ABERDEEN SCHOOL DISTRICT NO. 5
Regular Meeting of the Board of Directors
Aberdeen High School
September 16, 2025

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

Flag Salute

Consent Agenda

1. Minutes
2. Accounts Payable
3. Trip Request
4. Gifts to the District

Comments from Board Members

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. Harbor Strong
2. Seismic Safe Schools

Old Business

1. Policy 3241 Student Discipline

Superintendent Reports

1. Seismic Safe Schools Update
2. Back-to-School Update
3. Basic Education Compliance

Financial Services

1. Fiscal Status Report
2. Vehicle Purchase

New Business

1. Policy 2020 Instructional Materials
2. Grays Harbor Juvenile Court MOU
3. BHR Agreement

4. Surplus
5. Next Meeting

Executive Session / Closed Session

1. Personnel Report

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND
Sept. 16, 2025

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

Flag Salute

Consent Agenda – Enclosure 1

1. Minutes – The minutes from the regular meeting on Sept. 2, 2025, are enclosed for your review and approval.
2. Accounts Payable – The payroll and accounts payable vouchers for August are enclosed for your review and approval.
3. Trip Request – The AHS Chamber Choir is requesting permission to travel to Yakima to perform at the state music educators conference and participate in a clinic at Central Washington University on Feb. 12-13, 2026.
4. Gift to the Districts
    a. Snug Harbor has received a donation of $8,000 from Paige Hounsley and the Abel-Weatherwax Foundation, and
    b. The district has received a grant from the Grays Harbor Community Foundation in the amount of $32,581.71 in support of the 4-year-old preschool program.

Comments from the Board

Comments from the Public

The Board welcomes public comment on agenda items. 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. Harbor Strong – Jerry Salstrom and Cynthia McGowan will share information about Harbor Strong's community coalition efforts.
2. Seismic Safe Schools – The Construction Services Group will provide an update on plans for a new Harbor Learning Center and Stevens Elementary School and other capital projects.

Old Business

1. Policy 3241 Student Discipline – An update to Policy 3241 – Student Discipline and procedures as recommended by WSSDA to comply with new state laws is presented for second reading and adoption. Enclosure 2

Superintendent Reports

1. Seismic Safe Schools Update – Superintendents Lynn Green and Traci Sandstrom will provide additional comment on the Seismic School Safety Grant Program.
2. Back-to-School Update – The superintendents will discuss back-to-school adjustments and September's first official enrollment count.
3. Basic Education Compliance – Superintendent Sandstrom will present the annual Basic Education Compliance Report. Enclosure 3

Financial Services

1. Fiscal Status Report – Executive Director of Business and Operations Elyssa Louderback will present the Fiscal Status Report for August. Enclosure 4
2. Vehicle Purchase – Following board inquiries about the condition of the motor pool, the district budgeted for a new vehicle which arrived this week. The 2025 Suburban replaces a 2004 Suburban with almost 200,000 miles. Enclosure 5

New Business

1. Policy 2020 Instructional Materials – Superintendent Sandstrom will present a required update to Policy 2020 – Course Design and Adoption of Instructional Materials as recommended by WSSDA. Board approval is requested. Enclosure 6
2. Grays Harbor Juvenile Court MOU – A memorandum of understanding with Grays Harbor County's Juvenile Court for truancy enforcement and community engagement in 2025-2026 is presented for your review and approval. Enclosure 7
3. BHR Agreement – A memorandum of understanding with Behavioral Health Resources for 2025-2026 allowing services to be provided at school is enclosed for your review and approval. Enclosure 8
4. Surplus – An inventory of equipment and devices no longer needed for an educational purpose is presented for your review. A surplus declaration is requested. Enclosure 9
5. Next Meeting – The next regular meeting of the Board is scheduled for 5:30 p.m. Tuesday, Oct, 7, 2025, in the Community Room at Aberdeen High School.

Executive Session / Closed Session

At this time the meeting will recess for an executive session expected to last 15 minutes under RCW 42.30.110 (g) and (h): To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

1. Personnel Report Enclosure 10

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
Minutes of the Regular Meeting of the
Board of Directors – September 2, 2025

President Jennifer Durney convened the regular meeting of the Aberdeen School District Board of Directors at 5:30 p.m. Tuesday, September 2, 2025, in the Community Room at Aberdeen High School. In attendance were Directors Annica Mizin and Jeremy Wright along with Superintendents Lynn Green and Traci Sandstrom and 21 patrons and staff. Director Suzy Ritter was excused. The meeting began with the flag salute.	CALL TO ORDER
On a motion by Director Mizin and seconded by Vice President Wright, the board approved the consent agenda, which included the minutes from the regular meeting on Aug. 19 and the special meeting on Aug. 20, 2025, and accepted a gift from employees at 1st Security Bank who had conducted a school supply drive and presented supplies and a $570 donation for supplies to the Harbor Learning Center.	CONSENT AGENDA
President Jennifer Durney administered the oath of office to Mardi Emard-Colburn, who was selected by the board for appointment to fill the vacancy in Position 3 created by the resignation of Jessica Jurasin. She will complete the remainder of the term, which will be on the ballot in 2027.	OATH OF OFFICE
Vice President Jeremy Wright commented that he enjoyed visiting Miller and Aberdeen High School with Superintendent Lynn Green on the first day of school, and that the atmosphere at all schools was the most positive he's seen since joining the board.	COMMENTS FROM THE BOARD
Jerry Salstrom, retired Miller Junior High School principal, commented that the site selected for the new Harbor Learning Center at 5th Street between H and I Streets is ideally situated and that he hopes the design for the site includes memorializing it as the former site of Miller Junior High School – the first junior high school in the state.	COMMENTS FROM THE PUBLIC
Superintendent Lynn Green reported on activities related to the start of the new school year. She noted that staff took part in two days of professional development prior to the first day of school on Aug. 27, classes are being adjusted where needed, that the high schools will start using a new statewide application called Schoolinks for graduation readiness tracking, and that the first official enrollment count will take place Sept. 4. The timeline for selecting student representatives was also discussed.	SUPERINTENDENT REPORTS BACK TO SCHOOL
On a motion by Director Mizin and seconded by Vice President Wright, the board approved an addendum to the contract with TCF Architecture for a grant-funded Natural Hazard Assessment, which will become part of the final study and survey currently under way assessing the condition of all schools.	SEISMIC SCHOOL SAFETY PLANNING

Superintendent Traci Sandstrom reported on various safety measures and trainings that have taken place in the district recently, including a training by ESD 113 on the Standard Response Protocol, and a bike safety training staff took part in as part of an ESD 113 bike safety program that will come to the schools in January. She also noted that installation of new intercom systems at Robert Gray and Central Park Elementary Schools begins later this month. The board also discussed working with the Aberdeen Police Department to secure a grant to fund a school resource officer and the closure of the Feed the Hungry program at the St. Mary's Catholic Church, which has improved safety for AHS students.	SCHOOL SAFETY
The board selected Saturday, Feb. 7, 2026, as the date for a workshop.	WINTER RETREAT
Superintendent Sandstrom presented an update to Policy 3241 – Student Discipline as recommended by the Washington State School Directors Association for first reading. She noted the revisions are needed to comply with new state laws. Under discussion, Vice President Wright commented that he was pleased to see that the authority of school and district officials is more clearly stated.	POLICY 3241 STUDENT DISCIPLINE
Following a presentation by Superintendent Green, the board approved a contract with the Washington Student Achievement Council to fund the GEAR UP program in the district. Superintendent Green explained that the contract for 25-26 is about $600,000 and that four staff members have been hired to operate the program in grades 7-12 for seven years, or as long as funding remains ongoing. The program focuses on early career exploration, awareness, academic success and readiness for continued education after graduation from high school.	GEAR UP 2025-2026
Following a presentation by Superintendent Traci Sandstrom, on a motion by Director Mizin and seconded by Vice President Wright, the board approved a memorandum of understanding with ESD 113 for supplemental case manager services in the Migrant Education Program in 2025-2026.	MIGRANT NURSING SERVICES MOU 25-26
Following a presentation by Superintendent Traci Sandstrom, on a motion by Vice President Jeremy Wright and seconded by Director Mizin, the board approved an agreement with Catholic Community Services granting access to schools to provide prescribed counseling and wraparound family support services to students.	CATHOLIC COMMUNITY SERVICES 2025-26
Following a presentation by Special Education Director Stefanie Lamont, on a motion by Director Mizin and seconded by Vice President Wright, the Board approved an addendum to the contract with Soliant to place Caroline Shipley-Peters in the district as a speech language pathologist assistant in 2025-2026.	SOLIANT ADDENDUM 25-26
President Durney announced that the next regular meeting is scheduled for 5:30 p.m. Tuesday, Sept. 16, 2025, in the Community Room at Aberdeen High School.	NEXT MEETING

At 5:59 p.m., President Durney recessed the meeting for an executive session expected to last 10 minutes under RCW 42.30.110 (g): to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. At 6:09 p.m. the session was extended for three minutes. The meeting reconvened in regular session at 6:12 p.m.	EXECUTIVE SESSION
On a motion by Director Mizin and seconded by Vice President Wright, the board approved the Personnel Report. Under certificated matters, the board approved the National Board stipends for Jennifer Clark, Judith McBride, Cynthia Mitby and Autumn Schreiber for 2025-2026; approved 20 additional days in 2025-2026 for Sarah Teveliet Channel as the preschool coordinator, approved a change of assignment for Sarah Teveliet Channel from preschool teacher to preschool coordinator effective Sept. 2, 2025; approved leaves of absence for Kris Bitar, a teacher at the Harbor Learning Center, effective Sept. 2 through Oct. 17, Dawn Meyers, a teacher at Miller Junior High School, effective Nov. 3 through Nov. 28, and for Paige Mendenhall, a teacher at Stevens Elementary School, effective Oct. 30 through March 27, 2026, and approved the hiring of Michele Clark and Lauren Fagerstedt as substitutes for the district.	PERSONNEL REPORT CERTIFICATED
Under classified matters, the board approved the hiring of Hillari Mein as the accounts payable specialist for the district effective Sept. 3; Debbie Peterson as a registered nurse for the district effective Sept. 2; Brittni Leitch as a Family Service Worker, current-year-only, in the Open Doors Program at the Harbor Learning Center effective Aug. 28; Ashley Aschim Oldham as an ECEAP family service worker at Robert Gray Elementary School effective Aug. 20, Amanda Marchese as a para-educator, current-year-only, at Stevens Elementary School effective Aug. 27, and BayLynn Grimm as a bus driver, current-year-only, effective Sept. 2; approved a change of assignment for Jennifer Krasowski as an MTSS assistant from Robert Gray Elementary School to Central Park Elementary School effective Aug. 27 and for Tamara King at Robert Gray Elementary School from library resource technician to MTSS assistant effective Sept. 2; accepted resignations from Alexandera Velez as a registered behavior technician for the district effective Aug. 22 and from Mary Jean Mezzulo as a para-educator at McDermoth Elementary School effective Aug. 18; approved the hiring of Ian York as an assistant football coach at Aberdeen High School effective Sept. 2, and Maria Astorga and Christina Goodenough as substitutes for the district.	CLASSIFIED
There being no further business, the regular meeting was adjourned at 6:12 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 September 16, 2025, the board, by a _____ vote, approves payments, totaling $19,433.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 838675 through 838675, totaling $19,433.25

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
838675	Bank Of The Pacific (use Tax)	09/16/2025	19,433.25
1	Computer Check(s) For a Total of		19,433.25

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As of September 16, 2025, the board, by a _____ vote, approves payments, totaling $888,016.33. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 838667 through 838674, totaling $888,016.33

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
838667	Aberdeen Office Equipment Inc	09/16/2025	4,145.76
838668	Bud Clary Chevrolet	09/16/2025	71,224.22
838669	Grays Harbor County-Enviro Hea	09/16/2025	2,635.00
838670	Imagine Learning, Inc	09/16/2025	201,500.00
838671	Mystery Science, Inc	09/16/2025	25,222.57
838672	Propel Insurance	09/16/2025	15,000.00
838673	TEACHING STRATEGIES, LLC	09/16/2025	22,146.82
838674	United Schools Insurance Progr	09/16/2025	546,141.96
8	Computer Check(s) For a Total of		888,016.33

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As of September 16, 2025, the board, by a _____ vote, approves payments, totaling $3,135.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND LY
Warrant Numbers 838666 through 838666, totaling $3,135.00

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
838666	Audio Resource Group, Inc.	09/16/2025	3,135.00
1	Computer Check(s) For a Total of		3,135.00

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As of September 16, 2025, the board, by a _____ vote, approves payments, totaling $854,639.99. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND LY
Warrant Numbers 838580 through 838665, totaling $854,639.99

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
838580	1ST SECURITY BANK PAYROLL/PERS	09/16/2025	5,716.24
838581	A & R Hoods	09/16/2025	3,929.61
838582	Aberdeen School Dist-Cte Impre	09/16/2025	1,755.21
838583	Aberdeen Sanitation	09/16/2025	8,123.98
838584	ACME VISIBLE	09/16/2025	421.50
838585	Adobe Systems Incorporated	09/16/2025	12,600.92
838586	Airgas Usa, Llc	09/16/2025	3.12
838587	Alpha Card Systems	09/16/2025	2,798.55
838588	Amazon Capital Services	09/16/2025	9,524.00
838589	AMERICAN SAFETY COUNCIL INC	09/16/2025	3,300.00
838590	Apple Computer Inc	09/16/2025	1,076.62
838591	Aps, Inc	09/16/2025	878.09
838592	Audio Resource Group, Inc.	09/16/2025	3,135.00
838593	AWSI/DISA GLOBAL SOLUTIONS	09/16/2025	45.00
838594	Bickar, Denny	09/16/2025	850.00
838595	BORDEN'S AUTO PART INC	09/16/2025	124.25
838596	Carpenter, Zachary Allen	09/16/2025	50.00
838597	Cascade Natural Gas	09/16/2025	2,770.44
838598	CHARLIES PRODUCE	09/16/2025	1,729.45
838599	CHAVEZ, MARIA	09/16/2025	21,093.75
838600	Cintas Corporation	09/16/2025	2,942.18
838601	City Of Aberdeen	09/16/2025	13,459.28
838602	Comcast	09/16/2025	489.60
838603	Complete Cartridge Supply Comp	09/16/2025	458.14
838604	Cts Language Link	09/16/2025	73.24
838605	Curriculum Associates	09/16/2025	93,724.25
838606	Dairy Fresh Farms	09/16/2025	720.07
838607	Dept Of Licensing	09/16/2025	240.00
838608	DILLANOS COFFEE ROASTERS INC	09/16/2025	89.53
838609	Espresso Products Direct (epd	09/16/2025	668.02
838610	FieldTurf USA, Inc.	09/16/2025	7,242.91
838611	FLASHALERT NEWSWIRE	09/16/2025	717.53
838612	GRANITE TELECOMMUNICATIONS LLC	09/16/2025	2,233.59

Check Nbr	Vendor Name	Check Date	Check Amount
838613	Grays Harbor College	09/16/2025	79,997.22
838614	Harbor Auto & Truck Parts	09/16/2025	836.81
838615	Harbor Disposal Co Inc	09/16/2025	2,062.79
838616	Home Depot	09/16/2025	461.34
838617	Hoquiam School District #28	09/16/2025	116,549.09
838618	Hung Right Doors Llc	09/16/2025	2,729.95
838619	iCEV	09/16/2025	1,500.00
838620	INSTRUCTURE	09/16/2025	33,749.46
838621	Jostens Inc	09/16/2025	20.40
838622	Jw Pepper And Son Inc	09/16/2025	1,229.87
838623	KCDA Purchasing Coop.	09/16/2025	5,822.22
838624	Lakeshore Curriculum Materials	09/16/2025	2,322.31
838625	LAKEVIEW SPEECH THERAPY	09/16/2025	3,437.50
838626	Lemay Mobile Shredding	09/16/2025	147.75
838627	Lenny, Greg A	09/16/2025	50.00
838628	Matthews, Frank Owen	09/16/2025	50.00
838629	MinuteMan Press	09/16/2025	5,241.30
838630	MOMENTUM TELECOM INC	09/16/2025	884.26
838631	Navigate360, LLC	09/16/2025	18,653.40
838632	New Market Skills Center	09/16/2025	6,929.04
838633	NoRedInk Corp	09/16/2025	9,930.88
838634	Northwest Textbook Depository	09/16/2025	185,981.69
838635	NORTHWEST SPEECH LLC	09/16/2025	3,450.00
838636	Ospi	09/16/2025	1,500.00
838637	Parris, Trinity A	09/16/2025	1,000.00
838638	Petrocard Inc	09/16/2025	5,172.64
838639	Pierce College - Accounts Reci	09/16/2025	4,354.00
838640	Prater, Jake	09/16/2025	50.00
838641	Pud #1 Of Grays Harbor Co	09/16/2025	40,064.07
838642	RAYKOWSKI, LAURA K	09/16/2025	100.00
838643	Really Great Reading Co, LLC	09/16/2025	22,751.97
838644	Ricoh Usa Inc	09/16/2025	358.16
838645	Scholastic Magazines	09/16/2025	2,090.31
838646	Smartsheet	09/16/2025	2,290.68
838647	SOLIANT EDUCATION	09/16/2025	2,673.00
838648	Sound Publishing, Inc.	09/16/2025	191.67
838649	STEVENS CLAY P.S.	09/16/2025	118.00
838650	TARRANCE, DAVID	09/16/2025	50.00
838651	Ted Brown Music	09/16/2025	11,883.52
838652	Tke Corp	09/16/2025	5,973.46
838653	United Rentals Nw Inc	09/16/2025	2,310.44
838654	University Of Oregon	09/16/2025	3,750.00
838655	US Foods - Seattle	09/16/2025	41,087.31
838656	Us Postal Service (cmrs-Fp)	09/16/2025	2,500.00
838657	Verizon Wireless	09/16/2025	7,639.28
838658	VESTIS	09/16/2025	37.84
838659	Walsworth	09/16/2025	2,218.85
838660	Washington School Personnel As	09/16/2025	450.00
838661	Wcp Solutions	09/16/2025	2,022.35
838662	Woodburn Press	09/16/2025	3,662.03

Check Nbr	Vendor Name	Check Date	Check Amount
838663	WSIPC	09/16/2025	319.06
838664	York, Ian Daniel	09/16/2025	50.00
838665	ZLABS	09/16/2025	2,950.00

86 Computer Check(s) For a Total of 854,639.99

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As of September 16, 2025, the board, by a _____ vote, approves payments, totaling $45,732.20. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL & ASB FUNDS
Warrant Numbers 838578 through 838579, totaling $45,732.20

