

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

Regular Meeting of the Board of Directors  
Community Room, Aberdeen High School  
October 1, 2024

**AGENDA**

4:30 p.m. Work-Study

5:30 p.m. Regular Meeting Call to Order

Flag Salute

**Consent Agenda**

1. Minutes
2. Accounts Payable
3. Grays Harbor Juvenile Court Agreement

Comments from Board Members

Comments from Student Representatives

Comments from the Public

Comment on agenda items is welcome at this time. Please sign up on the sheet provided at the entrance to the meeting and specify the agenda item you wish to address. Please limit your comments to three minutes. Comment on all matters is welcome via email to [schoolboard@asd5.org](mailto:schoolboard@asd5.org).

Presentations

1. Highly Capable Program

Old Business

1. [Policy 2190 Highly Capable](#)
2. [Policy 4500 Drones](#)

Superintendents' Report

1. Seismic Update
2. Transitional Kindergarten Update

New Business

1. [GHC MOU](#)
2. [2024-2025 Transportation Co-op](#)

Board Meeting Agenda  
October 1, 2024

3. [Columbia Wellness MOU](#)
4. [Ampersand Therapy OT](#)
5. Next Meeting

Executive Session / Closed Session

Personnel Matters

1. [Personnel Report](#)
2. [2024 AAAA Agreement](#)
3. [2024-2025 AAAA Salary Schedules](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5  
BOARD INFORMATION AND BACKGROUND

October 1, 2024

4:30 p.m. Work-study

5:30 p.m. Regular Meeting Call to Order

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on September 17, 2024, are enclosed for your review and approval.
2. Accounts Payable – The remaining accounts payable for August are enclosed for your review and approval.
3. Truancy MOU – An agreement with the Grays Harbor Juvenile Court for operation of the truancy program is presented for your information.

Comments from the Board

Comments from Student Representatives

Comments from the Public

The Board welcomes public comment on agenda items at this time. Please sign up on the sheet provided at the entrance to the meeting and indicate the agenda item you wish to address. Please limit your comments to three minutes. Written public comment on both agenda and non-agenda matters is also welcome via email. Comments should be submitted to [schoolboard@asd5.org](mailto:schoolboard@asd5.org) before noon on the day of the meeting and will be included in the public record.

Individual student matters or complaints against employees should not be brought forward at a public meeting. The Superintendent's Office or board president should be contacted directly.

Presentations

1. Highly Capable Program – Principal Mindi Hammill will present the 2023-2024 report and the 2024-2025 plan for the Highly Capable Program.

Old Business

1. Policy 2190 Highly Capable – An update to Policy 2190 governing the Highly Capable Program is presented for second reading and adoption. [Enclosure 2](#)
2. Policy 4500 Drones – A new policy, Policy 4500 – Unmanned Aircraft System and Model Aircraft – is presented for second reading and adoption. [Enclosure 3](#)

### Superintendents' Report

1. Seismic Update – Superintendents Lynn Green and Traci Sandstrom will provide an update on the seismic planning process and site review work.
2. Transitional Kindergarten Update – Superintendents Lynn Green and Traci Sandstrom will provide an update on plans for a pilot Transitional Kindergarten class for 4-year-olds.

### New Business

1. GHC MOU – Superintendent Traci Sandstrom will present an agreement with Grays Harbor College for the placement of student teachers in district classrooms through the BASTE program in 2024-2025 for your review and approval. [Enclosure 4](#)
2. 2024-2025 Transportation Co-op Agreement – Superintendent Lynn Green will present the 2024-2025 interdistrict agreement for renewal of the operation of the Aberdeen-Hoquiam Transportation Co-op for your review and approval. [Enclosure 5](#)
3. Columbia Wellness MOU – Special Education Director Rick Bates will present an agreement with Columbia Wellness to provide services to qualifying patients at district facilities in 2024-2025 for your review and approval. [Enclosure 6](#)
4. Ampersand OT – Dr. Rick Bates will present an addendum to the agreement with Ampersand Therapy to place Dr. Kayla Christensen in the district to provide occupational therapy services in 2024-2025 for your review and approval. [Enclosure 7](#)
5. Next Meeting – The next regular meeting of the Board is scheduled for 5:30 p.m. Tuesday, Oct. 15, at Stevens Elementary School. A work-study for an update on the seismic safety planning for new school sites will begin at 4:30 p.m.

### Executive Session / Closed Session

At this time the meeting will recess for an executive session expected to last 10 minutes under RCW 42.30.110 (g): To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

1. Personnel Report [Enclosure 8](#)
2. 2024-2029 AAAA Agreement [Enclosure 9](#)
3. 2024-2025 AAAA Salary Schedules [Enclosure 10](#)

ADJOURN

**ABERDEEN SCHOOL DISTRICT NO. 5**

Minutes of the Regular Meeting of the  
Board of Directors – September 3, 2024

Vice President Suzy Ritter convened the regular meeting of the Aberdeen School District Board of Directors at 5:30 p.m. Tuesday, September 17, 2024, in the Community Room at Aberdeen High School. In attendance were Jessica Jurasin, Annica Mizin and Jeremy Wright with President Jennifer Durney joining remotely, along with Superintendents Lynn Green and Traci Sandstrom, and 15 patrons and staff.

CALL TO ORDER

The meeting began with the flag salute.

On a motion by Director Wright and seconded by Director Mizin, the Board approved the consent agenda, which included the minutes from the regular meeting on September 3, 2024; August payroll vouchers 836795 through 836824 totaling \$4,335,719.71; General Fund vouchers 836825 and 836849 through 836938 totaling \$933,454.90, ASB Fund vouchers 836826 and 836839 through 836845 totaling \$28,261.90, Capital Projects Fund vouchers 836847 through 836848 and voided voucher 836846 totaling \$299,581.88 and Private Purpose Trust Fund vouchers 836827 through 836838 totaling \$15,228.66, and Accepted a gift from Page Hounsley and the Abel-Weatherwax Foundation in the amount of \$3,500 to support family services at the Snug Harbor Day Care.

CONSENT AGENDA

Director Annica Mizin expressed appreciation at the response from all involved to the concerning comments made on social media that prompted heightened security at Aberdeen High School.

COMMENTS FROM THE BOARD

Director Jessica Jurasin noted that she will be attending (remotely) the WSSDA General Assembly when it convenes Sept. 20-21.

Myka Jugum, a teacher at Robert Gray Elementary School, shared concerns about staffing adjustments that were made after the start of the school year.

COMMENTS FROM THE PUBLIC

Superintendents Lynn Green and Traci Sandstrom provided an update on the seismic planning process for future school construction projects. They noted that undeveloped, district-owned property in South Aberdeen near Grays Harbor College has been ruled unsuitable as a site for a new school while property adjacent to Aberdeen High School is under additional review. The team is continuing to identify potential sites that might be available for sale, they said.

SUPERINTENDENT REPORT

SEISMIC UPDATE

They noted that future school construction is the main topic for the Town Hall that is planned for 6 p.m. Tuesday, Oct. 22, in the Community Room at Aberdeen High School.

Superintendents Lynn Green and Traci Sandstrom discussed various next steps in the district's ongoing effort to improve safety on a daily basis and communications at times when safety is threatened. Board members offered

STANDARD RESPONSE PROTOCOL

feedback and suggestions from the Sept. 11 event, which remains under investigation by the Aberdeen Police Department.

Executive Director of Business and Operations Elyssa Louderback presented the Fiscal Status Report for August and an enrollment update for September. With the fiscal year elapsed, the district spent 103.7 percent of budgeted funds and has received 99.46 percent of expected revenue. Under enrollment, she reported a September count of 2,933 K-12 students and 40 Open Doors students compared to budgeted enrollment of 2,942 in K-12 and 45 budgeted in Open Doors. She reported ending fund balances of \$4,736,640.45 in the General Fund, \$337,354.96 in the Capital Projects Fund, \$992,558.19 in the Debt Service Fund, \$294,683.96 in the Associated Student Body Fund and \$344,769.70 in the Transportation Vehicle Fund.

FISCAL STATUS  
REPORT

Superintendent Traci Sandstrom presented for first reading an update to Policy 2190 governing the Highly Capable Program, which will bring the district policy into compliance with state required changes.

POLICY 2190  
HIGHLY CAPABLE

Superintendent Traci Sandstrom presented for first reading a new policy – 4500 Unmanned Aircraft System and Model Aircraft (Drones). She said the goal is to ensure awareness of federal aviation rules and share district expectations for proper use now that one drone is being used by the football program and there is interest among educators to use drones for instructional purposes.

POLICY 4500  
DRONES

On a motion by Director Jurasin and seconded by Director Wright, the Board approved a personal services contract with Dr. Trinity Parris to provide athletic training and concussion evaluation services for athletics in 2024-2025.

T. PARRIS  
CONTRACT

On a motion by Director Wright and seconded by Director Mizin, the Board approved a personal services contract with Ann Taylor to assist GEAR UP through December 2024 with certain reporting and program requirements.

GEAR UP SERVICES  
CONTRACT

Vice President Suzy Ritter announced that the next regular meeting is scheduled for 5:30 p.m. Tuesday, October 1, in the Community Room at Aberdeen High School. A work study to review and discuss legislative priorities and advocacy will begin at 4:30 p.m.

NEXT MEETING

At 5:56 p.m., Vice President Ritter recessed the meeting for an executive session expected to last 10 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The meeting reconvened in regular session at 6:06 p.m.

EXECUTIVE  
SESSION

On a motion by Director Wright and seconded by Director Mizin, the Board approved the Personnel Report. Under certificated matters, the Board approved the hiring of Maren Parker as a counselor at Aberdeen High School; approved changes of assignment for Joshua Dea and Lilianna Rayne from 0.8 FTE to 1.0

PERSONNEL  
REPORT  
CERTIFICATED

FTE at Aberdeen High School effective Aug. 28; Tom Floch at A.J. West Elementary School, Sage Berglund and Paige Wallin at Central Park Elementary School and Charles Stover at Stevens Elementary School from current-year only to ongoing effective Aug. 28; accepted resignations from Yesenia Barragan as a teacher at Aberdeen High School effective Sept. 6, Andrew Gwinn as a counselor at Aberdeen High School effective Sept. 6 and Veronika Graham as a teacher at McDermoth Elementary School effective Sept. 6; approved the hiring of Shanna Lynch and Grace Mazariegos as substitutes for the district and accepted the resignation of Tyna Waters as a substitute effective September 11, 2024.

