



Aberdeen
School District

*Our Children,
Our Schools,
Our Future*

Substitute Handbook

TABLE OF CONTENTS

Substitute Letter.....	5
How to Become a Substitute.....	7
Pay Dates.....	8
Cell Phone Usage.....	9
Dress Code.....	9
Professional and Personal Competencies.....	10
Substitute Procedures and Responsibilities.....	10
School Responsibilities.....	13
Accessing Frontline – Absence Management.....	14
Employee Access – Find Payroll Data.....	17
Paid Sick Leave.....	20
Board of Directors and Administrators.....	22
Schools and Staff.....	24
School Schedules.....	25
District Map.....	26
School Delays/Closures.....	27
District Programs.....	28
Curriculum, Instruction and Assessment.....	32
School Improvement Plans.....	33
Characteristics of High Performing Schools.....	34
Nondiscrimination and Sexual Harassment.....	36
Industrial Insurance.....	39
Workers' Compensation.....	41
Policies and Procedures.....	42



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.

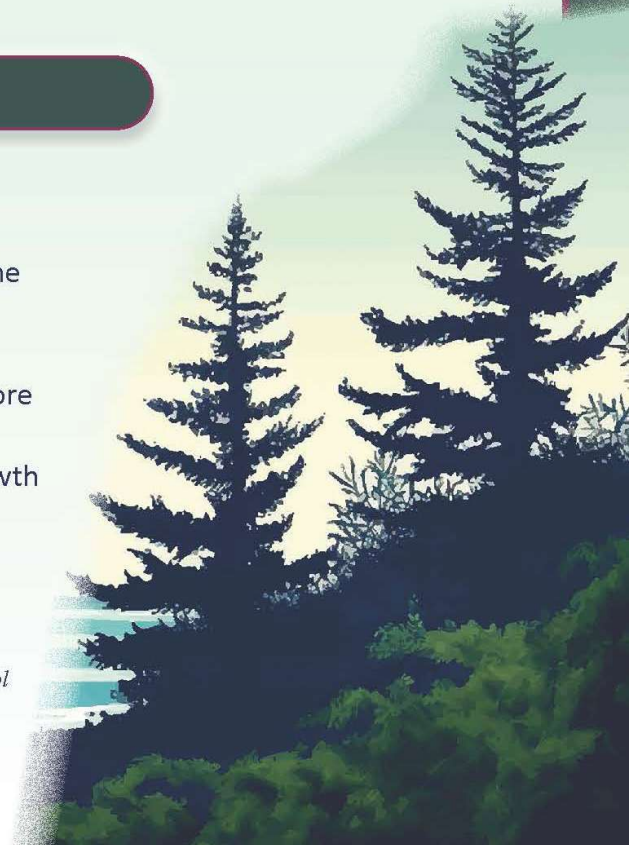
Our Values

- 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.



Aberdeen School District

216 North G Street
Aberdeen, WA 98520
360-538-2000
Fax 360-538-2014
www.asd5.org

Office of the Superintendent
360-538-2000

Traci Sandstrom
Co-Superintendent
Teaching and Learning
Technology
360-538-2123

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

Elyssa Louderback
Business & Operations
360-538-2007

Christi Clinkingbeard
Human Resources
360-538-2003

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

This District is an Equal Opportunity
Employer

August 20, 2024

Thank you for your decision to substitute in the Aberdeen School District. You are a valuable member of the District team and we could not operate without substitutes to take the place of employees who are unable to work.

Please take a few minutes to review the handbook as it has information about the district and important substitute procedures. The substitute coordinator is available to answer questions and provide support. In addition, the principal, secretary and other school staff are available to help you.

Again, we appreciate your contribution to our students and community.

Sincerely,

Christi Clinkingbeard
Human Resources Director

HOW TO BECOME A SUBSTITUTE

1. Application

The substitute applicant must submit an online application at www.asd5.org
From the district home page, select the Employment tab and follow the prompts.

2. Interview

The substitute applicants will be interviewed by Human Resources prior to being placed on the substitute list.

