

ABERDEEN SCHOOL DISTRICT NO. 5
Regular Meeting of the Board of Directors
Aberdeen High School
July 21, 2026

4:30 p.m. Work-Study / 2026-2027 Preliminary Budget

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

Flag Salute

Consent Agenda

1. Minutes
2. Accounts Payable
3. Gifts to the District

Comments from the Board

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

Old Business

Superintendent Reports

1. [Seismic Safe Schools & Capital Projects](#)
2. Miller Repair Update
3. Portrait of a Graduate

Financial Services

1. [Fiscal Status Report](#)

New Business

1. [Policy 2030 Service Animals in Schools](#)
2. [Policy 2140 Guidance and Counseling](#)
3. [2026-2027 Basic Education Report](#)
4. [CTE Four-Year Plan](#)
5. [WAGAP Agreement](#)
6. [2026-2029 Aberdeen Police Dept. MOU](#)

Board Meeting Agenda
July 21, 2026

7. 2026-2027 ECEAP Contract
8. 2026-2027 Detention Center Agreement
9. 2026-2027 CDHY Contract
10. 2026-2029 WSSB Agreement
11. 2026-2027 Olympic Academy Agreement
12. 2026-2027 Paper Bid
13. 2026-2027 Dairy Bid
14. Spring/Summer Surplus
15. Next Meeting

Executive Session / Closed Session

1. Personnel Report
2. 2026-2027 AAAA Salary Schedules

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND
July 21, 2026

4:30 p.m. Work-study for review and discussion of the preliminary 2026-2027 budget.

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

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on June 16, 2026, are enclosed for your review and approval.
2. Accounts Payable – The payroll and accounts payable for June are enclosed for your review and approval.
3. Gifts to the District
 - a. The Aberdeen Rotary Club donated \$1,000 to SkillsUSA and \$1,000 to FBLA at Aberdeen High School.
 - b. An anonymous donor contributed \$7,500.00 to SkillsUSA in support of their trip to the national leadership conference and competition in June].
 - c. Costco Wholesale of Tumwater has donated student backpacks to the district valued at \$512.00.

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

Old Business

Superintendent Reports

1. Seismic Safe Schools and Capital Projects – Co-Superintendents Green and Sandstrom will provide updates on the capital projects and seismic safe schools projects taking place in the district.
 - a. Change Order No. 1 with Electrocom in the amount of \$2,460.11 regarding the Intercom/Clock System being installed at Robert Gray Elementary School is presented for your information. [Enclosure 2](#)
 - b. Change Order No. 1 with Haley & Aldrich in the amount of \$10,000 for additional site evaluation work for the new elementary school in South Aberdeen is presented for your information. [Enclosure 3](#)
2. Miller Repair Update – The superintendents will provide an update on work to restore and repair Miller Junior High School after the fire in May.
3. Portrait of a Graduate – The superintendents will provide an update on the Portrait of a Graduate initiative.

Financial Services

1. Fiscal Status Report – Executive Director of Business and Operations Elyssa Louderback will present the Fiscal Status Report for June. [Enclosure 4](#)

New Business

1. Policy 2030 Service Animals in Schools – Co-Superintendent Green will present an update to Policy 2030 is presented for first reading. [Enclosure 5](#)
2. Policy 2140 Guidance and Counseling – Co-Superintendent Green will present an update to Policy 2140 – Comprehensive School Counseling Program replacing the current outdated policy for first reading. [Enclosure 6](#)
3. 2026-2027 Basic Education Report – Co-Superintendent Sandstrom will present the 2026-2027 Minimum Basic Education Requirements report attesting district compliance. [Enclosure 7](#)
4. CTE Four-Year Plan – Co-Superintendent Green will present the Career & Technical Education Department's four-year plan for your review and approval. [Enclosure 8](#)
5. WAGAP Agreement – Co-Superintendent Green will present a four-year data sharing agreement for the district to take part in the Washington Guaranteed Admissions Program for your review and approval. [Enclosure 9](#)
6. 2026-2029 Aberdeen Police Dept. MOU – Co-Superintendent Sandstrom will present a memorandum of understanding with the Aberdeen Police Department as part of the application for a federal grant to install weapons detection equipment at the secondary schools. [Enclosure 10](#)
7. 2026-2027 ECEAP Contract – Co-Superintendent Sandstrom will present renewal of the agreement with the state Department of Children Youth and

Families designating the district as the provider of the Early Childhood Education Assistance Program (ECEAP) for your review and approval . [Enclosure 11](#)

8. Detention Center Agreement – Co-Superintendent Green will present renewal of the annual agreement with the Grays Harbor Detention Center for 2026-2027 for your review and approval. [Enclosure 12](#)
9. 2026-2027 CDHY Contract – Special Education Director Stefani Lamont will present renewal of the annual contract with the Washington Center for Deaf and Hard of Hearing Youth for your review and approval. [Enclosure 13](#)
10. 2026-2029 WSSB Agreement – Director Lamont will present renewal of the agreement with the Washington State School for the Blind for your review and approval. [Enclosure 14](#)
11. 2026-2027 Olympic Academy Agreement – Director Lamont will present a contract with ESD 113 to enroll a student in the Olympic Academy/Summit Program for your review and approval. [Enclosure 15](#)
12. 2026-2027 Paper Bid – Director Louderback will present the 2026-2027 paper bid recommending that the contract be awarded to Aberdeen Office Equipment, the low bidder. [Enclosure 16](#)
13. 2026-2027 Dairy Bid – Director Louderback will present a recommendation to award the 2026-2027 Dairy Bid to Dairy Fresh Farms, the current vendor, for your review and approval. [Enclosure 17](#)
14. Spring/Summer Surplus – The Business Office is recommending that the enclosed inventory of supplies and equipment be declared surplus. [Enclosure 18](#)
15. Next Meeting – The next regular meeting of the Board is scheduled for 5:30 p.m. Tuesday, August 4, 2026, in the Community Room at Aberdeen High School. A public hearing and adoption of the 2026-2027 budget are planned.

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): to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

1. Personnel Report [Enclosure 19](#)
2. 2026-2027 Aberdeen Athletics Activities Assoc. Salary Schedules [Enclosure 20](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the Board of Directors – June 16, 2026

Vice President Suzy Ritter convened the regular meeting of the Aberdeen School District Board of Directors at 5:30 p.m. Tuesday, June 16, 2026, in the Community Room at Aberdeen High School. In attendance were Directors Mardi Emard-Colburn, Jeanne Marll and Annica Mizin, along with Co-Superintendent Lynn Green, Co-Superintendent Traci Sandstrom remotely, and three patrons and staff. President Jennifer Durney was excused.

The meeting began with the flag salute.

On a motion by Director Mizin and seconded by Director Marll, the Board approved the Consent Agenda, which included the minutes from the regular meeting on June 2, 2026, payroll vouchers 839781 through 839811 for May totaling \$4,305,540.84; General Fund vouchers 839812 and 839837 through 839925 totaling \$775,550.93, ASB Fund vouchers 839814 through 839830 totaling \$37,420.84 and Capital Projects Fund vouchers 839813 and 839926 through 839929 totaling \$583,952.98; trip requests for GEAR UP at Aberdeen High School to travel to Central Washington University at Ellensburg to attend the GEAR UP Focus Camp on June 23-25, for the Cheer team at Aberdeen High School to travel to the University of Puget Sound in Tacoma to attend cheer camp on July 21-24, and for the AVID class at Aberdeen High School to travel to Eastern Washington to tour college campuses on Sept. 14-16, and gifts to the district from the Grays Harbor Community Foundation in the amount of \$20,000 to support before and after school programs in the district, from the Marian J. Weatherwax Charitable Trust totaling \$28,233.94 in support of several district initiatives, from Greater Grays Harbor Inc. in the amount of \$2,500 in support of the SkillsUSA teams' trip to the national leadership conference and competition, and from a patron who donated a portrait of J.M. Weatherwax to J.M. Weatherwax (Aberdeen) High School.

The directors discussed the successful graduation ceremonies at Stewart Field for Aberdeen High School and the Harbor Learning Center.

Following a presentation by Superintendent Green, and on a motion by Director Mizin and seconded by Director Marll, the Board adopted an update to Policy 3250 Fees, Fines and Charges.

Co-Superintendent Lynn Green provided an overview of the various activities and events that took place as the 2025-2026 school year came to a close. She noted that graduation was especially well attended this year and that conversations are taking place for next year on how to manage traffic and make improvements to the sound system.

Superintendent Green provided an overview of the summer session, which is being offered as an extension of the after school program for elementary students and for credit retrieval in grades 9-12.

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM
THE BOARD

POLICY 3250 FEES,
FINES AND
CHARGES

LAST DAY OF
SCHOOL

SUMMER SESSION

Superintendent Green provided an update on the 2026-2027 budget and the need to reduce expenditures by \$2.9 million. She noted that the budget work-study is scheduled for 4:30 p.m. Tuesday, July 21, prior to the regular meeting.

2026-2027 BUDGET
UPDATE

Following a presentation by Andrew Twyman from ESD 112 Construction Services Group, on a motion by Director Mizin and seconded by Director Emard-Colburn, the Board approved a contract with Certerra Northwest, LLC of Tacoma not to exceed \$20,171.40 for third-party testing and inspection services on the capital projects scheduled for Aberdeen High School over the summer.

SEISMIC SAFE
SCHOOLS AND
CAPITAL PROJECTS

Superintendent Green noted that the Leadership Team meeting next week will include a focus for next year on the five-year plan to achieve the math goal outlined in the Portrait of a Graduate.

PORTRAIT OF A
GRADUATE

Executive Director of Business and Operations Elyssa Louderback presented the Fiscal Status Report for May. With 75 percent of the fiscal year elapsed, the district has received 73 percent of budgeted revenue and incurred 73.24 percent of expenses. She reported ending fund balances of \$3,741,490.45 in the General Fund, \$1,652,457.40 in the Capital Projects Fund, \$558,830.83 in the Debt Service fund, \$339,048.86 in the Associated Student Body Fund and \$618,875.57 in the Transportation Vehicle Fund. Under enrollment as of the June count, she reported the average annual FTE of 2,996.88 came in 23.12 FTE under budget.

FISCAL STATUS
REPORT

On a motion by Director Mizin and seconded by Director Emard-Colburn, the Board approved an agreement in the amount of \$68,250.00 to continue with Flashlight 360 to provide language development software services in the English Language (EL) program.

FLASHLIGHT 360

On a motion by Director Mizin and seconded by Director Emard-Colburn, the Board approved renewal of the agreement with the Grays Harbor Detention Center for 2025-2026.

25-26 DETENTION
CENTER
AGREEMENT

On a motion by Director Mizin and seconded by Director Emard-Colburn, the Board approved a data sharing agreement for the summer with the Grays Harbor Health Department as part of the 21st Century Community Learning Center (21st CCLC) program.

GRAYS HARBOR
HEALTH DEPT.
CONTRACT

On a motion by Director Mizin and seconded by Director Emard-Colburn, the Board approved a contract with the Capital Region ESD 113 to offer the True North Student Assistance and Treatment Program at Miller Junior High School and for the district to participate in the Healthy Youth Survey.

2026-2027 TRUE
NORTH
AGREEMENTS

Following discussion on how information is shared, on a motion by Director Mizin and seconded by Director Marll, the Board approved a data sharing agreement with Capital Region ESD 113 in order to provide True North Student

Assistance and Treatment Program services in 2026-2027 at Miller Junior High School.

On a motion by Director Emard-Colburn and seconded by Director Mizin, the Board approved an agreement with the South Sound Parent-to-Parent program to provide early childhood transition services for the Early Childhood Education and Assistance Program (ECEAP) in 2026-2027.

2026-2027 SOUTH
SOUND PARENT TO
PARENT

President Durney announced that the next regular meeting of the Board is scheduled for 5:30 p.m. Tuesday, July 21, in the Community Room at Aberdeen High School. A work-study to review the preliminary 2026-2027 budget will begin at 4:30 p.m.

NEXT MEETING

At 6:02 p.m., Vice President Ritter recessed the meeting for an executive session expected to last 10 minutes under RCW 42.30.110(g): to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. At 6:12 p.m. the meeting was extended for five minutes.

EXECUTIVE
SESSION

The meeting reconvened in regular session at 6:17 p.m.

On a motion by Director Mizin and seconded by Director Marll, the Board approved the personnel report.

PERSONNEL
REPORT

Under certificated matters, the Board approved the hiring of Tracy Adams as a speech language pathologist for the district effective Sept. 2, Ivan Beck as a science teacher (0.4 FTE) at Aberdeen High School and as a certificated substitute (0.6 FTE) for the district effective Sept. 2, and Alexander Hicks as a math teacher at Miller Junior High School effective Sept. 2; approved changes of assignment for Geneva Bernabe from elementary teacher to EL teacher at Miller Junior High School effective Sept. 2 and for Sam Schneider as an elementary teacher at Robert Gray to McDermoth Elementary School effective Sept. 2; accepted the resignation of Nicholas McConnachie as a teacher at Central Park Elementary School effective Aug. 15, and approved the hiring of William Newman as a substitute for the district.

CERTIFICATED

Under classified matters, the Board approved the hiring of Rosa Santini Harless as the payroll/accounts payable specialist for the district effective July 6, Marly Palmer as a tutor in the Professional Medical Careers program at the Twin Harbor Skills Center effective Sept. 2, and BayLynn Grimm as a bus driver effective Sept. 2; approved the hiring for summer school of Kim Daniels as a Food Service worker, Angie Evans as cook, Leslie McAllister as a Food Service worker for grab-n-go, and Leann Veach as a Food Service worker/driver, all effective June 15; accepted resignations from Nicole McDowell as a registered behavior technician for the district effective June 10 and from Tamara King as an MTSS assistant effective Aug. 15; approved the retirement of Audrey Baylous as a speech language pathologist assistant for the district effective Aug. 15; accepted resignations from Carly Giles as a 0.5 FTE assistant coach for the girls' swim

CLASSIFIED

Aberdeen School Board Minutes
June 16, 2026

team effective May 1, Carly Giles as a 0.5 FTE assistant coach for the boys' swim team effective May 1, and from Tamar Yakovich as the assistant coach for volleyball effective May 29, all at Aberdeen High School.

On a motion by Director Mizin and seconded by Director Marll, the Board voted to approve one-year contract extensions to 2026-2029 with 0.5 FTE salaries of \$104,609 for Co-Superintendents Lynn Green and Traci Sandstrom in accordance with the contract to increase the superintendent salary by any state-funded implicit price deflator (IPD) afforded to nonsupervisory certificated staff in the district.

There being no further business, the regular meeting was adjourned at 6:19 p.m.

2026-2029
SUPERINTENDENT
CONTRACT
EXTENSION

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 July 21, 2026, the board, by a _____ vote, approves payments, totaling \$2,220,057.24. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 839930 through 839930, totaling \$2,220,057.24

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

Check Nbr	Vendor Name	Check Date	Check Amount
839930	1ST SECURITY BANK PAYROLL/PERS	06/29/2026	2,220,057.24
1	Computer	Check(s) For a Total of	2,220,057.24

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 July 21, 2026, the board, by a _____ vote, approves payments, totaling \$2,094,556.26. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 839931 through 839958, totaling \$2,094,556.26

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

Check Nbr	Vendor Name	Check Date	Check Amount
839931	1ST SECURITY BANK-CHILD SUPPOR	06/30/2026	1,205.00
839932	ABERDEEN HIGH SCHOOL-AHS SCHOL	06/30/2026	90.00
839933	ABERDEEN SCH DIST KITCHEN FUND	06/30/2026	18.00
839934	ABERDEEN SCHOOL DISTRICT-SERS	06/30/2026	136,320.01
839935	ABERDEEN SCHOOL DISTRICT- TRS	06/30/2026	302,147.16
839936	ABERDEEN SCHOOL DISTRICT DEFER	06/30/2026	23,114.00
839937	BANK OF THE PACIFIC	06/30/2026	742,023.29
839938	CNTY/CITY MUN EES	06/30/2026	3,754.32
839939	ED.SERV.DIST.#113	06/30/2026	27,690.49
839940	EMPLOYMENT SECURITY	06/30/2026	35,608.88
839941	EMPLOYMENT SECURITY DEPT LTC	06/30/2026	11,159.97
839942	ESD #113 UNEMPLOYMENT COOP	06/30/2026	16,432.21
839943	FIRST CHOICE HEALTH	06/30/2026	1,331.00
839944	HCA-SEBB BENEFITS	06/30/2026	718,696.00
839945	HCA-SEBB FLEX SPEND-600D01	06/30/2026	5,968.45
839946	LEGAL SHIELD	06/30/2026	63.80
839947	MICHAELA G MALAIER, TRUSTEE	06/30/2026	520.00
839948	PEAK CREDIT UNION-ADMIN DUES	06/30/2026	240.00
839949	PEAK CREDIT UNION SCHOLARSHIP	06/30/2026	67.00
839950	PEAK CREDIT UNION: PSE LOCAL D	06/30/2026	67.00
839951	PSE OF WA	06/30/2026	7,621.29
839952	THE STANDARD INSURANCE COMPANY	06/30/2026	5,615.50
839953	TSA CONSULTING GROUP INC	06/30/2026	12,382.00
839954	UNITED WAY	06/30/2026	241.38
839955	VEBA CONTRUBUTIONS-Y1286.001	06/30/2026	16,306.63
839956	WA STATE SCHOOL RET ASSN	06/30/2026	63.00
839957	WEA CHINOOK	06/30/2026	154.01
839958	WEA PAYROLL DEDUCTIONS	06/30/2026	25,655.87

28 Computer Check(s) For a Total of 2,094,556.26

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of July 21, 2026, the Board, by a _____ vote, approves payments, totaling \$17,837.66, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACCOUNTS PAYABLE

Check Numbers 839959 through 839966, totaling \$17,837.66

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

Accounts Payable Run: ASB0726

Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
839959	ABERDEEN HIGH SCHOOL (ASB)	\$15.00
839960	ABERDEEN SCHOOL DISTRICT #5 - CTE	\$75.00
839961	BSN SPORTS	\$441.08
839962	HARBOR AWARDS & ENGRAVING	\$1,358.14
839963	PFEIFER, HAILEY NOELLE	\$243.44
839964	WASHINGTON OFFICIALS ASSOCIATION	\$15,405.00
839965	WF WEST HIGH SCHOOL	\$200.00
839966	WIAA	\$100.00

Regular Checks:	<u>8</u>	<u>\$17,837.66</u>
Total:	8	\$17,837.66

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of July 21, 2026, the Board, by a _____ vote, approves payments, totaling \$957.13, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACCOUNTS PAYABLE

Check Numbers 839967 through 839967, totaling \$957.13

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

Accounts Payable Run: ASB07262

Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
839967	AMAZON CAPITAL SERVICES	\$957.13
Regular Checks:		1 \$957.13
Total:		1 \$957.13

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of July 21, 2026, the Board, by a _____ vote, approves payments, totaling \$1,347,753.96, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACCOUNTS PAYABLE

Check Numbers 839968 through 840046, totaling \$1,347,753.96

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

Accounts Payable Run: GF0726

Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
839968	1ST SECURITY BANK PAYROLL/PERSONAL REIMB	\$4,939.03
839969	ABERDEEN OFFICE EQUIPMENT INC	\$4,489.50
839970	ABERDEEN SANITATION	\$13,565.43
839971	ABERDEEN SCHOOL DIST-CTE IMPRE	\$1,738.23
839972	AIRGAS USA, LLC	\$12.44
839973	AMAZON CAPITAL SERVICES	\$16,353.06
839974	ARCHETYPE INNOVATIONS LLC	\$1,848.91
839975	AVID CENTER	\$11,053.48
839976	AWSP	\$9,700.00
839977	BARNES & NOBLE	\$337.01
839978	BORDERLAN SECURITY - RECEIVABLES	\$25,830.14
839979	BSN SPORTS	\$959.70
839980	CAPITOL CITY PRESS	\$2,272.41
839981	CARE SOLACE INC	\$5,856.00
839982	CASCADE NATURAL GAS	\$13,186.63
839983	CASKEY INDUSTRIAL SUPPLY CO IN	\$735.57
839984	CENTRAL WELDING SUPPLY	\$87.81
839985	CHAVEZ, MARIA	\$4,000.00
839986	CINTAS CORPORATION	\$152.72
839987	CITY OF ABERDEEN	\$12,658.12
839988	COMMITTEE FOR CHILDREN	\$20,936.82
839989	COMMUNITY BASED IMPREST CASH FUND	\$177.82
839990	COMPLETE CARTRIDGE SUPPLY COMPANY LLC	\$420.00
839991	CTS LANGUAGE LINK	\$63.72
839992	DAIRY FRESH FARMS	\$5,755.25
839993	DEPT OF ECOLOGY	\$69.00
839994	DICK BLICK	\$4,764.47
839995	ESD 113	\$34,600.00

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

Accounts Payable Run: GF0726

Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
839996	EVANS, CRAVEN & LACKIE, PS	\$2,206.92
839997	FASTENAL COMPANY	\$832.62
839998	FLASHLIGHT LEARNING INC	\$74,242.80
839999	FRANZ FAMILY BAKERIES	\$267.52
840000	GENSCO	\$1,231.92
840001	GRANITE TELECOMMUNICATIONS LLC	\$5,864.29
840002	GRAYS HARBOR COLLEGE	\$356,308.40
840003	HARBOR AUTO & TRUCK PARTS	\$898.44
840004	HARBOR DISPOSAL CO INC	\$750.32
840005	HD SUPPLY	\$4,453.37
840006	HOQUIAM SCHOOL DISTRICT #28	\$113,354.28
840007	HUNG RIGHT DOORS LLC	\$510.49
840008	IMAGINE LEARNING, INC	\$247,066.20
840009	IMPACT APPLICATIONS INC	\$1,125.00
840010	JAMES BENNETT DBA OLYMPIC PENINSULA CONSULT	\$120.00
840011	JOHN LUPO CONSTRUCTION INC	\$86,375.00
840012	JW PEPPER AND SON INC	\$64.35
840013	KARIBO, LINDSEY MARIE	\$1,000.00
840014	KCDA PURCHASING COOP.	\$45,682.77
840015	KCDA PURCHASING COOP.	\$470.53
840016	LAKE SHORE CURRICULUM MATERIALS	\$1,291.48
840017	LAKEVIEW SPEECH THERAPY	\$7,755.00
840018	LEMAY MOBILE SHREDDING	\$1,166.10
840019	LEXIA VOYAGER SOPRIS, INC	\$1,550.04
840020	LIBERTY MUTUAL INSURANCE CO	\$175.00
840021	MOCLEARY SCHOOL DISTRICT #65	\$14,700.00
840022	MINUTEMAN PRESS	\$5.48
840023	MOMENTUM TELECOM INC	\$887.33

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

Accounts Payable Run: GF0726

Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
840024	MYSTERY SCIENCE, INC	\$9,811.75
840025	NORTHWEST SPEECH LLC	\$5,520.00
840026	OOSTA SCHOOL DST #172	\$10,740.84
840027	PACIFICA LAW GROUP LLP	\$1,897.00
840028	PARRIS, TRINITY A	\$2,050.00
840029	PETROCARD INC	\$11,852.73
840030	PHILBRICK MD, DAREY	\$240.00
840031	PUD #1 OF GRAYS HARBOR CO	\$39,053.37
840032	RICOH USA INC	\$423.53
840033	ROCHESTER 100 INC	\$2,714.13
840034	SCHOOL TECHNOLOGY ASSOCIATES, INC	\$1,647.11
840035	SECURLY	\$8,828.28
840036	SOLANT EDUCATION	\$14,075.25
840037	SOUND PUBLISHING, INC.	\$177.29
840038	TKE CORP	\$108.08
840039	T-MOBILE	\$1,981.64
840040	US FOODS - SEATTLE	\$23,523.68
840041	VESTIS	\$40.20
840042	WASHINGTON STATE SCHOOL FOR BL	\$9,378.76
840043	WSIPC	\$319.06
840044	YMCA	\$49,454.39
840045	YONDR INC	\$4,075.22
840046	ZLABS	\$3,082.75

Regular Checks: 79 \$1,347,753.96

Total: 79 \$1,347,753.96

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of July 21, 2026, the Board, by a _____ vote, approves payments, totaling \$822,337.16, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACCOUNTS PAYABLE

Check Numbers 840047 through 840049, totaling \$822,337.16

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

Accounts Payable Run: CP0726

Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
840047	HALEY & ALDRICH, INC.	\$85,610.05
840048	PERKINS COIE LLP	\$444.00
840049	TCF ARCHITECTURE	\$736,283.11
Regular Checks:		3
Total:		3
		\$822,337.16
		\$822,337.16

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

BOARD CERTIFICATION STATEMENT

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of July 21, 2026, the Board, by a _____ vote, approves payments, totaling \$64,248.66, and/or voids (cancellations), totaling \$0.00. The payments and/or voids are further identified in this document.

Total by Payment Type: ACCOUNTS PAYABLE

Check Numbers 840050 through 840052, totaling \$64,248.66

☐ In addition to the Check Summary Report below, we have also reviewed the following related documentation:

Secretary _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

Board Member _____

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

Accounts Payable Run: US0726

Run Type: R - Regular

Payment Number	Payee	Net Payment Amount
840050	1ST SECURITY BANK PC	\$44,755.78
840051	1ST SECURITY BANK PC	\$12,417.88
840052	1ST SECURITY BANK PC	\$7,075.00
Regular Checks:		3
Total:		3
		\$64,248.66

AP Check Register

Accounts Payable Run: 07/21/2026

ABERDEEN SCHOOL DISTRICT

Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - General Fund	\$0.00	\$0.00	\$44,755.78	\$44,755.78
20 - Capital Projects	\$0.00	\$0.00	\$7,075.00	\$7,075.00
40 - Associated Student Body Fund	\$0.00	\$0.00	\$12,417.88	\$12,417.88

ABERDEEN



HIGH SCHOOL

Home of the Bobcats

Aberdeen High School 410 North G St. Aberdeen WA 98520

Phone: 360-538-2040

Fax: 360-538-2046

Website: www.asd5.org

Aaron Roiko, Principal

Rachel Wenzel, Assistant Principal

Gienelle Harless, Dean of Students

Doug Farmer, Athletic Director

Lynn Green, CTE Director

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

FROM: Aaron Roiko, AHS Principal

RE: Donations

DATE: June 22, 2026

The SkillsUSA Nationals ASB fund has received the following donations for their trip to the Nationals competition in Atlanta, GA.

Anonymous - \$7,500

Aberdeen Rotary - \$1,000.00

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



Aberdeen School District

*Our Children,
Our Schools,
Our Future*

216 North G Street
Aberdeen, WA 98520

360-538-2000

Fax 360-538-2014

www.asd5.org

Lynn Green

Co-Superintendent
360-538-2002

Traci Sandstrom

Co-Superintendent
360-538-2002

Elyssa Louderback

Business/Operations
360-538-2007

Christi Clinkingbeard

Human Resources
360-538-2222

TO: Lynn Green and Traci Sandstrom, Co-Superintendents
Board of Directors, ASD5

FROM: Amber Diel, Purchasing Coordinator
Elyssa Louderback, Executive Director of Business & Operations

RE: Donation

DATE: July 10, 2026

The Aberdeen School District has received a donation of student backpacks from Costco Wholesale in Tumwater, WA, with the approximate total value of \$512.

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

ELECTROCOM

SOUND AND COMMUNICATIONS SYSTEMS

6510 216TH STREET SW, MOUNTLAKE TERRACE, WA 98043

425.774.6600 | 800.562.7796 | www.electrocom.us

To:	Aberdeen School District	Date:	July 1, 2026
	216 North G Street	Quote #:	27548
	Aberdeen, Washington 98520-5228	Project:	Robert Gray Elementary School
Attn:	Michael Pauley	System:	Intercom/Clock – Change Order

Intercom/Clock System Addition – Change Order

Scope of Work

This Change Order quotation is for the material and labor to add a large message board in the Library.

KCDA Contract 22-405 Materials:

Qty.	Model #	Description	Price Each	Extended
(1)	TCC3012L	Large Message Board	2,437.05	2,437.05
KCDA Contract 22-405 Materials Total				\$2,437.05

KCDA Contract 22-053 Materials:

Qty.	Model #	Description	Price Each	Extended
(1)	CC6.W.050F	35' White Cat6 Patch Cables	23.06	23.06
KCDA Contract 22-053 Materials Total				\$23.06

Pricing Summary:

Description	Price
KCDA Contract 22-405 Materials Total	\$2,437.05
KCDA Contract 22-053 Materials Total	23.06
Intercom System Addition Total	\$2,460.11

The price does not include Washington State Sales Tax.

SINCE 1946

Project: Robert Gray Elementary School	Date: July 1, 2026
Attention: Michael Pauley	Quote #: 27548

Intercom/Clock System Addition – Change Order (continued)

Provisions

Electrocom will be responsible for the following:

- Providing the material and labor to install, program, and test the Large Message Board.

Note:

- The price does not include Washington State Sales Tax.

Terms and Conditions

- Because of conditions beyond our control, this quotation is valid for a period of thirty (30) days from the date indicated on quotation.
- Unless noted in the scope of work in this proposal, raceway, cable installation, and power are not included and are the responsibility of the customer/owner.
- Electrocom may invoice Purchaser monthly for all materials delivered to the job site or to an off-site storage facility and for all work performed on-site and off-site. Purchaser shall pay Electrocom at the time purchaser signs this agreement an advance payment equal to 10% of the contract price, which advance payment shall be credited against the final payment (but not any progress payment) due hereunder and purchaser agrees to pay Electrocom additional amounts invoiced upon receipt of the invoice. Waivers of lien will be furnished upon request, as the work progresses, to the extent payments are received. If Electrocom's invoice is not paid within 30 days of its issuance, it is delinquent.
- All work will be done during normal business hours, Monday through Friday.
- Warranty will begin with the date of final inspection or first beneficial use of system or systems.
- If your contract requires an annual waiver of subrogation, primary additional insured, or similar requirement during the contract and/or during the year after its completion, those costs will be in addition to our bid proposal.
- Unless specifically listed in this proposal, performance and payment bonds are excluded from the contract base price in this proposal. An estimated bond price is furnished as a separate line item for reference if required.
- Customers that prefer to pay with credit card will be charged a 3% fee.

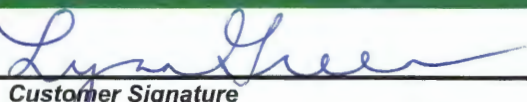
Bid Preparer and Bid Terms

Proposal prepared by Dale Williamson.

Quotation void if not accepted within 30 days.

Electrocom will not be responsible for delays due to strikes, accidents, or other causes beyond our control.

Acceptance



Customer Signature

7/2/26

Date



HALEY & ALDRICH, INC.
300 West 15th South
Vancouver, WA 98660
360.448.4189

June 19, 2026
File No. P211414-003

Aberdeen School District No. 5
216 North G Street
Aberdeen, Washington 98520

Attention: Lynn Green, Superintendent

Subject: Change Order Request No. 02
Aberdeen School District No. 5
New Aberdeen South Elementary School
North of Franklin Drive at Glencoe Way
Aberdeen, Washington 98520

Dear Lynn Green:

Haley & Aldrich, Inc. ("Haley & Aldrich") is submitting this Change Order Request No. 02 to Aberdeen School District No. 5 ("District") as an amendment to the *Proposal for Design-Level Geotechnical Engineering Services*, dated November 19, 2025 (the "Agreement"), for the New Aberdeen South Elementary School project.

Haley & Aldrich has completed analyses and submitted a draft geotechnical engineering report for review by the project team. Our slope stability analyses (performed using two-dimensional [2D] limit-equilibrium software) indicate that proposed site slopes may be subject to 3 to 4 feet of seismic-induced displacements under design-level seismic shaking. This level of displacement exceeds the limitations for what the proposed school structure can tolerate without experiencing severe distress or collapse. In our draft report, we recommended construction of a deep soil mix (DSM) buttress to reduce estimated slope movements to less than 12 inches (which is the threshold in the building code for supporting the proposed structure with shallow foundations).

Construction of a DSM buttress is expected to be costly; therefore, the project team requested that we consider alternative approaches for mitigation of seismic slope displacement. We recommend that one or both of the following supplemental scopes of services be authorized to achieve this goal:

- **Option 1 – Horizontal Drainage Evaluation:** We will perform a high-level hydrogeological analysis to determine if installation of horizontal drains can stabilize the site under seismic conditions without causing settlement or other distress to adjacent residential properties. The purpose of the drains would be to desaturate a liquefiable silty sand layer at depth, eliminating liquefaction potential and increasing shear strength of the slope. If viable, this would eliminate the need for a DSM buttress.

- **Option 2 – 2D Numerical Modeling:** We will perform rigorous 2D numerical modeling of the proposed site slopes, the results of which would supersede the findings from our 2D limit-equilibrium slope stability analyses. Results of the numerical modeling analyses may demonstrate lower levels of slope displacement, which would in turn lead to reduced costs for slope stability mitigation – possibly negating the need for DSM or horizontal drainage. However, we note it is not possible to predict whether numerical modeling analyses will result in lower estimated levels of displacement until analyses are complete.

Change to Scope

We present the following options for supplemental evaluation of geotechnical conditions at the site.

OPTION 1 – HORIZONTAL DRAINAGE EVALUATION

Haley & Aldrich will perform the following supplemental scope of services:

- Perform a high-level hydrogeologic analysis and associated slope stability analysis to determine:
 - the effects of dewatering on adjacent residential properties with respect to stability and ground settlement;
 - the effectiveness of dewatering on stabilizing the site under seismic conditions; and
 - the estimated levels of seismic-induced displacement for use in design of foundations.
- Revise our design-level geotechnical report to provide performance-based recommendations for design of horizontal drains, if found to be adequate for slope stabilization.

OPTION 2 – 2D NUMERICAL MODELING

Haley & Aldrich will perform the following supplemental scope of services:

- Complete time history-based numerical deformation analyses on one generalized 2D profile crossing through the proposed school building. The analyses will consider:
 - liquefaction and cyclic strength loss potential of soils at the site;
 - seismic-induced lateral deformations toward the slope face to the north; and
 - liquefaction-induced vertical settlements at the site.
- Update our design-level geotechnical report with findings and recommendations based on results of numerical modeling analysis.

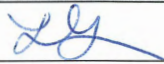
Assumptions

We assume that no more than one major iteration to the 2D numerical model will be required.

Change to Authorized Budget/Fee and Schedule

- **Option 1 – Horizontal Drainage Evaluation** can be performed for a fee of \$10,000 and will require approximately two to three weeks to complete after receiving notice to proceed.
- **Option 2 – 2D Numerical Modeling** can be performed for a fee of \$56,000 and will require approximately two months to generate findings for the team to review, with an additional three to four weeks required to document our processes and update our geotechnical report.

These tasks may be authorized individually by initialing below.

Task	Description of Service	Estimated Fee	Initial to Authorize
08	Horizontal Drainage Evaluation and Report Update	\$10,000	
09	2D Numerical Modeling and Report Update	\$56,000	

****Task 09 to be considered after task 08 results have been reviewed and assessed.****

Form of Compensation

The services in this change order will be provided on the following basis:

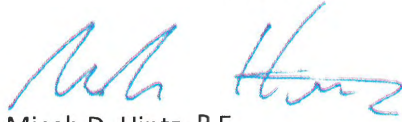
- ☐ Time and Materials (Fee Schedule as specified in the Agreement)
- ☒ Fixed Price/Lump Sum
- ☐ Unit Price

Terms and Conditions

The services included in this change order will be provided in accordance with the terms and conditions specified in the Agreement.

If this change order is acceptable to you, please indicate your acceptance by signing and returning one copy of this document or issuing a purchase order/work order as applicable.

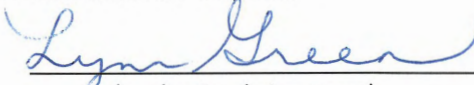
Sincerely yours,
HALEY & ALDRICH, INC.



Micah D. Hintz, P.E.
Senior Project Manager

This change order is understood and accepted pursuant to the terms and conditions referenced herein:

ABERDEEN SCHOOL DISTRICT

By 
(authorized signature)

By Lynn Green
(print or type name)

Title Co-Superintendent

Date 6/30/26



*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 June, 2026
DATE: July 21, 2026

GENERAL FUND SUMMARY:

Revenue--Receipts were \$ 3,684,662.66.

Expenditures-- Expenditures were made in the total of \$ 5,059,178.07. Expenditures for staff salary and benefits account for 85% of all expenditures for the month and 83% of the expenditures year to date.

Fund Balance— Current month ending fund balance is \$ 2,366,975.04. We had a negative cash flow of \$ 1,374,515.41 for the month. We will continue to manage our cash flow carefully as we prepare to close out the year.

Additional General Fund Information

Revenue by Major Category:

<u>Revenue Source</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual</u>	<u>Largely Comprised of:</u>
Local Taxes	\$ 5,787,680	\$ 5,752,929	99.40%	Prop taxes - received Oct/Nov and April/May
Local Nontax	\$ 397,010	\$ 436,420	109.93%	Donations, Local grants, Fees/fines, Misc
State, General	\$ 34,315,052	\$ 26,218,469	76.41%	Apportionment and LEA
State, Special	\$ 15,435,368	\$ 11,873,250	76.92%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ -	\$ 85,979	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 7,068,861	\$ 5,407,871	76.50%	Food Service, Fed Grants (Title I, Title 2, etc)
Other Districts	\$ 226,867	\$ 231,358	101.98%	Non high payments from Cosmopolis SD
Other Agencies	\$ 29,000	\$ 74,714	257.64%	Private Foundations, ESD 113, Govt agencies
Other Fin Sources	\$ -	\$ -		
Totals	\$ 63,259,838	\$ 50,080,990	79.17%	
			83.33%	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	\$ 95,501	\$ 219,189.19	229.52%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	\$ 474,355	\$ 368,243.41	77.63%	General Admin/ Supt Office
Business Office	\$ 653,693	\$ 500,712.46	76.60%	Fiscal operations
Human Resources	\$ 461,297	\$ 390,525.51	84.66%	Personnel & recruitment, labor relations
Public Relations	\$ 50,250	\$ 40,287.15	80.17%	Educational/admin info to public
Supervision of Instruction	\$ 1,575,271	\$ 1,044,768.37	66.32%	includes secretarial support
Learning Resources	\$ 313,176	\$ 260,224.41	83.09%	Library resources & staffing
Principal's Office	\$ 3,469,307	\$ 2,939,665.76	84.73%	includes Secretarial support
Guidance/Counseling	\$ 2,731,339	\$ 2,062,149.16	75.50%	Counselors/support services
Pupil Management	\$ 4,000	\$ 9,232.20	230.81%	Bus & playground management, Safety, etc
Health Services	\$ 3,434,256	\$ 2,891,301.09	84.19%	Health including: nursing, OT/PT/SLP, etc
Teaching	\$ 35,454,215	\$ 29,147,499.57	82.21%	classroom teachers/para support
Extra-curricular	\$ 1,755,688	\$ 1,394,283.14	79.42%	Coaching, advising, ASB supervision
Payments to other district	\$ 845,000	\$ 348,690.71	41.27%	CTE/SC fees/Hoquiam Trans co-op/ECEAP sub
Instructional Prof Dev	\$ 1,063,431	\$ 811,530.69	76.31%	Prof development; instructional staff
Instructional Technology	\$ 67,186	\$ 149,688.49	222.80%	classroom technology
Curriculum	\$ 1,338,632	\$ 272,122.78	20.33%	District materials adoptions/purchases; staff
Pupil Safety	\$ 48,325	\$ 127,281.86	263.39%	Safe classroom environments, cleaning, etc
Food Services	\$ 2,833,658	\$ 2,532,456.85	89.37%	Mgmt of food service for district
Transportation	\$ 1,311,167	\$ 1,287,098.45	98.16%	Co-op payments, fuel, insurance
Maint & Operations	\$ 3,647,571	\$ 2,929,551.04	80.32%	cust/maint/grounds, security, warehouse
Other Services	\$ 3,316,335	\$ 2,961,608.74	89.30%	Insurance, utilities, tech, print, motor pool, Erate
Transfers	\$ (337,250)	\$ (312,998.80)	92.81%	in district use of buses, vehicles, food service
Interfund Transfers	\$ 264,015	\$ 264,015	100.00%	Transfers (to Cap Proj/ Debt Service)
Totals	\$ 64,606,403	\$ 52,375,112	81.07%	

CAPITAL PROJECTS FUND SUMMARY:

Revenue – Total receipts were \$ 54,725.93 and consist of levy proceeds, grants, rental fees and interest.

Expenditures —Expenditures were made in the amount of \$ 583,952.98 for the month.

Fund Balance — Current monthly ending fund balance is \$ 1,067,512.85.

DEBT SERVICE FUND SUMMARY:

Revenue -- Total receipts were \$ 70,142.43 and consists of interest.

Expenditures — Expenditures for the month totaled \$ 66,842.25, the interest only payment on the current bonds.

Fund Balance — Current month ending fund balance is \$ 551,006.26. Funds in this account are held for bond principal and interest payments.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue — There was \$ 6,944.22 revenue for the month.

Expenditures -- Expenditures total 83% of the budgeted expenditures for this fiscal year.

Fund Balance — Current month ending fund balance is \$ 310,700.09

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue – There was \$ 1,827.37 revenue for the month and consisted of interest and depreciation.

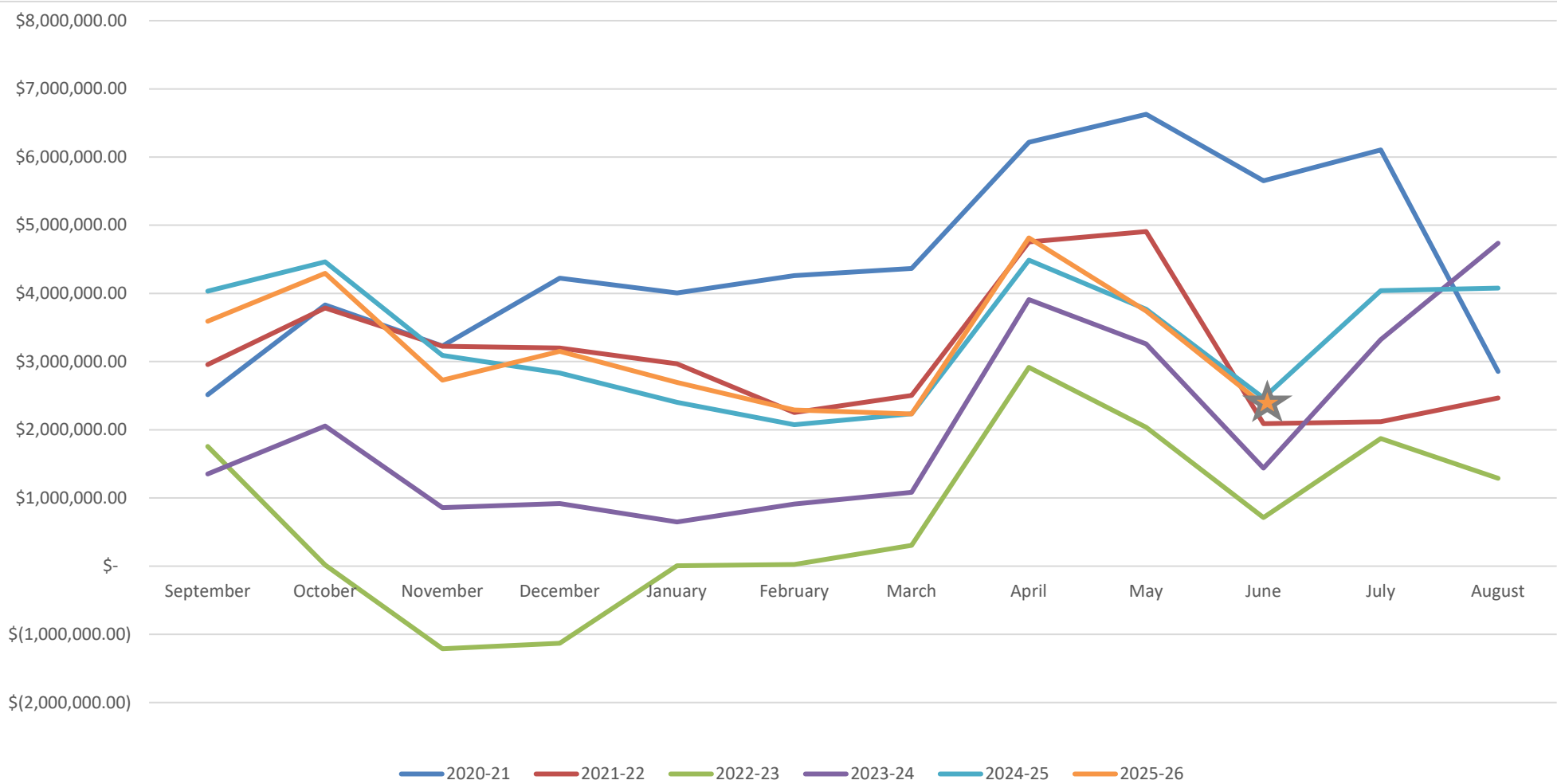
Expenditures — There were no expenditures for the month. We are still waiting for new buses to arrive this fiscal year.

Fund Balance — Current month ending fund balance is \$ 620,702.94.

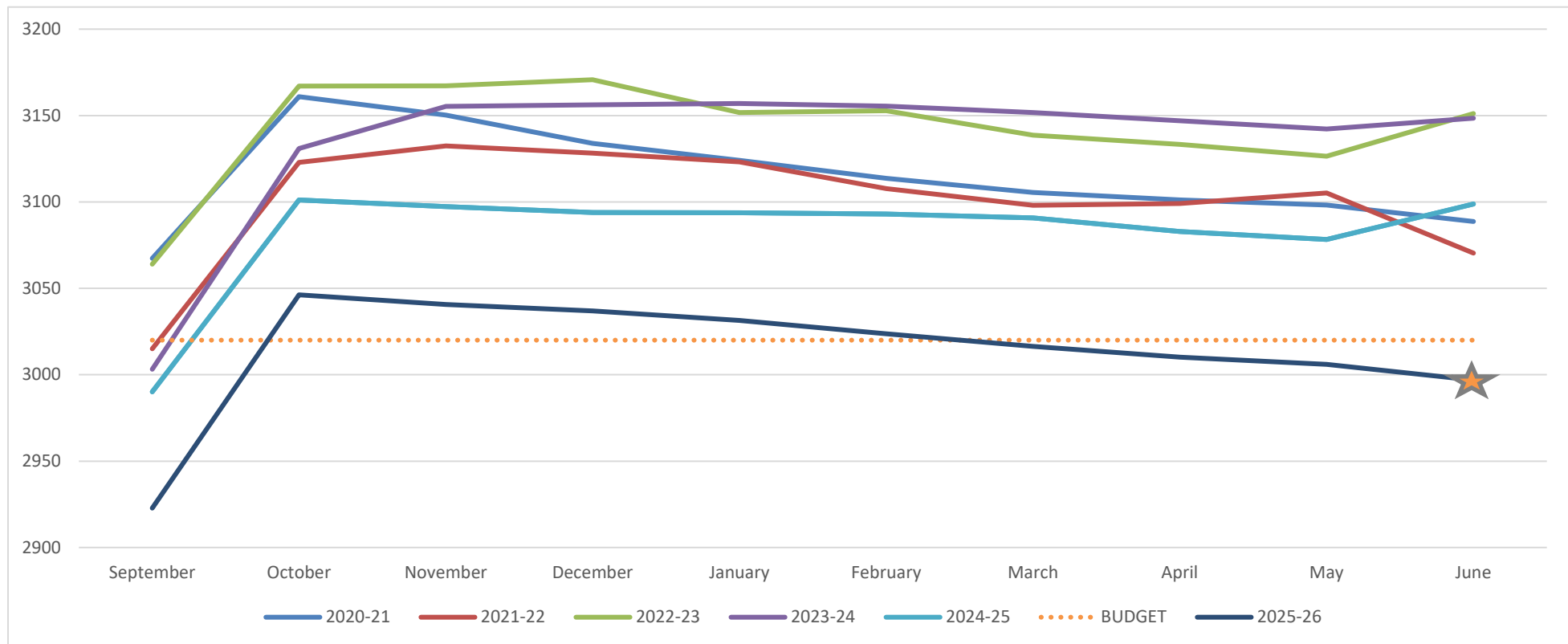
SUMMARY OF BUDGET EXPENDITURE CAPACITY**Budget Capacity as of June, 2026:**

Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 64,606,403	\$ 52,375,112	\$ 12,231,291	81.07%	18.93%
Capital Projects	\$ 11,782,325	\$ 5,129,577	\$ 6,652,748	43.54%	56.46%
Debt Service	\$ 1,601,125	\$ 1,599,116	\$ 2,009	99.87%	0.13%
ASB	\$ 433,414	\$ 360,296	\$ 73,118	83.13%	16.87%
Trans Vehicle	\$ 400,000	\$ -	\$ 400,000	0.00%	100.00%

GENERAL FUND
FUND BALANCE TRENDS
End of June, 2026



ENROLLMENT TRENDS as of June, 2026



AAFTE	Grades K – 5	Gr. 6 – 8	HS	Subtotal	Run Start/ Open Door	+/- (Budget)
2025-26 Actual	1,181.74	673.24	946.08	2,800.79	196.09	- 23.12 (2,996.88)
2025-26 Budget	1,183	693	999	2,875	145	3,020
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)

* Includes summer school enrollment

Budget Status Report

2025-2026

ABERDEEN SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 10
Fund Description: General Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	5,787,680	28,735.20	5,752,928.71		34,751.29	99.40
2000 LOCAL SUPPORT NONTAX	397,010	60,803.48	436,420.34		(39,410.34)	109.93
3000 STATE - GENERAL PURPOSE	34,315,052	1,826,325.89	26,218,469.34		8,096,582.66	76.41
4000 STATE - SPECIAL PURPOSE	15,435,368	1,044,617.45	11,873,249.88		3,562,118.12	76.92
5000 FEDERAL - GENERAL PURPOSE	0	0.00	85,978.87		(85,978.87)	0.00
6000 FEDERAL - SPECIAL PURPOSE	7,068,861	647,478.88	5,407,870.55		1,660,990.45	76.50
7000 REVENUES FR OTH SCH DIST	226,867	63,719.00	231,357.56		(4,490.56)	101.98
8000 OTHER AGENCIES AND ASSOCIATES	29,000	12,982.76	74,714.49		(45,714.49)	257.64
9000 OTHER FINANCING SOURCES	0	0.00	0.00		0.00	0.00
Total	63,259,838	3,684,662.66	50,080,989.74		13,178,848.26	79.17

B. EXPENDITURES

00 Regular Instruction	25,945,248	1,993,246.36	21,465,879.40	63,465.99	4,415,902.61	82.98
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	10,779,294	925,868.03	9,074,370.10	67,499.69	1,637,424.21	84.81
30 Voc. Ed Instruction	3,523,645	322,331.32	2,949,909.35	26,460.00	547,275.65	84.47
40 Skills Center Instruction	416,909	44,171.10	369,140.46	3,832.53	43,936.01	89.46
50+60 Compensatory Ed Instruct.	7,251,917	465,147.96	4,794,815.21	74,629.14	2,382,472.65	67.15
70 Other Instructional Pgms	1,339,473	83,948.24	759,877.33	37,281.86	542,313.81	59.51
80 Community Services	2,136,669	229,574.50	1,719,580.47	10,096.96	406,991.57	80.95
90 Support Services	13,213,248	994,890.56	11,241,539.91	440,155.60	1,531,552.49	88.41
Total	64,606,403	5,059,178.07	52,375,112.23	723,421.77	11,507,869.00	82.19

C. OTHER FIN. USES TRANS. OUT (GL 536)

264,015 0.00 264,015.34

D. OTHER FINANCING USES (GL 535)

0 0.00 0.00

E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)

0 0.00 0.00 0.00 0.00

F. UNUSUAL OR INFREQUENT ITEMS - OUTFLOWS (GL 538)

0 0.00 0.00 0.00 0.00

G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)

(1,610,580) (1,374,515.41) (2,558,137.83) (947,557.83) 58.83

H. TOTAL BEGINNING FUND BALANCE

3,767,910 4,925,112.87

I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)

0.00

J. TOTAL ENDING FUND BALANCE (G + H ± I)

2,157,330 2,366,975.04

Budget Status Report

2025-2026

ABERDEEN SCHOOL DISTRICT

Basis of Accounting: Fund Balance	Account Codes: Agency	Fund Code: 10
Reporting Month: June	Budget Type: Revised	Fund Description: General Fund

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	14,070	14,070.00
G/L 815 Restrict Unequalized Deduct Rev	0	0.00
G/L 821 Restrictd for Carryover	676,580	534,142.22
G/L 823 Restricted for Carryover of Transition to Kindergarten	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 828 Restricted for C/O of FS Rev	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	102,021	123,183.65
G/L 845 Restricted for Self-Insurance	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 872 Committd to Econmc Stabilizatr	0	0.00
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0	0.00
G/L 875 Assigned Contingencies	0	0.00
G/L 884 Assigned to Other Cap Projects	0	0.00
G/L 888 Assigned to Other Purposes	0	0.00
G/L 890 Unassigned Fund Balance	(1,610,580)	(1,439,630.30)
G/L 891 Unassigned Min Fnd Bal Policy	2,975,239	3,135,209.47
Total	2,157,330	2,366,975.04

Differences	0	0.00
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Budget Status Report

2025-2026

ABERDEEN SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 20
Fund Description: Capital Projects

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	2,225,126	9,564.27	2,133,155.20		91,970.80	95.87
2000 Local Support Nontax	37,000	1,832.66	90,641.48		(53,641.48)	244.98
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	8,469,000	43,329.00	2,872,730.07		5,596,269.93	33.92
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	264,015.34		(264,015.34)	0.00
Total	10,731,126	54,725.93	5,360,542.09		5,370,583.91	49.95

B. EXPENDITURES

10 Sites	0	0.00	6,269.00	0.00	(6,269.00)	0.00
20 Buildings	10,469,000	583,952.98	4,144,408.13	461,974.43	5,862,617.44	44.00
30 Equipment	0	0.00	260,102.06	0.00	(260,102.06)	0.00
40 Energy	0	0.00	0.00	0.00	0.00	0.00
50 Sales & Lease Expenditure	0	0.00	718,798.02	0.00	(718,798.02)	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	10,469,000	583,952.98	5,129,577.21	461,974.43	4,877,448.36	53.41

C. OTHER FIN. USES TRANS. OUT (GL 536)

1,313,325 55,717.50 1,313,317.50

D. OTHER FINANCING USES (GL 535)

0 0.00 0.00

E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)

0 0.00 0.00 0.00 0.00

F. UNUSUAL OR INFREQUENT ITEMS - OUTFLOWS (GL 538)

0 0.00 0.00 0.00 0.00

G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)

(1,051,199) (584,944.55) (1,082,352.62) (31,153.62) 2.96

H. TOTAL BEGINNING FUND BALANCE

2,011,630 2,149,865.47

I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)

0.00

J. TOTAL ENDING FUND BALANCE (G + H ± I)

960,431 1,067,512.85

Budget Status Report

2025-2026

ABERDEEN SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 20
Fund Description: Capital Projects

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00
G/L 825 Restricted for Skills Center	0	0.00
G/L 830 Restricted for Debt Service	0	0.00
G/L 835 Restrictd For Arbitrage Rebate	0	0.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00
G/L 850 Restricted for Uninsured Risks	0	0.00
G/L 861 Restricted from Bond Proceeds	0	0.00
G/L 862 Committed from Levy Proceeds	201,359	353,752.26
G/L 863 Restricted from State Proceeds	0	(548,014.07)
G/L 864 Restricted from Fed Proceeds	0	0.00
G/L 865 Restricted from Other Proceeds	145,673	0.00
G/L 866 Restrictd from Impact Proceeds	0	0.00
G/L 867 Restricted from Mitigation Fees	0	0.00
G/L 868 Restricted from CTE Carryover Resources	0	0.00
G/L 869 Restricted fr Undistr Proceeds	0	0.00
G/L 870 Committed to Other Purposes	0	0.00
G/L 889 Assigned to Fund Purposes	613,399	1,261,774.66
G/L 890 Unassigned Fund Balance	0	0.00
Total	960,431	1,067,512.85
 Differences	 (1)	 0.00

Budget Status Report

2025-2026

ABERDEEN SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 30
Fund Description: Debt Service Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	1,628.42	28,871.01		(28,871.01)	0.00
2000 Local Support Nontax	25,000	1,671.76	20,612.17		4,387.83	82.45
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	1,313,325	66,842.25	1,324,442.25		(11,117.25)	100.85
Total	1,338,325	70,142.43	1,373,925.43		(35,600.43)	102.66

B. EXPENDITURES

Matured Bond Expenditures	1,434,000	0.00	1,434,000.00	0.00	0.00	100.00
Interest On Bonds	165,125	66,842.25	165,116.00	0.00	9.00	99.99
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	2,000	0.00	0.00	0.00	2,000.00	0.00
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	1,601,125	66,842.25	1,599,116.00	0.00	2,009.00	99.87

C. OTHER FIN. USES TRANS. OUT (GL 536)

0 11,124.75 11,124.75

D. OTHER FINANCING USES (GL 535)

0 0.00 0.00

E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)

0 0.00 0.00 0.00 0.00

F. UNUSUAL OR INFREQUENT ITEMS - OUTFLOWS (GL 538)

0 0.00 0.00 0.00 0.00

G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)

(262,800) (7,824.57) (236,315.32) 26,484.68 (10.08)

H. TOTAL BEGINNING FUND BALANCE

775,928 787,321.58

I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)

0.00

J. TOTAL ENDING FUND BALANCE (G + H ± I)

513,128 551,006.26

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted for Other Items	0	0.00			
G/L 830 Restricted for Debt Service	513,128		551,006.26		
G/L 835 Restrictd For Arbitrage Rebate	0	0.00			
G/L 870 Committed to Other Purposes	0	0.00			
G/L 889 Assigned to Fund Purposes	0	0.00			
G/L 890 Unassigned Fund Balance	0	0.00			
Total	513,128		551,006.26		

Budget Status Report

2025-2026

ABERDEEN SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 30
Fund Description: Debt Service Fund

Differences

0

0.00

Budget Status Report

2025-2026

ABERDEEN SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 40
Fund Description: Associated Student Body Fund

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	77,547	2,266.22	69,042.93		8,504.07	89.03
2000 Athletics	146,900	(473.11)	127,275.13		19,624.87	86.64
3000 Classes	1,500	0.00	0.00		1,500.00	0.00
4000 Clubs	118,120	5,127.11	123,871.76		(5,751.76)	104.87
6000 Private Moneys	85,700	24.00	72,930.55		12,769.45	85.10
Total	429,767	6,944.22	393,120.37		36,646.63	91.47

B. EXPENDITURES						
1000 General Student Body	37,642	3,824.27	24,449.75	191.00	13,001.25	65.46
2000 Athletics	177,420	12,337.73	146,867.35	7,843.29	22,709.36	87.20
3000 Classes	2,500	0.00	0.00	0.00	2,500.00	0.00
4000 Clubs	130,062	19,130.99	116,181.99	0.00	13,880.01	89.33
6000 Private Moneys	85,790	0.00	72,797.27	0.00	12,992.73	84.86
Total	433,414	35,292.99	360,296.36	8,034.29	65,083.35	84.98

C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	(3,647)	(28,348.77)	32,824.01		36,471.01	(1,000.
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D. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	0	0.00	0.00		0.00	0.00
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E. UNUSUAL OR INFREQUENT ITEMS - OUTFLOWS (GL 538)	0	0.00	0.00		0.00	0.00
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F. NET CHANGE IN FUND BALANCE (C+D-E)	(3,647)	(28,348.77)	32,824.01		36,471.01	(1,000.
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G. TOTAL BEGINNING FUND BALANCE	267,655		277,876.08			
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H. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			0.00			
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I. TOTAL ENDING FUND BALANCE (F + G ± H)	264,008		310,700.09			
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J. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	256,508		303,200.09			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	264,008		310,700.09			

Budget Status Report

2025-2026

ABERDEEN SCHOOL DISTRICT

Basis of Accounting: Fund Balance

Account Codes: Agency

Fund Code: 40

Reporting Month: June

Budget Type: Revised

Fund Description: Associated Student Body
Fund

Differences

0

0.00

Budget Status Report

2025-2026

ABERDEEN SCHOOL DISTRICT

Basis of Accounting: Fund Balance
Reporting Month: June

Account Codes: Agency
Budget Type: Revised

Fund Code: 90
Fund Description: Transportation Vehicle Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	8,000	1,827.37	15,073.03		(7,073.03)	188.41
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	249,943	0.00	0.00		249,943.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	257,943	1,827.37	15,073.03		242,869.97	5.84
B. EXPENDITURES						
Type 30 Equipment	400,000	0.00	0.00	560,851.03	(160,851.03)	140.21
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	400,000	0.00	0.00	560,851.03	(160,851.03)	140.21
C. OTHER FIN. USES TRANS. OUT (GL 536)						
	0	0.00	0.00			
D. OTHER FINANCING USES (GL 535)						
	0	0.00	0.00			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)						
	0	0.00	0.00		0.00	0.00
F. UNUSUAL OR INFREQUENT ITEMS - OUTFLOWS (GL 538)						
	0	0.00	0.00		0.00	0.00
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)						
	(142,057)	1,827.37	15,073.03		157,130.03	(110.61)
H. TOTAL BEGINNING FUND BALANCE						
	152,190		605,629.91			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)						
			0.00			
J. TOTAL ENDING FUND BALANCE (G + H ± I)						
	10,133		620,702.94			

Budget Status Report

2025-2026

ABERDEEN SCHOOL DISTRICT

Basis of Accounting: Fund Balance

Account Codes: Agency

Fund Code: 90

Reporting Month: June

Budget Type: Revised

Fund Description: Transportation Vehicle Fund

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0	0.00			
G/L 819 Restricted for Fund Purposes	10,133	620,702.94			
G/L 830 Restricted for Debt Service	0	0.00			
G/L 835 Restrictd For Arbitrage Rebate	0	0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00			
G/L 850 Restricted for Uninsured Risks	0	0.00			
G/L 889 Assigned to Fund Purposes	0	0.00			
G/L 890 Unassigned Fund Balance	0	0.00			
Total	10,133	620,702.94			

Differences

0

0.00

SERVICE ANIMALS IN SCHOOLS

The Aberdeen School District Board of Directors acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” as required by federal laws and Washington State’s law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities.

A “service animal” means ~~an animal that is trained for the purpose of assisting or accommodating a disabled person’s sensory, mental or physical disability.~~ any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual’s disability.

Examples of work or tasks include, but are not limited to the following:

- Assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Providing nonviolent protection or rescue work,
- Pulling a wheelchair,
- Assisting an individual during a seizure,
- Alerting an individual to the presence of allergens,
- Retrieving items, such as medicine or the telephone,
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

It is a civil infraction to misrepresent an animal as a service animal. The A student’s parent/guardian of a student who believes the their student needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator or director of special services, as appropriate, will determine whether or not to permit the service animal in school. The principal shall not ask about the nature or extent of a person’s disability, but may make two inquires to determine whether an animal qualifies as a service animal. The principal may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The principal shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, or require that the service animal demonstrate its task. The principal may not make these

inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for a person with a disability.

The superintendent will develop procedures to implement the policy.

Cross Reference: Policy 2029
Policy 2161
Policy 2162

Policy 3210
Policy 5010

Animals as Part of the Instructional Program
Education of Students with Disabilities
Education of Students with Disabilities
Under Section 504
Nondiscrimination
Nondiscrimination and Affirmative Action

Legal References:

RCW 49.60.040	American Disabilities Act (ADA), Revised
RCW 28A.642	Title II Regulations, §35 Service animals
	Section 504 of the Rehabilitation Act of
	1973
	Definitions
	Discrimination Prohibition
WAC 392-145-021(3)	General Operating Requirements
WAC 392-172A-01155 (3)	Related Services
WAC 392-172A-01035	Child with a Disability or Student eligible
	for Special Education
WAC 392-190	Equal Educational Opportunity – unlawful
	discrimination prohibited
WAC 162-26	Public accommodations, disability
	discrimination

Adopted: 04/17/15

Revised: _____

Service Animals in Schools - Procedures

A. Service Animal Uses

Service animals are ~~animals that are individually trained to perform tasks for people with disabilities such as guiding people who are blind, alerting people who are deaf, pulling wheelchairs, alerting and protecting a person who is having a seizure or performing other special tasks.~~ Service animals are working animals, not pets. any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual's disability.

Examples of work or tasks include, but are not limited to the following:

- Assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Providing nonviolent protection or rescue work,
- Pulling a wheelchair,
- Assisting an individual during a seizure,
- Alerting an individual to the presence of allergens,
- Retrieving items, such as medicine or the telephone,
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

It is a civil infraction to misrepresent an animal as a service animal. Use of a service animal by a student with a disability will be allowed in school when it is determined that the student's disability requires such use in order to assist or accommodate access to the instructional program, school services and/or school activities.

Use of a service animal by a student with a disability will be allowed in school when it is determined that the student's disability requires such use in order to assist or accommodate access to the instructional program, school services and/or school activities. The use of a service animal should be documented in the student's 504 Plan or Individual Education Plan (IEP).

Use of a service animal by an employee with a disability will be allowed when such use is necessary as a reasonable accommodation to enable the employee to perform the essential functions of their job or to access benefits of employment provided to all employees in the same job classification.

The use of a service animal by an individual with a disability will not be conditioned on the payment of a fee, security deposit or surcharge.

The principal shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The principal may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The principal shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, or require that the service animal demonstrate its task. The principal may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for a person with a disability.

B. Requirements for Service Animal Access

Before a service animal will be permitted in school, on school property or at school sponsored events, the student's parent or the employee must provide a description of the task(s) the service animal is expected to perform in assisting the person with a disability.

The district will provide access to a person with a disability who needs a service animal provided that the tasks performed by the service animal are directly related to the disability; and the animal has been individually trained to perform a task, is housebroken; is free of disease and parasites, has a harness, leash or tether so it cannot run free and is under the control of the person with a disability.

A service animal must also be licensed and immunized in accordance with the laws, regulations and ordinances of the city of Aberdeen, the county, and the state of Washington.

C. Parents or Animal Handlers

Parents or animal handlers who will be present in school for the purpose of assisting a student with his/her service animal are required to submit to a sex offender registry and criminal background check. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers.

D. Removal or Exclusion of a Service Animal from School or School Property

The building principal or district administrator may request an individual with a disability to remove a service animal from school, a school sponsored activity or school property if the animal is out of control and the animal's handler does not take effective action to control the animal. Examples of the animal being out of control include, but are not limited to, the following:

1. The presence of the animal poses a direct threat to the health and/or safety of others;
2. The animal significantly disrupts or interferes with the instruction program, school activities or student learning. However, annoyance on the part of the others is not an unreasonable risk to property or others to justify the removal of the service animal;
3. The presence of the animal would result in a fundamental alteration of any school program;

4. The individual in control of the animal fails to appropriately care for the animal, including feeding, exercising, taking outside for performance of excretory functions and cleaning up after the animal;
5. The animal fails to consistently perform the function(s)/service(s) to assist or accommodate the individual with the disability;
6. The animal is ill; or
7. The animal is not housebroken.

If the district excludes a service animal, it will provide the individual with a disability the opportunity to participate in the service, program or activity without having the service animal on the premises.

E. Service Animals at School-Sponsored Events

Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on school property.

The building administrator may revoke or exclude the service animals for the reasons set forth in paragraph “D” above.

F. Responsibility/Liability

1. Neither the district, nor its employees, are responsible for the cost, care or supervision of the service animal. (*See Policies 2161, Education of Students with Disabilities, and 2162, Education of Students with Disabilities Under Section 504, for responsibility for related services.*)
2. A service animal must be under the control of its handler. A service animal must also have a harness, leash or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of the harness, leash or other tether would interfere with the service animal’s safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler’s control (*e.g., voice control, signals or other effective means*).
3. The owner/handler of the service animal is responsible for any and all damage caused by the service animal at school, on school premises or at school activities.

G. Appeals

A parent or employee whose service animal has been excluded or removed may appeal the decision to the superintendent. If dissatisfied with the superintendent’s decision, the parent or employee may appeal to the board.

H. Resources.

1. District Contact
~~Emily Hetland~~ Christi Clinkingbeard, Human Resources Director
216 North G St.
Aberdeen, WA 98520
360.538.2004

2. Superintendent of Public Instruction
Equity and Civil Rights Office
P.O. Box 47200
Olympia, WA 98504-7200
360.725.6162
3. Washington State Human Rights Commission
711 South Capitol Way, Suite 402
P.O. Box 42490
Olympia, WA 98504-2490
360.753.6770
4. Office ~~of~~ for Civil Rights
U.S. Department of Education
915 Second Avenue, Room 3310
Seattle, WA 98174
206.607.1600

~~Date: 04/17/15~~

COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The Aberdeen School District Board of Directors recognizes that a comprehensive school counseling program based on current national and state standards of best practice is an important part of the district's total program of instruction and support for all students.

The district will create a written plan to develop a comprehensive school counseling program of tiered services in accordance with state laws and regulations, school improvement plans, ethical standards, and district policies and procedures. The district will revise its plan as necessary based on relevant data. The district will also create a transition plan that supports the long-term goal of full implementation of the written plan over time.

A school counselor is a professional educator who holds a valid school counselor certification as defined by the Professional Educator Standards Board. School counselors serve a vital role in the comprehensive school counseling program. The school counselor plans, develops, organizes, and leads delivery of a comprehensive school counseling program that focuses on the academic, career, and social-emotional needs of all students, based on the national standards for school counseling programs of the American School Counselor Association and state standards. School counselors align supports with the district's vision, mission, and school improvement goals. In addition to school counselors, all Educational Staff Associate (ESA) staff, in collaboration, serve to support the implementation of a comprehensive, multi-tiered system of student supports.

School counselors and other ESA staff implementing the comprehensive school counseling program will spend no less than 80% of their contracted time on direct and indirect supports to students and no more than 20% of their contracted time on program planning and school support activities.

It is the goal of the Aberdeen School District Board of Directors that the district's comprehensive school counseling program will assist every student in acquiring the knowledge, skills, and attitudes needed to become an effective student, responsible citizen, productive worker, and a lifelong learner. To that end, the district will develop and use materials, orientation programs, professional learning, and evidence-based counseling techniques that encourage participation in all available guidance and support opportunities, school programs, and courses of study, including career and vocational technical programs and employment opportunities.

The district will not deny any student the ability to participate in or benefit from its student support system based on sex, race, ethnicity, homelessness, immigration or citizenship status, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal, whether they take place on or off school grounds or are offered as part of the district's online or alternative learning programs.

The board will provide resources to support the foundation, content, and continuous improvement of a comprehensive K-12 school counseling program, consistent with best practices described in state and national models. As feasible within existing resources, all school counseling programs will include the following elements: classroom counseling curriculum, individual student planning, responsive services, and systems support for the counseling program.

Adopted: 12/03/96
Revised: 05/01/01; 01/02/07; _____

GUIDANCE AND COUNSELING

The district recognizes that guidance and counseling is an important part of the total program of instruction and should be provided in accordance with state laws and regulations, district policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

- A. provide staff with meaningful information which can be utilized to improve the educational services offered to individual students.
- B. provide students with planned opportunities to develop future career and educational plans.
- C. refer students with special needs to appropriate specialists and agencies.
- D. aid students in identifying options and making choices about their educational program.
- E. assist teachers and administrators in meeting the academic, social and emotional needs of students.
- F. provide for a follow-up of students who further their education and/or move into the world of work.
- G. solicit feedback from students, staff and parents for purposes of program improvement.
- H. assist students in developing a sense of belonging and self-respect.

Staff shall encourage all students to explore and develop a full range of educational and career interests.

Because the entire staff, as well as the students, can benefit from and contribute toward the prevention of adolescent suicide, the superintendent or designee will develop and implement a comprehensive suicide awareness and prevention program. The program that is developed should help the school staff, parents and students to:

- A. understand the developmental stages of adolescence and the causes of suicide;
- B. recognize the early warning sign of suicide;
- C. learn how to help in a suicidal crisis;

- D. identify community resources and procedures that can help a suicidal person;
- E. address the repercussions of such a tragedy.

In incidents of potential self-destructive behavior the student's parent(s) or guardian shall be notified immediately and their cooperation shall be sought for immediate intervention. If the parent or guardian is unwilling to cooperate, the school administration shall contact appropriate agencies to request intervention on the student's behalf. In cases of child abuse or neglect, school staff is required to contact child protective services.

The board directs the superintendent to work with the staff, community and appropriate agencies to develop, implement and regularly evaluate this program.

Cross Reference:	Board Policy	2121 3421 4020	Substance Abuse program Child Abuse and neglect Confidential Communications
Legal References:	RCW	28A.640.020	Regulating guidelines to eliminate discrimination--Scope
	WAC	180-16-240(2d) 392-190-015	Supplemental program standards Counseling and guidance--Duty of certificated & classroom
Adoption Date:	12/03/96		
Revised:	05/01/01, 01/02/07		

Suicide Awareness and Prevention:

Staff members shall be made aware of their responsibilities in the event of a potential or imminent suicide incident. Staff are expected to follow the procedures as specified. Three steps are vital in a suicide prevention program:

- A. ensuring the short-term physical safety of the student;
- B. communicating with appropriate school personnel, parents/ guardians and local support personnel and establishing an interim plan of action; and,
- C. referring to appropriate professional or agency and implementing a long-term plan of action.

The following procedures are intended to serve these purposes.

Potential Suicide—No Physical Evidence

Any staff member who receives or discovers information about a potential suicide (notes, threats, conversations, etc.) will immediately notify the principal/counselors.

Suicidal Ideation (Verbal threat or communication of possible suicidal intent—having thoughts of killing oneself or violence towards self and/or others.)

- A. Any suggestion, demonstration, or communication of an intention to commit suicide must be taken seriously.
- B. Such behavior shall be reported to the principal, who will act as the interventionist. The situation will be evaluated through contacts with the student, parents and other staff and community resources as deemed necessary. Written documentation will be kept by the referring agent.
- C. The superintendent with the school psychologist, school nurse, and principal, shall be apprised of the situation and of the plan for monitoring the student's behavior.
- D. Confidentiality is not applicable when the student threatens himself (or others). In such circumstances no matter what guarantees of privacy have been given the student, the information must be discussed with the appropriate staff. Parents or guardians shall be notified. Referral to an outside agency or private professional shall be made in cooperation with the parents. If it is determined that the student is seriously in need of professional intervention, and the parent refuses to cooperate, appropriate agencies shall be contacted by the school administration to intervene on the student's behalf.
- E. The referring agent shall monitor the student's functioning in school until a positive adjustment is evident.

Physical Evidence of Attempted Suicide

Any staff member, who discovers or is informed of physical evidence relating to an attempted suicide (drug overdose, self-mutilation, etc.), will refer to appropriate community agency or professional, contact parents or guardian and inform administration.

Actual Attempt of Suicide

The following actions shall be taken:

- A. Contact the medics and crisis center/professional agency if there is any question that a life-threatening situation is involved.
- B. Assign a staff member to remain with the person at all times.
- C. Clear the area to minimize chaos and misunderstanding and to provide working room.
- D. Contact the parent or guardian and advise them of the situation and what actions are being taken.
- E. The principal will notify the superintendent.
- F. Accompany the student to the hospital, if such action is necessary.
- G. Notify appropriate staff members for consultation during the crisis. Following the crisis staff will:
 - 1. contact the parents for follow-up
 - 2. contact other professionals involved in the case for educational planning and follow-up services
- H. Readmit the student upon the recommendation of the student's medical advisor. Homebound instruction may be used on an interim basis.

Actual Suicide

In the event of an actual suicide, the school must exercise care to avoid contagion and to help deal with the grieving, guilt and shock of students and staff. The superintendent shall be contacted immediately. The police department also must be notified.

The superintendent's office will respond to all requests for information. Follow-up actions to be taken are as follows:

- A. Prior to the next school day, the principal will assemble the faculty and provide accurate information and plans for the day.
- B. The superintendent, principal and psychologist or other relevant staff will need to determine steps to take to deal with the current school situation and plan for and deal with problems which may arise.
- C. Students will meet in order to receive all the facts.
 - 1. They should be encouraged to discuss their shock, feelings of loss, good and bad memories of the person, and to participate in discussion of depression, death, and suicide.
 - 2. Particular attention should be directed to students who had a close relationship to the victim.

Comprehensive School Counseling Program

The district's comprehensive school counseling program (program) will be based on the national model for school counseling and be regularly updated.

At all K-12 levels, the program will support the three domains of school counseling, which are:

1. Social/emotional development,
2. Academic development, and
3. Career readiness.

The program will align with the related state and national frameworks, such as the [WA MTSS Framework](#). The program will be systematically aligned to state learning standards, such as the [WA SEL standards](#). The program will utilize a data driven process to identify students' needs. Data sources will include use of time data, program results data, and data from communications with administrators, parents, students, or other stakeholders.

The program will explain how the district will deliver direct and indirect services. Direct services are in-person interactions between comprehensive school counseling program staff and students that help students improve achievement, attendance, and discipline. Examples of direct services include instruction, appraisal, advisement, and counseling. Indirect services are provided on behalf of students to enhance student achievement and promote equity and access for all students. Examples of indirect services include collaboration, consultation, student advocacy, and referral. At least 80 percent of the school counselor's time will be for providing direct and indirect services. No more than 20 percent of the school counselor's time will be spent on program planning and school support activities.

The program will establish an annual program review and program assessment process that is implemented by certified school counselors or other qualified Education Staff Associates.

Training and Professional Collaboration

The district will provide school counselors, social workers, and psychologists with a minimum of six (6) hours per year of professional collaboration that focuses on recognizing signs of emotional or behavioral distress in students, including but not limited to indicators of possible substance abuse, violence, and youth suicide, screening, accessing current resources, and making appropriate referrals. Such professional collaboration should be in person, whenever possible. Teachers may participate in this professional collaboration, as well, if it is deemed appropriate by the building administrator and the district.

The district will also arrange for short but regular collaboration time between local mental health service providers who are licensed under chapter 71.24 RCW and school counselors, social workers, and psychologists. This collaboration may take place via telephone or other technology that allows for dialogue and discussion and is intended to foster a connection between school personnel and the mental health professionals in the community.

2026-27 Minimum Basic Education Requirements Survey

3. Name Check

You entered the LEA Code for the following:

Aberdeen School District

If this is correct, please click Next to go to the survey.

If this is incorrect, please close out of this survey, then [open a new survey](#) and enter the correct LEA code (you may need to clear your cache). You can find your LEA code on [OSPI's Education Directory](#). If you need help, please [email the State Board of Education](#).

4. Overview, Instructions, and Deadlines

A note for people using screen reading technology: This survey uses question logic to collect additional information. If you are having difficulty completing this survey, please email the State Board of Education's [Accessibility Coordinator](#) for alternative options to complete this survey. The State Board of Education is committed to ensuring everyone has equal access to our services.

Overview

To receive annual Basic Education funding, local education agencies (LEAs) must meet the minimum instructional program of basic education defined in [RCW 28A.150.220](#). The minimum instructional program is part of Washington's Program of Basic Education established under Chapter [28A.150](#) RCW. Under the Program of Basic Education, LEAs must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship.

The State Board of Education (SBE) is responsible for ensuring LEA compliance with the minimum instructional program of basic education ([RCW 28A.150.220\(7\)](#) and [WAC 180-16-195](#)) for the upcoming school year. SBE manages this annual data collection survey for LEAs to confirm compliance and indicate how they are meeting other legislative requirements. Survey responses to required questions and responses to possible follow-up questions from SBE staff will complete the reporting requirement for the 2026-27 school year. LEAs required to fill out this survey include:

Public school districts
Public charter schools
State-Tribal Education Compact schools (STEC schools) - STEC schools may have basic education exemptions in their compact
Direct-Funded Technical Colleges (DFTCs) that offer basic education-funded high school programs
State-funded Institutions (Washington Center for Deaf and Hard of Hearing Youth and Washington State School for the Blind)

In addition to being the tool LEAs use to show compliance, this survey also:

• Informs LEAs of requirements and recommendations in current law,

• Provides information to help inform SBE's [FutureReady](#) graduation requirements initiative

• Allows SBE to gather data for an annual report showing how basic education is implemented throughout the state. See [SBE's Basic Education website](#) for past reports.

Instructions:

Recommended First Step

Please review the following resources before starting the survey:

The [2026-27 Basic Education Compliance Matrix](#) lists the offerings required for basic education certification and additional legislatively required offerings. It also lists legislatively encouraged offerings and has links to relevant statutes and rules, Washington State School Directors' Association model policies, and Office of the Superintendent of Public Instruction (OSPI) bulletins and webpages. Survey questions are tied to all of the offerings listed in the matrix.

The sample surveys below show the questions asked so you can gather appropriate data and information. Required questions have an asterisk, and optional questions are generally labeled as optional. Note that survey questions and placement are different from previous years.

[Sample survey for an LEA with multiple high schools](#)

[Sample survey for an LEA with one high school](#)

[Sample survey for an LEA without high schools](#)

Review your LEA's 2025-26 school year survey submission. A PDF of the submission was emailed to the superintendent and the person who submitted the survey last year.

Answering Questions

New this year: Some questions will be pre-filled based on past responses or other publicly available data. The survey will ask you to confirm the answers and make changes if needed.

Generally, LEAs will only be asked questions appropriate to their enrolled grade levels. LEAs with high school grades are required to answer more questions than other LEAs.

Required questions are marked with a **red asterisk (*)**. If you answer a question with a response that is not in alignment with state requirements, a warning will appear asking if your answer was correct. You will be able to go back and change your answer if you made a mistake or you may continue on.

SBE encourages LEAs to answer optional questions to provide comprehensive data about educational offerings in the state.

The amount of time the survey takes depends on the grades the LEA enrolls, as well as whether the survey taker needs to do any research to answer questions.

Saving Survey before Submission

After you begin, your progress is automatically saved - you just need to go back to the main survey link and re-enter your LEA code. Alternatively, you may save your progress and return to your application using the "Save and continue later" option at the bottom of each page and shown below. After you enter your email and click the "Save" button, you will receive an emailed link. When you return to the survey using the emailed link, you will be taken to the last page you completed in full, and you will also be able to navigate back to previous pages to make changes or review your entries.

Submitting the Survey

Before submission, the superintendent, LEA leader, or another person with the authority to sign for the LEA, must certify that both the superintendent/LEA leader and the school board president or chairperson have reviewed and approve the submission of the survey and that the answers are correct and accurate (as required by [WAC 180-16-195](#)). Prior to certification, you will be able to download/print a PDF of all responses so you can review and make any necessary changes before the final step.

At the bottom of the certification page, be sure to click on the "Submit" button. Upon submission, you will receive an email confirmation with a PDF attachment of your responses. Items that start with the **yellow highlighted** phrase "POTENTIAL COMPLIANCE ISSUE" indicate potential issues with your responses that will need to be addressed.

Deadline

The final survey submission deadline is Tuesday, September 15, 2026 ([WAC 180-16-195\(1\)](#)). LEAs that submit earlier may be certified as being in compliance with the minimum instructional program of basic education as early as June 2026 as shown below. Survey responses that indicate non-compliance will delay the certification process.

If survey is submitted by:	Your LEA may be certified as early as:
Tuesday, June 2, 2026	SBE's June 23-25 meeting
Wednesday, July 22, 2026	SBE's August 12-13 meeting
Thursday, August 20, 2026	SBE's September 10 meeting
Tuesday, September 15, 2026	SBE's October 14-15 meeting

We will regularly update [SBE's Basic Education webpage](#) with survey submission and LEA certification status in June. We are unable to send out individual communications regarding your LEA's status.

Reminder: Willful Noncompliance Law

In 2025, the Washington Legislature passed Engrossed Substitute House Bill 1296, which requires the Office of the Superintendent of Public Instruction (OSPI) to establish a process for receiving and investigating complaints alleging willful noncompliance with certain state laws, including required minimum instructional hours and specific curriculum requirements. OSPI may impose consequences, including withholding and redirecting basic education funding toward a compliance action plan and recalling school board members. OSPI must establish the complaint process by July 1, 2026. See [OSPI's rulemaking activity page](#) for more information.

Contact

Gail Wootan, Director of System Health and Compliance
gail.wootan@k12.wa.us

To start the survey, click the "Next" button below.

6. LEA Information

The information below is prefilled based on last year's survey submission and the Office of the Superintendent of Public Instruction's [Education Directory](#) and Report Card. Please review for accuracy and make any necessary changes before going to the next page.

If the superintendent name and email are incorrect, please change in the survey and also notify your LEA's Data Security Manager, EDS School Manager, or Directory Manager so they can update the directory. If you don't know who that is, contact OSPI EDS Technical Support at eds.support@k12.wa.us or 1.800.725.4311.

1. Contact Information

Superintendent/Leader First Name

Traci

Superintendent/Leader Last Name

Sandstrom

Superintendent/Leader Email

tsandstrom@asd5.org

3. Does your LEA expect to enroll ALL grades K through 12 in the 2026-27 school year? This includes any program for which the LEA receives basic education funding from OSPI. (This survey does not address Pre-K and TK)

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

4. How many of the LEA's schools will enroll students in any grades 9 through 12 in the 2026-27 school year?

5

7. Accessibility and Minimum School Days

RCW [28A.150.220\(5\)](#) requires the following:

Each LEA's K-12 basic education program must be accessible to all students who are five years of age and less than 21 years of age, as provided by RCW [28A.225.160](#), and shall remain accessible to students with disabilities as defined in RCW [28A.155.020](#) from age 21 until the end of the school year in which those students turn 22 years of age.

An LEA's school year must be a minimum of 180 school days for all K-12 grades served unless it has an OSPI-approved waiver.

LEAs administering the [Washington kindergarten inventory of developing skills \(WaKids\)](#) may use up to three school days at the beginning of the school year to meet with parents and families (Family Connection meetings) without applying for a waiver.

LEAs with graduating seniors may schedule the last five school days for noninstructional purposes, including, but not limited to, the observance of graduation and early release from school upon the request of a student.

5. For the grades served by the LEA, will the LEA's basic education program be accessible to all students who are at least five years of age and less than age 21, and remain accessible to students with disabilities from age 21 until the end of the school year in which those students turn age 22 as required by RCW [28A.150.220\(5\)](#)?

Yes

6. Will the LEA make 180 school days accessible to all legally eligible students in the 2026-27 school year?

If this section is already answered, it means that OSPI's records show that at least one waiver has been approved for the 2026-27 school year. Please review for accuracy and make any necessary changes.

No, the LEA has at least one waiver but it will not be used for all schools/grades or there are multiple waivers for different schools/grades.

7. You answered that the approved waivers are not being applied uniformly across all schools for the 2026-27 school year.

The textbox includes the details about the approved waivers for the 2026-27 school year as listed in OSPI's records. Please review for accuracy and make any necessary changes before going to the next page.

If there is nothing in the text box, it means that either OSPI has not processed a waiver application or SBE does not have the waiver information yet. Please explain what was/will be requested and, if necessary, go to [OSPI's school day waiver page](#) for application instructions.

4 days for parent teacher conferences at Aberdeen High School, Harbor Learning Center, and Miller Junior High School

8. Minimum Instructional Hours

RCW [28A.150.220\(2\)](#) and [WAC 180-16-200](#) require LEAs to meet minimum instructional hour requirements based on grades enrolled, even if the LEA has an approved waiver to offer less than 180 school days. The minimum instructional hours are described in the table below:

Grade Level	Minimum Instructional Hours Per Year
Kindergarten	At least 1000 hours
Grades 1–8 only	District-wide average of at least 1,000 hours
Grades 9–12 only	District-wide average of at least 1,080 hours
Districts/LEAs with high school grades and below	<i>Option 1.</i> District-wide average of at least 1,080 hours for grades 9–12 AND a district-wide average of at least 1,000 hours for grades 1–8. OR <i>Option 2.</i> District-wide average of at least 1,027 hours for grades 1–12.

Instructional hours are defined in RCW [28A.150.205](#). They include hours for parent-teacher conferences. They may also include noninstructional hours that an LEA schedules in the last five school days of the school year for 12th-graders as defined in RCW [28A.150.220\(5\)\(c\)](#).

8. Will the LEA provide kindergarten students at least 1,000 instructional hours in the 2026-27 school year?

Yes

9. How will your LEA meet the minimum instructional hour requirement for grades 1-12 for the 2026-27 school year?

District-wide average of at least 1,027 hours

10. Do all high schools in the LEA offer the same number of credits per year (not including summer school, zero periods, interim sessions, or other credit retrieval opportunities outside of the regular school day)?

Yes

11. How many credits will atypical high school student have the opportunity to earn during the 2026-27 school year? (not including summer school, zero periods, interim sessions, or other credit retrieval opportunities outside of the regular school day.)

The number listed in the box is the LEA's answer for the 2025-26 school year. Please confirm or change then go to the next question.

6.5

9. High School Graduation Requirements

The next three sections of the survey will ask about Washington's [high school graduation requirements](#), which include:

[Subject area and credit requirements](#) to earn a high school diploma ([WAC 180-51-210](#)),
[High School and Beyond Plan](#) (HSBP), with activities starting in 7th grade ([WAC 180-51-220](#)), and
[Graduation pathway options](#) ([WAC 180-51-230](#))

Please click on the "Next" button to continue.

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

12. [Chapter 180-51 WAC](#) and RCW [28A.150.220](#) require that students graduate high school with at least 24 credits as described on [SBE's website](#). (Individual students may be granted a waiver of up to two flexible credits for individual circumstances).

For the 2026-27 school year, will the LEA require at least 24 credits for a student to graduate from high school under the framework in [WAC 180-51-210](#)?

Yes

13. Will all high schools in the LEA require the same number of credits to graduate in the 2026-27 school year?

Yes

14. How many credits will be required to graduate in the 2026-27 school year?

24

15. To earn a high school diploma in the 2026-27 school year, will the LEA require the following mandatory 17 [core credits](#) that are aligned with the state's learning standards as required by [WAC 180-51-210](#)? Please answer "Yes, the subject is required as described" or "No, the subject is not required" for each subject.

	Yes, the subject is required as described	No, the subject is not required
4 credits of English	X	
3 credits of math as described in WAC 180-51-210(4)(b) :		
1 credit of Algebra 1 or Integrated Math 1	X	
1 credit of Geometry or Integrated Math 2		
1 credit aligned with the student's HSBP		
3 credits of science as described in 180-51-210(4)(c) :		
2 credits of lab science	X	
1 credit aligned with the student's HSBP		
3 credits of social studies as described in 180-51-210(4)(d) :		
1 credit of U.S. History		
.5 credits of contemporary world history, geography, and problems	X	
.5 credits of civics (separate course) with the content required in RCW 28A.230.094		
1 credit of Social Studies elective		
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	X	

16. The state's high school graduation requirements also include 3 flexible credits called Personalized Pathway Requirements (PPRs) that are described in [WAC 180-51-210\(5\)](#). The 3 default PPR credits are:

2 credits in world languages (includes American Sign Language and American Indian languages)
1 arts credit (in addition to 1 arts core credit)

However, PPRs can be replaced with courses chosen by the student based on the student's interests and High School and Beyond Plan (HSBP).

Will the LEA offer the opportunity to earn the 3 PPR credits as described for students who graduate in the 2026-27 school year?

Yes

17. State law also has two social studies non-credit graduation requirements:

Completion of Washington state history and government - typically met in middle school ([WAC 392-410-120](#))

Study of the Constitutions of the United States and Washington - typically incorporated into social studies courses (RCW [28A.230.170](#))

For the 2026-27 school year, will the LEA require completion of Washington state history and government in order to graduate high school?

Yes

For the 2026-27 school year, will the LEA require study of the Constitutions of the United States and Washington in order to graduate high school?

Yes

18. All public high schools are required to provide a program 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 2026-27 school year, will all high schools in the LEA provide a program that helps students meet the [minimum college entrance requirements](#), including the [College Academic Distribution Requirements \(CADRs\)](#) established by the Washington Student Achievement Council?

Yes

19. All public high schools must provide a program 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 2026-27 school year, will all high schools in the LEA 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

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

You are seeing this page because your LEA enrolls at least one grade from 7th through 12th grades.

The [High School and Beyond Plan \(HSBP\)](#) is a high school graduation requirement for every student. It is both a process and a document for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize, and work to achieve goals. The state's universal HSBP platform, which LEAs should all be using in the 2026-27 school year, will have the required features listed in RCW [28A.230.215](#).

20. In addition to those requirements provided by the universal platform, LEAs must meet the HSBP requirements listed in RCW [28A.230.212](#) and [WAC 180-51-220](#). They include, but are not limited to:

By seventh grade, each student must be administered a career interest and skills inventory that will help inform the student's eighth grade course taking and initial identification of their education and career goals.

By eighth grade, each student must have begun development of a high school and beyond plan that includes a proposed plan for first-year high school courses aligned with graduation requirements and secondary and postsecondary goals. If a student does not earn a math assessment score of 3 or 4 by grade 9, the HSBP must be updated to ensure that the student takes a mathematics course in both grades nine and 10.

In high school, with staff support, students must update their high school and beyond plan annually to review academic progress and inform future course taking as outlined in [RCW 28A.230.212\(3\)](#) and [WAC 180-51-220\(4\)\(k\)](#).

Plans must include the elements listed in [RCW 28A.230.212\(6\)](#), [WAC 180-51-220\(3\)](#), and [Substitute Senate Bill 5841](#).

For a student with an individualized education program (IEP), the student's IEP and high school and beyond plans must align.

Plans must be provided to students and their parents/legal guardians in a language they understand.

More requirements are listed on SBE's [High School and Beyond Plan website](#)

In the 2026-27 school year, will the LEA meet the HSBP requirements listed above that apply to the grades served by the LEA?

Yes

21. Will your LEA require the High School and Beyond Plan as a graduation requirement in the 2026-27 school year? (Decisions about whether a student has met HSBP requirements are made locally).

Yes

12. Optional: High School and Beyond Plan Activities

22. Do all of the LEA's high schools provide HSBP lessons/activities in the same way?

Yes, all high schools provide the same HSBP lessons/activities

23. Please answer the following questions about HSBP implementation.

How will the LEA offer the High School and Beyond Plan (HSBP) in the 2026-27 school year? Choose all that apply.

As part of Advisory/Homeroom (credited)

You answered that HSBP components are embedded in a core and/or elective course. Please list those courses below separated by a comma.

Who provides HSBP content? Please check all that apply.

Teacher or counselor deliver HSBP activity/lesson prepared by LEA/school administration

Across their four years in high school, how many average hours, per year, does a typical student spend on the HSBP? Please enter your best approximation for hours spent during school and hours spent outside of school.

Please enter the number of high schools that will offer the High School and Beyond Plan (HSBP) through the following methods in the 2026-27 school year. Choose all that apply. If "Other," please enter the number of high schools and briefly describe.

13. High School Graduation Requirements: Graduation Pathway Options

To graduate from public high school and earn a high school diploma, students must complete at least one of the nine [graduation pathway options](#) defined in [RCW 28A.230.710](#) and [WAC 180-51-230](#). Graduation pathway options provide students multiple ways to show readiness for their individual education and career goals. The pathway a student completes must align with the student's postsecondary goals as described in their [High School and Beyond Plan](#).

LEAs are:

Required to annually provide students in grades eight through 12 and their parents or legal guardians with comprehensive information about the graduation pathway options offered by the LEA and

Strongly encouraged to begin providing this information to students in grade six.

24. For the 2026-27 school year, will the LEA annually provide information about graduation pathway options to students in grades 8 through 12 and their parents or guardians?

Yes

25. For the 2026-27 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

26. LEAs are encouraged to make the nine graduation pathway options listed below available to their students, yet have discretion in determining which options they will offer (see [RCW 28A.230.710\(3\)](#)).

Which of the following graduation pathway options (that meet the definitions in [RCW 28A.230.710](#)) will be available to students who graduate in the 2026-27 school year? Please select an answer for each graduation pathway option.

	ALL high schools offer this pathway	SOME, but not all, high schools offer this pathway	NO high schools offer this pathway
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		

How many of the LEA's high schools will offer the state assessment graduation pathway in the 2026-27 school year?

Which dual credit courses may be used to meet the graduation pathway in the 2026-27 school year? Choose all that apply.

Running Start ELA course(s)
Running Start math course(s)
College in the High School math course(s)
CTE-Dual Credit ELA course(s)
CTE-Dual Credit math course(s)

How many of the LEA's high schools will offer the dual credit pathway in the 2026-27 school year?

Which of the following may be used to meet the AP/IB/CI graduation pathway in the 2026-27 school year? Choose all that apply.

Advanced Placement (AP) ELA course(s) and/or exam(s)

How many of the LEA's high schools will offer the AP/IB/CI graduation pathway in the 2026-27 school year?

1

Which college entrance exam(s) may be used to meet the graduation pathway in the 2026-27 school year? Choose all that apply.

SAT - ELA
SAT - Math
ACT - ELA
ACT - Math

How many of the LEA's high schools will offer the college entrance exam(s) pathway in the 2026-27 school year?

Which transition course(s) may be used to meet the graduation pathway in the 2026-27 school year? Choose all that apply.

How many of the LEA's high schools will offer the transition course pathway in the 2026-27 school year?

Which subject(s) will be available through the performance-based graduation pathway in the 2026-27 school year? Choose all that apply.

How many of the LEA's high schools will offer the performance-based graduation pathway in the 2026-27 school year?

How many of the LEA's high schools will offer a combination pathway in the 2026-27 school year?

How many of the LEA's high schools will offer the ASVAB pathway in the 2026-27 school year?

How many of the LEA's high schools will offer the CTE Course Sequence graduation pathway in the 2026-27 school year?

27. New Question:

State law requires SBE to confirm LEA compliance with RCW [28A.230.720\(3\)](#). This law requires LEAs to annually examine data on student groups participating in and completing each graduation pathway option offered. If the analysis shows disproportionate participation and completion rates, the LEA is required to identify reasons for the findings and implement strategies to ensure the graduation pathway options are equitably available to all students.

Is the LEA annually examining data on the student groups listed in [28A.230.720\(3\)](#) who participate and complete graduation pathway options?

Yes

What additional actions has the LEA taken based on the findings from its most recent graduation pathway analysis?

The LEA has not finished analyzing the most recently collected data.

14. Optional: Graduation Pathway Options Implementation

The following Graduation Pathway questions are optional. Answering these questions will help inform SBE's [FutureReady](#) graduation requirement initiative.

The responses to this page's questions do not affect the LEA's basic education compliance certification - they are for data collection purposes only.

28. You answered that the LEA will not offer at least one of the nine graduation pathways for the 2026-27 school year. Please briefly explain why the LEA will not offer the pathway(s).

We chose to use College in the High School instead. Can only offer so many programs. We have not yet implemented performance-based courses yet.

29. Running Start students and families do not pay tuition for courses (up to 1.30 FTE), but may have to pay for college fees, books, tuition beyond 1.30 FTE, and/or transportation.

Will the LEA (or community/technical college) cover these additional costs for ALL students in the 2026-27 school year?

Yes, the LEA (or community/technical college) will cover any of these additional costs for ALL students.

30. Students and families do not pay for College in the High School (CiHS) as outlined in the [College 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 LEA are charged a CiHS fee, does the LEA cover the cost?

Yes, the LEA will cover the fee for ALL students

31. Will the LEA pay Advanced Placement (AP) exam fees or fee balances for ALL students in the 2026-27 school year? (Both OSPI and the College Board have funding to help income-eligible students pay for Advanced Placement exam fees, but there may still be a balance)

Yes, the LEA will cover any AP exam fees for ALL students

32. In the 2026-27 school year, will students be able to take the SAT at their own school during the school day?

No, students must take the SAT after hours, on weekends, or outside the district

33. Will SAT exam fees be paid by the LEA for ALL students?

No, at least some SAT exam fees are paid by student/family/guardian/caregiver

34. In the 2026-27 school year, will students be able to take the ACT at their own school during the school day?

No, students have to take the ACT after hours, on weekends, or in another district

35. Will the LEA pay ACT exam fees for ALL students in the 2026-27 school year?

No, at least some ACT exam fees are paid by student/family/guardian/caregiver

36. In the 2026-27 school year, will students be able to take the ASVAB at their own school during the school day?

Yes

37. How many of the LEA's high schools will offer the ASVAB during the school day in the 2026-27 school year?

1

38. Please answer the following questions about the LEA's dual credit offerings, which include Advanced Placement/International Baccalaureate/Cambridge International, Running Start, College in the High School, and CTE Dual Credit.

How well are the LEA's current dual credit offerings meeting student demand?

Slightly below student demand (Most students, but not all, are able to enroll in a dual credit course who want one)

How satisfied is the LEA with its current process for offering dual credit options? This includes things like deciding which option(s) to offer, finding/training instructors, interacting with CTCs/universities, awarding credit for Running Start, funding, etc.

Very Unsatisfied

What would the LEA like to see changed regarding its current dual credit offerings and process?

Running Start has had a significant impact on the district budget and falls short regarding the school's ability to support the student in their college coursework and communication.

15. High School Graduation Requirements: Local Graduation Requirements

39. Please answer the following question(s) about local graduation requirements for the 2026-27 school year. The LEA's answers are not considered as part of the basic education certification process, but will help inform SBE's [FutureReady](#) graduation requirement initiative.

Will any of the LEA's high schools have local graduation requirement(s) in the 2026-27 school year? All graduation requirements must be publicized annually as required by [WAC 180-51-045](#).

Yes

Will all schools in the LEA have the same local graduation requirements for the 2026-27 school year?

Yes

Please choose all local graduation requirements for students graduating in the 2026-27 school year (credit or non-credit). All graduation requirements must be publicized annually as required by [WAC 180-51-045](#).

Community Service
Senior Project/Portfolio/Presentation
Financial Education

Please enter the number of high schools that require the following publicized local graduation requirements (skip those that aren't required). If one of the requirements is "Other," please also describe the requirement.

You answered that the LEA will require students to complete the FAFSA or WASFA in order to graduate. How do students meet this requirement? (Check all that apply)

Are students allowed to opt out of submitting the FAFSA/WASFA as a graduation requirement?

16. Required Offerings Explicitly Tied to Basic Education

40. For the 2026-27 school year, will the LEA provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, 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

41. For the 2026-27 school year, will the LEA have implemented [social-emotional learning standards and benchmarks](#) as required by [RCW 28A.300.478](#)?

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

42. Each LEA 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 2026-27 school year, will the LEA meet this requirement for all grades the LEA enrolls from Grades 5 through 12?

Yes

[RCW 28A.230.305](#) requires the following:

1. Every student in all LEAs, regardless of size, must have access to arts education, as part of basic education under [RCW 28A.150.210](#). Arts instruction must be accessible by all students, in a manner that is commensurate with instruction in other core subject areas.

2. LEAs with more than 200 enrolled students shall offer regular instruction in at least one visual art or at least one performing art throughout the school year. Each student must receive instruction in at least one arts discipline throughout their elementary and middle education experience. For grades 9 through 12, all students must be given the opportunity to take arts coursework each academic year.

43. In the 2026-27 school year, will every student in the LEA have access to arts education, in a manner that is commensurate with instruction in other core subjects, as part of the basic education requirements?

Yes

44. What is the student headcount the LEA expects to enroll in the 2026-27 school year? *The answer below is pre-filled based on the LEA's 2025-26 school year enrollment data found in OSPI's Report Card. Please review and make any necessary changes before going to the next question.*

More than 200

45. In the 2026-27 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

46. In the 2026-27 school year, will all students in grades 9 through 12 be given the opportunity to take arts coursework each academic year?

Yes

47. 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 LEA present educational activities suitable to the observance of Veterans Day in 2026 in all schools?

Yes

48. 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](#)).

In October 2026, will the LEA conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities?

Yes

49. Each LEA 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. A student is not required to earn CPR certification to successfully complete the instruction requirement. ([RCW 28A.230.179](#)).

In the 2026-27 school year, will all graduating seniors have had CPR instruction in at least one health class necessary for graduation?

Yes

50. In the 2026-27 school year, will the LEA 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](#))? The course can be taken at a student's home school or another school in the LEA.

Yes

17. Additional Legislatively Required Offerings

The following offerings are required by the Washington Legislature, but they are not explicitly tied to basic education. *The answers to these questions are not used for basic education compliance determinations.* However, answers will help SBE understand how requirements are implemented statewide. Answers are also shared with OSPI.

[RCW 28A.320.170](#) requires all LEAs to incorporate tribal history and culture into their curriculum as follows:

When an LEA reviews or adopts its social studies curriculum on July 24, 2015 or after, the LEA must incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors. LEAs meet this requirement through using the [John McCoy \(Iulilaš\) Since Time Immemorial tribal sovereignty curriculum](#) and may modify that curriculum in order to incorporate elements that have a regionally specific focus or to incorporate the curriculum into existing curricular materials.

When conducting regularly scheduled reviews and revisions of their social studies and history curricula, LEAs must 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.

In addition, LEAs shall collaborate with OSPI on curricular areas regarding tribal government and history that are statewide in nature, such as the concept of tribal sovereignty and the history of federal policy towards federally recognized Indian tribes. OSPI's [Office of Native Education](#) shall help local school districts identify federally recognized Indian tribes whose reservations are in whole or in part within the boundaries of the district and/or those that are nearest to the school district.

51. When did the LEA last review or adopt its social studies curriculum?

On July 24, 2015 or after

52. By the 2026-27 school year, how will the LEA have incorporated the [John McCoy \(Iulilaš\) Since Time Immemorial tribal sovereignty curriculum](#) developed by OSPI?

The LEA will have incorporated the curriculum exactly as published by OSPI

53. The [John McCoy \(Iulilaš\) Since Time Immemorial tribal sovereignty curriculum](#) has units for elementary school, middle school, and high school. Which grade units will the LEA implement in the 2026-27 school year? Choose all that apply.

The LEA will implement the [elementary school curriculum](#) or a modified version of the curriculum

The LEA will implement the [middle school curriculum](#) or a modified version of the curriculum

The LEA will implement the [high school curriculum](#) or a modified version of the curriculum

54. By the 2026-27 school year, will the LEA have collaborated with any federally recognized Indian tribe within their LEA, 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

55. You answered that the LEA has collaborated with at least one federally recognized tribe. Please answer the following additional questions.

Which tribe(s) did the LEA collaborate with? Please list all tribes separated by a comma or semicolon.

Quinault

Please identify which tribal department(s) or role(s) the LEA worked with during this collaboration. Select all that apply.

Tribal Government / Tribal Council Office

Please describe the results of the collaboration. For example, did the tribe develop curriculum for the LEA, present to classrooms, provide field trip opportunities, etc.?

Input generated regarding how to meet the needs of our students.

56. Under the [comprehensive sexual health education](#) requirement ([RCW 28A.300.475](#)), the LEA must provide social emotional learning (SEL) instruction to all students in grades K-3 at least once. As of the 2026-27 school year, will the LEA provide SEL instruction to all students in grades K-3 at least once during their time in the LEA?

Yes

57. As of the 2026-27 school year, does the LEA provide [comprehensive sexual health education](#) to all students at least once in grades 4-5 during their time in the LEA? [RCW 28A.300.475](#)

Yes

58. As of the 2026-27 school year, will the LEA provide comprehensive sexual health education to all students at least twice in grades 6-8 during their time in the LEA? [RCW 28A.300.475](#)

Yes

59. As of the 2026-27 school year, will the LEA provide comprehensive sexual health education to all students at least twice in grades 9-12 during their time in the LEA? [RCW 28A.300.475](#)

Yes

60. As of the 2025-26 school year, [RCW 28A.320.168](#) requires LEAs 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 LEA, may be integrated into a relevant course or a course may be repurposed to include the instruction.

Will the LEA have offered sex trafficking awareness and prevention instruction at least once to all students who will complete grade 12 in the 2026-27 school year?

Yes

61. As of the 2025-26 school year, LEAs 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 LEA award the Seal of Biliteracy to qualifying graduating high school students in the 2026-27 school year?

Yes

62. New Question:

[RCW 28A.320.192](#) requires LEAs to provide students who are in or released from an institutional education facility with access to world language proficiency tests, American sign language proficiency tests, and general education development (GED) tests. Access to the tests may not be conditioned or otherwise dependent upon a student's request. LEAs must award at least one high school credit to students who meet the standards set by SBE that are listed in OSPI's [October 2022 bulletin](#).

Additional credits may be awarded by the LEA if a student has completed a course or courses of study to prepare for the test. If the LEA has mastery-based crediting policy for state or local assessments, the LEA must apply this policy for students in or released from an institutional education facility.

This requirement is not new, but previous basic education compliance surveys only asked about the GED section of the law.

In the 2026-27 school year, will the LEA provide access to world language proficiency tests, American sign language proficiency tests, and GED tests to students currently or formerly in institutionalized educational settings, as well as award credit for meeting the standards set by SBE as required under [RCW 28A.320.192](#)? (If the LEA does not anticipate having students that are in, or were in, institutional educational settings, please answer the question as if the LEA will enroll these students for the upcoming school year.)

Yes

63. New Question:

[RCW 28A.320.202](#) requires LEAs to provide a comprehensive system of instruction and services in reading and early literacy to kindergarten through fourth grade students that is based on the degree of student need for additional support. (Note: This is not a new law, but it is new to the basic education compliance survey)

This question will change in the 2027-28 school year survey because starting September 2027, LEAs must meet curricular requirements described in [Engrossed Substitute House Bill 1295](#) anytime they update or purchase a curriculum related to early literacy, reading literacy or writing literacy for use with any students in kindergarten through fourth grade.

For the 2026-27 school year, will the LEA provide a comprehensive system of instruction and services in reading and early literacy to kindergarten through fourth grade students that is based on the degree of student need for additional support?

Yes

64. [RCW 28A.300.468](#) requires LEAs to provide all students in grades 9 through 12 the opportunity to access [Washington's financial education standards](#), whether through a regularly scheduled class period; before or after school; during lunch periods; at library and study time; at home; via online learning opportunities; through career and technical education course equivalencies; or other opportunities. High school credit is encouraged

Will the LEA provide all students in grades 9 through 12 the opportunity to access the state's financial education standards in the 2026-27 school year?

Yes

18. Optional: Financial Education Implementation

The following financial education implementation questions are optional. Answering these questions will help inform SBE's [FutureReady](#) graduation requirement initiative.

The responses to this page's questions do not affect the LEA's basic education compliance certification - they are for data collection purposes only.

65. In the 2026-27 school year, how will the LEA 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.

66. How many high schools in your LEA will offer financial education as part of another subject area course in the 2026-27 school year?

5

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

Math

CTE

Advisory/Homeroom

19. Continuity of Operations Plan

68. Under [WAC 180-16-212](#), LEAs must develop, maintain, and if necessary, implement a Continuity of Operations Plan (COOP) that ensures delivery of basic education services in case of an emergency or disaster.

By the 2026-27 school year, will the LEA have developed a COOP that ensures delivery of basic education services in case of an emergency or disaster?

Yes

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

[Mastery-based learning](#) (sometimes referred to as "competency-based education") is an educational approach designed to help students learn deeply and effectively, have agency in their own learning, and to progress in their learning at their own pace upon demonstration of skills and learning.

While "mastery-based learning" encompasses strategies that are characteristic of good instruction and might be employed throughout K-12 education, "mastery-based crediting" is a specific high school crediting opportunity. Through mastery-based crediting, students may be awarded credit for a variety of learning experiences that could take place in school settings or could take place largely outside of traditional classroom instruction.

Please answer the following questions to share information about mastery-based crediting and mastery/competency-based learning in your LEA. This will help the state understand how these education options are being implemented across the state.

The answers to these questions are not considered as part of the Basic Education compliance process.

69. Does your LEA have a written policy to award mastery/competency-based high school credit as described in [WAC 180-51-051](#)?

Yes, the school district has a permanent policy.

70. Does your district policy apply to ALL subject areas?

No

71. 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

72. A mastery-based learning and competency-based education program includes the following (as defined in RCW [28A.255.010](#)): 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 LEA have at least one school in the 2026-27 school year that offers a fully mastery-based learning and competency-based education program as described above?

No

21. Optional: State-Recommended Educational Offerings and Activities

In addition to the state's basic education graduation requirements, state law encourages additional educational offerings and activities that help address the goals of Basic Education. Your responses to the following optional questions will help inform the state about the level of LEA implementation of these state-encouraged elements.

The responses to this page's questions do not affect the LEA's basic education compliance certification - they are for data collection purposes only.

73. 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 2026-27, does the LEA provide Holocaust history instruction?

Yes

74. LEAs 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 2026-27 school year, does the LEA commemorate the history of civil rights at least once a year?

No, but the LEA will consider implementing the recommendation in the future

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

For the 2026-27 school year, will the LEA incorporate ethnic studies materials and resources for grades K-6?

No, but the LEA will consider implementing the recommendation in the future

76. Public schools with grades 7 through 12 are encouraged to offer a course in ethnic studies [RCW 28A.300.112](#)).

For the 2026-27 school year, will the LEA offer at least one course in ethnic studies for grades 7 through 12?

No, but the LEA will consider implementing the recommendation in the future

77. RCW [28A.210.430](#) encourages each school district, charter school, and state-tribal education compact school with a high school to offer instruction in awareness of bone marrow donation and blood donation. Instruction may be included in at least one health class required for graduation.

For the 2026-27 school year, will the LEA offer high school instruction in awareness of bone marrow donation and blood donation?

The LEA offers instruction in blood donation awareness only

78. RCW [43.117.130](#) encourages public schools to designate time in January for appropriate activities in commemoration of the lives, history, achievements, and contributions of Chinese Americans and Americans of Chinese descent as part of Chinese Descent History Month.

For the 2026-27 school year, will the LEA designate time to commemorate Chinese Descent History Month?

No, but the LEA will consider implementing the recommendation

22. Optional: School Climate Surveys

79. Will your LEA administer a school climate survey in the 2026-27 school year?

Yes

80. Which of the following audiences are included in the LEA's school climate survey? Select all that apply

Students
Parents
Community members

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

3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade

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

Panorama

23. Optional: Flexible Learning Options

83. Which Flexible Learning Option (FLO) programs does the LEA offer? Choose all that apply.

Alternative Learning Experience
Online Learning
Open Doors Youth Reengagement

84. Who is the LEA's FLO Executive Sponsor?

First Name : Lynn
Last Name : Green
Email : lgreen@asd5.org
Phone : 3609868689

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

District Goal: The mission of the **Aberdeen School District** is to provide a collaborative learning community, which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens. (Quality Criteria indicators are referenced on the Career & Technical Education Evaluation Form.)

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
Educator Licensing <u>WAC 181-77-014</u> (Criteria 1)	Collaborate with teachers to support necessary coursework for initial CTE certifications Document clock hours required for conditional certifications Send reminders for certification renewals Ensure current First Aid/CPR certification for CTE instructors	Collaborate with teachers to support necessary coursework for initial CTE certifications Document clock hours required for conditional certifications Send reminders for certification renewals Ensure current First Aid/CPR certification for CTE instructors New instructor oriented for Electrical Engineering/HVAC and Refrigeration	Collaborate with teachers to support necessary coursework for initial CTE certifications Document clock hours required for conditional certifications Send reminders for certification renewals Ensure current First Aid/CPR certification for CTE instructors New instructors oriented as needed	Collaborate with teachers to support necessary coursework for initial CTE certifications Document clock hours required for conditional certifications Send reminders for certification renewals Ensure current First Aid/CPR certification for CTE instructors New instructors oriented as needed



CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
Curriculum, Instruction, and Evaluation RCW 28A.700.010 (Criteria 2)	Monitor materials and software available across content areas for piloting, adoptions Expand iCEV to Criminal Justice Offer E-Sports as a class at AHS Criminal Justice returns to AHS and Twin Harbors Skills Center Continue to incorporate Microsoft Office programs in CTE classes per advisory committee feedback Ensure communication skills and professionalism are embedded into various programs and lead to certification opportunities	Monitor materials and software available across content areas for piloting, adoptions Align E-Sports modules at Miller with AHS classes Explore Precision Exams (You Science) for Advanced Banking/Finance Implement Adobe/Apple Final Cut certification for video production Implement Animal Science class in Ag Ed	Monitor materials and software available across content areas for piloting, adoptions Offer graphic design class at HLC Explore Vet Science class offering in Ag Ed	Monitor materials and software available across content areas for piloting, adoptions Prepare to add a culinary course in the new HLC classroom

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
	Implement PCT course (Patient Care Technician incorporating Phlebotomy, EKG) Explore curriculum options for graphics and photography classes using Adobe products			
Academic Integration RCW 28A.700.010(2)(a) (Criteria 3)	Explore cross crediting options for courses across the CTE program Explore Global Health content - implement phlebotomy and EKG standards	Update all frameworks according to newly adopted state standards in 2026 Explore options for Cosmetology cross crediting in science and/or fine arts Explore Leadership/Project Management for cross credit in fine arts Explore science credit option for Construction 2 program	Explore cross crediting options with new state standards	Explore cross crediting options with new state standards Implement cross-disciplinary STEM projects with ELA, math or social studies at the junior high level

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
Student Access to Program RCW 28A.700.010 (Criteria 4)	Open entry into all CTE exploratory programs Connect to after school programs for access and exposure to CTE content areas Host elementary and or junior high student visits High school students attend Miller and elementary career events Expand annual nondiscrimination notifications	Open entry into all CTE exploratory programs Connect to after school programs for access and exposure to CTE content areas Host elementary and or junior high student visits High school students attend Miller and elementary career events Work closely with EL and SPED staff to ensure proper supports and accommodations across CTE classes	Open entry into all CTE exploratory programs Connect to after school programs for access and exposure to CTE content areas Host elementary and or junior high student visits High school students attend Miller and elementary career events Work closely with EL and SPED staff to ensure proper supports and accommodations across CTE classes	Open entry into all CTE exploratory programs Connect to after school programs for access and exposure to CTE content areas Host elementary and or junior high student visits High school students attend Miller and elementary career events Work closely with EL and SPED staff to ensure proper supports and accommodations across CTE classes Launch a CTE Student Ambassador Leadership program at Miller
Accountability RCW 28A.700.040(1)(c) (Criteria 5)	Conduct CLNA process and review relevant demographic and student performance data as available	Conduct CLNA process and review relevant demographic and student performance data as available	Conduct CLNA process and review relevant demographic and student performance data as available	Conduct CLNA process and review relevant demographic and student performance data as available

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
	Implement application process for all skills center programs NATEF Mid-Point Review		Prepare for NATEF 5 year review	
Safe Practices RCW 28A.700.010 (Criteria 6)	Ensure safety testing is done in all shop and lab classes Ensure transition of greenhouse instructors includes safety orientation	Ensure safety testing is done in all shop and lab classes	Ensure safety testing is done in all shop and lab classes Require ServeSafe certification for culinary students	Ensure safety testing is done in all shop and lab classes
Facilities RCW 28A.700.010 (Criteria 7)	Construct overhang outside of wood shop area for covered outside work area and replace dust collection system Complete culinary kitchen revisions - accessible station	Evaluate other needs in various program areas Review Room 148 for upgrades Complete culinary kitchen revision - cooking area ADA access to greenhouse facilities	Evaluate other needs in various program areas Explore purchase of venting system for gas fired furnaces for HVAC program Explore outdoor work station for Electrical Engineering program Plan for a green house or garden area for junior high science lessons	Evaluate other needs in various program areas Plan for move to new HLC; order equipment for new CTE spaces Open medical suite for CNA, phlebotomy, EKG in new HLC building

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
Instructional Materials RCW 28A.700.010 (Criteria 8)	Evaluate texts and online materials for updates, new sources Update Deaf Culture materials if available Add Robotics kits for Miller and AHS Explore resources for incorporating AI standards into various CTE courses Identify CAD software for use in construction and STEM classes	Evaluate texts and online materials for updates, new sources Utilize MagicSchool AI tools Incorporate Electrical Vehicle safety and maintenance into automotive offerings Explore use of Microsoft 365 Purchase a new demonstration camera for hospitality program	Evaluate texts and online materials for updates, new sources Pilot deaf culture curriculum in ASL classes	Evaluate texts and online materials for updates, new sources
Leadership and Employability RCW 28A.700.010 (Criteria 9)	Evaluate Entrepreneurship program at Miller for any changes Continue operation of student run enterprises across all buildings Evaluate program expansion in Career and	Continue operation of student run enterprises across all buildings Evaluate program expansion in Career and Technical Student Organizations (FBLA, FFA, SkillsUSA, etc.) - possibilities for HLC programs	Continue operation of student run enterprises across all buildings Evaluate program expansion in Career and Technical Student Organizations (FBLA, FFA, SkillsUSA, etc.)	Continue operation of student run enterprises across all buildings Evaluate program expansion in Career and Technical Student Organizations (FBLA, FFA, SkillsUSA, etc.)

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
	Technical Student Organizations (FBLA, FFA, SkillsUSA, etc.) Host a Greater Grays Harbor Inc. Business After Hours event in February for CTE Month Continue ASL workshop, H.A.M. night and ASL performances Resume aquaculture lab activities	Continue AHA! and ASL clubs, Art Extravaganza and CTE Showcase events Expand SkillsUSA access at Miller Junior High FBLA will take over blood drives during the school year Work to expand HOSA membership and skill participation	Continue AHA! and ASL clubs, Art Extravaganza and CTE Showcase events Expand SkillsUSA access at Miller Junior High Support students in attending yearbook camp opportunities	Continue AHA! and ASL clubs, Art Extravaganza and CTE Showcase events Support SkillsUSA at Miller Junior High
Long Range Planning RCW 28A.700.010(2)(b) (Criteria 10)	Explore options for Snug Harbor to re-open to 3 years old and above and how that aligns with HLC building construction Incorporate possibilities for business and marketing options in HLC with facilities through design process Complete wood shop overhang project	Evaluate program evaluation data from advisory committees and incorporate suggestions into annual planning Look at proper facilities for CTE programming in the new Miller Junior High building - incorporate lab stations	Evaluate program evaluation data from advisory committees and incorporate suggestions into annual planning Look at proper facilities for CTE programming in the new Miller Junior High building - incorporate lab stations	Evaluate program evaluation data from advisory committees and incorporate suggestions into annual planning Look at proper facilities for CTE programming in the new Miller Junior High building - incorporate lab stations

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
	Restore Criminal Justice skills center block program			
Advisory Committee RCW 28A.700.020(1) (Criteria 11)	Annual dinner hosted by Hoquiam Updated any advisory committee templates Schedule all meetings and conduct annual business including program evaluations Restore Criminal Justice advisory committee Rebuild Natural Resources advisory committee	Annual dinner hosted by Aberdeen Update any advisory committee templates Schedule all meetings and conduct annual business including program evaluations	Annual dinner hosted by Montesano Update any advisory committee templates Schedule all meetings and conduct annual business including program evaluations	Annual dinner hosted by Aberdeen Update any advisory committee templates Schedule all meetings and conduct annual business including program evaluations
Program of Study RCW 28A.700.020(2)(a)(b) (Criteria 12)	Explore articulations for HLC courses including hospitality and fashion design Evaluate Pierce County articulation options Renew GHC articulations	Renew Grays Harbor College articulations as needed - ASL Evaluate Pierce County articulation options	Renew Grays Harbor College articulations as needed Evaluate Pierce County articulation options	Renew Grays Harbor College articulations as needed

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
	Implement new automotive articulation with GHC Implement new construction articulation with GHC	Explore Walla Walla Community College for articulation with animal science Explore articulations for HLC courses including hospitality and fashion design	Expand hands-on coursework for HLC classes in anticipation of the new facility	
Certification Work based Learning RCW 28A.700.060(2)(c)(d) (Criteria 13A, 13B)	Incorporate WBL activities into all classes Explore safety certifications in Dragon Cafe Expand forklift certification for students in construction program and other applicable areas Continue to add early childhood certifications at Harbor High Begin phlebotomy internships	Incorporate WBL activities into all classes Expand certification opportunities for students in all programs Integrate forklift certification into Construction 2 classes Begin introductory training on Kubota excavator for Construction 2 classes Criminal Justice students will earn First Aid/CPR certifications	Incorporate WBL activities into all classes Expand certification opportunities for students in all programs Host a spring job fair for students to connect with employers in the county Collaborate with WorkSource GH to bring employability workshops to high school students	Incorporate WBL activities into all classes Expand certification opportunities for students in all programs Incorporate OSHA safety training in the Dragon Cafe Introduce micro credentialing (i.e. drone safety, CAD basics, OSHA modules) for junior high students

**CTE Four Year Planning Requirement Template**

(formerly "District Wide Plan")

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
Career Guidance RCW 28A.700.010(3) (Criteria 14)	Expand Big Brothers Big Sisters partnership to other industry areas Continue field trip and guest speaker opportunities within CTE programs in addition to Career Day Continue to pursue partnerships with labor unions for construction program	Expand Big Brothers Big Sisters partnership to other industry areas Continue field trip and guest speaker opportunities within CTE programs in addition to Career Day	Expand Big Brothers Big Sisters partnership to other industry areas Continue field trip and guest speaker opportunities within CTE programs in addition to Career Day	Continue field trip and guest speaker opportunities within CTE programs in addition to Career Day Implement career exploration capstone for 8th grade students (resume, mock interview, career plan)
Program Evaluation RCW 28A.700.020(1) (Criteria 15)	Continue annual program evaluations with advisory committee members Continue Early Achievers requirements NATEF Mid-Point Review	Renew DOH/DSHS program approval for CNA program Continue annual program evaluations with advisory committee members Continue Early Achievers requirements Program evaluation by Carpenter's Union for pre-apprenticeship	Continue annual program evaluations with advisory committee members Conduct NATEF 5 year renewal Continue Early Achievers requirements	Continue annual program evaluations with advisory committee members Continue Early Achievers requirements



CTE Four Year Planning Requirement Template

(formerly "District Wide Plan")

Quality Criteria	2025-2026	2026-2027	2027-2028	2028-2029
Professional Development RCW 28A.700.005(4) (Criteria 16)	Support various conferences for CTE staff that align with district and program goals	Support various conferences for CTE staff that align with district and program goals Plan CTE PD for all CTE staff for summer 2027	Support various conferences for CTE staff that align with district and program goals	Plan CTE PD for all CTE staff for summer 2029

Advisory Chairperson: _____

Date:

CTE Director: _____

Date:



Aberdeen School District

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

Office of the Superintendent
360-538-2002

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

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

Elyssa Louderback
Business & Operations
360-538-2007

Christi Clinkingbeard
Human Resources
360-538-2003

Stefanie Lamont
Special Education
360-538-2017

July 21, 2026

In my capacity as the Co-Superintendent of the Aberdeen School District, I fully support the public baccalaureate Washington Guaranteed Admissions Program (WAGA)) and the completion of a data sharing agreement with the institutions participating in WAGAP.

The intent of WAGAP to directly engage with high school juniors and seniors to ready them for college, familiarize them with college admissions, and connect through guaranteed admissions opportunities supports our shared efforts to increase postsecondary attainment opportunities in our community.

The point of contacts for the Aberdeen School District are Julie McKay, our Student Information Systems Specialist (jmckay@asd5.org), and Jessica Madison, GEAR UP Advisor (jmadison@asd5.org).

Sincerely,

Lynn Green
Co-Superintendent
216 North G Street
Aberdeen, WA 98520



2026-27 WAGAP Joint Data Sharing Agreement (DSA) Submission Instructions

- Complete the highlighted sections of the Data Sharing Agreement (DSA).
 - Page 1, Enter school district name or school name
 - Page 9, Enter information for Agreement and Technical Administrators
 - Page 13, Sign Agreement
- Obtain the required signature(s).
- Send the signed DSA to wagap@councilofpresidents.org by **September 30, 2026**.

Upon submission, the completed DSA will be provided to all participating institutions, and your school or district will receive a confirmation email.

**Washington Guaranteed Admissions Program (WAGAP)
DATA SHARING AGREEMENT**

BETWEEN

Aberdeen School District - a Washington public school district, charter school, state-tribal compact school, or private school organized and operating under Title 28A of the Revised Code of Washington (hereinafter. "SCHOOL")

AND

Central Washington University, Eastern Washington University, The Evergreen State College, the University of Washington Tacoma, Washington State University, and Western Washington University - public, four-year institutions of the State of Washington, operating under Title 28B.10 of the Revised Code of Washington (hereinafter "INSTITUTIONS")

AND

The Council of Presidents (COP) – an association of Washington's public, four-year INSTITUTIONS (hereinafter "COP")

AND

The Washington Office of Financial Management Education Research and Data Center (ERDC) is responsible for conducting collaborative analyses of early learning, K-12, and higher education programs and education issues across the P-20 system under RCW 43.41.400 (hereinafter "ERDC").

HEREINAFTER referred to individually as a "PARTY" and collectively as the "PARTIES."

SCOPE AND PERMISSIBLE DATA USES

This Data Sharing Agreement (DSA) sets out how the PARTIES will share identifiable education records to support the Washington Guaranteed Admissions Program (WAGAP). For purposes of this DSA, DATA is any information created, collected, maintained, transmitted, or stored by or for the purposes of WAGAP. This DSA ensures that DATA is used responsibly and protected under state and federal privacy laws, including the Family Educational Rights and Privacy Act (FERPA) and applicable sections of the Revised Code of Washington (RCW 28A.604, RCW 28B.77, RCW 42.56, and RCW 43.41.400).

Information shared pursuant to this DSA will be used only to:

- Identify students eligible for WAGAP to INSTITUTIONS.
- Increase awareness about admissions to Washington's public, four-year institutions for students in the 11th grade and 12th grade.
- Support high schools and families with university readiness and admissions information and communications.
- Allow ERDC to link DATA with data in the Office of Financial Management's (OFM) P-20 Workforce system to support required reporting.
- Allow COP and ERDC to use DATA to provide aggregate reports on university enrollment, retention, and completion outcomes for PARTIES to the DSA.

- Share SCHOOL's own data back to SCHOOL to investigate data quality issues, explore adding new fields, or conduct INSTITUTION defined analyses.
- Allow analysis and reporting of DATA that is expressly requested, required, and mandated by legislative action. ERDC will ensure the data released under this provision conforms to FERPA requirements to protect against redisclosure of Personally Identifiable Information (PII) by direct or indirect means.
- Ad hoc requests by COP for analyses appropriate to the inquiry and work of COP and the PARTIES to the DSA are subject to the terms of this DSA that specify how DATA received under this provision is to be held, used, and shared.

PERIOD OF AGREEMENT

This DSA begins upon execution and remains in effect through October 1, 2030, unless extended or terminated earlier by written notice from any party. This DSA may be extended by mutual agreement of the PARTIES in writing.

CONSENT

SCHOOL recognizes that 34 C.F.R. 99.30 requires prior written consent of the student or parent/guardian before the release of PII from a student's educational records. SCHOOL must obtain consent to release PII information before releasing pursuant to this DSA. SCHOOL shall follow FERPA rules, all applicable laws, and its parent/student consent structure to ensure all DATA is allowable.

STANDARD OF CARE

All PARTIES to this DSA agree, understand, and respect the fundamental privacy rights vested in individuals, associated with the DATA connected with the purpose of this DSA. All PARTIES to the DSA shall have, as general duties, the obligations to exercise due care and take commercially best efforts to protect such individual privacy rights.

All PARTIES to this DSA represent and warrant that, with regard to confidentiality, availability, and integrity of DATA, and safeguarding the privacy rights of individuals, data storage and handling of DATA in connection with the purpose of this DSA shall be undertaken in compliance with current WaTech standards, policy, and best practices. Such standards, policies, and best practices can be found at: <https://watech.wa.gov/policies/data-sharing-policy>.

In order to ensure the confidentiality of DATA shared pursuant to this DSA, all PARTIES to the DSA shall, unless otherwise directed:

- a. Strictly comply with all state and federal laws that govern the use and release of DATA, including FERPA and its regulations, as set forth at 34 C.F.R. §99.
- b. Restrict access to the DATA to only persons with a business need to access data tables and systems.
- c. Designate in writing a single agreement administrator and a single technical administrator or their designee who will be responsible for requesting DATA under this

DSA. The agreement administrator and technical administrator or their designees shall be responsible for overseeing transmission of data requests and maintaining a log or other record of data requested and received under this DSA, including confirmation of any project completion and return or destruction of DATA as required by this DSA;

- d. Maintain all DATA obtained under this DSA in a secure data environment and not copy, reproduce, or transmit DATA obtained except as necessary to fulfill the overriding goals of this DSA. All copies of data received under this DSA are subject to the provisions of this DSA.
- e. Maintain up-to-date industry best practices for technical and administrative security, including but not limited to:
 - i. Implementing industry standard identification and authentication practices to gain access to the systems and data, and requiring users to be uniquely identified and authenticated before accessing data;
 - ii. Maintaining data security shall follow all institutional state and federal policies.
 - iii. Encrypting data during transmission;
 - iv. Establishing defined data security roles, which limit users' access to only the data necessary for them to perform their job functions;
 - v. Securing access to any physical areas or electronic devices where data is stored;
 - vi. Implementing industry-standard network protection, intrusion, and detection practices to prevent unauthorized access to and from a private network; and
 - vii. Installing industry-standard antivirus software to protect the network, systems, and user devices.
- f. Report in writing all known or suspected data breaches to the affected PARTIES in accordance with RCW 42.56.590.
- g. Destroy or return all original DATA obtained pursuant to this DSA when it is no longer required or upon termination of this DSA or 5 years from the receipt of the data.
- h. The PARTIES will follow their organizational retention policies and policies as they pertain to the destruction and delegation of DATA.

DATA SHARING

SCHOOL will provide INSTITUTIONS and COP with access to DATA as identified in this DSA beginning on or around the execution date of this DSA. DATA will not be provided to INSTITUTIONS or COP until this DSA is signed by all PARTIES.

DESCRIPTION OF DATA TO BE SHARED

SCHOOL named in this agreement submits identifiable DATA to INSTITUTIONS and COP and shall include the following data variables for 12th-grade students.

- a. SCHOOL College Entrance Examination Board (CEEB) Codes
- b. First Name
- c. Last Name
- d. State Student Identifier (SSID)
- e. Date of Birth
- f. Grade Level
- g. Graduation Requirements Year
- h. Email(s) on record (school, personal) for student and parent/guardian*
- i. Mailing Address
- j. Second Mailing address
- k. Unweighted cumulative GPA
- l. Indicator of completion or in progress to complete high school credits and subject areas required to meet WAGAP eligibility.

*An email is required. Email(s) on record must include at least, but if available, a student's school email or personal email.

SCHOOL named in this agreement submits DATA to INSTITUTIONS and COP and shall include the following data variables for 11th-grade students.

- a. SCHOOL CEEB Codes
- b. First Name
- c. Last Name
- d. State Student Identifier (SSID)
- e. Date of Birth
- f. Grade Level
- g. Graduation Requirements Year
- h. Email(s) on record (SCHOOL, personal) for student and parent/guardian*
- i. Mailing Address
- j. Second Mailing Address

*An email is required. Email(s) on record must include at least, but if available both, both a student's school email and personal email.

RESPONSIBILITIES OF SCHOOL

SCHOOL will provide DATA for the school years during the period of the agreement for students as identified in this DSA in compliance with the FERPA, 20 U.S.C. § 1232g, and in 34 C.F.R. §99.3.

- a. A file containing DATA for students that meet the following: (1) A cumulative GPA of 3.0 or higher, (2) Indicator of completion or in progress to complete high school credits and subject areas required to meet WAGAP eligibility, and (3) in the 12th grade.
- b. A file containing DATA for students in the 11th grade.

c. DESCRIPTION OF DATA TO BE SHARED identifies the DATA variables required.

SCHOOL may partner with entities (i.e., student information system providers, education service districts) to provide the data sets required through this agreement.

RESPONSIBILITIES OF INSTITUTIONS

INSTITUTIONS will receive data from COP for the school years during the period of the agreement as outlined in SCOPE AND PERMISSIBLE DATA USES.

RESPONSIBILITIES OF COUNCIL OF PRESIDENTS

COP will provide INSTITUTIONS with DATA as identified in this DSA for the purposes outlined in SCOPE AND PERMISSIBLE DATA USES.

COP will provide ERDC with data under a separate DSA that will allow ERDC to link high school student data and DATA with postsecondary enrollment, retention, and completion data to meet the purposes outlined in Section: SCOPE AND PERMISSIBLE DATA USES. COP may use aggregate-level, suppressed feedback reports and summary analysis, as outlined in RESPONSIBILITIES OF ERDC, for WAGAP reporting and communications.

RESPONSIBILITIES OF ERDC

ERDC will link DATA provided by COP under a separate DSA to P20W data for the purposes identified in Table 1.

- a. External data requests for record-level or aggregate not-suppressed data from any organization that is not a party to this DSA. These requests are considered a redisclosure of DATA and must be approved by ERDC and PARTIES per the process described below.

Table 1: Permissible Uses of DATA by ERDC

Data Use	Governance Requirements
a. To fulfill data requests for summary-level data with suppression from COP, INSTITUTIONS, or SCHOOL for a project or research question included in SCOPE AND PERMISSIBLE DATA USES .	Covered under this agreement - no additional notification or authorization required. Results of the request will be shared with all PARTIES.
b. To fulfill data requests from COP, INSTITUTIONS, or SCHOOL for a project or research question that is not included in SCOPE AND PERMISSIBLE DATA USES .	Written Notification – will be sent to all PARTIES prior to DATA use. Written notification of the request includes information provided in Exhibit 1: Example Written Notification from ERDC to WAGAP PARTIES.
c. To conduct analysis or produce reports that help SCHOOL, INSTITUTIONS and COP understand student outcomes after graduation.	Not a redisclosure of DATA because ERDC is conducting the analysis or producing the reports - the PARTIES will be sent a copy of the summary analysis upon completion.
d. To fulfill external data requests from any organization that is not a party to this DSA for summary data that is <u>suppressed</u> .	Not a redisclosure of DATA because it is summary and suppressed for small cell counts - the PARTIES will be sent a copy of the summary analysis when it is released to the requester.
e. To fulfill external data requests from any organization that is not a party to this DSA for record-level or aggregate data that is <u>not suppressed</u> .	Opt-Out Authorization – authorization will be sent to all PARTIES, and they will be given 15 working days to opt out of participating in the project. Opt-Out Authorization for the request includes information provided in Exhibit 2: Example Opt-Out Authorization Request from ERDC to PARTIES

RE-DISCLOSURE OF DATA

Uses of DATA not specified in SCOPE AND PERMISSIBLE DATA USES section of this DSA and which are considered a redisclosure of education records because they contain PII (direct or indirect identifiers) are subject to evaluation and approval according to the data request policies and procedures outlined by OFM ERDC on their website ([After Your Data Request is Submitted | Washington State Education Research and Data Center](#)) and in ERDC’s P20W Data Governance Manual.

The OFM ERDC shall ensure that each redisclosure to a receiving entity is permitted under FERPA and reviewed by the Washington State Institutional Review Board (WSIRB) if the request is determined by ERDC to meet the criteria for research.

The OFM ERDC shall only redisclose the minimum possible data for it and/or a receiving entity to comply with applicable law. Approved data requestors will receive either aggregate unsuppressed datasets or record-level data sets that have PII removed and replaced with a research identifier generated by OFM ERDC. Further, the OFM ERDC shall ensure that each redisclosure to a receiving entity shall be permitted under FERPA and reviewed by WSIRB if the request is determined by ERDC to meet the criteria for research.

OWNERSHIP OF DATA

All data shared by SCHOOL pursuant to this DSA will remain the property of SCHOOL. INSTITUTIONS and COP understand that nothing in this DSA conveys ownership of DATA to INSTITUTIONS.

All data shared by INSTITUTIONS pursuant to this DSA will remain the property of INSTITUTIONS. SCHOOL understands that nothing in this DSA conveys ownership of institution data to SCHOOL.

INDEMNIFICATION

The PARTIES to this DSA will be responsible for their own acts or omissions and for those of their directors or trustees, officers, employees, agents, and volunteers. No party assumes any responsibility to another party of this DSA for the consequences of any act or omission of any person, firm, or corporation not a party to this DSA. No party to this DSA shall be considered the agent of another party to this DSA.

GOVERNING LAW AND VENUE

This DSA will be governed, construed, and enforced in accordance with the laws of the State of Washington, and venue of any suit between the PARTIES arising out of this DSA will be in the Superior Court of the County, Washington, of the INSTITUTION involved in the suit.

ATTORNEY FEES AND COSTS

If any legal proceeding is brought for the enforcement of this DSA, or because of a dispute, breach, default, or misrepresentation in connection with any of its provisions, each party shall bear the cost of its own attorneys' fees and other legal expenses.

NONDISCRIMINATION

Discrimination on the basis of race, color, religion, national origin, sex, age, veteran status, and disability is prohibited by federal statute. In addition, Washington State law prohibits discrimination based on marital status, creed, sexual orientation, gender identity and expression, and the use of a trained guide dog or service animal by a disabled person. An Institution's policy likewise prohibits discrimination based on these protected characteristics. The Institutions are committed to providing equal employment opportunity and prohibiting illegal discrimination in the recruitment and admission of students, the employment of faculty and staff and the operation of Institutions' programs, activities and services.

GENERAL PROVISIONS

All official notices required under this DSA will be given in writing as follows:

- a. Entire Agreement. This DSA constitutes the entire agreement between the PARTIES and supersedes any prior oral or written agreements, commitments, or understandings concerning the matters provided for in this DSA. No other understanding, oral or otherwise, regarding the subject matter of this DSA will be deemed to exist or to bind any of the PARTIES hereto.
- b. Termination. This DSA may be terminated by any party upon thirty days' written notice delivered to the other PARTIES.
- c. Modification. The PARTIES may modify this DSA only by a subsequent written amendment executed by the PARTIES. Any modification will be effective only if written, signed, and dated by the authorized representatives of each party and attached to this DSA.
- d. No Waiver. A failure by any party to this DSA to exercise its rights under this DSA will not preclude that party from subsequent exercise of such rights and will not constitute a waiver of any other rights under this DSA unless stated to be such in a writing signed by an authorized representative of the party and attached to this DSA.
- e. Assignment. The PARTIES may not assign this DSA or any interest herein, or delegate any of their duties hereunder, to any third party without the prior written consent of the other PARTIES. Any attempted assignment or delegation without such consent will be null and void.
- f. No Third-Party Beneficiaries. This DSA is made and entered into for the sole benefit of SCHOOL and INSTITUTIONS. No third party will be deemed to have any rights under this DSA, and there are no third-party beneficiaries to this DSA.
- g. Headings. Headings in this DSA are included only for convenience and will not control or affect the meaning or construction of this DSA.

CONTACTS

Agreement Administrator

- *The individual who will provide oversight of the activities conducted under this DSA.*

Signatory

- *The person with contract signature authority for your INSTITUTIONS.*

Privacy Administrator

- *The individual designated to receive legal notices and to administer, amend, or terminate this DSA.*

Technical Administrator

- *The IT or data lead who will be following the DSA requirements and handling receipt of the data.*
-

J.M. Weatherwax High School

Contact Role	<u>Agreement Administrator</u>	<u>Technical Administrator</u>
Name:	Aaron Roiko	Julie McKay
Title:	Principal	Student Information Systems Specialist
Department:	Building	Technology
Email:	aroiko@asd5.org	jmckay@asd5.org
Telephone:	360-538-2040	360-538-2234

ENTITY RECEIVING DATA: INSTITUTIONS

Contact Role	<u>Agreement Administrator</u>	<u>Technical Administrator</u>
Name:		
Institution:	Central Washington University	Central Washington University
Title:		
Department:		
Email:		
Telephone:		

Contact Role	<u>Agreement Administrator</u>	<u>Technical Administrator</u>
Name:		
Institution:	Eastern Washington University	Eastern Washington University
Title:		
Department:		
Email:		
Telephone:		

Contact Role	<u>Agreement Administrator</u>	<u>Technical Administrator</u>
Name:		
Institution:	The Evergreen State College	The Evergreen State College
Title:		
Department:		
Email:		
Telephone:		

Contact Role	<u>Agreement Administrator</u>	<u>Technical Administrator</u>
Name:		
Institution:	University of Washington Tacoma	University of Washington Tacoma
Title:		
Department:		
Email:		
Telephone:		

Contact Role	<u>Agreement Administrator</u>	<u>Technical Administrator</u>
Name:		
Institution:	Washington State University	Washington State University
Title:		
Department:		
Email:		
Telephone:		

Contact Role	<u>Agreement Administrator</u>	<u>Technical Administrator</u>
Name:		
Institution:	Western Washington University	Western Washington University
Title:		
Department:		
Email:		
Telephone:		

Contact Role	<u>Agreement Administrator</u>	<u>Technical Administrator</u>
Name:		
Institution:	Council of Presidents	Council of Presidents
Title:		
Department:		
Email:		
Telephone:		

Contact Role	<u>Agreement Administrator</u>	<u>Technical Administrator</u>
Name:		
Title:	Office of Financial Management Education Research & Data Center	Office of Financial Management Education Research & Data Center
Department:		
Email:		
Telephone:		

b. SIGNATURES

The signatures below indicate agreement between the entities:

Aberdeen School District

INSTITUTIONS

Signature Date

Name:
Title:
District/SCHOOL:

Signature Date

Name:
Title:
INSTITUTION: Central Washington University

Signature Date

Name:
Title:
INSTITUTION: Eastern Washington University

Signature Date

Name:
Title:
INSTITUTION: The Evergreen State College

Signature

Date

Name:

Title:

INSTITUTION: University of Washington Tacoma

Signature

Date

Name:

Title:

INSTITUTION: Washington State University

Signature

Date

Name:

Title:

INSTITUTION: Western Washington University

Signature Date

Name:

Title:

Entity: Council of Presidents

Signature Date

Name:

Title:

Entity: Office of Financial Management Education Research &
Data Center

Exhibit 1
Example Written Notification from ERDC to WAGAP PARTIES

Date:

The Office of Financial Management Education Research & Data Center (OFM ERDC) has designated (data requestor) as an entity entitled to redisclosure of data and meets the requirements of FERPA and/or this DSA for the purposes set forth below.

The details of the request are as follows:

- **Purpose & Scope**
- **Data Set Type (Unredacted Aggregate or Student-Level):**
- **Duration:**
- **Data Elements Disclosed:**

[If unredacted aggregate or student-level data will be shared include the following]:

OFM ERDC and (data requestor) have executed a data sharing agreement that requires (data requestor) to:

- Use DATA, including, but not limited to, PII from education records only to meet the purpose(s) of the study,
- Limit access to DATA, including, but not limited to, PII from education records, to researchers with legitimate interests who are participating in the study as stated in the written agreement,
- Conduct the study in a manner that doesn't permit the identification of parents or students by anyone other than representatives of the organization with legitimate interests who are participating in the study, as stated in the written agreement.
- Destroy all DATA, including, but not limited to, PII from education records, when the information is no longer needed for the purposes for which the study stated in the written agreement was conducted and within a specified time period.

Exhibit 2

Example Opt-Out Authorization Request from ERDC to WAGAP PARTIES

Date:

The Office of Financial Management Education Research & Data Center (OFM ERDC) has received a request from (data requestor) to use DATA:

The details of the request are as follows:

- **Purpose & Scope:**
- **Data Set Type** (Redacted Aggregate, Unredacted Aggregate or Student-Level):
- **Duration:**
- **Data Elements Disclosed:**

OFM is authorized to fulfill this request (for redacted aggregate data)/ execute a data sharing agreement designating (Requestor) as an authorized representative for purposes of conducting the audit/evaluation specified in the data request (unredacted or student-level data) unless WAGAP PARTY submits Authorization Opt-Out Form to ERDC by (Due Date).

To opt out of authorizing this request, please complete and return this form prior to (Due Date).

☐ No (WAGAP party) does not approve or authorize ERDC to fulfill described Data Request.

☐ Conditional Authorization. (Entity) conditionally authorized ERDC to fulfill described Data Request according to the WAGAP party comments provided below.

Authorization Review Comments:

Date:

Signature:

Name:

WAGAP party:



Aberdeen
School District

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

Office of the Superintendent
360-538-2002

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

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

Elyssa Louderback
Business & Operations
360-538-2007

Christi Clinkingbeard
Human Resources
360-538-2003

Stefanie Lamont
Special Education
360-538-2017

MEMORANDUM OF UNDERSTANDING BETWEEN ABERDEEN SCHOOL DISTRICT AND THE ABERDEEN POLICE DEPARTMENT

1. PURPOSE & SCOPE

This Memorandum of Understanding (MOU) defines the operational partnership between Aberdeen School District (ASD) and the Aberdeen Police Department (APD) regarding the deployment, data routing, and emergency response protocols for the Curve Point automated weapon detection systems. These systems will be installed at Aberdeen High School, Miller Junior High School, and Harbor Learning Center, funded via the FY26 COPS School Violence Prevention Program (SVPP).

2. DISTRICT ROLES & SYSTEM OPERATIONS

- **Deployment Locations:** ASD will procure, install, and maintain dual-sensor weapon screening lanes at designated primary entry points of the three secondary campuses.
- **Privacy Compliance:** The Curve Point infrastructure will be configured to analyze physical density anomalies (firearms, knives, explosive structures) exclusively. The district will disable and refrain from utilizing facial recognition, biometric data capture, or student identity logging.
- **Immediate Notification:** In the event an anomaly matches the localized threat threshold, the system's integrated communication layer will generate an automated crisis payload.

3. LAW ENFORCEMENT ROLES & EMERGENCY RESPONSE

- **Data Integration:** APD agrees to allow the Curve Point unified communications interface to securely route real-time alarm triggers, target images, and campus entry-point location tags directly into the APD dispatch framework.
- **Tactical Response:** Upon receipt of an automated weapon detection alert, APD will treat the signal as an active high-priority threat scenario and deploy immediate tactical resources to the flagged secondary school campus entry lane.
- **Information Sharing:** APD and ASD will cross-reference monthly threat logs to audit system accuracy, reduce false-alarm vectors, and adjust physical campus gate configurations as necessary.

4. DURATION

This agreement covers a 36-month performance period beginning October 1, 2026, and ending September 30, 2029, tracking concurrently with the federal award lifecycle.

Signed & Dated

Traci Sandstrom, Co-Superintendent

Lynn Green, Co-Superintendent

Dale Green, Chief of Police, Aberdeen

INTERLOCAL AGREEMENT
ECEAP Services

THIS CONTRACT is made and entered into by and between the State of Washington, acting by and through the Department of Children, Youth, and Families, a department of Washington State government (hereinafter referred to as "DCYF") and Aberdeen School District #5, a Schools and School Districts, (hereinafter referred to as "Contractor"), located at 216 North G Street, Aberdeen WA 98520-5622.

CONTRACTOR BUSINESS ADDRESS

Aberdeen School District #5
216 North G Street
Aberdeen WA 98520-5622
TIN: 91-6001546
UBI: 141-005-290

CONTRACTOR CONTRACT MANAGER

Sarah Teveliet-Channel
ECEAP Administrator
schannel@asd5.org
Phone:

DCYF ADDRESS

Department of Children, Youth, and Families
PO Box 40970
Olympia WA 98504-0970

DCYF PROGRAM CONTRACT MANAGER

Teanne Stangel
Grant Support Specialist
teanne.stangel@dcyf.wa.gov
Phone: (509) 514-3294

THIS CONTRACT CONTRIBUTES TO THE FOLLOWING AGENCY GOALS:

- Education - Kindergarten Readiness.
- Health - Child Development.
- Resilience - Parents/caregivers are supported to meet the needs of their children/youth.

THE PURPOSE OF THIS CONTRACT is to provide comprehensive Early Childhood Education and Assistance Program (ECEAP) services through ECEAP and Complex Needs Fund.

THEREFORE, IT IS MUTUALLY AGREED THAT:

1. CONTRACT MANAGEMENT

a. Contract Managers

- (1) The Contract Manager as shown on page 1 for each of the parties shall be the contact person for all communications and billings regarding the performance of this Contract.
- (2) Each party shall provide the other party with written notice of any changes of the name and contact information regarding either party's designated Contract Manager. The written notice shall not be effective until fourteen business days from the date of mailing. The requirements contained in the Section titled Contractor Staff of exhibit D shall apply to this Section (Section 1.a).

b. Notices

- (1) Any notice or demand or other communication required or permitted to be given under this Contract or applicable law shall be effective only if it is in writing, properly addressed, and either emailed, delivered in person or by a recognized courier service, or deposited with the United States Postal Service as first-class certified mail, postage prepaid and return receipt requested, to the parties at the addresses listed in Section 1.a.

- (2) Notwithstanding RCW 1.12.070, such communications shall be effective upon the earlier of receipt or four calendar days after mailing or emailing. The notice address as provided herein may be changed by written notice given as provided on page 1.

2. EXHIBITS AND ATTACHMENTS

Attached hereto and incorporated herein as though set forth in full are the following exhibits and attachments:

- Exhibit A - Statement of Work
- Exhibit B - Budget Report
- Exhibit C - Deliverables Report
- Exhibit D - General Terms and Conditions
- Exhibit E - 2026-27 ECEAP Performance Standards
- Attachment 1 - Confidentiality and Non-Disclosure Agreement
- Attachment 2 - Certification of Data Disposition

The parties agree that the exhibits and attachments listed in this paragraph shall be enforceable against the parties and are a part of this Contract.

3. STATEMENT OF WORK

The Contractor shall perform the activities and obligations as set forth and described in Exhibit A. The Contractor shall also furnish the necessary personnel, equipment material and/or service(s) and otherwise do all things necessary for or incidental to the performance of the work as set forth and described in Exhibit A. The Contractor shall provide the services, goods, products and activities at the costs set forth in this Contract.

4. PERIOD OF PERFORMANCE

The effective date of this contract, shall commence on July 1, 2026 and must be completed on or before June 30, 2027. Performance on this Contract shall not begin before the effective date.

5. COMPENSATION

The cost of accomplishing the work described in this Contract shall not exceed \$2,527,092.28. Any additional authorized expenditures, for which reimbursement is sought, must be submitted as written documentation to the DCYF Contract Manager for pre-approval by the DCYF Secretary or the Secretary's delegate as described in this Contract, and established by a written Contract Amendment. Exhibit B is an actual budget of the costs associated with this Contract. If the Contractor reduces its prices for any of its services during the term of this Contract, DCYF shall receive the immediate benefit of such lower prices for services following the price reduction. Compensation for services will be paid upon the timely completion of services as described in Exhibit A and is contingent upon acceptance of relevant work products and approval of vouchers by DCYF as described in this Contract.

6. BILLING PROCEDURE

- a. The Contractor shall submit, not more than semi-monthly, properly completed A-19 vouchers (the "voucher") to one of the following:

The Department of Children, Youth, and Families
Attn: Teanne Stangel
PO Box 40970
Olympia WA 98504-0970

Or, email a scan of an original, signed A-19 voucher directly to the DCYF Contract Manager at teanne.stangel@dcyf.wa.gov

- b. Payment to the Contractor for approved and completed work shall be made by warrant or Electronic Funds Transfer by DCYF and considered timely if made within 30 days of receipt of a properly completed voucher. Payment shall be sent to the address designated by the Contractor and set forth in this Contract.

- c. Properly completed vouchers and attachments completed by the Contractor must contain the information described in Exhibit A under the Section titled "Compensation and Voucher Payment".
- d. For Statewide Payee Registration: OFM maintains a central contractor registration file for Washington State agencies to use for processing contractor payments. This allows many contractors to receive payments by direct deposit. The Contractor must be registered in the Statewide Payee Registration system, <https://ofm.wa.gov/it-systems/statewide-vendorpayee-services>, prior to submitting a request for payment under this Contract. No payment shall be made until the Statewide Payee Registration is complete.
- e. Upon the expiration of this Contract, any claim for payment or voucher not already made shall be submitted to DCYF no later than forty-five (45) days following the expiration date of this Contract. In the event the Contractor does not provide to DCYF a claim for payment or voucher within forty-five (45) days following the expiration date of the Contract, DCYF shall have no obligation to pay such claim for payment or voucher even if the service or product has been delivered and/or accepted. The final voucher shall certify that the Contractor has completed all requirements of this Contract.

7. SIGNATURES

THIS CONTRACT, including the exhibits and attachments described in Section 2, is executed by the persons signing below who warrant they have read and understand this Contract, including the exhibits and attachments. The persons signing below further represent they have the authority to execute this Contract.

Aberdeen School District #5

DEPARTMENT OF CHILDREN, YOUTH, AND FAMILIES

Signature

Signature

Elyssa Louderback

Name

Name

Exec Dir of Business & Operations

Title

Title

Date

Date

2026-2027
Interagency Agreement Between
ABERDEEN SCHOOL DISTRICT NO. 5
and
GRAYS HARBOR DETENTION CENTER

PREAMBLE

WHEREAS, the Division of Juvenile Rehabilitation and the Office of State Superintendent of Public Instruction (OSPI) have jointly assumed responsibility for the education of juvenile offenders committed to state institutions; and

WHEREAS, the **Grays Harbor Detention Center** (Detention Center) focuses on incarcerated youth and operates under the combined auspices of the **Aberdeen School District No. 5**, (District) and the **Grays Harbor County Juvenile Courts**; and

WHEREAS, the purpose of this agreement is to set forth the operational framework within which the program will function and to describe the involvement of each of the cooperating agencies;

NOW THEREFORE BE IT RESOLVED, in consideration of the covenants contained herein that the parties hereby mutually agree as follows:

I. ADMINISTRATION

A. Program Supervision

The overall managerial responsibility will rest with the Juvenile Court Administrator, but internal program policies will be decided in consultation with supervisory personnel from the involved agencies.

The Aberdeen School District Superintendent will hire qualified personnel to implement the education phase of the Detention Center program. According to agreement between the Superintendent and the Administrator,* sufficient administrative personnel will be provided within the resources available to the participating agencies to serve their respective functions.

The Superintendent and the Administrator shall meet as may be deemed appropriate or at least once yearly for the purposes of evaluating the educational philosophy, the established goals, the utilization of personnel, and the effectiveness of the program.

B. Role and Responsibilities of the Detention Center Supervisor

The role of the Detention Center Supervisor is to implement the policies of the

**“Superintendent” and “Administrator” shall also mean any individual designated to act on their behalf.*

Superintendent and Administrator made within guidelines contained herein or any other policy made by joint action of the involved agencies. The goal of this Agreement is to provide a program of instruction that will meet the needs of the students.

The Detention Center Supervisor supervises all program operations and is responsible to the Juvenile Court Administrator for policy compliance. The Detention School Principal shall act as the District's direct liaison to the educational components of the program. The District may, at its discretion or at the request of the Juvenile Court Administrator, appoint an administrative person to audit or otherwise review the educational program for compliance with district standards.

Primary responsibility for the educational budget preparation and administration rests with the District after consultation with appropriate Detention Center personnel. The budget shall be processed through established District and OSPI channels.

The Aberdeen School District Superintendent is responsible for district personnel and their educational responsibilities.

The Juvenile Court Administrator shall be responsible for maintaining an accurate inventory of all equipment and materials assigned to the Youth Learning Center.

C. Administrative Controls of Personnel

It shall be the responsibility of the Superintendent to employ certificated and classified personnel for the Detention Center. Number of personnel to be employed will be determined by the Superintendent as needed and as space is available at the Detention Center.

- D. Establishing, implementing, and monitoring curricula shall be the responsibility of the District. Matters pertaining to general on-site operation, supervision, safety, and security of the educational program shall be the responsibility of the Grays Harbor Detention Center Administrator who will take actions deemed necessary when unusual circumstances arise; this action will be reported as soon as possible to the District for evaluation and disposition.

Implementing and administering the instructional program is the responsibility of the District. Evaluation of district employees assigned to the Detention Center shall be in accordance with the applicable evaluative criteria and procedures of the District

E. Personnel Problems

Should problems involving County Corrections staff arise, the Detention Center Supervisor will take such action as is deemed advisable. Should problems involving educational staff members arise, resolution of the problem and any disciplinary action shall be the responsibility of the District.

F. Review and Affirmation of Agreement

The Superintendent and the Administrator shall review the contents of this agreement each year, or more frequently should it appear desirable, and shall make such changes as may be deemed necessary.

G. Severability

If any provision of the Agreement contravenes any state or federal statute or regulation, the statute or regulation shall control. If any item or condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect the terms, conditions, or applications of the Agreement which can be given effect without the invalid term, condition or application; to this end, the terms and conditions of the Agreement are severable.

II. PROGRAM FUNDING

A. Instruction

The financing of the instructional program shall be from those funds allocated to the Local Education Agency by the Office of State Superintendent of Public Instruction. No other district funds shall be required for the program.

The District shall be responsible for an educational program up to 220 days if funded fully by the state, but not less than 180 days per school year.

B. Facilities and Support Services

Grays Harbor County will provide the physical plant and utilities necessary to house the educational program, together with the basic furniture and other facility equipment necessary to program operation.

When it is feasible and appears appropriate, the District may make available to Grays Harbor County space and equipment that contributes to the educational program.

Grays Harbor County shall provide necessary clerical and vehicular time, program monitoring, technical assistance, and consultation.

Where appropriate, the Grays Harbor County Juvenile Court shall provide technical assistance and social service staff.

C. Property

All property purchased by the District with district funds shall remain the property of the District. All property purchased by the County Detention Center with county funds shall remain the property of the County.

III. Miscellaneous

A. Integration

This Agreement contains the entire understanding between the parties and shall not be modified in any manner except by a writing executed by all parties.

B. Dispute Resolution

In cases of unresolved disputes in areas covered by this agreement, a representative from the Aberdeen School District Board of Directors and a representative from the Grays Harbor Juvenile Court will select a third member to form a three-person committee to resolve the dispute.

C. Duration

This agreement is effective as of July 1, 2026, and will terminate unless renewed on August 31, 2027.

Administrator, Grays Harbor County Juvenile Court

Superintendent, Aberdeen School District No. 5



CONSULTING SERVICES AGREEMENT AMENDMENT – FY2

CSA 2527010

BY AND BETWEEN

WASHINGTON CENTER FOR DEAF AND HARD OF HEARING YOUTH

611 GRAND BLVD. VANCOUVER, WA 98661

AND

ABERDEEN SCHOOL DISTRICT

216 NORTH G. STREET, ABERDEEN, WA 98520

This Consulting Services Agreement (“Agreement”) is made and entered into by and between the Washington State Center for Deaf and Hard of Hearing Youth (“CDHY”) and ABERDEEN SCHOOL DISTRICT (“District”).

RECITALS

WHEREAS, CDHY is a state agency established under RCW 72.40.015 to provide statewide leadership for the coordination and delivery of educational services to children who are deaf or hard of hearing.

WHEREAS, District is in need of educational services for the deaf and hard of hearing children.

WHEREAS, the parties desire to enter into this Agreement for the delivery of consultation services for deaf and hard of hearing children.

AGREEMENT

NOW, THEREFORE, for and in consideration of the mutual covenants and agreements contained herein or attached and incorporated by reference and made part hereof, the parties agree as follows:

1. PURPOSE OF THIS CONTRACT.

The purpose of this Agreement is to facilitate CDHY in providing technical assistance and support to the District for the delivery of a full range of educational services to students who are deaf or hard of hearing.



2. STATEMENT OF WORK.

Upon the completion of all necessary forms outline in EXHIBIT A and at the written request of the District, CDHY agrees to provide any combination of services outlined in EXHIBIT B of this Agreement in addition but not limited to:

- a. Coordinate the delivery of any services provided by CDHY with District staff as to the means, time, and location of service delivery.
- b. Provide, as requested, any reports, related to an evaluation, assessment or consultation within fifteen (15) days from the completion of service.

3. PERIOD OF PERFORMANCE.

The term of this agreement shall extend from August 1, 2026 to July 31, 2027, unless terminated sooner as provided in this Agreement, or extended through a properly executed amendment.

4. COMPENSATION.

The District shall pay two hundred and twenty-five dollars (\$225.00) per Direct Service hour provided at the District request, billed in one (1) hour increments.

“Direct Service” includes:

- a. Consultation(s), evaluation(s), assessments, and/or professional development in the presence of or by alternative communication to an individual(s) at the request of the District;
- b. File or case reviews with a subsequent assessment; and
- c. Consultation or expanded service analysis for Individual Education Plans (IEP) as defined in WAC 392-172A-03090, or an Individual Family Service Plans (IFSP) as defined in WAC 182-537-0200, or a 504 Plan identified in section 504 of the Rehabilitation Act of 1973 as defined in WAC 392-190.

There is a 2-hour minimum for all Inservice training.

CDHY shall invoice at least monthly for services provided under this Agreement.

At the request of the District, CDHY shall provide a statement of invoiced services for the term of this Agreement. Payments shall be due within forty-five (45) days of the date of the invoice.

Payments under this Agreement shall be remitted to:

CDHY
611 Grand Blvd.
Vancouver WA, 98661
ATTN: Business Office



5. CONTRACT MANAGEMENT.

The following representative(s) for each of the parties shall be responsible for and shall be the respective contact person for all communication regarding program performance and billings for this agreement.

	CDHY	District
Program Contact¹	Erica Pedro, PhD Director, Outreach Services K-12 360.608.0806 ERICA.PEDRO@CDHY.WA.GOV	Dr. Richard K. Bates Director of Special Education 360.538.2017 RBATES@ASD5.ORG
Program Contact	Kris Ching Director, Outreach Services Birth – 5 KRIS.CHING@CDHY.WA.GOV	
Fiscal Contact²	April Rupe Director of Business Operations 360.901.4010 APRIL.RUPE@CDHY.WA.GOV	Elyssa Louderback Executive Director, Business & Operations 360.538.2007 ELOUNDERBACK@ASD5.ORG

6. FUNDING CONTINGENCY.

In the event funding from state, federal, or other sources is withdrawn, reduced, or limited in any way after the effective date of this Agreement and prior to the completion of work in this Agreement, then either party may:

- a. Terminate this Agreement with thirty days advance notice. If this Agreement is terminated, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination;
- b. Renegotiate the terms of the Agreement under those new funding limitations and conditions;
- c. After a review of project expenditures and deliverable status, extend the end date of this Agreement and postpone deliverables or portions of deliverables;
or
- d. Pursue such other alternatives as the parties mutually agree to in writing.

¹ Program points of contact are responsible for the oversight and approval of all work completed under this agreement.

² Fiscal points of contact for this agreement are responsible for the administrative and fiscal related matters of this agreement.



7. DISPUTES.

In the event a dispute arises under this Agreement, any party may request intervention by the Governor, as provided by RCW 43.17.330, in which event the Governor's process will control. The cost of resolution will be borne as allocated by the Governor.

8. GOVERNING LAW AND VENUE.

This Agreement shall be construed and interpreted in accordance with the laws of the state of Washington and the venue of any action brought under this Agreement shall be in the Superior Court for Clark County.

9. ORDER OF PRECEDENCE.

In the event of an inconsistency in the terms of this Agreement, or between its terms and any applicable statute or rule, the inconsistency shall be resolved by giving precedence in the following order:

- a. applicable state and federal statutes and rules;
- b. statement of work; and
- c. any other provisions of this Agreement, including materials incorporated by reference.

10. INDEPENDENCY CAPACITY.

The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be the employees or agents of any other party.

11. SEVERABILITY.

If any term or condition of this Agreement is held invalid, such invalidity shall not affect the other terms or conditions of this Agreement.

12. SITE SECURITY.

To the extent applicable, while either party is on the other party's premises, its agents, employees, or subcontractors shall comply with such party's security policies and regulations.

13. TERMINATION.

a. TERMINATION FOR CONVENIENCE

This Agreement may be terminated by CDHY or by the district with thirty days advance notice. If this Agreement is terminated for convenience, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Agreement prior to the effective date of termination.



b. TERMINATION FOR CAUSE.

If for any cause either party does not fulfill in a timely and proper manner its obligations under this Agreement, or if any party violates any of these terms and conditions, the aggrieved party will give the other parties written notice of such failure or violation. The responsible party will be given the opportunity to correct the violation or failure within 15 business days. If the failure or violation is not corrected, this Agreement may be terminated immediately by written notice of the aggrieved party to the other.

14. INDEMNIFICATION.

CDHY shall indemnify, defend and hold the District harmless from any third party claims, costs, damages, or expenses ("Losses"), to the extent caused by a material breach by CDHY of any of its obligations under this Agreement. CDHY will have no obligation to indemnify, defend and hold harmless to the extent that any Losses have been caused by the District. District shall indemnify, defend and hold CDHY harmless from any Losses, to the extent caused by a material breach by District of any of its obligations under this Agreement. District will have no obligation to indemnify, defend and hold harmless to the extent that any Losses have been caused by CDHY. In the case of negligence of both CDHY and the District, any Losses allowed shall be levied in proportion to the percentage of negligence attributable to each party. This provision shall survive the termination or expiration of this Agreement.

15. WAIVER.

A failure by any party to exercise its rights under this Agreement shall not preclude that party from subsequent exercise of such rights and shall not constitute a waiver of any other rights under this Agreement. Any waiver shall not be construed to be a modification of terms of this Agreement unless stated to be such in writing and signed by personnel authorized to bind each of the parties.

16. MAINTENANCE OF RECORDS.

All books, records, documents, and other material relevant to this Agreement shall be retained for six years after expiration of this Agreement. The Office of the State Auditor, federal authorities, and any person duly authorized by the parties shall have full access and the right to examine any of these materials during this period. If any litigation, claim, or audit is started before the expiration of the six year period described above, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved. Records and other documents, in any medium, furnished by one party to another, will remain the property of the furnishing party, unless otherwise agreed in writing. The receiving party will not disclose or make available any confidential information to any third parties without first giving notice to the furnishing party and giving it a reasonable security procedures and protections to



assure that records and documents provided by the party are not erroneously disclosed to third parties. Notwithstanding the foregoing, the parties acknowledge that state agencies are subject to the Public Records Act, Chapter 42.56 RCW.

17. AMENDMENT.

This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

18. ASSURANCES.

The parties agree that all activity pursuant to this Agreement shall be in accordance with all applicable federal, state, and local laws, rules, and regulations, as they currently exist or as amended.

19. CONFIDENTIALITY PROVISION.

CDHY acknowledges that the data, material, and information which originates from this Agreement, and any student assessment data, material and information which may come into its possession in connection with performance under this Agreement, may consist of confidential personally identifiable data subject to the federal Family Educational Rights and Privacy Act or other privacy laws, and that disclosure to or use by third parties may be damaging. Either party to this Agreement may designate certain Confidential Information as “Confidential Information/Notice Requested.” This designation shall be made by clearly stamping, watermarking, or otherwise marking each page of the Confidential Information. To the extent permitted by law, CDHY agrees to hold all such material and information in strictest confidence, not to make use thereof other than for the performance of this Agreement, to release it only to authorized employees and agents requiring such information and not release or disclose it to any other party. If a third-party requestor seeks information that has been marked “Confidential Information/Notice Requested,” notice shall be given to the marking party prior to release of the information. Such notice shall be provided to the marking party no less than five business days prior to the date of the disclosure, to allow the party objecting to disclosure to seek a protective order from the proper tribunal.

20. CONFLICT OF INTEREST.

Ensure that the Contractor, including any regional, local, and volunteer staff, is free of conflicts of interest and/or does not stand to gain financially through an action or potential action brought on behalf of individuals the Contractor, serves. Conflicts of interest include but are not limited to, the following:

- a.** The Contractor’s performance for another client, individual, or entity, compromises its ability to pursue or perform an agency contract in a fair way;
- b.** Solicitation or acceptance of gifts, money, or property from CDHY clients;



- c. Employment or other work involving the provision of services to CDHY clients; or
- d. Because of other activities or relationships with other individuals or entities, the Contractor is unable to render unbiased assistance or services to CDHY.

21. NONDISCRIMINATION.

Nondiscrimination Requirement. During the term of this Contract, Contractor, including any subcontractor, shall not discriminate on the bases enumerated at RCW 49.60.530(3). In addition, Contractor, including any subcontractor, shall give written notice of this nondiscrimination requirement to any labor organizations with which Contractor, or subcontractor, has a collective bargaining or other agreement.

22. SUSPENSION AND DEBARMENT.

The parties to the Agreement certify, and each relies thereon in execution of this Agreement, that neither their entity nor its Principals are presently debarred, declared ineligible, or voluntarily excluded for the award of contracts any Federal government agency or department.



23. COUNTERPART SIGNATURES.

This Agreement may be signed in counterparts with the same effect as if the signatures to each counterpart were upon a single instrument, and all such counterparts together shall be deemed an original of this Agreement. For purposes of this Agreement, a facsimile or electronic copy of a party’s signature shall be sufficient to bind such party.

24. ALL WRITINGS CONTAINED HEREIN.

This Agreement contains all the terms and conditions agreed upon by the parties. No other understanding, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or bind any of the parties hereto.

IN WITNESS WHEREOF, the parties have executed this Agreement.

**WASHINGTON CENTER FOR DEAF
AND HARD OF HEARING YOUTH**

ABERDEEN SCHOOL DISTRICT

SIGNATURE

SIGNATURE

Elyssa Louderback

NAME (PRINT)

NAME (PRINT)

Exec Dir of Business & Operations

TITLE (PRINT)

TITLE (PRINT)

DATE

DATE



EXHIBIT A – SERVICE INTAKE DOCUMENTS

1. Completed and Signed STUDENT INTAKE FORM.
2. Signed and returned RELEASE OF INFORMATION FORM.
3. Scanned, emailed, or mailed documents pertaining to:
 - a. Current IFSP or IEP
 - b. 504 Plan
 - c. Current Evaluation
 - d. Audiogram
4. Signed and returned purchase order or contract.



EXHIBIT B – MENU OF SERVICES

Services offered by CDHY Preschool – age 21

EVL - Evaluations

Evaluation services may include a combination of consultants to cover requested areas of evaluation. Depending on the district's needs, each consultant will conduct their own evaluation(s) and submit one combined report to the district's director of special education. Possible evaluations include: cognitive, academic, adaptive, speech, spoken language, ASL language, social/emotional, behavior, audiology, functional literacy.

Reports will be completed off site and submitted to the district Special Education Director or whom they delegate within fifteen business days of concluding the services. At the districts' request, consultants can be available to talk about the evaluation via telephone, videophone or Zoom meeting.

CNS - Consultations

CDHY will be responsible for providing consultation services that best meet the student's and the team's needs. Some of the services may include an observation, teacher checklists, and recommendations for the student's program, accommodations, or educational environment. They may also include demonstration of lessons, teacher coaching, and resources for student's communication repair, and advocacy skills. Consultation reports will be completed off site and submitted to the District Special Education director or whom they delegate within fifteen business days of concluding the services.

IST - In-service Trainings

The Deaf 101 presentation increases participant's awareness of the nature and impact of hearing loss for the child in the mainstream classroom. It guides participants to an understanding of the unique language, communication, social and emotion and assistive technology needs that a student with hearing loss requires to be successful. Practical strategies that impact learning and teaching and a collaborative approach to meeting the needs of deaf and hard of hearing students are presented. In-service trainings of different topics are also available and custom designed around the needs of the district.



Birth to Three Services (Part C)

IHV - Introductory Home Visit

Introductory home visit with family and FRC and/or other EI provider. A summary report (duplicate form) is given to parent and FRC following the visit. Some of the services could include: participation in eligibility and IFSP meetings; developmental evaluations in the areas of communication, language, cognition, and social- emotional; training and technical assistance to IFSP or EI teams in regard to developmental programming; provide assistance in developing the child and family's IFSP; supplying information to parents regarding their child's hearing levels, audiology reports, communication development and language acquisition, hearing and visual technologies, and other supportive information.

OHV- On-going Home Visits

One-hour home visit with family (may be done along with other Early Intervention provider). A summary report (duplicate form) will be given to the parent at each visit. A copy of the summary report will be sent to the FRC/EI provider. Home visits will support the development of the Individual Family Service Plan and outcomes associated with the child's developmental needs. Some of the services could include: participation in eligibility and IFSP meetings; developmental evaluations in the areas of communication, language, cognition, and social- emotional; provide training and technical assistance to IFSP or EI teams in regard to developmental programming; provide assistance in developing the child and family's IFSP; supplying information to parents regarding their child's hearing levels, audiology reports, communication development and language acquisition, hearing and visual technologies, and other supportive information. One-hour home visit with family (may be done along with other Early Intervention provider) via Videophone, Skype or other remote conferencing technology. A summary report (duplicate form) will be given to the parent at each visit, a copy of the summary report will be sent to the Family Resource Coordinator and Early Intervention provider (FRC/EI).

FAM - Family Nights

Coordinated with CDHY and school district. Approximately 2 hours. The CDHY Family Engagement Specialist and Social Emotional Learning Specialist leads activities and discussions for families.



Specialists on the Outreach Team

ASL - American Sign Language (ASL) Specialist

Areas of ASL Evaluation include: ASL receptive skills expressive skills, and/or Communication skills, interpretation of test results, and written report. Areas of Consultation: The CDHY ASL consultant can provide consultation regarding the establishment of ASL goals, ASL acquisition and planning, assistance with IEP/504 development.

AUD - Audiologist

Areas of Evaluation: Individual room acoustics, child functional listening evaluations (FLE) and equipment checks. Areas of consultation: The CDHY audiology consultant can perform a variety of tasks, which may include checking and/or supporting the district's Assisted Listening Devices (ALDs) and ALDs program development, training regarding rationale for the use of ALDs, individual student need, use and care of technology, recommendations on appropriate FM systems for classrooms and individual students, participation in eligibility meetings, observations/recommendations of classroom environment, access to curriculum and accommodations, discussions with teams to regarding recommendations and written report; recommendations to support the student's communication issues (communication repair and advocacy); listening skill assessment and development (auditory memory, ability to follow multi-step directions); technology troubleshooting (amplification, FM/sound field technologies for student).

SEL – Social Emotional Learning Specialists

Areas of Evaluation: Social Emotional Skills Areas of Consultation: Consultations from the CDHY can provide: counseling services for students in one on one or group sessions, training regarding mental health issues and deaf children, training for students in bullying, social media cyber related issues, consulting with parents regarding their Deaf child, facilitated discussion on diversity in school for deaf, hard of hearing (signing or listening/speaking students), facilitate social skills, problem solving, emotion management, identity development discussion/training, adapting school's guidance curriculum to include Deaf and Hard of Hearing students.

DPD - Deaf Plus Disabilities Specialist

Areas of Consultation: The CDHY consultant can provide an observation, recommendations for children with deafness and additional disabilities or learning challenges related to communication, academics, and social skills.



TDE - Early Intervention Specialist (Teacher of the Deaf, Direct Services)

Areas of Evaluation: Developmental Evaluations in the areas of communication, language, cognition, and social- emotional skills Areas of Consultation: Areas of Consultation: with the CDHY early intervention specialist consultant can provide: direct services with student to address auditory skills goals, vocabulary development and literacy support, consultation services with preschool/kindergarten teacher and other staff, participation in eligibility and IFSP meetings, training and technical assistance to IFSP or EI teams in regard to developmental programming, assistance in developing the child and family's IFSP outcomes, information to parents regarding their child's hearing levels, audiology reports, communication development and language acquisition, information on hearing and visual technologies.

EIS - Educational Interpreter Specialist

Areas of Evaluation: Interpreting both receptive and expressive skills, for employed interpreters and those seeking employment. Areas of consultation: the CDHY RID certified interpreter specialist can provide: support to the school district for the educational interpreter interviewing process, assistance with development of professional goals, assistance in optimizing the use of the educational interpreter in each setting, facilitation of discussion with interpreters/school staff about the role of the interpreter, job description development, scheduling of educational interpreters, professional development training of all school staff on topics relating to the field of interpreting.

LSL - Listening and Spoken Language Specialist

Areas of Evaluation: Functional Listening Evaluation (FLE), auditory skills, auditory memory, classroom acoustics and student accommodations. Areas of consultation: Consultations from the CDHY listening and spoken language consultant can provide: participation in eligibility meetings, conduct observations/recommendations of classroom environment, access to curriculum and accommodations, provide support for the student's communication issues (communication repair and advocacy); listening skill assessment and development (auditory memory, ability to follow multi-step directions); provide support with technology (amplification, FM/sound field technologies for student), training regarding cochlear implants, FM systems, daily equipment check, and easy problem solving strategies.

LTS - Literacy Specialist (Teacher of the Deaf)

Areas of Evaluation: Functional Reading and Writing skills Areas of Consultation: the CDHY literacy consultant can provide: observations and recommendations of student's program and environment, demonstrations of lessons, and teacher coaching, participation in IEP/504 development, support for student's communication, issues (communication repair, advocacy), support and recommendations for curriculum, accommodations, and modifications in the areas of literacy and other academic areas,



facilitate Common Core Standards discussion or training, professional development training in teaching reading and teaching writing skills to deaf and hard of hearing children.

SPY - School Psychologist

Areas of Evaluation: Cognitive, Academic (reading, writing, math) social/ emotional Areas of Consultation: Consultations from the CDHY school psychologist (with fluent signing skills) can provide: support eligibility determination and placement, support with interpreting results for social-emotional assessments, support with interpreting results for adaptive assessments, support with educational programming as needed.

SLP - Speech Language Pathologist

Areas of Evaluation: Functional Listening Evaluation (FLE), speech articulation, spoken language and communication skills Areas of Consultation: Consultations from the CDHY Speech Language Pathologist consultant can provide: appropriate accommodations to support classroom learning, strategies for supporting student language development, suggestions for communication goals and therapy activities, strategies for collaboration between the teacher and the SLP.

SEE - Signing Exact English Specialist

Areas of Consultation: the CDHY Signing Exact English consultant can: provide an observation and recommendations for sign supported English teachers and interpreters, demonstrate supporting English usage through SEE.

TOD - Teacher of the Deaf (Direct Services)

Areas of Direct Services: the CDHY Teacher of the Deaf (TOD) can provide: instruction in academic, communication, language, self-advocacy and social skills of the student, consult with school staff to support classroom listening environment, consult with school staff to support listening technology management, and overall access in the school setting.

TEACHER OF THE VISUALLY IMPAIRED AND/OR ORIENTATION AND MOBILITY ASSESSMENT SERVICES AGREEMENT

between

Aberdeen School District
(hereinafter referred to as the District)

and

Washington State School for the Blind
(hereinafter referred to as the WSSB)

In consideration of the promises and conditions contained herein, the District and the WSSB do mutually agree as follows:

1.0 **RESPONSIBILITIES OF THE WSSB**

- 1.1 Provide an Itinerant Teacher of Students with Visual Impairments and/or Orientation and Mobility Instructor for an assessment for the District's student during the 2026-2027 school year. The service time for this assessment is outlined in the student's Individual Education Plan (IEP).
- 1.2 The Itinerant Teacher shall be housed out of the WSSB with access to WSSB materials, phones, and equipment. District Blind/ Low Vision students will have reasonable access to said equipment and materials for educational purposes on a temporary basis when those materials cannot be accessed through the Ogden Resource Center (ORC).
- 1.3 It will be the responsibility of the WSSB to assign an Itinerant Teacher who will coordinate specific service dates and times with the District.
- 1.4 The Itinerant Teacher shall provide training and technical assistance to District school personnel in regard to educational programming for Blind/ Low Vision student.
- 1.5 The Itinerant Teacher will provide assistance in developing student's IEP.
- 1.6 The Itinerant Teacher will maintain a record of the interventions and/or time spent with child and/or staff.
- 1.7 Clerical assistance will be provided by the WSSB.
- 1.8 The Itinerant Teacher will have direct access to all teachers at the WSSB to assist with consultation of student.
- 1.9 WSSB warrants that all staff members working directly with children have been fingerprinted, background checked and cleared with both Washington State Patrol (WSP) and the Federal Bureau of Investigation (FBI).
- 1.10 WSSB warrants that all staff members working directly within the Agency, or have association with the Agency, may have access to confidential and sensitive information regarding a child, family, or staff member. WSSB staff will comply with all Family Educational Rights and Privacy Act (FERPA) as well as Health Information Portability and Accountability Act (HIPAA). These federal laws prohibits information from a child's educational record(s), including medical, being released without prior written parent permission.

2.0 **RESPONSIBILITIES OF THE DISTRICT**

2.1 District agrees to pay WSSB as follows:

\$960.00 for setup of services, staffing, and access to up to 1 day of Itinerant Teacher service time (Direct Service, Prep/Telephone Time, and Travel Time). The district is responsible for charges based on actual service time rendered.

Service to the agency will be performed in the 2026-2027 school year. Service is provided at the daily rate of \$960.00. This rate includes a 9% administrative fee.

2.2 \$960.00 will be invoiced in **one** installment according to the following chart:

<u>Service Dates</u>	<u>Bill and Due</u>
August, September, October, November	December 2026
December, January, February, March	April 2027
April, May, June	July 2027

2.3 District staff will comply with all Family Educational Rights and Privacy Act (FERPA) as well as Health Information Portability and Accountability Act (HIPAA). These federal laws prohibits information from a child's educational record(s), including medical, being released without prior written parent permission.

3.0 **ASSIGNMENT**

Neither this Agreement nor any interest therein may be assigned by either party without first obtaining the written consent of the other party.

4.0 **TERMINATION**

4.1 If either party fails to comply with the terms and conditions of this Agreement, the other party, upon 30 days prior written notice to the breaching party, may terminate this Agreement.

4.2 WSSB shall have the right to terminate this Agreement for convenience upon 30 days prior written notice.

4.3 WSSB shall have the right to terminate this Agreement in the event that funding becomes unavailable upon 30 days prior written notice.

5.0 **LIABILITY**

It is further understood that each party hereto accepts responsibility for claims, losses, defense, and expenses attributable to any act or permission on the part of itself, its employees, and agents arising from the performance under this contract.

6.0 **INDEMNIFICATION**

WSSB agrees to indemnify and hold harmless the District, its officers, agents and employees from any and all claims and losses resulting from the WSSB's performance of this contract, and from any and all claims and losses resulting to any person who may be injured or damaged by the negligent actions and/or conduct of the employees or agents of WSSB.

The District agrees to indemnify and hold harmless the WSSB, its officers, agents and employees from any and all claims and losses resulting from the District's performance of this contract, and from any and all claims and losses resulting to any person who may be injured or damaged by the actions and/or conduct of the employees or agents of the District.

7.0 **AMENDMENTS**

In the event the legislature modifies funding impacting contract costs, the parties may re-negotiate fees and modify or amend this Agreement with mutual consent of both parties.

8.0 **WHOLE AGREEMENT**

The parties acknowledge that they have read and understand this Agreement, including any supplements, attachments and Addendums thereto, and do agree thereto in every particular. The parties further agree that this Agreement, together with all appendices, constitutes the entire agreement between the parties and supersedes all communications, written or oral, heretofore related to the subject matter of this Agreement. This agreement may be modified or amended with the mutual consent of the parties.

9.0 **APPLICABLE LAW**

This Agreement shall be governed by the laws of the State of Washington.

10.0 **CHANGE IN CIRCUMSTANCE**

The parties acknowledge that both planned and unforeseen circumstances may prevent the provision of all the services anticipated by this Agreement. The parties acknowledge, by way of example, that an instructor may become unexpectedly ill and unable to provide the service. In such instances, best efforts shall be made to provide advance notice of circumstances where replacement services are not reasonably possible. In the event of an extended absence of a service provider and an inability to reasonably provide replacement services; the parties may re-negotiate fees and modify or amend this Agreement with mutual consent of both parties.

11.0 **WAIVER AND SEVERABILITY**

No provision of this Agreement or the right to receive reasonable performance of any act called for by its terms shall be deemed waived by a waiver of a breach thereof as to a particular transaction or occurrence.

If any term or condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other terms, conditions, or applications of the Agreement which can be given effect without the invalid term, condition, or application; to this end, the terms and conditions of this Agreement are declared severable.

12.0 **FORCE MAJEURE**

Neither party will be liable for failure or delay to perform obligations under this Agreement, which become practicably impossible because of circumstances that were unforeseeable and beyond the reasonable control of the applicable party. Such circumstances include, but are not limited to, natural disasters or acts of God; acts of terrorism; labor disputes or stoppages; war; government acts or orders; epidemics, pandemics or outbreak of communicable disease; quarantines; and national or regional emergencies. Written notice of a party's failure or delay in performance due to force majeure must be given to the other party no later than ten (10) business days following the force majeure event commencing, which notice shall describe the force majeure event and the actions taken to minimize the impact thereof. All performance dates under this Agreement affected by force majeure shall be tolled for the duration of such force majeure. The parties hereby agree, when feasible, not to cancel but reschedule the pertinent obligations, services and deliverable for mutually agreed dates as soon as practicable after the force majeure condition ceases to exist.

13.0 **CRIMINAL RECORDS CHECK**

In accordance with RCW 28A.400.303, in the event that WSSB or its employees, agents, or contractors will have regularly scheduled unsupervised access to children, the employee, agent, or contractor will be required to undergo a record check through the Washington State Patrol criminal investigation system under RCW 43.43.830-.834, RCW 10.97.030, and RCW 10.97.050, and through the Federal Bureau of Investigation. The record check will include a fingerprint check using a complete Washington State criminal identification fingerprint card. This record check will occur before the individual is allowed access to District property and/or facilities where unsupervised access to children could occur. If the individual has undergone a record check meeting the requirements of RCW 28A.400.303 and this subsection within the previous two (2) years, the background check requirement may be waived. The District will not be responsible for any costs associated with the record check.

14.0 **CRIMES AGAINST CHILDREN**

In accordance with RCW 28A.400.330, employees, agents, and contractors of WSSB are prohibited from working at a District school if they have or may have contact with children at a public school during the course of their employment and have pleaded guilty to or been convicted of the crimes identified in RCW 28A.400.322. Any failure to comply with this section shall be grounds for the District immediately terminating the contract.

15.0 **COUNTERPARTS**

This contract may be execute in any number of counterparts, each of which shall be deemed an original and all of which counterparts together shall constitute the same instrument which may be sufficiently evidenced by one counterpart. Execution of this contract at different times and places by the parties shall not affect the validity thereof so long as all the parties hereto execute a counterpart of this contract.

16.0 **ELECTRONIC SIGNATURES**

An electronic signature or electronic record of this contract or any other ancillary agreement shall be deemed to have the same legal effect as delivery of an original executed copy of this contract or such other ancillary agreement for all purposes.

17.0 **EFFECTIVE DATE AND DURATION**

This Agreement shall commence August 2026 and shall terminate June 2027.

IN WITNESS WHEREOF, the WSSB and the District have executed this Agreement.

Aberdeen School District

Washington State School for the Blind

Superintendent or Designee



Pam Parker (Jun 22, 2026 10:30:22 PDT)
Superintendent or Designee

Date _____

Date **06/22/2026**

Washington State School for the Blind complies with all state and federal rules and regulations and does not discriminate in employment or in client services because of race, color, sex, religion, national origin, creed, marital status, age, Vietnam era or disabled veterans status, or the presence of any sensory, mental, or physical handicap. A copy of WSSB's nondiscrimination policy is available upon request.

Contract #	2627-0000120
Title	Aberdeen SD 26-27 OA Summit Agreement

Contract for services provided by ESD 113 dated this 10 day of June, 2026 between:

EDUCATIONAL SERVICE DISTRICT 113

(**"ESD 113"**)

6005 Tyee Drive SW · Tumwater, WA 98512

AND

Aberdeen School District

(**"District"**)

216 North G St · Aberdeen, WA 98520

In consideration of the promises and conditions contained herein, ESD 113 and Agency do mutually agree as follows:

I. PURPOSE

The purpose of this Agreement is to provide District enrolled student(s) educational services through Olympic Academy/Summit ("Program"), a program operated by ESD 113 designed to address the academic and behavioral needs of students with severe maladaptive behaviors.

- Program is operated at 151 NE Hampe Way, Chehalis, WA 98532

The goal of Program is to transition every student received back to their home district. This is accomplished through consistent and honest feedback and opportunities to practice positive behaviors in a school environment. The provision of educational, instructional, or specialized services in accordance with this Agreement will improve student learning or achievement.

II. RESPONSIBILITIES OF ESD 113

In accordance with this Contract, ESD 113 shall:

- 1) Create and oversee operation of Program.
- 2) Provide academic services and behavioral support to enrolled District students as identified in the students' IEP's.
- 3) Ensure that Program staff are appropriately trained to work with students enrolled in Program.
- 4) Review appropriateness of placement for each student admitted to Program within 90 school days of enrollment.
- 5) Collaborate with the District to maintain compliance in support of the District's Safety Net applications for enrolled students.
- 6) Invoice the District in accordance with Section VII.
- 7) Inform District of classes completed per semester along with a report of appropriate additions to students' transcripts.

III. RESPONSIBILITIES OF DISTRICT

In accordance with this Contract, the District shall:

- 1) Acknowledge that by entering into this Agreement it is causing financial commitments by other parties, and therefore, agrees not to terminate prior to the expiration date without consent of ESD 113 except when such situations are beyond control of the District (e.g. student withdraw).
- 2) Have full responsibility for the students' evaluation(s), transcript, and participation and attendance in the IEP development and meetings.
- 3) Complete all state and federal reporting for District students. The District shall report the students on the District's P223 and P223H.
- 4) Maintain all responsibilities as the resident district, including providing a free appropriate public education (FAPE). Extended school year services and assistive technology devices, as defined by the student's IEP, will be the responsibility of the District. Maintain transcripts of high school students and award diplomas when appropriate.
- 5) Ensure Program receives all pertinent documents (e.g. IEP, evaluation, vaccination record, testing scores, transcripts, etc.).
- 6) Provide transportation of students to and from Program and assume full responsibility for all costs associated with such transportation.
- 7) Pay ESD 113 in accordance with Section VII, the service cost required to support the District's student(s) for annual placement and services within Program. If a student requires more intensive support or staffing beyond the basic Program staffing (e.g. 2:1 assistant support, nursing services, specialty teacher services,



etc.), the additional cost will be negotiated between Program and the District. The additional cost will be described on Appendix A.

IV. GENERAL RESPONSIBILITIES OF THE PARTIES

ESD 113 and the District shall:

- 1) Conduct background checks on any officials, employees, volunteers or agents who may perform obligations under this Agreement and who may have contact with children in a public school or ESD 113 facility. No party/person who has plead guilty to, or been convicted of, a crime specified in RCW 28A.400.322 or WAC 170-06-0120 will be allowed to do work under this Agreement if they may have contact with children in a public school or ESD 113 facility. Failure to comply with this provision is grounds for immediate termination.
- 2) Comply with federal, state, and local laws in performing obligations under this Agreement, and any policies or regulations adopted by the Parties' boards of directors. ESD 113 or Program operating policies will override home district policies when appropriate. If ESD 113 or Program does not have a policy guiding action in a situation, administration will default to home district policy if it is available.
- 3) Obtain and maintain general liability coverage, including contractual liability coverage, and automobile coverage in an amount not less than \$1,000,000 per occurrence. The Parties shall, upon request, provide each other suitable evidence of coverage required.
- 4) Obtain any licenses or permits that are required to perform their respective obligations under the Agreement.
- 5) Maintain books, records, documents, data and other materials compiled and related to the performance of obligations under this Agreement for the time period required under law or any applicable grant agreement. Both Parties agree to provide access to and copies of any such books, records, documents, data or other materials to the other party upon request.
- 6) Take all necessary steps to protect the confidentiality of educational records and shall not disclose such records or the information obtained from having access to such records without obtaining the consent of the other party and the parent of the student whom the record pertains to.

V. TERM OF THE CONTRACT

The term of the Agreement is one school year, from **SEPTEMBER 1, 2026**, through **JUNE 30, 2027**. Nonrenewal notification is due to ESD 113 by May 1, 2027.

- 1) **Renewal Term.** This Agreement shall automatically be renewed for an additional one-year term ("Renewal Term") unless either party to the Agreement notifies the other party in writing prior to May 1st that it is not renewing the Agreement. The party that fails to provide written notice before May 1st shall be required to pay damages in accordance with Section VI. Changes to services ESD 113 is obligated to provide or fees the District is obligated to pay shall be addressed as Amendments to this Agreement.
- 2) **Agreement Termination.** This Agreement may be terminated by mutual agreement of the Parties. Pursuant to Section II (4) of this Agreement, this Agreement may be terminated by ESD 113 with 30 calendar days written notice. When termination is initiated by ESD 113, ESD 113 shall work with the District to facilitate an orderly transition of the student back to the District or to another school district or non-public agency school, and will adjust any billing to the District to reflect prorated attendance by the student at issue.
- 3) **Damages Paid by the District for Services Provided by Certificated Employees.** If the District fails to notify ESD 113 that it is terminating this Agreement prior to the Renewal Term of May 1st and the Agreement is for services provided by ESD 113 employees who have a certificated contract with ESD 113, there will be material adverse financial consequences to ESD 113. The adverse financial consequences, or damages, will likely exceed the fee the District would have paid for the Renewal Term. If the District terminates the Agreement without giving notice prior to May 1st and ESD 113 has employed certificated staff to provide services under the Agreement, the District agrees to pay ESD 113 the amount owed for the Renewal Term as damages. The damages the District is agreeing to pay represent a reasonable reflection and estimate of the damages ESD 113 shall incur.
- 4) **Damages Paid by the District for Services Provided by Non-Certificated Employees.** If the District fails to notify ESD 113 that it is terminating this Agreement prior to the Renewal Term of May 1st and the Agreement is for services that are provided by ESD 113 employees who do not have a certificated contract with ESD 113, the damages ESD 113 shall incur may be less than the fee the District would have paid to receive the services for the Renewal Term. In that case, the District shall pay ESD 113 for damages ESD 113 incurs as a direct or indirect result of not being notified by May 1st that the District is terminating the Agreement.



- 5) **Damages Paid by ESD 113.** If ESD 113 fails to notify the District that it is terminating this Agreement prior to the Renewal Term of May 1st, ESD 113 shall pay the District the costs the District incurs up to 30 days to obtain the services ESD 113 was obligated to provide from a third party, but only to the extent the costs exceed what the District would have paid ESD 113 and the fees the District is paying the third party must be based on reasonable market rates.
- 6) **Payment.** The damages that are owed under this section shall be paid in full within thirty (30) days of receipt of an invoice. This requirement shall survive termination of the Agreement.

VI. PAYMENT PROVISIONS

- 1) For satisfactory performance of the work as set forth in the Section II (Responsibilities of ESD 113), District agrees to pay ESD 113 the amount indicated in Appendix A. The District or its designee shall determine whether services are satisfactory, provided that such determination shall be made within a reasonable time and shall not be unreasonably withheld.
- 2) ESD 113 shall invoice the District monthly, September through June. Invoices shall be paid within thirty (30) days of receipt. Interim payments during the contract are allowed. Any payment date shall be considered extended as necessary to process and deliver a warrant, provided such extension shall not exceed thirty (30) days following receipt of an appropriate invoice. Late payments shall accrue interest at the maximum rate allowed by law.
- 3) Monthly fees will be prorated for a student's enrollment month only, where enrollment occurs after the first attendance day of that month. The full rate for services through the end of the term will be paid without proration (**equal monthly invoice amounts September through June**). The prorated fees for the starting month shall be calculated based on the number of days of student attendance divided by eighteen (18), the average attendance days in a month, multiplied by the appropriate services rate.
- 4) All personal property and assets acquired or received in connection with the obligations under this Agreement, including but not limited to equipment, materials, supplies and funds, shall be owned and retained by ESD 113, both during the term of this Agreement and after the Agreement is terminated, partially or completely. Real property shall not be acquired.

VII. SUSPENSION AND DEBARMENT

Per the requirements of Executive Order 12549, ESD 113 and the District certify that neither they, nor their officers, directors, general managers or persons having primary management or supervisory responsibilities, are on the Excluded Parties List Report (web address: <http://www.sam.gov>) and that they are not presently debarred, suspended, proposed for debarment, or declared ineligible or voluntarily excluded for the award of contracts by any Federal governmental agency or department. ESD 113 and the District shall provide immediate written notice to each other if, at any time during the term of this Agreement, including any renewals hereof, they learn that this certification has become erroneous by reason of changed circumstances.

VIII. INDEMNIFICATION

Both Parties agree to protect, defend, indemnify and hold the other party, and its directors, officers, agents, and employees harmless from any and all claims, actions, liens, suits, proceedings, losses, liabilities, costs, expenses, and obligations, including reasonable attorneys' fees, that are caused by the indemnifying party's, or the indemnifying party's directors', officers', agents', or employees' negligent or malicious acts or omissions.

IX. DISPUTES

Notice of potential disputes between the District and ESD 113 on the interpretation of the content of this Agreement or any appendices must be served in writing to the other party to this Agreement. There shall be an attempt to resolve the dispute, but if resolution is not possible, each party shall submit their position and supporting documentation to the ESD 113 Board of Directors, whose decision shall be final.

X. VERBAL AGREEMENTS

This written agreement constitutes the mutual agreement of District and ESD 113 in whole. No alteration or variation of the terms of this agreement and no oral understandings or agreements not incorporated herein, shall be binding unless such amendments have been mutually agreed to in writing.



XI. APPLICABLE LAW

This agreement shall be governed by the laws of the State of Washington. Venue for any legal action shall be proper only in Thurston County, Washington.
District shall comply, where applicable, with the District Work Hours and Safety Standards Act and any other applicable federal and state statutes, rules and regulations.

XII. SIGNATURES

Each party's employee(s) or agent(s) signing this document certifies that he/she is the person duly qualified and authorized to bind the party so identified to the foregoing agreement.

SIGNATURES

In witness whereof, ESD 113 and the District certify that they have read, understand, and executed this entire agreement, which includes the attached Contract Terms.

_____	Date _____	_____	Date _____
ESD 113 Authorized Signer		Agency Authorized Signer	

I certify that I have downloaded and reviewed all attachments to this Contract.

Original copy to be signed by both parties and returned to ESD 113 prior to the commencement of services.

ESD 113 PROGRAM MANAGER: Brianne Knighton	PROGRAM ACCOUNT CODE: 1250/1251
RESPONSIBLE DEPARTMENT: Expedition Behavioral Education	CONTRACT VALUE: Over \$100K
DISTRICT CONTACT NAME: Stefanie Lamont	EMAIL: slamont@asd5.org
DISTRICT AUTHORIZED SIGNER: Elyssa Louderback	EMAIL: elouderback@asd5.org
CONTRACT PREPARED BY: Carynne Johnson	EMAIL: cjohnson@esd113.org

CONTRACT OFFICE APPROVAL

In accordance with ESD 113 Signature Authorization and Control Procedure 6105-P.

ESD 113 Contracts

Contract Office Approval



School District: Aberdeen School District
Contact Person: Stefanie Lamont
Phone #: 360-538-2000
Email Address: slamont@asd5.org

Bidder	Price per Case	Other Considerations	Number of Cases Projected	Cost (less tax)	Additional Personnel Costs*	Total Projected Expenditure
KCDA - Orca Paper	\$45.64	District would store and deliver bi-monthly, archival quality, price subject to change with market fluctuations (used to be locked in, but is no longer)	850	\$38,794	10,152.56	\$52,430.26
Aberdeen Office Equipment	\$44.00	AOE would store and deliver weekly, price subject to change with market fluctuations, AOE would call prior to changing our cost, archival quality	850	\$37,400	0.00	\$40,758.52
Staples	\$61.59	District would store and deliver bi-monthly, archival quality, price subject to change with market fluctuations.	850	\$52,352	10,152.56	\$67,205.22

Due to potential humidity issues if we stored paper in bulk, the best value continues to be Aberdeen Office Equipment, as they would receive, store and deliver paper to all locations on a weekly basis.

This would constitute a personnel savings for the District. Personnel costs were calculated on 2026-2027 salaries and mileage rates.

Projected cases is based on the previous school year. The District used just over 850 cases in 2025-2026, prior to August orders.

Recommendation:

Paper quotes were reviewed by Elyssa Louderback and Amber Diel on 6/22/2026. The recommendation is that the board award the annual paper bid to Aberdeen Office Equipment, with an estimated cost of \$40,785.52.

Action:

**Aberdeen School District No. 5
216 North G Street
Aberdeen, WA 98520
(360) 538-2012**

Dairy Products Bid 2026-2027

Bids Opened: Thursday, July 9, 2026, 2:00 p.m.

Bid award:

COMPANY NAME	Price (0-85 pts.)	Location (0-15 pts.)	Susp. & Debar. Y/N	Est. Cotract Value	Total Points
Dairy Fresh Farms, Inc. Dean Heggie 360-357-9411	85	15	Y	\$175,500.00	100
US Foods, Inc. Pamela Olsen Pam.olsen@usfoods.com	N/A	N/A	N/A	No bid received	N/A
Wilcox Farms, Inc. Brent Wilcox 360-458-774	N/A	N/A	N/A	No bid received	N/A

Recommendation: Only one bid was received. It was reviewed by Elyssa Louderback, Jaime Matisons and Amber Diel between Thursday, 7/9/26 and Tuesday, 7/14/26. The recommendation is that the board award the Dairy Products bid to Dairy Fresh Farms, with an estimated contract value of \$175,500.00.

Action:

Qty	Description	Manufacturer	Model #	Color or Detail	Condition (New, Good, Fair, Poor)	Administrator	Building	Date added to list
1	Tenor Sax	Yamaha	YTS52			Meers	Miller	4/13/26
1	Alto Sax Case					Meers	Miller	4/13/26
1	Trumpet	Bach				Meers	Miller	4/13/26
1	Flute	Armstrong				Meers	Miller	4/13/26
1	Clarinet	Vito				Meers	Miller	4/13/26
1	Clarinet	Bundy				Meers	Miller	4/13/26
1	Clarinet	Vito				Meers	Miller	4/13/26
1	Clarinet	Signet				Meers	Miller	4/13/26
1	Clarinet	Yamaha				Meers	Miller	4/13/26
1	Clarinet	Artley				Meers	Miller	4/13/26
1	Clarinet	Conn				Meers	Miller	4/13/26
1	Microwave	Frigidaire	FFCM1155US	Black	Poor	Green	AHS	4/16/26
1	Wooden Desk	?	n/a	Light oak?	Fair	Sandstrom	Stewart	4/27/26
12	Bon Voyage	Glencoe McGraw-H	0-07-821258-8	Textbook	New- no longer	Roiko	AHS	4/29/26
51	The 7 Habits of Highly Effective Teens	Simon & Schuster/	0-7432-4764-7	Class novel	Good- no longer	Roiko	AHS	4/29/26
45	Reader's Handbook	Great Source Educa	0-669-48858-5	Textbook	Fair - no longer	Roiko	AHS	4/29/26
1	Reader's Handbook - Teacher's Guide	Great Source Ed Gr	0-669-49085-7	Teacher's Guide	New - no longer	Roiko	AHS	4/29/26
1	Reader's Handbook - Lesson Plans	Great Source Ed Gr	0-669-48860-7	Teacher's Guide	Good - no long	Roiko	AHS	4/29/26
19	Physics: Algebra/Trig, 3rd edition	Eugene Hecht/2003	0-534-37729-7	Textbook	Poor - no longer	Roiko	AHS	4/29/26
28	Test Prep Series for AP Environmental Science	Pearson Education,	978-0-13-46582	Textbook	Good - no long	Roiko	AHS	4/29/26
6	The Radical Write, 2nd edition	Jostens/2003	0-9615570-0-01	Textbook	Fair - no longer	Roiko	AHS	4/29/26
18	Teaching with TI Technology	Pearson Education,	978-0-13-37060	Textbook	New- no longer	Roiko	AHS	4/29/26
35	All Write	Great Source Educa	0-669-45979-8	Textbook	Good - no long	Roiko	AHS	4/29/26
57	Chemistry, 7th edition	McGraw-Hill/2002	0-07-365601-1	Textbook	Poor - no longer	Roiko	AHS	4/29/26
49	Preparing for Career Success	National Textbook	0-538-42981-X	Textbook	Good - no long	Roiko	AHS	4/29/26
22	Preparing for Success Workbook (Plotting Your Course)	National Textbook	0-314-06792-2	Workbook	Good- no longer	Roiko	AHS	4/29/26
32	Graduate to Your Perfect Job	Golden Ladder Pro	0-9657725-1-9	Book	New- no longer	Roiko	AHS	4/29/26
16	School to Work	D.C. Heath and Con	0-669-40874-3	Handbook	Fair - no longer	Roiko	AHS	4/29/26
35	Street Law	Glencoe McGraw-H	978-0-07-87998	Textbook	Fair-no longer	Roiko	AHS	4/29/26
24	Street Law - workbook	Glencoe McGraw-H	978-0-07-88951	Workbook	New- no longer	Roiko	AHS	4/29/26
15	Succeeding in the World of Work	Glencoe McGraw-H	0-02-814219-5	Textbook	Fair - no longer	Roiko	AHS	4/29/26
2	Succeeding in the World of Work - teacher ed	Glencoe McGraw-H	0-02-814221-7	Teacher Ed.	New- no longer	Roiko	AHS	4/29/26
43	Keeping Financial Records for Business	South-Western Edu	0-538-69151-4	Textbook	Fair - no longer	Roiko	AHS	4/29/26
29	Keeping Financial Records for Business - Workbook	South-Western Edu	0-538-69176-X	Workbook	Good - no long	Roiko	AHS	4/29/26
2	Keeping Financial Records for Buisness - Teacher's ed.	South-Western Edu	0-538-69192-1	Teacher's Guide	New - no longer	Roiko	AHS	4/29/26
2	Keeping Financial Records for Business - Transparencies	South-Western Edu	0-538-69194-8	Binder of transparenc	New - no longer	Roiko	AHS	4/29/26
55	ProStart - Year 1	National Restaura	978-1-58280-11	Textbook	Fair - no longer	Roiko	AHS	4/29/26
51	Financial Fitness for Life Grd. 9-12	National Restaura	978-1-58280-12	Textbook	Fair - no longer	Roiko	AHS	4/29/26
5	Financial Fitness for Life Workbook Grd. 6-8	National Council of	978-1-56183-54	Workbook	New - no longer	Roiko	AHS	4/29/26
5	Financial Fitness for Life Grd. 6-8 Teacher's Guide	National Council of	978-1-56183-54	Teacher's Guide	New - no longer	Roiko	AHS	4/29/26
25	Financial Fitness for Life Workbook Grd. 6-12	National Council of	978-1-56183-54	Workbook	New - no longer	Roiko	AHS	4/29/26
5	Financial Fitness for Life Grd 9-12 Teacher's Guide	National Council of	978-1-56183-54	Teacher's Guide	New - no longer	Roiko	AHS	4/29/26
31	Crossroads	Pearson Education,	0-321-12761-7	Handbook	Fair - no longer	Roiko	AHS	4/29/26
1	Lord of the Flies	Penguin Group	0-399-50148-7	Class novel	Poor	Roiko	AHS	4/29/26
1	Warriors Don't Cry	Simon & Schuster/	978-1-4169-488	Class novel	Poor	Roiko	AHS	4/29/26
2	Animal Farm	Signet Classics	978-0-451-5263	Class novel	Poor	Roiko	AHS	4/29/26
1	Geometry	Pearson Education,	978-0-13-32811	Textbook	Fair	Roiko	AHS	4/29/26
11	Plastic bins			Black & Maroon	Good	Clinkingbeard	District Office	4/29/2026
1	Metal file holder			Tan	Good	Clinkingbeard	District Office	4/29/2026
4	Plastic file holders			Clear & Black	Good	Clinkingbeard	District Office	4/29/2026
1	Book end metal			Green	Good	Clinkingbeard	District Office	4/29/2026
2	Desk organizers			Black	Good	Clinkingbeard	District Office	4/29/2026

2	Shelves			Tan & Gray	Good	Clinkingbeard	District Office	4/29/2026
1	Chair			Black	Fair	Clinkingbeard	District Office	4/29/2026
1	Exercise Ball			Gray	Good	Clinkingbeard	District Office	4/29/2026
1	Monitor stand			Black	Good	Clinkingbeard	District Office	4/29/2026
1	Wood student/adult desk chair		Vintage		Good	Sandstrom	Stewart warehouse	4/29/2026
1	Wooden Shelf			Blue	Good	Mahon	Stewart warehouse	4/29/2026
1	Metal Shelf			Black	Fair	Mahon	Stewart warehouse	4/29/2026
1	Wood desk			Cream	Good	Mahon	Stewart warehouse	4/29/2026
8	Electrical trainee guide 1 NCCER contren learning series			13 978-013-604460-4	Fair	Green	AHS	5/13/2026
1	Electrical annotated instructors guide 1 NCCER contren learning series			ISBN-13 978-0-13	Fair	Green	AHS	5/13/2026
1	HVAC trainee guide 1 NCCER contren learning series			ISBN-13 978-0- 13-64416-8	Fair	Green	AHS	5/13/2026
2	HVAC trainer guide 2 NCCER contren learning series			ISBN 0-13-614385-7	Fair	Green	AHS	5/13/2026
1	HVAC annotated instructors guide 2 NCCER contren learning series			ISBN 0-13-614387-3	Fair	Green	AHS	5/13/2026
1	HVAC annotated instructors Guide 3 NCCER contren learning series			-13 978-o-13-604493-2	Fair	Green	AHS	5/13/2026
1	HVAC annotated instructors guide 1 NCCER contren learning series			978-013-614418-2	Fair	Green	AHS	5/13/2026
9	Electricity and electronics by buban Schmitt carter glencoe McGraw-HIV			ISBN 0-02-683427-8	Fair	Green	AHS	5/13/2026
1	Contren learning series -level one Lneer			978-0-13-256958-3	Fair	Green	AHS	5/13/2026
1	Contren learning series electrical-level two			978-0-13-256958-3	Fair	Green	AHS	5/13/2026
1	Contren learning serie - level three			978-0-13-25695522	Fair	Green	AHS	5/13/2026
1	Contren learning series electrical-level Four			978-0-13-256956-9	Fair	Green	AHS	5/13/2026
3	contren learning series-Lneer-HVAC -level three			ISBN- 0-13-604492-1	Fair	Green	AHS	5/13/2026
2	Contren learning series-Inccer-HVAC-level two			978-0-13-604466-6	Fair	Green	AHS	5/13/2026
2	Electricity electronics technology			0-2-683427-8	Fair	Green	AHS	5/13/2026
6	Amplify ELA Teacher Kit grade 6	Amplify		ISBN-978-64383-244-9	New	Meers	MJH	5/14/2026
5	Amplify ELA Teacher Kit grade 7	Amplify		ISBN-978-1-64383-245-6	New	Meers	MJH	5/14/2026
6	Amplify ELA Teacher Kit grade 8	Amplify		ISBN-978-1-64383-245-3	New	Meers	MJH	5/14/2026
1	Amplify ELA Solo Activities grade 6	Amplify		ISBN-978-1-64383-058-2	New	Meers	MJH	5/14/2026
2	Amplify ELA Student Workbooks grade 6	Amplify		ISBN- 978-1-64383-076-6	New	Meers	MJH	5/14/2026
4	Amplify ELA Student Workbooks grade 7	Amplify		ISBN-978-1-94383111-4	New	Meers	MJH	5/14/2026
5	Amplify ELA Student Workbooks grade 8	Amplify		ISBN-978-1-64383-146-6	New	Meers	MJH	5/14/2026
1	Amplify ELA Solo Activities grade 7	Amplify		ISBN-978-1-64383-093-3	New	Meers	MJH	5/14/2026
1	Amplify ELA Solo Activities grade 8	Amplify		ISBN-978-1-64383-128-2	New	Meers	MJH	5/14/2026
4	Systemic Vocabulary Instruction CD Math grade 8	Partners for Learning		CD	Good	Meers	MJH	5/14/2026
4	Systemic Vocabulary Instruction CD Math grade 7	Partners for Learning		CD	Good	Meers	MJH	5/14/2026
4	Systemic Vocabulary Instruction CD ELA grade 8	Partners for Learning		CD	Good	Meers	MJH	5/14/2026
3	Systemic Vocabulary Instruction CD ELA grade 7	Partners for Learning		CD	Good	Meers	MJH	5/14/2026
3	Systemic Vocabulary Instruction CD ELA grade 6	Partners for Learning		CD	Good	Meers	MJH	5/14/2026
5	Systemic Vocabulary Instruction CD ELA grade 5	Partners for Learning		CD	Good	Meers	MJH	5/14/2026
1	Systemic Vocabulary Instruction CD ELA grades 5-8, Math gra	Partners for Learning		CD	Good	Meers	MJH	5/14/2026
1	Inspire Science Integrated grade 6, unit 4, student edition	McGraw Hill	ISBN-978007687	purple	new	Meers	MJH	6/11/2026
1	Inspire Science Integrated TE grade 6, unit 1	McGraw Hill	ISBN-978007687	spiral bound	used	Meers	MJH	6/11/2026
1	Inspire Science Integrated TE grade 6, unit 2	McGraw Hill	ISBN-978007687	spiral bound	used	Meers	MJH	6/11/2026
1	Inspire Science Integrated TE grade 6, unit 3	McGraw Hill	ISBN-978007687	spiral bound	used	Meers	MJH	6/11/2026
1	Inspire Science Integrated TE grade 7, unit 1	McGraw Hill	ISBN-978007687	spiral bound	used	Meers	MJH	6/11/2026
1	Inspire Science Integrated TE grade 7, unit 2	McGraw Hill	ISBN-978007687	spiral bound	used	Meers	MJH	6/11/2026
1	Inspire Science Integrated TE grade 7, unit 3	McGraw Hill	ISBN-978007687	spiral bound	used	Meers	MJH	6/11/2026
1	Inspire Science Integrated TE grade 7, unit 4	McGraw Hill	ISBN-978007687	spiral bound	used	Meers	MJH	6/11/2026
3	Boxes of Damaged Library Books				damaged	Meers	MJH	6/11/2026
1	Heath Pre-Algebra	Lowry, Ockenga, Rucker			used	Griebel	HLC	6/12/2026
1	Merrill Algebra 1 Applications and Connections	Foster Winters Gell	Glencoe Macmillian/McGraw-Hill		used	Griebel	HLC	6/12/2026
2	Mathematics Connections Intergrated and Applied	Ashlock Hatfield Ha	Glencoe Macmillian/McGraw-Hill		used	Griebel	HLC	6/12/2026
1	Enhancing Professional Practice A Framework for Teaching 2	Charlotte Danielson			used	Griebel	HLC	6/12/2026
1	Strategies for Success in Mathematics	Roslynn Wiesenfeld	Steck-Vaughn Berrent Publications		used	Griebel	HLC	6/12/2026
1	Windows on Teaching Math Case Studies in Middle and Secondary Classrooms	Teachers College Columbia University			used	Griebel	HLC	6/12/2026
1	Bridge to Algebra	Carnegie Learning			used	Griebel	HLC	6/12/2026

1	Improving Instruction in Algebra Using Cases to Transform	Margaret Schwan Smith Edward A Silver Mary Kay Stein	used	Griebel	HLC	6/12/2026		
1	Geometry and Measurement Using Cases to Transoform	Margaret Schwan Smith Edward A Silver Mary Kay Stein	used	Griebel	HLC	6/12/2026		
1	Bridge to Algebra Teacher's Implementation Guide Volume 1	Carnegie Learning	used	Griebel	HLC	6/12/2026		
1	Bridge to Algebra Teacher's Resources and Assessments Vol	Carnegie Learning	used	Griebel	HLC	6/12/2026		
1	Bridge to Algebra Student Text	Carnegie Learning	used	Griebel	HLC	6/12/2026		
1	Merrill Algebra 1	Foster Winters Gell	used	Griebel	HLC	6/12/2026		
2	Rewards 2nd Edition	Anita L Archer Mary	used	Griebel	HLC	6/12/2026		
1	The Six Minute Solution: A Reading Fluency Program	Gail Adams Sheron	used	Griebel	HLC	6/12/2026		
1	Washington Sate Science Learning Standards WSSLS	Property of ESD113	used	Griebel	HLC	6/12/2026		
1	Making Sense of Problem Solving Grade 5 Volume 1		used	Griebel	HLC	6/12/2026		
1	Rewards Intermediate Teacher Guide Book 1	Anita Archer Mary	used	Griebel	HLC	6/12/2026		
1	More Tools for Teaching SOcial Skills in School Grade 3-12	Midge Odermann M	used	Griebel	HLC	6/12/2026		
1	Large long book shelf		White	Used	Villarreal	AJW	6/15/2026	
1	Student trapezoid table		White	Poor	Villarreal	AJW	6/15/2026	
1	Small 2 drawer metal file cabinet		Gray	Used	Villarreal	AJW	6/15/2026	
1	Plastic adult chair on wheels		Black	Poor	Villarreal	AJW	6/16/2026	
2	Foss science binder teacher guides		gold and black	fair	Hammill	McD	6/16/2026	
1	box handheld radios and chargers	Kenwood	KSC-37	black	used/poor	Hammill	McD	6/16/2026
27	Calculators	Texas Instruments	TI-30xA	black	Fair	Meers	MJH	6/17/2026
146	Calculators	Sharp	ELSI Mate 2335	White	Fair	Meers	MJH	6/17/2026
6	Calculators	Ativa	Scientific	Purple/Gray/Black	Fair	Meers	MJH	6/17/2026
6	Calculators	Casio	SL-310SV	Gray/Black	Fair	Meers	MJH	6/17/2026
1	Calculator	Staples	SPL-150x	Gray	Fair	Meers	MJH	6/17/2026
1	Wooden slanted book shelf		Green	Fair	Villarreal	AJW	6/22/2026	
1	Carpet Extractor	Windsor	Commodore 20	Blue/Gray	Poor	Meers	MJH	6/23/26
1	Large teacher desk		Off White	Fair	Villarreal	AJW	6/24/2026	

Aberdeen High School

Aquatics Lab Surplus Items:



Tank # 1
Dimensions: 5' x 5' x 2'
Gallons: 560
Condition: Good



Tank #2
Dimensions: 3.5' x 3.5' x 2'
Gallons: 180
Condition: Good



Tank #3
Dimensions: 1.5' x 3.5' x 3.5'
Gallons:
Condition: Good



Tank #4
Dimensions: 4' Dia. x 5.5'
Gallons: 500
Condition: Good



Tank #5
Dimensions: 3.5' x 3.5' x 2'
Gallons: 180
Condition: Good



Tank #6
Dimensions: 5' x 5' x 2'
Gallons: 560
Condition: Good



Tank #6
Dimensions: 3.5' x 6' dia.
Gallons: 725
Condition: Good



Troughs (2 Qty.)
Dimensions: 2' x 7.5' x 1'
Gallons: 110
Condition: Good



Aqua Ultraviolet Predator 5000 Filter



Sequal
Oxygen Concentrator Module
Model: 1245
Serial: 31135



Jacuzzi Filter
Model: CFR-50
Serial: 94222528



Hayward Filter and Pump
Model: C48K2N143B
Serial: 02912CH



Aqualogic
Delta Star
Serial: 18134



Marathon Pump
Cust No.: M0960M
Mod: TQL 56B17F11004A

CERTIFICATED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cassie Simpson	Central Park Elementary	SpEd Teacher	09/02/26
Grace Mazariegos	Robert Gray Elementary	Preschool Teacher	09/02/26
Maria Ruiz Garcia	Robert Gray Elementary	Teacher	09/02/26

Certificated Substitute Resignation

Erik Lundeen, effective June 6, 2026

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Ashlyn Yakovich	Harbor Learning Center	Family Service Worker	08/31/26
Marissa Stout	Miller Jr. High	Multi-Media Tech	08/26/26
Taelor Bell	Robert Gray Elementary	Preschool Paraeducator	09/02/26
Alyssa Pettis	Robert Gray Elementary	Preschool Paraeducator	09/02/26

SUMMER SCHOOL HIRE: We recommend the Board approve the following classified summer school hire:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Rebecca Book	Twin Harbors Skills Ctr	Paraeducator	06/16/26

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

<u>Name</u>	<u>Location:</u>	<u>Position To:</u>	<u>Position From:</u>	<u>Effective Date</u>
Jennifer Krasowski	Harbor Learning Center	Para-GED Tester	MTSS Assistant	09/02/26

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

<u>Name</u>	<u>Position:</u>	<u>Location To:</u>	<u>Location From:</u>	<u>Effective Date</u>
Cathy Connell	Lead Food Service Worker	Central Park	Harbor Learning Center	09/02/26

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Mark Buckman	Aberdeen High School	Assistant Boys' Basketball Coach	11/16/26
Michael Cady	Aberdeen High School	Assistant Cross Country Coach	08/24/26
Kennedy Pruett	Aberdeen High School	Assistant Volleyball Coach	08/24/26
Romeo Tapia Sanchez	Aberdeen High School	Head Boys' Soccer Coach	03/01/27
Jaydon Troy	Aberdeen High School	Assistant Volleyball Coach	08/24/26

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Dennis Nelson	Aberdeen High School	Assistant Cross Country Coach	06/18/26
Michael Cady	Miller Jr. High	Assistant Cross Country Coach	07/15/26

ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION
HEAD COACH SALARY SCHEDULE 2026-27

HIGH SCHOOL
ATHLETIC
PROGRAM

STEP 1**STEP 2****STEP 3****STEP 4**

FOOTBALL	\$7,894	\$8,408	\$8,922	\$9,435
BASKETBALL	\$7,462	\$7,972	\$8,482	\$8,992
TRACK	\$6,791	\$7,287	\$7,783	\$8,279
WRESTLING	\$6,969	\$7,480	\$7,989	\$8,498
SOCCER	\$6,511	\$7,114	\$7,718	\$8,321
VOLLEYBALL	\$6,588	\$7,090	\$7,592	\$8,094
FASTPITCH	\$6,811	\$7,314	\$7,818	\$8,321
BASEBALL	\$6,811	\$7,314	\$7,818	\$8,321
CROSS COUNTRY	\$5,799	\$6,240	\$6,680	\$7,120
GOLF	\$5,349	\$5,823	\$6,299	\$6,774
TENNIS	\$5,814	\$6,327	\$6,841	\$7,354
SWIMMING	\$6,080	\$6,571	\$7,062	\$7,554
BOWLING	\$5,699	\$6,140	\$6,580	\$7,020
CHEER	\$6,536	\$6,951	\$7,366	\$7,779

Intramurals \$ 1,051

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

SCHEDULE A
ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION
HEAD COACH SALARY SCHEDULE 2026-27

JUNIOR HIGH SCHOOL
ATHLETIC
PROGRAM

STEP 1

STEP 2

STEP 3

STEP 4

FOOTBALL	\$3,869	\$4,241	\$4,613	\$4,985
BASKETBALL	\$3,541	\$3,906	\$4,272	\$4,637
TRACK	\$3,354	\$3,720	\$4,087	\$4,452
SOCCER	\$3,604	\$3,947	\$4,290	\$4,632
WRESTLING	\$3,397	\$3,740	\$4,083	\$4,426
VOLLEYBALL	\$3,515	\$3,880	\$4,247	\$4,613
CROSS COUNTRY	\$3,082	\$3,464	\$3,847	\$4,228

**** DRAFT ****

SCHEDULE A
ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION
HEAD COACH SALARY SCHEDULE 2026-27

**** DRAFT ****

**** DRAFT ****

SCHEDULE A
ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION
HEAD COACH SALARY SCHEDULE 2026-27

**** DRAFT ****

ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION
ASSISTANT COACH SALARY SCHEDULE 2026-27

<u>HIGH SCHOOL</u> ATHLETIC PROGRAM	<u>STEP 1</u>	<u>STEP 2</u>	<u>STEP 3</u>	<u>STEP 4</u>
FOOTBALL	\$5,131	\$5,465	\$5,799	\$6,133
BASKETBALL	\$4,850	\$5,182	\$5,513	\$5,845
TRACK	\$4,414	\$4,737	\$5,059	\$5,381
WRESTLING	\$4,530	\$4,862	\$5,193	\$5,524
SOCCER	\$4,232	\$4,624	\$5,017	\$5,409
VOLLEYBALL	\$4,282	\$4,609	\$4,935	\$5,261
FASTPITCH	\$4,427	\$4,754	\$5,082	\$5,409
BASEBALL	\$4,427	\$4,754	\$5,082	\$5,409
CROSS COUNTRY	\$3,769	\$4,056	\$4,342	\$4,628
GOLF	\$3,477	\$3,785	\$4,094	\$4,403
TENNIS	\$3,779	\$4,113	\$4,447	\$4,780
SWIMMING	\$3,952	\$4,271	\$4,590	\$4,910
BOWLING	\$3,704	\$3,991	\$4,277	\$4,563
CHEER	\$4,248	\$4,284	\$4,788	\$5,056

ABERDEEN ATHLETICS ACTIVITIES ASSOCIATION
ASSISTANT COACH SALARY SCHEDULE 2026-27

JUNIOR HIGH SCHOOL

**ATHLETIC
PROGRAM**

STEP 1

STEP 2

STEP 3

STEP 4

FOOTBALL

\$2,515

\$2,757

\$2,998

\$3,240

BASKETBALL

\$2,302

\$2,539

\$2,777

\$3,014

TRACK

\$2,180

\$2,418

\$2,657

\$2,894

SOCCER

\$2,343

\$2,566

\$2,789

\$3,011

WRESTLING

\$2,208

\$2,431

\$2,654

\$2,876

VOLLEYBALL

\$2,285

\$2,522

\$2,761

\$2,998

CROSS
COUNTRY

\$2,003

\$2,252

\$2,501

\$2,748