Under classified matters, the Board approved the hiring of Jacqueline Quinby as a registered nurse for the district, Lisa Lund and Christine Taylor as bus drivers, current-year only, effective Sept. 3 and Cassidy Turchan as a bus driver effective Sept. 3; approved a change of assignment for Stacy Romero from Aberdeen High School to Robert Gray Elementary School in Food Service effective Aug. 28 and Emma Leigh Wimberley from family service worker to MTSS assistant at the Harbor Learning Center effective Sept. 12; accepted the resignation of Ryan McGraw as the GEAR UP Specialist at Aberdeen High School effective Sept. 17; approved the retirement of Peter Ross as a custodian at Aberdeen High School effective March 1, 2025; approved the hiring of Carly Giles as an assistant swim coach (0.5 FTE) at Aberdeen High School; accepted the resignation of Erick Hayter Ramsey as an assistant coach for wrestling at Miller Junior High School effective Aug. 24 and approved the hiring of Sarah Beese, Maria Garcia Lopez, Sarahi Ramirez, Christine Taylor and Jace Varner as substitutes for the district.

There being no further business, the regular meeting was adjourned at 6:07 p.m.

CLASSIFIED

ADJOURN

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Lynn Green, Secretary

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Jennifer Durney, President

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Traci Sandstrom, Secretary

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

As of October 1, 2024, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$193,105.28. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND LY  
Warrant Numbers 836939 through 836943, totaling \$193,105.28

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_

| Check Nbr | Vendor Name                    | Check Date              | Check Amount |
|-----------|--------------------------------|-------------------------|--------------|
| 836939    | EMERALD LEARNING CENTER        | 09/24/2024              | 12,500.00    |
| 836940    | Grays Harbor College           | 09/24/2024              | 20,499.20    |
| 836941    | Hoquiam School District #28    | 09/24/2024              | 79,042.71    |
| 836942    | South Puget Sound Community Co | 09/24/2024              | 10.27        |
| 836943    | THE DEVEREUX FOUNDATION        | 09/24/2024              | 81,053.10    |
| 5         | Computer                       | Check(s) For a Total of | 193,105.28   |



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

As of October 1, 2024, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,332.91. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB0924LY  
Warrant Numbers 836944 through 836944, totaling \$1,332.91

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_

| Check Nbr | Vendor Name                 | Check Date              | Check Amount |
|-----------|-----------------------------|-------------------------|--------------|
| 836944    | Aberdeen School District #5 | 09/24/2024              | 1,332.91     |
| 1         | Computer                    | Check(s) For a Total of | 1,332.91     |

**MEMORANDUM OF UNDERSTANDING**  
**TRUANCY INTERVENTION AND COMMUNITY ENGAGEMENT BOARDS (CEB)**  
**2024 – 2025**

**FUNCTION OF THE PARTNERSHIP**

GRAYS HARBOR COUNTY JUVENILE COURT AND THE ABERDEEN SCHOOL DISTRICT (ASD5) will collaborate to maintain a coordinated approach to reduce chronic absenteeism through the development and implementation of culturally appropriate practices and evidence-based services that include but are not limited to Community Engagement Boards (CEB) and stay petitions. In accordance with compulsory school attendance law (RCW 28A.225) and BECCA legislation (HBs 2249, 1770, 1113, SB 5290), this collaboration intends to utilize CEBs to help reduce the number of truant students involved in the court process.

**COMMITMENTS**

**Aberdeen School District (ASD5) agrees to:**

1. Establish and develop CEBs and participate in or provide training to members and volunteers<sup>1</sup>
2. Follow the statutory requirements and procedures regarding truancy and notification of child/parent(s)/guardian(s) prior to pursuing a truancy petition.
3. Submit necessary documentation for petitions, orders staying proceedings and CEBs allowing for the opportunity to resolve truancy matters through alternative interventions.
4. Provide regular updates to the Juvenile Court regarding the attendance and performance of students involved in the truancy process.
5. Collaborate with Juvenile Court, as needed, to coordinate interventions for truant students.
6. Identify the person or persons who coordinate school district efforts to address excessive absenteeism and truancy and ensure that a school representative is present in person for all court proceedings.
7. Provide an available approved best practice or research-based intervention consistent with WARNS profile or other assessments, such as the GAINSS.

**Grays Harbor County Juvenile Court agrees to:**

1. Partner with the School District by participating in CEBs when requested or provide training to members and volunteers on truancy court processes and procedures.
2. Provide training and support to school district personnel on the process of submitting truancy petitions.
3. Collaborate with the School District, as needed, to coordinate interventions for truant students.
4. Assist and support the School District in coordinating available best practice or research-based interventions consistent with WARNS profile or other assessment, such as the GAINSS.
5. Provide support for the School District in presenting cases in court.

**Aberdeen School District and the Grays Harbor County Juvenile Court recognize that reducing truancy and chronic absenteeism improves student engagement and strengthens graduation rates.**

Please email signed form to: [kevin.badten@graysharbor.us](mailto:kevin.badten@graysharbor.us)

\_\_\_\_\_  
Signature of District Superintendent or Designee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Grays Harbor County Juvenile Court Executive Director or Designee

\_\_\_\_\_  
Date

9/26/2024

## HIGHLY CAPABLE PROGRAMS

In accordance with the philosophy order to develop the special abilities of each student, the district shall will offer appropriate instructional programs to meet the needs of a highly capable students of school age that provides kindergarten through 12<sup>th</sup> grade students who qualify with Students selected for the program will have access to basic education programs that accelerate learning and enhance instruction. The framework for such program shall encompass, but not be limited to, the following objectives.

- A. ~~Bring together students of high ability in order to enable them to be challenged and stimulated by students of like ability~~
- B. ~~Develop life long learning processes and prepare students for learning opportunities at the secondary level and beyond; and~~
- C. ~~Develop abilities and talents for both personal fulfillment and the benefit of society.~~

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others, and
4. Development of originality and creativity.

The board will annually approve the district's highly capable plan including: ~~which~~ describes

- The number of students the district expects to serve ~~served~~ by grade level;
- the district's plan to identify and place students including universal screening at two grade levels;
- A description of the highly capable program goals;
- A description of the services the program will offer;
- An instructional program description;
- A description of ongoing professional development for highly capable program and general education staff; ~~professional development;~~ program evaluation and fiscal report; and,
- Assurances that the district is legally compliant.

The superintendent shall will establish procedures consistent with state guidelines for nominating, assessing and selecting children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude, and creative or productive thinking implementing universal referral, screening, assessment, identification, and placement of highly capable students. The procedures will include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways universal screening for identification and placement decisions; use of local norms, unless more restrictive than national norms; and use of

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screening and assessment in the student's native language (if available) or nonverbal assessment.

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Legal References: RCW 28A.185.030

Programs—Authority of local  
school districts—Selection of  
students

WAC 392-107

Special service program—Highly  
capable students

Adoption Date: 02/06/07

Revised: 06/17/08; 06/17/14; \_\_\_\_\_

## Highly Capable Program

Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Highly capable students exhibit outstanding abilities are seen within ~~student's~~ their general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present ~~not only~~ both in the general populace, ~~but are present~~ and within all protected classes.

Students who are highly capable may possess, but are not limited to, these learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than other peers;
3. Creative ability to make unusual connections among ideas and concepts;
4. Ability to learn quickly in their area(s) of intellectual strength; and
5. Capacity for intense concentration and/or focus.

Aberdeen School District's Highly Capable Program goal is to meet the unique academic, social and emotional needs of intellectually gifted students in grades K-12.

The district will employ the following procedures shall be employed to ~~nominate, assess and select students to participate~~ find students who may qualify for potential placement in the program:

### **Nomination Referral**

~~The process begins by completing the nomination form. These forms are available in the main office at each school and in the District Office. Anyone may nominate a student in Grade 2 or higher for program consideration. Referrals are encouraged from parents, teachers, friends and the community. While nominations will be accepted at any time, testing takes place in the fall each year.~~

~~Prior to testing, a notice will be sent to the nominated student's parents informing them of upcoming program testing and requesting their return of Consent for Evaluation.~~

The district will conduct universal screenings at two elementary grade levels to find students who may qualify for potential highly capable program placement. Referrals must be available for all grade levels not being universally screened, and may be submitted by teachers, other staff, parents, students, and members of the community.

### **Screening**

The district will select a grade level to implement universal screening procedures for each

student. Universal screening must occur once in or before second grade, and again in or before leaving elementary, either fifth or sixth grade. The purpose of universal screening is to include students who traditionally are not referred for highly capable programs and services. Students discovered during universal screening may need further assessment to determine whether the student is eligible for placement in a program for highly capable students. The District will consider at least two student data points during universal screening, which may include previously administered objective standardized, classroom-based performance, cognitive, or achievement assessments, or research-based behavior ratings scales.

### **Assessment**

The district will obtain written or electronic parental permission prior to conducting additional assessments to determine eligibility for participation in its Highly Capable Program.

District practices for identifying the most highly capable students must prioritize equitable identification of low-income students.

The district will assess students identified for further consideration through the universal screening process using multiple objective criteria. The district must base the assessment process upon a review of each student's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each student's unique needs and capabilities. The assessment criterion consists of both qualitative and quantitative instruments.

District-wide testing of students takes place in the fall using the ~~Otis Lennon Scholastic Abilities Test~~ Naglieri Non-verbal Abilities Test (NNAT3). Measures of Academic Progress (MAP) The i-Ready assessment tool, a district-wide academic assessment, is administered in the fall and spring each year. Results from this test are used for screening and to provide additional information for the placement team. The state assessment test scores are also used to provide additional information, if results are available. A Teacher Rating Form is sent to the appropriate teacher(s) requesting pertinent information about the nominated student, if needed.

The district must have identification procedures for their highly capable programs that are clearly stated and implemented by the district using the following criteria:

1. Districts must use multiple objective criteria to identify students who are determined to need services. Multiple pathways for qualifications must be available and no single criterion may disqualify a student from identification;
2. The district must base highly capable selection decisions on consideration of criteria benchmarked on local norms, but the district will not use local norms as a more restrictive criterion than national norms at the same percentile.
3. The district will not use subjective measures, such as teacher recommendations or report card grades to screen out a student from assessment or to disqualify a student from identification. However, the district

may use these data points alongside other criteria during selection to support identification; and

4. To the extent practicable, the district must give screening and assessments in the native language of the student. If native language screening and assessments are not available, the district must use a nonverbal screening and assessment.

