

**BOARD OF DIRECTORS
VIRTUAL MEETING AGENDA**

Monday, April 26, 2021
5:30 p.m. Regular Meeting

Eastmont Administration Office

Due to current restrictions on public gatherings and in support of public safety, Eastmont's Board of Directors' Meeting on Monday, April 26, 2021 will have in-person public attendance limited to 4 people. These seats are available on a first come, first serve basis with doors open at 5:15 pm. However, this meeting will be broadcast online with participation available via: <https://zoom.us/j/95787190693>

- *If requested, the password is Eastmont.*
- *If this link does not connect, please check the website for an updated Zoom link.*

The Eastmont School District is governed by a board of five directors. The Eastmont Board of Directors sets the direction of the District by establishing goals, objectives, and policies to guide the superintendent who supervises all programs and staff. The Board of Directors is responsible for ensuring that the Eastmont School District is adequately financed to meet those goals, objectives, and policies; for monitoring the progress of the District; and for evaluating the performance of the superintendent. Each board member is a fiduciary for the District and, as such is responsible for using his or her best judgment in conducting the affairs of the District.

The Board generally meets at 5:30 p.m. on the second and fourth Monday of each month at either a school site or the Administration Office Board Room at 800 Eastmont Avenue, East Wenatchee. On holidays, or when a conflict occurs, a meeting may be held at an alternate time and/or date with proper notification given to the media.

The complete 2020-21 Board Meeting Schedule is available at www.eastmont206.org under the School Board tab.

NOTICE is hereby given that the Eastmont School District No. 206 Board of Directors, Douglas County, Washington will hold a virtual regular meeting on Monday, April 26, 2021 beginning at 5:30 p.m. for the purpose of considering and acting upon the following agenda items:

I. CALL TO ORDER & PLEDGE OF ALLEGIANCE

II. APPROVE AGENDA/MODIFICATIONS

III. PUBLIC COMMENT

Comments critical of personnel, students, or volunteers will not be read nor allowed given privacy concerns. Instead, they will be referred to the Superintendent for further inquiry and possible action.

Public comments will also be accepted starting at about 5:32 by calling (509) 888-4698. Written comments may also be sent by regular mail to Eastmont School District or emailed to schoolboard@eastmont206.org Chat comments will not be enabled during the meeting.

- IV. PUBLIC HEARING — INFORMATION TECHNOLOGY SECURITY PERFORMANCE AUDIT BY THE STATE AUDITOR’S OFFICE
RCW 43.09.740, which authorizes comprehensive performance audits, requires that on or before 30 days after the performance audit is made public, the corresponding legislative body will hold at least one public hearing to consider the findings of the audit.

- V. INFORMATION
 - A. Board News
 - B. Superintendent News

- VI. CONSENT AGENDA
(All items on the Consent Agenda have been distributed to all board members for study and are considered routine. ALL items appearing in this section are adopted by one single motion, unless a member of the board or the superintendent requests that an item be removed and voted on separately.)
 - A. Approval of the minutes from the regular meeting held on April 12, 2021.
 - B. Approval of the payment of the bills and/or payroll dated April 26, 2021.
 - C. Approval of the Personnel Action Items dated April 26, 2021.
 - D. Approval of Eastmont Elementary School Student Handbook for 2021-22.
 - E. Approval of expenditures for school libraries due to reconfiguration.
 - F. Approval of Furniture, Fixtures, & Equipment Purchases – Elementary Phase I Modernization.
 - G. Approval of Resolution No. 2021-03 Resolution in Lieu of a Bond for the Lee Elementary School Phase I Modernization Project with the East Wenatchee Water District for water main improvements.
 - H. Review Board Policy 6701 Wellness Policy.
 - I. Review of the Monthly Budget Status Update.

- VII. REPORT
 - A. District Construction Related Projects Report — Seann Tanner, Director of Maintenance Services

- VIII. DISCUSSION ITEM
 - A. Board Policy 2020 and Procedure 2020-P Curriculum Development and Adoption of Instructional Materials — Garn Christensen, Superintendent

- IX. FUTURE AGENDA ITEMS

- X. ADJOURNMENT

FUTURE TOPICS – Identified by the Board for further review.

- 1) Selection of sexual health curriculum
- 2) Criteria and guidelines for student music and theater performances

UPCOMING MEETINGS – Until further notice, all future Eastmont Board of Directors Meetings will be hybrid meetings with limited in-person capacity.

- | | |
|----------------|---|
| May 10 | Regular Meeting with Clovis Point Intermediate at Eastmont Administration Office at 5:30 p.m. |
| May 24 | Regular Meeting with Eastmont Virtual Academy at Eastmont Administration Office at 5:30 p.m. |
| June 7 | Regular Meeting & Budget Hearing at Eastmont Administration Office at 5:30 p.m. |
| July 12 | Regular Meeting at Eastmont Administration Office at 5:30 p.m. |

TO: Board of Directors

FROM: Garn Christensen, Superintendent
Cindy Ulrich, Executive Director of Financial Services

SUBJECT: Public Hearing on SAO Performance Audit – Opportunities to
Improve Eastmont School District’s Information Technology Security

DATE: April 26, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Eastmont School District engaged the Washington State Auditors’ Office (SAO) to conduct an information technology (IT) security audit in May 2020. This is a performance audit that is authorized under RCW 43.09.470 and was requested in order for the District to seek opportunities to improve methods used to protect our IT systems as well as to ensure that our data is secure.

This work was finished in February 2021 and the final report was published April 8, 2021. No major risks were identified in the areas that were reviewed. Areas where improvements could be made were communicated to management.

A requirement of this performance audit is that the Eastmont School District legislative body hold at least one public hearing to consider the findings of the audit. This public hearing is required to be held on or before thirty days after the report is made public.

The SAO audit team, along with Director of Technology Doug Clay and Assistant Director of Technology Mike Brown, will provide an overview of this audit process along with a review of the report on April 26, 2021 at 5:30 p.m.

ATTACHMENTS

Performance Audit Report

FISCAL IMPACT

Expenditures

RECOMMENDATION

The report, as published, needs no further action. Specific improvement areas will be evaluated by the Director of Technology for timing of implementation.



Office of the Washington State Auditor
Pat McCarthy

Performance Audit

Opportunities to Improve Eastmont School District's Information Technology Security

Published April 8, 2021

Report Number: 1028096



Find out what's new at SAO
by scanning this code with
your smartphone's camera

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The mission of the State Auditor’s Office

Provide citizens with independent and transparent examinations of how state and local governments use public funds, and develop strategies that make government more efficient and effective.

The results of our work are widely distributed through a variety of reports, which are available on our website and through our free, electronic **subscription service**.

We take our role as partners in accountability seriously. We provide training and technical assistance to governments and have an extensive quality assurance program.

For more information about the State Auditor’s Office, visit **www.sao.wa.gov**.

Americans with Disabilities

In accordance with the Americans with Disabilities Act, this document will be made available in alternative formats. Please email **Webmaster@sao.wa.gov** for more information.

State Auditor’s Office contacts

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To request public records

Public Records Officer

564-999-0918, **PublicRecords@sao.wa.gov**

Introduction

Critical government services depend on IT systems with confidential information, which must be protected to avoid service disruptions and financial losses

Governments depend on information technology (IT) systems to deliver an array of critical functions. The security of IT systems and related data underpins the stability of government operations, and the safety and well-being of residents. Therefore, protecting these systems is paramount to public confidence, because the public expects governments to protect these systems from IT security incidents that could disrupt government services.

These IT systems also process and store confidential data. Aside from the loss of public confidence, a data breach involving this information can cause governments to face considerable tangible costs, including those associated with identifying and repairing damaged systems and notifying and helping victims.

Government IT systems and data are attractive targets for cyberattacks

Government IT systems present a particularly tempting target to cyber criminals. In addition to selling stolen information for financial gain, attackers often target government systems with ransomware, essentially rendering IT systems and data unavailable until the attackers are paid. Because government IT systems support critical operations, attacked governments are often placed in the difficult position of either failing to deliver core services or paying an expensive ransom to the attackers.

Government organizations across the United States and around the world have been and continue to be critically affected by cybercrime. In addition to harming governments' ability to access their data and carry out operations, hackers have managed to disable telephone systems, email, water utility pumps, emergency dispatch centers, online tax and utility payment systems, and the ability to open jail cell doors remotely. According to a study by Emsisoft, at least 113 state and local governments in the United States were affected by ransomware in 2019 alone. When combined with ransomware attacks on healthcare and education organizations, the study estimated that the total cost of these attacks in 2019 may have exceeded \$7.5 billion. School districts nationwide have continued to be targeted in 2020, resulting in increased disruption for students who are already adapting to remote learning due to COVID-19.

Washington governments have also been affected by cyberattacks. Since 2016, 20 Washington governments have reported data breaches to the Washington State Attorney General's Office as a result of a cyber-attack. Multiple state and local governments have also reported cybersecurity incidents to the State Auditor's Office, including frauds that occurred as the result of cybersecurity activity and a city whose operations were crippled by ransomware.

IT security incident

Any unplanned or suspected event that could pose a threat to the confidentiality, integrity or availability of information assets.

Data breach

An IT security incident that results in the confirmed disclosure of confidential information to an unauthorized party.

To help Washington’s local governments protect their IT systems, we offer them the opportunity to participate in a performance audit designed to identify opportunities to improve their IT systems.

Eastmont School District chose to participate in this audit.

This audit looked for opportunities to improve the district’s IT security

To help Eastmont School District protect its IT systems and secure the data it needs to operate, we conducted a performance audit designed to identify opportunities to improve IT security. This audit answered the following questions:

- Does the district have vulnerabilities in its IT environment that could lead to increased risk from external or internal threats?
- Do the district’s IT security practices align with selected security controls?

Evaluating effective implementation of IT security practices

To determine if the district has implemented effective IT security practices, we conducted tests to determine if selected controls were implemented properly and functioning effectively.

Comparing the district’s IT security program to leading practices

We assessed the district’s IT security policies, procedures and practices to selected leading practices in this area to identify any improvements that could make them stronger. We selected leading practices from the Center for Information Security’s Critical Security Controls (CIS Controls), which were developed by a broad community of private and public sector stakeholders after examining the most common attack patterns. The CIS Controls are a prioritized list of control areas designed to help organizations with limited resources optimize their security defense efforts to achieve the highest return on investment.

We gave district management the results of the tests as they were completed.

Next steps

Our performance audits of local government programs and services are reviewed by the local government’s legislative body and/or by other committees of the local government whose members wish to consider findings and recommendations on specific topics. Eastmont School District’s legislative body will hold at least one public hearing to consider the findings of the audit. Please check Eastmont School District’s website for the exact date, time and location. The State Auditor’s Office conducts periodic follow-up evaluations to assess the status of recommendations, and may conduct follow-up audits at its discretion. See **Appendix A**, which addresses the I-900 areas covered in the audit. **Appendix B** contains more information about our methodology.

Audit Results

The results of our audit work and recommendations were communicated to Eastmont School District management for its review, response and action. We found that, while the district's IT policies and practices partially align with industry leading practices, there are areas where improvements can be made. Eastmont School District has taken steps to address issues we identified, and is continuing to make improvements.

Because the public distribution of tests performed and test results could increase the risk to the district, distribution of this information is kept confidential under RCW 42.56.420(4), and under Generally Accepted Government Auditing Standards, Sections 9.61-9.67. We shared detailed results with the district.

Recommendations

To help ensure Eastmont School District protects its IT systems and the information contained in those systems, we make the following recommendations:

- Continue remediating identified gaps
- Revise the district's IT security policies and procedures to align more closely with leading practices

Auditor's Remarks

The Washington State Auditor's Office recognizes Eastmont School District's willingness to volunteer to participate in this audit, demonstrating its dedication to making government work better. It is apparent the district's management and staff want to be accountable to the citizens and good stewards of public resources. Throughout the audit, they fostered a positive and professional working relationship with the State Auditor's Office.

Auditee Response



March 30, 2021

Ms. Peggy Bodin
Assistant Director of IT Audits
Office of the Washington State Auditor
302 Sid Snyder Ave SW
Olympia, WA 98504-0021

Dear Ms. Bodin:

On behalf of the Eastmont School District Technology Department, we would like to thank you for the opportunity to review and respond to the cybersecurity performance audit report, "Opportunities to Improve Eastmont School District's IT Security".

It was a pleasure working with Michael Hjermstad, Keith Drake, Erin Laska and the other State Auditor Staff as well as the subject matter experts who participated in the evaluation of our school district's Information Technology security controls. The engagement with your team was educational, professional and collaborative.

