



New Teacher Handbook



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ABERDEEN SCHOOL DISTRICT

Empowering Minds, Inspiring Futures
2030

Our Mission

To facilitate an innovative and empowering learning experience for every student.

Our Vision

A community of confident critical thinkers who are adaptable, responsible and effective communicators.

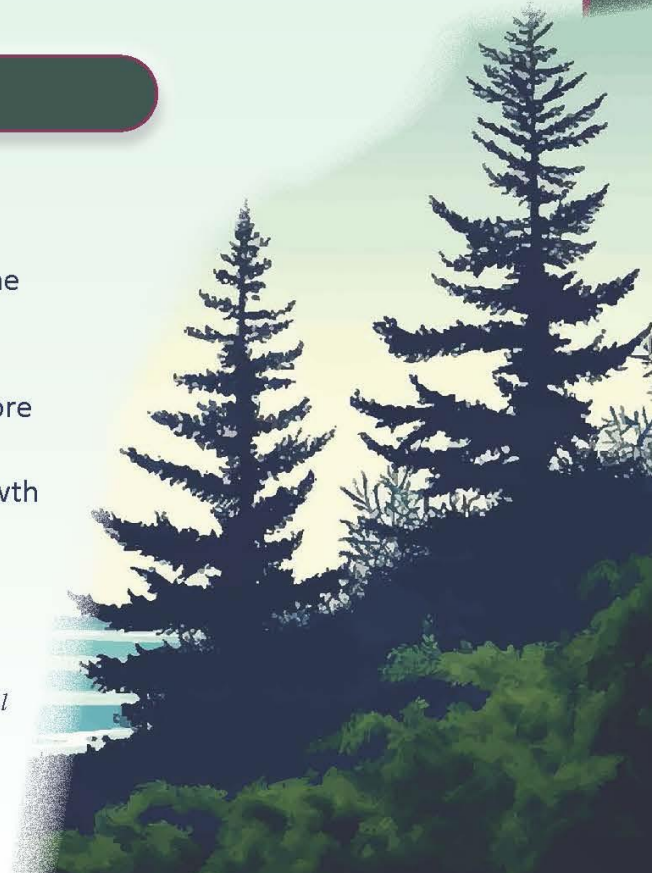
Our Values

- Every student can learn
- Positive relationships
- Respectful culture
- Growth mindset
- Attendance matters
- Future focused
- Shared accountability
- Healthy choices

Guiding Statements

- Students will graduate future-ready with 21st Century skills
- Students are reading at or above grade level by the end of 3rd Grade
- Students are ready for Algebra by 9th Grade
- Students will have multiple opportunities to explore careers and learn life skills
- Our entire school community engages with a growth mindset for continuous improvement

*J.M. Weatherwax High School *** Harbor Learning Center
Miller Junior High School *** A.J. West Elementary School
Central Park Elementary School *** McDermoth Elementary School
Robert Gray Elementary School *** Stevens Elementary School
Hopkins Preschool*



Aberdeen School District

PORTRAIT OF A GRADUATE

Adaptability



Responsibility



Confidence



Critical Thinking



Communication



Adaptability



OUR STUDENTS

- Demonstrate flexibility
- Practice open-mindedness
- Overcome barriers
- Embrace diversity
- Engage in lifelong learning

Critical Thinking



OUR STUDENTS

- Ask questions and seek to understand
- Collect, assess and analyze relevant information
- Develop meaningful solutions
- Identify, define, and solve real-world problems
- Consider local and global implications of actions

Responsibility



OUR STUDENTS

- Live honestly
- Follow through
- Own the outcome
- Act with integrity
- Honor commitments

Communication



OUR STUDENTS

- Engage in active listening
- Adapt to the needs of the audience
- Clearly articulate thoughts and ideas
- Build and maintain a positive online presence
- Effectively use oral, written, and nonverbal communication skills

Confidence



OUR STUDENTS

- Believe in themselves
- Take risks
- Empower others
- Reflect on experiences and accept feedback
- Embrace failures/successes as an opportunity to grow

A community of confident critical thinkers who are adaptable, responsible, and effective communicators.

BOARD OF DIRECTORS AND ADMINISTRATORS

SCHOOL BOARD MEMBERS

Jennifer Durney
Jessica Jurasin
Suzy Ritter
Jeremy Wright
Annica Mizin

DISTRICT ADMINISTRATORS

Traci Sandstrom, Co-Superintendent
Lynn Green, Co-Superintendent
Elyssa Louderback, Executive Director of Business and Operations
Christi Clinkingbeard, Director of Human Resources
Dr. Rick Bates, Director of Special Education
Traci Sandstrom, Director of Teaching and Learning/Technology
Lynn Green, Director of Career and Technical Education
Jamie Stotler, Program Administrator
Cindy Lee, Risk and Benefits Manager
Michael Pauley, Maintenance/Custodial Manager
Ernest Lott, Transportation Manager
Jaime Matisons, Food Service Manager
Matt Mahon, Technology Systems Manager
Dee Anne Shaw, Superintendents Executive Assistant & Communications Manager

DISTRICT SUPPORT STAFF

Lindsey Williamson, Human Resources Administrative Assistant
Courtney Sandstrom, Business and Operations Administrative Assistant
Julie Minsker, Substitute Coordinator
Laura Sanz, Special Services Secretary
Amanda Pearson, Payroll-Timesheets/Paychecks
Carla Copeland, Accounts Payable
Amber Diel, Purchasing Coordinator

SCHOOL ADMINISTRATORS

Aaron Roiko, Principal, Aberdeen High School
Mary Mainio, Assistant Principal, Aberdeen High School
Rachel Wenzel, Dean of Students, Aberdeen High School
John Crabb, 7-12 Athletic Director, Aberdeen High School

Lisa Griebel, Principal, Harbor Learning Center

John Meers, Principal, Miller Junior High School
Kasey Robbins, Assistant Principal, Miller Junior High School

Nancy Villarreal, Principal, A. J. West Elementary School
Ruth Erwin-Svoboda, Principal, Central Park Elementary School
Mindi Hammill, Principal, McDermoth Elementary School
Daniel Olson, Principal, Robert Gray Elementary School
Tosha Love, Principal, Stevens Elementary School
Darby Carroll, Principal, Hopkins Preschool

DISTRICT PROGRAMS

The Aberdeen School District offers numerous special programs for students. Below are some of our programs along with contact information.

Advanced Placement

Advanced Placement (AP) courses are offered at Aberdeen High. AP provides students with the chance to try college-level work in high school, and to gain valuable skills and study habits for college. If a student gets a "qualifying" grade on the AP Exam, many colleges will award credit or advanced placement for their efforts.

Contact: High School Counselors

All-Day Kindergarten

Every Aberdeen elementary school offers all-day kindergarten for five year olds. The program provides an environment that favors a child-centered, developmentally appropriate approach.