The district will record test results in the student's cumulative file.

Any screenings or additional assessments will be conducted within the school day and at the school the student attends. On a case-by-case basis and with the consent of the parent or guardian, the district may offer student screenings or additional assessment opportunities during the summer, outside of school hours, or at an alternative site.

### Selection

A ~~Student Placement Team~~ multi-disciplinary selection committee composed of the program administrator, a school psychologist or other individual who can interpret cognitive and achievement test results, an elementary principal, and teachers representing each school will review data that has been collected for each of the ~~nominated~~ referred students.

The ~~student placement team~~ multi-disciplinary selection committee will evaluate individual student assessment profile data using a blind (no name) process the results of the universal screening, any further individual student assessment, and any available district data and make. The selection decision is based on:

1. A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable requires accelerated learning and enhanced instruction, and;
2. Evidence of clear need for highly capable services; and
3. ~~Determination of which students would benefit the most from inclusion in the district's program.~~

A single assessment score or indicator will not prevent a student's selection for the Highly Capable Program; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from these services. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive and/or academic achievement.

### The District will:

1. Notify parents of students who have been selected. Parents will receive a full explanation of the procedures for identification, an explanation of the process to exit a student from the program, the information on the district's program and the options that are available to identified students.
2. Obtain parental permission to place identified students in the program before any special services and programs are provide to the student.

- ~~3. Schedule a meeting of all such parents and students to formulate individual education plans, and~~
- ~~4. Conduct an annual parent meeting to review each student's educational plan.~~

### Appeals

Parents/legal guardians have the right to appeal the ~~student placement team's~~ **multi-disciplinary selection committee's** decision. Individuals appealing the decision must submit a completed appeals form or letter requesting review of the placement decision. The written request must include reasons for the appeal and, to support reconsideration, provide additional evidence of significantly advanced cognitive or academic levels and/or outstanding intellectual, academic, or creative abilities.

The appeal request and supporting evidence must be submitted to the director of the Teaching and Learning Department at 216 North G St. within 30 school days of the placement team's decision notification.

The district's ~~student placement team~~ **multi-disciplinary selection committee** will review the student's file, assessment profile data, and additional evidence provided in the request for appeal. The decision of the team may include:

1. Upholding the original decision, or
2. Reversing the decision.

A decision will be made within 45 school days after receipt of written request for reconsideration. The parent/legal guardian will be notified of the decision in writing. The decision of the ~~student placement team~~ **multi-disciplinary selection committee** is final.

### Exit Process

**Upon the request of a teacher of a highly capable program administrator,** ~~t~~The exit process may be initiated for students who no longer demonstrate a need for highly capable program services. A request may be made by a teacher or program administrator for highly capable student identification and placement discontinuation.

Prior to any decision to change the student's placement, parents will be notified and provided an opportunity to meet with the district **program** administrator ~~of the program~~ and the building team to discuss the student's performance and possible change of placement.

The ~~student placement team~~ **multi-disciplinary selection committee** will convene a meeting **and invite parent/guardian** to review the student's profile to determine if the student qualifies for program services based on assessment data and selection criteria. The ~~team~~ **committee** may request additional evidence of student capabilities and/or willingness to participate in the program. If the ~~team~~ **committee** determines that gifted services are no longer appropriate to fit the student's needs it may be recommended that the student is **be** exited from the program. The parent will be notified in writing of the committee's decision and of the appeal process.



A parent/legal guardian may request that the student be withdrawn from the program or a student may voluntarily withdraw from the program. A meeting will be convened by the Highly Capable Program ~~Coordinator~~/Director to discuss the request. If the parent/legal guardian desires to withdraw the student from the program, the student will be exited from the program. The ~~student placement team~~ **committee** will determine if identification procedures are necessary for students wishing to re-enter the program in the future.

### **Program Design**

The district will make a variety of appropriate program services available to students who participate in the program. Once services are started, a continuum of services will be provided to identified students in grades K-12. The district will keep on file a description of the educational programs provided for identified students. The district reviews services yearly for each student to ensure that the services are appropriate.

When possible, students in K-6 will be clustered together in groups of two to five to intellectually challenge each other. **Small SEL groups designed to support student social emotional needs.** Students in grades 7-12 will have Honors, AP, **course advancement,** Running Start/community college and/or online classes available **and clusters in advisory.** Instruction and curricula will be differentiated and designed to respond to the needs of the highly capable learner. ~~Student learning plans will be formulated by the student, parent and the school's highly capable coordinator to provide support and opportunities for the student so as to develop his/her abilities and talents for life-long learning.~~ **Guidance groups for class selection to support the development of his/her abilities and talents for life-long learning.**

### **Reporting**

Identified students will be assigned the appropriate CEDARS Gifted value(s) in the district's student information system for the end-of-year reporting activities.

The superintendent or designee will provide an end-of-the-year report to the Office of Superintendent of Public Instruction (OSPI) which includes:

1. Number of students served by grade level K-12;
2. Student demographic information;
3. Data to determine if students who are highly capable met the goals set and if the programs provided met the academic needs of these students;
4. Number and content of professional development activities provided for special teachers and general education staff;
5. Program evaluation data and, if needed, program changes that will be made based upon this information; and
6. ~~Final fiscal report that reports on activities and staff funded by this program.~~

Revised: 05/01/12; 06/17/14; 02/07/17; \_\_\_\_\_

## UNMANNED AIRCRAFT SYSTEM AND MODEL AIRCRAFT

The unapproved use or possession of an unmanned aircraft system (UAS) (commonly referred to as “drone”) or model aircraft on district property or at a district-sponsored event is prohibited. Individuals and entities shall not, at any time, without prior district approval, use or possess a UAS or model aircraft on, in, above, or upon any district property or premises, including those owned, leased, maintained, or used by the district.

The district reserves the right to remove or refuse entry or admission to any individual or entity who violates this policy. The district further reserves the right to exclude any individual or entity who violates this policy from future entry upon district property or entry to district-sponsored events. Students and employees violating this policy may be subject to disciplinary action or discharge. Any violator may also be reported to authorities, including local law enforcement and the Federal Aviation Administration (FAA).

### Definitions

1. Unmanned Aircraft System:  
Unmanned aircraft system means an unmanned aircraft and associated elements (including communication links and the components that control the unmanned aircraft) that are required for the pilot in command to operate safely and efficiently in the national airspace system.
2. Unmanned Aircraft:  
Unmanned aircraft means an aircraft that is operated without the possibility of direct human intervention from within or on the aircraft.
3. Model Aircraft:  
A model aircraft means an aircraft that is:
  - a. Capable of sustained flight in the atmosphere;
  - b. Flown within visual line of sight of the person operating the aircraft; and
  - c. Flown for hobby or recreational purposes.

### Approval Process

Any individual or entity wishing to use or possess a UAS or model aircraft on district property or at a district-sponsored event must receive pre-approval. Individuals and entities must seek pre-approval from the superintendent or designee.

Any individual or entity who receives pre-approval to use or possess a UAS or model aircraft on district property or at a district-sponsored event must abide by district policies and procedures, any special restrictions put in place by the district official granting pre-approval, the laws set forth in the FAA Modernization and Reform Act of 2012, and any laws adopted by state and local authorities.

The superintendent or designee may require those using or possessing a UAS or model aircraft to:

1. Provide proof of insurance;
2. Enter into an agreement which holds the district harmless from any resultant claims or harms to individuals and damage to property; and
3. Any additional requirements as determined appropriate by the district.

**Instructional Purpose**

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics, airplane design technology and construction, which can also serve as an academic tool in approved core and elective areas. Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement. A student may not receive individual compensation for use of a school district UAS. District staff teaching a class that allows use of a UAS may demonstrate for or assist a student in their operation of the UAS, provided the assistance is needed as part of the curriculum and assistance is to a student enrolled in the course.

District employees shall work with administrators to ensure that proper insurance, registration and authorization are in place prior to adoption of curriculum that allows operation of a UAS as part of the curriculum. All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

---

|                   |             |   |
|-------------------|-------------|---|
| Cross References: | Policy 4200 | Parent Access and Safe and Orderly Learning Environment                   |
|                   | Policy 4260 | Use of School Facilities  |
|                   | Policy 4310 | District Relationships with Law Enforcement and other Government Agencies |
|                   | Policy 5281 | Disciplinary Action and Discharge   |

|                   |   |
|-------------------|---|
| Legal References: | FAA Modernization and Reform Act of 2012, Pub. L. No. 112-95, Sections 331, 336, 126 Stat. 11 |
|-------------------|---|

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



**Bachelor of Applied Science in Teacher Education  
Memorandum of Understanding (MOU)**

GRAYS HARBOR COLLEGE  
and  
ABERDEEN SCHOOL DISTRICT, DISTRICT #5  
for the academic year 2024-2025

A. Scope of MOU:

This MOU establishes a common set of expectations for the Bachelor in Applied Science Teacher Education student candidates, educator preparation program, and K-12 school district. The Grays Harbor College Handbook, provided to all parties, outlines the responsibilities of the GHC students, field supervisors, and mentor teachers.

B. Placement:

Practicum students must be placed in a school/classroom setting within the grade band assigned as observers only in the classroom setting. **Assigned practicum mentors will receive three (3) clock hours per quarter for mentoring practicum students.**

Student teachers must be placed in a school/classroom setting within the grade range and content area(s) that align with the certification program they are enrolled within for the entire second year of the academic program. Unless otherwise established in writing between the school district and a student teacher, student teachers will not be considered employees of the school district and will not be remunerated for their services to the school district. **Assigned student teaching mentors will receive ten (10) clock hours per quarter for mentoring the student teachers. If the student teaching assignment is terminated for any reason, the mentor will receive clock hours based on the percentage of time the student was in the field experience.**

C. Duration of candidate placement:

Practicums are comprised of thirty (30) hours per quarter during the first year of the program.

Student teaching is comprised of three (3) student teaching quarters, each a duration of ten weeks during the second year of the program (90 hours fall quarter, 300 hours winter quarter and 150 hours spring quarter).

D. Student Teaching Assignment:

Each school site should present a nurturing environment with good communication between the student teacher, mentor teacher, and field supervisor.

a. Qualifications for mentor teachers:

- i. Full-time faculty member
- ii. Must have completed a minimum of three years of full-time teaching in the role and been employed by the cooperating district for a minimum of one full year
- iii. Must be fully certified by the State of Washington in the content area and grade level they are teaching

iv. Should possess subject matter and instructional proficiency and the qualities of a "master teacher."

b. Qualification for program supervisors:

- i. Master's degree
- ii. Minimum of three years teaching experience
- iii. K-12 knowledge and expertise in content and pedagogy

c. Field supervisors will make consistent contact with student teachers and cooperating teachers. There will be a minimum of three on-site observations during each student teaching experience.