Thank you for recognizing the measures we have taken to protect our technology environment from numerous threats. We appreciate the efforts of those involved to evaluate our information technology security program and the recommended opportunities for improvement. Several of the recommendations have already been put into place to strengthen our IT Security Program. We remain committed to addressing the remaining recommendations in the report and to continuously improve our processes and capabilities.

Sincerely,

Doug Clay
Director of Technology
Eastmont School District

Appendix A: Initiative 900 and Auditing Standards

Initiative 900, approved by Washington voters in 2005 and enacted into state law in 2006, authorized the State Auditor’s Office to conduct independent, comprehensive performance audits of state and local governments.

Specifically, the law directs the Auditor’s Office to “review and analyze the economy, efficiency, and effectiveness of the policies, management, fiscal affairs, and operations of state and local governments, agencies, programs, and accounts.” Performance audits are to be conducted according to U.S. Government Accountability Office government auditing standards.

In addition, the law identifies nine elements that are to be considered within the scope of each performance audit. The State Auditor’s Office evaluates the relevance of all nine elements to each audit. The table below indicates which elements are addressed in the audit. Specific issues are discussed in the Results and Recommendations sections of this report.

I-900 element	Addressed in the audit
1. Identify cost savings	No. The audit did not identify measurable cost savings. However, strengthening IT security could help the district avoid or mitigate costs associated with a data breach or security incident.
2. Identify services that can be reduced or eliminated	No. The audit objectives did not address services that could be reduced or eliminated.
3. Identify programs or services that can be transferred to the private sector	No. The audit did not identify programs or services that could be transferred to the private sector.
4. Analyze gaps or overlaps in programs or services and provide recommendations to correct them	Yes. The audit compared the district’s IT security controls against leading practices and made recommendations to align them.
5. Assess feasibility of pooling information technology systems within the department	No. The audit did not assess the feasibility of pooling information systems; it focused on the district’s IT security posture.
6. Analyze departmental roles and functions, and provide recommendations to change or eliminate them	Yes. The audit evaluated the roles and functions of IT security at the district and made recommendations to better align them with leading practices.
7. Provide recommendations for statutory or regulatory changes that may be necessary for the department to properly carry out its functions	No. The audit did not identify a need for statutory or regulatory change.
8. Analyze departmental performance data, performance measures, and self-assessment systems	Yes. The audit examined and made recommendations to improve IT security control performance.
9. Identify relevant best practices	Yes. The audit identified and used leading practices published by the Center for Internet Security to assess the district’s IT security controls.

Compliance with generally accepted government auditing standards

We conducted this performance audit under the authority of state law (RCW 43.09.470), approved as Initiative 900 by Washington voters in 2005, and in accordance with Generally Accepted Government Auditing Standards (July 2018 revision) issued by the U.S. Government Accountability Office. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Appendix B: Scope, Objectives and Methodology

Scope

The audit assessed the extent to which Eastmont School District's IT security programs, including their implementation and documentation, aligned with selected Center for Internet Security (CIS) Controls and their supporting sub-controls. This audit did not assess the district's alignment with federal or state special data-handling laws or requirements.

Objectives

To help Eastmont School District protect its IT systems and secure the data it needs to operate, we conducted a performance audit designed to identify opportunities to improve IT security. This audit answered the following questions:

- Does the district have vulnerabilities in its IT environment that could lead to increased risk from external or internal threats?
- Do the district's IT security practices align with selected security controls?

Methodology

To answer the audit objectives, we conducted technical testing on the district's internal network, and we compared the district's IT security programs to selected leading practices.

Vulnerability testing

To determine if the district has vulnerabilities in its IT environment, we conducted limited technical analysis of select portions of the district's internal network. We performed this work in March 2020 using automated tools configured by our IT security specialists. This included identifying vulnerabilities and assessing them to determine whether they could be exploited.

Comparing the district's IT security programs to leading practices

To determine whether the district's IT security practices align with leading practices, we interviewed key district IT staff, reviewed the district's IT security policies and procedures, observed district security practices and settings, and conducted limited technical analysis of district systems. This work was completed at the district between November 2020 and January 2021, with some additional follow-up afterwards.

We used selected controls from the CIS Controls, version 7.1, as our criteria to assess the district's IT security programs and to identify areas that could be made stronger.

CIS is a nonprofit organization focused on safeguarding public and private organizations against cyber threats. Its CIS Controls are a prioritized set of leading practices for cyber defense created to stop the most pervasive and dangerous attacks, are informed by analysis of real-world attack data, and are developed and vetted across a broad community of government and industry practitioners. Contributors to the CIS Controls have included the U.S. Department of Defense, the National Security Agency, the U.S. Department of Energy national energy labs, law enforcement organizations, Verizon, HP and Symantec.

Each control consists of a series of sub-controls that are distinct and measurable tasks; when the sub-controls are implemented together, they fully meet the requirements of the overall control. We assessed the district against all applicable sub-controls to determine the alignment with each of the overall controls assessed. We did this by assessing the extent to which the district met each sub-control in three areas:

1. **Implementing** the sub-control
2. **Automating or technically enforcing** the sub-control, which minimizes the possibility of the sub-control failing due to human error or inconsistent processes
3. **Maintaining documentation** to support the sub-control, such as policies or procedures

We also assessed the extent to which the district's IT management was **reporting** on the control to district leadership.

Work on internal controls

This audit assessed the IT security internal controls at Eastmont School District. We used a selection of controls from the 20 CIS Controls as the internal control framework for the assessment. The CIS Controls are prioritized and the first six are considered among the most important controls to put in place to protect an organization. Based on an initial assessment, we selected four of the top six controls to include in the audit scope. To protect the district's IT systems, and the confidential and sensitive information in those systems, this report does not identify the specific controls assessed during the audit. We completed our assessment for the purpose of identifying opportunities for the district to improve its IT security internal controls but not to provide assurance on the district's current IT security posture.



**BOARD OF DIRECTORS
VIRTUAL REGULAR MEETING MINUTES**

April 12, 2021

CALL TO ORDER & PLEDGE OF ALLEGIANCE

The virtual regular meeting of the Eastmont School District Board of Directors was called to order by Board President Annette Eggers at 5:30 p.m. in the Eastmont Administration Office Board Room at 800 Eastmont Avenue, East Wenatchee.

Along with limited seating that followed safety protocols for first come first serve in-person attendance for the public, a Zoom link was provided on the District's website for public participation at: <https://zoom.us/j/91261293689>

ATTENDANCE

Present in the Board Room:

Annette Eggers, Board President
Whitney Smith, Board Vice President
Dave Piepel, Board Director
Meaghan Vibbert, Board Director
Cindy Wright, Board Director
Brandy Fields, Superintendent's Secretary
Garn Christensen, Board Secretary/Superintendent

Participating remotely:

District staff presenting and one Media personnel

APPROVE AGENDA/MODIFICATIONS

Superintendent Garn Christensen reported this morning Consent Agenda Item G. E-Rate Submission was added to the Agenda and copies were provided for the Board.

MOVED by Director Wright and SECONDED by Director Smith to approve the revised Agenda for April 12, 2021. The motion CARRIED unanimously.

PUBLIC COMMENT

Instructions for public comment were provided on the Agenda. Public Comments could be made to the Board in three ways: 1) By calling (509) 888-4698; 2) By writing and sending regular mail to the Administration Office; and 3) By email to schoolboard@eastmont206.org
There was no public comment.

- DRAFT -

BUILDING AND PROGRAM REPORT

A. Sterling Intermediate School Staff Recognition.

Vice President Smith recognized Sterling staff for the following accomplishments:

1. Every Sterling student successfully completed a Social Emotional Learning (SEL) class upon returning to in-person instruction using *CharacterStrong* curriculum. Developing relationships with students, supplementing with *Believe in You* curriculum.
2. Improved teacher communication and collaboration with curriculum, students, and building systems. Teachers creatively managed ways to meet and collaborate. Teachers sifted curriculum to establish essential learnings in each classroom. Teamed cohorts allowed teachers to collaborate on student success. Established common expectations for Google classrooms, Chromebook use, cleaning, movement, ELL/Sped/LAP services and support.
3. CARE team/Guidance team has been working hard from the beginning of the year to get kids into school. Meeting with parents, teachers, students, and conducting home visits when necessary. Expanded intervention programs to address behavioral and academic concerns.

B. Sterling Intermediate School Building Report.

Principal Chris Hall and Sterling Intermediate School staff shared information on their recent challenges and accomplishments. They answered questions from the Board.

INFORMATION

A. Board News.

President Eggers shared she was able to attend the recent retirement of our transportation director.

B. Superintendent News.

1. Return of Students to Campus

Executive Director Elementary Education Spencer Taylor and Asst. Superintendent Secondary Education Matt Charlton provided updates to the Board on the progress to-date for the return of students to campus on an every day schedule.

Superintendent Christensen reminded the Board the deadline for a submission in response to the RFP for a Superintendent Search Consultant is Wednesday, April 21, 2021. We anticipate providing more information to the Board at their April 26th meeting.

CONSENT AGENDA

A. Approval of minutes. The Board of Directors approved the minutes from the virtual regular meeting held on March 22, 2021.

B. Payment of bills and/or payroll. The Board of Directors approved the following checks, direct deposits, or wire transfers listed on check summaries dated April 12, 2021:

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7121408-7121434	\$6,163,083.05
7121435-7121458	\$1,013,331.18
7121459-7121461	\$9,264.87

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7121462-7121479	\$641.58
7121480-7121504	\$727.00
7121505-7121505	\$69.00
7121506-7121508	\$2,517.97
7121509-7121509	\$22.00
7121510-7121619	\$1,828,038.00
7121620-7121620	\$154.69
202000088-202000089	\$3,139.77

- C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated March 22, 2021.
- D. Approval of school improvement plan. The Board of Directors approved the School Improvement Plan for Sterling Intermediate School.
- E. Approval of curriculum adoption. The Board of Directors approved the Music Curriculum Adoption as presented.
- F. Review of enrollment status update. The Board of Directors received the Monthly Student Enrollment Update.
- G. Approval of e-rate submission. The Board of Directors approved the Category 2 E-Rate Submission.

President Eggers had a question about Consent Agenda Item. E Music Curriculum Adoption that Superintendent Christensen answered.

MOVED by Director Piepel and SECONDED by Director Wright to approve Consent Agenda Items #A-G. The motion CARRIED unanimously.

DISCUSSION & POSSIBLE ACTION ITEMS

- A. Student Resource Officer (SRO) Proposal from East Wenatchee Police Department. Superintendent Christensen introduced East Wenatchee Mayor Jerrilea Crawford and East Wenatchee Police Chief Rick Johnson. Chief Johnson reviewed the proposal he had prepared regarding a student resources officer. Mayor Crawford expressed her support of partnering with Eastmont School District. The Board will bring this topic back for further discussion.
- B. Draft Annual Board Meeting Calendar for 2021-22. Superintendent Christensen presented a draft Annual Board Meet Calendar for 2021-22 to the Board.

MOVED by Director Wright and SECONDED by Director Smith to approve the draft Annual Board Meeting Calendar for 2021-22 as presented. The motion CARRIED unanimously.

- DRAFT -

TO: Board of Directors
FROM: Vicki Trainor, Executive Director of Human Resources
SUBJECT: Personnel Action Items – Updated
DATE: April 26, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Resignations

The following people have notified us of their plans to resign:

Last Name	First Name	School	Position/Years
Evans	Anni	EJHS	Teacher/2 years
Murillo-Rodriguez	Ismael	EHS	Para-Educator/2 years
Sebesta	Kristen	Grant	Teacher/2 years

New Hires

The following person has been offered tentative employment for the 20-21 school year:

Last Name	First Name	School	Position
Price	Jennifer	Transportation	Bus Driver

ATTACHMENTS

None

FISCAL IMPACT

Personnel Expenditure

RECOMMENDATION

The administration recommends approval of the Personnel Action Items listed above.



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG
800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors
FROM: Garn Christensen, Superintendent
SUBJECT: Elementary School Student Handbook for 2021-22
DATE: April 26, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is a draft Eastmont Elementary School Student Handbook for 2021-22 for the Board to review. There are not any significant changes this year. The handbook will be posted separately on the website.

ATTACHMENTS

Student Handbook

FISCAL IMPACT

None

RECOMMENDATION

The administration recommends the Board approve the Eastmont Elementary School Student Handbook for 2021-22.