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount	
838578	1ST SECURITY BANK PC	09/16/2025	45,405.50	GF
838579	1ST SECURITY BANK PC	09/16/2025	326.70	ASB

2 Computer Check(s) For a Total of 45,732.20

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 September 16, 2025, the board, by a _____ vote, approves payments, totaling $11,696.84. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 838564 through 838569, totaling $11,696.84

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
838564	Bsn Sports	09/16/2025	551.34
838565	Aberdeen School District #5	09/16/2025	5,635.50
838566	Hoquiam High School	09/16/2025	150.00
838567	Mark Morris High School	09/16/2025	300.00
838568	Southwest Washington Activitie	09/16/2025	500.00
838569	WIAA	09/16/2025	4,560.00

6 Computer Check(s) For a Total of 11,696.84

ABERDEEN HIGH SCHOOL ASB

Accounts Payable September 2025

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

DATE	CLUB/ACCOUNT	PAYEE	DESCRIPTION	AMOUNT
09-04-2025	1015/Reserve	SWAA	SWAA Fees	$ 500.00
09-04-2025	2060/Footballs	Aberdeen School District	Summer Travel	$ 5,635.50
09-04-2025	2130/Volleyball	Mark Morris High School	Monarch Challenge	$ 300.00
09-04-2025	2130/Volleyball	Hoquiam High School	Jamboree	$ 150.00
09-04-2025	1015/Reserve	WIAA	WIAA Fees	$ 4,560.00
09-04-2025	4040/Choir	U.S. Bank	VISA Procurement Charges	$ 326.70
			Total:	**$ 11,472.20**

Motion / Tabled By:
Jasmine L.
Seconded By:
Donovaan H.
ASB Meeting Date:
September 4, 2025

Michaela Hoover, Comptroller — Date: 9/4/25

Grady Osina, Treasurer — Date: 9/4/25

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As of September 16, 2025, the board, by a _____ vote, approves payments, totaling $65,604.86. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: CAPITAL PROJECTS
Warrant Numbers 838560 through 838563, totaling $65,604.86

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
838560	ESD 112	09/16/2025	33,279.16
838561	FOSTER GARVEY PC	09/16/2025	23,421.00
838562	Perkins Coie Llp	09/16/2025	458.50
838563	TCF Architecture	09/16/2025	8,446.20
4	Computer Check(s) For a Total of		65,604.86

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As of September 16, 2025, the board, by a _____ vote, approves payments, totaling $12,762.24. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 838558 through 838559, totaling $12,762.24

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
838558	Grays Harbor Stamp Works	08/28/2025	602.24
838559	SOLVEPATH LLC DBA THERAPY SOLU	08/28/2025	12,160.00
2	Computer Check(s) For a Total of		12,762.24

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As of September 16, 2025, the board, by a _____ vote, approves payments, totaling $2,159,917.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 838529 through 838557, totaling $2,159,917.07

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
838529	1st Security Bank-Child Suppo	08/29/2025	405.00
838530	Aberdeen High School-AHS Schol	08/29/2025	70.00
838531	Aberdeen Sch Dist Kitchen Fund	08/29/2025	22.00
838532	Aberdeen School District-SERS	08/29/2025	165,203.20
838533	Aberdeen School District-TRS	08/29/2025	381,907.75
838534	Aberdeen School District Defer	08/29/2025	26,966.00
838535	Bank Of The Pacific	08/29/2025	780,078.32
838536	Cnty/city Mun Ees	08/29/2025	3,491.61
838537	Credit Bureau of Lewiston-Clar	08/29/2025	658.92
838538	Dynamic Collectors	08/29/2025	1,715.86
838539	E.S.D.#113 Unemployment Coop	08/29/2025	11,980.55
838540	Ed.Serv.Dist.#113	08/29/2025	16,315.69
838541	Employment Security	08/29/2025	29,487.88
838542	EMPLOYMENT SECURITY DEPT LTC	08/29/2025	9,953.63
838543	First Choice Health	08/29/2025	1,284.25
838544	GESA	08/29/2025	4,535.00
838545	HCA-SEBB BENEFITS-600D01	08/29/2025	622,785.00
838546	HCA-SEBB FLEX SPEND-600D01	08/29/2025	4,331.71
838547	Legal Shield	08/29/2025	63.80
838548	Pse Of Wa	08/29/2025	7,299.10
838549	The Standard Insurance Company	08/29/2025	5,532.03
838550	Tsa Consulting Group Inc	08/29/2025	11,947.00
838551	Twin Star Credit Union	08/29/2025	240.00
838552	Twin Star Scholarship Acct	08/29/2025	69.50
838553	Twinstar Pse Local Dues	08/29/2025	69.00
838554	United Way	08/29/2025	251.38
838555	Veba Contributions-Y1286.001	08/29/2025	48,881.35
838556	Wa State School Ret Assn	08/29/2025	63.00
838557	Wea Payroll Deductions	08/29/2025	24,308.54

29 Computer Check(s) For a Total of 2,159,917.07

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 September 16, 2025, the board, by a _____ vote, approves payments, totaling $2,198,004.31. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 838528 through 838528, totaling $2,198,004.31

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
838528	1ST SECURITY BANK PAYROLL/PERS	08/28/2025	2,198,004.31
1	Computer Check(s) For a Total of		2,198,004.31

ABERDEEN SCHOOL DISTRICT NO. 5

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 AHS Chamber Choir

School Aberdeen High School

Advisor Kyle Guggisberg Phone 360-775-1651

Date(s) of Trip Feb. 12-13 Destination Yakima Convention Center + CWU

Lodging Location Best Western Yakima Lodging Phone 509-453-8898

Objective of Trip Perform for NAfME, visit CWU Choir, Clinic w/ Dr. Lamartine

Number of Students 25 Number of Chaperones 3

Cost per Student $180 Cost per Chaperone $140

Funding Source and/or Account Code 2120

Type of Transportation School Bus Bus form required YES X NO ___

ASB Approval Ashley Kohlmeier Date 9/4/25

Principal Approval Aaron Kirk Date 8/25/25

Board Approval _____ Date _____

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

Aberdeen
School District

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

Lynn Green
Traci Sandstrom
Co-Superintendents
360-538-2002

Christi Sayres
Human Resources
360-538-2222

Elyssa Louderback
Executive Director
Business & Operations
360-538-2007

Traci Sandstrom
Teaching and Learning
Technology
360-538-2123

Stefanie Lamont
Special Education
360-538-2017

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

This District is an Equal Opportunity
Employer

TO: Traci Sandstrom, Co-Superintendent
Board of Directors, ASD5

FROM: Lynn Green, CTE Director

RE: Donation

DATE: September 11, 2025

Snug Harbor at the Harbor Learning Center has received a donation from Mrs. Paige Hounsley and the Abel-Weatherwax Foundation in the amount of $8,000.00 to be used for family support services.

We kindly request Board approval for this generous donation. Thank you.

Grays Harbor Community Foundation

P.O. Box 615, 705 J Street, Hoquiam WA 98550 | Phone: (360) 532-1600 | E-mail: info@gh-cf.org

Board of Directors
OFFICERS
Kathryn Skolrood
Chair
Molly Bold
Vice Chair
George Donovan
Secretary
Mike Stoney
Treasurer

ELECTED MEMBERS
Dr. Donald Arima
Dr. Edward Brewster
David Burnett
Judith Davis
Lynn Green
Tim Martin
Wes Peterson
Tom Quigg
Mike Sand
Mark Stensager
Bill Stewart
Richard Vroman
Maryann Welch

EMERITUS MEMBERS
Todd Lindley
Stan Pinnick
Randy Rust

Staff
Eric Potts
Executive Director
Jessica Hoover
Senior Program Officer
Valerie Piper
Finance & Accounting Officer
Lyndsie Winter
Operations & Program Assistant

September 9, 2025

Aberdeen School District
ATTN: Traci Sandstrom
216 North G Street
Aberdeen, WA 98520

Dear Traci,

Congratulations! The Grays Harbor Community Foundation is excited to announce you have been awarded an Early Learning Grant in the amount of **$32,581.71** for your project, **Full Day 4-year Old Preschool.**

Enclosed, please find a copy of our Grant Award Agreement form. Have an authorized individual of your organization sign the included Agreement Form and return it to the Foundation. Upon our receipt of the signed Agreement, we will issue your check.

Final progress reports are required six months after funds are awarded, so please submit your report by February 1, 2026 to be considered for future grant opportunities. You can access the final report by logging into your account. Please use this letter as your reminder to complete the report on time to be considered for future funding opportunities.

The board and staff of the Foundation appreciate your organization for the work it does to improve the lives of our community. Congratulations and good luck with your work in the coming year.

Sincerely,

Eric Potts
Executive Director

Grays Harbor PreventionCoalitions

JERRY SALSTROM
AND
CYNTHIA MCGOWAN

HARBOR STRONG
LEADERSHIP TEAM

WHO ARE WE?

MEMBERS FROM TWELVE SECTORS

- Tribal Governments
- Youth-serving Organizations
- Healthcare Professionals
- Law Enforcement
- Religious/Fraternal Organizations
- Substance Treatment Organizations
- Businesses
- Local Government
- Media
- Youth
- School Staff
- Parents

Grizzly prevention squad

HOQUIAM HOPE SQUAD

WHAT DO WE DO?

We work to reduce drug and alcohol misuse through education, community action, and a shared commitment to healthy, positive living.

Always Accepting New Members!

OUR OVERALL GOAL:

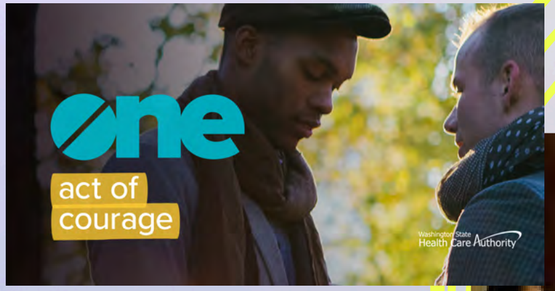
To prevent or reduce youth substance use

Washington State Health Care Authority

GRAYS HARBOR COUNTY Public Health

HOW DO WE DO IT?

We work to reduce risk factors and increase protective factors and resilience in the community through various strategies.



Strengthening Families Foundation

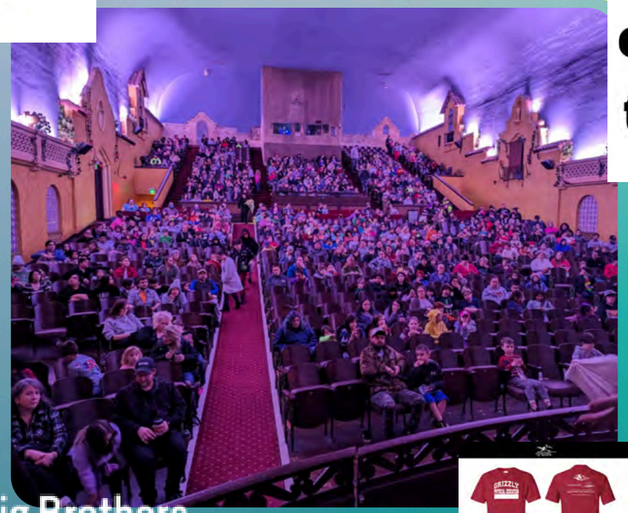
COLOR RUN 2025

StartTalkingNow.org

Over half of our students have adults to turn to in Hoquiam.

I'm one of them.

Washington State Health Care Authority

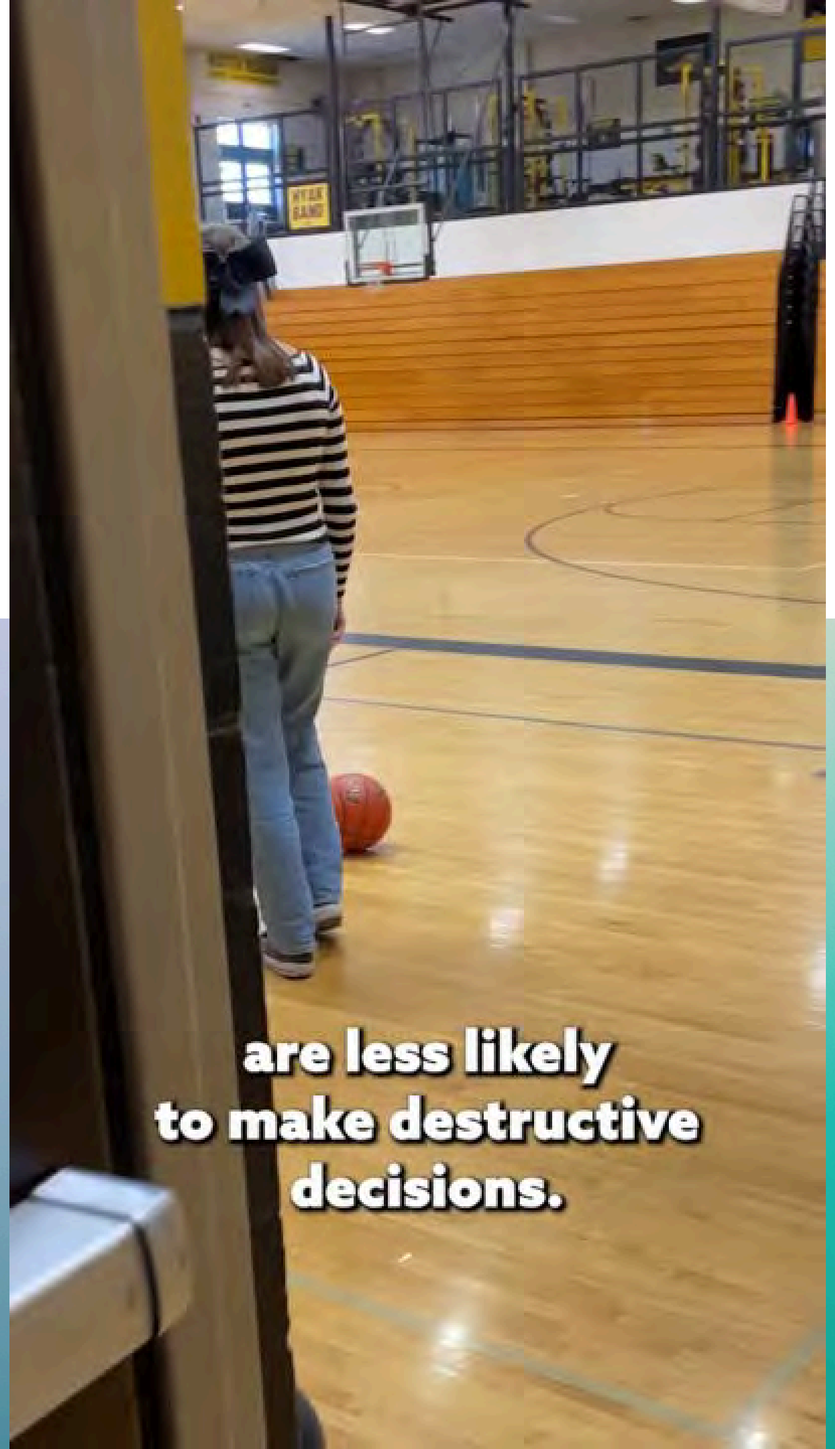


Big Brothers Big Sisters. OF SOUTHWEST WASHINGTON

Help in the Harbor.com

Opioid Prevention Campaign

Our YouTube Channel



KEY VIDEOS

Chairwoman Blackburn
(1:00 - 7:55) (7 minutes)

Jason Sattizahn/Cayce Savage
(29:00 - 36:25 - 41:45) (13 minutes)

High School Student Testifies on Nicotine Addiction

Josephine Shapiro
(4:37 minutes)

How can YOU help?

THREE SIMPLE WAYS.

1. TALK to your friends and loved ones about substance misuse early.
2. Participate with the coalition on social media; like our posts, comment, share
3. **Join the coalition!**
   MyTOWN meets every 3rd Wednesday; Harbor Strong meets the last Thursday of the month

Thank you!

