

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

Regular Meeting of the Board of Directors
Miller Junior High School
November 19, 2024

AGENDA

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

Flag Salute

Consent Agenda

1. Minutes
2. Accounts Payable
3. Trip Request

Comments from Board Members

1. Legislative Advocacy

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.

Presentations

1. [Miller Annual Report](#)
2. [Athletic Director's Report](#)

Old Business

1. [Policy 3230 Student Searches and Privacy](#)

Superintendents' Report

1. Portrait of a Graduate
2. Town Hall
3. Football
4. Legislative Visit
5. WSSDA Conference

Board Meeting Agenda
November 5, 2024

6. [Annual Reorganization](#)

Financial Services

1. [Fiscal Status Report](#)

New Business

1. [Perkins Grant Application](#)

2. [Surplus](#)

3. [Next Meeting](#)

Executive Session / Closed Session

Personnel Matters

1. [Personnel Report](#)

2. [Superintendents' Contract](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

November 19, 2024

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

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on November 5, 2024, are enclosed for your review and approval.
2. Accounts Payable – The payroll and accounts payable for October are enclosed for your review and approval.
3. Trip Request – the WWET Club at Miller Junior High School is requesting permission to travel to Portland, Ore., to visit the Oregon Museum of Science and Industry on Dec. 7, 2024.

Comments from the Board

1. Legislative Advocacy

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 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. Miller Annual Report – Principal John Meers will present Miller Junior High School's annual school improvement report. [Enclosure 2](#)
2. Athletic Director's Report – AD John Crabb will present a report on participation in fall sports and activities in the district. [Enclosure 3](#)

Old Business

1. Policy 3230 Student Searches and Privacy – An update to Policy 3230 directing how student searches are conducted is presented for second reading and adoption. [Enclosure 4](#)

Superintendents' Report

1. Portrait of a Graduate – Superintendents Lynn Green and Traci Sandstrom will provide an update on the implementation of the mission, vision, values and goals embedded in the Portrait of a Graduate.
2. Town Hall – Superintendents Lynn Green and Traci Sandstrom will provide an update on planning for a community town hall meeting set for 6 p.m. Tuesday, Dec. 10, in the Community Room at Aberdeen High School. The focus will be district safety protocols and Portrait of a Graduate.
3. Foodball – Superintendents Lynn Green and Traci Sandstrom will provide an update on Foodball which concluded Nov. 11.
4. Legislative Visit – Superintendent Lynn Green will share information about a visit to the district by two state representatives arranged by the Washington Association of Maintenance and Operations Administrators (WAMOA) where district facility needs and the seismic planning process were shared.
5. WSSDA Conference – A reminder that the WSSDA Conference takes place in Spokane on Nov. 21-23 and travel plans should be confirmed.
6. Annual Reorganization – A reminder that the Board's annual reorganization will take place at the Dec. 3 meeting. [Enclosure 5](#)

Financial Services

1. Fiscal Status Report – Elyssa Louderback, executive director of business and operations, will present the Fiscal Status Report for October. [Enclosure 6](#)

New Business

1. Perkins Grant Application – CTE Director Lynn Green will present the district's annual application for funding through the federal Carl D. Perkins CTE Grant. [Enclosure 7](#)
2. Surplus – An inventory of items that are no longer useable or no longer needed for an educational purpose is presented to be declared surplus. [Enclosure 8](#)
3. Next Meeting – The next regular meeting of the Board is scheduled for 5:30 p.m. Tuesday, Dec. 3, in the Community Room at Aberdeen High School. A work-study will precede the meeting at 4:30 p.m. for school facilities and seismic planning review and discussion.

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 9](#)
2. Superintendents' Contract Extension 2024-2027 [Enclosure 10](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – November 5, 2024

President Jennifer Durney convened the regular meeting of the Aberdeen School District Board of Directors at 5:30 p.m. Tuesday, November 5, 2024, in the Community Room at Aberdeen High School. In attendance were Jessica Jurasin, Annica Mizin and Jeremy Wright, along with Student Representative Mikyla Gunter, Superintendents Lynn Green and Traci Sandstrom, and 10 patrons and staff. Vice President Suzy Ritter was excused.

The meeting began with the flag salute.

On a motion by Director Jurasin and seconded by Director Mizin, the Board approved the consent agenda, which included the minutes from the regular meeting on October 15, 2024, and a gift to the district from WEA Chinook in the amount of \$3,000 in support of a parent-mentor volunteer program at McDermoth Elementary School.

Director Jessica Jurasin reported on the first meeting of the Legislative Advocacy Committee, which she said was well attended. Another meeting will take place to further develop the district's legislative message.

Director Mizin commented that the staff vs. students basketball game fundraiser for Foodball was a very positive and fun event.

Student Representative Mikyla Gunter reported that the Harbor Learning Center's events in support of Foodball are running smoothly.

Carrie Erwin, a teacher at McDermoth Elementary, commented that she is excited about the WEA Chinook grant that was awarded in support of the school's mentorship program. She also commented that, as AEA co-president, it has been a pleasure this year to work with Superintendents Lynn Green and Traci Sandstrom and HR Director Christi Clinkingbeard.

Superintendents Lynn Green and Traci Sandstrom provided an update on the work taking place to embed the Portrait of a Graduate in the daily work of all staff.

Superintendents Lynn Green and Traci Sandstrom provided an update on Foodball, which kicked off on Nov. 1. Weigh-in will take place on Monday, Nov. 11, at the PUD.

Following an update from Superintendents Green and Sandstrom on the seismic safety planning and site selection process, the Board approved two agreements with TCF Architecture.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM
THE BOARD

COMMENTS FROM
STUDENT REP

COMMENTS FROM
THE PUBLIC

SUPERINTENDENT
REPORT

PORTRAIT OF A
GRADUATE

FOOTBALL

SEISMIC PLANNING
CONTRACT
AMENDMENTS

On a motion by Director Wright and seconded by Director Jurasin, the Board approved an amendment to the contract with TCF Architecture for a modeling and structural impact studies at Robert Gray and McDermoth Elementary Schools using a \$42,100 seismic planning grant from OSPI.

On a motion by Director Jurasin and seconded by Director Mizin, the Board approved a proposal from TCF Architecture to investigate the suitability of two additional sites within the district for possible new school construction using state seismic grants totaling \$166,988.

The superintendents noted that Reps. Jim Walsh and Joel McIntire will be visiting two schools in the district on Nov. 13 and will be learning more about the district's future construction needs and the seismic planning process.

Superintendents Green and Sandstrom presented for first reading an update to Policy 3230 directing how student searches are conducted.

POLICY 3230
STUDENT
SEARCHES

Following a presentation by Superintendents Green and Sandstrom, on a motion by Director Jurasin and seconded by Director Wright, the Board approved a memorandum of understanding with the Aberdeen Police Department authorizing access to school security cameras during a crisis or emergency.

ABERDEEN POLICE
DEPARTMENT
MOU

Following a presentation by Superintendent Green, on a motion by Director Mizin and seconded by Director Jurasin, the Board approved the 2024-2025 agreement with Rainier Lanes allowing the Aberdeen High School bowling team to use the facility for practice and meets.

RAINIER LANES
AGREEMENT

Following a presentation by Superintendent Sandstrom, on a motion by Director Jurasin and seconded by Director Mizin, the Board approved an agreement with Saint Martin's University allowing data sharing for the purpose of automatic admission to be offered to eligible students.

SAINT MARTIN'S
MOU

Following a presentation by Superintendent Sandstrom, on a motion by Director Wright and seconded by Director Mizin, the Board approved an agreement with Grays Harbor College allowing data sharing for the purpose of automatic admission to be offered to eligible students.

GRAYS HARBOR
COLLEGE MOU

Following a presentation by Special Education Director Rick Bates, on a motion by Director Jurasin and seconded by Director Mizin, the Board approved an addendum to the contract with Soliant Health, LLC, placing Sherica Proffitt in the district as a virtual occupational therapist.

SOLIANT HEALTH
OT

President Durney announced that the next regular meeting is scheduled for 5:30 p.m. Tuesday, Nov. 19, at Miller Junior High School.

NEXT MEETING

At 5:50 p.m., President Durney recessed the meeting for an executive session expected to last 15 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee). At 6:05 p.m., the session was extended for 5 minutes. At 6:10 p.m., the session was extended for 5 minutes. The meeting reconvened in regular session at 6:15 p.m.

EXECUTIVE
SESSION

On a motion by Director Jurasin and seconded by Director Mizin, the Board approved the Personnel Report as amended to remove Justin DeCristofaro.

PERSONNEL
REPORT

Under certificated matters, the Board approved the hiring of Lana Clay, Kathryn Hirschfeld, Jerry Salstrom and Kylie Stenbeck as substitutes for the district.

CERTIFICATED

Under classified matters, the Board approved the hiring of Erin Pehl as a special education para-educator at Aberdeen High School effective Nov. 12, Alan Avalos-Vazquez as a bilingual MTSS assistant at Miller Junior High School effective Nov. 4, Terry Kehn as a para-educator in the After School Program at Miller Junior High School effective Oct. 21, Taiya Flohr as a Food Service worker at A.J. West Elementary School effective Oct. 22 and Tiffini Galvan as a para-educator at Stevens Elementary School effective Nov. 4; approved a leave of absence for Jacqueline Hoggatt, the McKinney-Vento liaison for the District from Oct. 14 to Nov. 22; approved the retirement of Keith Reid, a custodian at Central Park Elementary School effective Nov. 7; approved a revised retirement date of Feb. 28, 2025, for Peter Ross, a custodian at Aberdeen High School; Jimmy Martin as the head coach effective Oct. 21 and Johnanas Johnson as the assistant coach effective Oct. 28 for wrestling at Miller Junior High School, Jeremy Plummer and Trina Wallin as head coaches for girls' basketball at Miller Junior High School; approved the hiring of Rebel Jordan at A.J. West, Sam Schneider at Central Park, Amy Thelin at McDermoth, Samantha Duegan-Leverett at Robert Gray and Ashley Aschim-Oldham at Stevens, as elementary basketball coaches effective Oct. 16; accepted resignations from Sarah Brockavich as a .5 assistant coach for cheer at Aberdeen High School effective Oct. 4 and Jimmy Martin as assistant coach for girls' wrestling at Aberdeen High School effective Oct. 21, and approved the hiring of Pamela Giroski, Sean Sackett and Amber Wessel as substitutes for the district.

CLASSIFIED

There being no further business, the regular meeting was adjourned at 6:17 p.m.

ADJOURN

Lynn Green, Secretary

Jennifer Durney, President

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 November 19, 2024, the board, by a _____ vote, approves payments, totaling \$38,413.96. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 837110 through 837122, totaling \$38,413.96

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

Check Nbr	Vendor Name	Check Date	Check Amount
837110	CHARLIES PRODUCE	11/19/2024	4,915.50
837111	Dairy Fresh Farms	11/19/2024	4,379.28
837112	Dancing Goats Coffee	11/19/2024	122.12
837113	Ferrellgas	11/19/2024	1,214.16
837114	Franz Family Bakeries	11/19/2024	840.82
837115	Guardian Security Systems, Inc	11/19/2024	294.52
837116	Harbor Auto & Truck Parts	11/19/2024	220.03
837117	HD SUPPLY	11/19/2024	11.54
837118	Ted Brown Music	11/19/2024	2,752.66
837119	US Foods - Seattle	11/19/2024	18,089.56
837120	Wcp Solutions	11/19/2024	478.75
837121	West Coast Mechanical Solution	11/19/2024	4,769.93
837122	WSIPC	11/19/2024	325.09

13 Computer Check(s) For a Total of 38,413.96

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 November 19, 2024, the board, by a _____ vote, approves payments, totaling \$2,027,703.27. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 837124 through 837124, totaling \$2,027,703.27

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

Check Nbr	Vendor Name	Check Date	Check Amount
837124	1ST SECURITY BANK PAYROLL/PERS	10/30/2024	2,027,703.27

1	Computer	Check(s) For a Total of	2,027,703.27
---	----------	-------------------------	--------------

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 November 19, 2024, the board, by a _____ vote, approves payments, totaling \$2,008,452.68. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 837125 through 837155, totaling \$2,008,452.68

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

Check Nbr	Vendor Name	Check Date	Check Amount
837125	1st Security Bank-Child Suppo	10/31/2024	1,322.97
837126	Aberdeen High School-AHS Schol	10/31/2024	70.00
837127	Aberdeen Sch Dist Kitchen Fund	10/31/2024	24.00
837128	Aberdeen School District-SERS	10/31/2024	168,023.13
837129	Aberdeen School District-TRS	10/31/2024	327,150.70
837130	Aberdeen School District Defer	10/31/2024	27,354.00
837131	Bank Of The Pacific	10/31/2024	705,507.45
837132	Cnty/city Mun Ees	10/31/2024	3,563.81
837133	Dynamic Collectors	10/31/2024	1,919.62
837134	E.S.D.#113 Unemployment Coop	10/31/2024	8,991.49
837135	Ed.Serv.Dist.#113	10/31/2024	33,972.34
837136	Employment Security	10/31/2024	21,497.72
837137	EMPLOYMENT SECURITY DEPT LTC	10/31/2024	9,568.53
837138	First Choice Health	10/31/2024	1,298.00
837139	GESA	10/31/2024	5,735.00
837140	HCA-SEBB BENEFITS-600D01	10/31/2024	618,629.00
837141	HCA-SEBB FLEX SPEND-600D01	10/31/2024	4,096.73
837142	Legal Shield	10/31/2024	63.80
837143	Pse Of Wa	10/31/2024	6,673.41
837144	The Standard Insurance Company	10/31/2024	6,656.43
837145	TODAY CASH	10/31/2024	575.29
837146	Tsa Consulting Group Inc	10/31/2024	11,572.00
837147	Twin Star Credit Union	10/31/2024	280.00
837148	Twin Star Scholarship Acct	10/31/2024	61.50
837149	Twinstar Pse Local Dues	10/31/2024	61.50
837150	UNITED STATES DEPARTMENT OF TH	10/31/2024	244.57
837151	United Way	10/31/2024	254.38
837152	Veba Contributions-Y1286.001	10/31/2024	19,918.61
837153	Wa State School Ret Assn	10/31/2024	63.00
837154	Wea Chinook	10/31/2024	124.62
837155	Wea Payroll Deductions	10/31/2024	23,179.08

Check Nbr	Vendor Name	Check Date	Check Amount
31	Computer	Check(s) For a Total of	2,008,452.68

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 November 19, 2024, the board, by a _____ vote, approves payments, totaling \$56,942.43. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:GENERAL,ASB,CAPITAL FUNDS
Warrant Numbers 837156 through 837158, totaling \$56,942.43

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

Check Nbr	Vendor Name	Check Date	Check Amount
837156	1ST SECURITY BANK PC	11/19/2024	52,424.26 GF
837157	1ST SECURITY BANK PC	11/19/2024	97.15 CP
837158	1ST SECURITY BANK PC	11/19/2024	4,421.02 ASB
3	Computer	Check(s) For a Total of	56,942.43

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

As of November 19, 2024, the board, by a _____ vote, approves payments, totaling \$20,169.39. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 837159 through 837173, totaling \$20,169.39

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

Check Nbr	Vendor Name	Check Date	Check Amount
837159	Aberdeen School District #5	- 11/19/2024	44.85
837160	Aberdeen School District #5	11/19/2024	162.00
837161	Aberdeen School District #5	11/19/2024	1,576.77
837162	Aberdeen High School (asb)	11/19/2024	60.00
837163	Elma School District	11/19/2024	51.50
837164	Grays Harbor Stamp Works	11/19/2024	250.61
837165	Green, Bailee C	11/19/2024	519.65
837166	HOSA	11/19/2024	760.00
837167	IMS BRANDED SOLUTIONS	11/19/2024	460.00
837168	MINKLER, JAMES	11/19/2024	706.84
837169	Music Theatre International	11/19/2024	2,362.90
837170	ROGERS ATHLETIC COMPANY	11/19/2024	1,494.40
837171	US Foods - Seattle	11/19/2024	89.87
837172	Washington Officials Associati	11/19/2024	11,000.00
837173	Weatherwax Asb Fund	11/19/2024	630.00

15 Computer Check(s) For a Total of 20,169.39

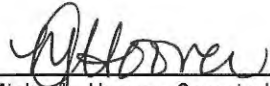

ABERDEEN HIGH SCHOOL ASB

Accounts Payable November 2024

The following bills were submitted for payment by the Comptroller's office for the month of November:

DATE	CLUB/ACCOUNT	PAYEE	DESCRIPTION	AMOUNT
10-17-2024	2070/Boys Golf	GH Stamp Works	Boys Golf Awards	\$ 250.61
10-29-2024	Varies	U.S. Bank	VISA Procurement Card Purchases	\$ 4,421.02
10-29-2024	1015/Reserve	Weatherwax ASB Fund	Imprest Reimbursement	\$ 630.00
10-30-2024	4150/Cheer	IMS Branded Solutions	Cheer Signs	\$ 460.00
10-30-2024	4045/Musical	Music Theatre International	Musical Contract/Royalties	\$ 2,362.90
10-30-2024	2015/Officials	Washington Officials Assoc.	Winter Officials	\$ 11,000.00
10-30-2024	2060/Football	Rogers Athletic Company	Tetra Tackling System	\$ 1,494.40
10-30-2024	4150/Cheer	Aberdeen School District	Cheer Catering	\$ 162.00
10-30-2024	6240/InvestED	AHS ASB	ASB Card/Choir All-State	\$ 60.00
10-30-2024	4094/SkillsUSA	AHS CTE	SkillsUSA Plaques	\$ 44.85
10-30-2024	4150/Cheer	James Minkler	Mini Cheer Camp Shirts	\$ 706.84
10-30-2024	4080/HOSA	HOSA	HOSA Leadership Conferece	\$ 760.00
Total:				\$ 22,352.62

Motion / Tabled By:
Mylan Broner
Seconded By:
Leticia Alvaronga
ASB Meeting Date:
October 31, 2024

	10/31/24
Michael Hoover, Comptroller	Date
	10/31/24
Denny Linker, Treasurer	Date

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

As of November 19, 2024, the board, by a _____ vote, approves payments, totaling \$36,855.41. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: CAPITAL PROJECTS
Warrant Numbers 837174 through 837174, totaling \$36,855.41

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

Check Nbr	Vendor Name	Check Date	Check Amount
837174	MCI Elevator & Lifts	11/19/2024	36,855.41
1	Computer	Check(s) For a Total of	36,855.41

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 November 19, 2024, the board, by a _____ vote, approves payments, totaling \$1,239,674.85. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 837175 through 837264, totaling \$1,239,674.85

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

Check Nbr	Vendor Name	Check Date	Check Amount
837175	1ST SECURITY BANK PAYROLL/PERS	11/19/2024	6,022.13
837176	Aberdeen School Dist-Cte Impre	11/19/2024	300.00
837177	Aberdeen Office Equipment Inc	11/19/2024	11,855.07
837178	Aberdeen Sanitation	11/19/2024	10,278.15
837179	Aberdeen Sd #5 Revolving Fund	11/19/2024	200.00
837180	Airgas Usa, Llc	11/19/2024	3.12
837181	Amazon Capital Services	11/19/2024	15,271.67
837182	AMPERSAND THERAPY LLC	11/19/2024	6,750.00
837183	Amplify Education Inc	11/19/2024	46,639.86
837184	Apple Computer Inc	11/19/2024	162.53
837185	Auto-Chlor	11/19/2024	229.07
837186	Avant Assessment	11/19/2024	1,245.00
837187	Awsp	11/19/2024	10,307.00
837188	B & H Photo Video	11/19/2024	310.20
837189	Bailey, Shannon	11/19/2024	1,329.64
837190	Bayview Redimix	11/19/2024	508.31
837191	Billie, Abby Jo	11/19/2024	116.31
837192	BORDEN'S AUTO PART INC	11/19/2024	143.36
837193	Bsn Sports	11/19/2024	3,240.40
837194	BUDGET CHALLENGE	11/19/2024	275.00
837195	Builders Hardware & Supply	11/19/2024	548.29
837196	Cascade Natural Gas	11/19/2024	9,141.01
837197	Cdw Government Inc	11/19/2024	740.65
837198	Consolidated Electrical Distri	11/19/2024	125.05
837199	CHARLIES PRODUCE	11/19/2024	20,238.59
837200	CHAVEZ, MARIA	11/19/2024	8,325.00
837201	Cintas Corporation	11/19/2024	8,717.92
837202	City Of Aberdeen	11/19/2024	11,311.86
837203	Clay Art Center	11/19/2024	1,499.03
837204	Comcast	11/19/2024	432.55
837205	Complete Cartridge Supply Comp	11/19/2024	536.67
837206	Creative Office	11/19/2024	6,850.15
837207	Cts Language Link	11/19/2024	41.79

Check Nbr	Vendor Name	Check Date	Check Amount
837258	Vazquez Fuentes, Nancy	11/19/2024	176.22
837259	Verizon Wireless	11/19/2024	2,786.77
837260	VESTIS	11/19/2024	60.02
837261	Wasa Region 113	11/19/2024	350.00
837262	Wash State Skills Ctr Direct A	11/19/2024	1,679.00
837263	WSIPC	11/19/2024	22,067.78
837264	YMCA	11/19/2024	19,496.80
90	Computer	Check(s) For a Total of	1,239,674.85

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 November 19, 2024, the board, by a _____ vote, approves payments, totaling \$461.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 837265 through 837266, totaling \$461.21

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

Check Nbr	Vendor Name	Check Date	Check Amount
837265	Bank Of The Pacific (use Tax)	11/19/2024	238.97 GF
837266	Bank Of The Pacific (use Tax)	11/19/2024	222.24 ASB
2	Computer	Check(s) For a Total of	461.21

OVERNIGHT & OUT-OF-STATE STUDENT TRIP REQUEST

Overnight or out-of-state field trips require approval by the Board of Directors. Use the form below as an outline for the information necessary to submit a request for Board approval. Requests must be submitted to the building principal at least three weeks prior to submission to the Board. Following approval by the building principal and/or ASB, forward the request to the superintendent one week prior to the next scheduled Board meeting.