Contact: Elementary School Principals

AVID

Advancement Via Individual Determination, AVID, is an educational academic system for students in grades 6-12, based on using the WICOR strategies of writing as a tool of learning, the inquiry method for problem solving and higher-level reasoning, collaborative grouping, organizational skills and reading across the curriculum. The mission of AVID is to close the achievement gap by preparing students for college and career readiness and success in a global society. The major component of secondary AVID, besides utilizing WICOR strategies, is the AVID Elective Class with tutorial support and motivational activities to encourage students to enroll in more rigorous classes so they can realize their full academic potential.

Contact: Traci Sandstrom

Career and Technical Education

Career and Technical Education (CTE) programs are in place at Miller Junior High, AHS and Harbor High. Students are exposed to a variety of technologies and skill areas with leadership opportunities and hands on work experience in onsite facilities that include a radio station, credit union, print shop, auto shop, wood shop, sign making lab, greenhouse facilities, school store, culinary kitchen, childcare center, appliance repair shop and video production studios. Twin Harbors Branch Skills Center, hosted at Aberdeen High School, offers five programs to students not only in Aberdeen, but in nine other neighboring districts. Skills Center programs include Automotive Technology, Criminal Justice, Cosmetology, Electrical Engineering and Professional Medical Careers and offer national certification

opportunities for students. Numerous community representatives from business and industry volunteer to serve on our CTE advisory boards.

Contact: Lynn Green

[Drug and Alcohol Counseling](#)

True North provides individual and group counseling for secondary students.

Contact: Secondary School Administrators or Counselors

[Developmental Preschool](#)

Developmental Preschool is available to qualifying three-year old children. An assessment process determines qualification for the program. Family support services are also provided to qualifying children.

Contact: Darby Carroll

[Early Childhood Center](#)

The assessment, enrollment and placement of preschool-age children occur through the Early Childhood Center. Children, ages three through five who are eligible, can access a variety of preschool and family services within Grays Harbor.

Contact: Darby Carroll

[ECEAP](#)

The program serves three and four-year-old children from income-eligible families and/or those with developmental or environmental risk factors that could interfere with school success. All services are free to enrolled families and are intended to be a wrap-around service that supports family well-being.

Contact: Darby Carroll

[Harbor High School](#)

Harbor High School is an alternative junior/senior high school designed to encourage students who have left high school before graduation to return to school and complete their education. Harbor High also offers a parent-partnership program for students in grades 6-12.

Contact: Lisa Griebel

Highly Capable

The goal of the Highly Capable Program is to meet the unique academic needs of intellectually gifted students in grades K-12 through enhanced and accelerated learning opportunities. Students in K-6th grade will be served in their classrooms/schools using developmentally appropriate approaches that may include clustering, differentiation and single subject acceleration. Junior high students will be served in their area(s) of talent in honors or advanced/accelerated classes, when available, or in the general education classroom using differentiation and clustering. High school students in grades 9-12 will receive services in their talent area(s) through options such as Honors, AP, Running Start and online/blended classes. Enrichment activities through ESDs or in conjunction with other districts may be offered for students in their area(s) of talent, when and if available.

Contact: Mindi Hammill

Homeless

Educational and support services are available for students and families who meet the eligibility requirements of the McKinney-Vento Act—federal legislation to ensure support and nondiscrimination of individuals without permanent housing. A family service worker assists families in need of accessing community resources and ensures that students receive the necessary resources to succeed in school.

Contact: Jacqueline Hoggatt (Ruth Erwin-Svoboda)

Indian Education

The Indian Education Program provides cultural enrichment activities to eligible students in the district.

Contact: Misty Barlan (Ruth Erwin-Svoboda)

Title I and Learning Assistance Program (LAP)

Extra assistance is available to students in grades 1-12 who are deficient in basic skills and achieving below grade level in reading, language arts, and/or math. Certificated staff and instructional paraprofessionals in each school work closely with classroom teachers to provide students with additional support.

Contact: Jamie Stotler and Elyssa Louderback

Migrant Program

Educational support services are available for students and families who meet the eligibility requirements of the federal migrant program. Bilingual staff provide tutoring and serve as liaisons between home, school and the community.

Contact: Yazmin Carbajal (Nancy Villarreal)

Running Start

Running Start does just that—it gives high school juniors and seniors a running start on college-level classes. Those classes count twice—once towards fulfillment of high school graduation requirements and again for college credit. Some Running Start students have been able to graduate from high school and at the same time receive their Associate of Arts degree from Grays Harbor Community College.

Contact: High School Counselors

Snug Harbor Day Care

Snug Harbor is a state-licensed day care center that works hand in hand with the Teen Parent Program. This program offers on-site day care at Harbor High School to enable teen parents to complete their high school education. Aberdeen School District also provides childcare for staff for an additional cost.

Contact: Amanda Stamper

Special Education

The Aberdeen School District provides a special education program in accordance with federal and state regulations and guidelines to insure the provision of a free and appropriate public education to all school-age children in need of such services. Special education services are available to students who have been determined by a multi-disciplinary evaluation, to need special education and may include such services as customized instruction and curriculum, speech and language therapy, occupational therapy, physical therapy, nursing services or audiologist services.

Contact: Dr. Rick Bates

Teen Parent Program

The Teen Parent Program is designed to assist pregnant teens or teens who are parents to complete their high school education and help them establish needed support systems and services. The district also provides daycare for staff members for an additional cost.

Contact: Kayla Sturm

World Class Scholars

This program is co-sponsored with Grays Harbor Community College. It offers students from grade 7-12, an opportunity for mentorship and financial assistance at Grays Harbor College. Students must maintain a grade point average of 3.0 and demonstrate competencies in computer skills, cooperative learning and community service.

Contact: Secondary School Counselors

CURRICULUM, INSTRUCTION AND ASSESSMENT

The goal of our work is to improve student performance and help **all** students meet or exceed standards. Curriculum, instruction, and assessment intertwine to provide a system that ensures a strong education for our students.

Washington has developed standards upon which districts develop curricula for their schools. These content standards define what students need to know and be able to do and are based on the Common Core Standards Initiative. Textbooks and other instructional materials are tools used to help our students master the standards. *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson is the instructional framework that guides teaching and learning in the Aberdeen School District.

Instruction is what happens in the classroom between teachers and students and is the core of teaching and learning. Teachers must understand standards-based teaching and learning and be well trained to use assessment data and student work to improve their instructional practices.

The state assessment program (Smarter-Balanced), aligned with the grade level performance standards, requires state testing of all students in grades 3 – 8 and 10 in English-Language Arts and mathematics. Grades 5, 8 and 11 are assessed in science. These tests are administered in the spring as part of the Washington Comprehensive Assessment Program. Our schools and the district use the results of state tests, along with other assessments, to measure how students are performing and to develop strategies to close gaps in achievement. They are the basis of each school's improvement plan.