Visit us at
HelpInTheHarbor.com

ABERDEEN SCHOOL DISTRICT

SCHOOL BOARD PRESENTATION | 09.16.2025

AGENDA

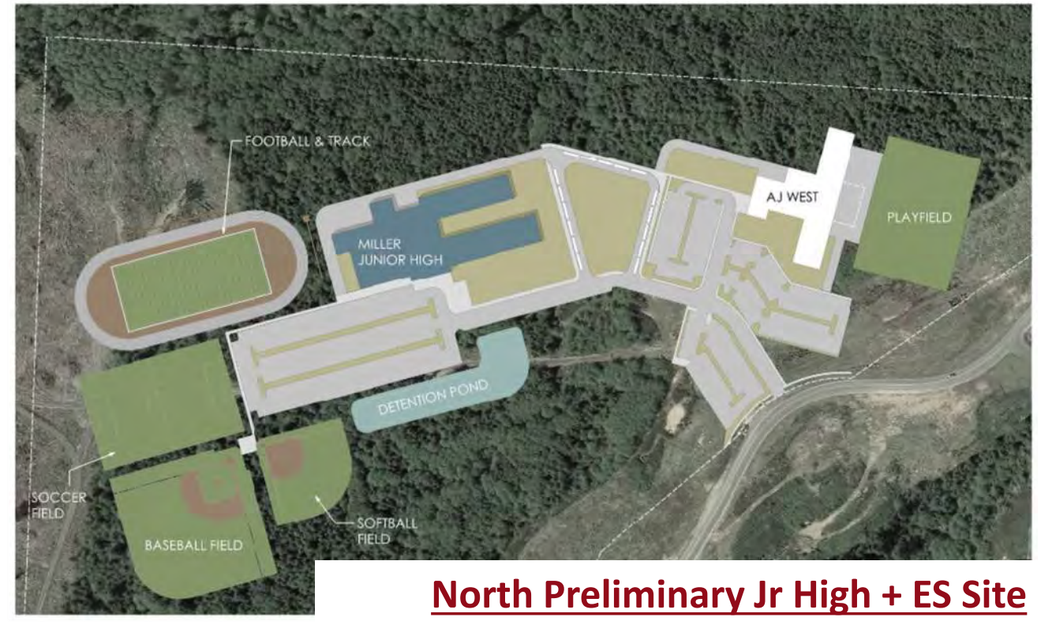
- A **North Aberdeen JR + ES Site Update**
- A **South Aberdeen ES Site Update**
- A **Harbor Learning Center Update**
  - B Site Design
  - B Building Layout
  - B Exterior Design
  - B Interior Design
  - B Design
  - B Budget
  - B Schedule
- A **Minor Capital Projects**
  - B Robert Gray ES + Central Park ES Intercom Replacement
  - B Aberdeen HS
    - Guardrail Extension Project
    - Culinary Classroom Project
    - Wood / Auto Shop Canopy Extension

TCF

N. ABERDEEN JR HIGH + ELEMENTARY SCHOOL | UPDATE

MAY	JUN	2027 | JUL	AUG	SEP	OCT	NOV
		OSPI Phase II Award Letter				
			Pre-Design			Schematic Design

- A Phase I ✓
  - B Site Study / Property Acquisition ✓
- A Phase 2 – Pending Biennium Funding [27-29]
  - B JR High: 96,000 sq.ft | ES: 78,000 sq.ft
  - B 2 Stories
  - B Pre-Design
  - B Schematic Design



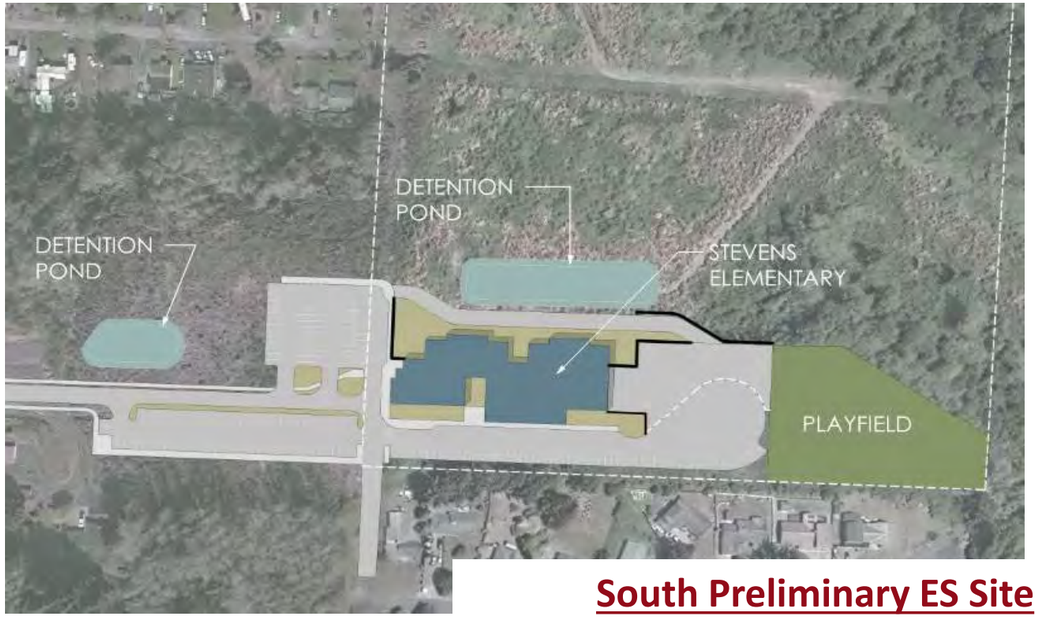
North Preliminary Jr High + ES Site

TCF

S. ABERDEEN ELEMENTARY SCHOOL | UPDATE

JUL	AUG	SEP	OCT	NOV	DEC	2026 | JAN
		OSPI Phase II Award Letter				
			Pre-Design			Schematic Design

- A Phase I ✓
  - B Site Study / Property Acquisition ✓
- A Phase 2 – Pending OSPI Approval
  - B 62,400 sq.ft
  - B 2 Stories
  - B Pre-Design
  - B Schematic Design



South Preliminary ES Site

HARBOR LEARNING CENTER | UPDATE

JUL	AUG	SEP	OCT	NOV	DEC	2026 | JAN
		Phase III Award Letter				
			Design Development			

A Phase I ✓

B Site Study / Property Acquisition ✓

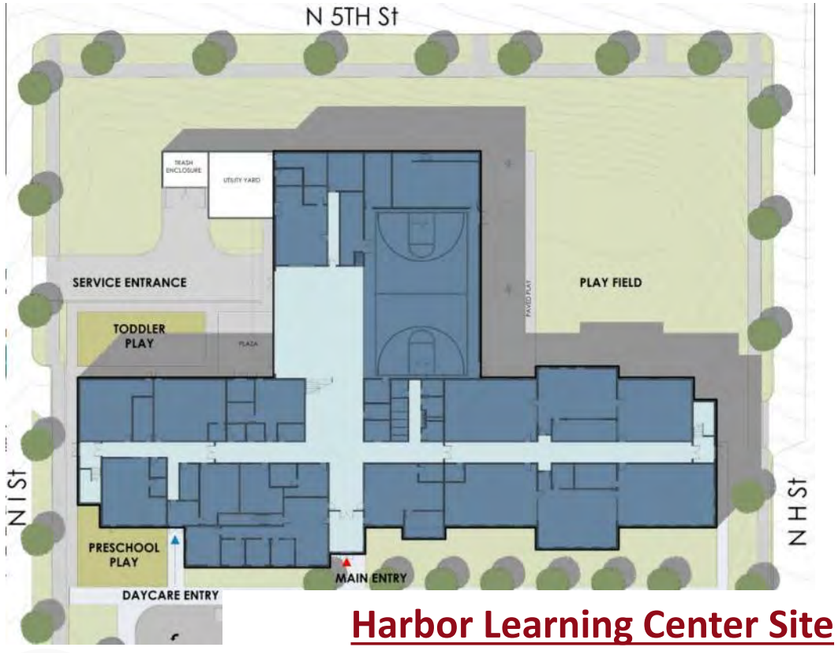
A Phase 2 – **98% Complete**

B Schematic Design

B Value Engineering [VE]

A Phase 3 – Pending OSPI Approval

B Design Development / Focus Groups



Harbor Learning Center Site

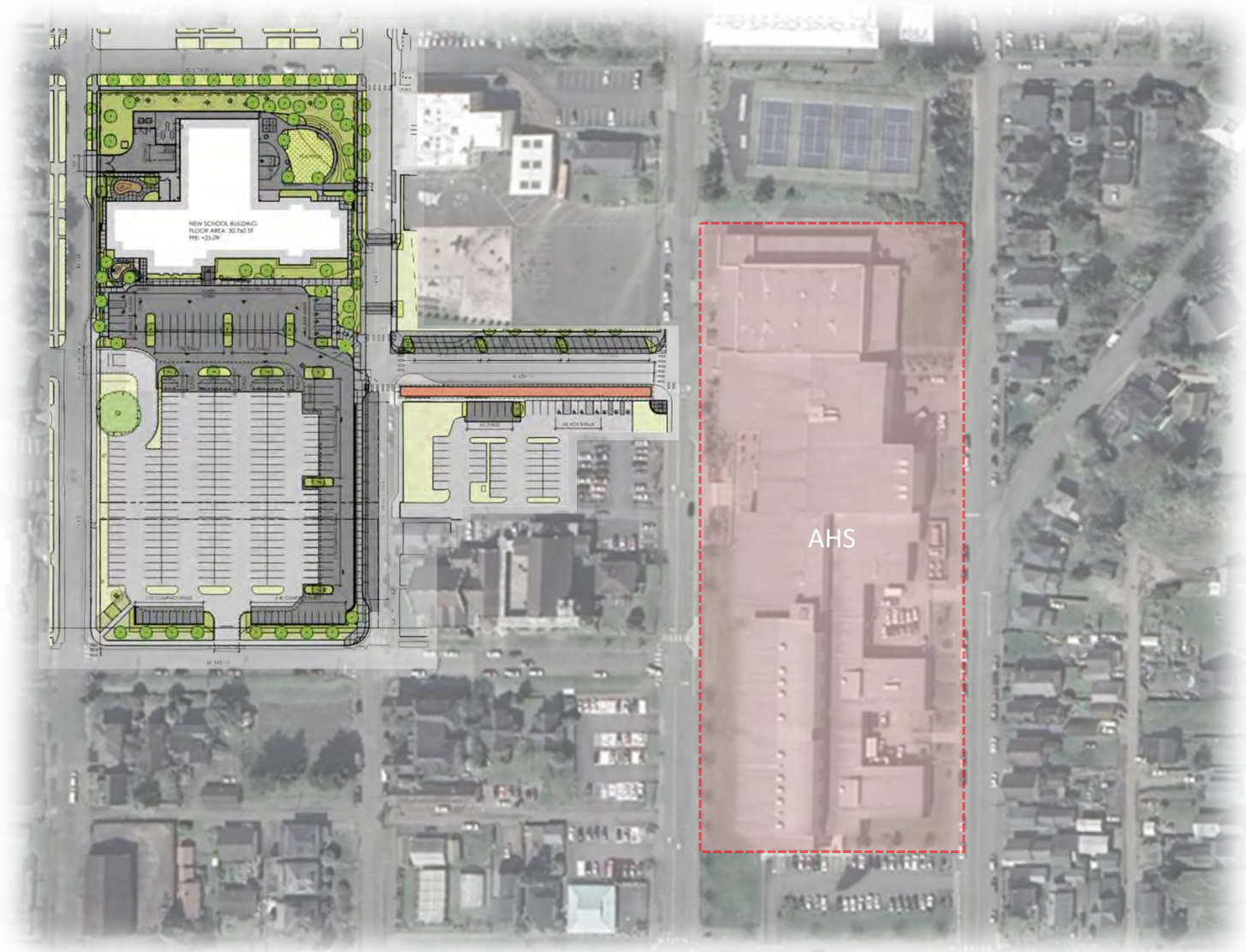
PHASE I - GEOTECHNICAL/SITE ANALYSIS | PHASE II – CONCEPTUAL DESIGN | 2 | PHASE III – DESIGN | PHASE IV - CONSTRUCTION

TCF

HARBOR LEARNING CENTER | UPDATE

Design Update

- A Phase 1 – Geotech & Structural Analysis ✓
- A Phase 2 – Schematic Design Nearing completion (98% SD set prepared)
- A Preferred site & floor plan **confirmed with stakeholders** (~46,007 SF)
- A Stakeholder & community engagement ongoing
- A Phase 3 - Design Development Construction Documents Pending Approval



Site Plan

NORTH

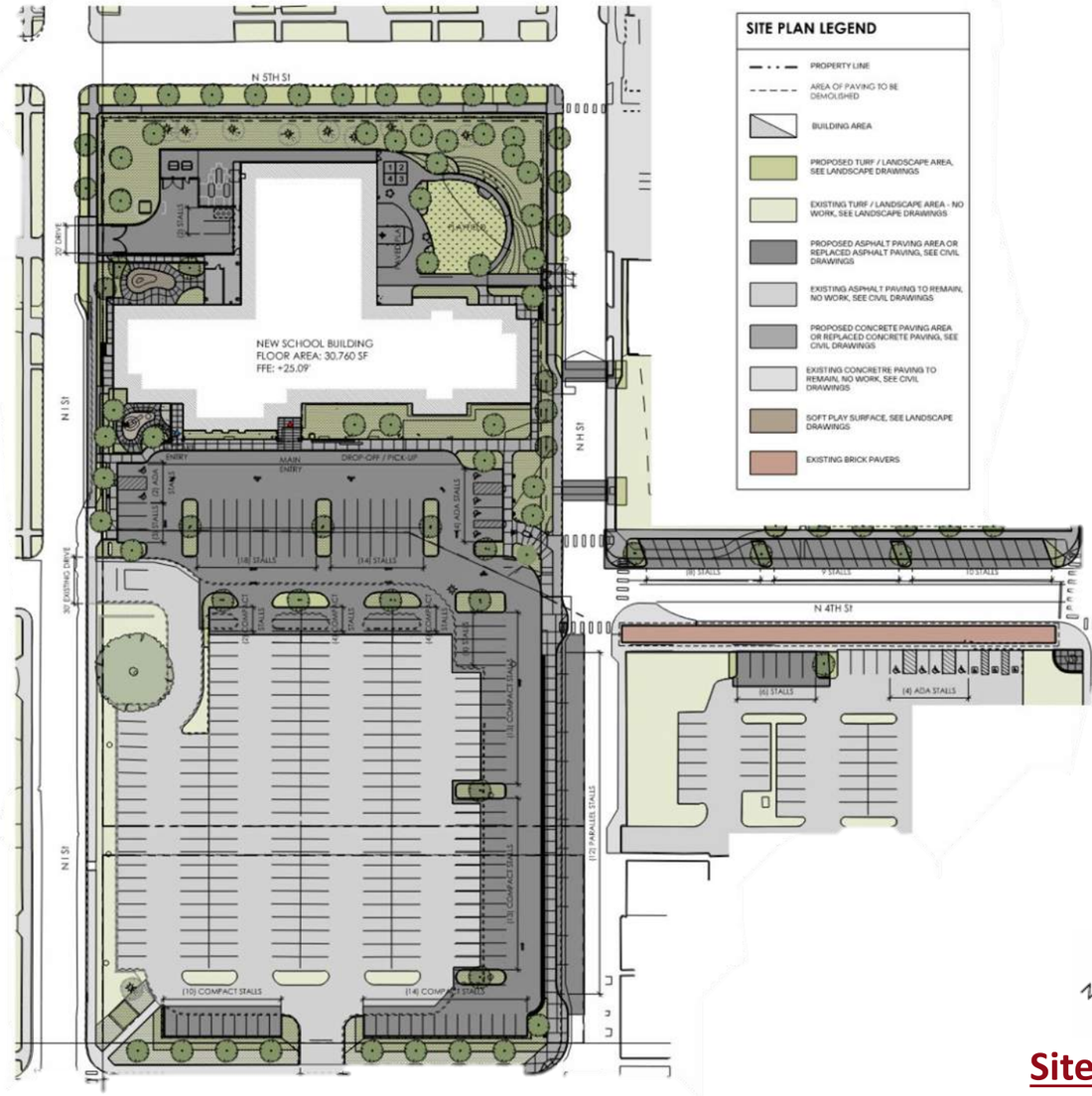
PHASE I - GEOTECHNICAL/SITE ANALYSIS | PHASE II – CONCEPTUAL DESIGN | 2 | PHASE III – DESIGN | PHASE IV - CONSTRUCTION

TCF

HARBOR LEARNING CENTER | SITE PLAN

Site Plan

- A Preferred site layout **confirmed with City Officials and School District**
- A City is confirming the removal of onsite stormwater retention
- A Parking count verified at **154 required stalls**
- A Retaining walls & over-excavation are being used to address poor soils and sloping grades
- A Building footprint is located **north of the tsunami inundation zone**



Site Plan

TCF

HARBOR LEARNING CENTER | FIRST FLOOR PLAN

Layout & Program

A **Preferred "T"-shaped floor plan confirmed with HLC Staff.**

A Straightforward circulation for students and staff efficient use of area

A Clear separation between programs (Jr/Sr High, GED, childcare, CTE, & Online)

A Supports safety, supervision, and flexible learning environments

Floor Plan 1

TCF

HARBOR LEARNING CENTER | SECOND FLOOR PLAN

Systems & Owner Preferred Requirements

A Mechanical & electrical systems **selected**

A Owner's Performance Requirements are documented with emphasis on **efficiency, maintainability, and durability suitable for marine environment**

A Supports indoor environmental quality & acoustic performance

Floor Plan 2

PHASE I - GEOTECHNICAL/SITE ANALYSIS | PHASE II – CONCEPTUAL DESIGN | 2 | PHASE III – DESIGN | PHASE IV - CONSTRUCTION

TCF

HARBOR LEARNING CENTER | DESIGN PROCESS

Design Progress & Compliance

A **Structural System:** Type IIB steel framing with BRB shear selected

- B Wood (Type V-B) evaluated, but not pursued due to seismic resilience, durability, and lifecycle concerns

A **Sustainability:** WSSP 2023 scorecard at 69 points, meeting Class I baseline now

- B Additional "maybe" credits available to reinforce compliance in Design Development

A Energy Compliance: WSEC 2021 Chapter C406 requirements met and exceeded

- B **HVAC / Lighting Efficiency:** 48 credits required 48 credits secured, with additional alternates under study for added flexibility
- B **Electrical Load Management:** 15 credits required - 23 credits secured

A **Ongoing Coordination:** Sustainability workshops refining daylighting, acoustics IAQ, and energy strategies

Wood vs. Steel Advantage

Category	Type II-B (Steel/Concrete)	Type V-B (Wood-Framed)	System of Advantage
Max Allowable Area (2-story Group E w/ full increases)	123,375 SF	49,875 SF	No Advantage
Typical First Floor Max (w/o fire walls)	Up to ~61,000 SF	~33,250 SF (Fire walls would be required if this area was exceeded)	**Type II-B**
Structural Fire Resistance	None required (non-combustible)	None required (combustible framing)	No Advantage
Exterior Wall Fire Rating (if <10')	1-hr w/in 10' of lot line, easy w/ metal stud	1-hr if <10' from lot line; complex with GWB over wood	No Advantage (No adjacent lot lines)
Draft Stopping (Floors & Attics)	Not required	Required in floors/attics every 3,000 SF	**Type II-B**
Fire Blocking in Concealed Spaces	Minimal	**Extensive:** wall, ceiling, chases	**Type II-B**
Corridor Fire-Rating Likelihood	Sometimes (if >75' travel), but easier to avoid	Often required due to longer corridors and lower fire resistance	**Type II-B**
Shaft Enclosure (Stairs/Elevators)	1-hr required for 2-story stairs/elevators	1-hr required; more complex gypsum detailing	**Type II-B**
MEP Shaft Penetration Strategy	**Simpler firestop systems**; easier access	**Tight cavity access**; heavy reliance on blocking/fire sealants	**Type II-B**
Sprinkler Layout Complexity	**Straightforward**; pendent or upright heads	**Complex**; sidewall, attic, and specialty heads common	**Type II-B**
Acoustic Performance (STC/IIC)	**High baseline performance**; less treatment needed	**Weaker without upgrades**; needs resilient channels and insulation	**Type II-B**
Weather & Moisture Resilience (Aberdeen)	Resilient to moisture, mold, and rot	**Higher risk** of water intrusion, warping, mold	**Type II-B**
Cladding Material Flexibility	Supports all cladding types easily	Feasible; Some cladding types will need to consider fire resistant details and cladding support for heavier cladding systems.	**Type II-B**
Construction Sequencing Flexibility	**High**; framing independent of finishes	**Tight**; trades must follow strict sequence to avoid rework	**Type II-B**
Site Utilization for Area Increases	**High** more tolerant of tighter site or setbacks	**Highly dependent on open space**; frontage increases often required	No Advantage (Full frontage available on all 4-sides)
Exit Discharge & Egress Path Layout	**Flexible**; more forgiving in layout and discharge routing	Must carefully route and terminate at exterior within fire-rated corridors	**Type II-B** (If fire rated corridors are needed)
Framing & Draft Stop Impact on HVAC/Lighting	**Minimal**; open web steel joists simplify coordination	Framing often conflicts with systems soffits and furring common	**Type II-B**
Span Capability for Large Spaces (Gym, Commons)	**Excellent**; long clear spans, good for gym/commons	**Limited;** without engineered lumber; harder to span gym/commons	**Type II-B**
Insurance & Code Oversight	**Standard**; lower scrutiny due to materials	Higher scrutiny for fire blocking, concealed spaces. Additional builders risk required for wood construction	**Type II-B**
Upfront Cost Efficiency	**Moderate** upfront cost	**Lower** upfront cost (materials/labor)	**Type V-B**
Lifecycle Durability & Maintenance	**Longer lasting**; lower maintenance	**Higher maintenance**; lower long-term durability	**Type II-B**
Local Contractor Availability (Aberdeen)	May require importing steel-qualified crews	**Good** pool of wood-framing contractors	**Type V-B**
Seismic Resilience for Risk Category III (SDC D)	**High** steel braced frames and rigid diaphragms perform well; easier detailing and deflection control	**Moderate** engineered shear walls required; more detailing, anchorage, and diaphragm stiffness challenges	**Type II-B**
Footing Sizes	**Heavier** footings to receive lateral frames.	**Lighter Weight** for wood brace frame assemblies	**Type V-B**
Window Placement	More **open** due to brace frames freeing up wall area.	May be **limited** in some locations to allow for enough shear wall area.	**Type II-B**
Sustainability	Carbon is used to create steel during fabrication and smelting	Wood **encapsulates** more carbon during its growth then is used for its fabrication and delivery.	**Type V-B**

