AGENDA

5:30 p.m. Work Study

7:00 p.m. Regular Meeting - Call to Order

Flag Salute

Consent Agenda

1. Minutes
2. Trip Requests
3. Gift to the District

Introduction of Student Representative

Comments from Board Members

Comments from the Audience

Old Business

1. Bonding Update
2. Text Adoption
3. Policy No. 5006
4. Policy No. 5201
5. Policy No. 5202
6. WSSDA Annual Conference

Superintendent’s Report

1. Nutcracker Ballet
2. Surface RT Tablet Rollout
3. Foodball
4. Levy Request
5. Facility Planning

Instructional Services

1. Teaching and Learning Report
Financial Services
   1. Tablet Insurance

New Business
   1. Policy Updates
   2. Next Meeting

Comments from the Audience

Executive Session

Personnel Matters
   1. Certificated
   2. Classified
   3. PSE Collective Bargaining Agreement

ADJOURN
ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND
November 5, 2013 – Community Room, Aberdeen High School

5:30 p.m. – Work Study for review of school improvement plans.

7:00 p.m. – Regular meeting - Call to Order

Flag Salute

Consent Agenda – Enclosure 1
1. Minutes of the Previous Meeting – Minutes of the regular meeting conducted on October 15, 2013, are enclosed for your approval.

2. Out-of-District/Overnight Travel Requests
   a. The sixth-grade class at Central Park Elementary School is requesting permission to travel to Seattle for a performance of the Nutcracker on December 5.

3. Gifts to the District
   a. Seth Bernsten, a former cross country athlete for Aberdeen High School, purchased new warm-up jackets for the team. The gift of 17 jackets totaled $1,100. The purchase was made at a deep discount from Miguel Galeana, a former Hoquiam runner who owns a store specializing in running in Gig Harbor.

Introduction of Student Representative –
1. At this time, Sarah McCauley, a junior at Aberdeen High School, will join the Board as the student representative.

Comments from Board Members

Comments from the Audience

Old Business
1. Bonding Update – Jon Gores, senior vice president at D.A. Davidson in Seattle, will discuss the District’s bonded debt and future bonding options.

2. Adoption of Social Studies Texts – The Instructional Materials Committee met on October 10 and is recommending adoption of two texts for use at Aberdeen High School. They are presented tonight for second reading and adoption.

Enclosure 1
Enclosure 2

3. Policy No. 5006 Certification Revocation – A revision to Policy No. 5006 as recommended by the Washington State School Directors’ Association clarifying that marijuana remains a controlled substance is enclosed for second reading and adoption. Enclosure 4

4. Policy No. 5201 Drug-Free Schools – Proposed revisions to the Drug-Free Schools, Community and Workplace Policy No. 5201 clarifying that marijuana is a controlled substance and prohibited in the workplace is enclosed for second reading and adoption. Enclosure 5

5. Policy No. 5202 Mandated Drug and Alcohol Testing – A proposed revision to Policy No. 5202 – Federal Motor Carrier Safety Administration Mandated Drug and Alcohol Testing Program clarifying that marijuana is a controlled substance and its use is prohibited for drivers required to possess a commercial driver’s license. Enclosure 6

6. WSSDA Annual Conference – A reminder that the 2013 Annual WSSDA Fall Conference is scheduled for November 21-24 in Bellevue.

Superintendent’s Report

1. Nutcracker Ballet – Again this year, all sixth-grade students in the Aberdeen School District will have the opportunity to see The Nutcracker in Seattle thanks to the ongoing generosity of the Gladys Phillips Cultural Field Trip Fund.

2. Surface RT Tablet Rollout – Superintendent Opstad will discuss the introduction of tablets for students at Aberdeen High School and Harbor High School.

3. Foodball – Foodball 2013 is under way. Superintendent Opstad will share information about the various fundraising activities the students have planned. Enclosure 7

4. Projected Levy Request – Superintendent Opstad will share information about levy costs and options. Enclosure 8

5. Facility Planning – Superintendent Opstad will discuss the district’s immediate and future facility needs and share information about facility planning.

Instructional Services

1. Teaching and Learning Report – Judy Holliday will present the Teaching and Learning Report for October, which is enclosed for your information. Enclosure 9

Financial Services

1. Tablet Insurance – Business Manager David Herrington will provide information about the purchase of insurance for school-issued devices. Board approval is recommended. Enclosure 10
New Business

1. **Policy Updates** –
   a. A new policy, Policy 3412 *Automated External Defibrillators*, is presented for first reading. Adoption is recommended by WSSDA and would acknowledge a state law requiring the district to offer employee training and maintain any AED equipment it may acquire. [Enclosure 11]
   b. Revisions to Policy 4220 *Complaints Concerning Staff or Programs* and the accompanying procedures are presented tonight for first reading. The revisions correct a cross reference to another policy and incorporate language updates as recommended by the Washington State School Directors’ Association. [Enclosure 12]

2. **Next Meeting** – The next regular meeting of the Board is set for 7 p.m. Tuesday, November 19, 2013, in the Community Room at Aberdeen High School. A work study for a discussion about levy planning and a levy update will begin at 6 p.m.

Comments from the Audience

Executive Session
At this time the meeting will recess for an executive session that is expected to last 15 minutes for the purpose of evaluating the qualifications of applicants for employment and to discuss labor negotiations.

Personnel Matters  [Enclosure 13]

1. Certificated
   a. Substitute Teachers

2. Classified
   a. Hires
   b. Retirement
   c. Termination
   d. Leaves of Absence
   e. Leave of Absence Extension

3. PSE Collective Bargaining Agreement

ADJOURN
The regular meeting of the School Board convened at 7:00 p.m. in the Community Room at Aberdeen High School. Members present were Doug Smith, Sandra Bielski, Jennifer Hagen and Jeremy Hawkins, along with Superintendent Thomas Opstad and 14 patrons and staff. Director Christi Boora was excused. A work study for a discussion about the 2014 Maintenance and Operations Levy and various facility needs preceded the meeting. The meeting began with the flag salute.

On a motion by Sandra Bielski and seconded by Jeremy Hawkins, the Board approved the Consent Agenda, which included the minutes of the regular meeting conducted on October 1, 2013; September payroll vouchers 813377 through 813426 and 813428 totaling $2,570,767.79; General Fund vouchers 813376 and 813465 through 813631 totaling $556,183.24, ASB Fund vouchers 813436 through 813464 and 813632 totaling $15,036.42, and Private Purpose Trust Fund vouchers 813427 and 813429 through 813435 totaling $6,500.00; an out-of-district/overnight trip request for fifth- and sixth-grade classes at A.J. West Elementary School to travel to Camp bishop for the Outdoor STEM School on June 2-5 or June 3-6, and accepted a gift of four violins and a violin case from Bill and Melinda Dyer for the orchestra program.

On a motion by Jeremy Hawkins and seconded by Sandra Bielski, the Board adopted revisions to Policy 2410 – Graduation Requirements. The revisions recognize that graduation requirements can differ each year and allow for those changes to be implemented when changes are made by the state. The new language is intended to recognize the authority of the state to set the minimum standard and simplify the policy so that Board action is not required each time the state makes a change.