In addition to state testing, a number of district assessments are also administered. Students in grades K-10 are tested in the fall, winter and spring using the iReady assessment. These assessments provide timely and useful information about students to help teachers guide instruction. Kindergarten students are assessed using Teaching Strategies Gold.

All three of these deeply interconnected foundations of education reform -- curriculum, instruction, and student assessment -- are essential to meeting district, state and national goals.

The Aberdeen School District is committed to a P-12 program review cycle that provides for ongoing monitoring and evaluation of all curricular areas and assures the adoption and replacement of needed instructional and supplemental materials in a timely fashion. It is based on a review of assessment data, state standards and best instructional practices. An instructional committee develops program goals, makes suggestions for instructional materials and staff development opportunities.

INSTRUCTIONAL MATERIALS

The school board is legally responsible for the selection of all instructional materials used in the district. An Instructional Materials Committee acts upon requests for textbook approval and evaluates requests for reconsideration of instructional materials. Instructional materials are defined as all electronic or printed, filmed or recorded materials furnished by the district for student use and/or included on students' reading lists. They are categorized as textbooks or supplementary materials. Textbooks are defined as any instructional material held in ten or more copies in a classroom. Supplementary materials are items supplementing the text of a class and held in nine or fewer copies in a classroom. Textbooks require approval by the Instructional Materials Committee and adoption by

the School Board of Directors. Supplementary materials do not require committee approval or board adoption. The Aberdeen School District is also transitioning to a number of online curriculum providers at all grade levels.

PROFESSIONAL LEARNING

Professional development is a priority of the Aberdeen School District. Our program for district employees is based on the belief that staff must be current on best practices and be provided specific skills and information in a timely, applicable manner. The majority of training in Aberdeen School District is conducted at school/work sites and is designed in cooperation with teachers and staff. Our training components, structures and strategies, originate directly from the District's strategic plan, each school's improvement plan, and the Danielson framework.

SCHOOL IMPROVEMENT PLANS

All Washington public schools are required to have a plan for school improvement as a result of rules adopted by the State Board of Education. The School Improvement Plan is to be based on the Characteristics of Effective Schools as identified by the Office of Superintendent of Public Instruction. According to the rules adopted by the State Board, the School Improvement Plan must address:

- Characteristics of high performing schools
- Educational equity factors as related to having a positive impact on student learning
- Implementation of instructional technology
- Parent and community involvement

Embedded into the school improvement plans are goals required to satisfy Title I and LAP requirements. Each school's improvement plan has been approved by the Board of Directors and is posted on the district web site at <http://www.asd5.org>.

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

OSPI reviewed more than 20 recent research studies that examined the common characteristics of high performing schools. Some of the studies were reviews of other research that has been conducted over many years on the same topic, while others examined these schools in specific settings and locations, such as high performing elementary schools in a large urban setting. This body of research represents findings from both Washington State and around the nation.

The content of each study was analyzed to determine what characteristics were found most often among high performing schools. Student performance was usually measured in terms of high or dramatically improving scores on standardized tests, often in difficult circumstances such as high levels of poverty. In every case, there was no single factor that accounted for the success or improvement. Instead, the research consistently found that high performing schools tend to have a combination of common characteristics. Some reports found as few as five characteristics, while

others found many more. OSPI's analysis of these characteristics narrowed these lists into nine areas.

1. Clear and Shared Focus:

Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

2. High Standards and Expectations for All Students:

Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

3. Effective School Leadership:

Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles—teachers and other staff, including those in the district office, often have a leadership role.

4. High Levels of Collaboration and Communication:

There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

5. Curriculum, Instruction and Assessment Aligned with Standards:

The planned and actual curriculums are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff members understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

6. Frequent Monitoring of Learning and Teaching:

A steady cycle of different assessments identifies students who need help. More support and instructional time is provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

7. Focused Professional Development:

A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

8. Supportive Learning Environment:

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. High Levels of Family and Community Involvement:

There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Parents, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

SCHOOLS AND STAFF

The Aberdeen School District has a population of approximately 3300 students. There are two P-6 and three K-5 elementary schools. The district has one 6-8 junior high school, one 9-12 high school and an alternative high school. The Aberdeen staff is comprised of 250 certificated and 280 classified employees who are dedicated to providing the best education possible for students.

A. J. West Elementary School

1801 Bay Avenue
Aberdeen, WA 98520
(360) 538-2130

Principal: Nancy Villarreal
Secretary: Kim Malizia

Central Park Elementary School

601 School Road
Aberdeen, WA 98520
(360) 538-2170

Principal: Ruth Erwin-Svoboda
Secretary: Nancy Benner

Robert Gray Elementary School

1516 North B Street
Aberdeen, WA 98520
(360) 538-2140

Principal: Daniel Olson
Secretary: Mirsa Ortuno

McDermoth Elementary School

409 North K Street
Aberdeen, WA 98520
(360) 538-2120

Principal: Mindi Hammill
Secretary: Heather Trader

Stevens Elementary School

301 South Farragut
Aberdeen, WA 98520
(360) 538-2150

Principal: Tosha Love
Secretary: Josie Micheau

Aberdeen High School

410 North G Street
Aberdeen, WA 98520
(360) 538-2040

Principal: Aaron Roiko
Asst. Principal: Mary Mainio
Dean: Rachel Wenzel
Secretary: Chrissy Seguin