Group/Team WWET club

School Miller

Advisor Laura Carle Phone 360-581-9026

Date(s) of Trip ~~Dec. 14~~ ^{Dec. 7}, 2024 *AM* Destination Portland, OR

Lodging Location N/A Lodging Phone N/A

Objective of Trip Visit OMSI. Learn about science with hands-on stations, planetarium + an I-max movie.

Number of Students 50 Number of Chaperones 10

Cost per Student \$25 - \$30 Cost per Chaperone \$25 - \$30

Funding Source and/or Account Code WWET club and participant fee.

Type of Transportation Bus Bus form required YES NO

ASB Approval Jamie Dayton Advisor
J. Short ASB President Date 11/1/2024

Principal Approval [Signature] Date 10/31/24

Board Approval _____ Date _____

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



Miller Junior High

School Improvement Plan
2024-2025

Demographics

Total students: 673

Ethnicity breakdown: American Indian / Alaska Native 57, Asian 27, Black / African American 112, Native Hawaiian / Other Pacific Islander 3, White 562

Hispanic- 256 Non-Hispanic 417

Program breakdown:

Special Education- 112 students (16.8%)

504- 25 students (4%)

LEP- 111 students (16.7%)

Attendance Data - Panorama

Are we hitting our attendance goal? Our goal: 95% daily attendance

99.5% on Thursday, October 10th
daily attendance

90.9% year to date
average daily attendance

What is our daily attendance?

1w 1m 3m 6m **YTD**

From Aug 28, 2024 To Oct 10, 2024



Social-Emotional Learning Data - Panorama

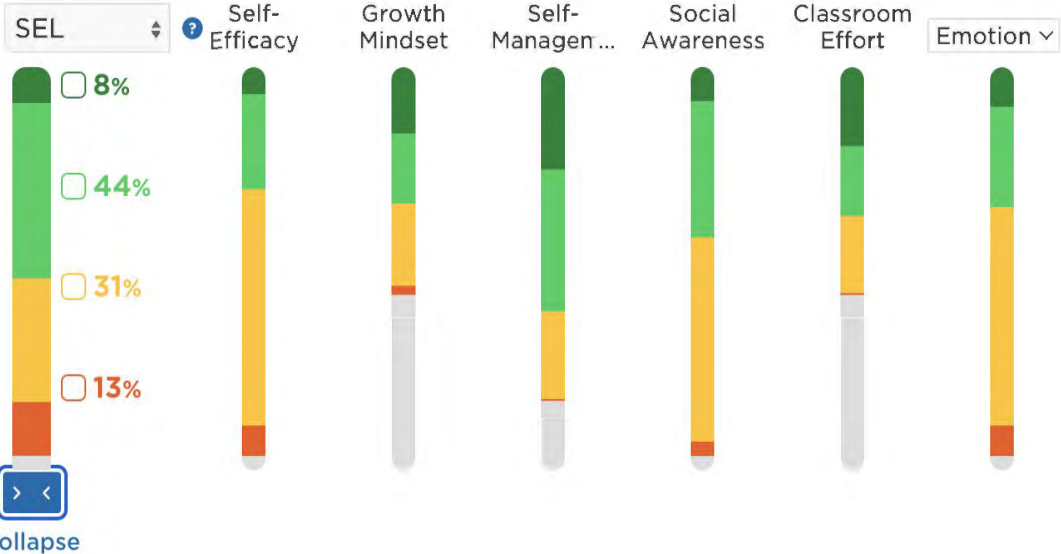
Viewing all 673 students

2024-2025

Export Print

TIMEFRAME

Q1 (current) YTD

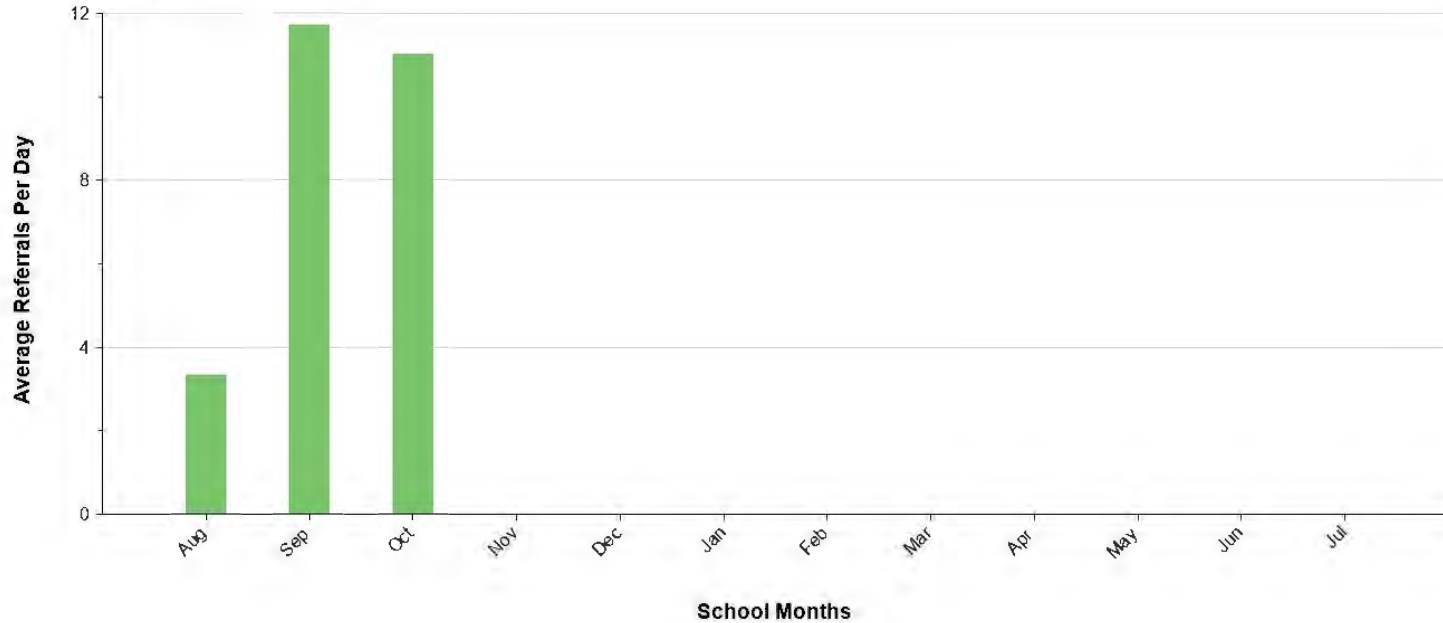


Discipline Data - SWIS



Average Referrals Per Day Per Month

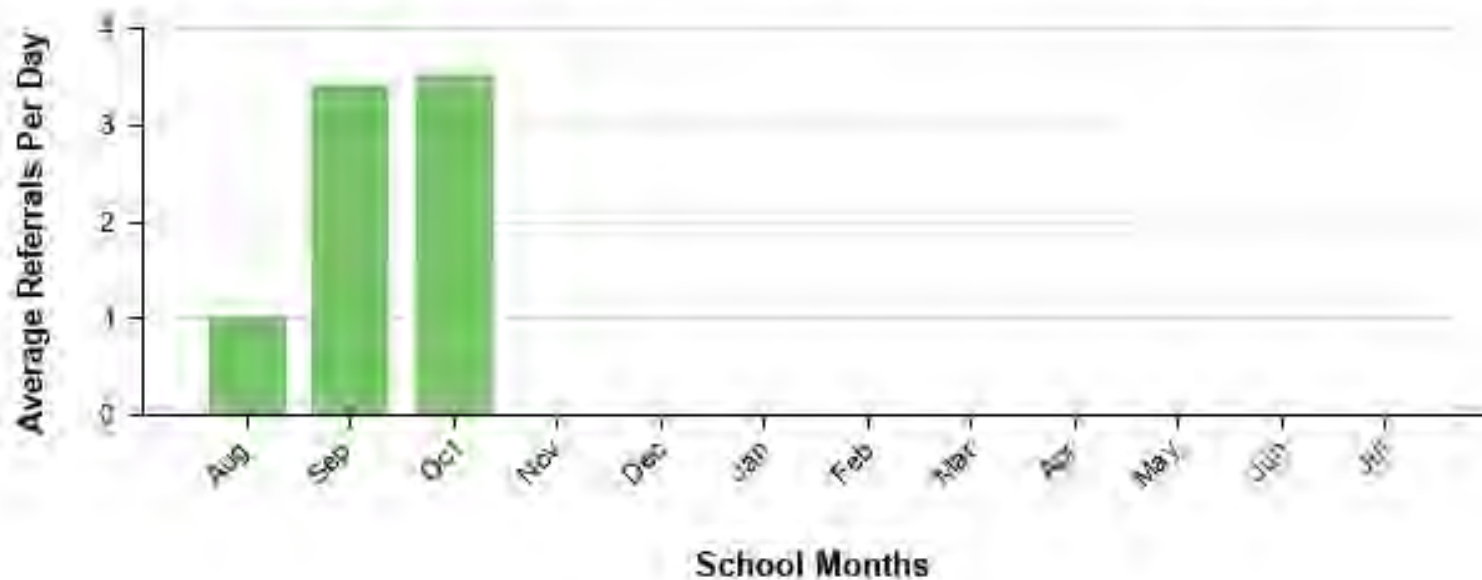
All, 2024-25



Discipline Data - SWIS

Average Referrals Per Day Per Month

Major, 2024-25

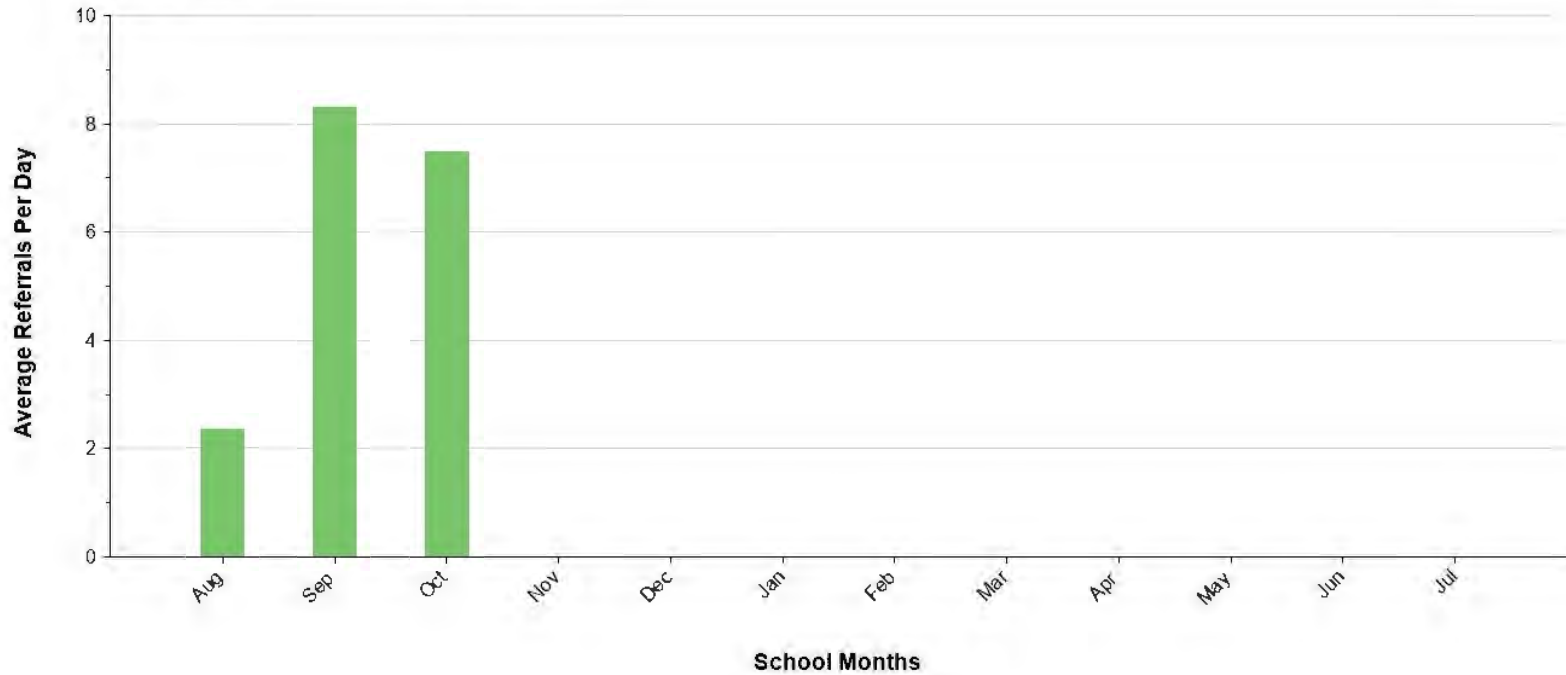


Discipline Data - SWIS



Average Referrals Per Day Per Month

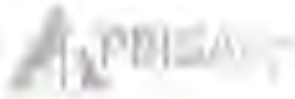
Minor, 2024-25



Discipline Data - SWIS

Average Referrals Per Day Per Month - Multi-Year

All, 2022-23 - 2024-25



iReady Reading Comparison

Fall 2023

Overall Placement

Students Assessed/Total: 607/664



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Not assessed (due to grade or domain exempted)

Fall 2024

Overall Placement

Students Assessed/Total: 659/668



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



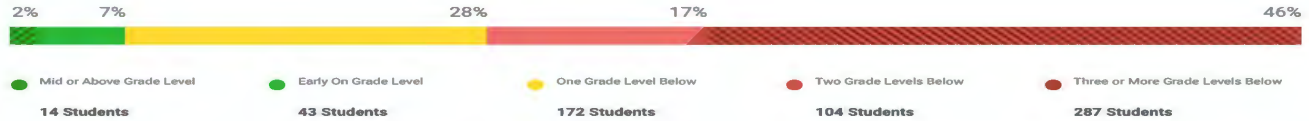
Not assessed (due to grade or domain exempted)

iReady Math Comparison

Fall 2023

Overall Placement

Students Assessed/Total: 620/664



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Fall 2024

Overall Placement

Students Assessed/Total: 664/668



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Comparison: Fall '23 to Fall '24

ELA- Very similar results overall, but more students in above grade level, and more students below grade level. Fewer level 2. 7th Cohort- fall '23 (6th) 23%; fall 24 (7th) 25%; 8th Cohort- fall '23 (7th) 23%; fall 24 (8th) 23%

Math- Slightly more students at grade level. About the same in levels 2 and 3. 7th Cohort- fall '23 (6th) 13%; fall 24 (7th) 12%; 8th Cohort- fall '23 (7th) 9%; fall '24 (8th) 10%

School Improvement Goals

Goal #1: By spring 2025, the number of students in our identified groups who are at grade level in ELA according to our iReady assessment will increase by five percentage points from the fall assessment numbers. Those groups are All Students; American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

Activity to target goal. Activity to target goal: IReady Guided Pathways; MTSS Push-In/Pull-Out; Flex Periods; Data Action Meetings; RACE and CER writing strategies

Goal #2: By spring 2025, the number of students in our identified groups who are at grade level in Math according to our iReady assessment will increase by five percentage points from the fall assessment numbers. Those groups are All Students; American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

Activity to target goal: Activity to target goal: IReady Guided Pathways; MTSS Push-In/Pull-Out; Flex Periods; Data Action Meetings; ESD 113 Coaching

School Improvement Goals (continued)

Goal #3: By spring 2025, the percentage of Miller students in our identified groups who demonstrate engagement by correctly expressing the “why” of what they are learning in the classroom will increase by five percentage points from the fall data, as measured by non-evaluative observation and data collection by the administrative team. Those groups are All Students; American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

Activity to Target Goal: Grow PBIS Program; Spanish Lessons for staff; E- Hallpass; Student concerns reporting app

Goal #4: By spring 2025, the number of parents of students in our identified groups who indicate that they feel engaged with Miller Junior High will increase by five percentage points from the fall data, as measured by parent surveys conducted by the school. Those groups are All Students; American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

Activity to Target Goal: Collaborate with PTO and MTSS to create more family-oriented activities; Title I Family Engagement events; Bobkitten Days; Conferences

Student, Family and Community Engagement

Arena Conferences-

2022- 38% attendance of parents

2023- 44% attendance of parents

2024- 55% attendance for the total building

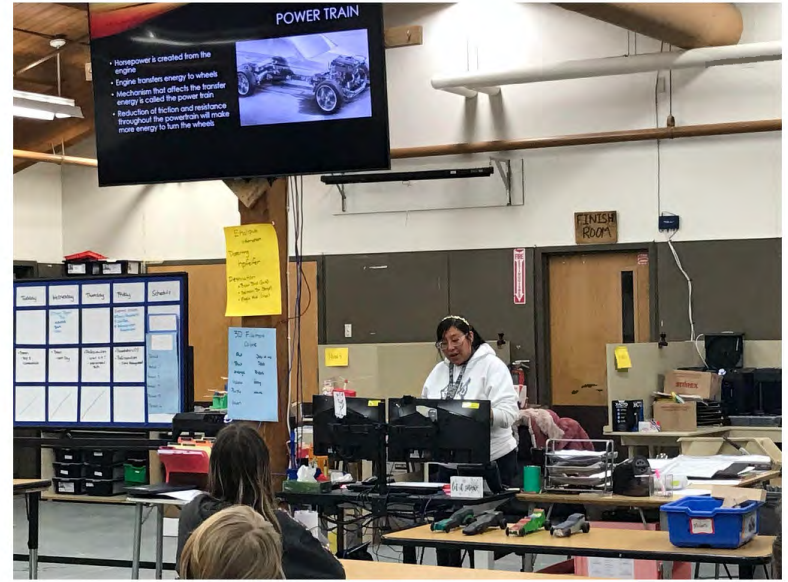
6th grade had 59%

7th grade had 55%

8th grade had 51%



GPA Celebration



Explorer Classes

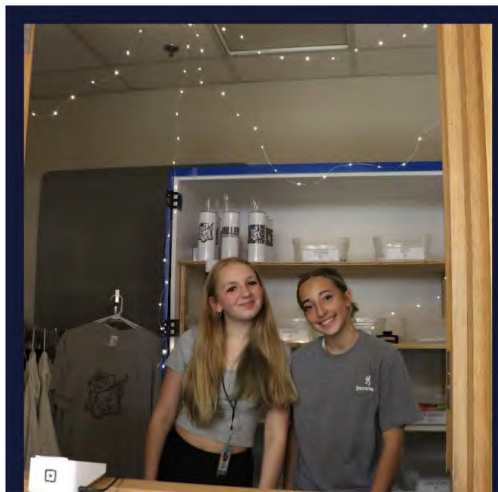


Flex Periods

SEPTEMBER STUDENTS OF THE MONTH



Student/Staff of the Month (PBIS)





Aberdeen Athletics

Fall Season Report
2024-25 School Year

Fall Participation AHS and MJH

- AHS

- Football 79
- Volleyball 34
- Girls Soccer 33
- Boys Tennis 11
- Cross Country 24
- Girls Swim and Dive 32
- Boys Golf 20
- Cheer 26
- Total: 259 (+55)

- MJH - Season 1

- Football 51
- Cross Country 39
- Girls Soccer 55
- Total: 145 (+23)
- MJH - Season 2
- Girls Basketball 67
- Wrestling G 22 B 49
- Total: 138

Middle School Athletics

Boys Offerings

Football - 50

Cross Country - 28

Wrestling - 49

Total: 127

Girls Offerings

Football - 1

Cross Country - 11

Girls Soccer - 55

Girls Basketball - 67

Wrestling - 22

Total: 156

6th grade participation

Girls Basketball

67 total

35 are 6th grade

Girls Soccer

55 total

17 played soccer

Boys basketball

70 total

28 are 6th grade

High School Athletics

Boys offerings

Football - 79

Boys Tennis - 11

Cross Country - 18

Boys Golf - 20

Cheer - 1

Total: 129

Girl Offerings

Volleyball - 34

Girls Soccer - 33

Cross Country - 6

Girls Swim and Dive - 32

Cheer - 25

Total: 130

AHS Fall Sports Highlights

Football	4-6; hosted playoff game lost 7-6 ½ game
Volleyball	11-6; 2nd in league
Girls Soccer	7-9; 4th place
Boys Golf	3 athletes to districts
Girls Swim	2nd place District; 11 athletes to state
Cross Country	1st in league 4 athletes to state

AHS Winter sports preliminary - pre cuts

Boys basketball

57

Girls basketball

41

Boys Wrestling

63

Girls Wrestling

54

Bowling

36

Boys Swim and Dive

19

Elementary Basketball

8 teams

Central (Hoquiam)

Lincoln (Hoquiam)

Central Park

McDermoth

Robert Gray

Stevens

St Mary's

Cosmopolis

- We play 6 games
- Four 8 minute quarters (running clock)
- Every four minutes we trade out players
- Everyone should play equal amount of time
- We use a mix of adults and high school students for reffing
- Culminating tournament on Nov 23rd

SEARCHES OF STUDENTS AND STUDENT PRIVACY AND SEARCHES

State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in.