HARBOR LEARNING CENTER | BUDGET

Budget Summary

- A Current schematic design estimate: **$38.43M**
- A District-approved **MACC: $36.71M**
- A Estimate is **~$1.72M over MACC**
- A **Value Engineering items under review,** including:
  - B Elimination of stormwater detention (~$1.5M savings)
  - B Reduction of curtainwall in favor of storefront/fiberglass
  - B Use of steel joists at roof framing in lieu of wide-flange beams
  - B Reduction of acoustical decking
- A District will prioritize VE strategies that **do not compromise building performance, safety, or durability**

ABERDEEN SCHOOL DISTRICT
HARBOR LEARNING CENTER
ABERDEEN, WA
SCHEMATIC DESIGN ESTIMATE

Date: September 8, 2025

RC COST GROUP

OVERALL SUMMARY CONSTRUCTION COST

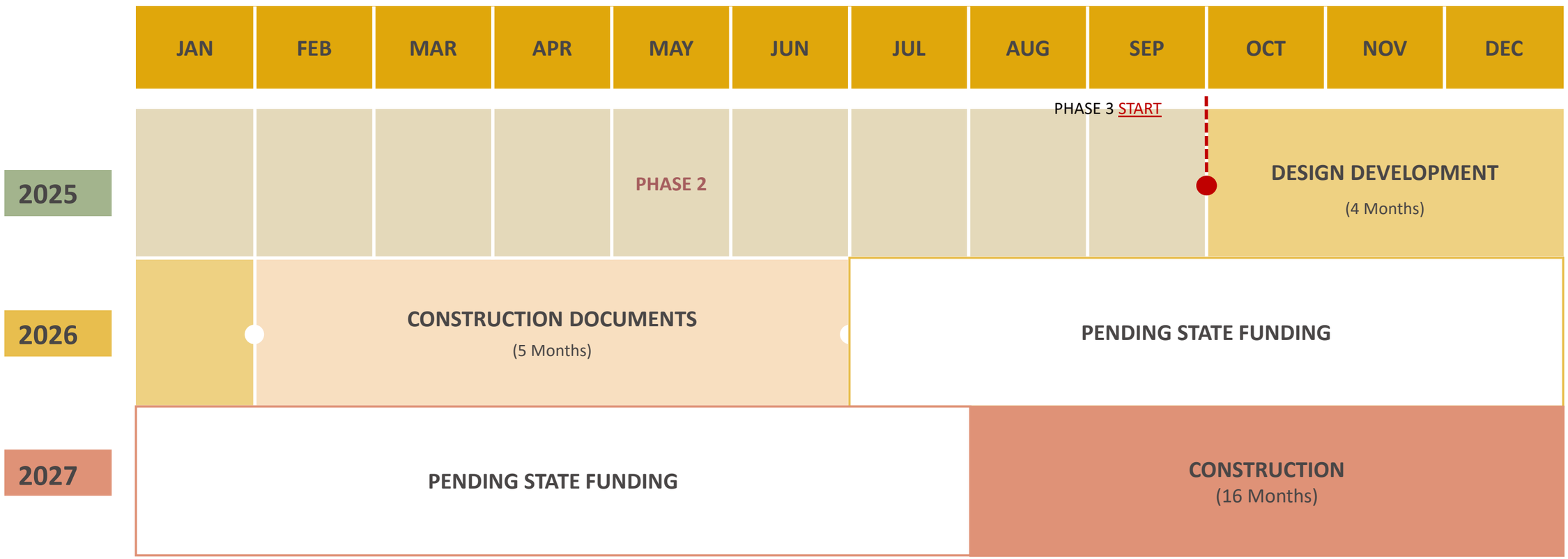
	GFA	$/SF	$
Building	46,007 SF	698.89	32,153,818
Sitework			6,362,483
Off-Site Improvements			283,541
TOTAL COST OF WORK			**38,799,843**

ALTERNATES

1. WSSP IEQ 4.1 Improved Acoustical Performance	214,976
2. Type V-B Wood Framing (fully sprinklered)	(1,189,803)
3. Service Yard Finishes	(65,108)
4. Replace Fiberglass Windows with Storefront Windows	(15,343)
5. Curtain Wall Reduction	(192,360)
6. Add waterproof membrane system below SOG	163,749
6. Alternate Teaching Wall Casework	56,644

MACC - $36,708,061
CHANGE FROM PD: $1,723,615

HARBOR LEARNING CENTER | SCHEDULE



TCF

Front View

- Massing study refined with stakeholder input
- Emphasis on easy-to-maintain systems and long building life cycle
- Focus on durability in marine climate – sloped metal roofs, masonry cladding, and robust detailing

Northeast View

Building form leverages **site topography** to create protected outdoor learning areas

Outdoor activity spaces designed for flexibility and supervision

Massing provides **privacy and security** while maintaining community openness

TCF

Cafeteria View

Interior concepts developed in collaboration with **stakeholders**

Structural systems expressed in design to support openness and durability

Studies illustrate how layout supports supervision and program separation

TCF

MINOR CAPITAL PROJECTS

ROBERT GRAY + CENTRAL PARK INTERCOM REPLACEMENT

JUN	JUL	AUG	SEP	OCT	NOV	DEC
Bid Docs Production	Electrocom Proposal Approval	KCDA PO Confirmation w/Electrocom				
			Start of Construction			Project Completion

A Design | Contractor Procurement ✓

- B Bid Set / KCDA Purchase Orders ✓

A Construction

- B Pre-Construction Meeting 09.16.2025 ✓
- B Start of Construction 09.22.2025
- B Material Lead Time: 2-3 Weeks
- B Swing Shift Hours Only

Existing Conditions

TCF

MINOR CAPITAL PROJECTS
ABERDEEN HS | GUARDRAIL PROJECT

JUL	AUG	SEP	OCT	NOVE	DEC	2026 | JAN
Scope of Work Identification	Cost Estimate[s]	Final Feasibility Report				
			District Project Prioritization Selection	Schematic Design		

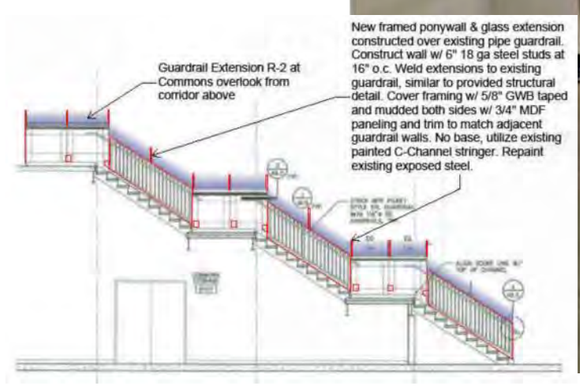
A Feasibility Report ✓

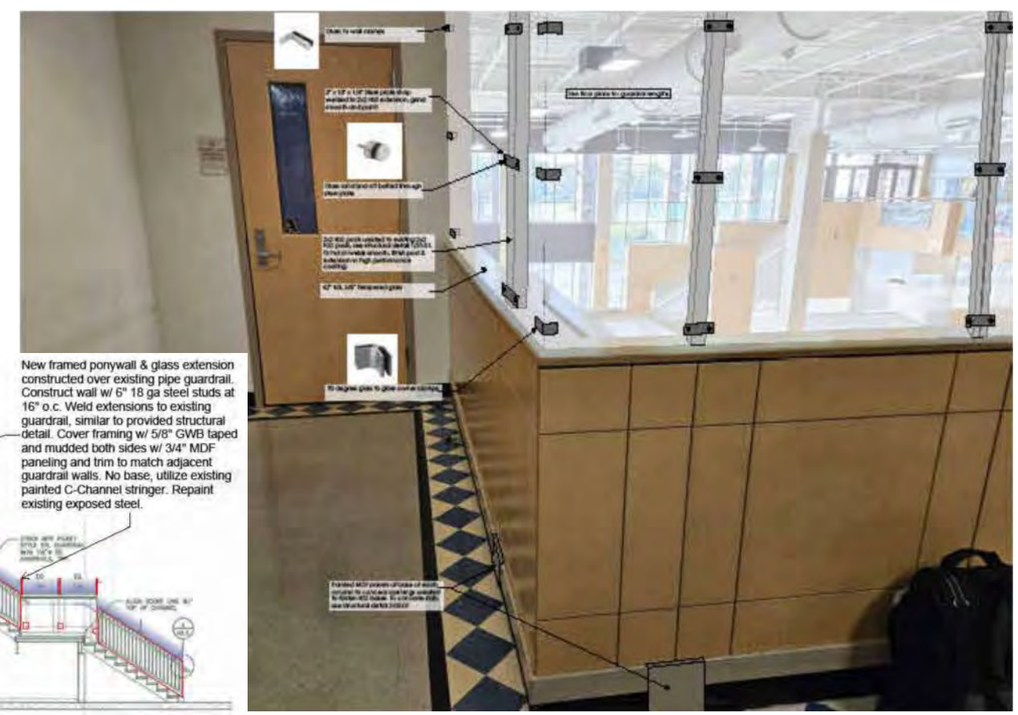
- B Scope of Work + Cost Estimates ✓

A Next Steps

- B District selection of priority projects
- B Schematic Design Kick-Off
- B DD + CD Production
- B Tentative Summer'26 Construction

Proposed Design





TCF

MINOR CAPITAL PROJECTS

ABERDEEN HS | CULINARY CLASSROOM PROJECT

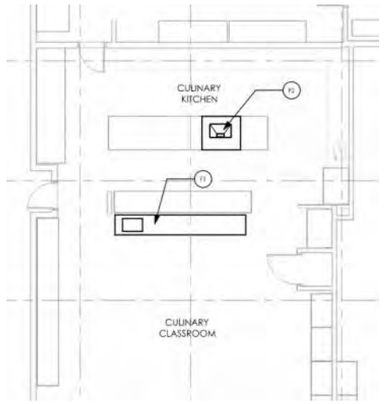
JUL	AUG	SEP	OCT	NOVE	DEC	2026 | JAN
Scope of Work Identification	Cost Estimate[s]	Final Feasibility Report				
			District Project Prioritization Selection	Schematic Design		

A Feasibility Report ✓

- B Scope of Work + Cost Estimates ✓

A Next Steps

- B District selection of priority projects
- B Schematic Design Kick-Off
- B DD + CD Production
- B Tentative Summer'26 Construction



Proposed Design

TCF

MINOR CAPITAL PROJECTS

ABERDEEN HS | WOOD / AUTO SHOP CANOPY PROJECT

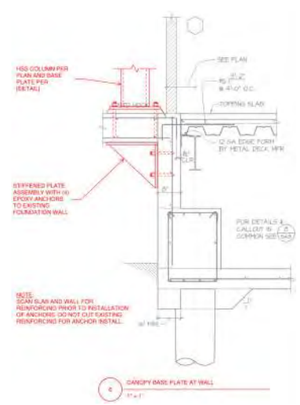
JUL	AUG	SEP	OCT	NOVE	DEC	2026 | JAN
Scope of Work Identification	Cost Estimate[s]	Final Feasibility Report				
			District Project Prioritization Selection	Schematic Design		

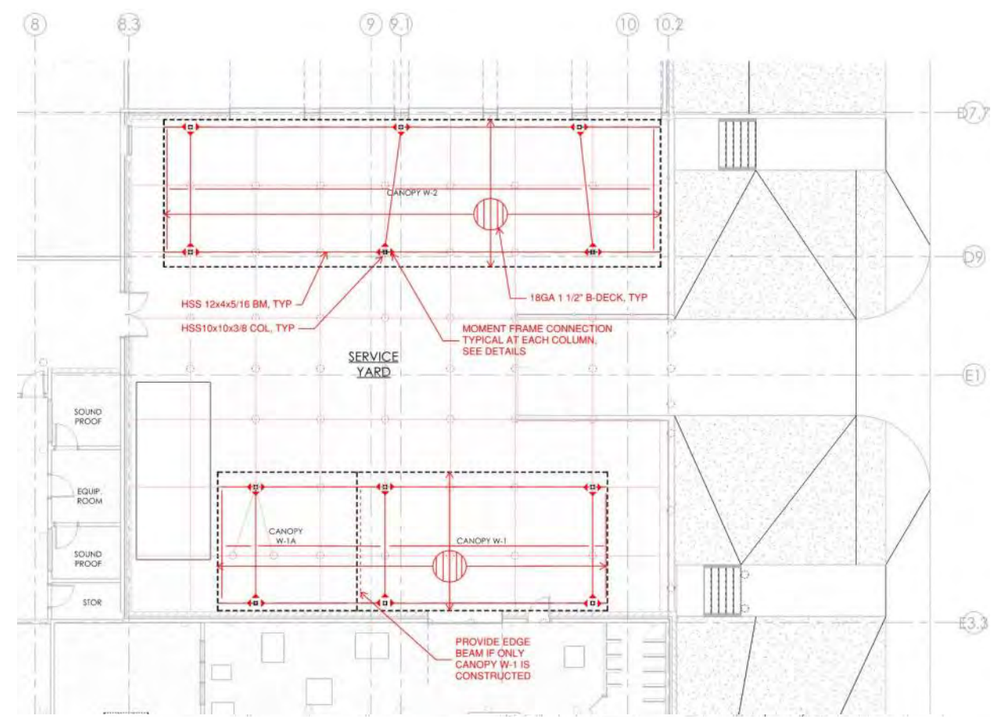
A Feasibility Report ✓

- B Scope of Work + Cost Estimates ✓

A Next Steps

- B District selection of priority projects
- B Schematic Design Kick-Off
- B DD + CD Production
- B Tentative Summer'26 Construction





Proposed Design

TCF

MINOR CAPITAL PROJECTS
DISTRICT WIDE PROJECTS

HIGHEST PRIORITY PROJECTS 2026

Aberdeen High School	• Parking Lot - South Lot • Ramp / Sidewalk repairs - South Entry • Vestibule • Intercom Replacement
District Wide	• Technology • Food Service Allowance
McDermoth Elementary	• Ramp • Entry Camera/Intercom/Door Release • Intercom Replacement
Robert Gray Elementary	• Vestibule • Intercom Replacement
Miller Elementary	• Intercom Replacement
Central Park Elementary	• Intercom Replacement
Stevens Elementary	• Intercom Replacement
AJ West Elementary	• Intercom Replacement
Habor Learning Center	• Intercom Replacement
Admin Building	• Ramp • Entry Camera/Intercom/Door Release

2027 - 2029 PROJECTS

Aberdeen High School	• Re-roof 1/4 of building for 2027, 2028 & 2029 • Resurface Tennis Courts • Access Control
Stewart Field	• Parking Lot Repair • Roof • Retaining Wall Repair • Wood Structure Repairs
District Wide	• Technology • Food Service Allowance
Maintenance Building	• HVAC
Central Park Elementary	• Replace Playground Equipment
Robert Gray Elementary	• Replace Ramp to Portable • Access Control
Admin Building	• Sidewalk Repairs • Walls - Seal exterior brick/masonry/concrete walls & paint wood/doors & frames
McDermoth Elementary	• Elevator

Note that the projects identified as HIGHEST PRIORITY PROJECTS 2026 and 2027-2029 PROJECTS are listed in descending order of potential magnitude of scope and cost.

TCF

Questions?

STUDENT DISCIPLINE

Introduction/Philosophy/Purpose

The Aberdeen School District Board of Directors focuses on the educational achievement of ~~each and~~ every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

1. Providing a safe and supportive learning environment for all students.
2. Providing due process to students.
3. Implementing culturally responsive discretionary and nondiscretionary discipline policies and procedures that provide opportunity for all students to achieve personal and academic success.
4. Engaging with school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
5. Ensuring fairness and equity in the administration of discretionary and nondiscretionary discipline~~; Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families~~;
6. Administering discretionary discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible~~;~~, and
7. Providing educational services that students need to complete their education without disruption;
8. ~~Facilitating collaboration between school personnel, students, parents, and families to support successful reentry into the classroom following a suspension or expulsion;~~
9. ~~Ensuring fairness, equity, and due process in the administration of discipline;~~
10. ~~Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success, and~~
11. ~~Providing a safe environment for all students and for district employees.~~

~~Rights and Responsibilities/District Commitment~~

~~The board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:~~

~~1. Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps, and~~

~~2. Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction.~~

Students' Fundamental Rights

The district will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, ethnicity, religion, color, national origin, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal~~;~~ by a person with a disability is prohibited.
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

Student Responsibilities

This district's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive social and emotional climate for learning, consistent with Board Policy 3112 – Social Emotional Climate.

Development and review

The district will develop and periodically review a discretionary and nondiscretionary discipline policy and procedure with the participation of school personnel, students, parents, families, and the community. During the development and review, the district must use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the district's discipline policy, procedure, and practices and update its policy and procedure to improve fairness and equity in the administration of discipline.

The policy and procedure will be developed in accordance with WAC 392-400-110.

~~Accurate and complete reporting of all disciplinary actions, including the associated student-level information and behavioral violations is essential for effective review of this policy; therefore, the district will ensure such reporting.~~

~~The district will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.~~

~~The district will ensure that school principals confer with certificated building employees at least annually to review the district's discipline standards and review the fidelity of implementation of those standards.~~

~~School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:~~

1. ~~Focus on prevention to reduce the use of exclusionary discipline practices;~~
2. ~~Allow the exercise of professional judgment and skill sets, and~~
3. ~~May be adapted to individual student needs in a culturally responsive manner.~~

~~School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.~~

~~The district will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:~~

1. ~~School.~~
2. ~~Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.~~
3. ~~Behavioral violation.~~
4. ~~Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency expulsion, and expulsion.~~

~~The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student~~

~~groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 of the RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.~~

Distribution of ~~p~~Policies and ~~p~~Procedures
The district will make the current version of this policy and procedure available to families and the community. The district will annually provide this policy and procedure to all district personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure.

Application
This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:	Policy 2121	Substance Abuse Program
	2161	Special Education and Related Services for Eligible Students
	2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	3122	Excused and Unexcused Absences
	3210	Nondiscrimination
	3244	Prohibition of Corporal Punishment
	3520	Student Fees, Fines, or Charges
	4210	Regulation of Dangerous Weapons on School Premises
	4218	Language Access Plan
Legal References:	42 U.S.C. 2000d et seq.	Civil Rights Act of 1964
	34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
	WAC Chapter 392-400	Pupils
	WAC 392-190-048	Access to course offerings – Student discipline
	RCW Chapter 28A.320	Provisions applicable to all districts
	RCW Chapter 28A.600	Students

RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
RCW Chapter 28A.225	Compulsory school attendance and admission
RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
RCW 9.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions

Adopted: 01/07/20 (Replacing 3200)
Revised: 09/07/21; 02/04/25; _____

2025-26 Minimum Basic Education Requirement Collection

2. School District/LEA Information

1. District or LEA Type

Public School District

2. School District or LEA Name

Name of the School District or LEA

Aberdeen School District

3. Confirm District Name and Leadership

Confirm Name of the School District

Aberdeen School District

Enter the School District or LEA Name

Superintendent's First Name

Traci

Superintendent's Last Name

Sandstrom

Superintendent's Email Address

tsandstrom@asd5.org

4. The SBE will contact the superintendent by email if there are questions about survey responses. However, if the district prefers that a different person is contacted, please enter that person's contact information below. If the superintendent is the main point of contact, you do not need to re-enter their name, but you will need to re-enter their email address.

First Name

Traci

Last Name

Sandstrom

Email

tsandstrom@asd5.org

3. Grade Levels Offered

5. Will your school district serve ALL grades, kindergarten through grade 12, in the 2025-26 school year?

Yes, the district will enroll students in ALL grades K-12

6. How many schools in the district will serve students in any of the grades 9 through 12 in the 2025-26 school year? (Include schools that offer 9-12, but may not have full enrollment yet)

5

4. Basic Education Requirement: Days of Instruction and Waivers

7. Minimum 180-Day School Year

(RCW 28A.150.220, RCW 28A.150.203, RCW 28A.150.315)

The Program of Basic Education requires that the school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades K-12, inclusive of any waivers granted by the Superintendent of Public Instruction. A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance, provided the district meets the conditions of the waiver.

Will your school district make accessible to all legally eligible students 180 days of instruction in the 2025-26 school year?

No, we have a waiver to offer less than 180 days for at least one, but not all, schools and/or grades.

8. In the prior question, you said that your school district has a waiver from the 180-day requirement for at least one, but not all, schools and/or grades. Please list the waiver(s) and how the waiver(s) are being applied. Include how many days of instruction are being waived and the number of days of instruction that remain after the use of the waiver(s) for each school/grade affected.

Grays Harbor Academy, Open doors, Harbor High, Aberdeen High School and Miller Jr. High each have 4 waiver days for parent-teacher conferences. This leaves them with 176 school days for students.

5. Basic Education Requirement: Instructional Hours

9. Kindergarten Minimum Instructional Hour Offering

(RCW 28A.150.205, RCW 28A.150.220(2), RCW 28A.150.315)

The Program of Basic Education requires districts that offer kindergarten to have all-day kindergarten programs that comprise no fewer than 1,000 hours of instruction.

Will the school district make available to kindergarten students at least a minimum instructional hour offering of 1,000 hours in the 2025-26 school year?

Yes

10. How will your school district meet the minimum instructional hour requirement for grades 1-12 for the 2025-26 school year?

District-wide average of at least 1,027 hours

11. How many credits will a typical high school student have the opportunity to earn in your school district during the 2025-26 school year? (not including summer school, interim sessions, or other credit retrieval opportunities outside of the regular school day.)

6.5

7. High School Graduation Requirements: Subject Area and Credit Requirements

12. For the Class of 2026, will the school district require at least the following mandatory 17 core credits to earn a high school diploma (WAC 180-51-210)? Please check "yes" or no" for each subject area below

	Yes	No
4 credits of English	X	
3 credits of math (including the courses specified in WAC 180-51-210)	X	
3 credits of social studies (including the courses specified in 180-51-210)	X	
3 credits of science (including at least 2 credits of lab science)	X	
0.5 credits of health	X	
1.5 credits of physical education	X	
1 credit of arts	X	
1 credit of Career and Technical Education (or a course that meets program standards for an exploratory Career and Technical Education course)	X	

13. RCW 28A.230.094 requires a one-half credit stand-alone course in civics as part of the 3 credits of social studies required for graduation. Civics content and instruction that is embedded in other social studies courses does not meet this requirement unless the social studies courses are for dual credit and include the content required by RCW 28A.230.094.

Will the district require at least a one-half credit stand-alone civics course as part of the 3 credits of social studies required for graduation in the 2025-26 school year?

Yes, the district requires at least .5 credits or more of a stand-alone civics course

14. WAC 180-51-210 requires successful completion of Washington state history and government to earn a high school diploma. This is a requirement typically met in middle school and does not require high school credit. The requirement may be waived for certain students as outlined by the WAC. For the 2025-26 school year, will the district require completion of Washington state history and government to earn a high school diploma?

Yes. The requirement is typically completed in middle school for most graduates (in our district or another district).

15. WAC 180-51-210 requires school districts to offer the opportunity for high school students to earn flexible credits toward their high school diploma, which include electives and personalized pathway requirements related to students' High School and Beyond Plans. Districts must offer, at minimum, 2 credits of world languages (including American Sign Language and American Indian Language) and 1 arts credit (in addition to the 1 arts core credit).

Will the school district offer the opportunity for high school students to earn flexible credits in the 2025-26 school year?

Yes

At minimum, will the school district offer the opportunity for high school students to take the following flexible credits to earn a high school diploma in the 2025-26 school year?

	Yes	No
2 credits of world languages (includes American Sign Language and American Indian languages)	X	
1 arts credit (in addition to 1 arts core credit)	X	

16. Chapter 180-51 WAC requires that students graduate high school with at least 24 credits as described onSBE's website. (Individual students may be granted certain waivers of graduation requirements, such as a waiver of up to two flexible credits for individual circumstances).

For the Class of 2026, will the district require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC?

Yes

How many credits will be required to graduate in the 2025-26 school year?

24 credits

17. All public high schools are required to provide a program, directly or in cooperation with local community colleges or another school district, for students who would like to apply for entrance to a baccalaureate-granting institution after high school graduation. This program must help such students meet the minimum college entrance requirements. (RCW 28A.230.130)

In the 2025-26 school year, will each public high school in your district provide a program that helps students meet the minimum college entrance requirements, including College Academic Distribution Requirements (CADRs), established by the Washington Student Achievement Council (WSAC)?

Yes

18. All public high schools must provide a program, directly or in cooperation with local community or technical colleges, skill centers, apprenticeship committees, or other school districts, for students who plan to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation. (RCW 28A. 230. 130)

In the 2025-26 school year, will each public high school in your district provide a program for students who plan to pursue career or work opportunities other than entrance to baccalaureate-granting institutions after high school graduation?

Yes

19. Which local high school graduation requirements will the school district require for the Class of 2026? (Requirements can be for credit or no credit).

	Yes	No
Community Service	X	
Culminating Project	X	
Financial Education	X	
FAFSA or WASFA Completion		X
Other		X

8. High School Graduation Requirements: High School and Beyond Plan

20. In the 2025-26 school year, by 7th grade will students have taken a career and interest/skill inventory to inform their 8th grade class choices?

Yes, students will take the inventory in Grade 7

21. In the 2025-26 school year, by 8th grade will students have begun developing the High School and Beyond Plan (HSBP) on an annual basis?

Yes, students started developing the HSBP **before** Grade 8 (in our district or another district)

22. In the 2025-26 school year, will all 9th through 12th graders update their High School and Beyond Plan (HSBP) on an annual basis?

Yes

23. For the Class of 2026, will your school district require the annually-updated High School and Beyond Plan as a graduation requirement? (Decisions about whether a student has met the requirements for the High School and Beyond Plan are made locally per RCW 28A.230.212).

Yes

24. NEW Requirement:

RCW 28A.230.215 requires school districts to move their High School and Beyond Plan to a statewide universal online platform. In 2024, the Superintendent of Public Instruction (OSPI) chose the SchooLinks platform to host the HSBP. All districts with a middle and/or high school must transition their HSBP to SchooLinks within two years of OSPI developing the universal platform if they do not use it already. OSPI has given districts two date options for transitioning: Fall 2025 or Fall 2026.

When does your school district plan to transition the HSBP to the SchooLinks universal online platform?

Fall 2025

25. Will students complete High School and Beyond plan activities as part of a credit-bearing course in the 2025-26 school year?

Yes, as an elective course

26. How will the district offer the High School and Beyond Plan (HSBP) in the 2025-26 school year? Choose all that apply.

It is offered through Advisory/Homeroom

9. High School Graduation Requirements: Graduation Pathway Options

27. For the 2025-26 school year, will the district annually provide information about graduation pathway options to students in grades 8 through 12 and their parents or guardians?

Yes, the district begins providing annual graduation pathway information in Grade 8 (or Grade 9 if that is the lowest grade served)

28. For the 2025-26 school year, will every student earning a high school diploma be required to complete at least one of the nine graduation pathway options that is in alignment with the student's high school and beyond plan?

Yes

29. School districts are encouraged to make the nine graduation pathway options specified below available to their students, yet have discretion in determining which options they will offer (WAC 180-51-230).

Which of the following graduation pathway options will be made available to the Class of 2026? Please answer "Yes" or "No" to each prompt.

	Yes	No
State Assessments in ELA and Math	X	
Dual Credit Courses (Running Start, College in the High School, CTE Dual Credit)	X	
AP/IB/Cambridge Courses/Exams	X	
SAT/ACT College Entrance Exams	X	
Transition/Bridge to College Courses		X
Performance-based		X
Combination	X	
Armed Services Vocational Aptitude Battery (ASVAB)	X	
Career and Technical Education Sequence	X	

Which of the following may be used to meet the graduation pathways requirement?

	Yes	No
Advanced Placement (AP) ELA course(s) and/or exam(s)	X	
Advanced Placement (AP) math course(s) and/or exam(s)		X
International Baccalaureate (IB) ELA course(s) and/or exam(s)		X
International Baccalaureate (IB) math course(s) and/or exam(s)		X
Cambridge International (CI) ELA course(s) and/or exam(s)		X
Cambridge International (CI) math course(s) and/or exam(s)		X

Which dual credit courses may be used to meet the graduation pathways requirement?

	Yes	No
Running Start ELA course(s)	X	
Running Start math course(s)	X	
College in the High School ELA course(s)		X
College in the High School math course(s)	X	
CTA Dual Credit ELA course(s)	X	
CTE Dual Credit math course(s)	X	

Which college entrance exam(s) may be used to meet the graduation pathway requirement?

	Yes	No
SAT - ELA	X	
SAT - Math	X	
ACT - ELA	X	
ACT - Math	X	

Which transition course(s) may be used to meet the graduation pathway requirement?

	Yes	No
Transition/Bridge to College ELA course(s)		
Transition/Bridge to College math course(s)		

Which subject(s) are available through the performance-based option?

	Yes	No
ELA		
Math		

10. Graduation Pathway Options: Additional Information

30. Please briefly explain why the school district will not offer Bridge to College/Transition course(s) to meet graduation pathways in the 2025-26 school year?

We chose to use College in the High School instead. Can only offer so many programs.

31. Please briefly explain why the school district will not offer a Performance-based option to meet graduation pathways in the 2025-26 school year?

We have not yet implemented performance-based courses yet.

32. How many of the district's high schools will offer state assessments to meet graduation pathway requirements in the 2025-25 school year?

5

33. How many of the district's high schools will offer Running Start to meet graduation pathway requirements in the 2025-26 school year?

4

34. Running Start students and families do not pay tuition for courses (up to 1.4 FTE), but may have to pay for college fees, books, and/or transportation as outlined in the Running Start FAQ. How will Running Start non-tuition costs be paid for in the 2025-26 school year?

	The district offers to cover this cost for ALL students	The district offers to cover this cost for SOME students	The college (or at least one college if more than one) covers this cost for ALL students	The college (or at least one college if more than one) covers this cost for SOME students	This cost is paid by student/family/guardian/caregiver	This cost does not exist for the district's Running Start students
Non-tuition fees (including campus fees and instructional fees)		X				
Books		X				
Transportation		X				
Tuition fees beyond 1.4 FTE					X	

35. How many of the district's high schools will offer College in the High School Courses to meet graduation pathway requirements in the 2025-26 school year?

1

36. Students and families do not pay for College in the High School (CiHS) as outlined in theCollege in the High School FAQ. However, colleges may charge a fee if the CiHS course is offered by an out-of-state or private institution of higher education not defined in RCW 28B.10.063.

If students in your school district are charged a fee for College in the High School, how is that fee paid?

The district covers the costs for all students

37. How many of the district's high schools will offer Career and Technical Education Dual Credit courses that meet graduation pathway requirements in the 2025-26 school year?

2

38. How many of the district's high schools will offer AP Courses that meet graduation pathway requirements in the 2025-25 school year?

2

39. How will Advanced Placement (AP) costs be paid for in the 2025-26 school year?(Washington offers a fee subsidy to income-qualifying students)

The district covers the costs for all students

40. How many of the district's high schools will offer the SAT to meet graduation pathway requirements in the 2025-26 school year?

0

41. Will the district offer the SATduring the school day in the 2025-26 school year?

No

42. How will SAT costs be paid in the 2025-26 school year?

The district covers the costs for some students

43. How many of the district's high schools will offer the ACT to meet graduation pathway requirements in the 2025-26 school year?

0

44. Will the district offer the ACT during the school day in the 2025-26 school year?

No

45. How will ACT costs be paid in the 2025-26 school year?

The district covers the costs for some students

46. How many of the district's high schools will offer the Combination option to meet graduation pathway requirements in the 2025-26 school year?

4

47. How many of the district's high schools will offer the ASVAB to meet graduation pathway requirements in the 2025-26 school year?

4

48. Will the district offer the ASVAB during the school day in the 2025-26 school year?

Yes

49. How many of the district's high schools will offer the ASVAB during the school day in the 2025-26 school year?

2

50. How many of the district's high schools will offer at least one Career and Technical Education (CTE) course sequence that meets graduation pathway requirements in the 2025-26 school year?

2

51. How many Career and Technical Education (CTE) course sequences that meet graduation pathway requirements will be available in your district for the 2025-26 school year?

12

11. Dual Credit Barriers

52. How significant is each barrier to providing Advanced Placement (AP), Cambridge International (CI), and/or International Baccalaureate (IB) opportunities to students in your school district?

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
School/district financial limitations			X	
Lack of qualified instructors			X	
Lack of instructor interest		X		
Inequitable or insufficient instructor compensation		X		
Insufficient training of instructors or administrators			X	
Lack of administrative staffing capacity		X		
Master scheduling challenges				X
Collaboration with higher education partners		X		
Low enrollment (overall headcount and/or student preparedness)				X

53. How significant is each barrier to Advanced Placement (AP), Cambridge International (CI) and/or International Baccalaureate (IB) access for students?

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
Lack of options: Too few offerings to serve all interested students		X		
Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc.				X
Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework			X	
Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit		X		
Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation		X		
Perceptions of college credit transferability: Students do not believe credit is portable or useful		X		
Lack of Internet			X	
Overly restrictive eligibility criteria		X		
Lack of transportation		X		
Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations)		X		

54. How significant is each barrier to providing Running Start opportunities to students in your school district?

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
School/district financial limitations				X
Lack of qualified instructors			X	
Lack of instructor interest		X		
Inequitable or insufficient instructor compensation	X			
Insufficient training of instructors or administrators		X		
Lack of administrative staffing capacity	X			
Master scheduling challenges				X
Collaboration with higher education partners	X			
Low enrollment (overall headcount and/or student preparedness)				X

55. How significant is each barrier to Running Startaccess for students?

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
Lack of options: Too few offerings to serve all interested students	X			
Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc.	X			
Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework		X		
Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit	X			
Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation	X			
Perceptions of college credit transferability: Students do not believe credit is portable or useful		X		
Lack of Internet		X		
Overly restrictive eligibility criteria	X			
Lack of transportation		X		
Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations)		X		

56. How significant is each barrier to providing College in the High School opportunities to students in your school district?

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
School/district financial limitations			X	
Lack of qualified instructors			X	
Lack of instructor interest		X		
Inequitable or insufficient instructor compensation		X		
Insufficient training of instructors or administrators		X		
Lack of administrative staffing capacity	X			
Master scheduling challenges			X	
Collaboration with higher education partners	X			
Low enrollment (overall headcount and/or student preparedness)			X	

57. How significant is each barrier to College in the High Schoolaccess for students?

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
Lack of options: Too few offerings to serve all interested students		X		
Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc.	X			
Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework			X	
Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit	X			
Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation	X			
Perceptions of college credit transferability: Students do not believe credit is portable or useful		X		
Lack of Internet		X		
Overly restrictive eligibility criteria		X		
Lack of transportation	X			
Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations)		X		

58. How significant is each barrier to providing Career and Technical Education (CTE) opportunities to students in your school district?

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
School/district financial limitations		X		
Lack of qualified instructors	X			
Lack of instructor interest	X			
Inequitable or insufficient instructor compensation	X			
Insufficient training of instructors or administrators	X			
Lack of administrative staffing capacity	X			
Master scheduling challenges			X	
Collaboration with higher education partners	X			
Low enrollment (overall headcount and/or student preparedness)	X			

59. How significant is each barrier to Career and Technical Education (CTE)access for students?

	No Barriers	Minor Barriers	Moderate Barriers	Major Barriers
Lack of options: Too few offerings to serve all interested students	X			
Financial barriers: Costs associated with exam fees, college fees, transportation, books, materials, etc.	X			
Under-preparedness or poor performance: Students are not ready for or perform poorly in advanced coursework		X		
Inequitable advising practices: Students – especially those not perceived as “high-achievers” – are not being encouraged to pursue dual credit	X			
Poor marketing: Students do not know about dual credit opportunities, eligibility criteria, or benefits of participation	X			
Perceptions of college credit transferability: Students do not believe credit is portable or useful	X			
Lack of Internet	X			
Overly restrictive eligibility criteria	X			
Lack of transportation	X			
Time consuming: Students do not have the time for the extra work of dual credit (i.e. other extracurriculars, work, family obligations)		X		

60. Please, provide additional information regarding any barriers to the provision of dual credit opportunities or student access to dual credit opportunities.

Master scheduling and low enrollment are both pretty impactful and cause issues when trying to implement additional opportunities.

12. Required Educational Offerings and Activities (All School Districts)

61. RCW 28A.320.170 requires the John McCoy (lulilaš) Since Time Immemorial tribal sovereignty curriculumor other tribally-developed curriculum addressing tribal history and culture to be adopted when the school district updates its social studies curriculum on or after July 24, 2015. In addition, the district may modify that curriculum in order to incorporate elements that have a regionally specific focus or to incorporate the curriculum into existing curricular materials.

By the 2025-26 school year will the school district have adopted the John McCoy (lulilaš) Since Time Immemorial tribal sovereignty curriculum or other tribally-developed curriculum addressing tribal history and culture?

Yes

62. RCW 28A.320.170 also requires that school districts collaborate with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges. State law requires this to be done when the school district updates the social studies and history curriculum

By the 2025-26 school year, will the district have collaborated with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges?

Yes

63. For the 2025-26 school year, will the school district provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment? (RCW 28A.230.020 and WAC 392-410-115)

Yes

64. Social-emotional learning standards and benchmarks were adopted on January 1, 2020 by the Superintendent of Public Instruction (RCW 28A.300.478). For the 2025-26 school year, will the school district have implemented social-emotional learning-specific standards and benchmarks?

Yes, we implemented standards and regularly measure social emotional learning in our schools.

65. Under the comprehensive sexual health education requirement (RCW 28A. 300.475), the school district must provide social emotional learning (SEL) instruction to all students in grades K–3 at least once. As of the 2025-26 school year, will the district provide SEL instruction to all students in grades K-3 at least once during their time in the district?

Yes

66. As of the 2025-26 school year, does the school district provide comprehensive sexual health education to all students at least once in grades 4–5 during their time in the district? (RCW 28A.300.475)

Yes

67. As of the 2025-26 school year, will the school district provide comprehensive sexual health education to all students at least twice in grades 6–8 during their time in the district? (RCW 28A.300.475)

Yes

68. As of the 2025-26 school year, will the school district provide comprehensive sexual health education to all students at least twice in grades 9–12 during their time in the school district? This is required in RCW 28A.300.475.

Yes

69. Each school district is required to adopt an HIV/AIDS prevention education program that is taught at least once each school year beginning no later than the fifth grade. (RCW 28A.230.070). In the 2025-26 school year, will the district meet this requirement for all grades served between Grade 5 and Grade 12?

Yes

70. NEW Requirement:

Beginning no later than the 2025-26 school year, RCW 28A.320.168 requires school districts to offer instruction in sex trafficking awareness and prevention. The instruction may be offered beginning in grade seven, but each student must be offered the instruction at least once before completing grade 12. The instruction, at the discretion of the school or school district, may be integrated into a relevant course or a course may be repurposed to include the instruction.

Will the district offer sex trafficking awareness and prevention instruction in the 2025-26 school year at least once for all students before completing grade 12?

Yes

71. In the 2025-26 school year, will students in all grades in your district have access to arts education as part of the basic education requirements?

Yes

72. How many students will your school district enroll in the 2025-26 school year?

More than 200

73. In the 2025-26 school year, will each student receive instruction in at least one arts discipline as described in RCW 28A. 230.305 throughout their elementary and middle education experience?

Yes

74. In the 2025-26 school year, will all students in grades 9 through 12 be given the opportunity to take arts coursework each academic year?

Yes

75. During the school week preceding November 11 of each year, every school is required to present educational activities suitable to the observance of Veterans' Day. (RCW 28A.230.160) Will the school district develop, promote or provide educational activities in observance of Veterans' Day in the 2025-2026 school year?

Yes

76. Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. (RCW 28A.230.158). Will the school district develop, conduct or promote educational activities for Disability History and People with Disabilities Month in the 2025-2026 school year?

Yes

13. Required Educational Offerings and Activities (High School)

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77. Will the school district provide the opportunity to all students in gradesnine through twelve access to financial education in the 2025-26 school year as required under RCW 28A.300.468?

Yes, we will provide access to financial education to all students in grades 9 through 12

78. In the 2025-26 school year, how will the school district provide financial education opportunities to all students in grades nine through twelve? Choose all that apply.

Embedded in a for-credit course in another subject area.

79. In what subject area or areas is financial education embedded? Choose all that apply.

Math Courses
CTE Courses
Advisory/Homeroom

80. In the 2025-26 school year, will the school district provide all high school students the opportunity to access an elective computer science course that is aligned to the state learning standards for computer science or mathematics (RCW 28A.230.300)?

Yes, we offer the opportunity in **all** high schools every year

81. The study of Constitution of the United States and of the State of Washington is a prerequisite (credit or noncredit) to graduation (RCW 28A.230.170).

For the 2025-26 school year, will the district require study of the U.S. and Washington constitutions to earn a high school diploma?

Yes

82. NEW Requirement:

Beginning with the 2025-26 school year, school districts are required to award the seal of biliteracy to graduating high school students who meet the criteria established by the Office of Superintendent of Public Instruction. (RCW 28A.300.575).

Will the school district award the seal of biliteracy to qualifying graduating high school students in 2025-26?

Yes

83. Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students. Instruction in CPR must be included in at least one health class necessary for graduation. (RCW 28A.230.179). A student is not required to earn CPR certification to successfully complete the instruction requirement.

Will the school district offer instruction in CPR in at least one health class required for graduation in the 2025-2026 school year?

Yes

84. By the 2021-22 school year, each school district board of directors shall adopt an academic acceleration policy for high school students. (RCW 28A.320.195)

Will the school district have an academic acceleration policy for high school students in the 2025-26 school year?

Yes

85. School districts with a high school are required to provide a financial aid advising day (or series of days) at the beginning of each school year between September 1st and December 1st to students in 12th grade and their parents/guardians (RCW 28A.300.815). Districts are also required to provide notification of financial aid opportunities at the beginning of each school year to parents and guardians of any student entering the twelfth grade (RCW 28A.230.310).

In the 2025-2026 school year, will the school district provide the following?

	Yes	No
Financial aid advising day for 12th grade students, parents, and guardians	X	
Notification of financial aid opportunities to parents and guardians of 12th graders	X	

86. When will the district offer the financial aid advising day (or days) for 12th grade students, parents, and guardians?

Between September 1, 2025 and December 1, 2025

87. On January 16th of each year (or the preceding Friday when January 16th falls on a non-school day), each public school shall observe "Temperance and Good Citizenship Day." Social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors. Voter sign up and registration must be available to all students who will be 18 by the next general election. (RCW 28A.230.150).

Will the school district provide the opportunity for voter registration for all students who will be 18 by the next general election in the 2025-2026 school year?

Yes

88. Will your school district award credit to students currently or formerly in institutionalized educational settings who pass all or part of the General Educational Development (GED) assessment in the 2025-2026 school year as required by RCW 28A.320.192?

Yes

14. State-Recommended Educational Offerings and Activities

89. Every public middle school, junior high school, and high school is strongly encouraged to include in its curriculum instruction of the events of the period in modern world history known as the Holocaust, which may include other examples of genocide and crimes against humanity. (RCW 28A.300.115).

As of 2025-26, does the school district provide Holocaust history instruction?

Yes

90. School districts are encouraged to commemorate the history of civil rights at least once a year, "providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation's Constitution." (RCW 28A.230.178).

As of the 2025-26 school year, does the school district commemorate the history of civil rights at least once a year?

No, the recommendation has not been implemented

91. You are seeing this prompt because you responded that the school district does not commemorate the history of civil rights at least once a year, which is encouraged. If you deliver this offering, please go back and change your response. If you do not deliver the encouraged offering, please select the best response to continue.

We will consider implementing the recommended offering.

92. Public schools in grades K-6 are encouraged to incorporate ethnic studies materials and resources (RCW 28A.300.112).

For the 2025-26 school year, will the school district incorporate ethnic studies materials and resources for grades K-6?

No, the recommendation has not been implemented.

93. You are seeing this prompt because you responded that the school district does not incorporate ethnic studies materials and resources in grades K-6, which is encouraged. If you deliver this offering, please go back and change your response. If you do not deliver the encouraged offering, please select the best response to continue.

We will consider implementing the recommended offering.

94. Public schools with grades 7 to 12 are encouraged to offer a course in ethnic studies (RCW 28A.300.112).

For the 2025-26 school year, will the school district offer at least one course in ethnic studies for grades 7 to 12?

No, the recommendation has not been implemented

95. You are seeing this prompt because you responded that the school district does not offer a course in ethnic studies in grades 7-12, which is encouraged. If you offer this course, please go back and change your response. If you do not deliver the encouraged course, please select the best response to continue.

We will consider implementing the recommended offering.

96. NEW for 2025-26:

Senate Bill 5641 (2025) recommends that beginning with the 2025-26 school year, instruction in awareness of bone marrow donation and blood donation may be included in at least one health class required for graduation. Each school district, charter school, and state-tribal education compact school that serves students in any of the grades K through 8 is also encouraged to offer instruction in awareness of bone marrow and blood donation.

In the 2025-26 school year, will the school district provide instruction in awareness of bone marrow donation and blood donation? Choose all that apply.

	Included in at least one health class required to graduate	Instruction offered to students in grades K-8	Instruction offered to students in grades 9-12, but not part of a required health class	Not currently offered, but district plans to implement in the future	Not currently offered with no plans to implement in the future
Bone Marrow Donation Awareness				X	
Blood Donation Awareness			X		

15. Mastery-Based Crediting (MBC) and Mastery-Based Learning (MBL)

97. Does your school district have a written policy to award mastery/competency-based high school credit (WAC 180-51-051)?

Yes, the school district has a permanent policy.

98. Does your district policy apply to:

Some subject areas

99. Which subject areas does your policy apply to? (Please check all that apply.)

World Language
Physical Education
Math
Science (includes specific science courses like biology and chemistry)
English Language Arts
Social Studies
The Arts
Health

100. A mastery-based learning and competency-based education program includes the following (Senate Bill 5189 updated the definition in 2025):
students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning;
the assessment is a meaningful, positive, and empowering learning experience for students yielding timely, relevant, and actionable evidence;
students receive timely, differentiated support based on their individual learning needs;
students' progress is based on evidence of mastery, not seat time;
students learn actively using different pathways and varied pacing;
strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems; and
rigorous, common expectations for learning, including knowledge, skills, and dispositions, are explicit, transparent, measurable, and transferable.
Will your school district have at least one school in the 2025-26 school year that offers a fully mastery-based learning and competency-based education program as described above?

No

16. Continuity of Operations, Healthy Youth, and School Climate

101. WAC 180-16-212 requires school districts to develop, maintain and, if necessary, implement aContinuity of Operations Plan that ensures delivery of basic education services during disruptions to basic education delivery resulting from an emergency or disaster.

Has your school district adopted a continuity of operations plan that ensures delivery of basic education services in the event of an emergency?

Yes

102. The Healthy Youth Survey is a collaborative project among OSPI and other Washington State agencies that is administered to students every other year. The survey is free and anonymous, and it asks students about different health and safety topics. Students in 6th, 8th, 10th and 12th grade take the survey. In smaller districts, where there are 150 students or less in a grade, the survey can be administered to students in 7th, 9th and 11th grades. To participate, schools need to have at least 15 students in a grade.

Will your school district administer the Healthy Youth Survey to students at the next statewide administration in Fall 2025?

Yes

103. Will your school district administer a school climate survey (other than the Healthy Youth Survey) in the 2025-26 school year?

Yes

104. For each of the following, please let us know if they will be included in your school climate survey. Please answer "Yes" or "No" for each group.

	Yes	No
Students	X	
Parents	X	
Teachers	X	
Other school staff	X	
School board members	X	
Community members	X	
Other survey recipients		X

105. Which grade levels participate in the school climate survey? (Mark all that apply)

6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade

106. Who supports the survey creation, collection, and analysis of your school climate survey data? Choose all that apply.

Panorama
The district conducts its own survey

17. Certification by Respondent

107. By entering my name, title, and the date below, I certify that the school district Superintendent and school board president or chairperson have reviewed and approve the submission of the Basic Education Compliance survey (as required by WAC 180-16-195) and that the answers are correct and accurate.

Name

Traci Sandstrom

Title

Co-Superintendent

Date (MM/DD/YYYY)

09/09/2025

108. Email of Person Responsible for this Submission

tsandstrom@asd5.org

109. Telephone Number of Person Responsible for this Submission (Please enter the 10 digit number with no spaces or dashes (e.g., 3601239876))

3605382000

Aberdeen School District

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 August, 2025
DATE: September 16, 2025

GENERAL FUND SUMMARY:

Revenue--Receipts were $ 6,315,036.39.

Expenditures-- Expenditures were made in the total of $ 6,278,505.03. Expenditures for staff salary and benefits account for 70% of all expenditures for the month and 80% of the expenditures year to date.

Fund Balance— Current month ending fund balance is $ 4,078,312.02. We had a positive cash flow of $ 36,531.36 for the month. We managed our cash flow well throughout the year and made the necessary adjustments to keep us consistently in the positive. We anticipate the fund balance will continue in the positive with proactive management throughout the next fiscal year.

Additional General Fund Information

Revenue by Major Category:

Revenue Source	Budgeted	Actual YTD	% Actual	Largely Comprised of:
Local Taxes	$ 5,579,124	$ 5,512,984	98.81%	Prop taxes - received Oct/Nov and April/May
Local Nontax	$ 397,010	$ 600,733	151.31%	Donations, Traffic Safety, Food Service, Misc
State, General	$ 33,580,700	$ 34,120,576	101.61%	Apportionment and LEA
State, Special	$ 14,497,538	$ 15,372,383	106.03%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	$ 45,000	$ 7,691	17.09%	Federal Forest; deducted from apportioment
Federal, Special	$ 6,843,748	$ 5,845,696	85.42%	Food Service, Fed Grants (Title I, Title 2,ESSER, etc)
Other Districts	$ 226,867	$ 260,573	114.86%	Non high payments from Cosmopolis SD
Other Agencies	$ 29,000	$ 16,830	58.04%	Private Foundations, ESD 113
Other Fin Sources	$ -	$ -		
Totals	**$ 61,198,987**	**$ 61,737,467**	**100.88%**	
			100.00%	**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	$ 79,181.02	79.98%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	$ 449,866	$ 453,086.85	100.72%	General Admin/ Supt Office
Business Office	$ 698,521	$ 689,824.34	98.76%	Fiscal operations
Human Resources	$ 449,997	$ 479,637.66	106.59%	Personnel & recruitment, labor relations
Public Relations	$ 50,250	$ 45,362.86	90.27%	Educational/admin info to public
Supervision of Instruction	$ 1,448,318	$ 1,549,980.05	107.02%	includes secretarial support
Learning Resources	$ 229,969	$ 298,738.93	129.90%	Library resources & staffing
Principal's Office	$ 3,366,069	$ 3,513,113.35	104.37%	includes Secretarial support
Guidance/Counseling	$ 2,339,697	$ 2,257,422.18	96.48%	Counselors/support services
Pupil Management	$ 4,000	$ 21,806.16	100.00%	Bus & playground management, Safety, etc
Health Services	$ 3,050,486	$ 3,136,075.79	102.81%	Health including: nursing, OT/PT/SLP, etc
Teaching	$ 35,709,198	$ 34,464,444.87	96.51%	classroom teachers/para support
Extra-curricular	$ 1,470,719	$ 1,449,813.31	98.58%	Coaching, advising, ASB supervision
Payments to other district	$ 701,000	$ 614,002.35	87.59%	CTE/Skills Center fees/pmts to other schools
Instructional Prof Dev	$ 1,210,682	$ 950,527.05	78.51%	Prof development; instructional staff
Instructional Technology	$ 91,631	$ 697,375.58	761.07%	classroom technology
Curriculum	$ 974,495	$ 1,020,358.10	104.71%	District materials adoptions/purchases; staff
Food Services	$ 2,953,399	$ 3,107,173.02	105.21%	Mgmt of food service for district
Transportation	$ 1,325,881	$ 1,365,095.93	102.96%	Co-op payments, fuel, insurance
Maint & Operations	$ 3,660,050	$ 3,735,890.26	102.07%	cust/maint/grounds, security, warehouse
Other Services	$ 2,920,171	$ 3,157,478.05	108.13%	Insurance, utilities, tech, print, motor pool, Erat
Transfers	$ (261,250)	$ (291,546.51)	111.60%	in district use of buses, vehicles, food service
Interfund Transfers	$ -	$ -	0.00%	Transfers (to Cap Proj/ Debt Service)
Totals	$ 62,942,149	$ 62,794,841	99.77%	
			100.00%	of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue – Total receipts were $ 341,420.66 and consist of levy proceeds, grants, rental fees and interest.
Expenditures —Expenditures were made in the amount of $ 215,307.74 for the month.
Fund Balance — Current monthly ending fund balance is $ 2,147,441.97.

DEBT SERVICE FUND SUMMARY:

Revenue -- Total receipts were $ 16,595.53 and consists of facility use payments, interest and transfers.
Expenditures — There were expenditures of $200.00 for the month.
Fund Balance — Current month ending fund balance is $ 787,321.58. Funds in this account are held for bond principal and interest payments.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue — There was $ 2,465.77 revenue for the month.
Expenditures -- Expenditures total 75% of the budgeted expenditures for this fiscal year.
Fund Balance — Current month ending fund balance is $ 270,533.30.

TRANSPORTATION VEHICLE FUND SUMMARY:

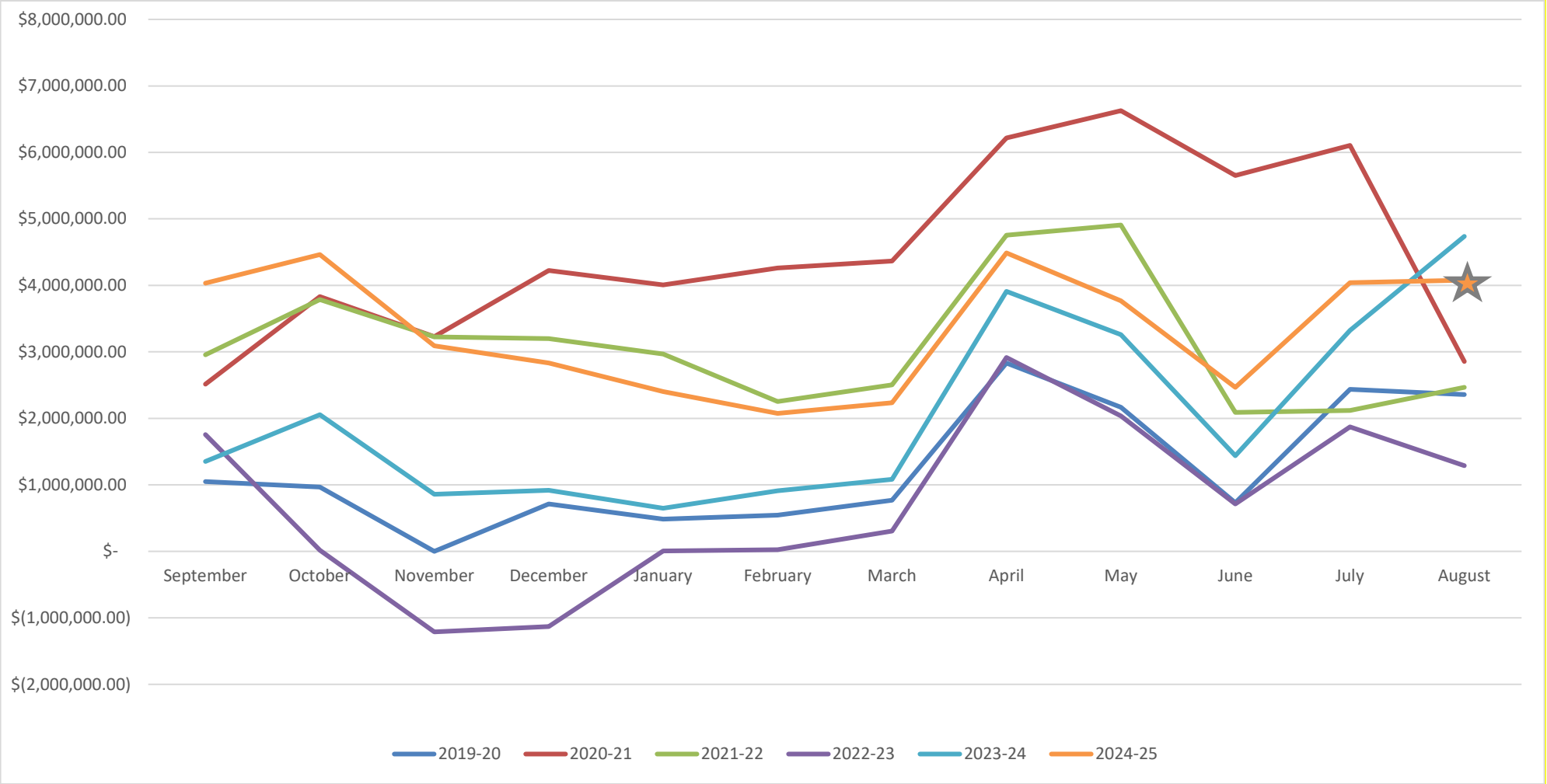
Revenue – There was $ 251,112.45 revenue for the month and consisted of interest and depreciation.
Expenditures — There were no expenditures for the month.
Fund Balance — Current month ending fund balance is $ 605,629.91.

SUMMARY OF BUDGET EXPENDITURE CAPACITY

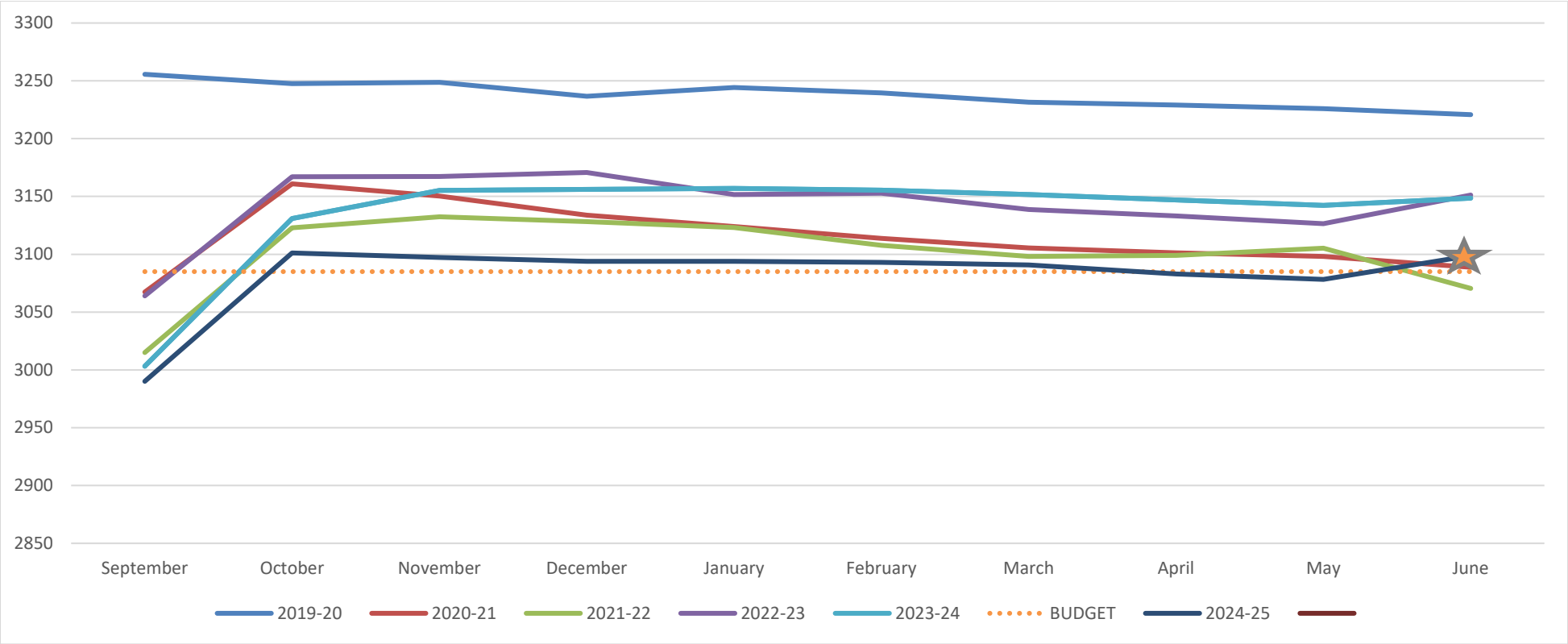
Budget Capacity as of August, 2025:

Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	$ 62,942,149	$ 62,794,841	$ 147,308	99.77%	0.23%
Capital Projects	$ 10,419,330	$ 4,708,006	$ 5,711,325	45.19%	54.81%
Debt Service	$ 320,000	$ 300,144	$ 19,856	93.80%	6.20%
ASB	$ 540,797	$ 403,340	$ 137,457	74.58%	25.42%
Trans Vehicle	$ 200,000	$ -	$ 200,000	0.00%	100.00%

General Fund
Fund Balance Trends
End of August, 2025



Enrollment Trends as of August, 2025



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	1,208.11	694.82	1,020.70 *	2,923.63	175.21 *	**13.84** (3,098.84)
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

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 August , 2025

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 LOCAL TAXES	5,579,124	49,285.34	5,512,984.08		66,139.92	98.81
2000 LOCAL SUPPORT NONTAX	397,010	51,840.06	600,733.09		203,723.09-	151.31
3000 STATE, GENERAL PURPOSE	33,580,700	3,943,900.09	34,120,576.13		539,876.13-	101.61
4000 STATE, SPECIAL PURPOSE	14,497,538	1,727,026.54	15,372,382.73		874,844.73-	106.03
5000 FEDERAL, GENERAL PURPOSE	45,000	.00	7,690.82		37,309.18	17.09
6000 FEDERAL, SPECIAL PURPOSE	6,843,748	581,681.83	5,845,696.26		998,051.74	85.42
7000 REVENUES FR OTH SCH DIST	226,867	.00	260,573.38		33,706.38-	114.86
8000 OTHER AGENCIES AND ASSOCIATES	29,000	38,697.47-	16,830.25		12,169.75	58.04
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	61,198,987	6,315,036.39	61,737,466.74		538,479.74-	100.88
B. EXPENDITURES						
00 Regular Instruction	26,618,322	1,945,675.78	25,289,961.46	202,470.87-	1,530,831.41	94.25
10 Federal Stimulus	0	.00	.00	5,454.00-	5,454.00	0.00
20 Special Ed Instruction	9,924,586	704,672.33	9,895,700.60	760.93-	29,646.33	99.70
30 Voc. Ed Instruction	2,979,151	838,696.27	3,773,098.40	2,168.33-	791,779.07-	126.58
40 Skills Center Instruction	257,644	112,533.59	532,869.07	38.53-	275,186.54-	206.81
50+60 Compensatory Ed Instruct.	6,817,224	1,317,157.57	6,763,727.31	10,161.12	43,335.57	99.36
70 Other Instructional Pgms	817,075	86,851.28	933,968.78	8,501.30	125,395.08-	115.35
80 Community Services	2,511,264	37,968.62	2,263,413.43	2,702.80	245,147.77	90.24
90 Support Services	13,016,885	1,234,949.59	13,342,102.15	33,913.91	359,131.06-	102.76
Total EXPENDITURES	62,942,151	6,278,505.03	62,794,841.20	155,613.53-	302,923.33	99.52
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)	1,743,164-	36,531.36	1,057,374.46-		685,789.54	39.34-
F. TOTAL BEGINNING FUND BALANCE	4,889,319		5,135,686.48			
G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,146,155		4,078,312.02			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810	Restricted For Other Items	0	14,070.00
G/L 815	Restric 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	Committd 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	538,206-	124,525.65
G/L 891	Unassigned Min Fnd Bal Policy	3,168,417	3,161,115.78
	TOTAL	3,146,155	4,078,312.02

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 August , 2025

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	1,302,008	8,539.05	1,265,578.85		36,429.15	97.20
2000 Local Support Nontax	19,500	13,185.41	73,192.43		53,692.43-	375.35
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	5,575,000	319,696.20	1,594,459.76		3,980,540.24	28.60
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	3,520,000	.00	3,520,000.00		.00	100.00
Total REVENUES/OTHER FIN. SOURCES	10,416,508	341,420.66	6,453,231.04		3,963,276.96	61.95
B. EXPENDITURES						
10 Sites	250,000	.00	206,059.75	0.00	43,940.25	82.42
20 Buildings	6,549,330	215,307.74	1,586,507.57	241,534.82	4,721,287.61	27.91
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	3,620,000	.00	2,895,438.18	0.00	724,561.82	79.98
60 Bond Issuance Expenditure	0	.00	20,000.00	0.00	20,000.00-	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	10,419,330	215,307.74	4,708,005.50	241,534.82	5,469,789.68	47.50
C. OTHER FIN. USES TRANS. OUT (GL 536)	25,000	.00	17,184.44			
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)	27,822-	126,112.92	1,728,041.10		1,755,863.10	< 1000-
F. TOTAL BEGINNING FUND BALANCE	343,731		419,400.87			
G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	315,909		2,147,441.97			

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	Restrictd 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	4,620,000-	1,515,200.54-
G/L 863	Restricted from State Proceeds	50,000-	186,723.27-
G/L 864	Restricted from Fed Proceeds	111,714	.00
G/L 865	Restricted from Other Proceeds	174,330-	132,602.50-
G/L 866	Restrictd 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	5,048,525	3,981,968.28
G/L 890	Unassigned Fund Balance	0	.00
	TOTAL	315,909	2,147,441.97

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 August , 2025

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	13,790.30	57,907.02		57,907.02-	0.00
2000 Local Support Nontax	25,000	2,805.23	37,902.62		12,902.62-	151.61
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	25,000	.00	17,184.44		7,815.56	68.74
Total REVENUES/OTHER FIN. SOURCES	50,000	16,595.53	112,994.08		62,994.08-	225.99
B. EXPENDITURES						
Matured Bond Expenditures	250,000	.00	250,000.00	0.00	.00	100.00
Interest On Bonds	69,100	.00	49,944.44	0.00	19,155.56	72.28
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	900	200.00	200.00	0.00	700.00	22.22
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	320,000	200.00	300,144.44	0.00	19,855.56	93.80
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) EXPENDITURES (A-B-C-D)	270,000-	16,395.53	187,150.36-		82,849.64	30.69-
F. TOTAL BEGINNING FUND BALANCE	969,260		974,471.94			
G. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	699,260		787,321.58			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	699,260		787,321.58			
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		787,321.58			

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 August , 2025

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	68,425	2,210.56	68,914.27		489.27-	100.72
2000 Athletics	124,750	.00	127,603.13		2,853.13-	102.29
3000 Classes	2,500	.00	250.00		2,250.00	10.00
4000 Clubs	168,570	255.21	108,790.15		59,779.85	64.54
6000 Private Moneys	80,700	.00	74,964.68		5,735.32	92.89
Total REVENUES	444,945	2,465.77	380,522.23		64,422.77	85.52
B. EXPENDITURES						
1000 General Student Body	32,646	498.58-	48,728.89	0.00	16,082.89-	149.26
2000 Athletics	248,971	2,188.38	145,386.45	18,583.28	85,001.27	65.86
3000 Classes	2,500	.00	2,029.66	0.00	470.34	81.19
4000 Clubs	175,890	6,990.20	130,380.40	0.00	45,509.60	74.13
6000 Private Moneys	80,790	.00	76,814.58	0.00	3,975.42	95.08
Total EXPENDITURES	540,797	8,680.00	403,339.98	18,583.28	118,873.74	78.02
C. EXCESS OF REVENUES OVER(UNDER) EXPENDITURES (A-B)	95,852-	6,214.23-	22,817.75-		73,034.25	76.19-
D. TOTAL BEGINNING FUND BALANCE	280,036		293,351.05			
E. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE C+D + OR - E)	184,184		270,533.30			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	176,684		263,033.30			
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			
TOTAL	184,184		270,533.30			

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 August , 2025

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	15,000	1,169.54	10,917.30		4,082.70	72.78
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	368,914	249,942.91	249,942.91		118,971.09	67.75
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. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)	383,914	251,112.45	260,860.21		123,053.79	67.95
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	383,914	251,112.45	260,860.21		123,053.79	67.95
D. EXPENDITURES						
Type 30 Equipment	200,000	.00	.00	342,200.26	142,200.26-	171.10
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
Total EXPENDITURES	200,000	.00	.00	342,200.26	142,200.26-	171.10
E. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
F. OTHER FINANCING USES (GL 535)	0	.00	.00			
G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)	183,914	251,112.45	260,860.21		76,946.21	41.84
H. TOTAL BEGINNING FUND BALANCE	289,788		344,769.70			
I. GLS 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)	XXXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	473,702		605,629.91			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted for Fund Purposes	473,702	605,629.91
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd 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
TOTAL	473,702	605,629.91

********** End of report **********

BUD CLARY AUTO GROUP
CHEVROLET SUBARU TOYOTA HONDA
CHRYSLER DODGE JEEP RAM FORD

1030 COMMERCE AVE., P.O. BOX 127, LONGVIEW, WA 98632-7079
BUS.: 360-423-1700 FAX: 360-423-8053

PAY TO:
- [x] BUD CLARY CHEVROLET INC
- [ ] FORD OF MOSES LAKE
- [ ] MOSES LAKE CHRYSLER DODGE
- [ ] TOYOTA OF YAKIMA

REMIT TO: PO BOX 127 LONGVIEW, WA 98632

SOLD TO ABERDEEN SCHOOL DISTRICT NO 5
216 NORTH G STREET
ABERDEEN, WA 98520

SHIPPED TO

CUST'S ORDER NO.	OUR ORDER NO.	INVOICE DATE	INVOICE NUMBER	SHIPPED VIA
1992526001	DWGGP3	09/03/25	10694	

DATE SHIPPED	SOLD BY	TERMS:
09/03/25		CONTRACT#28423-NET-30

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
	STOCK #: DWGGP3 SERIAL #1GNS6BED9SR175030		65,705.00
	YEAR: 2025		
	MODEL: SUBURBAN		
	+ ADMIN FEE: N/A		
	+ LIC FEE: N/A		
	+ SALES TAX: 5,519.22		
	- REBATE: N/A		
	- NET TRADE: N/A		
		TOTAL DUE:	71,224.22

Elyssa Londuebach

9/3/2025

See PO for account code

A 1% LATE PAYMENT PENALTY WILL BE CHARGED IF PAYMENT IS NOT RECEIVED WITHIN 30 DAYS OF DELIVERY. THIS IS IN ACCORDANCE WITH THE STATE OF WASHINGTON CONTRACT.

ORIGINAL

COURSE DESIGN, SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The board recognizes its responsibility for ~~the improvement and growth of the educational program of the schools. To this end, course designs will be evaluated, adapted~~ improving and growing the schools' educational programs. To this end, course designs will be evaluated, adapted, and developed on a continuing basis. Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master the foundational skills and knowledge to achieve readiness for college or career pathways as confident, connected, future-ready critical thinkers.

Definitions

For the purpose of policy and procedure 2020, the following definitions will apply:

Course Design is the process that includes identifying and sequencing essential content to support~~ing~~ students' skill development towards state learning standards. Course design involves providing teachers with appropriate instructional materials, professional development, and support systems ~~for teachers~~ as they implement the course.

Instructional Materials are ~~all~~ materials designed for ~~use by~~ students and their teachers as learning resources to help students ~~to~~ acquire facts and~~,~~ skills, ~~and/or to~~ develop cognitive processes, and meet state learning standards. ~~These i~~Instructional materials~~, used to help students meet state learning standards,~~ may be printed or digital~~,~~ and may include textbooks, technology-based materials, other educational media, and assessments. They may carry different licensing types from open to all rights reserved. For the purposes of this policy, there are five categories of instructional materials:

Core Instructional Materials are the primary instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction toward~~s~~ course requirements.

Alternative Core Materials are the primary instructional materials for a given course ~~that are~~ used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.

Intervention Materials are designed to support strategic or intensive intervention for students ~~who are~~ at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

Supplemental Instructional Materials are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software and other digital content.

Temporary Supplemental Materials are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period ~~of time~~ and are chosen within district-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for ~~time periods of~~ over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course, depending on the nature and scope of the material.

Instructional Materials Committee is the body that ~~makes~~ recommends core instructional materials ~~adoption recommendations~~ to the school board based on superintendent-established procedures.

Course Design
The superintendent or designee will establish procedures for course design that~~:~~

~~1. P~~provide for the regular review of selected content areas and implementation of any suggested changes~~.~~ and

~~2. P~~provide for the involvement of community representatives and staff members at appropriate times.

Selection and Adoption of Instructional Materials
The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials shall be selected in conformance with~~:~~

~~1. A~~applicable state and federal laws,

~~2. G~~goals and/or learning standards of the district and state, and

~~3. Procedures established by the Instructional Materials Committee which address the criteria detailed in the corresponding~~ Procedure 2020~~P~~.

The board is responsible for ~~the adoption of~~ adopting all core instructional materials used in the district.

The superintendent~~,~~ or designee~~,~~ will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices.

The superintendent or designee will ensure that ~~a listing of all core instructional materials used within the school curriculum is maintained in the district and is available for public~~

~~review either in-person~~ the district maintains a list of all core instructional materials used within the school curriculum and that it is available for public review in person or online.

~~The intent of the board is~~ The board intends ~~that~~ for the superintendent to delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the ~~professional staff of the district~~ district's professional staff. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in ~~the selection of high-quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students~~ selecting high-quality supplemental materials that align with state learning standards and are appropriate for their students' instructional programs, developmental levels, and interests.

Cross References:	Board Policy 2027	District Ownership of Staff-Created Work
Legal References:	RCW 28A.150.230	Basic Education Act of 1977
	28A.320.170	Curricula—Tribal history and culture
	28A.320.230	Instructional materials—Instructional materials committee – Complaint system
	28A.320.233	Student materials—Denial based on protected class prohibited—Complaint procedure
	28A.320.235	Supplemental instructional materials—Policies and procedures—Definitions
	28A.345.130	Model policy and procedure for instructional materials—Diverse and inclusive curricula
	28A.405.060	Course of study and regulations
	28A.640	Sexual Equality Mandated for Public Schools
	WAC 392-190-050	Course offerings--Generally--Separate sessions or groups permissible

Adoption Date: 04/16/96
Revised: 06/06/06; 04/16/24; _____

MEMORANDUM OF UNDERSTANDING
TRUANCY INTERVENTION AND COMMUNITY ENGAGEMENT BOARDS (CEB)
2025 – 2026

FUNCTION OF THE PARTNERSHIP

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

COMMITMENTS

_____ School District (_____) agrees to:

1. Establish and develop CEBs and participate in or provide training to members and volunteers1
2. Follow the statutory requirements and procedures regarding truancy and notification of child/parent(s)/guardian(s) prior to pursuing a truancy petition.
3. Submit necessary documentation for petitions, orders staying proceedings and CEBs allowing for the opportunity to resolve truancy matters through alternative interventions.
4. Provide regular updates to the Juvenile Court regarding the attendance and performance of students involved in the truancy process.
5. Collaborate with Juvenile Court, as needed, to coordinate interventions for truant students.
6. Identify the person or persons who coordinate school district efforts to address excessive absenteeism and truancy and ensure that a school representative is present in person for all court proceedings.
7. Provide an available approved best practice or research-based intervention consistent with WARNS profile or other assessments, such as the GAINSS.

Grays Harbor County Juvenile Court agrees to:

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

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

Please email signed form to: kevin.badten@graysharbor.us

_____ _____
Signature of District Superintendent or Designee Date

_____ _____
Signature of Grays Harbor County Juvenile Court Executive Director or Designee Date

Aberdeen School District

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("**MOU**") is between the Aberdeen School District ("**District**") and Behavioral Health Resources - BHR ("**Agency**") and is effective upon execution by both parties.

1. **Purpose**. The purpose of this MOU is to enable Agency to provide medically necessary treatment funded through outside sources to students at District facilities to allow greater access to treatment across different settings or environments.

2. **Duration**. This MOU is effective for the remainder of the 2025-2026 school year, unless terminated earlier in accordance with this MOU.

3. **Services**. Agency may provide the following medically necessary treatment or services for students who Agency has determined are eligible for such treatment or services at District facilities:
   a. Counseling
   b. Peer Services

4. **Service Delivery**. All services provided by Agency under this MOU will be performed under the direction and supervision of Agency. Agency agrees to ensure that the delivery of services authorized by this MOU does not interfere with the District's educational program or provision of instruction and services to students, including the provision of a free, appropriate public education under the Individuals with Disabilities Education Act ("**IDEA**") to eligible students with disabilities.

5. **Educational Services**. The District maintains full responsibility and authority for the educational programs of its students. Treatment or services authorized by this MOU are not educational services and may not be construed as a component of a student's educational program.

6. **Consent**. Before providing services to a student under the age of thirteen at a District facility, Agency must provide the District with evidence that the student's parent or guardian has provided written consent for the student to receive the services. Before providing services to a student who is thirteen years of age or older, Agency must provide the District with evidence that the student has provided written consent for the student to receive the services.

7. **Compensation**. Agency is responsible for all costs and expenses associated with the services authorized by this MOU. The District will not provide Agency with any compensation for services authorized by this MOU.

8. **Compliance with Laws**. Agency and its employees must comply with all laws, rules, regulations, and other requirements applicable to the treatment or services provided by Agency at District facilities.

9. **Proof of Vaccination**. Agency and any of its employees, agents, volunteers, and contractors who will provide services at a District facility attests that the Agency has verified proof of full vaccination, or an applicable exemption as defined by the Agencies policies, before initiating services.

10. **Health and Safety Measures**. When providing services at a District facility, Agency and its employees must comply with all health and safety measures required by the Department of Health, the Governor, and/or the District at the time the services are provided.

Aberdeen School District

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11. **Criminal Background Check**. Agency and any of its employees, agents, volunteers, and contractors who will provide services at a District facility must complete and pass a background check through the Washington state patrol criminal identification system, including a fingerprint check, and through the Federal Bureau of Investigation criminal justice information systems. Background checks must be completed at Agency's expense prior to the start of services. Agency will maintain record reports and make them available to the District upon request.

    a. **Disqualifying Criminal Records**. Agency and any of its employees, agents, volunteers, and contractors who have pled guilty to or been convicted of any felony crime specified under RCW 28A.400.322 are prohibited from providing services at a District facility.

12. **Confidentiality**. Agency and all of its employees, agents, volunteers, and contractors must comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 C.F.R. Part 99; WAC 392-172A- 05180 through 392-172A-05245; and the Health Insurance Portability and Accountability Act of 1996 with respect to the confidentiality of personally identifiable information and education, health, and medical records.

13. **License and Certification Requirements**. Agency must ensure that it and any of its employees, agents, volunteers, and contractors who provide services at District facilities comply with all Washington state licensing, accreditation, and/or certification requirements applicable to the services.

14. **Insurance**. Agency will provide the District with evidence of Professional Liability insurance in the amount of at least one million dollars ($1,000,000.00).

15. **Independent Contractor**. This MOU may not be construed to create a partnership, agency relationship, or employer-employee relationship between the District and Agency or any of its employees, agents, volunteers, and contractors.

16. **Workers' Compensation**. Agency expressly waives any immunity or limitations (e.g., on the type or amount of damages, compensation, benefits, or liability payable by Agency) under any industrial insurance, workers' compensation, disability benefit or similar law, rule, regulation or order of any governmental authority having jurisdiction (including, but not limited to, the Washington Industrial Insurance Act, Title 51 of the Revised Code of Washington).

17. **Indemnification**. All activities performed by Agency and its employees, agents, volunteers, and contractors are done under Agency's supervision at its own risk. Agency agrees to indemnify, defend, and hold the District harmless from any liability, claim, loss, damages, injuries, or expenses arising out of Agency's provision of services authorized by this MOU.

    a. The District agrees to indemnify, hold harmless, and at the Agency's request, defend the Agency, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon Agency because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement that is due to the negligence of the District or its employees.

Aberdeen School District

MEMORANDUM OF UNDERSTANDING

b. Agency agrees to indemnify, hold harmless, and at the District's request, defend the District, its agents, and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the District because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with the Agreement that is due to the negligence of Agency, its agents, or employees.

18. **Termination**. Either party may terminate this MOU for any reason by providing written notice 30 days prior to the termination. The District may terminate this MOU effective immediately if the District determines that termination is necessary for the health, safety, welfare, or education of students or staff members.

19. **Governing Law**. This MOU shall be construed and interpreted in accordance with the laws of the State of Washington and the United States.

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

ABERDEEN SCHOOL DISTRICT	**Behavioral Health Resources (BHR)**
Signature Date	Signature 9/5/25 Date
Name	Angela Crowley Name
Title	Director of Grays Harbor Outpatient Services Title

Qty	Description	Manufacturer	Model #	Color or Detail	(New, Good,	Administrator	Building	list			
1	cabinet	unknown	unknown	brown/wood	fair	Sandstrom	Stewart	7/9/25			
1	desk	unknown	unknown	brown/wood	fair	Sandtrom	Stewart	7/9/25			
1	kidney table	unknown	unknown	brown	poor	Olson	Robert Gray	7/23/2025			
1	fridge	unknown	unknown	white	broken	Griebel	HLC staff room	8/8/2025			
1	desk	unknown	unknown	white	fair	Erwin-Svoboda	annex	8/11/25			
2	fabric covered chairs with arms			blue	fair	Erwin-Svoboda	annex	8/11/2025			
1	4 drawer storage cabinet			blue	fair	erwin-Svoboda	annex	8/11/2025			
1	small wooden table			wood	fair	erwin-Svoboda	annex	8/11/2025			
1	big wooden wall box for slats			wood	poor	Erwin-Svoboda	annex	8/11/2025			
1	large rolling white board			wood	fair	Erwin-Svoboda	annex	8/11-25			
2	Snappet student books volume	Volume 1			new	Love	Room 18 at Stevens	8/12/2025			
2	Snappet student books volume	Volume 2			new	Love	Room 18 at Stevens	8/12/2025			
5	3 ring binders			white/blue	used	Roiko	AHS	8/14/2025			
1	Red emergency landline phone			red	used	Roiko	AHS	8/14/2025			
4	random desk shelves/wire bin			black	used	Roiko	AHS	8/14/2025			
21	rolly black plastic chairs- broken	n/a	n/a	black	poor	griebel	HLC	8/19/2025			
3	ancient heavy folding tables, metal and fake wood laminate	n/a	n/a	brownb	poor	griebel	HLC- room 13 under the te	8/20/2025			
3	Read Well Unit Guide Notebooks 1, 2, & 3					Nvillarreall	A.J. West	8/20/2025			
1	How People Learn Book				Used	Nvillarreall	A.J. West	8/20/2025			
1	Enhancing Professional Practice book				Used	Nvillarreall	A.J. West	8/20/2025			
1	Computer monitor	Acer		black	new	Love	Stevens	8/21/2025			
1	Impact Mathematics	Macmillan McGraw Hill			Used	Nvillarreall	A.J. West	8/22/2025			
1	MATH Triumphs Teacher edition	Macmillan McGraw Hill			Used	Nvillarreall	A.J. West	8/22/2025			
5	Our Feathered Friends n N	Read Well			Used	Nvillarreall	A.J. West	8/22/2025			
5	Mice Are Nice m M	Read Well			Used	Nvillarreall	A.J. West	8/22/2025			
5	What's in a Name th	Read Well			Used	Nvillarreall	A.J. West	8/22/2025			
5	Finder Keepers	Read Well			Used	Nvillarreall	A.J. West	8/22/2025			
5	Up, Up and Away	Read Well			Used	Nvillarreall	A.J. West	8/22/2025			
5	Metamorphosis i	Read Well			Used	Nvillarreall	A.J. West	8/22/2025			
5	Dinosaur Days d D	Read Well			Used	Nvillarreall	A.J. West	8/22/2025			
5	Rhyming Fun a A	Read Well			Used	Nvillarreall	A.J. West	8/22/2025			
1	Working with Second Language Learners				Used	Nvillarreall	A.J. West	8/22/2025			
1	Lost At School				Used	Nvillarreall	A.J. West	8/22/2025			
1	Collaboration Hanbook				Used	Nvillarreall	A.J. West	8/22/2025			
1	Powerful Teaching and Learning Group Team Member Guide				Used	Nvillarreall	A.J. West	8/22/2025			
1	Better IEPs				Used	Nvillarreall	A.J. West	8/22/2025			
1	Successful Inclusion: Assistance for Teachers of Adolescents with Mild Disabilities				Used	Nvillarreall	A.J. West	8/22/2025			
1	Read Well Critical Foundations in Primary Reading Notebook 1				Used	Nvillarreall	A.J. West	8/22/2025			
1	Math Triumphs CD				Used	Nvillarreall	A.J. West	8/22/2025			
1	Wa State Early Learning & Development Guidelines				Used	Nvillarreall	A.J. West	8/22/2025			
1	Read Well 1st Grade Decoding Practice Folders				Used	Nvillarreall	A.J. West	8/22/2025			
1	Curriculum Collection Grades pre-K through 5				Used	Nvillarreall	A.J. West	8/22/2025			
1	Classroom Instruction That Works				Used	Nvillarreall	A.J. West	8/22/2025			
1	Everyday Mathematics Grade K Sample Lessons & Excerpts				Used	NVillarreall	A.J. West	8/22/2025			
1	Everyday Mathematics Grade 1 Sample Lessons & Excerpts				Used	NVillarreall	A.J. West	8/22/2025			
1	Skills Link Everyday Mathematics Cumulative Practice Sets				Used	NVillarreall	A.J. West	8/22/2025			
1	A Handbook for Classroom Instruction that Works				Used	NVillarreall	A.J. West	8/22/2025			
1	Cooking to Learn				Used	NVillarreall	A.J. West	8/22/2025			
1	One-on-One IEP Recources				Used	NVillarreall	A.J. West	8/22/2025			
1	2016 OHOA Modules:Live in Leavenworth				Used	NVillarreall	A.J. West	8/22/2025			
1	Understanding by Design Professional Development Workbook				Used	NVillarreall	A.J. West	8/22/2025			
1	Teaching for Success Strengthening Child-Centered Classrooms				Used	NVillarreall	A.J. West	8/22/2025			
4	Your House is a Home for You t T				Used	NVillarreall	A.J. West	8/22/2025			
11	I Think I Can				Used	NVillarreall	A.J. West	8/22/2025			

6	Sing a Song of Freedom				Used	NVillarreall	A.J. West	8/22/2025			
3	Read Well Training Cds				Used	NVillarreall	A.J. West	8/22/2025			
1	Picture Prompt System				Used	NVillarreall	A.J. West	8/22/2025			
1	Everyday Mathematics Grade Pre-K				Used	NVillarreall	A.J. West	8/22/2025			
4	What Do You See? e ee				Used	NVillarreall	A.J. West	8/22/2025			
5	Snazzy Snake s S				Used	NVillarreall	A.J. West	8/22/2025			
5	Lions, Gorillas, and Frogs! Oh, My!				Used	NVillarreall	A.J. West	8/22/2025			
5	The House that Hippo Built				Used	NVillarreall	A.J. West	8/22/2025			
15	Decoding Practice Unit 1-15				Used	NVillarreall	A.J. West	8/22/2025			
1	Read Well 1st Grade Comprehension and Skill Work				Used	NVillarreall	A.J. West	8/22/2025			
5	Wind, Rain, and Sun				Used	NVillarreall	A.J. West	8/22/2025			
1	Everyday Mathematics Content by Strands				Used	NVillarreall	A.J. West	8/22/2025			
1	Enhancing Professional Practice book				Used	NVillarreall	A.J. West	8/22/2025			
1	Children's Mathematics Cognitively Guided Instruction				Used	NVillarreall	A.J. West	8/22/2025			
1	Understanding by Design				Used	NVillarreall	A.J. West	8/22/2025			
2	Air purifier			Black	Used	NVillarreall	A.J. West	8/25/2025			
1	Student chair			Red	Used	NVillarreall	A.J. West	8/25/2025			
1	Teacher easel				Used	NVillarreall	A.J. West	8/25/2025			
1	Plastick teacher chair			Black	Used	NVillarreall	A.J. West	8/25/2025			
1	shelf			black/white	used	R.Erwin	C Park	8/25/2025			
1	table			wood green top	used	R.Erwin	C Park	8/25/2025			
1	paper slot holder			24 slots	used	R.Erwin	C Park	8/25/2025			

CERTIFICATED

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

Name	Location	Position	Effective Date
Maria Ruiz Garcia	Stevens Elementary	Teacher – CYO	09/08/25

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

Name	Location:	Position To:	Position From:	Effective Date
Christine Popowich	Stevens Elementary	Teacher 1 FTE	Teacher .6 FTE	09/08/25

SUPPLEMENTAL CONTRACT: We recommend the Board approve the following supplemental contract:

Name	Location	Position	Effective Date
Heather Berentsen	District	Hi-Cap Enrichment Teacher	09/02/25

Certificated Substitute Hires:
Ashley Cole
Maria Ruiz Garcia
Kayla Garman
Meaghan Steinfeld

CLASSIFIED

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

Name	Location	Position	Effective Date
Marly Palmer	Twin Harbors Skills Ctr	PMC Tutor	09/19/25
Yoselin Diaz Recinos	Twin Harbors Skills Ctr	PMC Tutor	TBD
Jacob Borden	HLC/GHA	MTSS Assistant – CYO	09/15/25
Christi Goodenough	Robert Gray Elementary	LRC Tech	09/15/25
Karla Guzman	Stevens Elementary	MTSS Assistant – Bilingual	09/15/25

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

Name	Location:	Position To:	Position From:	Effective Date
Virginia Barragan	McDermoth	Paraeducator	Elementary SFSA	TBD

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

Name	Location	Position	Effective Date
Russell Edwards	Aberdeen High School	MTSS Assistant	10/14/25-12/05/25

RETIREMENT: We recommend the Board approve the following classified retirement:

Name	Location	Position	Effective Date
Diane Bramstedt	Robert Gray	Preschool Paraeducator	10/31/25

RESIGNATION: We recommend the Board approve the following classified resignation:

Name	Location	Position	Effective Date
Hillari Mein	Administration	Accounts Payable Specialist	09/05/25

TERMINATION: We recommend the Board approve the following classified termination:

Name	Location	Position	Effective Date
Antonia Frye	Stevens Elementary	Preschool Paraeducator	09/04/25

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

Name	Location	Position	Effective Date
Michael Cady	Miller Jr. High	Assistant Cross Country Coach .5 FTE	09/20/25
Alicia Tisdale	Miller Jr. High	Assistant Cross Country Coach .5 FTE	09/04/25

Classified Substitute Hires:

Hanna Bielec
Robin Kelly Gleason
Barbara Richards