Miller Junior High School

100 East Lindstrom
Aberdeen, WA 98520
(360) 538-2100

Principal: John Meers
Asst. Principal: Kasey Robbins
Secretary: Jeannie McNeal

Harbor Learning Center

300 North Williams
Aberdeen, WA 98520
(360) 538-2180

Principal: Lisa Griebel
Secretary: Gayle Anderson

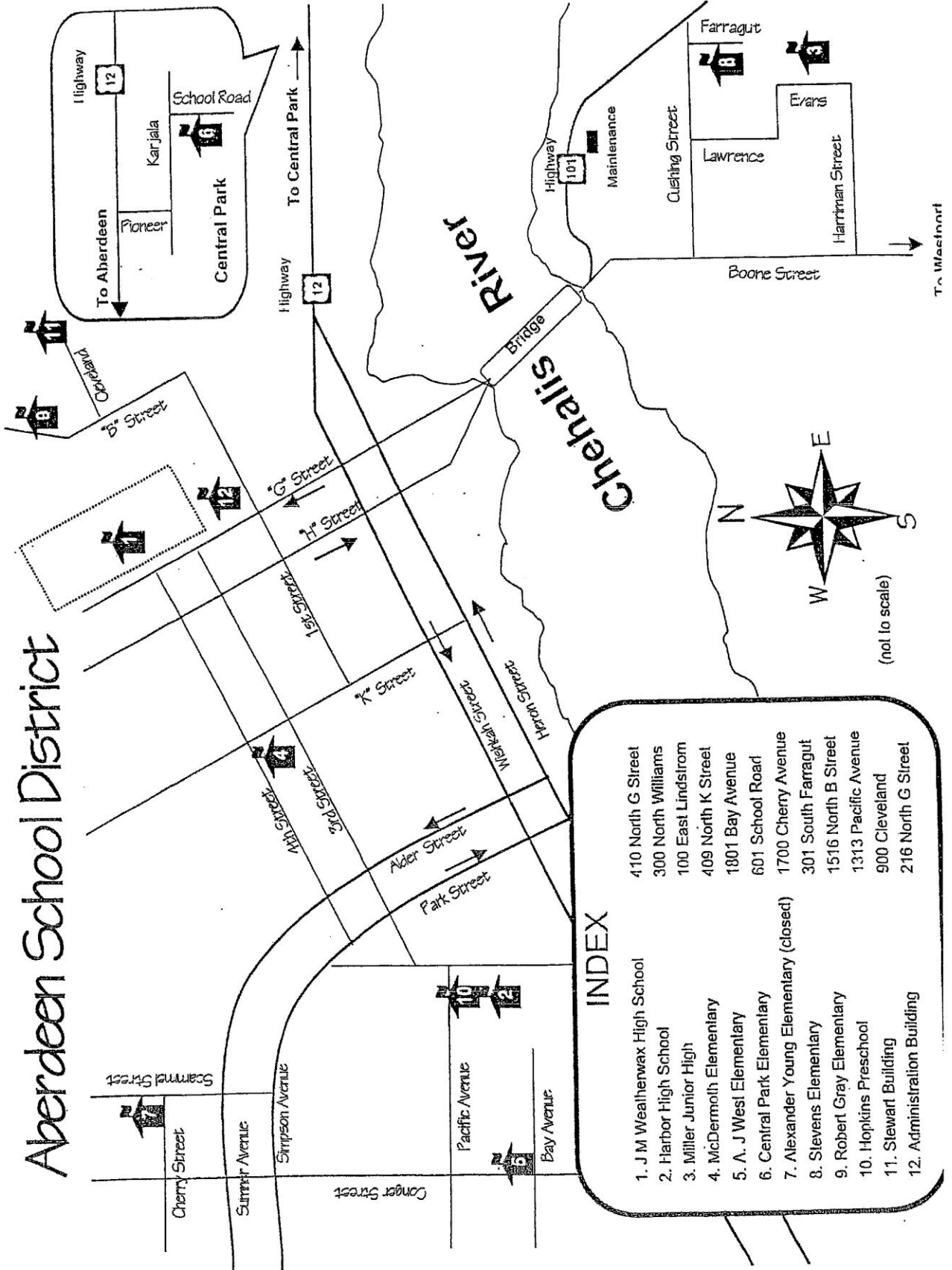
Hopkins Preschool

1313 Pacific
Aberdeen, WA 98520
(360) 538-2190

Principal: Darby Carroll
Coordinator: Darby Carroll
Secretary: Wendi Vergara

Aberdeen School District

DISTRICT MAP



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- | | |
|--|---------------------|
| 1. J M Weatherwax High School | 410 North G Street |
| 2. Harbor High School | 300 North Williams |
| 3. Miller Junior High | 100 East Lindstrom |
| 4. McDermoth Elementary | 409 North K Street |
| 5. A. J West Elementary | 1801 Bay Avenue |
| 6. Central Park Elementary | 601 School Road |
| 7. Alexander Young Elementary (closed) | 1700 Cherry Avenue |
| 8. Stevens Elementary | 301 South Farragut |
| 9. Robert Gray Elementary | 1516 North B Street |
| 10. Hopkins Preschool | 1313 Pacific Avenue |
| 11. Stewart Building | 900 Cleveland |
| 12. Administration Building | 216 North G Street |

COMPENSATION AND BENEFITS

Compensation

Employees are paid once a month on the last business day of the month through August. Certificated employees are not required to submit time sheets for regular contracted work. Supplemental hours must be recorded on the appropriate time sheets and submitted to the school principal or district supervisor for authorization prior to forwarding to the Business Office by the end of the month. Contact your school secretary for information and forms.

Benefits

- **Personal Leave and Sick Leave-** Frontloaded allocation is based upon start date. Additional guidance on utilizing available leave can be found in your collective bargaining agreement.

Insurance

- **Health Benefits-** As of January 1st, 2020, the School Employees Benefit Board (SEBB) will offer health benefits. Plan information regarding SEBB benefits can be found at www.hca.wa.gov.

For more information, please contact Cindy Lee at 360.538.2011 or clee@asd5.org

Optional Benefits

- **Prepaid Legal (ASD)**
- **Group Life Insurance (SEBB)**
- **Section 125 Flexible Spending Plan (SEBB)**
- **403B Tax Shelter Annuities (ASD)**
- **Deferred Compensation Plan (ASD)**

Retirement

New teachers hired after July 1, 2007 will have the opportunity to choose between Washington State Department of Retirement System Teachers Plan 2 (TRS 2) and Teachers Plan 3 (TRS 3). New employees will be reported in TRS 2 until they complete the Member Information Form indicating their plan choice. Employees who do not provide their plan choice within 90 days from the date of hire will default into TRS 2. **The choice between TRS 2 and TRS 3 is irrevocable.**

- **TRS 2** is a defined benefit plan which provides a guaranteed lifetime monthly retirement benefit
- **TRS 3** has a dual benefit structure. Member contributions finance a defined contribution component and the employer contributions finance a defined benefit component

If an employee has previously established membership in a Washington State Teachers Retirement Plan, the employee will remain in that plan. Eligible TRS 2 members are eligible to transfer to TRS 3 each January.

The Washington State Deferred Compensation Plans is available through the Department of Retirement Systems. For more information, please visit www.drs.wa.gov.

In addition, the following Authorized Investment Providers offer more investment options. For more information, please visit www.tsacg.com/individual/plan-sponsor/washington/aberdeen-school-district-no-5/

403 B

Ameriprise Financial
Aspire Financial Services
Valic Financial
Global Atlantic
Horace Mann Company
Invesco Oppenheimer Funds
New York Life Insurance
MG Trust Company
PFS Investments (Primerica)
Security Benefit Group
Thrivent Financial

Roth 403(B)

Aspire Financial Services
Valic
Horace Mann Company
Invesco Oppenheimer Funds
MG Trust Company
Primerica
Security Benefit Group

For additional benefits information, please contact Cindy Lee, Risk and Benefits Manager, at clee@asd5.org or 360-538-2011.

Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if **all** of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, to request FMLA leave you **must**:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your employer **may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your employer **must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your employer **cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your employer **must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your employer **must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit [dol.gov/fmla](https://www.dol.gov/fmla) to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR



Paid Sick Leave Law



Paid sick leave requirements and eligibility

- Employers in Washington must provide nearly all of their employees with paid sick leave. Most workers in Washington are entitled to paid sick leave. This includes part-time, temporary, and seasonal workers.
- Some workers may be exempt from the paid sick leave laws based on their job duties and responsibilities. For example, some executive, administrative and professional workers who perform specific duties and are paid a salary equal to or greater than a required salary threshold.

Accrual and carryover

- Employees must accrue at least one hour of paid sick leave for every 40 hours worked.
- Employees are entitled to use accrued paid sick leave beginning on the 90th calendar day after the start of their employment.
- Unused paid sick leave of 40 hours or less must be carried over to the following year.

Employers are allowed to provide employees with more generous carryover and accrual policies.

Usage

Employees may use paid sick leave:

- To care for their health needs or the health needs of their family members.
- When an employee's workplace or their child's school or place of care has been closed by a public official for any health-related reason.
- For absences that qualify for leave under the state's Domestic Violence Leave Act.

Employers may allow employees to use paid sick leave for additional purposes.

Retaliation protections enforced by L&I's Employment Standards program

The law protects employees from retaliation for exercising their rights under the Minimum Wage Act.

If you requested or used your paid sick leave for any reason allowed by this law, it is unlawful for your employer to discipline you for this absence.

It is also unlawful for your employer to:

- Fail to pay you the state minimum wage.
- Fail to pay overtime owed to you.
- Retaliate or take any negative action against you for exercising your rights under Minimum Wage Act such as communicating with L&I about your paid sick leave rights or filing a complaint with L&I.
- Adopt or enforce any policy that counts the use of paid sick leave for authorized purposes as an absence that may lead to or result in discipline against you.

If you have a complaint or suspicion about your employer not providing you with paid sick leave or violating your other rights under the Minimum Wage Act, you can report it to L&I.

You can download a Retaliation Complaint Form (Minimum Wage Act & Paid Sick Leave) (F700-199-000) at www.lni.wa.gov/workers-rights/workplace-policies/termination-retaliation, fill it out, then mail it to the address on the form or drop it off at any L&I office.

PUBLICATION F700-197-000 [05-2021]

Paid time off. Peace of mind.

Paid Family and Medical Leave provides paid time off when a serious health condition prevents you from working, when you need to care for a family member or a new child, or for certain military-related events. It's here for you when you need it most, so you can focus on what matters.

How it works



Nearly every Washington worker—whether you work full time or part time in a small to large business—is eligible for up to 12 weeks of Paid Family and Medical Leave. You need to work 820 hours in Washington, or about 16 hours per week, over the course of about a year. You can get up to 16 weeks if you have family and medical events in the same year, or up to 18 weeks in some cases. Leave doesn't have to be taken all at once. You can use these weeks within your "claim year," which starts when you apply and then runs for the next 52 weeks. When that claim year expires you can then be eligible for leave again.

You apply for leave with the Employment Security Department and will get partial wage replacement, up to 90 percent of your typical pay, capped at **\$1,427** per week.

Your rights



If you meet the requirements, you have the right to take paid time off using Paid Family and Medical Leave.

If you qualify for Paid Family and Medical Leave, your employer cannot prevent you from taking it. Your employer also cannot require you to use other types of leave, such as sick or vacation days, before or after taking Paid Family and Medical Leave. The program is funded by premiums shared between workers and many employers. The premium is **0.8%** of your wage. You may pay about 73% of that total, and your employer (if they have 50 or more employees) pays the rest. A calculator to estimate premiums is available on our website.

To file a complaint against your employer about Paid Family and Medical Leave, email or call our Customer Care Team at paidleave@esd.wa.gov or (833) 717-2273.

You may also contact the Office of the Paid Family and Medical Leave Ombuds. The Ombuds is appointed by the governor and serves as a neutral, independent third party to help workers and employers in their dealings with the Department. The Office of the Ombuds investigates, reports on and helps settle complaints about service deficiencies and concerns with the Paid Family and Medical Leave program. Learn more at www.paidleaveombuds.wa.gov or call the Ombuds' office at 844-395-6697.

Learn more and apply at
paidleave.wa.gov

Washington
Paid Family & Medical Leave



Updated 12/2022

SCHOOL DELAYS/CLOSURES

The district posts information regarding school delays/closures with local media outlets and on our district website. In the case of power outages, please listen to local radio stations for information.

Media

Information regarding school delays or closures is provided to local and metro media including:

<u>Aberdeen (Radio)</u>	KXRO	1370 AM	
	KBKW	94.7 FM	1450 AM
	KWOK	1490 AM	

Seattle (Television) KIRO 7, KING 5, KOMO 4

Information is also posted to the Aberdeen School Districts Facebook page.

FlashAlert

The most reliable method to receive closure information is through a FlashAlert account or app on your phone. If you haven't already done so, now is a good time to activate a FlashAlert Newswire account so that you receive a text message on your cell phone or via email every time the district posts an emergency notice on the Internet.

You'll need your cell phone when you begin because a secure code will be sent before activation to verify that you are the holder of the cell phone being registered.

- Go to www.flashalert.net. On the map, click the Seattle/Washington State button
- Choose "Grays Harbor Schools"
- Then choose "Aberdeen"
- You should see a window for "new subscribers"
- Enter your e-mail address and follow the prompts to set up your account.

Staff Report Times

On days when school opening is delayed, employees are encouraged to report to their buildings at their regular time. Employees are required to be in their buildings thirty minutes before the opening of school.

ABSENCES FROM WORK

When you need to be absent from work, for any reason, it is your responsibility to report your time off in the Employee Access section of Skyward **and** enter your absence in Frontline. If you have a prior commitment requiring a substitute, please enter your time off in Skyward and Frontline in a timely manner. Late notification can make it difficult to secure a substitute.

The Skyward link to Employee Access can be found on the Aberdeen School District website at www.asd5.org under Site Shortcuts. Complete your time off details in Employee Access then check the "Sub Needed" button to be linked to Frontline. Fill out the required fields in Frontline to request a substitute **or** *report your absence if you do not need a substitute*. If for any reason you have trouble with Skyward or Frontline, please call the District Office at:

Daytime Number	(360) 538-2000
Evening and Weekend Voicemail:	(360) 538-2001

All substitutes are arranged through the District electronic systems or through Julie Minsker, substitute coordinator. Employees are **NOT** to make their own substitute arrangements. Please call as early as possible so that adequate arrangements can be made. If you are absent and it is possible, please notify the substitute coordinator in the afternoon if you do not plan to return the next day. This will enable us to make the appropriate arrangements, hopefully keeping the same substitute, before the day ends. If you become ill while at school, please notify the office staff as soon as possible. They will contact the District Office to arrange for a substitute.