After the interview, all the substitutes must complete the following:

- a. Fingerprinting: All substitutes must have current fingerprint records on file at the OSPI office or they must be fingerprinted prior to becoming a substitute. Information is available in the Human Resources Office.
- b. Certificated Substitutes need to have a Teaching Certificate: A valid Washington State teaching certificate must be on file in the Human Resources Office before you can be called for an assignment.
- c. W-4 Form: Federal Withholding Exemption form must be completed.
- d. I-9: Employment Verification Eligibility form. Photo Identification and Social Security Card will be required. Certain types of other identification are acceptable. Check with the Human Resources Office or Business Office for requirements.

3. Compensation

Payroll Period The payroll period is from the 1st through the last day each month. For example, hours worked from the 1st of September through the 30th of September will be paid on October's pay day.

Payday All substitutes must sign up for automatic deposit. Payday is the last working day of each month and your pay will be deposited the morning of payday. Paycheck stubs are mailed to substitutes the day before payday.

Payroll information may also be viewed and printed online on the last working day of the month through Skyward and Employee Access. The Skyward link icon to Employee Access can be found on the Aberdeen School District website at www.asd5.org under Site Shortcuts.

Substitutes should keep track of days and schools worked at for confirmation of their paycheck. The pay period dates will be noted in Skyward/Employee Access.

If you have questions regarding your paycheck, please call the Payroll Specialist, at 360.538.2008.

2024-2025 Paydays

Sep 30, 2024	(Pay for 8/1-8/31/24)
Oct 31, 2024	(Pay for 9/1-9/30/24)
Nov 29, 2024	(Pay for 10/1-10/31/24)
Dec 31, 2024	(Pay for 11/1-11/30/24)
Jan 31, 2024	(Pay for 12/1-12/31/24)
Feb 28, 2024	(Pay for 1/1-1/31/24)
Mar 31, 2024	(Pay for 2/1-2/29/24)
Apr 30, 2024	(Pay for 3/1-3/31/24)
May 30, 2024	(Pay for 4/1-4/30/24)
June 30, 2024	(Pay for 5/1-5/31/24)
July 31, 2024	(Pay for 6/1-6/30/24)
Aug 29, 2024	(Pay for 7/1-7/31/24)

Certificated substitutes are paid \$108.50 for half days (3.75 hrs. or less) or \$217.00 for full days.

After a substitute is in the same assignment for more than 20 consecutive working days, they will be paid a per diem rate based on their individual placement on the salary schedule according to education and experience.

Classified substitutes are paid for the actual hours worked. Lunch period is unpaid. Substitutes are to report to the school secretary upon arrival at the school. **Classified substitutes will sign in on the substitute list and be issued a time sheet for signature at the beginning and end of each assignment at each location.**

Hours will be paid at the beginning step of each classification.

Custodian	\$24.97
Food Service	\$19.92
Paraeducator	\$21.82
Clerical/Office Support	\$24.02
Interpreter	\$21.82

4. Substitute Assignments

Substitute assignments are made through Frontline - Absence Management, which is a computerized absence management and substitute placement system used by Aberdeen School District. Frontline - Absence Management allows you to view current and past assignments and accept future assignments. You may also cancel assignments or change personal information. The Substitute Coordinator may call as needed if a substitute is not found through the automated system.

A substitute is expected to remain in their assignment for the hours given. A substitute is automatically released on a daily basis unless the Substitute Coordinator has confirmed an extended assignment.

The substitute has the option of scheduling non-work days in Frontline Absence Management in order to avoid unnecessary phone calls. Changes in address and phone number should be submitted in writing to the Human Resources office.

Cell Phone Usage

As you start your day, please turn your cell phone off. Texting and cell phone use is not permitted except during a break or at lunch. **Cell phone use during inappropriate times may result in not being asked to substitute for future jobs.**

Dress Code

Substitutes may dress casually because of the need to sit or kneel to assist students. Jeans and t-shirts are acceptable articles of clothing along with tennis shoes or flat, closed-toed shoes or boots. Please refrain from wearing clothing that is ripped, torn or revealing. Wear clothing that is practical for work, but not distracting or offensive to others. The goal is to be comfortable in the workplace while providing a neat, clean and professional appearance.