At age 18 students become legal adults and must approve any disclosure of information about themselves from school records, except directory information, if a request for confidentiality has not been filed. Students at age 18 may also sign releases, authorizations or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences.

Students between 16 and 18 who have been granted legal emancipation from their parents or guardians have the same rights as 18 year old students.

Students over 14 years of age have the right to keep private from everyone any district records indicating that they have been tested or treated for a sexually transmitted disease.

Students 13 years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

A. Searches of Students and Personal Property

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff will take particular care to respect student privacy.

School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent will have the authority to conduct reasonable searches on school property as provided by Board policy.

Any authorized school official will conduct searches according to the procedure associated with this policy.

A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation or at school events.

Prior to conducting a search, school officials will ask that the student consent to be searched by removing all items from pockets or other personal effects. If the student refuses to consent to the search, school officials may proceed to search the student, the student's personal

belongings, and the student's locker, as follows:

-

- a. Any search of a student conducted by a school district employee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules.

For the purpose of this policy, "contraband" means items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon.

-

- b. Staff will conduct searches in a manner that is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

-

No student will be subject to a strip search or body cavity search by school staff.

-

School officials may consult with local law enforcement officials regarding the advisability of a search on school premises by a law enforcement officer if evidence of criminal activity is likely to be seized.

-

The superintendent will develop procedures regulating searches of students and their personal property.

2. **Locker Searches**

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the school district. No right or expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school. Lockers and other spaces are subject to search in accordance with district policy.

No student may use a locker, desk, or storage area to store any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk, or other storage area will be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. Any search of an individual student's locker will be conducted according to board policy governing personal searches.

All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the school official conducting such a search

~~develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to~~

~~Board policy governing personal searches.~~

~~The superintendent will establish procedures for conducting searches of lockers, desks, or storage areas.~~

B. Student Privacy

Adult Students, Emancipated Minors, and Confidential Health Information

State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents, and what activities the student will participate in. At age eighteen, students become legal adults and must approve any disclosure of information about themselves from school records, except directory information if a request for confidentiality has not been filed. Students at age eighteen may also sign releases, authorizations, or permission slips to participate in school activities, and may sign themselves out of school and authorize their own absences.

Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen-year-old students.

Students over fourteen years of age have confidentiality rights in records indicating that they have been tested or treated for a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol, or mental health treatment.

All students have confidentiality rights in family planning or abortion records.

Cross References:	Policy 3414	Infectious Diseases
	Policy 3245	Students and Telecommunication Devices
	Policy 3231	Student Records
Legal References:	34 CFR § 99.5	What are the rights of students?
	42 CFR §2.14	Minor patients
	RCW 9.02.100	Reproductive privacy – Public policy
	RCW 13.64.060	Power and capacity of emancipated

	minor
RCW 28A.320.040	Bylaws for board and school government
RCW 28A.600.020	Exclusion of student from classroom — Written disciplinary procedures — Long-term suspension or expulsion
RCW 28A.600.210-240	School locker searches — Findings — <u>No expectation of privacy – Authorization – Limitations – Notice and reasonable suspicion requirements</u>
<u>RCW 70.02.220</u>	<u>Sexually transmitted diseases – Permitted and mandatory disclosures</u>
<u>RCW 70.02.240</u>	<u>Mental health services – Minors – Permitted disclosures</u>
<u>RCW 70.02.265</u>	<u>Adolescent behavioral health services – Disclosures of treatment information and records – Restrictions and requirements</u>
RCW WAC 392-400-215	Student rights

Adoption Date: 10/2/95
Revised Dates: 04/19/16; _____

Searches of Students and Student Privacy

A student and their property may be searched by a principal or a principal's designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff will report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation, or at school events.

A. Establishing reasonable suspicion.

A search may occur if the principal or a principal's designee has reasonable suspicion that the search will produce evidence of unlawful activity or a violation of a school rule. To determine whether reasonable suspicion exists, consider the following:

1. What information is the suspicion based on?
2. Is the information reliable?
3. Is the person who shared the information credible?
4. If a search were conducted what's the likelihood that evidence of unlawful activity or a violation of a school rule would be found?

B. Conducting the search

If the principal or the principal's designee determines that reasonable suspicion exists to search a student's clothing, personal effects, automobile, or personal container inside of district property such as an assigned desk, locker, or storage area, the search will be conducted as follows:

1. If evidence of unlawful activity or a violation of a school rule is suspected, proceed to search by asking the student to remove all items from pockets, purses, handbags, backpacks, gym bags, etc.
2. If the student refuses to cooperate in a personal search, the student should be held until the student's parent or guardian is available to consent to the search. If a parent or guardian cannot be reached in a reasonable time, the principal may conduct the search without the student's consent.
3. A hand-held metal detector may be used in a personal search if there is reasonable suspicion that the search may find contraband.
4. The search must not be excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.
5. Do not conduct a strip search or body cavity search of the student. (RCW 28A.600.230)

C. Locker, Desk, and Storage Area Searches

Lockers, desks, and storage areas are the property of the school district. Accordingly, students have no expectation of privacy in the lockers, desks, and storage areas they use or are assigned.

Because students have no expectation of privacy in their lockers, desks, and storage areas, principals or principals' designees may search all student lockers, desks, or storage areas at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rule.

Administrative inspections, or health and welfare inspections, may be conducted at any time to locate misplaced library books, textbooks, or other school property or to ensure that all lockers, desks, or storage areas are kept clean and free from potential health or safety hazards. Periodic inspections of lockers will reinforce the district's ownership of lockers, desks, and storage areas and the minimal expectation of privacy students have in the contents of their lockers, desks, and storage areas.

However, to search containers within a student's locker, desk, or storage area, reasonable suspicion must exist that the search will yield evidence of a violation of the law or school rules. A "container" for the purpose of this procedure may include, but is not limited to, an article of clothing, a handbag, purse, backpack, gym bag, or any other item in which contraband material may be concealed.

ANNUAL ORGANIZATIONAL MEETING

At the first regular meeting at which newly-elected board members are seated in election years and at the first regular meeting in December in non-election years, the board will elect from among its members a *chair/president* and a *vice chair/president* to serve one-year terms. A newly appointed board member will not be eligible to serve as an officer unless a majority of the board has been appointed.

If a board member is unable to continue to serve as an officer, a replacement will be elected immediately. In the absence of both the *chair/president* and the *vice chair/president*, the board will elect a president pro tempore who will perform the functions of the chair/president during the latter's absence.

The superintendent will act as board secretary and perform all the duties as outlined by law. In order to provide a record of the proceedings of each meeting of the board, the superintendent will appoint a recording secretary of the board.

In even numbered years at the same meeting, a WSSDA legislative representative will be elected to serve a two-year term.

The normal order of business will be modified for the annual organizational meeting by considering the following matters, after the approval of the minutes of the previous meeting:

- A. Welcome and introduction of newly elected board members by the chair/president;
- B. Call for nominations for *chair/president* to serve during the ensuing year;
- C. Election of a *chair/president* (roll call vote);
- D. Assumption of office by the new *chair/president*;
- E. Call for nominations for *vice chair/president* to serve during the ensuing year;
- F. Election of a *vice chair/president* (roll call vote);
- G. *(If applicable)* Call for nominations for *WSSDA legislative representative* to serve for the next two years; and
- H. Election of a *WSSDA legislative representative*.

Policies will continue from year to year and board to board until and unless the board changes them.

Cross References:

1225 - School Director Legislative Program

Legal References:

RCW 28A.330.010 Board president, vice-president or president
pro tempore — Secretary

RCW 28A.330.020 Certain board elections, manner and vote
required — Selection of personnel, manner

RCW 28A.330.050 Duties of superintendent as secretary of the
board

RCW 28A.400.030 Superintendent's duties

RCW 29A.60.280 Local elected officials, commencement of
term of office — Purpose

Adoption Date: 6/20/00

Revised Dates: 11/5/05, 4/17/18



Our Children,
Our Schools,
Our Future

TO: Lynn Green and Traci Sandstrom, Superintendents
 FROM: Elyssa Louderback, Executive Director of Business & Operations
 SUBJECT: Monthly Budget Report for September, 2024
 DATE: November 19, 2024

GENERAL FUND SUMMARY:

Revenue--Receipts were \$ 5,905,114.78.

Expenditures-- Expenditures were made in the total of \$ 5,496,675.27. Expenditures for staff salary and benefits account for 73.4% of all expenditures for the month and 76.9% of year to date total expenditures.

Fund Balance— Current month ending fund balance is \$ 4,464,592.38. We had a positive cash flow of \$ 408,439.51. for the month. We will be managing our cash flow very carefully through the year.

Additional General Fund Information

Revenue by Major Category:

<u>Revenue Source</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual</u>	<u>Largely Comprised of:</u>
Local Taxes	\$ 5,579,124	\$ 1,738,369	31.16%	Prop taxes - received Oct/Nov and April/May
Local Nontax	\$ 397,010	\$ 74,060	18.65%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 33,580,700	\$ 5,549,493	16.53%	Apportionment and LEA
State, Special	\$ 14,497,538	\$ 2,445,175	16.87%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 45,000	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 6,843,748	\$ 294,730	4.31%	Food Service, Fed Grants (Title I, Title 2, ESSER, etc)
Other Districts	\$ 226,867	\$ -	0.00%	Non high payments from Cosmopolis SD
Other Agencies	\$ 29,000	\$ 15,441	53.24%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
Totals	\$ 61,198,987	\$ 10,117,268	16.53%	
			16.67%	% of fiscal year elapsed

General Fund Expenditures by Activity: (The budget is an estimate and actual expenditures may be less or more than the estimates. Line item expenditures may exceed the estimated budget as long as total expenditures do not exceed the overall budget.)

Board of Directors	\$ 99,000	\$ 3,427	3.46%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	\$ 449,866	\$ 71,833	15.97%	General Admin/ Supt Office
Business Office	\$ 698,521	\$ 112,513	16.11%	Fiscal operations
Human Resources	\$ 449,997	\$ 71,837	15.96%	Personnel & recruitment, labor relations
Public Relations	\$ 50,250	\$ 5,072	10.09%	Educational/admin info to public
Supervision of Instruction	\$ 1,448,318	\$ 216,795	14.97%	includes secretarial support
Learning Resources	\$ 229,969	\$ 43,565	18.94%	Library resources & staffing
Principal's Office	\$ 3,366,069	\$ 570,575	16.95%	includes Secretarial support
Guidance/Counseling	\$ 2,339,697	\$ 355,153	15.18%	Counselors/support services
Pupil Management	\$ 4,000	\$ 5,099	100.00%	Bus & playground management, etc
Health Services	\$ 3,050,486	\$ 444,102	14.56%	Health including: nursing, OT/PT/SLP, etc
Teaching	\$ 35,709,198	\$ 5,582,646	15.63%	classroom teachers/para support
Extra-curricular	\$ 1,470,719	\$ 224,081	15.24%	Coaching, advising, ASB supervision
Payments to other districts	\$ 701,000	\$ -	0.00%	CTE/Skills Center fees/pmts to other schools
Instructional Prof Dev	\$ 1,210,682	\$ 382,592	31.60%	Prof development; instructional staff
Instructional Technology	\$ 91,631	\$ 181,591	198.18%	classroom technology
Curriculum	\$ 974,495	\$ 241,261	24.76%	District materials adoptions/purchases; staff
Food Services	\$ 2,953,399	\$ 535,706	18.14%	Mgmt of food service for district
Transportation	\$ 1,325,881	\$ 227,818	17.18%	Co-op payments, fuel, insurance
Maint & Operations	\$ 3,660,050	\$ 692,004	18.91%	cust/maint/grounds, security, warehouse
Other Services	\$ 2,920,171	\$ 877,729	30.06%	Insurance, utilities, tech, print, motor pool, Erate
Transfers	\$ (261,250)	\$ (57,037)	21.83%	in district use of buses, vehicles, food service
Interfund Transfers	\$ -	\$ -	0.00%	Transfers (to Cap Proj/ Debt Service)
Totals	\$ 62,942,149	\$ 10,788,362	17.14%	
			16.67%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue -- Total receipts were \$ 188,782.43 and consist of grants, rental fees and interest.

Expenditures —Expenditures were made in the amount of \$256,278.69 for the month.

Fund Balance — Current monthly ending fund balance is \$ 55,133.99.

DEBT SERVICE FUND SUMMARY:

Revenue -- Total receipts were \$ 8,148.02 and consists of tax payments and transfers.

Expenditures — There were no expenditures for the month.

Fund Balance — Current month ending fund balance is \$ 987,421.06. Funds in this account are held for bond principal and interest payments.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue — There was \$ 39,310.75 revenue for the month.

Expenditures -- Expenditures total 10.73% of the budgeted expenditures for this fiscal year.

Fund Balance — Current month ending fund balance is \$ 346,930.30.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue – There was \$ 318.14 revenue for the month and consisted of interest and depreciation.

Expenditures — There were no expenditures for the month.

Fund Balance — Current month ending fund balance is \$ 346,158.19.

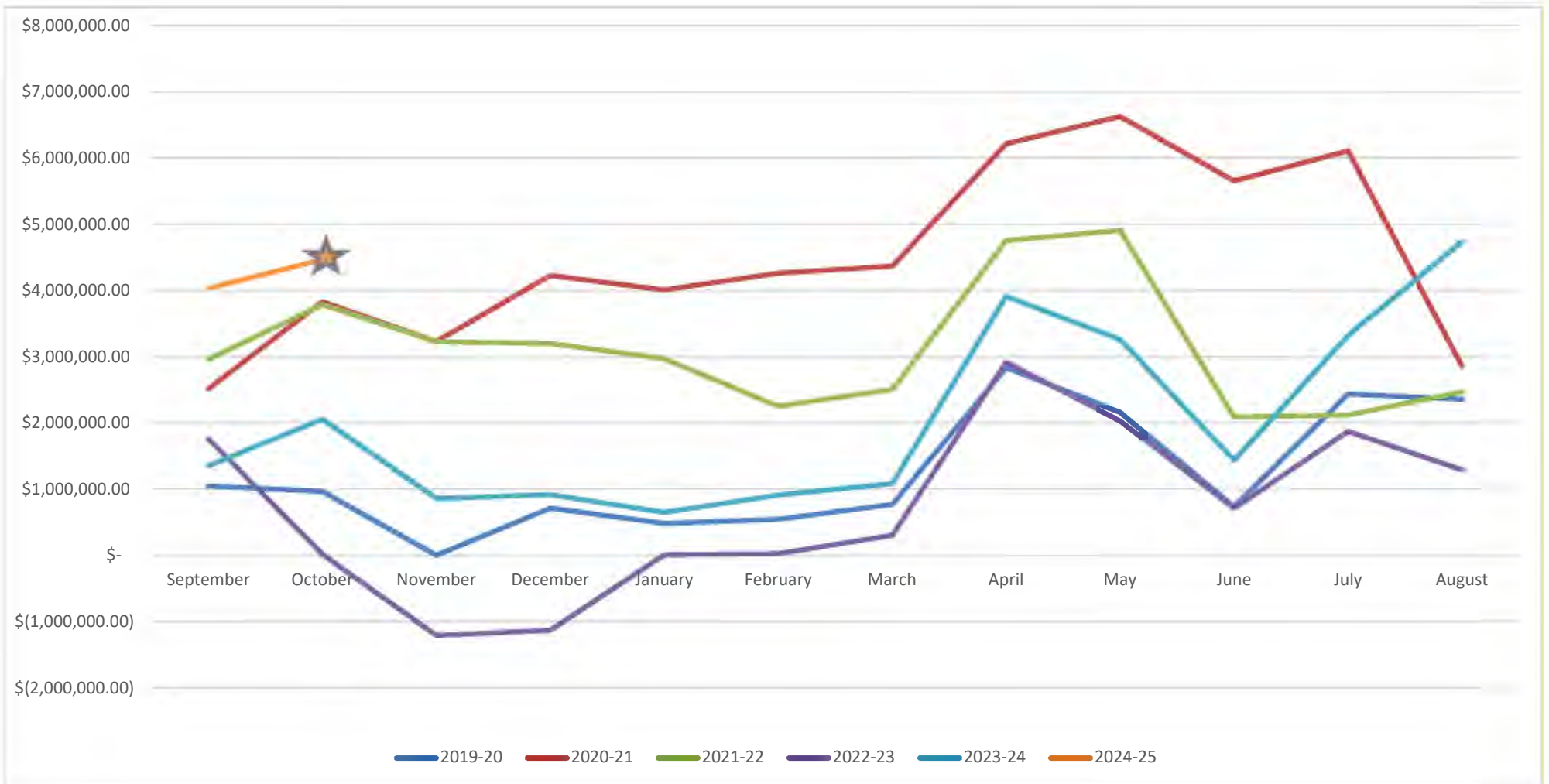
SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of October, 2024:

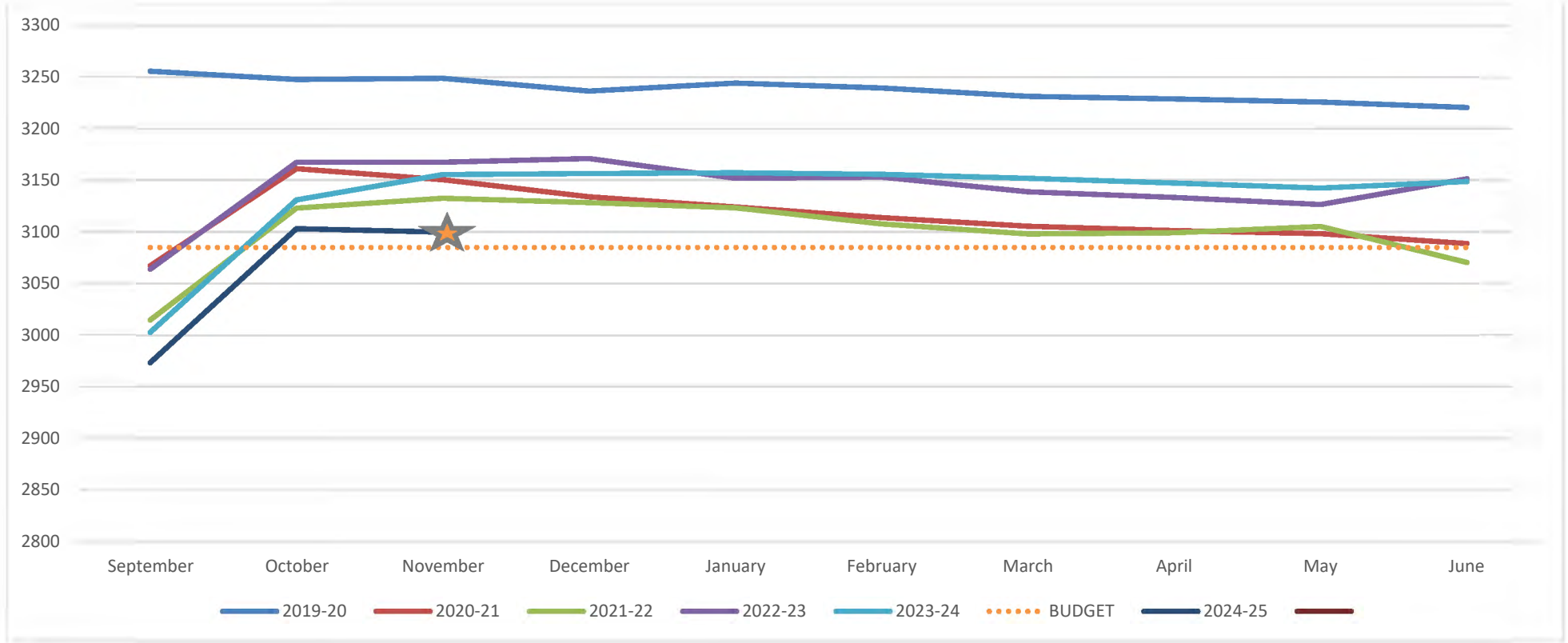
Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 62,942,149	\$ 10,788,362	\$ 52,153,787	17.14%	82.86%
Capital Projects	\$ 6,300,000	\$ 555,861	\$ 5,744,139	8.82%	91.18%
Debt Service	\$ 295,000	\$ -	\$ 295,000	0.00%	100.00%
ASB	\$ 540,797	\$ 58,038	\$ 482,759	10.73%	89.27%
Trans Vehicle	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%

GENERAL FUND FUND BALANCE TRENDS

End of October, 2024



ENROLLMENT TRENDS as of November, 2024



AAFTE	Grades K – 5	Gr. 6 – 8	HS	Subtotal	Run Start/ Open Door	+/- (Budget)
2024-25 Budget	1,231	728	983	2,942	143	3,085
2024-25 Actual	1,206.48	701.16	1,042.19	2,949.83	149.87	+ 14.69 (3,099.69)
2023-24 Actual	1,276.92	720.04	990.32 *	2,987.30	161.22 *	+ 78.52 (3,070)
2022-23 Actual	1,292.06	759.62	982.59	3,034.27	127.93	+ 77.20 (3,085)
2021-22 Actual	1,299.38	775.67	963.66	3,038.71	75.13	+ 13.84 (3,100)
2020-21 Actual	1,287.98	777.52	943.61	3,015.97	85.44	+ 1.41 (3,100)
2019-20 Actual	1,445.35	805.48	980.66	3,231.49	98.98	+ 40.47 (3,290)

* Includes summer school enrollment (Skill Center & Basic Ed fte of 15.56; Running Start & Open Doors fte of 11.68)

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2024

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	5,579,124	1,672,414.88	1,738,368.78		3,840,755.22	31.16
2000 LOCAL SUPPORT NONTAX	397,010	27,868.34	74,059.99		322,950.01	18.65
3000 STATE, GENERAL PURPOSE	33,580,700	2,731,572.83	5,549,493.32		28,031,206.68	16.53
4000 STATE, SPECIAL PURPOSE	14,497,538	1,184,822.16	2,445,174.76		12,052,363.24	16.87
5000 FEDERAL, GENERAL PURPOSE	45,000	.00	.00		45,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	6,843,748	280,996.07	294,730.36		6,549,017.64	4.31
7000 REVENUES FR OTH SCH DIST	226,867	.00	.00		226,867.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	29,000	7,440.50	15,440.57		13,559.43	53.24
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	61,198,987	5,905,114.78	10,117,267.78		51,081,719.22	16.53
<u>B. EXPENDITURES</u>						
00 Regular Instruction	26,618,322	2,046,177.10	4,603,018.55	183,151.54	21,832,151.91	17.98
10 Federal Stimulus	0	.00	2,257.36	5,454.00-	3,196.64	0.00
20 Special Ed Instruction	9,924,586	880,819.19	1,509,291.11	1,156,337.16	7,258,957.73	26.86
30 Voc. Ed Instruction	2,979,151	243,474.88	549,658.55	30,442.72	2,399,049.73	19.47
40 Skills Center Instruction	257,644	30,664.02	67,874.25	0.00	189,769.75	26.34
50+60 Compensatory Ed Instruct.	6,817,224	531,034.44	1,130,101.96	22,811.83	5,664,310.21	16.91
70 Other Instructional Pgms	883,454	97,974.51	128,272.04	13,602.65	741,579.31	16.06
80 Community Services	2,444,883	167,953.99	331,475.87	12,668.95	2,100,738.18	14.08
90 Support Services	13,016,885	1,498,577.14	2,466,412.19	317,670.42	10,232,802.39	21.39
<u>Total EXPENDITURES</u>	62,942,149	5,496,675.27	10,788,361.88	1,731,231.27	50,422,555.85	19.89
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	1,743,162-	408,439.51	671,094.10-		1,072,067.90	61.50-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	4,889,319		5,135,686.48			
<u>G. GLS 896, 897, 898 ACCOUNTING</u>	XXXXXXXXX		.00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
<u>H. TOTAL ENDING FUND BALANCE</u>	3,146,157		4,464,592.38			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	14,070.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	420,331	676,579.59
G/L 823 Restricted for Carryover of Tra	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	81,543	102,021.00
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	14,070	.00
G/L 872 Committed to Econmc Stabilizatn	0	.00
G/L 873 Committed to Depreciation Sub-F	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	538,204-	510,806.01
G/L 891 Unassigned Min Fnd Bal Policy	3,168,417	3,161,115.78
<u>TOTAL</u>	3,146,157	4,464,592.38

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2024

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	1,302,008	.00	.00		1,302,008.00	0.00
2000 Local Support Nontax	19,500	2,472.98	5,284.24		14,215.76	27.10
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	4,800,000	186,309.45	186,309.45		4,613,690.55	3.88
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	6,121,508	188,782.43	191,593.69		5,929,914.31	3.13
B. EXPENDITURES						
10 Sites	0	186,309.45	186,309.45	8,950.29	195,259.74-	0.00
20 Buildings	6,300,000	69,969.24	369,551.12	0.00	5,930,448.88	5.87
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	6,300,000	256,278.69	555,860.57	8,950.29	5,735,189.14	8.97
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES						
OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	178,492-	67,496.26-	364,266.88-		185,774.88-	104.08
F. TOTAL BEGINNING FUND BALANCE	343,731		419,400.87			
G. GLS 896, 897, 898 ACCOUNTING	XXXXXXXXX		.00			
CHANGES AND ERROR CORRECTIONS (+OR-)						
H. TOTAL ENDING FUND BALANCE	165,239		55,133.99			
(E+F + OR - G)						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	429,184.57-
G/L 864 Restricted from Fed Proceeds	111,714	.00
G/L 865 Restricted from Other Proceeds	5,300,000-	126,676.00-
G/L 866 Restricted from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	5,353,525	610,994.56
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	165,239	55,133.99

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2024

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	4,010.26	4,424.63		4,424.63-	0.00
2000 Local Support Nontax	25,000	4,137.76	8,524.49		16,475.51	34.10
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	25,000	8,148.02	12,949.12		12,050.88	51.80
B. EXPENDITURES						
Matured Bond Expenditures	250,000	.00	.00	0.00	250,000.00	0.00
Interest On Bonds	44,100	.00	.00	0.00	44,100.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	900	.00	.00	0.00	900.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	295,000	.00	.00	0.00	295,000.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES						
<u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	270,000-	8,148.02	12,949.12		282,949.12	104.80-
F. TOTAL BEGINNING FUND BALANCE	969,260		974,471.94			
G. GLS 896, 897, 898 ACCOUNTING	XXXXXXXXX		.00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
H. TOTAL ENDING FUND BALANCE	699,260		987,421.06			
<u>(E+F + OR - G)</u>						
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	699,260		987,421.06			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	699,260		987,421.06			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2024

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	68,425	5,372.74	36,038.26		32,386.74	52.67
2000 Athletics	124,750	25,824.15	58,112.65		66,637.35	46.58
3000 Classes	2,500	250.00	250.00		2,250.00	10.00
4000 Clubs	168,570	7,838.66	16,431.41		152,138.59	9.75
6000 Private Moneys	80,700	25.20	785.20		79,914.80	0.97
<u>Total REVENUES</u>	444,945	39,310.75	111,617.52		333,327.48	25.09
<u>B. EXPENDITURES</u>						
1000 General Student Body	32,646	16,300.04	17,147.99	0.00	15,498.01	52.53
2000 Athletics	248,971	10,932.09	27,271.40	5,464.61	216,234.99	13.15
3000 Classes	2,500	.00	.00	0.00	2,500.00	0.00
4000 Clubs	175,890	2,060.58	12,731.26	2,756.77	160,401.97	8.81
6000 Private Moneys	80,790	487.62	887.62	0.00	79,902.38	1.10
<u>Total EXPENDITURES</u>	540,797	29,780.33	58,038.27	8,221.38	474,537.35	12.25
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	95,852-	9,530.42	53,579.25		149,431.25	155.90-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	280,036		293,351.05			
<u>E. GLS 896, 897, 898 ACCOUNTING</u>	XXXXXXXXXX		.00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
<u>F. TOTAL ENDING FUND BALANCE</u>	184,184		346,930.30			
<u>C+D + OR - E)</u>						
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	176,684		339,430.30			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	184,184		346,930.30			

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	15,000	318.14	1,388.49		13,611.51	9.26
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	368,914	.00	.00		368,914.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	383,914	318.14	1,388.49		382,525.51	0.36
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	383,914	318.14	1,388.49		382,525.51	0.36
<u>D. EXPENDITURES</u>						
Type 30 Equipment	200,000	.00	.00	0.00	200,000.00	0.00
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	200,000	.00	.00	0.00	200,000.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	183,914	318.14	1,388.49		182,525.51-	99.25-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	289,788		344,769.70			
I. <u>GLS 896, 897, 898 ACCOUNTING</u> <u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	473,702		346,158.19			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted for Fund Purposes	473,702	346,158.19
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	473,702	346,158.19



Form Name - CTE Perkins V - SAS and Assurances

Form Name: CTE Perkins V - SAS and Assurances	Is Form Validated?: Yes	Last Modified By: Elyssa Louderback	Last Modified Date: 10/01/2024 2:34 PM
Pre-Application ID: PR-OSPI-2616	Pre-Application Title: FP 215 Perkins (2024-25)	Pre-Application Due Date: 08/30/2024	Last Submitted Date: 10/01/2024 2:35 PM
Organization Code: 14005	Organization Name: Aberdeen School District		

Overview and SAS

Eligible Sub Grantees

School districts, State-Tribal Education Compacts (STEC), and Skill Centers operating Career and Technical Education (CTE) courses during the 2024–25 school year are eligible for this grant.

Substantially Approved Status (SAS)

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018, and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. It is important to note that the results from each eligible recipient's 2023–24 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2024–25 program year and in subsequent program years.

Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

If submitted by August 30, 2024: The school district/STEC/skill center will be able to obligate Perkins funds beginning with the date SAS is approved by OSPI.





If NOT submitted by August 30, 2024: The school district/STEC/skill center will be able to obligate Perkins funds beginning the date the applicant submits its entire application to the State in substantially approvable form (all pages and uploads completed and submitted).

Assurances

Assurance Instructions

1. Review the following requirements and click to read each hyperlink.
2. The district/STEC/skill center certifies they have read and understood the requirements listed under each section.
3. Complete the Leadership Acknowledgement section.
4. Sign, date, and print a copy of this assurance section.

Important: A hard copy of the printed, signed, and dated assurance section must be in district/STEC/skill center files for monitoring/auditing purposes.

Note: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

Assurances

By accepting these funds and signing below, your district/STEC/skill center agrees to abide by all federal, state, and agency rules and regulations required of this money.

Perkins funds shall supplement, and shall not supplant, non-Federal funds expended to carry out CTE activities. [section 211]

Upon written request, the district/STEC must consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient. [section 317(b)(2)].

FEDERAL





- The Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)
- Education Department General Administrative Regulations (EDGAR)
- Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224)

STATE

- Washington State Perkins Plan Requirements
- Washington Administrative Code (WAC)
- Revised Code of Washington (RCW)
- State Administrative and Accounting Manual (SAAM)
- Career and Technical Education Program Standards

OSPI

- Accounting Manual for Public School Districts in the State of Washington

Leadership Acknowledgement

Superintendent:

Lynn Green

CTE Director:

Lynn Green

General Advisory Chairperson:

Eric Potts

School Board Chairperson:

Jennifer Durney

Date Leadership Acknowledgement Completed:

10/01/2024

Acknowledgement of Program Assurances

Authorized Representative Name:

Elyssa Louderback

Authorized Representative Title:

Executive Director of Business & Operations

Date:





10/01/2024





OSPI_FN-3598

Form Name: FP 215 - CTE: Perkins V - District/STEC Application	Is Form Validated? Yes	Last Modified By: Elyssa Louderback	Last Modified Date: 10/31/2024 3:28 PM
Application ID: AP-OSPI-6374	Application Title: FP 215 Perkins (2024-25)	Application Due Date: 12/20/2024	Last Submitted Date: 10/31/2024 8:15 AM
Organization Code: 14005	Organization Name: Aberdeen School District		

Waiver Request

Waiver Request

Applicants with **allocations of more than \$15,000 may skip this section** and move to "Required Uses of the Funds."

Applicants with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver and will answer questions 1 through 4.

To receive a waiver, the district/STEC must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins V funding will be used to strengthen existing programs.

Waiver approval will be contingent on the following:

- The districts/STECs/ statutory eligibility for a waiver, per responses to the above questions.
- The quality of the district/STEC's entire Perkins Local Plan.
- The applicant's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews).





1. Is the district/STEC located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?
2. What effort did the district/STEC make to enter into a consortium during the 2023-24 school year? If no effort was made, please explain why joining a consortium was not a viable option.
3. Describe how the applicant will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

Perkins Consortium

Districts/STECs/skill centers who choose to participate in a consortium will not receive an individual Perkins allocation. Allocations for consortium will be sent to the fiscal agent applying on behalf of the consortium.

4. Are you interested in participating in a consortium for the 2025–26 school year?

No

5. Identify all school districts/STECs/skill centers in the consortium.

N/A

6. Which district/STEC/skill center will be the fiscal agent for the consortium?

N/A

Funding

Final Allocation

Final Allocation Amount for 2024–25:

\$49,183.00

Required Uses of Funds

Funds made available to school districts/STECs under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Applicants should review **Section 135, Local Uses of Funds** and review the full list of required uses of funds. Districts/STECs should only spend in areas that are specifically allowable through Perkins V.





- If funds will not be spent in an area, please enter 0.
- Enter whole dollar amounts.
- **Totals on this page must equal final allocation amount minus Indirects (if taken).**

Enter the amount to be spent in the box below each corresponding description.

1. Provide **career exploration and career development activities** through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. *(Examples may include work on High School and Beyond Plan, CTE advising, outreach to middle school(s) in the district/STEC.)*

\$0

2. Provide **professional development** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. *(Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, CTSO trainings, and understanding of all aspects of an industry, and other topics as identified in section 2.(A-I))*

\$0

3. Provide within career and technical education the skills necessary to **pursue careers** in high-skill, high-wage, or in-demand industry sectors or occupations. *(Examples may include alignment of area high wage/high demand data, CTE program standards, use of data from local workforce council, working with industry partners and stakeholders, or integrating new programs/modifications of existing programs to increase relevance.)*

\$0

4. Support the **integration of academic skills** into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. *(Examples may include funding teacher review of standards to support the development of frameworks and articulation agreements, integration of academic and industry standards and the development of curriculum resources, development and adoption of local and state equivalencies.)*

\$0

5. Plan and carry out elements that support the **implementation** of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. *(Examples may include supporting teacher and postsecondary alignment of programs of study, work based learning opportunities, industry recognized credentials, high demand equipment purchases, curriculum and instructional resource purchase.)*





\$48,034

6. Develop and implement **evaluations** of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and Section 113(b)(4)(B). *(Examples may include costs associated with completion of CLNA and program evaluation.)*

\$0

Total:

\$48,034

Local Application of Funds

The state negotiated level of performance for each of the core indicators in "Overview of Perkins."

1. Describe the career and technical education course offerings and activities that the district/STEC will provide with funds, which shall include not less than 1 program of study approved by OSPI under section 124(b)(2), including:

(a) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

Priority is given to spending funds on those programs that have an articulation agreement either in place or pending or have a potential IRC to work towards. Articulations and IRC data became critical in our CLNA work and continue to expand each year.

(b) a description of any new programs of study the eligible recipient will develop and submit to OSPI for approval; and

We added a junior high Business/Entrepreneurship program last year to add to our current high school and post-secondary Program of Study.

We began a new welding course for the high school and continue working on developing a Program of Student to include an articulation with our local college.

Our local college is launching a culinary arts program that we hope to connect to through a Program of Study next year.

(c) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

We have created a pathway document with programs of study for all of our high school students. Career day options often include course taking options. Some class presentations are done among grade levels and content areas describing various courses and will continue this year. Marketing materials for our skills center programs have been updated in the past year and inform students of their pathway options through those programs, including a Spanish version. A course





description book is prepared each year and shared with students and families. Counselors along with the CTE Director and GEAR UP/AVID staff meet with students across grade levels each year prior to scheduling to review pathways, course offerings and high school and beyond planning.

2. Describe how the district/STEC, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:

(a) career exploration and career development coursework, activities, or services;

Our district has built a 7-12 sequence of activities designed for career and college exploration for all students. Local partners and businesses help to build capacity for these activities to be carried out including hosting pathway visits, serving as guest speakers, volunteering as Company Advisors or judges during In-School Business Week and conducting mock interviews with our sophomore students. Community volunteers also review our Senior Board presentations where seniors have the opportunity to share their pathways and beyond high school plans. Last fall we returned to our annual Career Day event where local industry professionals will speak about careers and pathways to our students in their areas of interest. We are planning on pursuing some additional partnerships in the next year including internship opportunities and a hiring credential program in partnership with local employers that will guarantee students interviews.

(b) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and

Pathway days and career days incorporate labor data for students to understand in demand positions. There are also career research activities students engage in through advisory, CTE classes and other classes that require this information have this piece included for completion.

(c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

Counselors meet with students annually to update career pathways, inform course taking patterns and assist students individually with their high school and beyond plans. In addition, we have an advisory program that serves as a conduit for career and college exploration activities, incorporating the parents in this discussion each spring. We have used a variety of tools over time and are continuing the use of Career Planner incorporated into our Canvas lessons. We will soon use the statewide tool as it rolls out for district implementation.