Superintendent Opstad discussed the various training and collaboration opportunities planned for staff on the LID Replacement Day scheduled for Friday, October 18. The day is a combination of professional development for staff and one of the three-hour collaboration blocks negotiated in the 2013-2016 contract with the teachers’ association. Dr. Opstad said many new things are being tried this year, and the intent is to listen, modify and adjust as the district moves forward and adapts professional development and collaboration time to teacher needs. With the introduction of the Surface RT tablets coming at the high school in October, the district has arranged for a trainer from Santa Barbara to work with staff and demonstrate the many ways teachers can choose to use the technology on the devices in their classrooms to enhance instruction.
The Board discussed the WSSDA Fall Meeting in Olympia on October 30, which members will not be able to attend.

Superintendent Opstad discussed student representation on the Board. Sarah McCauley, a junior, has accepted the invitation to apply and will be introduced to the Board at the November 5 meeting. This spring, sophomores will be encouraged to apply, with the selected student to begin serving in his or her junior year. The idea is to have two students, a junior and a senior, in a continual rotation. Dr. Opstad also discussed, and Board members agreed, adding a new section to the agenda for a student report.

Superintendent Opstad read an e-mail from organizers of the WSSDA Annual Fall Conference noting that Aberdeen High School student Keola Holt will sing the National Anthem during the opening ceremony on November 22.

The Board accepted for first reading two new texts recommended by the Instructional Materials Committee for use in Social Studies classes at Aberdeen High School – *The American Pageant* by Kennedy, Cohen and published by Wadsworth Cengage Learning for use in 11th Grade Social Studies classes and *Traditions and Encounters: A Global Perspective* by Jerry Bentley, et al, and published by McGraw Hill for use in 10th Grade Social Studies Classes. Dr. Opstad noted the texts are quite heavy at about eight pounds each, but they also come with electronic versions that can be loaded onto computers and student devices, as well as access to online resources.

Business Manager David Herrington presented the Fiscal Status Report for September. Based on the County Treasurer’s report, the cash plus investments in the General Fund at the end of September is $2,993,856.13; in the ASB Fund it’s $166,999.30; in the Capital Projects Fund it’s $184,827.50; in the Transportation Vehicle Fund it’s $395,977.16, and in the Debt Service Fund it’s $88,634.81 in cash and $2,338,385.12 invested. Enrollment as of the October 1 count was 3,166.17, which is 136.17 above the budgeted full-time enrollment. The district budgeted to end the year with average full-time enrollment of 3,030. President Doug Smith noted that enrollment was flat two years in a row and is up slightly so far this year, and hopefully that signals the end of declining enrollment. Dr. Opstad noted that the larger classes this year are in the K-2 grades, and that grades six and seven are the two lowest class sizes. That means next year, Miller Junior High School will have the district’s two smallest grade levels.

CTE Director Lynn Green provided an update on the district’s career and technical education programs. This fall, it was Aberdeen High School’s turn to host the annual All Advisory CTE Dinner. The dinner for 200 people was prepared by the culinary students and tours of the high
school were hosted by CTE students. Feedback on both the meal and the student hosts was “fabulous,” she said. Erika Nelson, the electrical engineering student who is a national officer in SkillsUSA was not able to attend the dinner because she was receiving a community award at another event that night, which sparked the idea to have her narrate a video showcasing the CTE and Skills Center programs at AHS. Mrs. Green shared the video with the Board and thanked Matt Mahon for all the work he did at the last minute to make it successful. At the Skills Center, Mrs. Green noted that enrollment is steady. Next year, a criminal justice program may be added. An effort was made to add it this year, but not enough students registered. In looking at the feedback, students were interested but the time it was offered didn’t fit their schedules. She expects that the Skills Center will continue to expand summer offerings. All the students enrolled in the automotive and nursing assistant programs earned their certifications. A focus the last couple of years has been making community connections and she praised Erin Schreiber at the Grays Harbor Health Department for her work in connecting young mothers with Harbor High School, COPE and the day care program. The JAG (Jobs for America’s Graduates) continues the effort to connect students with work experience and Miller Junior High School is enjoying success with the robotics and STEM lab. This year, one of the 8th Grade science classes is offered with a STEM focus and the feedback so far has been excellent. Mrs. Green praised the district’s maintenance staff for its willingness to work with students in the CTE program and noted that the hydroponic greenhouse is nearing completion. Several ideas on how to use the greenhouse are under consideration, from growing fresh herbs for use in the culinary program to growing fresh produce for the food bank and partnering with Feed the Hungry.

Following a presentation by CTE Director Lynn Green, on a motion by Jeremy Hawkins and seconded by Jennifer Hagen, the Board approved the annual Agreement for Interdistrict Cooperative Educational Services with the New Market Skills Center at Tumwater. This agreement allows Aberdeen students to access programs at New Market, if they choose.

On a motion by Jennifer Hagen and second by Sandra Bielski, the Board approved a contract for services with the YMCA to provide after-school program services at Miller Junior High School as part of the 21st Century grant. YMCA staff will work as mentors alongside district-hired staff.

The Board accepted for first reading revisions to Policy No. 5006 – Certification Revocation clarifying that marijuana is a controlled substance and furnishing the substance to students is a violation of professional conduct and subject to discipline. The revision is recommended by the Washington State School Directors’ Association.
The Board accepted for first reading revisions to Policy 5201 – Drug-Free Schools clarifying that marijuana is a controlled substance and its use or possession is not allowed in the work place.

The Board accepted for first reading revisions to Policy 5202 – Federal Motor Carrier Safety Administration Mandated Drug and Alcohol Testing Program clarifying that marijuana is a controlled substance and as such, its use is prohibited by anyone required to possess a commercial driver’s license as part of their job responsibilities.

The next meeting of the Board is set for 7 p.m. Tuesday, November 5, in the Community Room at Aberdeen High School. A work study will begin at 5:30 p.m. for a presentation of school improvement plans.

At 7:40 p.m., President Doug Smith recessed the meeting into an executive session expected to last 15 minutes for the purpose of evaluating the qualifications of applicants for employment and to discuss the sale, lease or purchase of real property. The regular meeting reconvened at 7:55 p.m.

Following a presentation by Personnel Director Anna Shanks, on a motion by Sandra Bielski and seconded by Jeremy Hawkins, the Board approved the Personnel Report. Under certificated matters, the Board approved the retirement of Kathleen O’Keefe, a special education teacher at Miller Junior High School, effective September 30.

Under classified matters, the Board approved the hiring of Theodore Wiseman as a para-educator, current year only, at Central Park Elementary effective October 11, Taryn Veloni as a para-educator – current year only at Aberdeen High School effective September 19, Elizabeth Henderson as a student helper in the 21st Century program at Aberdeen High School effective September 26, Megan VanDinter as a para-educator in the 21st Century Program at A. J. West Elementary effective October 3, Alejandra Cabrales and Katlin Smith as student helpers in the 21st Century program at A. J. West Elementary effective October 3, Jeffrey Clemens as a student helper in the 21st Century program at A. J. West Elementary effective October 14, Jessica Brigman, Brandon Burns, Helena Burns, Aidan Fleming, Jewels Jugum, Mackenzie McDermott and Robert White as student helpers in the 21st Century program at Robert Gray Elementary effective October 7, and Zachariah Bruemmer as a student helper in the 21st Century program at Robert Gray Elementary effective October 14; approved extra-curricular contracts for 2013-2014 at Miller Junior High School for Shon Schreiber as wrestling head coach, Ryan Harless as wrestling assistant coach, Tom Dickson, Larry Fleming, Matt Harless and Larry Kinread as girls’ basketball head coaches, Tom Dickson, Larry Fleming, Matt Harless, Larry Kinread as boys’ basketball head coaches, Melanie Bickar, Brenda
Aberdeen School Board Minutes
October 1, 2013

Blancas, Breanna Gentry and Genielle Harless as volleyball head coaches, Breanna Gentry as track head coach, and David Douglass and Larry Kinread as track assistant coaches.