Online Training Modules through Vector (formerly SafeSchools)

As an expectation of employment, all substitutes must fully complete the mandatory Vector training modules as assigned through the online system before they may begin substituting with the Aberdeen School District. These training modules will also be assigned and must be completed on an annual basis, prior to the beginning of each school year in order to remain active on the substitute list.

The annual training modules will be sent to all substitutes in August prior to the start of the school year. They must be completed before you begin substituting for that school year. Certificated substitutes will receive full-day compensation at the current substitute rate. Classified substitutes will receive compensation at the first step of the hourly rate for the substitute classification in which they were hired.

Important Policies

Policy 5253 – Maintaining Professional Staff/Student Boundaries

Policy 3207 – Prohibition of Harassment, Intimidation, and Bullying

Policy 5011 – Sexual Harassment

Policy 3421 – Child Abuse, Neglect, and Exploitation Prevention

These policies may be reviewed at www.asd5.org, Our District tab or using this link <https://www.asd5.org/our-district/school-board-agendas-policy/policies-and-procedures>

PROFESSIONAL AND PERSONAL COMPETENCIES

To assure teaching competency will be maintained, the substitute is expected to:

- Keep abreast of the development in education through professional reading and by attendance at the institutes and other educational meetings.
- Keep informed concerning rules, regulations, and policies of the Aberdeen School District.
- Take an active interest in the work of the classroom and do an effective job of teaching.
- Maintain a strong code of professional ethics.

SUBSTITUTE PROCEDURES AND RESPONSIBILITIES

Beginning the Substitute Assignment

Substitutes are to report to the school secretary upon arrival at the school. The substitute should sign in on the substitute list and indicate the teacher whom he/she is replacing.

Substitutes will observe the same work schedule specified for regular teachers. Teachers are normally required to work 45 minutes prior to the beginning of the classes and 15 minutes after classes. The substitute will be notified of any deviation from the regular schedule by the hours listed in Absence Management or by the Substitute Coordinator.

Professional Procedures

The establishment and maintenance of effective routines and procedures will enhance the substitute's effectiveness. The following are highly recommended:

1. The substitute teacher makes every effort to continue the instructional program according to the directions left by the absent teacher.
2. The substitute teacher is concerned and interested in each student.
3. The substitute teacher possesses a competency of performance that will insure an interesting and productive learning environment.
4. The substitute teacher will implement effective and positive classroom management techniques.
5. The substitute teacher is appropriately groomed.

6. The substitute teacher displays judgment that supports the following professional standards of conduct:
 - a. **Be prepared:** Through plans and materials left by the regular teacher or through the use of short units of your own.
 - b. **Begin on time:** Do not give the class time to develop restlessness and disinterest. Begin immediately and get the students involved.
 - c. **Introduce yourself:** Emphasize that the class will be conducted as usual according to the regular teacher's schedule.
 - d. **Make clear presentations:** What the pupils gain from the lesson will depend on how you will present it.
 - e. **Provide for student involvement:** Be sure that the directions are clear and supervision is provided.
 - f. **Leave a clear, written summary for the regular teacher:** Include work covered and relevant comments. Focus on positive and constructive comments and indicate suggested activities for the following day.
 - g. **Remain at the school until the usual staff departure time: Check in with the office secretary prior to leaving for the day.**
7. The substitute teacher discusses controversial issues in the classroom only on an informative, non-partisan basis.
8. A substitute who becomes ill while on assignment should contact the principal. The substitute should also phone the Human Resources Office at 538-2000. The substitute must provide the following information: name, school, substitute for, grade level/assignment, and projected length of absence.
9. A substitute teacher is expected to assume all the duties and responsibilities of the regular teacher in a given day. Long-term substitutes may also be required to participate in staff meetings, teacher committees, and parent conferences.