3. Describe how the district/STEC will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

All CTE frameworks for approved courses incorporate academic standards. The CTE teachers have collaborated with their colleagues, including those from academic content areas, over the years to determine how various standards can be integrated into CTE content effectively. Historically, the CTE teachers have worked with a variety of specialists to ensure the following outcomes were accomplished:



1. Alignment of curriculum with core content standards.
2. Implementation of collaborative projects between CTE and core teachers to make relevant, meaningful connections for students (project based learning has now become a district initiative)
3. Ensure appropriate placement and support of students through their four years of high school

New pathways to graduation have opened numerous conversations regarding students' interest areas and the best ways to reach graduation requirements for individual students. We plan to continue collaborative work with core content area teachers during collaboration time and were able to add some social studies and language arts equivalencies this past year.

We will continue to work with other core academic areas to ensure appropriate alignment of standards and equivalencies. This continues to be a spotlight area for us and will involve teacher collaboration and the use of the course equivalency toolkit as a guide to the standards.

4. A description of how the district/STEC will:

(a) provide activities to prepare special populations for high- skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

All of our programs are aligned to high-skill, high wage opportunities and are open to all students. There are instances when additional staffing support is provided to help students from special populations, including special education and EL, be successful. Modifications are made as well including providing material in Spanish when possible, modifying assignments as needed and collaborating with special education staff regarding student placement.

(b) prepare CTE participants for non-traditional fields;

Nontraditional students are often representatives for various marketing efforts in our programs including career fairs, elective fairs and marketing materials. In addition, featuring nontraditional careers during our career events like career days, pathway days, field trips and guest speakers is incorporated into our annual work.

(c) provide equal access for special populations to CTE courses, programs, and programs of study; and

All programs are open to all students. Support is provided when possible in various courses to help students be successful.

(d) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

District policies and procedures as well as classroom expectations apply to all students. There are protections in place to prohibit discrimination. Staff is trained in equity practices as well as reporting processes if there in an incident. Some advisory curriculum contains equity and discrimination examples embedded in its social emotional learning lessons and is provided for all high school students.

5. A description of the work-based learning opportunities that the district/STEC will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.





We offer a variety of work-based learning opportunities for our students that allow them to take advantage of student enterprises within the district and to engage in internships, service learning and work experiences in and out of the district. Many of our students and programs have taken on new service learning projects since COVID. Guest speakers, career research and field experiences are being incorporated into most classes as well. We are making more intentional connections this year to increase our out of school WBL options for students.

6. A description of how the district/STEC will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Describe how the district/STEC will expand aligned programs of study with postsecondary partners, including articulation agreements.

The district currently offers a variety of dual credit opportunities for students in CTE programs and these were greatly expanded in the last three years after joining the PC3 consortium in Pierce County and working with new staff at Grays Harbor College.

Current articulations that are ongoing or recently renewed with Grays Harbor College include the following:

- Desktop Publishing – multiple agreements in place
- Carpentry/Construction – a 16 credit articulation
- Criminal Justice
- American Sign Language
- Medical Terminology
- CNA Training
- Medical Assisting
- Natural Resources
- Automotive Technology
- Early Childhood

One unique program is our medical assisting program which is a joint, cohort model partnering college students and skills center students to prepare for medical assistant certification over a two-year period.

In addition, we have automotive articulations in place with UTI and South Puget Sound Community College and have expanded our articulations with Pierce County Careers Consortium to include HVAC, Video Production, Digital Photography, Microsoft Excel, Culinary Arts and Web Design.

Most recently, we finalized a new articulation for our HVAC program for advanced placement and scholarships with Perry Technical Institute.

We re-evaluate our articulation options each year and pursue those agreements that will work for our students.

7. A description of how the district/STEC will coordinate with OSPI, educator preparation programs and other stakeholders to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.
Our district experienced significant reductions in staffing in the spring of 2020. We restored many positions in 2021 and even more in 2022. With a few retirements this past year, it has been a challenge to find qualified, interested applicants but we ultimately filled all of our positions with wonderful candidates. We will continue to advertise for open positions through a variety of resources including local, regional and statewide outreach.

Our district has a first-year teacher mentor program in place for new teachers and ongoing professional development based on teacher feedback to meet teacher needs. We have 3 PD days per year focused on district initiatives. We offer additional PD opportunities that can be paid or volunteer time throughout the year. Our district also trains teams of staff in various initiatives such as PBIS/MTSS whose members then go back and share knowledge with teachers in their buildings and implement research-based practices. CTE staff are provided PD appropriate to their content/pathway areas and can choose from statewide or local options. Staff have started attending national site visits with colleagues to incorporate innovative practices within their classrooms. This past August, we provided industry based professional development for our staff that was well received.

8. A description of how the district/STEC will address disparities or gaps in performance between groups of students, and any actions that will be taken to eliminate these disparities or gaps.

This is an area that was highlighted in our district's CLNA document and will continue to be a focus. The following are some strategies we identified to improve this area:

- *Provide professional development for classified staff in CTE programming/technical areas – this is ongoing work
- *Create guidance documents in collaboration with SPED/ELL/Guidance and other districts that meet HSBP/Graduation Pathway guidance requirements and highlight CTE opportunities
- *Create new marketing materials designed to be comprehensive and reach a broad audience for our CTE and programs (skills center documents were recently completed)

In addition, in the last few years we established Connections Teams in each of our building. With staff recommendations and referrals, the team reaches out to students who may need help and identifies interventions and strategies to support those students. This can be any students including special populations, those referred for GPS and those on 504 plans.

Comprehensive Local Needs Assessment (CLNA)





Form Name - CTE Perkins V - SAS and Assurances

Form Name: CTE Perkins V - SAS and Assurances	Is Form Validated?: Yes	Last Modified By: Elyssa Louderback	Last Modified Date: 10/01/2024 2:34 PM
Pre-Application ID: PR-OSPI-2616	Pre-Application Title: FP 215 Perkins (2024-25)	Pre-Application Due Date: 08/30/2024	Last Submitted Date: 10/01/2024 2:35 PM
Organization Code: 14005	Organization Name: Aberdeen School District		

Overview and SAS

Eligible Sub Grantees

School districts, State-Tribal Education Compacts (STEC), and Skill Centers operating Career and Technical Education (CTE) courses during the 2024–25 school year are eligible for this grant.

Substantially Approved Status (SAS)

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018, and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. It is important to note that the results from each eligible recipient's 2023–24 Comprehensive Local Needs Assessment (CLNA) will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2024–25 program year and in subsequent program years.

Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

If submitted by August 30, 2024: The school district/STEC/skill center will be able to obligate Perkins funds beginning with the date SAS is approved by OSPI.





If NOT submitted by August 30, 2024: The school district/STEC/skill center will be able to obligate Perkins funds beginning the date the applicant submits its entire application to the State in substantially approvable form (all pages and uploads completed and submitted).

Assurances

Assurance Instructions

1. Review the following requirements and click to read each hyperlink.
2. The district/STEC/skill center certifies they have read and understood the requirements listed under each section.
3. Complete the Leadership Acknowledgement section.
4. Sign, date, and print a copy of this assurance section.

Important: A hard copy of the printed, signed, and dated assurance section must be in district/STEC/skill center files for monitoring/auditing purposes.

Note: The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

Assurances

By accepting these funds and signing below, your district/STEC/skill center agrees to abide by all federal, state, and agency rules and regulations required of this money.

Perkins funds shall supplement, and shall not supplant, non-Federal funds expended to carry out CTE activities. [section 211]

Upon written request, the district/STEC must consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient. [section 317(b)(2)].

FEDERAL





- The Office of Management and Budget's (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)
- Education Department General Administrative Regulations (EDGAR)
- Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224)

STATE

- Washington State Perkins Plan Requirements
- Washington Administrative Code (WAC)
- Revised Code of Washington (RCW)
- State Administrative and Accounting Manual (SAAM)
- Career and Technical Education Program Standards

OSPI

- Accounting Manual for Public School Districts in the State of Washington

Leadership Acknowledgement

Superintendent:

Lynn Green

CTE Director:

Lynn Green

General Advisory Chairperson:

Eric Potts

School Board Chairperson:

Jennifer Durney

Date Leadership Acknowledgement Completed:

10/01/2024

Acknowledgement of Program Assurances

Authorized Representative Name:

Elyssa Louderback

Authorized Representative Title:

Executive Director of Business & Operations

Date:





10/01/2024





OSPI_FN-3598

Form Name: FP 215 - CTE: Perkins V - District/STEC Application	Is Form Validated? Yes	Last Modified By: Elyssa Louderback	Last Modified Date: 10/31/2024 3:28 PM
Application ID: AP-OSPI-6374	Application Title: FP 215 Perkins (2024-25)	Application Due Date: 12/20/2024	Last Submitted Date: 10/31/2024 8:15 AM
Organization Code: 14005	Organization Name: Aberdeen School District		

Waiver Request

Waiver Request

Applicants with **allocations of more than \$15,000 may skip this section** and move to "Required Uses of the Funds."

Applicants with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver and will answer questions 1 through 4.

To receive a waiver, the district/STEC must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins V funding will be used to strengthen existing programs.

Waiver approval will be contingent on the following:

- The districts/STECs/ statutory eligibility for a waiver, per responses to the above questions.
- The quality of the district/STEC's entire Perkins Local Plan.
- The applicant's historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews).





1. Is the district/STEC located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?
2. What effort did the district/STEC make to enter into a consortium during the 2023-24 school year? If no effort was made, please explain why joining a consortium was not a viable option.
3. Describe how the applicant will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

Perkins Consortium

Districts/STECs/skill centers who choose to participate in a consortium will not receive an individual Perkins allocation. Allocations for consortium will be sent to the fiscal agent applying on behalf of the consortium.

4. Are you interested in participating in a consortium for the 2025–26 school year?

No

5. Identify all school districts/STECs/skill centers in the consortium.

N/A

6. Which district/STEC/skill center will be the fiscal agent for the consortium?

N/A

Funding

Final Allocation

Final Allocation Amount for 2024–25:

\$49,183.00

Required Uses of Funds

Funds made available to school districts/STECs under this part shall be used to support CTE programs that are of sufficient size, scope, and quality to be effective. Applicants should review **Section 135, Local Uses of Funds** and review the full list of required uses of funds. Districts/STECs should only spend in areas that are specifically allowable through Perkins V.





- If funds will not be spent in an area, please enter 0.
- Enter whole dollar amounts.
- **Totals on this page must equal final allocation amount minus Indirects (if taken).**

Enter the amount to be spent in the box below each corresponding description.

1. Provide **career exploration and career development activities** through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. *(Examples may include work on High School and Beyond Plan, CTE advising, outreach to middle school(s) in the district/STEC.)*

\$0

2. Provide **professional development** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. *(Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, CTSO trainings, and understanding of all aspects of an industry, and other topics as identified in section 2.(A-I))*

\$0

3. Provide within career and technical education the skills necessary to **pursue careers** in high-skill, high-wage, or in-demand industry sectors or occupations. *(Examples may include alignment of area high wage/high demand data, CTE program standards, use of data from local workforce council, working with industry partners and stakeholders, or integrating new programs/modifications of existing programs to increase relevance.)*

\$0

4. Support the **integration of academic skills** into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. *(Examples may include funding teacher review of standards to support the development of frameworks and articulation agreements, integration of academic and industry standards and the development of curriculum resources, development and adoption of local and state equivalencies.)*

\$0

5. Plan and carry out elements that support the **implementation** of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. *(Examples may include supporting teacher and postsecondary alignment of programs of study, work based learning opportunities, industry recognized credentials, high demand equipment purchases, curriculum and instructional resource purchase.)*





\$48,034

6. Develop and implement **evaluations** of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and Section 113(b)(4)(B). *(Examples may include costs associated with completion of CLNA and program evaluation.)*

\$0

Total:

\$48,034

Local Application of Funds

The state negotiated level of performance for each of the core indicators in "Overview of Perkins."

1. Describe the career and technical education course offerings and activities that the district/STEC will provide with funds, which shall include not less than 1 program of study approved by OSPI under section 124(b)(2), including:

(a) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;

Priority is given to spending funds on those programs that have an articulation agreement either in place or pending or have a potential IRC to work towards. Articulations and IRC data became critical in our CLNA work and continue to expand each year.

(b) a description of any new programs of study the eligible recipient will develop and submit to OSPI for approval; and

We added a junior high Business/Entrepreneurship program last year to add to our current high school and post-secondary Program of Study.

We began a new welding course for the high school and continue working on developing a Program of Student to include an articulation with our local college.

Our local college is launching a culinary arts program that we hope to connect to through a Program of Study next year.

(c) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study.

We have created a pathway document with programs of study for all of our high school students. Career day options often include course taking options. Some class presentations are done among grade levels and content areas describing various courses and will continue this year. Marketing materials for our skills center programs have been updated in the past year and inform students of their pathway options through those programs, including a Spanish version. A course





description book is prepared each year and shared with students and families. Counselors along with the CTE Director and GEAR UP/AVID staff meet with students across grade levels each year prior to scheduling to review pathways, course offerings and high school and beyond planning.

2. Describe how the district/STEC, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:

(a) career exploration and career development coursework, activities, or services;

Our district has built a 7-12 sequence of activities designed for career and college exploration for all students. Local partners and businesses help to build capacity for these activities to be carried out including hosting pathway visits, serving as guest speakers, volunteering as Company Advisors or judges during In-School Business Week and conducting mock interviews with our sophomore students. Community volunteers also review our Senior Board presentations where seniors have the opportunity to share their pathways and beyond high school plans. Last fall we returned to our annual Career Day event where local industry professionals will speak about careers and pathways to our students in their areas of interest. We are planning on pursuing some additional partnerships in the next year including internship opportunities and a hiring credential program in partnership with local employers that will guarantee students interviews.

(b) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment; and

Pathway days and career days incorporate labor data for students to understand in demand positions. There are also career research activities students engage in through advisory, CTE classes and other classes that require this information have this piece included for completion.

(c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.

Counselors meet with students annually to update career pathways, inform course taking patterns and assist students individually with their high school and beyond plans. In addition, we have an advisory program that serves as a conduit for career and college exploration activities, incorporating the parents in this discussion each spring. We have used a variety of tools over time and are continuing the use of Career Planner incorporated into our Canvas lessons. We will soon use the statewide tool as it rolls out for district implementation.

3. Describe how the district/STEC will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

All CTE frameworks for approved courses incorporate academic standards. The CTE teachers have collaborated with their colleagues, including those from academic content areas, over the years to determine how various standards can be integrated into CTE content effectively. Historically, the CTE teachers have worked with a variety of specialists to ensure the following outcomes were accomplished:





1. Alignment of curriculum with core content standards.
2. Implementation of collaborative projects between CTE and core teachers to make relevant, meaningful connections for students (project based learning has now become a district initiative)
3. Ensure appropriate placement and support of students through their four years of high school

New pathways to graduation have opened numerous conversations regarding students' interest areas and the best ways to reach graduation requirements for individual students. We plan to continue collaborative work with core content area teachers during collaboration time and were able to add some social studies and language arts equivalencies this past year.

We will continue to work with other core academic areas to ensure appropriate alignment of standards and equivalencies. This continues to be a spotlight area for us and will involve teacher collaboration and the use of the course equivalency toolkit as a guide to the standards.

4. A description of how the district/STEC will:

(a) provide activities to prepare special populations for high- skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

All of our programs are aligned to high-skill, high wage opportunities and are open to all students. There are instances when additional staffing support is provided to help students from special populations, including special education and EL, be successful. Modifications are made as well including providing material in Spanish when possible, modifying assignments as needed and collaborating with special education staff regarding student placement.

(b) prepare CTE participants for non-traditional fields;

Nontraditional students are often representatives for various marketing efforts in our programs including career fairs, elective fairs and marketing materials. In addition, featuring nontraditional careers during our career events like career days, pathway days, field trips and guest speakers is incorporated into our annual work.

(c) provide equal access for special populations to CTE courses, programs, and programs of study; and

All programs are open to all students. Support is provided when possible in various courses to help students be successful.

(d) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

District policies and procedures as well as classroom expectations apply to all students. There are protections in place to prohibit discrimination. Staff is trained in equity practices as well as reporting processes if there in an incident. Some advisory curriculum contains equity and discrimination examples embedded in its social emotional learning lessons and is provided for all high school students.

5. A description of the work-based learning opportunities that the district/STEC will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.





We offer a variety of work-based learning opportunities for our students that allow them to take advantage of student enterprises within the district and to engage in internships, service learning and work experiences in and out of the district. Many of our students and programs have taken on new service learning projects since COVID. Guest speakers, career research and field experiences are being incorporated into most classes as well. We are making more intentional connections this year to increase our out of school WBL options for students.

6. A description of how the district/STEC will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Describe how the district/STEC will expand aligned programs of study with postsecondary partners, including articulation agreements.

The district currently offers a variety of dual credit opportunities for students in CTE programs and these were greatly expanded in the last three years after joining the PC3 consortium in Pierce County and working with new staff at Grays Harbor College.

Current articulations that are ongoing or recently renewed with Grays Harbor College include the following:

- Desktop Publishing – multiple agreements in place
- Carpentry/Construction – a 16 credit articulation
- Criminal Justice
- American Sign Language
- Medical Terminology
- CNA Training
- Medical Assisting
- Natural Resources
- Automotive Technology
- Early Childhood

One unique program is our medical assisting program which is a joint, cohort model partnering college students and skills center students to prepare for medical assistant certification over a two-year period.

In addition, we have automotive articulations in place with UTI and South Puget Sound Community College and have expanded our articulations with Pierce County Careers Consortium to include HVAC, Video Production, Digital Photography, Microsoft Excel, Culinary Arts and Web Design.

Most recently, we finalized a new articulation for our HVAC program for advanced placement and scholarships with Perry Technical Institute.

We re-evaluate our articulation options each year and pursue those agreements that will work for our students.

7. A description of how the district/STEC will coordinate with OSPI, educator preparation programs and other stakeholders to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.
Our district experienced significant reductions in staffing in the spring of 2020. We restored many positions in 2021 and even more in 2022. With a few retirements this past year, it has been a challenge to find qualified, interested applicants but we ultimately filled all of our positions with wonderful candidates. We will continue to advertise for open positions through a variety of resources including local, regional and statewide outreach.

Our district has a first-year teacher mentor program in place for new teachers and ongoing professional development based on teacher feedback to meet teacher needs. We have 3 PD days per year focused on district initiatives. We offer additional PD opportunities that can be paid or volunteer time throughout the year. Our district also trains teams of staff in various initiatives such as PBIS/MTSS whose members then go back and share knowledge with teachers in their buildings and implement research-based practices. CTE staff are provided PD appropriate to their content/pathway areas and can choose from statewide or local options. Staff have started attending national site visits with colleagues to incorporate innovative practices within their classrooms. This past August, we provided industry based professional development for our staff that was well received.

8. A description of how the district/STEC will address disparities or gaps in performance between groups of students, and any actions that will be taken to eliminate these disparities or gaps.

This is an area that was highlighted in our district's CLNA document and will continue to be a focus. The following are some strategies we identified to improve this area:

- *Provide professional development for classified staff in CTE programming/technical areas – this is ongoing work
- *Create guidance documents in collaboration with SPED/ELL/Guidance and other districts that meet HSBP/Graduation Pathway guidance requirements and highlight CTE opportunities
- *Create new marketing materials designed to be comprehensive and reach a broad audience for our CTE and programs (skills center documents were recently completed)

In addition, in the last few years we established Connections Teams in each of our building. With staff recommendations and referrals, the team reaches out to students who may need help and identifies interventions and strategies to support those students. This can be any students including special populations, those referred for GPS and those on 504 plans.

Comprehensive Local Needs Assessment (CLNA)





CLNA

School Districts/STECs may opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA.

- Most of the data must be collected on each individual school district/STEC programs to meet the Perkins V requirements for the CLNA.

2024–25 Perkins V eligible recipients will be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the application.

SY 2024–25 CLNA Requirement

- District/STEC is not required to conduct the full process for CLNA during this year.
- Review the prior CLNA to inform decisions and edit as needed.

SY 2024–25 Perkins V Application Requirement

- Application Required.
- CLNA upload required.
- District/STEC negotiate local performance targets.

SY 2025–26 CLNA Requirement

- Full CLNA process is required, including expanded stakeholders and all elements within the CLNA.

SY 2025–26 Perkins V Application Requirement

- Application Required.
- CLNA upload required.
- District/STEC negotiate local performance targets.