E. School District Policies:

Teacher Education Program students are required to abide by school district policies. Violation of school district policies may result in consequences including but not limited to the termination of student placement as described in Section H.

F. Background Checks:

Having a clear Washington Access to Criminal History (WATCH) is a condition for acceptance to the program. Student teachers may be required to complete additional background and security checks required by the school district. If applicable, student teachers will submit criminal history information to the school district pursuant to RCW 28A.320.155.

G. Teacher Education Program students are required to obtain professional liability insurance (\$1,000,000 minimum) before they begin their field experience. Students may provide proof of coverage from an insurance provider or through the Student National Education Association program through the Washington Education Association Educators Employment Liability (EEL) Program.

H. Problems and Concerns - Termination of Placement:

There are times when a student placement does not work as expected. There are numerous complex reasons that can be difficult to solve. This emphasizes the need for honest and open communication between the student teacher, mentor teacher, cooperating district administrator, field supervisor, and the program dean. Punctuality in communicating concerns is critical to identifying effective solutions.

- a. The student, cooperating school district, mentor teacher, and/or Grays Harbor College can terminate a student placement assignment. The termination should be a final solution after reasonable attempts have been made to solve the issues, including a plan of correction if appropriate. All parties, including the program director, should be notified of any problems and be involved in developing the plan of correction.
- b. Certain egregious offenses will result in the immediate termination of a placement, including but not limited to:
  - i. Possession of, use of, or being under the influence of illegal drugs or alcohol
  - ii. Acts of violence
  - iii. Violations of appropriate teacher/student boundaries
  - iv. Theft of school district money or property
- c. If possible and appropriate, conferences should be held with the involved parties to discuss the issues and solutions. Every attempt will be made to address the concerns to the satisfaction of all parties.
- d. *Should the cooperating school district or Grays Harbor College terminate the placement because of failure of the student to meet the requirements of attendance and/or performance, the student will not be placed in another school district during that quarter.***
- e. Should the student request a change in placement, or Grays Harbor College warrant a change in placement, all efforts will be made to accommodate the change in placement.
- f. The final decision regarding termination will be made by the program director.

- I. Every mentor teacher will be provided with a copy of the Grays Harbor College Bachelor of Applied Science Teacher Education Handbook. Guidelines for students, mentors, and field supervisors are outlined in said Handbook.
- J. Only one teacher candidate should be in the classroom with a mentor teacher at a time to allow one-on-one mentorship and the ability to build an individual relationship with the mentor and the class.
- K. Substitute Teaching: The student teacher may be used as a substitute teacher. However, the hours substituting cannot be used as field experience hours. Students wishing to substitute must adhere to the school district and OSPI substitute teacher requirements.
- L. Supervision and Evaluation of Student Teachers: Mentor teachers and field supervisors must understand and demonstrate the ability to evaluate candidates using the Student Teaching Evaluation Forms and Grays Harbor College Disposition Rubric as provided in the Grays Harbor College Handbook.
- M. Administrative Rules for teacher preparation clinical experiences can be found at WAC 181-78A-300.
- N. Alternative Routes:
  - a. The Program will be carried out in accordance with Washington Administrative Code (WAC) 181-80 authorizing the Alternative Routes to Certification Program (previously RCW 28A.660.040), Authority WAC 181-80-002, Definitions WAC 181-80-005, Basic requirements WAC 181-80-010, and Program types WAC 181-80-020.
  - b. The Program offers a residency certification program for Elementary Education and English Language Learners (ELL) endorsement (alternative routes 1,2,3 and 4).
  - c. GHC Bachelor's in Teacher Education program will:
    - i. Identify key faculty member(s) who will work directly with the district.
    - ii. Provide the district with promotional brochures and/or presentations to assist with program recruitment.
    - iii. Schedule program courses.
    - iv. Provide key faculty member(s) to implement the program.
    - v. Provide field supervision and facilitate learning activities such as peer observation and feedback.
  - d. School districts will:
    - i. Identify a key staff member(s) who will serve as a district liaison to the Teacher Education Program.
    - ii. Work with the Teacher Education Program to provide candidates to the program who are employed by the district.
- O. Outcomes:

In order to accomplish the general objectives below meet the associated outcomes, the Teacher Education Program and school district shall perform the specific duties, as outlined in this form. The MOU is that the information may be subject to change based upon the district program needs and agreed upon by all partners.

P. Key roles and responsibilities:

| Responsibilities           | Preparation program | School District | Field Supervisor |
|----------------------------|---------------------|-----------------|------------------|
| Candidate recruitment      | X                   | X               |                  |
| Candidate screening        | X                   |                 |                  |
| Candidate selection        | X                   |                 |                  |
| Candidate oversight        | X                   |                 | X                |
| Additional field placement | X                   |                 | X                |
| 540 hours student teaching | X                   | X               | X                |
| Mentor selection           | X                   | X               | X                |
| Mentor training            | X                   |                 |                  |
| Mentor support             | X                   | X               | X                |

Q. Key activities timelines:

All key activities will take place year-round each academic year.

| Activities                 |
|----------------------------|
| Candidate recruitment      |
| Candidate screening        |
| Candidate selection        |
| Additional field placement |
| 540 hours student-teaching |
| Mentor selection           |
| Mentor training            |

R. Program management:

The following shall be the contact person for all communications regarding the performance of this MOU.

|                  | Teacher preparation program                  | District   |
|------------------|--|--|
| Name             | Paige Pierog                                 | Lynn Green & Traci Sandstrom   |
| Title            | Program Director                             | ABERDEEN   |
| Mailing address  | 1620 Edward P Smith Dr<br>Aberdeen, WA 98520 | 216 N G St<br>Aberdeen, WA 98520   |
| Telephone number | (360)538-4181                                | 360-538-2002   |
| Email            | paige.pierog@ghc.edu                         | <a href="mailto:lgreen@asd5.org">lgreen@asd5.org</a> ;<br><a href="mailto:tsandstrom@asd5.org">tsandstrom@asd5.org</a> |

\_\_\_\_\_  
Co-Superintendent, Lynn Green

\_\_\_\_\_  
Date

\_\_\_\_\_  
Co-Superintendent, Traci Sandstrom

\_\_\_\_\_  
Date

\_\_\_\_\_  
Grays Harbor College President, Carli Schiffner

\_\_\_\_\_  
Date

## Memorandum of Understanding Contact Information

### GRAYS HARBOR COLLEGE

Dr. Evi Buell, VPI  
360 – 538-4010  
evi.buell@ghc.edu

Paige Pierog, Program Director  
360-538-4181  
paige.pierog@ghc.edu

Judy Holliday, Placement Coordinator/Field Supervisor  
360-538-2525  
judy.holliday@ghc.edu

Bill Dyer, Field Supervisor  
360-538-4171  
bill.dyer@ghc.edu





**A CONTRACTUAL AGREEMENT FOR PARTICIPATION AND OPERATION  
OF A  
PUPIL TRANSPORTATION COOPERATIVE**

This agreement, by and between Hoquiam School District (hereinafter referred to as “Operator”) and Aberdeen School District, both of Grays Harbor County, Washington, (each hereinafter referred to as “Cooperative Districts”) provides for the establishment and implementation of a cooperative transportation program. Be it further provided, other local school districts (hereinafter referred to as “participating districts”) shall have access to the Cooperative for the purpose of contracting for transportation maintenance services with such districts. Specifically, this agreement provides the mechanism by which the Cooperative will furnish transportation services to both districts. Such transportation services shall include the following:

- Driver training
- Central purchasing
- Vehicle maintenance and repair
- Transportation Supervision

It is agreed by and between the cooperative parties hereto as follows:

1. **Establishment:** A Cooperative Transportation Program is established to provide safe, economical transportation of all public school pupils residing within the boundaries of each cooperative district and to facilitate improved services while avoiding unnecessary duplication of supervisory and technical staff. It is further desired to provide flexibility in operation, which will facilitate rapid program adjustments and meet emergency or special needs as they arise.
2. **Term:** The term of this agreement shall begin September 1, 2024, and be on a fiscal year basis beginning each September 1, to be renewed annually subject to the provisions for withdrawal herein contained. Parties may mutually agree to modify this agreement with 30 days notice.
3. **Location:** The Transportation Program will be conducted at the site currently staged. This facility is located at 3030 Bay Avenue, Hoquiam, Washington.
4. **Administration:** It is agreed that the administration of the program shall be vested in the district housing the cooperative districts party hereto. The building facilities shall be under the supervision of and be maintained by the Hoquiam School District.
5. **Council:** It is agreed that a Council will be comprised of the Superintendent/Designee from each district, the Business Manager from each district and the Transportation Director. The Council will meet on or before June 1 and upon completion of the reconciliation. Any decisions made by the council will be on simple majority. Notes will be taken and provided to members not in attendance. The following items will be discussed:
  - Quality of services provided
  - Budget
  - Costs for participating districts
  - The addition or deletion of services
  - Review of expenditures
  - Reconciliation
  - Any other matters pertaining to the cooperative that may arise
6. **Budget:** The cooperative districts shall prepare a preliminary budget covering revenues and expenditures that need to be built into the operator district (Hoquiam’s) budget priorities June 1, of each school year. The operator district (Hoquiam) shall prepare their budget covering the proposed operation and financing by

August 1 of each school year. The budget shall show details of estimated expenditures and revenues and shall show an estimate of the net cost to each cooperative district.

