

*** = REVISED 7/12/2021 at 2:30 p.m.**

**BOARD OF DIRECTORS
VIRTUAL MEETING AGENDA**

Monday, July 12, 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, July 12, 2021 will have limited in-person public attendance. 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/99705555168>*

- *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, July 12, 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 given privacy concerns. Instead, they will be referred to the Superintendent for further inquiry and possible action. Comments are limited to 3 minutes per person and 10 minutes per topic.

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 BUDGET HEARING ON 2021-2022 BUDGET

The Board will hold a hearing for the purpose of receiving comments from the public on the 2021-22 budget. Any person may be heard for or against any part of the 2021-22 budget, the four year budget plan, or any proposed changes to uses of enrichment funding under RCW 28A.505.240 (a/k/a Educational Program and Operations Levy, approved November 2016).

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 June 7, 2021.
- B. Approval of the payment of the bills and/or payroll dated July 12, 2021.
- C. Approval of the Personnel Action Items dated July 12, 2021.
- D. Approval of the Eastmont Junior High School Student Handbook for 2021-22.
- E. Approval of an additional Summer Athletic Program Application for Cheer.
- F. Approval of Technology Department purchases.
- G. Approval of a Science Curriculum Adoption textbook.
- H. Approval of the K-12 Sexual Health Curriculum.
- I. Review of the following policies for First Reading:

Section	Number	Title
2000 Instruction	New Policy 2401 & Procedure 2401-P	Mastery-Based Credit for Content Areas
2000 Instruction	Delete Policy 2402 through Policy 2409	Individual Content Area policies
2000 Instruction	Policy 2413	Equivalency Credit Opportunities
3000 Students	Policy 3241	Student Discipline
3000 Students	Policy 3432	Emergencies
6000 Management Support	Policy 6000 and Procedure 6000-P	Program Planning, Budget Preparation, Adoption, and Implementation
6000 Management Support	Policy 6600	Transportation

- J. Approval of the following policy for Second Reading/Adoption:

Section	Number	Title
2000 Instruction	Policy 2125 & Procedure 2125-P	Sexual Health Education (including additional edits)

- K. Review of the Monthly Budget Status Update.

VII. REPORT

- A. District Construction Related Projects Report – Seann Tanner, Director of Maintenance Services

VIII. DISCUSSION & POSSIBLE ACTION ITEM

- A. Draft District Strategic Improvement Plan Procedure 1810-P — Garn Christensen, Superintendent

IX. BOARD SELF-ASSESSMENT

- A. Conducting the Board’s annual self-assessment
 - 1. Evaluation Summary for Board Operating Protocol Procedure No. 1620-P
 - 2. Review Board Self-Assessment Procedure No. 1820-P
 - 3. Agenda format; Meeting locations/site visits and meeting set-up
- B. Annual Goals for Superintendent

X. FUTURE AGENDA ITEMS

XI. ADJOURNMENT

FUTURE TOPICS – Identified by the Board for further review.

- 1) Selection of sexual health curriculum

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

- August 23** Regular Meeting at Eastmont Administration Office at 5:30 p.m.
- September 13** Regular Meeting at Eastmont Administration Office at 5:30 p.m.
- September 27** Regular Meeting at Eastmont Administration Office at 5:30 p.m.



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
Cindy Ulrich, Executive Director of Financial Services

SUBJECT: Public Hearing for Proposed Budgets for 2021-2022

DATE: July 12, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

The following documents related to the Public Hearing for the 2019-2020 Budget are included for your review:

- 2021-2022 Budget Summary Memo
- Preliminary F-195 Budget Document

This presentation will provide information on estimated revenues and expenditures for the five funds of the District.

ATTACHMENTS

Budget Summary

FISCAL IMPACT

Revenue and Expenditures

TO: Board of Directors
FROM: Garn Christensen, Superintendent
Cindy Ulrich, Executive Director of Financial Services
DATE: July 6, 2021
SUBJECT: 2021-2022 Budget – Public Hearing Presentation

Below is a summary of the proposed operating budget for each of the five funds in Eastmont School District.

1. **GENERAL FUND: 2020-2021 Year End Estimate**

- a. Revenue Projection: Estimated revenue total is \$85.2 million, which is 97% of the amount budgeted.
 - i. State revenue – Less than projected due to lower than estimated enrollment
 - ii. Local revenue – Less than prior year as no local fees (primarily school lunch) were collected
 - Property tax – Budget assumed lower collection rate; actual collections better than projected
 - iii. Federal revenue – greater than projected due to ESSER I and ESSER II allocations
- b. Expenditure Projection: Estimated expenditure total is \$86.5 million, which is 95% of the amount budgeted.
 - i. State & Federal Supplemental (compensatory) programs – increase spending for ESSER I & II federal grants;
 - ii. Safety/Security - \$500,000 savings as these projects did not occur.
 - iii. Basic Ed - \$3.0 million savings which is result of planned staffing that was not utilized
- c. Unassigned Fund Balance Projection: Estimate use of Fund Balance is \$1.3 million
 - i. Total ending fund balance estimate is \$15.0 million. This is \$1.3 million more than anticipated ending fund balance when budget was adopted.
 - Ending fund balance will more than projected a result of starting the fiscal year with a higher than anticipated balance
 - ii. Commitment to Minimum Fund Balance & Unassigned Fund Balance: Estimate as of August 31 in this category is estimated to be \$9.5 million (or 11 % of expenditures):
 - \$7.2 million set aside as required by Commitment to Minimum Fund Balance Policy (8% of budgeted expenditures)
 - \$2.2 million categorized as “Unassigned” that can be used at the Board’s discretion (3% of budgeted expenditures).
 - iii. Assigned to Other Purposes estimate as of August 31 is \$4.8 million – these are program/department balances that are set aside, or allowed to be carried over to the next fiscal year, by policy or Superintendent action. These include Strategic Plan set asides for Curriculum, Technology, Safety/Security and competitive salaries.

2. **GENERAL FUND: 2021-2022 PROPOSED BUDGET**

a. District Strategic Plan Goals met as part of budget process:

i. Compensation – Certificated and Classified salaries and benefits account for the largest part of increase between - \$80.3 million (84% of total operational expenditures)

- This is an increase of \$4.6 million from the 2020-2021 budget for personnel
 - a. Staffing maintained at pre-COVID levels in order to assure adequate staff to meet student needs in event pandemic worsens.
- Personnel plan includes capacity for costs of collective bargained agreements

ii. Non-Employee Costs (MSOC) – \$17 million for all programs. This is an increase of \$1.5 million and is related to anticipated increase in cost of goods as well as capacity for supplies related to COVID recovery.

iii. Maximize State and Federal revenue opportunities:

- The proposed budget continues to project a certificated staffing allocation for reduced class sizes at K-3 to meet State’s requirement to receive the enhanced funding.
- Assumes \$6.6 million from the Elementary and Secondary Schools Emergency Relief (ESSER) II and III allocations for operational costs associated with COVID 19 pandemic.

iv. Strategic Plan Goals for Technology, Facility infrastructure maintenance and Transportation fleet maintenance total \$2.8 million (3.0% of proposed expenditures):

- Operating Transfer to CPF = \$1,268,250 (\$268,250 for interest due on 2019 LGO Bond and \$1 million for EJHS roof repair)
- Operating Transfer to TVF = \$250,000 to supplement costs new buses.
- Facility Maintenance = \$165,000 for infrastructure and/or equipment needs
- Fleet = \$40,000 for replacement/upgrade of Motor Pool fleet
- Safety/Security = \$150,000 for district facility safety and/or security improvements
- Technology Replacement & Infrastructure = \$550,000
- Curriculum Adoption = \$411,160 for minimal adoption related to reconfiguration of K-9th grade

v. Continues allocation of funding for Board Initiatives:

- \$200,000 - Spanish Language Initiative – funds 1 teacher at each junior high school
- \$130,000 – STEAM program
- \$275,000 – Kindergarten through 6th grade Art-fund 2 teachers
- \$78,050 – District Music (includes \$25,000 for equipment replacement)

- b. 2021-2022 Revenue Proposal = \$93.6 million
- i. **Proposed revenue estimate is**
 - **\$6.1 million (7%) more than the 2020-21 Budget**
 - **\$8.8 million (10%) more than the estimated actual for year end 8/31/21**
 - ii. Enrollment – K-12 estimate is 5,695. This is 42 FTE less than average for 20/21 (5,737)
 - ALE estimate is 270 and is included in the total above
 - iii. Maintenance & Operation Levy: 2022 is the first year of the EP&O levy approved in November 2020 -\$11,049,000
 - Estimate is \$10.7 million and represents 40% of 2020 levy and 60% of 2021 levy
 - iv. Local Effort Assistance: State funding for District that have an EP&O Levy. This estimate is developed using the OSPI forecast tool.
 - 2021-22 estimate is \$2.0 million
 - 2022-23 estimate is \$1.7 million
 - v. State Apportionment: Prototypical staffing allocations increased as follows:
 - CIS Salary Allocation increased from \$67,585 to \$68,937 (District average is \$79,000)
 - CLS Salary Allocation increased from \$48,483 to \$49,453
 - CAS Salary Allocation increased from \$100,321 to \$102,327 (District average is \$144,000)
 - vi. Federal Categorical Revenues: Estimate assumes similar allocations/awards 2020-21. Revenue also includes \$6.6 million in ESSER II and ESSER III (\$3.5 million and \$3.1 million respectively)
- c. 2021-2022 Expenditure Proposal = \$97.3 million
- i. **Proposed expenditure estimate is:**
 - **\$6.3 million (7%) more than the 2020-21 Budget**
 - **\$6.6 million (7%) more than estimated actual for year end 8/31/21**
 - ii. Estimated payroll costs account for the largest component of expenditure increase (\$80.3 million). Personnel plan includes
 - Capacity for negotiated wage increases for all employees
 - Capacity for mandatory payroll benefits (Retirement, Healthcare (SEBB) and Paid Family Medical Leave) as established by the Legislature.

- iii. Materials, Supplies and Non-Operating Costs (MSOC) – Legislature continues to require that Districts must disclose, as part of their budget process the amount of MSOC funding in the budget; the amount the District plans to spend on MSOC; and the difference between the two amounts.
 - MSOC spending is estimated at \$7.0 million and exceeds the anticipated allocation of \$6.9 million for 2021-22. However, if the amount of MSOC funding exceeds the proposed spending, the District must report use of this difference and how it will improve student achievement.
 - iv. Proposed budget maintains the following Board initiatives:
 - 3.0 Certificated – Long Term substitutes
 - 5.0 Certificated – unfilled for any K-12 position
 - 12.0 Certificate – substitutes funded with ESSER allocations for staffing shortages as a result of pandemic
- d. Local Sub-Fund Sources and Uses:
- i. State law requires separate accounting for local revenues and expenditures within the General Fund. This is referred to as Local Sub-Fund accounting. Local revenues consist of enrichment (EP&O) levy, donations, fees, fines, etc.
 - ii. The budget includes \$13.2 million in revenue (\$10.7 million from the EP& O levy and \$2.0 million from the Local Effort Assistance funding)
 - iii. Costs that are charged to these revenues are:
 - Board directed initiatives (Elementary Art, Spanish, District Music, STEAM, School Resource Officer)
 - All costs of athletics and other District sponsored extra-curricular programs
 - Strategic Plan requirements for Technology, Maintenance, Transportation, Facility Improvements)
 - Preschool program costs that exceed available funding from other programs
 - Student & Staff Safety & Security costs
- e. 2021-2022 Ending Fund Balance Projection = \$11.3 million
- i. Proposed use of fund balance of \$3.6 million (difference between expected revenue of \$93.6 million and planned expenditures of \$97.3 million)
 - Budget includes expenditures for salary and classified staffing that may not be needed; depending on enrollment
 - ii. Commitment to Minimum Fund Balance is met as required by Board Policy: \$7.7 million (8% of \$97.3 million budgeted expenditures)
 - iii. Unassigned Fund Balance projected to be \$684,000 (0.7% of budgeted expenditures)

3. CAPITAL PROJECTS FUND: 2021-2022 PROPOSED BUDGET

- a. Revenue proposal = \$8.1 million
 - i. Estimate \$5.7 million from Capital Levy. Capital Levy collection expires December 2023.
 - ii. Revenue estimate assumes \$1.0 million from SCAP/ESSER for facility improvements related to COVID 19
 - iii. \$1,268,250 – Interfund transfer from General Fund. \$268,650 is for LGO Interest payments due in December 21 & June 22. \$1,000,000 for EJHS Roof Replacement.