Did the district/STEC complete an individual CLNA or partner with one or more local educational agencies?

Partner





District/STEC assures the CLNA was developed in coordination with stakeholders as identified in the CLNA document.

Yes

District/STEC assures the CLNA results will be used to inform Perkins investments.

Yes

Using the [files section](#) of this application, please upload the district/STEC CLNA document which was completed during the 2023–24 school year. This upload is required.

Instructions for navigating and uploading to Application Files:

1. Save this page.
2. Scroll to the top of the page and select the 'Back' button, which takes you to the application homepage.
3. Select the 'Form and Files' tab, which has a paperclip icon.
4. Scroll down to Application Files.
5. Select the 'Add Files' button to generate a popup window.
6. Stay on the 'Upload File from Computer' tab.
7. In Classification, scroll to 'Other Supporting Documents'.
8. Upload CLNA document.
9. Type "CLNA" in the description field.
10. Select the 'Upload' button.

To return to the application, scroll up to the 'Forms' section within 'Forms and Files' and select the pencil icon.

Programs of Study

Programs of Study

Federal definition of a Program of Study

The term "Program of Study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- Addresses both academic and technical knowledge and skills including employability skills;





- Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to a more occupation-specific instruction);
- Has multiple entry and exit points that incorporate credentialing; and
- Culminates in the attainment of a recognized postsecondary credential.

Minimum criteria for program of study assurances

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

Resources for this Section

- Pathway information can be found at <https://www.careertech.org/career-clusters>. Choose the cluster, then find the pathway information.
- Current high school building codes can be looked up at <https://eds.ospi.k12.wa.us/schoollist.aspx>.

Identify a Current Program of Study

Identify a Career Cluster:

Health Science

Identify a Pathway:

Therapeutic Services

Which of the institutions types, if any, are included in the program of study?

Community College

Provide the type and name of any institution(s) selected above.

Grays Harbor College

If this program of study leads to any state or nationally recognized certification, please list it. If not, leave blank.





Certified Nursing Assistant
First Aid/CPR

Identify the current high school building code where this program of study is offered:
5208

Performance Indicators and Requirements

Perkins Performance Indicators and Requirements

Perkins Indicators	2024–25 State Target	Proposed Negotiated Target
1S1: Four-Year Graduation Rate	86.8 %	86.80 %
1S2: Extended Graduation Rate (use 2022 data)	89.8 %	89.80 %
2S1: Academic Proficiency in Reading/Language Arts	83.2 %	33.82 %
2S2: Academic Proficiency in Mathematics	73.6 %	16.84 %
2S3: Academic Proficiency in Science	70.1 %	27.84 %
3S1: Postsecondary Placement (use 2022 data)	68.0 %	68.00 %
4S1: Non-traditional Program Enrollment	60.8 %	22.88 %
5S1: Program Quality – Attained Recognized Postsecondary Credential	36.0 %	36.00 %
5S2: Program Quality – Attained Postsecondary Credits	82.5 %	82.50 %
5S3: Program Quality – Participated in Work-Based Learning	94.2 %	29.17 %





Performance Improvement Plan

1S1: Four-Year Graduation Rate

Describe in detail **the specific action(s) the district/STEC will take in the 2024–25 SY** to improve performance for indicator **1S1** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.

N/A

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **1S1** was met by at least 90% of the state target, type N/A.

N/A

1S2: Extended Graduation Rate

Describe in detail **the specific action(s) the district/STEC will take in the 2024–25 SY** to improve performance for indicator **1S2** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.

N/A

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **1S2** was met by at least 90% of the state target, type N/A.

N/A

2S1: Academic Proficiency in Reading/Language Arts

Describe in detail **the specific action(s) the district/STEC will take in the 2024–25 SY** to improve performance for indicator **2S1** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.

Language arts teachers continue to align coursework to Common Core standards and to provide relevance to projects and assignments to help provide context for students. Project based learning is a newer initiative in the district designed to improve engagement. Teachers are partnering with special education teachers to support students in the content area as well. The Principal will be having data meetings with the department leader each month as part of his improvement goal.

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **2S1** was met by at least 90% of the state target, type N/A.

Teaching and Learning Director, Traci Sandstrom, ASD
Building Principal, Aaron Roiko, ASD



Language Arts Teacher Team, ASD
Sal Abruscato, MTSS Coach

2S2: Academic Proficiency in Mathematics

Describe in detail **the specific action(s) the district/STEC will take in the 2024–25 SY** to improve performance for indicator **2S2** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.

Math teachers at all levels have had some professional development opportunities in teaching math in a more engaging manner over the past year. The district focus on project based learning is creating new opportunities in the math classroom.

The high school math department is implementing engaging and collaborative strategies with the support and guidance of an ESD 113 consultant. They are also partnering with special education staff to better support our special education students.

There continues to be math support in the after school program each week. The Principal will be having data meetings with the department leader each month as part of his improvement goal.

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **2S2** was met by at least 90% of the state target, type N/A.

Teaching and Learning Director, Traci Sandstrom, ASD
Math Specialist, Daniel Kent, ESD 113
Building Principal, Aaron Roiko, ASD
Math Teacher Team, ASD
Sal Abruscato, MTSS Coach

2S3: Academic Proficiency in Science

Describe in detail **the specific action(s) the district/STEC will take in the 2024–25 SY** to improve performance for indicator **2S3** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.

Science teachers are engaging in more discovery learning at all levels. The district focus on project based learning is creating new opportunities in the science classroom and extending lab activities.

The high school science department is implementing engaging and collaborative strategies with the increase of guest presenters, field trips and work based learning components.



Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **2S3** was met by at least 90% of the state target, type N/A.

Teaching and Learning Director, Traci Sandstrom, ASD
Building Principal, Aaron Roiko, ASD
Science Teacher Team, ASD
Sal Abruscato, MTSS Coach

3S1: Postsecondary Placement

Describe in detail **the specific action(s) the district/STEC will take in the 2024–25 SY** to improve performance for indicator **3S1** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.

N/A

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **3S1** was met by at least 90% of the state target, type N/A.

N/A

4S1: Non-traditional Program Enrollment

Describe in detail **the specific action(s) the district/STEC will take in the 2024–25 SY** to improve performance for indicator **4S1** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.

We continue to utilize non-traditional students to help with recruitment efforts for programs in marketing materials and presentations. Non-traditional representatives are invited to present at Career Day events. We are planning to launch a poster campaign of various careers featuring non-traditional careers and students over the next few years.

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **4S1** was met by at least 90% of the state target, type N/A.

Lynn Green, CTE Director, ASD5
Counselors, ASD5
CTE Staff, ASD5

5S1: Program Quality – Attained Recognized Postsecondary Credential

Describe in detail **the specific action(s) the district/STEC will take in the 2024–25 SY** to improve performance for indicator **5S1** (considering an analysis of the disaggregated data found in the Tableau Perkins Concentrator Dashboard). If the indicator was met by at least 90% of the state target, type N/A.



N/A

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **5S1** was met by at least 90% of the state target, type N/A.

N/A

5S2: Program Quality – Attained Postsecondary Credits

Describe in detail **the specific action(s) the district/STEC will take in the 2024–25 SY** to improve performance for indicator **5S2** (considering an analysis of the disaggregated data found in the **Tableau Perkins Concentrator Dashboard**). If the indicator was met by at least 90% of the state target, type N/A.

N/A

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **5S2** was met by at least 90% of the state target, type N/A.

N/A

5S3: Program Quality – Participated in Work-Based Learning

Describe in detail **the specific action(s) the district/STEC will take in the 2024–25 SY** to improve performance for indicator **5S3** (considering an analysis of the disaggregated data found in the **Tableau Perkins Concentrator Dashboard**). If the indicator was met by at least 90% of the state target, type N/A.

I am surprised by the data for the 23-24 school year. We believe in data reporting, we did report year long students correctly as students might have been reported as no WBL in first semester and some type of WBL in second semester which would reduce our overall percentage. We are now targeting WBL intentionally in both semesters of our yearlong classes so we anticipate tremendous growth in our percentage as all teachers have identified categories for implementation.

Please indicate the staff and stakeholders (name, title, and organization) who will be responsible for ensuring the plan is implemented. If indicator **5S3** was met by at least 90% of the state target, type N/A.

Lynn Green, CTE Director, ASD5

CTE Staff, ASD5



Perkins V Comprehensive Local Needs Assessment (CLNA)

Aberdeen School District



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board



Washington Office of Superintendent of
PUBLIC INSTRUCTION



WASHINGTON **Workforce**
Training & Education Coordinating
Board

What are the minimal requirements of the CLNA?

1. A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:
 - strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations;
 - providing programs that are designed to enable special populations to meet the local levels of performance; and
 - providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. **(Element 1)**
2. An evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. **(Element 2)**
3. A description of how offered CTE programs are:
 - Sufficient in size, scope and quality to meet the needs of all students served by your district or college; and
 - Aligned to state, regional, Tribal, or local in-demand industry sectors or occupations identified by the state or local workforce development board, including career pathways, where appropriate; or
 - Designed to meet other local education or economic needs identified through other sources. **(Element 3)**
4. An evaluation of progress toward the implementation of career and technical education programs and programs of study. **(Element 4)**
5. A description of how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. **(Element 5)**

For Partnerships Conducting a CLNA

Eligible recipients can opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual agency's programs to meet the Perkins V requirements for the CLNA. Partnerships must be established from the start of your CLNA process, with the partners participating together to inform the CLNA development.

Perkins Leadership Team

Use the below template to identify the organizational leadership responsible for leading the CLNA process. This template should identify which Perkins recipient institutions (School District(s)/Skill Center(s)/Community and Technical College(s)) are involved with the completion of this template. This template should reflect the leadership team behind the CLNA, not the stakeholders consulted as part of the CLNA process.

Please add additional cells as needed.

Name	School District/Institution	Email/Contact Info	Role
Lynn Green	Aberdeen School District	lgreen@asd5.org	CTE Director
Mary Mainio	Aberdeen School District	mmainio@asd5.org	Assistant Principal
Cory Martinsen	Aberdeen School District	Cmartinsen@asd5.org	Construction Instructor
Traci Sandstrom	Aberdeen School District	tsandstrom@asd5.org	Teaching and Learning Director
Dawn Skorzewski	Aberdeen School District	dskorzewski@asd5.org	Special Education Teacher

CLNA Stakeholders

Identify stakeholders involved in the evaluation of program data and completion of the CLNA. If an individual involved represents multiple roles, please identify both the primary and secondary role, if applicable. If "representative of a special population" or "other stakeholder" has been identified, please include the specific representation within the table below.

The Representative drop down includes representative of:

- Basic Education for Adults/Title II WIOA
- Economic Development/ADO
- Local Business and Industry Representative
- Local Workforce Development Area Representative
- Parent
- Postsecondary Administrator
- Postsecondary Career Counseling and Advising Professionals
- Postsecondary CTE Faculty
- Representatives of Indian Tribes and Tribal Organizations
- Representatives of Special Populations
- Secondary Administrator
- Secondary Career and Guidance Counselor
- Secondary Counselor
- Secondary CTE Administrator
- Secondary CTE Educator
- Secondary Instructional Support/Paraprofessionals
- Student
- Youth/Adult Corrections Education Representative
- Other Relevant Stakeholders

For the purposes of "Other relevant stakeholders" please identify the appropriate representation.

For the purposes of special populations, representation may include gender, race/ethnicity, and/or members representing economically disadvantage, youth in, or aged out of, foster care system, students with disabilities, English learners, migrant students, Homeless students, or students with a parent in active military.

Name	Organization	Email/Contact Info	Representative (Primary)	Representative (Secondary)
Amber Williams	Quinault Indian Nation	awilliams@quinault.org	Representatives of Indian Tribes and Tribal Organizations	
Jacquelin Earley	Sierra Pacific Industries	JEarley@spi-ind.com	Local Business and Industry Representative	Local Workforce Development Area Representative
Nicole LaCroix	Grays Harbor College	nicolelacroix@ghc.edu	Postsecondary Administrator	Choose an item.
Lori Christmas	Grays Harbor College	lori.christmas@ghc.edu	Postsecondary Career Counseling and Advising Professionals	Choose an item.
Lindsey Kargbo	Grays Harbor College	lindsey.kargbo@ghc.edu	Postsecondary CTE Faculty	Choose an item.
Cheryl Brown	Grays Harbor Youth Works	cbrown@ghyw.org	Economic Development	Choose an item.
Derek Cook	Hoquiam School District	dcook@hoquiam.net	Secondary Administrator	Parent
Kristine Cole	Pacific NW Carpenter's Union	kcole@nwcarpenters.org	Local Business and Industry	Local Workforce Development Area Representative
Dori Unterseher	Harbor Regional Health	dunterseher@ghcares.org	Local Business and Industry	Choose an item.

Kyndal Dickinson	Twin Star Credit Union	kdickinson@twinstarcu.com	Local Business and Industry	
Lisa Gribel	Aberdeen School District	lgriebel@asd5.org	Youth Adult Corrections Education Representative	Secondary Administrator
Kayla Dunlap	Port of Grays Harbor	kdunlap@portgrays.org	Economic Development	Parent
Lynnette Buffington	Greater Grays Harbor Inc.	lbuffington@graysharbor.org	Economic Development	Local Workforce Development Area Representative
Shawna Myers	CCAP	shawnam@coastalcap.org	Other Relevant Stakeholder	Parent
Loretta Thomas	Greater Grays Harbor, Inc.	lthomas@graysharbor.org	Economic Development	
Paige Pierog	Grays Harbor College	paige.pierog@ghc.edu	Post-Secondary Career Advising	
Sarah Patterson	AGC of Washington	spatterson@agcwa.com	Local Workforce Development Area Representative	Economic Development
Tony Griffin	Alta Forest Products	tonygriffith@altafp.com	Local Business and Industry	
Alissa Shay	Port of Grays Harbor	ashay@portgrays.org	Local Business and Industry	Parent
Franzine Potts	YMCA of Grays Harbor	fpotts@ghymca.net	Local Business and Industry	Parent
Tracy Ecklund	Aberdeen School District	tecklund@asd5.org	Secondary CTE Educator	
Jan Gravley	Aberdeen School District	jgravley@asd5.org	Secondary CTE Educator	
Cami Revel	Aberdeen School District	crevel@asd5.org	Secondary CTE Educator	Parent
Tiffany Lessard	Aberdeen School District	tlessard@asd5.org	Secondary CTE Educator	Parent
Molly Houk	Aberdeen School District	mhouk@asd5.org	Secondary CTE Educator	
Rebekah Fruh	Aberdeen School District	rfruh@asd5.org	Secondary CTE Educator	
Chuck Veloni	Aberdeen School District	cveloni@asd5.org	Secondary CTE Educator	
Mike Machowek	Aberdeen School District	mmachowek@asd5.org	Secondary CTE Educator	Parent
Anne Ramsey	Aberdeen School District	aramsey@asd5.org	Secondary CTE Educator	Parent
Shelbie Dickson	Aberdeen School District	sdickson@asd5.org	Secondary CTE Educator	Parent
Travis Wheeler	Aberdeen School District	twheeler@asd5.org	Secondary CTE Educator	
Ashley Kohlmeier	Aberdeen School District	akohlmeier@asd5.org	Secondary CTE Educator	
Cory Martinsen	Aberdeen School District	cmartinsen@asd5.org	Secondary CTE Educator	Parent
Eric Jackson	Aberdeen School District	ejackson@asd5.org	Secondary CTE Educator	
Kayla Sturm	Aberdeen School District	ksturm@asd5.org	Secondary CTE Educator	
Faith Taylor-Eldred	Aberdeen School District	ftayloreldred@asd5.org	Secondary CTE Educator	
Dr. Jeffery Thake	Aberdeen School District	jthake@asd5.org	Superintendent	
Traci Sandstrom	Aberdeen School District	tsandstrom@asd5.org	District Administrator	
Elyssa Louderback	Aberdeen School District	elouderback@asd5.org	District Administrator	
Eric Potts	Grays Harbor Community	eric@gh-cf.org	Economic Development	

	Foundation			
Lisa Perry	Sierra Pacific Industries	lperry@spi-ind.com	Local Business and Industry	
Stacie Tobey	Vaughan Co., Inc.	svaughan@chopperpumps.com	Local Business and Industry	
Durk Johnson	Seabrook Hospitality	durk@seabrookwa.com	Local Business and Industry	
Jennifer Perry	Westport Yachts	jennifer.perry@westportyachts.com	Local Business and Industry	
William Moyer	Briggs Nursery	bmoyer@briggsnursery.com	Local Business and Industry	
Mark Smalley	Rayonier	msmalley@rayonier.com	Local Business and Industry	
Ed Wickman	Quinault Beach Resort and Casino	ewickman@quinaultbeachresort.com	Local Business and Industry	
Lynn Green	Aberdeen School District	lgreen@asd5.org	Secondary CTE Administrator	
Christi Kershaw	Elma School District	ckershaw@eagles.edu	Secondary CTE Administrator	
Brock Maxfield	Hoquiam School District	bmaxfield@hoquiam.net	Secondary CTE Administrator	
Stephanie Klinger	Montesano School District	sklinger@monteschools.org	Secondary CTE Administrator	
Mike Cummings	Ocosta School District	mke.mcumings@ocosta.org	Secondary CTE Administrator	
Ariel Finrock	Grays Harbor College	ariel.finrock@gmail.com	Post-Secondary Career Counseling	
Kari Morgan	North Beach School District	kmorgan@northbeachschools.org	Secondary CTE Administrator	
Ruthann Brown	Wishkah Valley School District	rbrown@wishkah.org	Secondary CTE Administrator	
Angela Silvernail	Raymond School District	asilvernail@raymondk12.org	Secondary CTE Administrator	
Garrett Johannes	Mary M Knight School District	gjohannes@mmk.wednet.edu	Secondary CTE Administrator	
Nikki Eang	Sierra Pacific Industries	neang@spi-ind.com	Local Business and Industry Representative	
Patrick Mahoney	Grays Harbor College	patrick.mahoney@ghc.edu	Post-Secondary	
Shane Zakem	Central Welding Supply	shanezakem@centralwelding.com	Local Business and Industry Representative	
Chrissie Erickson	Grays Harbor College	chrissie.erickson@ghc.edu	Post-Secondary	
Heidi Wood	Grays Harbor College	heidi.wood@ghc.edu	Post-Secondary	
Joel Bale	South Bend School District	jbale@southbendschools.org	Secondary CTE Administrator	
Tyson Reeves	Grays Harbor PUD	treeves@ghpud.org	Local Business and Industry Representative	
Cecily Kiester	ESD 113	ckiester@esd113.org	Other Relevant Stakeholders	
Candice Bachtell	Grays Harbor College	bachtell.cj@gmail.com	Post-Secondary	
Lisa J Smith	Grays Harbor College	lisa.smith@ghc.edu	Post-Secondary	

Anthony Enzler	Quinault Indian Nation	tony.enzler@quinault.org	Representative of Indian Tribes and Tribal Organizations	
Melanie Israel	Grays Harbor College	melanie.israel@ghc.edu	Post-Secondary	
Evi Buell	Grays Harbor College	evi.buell@ghc.edu	Post-Secondary	
Chris Hunt	Port of Grays Harbor	chris.hunt@allyall.org	Local Business and Industry Representative	
Mary Mainio	Aberdeen School District	mmainio@asd5.org	Secondary Counselor and Administrator	Parent
Dawn Skorzewski	Aberdeen School District	Dskorzewski@asd5.org	Representative of Special Populations	
Charlie Ancich	Twin Harbors Branch Skills Center	N/A	Student	
Marc Avila	Twin Harbors Branch Skills Center	N/A	Student	
Malachi Boyer	Twin Harbors Branch Skills Center	N/A	Student	
Felix Bramstedt	Twin Harbors Branch Skills Center	N/A	Student	
Keara Burns	Twin Harbors Branch Skills Center	N/A	Student	
Ayden Giffin	Twin Harbors Branch Skills Center	N/A	Student	
Gavin Grant	Twin Harbors Branch Skills Center	N/A	Student	
Hunter Gulke	Twin Harbors Branch Skills Center	N/A	Student	
Michael Hatton	Twin Harbors Branch Skills Center	N/A	Student	
Spencer Hill	Twin Harbors Branch Skills Center	N/A	Student	
Emerson Johnstone	Twin Harbors Branch Skills Center	N/A	Student	
Ethan LaRocque	Twin Harbors Branch Skills Center	N/A	Student	
Zion Macy	Twin Harbors Branch Skills Center	N/A	Student	
Henry Nelson	Twin Harbors Branch Skills Center	N/A	Student	
Trevon Ramos	Twin Harbors Branch Skills	N/A	Student	

	Center			
Jackson Reynvaan	Twin Harbors Branch Skills Center	N/A	Student	
Josie Scheuber	Twin Harbors Branch Skills Center	N/A	Student	
Grady Springer	Twin Harbors Branch Skills Center	N/A	Student	
Angeles Alavez-Oropeza	Twin Harbors Branch Skills Center	N/A	Student	
Jordyn Bacon	Twin Harbors Branch Skills Center	N/A	Student	
Dakota Black	Twin Harbors Branch Skills Center	N/A	Student	
Jannesty Catalan	Twin Harbors Branch Skills Center	N/A	Student	
Orlando Eusebio Morales	Twin Harbors Branch Skills Center	N/A	Student	
Asha Harris	Twin Harbors Branch Skills Center	N/A	Student	
Sean Jordan	Twin Harbors Branch Skills Center	N/A	Student	
Karah Josey	Twin Harbors Branch Skills Center	N/A	Student	
Alexandria Kane	Twin Harbors Branch Skills Center	N/A	Student	
Luis Lopez-Indalecio	Twin Harbors Branch Skills Center	N/A	Student	
Anacleto Lopez-Ramirez	Twin Harbors Branch Skills Center	N/A	Student	
Asha Martin	Twin Harbors Branch Skills Center	N/A	Student	
Abigail Peou	Twin Harbors Branch Skills Center	N/A	Student	
Makayla Phansisay	Twin Harbors Branch Skills Center	N/A	Student	
Cheylee Placencia	Twin Harbors Branch Skills Center	N/A	Student	
Madison Ramsey	Twin Harbors Branch Skills Center	N/A	Student	

Beverlee Savidge Hill	Twin Harbors Branch Skills Center	N/A	Student	
Maria Servellon-Marll	Twin Harbors Branch Skills Center	N/A	Student	

Local Needs Assessment Element 1: Improving Equity and Access

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response should identify strategies to overcome barriers that result in lower rates of access to, or performance gaps for, special populations and ways that programs are designed to enable special populations to meet the local levels of performance. Additionally, the responses should identify that activities are designed to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency for CTE students. The evidence or data source used to inform should be identified in the chart below.