7. **Utilization:** Utilization of the transportation facilities shall be on a joint participation basis and shall be based upon a fair and equitable program as determined by the Council.
8. **Equipment and Capital Improvements:** Participating districts may, upon approval by the Council, provide approved equipment for the Transportation Program and be credited for that value to offset purchase services. Thereafter, and as it becomes necessary, equipment or capital improvements may be purchased to replace, supplement or add to the facilities after such expenditure is approved by the Council. Such purchase will be on a prorated cost basis as provided in Paragraph 10 of this agreement and shall become the property of the Transportation Program, managed by the Operator. No equipment will be removed from the transportation facilities without the consent of both cooperative districts. A complete capital facilities inventory will be updated at the close of each year's operation and made available to the Council at that time. It is further agreed that from time to time participating districts may loan or lease equipment to the program upon such terms and conditions as may be mutually agreed upon.
9. **Mediation:** It is mutually agreed hereby that whenever an issue arises between cooperative districts concerning the operation of the Transportation Program, it shall be resolved in accord with the following procedure:

The matter shall first be discussed with the Transportation Director, the administrator in charge of Transportation for cooperating districts and the administrator in charge of Transportation from the Hoquiam School District. . In the event of failure to agree at that level the matter will then be forwarded to the Council. If the issue is not resolved, the matter shall be submitted to the Boards of Directors of both school districts party to this agreement. In the event that there is still no agreement at this level, a conference committee shall be established to resolve the issue. This conference committee shall consist of one member appointed by each of the cooperative Boards and a member appointed by the Office of Superintendent of Public Instruction. The recommendations of this committee shall be binding upon both cooperative districts.

10. **Proration of Cost & Payment by Cooperative Districts:**

- A. Bus Driver wages and benefits, vehicle collision and liability insurance, L&I Insurance for bus drivers, and unemployment insurance for bus drivers are the sole responsibility of each Cooperative District.
- B. Fuel, mechanic labor and parts are directly charged to the Cooperative District benefiting directly by the purchase whenever possible.
- C. All costs of the Transportation Program shall be prorated among the cooperative districts in the following manner:

| <b>Category</b>              | <b>Hoquiam</b> | <b>%</b> | <b>Aberdeen</b> | <b>%</b> | <b>Factor</b> | <b>Hoquiam</b> | <b>Aberdeen</b> |
|------------------------------|----------------|----------|-----------------|----------|---------------|----------------|-----------------|
| Routes and Runs              | 24             | 29.3%    | 58              | 70.7%    | X1            | 29.27          | 70.73           |
| # Students Transported       | 871            | 36.1%    | 1540            | 63.9%    | X2            | 72.25          | 127.75          |
| # Drivers - Regular          | 9              | 34.6%    | 17              | 65.4%    | X2            | 69.23          | 130.77          |
| 5 year State Mileage Reports | 628,939        | 36.8%    | 1,080,703       | 63.2%    | X3            | 110.36         | 189.64          |
| <b>Total</b>                 |                |          |                 |          |               | <b>281.11</b>  | <b>518.89</b>   |
| <b>Total Percentage</b>      |                |          |                 |          |               | <b>35.14%</b>  | <b>64.86%</b>   |

1. Cost of Operations is defined to mean all direct and other costs of the Cooperative Transportation Program consistent with the budget approved those expenses that are directly charged to a cooperative or participating District. Included are expenditures related to supervision of the Cooperative Transportation Program, garage operation expenses (including parts not directly

charged out to districts), utilities, mechanic labor (shop time) not directly charged out to districts, fuel shortage, custodial, facility insurance, facility maintenance, equipment purchases under \$5,000 per item, and billing costs. Cost of Operations is further adjusted to reflect additional income derived from participating districts and other organizations in excess of actual costs in order to arrive at the amount to be prorated among cooperative districts at year-end reconciliation.

2. Allocation amounts shall be recalculated annually prior to November 15. Resulting percentage will be retroactive to September 1.
- D. The Operator District shall bill Cooperative Districts on a monthly basis. Monthly billings will include the directly charged items identified in B above as well as the prorated share of Costs of Operations as spelled out in the allocation chart above. Monthly billings shall be in a format approved by the administration of each district.
- E. Invoices received by Cooperative Districts before the 10th of the month shall be paid during that month. A late fee of 1 percent of the unpaid balance per month will be added for payments that are late.
- F. A year-end reconciliation shall occur on or before November 30, unless mutually agreed to by both parties to extend this date to no later than December 31, that adjusts billed expenses to actual expenses. Additional income derived from Participating Districts or other organizations in excess of actual costs will be part of the reconciliation.
- G. The Operator District shall maintain detailed backup on all revenues, purchases and other expenses for the number of years required by statute.
11. **Cost for Participating Districts:** Procedures for computing the rate charge for each participating district shall be adopted by the Council on an annual basis before June 1 of each school year.
12. **Withdrawal:** In the event that a participating district desires to withdraw from the Cooperative the district desiring withdrawal shall give notice in writing to the Hoquiam School District no later than September 1 of the fiscal year preceding withdrawal. The withdrawal shall become effective on September 1 of the next succeeding fiscal year.

Reimbursements for withdrawal after 10 years will be based upon the rate in the chart above for all unopened supplies remaining in inventory at the date of dissolution. These reimbursements will be paid at the time of the final reconciliation. Land improvements and equipment purchased for the Transportation Program shall remain the property of the program and costs of such improvements and equipment shall not be included in the computation of reimbursements to a withdrawing district.
13. **Gifts:** The Transportation Program may receive gifts of cash, equipment, or services from any source whatsoever as long as the donation falls under the Operator District Policy & Procedures.
14. **Termination:** This agreement can be terminated with 30 days notice if either party fails to comply with the terms of the agreement and cannot resolve the issue discussed in the Mediation section of this agreement. If the agreement is terminated, the costs will be prorated according to section 10.C.1 of this agreement, minus costs required to continue based upon any agreements entered into for the remainder of the fiscal year or until the agreement expires, whichever comes sooner.
13. **Requirement to Post:** This agreement must be posted on each cooperating district's webpage and/or filed with the County Auditor.
14. **Amendment:** This agreement may be amended by mutual agreement of the Council.

IN WITNESS WHEREOF, the parties have hereunto set their hands.

HOQUIAM SCHOOL DISTRICT NO. 28

ABERDEEN SCHOOL DISTRICT NO. 5

of Grays Harbor County

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Mike Villarreal  
Superintendent

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President, Board of Directors

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Date

of Grays Harbor County

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Lynn Green/Traci Sandstrom  
Superintendents

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President, Board of Directors

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Date



## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“**MOU**”) is between the Aberdeen School District (“**District**”) and Columbia Wellness (“**Agency**”) and is effective upon execution by both parties.

1. **Purpose.** The purpose of this MOU is to enable Agency to provide medically necessary treatment funded through outside sources to students at District facilities to allow greater access to treatment across different settings or environments.
2. **Duration.** This MOU is effective for the remainder of the 2024-2025 school year, unless terminated earlier in accordance with this MOU.
3. **Services.** Agency may provide the following medically necessary treatment or services for students who Agency has determined are eligible for such treatment or services at District facilities:
  - a. Counseling
  - b. Peer Services
  - c. Mobile Crisis Team Intervention and Stabilization Services
4. **Service Delivery.** All services provided by Agency under this MOU will be performed under the direction and supervision of Agency. Agency agrees to ensure that the delivery of services authorized by this MOU does not interfere with the District’s educational program or provision of instruction and services to students, including the provision of a free, appropriate public education under the Individuals with Disabilities Education Act (“**IDEA**”) to eligible students with disabilities.
5. **Educational Services.** The District maintains full responsibility and authority for the educational programs of its students. Treatment or services authorized by this MOU are not educational services and may not be construed as a component of a student’s educational program.
6. **Parent Consent.** Consents for Care, Release or Sharing of Protected Healthcare Information, and adherence to all state and federal confidentiality laws shall be acknowledged by the District and the Agency. These include adherence with RCW 71.34 (Behavioral Health Services For Minors), HIPAA (Health Insurance Portability and Accountability Act), and Parts 1 and 2 of the 42 CFR (Code of Federal Regulations) standards.
7. **Compensation.** Agency is responsible for all costs and expenses associated with the services authorized by this MOU. The District will not provide Agency with any compensation for services authorized by this MOU.
8. **Compliance with Laws.** Agency and its employees must comply with all laws, rules, regulations, and other requirements applicable to the treatment or services provided by Agency at District facilities.
9. **Proof of Vaccination.** Agency and any of its employees, agents, volunteers, and contractors who will provide services at a District facility attests that the Agency has verified proof of full vaccination, or an applicable exemption as defined by the Agencies policies, before initiating services.



## MEMORANDUM OF UNDERSTANDING

10. **Health and Safety Measures.** When providing services at a District facility, Agency and its employees must comply with all health and safety measures required by the Department of Health, the Governor, and the District, including wearing a mask/face covering.
11. **Criminal Background Check.** Agency and any of its employees, agents, volunteers, and contractors who will provide services at a District facility must complete and pass a background check through the Washington state patrol criminal identification system, including a fingerprint check, and through the Federal Bureau of Investigation criminal justice information systems. Background checks must be completed at Agency's expense prior to the start of services. Agency will maintain record reports and make them available to the District upon request.
  - a. **Disqualifying Criminal Records.** Agency and any of its employees, agents, volunteers, and contractors who have pled guilty to or been convicted of any felony crime specified under RCW 28A.400.322 are prohibited from providing services at a District facility.
12. **Confidentiality.** Agency and all of its employees, agents, volunteers, and contractors must comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 C.F.R. Part 99; WAC 392-172A- 05180 through 392-172A-05245; and the Health Insurance Portability and Accountability Act of 1996 with respect to the confidentiality of personally identifiable information and education, health, and medical records.
13. **License and Certification Requirements.** Agency must ensure that it and any of its employees, agents, volunteers, and contractors who provide services at District facilities comply with all Washington state licensing, accreditation, and/or certification requirements applicable to the services.
14. **Insurance.** Agency will provide the District with evidence of Professional Liability insurance in the amount of at least one million dollars (\$1,000,000.00).
15. **Independent Contractor.** This MOU may not be construed to create a partnership, agency relationship, or employer-employee relationship between the District and Agency or any of its employees, agents, volunteers, and contractors.
16. **Workers' Compensation.** Agency expressly waives any immunity or limitations (e.g., on the type or amount of damages, compensation, benefits, or liability payable by Agency) under any industrial insurance, workers' compensation, disability benefit or similar law, rule, regulation or order of any governmental authority having jurisdiction (including, but not limited to, the Washington Industrial Insurance Act, Title 51 of the Revised Code of Washington).
17. **Indemnification.** All activities performed by Agency and its employees, agents, volunteers, and contractors are done under Agency's supervision at its own risk. Agency agrees to indemnify, defend, and hold the District harmless from any liability, claim, loss, damages, injuries, or expenses arising out of Agency's provision of services authorized by this MOU.