Please note that requests for substitutes cannot and will not always be honored. Every effort will be made to have a suitable replacement for you. If you are going on District business, a prior approval form must be submitted to the District Office. A prior approval also requires you to enter your time off in Skyward and request a substitute **or** report your absence in Frontline.

If you have not accessed Skyward and need a login ID and password or are unable to access your account, please email Courtney Sandstrom at csandstrom@asd5.org. If you need to reset your password, click the "Forgot your Login/Password" link and a new one will be sent to your district email. If you do not have a district email account, please contact Lindsey Williamson at lwilliamson@asd5.org.

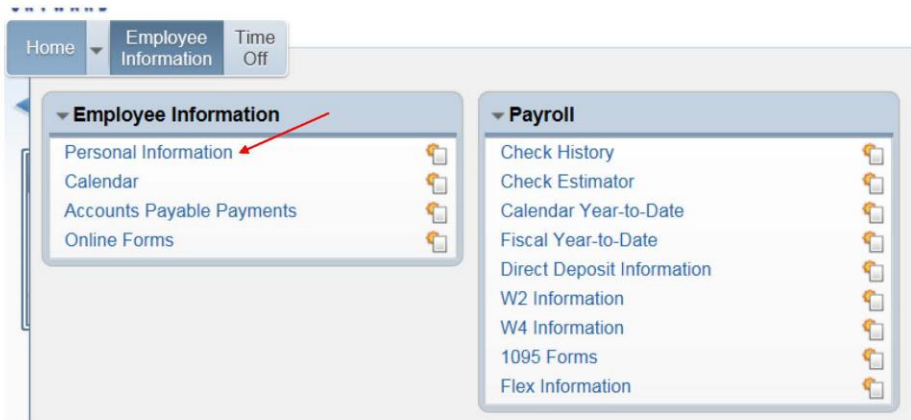
Guide to Employee Access

How to find payroll data on your Profile page

Employee Information

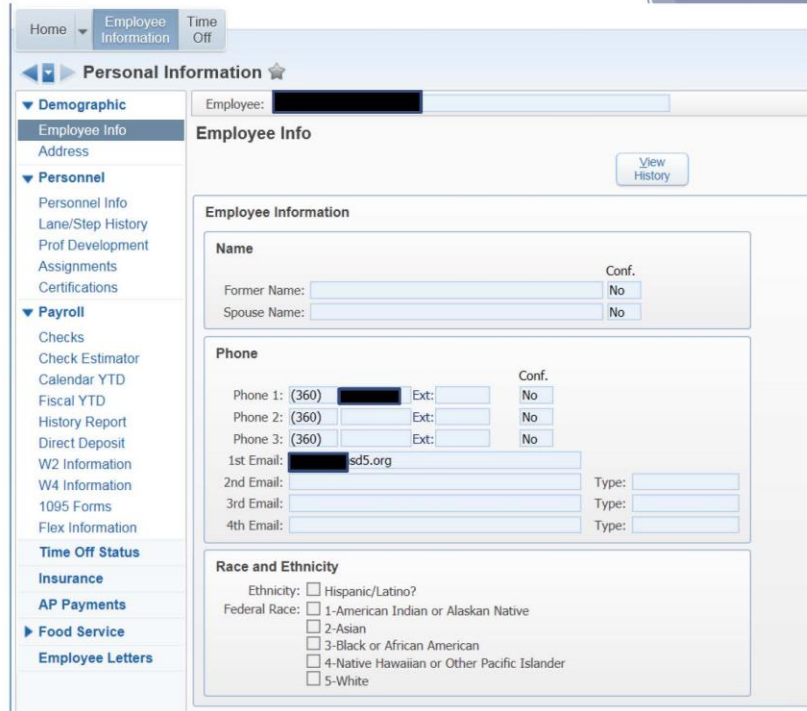
The screenshot shows the Skyward Employee Access interface for Aberdeen School District No 5. The top navigation bar includes links for Home, Employee Information (highlighted with a red box), Time Off, Teachers Zz Teachers, Account, Preferences, and Exit. A callout box with the text "Click on Employee Information" points to the "Employee Information" link. Below the navigation bar, the "Employee Access" section is visible, along with various widgets such as "Jump to Other Dashboards" (listing WESPac, Employee, Task Manager), "District Information" (providing the school's address: 216 N G ST, ABERDEEN WA 98520), "Web Favorites", and "My Upcoming Meetings" (showing "No meetings found").

My Information



My Information

1. Employee Info - phone number, email, ethnicity
2. Address- Street and mailing address (if different)
3. Personnel Data-hrly wage, education, salary placement
4. Payroll - all checks and W-2/ W-4 information
5. Time Off -
6. AP Payments - any reimbursements you may have received from Accounts Payable
7. Food Service- account information



My hourly rate information

The screenshot displays a web application interface for 'Personal Information' and 'Assignments'. The left sidebar contains a navigation menu with categories: Demographic, Personnel, Assignments, Payroll, Time Off Status, Insurance, AP Payments, Food Service, and Employee Letters. The 'Assignments' section is expanded, showing a table with columns for Position, Assignment, and Group. Below the table, there are expandable sections for Position Information, Assignment Information, Term Information, and Salary Information. The 'Payroll Information' section is expanded, showing a table with the following data:

Field	Value
Pay Code	CONF/EARLY REL
Supervisor	CONF/EARLY REL
Pay Start	02/01/2015
Contract	42.49
Daily Rate	42.49
Hours Per Year	3
Frequency	207
Contract Signed	08/31/2015
Pay Stop	08/31/2015
% Per Pay Period	6.07
Hourly Rate	12.14
Minutes Per Year	30

Red arrows in the image point to the 'Assignments' menu item in the sidebar and the 'Payroll Information' section in the main content area.

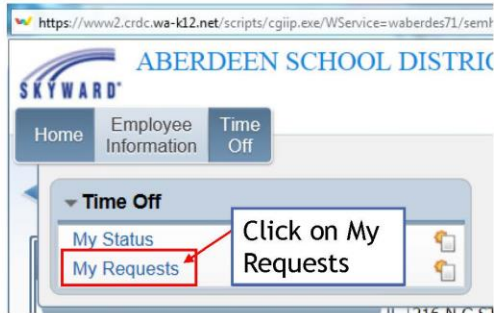
Guide to Employee Access

How to enter an Absence in Employee Access

Entering an Absence



My Requests



My Requests

Time Off Request

* Time Off Code: **SICK LEAVE - Hours**

* Reason: **SICK LEAVE**

Description:

Maximum characters: 200, Remaining characters: 200

1) Choose the time off TYPE you will be using.

