Hoefs	A. J. West Elementary	2 <sup>nd</sup> Grade Teacher	01/02/18

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

<u>Name</u>	<u>To:</u>	<u>From:</u>	<u>Location</u>	<u>Effective Date</u>
Jolene Powell	Special Education Teacher	2 <sup>nd</sup> Grade Teacher	A. J. West Elementary	01/02/18

**Substitutes Certificated:**

David Bennett  
Shana Conrad  
Ana Farias  
Teri Seguin

**CLASSIFIED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jennifer Wright	A. J. West Elementary	Para-educator	01/03/18
Trace Christensen	A. J. West Elementary	College Helper – 21 <sup>st</sup> Century Program	01/04/18

**RESIGNATIONS:** We recommend the Board approve the following classified resignations:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Amie Robinson	Aberdeen High School	Para-educator	12/31/17
Jodene Riches	Central Park Elementary	Custodian	02/28/18

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Mariah Gum	Robert Gray Elementary	Para-educator	01/15/18 – 2/06/18

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Stephanie Pellegrini	Miller Jr. High School	Boys' Basketball – Head Coach	01/03/18
Nicholas Barene	Miller Jr. High School	Boys' Basketball – Head Coach	01/03/08

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Casey Doyle	Aberdeen High School	Football – Assistant Coach	01/02/18
James Lundgren	Aberdeen High School	Boys' Baseball – Assistant Coach	12/14/17

**Substitutes Classified:**

Kristi Lajcin  
Devona Middleton  
Kathleen Smith