**MEMORANDUM OF UNDERSTANDING**

- 18. **Termination.** Either party may terminate this MOU for any reason by providing written notice 30 days prior to the termination. The District may terminate this MOU effective immediately if the District determines that termination is necessary for the health, safety, welfare, or education of students or staff members.
- 19. **Governing Law.** This MOU shall be construed and interpreted in accordance with the laws of the State of Washington and the United States.

**By signing below, each party certifies its agreement to the terms of this MOU.**

**ABERDEEN SCHOOL DISTRICT**

**Columbia Wellness**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

*[Handwritten Signature]* *9-25-24*  
*Drew McDaniel*  
*CEO*





## CONTRACTED EMPLOYEE

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

### PROVIDER PLACEMENT DETAILS:

**Provider Name:** Ampersand Therapy

**Term:** September 30, 2024-July 31, 2025

**Services Provided:** Occupational Therapy (Tele-Therapy) **Hours:** 7.5 hrs/day up to 37.5 hrs/week

### RATE & PAYMENT DETAILS:

**Contracted Employee:** Dr. Kayla Christensen **Position:** OT

**Bill Rate:** \$90/hour

**Payment:** Invoices submitted by the 5<sup>th</sup> of the month, paid after the 2<sup>nd</sup> Board meeting of the month

### ADDITIONAL INFORMATION:

**Comments:**

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**VENDOR:**

**ABERDEEN SCHOOL DISTRICT**

**By:** *Emily Williams*

**By:** \_\_\_\_\_  
Superintendent or Designee

**Date:** 09/20/2024

**Date:** \_\_\_\_\_

## CERTIFICATED

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

| <u>Name</u>   | <u>Location</u>      | <u>Position</u> | <u>Effective Date</u> |
|---------------|----------------------|-----------------|-----------------------|
| Pam Caba      | Aberdeen High School | ASP – Teacher   | 09/30/24              |
| Joshua Dea    | Aberdeen High School | ASP – Teacher   | 09/30/24              |
| Katie Foulds  | Aberdeen High School | ASP – Teacher   | 09/30/24              |
| Anne Ramsey   | Aberdeen High School | ASP – Teacher   | 09/30/24              |
| Kelly Hamblin | Miller Junior High   | ASP – Teacher   | 09/30/24              |

**SUPPLEMENTAL CONTRACTS:** We recommend the Board approve the following supplemental contracts:

| <u>Name</u>     | <u>Location</u>      | <u>Position</u>                                 | <u>Effective Date</u> |
|-----------------|----------------------|---|-----------------------|
| Molly Houk      | Aberdeen High School | 2 <sup>nd</sup> Semester Purchase Planning Time | 01/23/25 – 06/11/25   |
| Tiffany Lessard | Aberdeen High School | 1 <sup>st</sup> Semester Purchase Planning Time | 08/28/24 – 01/22/25   |

**CO-CURRICULAR CONTRACT:** We recommend the Board approve the following co-curricular contract:

| <u>Name</u>     | <u>Location</u>      | <u>Position</u> | <u>Effective Date</u> |
|-----------------|----------------------|-----------------|-----------------------|
| Kacy Brockavich | Aberdeen High School | Outdoor School  | 2024-25               |

### **Certificated Substitute Hires:**

Ian Kendall  
Nicholas McConnachie

## CLASSIFIED

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

| <u>Name</u>            | <u>Location</u>        | <u>Position</u>        | <u>Effective Date</u> |
|------------------------|------------------------|------------------------|-----------------------|
| Maria Garcia Lopez     | Harbor Learning Center | SFSA – Bilingual – CYO | 09/23/24              |
| Jaida Allee            | AJ West Elementary     | Paraeducator           | 09/17/24              |
| Sarah Beese            | AJ West Elementary     | Paraeducator           | 09/19/24              |
| Hogan Haroldson        | AJ West Elementary     | Custodian              | 09/16/24              |
| Marianne Medina-Robles | AJ West Elementary     | Paraeducator – CYO     | TBD                   |
| Shyylah Heisen         | McDermoth Elementary   | Paraeducator           | TBD                   |
| Gabriel Zelepuzza      | Robert Gray Elementary | Custodian              | 09/16/24              |

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

| <u>Name</u>          | <u>Location</u>        | <u>Position</u>        | <u>Effective Date</u> |
|----------------------|------------------------|------------------------|-----------------------|
| Anne Ramsey          | Aberdeen High School   | ASP – Site Coordinator | 09/30/24              |
| Jeri Distler         | Aberdeen High School   | ASP – Paraeducator     | 09/30/24              |
| Emma-Leigh Wimberley | Harbor Learning Center | ASP – Site Coordinator | 09/30/24              |
| Michele Nipper       | Harbor Learning Center | ASP – Paraeducator     | 09/30/24              |
| Cassandra Chesterman | Harbor Learning Center | ASP – Paraeducator     | 09/30/24              |
| Teresa Simpson       | Harbor Learning Center | ASP – Paraeducator     | 09/30/24              |
| Deborah Chapin       | AJ West Elementary     | ASP – Site Coordinator | 09/30/24              |
| Deborah Chapin       | AJ West Elementary     | ASP – Paraeducator     | 09/30/24              |
| Jeamma Baltazar      | AJ West Elementary     | ASP – Paraeducator     | 09/30/24              |
| Jennifer Floch       | McDermoth Elementary   | ASP – Site Coordinator | 09/30/24              |
| Jennifer Floch       | McDermoth Elementary   | ASP – Paraeducator     | 09/30/24              |
| Virginia Barragan    | McDermoth Elementary   | ASP – Paraeducator     | 09/30/24              |
| Nicole Johnston      | Robert Gray Elementary | ASP – Site Coordinator | 09/30/24              |
| Nicole Johnston      | Robert Gray Elementary | ASP – Paraeducator     | 09/30/24              |
| Jennifer Krasowski   | Robert Gray Elementary | ASP – Site Coordinator | 09/30/24              |
| Bridget Onasch       | Stevens Elementary     | ASP – Site Coordinator | 09/30/24              |
| Bridget Onasch       | Stevens Elementary     | ASP – Paraeducator     | 09/30/24              |
| Pam King             | Stevens Elementary     | ASP – Paraeducator     | 09/30/24              |

**CLASSIFIED (Cont'd)**

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

| <u>Name</u> | <u>Position:</u> | <u>Location To:</u> | <u>Location From:</u> | <u>Effective Date</u> |
|-------------|------------------|---------------------|-----------------------|-----------------------|
| Amy Moyer   | MTSS Assistant   | HLC/GHA             | HLC                   | 09/23/24              |

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

| <u>Name</u> | <u>Location:</u> | <u>Position To:</u>  | <u>Position From:</u> | <u>Effective Date</u> |
|-------------|------------------|----------------------|-----------------------|-----------------------|
| Jeanie Yale | District         | SLP Tech – Bilingual | SFSA – Bilingual      | 09/23/24              |

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

| <u>Name</u>    | <u>Location</u> | <u>Position</u>      | <u>Effective Date</u> |
|----------------|-----------------|----------------------|-----------------------|
| Shon Schreiber | Miller Jr. High | Head Wrestling Coach | 09/18/24              |

**Classified Substitute Hires:**

Mallory Mathews  
Vanessa Miles

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## **PREAMBLE**

The agreement is made and entered into by and between the Aberdeen School District, hereinafter called the "District", and the Aberdeen Athletic/Activities Association, hereinafter called the "Association", pursuant to RCW Chapter 41.56.

## **ARTICLE I - CONTRACT ADMINISTRATION**

### Section 1 - Recognition

The Board of Directors recognizes the Aberdeen Athletic/Activities Association, an affiliate of the Aberdeen Education Association (AEA) and its affiliates, as an exclusive bargaining representative of all personnel employed for extra-curricular assignments that do not require a teaching or other certificate issued by the Office of the Superintendent of Public Instruction.

The term "Employee" as used in this agreement shall mean all persons employed by the District who are represented by this Association.

### Section 2 - Conformity to Law

The District and the Association agree that this Agreement shall be binding on both parties except that if any section or provision is, or shall be contrary to law, then such sections or provisions shall not be applicable, performed, or enforced, except to the extent permitted by law. The remainder of this contract shall not be affected thereby.

## **ARTICLE II - ASSOCIATION RIGHTS AND RESPONSIBILITIES**

### Section 1 - Compliance With Law

The Aberdeen Athletic/Activities Association assures the Aberdeen School District No. 5 that its labor union will comply with all state and federal guidelines and/or regulations.

### Section 2 - Access

The Association and its representatives have the right to use district buildings for meetings to transact Association business, provided such meetings are scheduled with the facilities coordinator and the building principal before they occur. No Association meeting shall have precedence over routine educational use or over previously scheduled use by other agencies.

Section 3 - Dues

Members of the bargaining unit who are not already members of a WEA affiliate may choose to be members of the WEA under authority of this bargaining unit and may have their dues deducted through payroll deduction, the amount of which will be given to the District by September 15 of each school year.

Section 4 - Communication

It is the responsibility of the Employee, either directly or through the Association, to promptly inform the District of any potential conflict between the responsibilities of any individual under this agreement and their responsibilities under any other agreement or contract with the District.

**ARTICLE III - DISTRICT RIGHTS AND RESPONSIBILITIES**

Section 1 - Authority

It is agreed that the customary and usual rights, powers, functions, and authority of the District are vested in the administrative officials of the District. The district retains the right to maintain the efficiency of the District operation by determining the methods, the means, and the personnel by which operations undertaken by employees are to be conducted. Included in these rights, in accordance with, and subject to applicable laws, regulations, and other provisions of this Agreement, is the right to direct the work force, the sole right to hire, promote, retain, transfer, and assign Employees in positions; the right to suspend, discharge, demote or take other disciplinary action against Employees; and the right to release Employees from duties because of unsatisfactory evaluated performance or for other legitimate reasons as specified in board policy. In the event of a mid-season dismissal, an appeal of the dismissal may be handled through the grievance process.

It is acknowledged that the extra-curricular program is funded by local funds generated by Enrichment Levies. The District reserves the right to reduce size and scope of extra-curriculum programs in the event of an Enrichment Levy failure, state funding reductions and a decline in student enrollment. The right to make reasonable rules and regulations is an acknowledged function of the District.

Section 2 - Communication

It is the responsibility of the District to work with the Association to promptly resolve conflicts between the responsibilities of any individual under this Agreement and their responsibilities under any other agreement or contract with the District.

It is the responsibility of the District to share and seek input from representatives of the Association in advance of adoption of proposed changes to any District extra-curricular policy or procedure.