- b. Expenditure proposal = \$8.8 million
 - i. \$2.7 million – complete K3 Class Size/Elementary Phase 1 renovation projects.
 - ii. \$1.0 million – EJHS roof repair
 - iii. \$1.0 million – Capacity for facility repairs. This will only be expended if revenue (i.e grants) are received.
 - iv. \$4,628,250 – Transfer out to Debt Service Fund for LGO Bond principal & interest payment (\$4,360,000 principal payment due in December 21 & \$268,650 for December 21 & June 22 interest payments)

4. DEBT SERVICE FUND: 2021-2022 PROPOSED BUDGET

- a. Revenue proposal = \$7.5 million
 - i. 2022 proposed Debt service levy is \$1,753,000. Analysis of levy was verified by Ryan Swanson at Piper Sandler
 - ii. Property Tax collection estimate is \$2.1 million. Continued conservative estimate of property tax collection as a result of COVID pandemic effects on economy.
 - iii. Proposed budget assumes Federal payment for QSCB tax subsidy of \$822,000. Cash reserves in Debt Service are sufficient to cover principal & interest due if this doesn't materialize.
 - iv. Proposed budget assumes transfer from CPF for non-voted debt \$4,628,650. This is to pay principal & interest due on the 2019 LGO Bond. Bond will be paid in full in December 2023.

- b. Expenditure proposal = \$7.2 million
 - v. Principal and interest payments according to Long Term Debt Schedule
 - Voted Principal payment = \$1.5 million; Voted Interest payment = \$989,100
 - a. BAB – Refunded this bond in 2020; Interest only due in 21/22; bond paid in full in 12/2030
 - b. QSCB – District sends deposit to “Sinking Fund” for payment of principal in full 12/2025
 - c. 2019 LGO – Principal payment of \$4.3 million; Interest of \$268,650

5. ASSOCIATED STUDENT BODY FUND: 2021-2022 PROPOSED BUDGET

- a. Revenue proposal for all sites = \$660,330
 - i. Proposed revenue estimate reflects a decrease of \$6,800, or -1.0% from prior year.
- b. Expenditure proposal for all sites = \$645,806
 - ii. Proposed expenditure estimate reflects an increase of \$26,700, or +4.3%, from prior year
 - iii. Assume spending that was delayed as a result of COVID pandemic
- c. Budget allows for capacity in event revenue loss due to implementing fee waivers required by HB 1660 are not as severe as we think

6. TRANSPORTATION VEHICLE FUND: 2021-2022 PROPOSED BUDGET

- a. Revenue proposal = \$501,000
 - i. Proposed budget assumes \$250,000 Depreciation funding from OSPI
 - ii. Proposed budget assumes \$250,000 transfer from GF for fleet acquisition.
- b. Expenditure proposal = \$835,000
 - i. Proposed budget assumes \$835,000 total appropriation to purchase the following buses recommended by Director of Transportation:
 - 5 New Transit buses: 1Type A; 1 Type C wheel chair accessible; 3 Type D



EASTMONT SCHOOL DISTRICT

FISCAL YEAR 2021-2022 BUDGET

As Presented for Public Hearing

July 12, 2021

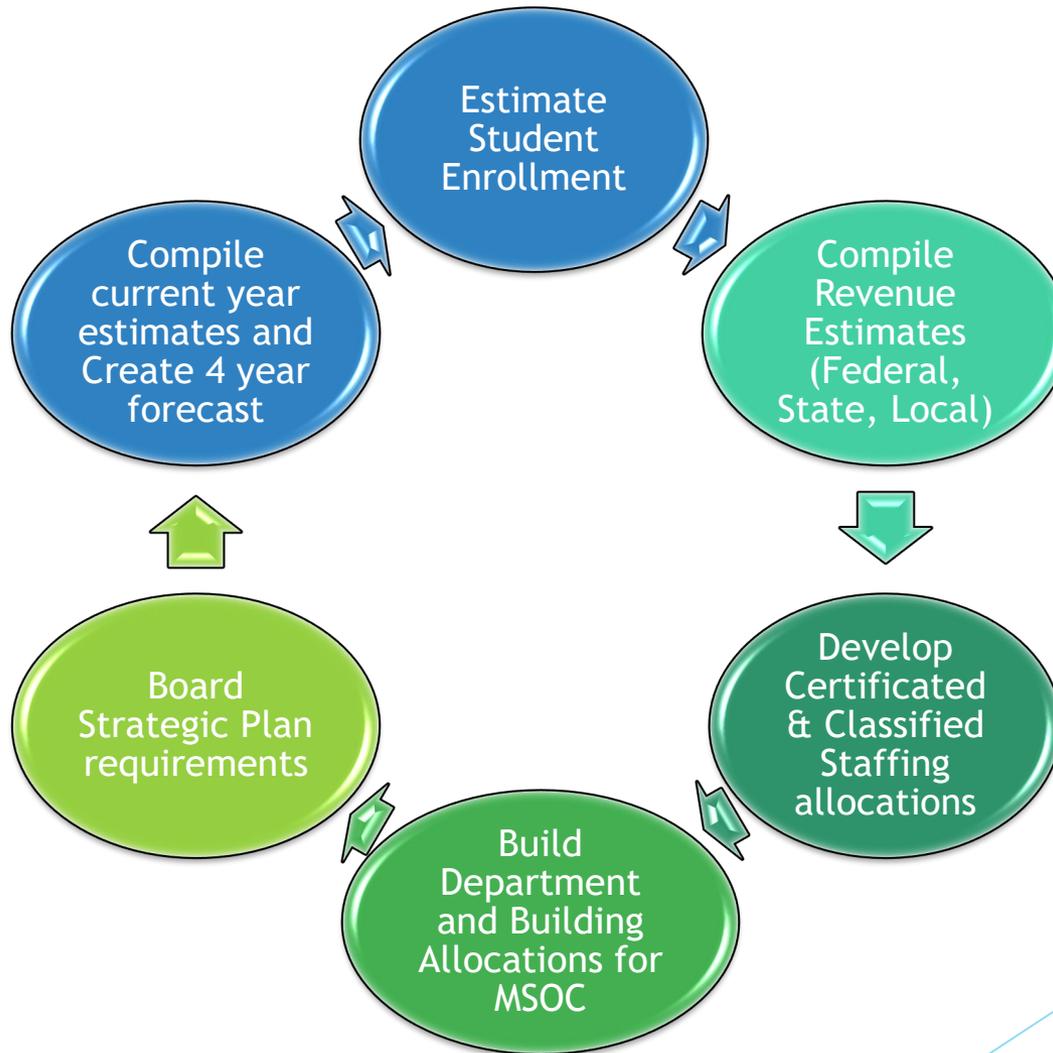
Presented by: Cindy Ulrich, Executive Director of Financial Services

2021-2022 BUDGET PRESENTATION AGENDA:

- ▶ Review Budget Process
- ▶ Present Proposed Budgets for:
 - ▶ General Fund
 - ▶ Associated Student Body Fund
 - ▶ Debt Service Fund
 - ▶ Capital Project Fund
 - ▶ Transportation Vehicle Fund
- ▶ Answer Questions



GENERAL FUND: BUDGET DEVELOPMENT CYCLE





GENERAL FUND: BUDGET DEVELOPMENT HIGHLIGHTS

▶ 2020-2021 ENDING FUND BALANCE

- ▶ \$2.7 million more than projected. This fiscal year began with better than anticipated fund balance.

▶ 2021-2022 ENROLLMENT ESTIMATE

- ▶ 0% growth in roll-up of current Kindergarten through 8th grade
- ▶ Negative 0.5% growth in roll-up of current 9th -11th grade
- ▶ Assume 270 average enrollment for Eastmont Academy (ALE program)

▶ 2021-2022 REVENUE

- ▶ Local revenue less as meals will be served for free under USDA Seamless Summer Option (SSO) program
- ▶ State apportionment allocation lower as result of lower enrollment estimate
- ▶ Federal revenue higher due to Elementary & Secondary Schools Emergency Relief funding (\$6.6 million)

▶ 2021-2022 EXPENDITURES

- ▶ Compensation continues to represent the largest component of General Fund operations (83%)