Following a presentation by Personnel Director Anna Shanks, on a motion by Jennifer Hagen and seconded by Jeremy Hawkins, the Board approved an assignment exception request for Dustin Leithold to teach two periods of physical education at Harbor High School.

There being no further business, the meeting was adjourned at 8:05 p.m.

Doug Smith, President

Thomas A. Opstad, Secretary
Overnight or out-of-state field trips require approval by the Board of Directors. Please use the form below as an outline for the information necessary to submit a request for board approval. Requests must be submitted to the building principal at least three weeks prior to submission to the board. Requests must be submitted to the superintendent one week prior to a scheduled board meeting.

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<th>Field</th>
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<td>School</td>
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<tr>
<td>Group / Team</td>
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<td>Date of Trip</td>
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<td>Number of Students</td>
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<td>Number of Chaperones</td>
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<td>Objective of Field Trip</td>
<td>6th Cultural Foundation field trip to McCaw Hall Nutcracker performance</td>
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<td>Cost per Student</td>
<td>Tickets provided by 6HCF</td>
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<td>Source of Funding</td>
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<td>Type of Transportation</td>
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<td>ASB Approval</td>
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Reference:
School Board Instruction Policy
Field Trips and Excursions 2320 and 2320P
10/96
Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

All material must be approved by the Instructional Materials Committee (IMC) prior to use.

This form must be typed/word processed and completed in full before submitting.

1. GENERAL INFORMATION
   Name of Submitter/Committee: Scott Rice
   Date: May 20, 2013
   School: Aberdeen High School
   Department: (secondary only) Social Studies

2. MATERIAL INFORMATION
   Title: The American Pageant
   Author/Producer: Kennedy, Cohen
   Publisher: Wadsworth Cengage Learning
   Copyright: 2013
   Price Per Item: $230.95
   Number of copies to be purchased: 32

3. INTENDED USE
   Grade level(s): 11
   X Basic/Core
   X Supplemental
   X Teacher Resource
   Course: AP United States History
   X Large Group
   Small Group
   Individual Instruction
   Enrichment
   Other (Specify)

4. TYPE OF MATERIAL
   (Check all boxes that apply)
   X Text (print or electronic)
   X Web Based Curriculum/Resource
   X Apps/Computer Software
   X Recording/CD
   X Video/DVD
   Reviewed by Technology

5. SYNOPSIS/SUMMARY (Goals, brief description of content & purpose, online materials & support available)

THE AMERICAN PAGEANT enjoys a reputation as one of the most popular, effective, and entertaining texts in American history. The colorful anecdotes, first-person quotations, and trademark wit bring American history to life. The Fifteenth edition includes markedly deeper explorations of the cultural innovations, artistic movements, and intellectual doctrines that have engaged and inspired Americans and shaped the course of American history. Additional features of THE AMERICAN PAGEANT help readers understand and master the content: part openers and chapter-ending chronologies provide a context for the major periods in American history, while other features present primary sources, scholarly debates, and key historical figures for analysis.

6. STANDARDS/CRITERIA
   1. Do concepts in the materials remain consistent with the current standards for the curricular area(s) they support? ☒ Yes ☐ No
   2. Materials lead to learner accomplishments of the following current standards:
      ☐ Yes ☒ No
      List most appropriate/key standards addressed:
      ☒ Common Core Literacy

      11th Grade Reading Informational Texts:
      CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
      CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
      CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
      CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

☐ Common Core Math

☒ Other

11th Grade Writing

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

3. Content can be adapted to abilities of individual students (i.e. different reading levels, ELL students, students with disabilities)? ☒ Yes ☐ No

Please explain:

The material can be applied to many reading levels, while at the same time the content has been written to the standard of the College Board and the Advanced Placement program which means it is more geared to the higher end of our students.
7. MATERIAL EVALUATION

Provide a brief overview/impression of instructional material (strengths/weaknesses, reasons selected over others, why students will benefit)

- "Thinking Globally" essays (now a total of 13) present a different aspect of the American experience contextualized within world history. Readers learn how developments in North America were part of worldwide phenomena, be it the challenge to empire in the 18th century, the rise of socialist ideology in the 19th century, or the globalization that followed World War II. Students see how key aspects of American history were faced by other nations but resolved in distinct ways according to each country's history, cultural traditions, and political and economic structures.

- A global focus throughout the text includes graphics to help students compare American developments to developments around the world in areas such as railroad building, cotton production, city size and urban reform strategies, immigration, automobile ownership, the economic effects of the Great Depression, and women's participation in voting and the workforce.

- Boxed quotes, many relating to international events or figures, add personal voices to the events chronicled in the text's historical narrative. Updated "Varying Viewpoints" essays reflect new interpretations of significant trends and events, as well as concern for their global context.

- "Examining the Evidence" primary source features include topics such as what correspondence between Abigail and John Adams in 1776 reveals about women in the American Revolution; how the Gettysburg Address sheds light on President Lincoln's vision of the American nation; how a letter from a black freedman to his former master in 1865 illuminates his family's experience in slavery, as well as their hopes for a new life; what the manuscript census teaches us about immigrant households on the Lower East Side of New York in 1900; and how a new kind of architectural structure--the shopping mall--changed consumers' behavior and politicians' campaign tactics after World War II.

- Pedagogical includes visual material (documentary images, graphs and tables) to illuminate complex and important historical ideas; maps with topographical detail and clear labeling to communicate analytical points; small regional/global locator maps to reinforce students' understanding of U.S. geography and its global context; and bolded chapter terms with a related glossary.

- Every chapter concludes with an expanded chronology and a list of 10 approachable books to consult "To Learn More." A more extensive chapter-by-chapter annotated bibliography suitable for deeper research is provided on the student website.

- A list of the chapter key terms and a list of "People to Know"--created to help students focus on the most significant people introduced in that chapter--appear at the end of the chapter to help students review chapter highlights. Both lists also are included on the student website with expanded definitions/explanations.

- A revised Appendix contains abundant statistical data on many aspects of the American historical experience, as well as how the United States compares to other nations.

8. BIAS SCREENING

The purpose of the following questions is to alert individuals to potential biases by author/publisher. A response of "Poor" does not necessarily eliminate the material from being approved. For example, traditional and classical perspectives will be reviewed as reflecting the period in which they were written.

1. Presents more than one viewpoint of controversial issues.
2. Presents minorities realistically.
3. Includes contributions of minority authors.
4. Presents no biases in regards to race, color, national origin, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability and use of a trained dog guide or service animal by a person with a disability (WAC 392-190-055).
5. Facilitates the sharing of cultural differences.
6. Promotes the positive nature of differences.
7. Includes the contributions, inventions, or discoveries of women.
8. Includes the contributions, inventions, or discoveries of minorities.
9. Presents minorities in a manner that promotes ethnic pride.
9. SIGNATURES

Submitted by: Scott Rice

Approved by Department Head (secondary only) Rick Stalls

Approved by Building Administrator Rocky Roquin

10. RECOMMENDATIONS

Recommended by instructional materials committee: ☑ Yes ☐ No

11. FINAL APPROVAL

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<td>Judy McCollum</td>
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Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

All material must be approved by the Instructional Materials Committee (IMC) prior to use.