Eastmont School District

Relationships, Relevance, Rigor, Results

Memorandum

To: Eastmont Board of Directors
Dr. Garn Christensen, Superintendent

From: Spencer Taylor, Executive Director of Elementary Education
Matt Charlton, Assistant Superintendent of Secondary Education

Date: April 16th, 2021

Re: Proposed Costs to Reconfigure School Libraries

As we reconfigure our schools to serve K-6th grade and 7-9th grade students, it is important to have book collections that will best serve the needs of these students at each school. In preparation, we are seeking Board authorization to spend up to \$200,000 from the budgeted curriculum funds.

Included Costs:

- New book purchases.
- Time for staff to process new books.
- Time for staff to remove books and send them to the corresponding school.
- Time for staff to organize and arrange libraries.
- Contracting with a company to assist us with this process.

This will be a one time cost. The libraries currently have budgets to maintain the library collections.



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Cindy Ulrich, Executive Director of Financial Services
Garn Christensen, Superintendent

SUBJECT: Furniture, Fixtures, & Equipment Purchases – Elementary
Phase 1 Modernization

DATE: April 26, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Board Policy 6210 requires School Board approval for capital outlay items exceeding \$50,000. The District utilized OSPI K3 Class Size Reduction Grant and Capital Levy to provide 20 new classrooms and cafeteria spaces at our elementary schools. The final phase of this project is to acquire the needed/necessary furniture, fixtures, technology and other equipment.

The District engaged Lisa Thompson-Palmer with Virture FF&E to assist in updating our Furniture Standards. Below is a list of vendors, with items and quoted price (excludes shipping and handling):

- KCDA – Student desks, Student tables, Map drawers, Teacher desks: \$155,200
- Saxton Bradley – Cafeteria tables, Student chairs: \$122,960
- Creative Office/Omnia – Bookcases, Teacher pedestal files, Teacher chairs: \$64,160
- CompuNet – Interactive Smart Monitors: \$37,900
- CompuNet – Security Camera: \$65,305
- ComputNet – Access Points: \$27,840

The purchase of these items is within amount set aside in the project budget (\$970,488).

ATTACHMENTS

None

FISCAL IMPACT

Capital Projects Budget

RECOMMENDATION

The administration recommends that the Board approve the Superintendent to authorize the purchase of this equipment via the issuance of Eastmont School District purchase orders.

TO: Board of Directors

FROM: Cindy Ulrich, Executive Director of Financial Services
Seann Tanner, Director of Maintenance Services

SUBJECT: Resolution No. 2021-03 Resolution in Lieu of a Bond for the
Lee Elementary School Phase I Modernization Project with the
East Wenatchee Water District for Water Main Improvements

DATE: April 26, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

The East Wenatchee Water District required certain water main improvements as a result of the facility modernizations at Lee Elementary School. The cost of these renovations, including sales tax, is \$19,466.62. Because of these renovations, the East Wenatchee Water District requires that Eastmont School District provide their completed Bill of Sale document and a District Resolution that indemnifies each organization.

Enclosed is draft Resolution No. 2021-03 Resolution in Lieu of a Bond for the Lee Elementary School Phase I Modernization Project with the East Wenatchee Water District for water main improvements.

ATTACHMENTS

Resolution No. 2021-03 and
Bill of Sale

FISCAL IMPACT

Capital Projects Fund

RECOMMENDATION

The administration recommends that the Board approve Resolution No. 2021-03 Resolution in Lieu of a Bond for the Lee Elementary School Phase I Modernization Project with the East Wenatchee Water District for water main improvements and the related Bill of Sale.



RESOLUTION NO. 2021-03

**LEE ELEMENTARY SCHOOL ADDITION
 RESOLUTION IN LIEU OF A BOND**

**RESOLUTION IN LIEU OF A BOND FOR THE LEE ELEMENTARY SCHOOL
 PHASE I MODERNIZATION PROJECT WITH THE EAST WENATCHEE WATER
 DISTRICT FOR WATER MAIN IMPROVEMENTS**

WHEREAS, the East Wenatchee Water District “EWWD”, as a condition of service, requires that the Eastmont School District “School District” provide indemnification in the form of a bond or other acceptable guarantee for any failure of EWWD facilities installed under the construction contract for the 2021 Lee Elementary School Improvements for a period of two years from the date of EWWD formal acceptance, and shall repair or replace any failed EWWD facilities at the sole expense of the School District; and

WHEREAS, the Board of Directors of the Eastmont School District accepts and covenants that the School District will be financially responsible for repairs or replacement of any failed EWWD facilities during the two year period;

NOW, THEREFORE BE IT RESOLVED, that the Board of Directors of Eastmont School District herewith indemnifies and holds harmless EWWD from any costs arising from premature failure of EWWD service infrastructure installed for EWWD service during the 2021 facility expansion of Lee Elementary School for a period of two years following EWWD acceptance of the completed work.

ADOPTED by the Board of Directors of Eastmont School District No. 206, Douglas County, Washington, at a regular open public meeting, held on April 26, 2021, with the following Directors being present and voting thereon.

ATTEST:

BOARD OF DIRECTORS

 Garn Christensen, Secretary to the Board

 Annette Eggers, Board President

 Date

 Whitney Smith, Board Vice President

 Dave Piepel, Board Member

 Meaghan Vibbert, Board Member

 Cindy Wright, Board Member

- DRAFT -

BILL OF SALE

KNOW ALL MEN BY THESE PRESENTS: that the undersigned individuals, known as EASTMONT SCHOOL DISTRICT, DOUGLAS COUNTY, WASHINGTON, the party of the first part, hereinafter designated "Vendor", in fulfillment of the Developer Extension Agreement dated April 23, 2019, of Vendee, for and in consideration of the sum of \$19,466.62 lawful money of the United States, in hand paid by EAST WENATCHEE WATER DISTRICT, DOUGLAS COUNTY, WASHINGTON, party of the second part, hereinafter designated "Vendee", do by these presence grant, bargain, sale and deliver under the Vendee, the following described personal property affixed to LEE ELEMENTARY SCHOOL and located at 1455 North Baker Avenue, East Wenatchee, in Douglas County, Washington, to-wit:

See Exhibit A attached hereto.

TO HAVE AND TO HOLD the same unto the Vendee, its successors and assigns forever. And the Vendor, jointly and severally, and their respective successors and assigns, covenant and agree to and with the Vendee, its successors and assigns, that the Vendor is the Owner of said property, and has good right and authority to sell the same, and that it will, and does hereby warrant and agree to defend the sale thereof hereby made unto the Vendee, its successors and assigns, against all and every person or persons whomsoever, lawfully claiming or to claim the same.

Vendor further warrants, represents, covenants and agrees with the Vendee that said personal property and facilities are fit for the purposes intended: To-wit, for use as a water distribution system adequate for the service intended, and have been constructed in accordance with the conditions and standards of the District.

Vendor further covenants and agrees with the Vendee to replace, repair, and correct any defect in work or materials in respect to the personal property subject to the Bill of Sale arising during a period of two (2) years from date hereof, without costs to Vendee.

Vendor agrees that the dollar value of these improvements is \$19,466.62.

IN WITNESS WHEREOF, Vendor has hereto affixed the hands and seals on the 26th day of April, 2021.

By _____
Annette Eggers, Eastmont Board President

By _____
Name:
Title:

By _____
Name:
Title:

- DRAFT -

EXHIBIT A
DEVELOPMENT
WATER MAIN EXTENSION

ALONG	FROM	TO	SIZE	LENGTH
Lee Elementary School water main relocation			12 inches	Approximately 132 feet

- DRAFT -



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG
800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors
FROM: Garn Christensen, Superintendent
SUBJECT: Review of Policy 6701 Wellness Policy
DATE: April 26, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is our current Policy 6701 Wellness Policy. When this policy was created, it was recommended to be reviewed annually the Board.

ATTACHMENTS

Policy 6701

FISCAL IMPACT

None

WELLNESS POLICY

The Board recognizes a student's family as having the primary responsibility and influence for a student's diet, food choices, and overall physical fitness. However, in support of State and National efforts to improve student health, the following goals and requirements are in effect for all Eastmont Schools:

Goals

1. Improve student fitness and health.
2. Encourage students to eat foods that are lower in fat, sugar, and sodium.
3. Demonstrate progress towards meeting Healthier US School Challenge recognition.
4. Provide family access to student's health and physical fitness progress.
5. Designate March as Eastmont's health and fitness month.

General Nutrition and Food Services Guidelines

1. Using food as a reward for appropriate behavior or academic performance is discouraged.
2. When food is distributed during school hours or sold at school events, the use of reduced sodium, sugar, and low fat food items is encouraged.
3. All school employees will remain allergy aware when selling or distributing any foods during the school day. Students in secondary schools are expected to self-manage their food choices.
4. Soda and other food items of minimal nutritional value will not be sold to students in the eating area during meal periods.
5. All food service meals and ala-carte items will meet current USDA requirements. No nut or peanut products will be served on field trips.
6. Food services will use USDA commodities and local foods as much as possible, yet still meet annual fiscal goals.

Health and Physical Fitness

1. Students will be provided the minimum state required minutes per week of health instruction and physical fitness instruction/activities.
2. Health and physical fitness instruction will follow a District K-12 curriculum that reflects National Best Practices.
3. Instruction and activities will be provided by certificated teacher, or a paraeducator working under the direction of a certificated teacher. Activities may include intramural and large group type competitive or station fitness activities held during a student's recess time.

Compliance, Reporting, and Community Involvement

1. The food services director will provide an annual report to the Board on District compliance with USDA health and nutrition requirements as well as a summary of food and beverages items sold during and after regular school hours.
2. District administrators for Elementary and Secondary Education will monitor compliance and provide an annual report to the Board on District physical fitness, wellness, and health activities.
3. Parent/community input on the District's Nutritional and Physical Fitness Policy and activities will be solicited and considered as part of the Board Report process by using multiple methods.
4. The Board Report and survey results will be available online as well as the current policy and Board minutes reflecting any Board and community discussion.



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

To: Board of Directors
From: Cindy Ulrich, Executive Director of Financial Services
Date: April 15, 2021
Subject: Monthly Budget Status Report – March 2021

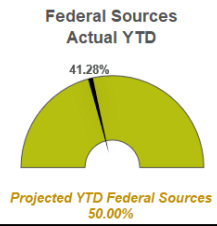
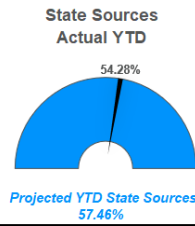
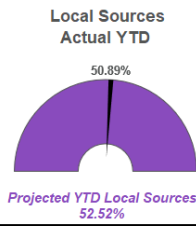
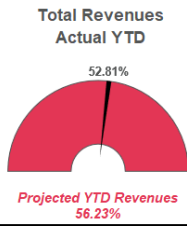
The information contained in this report is for the fiscal beginning September 1, 2020 through March 31, 2021 (58% through fiscal year). March 2020 was the first month of the COVID-19 pandemic.

Highlights of operating revenue and expenditures are:

- General Fund:
 - Year to date revenues total \$46.3 million, or 52.8% of budget. This is \$81,598 (0.18%) more than what was received at the same time last year. Property tax collections through March are offsetting reductions in other categories of Local revenue (Food Service sales represent the largest variance).
 - Year to date expenditures total \$48.4 million, or 53.8% of budget. While this is \$301,574 (1%) more than at the same time last year, we anticipate actual expenditures to be approximately 90% of budgeted expenditures.
 - The first allocation (\$1.2 million) of federal Elementary and Secondary School Emergency Relief (ESSER) has been used. We are planning use of approximately 50% of the second ESSER allocation (\$4.0) for costs associated with providing educational services through the regular school year as well as summer programming.
 - 87% of year to date expenditures are for personnel costs.
 - Fund balance at the beginning of the year is \$2.2 million more than estimated when the budget was developed. As we plan to increase student on campus instruction, we do not anticipate significant changes in total enrollment. We are planning to use the Federal ESSER II allocation to offset costs
 - State revenue will be \$1.5 million less in revenue due to the decline in student enrollment in all state funded programs (150 less than budgeted).
- ASB Fund:
 - Revenues are 86% and expenditures are 81% less than the prior year. This is a result of the COVID-19 pandemic which has restricted extra-curricular activities in all categories.
- Capital Projects Fund:
 - Project costs from the beginning of the project (2016) through this period total \$19.6 million.
 - Elementary Construction is \$19 million
 - EHS Baseball Concession is \$647,000
- Transportation Vehicle Fund:
 - Local revenue continues to be less than the prior year as a result of the decline in federal interest rates, which affect investment earnings in the State Local Government Investment Pool.

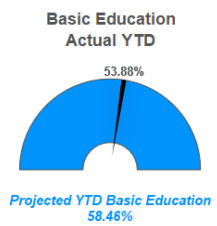
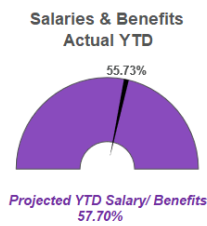
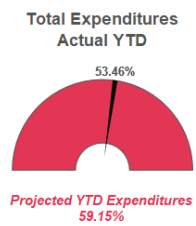
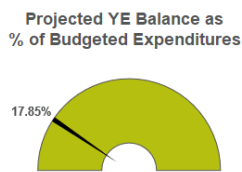
General Fund Revenues | Dashboard Summary

For the Period Ending March 31, 2021

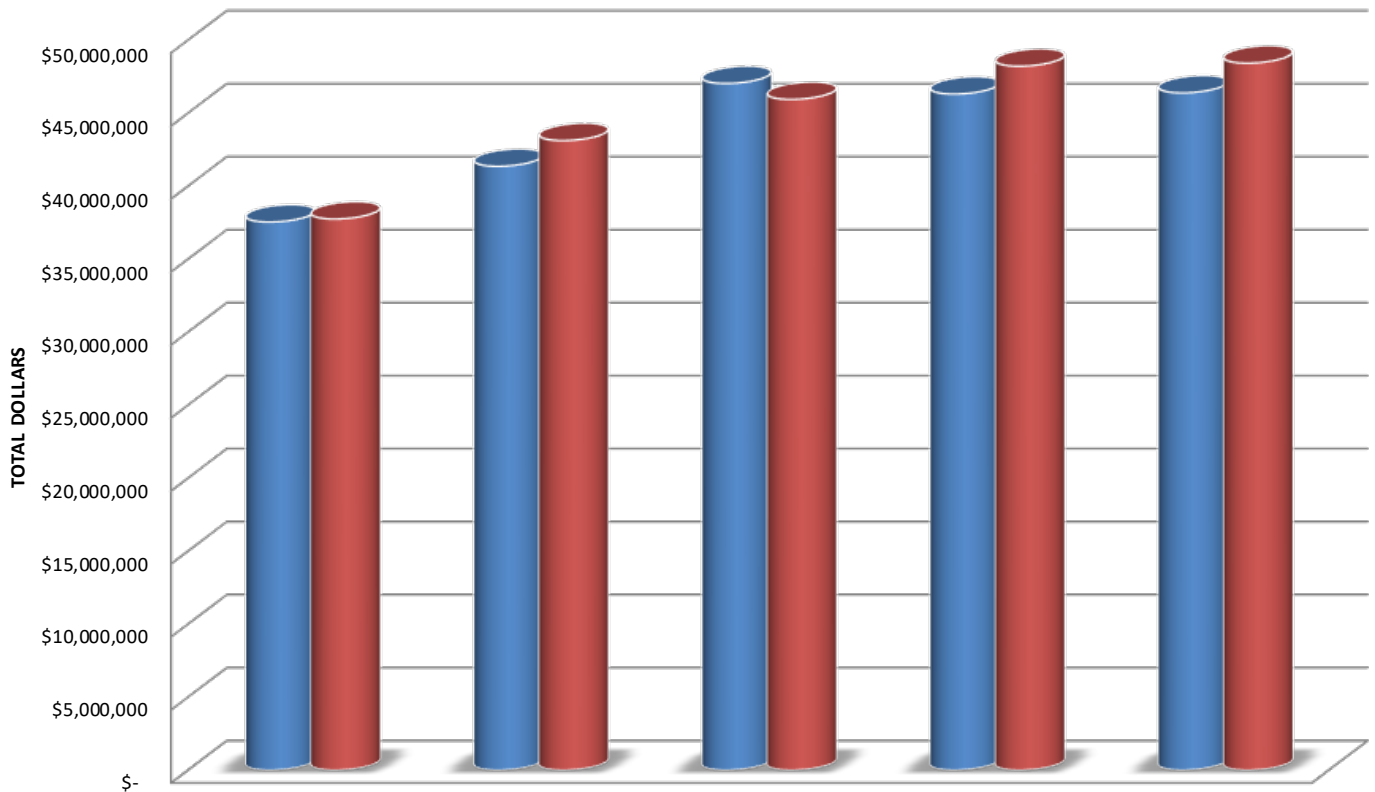


General Fund Expenditures | Dashboard Summary

For the Period Ending March 31, 2021

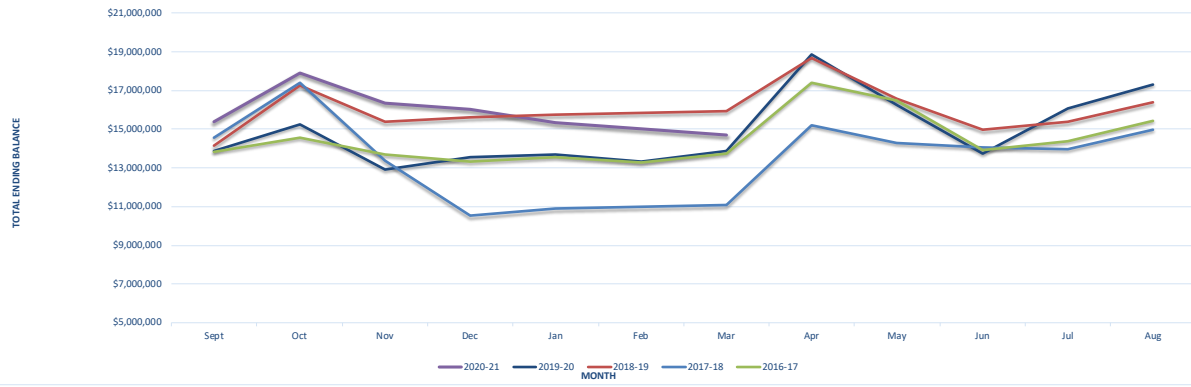


GENERAL FUND 5 YEAR COMPARISON OF REVENUE & EXPD

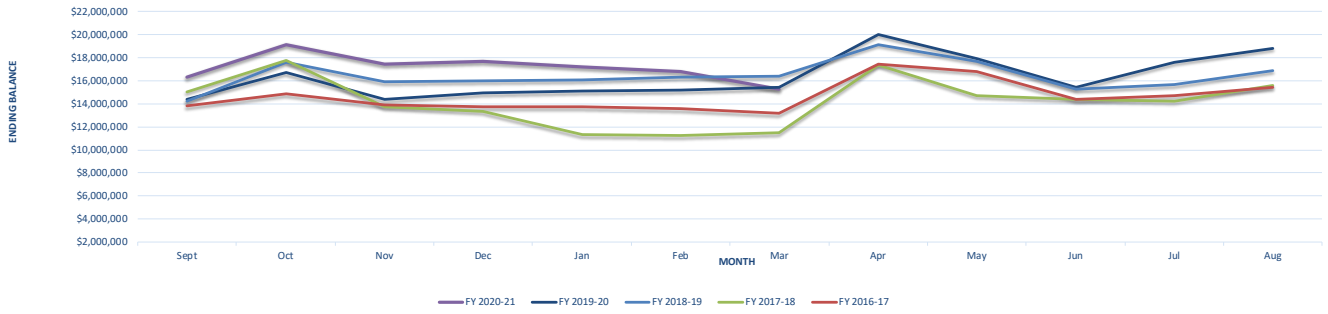


	Mar-17	Mar-18	Mar-19	Mar-20	Mar-21
Revenue	\$37,540,796	\$41,357,447	\$47,031,478	\$46,305,829	\$46,387,428
Expenditures	\$37,747,413	\$43,121,296	\$45,939,800	\$48,213,577	\$48,425,151

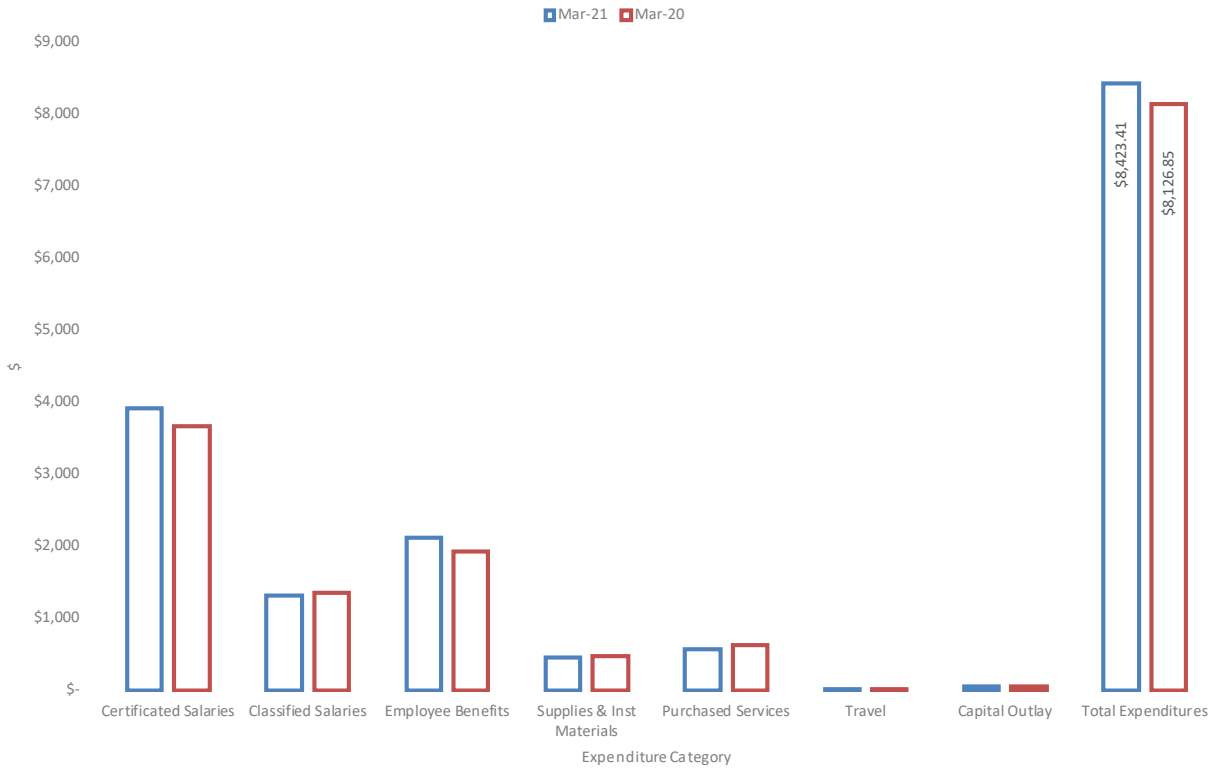
GENERAL FUND - ENDING FUND BALANCE BY MONTH



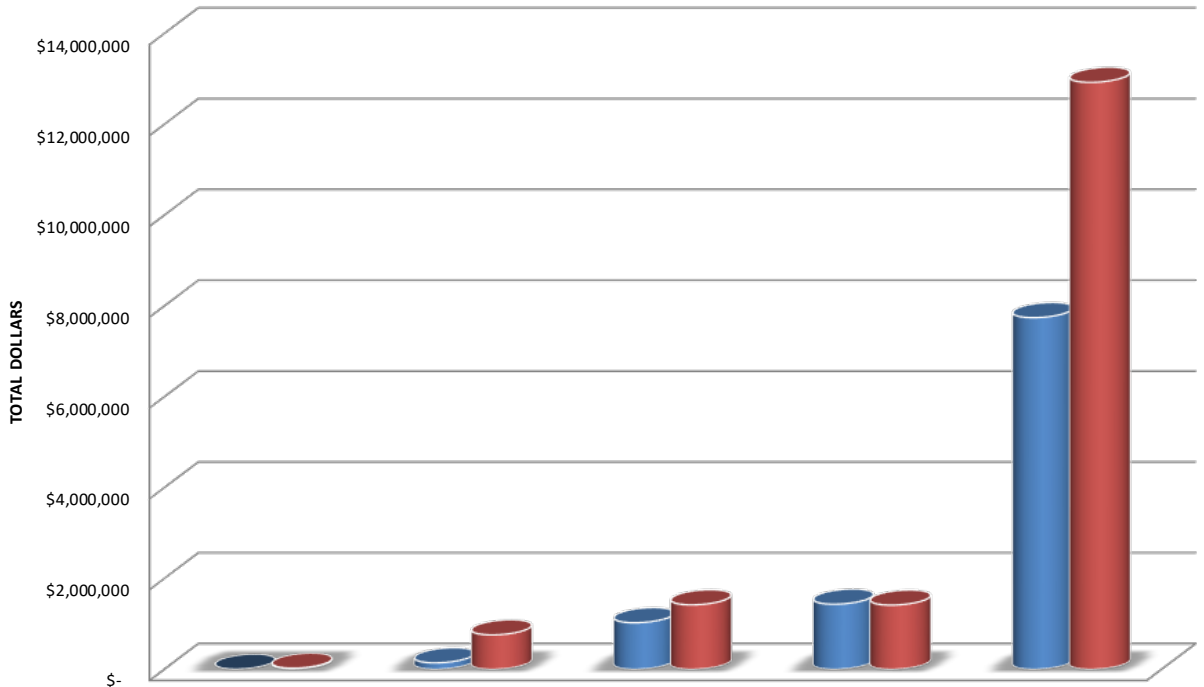
GENERAL FUND MONTH END CASH & INVESTMENT PER COUNTY TREASURER



Monthly Comparison Per Pupil Expd Category

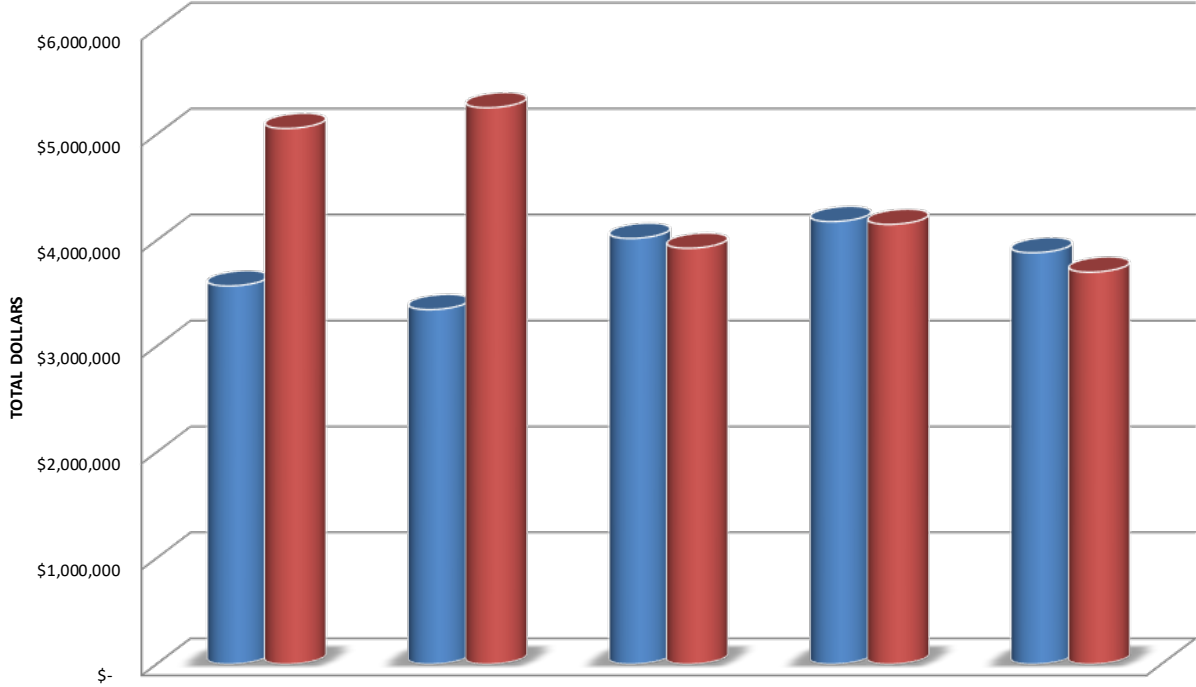


CAPITAL PROJECTS FUND 5 YEAR COMPARISON OF REVENUE & EXPD



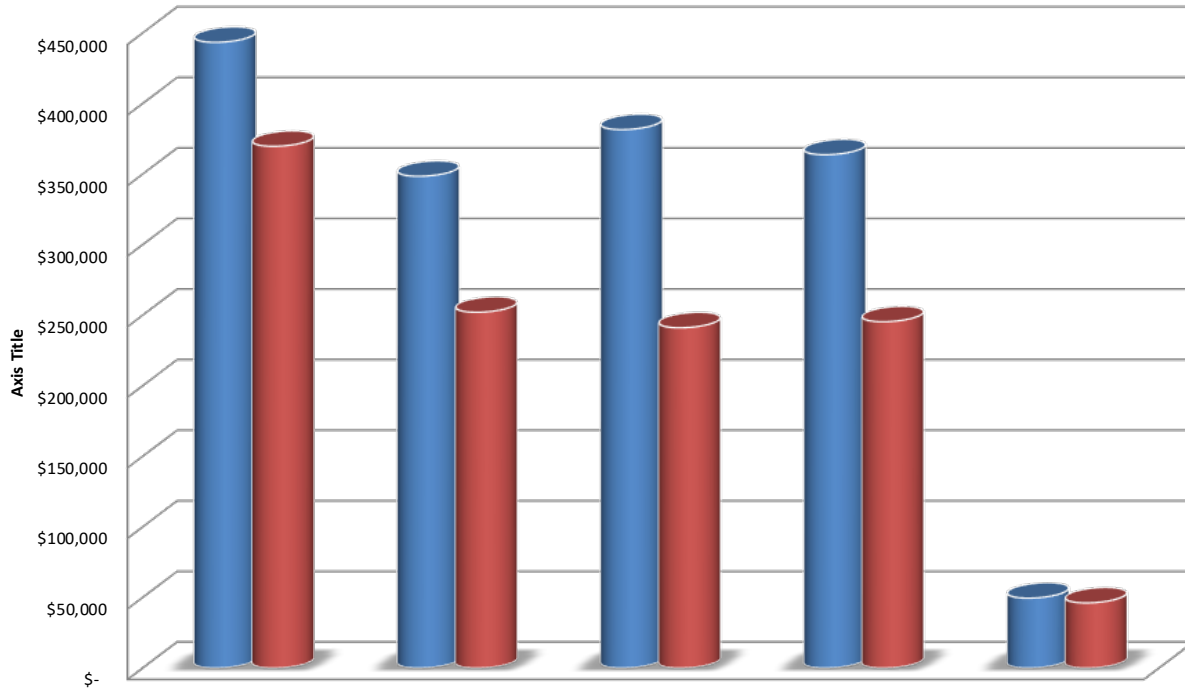
	Mar-17	Mar-18	Mar-19	Mar-20	Mar-21
Revenue	\$2,512	\$142,465	\$1,025,599	\$1,434,368	\$7,743,610
Expenditures	\$25,990	\$757,864	\$1,419,490	\$1,413,839	\$12,924,164

DEBT SERVICE FUND 5 YEAR COMPARISON OF REVENUE & EXPD



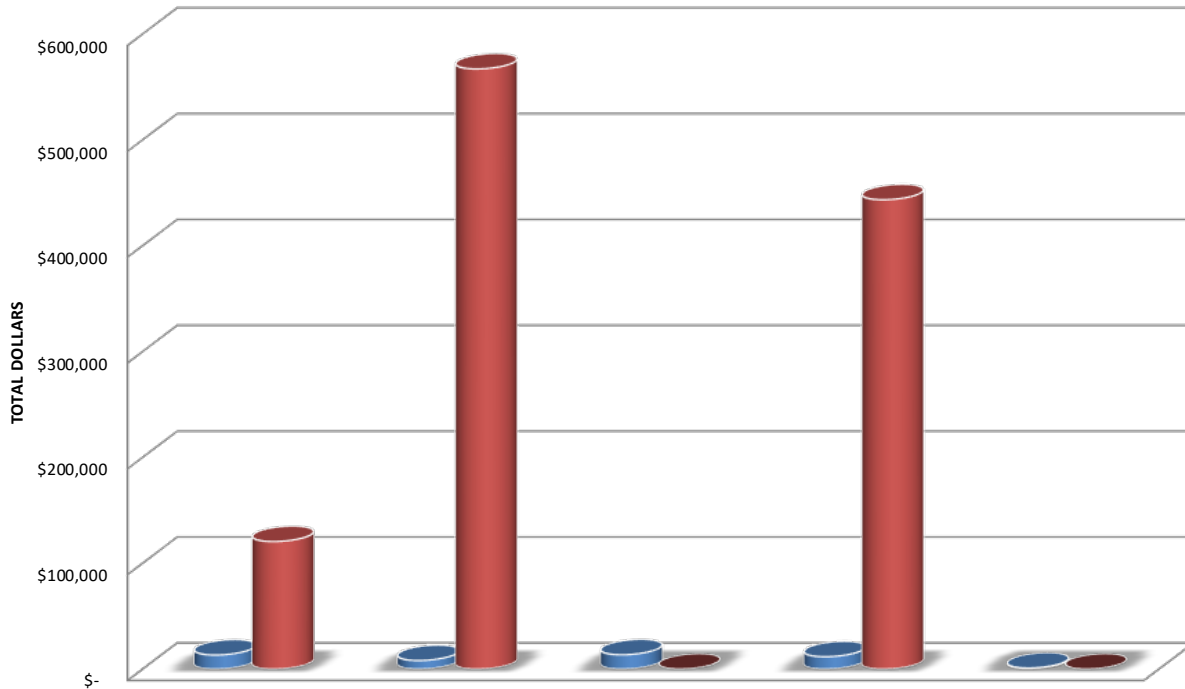
	Mar-17	Mar-18	Mar-19	Mar-20	Mar-21
Revenue	\$3,571,156	\$3,347,640	\$4,019,921	\$4,178,826	\$3,884,479
Expenditures	\$5,057,680	\$5,253,655	\$3,926,948	\$4,152,329	\$3,701,187

ASB FUND 5 YEAR COMPARISON OF REVENUE & EXPD



	Mar-17	Mar-18	Mar-19	Mar-20	Mar-21
■ Revenue	\$443,420	\$348,500	\$381,567	\$363,765	\$49,568
■ Expenditures	\$369,737	\$252,146	\$241,159	\$245,417	\$46,199

TRANSPORTATION VEHICLE FUND 5 YEAR COMPARISON OF REVENUE & EXPD



	Mar-17	Mar-18	Mar-19	Mar-20	Mar-21
■ Revenue	\$13,312	\$8,099	\$13,534	\$11,687	\$1,032
■ Expenditures	\$120,517	\$567,021	\$-	\$443,457	\$-

The following Budget Status Report provides detailed revenue and expenditure information within the following column headings for each fund:

Column Title	Description
Actual thru MAR 2020	The actual revenue & expenditure amounts posted in the financial records as of the same month in the previous year.
Budget	The original budget amount as adopted by the Board of Directors
Actual thru MAR 2021	Includes revenues and expenditures posted in the financial records through the current period.
Budget Remaining	The difference between the Budget and the Actual amounts posted (revenues yet to be received; or expenditures yet to be paid)
% of Budget	The actual amounts posted as a percentage of the budget adopted
Current Year to Prior Year Comparison	Computation of the increase or decrease in revenue/expenditures as compared to the same month in the previous year.

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended March 31, 2021

Budget Year
 Elapsed = 58%

	FY 2019-20	FY 2020-21				Current Year to Prior Year
	Actual thru Mar-20	Budget	Actual thru Mar-21	Budget Remaining	% of Budget	Actual Comparison
GENERAL EXPENSE FUND						
Revenues						
1000 Local Taxes	3,670,432	9,755,794	5,393,517	4,362,277	55.3%	1,723,086
2000 Local Nontax	852,513	1,202,000	200,814	1,001,186	16.7%	(651,699)
3000 State, General Purpose	30,260,495	54,732,570	30,003,116	24,729,454	54.8%	(257,379)
4000 State, Special Purpose	8,279,381	14,878,040	7,779,537	7,098,503	52.3%	(499,844)
5000 Federal, General Purpose	2,231	2,000	0	2,000	0.0%	(2,231)
6000 Federal, Special Purpose	3,212,017	7,211,190	2,977,336	4,233,854	41.3%	(234,682)
7000 Revenues from Other School Districts	28,761	55,000	31,763	23,237	57.8%	3,002
8000 Revenues from Other Agencies	0	0	1,345	(1,345)	n/a	1,345
9000 Other Financing Sources	0	0	0	0	n/a	0
Total Revenues	\$46,305,829	\$87,836,594	\$46,387,428	\$41,449,166	52.8%	\$81,598
Expenditures						
00 Regular Instruction	27,393,840	50,701,094	28,166,979	22,534,115	55.6%	773,139
20 Special Ed Instruction	5,531,700	10,204,071	5,466,019	4,738,052	53.6%	(65,681)
30 Vocational Instruction	1,888,231	3,720,500	1,971,802	1,748,698	53.0%	83,571
50/60 Compensatory Instruction	4,234,715	8,260,761	4,299,883	3,960,878	52.1%	65,168
70 Other Instructional Program	222,051	407,173	200,252	206,921	49.2%	(21,799)
80 Community Support	180,660	273,320	156,948	116,372	57.4%	(23,712)
90 Support Services	8,672,380	16,486,126	8,163,268	8,322,858	49.5%	(509,112)
Total Expenditures	\$48,123,577	\$90,053,045	\$48,425,151	\$41,627,894	53.8%	\$301,574
Operating Transfers: Out to CPF/TVF	(593,110)	(537,250)	(537,250)			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	(2,410,858)	(2,753,701)	(2,574,973)			
Fund Balance at September 1,	\$16,392,040	\$15,012,130	\$17,297,861			
Current Total Fund Balance	\$13,981,183	\$12,258,429	\$14,722,888			
Ending Fund Balance Accounts						
GL 821 Carryover of Restricted Revenue	\$674,394		\$585,032			
GL 828 Food Service Program	\$0		\$0			
GL 840 Nonspendable Fund Balance	\$23,958		\$32,376			
GL 850 Restricted For Uninsured Risk	\$40,000		\$40,000			
GL 870 Unrsrvd, Dsgntd-Other Items	\$0		\$0			
GL 872 Committed to Min Fund Balance Policy	\$0		\$0			
GL 875 Assigned to Contingencies	\$50,000		\$50,000			
GL 888 Assigned to Other Purposes	\$4,809,961		\$5,352,807			
GL 891 Unassigned to Minimum Fund Balance	\$6,645,576		\$6,928,315			
GL 890 Unassigned Fund Balance	\$1,737,293		\$1,734,358			
TOTAL Ending Fund Balance	\$13,981,183		\$14,722,888			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended March 31, 2021

Budget Year
 Elapsed = 58%

	FY 2019-20	FY 2020-21				Current Year to Prior Year
	Actual thru Mar-20	Budget	Actual thru Mar-21	Budget Remaining	% of Budget	Actual Comparison
CAPITAL PROJECTS FUND						
<u>Revenues</u>						
1000 Local Taxes	861,056	3,517,480	1,264,867	2,252,613	36.0%	403,811
2000 Local Nontax	230,202	128,000	73,527	54,473	57.4%	(156,675)
4000 State, Special Purpose	0	7,492,550	6,092,967	1,399,583	81.3%	6,092,967
8000 Revenues from Other Agencies	0	0	0	0	n/a	0
9000 Other Financing Sources	343,110	312,250	312,250	0	n/a	(30,860)
Total Revenues	\$1,434,368	\$11,450,280	\$7,743,610	\$3,706,670	67.6%	\$6,309,242
<u>Expenditures</u>						
10 Sites	154	500,000	1,335	498,665	0.3%	1,181
20 Building	663,105	15,100,000	12,610,579	2,489,421	n/a	11,947,475
30 Equipment	0	1,477,550	0	1,477,550	n/a	0
40 Energy	0	0	0	0	n/a	0
50 Sales & Lease Equipment	0	0	0	0	n/a	0
60 Bond Issuance Expenditure	0	0	0	0	n/a	0
90 Debt	0	0	0	0	n/a	0
Total Expenditures	\$663,258	\$17,077,550	\$12,611,914	\$4,465,636	73.9%	\$11,948,656
Operating Transfers: Out to DSF	750,581	312,250	312,250			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	20,529	(5,939,520)	(5,180,554)			
Fund Balance September 1,	\$15,886,459	\$13,284,504	\$15,326,472			
Current Fund Balance	\$15,906,988	\$7,344,984	\$10,145,918			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended March 31, 2021

Budget Year
 Elapsed = 58%

	FY 2019-20	FY 2020-21				Current Year to Prior Year
	Actual thru Mar-20	Budget	Actual thru Mar-21	Budget Remaining	% of Budget	Actual Comparison
DEBT SERVICE FUND						
<u>Revenues</u>						
1000 Local Taxes	2,905,687	4,358,780	3,125,040	1,233,740	71.7%	219,353
2000 Local Nontax	37,938	25,000	7,262	17,738	29.0%	(30,676)
3000 State, General Purpose	0	0	0	0	n/a	0
4000 Federal, General Purpose	0	0	0	0	n/a	0
5000 Federal, Special Purpose	484,621	897,000	439,927	457,073	49.0%	(44,694)
9000 Other Financing Sources	750,581	312,250	5,730,277	(5,418,027)	1835.2%	4,979,696
Total Revenues	\$4,178,826	\$5,593,030	\$9,302,506	(\$3,709,476)	166.3%	\$5,123,679
<u>Expenditures</u>						
Matured Bond Expenditures	3,281,570	5,320,000	2,965,000	2,355,000	55.7%	(316,570)
Interest on Bonds	870,759	1,528,685	674,852	853,833	44.1%	(195,908)
Interfund Loan Interest	0	0	0	0	n/a	0
Bond Transfer Fees	0	100,000	61,335	38,665	61.3%	61,335
Arbitrage Rebate	0	0	0	0	n/a	0
Total Expenditures	\$4,152,329	\$6,948,685	\$3,701,187	(\$5,918,670)	53.3%	(\$451,143)
Other Financing Uses:	0	0	(5,356,430)			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	26,497	(1,355,655)	244,888			
Fund Balance September 1,	\$8,437,447	\$9,832,800	\$11,522,670			
Current Fund Balance	\$8,463,943	\$8,477,145	\$11,767,558			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended March 31, 2021

Budget Year
 Elapsed = 58%

	FY 2019-20	FY 2020-21				Current Year to Prior Year
	Actual thru Mar-20	Budget	Actual thru Mar-21	Budget Remaining	% of Budget	Actual Comparison
ASSOCIATED STUDENT BODY FUND						
<u>Revenues</u>						
1000 General Student Body	165,863	261,300	38,064	223,236	14.6%	(127,799)
2000 Athletics	108,526	171,540	1,069	170,471	0.6%	(107,457)
3000 Classes	0	0	0	0	#DIV/0!	0
4000 Clubs	73,807	210,190	842	209,348	0.4%	(72,965)
6000 Private Moneys	15,569	24,100	9,593	14,507	39.8%	(5,976)
Total Revenues	\$363,765	\$667,130	\$49,568	\$617,562	7.4%	(\$314,197)
<u>Expenditures</u>						
1000 General Student Body	63,229	224,900	32,067	192,833	14.3%	(31,162)
2000 Athletics	103,469	176,452	3,918	172,534	2.2%	(99,551)
3000 Classes	0	0	0	0	#DIV/0!	0
4000 Clubs	68,964	199,554	5,574	193,980	2.8%	(63,390)
6000 Private Moneys	9,755	18,200	4,640	13,560	25.5%	(5,115)
Total Expenditures	\$245,417	\$619,106	\$46,199	\$572,907	7.5%	(\$199,218)
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	118,348	48,024	3,369			
Fund Balance September 1,	\$491,326	\$448,224	\$569,639			
Current Fund Balance	\$609,674	\$496,248	\$573,008			
Ending Fund Balance by School:						
<i>Eastmont High School</i>	<i>\$405,183</i>		<i>\$383,394</i>			
<i>Eastmont Junior High</i>	<i>\$144,393</i>		<i>\$136,959</i>			
<i>Clovis Point Intermediate</i>	<i>\$22,447</i>		<i>\$21,715</i>			
<i>Sterling Intermediate</i>	<i>\$24,343</i>		<i>\$18,360</i>			
<i>Grant Elementary</i>	<i>\$2,067</i>		<i>\$2,003</i>			
<i>Lee Elementary</i>	<i>\$4,978</i>		<i>\$4,731</i>			
<i>Kenroy Elementary</i>	<i>\$5,067</i>		<i>\$4,847</i>			
<i>Rock Island Elementary</i>	<i>\$996</i>		<i>\$998</i>			
	<u><i>\$609,474</i></u>		<u><i>\$573,008</i></u>			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended March 31, 2021

Budget Year
 Elapsed = 58%

	FY 2019-20	FY 2020-21				Current Year to Prior Year
	Actual thru Mar-20	Budget	Actual thru Mar-21	Budget Remaining	% of Budget	Actual Comparison
TRANSPORTATION VEHICLE FUND						
<u>Revenues</u>						
1000 Local Taxes	0	0	0	0	n/a	0
2000 Local Nontax	11,687	5,000	1,032	3,968	20.6%	(10,655)
3000 State, General Purpose	0	0	0	0	n/a	0
4000 State, Special Purpose	0	235,000	0	235,000	0.0%	0
5000 Federal, General Purpose	0	0	0	0	n/a	0
8000 Revenues fr Other Agencies	0	0	0	0	n/a	0
9000 Other Financing Sources	0	0	0	0	n/a	0
Total Revenues	\$11,687	\$240,000	\$1,032	\$238,968	0.4%	(\$10,655)
<u>Expenditures</u>						
Program 99 PUPIL TRANSPORTATION						
Type 30 - Equipment	443,457	625,000	0	625,000	0.0%	(443,457)
Type 60 - Bond Levy Issurance	0	0	0	0	n/a	0
Type 90 - Debt	0	0	0	0	n/a	0
Total Expenditures	\$443,457	\$625,000	\$0	\$625,000	0.0%	(\$443,457)
Operating Transfers:						
In From General Fund	250,000	225,000	225,000			
Out to Debt Service Fund	0	0	0			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	(181,770)	(160,000)	226,032			
Fund Balance September 1,	\$1,040,893	\$988,800	\$986,004			
Current Fund Balance	\$859,123	\$828,800	\$1,212,036			



Eastmont School District #206 Relationships, Relevance, Rigor, and Results
District Construction Related Projects Report
April 2021

On-Going/Upcoming Projects

Grant	<ul style="list-style-type: none"> • Retaining wall completed at East end. Site lighting and walkway prep underway. Landscaping underway. • Interior corrective work ongoing. Lighting functioning. • Chilled water lines and domestic water lines still need to be run through and tied into existing.
Kenroy	<ul style="list-style-type: none"> • Site lighting conduits in and buried. Landscaping is nearly complete. Paving of new parking lot and patching of existing lot completed. Awaiting fencing and parking lot striping. • Cafeteria: Store Fronts being installed. Sheetrock nearing completion.
Rock Island	<ul style="list-style-type: none"> • Classrooms being painted. Exterior metal siding being installed. Suspended ceilings being installed. • Cafeteria nearly ready for paint. FRP (protective, washable surfacing) being installed in kitchen.
Lee	<ul style="list-style-type: none"> • Classrooms – Interior finishes ongoing with cabinets scheduled to start on April 21, 2021. Sidewalks completed around classrooms. • Cafeteria – Sheetrock ongoing. New fire sprinklers installed and functional in east end of existing building.
Cascade	<ul style="list-style-type: none"> • Steel stud framing almost complete. MEP rough-ins ongoing. New canopy structure completed. Retaining walls completed. Ramp, stairs and sidewalks should be completed this month.
High School Concessions	<ul style="list-style-type: none"> • Awaiting contractor scheduling of punch list and completion of same to occupy.

Budget Summary

- Currently trending within designated budget.

Construction Crew Size Average “Snapshot” (Project Wide):

- Week ending April 16, 2021: 78 workers

Cooperative N Perry & Grant Road:

- Nothing new to report.



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Garn Christensen, Superintendent
Spencer Taylor, Executive Director Elementary Education
Matt Charlton, Assistant Superintendent Secondary Education

SUBJECT: Policy 2020 & Procedure 2020-P Curriculum Development and
Adoption of Instructional Materials – First Reading/Discussion Only

DATE: April 26, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed are draft changes to Policy 2020 & Procedure 2020-P Curriculum Development and Adoption of Instructional Materials. Assistant Superintendent Matt Charlton and Executive Director Spencer Taylor reviewed WSSDA's recommended policy language and also added language specific to Eastmont. They both recommend approval of these draft changes.

ATTACHMENTS

Draft policy and procedure

FISCAL IMPACT

None at this time

CURRICULUM DEVELOPMENT COURSE DESIGN, SELECTION, AND ADOPTION OF INSTRUCTIONAL MATERIALS

The Board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the ~~curriculum shall~~ course designs will be evaluated, adapted, and developed on a continuing basis. ~~and in accordance with a plan for curriculum growth.~~ Instructional materials will be selected to ~~assist students in attaining the basic skills and work skills as required by the state~~ ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college and career readiness.

Definitions

For the purpose of Policy 2020 and Procedure 2020-P, the following definitions will apply:

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

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

1. **Core Instructional Materials** are the primary instructional resources for a given course. They are District-approved and provided to all students to help meet learning standards and provide instruction towards course requirements.
2. **Alternative Core Materials** are the primary instructional materials for a given course that are used with a subset of students. These materials are intended to replace approved core materials and may be used for specialized course offerings or flexible learning environments.
3. **Intervention Materials** are designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards. Intervention materials are used with students to accelerate progress toward particular learning goals based on systematic assessment, decision-making, and progress monitoring.

4. **Supplemental Materials** are used in conjunction with the core instructional materials of a course. These items extend and support instruction. They include, but are not limited to, books, periodicals, visual aids, video, sound recordings, computer software, and other digital content.
5. **Temporary Supplemental Materials** are those items used in conjunction with the core instructional materials of a course that are of interest or value for a short period of time and are chosen within District-established guidelines. They are not intended to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites, or news broadcasts. The use of temporary supplemental materials for time periods of over one year requires consideration of the material as either part of the core instructional material for a course or supplemental material for the course depending on the nature and scope of the material.

Instructional Materials Committee is the body that makes core instructional materials adoption recommendations to the School Board based on Superintendent-established procedures.

Course Design

The Superintendent/designee will establish procedures for course design that:

- Provide for the regular review of selected content areas and implementation of any suggested changes.
- Provide for involvement of staff members and community representatives at appropriate times.

Selection and Adoption of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:

1. Applicable state and federal laws;
2. Goals and/or learning standards of the District and state; and
3. Procedures established by the Instructional Materials Committee which address the criteria detailed in the corresponding procedure 2020-P.

The Board is responsible for the adoption of all core materials used in the District.

The Superintendent/designee will establish procedures for core material, alternate core, and intervention material selection and adoption using criteria around evidence-based practices. The Superintendent will ensure that a listing of all core instructional materials used within the school curriculum is maintained in the District and is available for public review either in-person or online.

The intent of the Board is that the Superintendent delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the professional staff of the District. This includes preparing all student reading lists. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students.

~~All new courses or major modifications to existing courses must be approved by the superintendent prior to implementation. The superintendent, in turn, shall inform the board before the new course or major revision to an existing course is implemented.~~

~~The superintendent shall establish procedures for curriculum development which provide for involvement of community representatives and staff members at appropriate times, the annual review of selected areas on a cyclical basis, and any suggested changes that should be made as a result of the curriculum study. Such review shall take place at least once during each seven year period.~~

~~Selection and Adoption of Instructional Materials~~

~~The board is legally responsible for the selection of all instructional materials used in the district. Instructional materials shall be defined as all printed, filmed or recorded materials furnished by the district for student use and/or included on students' reading lists. The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials shall be selected in conformance with:~~

- ~~A. Applicable state and federal laws,~~
- ~~B. The stated goals and/or standards of the district, and~~
- ~~C. Procedures established by the instructional materials committee.~~

~~Criteria for Selection of Instructional Material~~

~~Staff shall rely on reason and professional judgment in the selection of materials of high quality materials that comprise a comprehensive collection appropriate for the instructional program. Instructional materials selected shall include, but are not limited to, those which:~~

- ~~A. Enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.~~
- ~~B. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness and literary and ethical standards.~~
- ~~C. Provide sufficient variety so as to present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision making.~~

- First Reading -

- ~~D. — Contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of American life.~~
- ~~E. — Present objectively the concerns of and build upon the contributions, current and historical, of both sexes, and members of religious, ethnic and cultural groups. The district recognizes that under certain conditions biased materials may represent appropriate resources in presenting contrasting and differing points of view.~~
- ~~F. — Provide models which may be used as a vehicle for the development of self-respect, ethnic pride and appreciation of cultural differences, based on respect for the worth, dignity, and personal values of every individual.~~
- ~~G. — Eliminate in all textbooks and instructional materials including reference materials and audio-visual materials, bias pertaining to sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal.~~

~~Any requests from organizations which provide instructional materials and/or aids must be examined to insure that such materials meet the criteria above. The principal shall review for accuracy and educational value to the total school program all materials or activities proposed by outside sources for student or staff use.~~

~~The responsibility for preparing all student reading lists and for examining, evaluating and selecting all supplementary materials is delegated to the professional staff of the district. Textbooks shall be adopted by the board prior to their use in schools except for trial use texts of a pilot nature, which may be authorized by the superintendent for use for a period of no more than one school year prior to board adoption. Materials approved for trial use shall be restricted to classes specified.~~

~~The superintendent shall insure that a listing of all textbooks used within the school curriculum is maintained in every district school and is available for public review.~~

Cross Reference:

Board Policy 6881 Disposal of Surplus Equipment and/or Materials

Legal References:

RCW 28A.150.230 ~~Basic Education Act~~—District school directors' responsibilities — **Responsibilities**

RCW 28A.320.170 Curricula — Tribal history and culture

RCW 28A.320.230 Instructional materials — Instructional materials committee

RCW 28A.405.060 Course of study and regulations — Enforcement — Withholding salary warrant for failure

RCW 28A.640

Sexual Equality

~~RCW 28A.642~~

~~Discrimination prohibition~~

WAC 180-44-010

Responsibilities related to instruction

WAC 392-190-055

Textbooks and instructional materials — ~~Scope~~
Instructional materials policy — Elimination of bias

- First Reading -

CURRICULUM DEVELOPMENT COURSE DESIGN, SELECTION, AND ADOPTION OF INSTRUCTIONAL MATERIALS

For the purposes of this procedure, the definitions from Policy 2020 will apply.

District course design and core instructional materials should be regularly reviewed to ensure their ongoing alignment with state law, teaching and learning standards, and research-based best practices. All students will receive high quality core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs.

Course Design

Existing Courses

The superintendent/designee will establish a regular cycle of course design review and development that includes examination by review committees composed of District instructional staff. This review cycle should be based on student need, changing demographics, and funding. The cycle should cover each content area to ensure current course relevance.

The course design process should review:

- Relevance, rigor, and alignment to state learning standards;
- Efficacy of core, alternative core, and intervention instructional materials that support student learning consistent with the District's Multi-tiered systems of support (MTSS);
- Processes and resources used to assess student progress and address teacher professional learning; and
- Student Engagement Instructional strategies.

Recommendations of this review may lead to:

- Affirmation of continued use of current processes and instructional materials;
- Establishment of a timeline for completion of recommended tasks;
- Creation and assignment of tasks to subcommittees as required to select, write, or revise the course design;
- Recommendation of new instructional materials selection to the Instructional Materials Committee;
- Design of course implementation and staff development plans;
- Identification of projected budget needs in accordance with established timelines; and/or
- Maintained communications with impacted stakeholders.

Social studies curriculum review or adoption

In compliance with RCW 28A.320.170, when the Board adopts or reviews the District's social studies curriculum, it will incorporate history, culture, and government of the nearest federally recognized Indian tribe or tribes utilizing curriculum available on the

OSPI website. The District may modify the OSPI’s curriculum to incorporate elements that have a regionally specific focus or may incorporate the curriculum into existing instructional materials.

During regularly scheduled reviews and revisions of their social studies and history curriculum thereafter, the District will collaborate with any federally recognized Indian tribe within its boundaries and with neighboring Indian tribes to expand and improve instructional materials about Indian tribes and to create programs of classroom and community cultural exchange.

The District will collaborate with OSPI on curricular areas regarding tribal government and history that are statewide in nature.

New Courses or Major Modifications to Existing Courses

New course offerings or major course modifications that propose significant changes to course objectives or scope will be reviewed by the superintendent/designee prior to being scheduled to ensure that the course is rigorous, utilizes appropriate instructional materials, and is a carefully considered part of the school’s college and career pathways.

When the implementation of new or modified courses requires the adoption of new instructional resources, those resource recommendations will be forwarded to the Instructional Materials Committee for consideration by the process outlined below.

Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the Eastmont School District will be classified as core, alternative core, intervention, supplemental, and temporary supplemental and shall be selected according to the procedures that follow. The principal is responsible for ensuring the continuing familiarity of his/her certificated staff with the requirement of this policy and procedure. The District Office will provide such technical assistance as may be necessary to accomplish this.

Roles and Responsibilities in the Selection & Adoption of Instructional Materials

<u>Instructional Material Type</u>	<u>Role</u>				
	<u>Certificated Teaching Staff</u>	<u>Principal</u>	<u>Superintendent</u>	<u>Instructional Materials Committee (IMC)</u>	<u>School Board</u>
<u>Core material</u>	<u>Identify</u>		<u>Establish Adoption Procedure</u>	<u>Recommend</u>	<u>Adopt</u>
<u>Alternative core</u>	<u>Identify</u>		<u>Designate Selector</u>		

- First Reading -

<u>Instructional Material Type</u>	<u>Role</u>				
	<u>Certificated Teaching Staff</u>	<u>Principal</u>	<u>Superintendent</u>	<u>Instructional Materials Committee (IMC)</u>	<u>School Board</u>
<u>Intervention</u>	<u>Identify</u>		<u>Designate Selector</u>		
<u>Supplemental</u>	<u>Identify</u>	<u>Designate Selector</u>			
<u>Temporary Supplemental</u>	<u>Select – within District Guidelines</u>				

Instructional Material Delivery Formats

Instructional materials may be delivered in many formats, and may include textbooks, technology-based materials, or other educational media.

Open Educational Resources

Open Educational Resources (OER) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. A wide variety of free, high quality instructional content is available from supplemental to core instructional materials. District staff are encouraged to consider OER when selecting instructional materials. OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document.

Technology-based Resources

When instructional materials are technology based, District educational technology staff should be consulted regarding the technological impacts of the suggested program. Equity of access for students and teachers must be considered for all core materials delivered in digital formats.

Guidelines for Videos/Media Use

All video/media materials must have instructional value, be related to the goals and objectives of our instructional program, and be included in the lesson plan. Given the frequency of student’s exposure to video/media, showing videos for the purpose of entertainment and reward is prohibited. A principal may grant each teacher up to two exceptions per school year for special occasions.

- A. Videos and films must be previewed in their entirety by the teacher wishing to use the materials. If there is any question regarding the appropriateness of this material, the building principal will preview the video to determine its appropriateness after receiving the request form.

- First Reading -

- B. Instructional and curriculum related video/media for elementary students in grades K-5 will be limited to “G” rated type media, and “PG” rated type media for students in grades 6-12. Media/video portraying language, images, and themes that result in PG-13, R, X, or NR, type ratings will not be shown. A teacher of grades 9-12 may use a clip from PG-13 and R rated media for instructional purposes with written approval from the principal and all participating student’s parents.
- C. Videos must be obtained and shown in compliance with the copyright rules and statutes.

Student Productions

Instructional materials used in school productions (scripts, music, lyrics) shall be approved by both the classroom teacher/advisor and the school principal. Both shall review the material to make certain it is reasonable, within acceptance of community standards, and in compliance with federal copyright laws. If the teacher/advisor and principal disagree the matter shall be referred to the Instructional Materials Committee.

Core Instructional Material Selection

Instructional Materials Committee

The Instructional Materials Committee (IMC) is formed to establish and monitor such procedures as may be necessary for the evaluation and recommendation of core materials used by the District in conformance to stated criteria. The committee will act upon requests for core material approval and will evaluate and act upon citizens’ requests for reconsideration of core materials (Forms 2020-F1 and 2020-F4).

Committee meetings will be held as needed as determined by the District. Special meetings may be called by the committee chair if necessary. The committee will consist of: representative instructional staff and administrators. Members will be appointed by the superintendent/designee through the District’s committee process and contractual obligations.

Criteria for Selection of Core Instructional Materials

Core instructional materials shall be selected based upon the degree to which they:

- A. Align to state standards;
- B. Demonstrate likelihood of impact as shown by scientific or evidence-based research;
- C. Enable implementation of the District’s developed curriculum and meet state standards and College Readiness requirements;
- D. Provide sufficient flexibility to meet the varied needs and abilities of the students served;

- E. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students;
- F. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills;
- G. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components);
- H. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them; and
- I. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts. *The Washington Models for the Evaluation of Bias Content in Instructional Materials*, published by the Office of Superintendent of Public Instruction (OSPI) should be consulted in the selection process to further to the goal of eliminating content bias:
<https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>.

Identification of Core Instructional Materials

Core materials shall be initially selected by such certificated staff as the superintendent/designee may assign. Materials must meet the Criteria for the Selection of Core Materials above.

Recommendation of Core Instructional Materials

The IMC will receive recommended District material proposals through superintendent-assigned staff. Core material will be reviewed according to superintendent-established procedures to ensure compliance with the above selection criteria and by using instructional material evaluation tools listed on the OSPI website:

<https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>

Based on their evaluation, the IMC will recommend instructional materials to the Board for adoption.