## **ARTICLE IV - EMPLOYEE RIGHTS**

### Section 1 - Non-Discrimination Clause

There shall be no discrimination against any employee on the basis of race, color, national origin, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, the presence of any sensory, mental or physical disability, or the use of trained dog guide or service animal by a person with a disability and provides equal access to the Boy Scouts of America and other designated youth groups. This is in accordance with Title VI of the 1964 Civil Rights Act; Section 504 of the Rehabilitation Act, 1973, as amended; Americans With Disabilities Act, July 26, 1990, P.L. 101-336, and Title IX/ RCW 28A.640 of the Education Amendments of 1972, as amended.

The parties agree they will not discriminate against any Employee because of membership or non-membership in the Association or because of any lawful action taken within the established grievance procedure.

### Section 2 - Job Postings

Open positions shall be publicized by means of electronically posting to the district's website for a minimum of five (5) workdays.

### Section 3 -Workers' Compensation

- A. The District agrees to insure all Employees as required under RCW Chapter 51, the Washington State Industrial Insurance Act (Workers' Compensation).
- B. If an Employee is injured on the job, he/she shall file an application for Workers' Compensation in accordance with state law.
- C. He/she shall receive Workers' Compensation as determined by the Workers' Compensation Act.

## **ARTICLE V - EMPLOYEE RESPONSIBILITIES**

### Section 1 - Issuance of Contracts

Each Employee will receive an employment contract with the District. Each contract is subject to Washington State Law. There are no provisions for automatically continuing any contract from one year to the next. The District agrees to issue contracts within ten (10) working days following Board approval for contracts within the current school year.

Section 2 - Copies of Individual Contracts

A copy of the Individual Employee contract will be sent electronically for signature (each coach must have a current email address on file with Human Resources). After signing, employee shall print one (1) copy for themselves, one (1) copy shall be placed in the individual Employee's personnel file, one (1) copy shall be placed in the Athletic Director's office, and one (1) copy shall be placed in the payroll office.

Section 3 - Work Season

Activities governed by the Washington Interscholastic Activities Association (WIAA) will be governed by the official start of allowed practices and the state finals or playoffs in that activity. Activities that run the length of the school year will be governed by the school calendar.

Section 4 - Time Sheets

All employees covered under this Agreement shall complete a monthly time sheet supplied by the District. It is the Employee's responsibility to inform their building principal or designee before they exceed forty (40) hours in a week under this contract; exceed forty (40) hours in a week in all classified contracts; or exceed the total number of hours in the year that are provided for in their contract. Completion of timesheet is required for payment.

Section 5 - Safe Schools, WIAA, and other Training

All employees are required to complete Safe School, WIAA, and other required training.

Section 6 - Policy and Procedures

All employees are required to follow District policies and procedures for athletics as specified in board policy and the athletic handbook.

**ARTICLE VI - ECONOMIC PROVISIONS**

INDIVIDUAL EMPLOYEE CONTRACTS

Section 1 - Salary Schedule

The salary grid governing all positions is shown in Appendix A. If any part of the compensation system is found to be contrary to any State or Federal Law, the District will accept its legal and fiscal responsibility and this section will be brought into compliance with the law. A salary survey of five (5) mutually agreed upon districts (typically two (2) local districts and three (3) outside districts that align with our district playoff berth or like sport) will be used to consider salary adjustments.



*For the period of August 1, 2024 through July 31, 2025*

**A salary survey (as described above). The current Implicit Price Deflator (IPD) set by the state will be applied, 2024-2025: 3.7%**

*For the period of August 1, 2025 through July 31, 2026*

**The current Implicit Price Deflator (IPD) set by the state will be applied.**

*For the period of August 1, 2026 through July 31, 2027*

**Salary survey will be used and the current IPD set by the state will be applied.**

*For the period of August 1, 2027 through July 31, 2028*

**The current Implicit Price Deflator (IPD) set by the state will be applied.**

*For the period of August 1, 2028 through July 31, 2029*

**Salary survey will be used and the current IPD set by the state will be applied.**

Anticipated increases to the base salary for ensuing years are contingent on the District's successful passage of the Enrichment Levy.

- All assistant coaches are paid sixty-five percent (65%) of the salary allotted to the head coaching position.
- The salary for any coach that does not work for an entire season will be prorated based on the actual number of days worked.

Section 2 - Experience

Experience is awarded according to the following schedule:

| Verified  | Completed Years of Experience |
|-----------|-------------------------------|
| 0-1       | Step 1                        |
| 2-3       | Step 2                        |
| 4-5       | Step 3                        |
| 6 or more | Step 4                        |

- Experience is transferable, if the experience is in the same sport or activity.
- Experience as an assistant in the same activity will be given half credit at the head coaching level. Head coaches moving to assistant coaching position in the same sport or activity will retain their experience points.
- Junior high head coaches and junior high assistant transferring to the same sport or activity at the high school level as a head coach will be given half credit for experience.

- Junior high head coaches and junior high assistant coaches transferring to the same sport or activity at the high school level as an assistant coach will be given full credit for experience.
- Coaches who transfer from high school to junior high positions in the same activity will retain experience.
- College coaching experience will transfer the same as high school coaching experience.
- There will be no rounding up of experience for salary calculation.
- Two years of experience will be awarded for five (5) or more years' experience from another sport.

Section 3 - Number of Coaches

Not counting intramural coaches the guidelines for the number of coaches are:

| <u>Senior High School</u> |    | <u>Junior High School</u> |    |
|---------------------------|----|---------------------------|----|
| Head Coaches              | 20 | Head or Co-Coaches        | 24 |
| Assistant Coaches         | 40 | Assistant Coaches         | 9  |

Section 4 - Intramurals

Coaches for each intramural season at the high school level (Fall, Winter, and Spring) shall be paid \$1,051.00. A maximum of three (3) intramural coaches (one for each season) is available for the year.

When splitting a stipend between two or more individuals, the division of the stipend for each individual can be approved by the building principal. If no qualifying activities are offered, no stipend will be paid.

Section 5 - Classified Overtime Pay

Exceeding Forty (40) Hours Per Week, Exceeding Total Hours Per Year

All Employees are required to complete a monthly time sheet supplied by the District. Under this Agreement an individual shall not exceed forty (40) hours of work per week without prior approval from their supervisor. If the individual performs work in another classified position with the district, they cannot exceed forty (40) hours of work per week under all contracts with the District without prior notice to the Athletic Director. If the individual exceeds the forty (40) hours of work per week they will be paid at the overtime rate of pay which is one and a half (1.5) times the hourly rate of their regular hourly rate.

Section 6 - Payment

All Coaching employees are required to complete a monthly time sheet supplied by the District. Extra-curricular contracts will be paid in equal monthly installments during

the season when the service is rendered. Overtime pay will be paid at the end of the month following the month in which overtime was incurred.

### Section 7 – Pre-Season Compensation

1. Coaches whose teams participate in spring/summer school sponsored practices, because of WIAA sanctioned pre-season activities will be compensated. Practices are defined as events which incorporate only AHS students.
2. Head coaches and the Athletic Director will determine those coaches who receive pre-season pay for practice. In case of an impasse, the superintendent or designee will determine the coaches that will receive pre-season pay.
3. Designated coaches will be paid according to the following schedule:

Head Coach: Practice day: \$50/day

Assistant Coach: Practice day: \$32.50/day

Assistant Coach stipend will be 65% of Head Coach amount. All pre-season compensation will be based on the Coaching stipend fte (i.e. .5 coach contract will receive .5 of pre-season compensation)

4. No coach shall be paid for pre-season activities unless the coach agrees and is Able to fulfill the responsibilities of the pre-season activities.

### Section 8 – Post Season Compensation

1. Coaches whose teams/athletes qualify to participate in extended seasons because of WIAA sanctioned post season (district, regional, state) activities will be compensated. Post season play is defined as practice and competition following the completion of the regular season scheduled contests as outlined by WIAA. Sub-district practice and competition is considered part of the regular season (except for Track and Field).
2. Head coaches and the Athletic Director will determine those coaches who receive post season pay for practice and competition. In case of an impasse, the superintendent or designee will determine the coaches that will receive post season pay.
3. Designated coaches taking contestants to post season play-offs shall be only those necessary for the safe and effective participation of students. Appropriate coverage for male coaches of female athletes (or vice-versa) will be arranged.
4. Post season compensation will be paid for practice days and competition that occurs beyond the normal workday and beyond the regular season.

5. Designated coaches will be paid according to the following schedule:

Head Coach: Practice day: \$50/day

Assistant Coach: Practice day: \$32.50/day

Assistant Coach stipend will be 65% of Head Coach amount. All pre-season compensation will be based on the Coaching stipend fte (i.e. .5 coach contract will receive .5 of pre-season compensation)

6. No coach shall be paid for post-season play and a subsequent season at the same time unless the coach is able to fulfill the responsibilities of both sports.
7. Post Season Meal Money will only be provided for state and regional level competitions.

## ARTICLE VII - EVALUATION

All Employees will be evaluated annually by the Athletic Director or designee within thirty (30) calendar days of the end of the season (state playoffs or activity using the Coaches Evaluation Report attached as Appendix C. It is the intent of the District to notify coaches of any concerns within a reasonable time frame and to give coaches an opportunity to address and improve upon areas of concern. The District does not guarantee that the Employee will be offered a contract for the same extra-curricular position for the ensuing year. The Athletic Director or designee has sole responsibility in evaluating and selecting extra-curricular employees.

### **Responsibility for Evaluation:**

- The Athletic Director will evaluate the Head Coaches. If the Athletic Director identifies any concerns regarding a head coach during the season, they will arrange a face-to-face discussion prior to the evaluation. Following this conversation, the Athletic Director will send an email summarizing the discussion and specifying any corrective actions or improvements required.
- The Head Coach will assess the assistant coaches. Should the Head Coach have any concerns about an assistant coach during the season, they will conduct a face-to-face meeting prior to the evaluation. Subsequently, the Head Coach will send an email to both the assistant coach and the Athletic Director detailing the discussion and outlining any necessary corrective actions or improvements.

## ARTICLE VIII - GRIEVANCE PROCEDURE

### Section 1 - Definition

A grievance is an alleged violation of a specific term of this agreement or a dispute regarding an interpretation of the agreement. A grievance shall be only for an act or event, which actually occurred. A grievant shall mean an Employee, or a group of Employees. Employees have the right to forego Association representation in this procedure.