This form must be typed/word processed and completed in full before submitting.

1. GENERAL INFORMATION
   Name of Submitter/Committee: Rick Stallo
   Date: 5/20/2013
   School: Aberdeen High School
   Department: (secondary only) Social Studies

2. MATERIAL INFORMATION
   Title: Traditions and Encounters: A Global Perspective
   Author/Producer: Jerry Bentley, et al
   Publisher: McGraw Hill
   Copyright: 2011
   Price Per Item: 
   Number of copies to be purchased: 32

3. INTENDED USE
   (Check all boxes that apply)
   Grade level(s): 10
   Teacher Resource
   Course: AP World History
   x Basic/Core
   x Supplemental
   x Pilot
   x Teacher Resource

4. TYPE OF MATERIAL
   (Check all boxes that apply)
   Text (print or electronic)
   Web Based Curriculum/Resource
   Apps/Computer Software
   Recording/CD
   Video/DVD
   Reviewed by Technology

5. SYNOPSIS/SUMMARY (Goals, brief description of content & purpose, online materials & support available)
   Traditions & Encounters also has a rich history of firsts: the first world history text to take a truly global perspective on the past; the first to emphasize connections among cultures; the first to combine twin themes with a seven-part framework, making the huge story of world history more manageable to both teach and learn.
   Now Traditions & Encounters becomes the first truly interactive world history program: one that marries groundbreaking adaptive diagnostics and interactives with a captivating narrative and engaging visuals, creating a unique learning environment that propels greater student success and better course results. Instructors gain insight into students' engagement and understanding as students develop a base of knowledge and construct critical thinking skills. Chapter-opening vignettes and a lively narrative keep students turning the page while the adaptive questioning for each chapter and the personalized study plan for each individual student help students prepare for class discussions and course work.

6. STANDARDS/Criteria
   1. Do concepts in the materials remain consistent with the current standards for the curricular area(s) they support?  
      x Yes  ☐ No
   2. Materials lead to learner accomplishments of the following current standards:
      x Yes  ☐ No
**Aberdeen School District**

**REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL**

<table>
<thead>
<tr>
<th>List most appropriate/key standards addressed:</th>
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</thead>
<tbody>
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<td>☑ Common Core Literacy</td>
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</tbody>
</table>

**CCSS.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

| ☑ Other Writing Common Core 10th Grade |

**CCSS.ELA-Literacy.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-Literacy.RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CCSS.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**CCSS.ELA-Literacy.RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**CCSS.ELA-Literacy.RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**CCSS.ELA-Literacy.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**CCSS.ELA-Literacy.RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**CCSS.ELA-Literacy.RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

**CCSS.ELA-Literacy.RI.9-10.10** By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

3. Content can be adapted to abilities of individual students (i.e. different reading levels, ELL students, students with disabilities)? □ Yes □ No

Please explain:
The material can be applied to many reading levels, while at the same time the content has been written to the standard of the College Board and AP program which means it is more geared to the higher end of our students.

7. MATERIAL EVALUATION
Provide a brief overview/impression of instructional material (strengths/weaknesses, reasons selected over others, why students will benefit)

**Twin themes** of traditions (the formations and development of the world’s major societies) and encounters (cross-cultural interactions and exchanges) bring focus to the human experience and help turn the giant story of world history into something more manageable.

- **A seven-part structure** organizes developments into seven eras of global history, putting events into perspective and creating a framework for cross-cultural comparisons.
- **Engaging Narrative.** *Traditions & Encounters* uses its themes and structure as a foundation for the compelling story of global history. The story is told clearly with sufficient but not excessive detail and with examples that serve as portals to engage students and foster their enthusiasm. Chapter opening vignettes introduce the themes of each chapter exploring them through the prisms of individual experiences and drawing student readers into the study of the past by demonstrating that world history involves real people.
- **Maps and illustrations that engage students.** Images that depict everyday life and personalize history are seamlessly integrated into the narrative to enhance and support the narrative, while focused purposeful maps enrich student understanding of the relationship between geography and history.
- **Places Ethnicity and National Identity in historical context.** *Traditions & Encounters* integrates material such as the Russian Empire into a regional discussion helping students to understand these concepts in the context of global events and to focus on global issues and concepts as opposed to national figures and dates. The building, dismantling, and reconfiguring of empires through the twentieth century are also explored for these issues.
- **Inclusive coverage of societies.** A separate chapter on the early societies of the Americas and Oceania introduce students to parts of the world often neglected by other texts. Coverage continues into the modern era, with further evaluation of regions including Oceania and Canada.
- **Sources from the Past.** Primary source excerpts accompany every chapter expose students to individual voices from the human past.
- **Supporting pedagogy.** Chronologies, marginal notes highlighting key terms, events and concepts, a new pronunciation guide, For Further Reading, and an end-of-book glossary help enhance student learning.
8. **BIAS SCREENING**

The purpose of the following questions is to alert individuals to potential biases by author/publisher. A response of “Poor” does not necessarily eliminate the material from being approved. For example, traditional and classical perspectives will be reviewed as reflecting the period in which they were written.

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
</tbody>
</table>

1. Presents more than one viewpoint of controversial issues.

2. Presents minorities realistically.

3. Includes contributions of minority authors.

4. Presents no biases in regards to race, color, national origin, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability and use of a trained dog guide or service animal by a person with a disability (WAC 392-190-055).

5. Facilitates the sharing of cultural differences.

6. Promotes the positive nature of differences.

7. Includes the contributions, inventions, or discoveries of women.

8. Includes the contributions, inventions, or discoveries of minorities.

9. Presents minorities in a manner that promotes ethnic pride.
9. SIGNATURES

Submitted by: Rick Stall

Approved by Department Head (secondary only) Rick Stall

Approved by Building Administrator Rocky Rocquen

10. RECOMMENDATIONS
Recommended by instructional materials committee: ☑ Yes ☐ No

11. FINAL APPROVAL

<table>
<thead>
<tr>
<th>DATE</th>
<th>APPROVED</th>
<th>RESTRICTED APPROVAL</th>
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</thead>
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<tr>
<td>IMC Chairperson</td>
<td>10-10-2013</td>
<td>Judy Phillips</td>
<td></td>
</tr>
<tr>
<td>School Board</td>
<td></td>
<td></td>
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</table>

Page 5 of 5
CERTIFICATION REVOCATION

The board of directors recognizes its responsibility to protect students from physical and/or emotional harm. Staff members are expected to exhibit "good moral character and personal fitness" as they teach or supervise students. Staff members shall not engage in unprofessional conduct including:

A. The related acts of immorality and/or intemperance;
B. Violation of written contract;
C. Crime against the state or involving the physical neglect of children;
D. The physical injury of children;
E. Sexual misconduct with children or students;
F. Misrepresentation or falsification in the course of professional practice;
G. Possession, use or consumption or being under the influence of alcohol or of a controlled substance on school premises or at a school-sponsored activity involving students;
H. Disregard or abandonment of generally recognized professional standards;
I. Abandonment of contract for professional services;
J. Unauthorized professional practice;
K. Illegal furnishing of alcohol or a controlled substance, including marijuana (cannabis), to a student; or
L. Improper remunerative conduct.