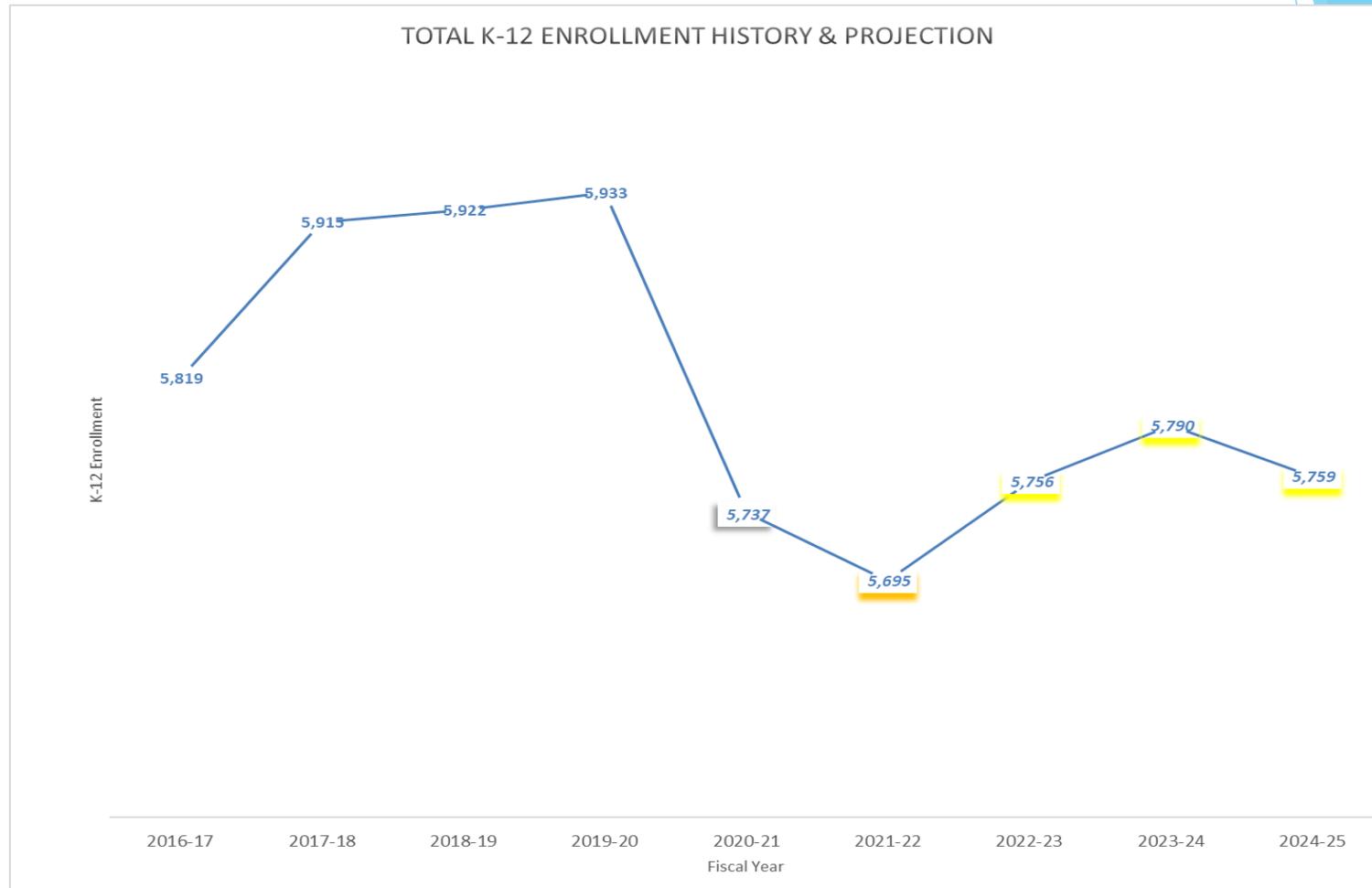


GENERAL FUND: CURRENT YEAR END ESTIMATES

- ▶ REVENUES = Project \$2.6 million less than estimated
 - ▶ Budget estimate was \$87.3 million
 - ▶ Actual projection is \$85.2 million (97% of budget)
- ▶ EXPENDITURES = Project \$4.0 million less than estimated
 - ▶ Budget estimate was \$90.5 million
 - ▶ Actual projection is \$86.5 million (96% of budget)
- ▶ TOTAL ENDING FUND BALANCE = \$15.0 million
 - ▶ Total includes \$7.2 million Commitment to Minimum Fund Balance (8% of budgeted expenditures)



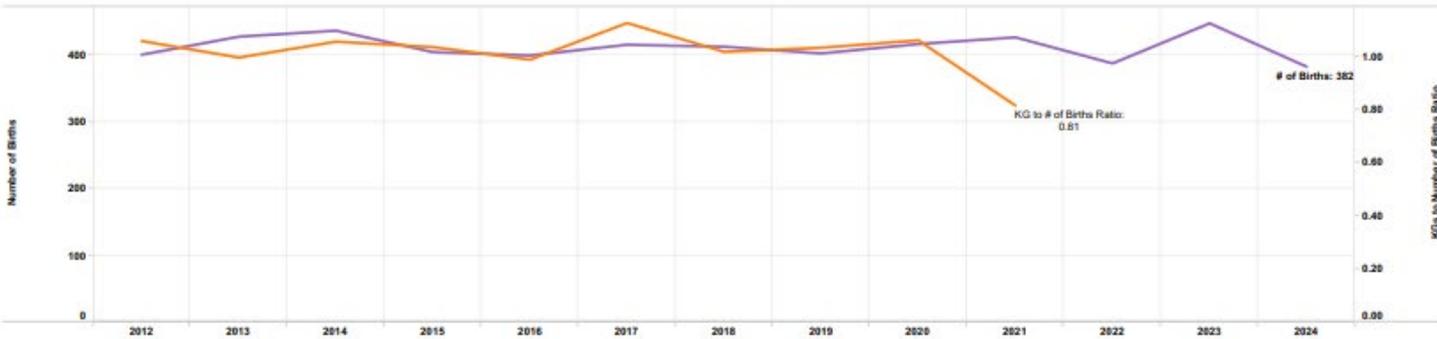
GENERAL FUND: 2021-2022 ENROLLMENT ESTIMATE



GENERAL FUND: 2020-2021 ENROLLMENT ESTIMATE

Live Births Chart
Source: Washington State Department of Health

District		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Eastmont School District	KGs to Number of Births Ratio	1.06	1.00	1.06	1.03	0.99	1.13	1.02	1.03	1.06	0.81			
	Number of Births	400	427	438	404	390	415	412	402	416	426	397	447	382
	KG Enrollment	423	425	460	418	394	467	419	415	441	347			