2) Choose the time off REASON you will be gone.

3) You will need to enter a description for reason you will be gone.

4) Choose Single Day or a Date Range for your absence.

Type: Single Day Date Range

* Start Date: **11/03/2016** **Thursday**

Hours: hours minutes

Start Time: **08:00** **AM**

Sub Needed

5) For Single Day, choose the date of your absence.

6) Enter the # of hours of your absence (how long you will be gone for the day).

7) Enter a start time for your absence.

8) Check the box if you will need a substitute during your absence.

My Requests

Time Off Request

* Time Off Code: Hours per Day: 8h 00m

* Reason:

Description:
Maximum characters: 200, Remaining characters: 187

Type: Single Day
 Date Range

* Start Date:

Hours: hours minutes

Start Time: AM

Sub Needed

9. Click on Save to launch AESOP.



Absence Management

SIGNING IN

Go to app.frontlineeducation.com. Enter your username and password and click **Sign In**. Or, if applicable, use the Organization SSO link.

LOGIN SUPPORT

If you cannot recall your credentials, use the recovery options or click the “**Having trouble signing in?**” link for additional troubleshooting details.

Sign in with a Frontline ID

Frontline Username

Frontline Password

Sign In with Frontline ID

[Forgot Username](#) | [Forgot Password](#)

Having trouble signing in?
[Click here for more information](#)
[Or Sign In with Organization SSO](#)

CREATING AN ABSENCE

You can enter a new absence from your Absence Management home page under the **Create Absence** tab. Enter the absence details including the date of the absence, the absence reason, notes to the administrator or substitute, etc. and attach any files, if needed. You can then click **Create Absence**.

Absence Management Victoria County School District Amy Pond Employee

June 2023 July 2023 August 2023

Create Absence 0 Scheduled Absences 2 Past Absences 0 Denied Absences

Please select a date Need more options? Advanced Mode

Substitute Required Yes

Absence Reason Select One

Time Full Day 07:00 AM to 03:00 PM

Notes to Administrator (not viewable by Substitute) Notes to Substitute

FILE ATTACHMENTS DRAG AND DROP FILES HERE Choose File No file chosen Shared Attachments Seating Chart.docx Seating Chart

Cancel Create Absence

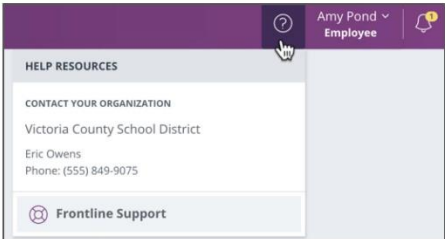
MANAGING YOUR PIN AND PERSONAL INFORMATION

Use the “Account” option in the side navigation to manage personal information, change your PIN, upload shared attachments (lesson plans, classroom rules, etc.), manage your preferred substitutes, and more.

Personal Info	Personal Info
Phone Credentials	General Information
Shared Attachments	Name: Amy Pond
Preferred Substitutes	Phone: <input type="text" value="6735553747"/>
	Email Address: <input type="text" value="apond@edu.com"/>

GETTING HELP AND RESOURCES

If you have questions, click **Help Resources** in the top purple bar of your application. View your Organization Admin’s contact details or select **Frontline Support** to access learning resources.



MOBILE OPTIONS

Mobile App

You have access to the Frontline Education mobile app. This *free* app provides increased accessibility to absence creation, Leave Balance recognition, and multiple absence tracking tools. Search “Frontline Education” via the app store to download it and use your system username and password to sign in.

To call the Absence Management system, dial **1-800-942-3767**. You will be prompted to enter your ID number (followed by the # sign) and then your PIN number (followed by the # sign).

Over the phone you can: <ul style="list-style-type: none">• Create an absence (within the next 30 days) – Press 1• Review upcoming absences – Press 3• Review a specific absence – Press 4• Review or change your personal information – Press 5

ADDITIONAL RESOURCES

Sign in and search for the following topics in the Learning Center for next steps:

- | | | |
|-----------------------------------|-------------------------------------|--|
| • Getting Started | • Popular Questions | • Frontline Mobile App |
|-----------------------------------|-------------------------------------|--|



ABERDEEN SCHOOL DISTRICT NO. 5
216 North G Street
Aberdeen, Washington 98520

Course Approval Form

For Certificated Employees Only

Name _____ Position _____ Building _____

Instructions:

1. In the table below, enter the requested information about each course. Use the list of criteria below to determine which number to put in the last column. Additional sheets listing more courses may be attached to this certification.
2. You must attach **official transcripts** as required by WAC 392-121-280 along with this form.
3. Deliver this form to Human Resources, Attn: Lindsey Williamson

Date Earned	Institution/Provider	Course No.	Course Title	Clock Hours/ Credits Earned	Criteria

According to WAC 392-121-280, credits or clock hours earned after September 1, 1995, shall be counted for salary purposes only if the content of the course meets one or more of the following criteria. You may attach brochures/information describing course.

1. It is consistent with a school-based plan for mastery of student learning goals as referenced in RCW 28A.655.110, the annual performance report, for the school in which the individual is assigned.
2. It pertains to the individual's current assignment or expected assignment for the following year.
3. It is necessary for obtaining an endorsement as prescribed by the State Board of Education.
4. It is specifically required for obtaining advanced levels of certification.
5. It is included in a degree program that pertains to the individual's current assignment, or potential future assignment as agreed upon by school district and the individual.
6. It addresses research-based assessment and instructional strategies for students with learning disabilities when addressing learning goal one under RCW 28A.150.210.
7. It pertains to the revised teacher evaluation system under RCW 28A.405.100, including professional development training provided in RCW 28A.405.106.

Signature

Date

ADMINISTRATION:

____ Approved

____ Disapproved

Signature

Date

Reason for disapproval: _____ 31

INDUSTRIAL INSURANCE

The Aberdeen School District has chosen to participate in a workers' compensation self-insurance cooperative with 44 neighboring school districts. The cooperative is self-administered and self-insured under the Washington State Industrial Insurance Laws. A self-administered, self-insured employer has total responsibility for the processing and payment of workers' compensation claims for their employees. If you are injured on-the-job or become ill because of an occupational exposure, the staff at Capital Region ESD 113 Workers' Compensation Trust, from their Tumwater office, will handle your claim.

The Workers' Compensation program is funded by your school district. The only charge to you, as an employee, is a Supplemental Pension Fund Assessment. This assessment is mandated by Washington State Law and is matched by your district dollar for dollar. The money is sent to the Department of Labor and Industries. This pension fund is used to pay benefits to injured workers in the state and should not be confused with any other pension funds you may participate in.