Unprofessional conduct shall not include matters such as insubordination, violation of the collective bargaining agreement or other employment related acts correctable by the district or other civil remedies.

When the superintendent possesses sufficient reliable information to believe that a certificated employee is not of good moral character or personally fit or has committed an act of unprofessional conduct, within a reasonable period of time of making such determination, he/she shall file a written complaint with the superintendent of public instruction.

If the district is considering action to discharge a staff member, the superintendent need not file such complaint until ten calendar days after making the final decision to serve or not serve formal notice of discharge. Such written complaint shall state the grounds for revocation and summarize the factual basis upon which a determination has been made that an investigation by the superintendent of public instruction is warranted. The Superintendent of Public Instruction shall provide the affected certificate holder with a copy of such written complaint.
Intentional failure to file a complaint is an act of unprofessional conduct and may be sufficient cause for revocation of the superintendent's professional education certificate. A staff member may voluntarily surrender his or her certificate.

The superintendent shall maintain a confidential file containing allegations and the findings related to his/her investigation.

Cross References: Board Policy 5005 Employment Disclosures, Certification, Assurances and Approval 5281 Disciplinary Action and Discharge

Legal References: RCW 28A.400.320 Mandatory termination of classified employees 28A.405.470 Mandatory termination of certificated employees 28A.410.090 Revocation of Authority teach — Method — Grounds 28A.410.100 Revocation of authority to teach — Hearings and appeals 28A.410.110 Reinstatement prohibited for crimes


Adoption Date: 02/04/97
Revised: 12/03/02, 05/17/05, 12/21/07; __________
DRUG-FREE SCHOOLS, COMMUNITY AND WORKPLACE

Under federal laws, the board has an obligation to staff, students and citizens to take reasonable steps to assure safety in the workplace and to provide safety and high quality performance for the students that the staff serves.

“Work Place” is defined to mean the site for the performance of work done in connection with a federal grant. That includes any school building or any school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

For these purposes, the board declares that the following behaviors will not be tolerated:

A. Reporting to work under the influence of alcohol, illegal and/or controlled chemical substances including marijuana (cannabis), or opiates.

B. Using, possessing, transmitting alcohol, illegal and/or controlled chemical substances, (including marijuana (cannabis) and anabolic steroids) or opiates in any amount or in any manner on district property at any time. Any staff member convicted of a felony attributable to the use, possession, or sale of illegal and/or controlled chemical substances, including marijuana (cannabis) or opiates will be subject to disciplinary action, including immediate termination.

C. Using district property or the staff member’s position within the district to make or traffic alcohol, illegal and/or controlled chemical substances, or opiates.

D. Using, possessing or transmitting at school, illegal and/or controlled chemical substances, including marijuana (cannabis), and opiates in a manner which is detrimental to the interest of the district.

Any staff member taking medication that will adversely impact their ability to teach or carry out assigned duties, should report such use of the medication to his or her supervisor.

As a condition of employment, each employee shall notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the “Work Place” as defined above. Such notification shall be provided no later than five (5) days after such conviction.

Any staff member who violates any aspect of this policy may be subject to disciplinary action, which may include immediate discharge. As a condition of eligibility for
reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program approved by the board, at the employee’s expense. Nothing in this policy shall be construed to guarantee reinstatement of any employee who violates this policy, nor does the school district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

Other actions such as notification of law enforcement agencies may be taken at the district’s discretion and as it deems appropriate in regard to a staff member violating this policy.

Cross References: Board Policy 5281 Disciplinary Action and Discharge 5257 Staff Assistance Program

Legal References: RCW 69.50.435 Violations committed on school bus or in or near school grounds or school bus route stop

P.L. 100-690, Title V, Drug Free Workplace Act Subtitle D of 1988 and as amended in 1989

Adoption Date: 08/19/97
Revised: 10/19/99, 09/20/05; ___________
The Board of Directors directs the superintendent to establish programs and procedures as mandated by and in accordance with Federal Motor Carrier Safety Administration (FMCSA) controlled substances, including marijuana (cannabis), and alcohol testing rules.

Prohibited Alcohol And Controlled Substance-Related Conduct
The following alcohol and controlled-substance-related activities are prohibited by the district for drivers required to possess a commercial driver's license (CDL) as part of their job responsibilities. Violations shall result in appropriate corrective action ranging from removal from the performance of safety-sensitive functions up to and including discharge.

A. Reporting for duty or remaining on duty to perform safety-sensitive functions while having an alcohol concentration in excess of the standard set by the FMCSA, 0.04 or greater.

B. Being on duty or operating a vehicle while the driver possesses alcohol.

C. Using alcohol while performing safety-sensitive functions.

D. When required to take a post-accident alcohol test, using alcohol within eight hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.

E. Refusing to submit to an alcohol or controlled substance test required by post-accident, random, reasonable suspicion, or follow-up testing requirements.

F. Reporting for duty, remaining on duty or driving if the driver tests positive for controlled substances.

No supervisor having actual knowledge of the above violations shall permit a driver to perform or continue to perform safety-sensitive functions.

Testing Requirements
The following identify the occasions on which a driver shall be subject to alcohol or controlled substances testing. The superintendent is responsible for the development and implementation of procedures for conducting the tests and administering the exemptions consistent with the federal rules.
A. **Pre-employment testing:** Prior to the first time a driver performs a safety-sensitive function for the district, the driver shall undergo testing for controlled substances. This testing requirement may be waived under FMCSA rules for CDL drivers recently employed elsewhere for whom testing records are available from their previous employers.

B. **Post-accident testing:** Each surviving driver of an accident, as defined by the FMCSA, shall be tested for alcohol and controlled substances.

C. **Random testing:** Annually the district will arrange for the unannounced random alcohol and controlled substances testing of its drivers. Fifty percent (50%) of the district's drivers must be randomly selected for controlled substances testing each year, and 10% of its drivers for alcohol testing (or whatever level of testing is required in a given year by the FMCSA). Alcohol testing under this program shall take place just prior to, during or immediately after the driver engages in a safety-sensitive function for the district.

D. **Reasonable suspicion testing:** A driver must submit to alcohol or controlled substance testing whenever a trained supervisor has a reasonable suspicion of alcohol misuse or controlled substance use based on specific, contemporaneous and articulable observations concerning the appearance, behavior, speech or bodily odors of the driver. Observations related to using alcohol must be made just prior to, during or immediately after the driver engages in a safety-sensitive function for the district, and the alcohol test must be given within eight hours following the determination of reasonable suspicion.

E. **Return-to-duty testing:** If a driver is to be returned to performing safety-sensitive functions for the district after violating this policy or the federal regulations, the driver shall be evaluated by a substance abuse professional (SAP) who shall determine what assistance, if any, the driver needs in resolving problems associated with alcohol misuse and use of controlled substances. SAPs must require education and/or treatment in all such cases. If a driver is to be returned to performing safety-sensitive functions for the district following a violation of this policy or the federal regulations, the driver shall first be evaluated by a SAP to determine that the driver has properly followed any rehabilitation prescribed; and shall undergo a return-to-duty alcohol and/or controlled substances test resulting in an alcohol concentration below 0.02 alcohol concentration or a negative controlled substances test.