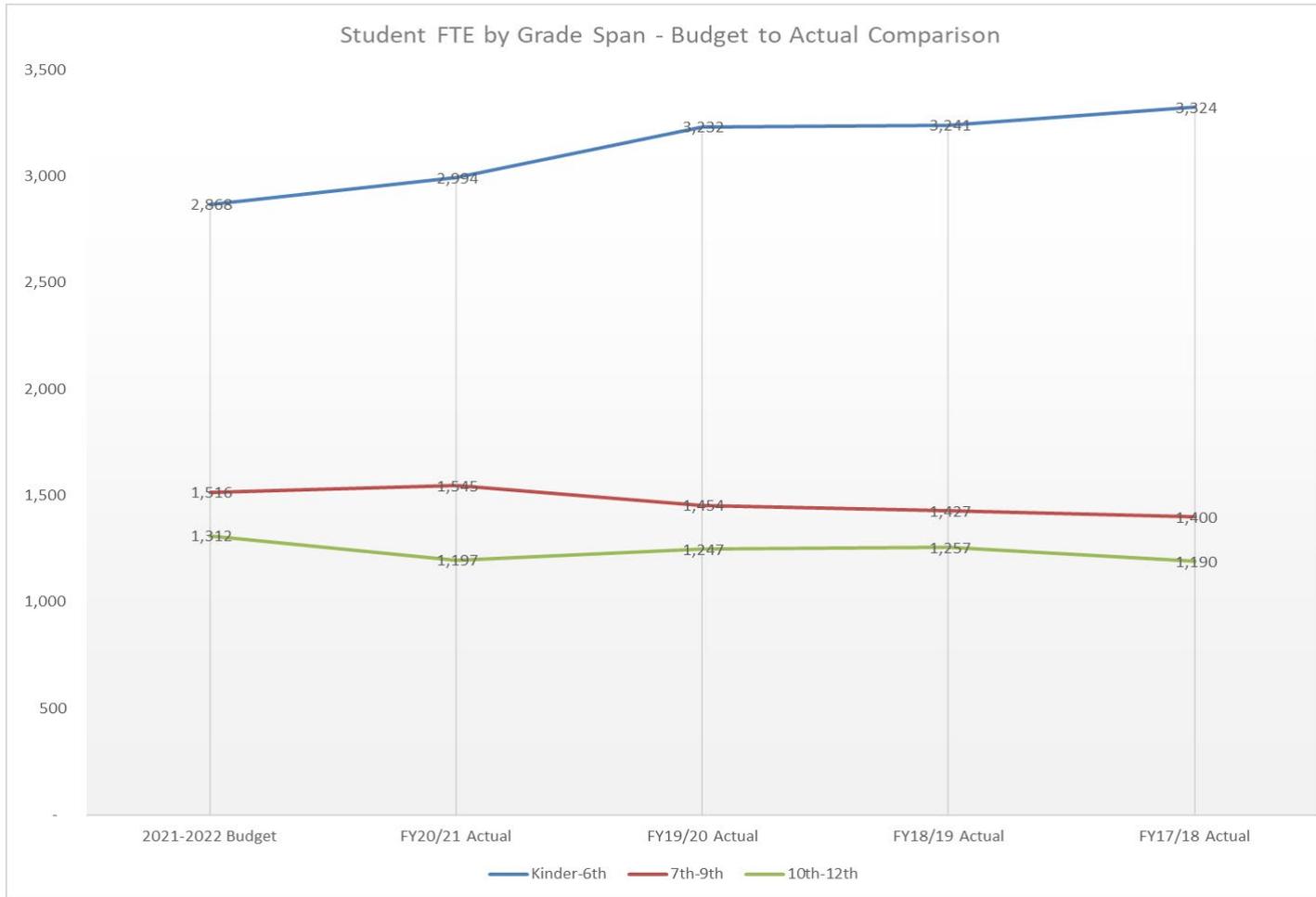


District
Eastmont School District

Measure Names
■ KGs to Number of Births Ratio
■ Number of Births

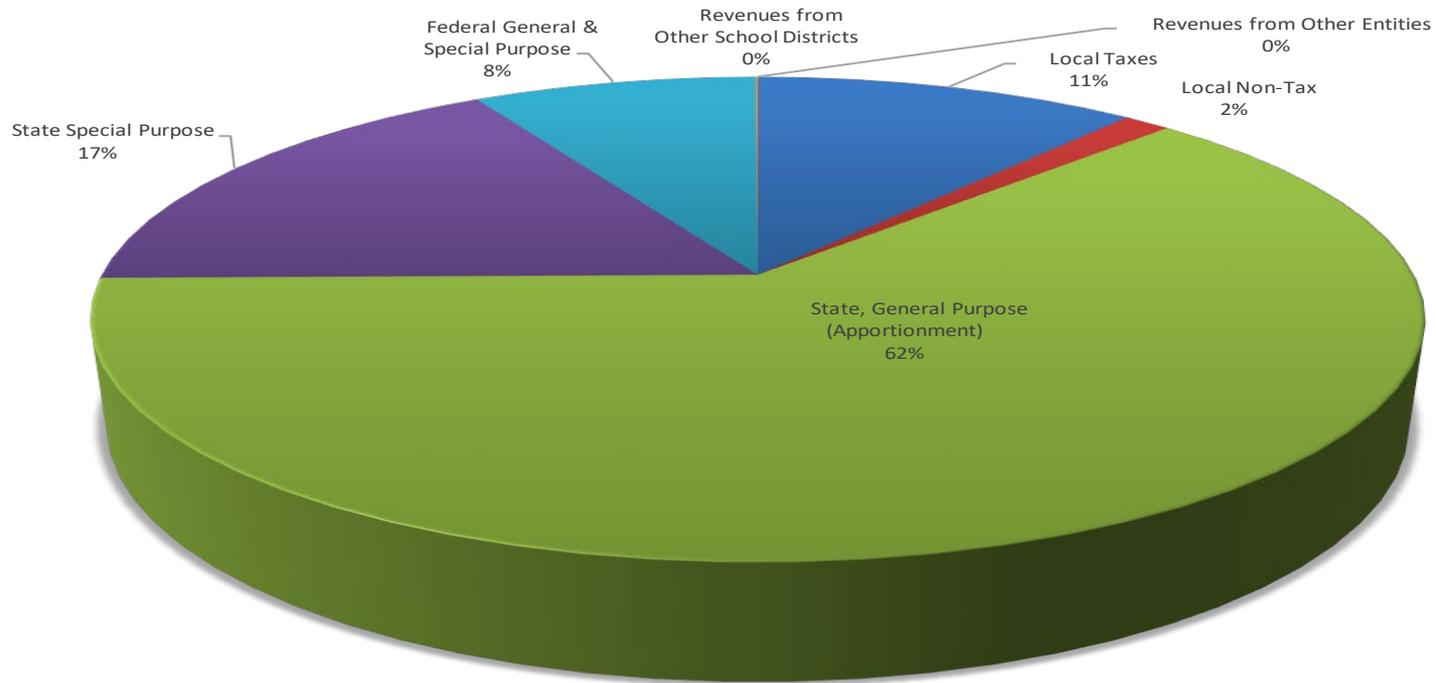


GENERAL FUND: Actual & Projected Building Enrollment



GENERAL FUND: PROPOSED REVENUE = \$93.6 million

**GENERAL FUND FY 2020-2021
PROPOSED REVENUE BY CATEGORY**

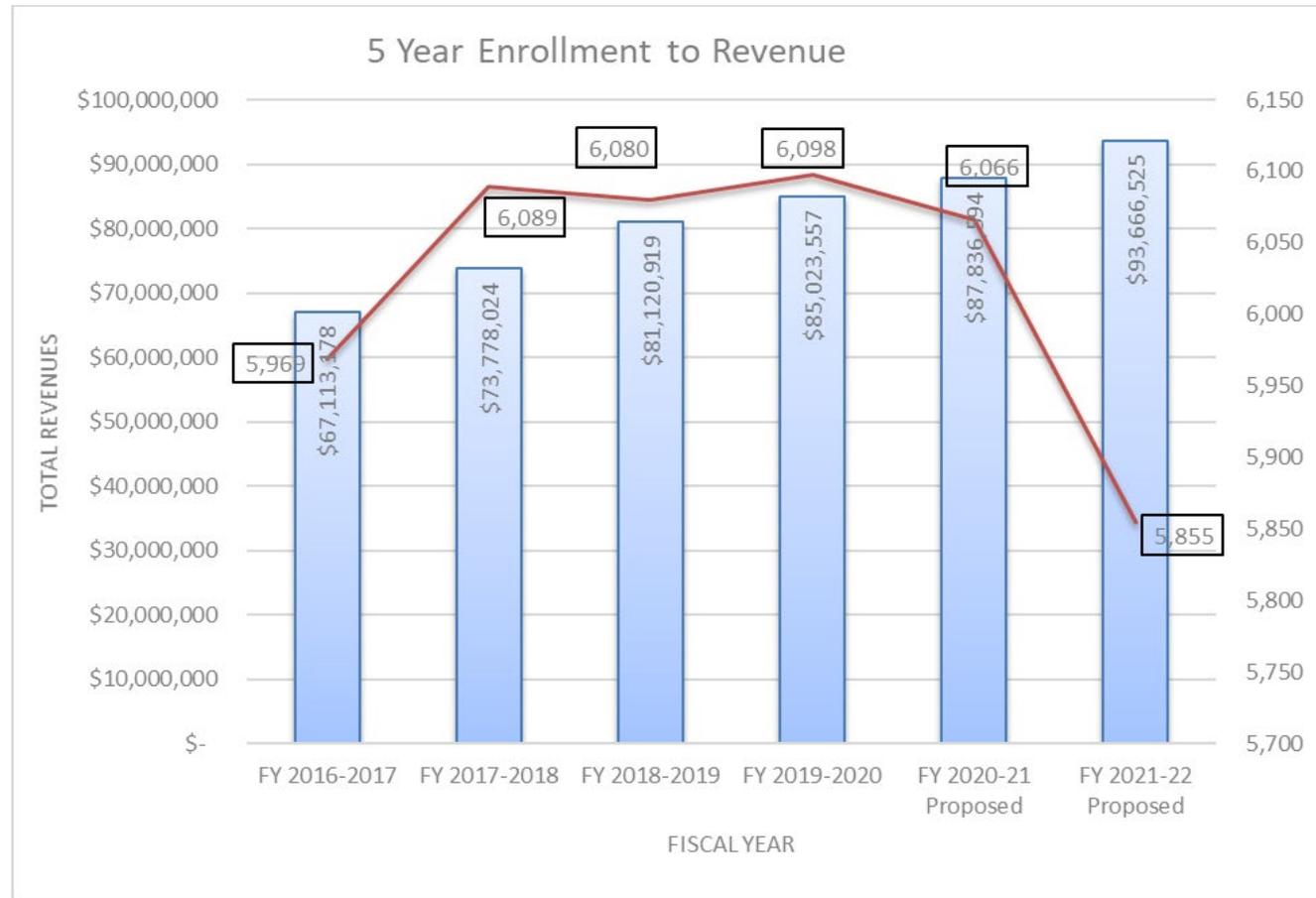


- Local Taxes
- Local Non-Tax
- State, General Purpose (Apportionment)
- State Special Purpose
- Federal General & Special Purpose
- Revenues from Other School Districts
- Revenues from Other Entities

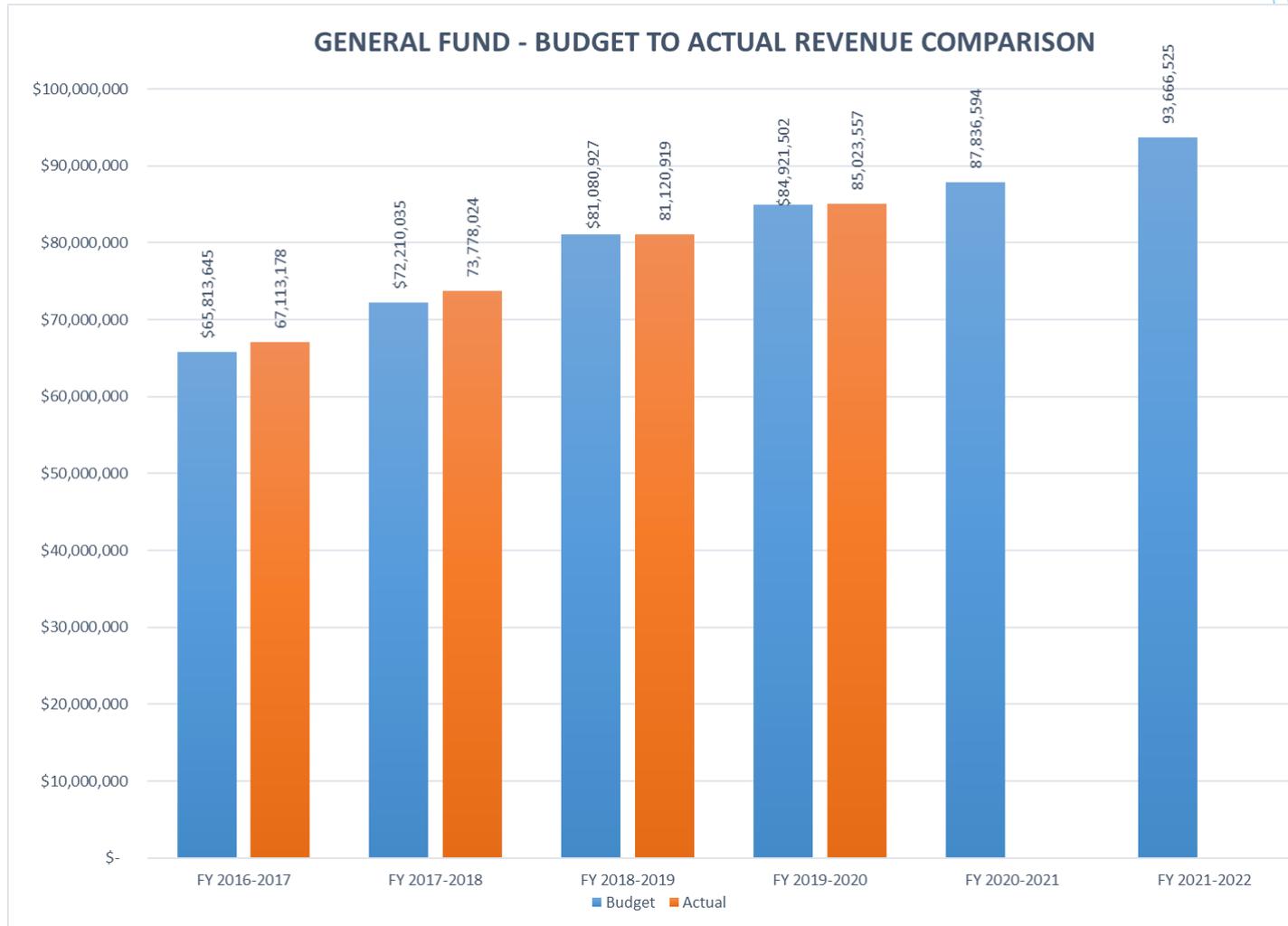
GENERAL FUND: EP&O Levy Rate vs. Combined Levy Rate

Calendar Collection Year	General Fund		Capital Projects Fund		Debt Service Fund		Combined Levy Rate per Thousand of Assessed Valuation	
	EP&O Levy	EP&O Rate per Thousand of Assessed Valuation	Capital Projects Levy	Capital Project Levy Rate per Thousand of Assessed Valuation	Debt Service Levy	Debt Service Levy Rate per Thousand of Assessed Valuation		
2021	\$ 5,034,780,462	\$ 2.09	\$ 5,749,000	\$ 1.14	\$ 2,658,000	\$ 0.53	\$ 3.76	
2022	\$ 5,173,236,925	\$ 2.14	\$ 5,832,000	\$ 1.13	\$ 1,753,000	\$ 0.34	\$ 3.60	<i>estimated</i>
2023	\$ 5,367,233,309	\$ 2.16	\$ 5,922,000	\$ 1.10	\$ 1,778,000	\$ 0.33	\$ 3.60	<i>estimated</i>
2024	\$ 5,608,758,808	\$ 2.17			\$ 1,803,000	\$ 0.32	\$ 2.49	<i>estimated</i>
2025	\$ 5,889,196,749	\$ 2.17			\$ 1,833,000	\$ 0.31	\$ 2.48	<i>estimated</i>