Adoption of Core Instructional Materials

Core material will be approved by the Board prior to their use in classrooms. Texts selected previously are exempt from this requirement.

Regularly Scheduled Core Material Updates

Any courses using OER as their core material shall convene a representative group of District teachers of the course to revise and improve the core material as needed.

Adaptations shall be based on teacher and student suggestions and data from state or District assessments identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year.

If the adaptations to the core material results in significant changes to course objectives or scope, the revised resource shall be forwarded to the Instructional Materials Committee for consideration and formal recommendation for Board adoption.

Exceptional Needs or Rapidly Changing Circumstances

The superintendent/designee may authorize the acquisition of alternative core instructional materials to meet exceptional needs or rapidly changing circumstances. However, expanded use of core instructional materials selected for exceptional needs will require adoption through the formal process.

College in the High School, Advanced Placement (AP), and/or International Baccalaureate (IB)

College in the High School, AP, and/or IB courses may have varying course designs as necessitated by their course credit transfer requirements.

Field Testing

The superintendent/designee will consider the use of field testing (pilot) as part of the adoption process. Field testing can provide a flexible opportunity to investigate the effectiveness of curricular approaches, instructional materials, and/or assessment resources through careful experimentation for an identified purpose based on student needs.

Trial-use core instructional material of an experimental, field-test nature may be authorized for use by the superintendent for a period of no more than one school year prior to adoption through the formal process.

Citizen Access to View Core Materials

Members of the community are invited to review any core instructional materials in current or proposed use. Such review may be accomplished at the school, in the District Office, or online. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of core materials should be undertaken with the knowledge of District objectives in mind.

Intervention Instructional Material Selection

Instructional materials designed to support strategic or intensive intervention for students who are at risk of not meeting established learning standards will be approved by the superintendent/designee based upon evidence from reputable sources (e.g., National Center on Response to Intervention, Johns Hopkins Best Evidence Encyclopedia).

- First Reading -

Alternative Core Instructional Material Selection

The superintendent/designee will establish procedures through which schools may be approved to use alternative core materials for specialized course offerings or flexible learning environments. In many cases, the superintendent may decide that selection of these alternative core materials be made by certificated staff designated by the building principal.

Supplemental Material Selection

Supplemental materials will not require IMC approval or Board adoption.

The superintendent shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the principal or professional staff of the District. This includes preparing all student reading lists using state standards-aligned resources/repositories. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align to state learning standards and are appropriate for the instructional program and developmental level and interests of their students. While supplemental materials do not require item-by-item approval of the IMC, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity, developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, or other social groups; and other sensitive issues.

Temporary Supplemental Material Selection

Professional staff of the District will rely on reason and professional judgment in the selection of high quality temporary supplemental materials that are appropriate for the instructional program and developmental level and interests of their students.

Protest Procedure for Instructional Materials

When a parent/guardian or employee challenges any instructional materials used or restricted from use in the schools, the following steps should be taken:

1. Concerns should first be discussed with the certificated teacher and then the school principal. All parties are urged to resolve the concern at this level.
2. If the concerns cannot be resolved through discussion at the school level, the following steps will be taken and the challenged instructional material will continue to be used until a decision is rendered:
 - a. If the challenged instructional material is supplemental in nature, at a parent's written request to the principal, the supplemental material may be asked to be withdrawn from their student. The principal shall facilitate a meeting of the complainant(s) and appropriate school staff. Following the meeting, the principal shall respond with a written decision. If warranted by the scope of the supplemental material, an appeal may be submitted to the superintendent/designee requesting review by the Instructional Materials Committee and a written decision.

- b. If the instructional material is core, alternative core, or intervention material, the parent/guardian or employee may register a request for reconsideration with the superintendent/designee. This request will be forwarded to the Instructional Materials Review committee. The IMC will review the complaint and establish a timely process for public consideration of the complaint, if appropriate.

All instructional material reconsideration decisions will be by majority vote of the IMC.

~~The instructional materials of the Eastmont School District will be reviewed on a regular basis. The district will: provide a plan for study, pilot, implementation, and on-going review.~~

~~Instructional Materials Committee (IMC)~~

~~Scope and Schedule~~

~~The Instructional Materials Committee is formed to establish and monitor such procedures as may be necessary for the selecting, adopting and discarding of instructional materials owned and used by the district. The Instructional Materials Committee will act upon requests for text instructional materials approved and removal and will evaluate and act upon citizens' requests for reconsideration of instructional materials. The function of the Instructional Materials Committee is to ensure that materials are selected in conformance to stated criteria.~~

~~Regular committee meetings will be held every other month on a schedule to be set by the superintendent or designee who will serve as committee chairperson. A meeting schedule will be set at the beginning of each school year. The district will be responsible for arranging released time for committee members. Special meetings may be called by the committee chairperson if necessary.~~

~~Membership~~

~~This committee will consist of certificated staff, administrators, and community members. The IMC committee will be formed thusly: Three (3) teacher representatives (with at least one as a librarian): 1 elementary, 1 intermediate or junior high, 1 junior high or high school. Three administrative representatives: 1 elementary principal, 1 secondary principal, and the superintendent or designee. Three parent/community members will be selected. The superintendent or designee shall appoint the administrators, certificated staff and parent/community members.~~

~~The instructional materials committee will establish screening criteria to identify and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, disability or the use of a trained dog guide or service animal.~~

Term of Service

~~Terms of service would be two and three years with the superintendent or designee as the only permanent member. A committee member will serve no more than two (2) consecutive terms.~~

Duties

~~The chair and committee carry out Policy 2020. The committee shall approve, remove, or redesignate instructional materials. The committee secretary will provide department heads, principals, Association designee, and program developers with copies of the committee meeting schedule at the beginning of each school year.~~

Citizens Participation in the Instructional Materials Process

~~Should a community member wish to make a request for reconsideration of specific instructional material used in the school system, he/she must complete the appropriate form. These forms are available online. A written decision will be delivered to the complainant within two months. Any appeal of this decision must be delivered in writing to the superintendent within two weeks. The board will make the final decisions on appeals.~~

~~A community member wishing to protest use of any instructional materials in the school system must use the form for requesting reconsideration of instructional materials. These forms are available from the district curriculum office or online. The complainant will deliver the completed request form to the instructional materials committee secretary, who will take the following steps to assure timely consideration of requests:~~

- ~~A. Set a time and place for an open hearing of the complaint by the instructional materials committee. Such hearing will be within 30 days of the committee secretary's receipt of the completed request form.~~
- ~~B. Notify the complainant and appropriate staff, including those using the materials, of the time and place of the meeting. Such notification will include an invitation to present relevant information, oral or written.~~
- ~~C. Assemble such data, including reviews and professional opinions of the materials, the staff member's objectives in using the materials, and the specific objections of the complainant, as may be necessary for the committee to properly judge the request for reconsideration.~~

~~Hearings of a community member's request for reconsideration will be open to the public. The committee will consider all matters presented and give reasonable credit to such matters according to the weight to which they are reasonably entitled. Decisions will be by majority vote of the committee. Decisions of the committee will be delivered in writing to the superintendent, complainant, and affected staff within 10 days.~~

Selection of Instructional Materials: Responsibilities

~~The principal is responsible for insuring the continuing familiarity of his/her certificated staff with the requirements of this policy and procedure. The district office will provide such technical assistance as may be necessary.~~

Recommendation for Approval Process

~~Any instructional materials used on an on-going basis as an integral part of program in one or more schools, requires approval from the Instructional Materials Committee.~~

Instructional Materials Adoption Process

- ~~1. The need for new instructional materials may be determined by:

 - a. The Curriculum Review Cycle
 - b. Student achievement results
 - c. Federal/State mandates
 - d. Inability to continue to replace previously adopted textbooks (out of print)
 - e. New course to be offered
 - f. Identified gaps in the current curriculum~~
- ~~2. Once a need is determined, criteria for the review is developed. Criteria should include:

 - a. Alignment to national, local, state standards/GLEs
 - b. Research on effectiveness — national, state, regional, or local results with students.
 - c. Support for new teachers~~
- ~~3. Sample materials will be collected for examination. Publishers might be asked to make presentations. The criteria are applied to the resources and the results are tabulated.~~
- ~~4. The results of the review are presented to the Curriculum Department to adopt or pilot is determined.~~
- ~~5. If readiness to PILOT has been decided,

 - a. Pilot arrangements are made.
 - b. Professional development is provided to ensure implementation with fidelity
 - c. Length and scope of pilot is determined.~~
- ~~6. Piloting feedback (Participating teacher evaluations, assessment data, student evaluation, administrator observations) is collected and evaluated.~~
- ~~7. The pilot feedback is shared with the following stakeholders.

 - a. Adoption committee
 - b. Administrative team~~
- ~~8. If readiness to ADOPT has been decided:

 - a. Presentation made to stakeholders (teaching staff who will use the materials, principals)
 - b. If the majority of stakeholder reach consensus for adoption, a recommendation will be made to the IMC.
 - c. If there is no majority, the Director of Curriculum, Instruction, and Assessment will determine next steps.~~
- ~~9. Once consensus of stakeholders has been achieved, the instructional materials are presented to the IMC Form 2020F1 must be completed in entirety. All supporting data and research should be included in presentation.~~
- ~~10. Once approved by the IMC, the instructional materials are presented to the School Board for the first reading.~~

- ~~11. If not approved by the IMC, the material is returned to the requesting staff/ committee.~~
- ~~12. On the second reading, the Board will take action to adopt or to deny the materials being presented for district adoption.~~
- ~~13. If approved by the School Board, professional development plans are developed to support successful implementation.~~
- ~~14. _____ If not approved by the School Board, materials are returned to the requesting staff/ committee.~~

Materials Currently Used

~~Instructional materials shall be made available for students use when, in the judgment of the board members, the best interests of the district will be served by such a decision. The professional staff within each school will maintain records necessary for the proper accounting of all instructional materials and will set forth conditions for student replacement of lost or badly damaged materials.~~

~~Instructional materials in current use may be made available to students who wish to purchase them. These materials will be sold at the replacement cost of each item.~~

~~Inappropriate or Obsolete: Instructional materials that do not meet current district standards for subject content, gender balance, ethnic content or are not repairable may be declared obsolete by the superintendent or his/her designee and disposed of as follows:~~

~~When selected instructional materials become obsolete, as recommended by the administration or staff, the Board of Directors shall dispose of them by sale to the highest bidder, following public notice in a local newspaper. In the event reasonable efforts to dispose of such materials via the bidding process fail, the district will then make reasonable efforts to negotiate an exchange for material of the same value. If both of the foregoing efforts fail, the district may then discard such obsolete instructional materials, upon determining that they are without value and that further retention would impose unnecessary cost upon the district.~~

Guidelines for Video and Media Use

- ~~1. All video/media materials must have instructional value, be related to the goals and objectives of our instructional program, and be included in the lesson plan. Given the frequency of student's exposure to video/media, showing videos for the purpose of entertainment and reward is prohibited. A principal may grant each teacher up to two exceptions per school year for special occasions.~~
- ~~2. Videos and films must be previewed in their entirety by the teacher wishing to use the materials. If there is any question regarding the appropriateness of this material, the building principal will preview the video to determine its appropriateness after receiving the request form.~~
- ~~3. Instructional and curriculum related video/media for elementary students in grades K-5 will be limited to "G" rated type media, and "PG" rated type media for students in~~

~~grades 6-12. Media/video portraying language, images, and themes that result in PG-13, R, X, or NR, type ratings shall not be shown. A teacher of grades 9-12 may use a clip from PG-13 and R-rated media for instructional purposes with written approval from the principal and all participating student's parents.~~

~~4. Videos must be obtained and shown in compliance with the copyright rules and statutes.~~

Removal of Instructional Materials

~~Instructional materials may be removed from collections at any time that they no longer meet the criteria for initial selection. Ordinary procedures for withdrawal of materials are to be followed.~~

Community Review

~~Members of the community are invited to review any instructional materials in current use or proposed for district purchase. Such review may be accomplished at the school. The review and examination process should be arranged in a way to avoid disrupting the educational program. The review of materials should be undertaken with the knowledge of state and district academic standards, requirements, and assessments. The following activities will be employed to help community members become familiar with instructional materials:~~

~~A. A variety of learning materials will be available for immediate perusal at any time at the school.~~

~~B. Displays of learning materials may be provided in schools during PTO meetings, parent teacher conferences, and public meetings during the school year.~~

- First Reading -