The self-insured status of this school district does not change the benefits you are entitled to if you are injured on-the-job. Workers' compensation benefits are determined by statute and not by who's responsible for your claim. If you are injured on-the-job, you can expect timely payment of your medical bills and time-loss from work when certified by your doctor. During periods of extended time-loss, a Certification of Disability form, which is to be completed by the disabled employee and attending doctor, will periodically be included with a time-loss payment.

You should immediately report any accident you are involved in, or any safety hazard you observe to your supervisor. If you are injured, your supervisor will explain the claims reporting procedure and provide you with the necessary forms to report your claim to the Capital Region ESD 113 Workers' Compensation Trust.

The District Safety Committee forms the hub of our safety efforts. It is comprised of school district employees and representatives of the administration, and has responsibility for investigating accidents and reported hazards, performing scheduled inspections, making recommendations and developing and maintaining a written accident prevention program necessary to maintain a safe and accident free work environment.

The District Safety Committee is a very important element in providing you with a safe place to work, but it's important to remember that 'you' are your own safety committee. You need to be constantly aware of the dangers inherent in your work environment and take appropriate actions to protect yourself and your co-workers.

A safety bulletin board is located in each building. There you will find current information pertaining to the safety committee's activities and other items of interest. Check the bulletin board regularly. A list of the Safety Committee members is also posted on the safety bulletin board.

Your immediate supervisor will provide information about the proper use and care of the equipment, tools and chemicals specific to your job, as well as the use and care of personal protective equipment. Your immediate supervisor will also inform you of the nearest first aid station and exit routes in the event of an emergency.

If you have any questions about Aberdeen School District's Industrial Insurance program or the Safety Committee, do not hesitate to ask you supervisor, the Business Office, or call Capital Region ESD 113 Workers' Compensation Trust in Tumwater at 360-464-6880.

WORKERS' COMPENSATION FILING INFORMATION

If a job injury or illness occurs:

Aberdeen School District, as a member of Capital Region ESD 113 Workers' Compensation Trust (WCT), is subject to Washington Industrial Insurance laws and has been approved by the state to cover its own workers' compensation benefits. Self-insured employers must provide all benefits required by the laws. The Department of Labor and Industries regulates your employer's compliance with these laws. If you become injured on the job or develop an occupational disease, you will be entitled to industrial insurance benefits. Your claim will be handled and benefits paid by the district through ESD 113 WCT.

In case of job injury or disease:

- **Report Your Injury or Disease To Your Immediate Supervisor**
- You can access the Employee Incident Report online at this link (<https://www.esd113.org/district-support/health-safety/workers-comp/employee-incident-report/>). If you seek medical treatment, call ESD 113 Workers' Compensation Trust at (360) 464-6880 to file a claim, and you will receive a "Self-Insured Accident Report (SIF2)" from Workers' Compensation.
- **Get Medical Care. You have the right to go to the doctor of your choice.**

Complete a "Physician's Initial Report" form at your doctor's office. Have your doctor mail this form to your employer's claims administration office listed below. The claims administrator will evaluate your claim for benefits. All medical bills that result from an allowable on-the-job injury or occupational disease will be paid by your employer. You may be entitled to wage replacement or other benefits. Your employer will explain this to you.

Important:

- **Your employer cannot deny you the right to file a claim, and your employer cannot penalize you or discriminate against you for filing a claim.** Every employee is entitled to workers' compensation benefits for any injury or illness that results from his/her job.
- **Any false claim filed by a worker may be prosecuted to the full extent of the law.**

If you have any questions or concerns, contact your employer's representative (at the claims administration address or phone number below), or call the Department of Labor and Industries, Self-Insurance Section (360) 902-6901. Injuries shall be reported to your supervisor and:

CAPITAL REGION ESD 113 WCT CLAIMS AND ADMINISTRATION ADDRESS CONTACT INFORMATION:

ESD 113
Claims Administration Address:
Workers' Compensation Trust
6005 Tye Drive SW
Tumwater, WA 98512
(360) 464-6880

DISCRIMINATION

Aberdeen School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Civil Rights Coordinator: Christi Clinkingbeard; cclinkingbeard@asd5.org; 216 N. G Street, Aberdeen WA 98520; 360-538-2003

Title IX Officer: Christi Clinkingbeard; cclinkingbeard@asd5.org; 216 N. G Street, Aberdeen WA 98520; 360-538-2003
Section 504 Coordinator Rick Bates; rbates@asd5.org; 216 N. G Street, Aberdeen WA 98520; 360-538-2017

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here:

Staff:

<http://www.asd5.org/site/default.aspx?PageType=3&ModuleInstanceID=1357&ViewID=7B97F7ED-8E5E-4120-848F-A8B4987D588F&RenderLoc=0&FlexDataID=571&PageID=17>

Students: <http://www.asd5.org/site/default.aspx?PageType=3&ModuleInstanceID=1357&ViewID=7B97F7ED-8E5E-4120-848F-A8B4987D588F&RenderLoc=0&FlexDataID=569&PageID=1>

SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here:

Staff: <http://www.asd5.org/site/default.aspx?PageType=3&ModuleInstanceID=1357&ViewID=7B97F7ED-8E5E-4120-848F-A8B4987D588F&RenderLoc=0&FlexDataID=571&PageID=17>

Students: <http://www.asd5.org/site/default.aspx?PageType=3&ModuleInstanceID=1357&ViewID=7B97F7ED-8E5E-4120-848F-A8B4987D588F&RenderLoc=0&FlexDataID=569&PageID=1>

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child’s principal or with the school district’s Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District

Step 1. Write Our Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district’s decision, you may appeal to the school district’s board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district’s response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

ABERDEEN SCHOOL DISTRICT POLICIES AND PROCEDURES

All Aberdeen School District policies and procedures are located on the district website at www.asd5.org, Our District tab. New staff are required to review the policies and procedures listed below. It is the responsibility of new staff to become familiar with all district policies and procedures.

Policy 2022 – Electronic Resources

Policy 2025 – Copyright Compliance

Policy 3207 – Prohibition of Harassment, Intimidation, and Bullying

Policy 3421 – Child Abuse, Neglect, and Exploitation Prevention

Policy 4007 – Use of Social Media to Represent the District

Policy 4210 – Dangerous Weapons on School Premises

Policy 4215 – Use of Tobacco on School Property

Policy 5010 – Nondiscrimination and Affirmative Action

Policy 5011 – Sexual Harassment

Policy 5201 – Drug-Free Schools, Community, and Workplace

Policy 5253 – Maintaining Professional Staff/Student Boundaries

Policy 5281 – Disciplinary Action and Discharge

Policy 6512 – Infectious Disease Control

Policy 6895 – Pesticide Notification, Posting, and Record Keeping

Obligation to Report Abuse or Misconduct