Suggestions for Classroom Management

1. Like our students and let them know it. Hostility won't work.
2. Make expectations clear through direct instruction.
3. Expect good behavior. We all tend to respond to whatever is expected.
4. Be consistent in establishing a balance between positive reinforcement and appropriate negative consequences.

5. If you need help, please ask.
6. Keep your sense of humor!

If Plans Are Not Available or Appropriate

There will be times when lesson plans are not available. In some cases, the proposed material may be too difficult to cover adequately without preparation. In such cases, please consider the following:

1. Try to maintain lesson continuity by referring back to the last completed day in the plan book, if available, and then do a reasonable follow-up of previous lesson(s).
2. Check with the office to see if the regular teacher has left instructions. If it seems necessary to contact the teacher, please clear this with the office staff.
3. If the office or teacher is not available, contact the building administrator for direction.
4. Younger students, especially, often are upset by a departure from regular routines; let them know that some things will be done differently that day and request their cooperation.

End-of-the-Day Responsibilities

The substitute teacher recognizes that bringing closure to each day's efforts is one of the most important phases of effective substituting, thus, each of the following should be implemented daily, as appropriate:

1. Plan or review lessons for the next day, if applicable.
2. Leave a brief summary of the day's activities since good communication between you and the regular teacher is essential to continuity of learning for students. Include any information that the regular teacher should know and indicate any materials or activities not included in the regular teacher's plan.
3. Confer with either principal or school office coordinator concerning the completion of any reports that may be necessary.
4. Leave the room orderly. Windows should be closed and the room locked.
5. Return keys to the main office. Check with the principal or school office coordinator as to whether your services will be required in the same assignment for the next day. If you are not retained in the same assignment, an automatic release has occurred.

SCHOOL RESPONSIBILITIES

Aberdeen principals and staff members recognize their responsibilities toward the substitute and agree that:

1. Substitute teachers are welcome to the Aberdeen School District and all staff members will provide whatever help might be needed.
2. Regular teachers who are absent have the responsibilities of leaving clear directions for the substitute teacher, including a seating chart and lesson plans.

The building principal or authorized staff member will greet the substitute teacher, give him/her the necessary materials, and direct him/her to the classroom

ACCESSING FRONTLINE – ABSENCE MANAGEMENT

Frontline - Absence Management

Absence Management places outgoing calls during the following scheduled hours:

Monday through Friday

5:30 AM – 1:00 PM for placements that day only

4:00 PM – 9:30 PM for jobs in the future

Saturday and Sunday

4:00 PM – 9:30 PM for all unfilled placements

Frontline - Absence Management is available 24 hours a day, 7 days a week for substitutes to accept or review assignments.

Accessing Frontline - Absence Management

1. Go to <http://aesoponline.com/> or <https://app.frontlineeducation.com/>
 - Enter your Username and Password, then click **Login**
2. Or by telephone at 1-800-942-3767
 - Enter your phone number including area code, and PIN number
3. Once logged in you have access to the following:
 - Available Jobs
 - Help (Frontline Support)
 - History
 - Preferences – set call times and preferred schools
 - Update your phone number
 - Update your email address
 - Notifications
 - Log Out



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](#)

SEARCHING FOR AVAILABLE JOBS

Review available jobs directly on the homepage or via the “Available Jobs” option in your side navigation. These potential jobs appear in green on the calendar and in list form under the “Available Jobs” tab.

To accept a job, click the **Accept** button beside the absence (or click **Reject** to remove a job from the list).

Absence Management Victoria County School District

Melody Pond Multi-District View

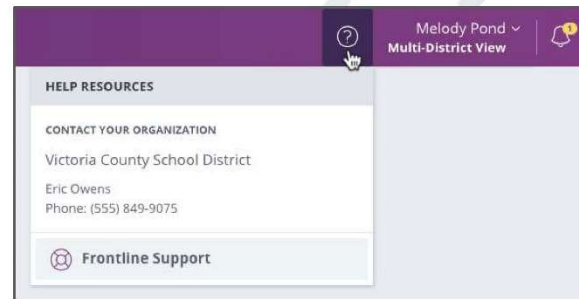
June 2023 July 2023 August 2023

Available Jobs Scheduled Jobs Past Jobs Non Work Days

Date	Time	Duration	Location	Filter
Beasley, Pam				
Thu, 6/15/2023	8:00 AM - 5:00 PM	Full Day	Victoria County School District Coal Hill School	

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 job alerts and other job acceptance tools. Search “Frontline Education” via the app store to download it and use your system username and password to sign in.

Call Options for Absence Management

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

If an available job has not been filled by another substitute two days before the absence is scheduled to start, the system will automatically begin to call substitutes and try to fill the job.

When the system calls you, be sure to say a loud and clear “Hello” after answering. It will call about one job at a time, even if you are eligible for other jobs. You can always call in to hear a list of *all* available jobs.

<p>When You Call into Absence Management</p> <ul style="list-style-type: none"> • Find available jobs – Press 1 • Review or cancel upcoming jobs – Press 2 • Review or cancel a specific job – Press 3 • Review or change your personal information – Press 4
<p>When Absence Management Calls You</p> <ul style="list-style-type: none"> • Listen to available jobs – Press 1 • Prevent Absence Management from calling again today – Press 2 • Prevent Absence Management from ever calling again – Press 9 • If interested in available jobs – Press 1 and enter PIN, followed by the # sign

ADDITIONAL RESOURCES

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

• Getting Started	• Popular Questions	• Frontline Mobile App
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Guide to Employee Access – Find Payroll Data

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** ☐ **Full**

* 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: 0 hours 00 minutes

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

☐ Sub Needed

5) For Single Day, choose the date of your absence. For Date Range, enter the dates of your absence.

6) Enter the # of hours of your absence (how long you will be gone for the day). Teachers enter 4 or 8 hours.

7) Enter a start time for your absence.

8) You must check the box if a substitute is required 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 Frontline - Absence Management.

Paid Sick Leave Law



As of Jan. 1, 2018, employers in Washington State are required to provide paid sick leave to their employees. Some industries may have other requirements.

Who is entitled to paid sick leave

All employees granted the protections of the State's Minimum Wage Act (RCW 49.46) are entitled to paid sick leave. This includes part-time, temporary, and seasonal employees. Immigration or documentation status does not affect an employee's entitlement to paid sick leave.

Accrual

Employees must be provided with at least one hour of paid sick leave for every 40 hours worked, for all hours worked. There is no cap on the amount of paid sick leave an employee can accrue. Employers may provide employees with more generous accruals.

Carryover

Employees with unused paid sick leave at the end of the year may carry over up to 40 hours of unused paid sick leave into the following year. Paid sick leave accrued in the following year is in addition to leave carried over from the previous year. Employers may provide employees with more generous carryover policies.

Usage

Employees are entitled to use accrued paid sick leave beginning on the 90th calendar day after the start of their employment. 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.

When using paid sick leave, an employee must be able to use leave in the same increments used by their employer for tracking compensation. Employees using paid sick leave are not required to find a replacement employee to cover their absence. An employee may enter into a shift-swapping agreement instead of using available paid sick leave if mutually agreed to by all parties involved.

Retaliation protections when using paid sick leave

Employees using accrued paid sick leave are protected from retaliation or any adverse action as a result of using leave. This includes counting paid sick leave as an absence that may lead to or result in disciplinary action. An employee is protected when they have enough paid sick leave hours available to cover an entire absence, and use the leave for a purpose allowed for by law.

Notification

Employees must be provided notification of their paid sick leave rights when they join an employer as a new employee. At least monthly, employees must be notified how much paid sick leave they have accrued and used since last notification, and how much leave they have available for use. An employer may include this information on an employee's paystub.

Payment of paid sick leave

Employees must be paid their leave at the rate of pay the employee would have normally earned during their absence. The leave must be paid no later than the payday for the pay period in which the leave was used.

Effective Jan. 1, 2024, under certain circumstances for some employees within the construction industry, unused paid sick leave may be required to be paid out to the employee following separation of employment.

Filing a complaint

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 file a worker rights complaint at [Lni.wa.gov/go/F700-148-000](https://lni.wa.gov/go/F700-148-000) or call 1-866-219-7321.

Rideshare drivers' rights to paid sick leave

As of Jan. 1, 2023, rideshare drivers are entitled to paid sick time under separate standards. For more information about rideshare rights, go to our web page at [Lni.wa.gov/TNCDrivers](https://lni.wa.gov/TNCDrivers).

For more information about paid sick leave protections and requirements, visit [Lni.wa.gov/PaidSickLeave](https://lni.wa.gov/PaidSickLeave).

Sample policies, resources, and consultations

The department has sample policies drafted for employer use at [Lni.wa.gov/PaidSickLeavePolicies](https://lni.wa.gov/PaidSickLeavePolicies).



For general information, visit L&I's public paid sick leave web page at [Lni.wa.gov/PaidSickLeave](https://lni.wa.gov/PaidSickLeave).

The department also hosts webinars on paid sick leave monthly. For calendar information, see L&I's Workshops and Training Center web page at [Lni.wa.gov/workshops-training](https://lni.wa.gov/workshops-training).

If you have sick leave that you would like to use, please notify the substitute coordinator. You will need to complete a timesheet requesting to use your sick leave in place of your scheduled assignment.

BOARD OF DIRECTORS AND ADMINISTRATORS

SCHOOL BOARD MEMBERS

Jennifer Durney
Jessica Jurasin
Suzy Ritter
Jeremy Wright
Annica Mizin

DISTRICT ADMINISTRATORS

Lynn Green, Co-Superintendent
Traci Sandstrom, 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
Matt Mahon – Technology Systems Manager
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
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 Education 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 & GH Juvenile Detention Center

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

Nani 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

SCHOOLS AND STAFF

The Aberdeen School District has a population of approximately 3300 students. There are two P-5 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

Aberdeen High School

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

Principal: Aaron Roiko
Asst. Principal: Mary Mainio
Secretary: Christina Seguin

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
Principal: Tosha Love

Secretary: Josie Micheau

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

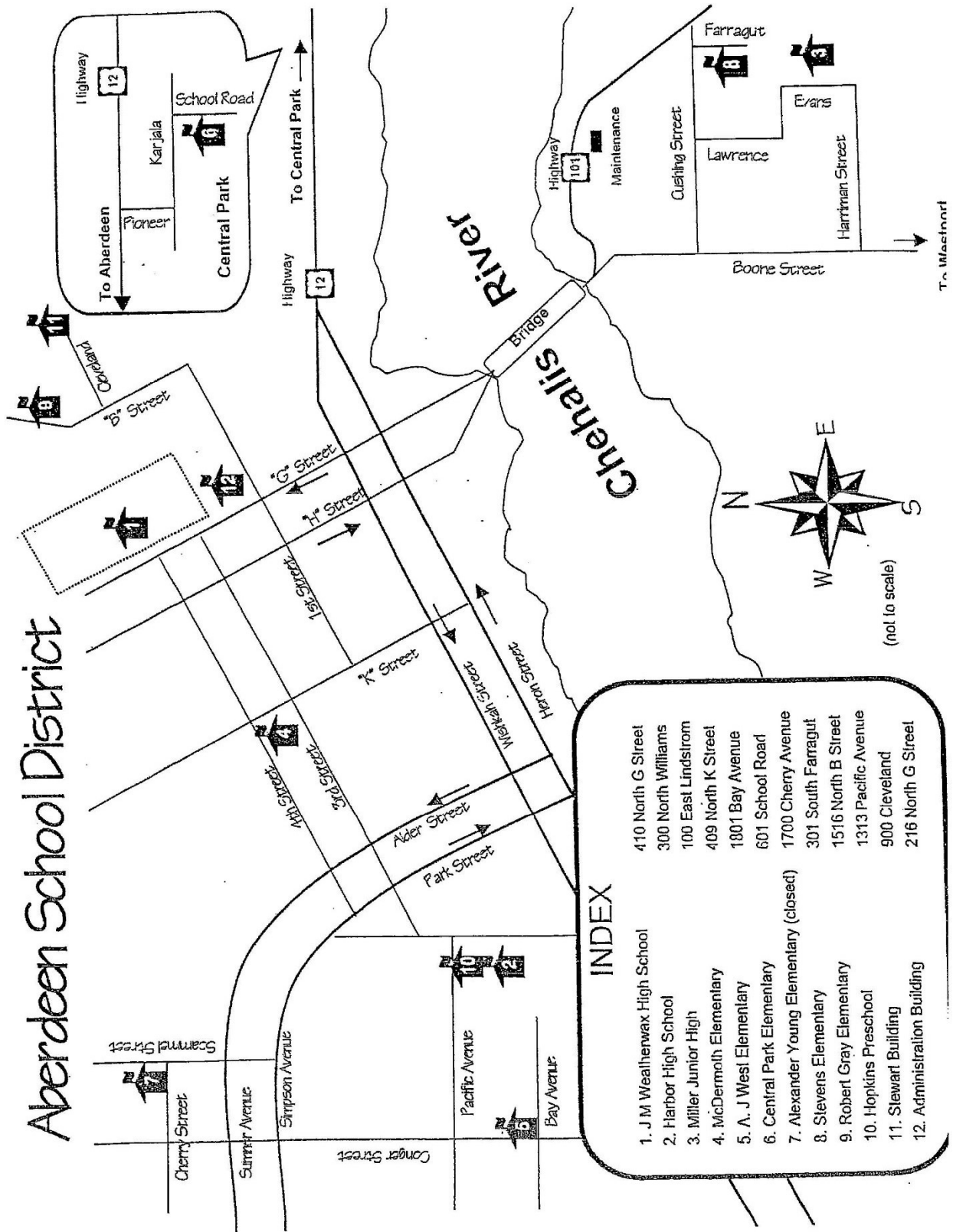
Principal: Darby Carroll
Coordinator: Darby Carroll
Secretary: Wendi Vergara

SCHOOL SCHEDULES

AJ WEST ELEMENTARY	9:00 – 3:00
CENTRAL PARK ELEMENTARY	9:30 – 3:30
MCDERMOTH ELEMENTARY	9:10 – 3:10
ROBERT GRAY ELEMENTARY	9:10 – 3:10
STEVENS ELEMENTARY	9:25 – 3:25
MILLER JUNIOR HIGH SCHOOL	8:00 – 2:30
ABERDEEN HIGH SCHOOL	8:10 – 2:45
HARBOR LEARNING CENTER	8:10 – 2:45

DISTRICT MAP

DISTRICT MAP



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:

Aberdeen (Radio)

KXRO	1370 AM	
KBKW	94.7 FM	1450 AM
KWOK	1490 AM	

Seattle (Television)

KIRO 7, KING 5, KOMO 4

Information is also posted on the District's Facebook page.

FlashAlert

The most reliable method to receive delayed start and 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 received a phone alert via the app or an 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.

*****Substitute Report Times***

On days when school opening is delayed, substitutes are encouraged to report to their assignments at their regular time.

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 3-12, 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

Developmental Preschool

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

Contact: Darby Carroll

Drug and Alcohol Counseling

True North provides individual and group counseling for secondary students.

Contact: 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, age 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 Jr./Sr. High School

Harbor High School is an alternative 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 and childcare is offered to district 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.

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 identify 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.

NONDISCRIMINATION AND SEXUAL HARASSMENT

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: Dr. 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 resolve 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

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 your supervisor or call the 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 Tyee Drive SW
Tumwater, WA 98512

(360) 464-6880

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; they are provided within the contents of this handbook. It is the responsibility of new staff to become familiar with all district policies and procedures.

Policy 5610 – Substitute Employment
Policy 2022 – Electronic Resources
Policy 2025 – Copyright Compliance
Policy 3207 – Prohibition of Harassment, Intimidation, and Bullying
Policy 3241 – Student Discipline
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