1.A What is your equity-based approach for maximizing student potential to increase success in your CTE programs?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> • Open access to programs • Support for IEP, 504, ELL students according to IEP's and student plans • Para educator support for IEP/ELL students in some program areas (as para schedules allow) • Seating arrangements designed for peer supports and teaching • Additional check-ins for students with special needs • Small group work with role variance and rotation • Mini conferences with student • Review and check for understanding • Work to create positive culture • Recognize strength areas for all students with feedback • Cross crediting opportunities • Bus passes for skills center students <p>Gap Areas: Underrepresented IEP population in CTE program areas including health sciences Underrepresented low-income population in CTE program areas</p>	<ul style="list-style-type: none"> • Students earning credit/cross crediting in CTE programs at a higher rate • Informed post-secondary HSBP built into each program area with clear understanding of students regarding programs/pathways • Increased transportation options for students • Transportation between Harbor High and AHS/Twin Harbors • Spanish speaking para educator supports for some students • Smaller class sizes for lab classes • Training of support staff in technical areas • Encourage challenging classes • Additional Professional Development on differentiations and accommodations for students • Increased marketing with use of robust website, orientation of programs 	<ul style="list-style-type: none"> • Enrollment data • Success rates – credit earned • Success rates – industry certification earned • HSBP documentation based on experiences, informed plans • Professional development of classified staff • Professional development of certificated staff • Marketing materials for students

1.B What is your approach to provide outreach to special and/or historically underserved populations?

Current State	Desired State	Evidence/Data Source
---------------	---------------	----------------------

<ul style="list-style-type: none"> • Open house events – extravaganza event planned for all families in 2025 • Building/program tours for K-8 students and parents • Collaboration with counselors and special programs staff 	<ul style="list-style-type: none"> • Social media presence that explains programs • Robust webpage • Out of district outreach focused on options for all students • Focus on graduation pathway options – advertise this with counselors and other schools - work together with schools to build programs of study that include any pre-reqs • Four year planning process includes CTE and skills center options • Explore staggered times in the future to access classes • Collaborate with Special Education teachers to inform, support • Push inclusion – write IEP’s, UDL with this in mind – mind shift for staff • Increased collaboration between SPED/CTE/Counseling • Course Fair – for students and staff 	<ul style="list-style-type: none"> • Marketing materials for students • Out of district enrollment • Graduation pathway/four year planning documents • Collaboration notes between SPED/CTE/Guidance • Course fair plan and future implementation
--	---	--

1.C What counseling or guidance resources do your college or district provide to ensure equitable access to both state and federal financial aid for special and underserved populations?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> • FAFSA nights • FAFSA scavenger hunt for all students • Graduation pathway options • Four year planning guides that include CTE courses and options 	<ul style="list-style-type: none"> • Support SPED and Spanish speaking students to take challenging classes – work with ELL and SPED teachers to do so • Partner with districts on pathways, online classes • Training of para educators (zone approach) • Incorporate new GEAR UP grant to launch in January, 2025 	<ul style="list-style-type: none"> • Marketing materials for students • Professional development for classified staff • Graduation pathway/four year planning documents • Collaboration notes between SPED/CTE/Guidance

1.D Describe your progress toward the implementation of equal access to high-quality career and technical education courses and programs of study for all students.

Overall in high school CTE courses, there is a higher ELL than the overall high school population in these categories. Gender and racial demographics appear to be very similar to the building wide rates with Hispanic population being overrepresented. Program data is a bit different. For example, Agriculture Science is highly represented by special education students while Health Sciences is far underrepresented. There has continued to be an increase this past year in non-traditional enrollment in skills center programs.

Element 1: Improving Equity and Access	Action Plan for Improving Equity and Access
---	--

Ratings:

- 1 Significant gaps and/or multiple gaps exist
- 2 Some gaps exist and/or we do not have a concrete plan to address them
- 3 Very few gaps exist, and we have processes in place to close the remaining gaps
- 4 No gaps exist

Rating (circle one)**1 2 3 4****Strategies in Priority Order:**

- Provide professional development for classified staff in CTE programming/technical areas
- Create guidance documents in collaboration with SPED/ELL/Guidance and other districts that meet HSBP/Graduation Pathway guidance requirements and highlight CTE opportunities
- Continue to upgrade marketing materials and online/social media presence for staff, students and families
- Provide CTE PD for all certificated CTE teachers every other year
- Partner with GEAR UP programming to assist in pathway and HSBP planning

Local Needs Assessment Element 2: Evaluation of Student Performance

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The below questions will provide an evaluation of student performance served by your district or college, based on state and locally determined levels of performance, including the evaluation of performance for special populations and subgroups. The evidence or data source used to inform should be identified in the chart below.

2.A Where are the biggest gaps in Perkins Performance Indicators among CTE programs?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Our assessment scores are significantly below the state average across in ELA and Math and Science – ELA at 30.82%, Math at 13.84%, Science at 24.84% 	<ul style="list-style-type: none"> To close the gap between our students and those around the state of Washington in ELA, math and science 	<ul style="list-style-type: none"> Perkins Tableau data – assessment measures

2.B Where are the biggest gaps in Perkins Performance Indicators among student demographic subgroups?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Low income students lag behind non low-income students in graduation rate and academic proficiency areas Males lag behind females in graduation rate, assessment scores 	<ul style="list-style-type: none"> To reduce the gaps that exist in performance among various demographics To increase the number of students earning an IRC 	<ul style="list-style-type: none"> Perkins Tableau data – assessment measures Perkins Tableau data – graduation rates IRC completion data

2.C Where are the biggest gaps in Perkins Performance Indicators among Perkins special populations?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Students with disabilities are lagging behind in the proficiency in ELA, math and science Students who are English Language Learners, Migrant or are Homeless are lagging behind in graduation rate and proficiency in ELA, math and science 	<ul style="list-style-type: none"> To reduce the gaps that exist in performance among special populations 	<ul style="list-style-type: none"> Perkins Tableau data – assessment measures Perkins Tableau data – graduation rates

2.D In which CTE programs is the enrollment of one gender over 75% of the total program enrollment? Where there are program disparities in performance in either 4S1 or 3P1, what is being done to address them?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Automotive Technology – predominantly male Electrical Engineering – predominantly male Health Sciences – predominantly female Improvement in all of these areas with our enrollment in 23-24 that has continued in 24-25 	<ul style="list-style-type: none"> To reduce the gaps that exist in nontraditional enrollment 	<ul style="list-style-type: none"> Perkins Tableau data – nontraditional enrollment

2.E Which performance measurements were missed, if any, and what factors contributed to that performance outcome? *

Current State	Desired State	Evidence/Data Source
---------------	---------------	----------------------

<p>ELA Proficiency - our overall school performance is low in this area; we are implementing project-based learning and providing interventions with MTSS specialist to support students in their learning</p> <p>Math Proficiency - our overall school performance is low in this area; ESD resources are being utilized with our math staff to create engaging classrooms and math instruction</p> <p>Science Proficiency – our overall school performance is low in this area – we are implementing project-based learning as one strategy to engage students in the standards</p> <p>Non-Traditional Enrollment – despite many efforts to recruit non-traditional students to our program, we continue to fall below the state target; this may be due to graduation requirements but we will continue to utilize role models to address this gap</p> <p>Work-Based Learning – we believe there are some reporting areas through CEDARDS on this factor and are reconciling our data; we need to ensure proper reporting</p>	<p>To reduce the gaps and reach the state and negotiated targets for each of the performance measurements</p>	<p>Perkins Tableau data for 24-25</p>
--	---	---------------------------------------

Element 2: Evaluation of Student Performance Action Plan for Improving Equity and Access	
<p>Ratings:</p> <ol style="list-style-type: none"> 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist 	<p>Strategies in Priority Order:</p> <ul style="list-style-type: none"> • Continue to incorporate Step Up to Writing practices across the curriculum for all students in order to improve achievement in ELA and other subjects; review standards to ensure incorporation of power standards in our CTE courses • Focus on math state standards and collaboration between CTE and math content instructors • Increase availability of and improve preparation for IRC's for all students • Nontraditional numbers in exploratory classes are strong; in preparatory classes and with concentrators, they drop off – improve marketing strategies for our non-traditional populations
<p>Rating (circle one)</p> <p>1 2 3 4</p>	

Local Needs Assessment Element 3: Evaluation of CTE Programs: Alignment including Size, Scope & Quality

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The response below will identify how CTE programs are sufficient in size, scope, and quality; are aligned to state, regional, tribal, or local-in demand industry sectors, and are aligned to meet economic and labor needs. The evidence or data source used to inform should be identified in the chart below.

3.A Which of your programs are experiencing difficulty meeting the state approved secondary or postsecondary definitions of size, scope, and quality? Why?

Current State	Desired State	Evidence/Data Source
None at this time	No difficulties in this area at this time	Program Evaluation Data with Advisory Committee

3.B Which programs do not yet incorporate current industry standard equipment, appropriate classroom and laboratory space, and/or quality instructional materials?

Current State	Desired State	Evidence/Data Source
None at this time	No difficulties in this area at this time	Program Evaluation Data with Advisory Committee

3.C How does your district or college partner with stakeholders to ensure program alignment to workforce needs?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> • Work with advisory committee members to complete the program evaluation process annually; review labor data • Collaborate with neighboring districts – strong partnerships with the hospital, Twin Star, Greater Grays Harbor , Inc., key advisory committee members • Established new partnerships with the City of Aberdeen including the police and fire departments • Advanced programming with built in internship opportunities • National certification and alignment to cert areas/prep (automotive, health science) • Agreements with district programs (maintenance) • Run programs like a business • Safety emphasis and certifications • Connect/support community events • Partner with college • Engaged in industry visits as PD this summer 	<ul style="list-style-type: none"> • Create an awareness of careers on the harbor • Utilize GEAR UP to create career exposure on an ongoing basis • Establish Hire Me First for workforce readiness • More linkages to get out and visit employers or to shadow • Make connections for greater incentives to complete work – job prospects for students • Teacher opportunities in private sector to continue through summer PD • Strengthen partnership with local EDC's 	<ul style="list-style-type: none"> • Resource base of work-based learning options in Grays Harbor • Teacher internships in the community

3.D What strategies are in place to recruit and retain employers participating in work-based learning? What should be added?

Current State	Desired State	Evidence/Data Source
---------------	---------------	----------------------

<ul style="list-style-type: none"> Grays Harbor Youth Works partnership Employer outreach from WBL Coordinators is limited Student interest starts in guidance center 	<ul style="list-style-type: none"> An employer database denoting levels of commitment in our community to work with our students in this capacity Develop partnerships with new areas: clinics, etc. Create direct pipeline in some areas (food service) Partner on transition students for successful transition Implement Hire Me First 	<ul style="list-style-type: none"> WBL Enrollment Employer database for WBL
--	--	---

3.E How are you evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences? How are program outcomes met and/or reinforced by work-based learning activities?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Evaluation forms are completed 	<ul style="list-style-type: none"> Development and administration of an annual survey of employer partners 	<ul style="list-style-type: none"> Survey results

3.F Do you have adequate CTE program design? Adequate CTE design indicators include growing and sustainable enrollment, meaningful programs of study, articulation agreements, sequenced progression of courses within program area, meaningful credentials, and program evaluation.

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Sequence of courses are in place Enrollment is stable Programs of study are in place in most areas Several articulation agreements are in place Annual framework updates are done with input from advisory committee meetings 	<ul style="list-style-type: none"> Formalized programs of study for all programs Maximized articulation agreements IRC options for most or all pathway areas 	<ul style="list-style-type: none"> Programs of Study documented Articulation agreements IRC's available by pathway

3.G Describe how your offered CTE Programs are sufficient size, scope, and quality to meet the demands of students served by your district or college, and are:

- Aligned to State, regional, Tribal, or local in-demand industry sectors or occupations; or
- Designed to meet other local education or economic needs identified through othersources.

Annual advisory committee reviews of labor data, program evaluations and continual framework updates based on both of these help inform our alignment of programs with the local economy.

In addition, student demand each year for courses and programs is assessed and courses are built in the master schedule to incorporate student demand.

Element 3: Evaluation of CTE Programs	Action Plan for Improving CTE Programs
<p>Ratings:</p> <ol style="list-style-type: none"> Significant gaps and/or multiple gaps exist Some gaps exist and/or we do not have a concrete plan to address them Very few gaps exist, and we have processes in place to close the remaining gaps No gaps exist 	<p>Strategies in Priority Order:</p> <ul style="list-style-type: none"> Investigate any further articulation Formalize programs of study across all pathways Identify IRC options within current program areas Expand and implement IRC options where applicable

Rating (circle one)

1 2 3 4

Local Needs Assessment Element 4: Implementation of Programs and CTE Programs of Study

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses should identify progress toward the implementation of career and technical education programs and programs of study. The evidence or data source used to inform should be identified in the chart below.

4.A How do programs partner with secondary, postsecondary, adult basic education, local workforce development boards, and business/industry representatives to ensure programs of study are aligned to a postsecondary pathway?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Reviewed with advisory committees Articulations in many areas Support ongoing work over time to create portfolios used for scholarship applications/college applications 	<ul style="list-style-type: none"> Articulations, formal pathways for all programs with expanded access in middle school Pathway attention at earlier grades – work on marketing materials around this area GH Historical Seaport connection DVR – Division of Vocational Rehab (employment agency working with SPED) 	<ul style="list-style-type: none"> Identified programs of study aligned with college and training programs in each pathway area Partnerships with local agencies, representatives

4.B How does your district/college ensure that CTE faculty and teachers are involved in the design and approval of programs of study and articulation agreements?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> CTE faculty submit competencies to college faculty and communicate regarding course alignment with administrators facilitating process until agreements are in place CTSO's – creating leadership program of work documents annually Revising and updating CTE curriculum frameworks annually 	<ul style="list-style-type: none"> Remove barriers for students to get the college credit Intentionally provide time for secondary and post-secondary staff to collaborate 	<ul style="list-style-type: none"> Articulation agreements Program of study documents (K-20)

4.C How do you ensure your programs of study are responsive to community employment needs, are informed by labor market information, and allow for employer input?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Labor data is reviewed each year with local advisory committees Follow national, regional trends Strong CTSO's aligned to national standards 	<ul style="list-style-type: none"> Determine best local data sources and share them 	<ul style="list-style-type: none"> Local data sources for labor data (incorporated into programs of study)

4.D How do your programs of study lead to credentials of workplace value that provide all students opportunities for living wage employment, with an emphasis on the Perkins special populations and student subgroups?

Current State	Desired State	Evidence/Data Source
---------------	---------------	----------------------

<ul style="list-style-type: none"> Some industry recognized credentials are in place, some Precision Exams are being used 	<ul style="list-style-type: none"> Increased number of IRC available in programs and for all enrolled students 	<ul style="list-style-type: none"> IRC's available IRC's earned
Element 4: Programs and CTE Programs of Study		Action Plan for Improving Programs and CTE Programs of Study
Ratings: <ol style="list-style-type: none"> 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist 	Strategies in Priority Order: <ul style="list-style-type: none"> Keep articulation agreements current and renew as applicable Identify and implement any new articulation opportunities Review state wide IRC list in development annually and add options as appropriate Identify appropriate IRC's for local programs Identify barriers to IRC's (cost, administration, etc.) Align programs to relevant IRC's 	
Rating (circle one) 1 2 3 4		

Local Needs Assessment Element 5: Recruitment, Retention and Training of CTE Educators

Respond to the narrative prompt in consideration of the data collected from interviews, focus groups, or other methodologies. The responses will describe how your district or college will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. The evidence or data source used to inform should be identified in the chart below.

5.A How do your staff and faculty demographics compare with your student demographics?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Gender is equitable Hispanic ethnicity is underrepresented in staffing 	<ul style="list-style-type: none"> More reflective of student population Look at current staff (paras/other) who can be teachers and may be recruited into positions in the future 	<ul style="list-style-type: none"> Staffing demographics

5.B What processes are in place to recruit new CTE educators who reflect your student population?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Postings on district websites Marketing to CTE Teacher Preparation programs Newspaper ads State organization websites/conference updates Word of mouth in the community (advisory committees, current staff, families) 	<ul style="list-style-type: none"> Utilize Economic Development Council including some demographic specific (Hispanic, African American or others) Take advantage of existing networks – WA STEM, Career and Connected Learning, other statewide associations for outreach 	<ul style="list-style-type: none"> Staffing demographics

5.C What strategies are used to support the retention of high-quality CTE educators? For secondary programs, include the process to determine the extension of limited certification of CTE educators in your district.

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Offering of conditional certificates when hiring new staff with planning on place to move toward initial certification Stipends for leadership Supplemental contracts for CTE related work Evaluations by CTE Director Positive CTE working environment Professional development opportunities 	<ul style="list-style-type: none"> Maximizing CIP codes on CTE teacher certificates 	<ul style="list-style-type: none"> CTE endorsement areas Retention of staff (longevity in positions)

5.D What training and/or resources are available to your staff and faculty to ensure culturally responsive and inclusive programming?