### Section 2 - Procedure

#### Step 1:

Employees shall first discuss (face to face) the grievance with the head coach or immediate supervisor. At subsequent discussion, if the employee so wishes, they may be accompanied by an Association representative.

All grievances not brought to the immediate supervisor in accordance with the preceding sentence within fifteen (15) working days of the occurrence of the grievance shall be invalid and subject to no further processing.

#### Step 2:

If the grievance is not resolved to the employee's satisfaction in accordance with the preceding subsection, the employee shall reduce to writing a statement of the grievance containing the following:

- A. The facts on which the grievance is based (which shall include the name of the person deemed responsible for the alleged grievance; or in the event the person allegedly responsible for the grievance is in doubt, the name of the individual with which the preliminary conference was held);
- B. A reference to the provisions in this Agreement which have been allegedly violated; and
- C. The remedy sought.

The employee shall submit this written statement of grievance to the Athletic Director for reconsideration within twenty (20) working days of the occurrence of the grievance. The parties will have ten (10) working days from submission of this written statement of grievance to resolve it by indicating on the statement of grievance the disposition. If an agreeable disposition is made, all parties to this grievance shall sign it.

#### Step 3:

If no settlement has been reached within ten (10) working days referred to in the preceding subsection, this written statement of grievance shall be submitted within ten (10) working days to the District superintendent or the superintendent's designee. After such submission, the parties will have ten (10)

working days to schedule a mutually agreeable time to hold a hearing to consider this grievance. The superintendent or the superintendent's designee will have five (5) working days after the meeting to respond in writing.

Step 4:

In the event the grievant is not satisfied with the results at Step 3, they may ask the Association to request a meeting with the Board of Directors through the Superintendent. The Board shall, within twenty (20) school days of the receipt of this request, confer with the grievant and/or representatives of the Association to hear the grievance. The Board shall communicate its written decision within ten (10) school days after this meeting. If the grievant does not appeal this grievance to the Board within ten (10) school days after failing to achieve satisfaction at Step 3, this grievance shall be automatically waived.

Section 3 - Time Limits

The time limits provided in the Article shall be strictly observed unless extended by written agreement of the parties. Failure of the grievant to proceed with its grievance within the time herein before provided shall result in the dismissal of the grievance. Failure of the Board or its representatives to take the required action, within the times provided, shall entitle the grievant to proceed to the next step of the grievance procedure. Time limits under unusual circumstances may be extended by mutual consent.

**ARTICLE IX - DISCIPLINE AND DISCHARGE OF EMPLOYEES**

Section 1 - Definition and Procedure

The District shall have the right to discipline or discharge an employee for justifiable cause. The issue of justifiable cause shall be resolved in accordance with the Grievance Procedure hereinafter provided if so requested by the employee. At any meeting held between an employee and a supervisor which could result in discipline, the employee will be provided union representation. The employee shall have the right to choose any AAAA representative as long as they are reasonably available. The employee may choose any AAAA union member as their representative.

The District shall have the right to use progressive discipline with employees. The steps in progressive discipline are as follows:

1. Oral Warning
2. Written Reprimand
3. Suspension with or without pay
4. Discharge

## ARTICLE X - DURATION AND MAINTENANCE

This Agreement shall be effective, August 1, 2024 through July 31, 2029. The desire of the Association to bargain a successor agreement shall be made known to the District in writing on or before April 30, 2029.

The Association and the District agree to meet as necessary, at a mutually agreeable time, to discuss the maintenance of this contract and provide opportunity for ongoing discussion of issues and items of concern. Any changes agreed to in this process will be set forth in a Memorandum of Understanding and become a part of this Collective Bargaining Agreement.

This Agreement between the Aberdeen School District No. 5 and the Aberdeen Athletic/Activities Association is agreed upon this 25<sup>th</sup> day of September 2024.

**Aberdeen Athletic / Activities  
Association**

**Aberdeen School District No. 5**

\_\_\_\_\_  
*Association President*                      *Date*

\_\_\_\_\_  
*HR Director*                                      *Date*

\_\_\_\_\_  
*Association Representative*                      *Date*

\_\_\_\_\_  
*Co-Superintendent*                                      *Date*

\_\_\_\_\_  
*Co-Superintendent*                                      *Date*

\_\_\_\_\_  
*Board President*                                      *Date*

SCHEDULE A  
 ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION  
 HEAD COACH SALARY SCHEDULE 2024-25

| <u>HIGH SCHOOL<br/>ATHLETIC<br/>PROGRAM</u> | <u>STEP 1</u> | <u>STEP 2</u> | <u>STEP 3</u> | <u>STEP 4</u> |
|---|---------------|---------------|---------------|---------------|
| FOOTBALL                                    | \$7,507       | \$7,995       | \$8,484       | \$8,972       |
| BASKETBALL                                  | \$7,095       | \$7,581       | \$8,065       | \$8,551       |
| TRACK                                       | \$6,457       | \$6,929       | \$7,400       | \$7,873       |
| WRESTLING                                   | \$6,627       | \$7,112       | \$7,597       | \$8,081       |
| SOCCER                                      | \$6,192       | \$6,765       | \$7,339       | \$7,912       |
| VOLLEYBALL                                  | \$6,264       | \$6,741       | \$7,220       | \$7,696       |
| FASTPITCH                                   | \$6,476       | \$6,955       | \$7,434       | \$7,912       |
| BASEBALL                                    | \$6,476       | \$6,955       | \$7,434       | \$7,912       |
| CROSS<br>COUNTRY                            | \$5,320       | \$5,494       | \$5,946       | \$6,397       |
| GOLF  | \$5,086       | \$5,537       | \$5,989       | \$6,441       |
| TENNIS                                      | \$5,529       | \$6,017       | \$6,505       | \$6,993       |
| SWIMMING                                    | \$5,781       | \$6,248       | \$6,715       | \$7,183       |
| BOWLING                                     | \$5,419       | \$5,838       | \$6,257       | \$6,675       |
| CHEER                                       | \$6,215       | \$6,609       | \$7,004       | \$7,397       |

Intramurals        \$    1,051

| Pre-Season:  | Per<br>Activity/Day |          |
|--------------|---------------------|----------|
| Head         | \$ 250.00           | \$ 50.00 |
| Assistant    | \$ 162.50           | \$ 32.50 |
| Post Season: |                     |          |
| Head         | \$ 250.00           | \$ 50.00 |
| Assistant    | \$ 162.50           | \$ 32.50 |

Effective: August 15, 2024

Board approved:



SCHEDULE A  
ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION  
HEAD COACH SALARY SCHEDULE 2024-25

**JUNIOR HIGH SCHOOL**

| <b>ATHLETIC PROGRAM</b> | <b><u>STEP 1</u></b> | <b><u>STEP 2</u></b> | <b><u>STEP 3</u></b> | <b><u>STEP 4</u></b> |
|-------------------------|----------------------|----------------------|----------------------|----------------------|
| FOOTBALL                | \$3,679              | \$4,032              | \$4,386              | \$4,740              |
| BASKETBALL              | \$3,367              | \$3,715              | \$4,062              | \$4,410              |
| TRACK                   | \$3,190              | \$3,537              | \$3,886              | \$4,233              |
| SOCCER                  | \$3,427              | \$3,753              | \$4,079              | \$4,405              |
| WRESTLING               | \$3,230              | \$3,557              | \$3,882              | \$4,209              |
| VOLLEYBALL              | \$3,342              | \$3,690              | \$4,039              | \$4,386              |
| CROSS COUNTRY           | \$2,931              | \$3,294              | \$3,658              | \$4,020              |

Effective: August 15, 2024

Board approved:

SCHEDULE A  
ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION  
ASSISTANT COACH SALARY SCHEDULE 2024-25

| <b><u>HIGH SCHOOL</u><br/><u>ATHLETIC</u><br/><u>PROGRAM</u></b> | <b><u>STEP 1</u></b> | <b><u>STEP 2</u></b> | <b><u>STEP 3</u></b> | <b><u>STEP 4</u></b> |
|--|----------------------|----------------------|----------------------|----------------------|
| FOOTBALL   | \$4,879              | \$5,197              | \$5,515              | \$5,832              |
| BASKETBALL   | \$4,612              | \$4,927              | \$5,243              | \$5,558              |
| TRACK  | \$4,217              | \$4,525              | \$4,832              | \$5,142              |
| WRESTLING  | \$4,307              | \$4,623              | \$4,938              | \$5,253              |
| SOCCER   | \$4,025              | \$4,397              | \$4,771              | \$5,143              |
| VOLLEYBALL   | \$4,072              | \$4,382              | \$4,693              | \$5,002              |
| FASTPITCH  | \$4,210              | \$4,521              | \$4,832              | \$5,143              |
| BASEBALL   | \$4,210              | \$4,521              | \$4,832              | \$5,143              |
| CROSS<br>COUNTRY   | \$3,458              | \$3,768              | \$4,078              | \$4,386              |
| GOLF   | \$3,488              | \$3,797              | \$4,108              | \$4,417              |
| TENNIS   | \$3,594              | \$3,910              | \$4,228              | \$4,545              |
| SWIMMING   | \$3,758              | \$4,062              | \$4,365              | \$4,668              |
| BOWLING  | \$3,522              | \$3,795              | \$4,067              | \$4,338              |
| CHEER  | \$4,040              | \$4,296              | \$4,553              | \$4,808              |

Effective: August 15, 2024

Board approved:

SCHEDULE A  
ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION  
ASSISTANT COACH SALARY SCHEDULE 2024-25

**JUNIOR HIGH SCHOOL**

| <b>ATHLETIC PROGRAM</b> | <b><u>STEP 1</u></b> | <b><u>STEP 2</u></b> | <b><u>STEP 3</u></b> | <b><u>STEP 4</u></b> |
|-------------------------|----------------------|----------------------|----------------------|----------------------|
| FOOTBALL                | \$2,391              | \$2,621              | \$2,851              | \$3,081              |
| BASKETBALL              | \$2,189              | \$2,414              | \$2,640              | \$2,867              |
| TRACK                   | \$2,073              | \$2,300              | \$2,526              | \$2,752              |
| SOCCER                  | \$2,228              | \$2,439              | \$2,652              | \$2,863              |
| WRESTLING               | \$2,100              | \$2,312              | \$2,524              | \$2,736              |
| VOLLEYBALL              | \$2,173              | \$2,398              | \$2,625              | \$2,851              |
| CROSS COUNTRY           | \$1,905              | \$2,141              | \$2,377              | \$2,613              |

Effective: August 15, 2024

Board approved: