New Teacher Handbook

Aberdeen
School District

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ABERDEEN SCHOOL DISTRICT

Empowering Minds, Inspiring Futures
2030

Our Mission

To facilitate an innovative and empowering learning experience for every student.

Our Vision

A community of confident critical thinkers who are adaptable, responsible and effective communicators.

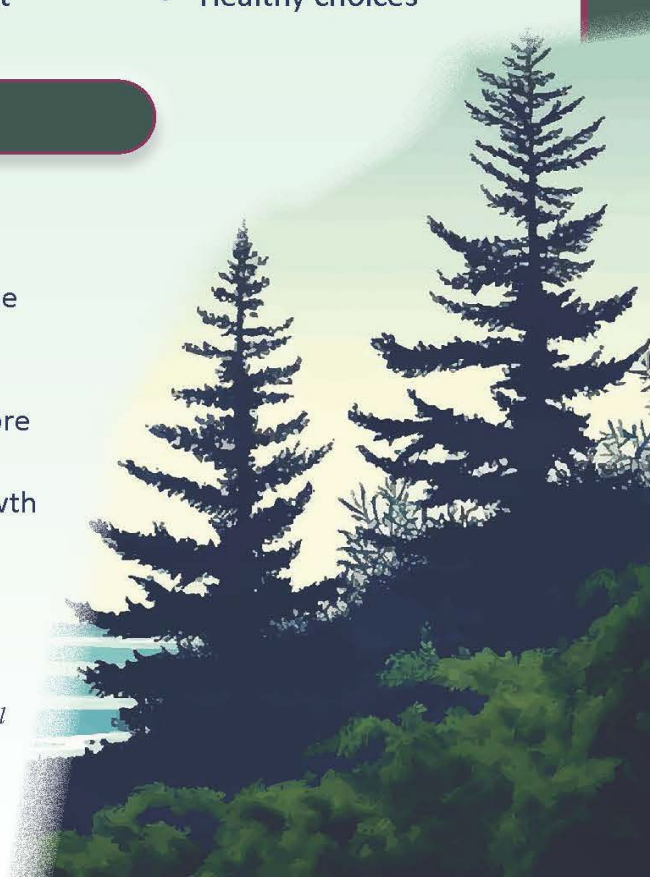
Our Values

- Every student can learn
- Positive relationships
- Respectful culture
- Growth mindset
- Attendance matters
- Future focused
- Shared accountability
- Healthy choices

Guiding Statements

- Students will graduate future-ready with 21st Century skills
- Students are reading at or above grade level by the end of 3rd Grade
- Students are ready for Algebra by 9th Grade
- Students will have multiple opportunities to explore careers and learn life skills
- Our entire school community engages with a growth mindset for continuous improvement

*J.M. Weatherwax High School *** Harbor Learning Center*
*Miller Junior High School *** A.J. West Elementary School*
*Central Park Elementary School *** McDermoth Elementary School*
*Robert Gray Elementary School *** Stevens Elementary School*



Aberdeen School District

PORTRAIT OF A GRADUATE

Adaptability | Responsibility | Confidence | Critical Thinking | Communication

Adaptability

OUR STUDENTS

- Demonstrate flexibility
- Practice open-mindedness
- Overcome barriers
- Embrace diversity
- Engage in lifelong learning

Responsibility

OUR STUDENTS

- Live honestly
- Follow through
- Own the outcome
- Act with integrity
- Honor commitments

Confidence

OUR STUDENTS

- Believe in themselves
- Take risks
- Empower others
- Reflect on experiences and accept feedback
- Embrace failures/successes as an opportunity to grow

Critical Thinking

OUR STUDENTS

- Ask questions and seek to understand
- Collect, assess and analyze relevant information
- Develop meaningful solutions
- Identify, define, and solve real-world problems
- Consider local and global implications of actions

Communication

OUR STUDENTS

- Engage in active listening
- Adapt to the needs of the audience
- Clearly articulate thoughts and ideas
- Build and maintain a positive online presence
- Effectively use oral, written, and nonverbal communication skills

A community of confident critical thinkers who are adaptable, responsible, and effective communicators.

BOARD OF DIRECTORS AND ADMINISTRATORS

SCHOOL BOARD MEMBERS

Jennifer Durney
Suzy Ritter
Mardi Emard-Colburn
Jeanne Marll
Annica Mizin

DISTRICT ADMINISTRATORS

Traci Sandstrom, Co-Superintendent
Lynn Green, Co-Superintendent
Elyssa Louderback, Executive Director of Business and Operations
Christi Clinkingbeard, Director of Human Resources
Stefanie Lamont, Director of Special Education
Traci Sandstrom, Director of Teaching and Learning & Technology
Lynn Green, Director of Career and Technical Education
Jamie Stotler, Program Administrator
Cindy Lee, Risk and Benefits Manager
Michael Pauley, Maintenance and Custodial Manager
Ernest Lott, Transportation Manager
Jaime Matisons, Food Service Manager
Matthew Mahon, Technology Systems Manager
Courtney Sandstrom, Business and Operations Manager
Dee Anne Shaw, Superintendents Executive Assistant and Communications Manager

DISTRICT SUPPORT STAFF

Lindsey Williamson, Human Resources Administrative Assistant
Courtney Sandstrom, Business and Operations Administrative Assistant
Julie Minsker, Substitute Coordinator
Laura Sanz, Special Education Secretary
Rosa Santini Harless, Accounts Payable/Payroll Specialist
Amber Diel, Purchasing Coordinator

SCHOOL ADMINISTRATORS

Aaron Roiko, Principal, Aberdeen High School
Rachel Wenzel, Assistant Principal, Aberdeen High School
Gienelle Harless, Dean of Students, Aberdeen High School
Doug Farmer, 6-12 Athletic Director, Miller Jr. High/Aberdeen High School

Lisa Griebel, Principal, Harbor Learning Center

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

Serena O'Neill, Principal, A. J. West Elementary School
Ruth Erwin-Svoboda, Principal, Central Park Elementary School
Amber Melville, Principal, McDermoth Elementary School
Daniel Olson, Principal, Robert Gray Elementary School
Tosha Love, Principal, Stevens Elementary School

DISTRICT PROGRAMS

The Aberdeen School District offers numerous special programs for students. Below are some of our programs along with contact information.

Advanced Placement

Advanced Placement (AP) courses are offered at Aberdeen High. AP provides students with the chance to try college-level work in high school, and to gain valuable skills and study habits for college. If a student gets a "qualifying" grade on the AP Exam, many colleges will award credit or advanced placement for their efforts.

Contact: High School Counselors

All-Day Kindergarten

Every Aberdeen elementary school offers all-day kindergarten for five-year old children. The program provides an environment that favors a child-centered, developmentally appropriate approach.

Contact: Elementary School Principals

AVID

Advancement Via Individual Determination, AVID, is an educational academic system for students in grades 6-12, based on using the WICOR strategies of writing as a tool of learning, the inquiry method for problem solving and higher-level reasoning, collaborative grouping, organizational skills and reading across the curriculum. The mission of AVID is to close the achievement gap by preparing students for college and career readiness and success in a global society. The major component of secondary AVID, besides utilizing WICOR strategies, is the AVID Elective Class with tutorial support and motivational activities to encourage students to enroll in more rigorous classes so they can realize their full academic potential.

Contact: Traci Sandstrom

Career and Technical Education

Career and Technical Education (CTE) programs are in place at Miller Junior High, AHS and Harbor High. Students are exposed to a variety of technologies and skill areas with leadership opportunities and hands on work experience in onsite facilities that include a radio station, credit union, print shop, auto shop, wood shop, sign making lab, greenhouse facilities, school store, culinary kitchen, childcare center, appliance repair shop and video production studios. Twin Harbors Branch Skills Center, hosted at Aberdeen High School, offers six programs to students not only in Aberdeen, but in nine other neighboring districts. Skills Center programs include Automotive Technology, Criminal Justice, Cosmetology, Electrical Engineering, Medical Assistants, and Professional Medical Careers and offer

national certification opportunities for students. Numerous community representatives from business and industry volunteer to serve on our CTE advisory boards.

Contact: Lynn Green

Drug and Alcohol Counseling

True North provides individual and group counseling for secondary students.

Contact: Secondary School Administrators or Counselors

Developmental Preschool

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

Contact: Sarah Teveliet Channel

Early Childhood Center

The assessment, enrollment and placement of preschool-age children occur through the Early Childhood Center. Children, ages three through five who are eligible, can access a variety of preschool and family services within Grays Harbor.

Contact: Sarah Teveliet Channel

ECEAP

The program serves three and four-year-old children from income-eligible families and/or those with developmental or environmental risk factors that could interfere with school success. All services are free to enrolled families and are intended to be a wrap-around service that supports family well-being.

Contact: Sarah Teveliet Channel

Harbor High School

Harbor High School is an alternative junior/senior high school designed to encourage students who have left high school before graduation to return to school and complete their education. Harbor High also offers a parent-partnership program for students in grades 7-12.

Contact: Lisa Griebel

Highly Capable

The goal of the Highly Capable Program is to meet the unique academic needs of intellectually gifted students in grades K-12 through enhanced and accelerated learning opportunities. Students in K-5th grade will be served in their classrooms/schools using developmentally appropriate approaches that may include clustering, differentiation and single subject acceleration. Junior high students will be served in their area(s) of talent in honors or advanced/accelerated classes, when available, or in the general education classroom using differentiation and clustering. High school students in grades 9-12 will receive services in their talent area(s) through options such as Honors, AP, Running Start and online/blended classes. Enrichment activities through our district, ESD's, or in conjunction with other districts may be offered for students in their area(s) of talent, when and if available.

Contact: Dan Olson

Homeless

Educational and support services are available for students and families who meet the eligibility requirements of the McKinney-Vento Act—federal legislation to ensure support and nondiscrimination of individuals without permanent housing. A family service worker assists families in need of accessing community resources and ensures that students receive the necessary resources to succeed in school.

Contact: Jacqueline Hoggatt (Tosha Love)

Native Education

The Native Education Program provides cultural enrichment activities to eligible students in the district.

Contact: Ruth Erwin-Svoboda

Title I and Learning Assistance Program (LAP)

Extra assistance is available to students in grades K-12 who are deficient in basic skills and achieving below grade level in reading, language arts, and/or math. Certificated staff and instructional paraprofessionals in each school work closely with classroom teachers to provide students with additional support.

Contact: Jamie Stotler and Elyssa Louderback

Migrant Program

Educational support services are available for students and families who meet the eligibility requirements of the federal migrant program. Bilingual staff provide tutoring and serve as liaisons between home, school and the community.

Contact: Yazmin Carbajal (Ruth Erwin-Svoboda)

Running Start

Running Start does just that—it gives high school juniors and seniors a running start on college-level classes. Those classes count twice—once towards fulfillment of high school graduation requirements and again for college credit. Some Running Start students have been able to graduate from high school and at the same time receive their Associate of Arts degree from Grays Harbor Community College.

Contact: High School Counselors

Snug Harbor Day Care

Snug Harbor is a state-licensed day care center that works hand in hand with the Teen Parent Program. This program offers on-site day care at Harbor High School to enable teen parents to complete their high school education. Aberdeen School District also provides childcare for staff for an additional cost.

Contact: Amanda Stamper

Special Education

The Aberdeen School District provides a special education program in accordance with federal and state regulations and guidelines to insure the provision of a free and appropriate public education to all school-age children in need of such services. Special education services are available to students who have been determined by a multi-disciplinary evaluation, to need special education and may include such services as customized instruction and curriculum, speech and language therapy, occupational therapy, physical therapy, nursing services or audiologist services.

Contact: Stefanie Lamont

Teen Parent Program

The Teen Parent Program is designed to assist pregnant teens or teens who are parents to complete their high school education and help them establish needed support systems and services. The district also provides daycare for staff members for an additional cost.

Contact: Kayla Sturm

World Class Scholars

This program is co-sponsored with Grays Harbor Community College. It offers students from grade 7-12, an opportunity for mentorship and financial assistance at Grays Harbor College. Students must maintain a grade point average of 3.0 and demonstrate competencies in computer skills, cooperative learning and community service.

Contact: Secondary School Counselors

CURRICULUM, INSTRUCTION AND ASSESSMENT

The goal of our work is to improve student performance and help **all** students meet or exceed standards. Curriculum, instruction, and assessment intertwine to provide a system that ensures a strong education for our students.

Washington has developed standards upon which districts develop curricula for their schools. These content standards define what students need to know and be able to do and are based on the Common Core Standards Initiative. Textbooks and other instructional materials are tools used to help our students master the standards. *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson is the instructional framework that guides teaching and learning in the Aberdeen School District.

Instruction is what happens in the classroom between teachers and students and is the core of teaching and learning. Teachers must understand standards-based teaching and learning and be well trained to use assessment data and student work to improve their instructional practices.

The state assessment program (Smarter-Balanced), aligned with the grade level performance standards, requires state testing of all students in grades 3 – 8 and 10 in English-Language Arts and mathematics. Grades 5, 8 and 11 are assessed in science. These tests are administered in the spring as part of the Washington Comprehensive Assessment Program. Our schools and the district use the results of state tests, along with other assessments, to measure how students are performing and to develop strategies to close gaps in achievement. They are the basis of each school's improvement plan.

In addition to state testing, a number of district assessments are also administered. Students in grades K-10 are tested in the fall, winter and spring using the iReady assessment. These assessments provide timely and useful information about students to help teachers guide instruction. Kindergarten students are assessed using Teaching Strategies Gold.

All three of these deeply interconnected foundations of education reform -- curriculum, instruction, and student assessment -- are essential to meeting district, state and national goals.

The Aberdeen School District is committed to a P-12 program review cycle that provides for ongoing monitoring and evaluation of all curricular areas and assures the adoption and replacement of needed instructional and supplemental materials in a timely fashion. It is based on a review of assessment data, state standards and best instructional practices. An instructional committee develops program goals, makes suggestions for instructional materials and staff development opportunities.

INSTRUCTIONAL MATERIALS

The school board is legally responsible for the selection of all instructional materials used in the district. An Instructional Materials Committee acts upon requests for textbook approval and evaluates requests for reconsideration of instructional materials. Instructional materials are defined as all electronic or printed, filmed or recorded materials furnished by the district for student use and/or included on students' reading lists. They are categorized as textbooks or supplementary materials. Textbooks are defined as any instructional material held in ten or more copies in a classroom. Supplementary materials are items supplementing the text of a class and held in nine or fewer copies in a classroom. Textbooks require approval by the Instructional Materials Committee and adoption by

the School Board of Directors. Supplementary materials do not require committee approval or board adoption. The Aberdeen School District is also transitioning to a number of online curriculum providers at all grade levels.

PROFESSIONAL LEARNING

Professional development is a priority of the Aberdeen School District. Our program for district employees is based on the belief that staff must be current on best practices and be provided specific skills and information in a timely, applicable manner. The majority of training in Aberdeen School District is conducted at school/work sites and is designed in cooperation with teachers and staff. Our training components, structures and strategies, originate directly from the District's strategic plan, each school's improvement plan, and the Danielson framework.

SCHOOL IMPROVEMENT PLANS

All Washington public schools are required to have a plan for school improvement as a result of rules adopted by the State Board of Education. The School Improvement Plan is to be based on the Characteristics of Effective Schools as identified by the Office of Superintendent of Public Instruction. According to the rules adopted by the State Board, the School Improvement Plan must address:

- Characteristics of high performing schools
- Educational equity factors as related to having a positive impact on student learning
- Implementation of instructional technology
- Parent and community involvement

Embedded into the school improvement plans are goals required to satisfy Title I and LAP requirements. Each school's improvement plan has been approved by the Board of Directors and is posted on the district web site at http://www.asd5.org.

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

OSPI reviewed more than 20 recent research studies that examined the common characteristics of high performing schools. Some of the studies were reviews of other research that has been conducted over many years on the same topic, while others examined these schools in specific settings and locations, such as high performing elementary schools in a large urban setting. This body of research represents findings from both Washington State and around the nation.

The content of each study was analyzed to determine what characteristics were found most often among high performing schools. Student performance was usually measured in terms of high or dramatically improving scores on standardized tests, often in difficult circumstances such as high levels of poverty. In every case, there was no single factor that accounted for the success or improvement. Instead, the research consistently found that high performing schools tend to have a combination of common characteristics. Some reports found as few as five characteristics, while

others found many more. OSPI's analysis of these characteristics narrowed these lists into nine areas.

1. **Clear and Shared Focus**:

   Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

2. **High Standards and Expectations for All Students:**

   Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

3. **Effective School Leadership:**

   Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles—teachers and other staff, including those in the district office, often have a leadership role.

4. **High Levels of Collaboration and Communication**:

   There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

5. **Curriculum, Instruction and Assessment Aligned with Standards:**

   The planned and actual curriculums are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff members understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

6. **Frequent Monitoring of Learning and Teaching:**

   A steady cycle of different assessments identifies students who need help. More support and instructional time is provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

7. **Focused Professional Development:**

   A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

8. **Supportive Learning Environment:**

   The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. **High Levels of Family and Community Involvement:**

   There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Parents, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

SCHOOLS AND STAFF

The Aberdeen School District has a population of approximately 3000 students. There are four P-5 elementary schools and one K-5 elementary school. The district has one 6-8 junior high school, one 9-12 high school and an alternative high school. The Aberdeen staff is comprised of 200 certificated and 240 classified employees who are dedicated to providing the best education possible for students.

A. J. West Elementary School
1801 Bay Avenue
Aberdeen, WA 98520
(360) 538-2130
Principal: Serena O'Neill
Secretary: Kim Malizia

Central Park Elementary School
601 School Road
Aberdeen, WA 98520
(360) 538-2170
Principal: Ruth Erwin-Svoboda
Secretary: Alecia Colombe

Robert Gray Elementary School
1516 North B Street
Aberdeen, WA 98520
(360) 538-2140
Principal: Daniel Olson
Secretary: Mirsa Ortuno

McDermoth Elementary School
409 North K Street
Aberdeen, WA 98520
(360) 538-2120
Principal: Amber Melville
Secretary: Heather Trader

Stevens Elementary School
301 South Farragut
Aberdeen, WA 98520
(360) 538-2150
Principal: Tosha Love
Secretary: Josie Micheau

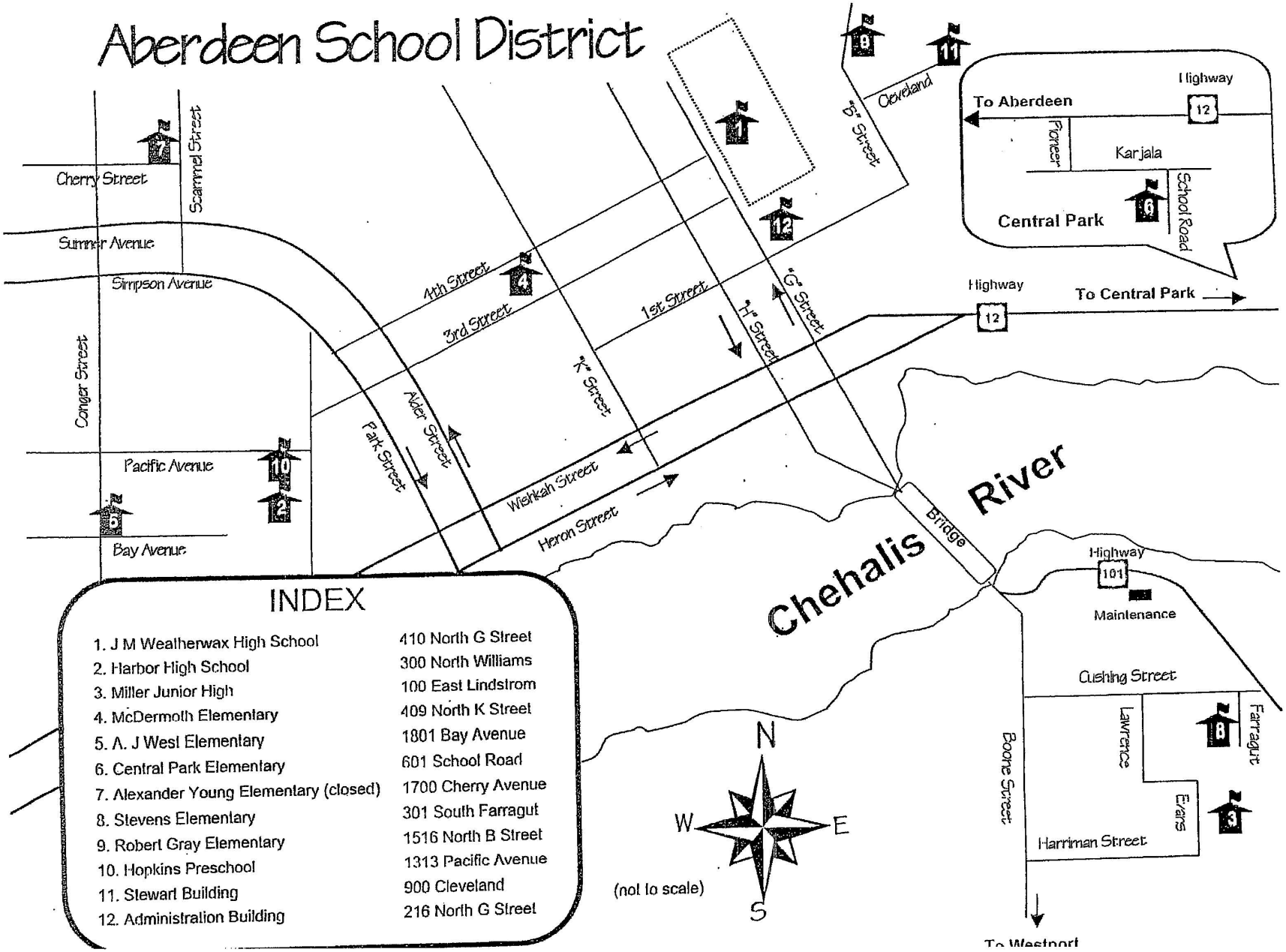
Aberdeen High School
410 North G Street
Aberdeen, WA 98520
(360) 538-2040
Principal: Aaron Roiko
Asst. Principal: Rachel Wenzel
Dean: Gienelle Harless
Secretary: Chrissy Seguin

Miller Junior High School
100 East Lindstrom
Aberdeen, WA 98520
(360) 538-2100
Principal: John Meers
Asst. Principal: Kasey Robbins
Secretary: Jeannie McNeal

Harbor Learning Center
300 North Williams
Aberdeen, WA 98520
(360) 538-2180
Principal: Lisa Griebel
Secretary: Gayle Anderson

Aberdeen School District Preschool
301 South Farragut
Aberdeen, WA 98520
(360) 538-2150
Coordinator: Sarah Teveliet Channel
Secretary: Wendi Alvarez

Aberdeen School District



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1. J M Weatherwax High School	410 North G Street
2. Harbor High School	300 North Williams
3. Miller Junior High	100 East Lindstrom
4. McDermoth Elementary	409 North K Street
5. A. J West Elementary	1801 Bay Avenue
6. Central Park Elementary	601 School Road
7. Alexander Young Elementary (closed)	1700 Cherry Avenue
8. Stevens Elementary	301 South Farragut
9. Robert Gray Elementary	1516 North B Street
10. Hopkins Preschool	1313 Pacific Avenue
11. Stewart Building	900 Cleveland
12. Administration Building	216 North G Street

COMPENSATION AND BENEFITS

Compensation

Employees are paid once a month on the last business day of the month through August. ACH paychecks will be deposited by the end of the day. Certificated employees are not required to submit time sheets for regular contracted work. Supplemental hours must be recorded on the appropriate time sheets and submitted to the school principal or district supervisor for authorization prior to forwarding to the Business Office by the end of the month. Contact your school secretary for information and forms.

Benefits

- **Personal Leave and Sick Leave-** Frontloaded allocation is based upon start date. Additional guidance on utilizing available leave can be found in your collective bargaining agreement.

Insurance

- **Health Benefits-** As of January 1st, 2020, the School Employees Benefit Board (SEBB) will offer health benefits. Plan information regarding SEBB benefits can be found at www.hca.wa.gov.

  For more information, please contact Cindy Lee at 360.538.2011 or clee@asd5.org

Optional Benefits

- **Prepaid Legal (ASD)**
- **Group Life Insurance (SEBB)**
- **Section 125 Flexible Spending Plan (SEBB)**
- **403B Tax Shelter Annuities (ASD)**
- **Deferred Compensation Plan (ASD)**

Retirement

New teachers hired after July 1, 2007 will have the opportunity to choose between Washington State Department of Retirement System Teachers Plan 2 (TRS 2) and Teachers Plan 3 (TRS 3). New employees will be reported in TRS 2 until they complete the Member Information Form indicating their plan choice. Employees who do not provide their plan choice within 90 days from the date of hire will default into TRS 2. **The choice between TRS 2 and TRS 3 is irrevocable.**

- **TRS 2** is a defined benefit plan which provides a guaranteed lifetime monthly retirement benefit

- **TRS 3** has a dual benefit structure. Member contributions finance a defined contribution component and the employer contributions finance a defined benefit component

If an employee has previously established membership in a Washington State Teachers Retirement Plan, the employee will remain in that plan. Eligible TRS 2 members are eligible to transfer to TRS 3 each January.

The Washington State Deferred Compensation Plans is available through the Department of Retirement Systems. For more information, please visit www.drs.wa.gov.

In addition, the following Authorized Investment Providers offer more investment options. For more information, please visit www.tsacg.com/individual/plan-sponsor/washington/aberdeen-school-district-no-5/

403 B

Ameriprise Financial
Aspire Financial Services
Valic Financial
Global Atlantic
Horace Mann Company
Invesco Oppenheimer Funds
New York Life Insurance
MG Trust Company
PFS Investments (Primerica)
Security Benefit Group
Thrivent Financial

Roth 403(B)

Aspire Financial Services
Valic
Horace Mann Company
Invesco Oppenheimer Funds
MG Trust Company
Primerica
Security Benefit Group

For additional benefits information, please contact Cindy Lee, Risk and Benefits Manager, at clee@asd5.org or 360-538-2011.

Your Employee Rights Under the Family and Medical Leave Act

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if **all** of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,
- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location.

Airline flight crew employees have different "hours of service" requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management.

How do I request FMLA leave?

Generally, **to request FMLA leave you must**:

- Follow your employer's normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do not have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You **must also inform your employer if FMLA leave was previously taken** or approved for the same reason when requesting additional leave.

Your **employer may request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress.

What does my employer need to do?

If you are eligible for FMLA leave, your **employer must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, your **employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process**.

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR

SCAN ME

WH1420 REV 04/23

Paid Sick Leave Law

Employers in Washington State are required to provide paid sick leave to their employees. Some industries may have other requirements.

Who is entitled to paid sick leave

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

Accrual

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

Carryover

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

Usage

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

Employees may use paid sick leave:

- To care for their health needs or the health needs of their family members. Family member includes any individual who regularly resides in the employee's home or where the relationship creates an expectation that the employee cares for the person, and that individual depends on the employee for care.
- When an employee's workplace or their child's school or place of care has been closed by a public official for any health-related reason.
- After the declaration of an emergency by a local or state government or agency, or by the federal government.
- For absences that qualify for leave under the state's Domestic Violence Leave Act.
- To prepare for or participate in a judicial or administrative immigration proceeding for themselves or a family member.

Employers may allow employees to use paid sick leave for additional purposes.

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

Washington State Department of
Labor & Industries

Upon request, language support and formats for persons with disabilities are available. Call 1-800-547-8367. TDD users, call 711. L&I is an equal opportunity employer.

Retaliation protections when using paid sick leave

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

Notification

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

Requesting verification from the employee

Employees cannot be required to provide verification, such as a doctor's note, to the employer unless their absence exceeds three consecutive days and the employer has a compliant verification policy. The employer must notify employees of such policy or agreement, including their right to assert that the verification requirement results in an unreasonable burden or expense. Employers cannot require verification include the nature of an employee's or family member's health condition.

For sick leave used for immigration proceedings, employers must accept either:

1. An employee's written statement that the leave was used for an applicable immigration proceeding, or
2. Documentation from:
   - An advocate for immigrants or refugees
   - An attorney
   - A member of the clergy
   - Other professionals

Documentation and written statements must not disclose any personally identifiable information about a person's immigration status.

Payment of paid sick leave

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

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

Filing a complaint

If you have a complaint or suspicion about your employer not providing you with paid sick leave or violating your other rights under the Minimum Wage Act, you can report it to L&I.

You can file a worker rights complaint at **Lni.wa.gov/go/F700-148-000** or call 1-866-219-7321.

Rideshare drivers' rights to paid sick leave

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

Sample polices, resources, and consultations

The department has sample policies drafted for employer use at **Lni.wa.gov/PaidSickLeavePolicies**.

For general information, visit L&I's public paid sick leave web page at **Lni.wa.gov/PaidSickLeave**.

The department also hosts webinars on paid sick leave each month. For calendar information, see L&I's Workshops and Training Center web page at **Lni.wa.gov/workshops-training**.

PUBLICATION F700-197-000 [03-2026]

Paid time off. **Peace of mind.**

You may qualify for Washington's Paid Family & Medical Leave if you worked 820 hours in the last year. The 820 hours can be through full-time, part-time, seasonal and temporary work. You do not need to be currently employed when you take Paid Leave.

How it works

You can take Paid Leave to:

- Care for your own serious health condition
- Care for a new child through birth, adoption, or foster placement
- Care for a family member with a serious health condition
- Attend certain military-related events

You can take up to:

- **12** weeks of family or medical leave for each claim
- **16** weeks if you have a personal medical event and a family caregiving event in the same claim year
- **18** weeks in cases where you experience complications related to pregnancy or birth

In 2026: The weekly benefit amount is between $100 and $1,647 and depends on last year's income

You can use your leave time all at once or you can break it up into smaller blocks of time throughout your claim year.

Our **Benefit Guide** provides detailed information about the application process, filing weekly claims and explains your rights and responsibilities under the law. You can download it at paidleave.wa.gov/benefit-guide or request a paper copy by contacting us.

Your rights

If you qualify:

- Your employer cannot prevent you from taking Paid Leave
- Your employer can't make you use other types of leave, such as sick or vacation time, before or after taking Paid Leave.
- You may be entitled to job protection and continuation of healthcare benefits. Learn more at paidleave.wa.gov/job-protection.

If you believe that your employer has discriminated against you or interfered with your ability to take leave, you can file a complaint with the Employment Security Department. Learn more at paidleave.wa.gov/unlawful-acts-complaints/.

You may also contact the Office of the Paid Family and Medical Leave Ombuds. The ombuds is an independent third party within the department that investigates, reports on and helps settle complaints with the Paid Family and Medical Leave program. Learn more at paidleaveombuds.wa.gov or call the Ombuds' office at 844-395-6697.

The Employment Security Department is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. Language assistance services for limited English proficient individuals are available free of charge. Washington Relay Service: 711

Washington Paid Family & Medical Leave

Employment Security Department WASHINGTON STATE

Updated December 2025

SCHOOL DELAYS/CLOSURES

The district posts information regarding school delays/closures with local media outlets, on our district website, and on our Facebook page. In the case of power outages, please listen to local radio stations for information.

Media

Information regarding school delays or closures is provided to local and metro media including:

Aberdeen (Radio)	KXRO	1370 AM	
	KBKW	94.7 FM	1450 AM
	KWOK	1490 AM	

Seattle (Television) KIRO 7, KING 5, KOMO 4

Information is also posted to the Aberdeen School Districts Facebook page.

FlashAlert

The most reliable method to receive closure information is through a FlashAlert account or app on your phone. If you haven't already done so, now is a good time to activate a FlashAlert Newswire account so that you receive a text message on your cell phone or via email every time the district posts an emergency notice on the Internet.

You'll need your cell phone when you begin because a secure code will be sent before activation to verify that you are the holder of the cell phone being registered.

- Go to www.flashalert.net. On the map, click the Seattle/Washington State button
- Choose "Grays Harbor Schools"
- Then choose "Aberdeen"
- You should see a window for "new subscribers"
- Enter your e-mail address and follow the prompts to set up your account.

Staff Report Times

On days when school opening is delayed, employees are encouraged to report to their buildings at their regular time. Employees are required to be in their buildings thirty minutes before the opening of school.

ABSENCES FROM WORK

When you need to be absent from work, for any reason, it is your responsibility to report your time off in Red Rover. If you have a prior commitment requiring a substitute, please enter your time off in Red Rover in a timely manner. Late notification can make it difficult to secure a substitute.

The Red Rover link can be found on the district website at www.asd5.org under the **"For Staff" tab, Absence Reporting (Red Rover), and then click the Red Rover link to go to the login page. The Login button is in the upper right corner**. Fill out the required fields to report an absence and request a substitute, if needed. If for any reason you have trouble with Red Rover, please call the District Office at:

Daytime Number	**(360) 538-2000**
Evening and Weekend Voicemail:	**(360) 538-2001**

All substitutes are arranged through the District electronic systems or through Julie Minsker, substitute coordinator. Employees are **NOT** to make their own substitute arrangements. Please call as early as possible so that adequate arrangements can be made. If you are absent and it is possible, please notify the substitute coordinator in the afternoon if you do not plan to return the next day. This will enable us to make the appropriate arrangements, hopefully keeping the same substitute, before the day ends. If you become ill while at school, please notify the office staff as soon as possible. They will contact the District Office to arrange for a substitute.

Please note that requests for substitutes cannot and will not always be honored. Every effort will be made to have a suitable replacement for you. If you are going on District business, a prior approval form must be submitted to the District Office. A prior approval also requires you to enter your time off in Red Rover and request a substitute, if needed. If you have not accessed Red Rover and need a login ID and password or are unable to access your account, please email Julie Minsker at jminsker@asd5.org. If you need to reset your password, click the "Forgot your Login/Password" link and a new one will be sent to your district email. If you do not have a district email account, please contact Lindsey Williamson at lwilliamson@asd5.org.

Red Rover

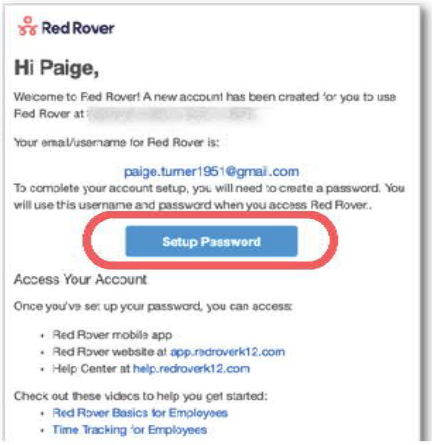
Getting Started as an Employee

What is Red Rover?

Red Rover is an Absence Management system, designed with you in mind! In Red Rover, you will be able to create and review your scheduled absences, pre-arrange and communicate with substitutes (depending on district configuration), check your Time Off balances, upload lesson plans, and much more!

Logging in to Red Rover

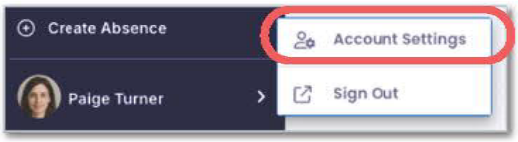
Before logging into Red Rover for the first time, you will receive an email invitation that looks like this:



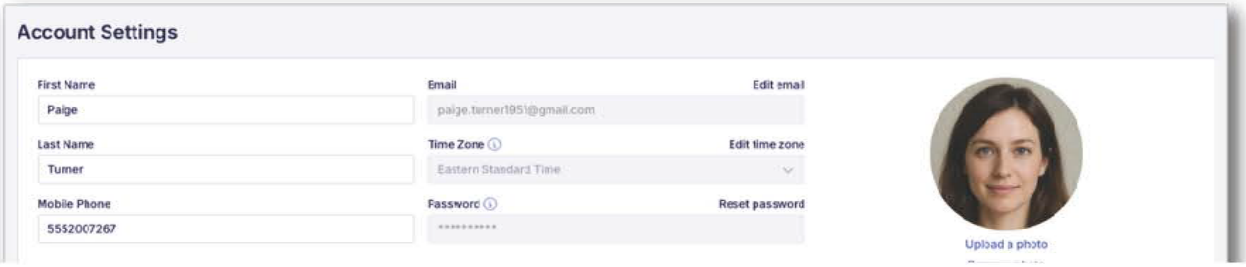
- To set up your Red Rover account, click the **SETUP PASSWORD** button. This will allow you to create a new account and password. From this point forward, your username will be your email.
- If you ever forget your password, you can reset it on the login page at: https://app.redroverk12.com

Setting up Your Information

Once you are logged in, you can set up your account information and preferences. Click on your name in the bottom left corner and select **ACCOUNT SETTINGS.**

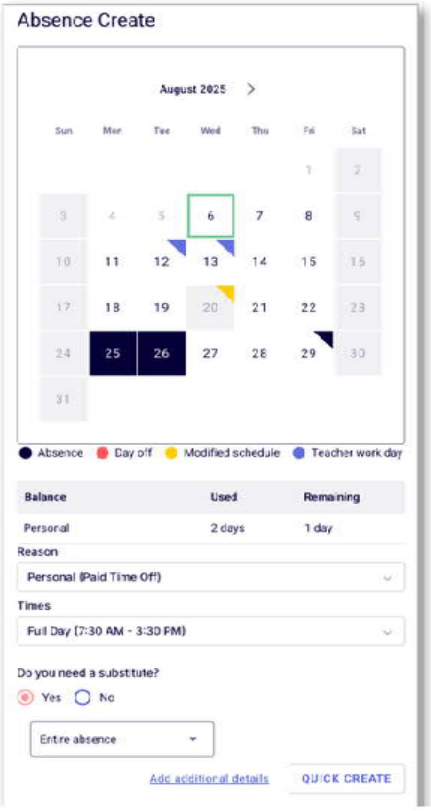


In your Account Settings, you can edit your information such as your name and phone number. You may be able to upload a profile picture depending on your district's settings.



Red Rover Basics for Employees

How to Create an Absence



Select the date(s) of your absence, choose a reason from the **REASON** dropdown, and specify whether it's a full day, half day, or hourly absence. If applicable, indicate whether a substitute is needed, then click **QUICK CREATE** to submit. For additional options like notes, file uploads, or sub arrangements — or if more details are required — click **ADD ADDITIONAL DETAILS instead.**

Classroom Information – Don't Miss This!

The **Classroom Info** tab allows you to create information that is shared with every substitute in your classroom.

You can give a general overview of your class with a welcome message, policies, frequently asked questions, and a classroom map.
(Please note again that every substitute in your classroom will see this. If a particular absence requires special notes, you can add them when creating an absence.)

To access Classroom Info, go to **ABSENCES** > **CLASSROOM INFO**.

Help Center

To view our Help Center for additional resources, click on the question mark at the top right corner of the page and select **Help.**

Red Rover Mobile App

As an employee, you can view, create, and manage your absences in the Red Rover Mobile App. Search for Red Rover K12 in the app store on your device.

Apple iOS **Android**

ABERDEEN SCHOOL DISTRICT NO. 5
216 North G Street
Aberdeen, Washington 98520

Course Approval Form

For Certificated Employees Only

Name______________________________Position_________________________ Building _______________________

Instructions:
1. In the table below, enter the requested information about each course. Use the list of criteria below to determine which number to put in the last column. Additional sheets listing more courses may be attached to this certification.
2. You must attach **official transcripts** as required by WAC 392-121-280 along with this form.
3. Deliver this form to Human Resources, Attn: Lindsey Williamson

Date Earned	Institution/Provider	Course No.	Course Title	Clock Hours/ Credits Earned	Criteria

According to WAC 392-121-280, credits or clock hours earned after September 1, 1995, shall be counted for salary purposes only if the content of the course meets one or more of the following criteria. You may attach brochures/information describing course.

1. It is consistent with a school-based plan for mastery of student learning goals as referenced in RCW 28A.655.110, the annual performance report, for the school in which the individual is assigned.
2. It pertains to the individual's current assignment or expected assignment for the following year.
3. It is necessary for obtaining an endorsement as prescribed by the State Board of Education.
4. It is specifically required for obtaining advanced levels of certification.
5. It is included in a degree program that pertains to the individual's current assignment, or potential future assignment as agreed upon by school district and the individual.
6. It addresses research-based assessment and instructional strategies for students with learning disabilities when addressing learning goal one under RCW 28A.150.210.
7. It pertains to the revised teacher evaluation system under RCW 28A.405.100, including professional development training provided in RCW 28A.405.106.

____________________________________ ______________________________
Signature Date

\- -

ADMINISTRATION:

______Approved

______Disapproved

____
Signature Date

Reason for disapproval: ____

White copy: Human Resources *Yellow copy: Employee* *Revised 01/2020*

INDUSTRIAL INSURANCE

The Aberdeen School District has chosen to participate in a workers' compensation self-insurance cooperative with 44 neighboring school districts. The cooperative is self-administered and self-insured under the Washington State Industrial Insurance Laws. A self-administered, self-insured employer has total responsibility for the processing and payment of workers' compensation claims for their employees. If you are injured on-the-job or become ill because of an occupational exposure, the staff at Capital Region ESD 113 Workers' Compensation Trust, from their Tumwater office, will handle your claim.

The Workers' Compensation program is funded by your school district. The only charge to you, as an employee, is a Supplemental Pension Fund Assessment. This assessment is mandated by Washington State Law and is matched by your district dollar for dollar. The money is sent to the Department of Labor and Industries. This pension fund is used to pay benefits to injured workers in the state and should not be confused with any other pension funds you may participate in.

The self-insured status of this school district does not change the benefits you are entitled to if you are injured on-the-job. Workers' compensation benefits are determined by statute and not by who's responsible for your claim. If you are injured on-the-job, you can expect timely payment of your medical bills and time-loss from work when certified by your doctor. During periods of extended time-loss, a Certification of Disability form, which is to be completed by the disabled employee and attending doctor, will periodically be included with a time-loss payment. You should immediately report any accident you are involved in, or any safety hazard you observe to your supervisor. If you are injured, your supervisor will provide you with a link to the online form posted.

The District Safety Committee forms the hub of our safety efforts. It is comprised of school district employees and representatives of the administration, and has responsibility for investigating accidents and reported hazards, performing scheduled inspections, making recommendations and developing and maintaining a written accident prevention program necessary to maintain a safe and accident free work environment.

The District Safety Committee is a very important element in providing you with a safe place to work, but it's important to remember that 'you' are your own safety committee. You need to be constantly aware of the dangers inherent in your work environment and take appropriate actions to protect yourself and your co-workers.

A safety bulletin board is located in each building. There you will find current information pertaining to the safety committee's activities and other items of interest. Check the bulletin board regularly. A list of the Safety Committee members is also posted on the safety bulletin board.

Your immediate supervisor will provide information about the proper use and care of the equipment, tools and chemicals specific to your job, as well as the use and care of personal protective equipment. Your immediate supervisor will also inform you of the nearest first aid station and exit routes in the event of an emergency.
If you have any questions about Aberdeen School District's Industrial Insurance program or the Safety Committee, do not hesitate to ask you supervisor, the Business Office, or call Capital Region ESD 113 Workers' Compensation Trust in Tumwater at 360-464-6880.

WORKERS' COMPENSATION FILING INFORMATION

If a job injury or illness occurs:

Aberdeen School District, as a member of Capital Region ESD 113 Workers' Compensation Trust (WCT), is subject to Washington Industrial Insurance laws and has been approved by the state to cover its own workers' compensation benefits. Self-insured employers must provide all benefits required by the laws. The Department of Labor and Industries regulates your employer's compliance with these laws. If you become injured on the job or develop an occupational disease, you will be entitled to industrial insurance benefits. Your claim will be handled and benefits paid by the district through ESD 113 WCT.

In case of job injury or disease:

- **Report Your Injury or Disease To Your Immediate Supervisor**
- You can access the Employee Incident Report online at this link (https://www.esd113.org/district-support/health-safety/workers-comp/employee-incident-report/). If you seek medical treatment, call ESD 113 Workers' Compensation Trust at (360) 464-6880 to file a claim, and you will receive a "Self-Insured Accident Report (SIF2)" from Workers' Compensation.
- **Get Medical Care. You have the right to go to the doctor of your choice.**

  Complete a "Physician's Initial Report" form at your doctor's office. Have your doctor mail this form to your employer's claims administration office listed below. The claims administrator will evaluate your claim for benefits. All medical bills that result from an allowable on-the-job injury or occupational disease will be paid by your employer. You may be entitled to wage replacement or other benefits. Your employer will explain this to you.

Important:

- **Your employer cannot deny you the right to file a claim, and your employer cannot penalize you or discriminate against you for filing a claim.** Every employee is entitled to workers' compensation benefits for any injury or illness that results from his/her job.
- **Any false claim filed by a worker may be prosecuted to the full extent of the law.**

If you have any questions or concerns, contact your employer's representative (at the claims administration address or phone number below), or call the Department of Labor and Industries, Self-Insurance Section (360) 902-6901. Injuries shall be reported to your supervisor and:

CAPITAL REGION ESD 113 WCT CLAIMS AND ADMINISTRATION ADDRESS CONTACT INFORMATION:

ESD 113
Claims Administration Address:
Workers' Compensation Trust
6005 Tyee Drive SW
Tumwater, WA 98512
(360) 464-6880

DISCRIMINATION

Aberdeen School District does not discriminate in any programs or activities on the basis of sex, race, ethnicity, creed, religion, color, national origin, immigration or citizenship status, age, veteran or military status, sexual orientation, gender expression, gender identity, homelessness, disability, neurodivergence, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Christi Clinkingbeard, Civil Rights Coordinator, 216 N G St., Aberdeen, 360 538-2003
Christi Clinkingbeard, Title IX Officer, 216 N G St., Aberdeen, 360 538-2003
Christi Clinkingbeard, Gender Inclusive Schools Coordinator, 216 N G St., Aberdeen, 360 538-2003
Stefanie Lamont, Section 504 Coordinator, 216 N G St., Aberdeen, 360 538-2018

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here:

Staff: https://www.asd5.org/our-district/required-notifications/discrimination-harassment-intimidation-and-bullying-statement

Students: https://www.asd5.org/our-district/required-notifications/discrimination-harassment-intimidation-and-bullying-statement

SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here:

Staff: https://www.asd5.org/our-district/school-board-agendas-policy/policies-and-procedures

Students: https://www.asd5.org/our-district/school-board-agendas-policy/policies-and-procedures

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to revolve your concerns.

Complaint to the School District

Step 1. *Write Our Your Complaint*

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: *School District Investigates Your Complaint*

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: *School District Responds to Your Complaint*

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | ***Fax:*** 360-664-2967
Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options
Office for Civil Rights, U.S. Department of Education
206-607-1600 | TDD: 1-800-877-8339 | www.ed.gov/ocr

Washington State Human Rights Commission
1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

ABERDEEN SCHOOL DISTRICT POLICIES AND PROCEDURES

All Aberdeen School District policies and procedures are located on the district website at www.asd5.org, Our District tab. New staff are required to review the policies and procedures listed below. It is the responsibility of new staff to become familiar with all district policies and procedures.

Policy 2022 – Electronic Resources

Policy 2025 – Copyright Compliance

Policy 3207 – Prohibition of Harassment, Intimidation, and Bullying

Policy 3421 – Child Abuse, Neglect, and Exploitation Prevention

Policy 4007 – Use of Social Media to Represent the District

Policy 4210 – Dangerous Weapons on School Premises

Policy 4215 – Use of Tobacco on School Property

Policy 5010 – Nondiscrimination and Affirmative Action

Policy 5011 – Sexual Harassment

Policy 5201 – Drug-Free Schools, Community, and Workplace

Policy 5253 – Maintaining Professional Staff/Student Boundaries

Policy 5281 – Disciplinary Action and Discharge

Policy 6512 – Infectious Disease Control

Policy 6895 – Pesticide Notification, Posting, and Record Keeping

Obligation to Report Abuse or Misconduct