F. **Follow-up testing:** Any driver that continues performing safety-sensitive functions for the district, following a violation of the alcohol or controlled substances prohibited conduct regulations, shall be subject to follow-up alcohol testing conducted only just prior to, during or immediately after the driver performs safety-sensitive functions or drug testing, as directed by a SAP.
Record Retention And Reporting
The superintendent is responsible for developing procedures for securely retaining records collected under this policy with controlled access and for the time periods established by the federal regulations. The superintendent is also responsible for developing procedures for reporting data collected under this policy as required by the federal regulations.

Education, Training And Referral Services
The superintendent shall adopt educational materials that explain the requirements of this policy and the federal program. The educational materials shall be distributed to each driver prior to the start of the testing program and to each driver subsequently hired or transferred into a position covered by this policy. Each driver after receiving a copy of the materials shall sign a certificate of receipt and the district shall maintain the original of the receipt. The collective bargaining representative of the drivers, if any, shall be notified of the availability of this information. The educational materials shall include:

A. A copy of this policy and subsequent procedures;

B. The name of the person designated to answer questions about the materials;

C. The categories of employees covered by the policy;

D. A description of safety-sensitive functions, so that drivers will know which part of their tasks will be covered by this policy;

E. A specific description of conduct prohibited by this policy and the federal program;

F. The circumstances under which a driver is subject to testing;

G. The procedures used in the testing program, especially those that protect the driver and the integrity of the testing processes, safeguard the validity of the test results, and ensure that those results are attributed to the correct driver;

H. The requirement that drivers must submit to testing required by this policy and the federal program, and a description of what constitutes refusal to submit to required testing and the consequences of refusal;

I. The consequences for drivers who violate this policy and the federal program, including immediate removal from conducting safety-sensitive functions;

J. The consequences for drivers found to have alcohol concentrations between 0.02 and 0.04; and
K. Information about the effects of alcohol and controlled substances on an individual’s health, work and personal life and methods of intervening when a problem with alcohol or a controlled substance is suspected, including confrontation, referral to the staff assistance program and referral to management.

Supervisors designated to determine if reasonable suspicion exists that a driver is under the influence of alcohol or controlled substances must have at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on use of controlled substances. The training shall cover the physical, behavioral, speech and performance indicators of probable alcohol misuse and use of controlled substances.

The employed driver who violates this policy or the federal regulations shall be informed of resources available for evaluation and resolving problems associated with the misuse of alcohol and use of controlled substances, including the names, addresses, and telephone numbers of SAP’s and counseling and treatment programs. Costs incurred by the driver for evaluation and/or rehabilitation are the driver’s responsibility (other policies may apply).

Cross References: Board Policy 5258 Drug-Free Schools, Community and Workplace

Board Policy 5201 Drug-Free Schools, Community and Workplace

Board Policy 5203 Staff Assistance Program

Board Policy 5281 Disciplinary Action and Discharge

Legal Reference: 49 CFR § 40 Procedures for transportation workplace drug and alcohol testing programs

49 CFR §§ 382.101-382.605 Controlled substances and alcohol use and testing

Adoption Date: 11/20/95
Revised: 01/21/03, 09/20/05
# Aberdeen High School Foodball 2013

For more information please contact:  
Scott Rice – ASB/Leadership Advisor  
email: srice@asd5.org  
phone: 538-7978

<table>
<thead>
<tr>
<th>Friday, November 1</th>
<th>Saturday, November 2</th>
<th>Sunday, November 3</th>
<th>Monday, November 4</th>
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<tr>
<td>Event:</td>
<td>Event:</td>
<td>Event:</td>
<td>Event:</td>
<td>Event:</td>
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<tr>
<td>Foodball Kick Off</td>
<td>Rock-and-Bowl</td>
<td>Aberdeen</td>
<td>Dodgeball v.</td>
<td>Mazatlan Take-Over</td>
</tr>
<tr>
<td>Assembly @ 2:15</td>
<td>@ Rainier Lanes</td>
<td>Community</td>
<td>Hoquiam 6-9pm</td>
<td>5-8pm</td>
</tr>
<tr>
<td></td>
<td>9-11 pm</td>
<td>Blitz – All day</td>
<td>@ Sam Benn Gym</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safeway Canvassing</td>
<td>Wal-Mart Canvassing</td>
<td>Safeway Canvassing</td>
<td></td>
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<tr>
<td></td>
<td>10-8pm</td>
<td>10-8 pm</td>
<td>3-8pm</td>
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<tr>
<td>Band Business Blitz</td>
<td></td>
<td>Top Foods Canvassing</td>
<td></td>
<td></td>
</tr>
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<td>10 – 11 am</td>
<td>Safeway Canvassing</td>
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<td></td>
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<td></td>
<td>10-8pm</td>
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<tbody>
<tr>
<td>Event:</td>
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</tr>
<tr>
<td>Aberdeen McTake-Over</td>
<td>Muscle Beach</td>
<td>Mr. Foodball</td>
<td>Powderpuff 10-1 pm</td>
<td>Foodball Variety</td>
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<tr>
<td>5-8pm</td>
<td>Volleyball</td>
<td>Pageant @ AHS</td>
<td>@ Stewart Field</td>
<td>Show 6:30pm @ AHS</td>
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<tr>
<td></td>
<td>7-9 pm</td>
<td>5:30 – 7:00</td>
<td></td>
<td>Auditorium</td>
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<td></td>
<td>@ Sam Benn Gym</td>
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<td>Safeway Canvassing</td>
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<td>Safeway Canvassing</td>
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<td>Top Foods Canvass</td>
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<td>3-8 pm</td>
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<table>
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<tbody>
<tr>
<td>Event:</td>
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</tr>
<tr>
<td>Canvassing ALL DAY!</td>
<td>PUD Weigh-In 5:00pm</td>
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<tr>
<td>(No School)</td>
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### Levy 2014 (for collection in 2015 and 2016)

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<th>Items - New</th>
<th>Estimated Total Cost</th>
<th>Cost split over 2 year levy period</th>
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<tbody>
<tr>
<td>Miller Track</td>
<td>$270,000</td>
<td>$135,000</td>
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<tr>
<td>4 classroom portable (AJ West)</td>
<td>$250,000</td>
<td>$125,000</td>
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<tr>
<td>Move AJ West portables to Stevens</td>
<td>$28,000</td>
<td>$14,000</td>
</tr>
<tr>
<td>Band uniforms</td>
<td>$75,000</td>
<td>$37,500</td>
</tr>
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<td>Helmets - Miller football</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>$313,000</strong></td>
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<table>
<thead>
<tr>
<th>Items - Existing (pulled from multiple years of data)</th>
<th>Estimated Total Cost</th>
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<tbody>
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<td>Transportation costs</td>
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<td>Other classified support services</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tr>
</tbody>
</table>

**COMBINED TOTAL (New & Existing)**

| | $7,874,024 | $7,561,024 |

**CURRENT LEVY (2014)**

| | $5,065,000 | $5,200,000 |

**CURRENT LEA (2014)**

| | $2,245,314 | $2,353,500 |

**District Levy + LEA Combined funding total**

| | $7,310,314 | $7,553,500 |

**DIFFERENCE**

| | -$563,710 | -$7,524 |
Professional Development:

- Middle and high school science teachers participated in a College Board Pre-AP Vertical Team Training that was funded by the College Sparks Rigor Grant.
- Teachers who will participate in the Professional Growth Option (PGO) for evaluation for the first time this year attended an introductory training. Some will continue with this for two years before using the TPEP system. Others will be transferred to TPEP next year.
- Two TPEP trainings were held in October for those staff who are on the new evaluation system. A major focus of these trainings was the use of eVAL as a tool for both teacher and evaluator.
- The Highly Capable Program Representatives had the opportunity to attend two ESD sessions, as well as the WAETAG Pre-conference.
- David Matteson facilitated a literacy workshop for second grade teachers, as well as kindergarten, first grade, Special Education, Title I, and LAP teachers who had not attended one of his prior sessions. This is part of our contract with ESD to provide literacy coaching for P-3rd grade teachers to integrate writing strategies into their daily instruction.
- Several Aberdeen teachers attended a Vocabulary Workshop presented by Wayne Callender.
- Some science teachers were able to attend the National Science Teachers’ Association Conference in Portland.
- School and district administrators were represented at the Washington Leaders’ Conference in SeaTac. TPEP, Common Core, and the Next Generation Science Standards were focal points. Jay McTighe, noted author and education expert, was one of the featured speakers.
- Christine Cheng has begun her coaching activities with third through fifth grade teachers at each of the elementary schools.
- A variety of professional development activities took place throughout the district on October 18, the LI D Replacement Day. One half of the day was for collaboration, in grade levels, departments or as determined at the individual school. The second half of the day included activities such as Indistar/School Improvement Plan, Goal Setting, Student Learning Compacts, Curriculum planning and instruction alignment with the CCSS, Teaching Strategies Gold Assessment, David Matteson Narrative Picture Stories, MAP data analysis, Skyward Report Cards and Homeroom, Electronic Resources for Storytown, My Math and Glencoe Math

Assessments:

- All Kindergarten teachers finalized the Teaching Strategies Gold assessments for their students by Oct. 31.
- MAP (Measures of Academic Progress) testing was completed and the results have been uploaded to Skyward. These should be available in Homeroom by the middle of the month.
- Training was held for the WAAS/DAPE assessments that will be given the first two weeks of November.

AVID:

- Two more tutors are still needed, one at Miller and one at Aberdeen High School.
Grants:

- The Marian J. Weatherwax Charitable Trust awarded Aberdeen School District $17,940.43 to be used for the STAMP Program and to purchase laptops/iPads/tablets. We are requested to submit a proposal for next year’s awards by March 31, 2014.

- Aberdeen School District received a grant of $6,000 from the Grays Harbor Marine Resources Committee to implement the proposed project “Our Outdoor Home.” The project funded by the grant will provide professional development to preschool teachers served by the district’s ECEAP program that includes Aberdeen School District plus seven other districts (McCleary, Elma, Montesano, Cosmopolis, Hoquiam, North Beach and Ocosta). The teachers will be introduced to Quinault Story-Teller Harvest Moon, Field Investigations for preschool students, the Native American Reading Curriculum, and additional training on the “Growing up Wild” curriculum previously introduced by the Chehalis Basin Educational Consortium. The grant also includes funding for materials and equipment to be used with students and funding for bus transportation to bring students to local wetland areas and the Grays Harbor National Wildlife Refuge to view migratory shorebirds in the spring.

Curriculum:

- 3rd-6th grade students in the district’s highly capable program participated in a Geocaching Activity that was facilitated by ESD 113. This is the first of six activities that will be held throughout the year to provide services to meet the instructional needs of the identified students.
TO:       Board of Directors  
          Superintendent Tom Opstad  

RE:       Insurance for Surface RTs  

FROM:     David Herrington  

DATE:     October 31, 2013  

As part of the Surface RT rollout, we investigated insurance options to protect the 
district and students against theft, loss and damage of their devices. We were able 
to locate two companies that offer group policies for student devices:  

- GoCare Warranty Group, Inc., which offers a group rate of $33.00 per 
  device, and  
- Worth Ave. Group, which offers a group rate of $32.00 per device.  

Mike Williams and I reviewed the coverage levels and while both came with a 
$100.00 deductible, GoCare’s proposal offered broader coverage, especially in the 
area of discounted replacement in the event of loss or theft.  

We have entered into an agreement with GoCare to insure up to 900 devices at 
cost of $29,700.00. Students who wish to take the devices off campus are paying 
a $25.00 fee for that privilege.  

If we can answer any questions, please call David at (360) 538-2007 or Mike 
Williams at (360) 538-2036.
AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

The Aberdeen School District Board of Directors recognizes that by equipping schools with automated external defibrillators (AEDs) and training employees in their use, the potential to save lives in the event of a health emergency, including cardiac arrest, is increased. The Board authorizes the district to place AEDs at designated school sites. Schools and district facilities with an AED on site shall train selected staff in their use according to the guidelines provided by the Washington State Department of Health.

This policy does not create any implied or express guarantee, or obligation to use an AED, nor does it create an expectation that an AED or a trained employee will be present and able to use an AED, even if a condition arose that made the use of an AED beneficial.

A person who uses an AED at the scene of an emergency and all other persons and entities providing services are immune from civil liability for any personal injury that results from any act or omission in the use of the AED in an emergency setting, unless the acts or omissions amount to gross negligence or willful or wanton misconduct.

The superintendent will develop procedures for the placement, maintenance, and use of AEDs in schools.

Legal References:  
RCW 4.24. 300 Immunity from liability for certain types of medical care  
RCW 70.54.310 Semiautomatic external defibrillator – Duty of Acquirer-Immunity from Civil Liability

Adopted: ______________
Automated External Defibrillators (AEDs)

The purpose of this procedure is to assist employees who are trained and willing to use an AED in the event such use is necessary. These procedures do not create an obligation to use the AEDs, nor do they create an expectation that trained staff will be present at every event where use of the AED might be beneficial.

At every location where an AED is present, the district will select and train staff members in its use. If an event occurs requiring use of an AED, trained staff will:

- Dial 911 immediately;
- Follow Cardio-Pulmonary Resuscitation (CPR) procedures; and
- Retrieve and use the AED as training dictates.

AED’s, also known as semiautomatic external defibrillators, are automatic in that the device must detect specific vital signs in order to operate. They are semiautomatic in that they require a person to activate the device if the vital signs allow operation.

In the buildings where an AED is available, the following procedures apply:

A. Equipment Purchase
   1. The Grays Harbor County Emergency Medical Services must be notified of the AED equipment purchase.
   2. The purchased equipment must include AED pads that can be used on all ages and sizes of youths and adults.
   3. Supplies (pads, batteries) necessary for operation and maintenance must be purchased for the specific AED, and must be replaced as expiration date indicates.
   4. The equipment purchase must include a case with an alarm.

B. Equipment Placement
   1. The principal of the building in conjunction with the local Fire Department shall determine where the AED will be placed.
   2. The AED shall be placed in a central, highly visible and accessible location.
   3. The cabinet containing the AED will be unlocked.
   4. The principal of the building or designee shall notify the local emergency medical services organization about the existence and location of the defibrillator.

C. Equipment Maintenance
   1. The building principal, school nurse and/or other designated staff shall have the responsibility of maintaining the equipment and all necessary supplies.
2. The equipment is to be maintained and tested according to the manufacturer’s operational guidelines.

D. Training

1. Training in the use of AEDs shall be included in First Aid/CPR training as delivered by the approved District provider of such services.
2. The principal of the building is responsible for selecting the staff to be trained in CPR/AED use.
3. The selection of trainees should have the goal to provide coverage, as much as possible, for all the various events that take place in the facility and the times that the facility is in use (e.g., basketball games, parent meetings, etc.).
4. The building principal or designee is responsible for maintaining records that document the training, and date of training, of persons in that building or department.
5. The building principal is responsible for establishing emergency response procedures which will be communicated to the entire staff (e.g., where the equipment is, how to access it, general procedures such as calling 911, etc.).
6. The defibrillator user shall call 911 as soon as possible after the emergency use of the defibrillator and shall assure that the appropriate follow-up data is made available as requested by the emergency medical service or other health care provider.
7. If used, the AED must be restored and made ready for future use as soon as possible.
COMPLAINTS CONCERNING STAFF OR PROGRAMS

Constructive criticism can be helpful to the district. At the same time, the board has confidence in its staff and programs and shall act to protect them from unwarranted criticism or disruptive interference. Complaints received by the board or a board member shall be referred to the superintendent for investigation.

The superintendent shall develop procedures to handle complaints concerning staff or programs. Complaints regarding instructional materials should be pursued in the manner suggested by policy 2311 (Selection and Adoption of Instructional Materials) provided for in Policy 2020 Curriculum Development and Adoption of Instructional Materials.

Legal References: RCW 28A.405.300 Adverse change in contract status of certificated employee-- Determination of probable cause-- Notice--Opportunity for hearing

42.30 Open Public Meetings Act

Adoption: 02/01/00
Revised: __________
Complaints Concerning Staff Or Programs

Most complaints can be resolved by informal discussions between the citizen community member and the staff member. Should the matter not be resolved, the principal or designee shall will attempt to resolve the issue through a conference with the citizen community member and the staff member.

The following procedures apply to the processing of a complaint, which cannot be resolved in the manner described above:

A. If the problem is not satisfactorily resolved at the building level, the citizen should file a written complaint with the superintendent which describes the problem, and a suggested solution. The superintendent should send copies to the principal and staff member.

B. The principal and staff member shall will respond to the superintendent in writing or in person.

C. The superintendent shall will then attempt to resolve the matter through a conference with the citizen, staff member, and principal.

If the matter is still not resolved, the superintendent shall will present the issue to the board. If the complaint is against a staff member, the complaint shall be handled in executive session in the presence of the staff member. The board may discuss the matter in executive session. The staff member may request that the board discuss the issue in an open meeting. The board shall will attempt to make a final resolution of the matter. Any formal actions by the board must take place at an open meeting. If such action may adversely affect the contract status of the staff member, the board shall will give written notice to the staff member of his/her rights to a hearing.
## CERTIFICATED

### LEAVE OF ABSENCE: We recommend the Board approve the following certificated leave of absence.

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Easter</td>
<td>District</td>
<td>School Nurse</td>
<td>10/24/13</td>
</tr>
</tbody>
</table>

### Substitute Teachers:
- Robert Cox
- Jamie Escobar

## CLASSIFIED

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Blecha</td>
<td>Robert Gray Elementary</td>
<td>Custodian</td>
<td>11/05/13</td>
</tr>
<tr>
<td>Rosa Disol</td>
<td>Aberdeen High School</td>
<td>Para-educator – 21st Century Program</td>
<td>10/30/13-06/20/14</td>
</tr>
<tr>
<td>Lindsey Quintana</td>
<td>Aberdeen High/Miller</td>
<td>AVID Tutor</td>
<td>11/05/13-06/20/14</td>
</tr>
<tr>
<td>Jodi Cinert</td>
<td>Stevens Elementary</td>
<td>Para-educator – 21st Century Program</td>
<td>10/21/13-06/20/14</td>
</tr>
<tr>
<td>Ciara Dickerson</td>
<td>Stevens Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/21/13-06/20/14</td>
</tr>
<tr>
<td>Megan Fuhrer</td>
<td>Stevens Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/21/13-06/20/14</td>
</tr>
<tr>
<td>Kylie Fuller</td>
<td>Stevens Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/21/13-06/20/14</td>
</tr>
<tr>
<td>Lindsay Graham</td>
<td>Stevens Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/21/13-06/20/14</td>
</tr>
<tr>
<td>Zoey Lenss</td>
<td>Stevens Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/21/13-06/20/14</td>
</tr>
<tr>
<td>Jordan Munday</td>
<td>Stevens Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/21/13-06/20/14</td>
</tr>
<tr>
<td>Lany Munday</td>
<td>Stevens Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/21/13-06/20/14</td>
</tr>
<tr>
<td>Madison Schultz</td>
<td>Stevens Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/21/13-06/20/14</td>
</tr>
<tr>
<td>Sivek Arias</td>
<td>A. J. West Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/28/13-06/20/14</td>
</tr>
<tr>
<td>Olivia Counts</td>
<td>A. J. West Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/28/13-06/20/14</td>
</tr>
<tr>
<td>Monica Cuevas</td>
<td>A. J. West Elementary</td>
<td>Student Helper – 21st Century Program</td>
<td>10/28/13-06/20/14</td>
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</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rod DeBoer</td>
<td>Central Park Elementary</td>
<td>Custodian</td>
<td>12/31/13</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Martin</td>
<td>Aberdeen High School</td>
<td>Para-educator</td>
<td>10/23/13</td>
</tr>
</tbody>
</table>

### LEAVES OF ABSENCE: We recommend the Board approve the following classified leaves of absence.

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesenia Barragan</td>
<td>Administration Building</td>
<td>Interpreter</td>
<td>12/22/13-03/28/14</td>
</tr>
<tr>
<td>Carla Harden</td>
<td>Miller Jr. High School</td>
<td>Cook</td>
<td>10/29/13-12/01/13</td>
</tr>
</tbody>
</table>

Board Action 11/05/13
**LEAVE OF ABSENCE EXTENSION:** We recommend the Board approve the following leave of absence extension:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Mouncer</td>
<td>Custodian</td>
<td>Aberdeen High School</td>
<td>10/30/13-11/15/13</td>
</tr>
</tbody>
</table>

**EXTRA-CURRICULAR CONTRACT:** We recommend the Board approve the following extra-curricular contract.

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Durr</td>
<td>Aberdeen High School</td>
<td>Boys’ Swimming – Assistant Coach .5 FTE</td>
<td>2013-14</td>
</tr>
<tr>
<td>Sean Jamieson</td>
<td>Aberdeen High School</td>
<td>Girls’ Basketball Coach – Assistant Coach</td>
<td>2013-14</td>
</tr>
</tbody>
</table>

**EXTRA-CURRICULAR RESIGNATIONS:** We recommend the Board approve the following extra-curricular resignations.

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ian Connell</td>
<td>Aberdeen High School</td>
<td>Girls’ Basketball – Assistant Coach</td>
<td>10/21/13</td>
</tr>
<tr>
<td>Dayna Daneker</td>
<td>Aberdeen High School</td>
<td>Head Cheer Coach</td>
<td>11/10/13</td>
</tr>
</tbody>
</table>

**Interpreter:**  
Lisa Rubio

**Substitutes:**  
**Bus Driver:**  
Daniel Raffelson

**Para-educators:**  
Lynn Biery  
Somally Chum  
Lisa Hill  
Peggy Leavenworth  
Dianne Pratt  
Colleen Purefoy

**Food Service Workers:**  
Peggy Leavenworth  
Dianne Pratt  
Emil Schimelpfienicy  
Mary Stout