Current State	Desired State	Evidence/Data Source
<ul style="list-style-type: none"> Vector Training modules in these areas District wide professional development in restorative practices SEL – Restorative Practices 	<ul style="list-style-type: none"> SEL-PBIS-Restorative Practices for all – built into a more systematic approach in the buildings/district – ongoing work in our district 	<ul style="list-style-type: none"> Culturally responsive classrooms

Element 5: Recruitment, Retention and Training of CTE Educators	Action Plan for Improving Recruitment, Retention and Training of CTE Educators
<p>Ratings:</p> <ol style="list-style-type: none"> 1 Significant gaps and/or multiple gaps exist 2 Some gaps exist and/or we do not have a concrete plan to address them 3 Very few gaps exist, and we have processes in place to close the remaining gaps 4 No gaps exist 	<p>Strategies in Priority Order:</p> <ul style="list-style-type: none"> • Broaden outreach when posting positions to include Economic Development Council (Hispanic included), WA STEM and CCL networks • Evaluate CIP code eligibility on any new applicants • Incorporate cultural responsive practices into building and district systems (MTSS, PBIS models already being implemented) • Job descriptions/postings include bilingual preferences
<p>Rating (circle one)</p> <p>1 2 3 4</p>	

Comprehensive Local Needs Assessment Summary

Summarize the information from each required element, identifying the priority work activity areas based upon the results of your CLNA. Once the priority areas are identified, please estimate the amount of funding used through Perkins V. The priority strategies may be duplicated from your CLNA before.

Element 1: Improving Equity and Access

Rating	Priority Strategies	Estimated Funding Use (\$)
3	<ul style="list-style-type: none"> • Provide professional development for classified staff in CTE programming/technical areas • Create guidance documents in collaboration with SPED/ELL/Guidance and other districts that meet HSBP/Graduation Pathway guidance requirements and highlight CTE opportunities • Continue to upgrade marketing materials and online/social media presence for staff, students and families • Provide CTE PD for all certificated CTE teachers every other year • Partner with GEAR UP programming to assist in pathway and HSBP planning 	N/A

Element 2: Evaluation of Student Performance

Rating	Priority Strategies	Estimated Funding Use (\$)
3	<ul style="list-style-type: none"> • Continue to incorporate Step Up to Writing practices across the curriculum for all students in order to improve achievement in ELA and other subjects; review standards to ensure incorporation of power standards in our CTE courses • Focus on math state standards and collaboration between CTE and math content instructors • Increase availability of and improve preparation for IRC's for all students • Nontraditional numbers in exploratory classes are strong; in preparatory classes and with concentrators, they drop off – improve marketing strategies for our non-traditional populations 	N/A

Element 3: Evaluation of CTE Programs: Alignment including Size, Scope, & Quality

Rating	Priority Strategies	Estimated Funding Use (\$)
3	<ul style="list-style-type: none"> • Investigate any further articulations • Formalize programs of study across all pathways • Identify IRC options within current program areas • Expand and implement IRC options where applicable 	\$40,000

Element 4: Implementation of Programs & CTE Programs of Study

Rating	Priority Strategies	Estimated Funding Use (\$)
--------	---------------------	----------------------------

3	<ul style="list-style-type: none"> • Keep articulation agreements current and renew as applicable • Identify and implement any new articulation opportunities • Review state wide IRC list in development annually and add options as appropriate • Identify appropriate IRC's for local programs • Identify barriers to IRC's (cost, administration, etc.) <p>Align programs to relevant IRC's</p>	\$13,000
Element 5: Recruitment, Retention, and Training of CTE Educators		
Rating	Priority Strategies	Estimated Funding Use (\$)
3	<ul style="list-style-type: none"> • Broaden outreach when posting positions to include Economic Development Council (Hispanic included), WA STEM and CCL networks • Evaluate CIP code eligibility on any new applicants • Incorporate cultural responsive practices into building and district systems (MTSS, PBIS models already being implemented) • Job descriptions/postings include bilingual preferences 	\$0

Local Needs Assessment Required Stakeholder Verification

This form must be completed to verify the engagement of each of the required stakeholders. Please indicate the stakeholder engaged, the organization or company represented, and how the stakeholder was engaged in the Evidence of Engagement column. Evidence could be completing a survey, attending a meeting, focus group, etc.

Required Stakeholder	Name of Stakeholder	Organization/Company Representing	Evidence of Engagement
<p>1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals</p>	Lynn Green	Aberdeen School District	Attended multiple meetings throughout the year as a local CTE Director consortium; helped facilitate the annual Twin Harbors CLNA Stakeholder Forums
	Christi Kershaw	Elma School District	Attended multiple meetings throughout the year as a local CTE Director consortium; helped facilitate the annual Twin Harbors CLNA Stakeholder Forums
	Brock Maxfield	Hoquiam School District	Attended multiple meetings throughout the year as a local CTE Director consortium; helped facilitate the annual Twin Harbors CLNA Stakeholder Forums
	Stephanie Klinger	Montesano School District	Attended multiple meetings throughout the year as a local CTE Director consortium; helped facilitate the annual Twin Harbors CLNA Stakeholder Forums
	Kari Morgan	North Beach School District	Attended multiple meetings throughout the year as a local CTE Director consortium; helped facilitate the annual Twin Harbors CLNA Stakeholder Forums
	Ruthann Brown	Wishkah School District	Attended multiple meetings throughout the year as a local CTE Director consortium; helped facilitate the annual Twin Harbors CLNA Stakeholder Forums
	Angela Silvernail	Raymond School District	Attended multiple meetings throughout the year as a local CTE Director consortium; helped facilitate the annual Twin Harbors CLNA Stakeholder Forums
	Mike Cummings	Ocosta School District	Attended multiple meetings throughout the year as a local CTE Director consortium; helped facilitate the annual

		Twin Harbors CLNA Stakeholder Forums
Garrett Johannes	Mary M. Knight School District	Attended multiple meetings throughout the year as a local CTE Director consortium; helped facilitate the May Twin Harbors CLNA Stakeholder Forum
Joel Bale	South Bend School District	Attended multiple meetings throughout the year as a local CTE Director consortium; helped facilitate the May Twin Harbors CLNA Stakeholder Forum
Tracy Ecklund	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Cory Martinsen	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Cami Revel	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Tiffany Lessard	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Molly Houk	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Rebekah Fruh	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Chuck Veloni	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Mike Machowek	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Anne Ramsey	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Shelbie Dickson	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Travis Wheeler	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Jan Gravley	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Faith Taylor-Eldred	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Eric Jackson	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
Tammy Heth	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form

Staff

	Larry Fleming	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
	Kayla Sturm	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
	Ashley Kohlmeier	Aberdeen School District	Staff meeting discussion; feedback shared through Google Form
2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Nicole Lacroix	Grays Harbor College	Attended and participated in Twin Harbors CLNA Stakeholder Forums and provided survey data
	Lindsey Kargbo	Grays Harbor College	Worked with CTE programs in the district throughout the year providing feedback and guidance
	Ariel Finfrock	Grays Harbor College	Worked with CTE programs in the district throughout the year providing feedback and guidance; served on CTE General Advisory Committee
	Lori Christmas	Grays Harbor College	Attended and participated in multiple Twin Harbors CLNA Stakeholder Forums and provided survey data
	Patrick Mahoney	Grays Harbor College	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Chrissie Erickson	Grays Harbor College	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Heidi Wood	Grays Harbor College	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Candice Bachtell	Grays Harbor College	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Lisa J Smith	Grays Harbor College	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Melanie Israel	Grays Harbor College	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
3. Representatives of the State board	Lynnette Buffington	Greater Grays Harbor Inc.	Attended CLNA consortium meeting, General Advisory Committee roundtable

or local workforce development boards and a range of local or regional businesses or industries;			and provided survey data
	Dori Unterseher	Harbor Regional Health	Attended CLNA consortium meeting, General Advisory Committee roundtable and provided survey data
	Kyndal Dickinson	Twin Star Credit Union	Attended CLNA consortium meeting and provided survey data
	Kayla Dunlap	Port of Grays Harbor	Attended CLNA consortium meeting and provided survey data
4. Parents and students	Charlie Ancich	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Marc Avila	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Malachi Boyer	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Felix Bramstedt	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Keara Burns	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Ayden Giffin	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Gavin Grant	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Hunter Gulke	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Michael Hatton	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Spencer Hill	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Emerson Johnstone	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Ethan LaRocque	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Zion Macy	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
	Henry Nelson	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Trevon Ramos	Aberdeen School District Parent	Attended and participated in Twin Harbors CLNA Stakeholder Forum on	

		May 26, 2021
Jackson Reynvaan	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Josie Scheuber	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Grady Springer	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Angeles Alavez-Oropeza	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Jordyn Bacon	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Dakota Black	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Jannesty Catalan	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Orlando Eusebio Morales	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Asha Harris	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Sean Jordan	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Karah Josey	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Alexandria Kane	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Luis Lopez-Indalecio	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Anacleto Lopez-Ramirez	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Asha Martin	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Abigail Peou	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Makayla Phansisay	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Cheylee Placencia	Twin Harbors Skills Center Student	Participated in a class discussions and feedback
Madison Ramsey	Twin Harbors Skills Center Student	Participated in a class discussions and

			feedback	
	Beverlee Savidge Hill	Twin Harbors Skills Center Student	Participated in a class discussions and feedback	
	Maria Servellon-Marll	Twin Harbors Skills Center Student	Participated in a class discussions and feedback	
	Anne Ramsey	Aberdeen School District Parent	Participated in feedback discussions	
	Kayla Sturm	Aberdeen School District Parent	Participated in feedback discussions	
	Cami Revel	Aberdeen School District Parent	Participated in feedback discussions	
5. Representatives of special populations including individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals: youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title	Dawn Skorzewski	Aberdeen School District Special Education Teacher	Consulted regarding transitions program and direction in the future	
	Mary Mainio	Aberdeen School District Guidance Counselor	Provided feedback to the CTE Department	
	Kayla Sturm	Aberdeen School District Teen Parent Teacher	Engaged in discussions and planning for future programming	
	Cheryl Brown	Grays Harbor Youth Works	Provided feedback in various meetings	
	Derek Cook	Hoquiam Middle School Principal	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data	
6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)	Lisa Griebel	Grays Harbor Juvenile Detention Center	Provided survey data	
7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable	Amber Williams	Quinault Indian Nation	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data	
	Anthony Enzler	Quinault Indian Nation	Attended and participated in Twin Harbors CLNA Stakeholder Forum and	

			provided survey data
8. Any other stakeholders that the eligible agency may require the eligible recipient to consult	Franzine Potts	YMCA of Grays Harbor	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Sarah Patterson	AGC of Washington	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Kristine Cole	Pacific NW Carpenter's Union	Provided survey data
	Tony Griffin	Alta Forest Products	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Alissa Shay	Port of Grays Harbor	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Jacquelin Earley	Sierra Pacific Industries	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Dr. Jeffery Thake	Aberdeen School District	Participated in General Advisory Committee roundtable
	Traci Sandstrom	Aberdeen School District	Participated in General Advisory Committee roundtable
	Elyssa Louderback	Aberdeen School District	Participated in General Advisory Committee roundtable
	Eric Potts	Grays Harbor Community Foundation	Participated in General Advisory Committee roundtable
	Durk Johnson	Seabrook Hospitality	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Jennifer Perry	Westport Yachts	Provided survey data
	William Moyer	Briggs Nursery	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Mark Smalley	Rayonier	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
Shawna Myers	CCAP	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data	

	Loretta Thomas	Greater Grays Harbor, Inc.	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Paige Pierog	Grays Harbor College	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Ed Wickman	Quinault Beach Resort and Casino	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Stacie Tobey	Vaughan Co., Inc.	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Lisa Perry	Sierra Pacific Industries	Participated in General Advisory Committee roundtable
	Nikki Eang	Sierra Pacific Industries	Participated in General Advisory Committee roundtable
	Shane Zakem	Central Welding Supply	Attended CLNA consortium meeting, Automotive Advisory Committee roundtable and provided survey data
	Tyson Reeves	Grays Harbor PUD	Participated in General Advisory Committee roundtable, attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Chris Hunt	Port of Grays Harbor	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data
	Cecily Kiester	ESD 113	Attended and participated in Twin Harbors CLNA Stakeholder Forum and provided survey data

Qty	Description	Manufacturer	Model #	Color or Detail	Condition	Administrator	Building	Date added to list
1	Forklift, approx. 8650 lbs, back tilt 6.00 degrees	Hyster	H50XL	Yellow, serial #A177828583J	poor	Mike Pauley	Maint/Stewart	10/9/2024
20	Carnegie Learning Algebra 1, volume 2 AHS			9781684597437	New	T Sandstrom	Stewart warehouse	10/11/24
75	Carnegie Learning Geometry, volume 2 AHS			9780684597505	New	T Sandstrom	Stewart warehouse	10/11/2024
13	Superkids Kindergarten SE book set, semester 2 AJW	Zaner-Bloser		9781614368694	New	T Sandstrom	Stewart warehouse	10/11/24
12	Superkids 1st SE work book, semester 1 AJW	Zaner-Bloser		9781614368984	New	T Sandstrom	Stewart warehouse	10/11/2024
51	Superkids 1st SE work book, semester 2 AJW	Zaner-Bloser		9781614365334	New	T Sandstrom	Stewart warehouse	10/11/24
6	Superkids 2nd SE work book, semester 1 AJW	Zaner-Bloser		9781614365358	New	T Sandstrom	Stewart warehouse	10/11/2024
9	Superkids 2nd SE work book, semester 2 AJW	Zaner-Bloser		9781614365365	New	T Sandstrom	Stewart warehouse	10/11/24
6	Sets of measuring cups, plastic AJW				New	T Sandstrom	Stewart warehouse	10/11/2024
1	Teen Health Course 3 textbook	Glencoe/McGraw-Hill	1999 edition	green	used	Meers	MJH	10/16/2024
1	Box of miscellaneous masks and gloves				New	Villarreal	A.J. West	10/21/2024
52	Large miscellaneous children's books				Used	Villarreal	A.J. West	10/21/2024
2	Teacher binders whole language big books	Macmillan			Used	Villarreal	A.J. West	10/21/2024
3	Small plastic carry totes			Multiple	Used	Villarreal	A.J. West	10/21/2024
10	Medium plastic carry totes			Blue	Used	Villarreal	A.J. West	10/21/2024
9	Boxes of miscellaneous leveled and paired readers	Houghton Mifflin/Scholastic			New/Used	Villarreal	A.J. West	10/21/2024
1	rotating book rack	n/a	n/a	black, metal 5 feet tall	used	griebel	HLC- south hall, east entrance	10/22/2024
19	The Principal's New Clothes	Scholastic			Used	Villarreal	A.J. West	10/22/2024
6	Blackberries in the Dark	Houghton Mifflin			Used	Villarreal	A.J. West	10/22/2024
11	The Great Space Chase				Used	Villarreal	A.J. West	10/22/2024
28	Who's Afraid of Haggerty House?	Pocket Books			New	Villarreal	A.J. West	10/22/2024
14	The Mysterious Cases of Mr. Pin	Minstrel Books			Used	Villarreal	A.J. West	10/22/2024
11	A Taste of Blackberries	Scholastic			Used	Villarreal	A.J. West	10/22/2024
24	Angel Child, Dragon Child	Scholastic			Used	Villarreal	A.J. West	10/22/2024
4	Wanted...Mud Blossom	Dell Yearling			Used	Villarreal	A.J. West	10/22/2024
4	The Story of Sitting Bull, Great Sioux Chief	Dell Yearling			Used	Villarreal	A.J. West	10/22/2024
1	The Mouse and the Motorcycle	Avon Camelot			Used	Villarreal	A.J. West	10/22/2024
1	Fantasy League	Scholastic			Used	Villarreal	A.J. West	10/22/2024
2	Night Sky Watcher	QEB			New	Villarreal	A.J. West	10/22/2024
4	Children's Thesaurus	American Education			Used	Villarreal	A.J. West	10/22/2024
10	Encyclopedia Brown Boy Detective	Bantam Skylark			Used	Villarreal	A.J. West	10/22/2024
7	Maggie Marmelstein for President	Harper Trophy			Used	Villarreal	A.J. West	10/22/2024
9	Dinosaur Adventure	Scholastic			Used	Villarreal	A.J. West	10/22/2024
5	The Fighting Ground	Harper and Row			Used	Villarreal	A.J. West	10/22/2024
9	The Witch and the Ring	Scholastic			Used	Villarreal	A.J. West	10/22/2024
19	From the Mixed-Up Files of Mrs. Basil E. Frankweiler	Macmillan			Used	Villarreal	A.J. West	10/22/2024
5	Charley Skedaddle	Troll			Used	Villarreal	A.J. West	10/22/2024
6	Harriet Tubman	Bridgestone			Used	Villarreal	A.J. West	10/22/2024
2	The Bear That Heard Crying	Scholastic			Used	Villarreal	A.J. West	10/22/2024
10	Make Way For Ducklings	Puffin			Used	Villarreal	A.J. West	10/22/2024
7	Simpkin	Viking			New	Villarreal	A.J. West	10/22/2024
5	Looking Inside Machines and Constructions	Macmillan			New	Villarreal	A.J. West	10/22/2024
3	The War With Grandpa	Dell Yearling			Used	Villarreal	A.J. West	10/22/2024
2	The Adventures of The Bailey School Kids/Knights Don't Teach Piano	Scholastic			New	Villarreal	A.J. West	10/22/2024
29	The Boxcar Children Special #6 The Mystery at the Fair	Scholastic			Used	Villarreal	A.J. West	10/22/2024
49	The Boxcar Children #34 The Mystery Horse	Scholastic			Used	Villarreal	A.J. West	10/22/2024
	Box of miscellaneous leveled and paired readers				Used	Villarreal	A.J. West	10/22/2024
1	fake brown wood desk	N/a	n/a	brown laminate	used	griebel	HLC- middle hall- east entrance	10/28/2024
1	HP laserjet Pro ink cartridge	HP	305A	Black	New	Green	AHS	10/28/2024

CERTIFICATED

Certificated Substitute Hires:

Tedd White
Daniel Wright

CLASSIFIED

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>
Glenda Smith	Custodian	Central Park	Miller Jr. High	11/18/24

LEAVE OF ABSENCES: We recommend the Board approve the following classified leave of absences:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Mercedes Fox	Transportation	Bus Driver	11/15/24-01/20/25
Armando Monahan	Miller Junior High	MTSS Assistant	11/06/24-11/30/24
Robert Veach	Central Park Elementary	MTSS Assistant	12/02/24-03/12/25

EXTRA-CURRICULAR HIRES: We recommend the Board approve the following extra-curricular hires:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Caleb Lock	Aberdeen High School	Assistant Girls' Wrestling Coach	11/18/24
Ally Ancich	Miller Junior High	Head Girls' Basketball Coach	11/05/24

Classified Substitute Hire:

Christina Fox

ABERDEEN SCHOOL DISTRICT NO. 5
Aberdeen, Washington

SUPERINTENDENT’S CONTRACT EXTENSION

The Board of Director of the Aberdeen School District No. 5, Grays Harbor County, Washington (the “Board”) and Co-Superintendent Lynn Green agree to the following Contract Extension, which modifies the Superintendent’s Contract of Employment originally dated July 1, 2024 through June 30, 2025. Unless otherwise noted, the provisions of the July 1, 2024 Contract of Employment remains in full force.

AGREEMENT

The term of the co-superintendent’s contract is hereby extended to June 30, 2027.

By signing the foregoing, Lynn Green and the Board of Directors of Aberdeen School District No. 5, agree to its terms.

ACCEPTED this 19th day of
November, 2024

ACCEPTANCE APPROVED this
19th day of November, 2024, by the
Board of Directors of Aberdeen
School District No. 5, Grays Harbor
County, State of Washington

Lynn Green
Co-Superintendent

Jennifer Durney
President

ABERDEEN SCHOOL DISTRICT NO. 5
Aberdeen, Washington

SUPERINTENDENT’S CONTRACT EXTENSION

The Board of Director of the Aberdeen School District No. 5, Grays Harbor County, Washington (the “Board”) and Co-Superintendent Traci Sandstrom agree to the following Contract Extension, which modifies the Superintendent’s Contract of Employment originally dated July 1, 2024 through June 30, 2025. Unless otherwise noted, the provisions of the July 1, 2024 Contract of Employment remains in full force.

AGREEMENT

The term of the co-superintendent’s contract is hereby extended to June 30, 2027.

By signing the foregoing, Traci Sandstrom and the Board of Directors of Aberdeen School District No. 5, agree to its terms.

ACCEPTED this 19th day of
November, 2024

ACCEPTANCE APPROVED this
19th day of November, 2024, by the
Board of Directors of Aberdeen
School District No. 5, Grays Harbor
County, State of Washington

Traci Sandstrom
Co-Superintendent

Jennifer Durney
President