GENERAL FUND: ENROLLMENT & REVENUE

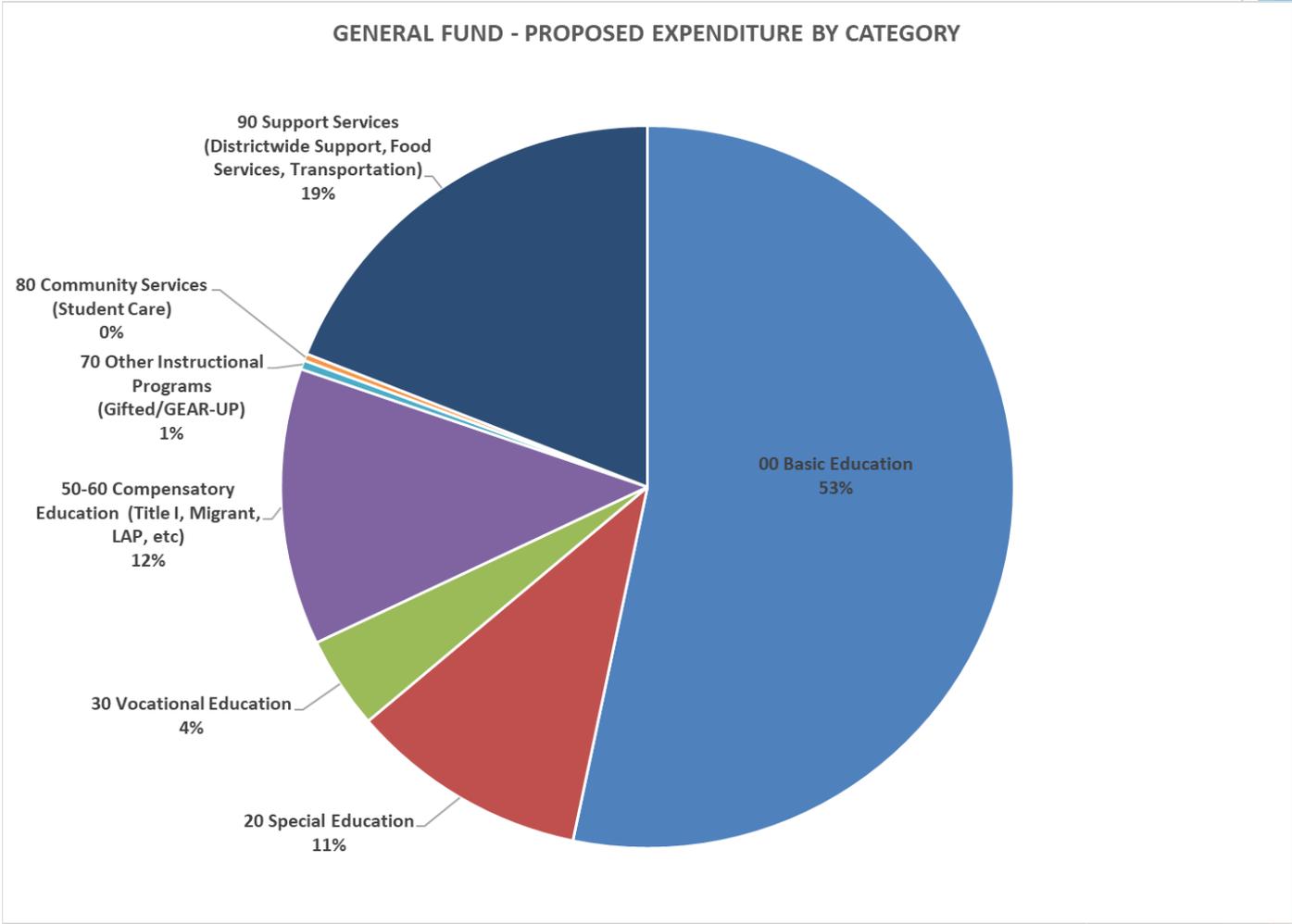


GENERAL FUND: BUDGET TO ACTUAL COMPARISON





GENERAL FUND: PROPOSED EXPENDITURES = \$97.3 million





GENERAL FUND: PROPOSED EXPENDITURES

- ▶ Operating Expenditures:
 - ▶ \$80.3 million for personnel costs
 - ▶ Staffing assignments are at pre-COVID levels
- ▶ Strategic Plan Expenditures-\$2.8 million:
 - ▶ \$411,160 -Curriculum
 - ▶ \$550,000-Technology infrastructure
 - ▶ \$205,000 - Maintenance & Fleet Equipment replacement
 - ▶ \$300,000 - Safety and Security needs (School Resource Officer; Facility Safety & Security Upgrades)
 - ▶ \$1,268,250 - Transfer to CPF for LGO Bond Interest & EJHS Roof repair
 - ▶ \$250,000 - Transfer to TVF

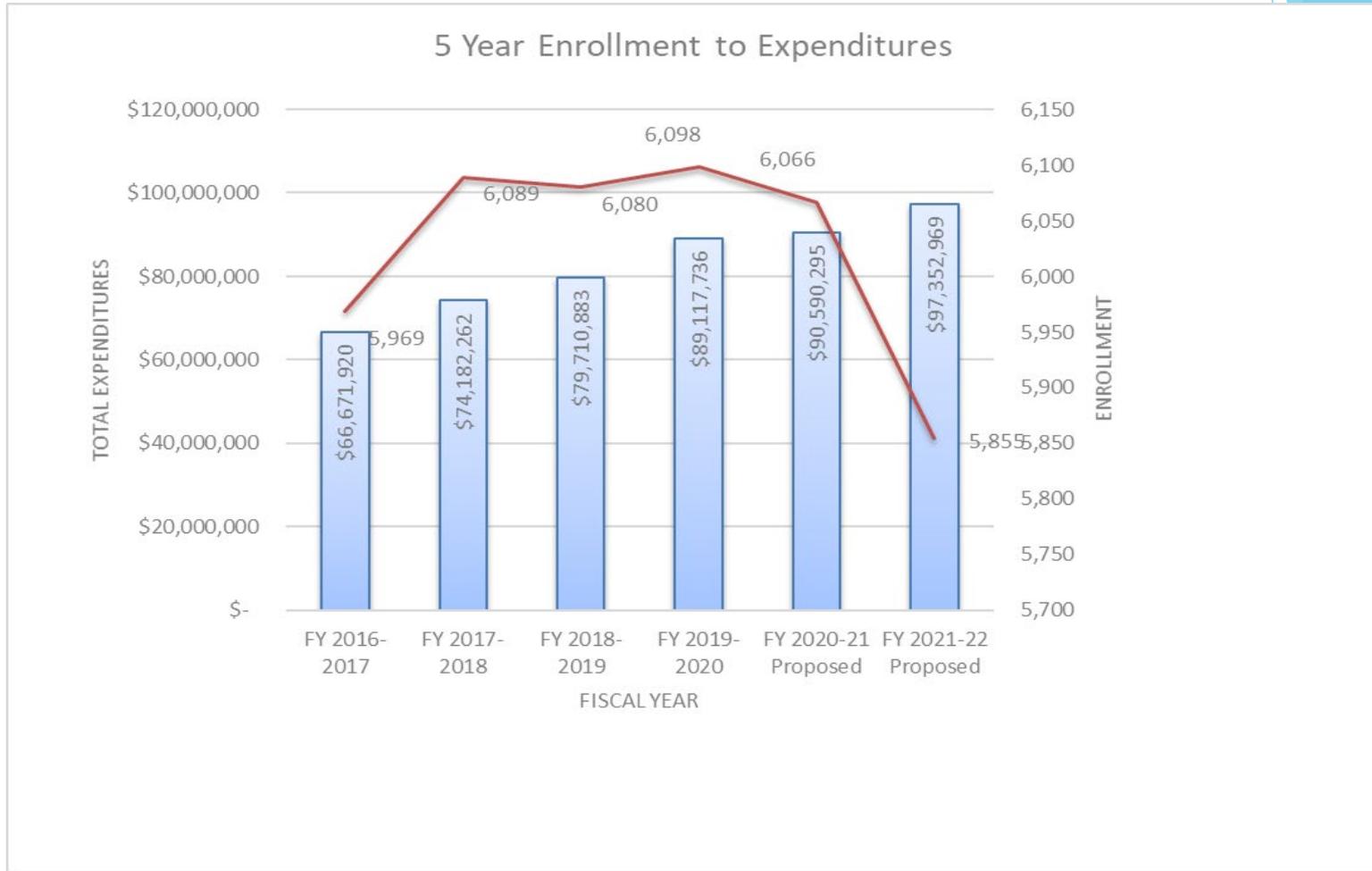


GENERAL FUND: PROPOSED EXPENDITURES

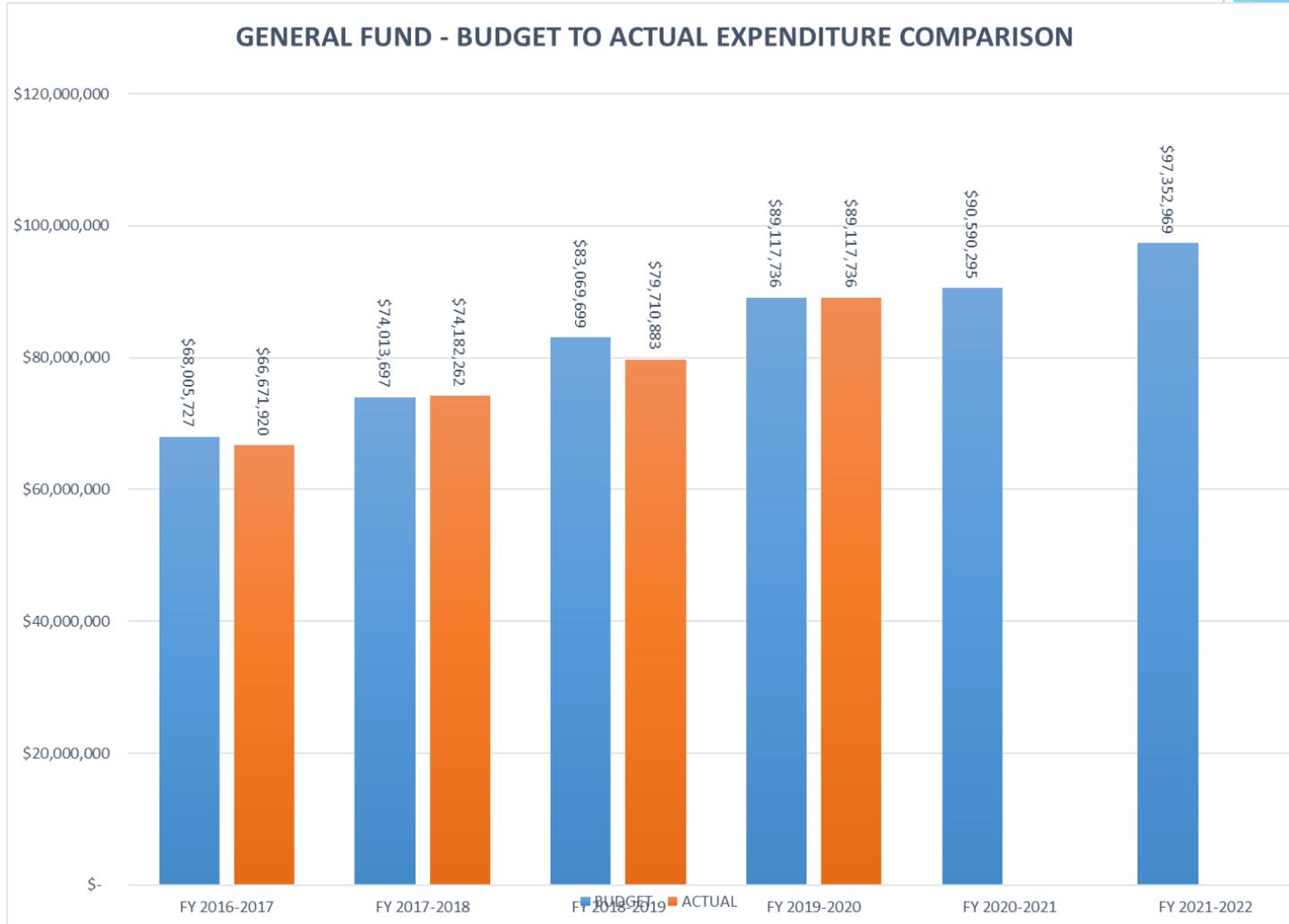
- ▶ Materials, Supplies and Other Costs (MSOC)
 - ▶ The State Legislature continues to require that School Districts disclose:
 - ▶ The amount of MSOC funding in the budget; the amount the District plans to spend on MSOC; and the difference between the two amounts. If the amount of MSOC funding exceeds the proposed spending, the District must report use of this difference and “how it will improve student achievement.”
 - ▶ In the event MSOC Revenue exceeds MSOC Expenditures: Any excess of funding over expenditures will improve student achievement by continuing to provide funding to attract & retain qualified staff
 - ▶ MSOC Revenue estimate = \$6.9 million
 - ▶ MSOC Expenditure estimate = \$7.0 million



GENERAL FUND: ENROLLMENT & EXPENDITURES



GENERAL FUND: PROPOSED EXPENDITURES





GENERAL FUND: LOCAL SUB FUND SOURCES & USES

- ▶ Separate accounting of state and local revenues, and local revenues to expenditures is required. Local revenues means enrichment levies collected under RCW 84.52.053, local effort assistance funding received under chapter 28A.500 RCW, and other school district local revenues including, but not limited to, grants, donations, and state and federal payments in lieu of taxes.
- ▶ Local revenue does not include other federal revenues, or local revenues that operate as an offset to the district's basic education allocation under RCW 28A.150.250
- ▶ School districts are required to deposit local revenues into a sub-fund of the general fund.

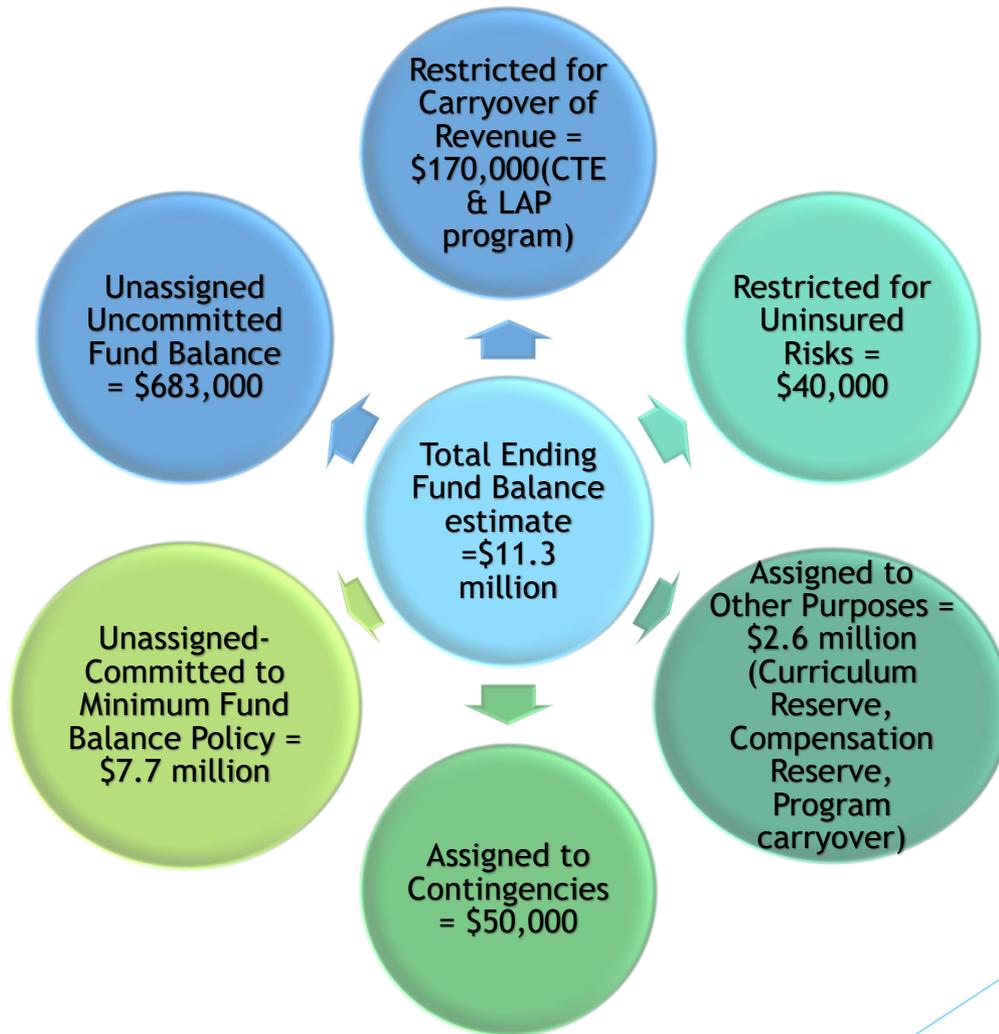


GENERAL FUND: 2021-2022 LOCAL SUB FUND SOURCES & USES

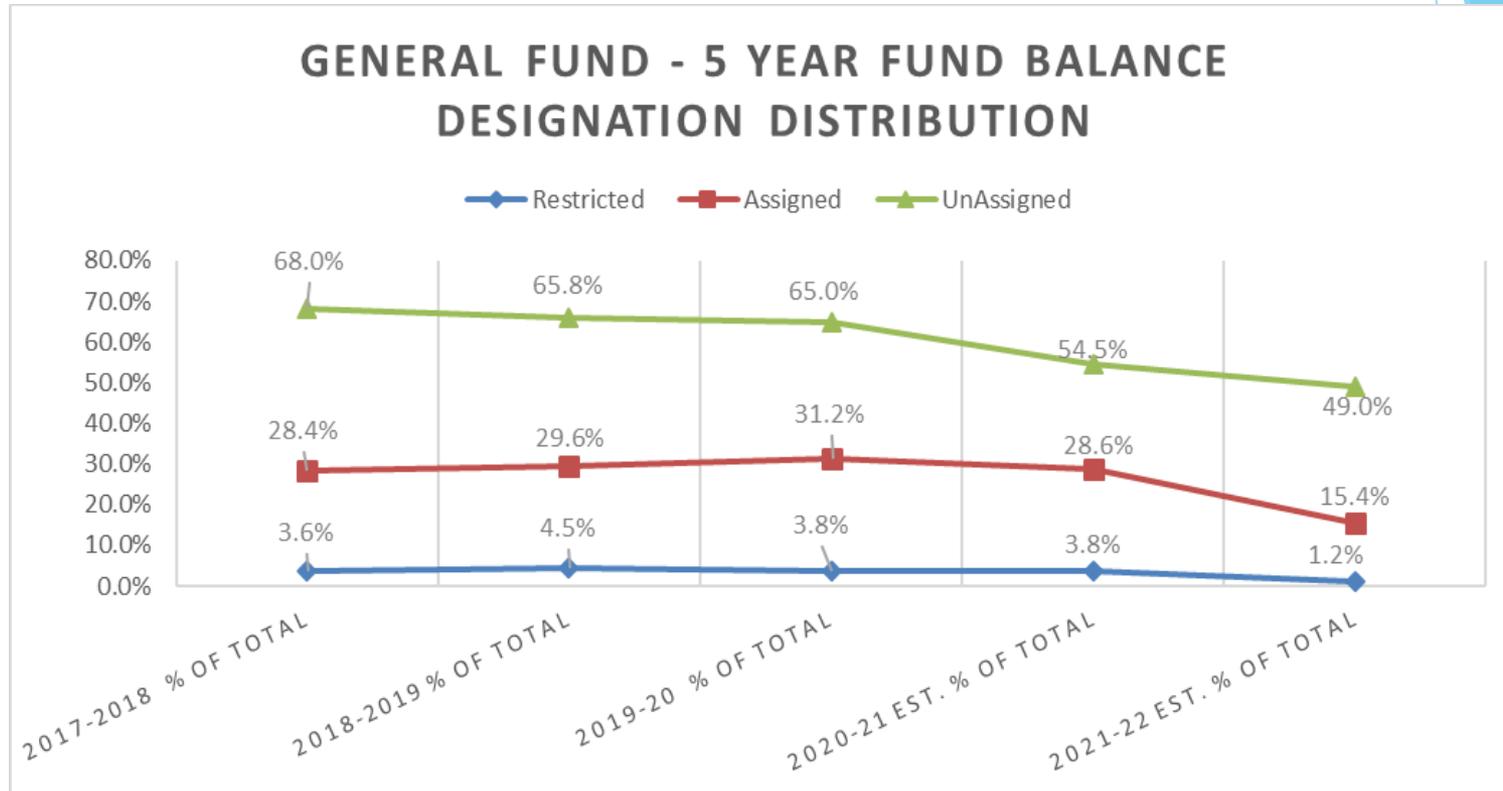
- ▶ Local Sub Fund Sources - \$13.2 million
 - ▶ Educational Program Levy = \$10.7 million
 - ▶ Local Effort Assistance = \$2.0 million
 - ▶ Local Grants & Donations = \$500,000
 - ▶ Student Fees & Fines (Local Fee Schedule)
 - ▶ Facility Use Fees (Local Fee Schedule)
- ▶ Local Sub Fund-Uses
 - ▶ Costs of personnel that exceed the OSPI proto-typical school funding model
 - ▶ Board Program Initiatives (Spanish, SRO, K-6 Art, Music, STEAM)
 - ▶ Strategic Plan requirements (Technology, Curriculum, Maintenance, Facility Improvements/Investment)
 - ▶ Pre-School program offerings not funded by SPED or CTE
 - ▶ All optional extra-curricular activities
 - ▶ Student & Staff Safety/Security



GENERAL FUND: PROPOSED FUND BALANCE BREAKDOWN



GENERAL FUND: DISTRIBUTION OF FUND BALANCE DESIGNATIONS





GENERAL FUND: PROPOSED FUND BALANCE

- ▶ Proposed Total Expenditures exceed Proposed Total Revenues by \$3.2 million
- ▶ Fiscal impact is the use of Unassigned Fund Balance
 - ▶ Unassigned Fund Balance is available
 - Beginning Balance: \$15.0 million
 - + Estimated Revenue: \$93.6 million
 - Estimated Expenditures: \$97.3 million
 - = Ending Fund Balance: \$11.3 million
- ▶ August 2022 Unassigned Fund Balance Projection \$8.4 million:
 - ▶ Commitment to Minimum Fund Balance = \$7.7 million (8% of total budgeted expenditures)
 - ▶ Unassigned Fund Balance = \$683,000



CAPITAL PROJECT FUND: PROPOSED BUDGET

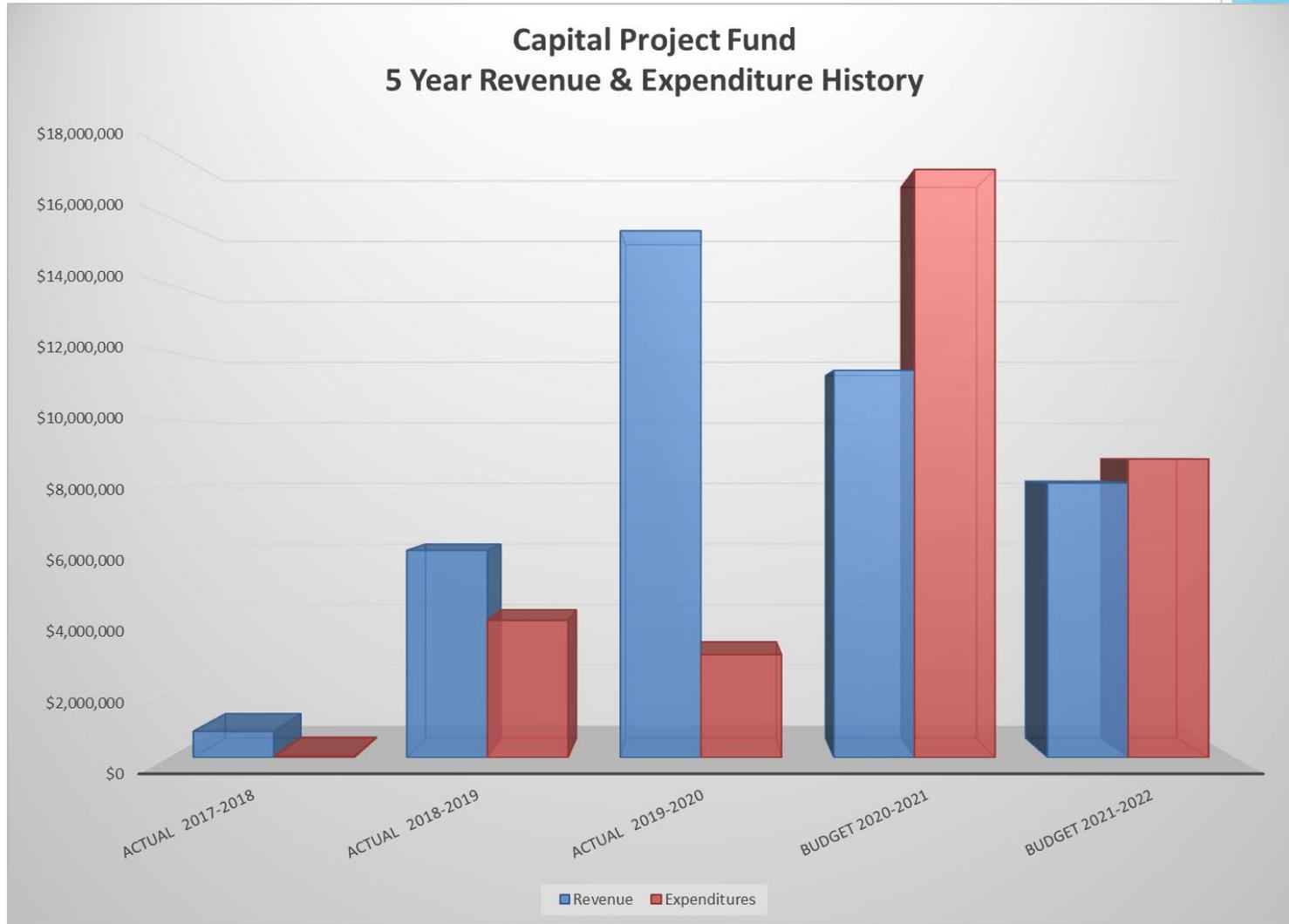
- ▶ The Capital Projects Fund includes all monies and resources set aside for the construction of buildings, certain purchases of new equipment and making capital improvements to its buildings or infrastructure
- ▶ Revenues received by this fund are typically from the sale of bonds, state match, or special levies. Monies received from the sale of surplus real property must also be received in this fund
- ▶ Estimated beginning fund balance is \$3.0 million. Estimated ending fund balance is \$2.3 million

CAPITAL PROJECT FUND: PROPOSED BUDGET

- ▶ Proposed Revenue = \$8.1 million:
 - ▶ \$5.7 million - Capital Levy Collection
 - ▶ \$1.0 million - estimated revenue from grants for improvements related to COVID-19
 - ▶ \$53,000 - rental income from lease of Orchard property
 - ▶ \$268,250 - Transfer from General Fund for interest on LGO Bond
- ▶ Proposed Expenditures = \$8.8 million:
 - ▶ \$2.2 million - Phase 1 Elementary modernization
 - ▶ \$1.0 million - Facility improvements related to COVID19
 - ▶ \$1.0 million - EJHS Roof Repair
 - ▶ \$4.6 million - 2019 LGO Bond principal payment; this will be transferred to Debt Service Fund



CAPITAL PROJECT FUND: PROPOSED BUDGET





DEBT SERVICE FUND: PROSPOSED BUDGET

- ▶ Washington State law requires that this fund be established to account for the payment of principal, interest, and other expenditures related to the redemption of outstanding bonds
- ▶ Provisions must be made annually for the making of a property tax levy sufficient to meet payment of principal and interest
- ▶ The County Treasurer holds collected levy monies in authorized interest earning accounts and/or securities until bond maturity or interest payment dates
- ▶ Estimated beginning fund balance \$11.1 million. Estimated ending fund balance is \$11.5 million.
 - ▶ The fund balance includes the fair market value of the Sinking Fund Investment that will be used to pay off the principal balance of the Qualified School Construction Bond (QSCB) in December 2025

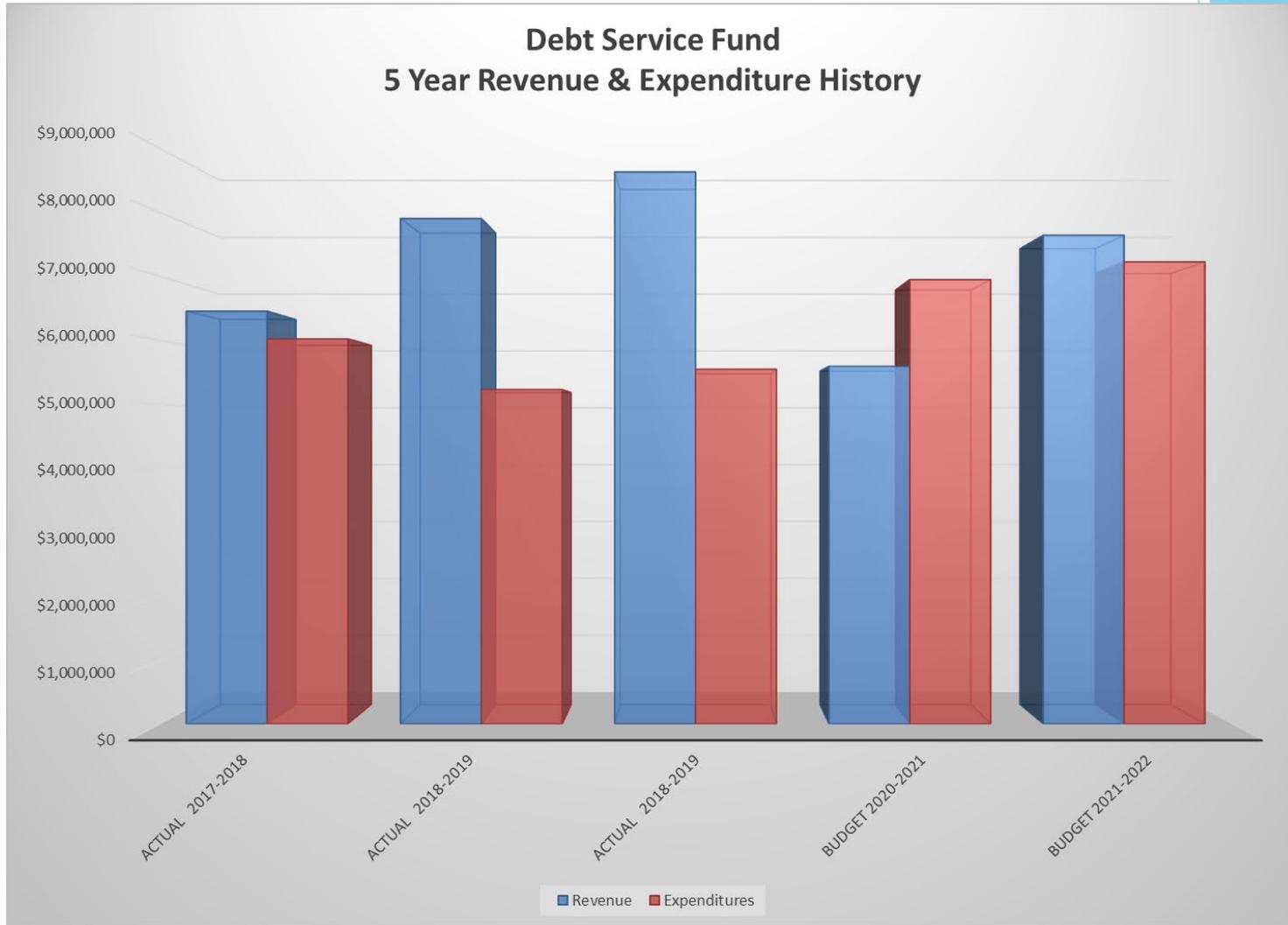


DEBT SERVICE FUND: PROSPOSED BUDGET

- ▶ Proposed Revenue = \$7.5 million:
 - ▶ \$2.1 million - Debt Service Levy Collection
 - ▶ \$822,000 - Federal Subsidy for QSCB
 - ▶ \$4,628,650 - Transfers from CPF for non-voted debt payment
- ▶ Proposed Expenditures = \$7.2 million:
 - ▶ \$989,100- Voted Bond interest payments
 - ▶ \$1,510,000 - QSCB payment
 - ▶ \$4,628,650 - Principal & Interest due for 2019 LGO Bond



DEBT SERVICE FUND: PROPOSED BUDGET



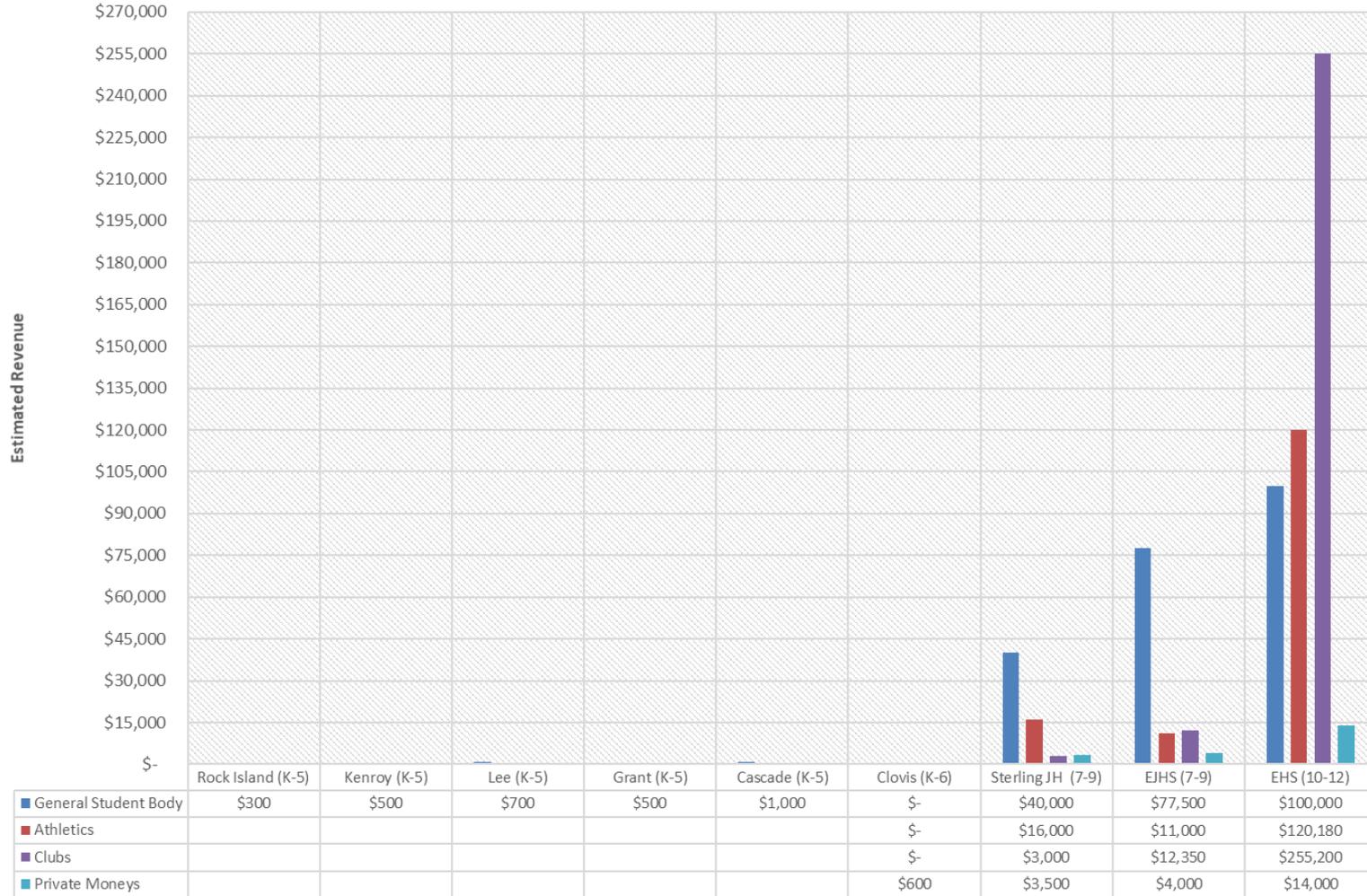


ASSOCIATED STUDENT BODY FUND: PROPOSED BUDGET

- ▶ The ASB fund is financed by the collection of fees from students and non-students for attendance at any optional non-credit extracurricular events of the district.
 - ▶ ASB's operate at 8 of our schools.
- ▶ Revenue may also be raised by student fundraisers. The monies paid from this fund are used to support activities of the general student body, classes, clubs, etc. that are cultural, athletic, recreational or social in nature
- ▶ Estimated beginning fund balance is \$480,858. Estimate ending fund balance is \$495,382.

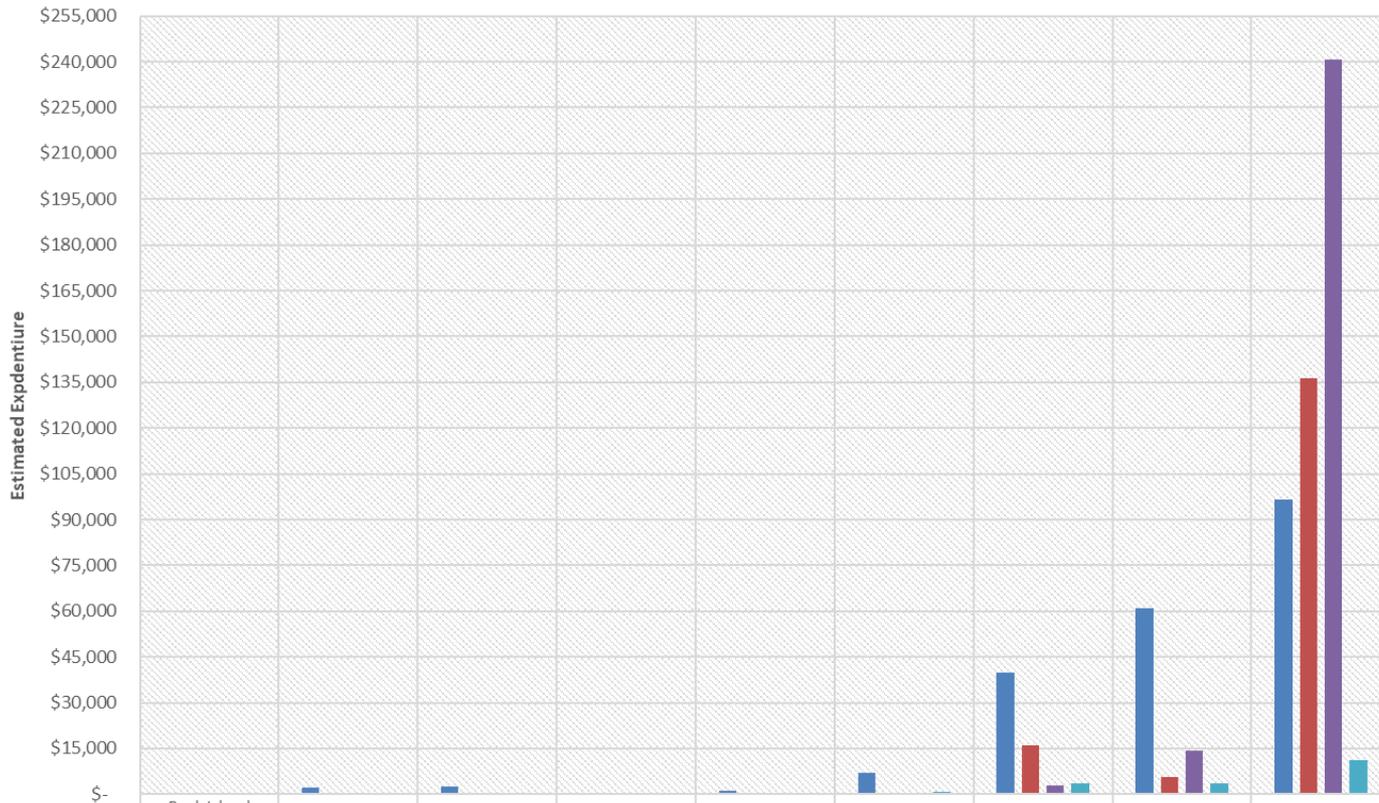
ASB FUND: PROPOSED REVENUE = \$660,330

FY 2021-2022 ASB PROPOSED BUDGET
REVENUES BY CLUB/ACTIVITY



ASB FUND: PROPOSED EXPD = \$645,806

FY 2021-2022 ASB PROPOSED BUDGET
EXPD BY CLUB/ACTIVITY



	Rock Island Elem	Kenroy Elem	Lee Elem	Grant Elem	Cascade Elem	Clovis	Sterling	EJJ	EHS
General Student Body	\$300	\$2,100	\$2,500	\$500	\$1,000	\$7,000	\$40,000	\$61,000	\$96,700
Athletics						\$-	\$16,000	\$5,800	\$136,156
Clubs						\$-	\$3,000	\$14,200	\$240,850
Private Moneys						\$700	\$3,500	\$3,500	\$11,000



TRANSPORTATION VEHICLE FUND: PROPOSED BUDGET

- ▶ The TVF fund is used to account for the state reimbursement to school districts for purchase or major repair of buses or other vehicles used to transport students to and from school.
- ▶ Estimated beginning fund balance is \$1,042,000. Estimate ending fund balance is \$708,000.



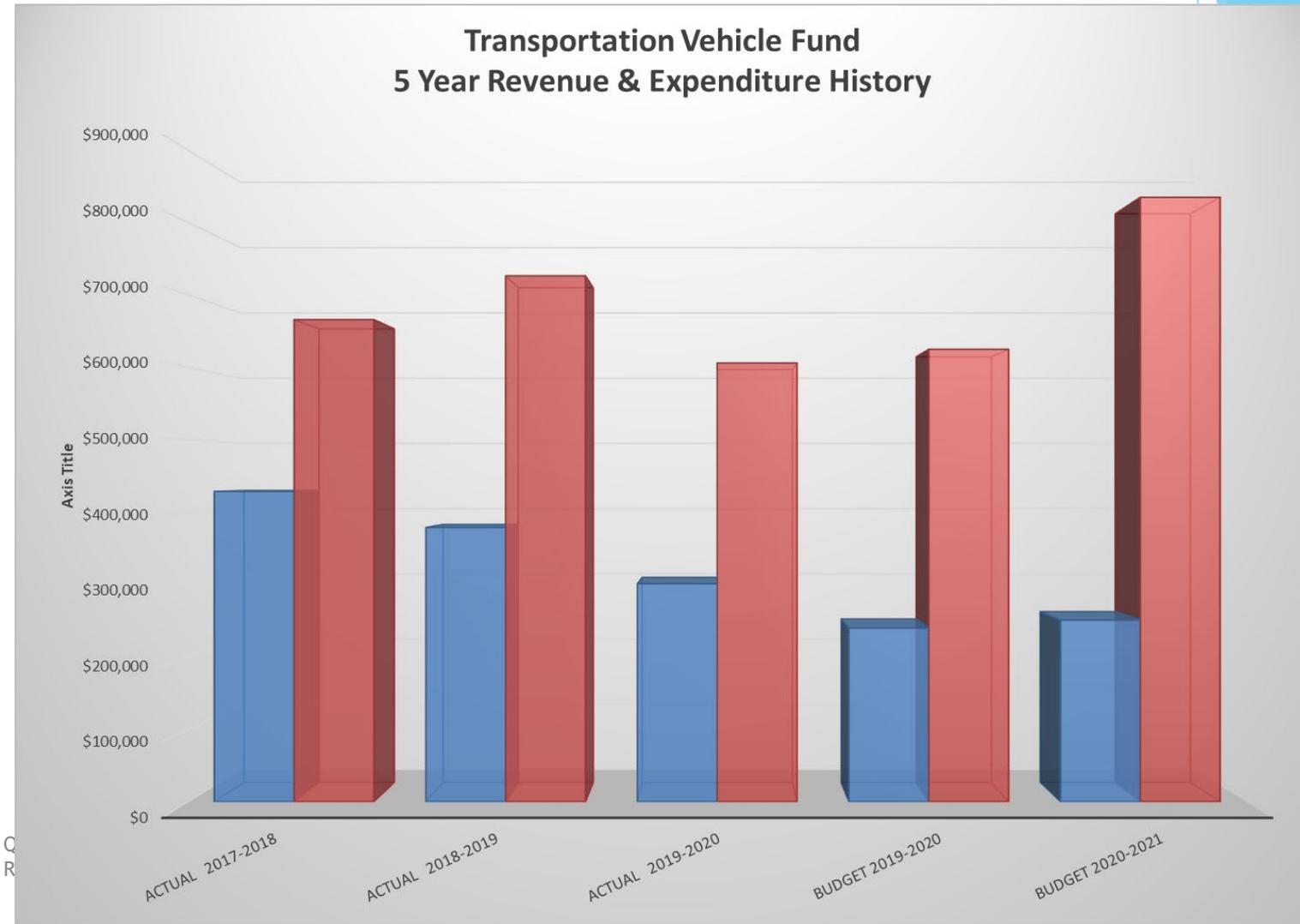
TRANSPORTATION VEHICLE FUND: PROPOSED BUDGET

- ▶ Proposed Revenue = \$501,000
 - ▶ \$250,000 - OSPI Depreciation Funding
 - ▶ \$250,000 - Transfer from General Fund

- ▶ Proposed Expenditures = \$835,000
 - ▶ 5 New Transit buses: 1 Type A; 1 Type C wheel chair accessible; 3 Type D



TRANSPORTATION VEHICLE FUND: PROPOSED BUDGET



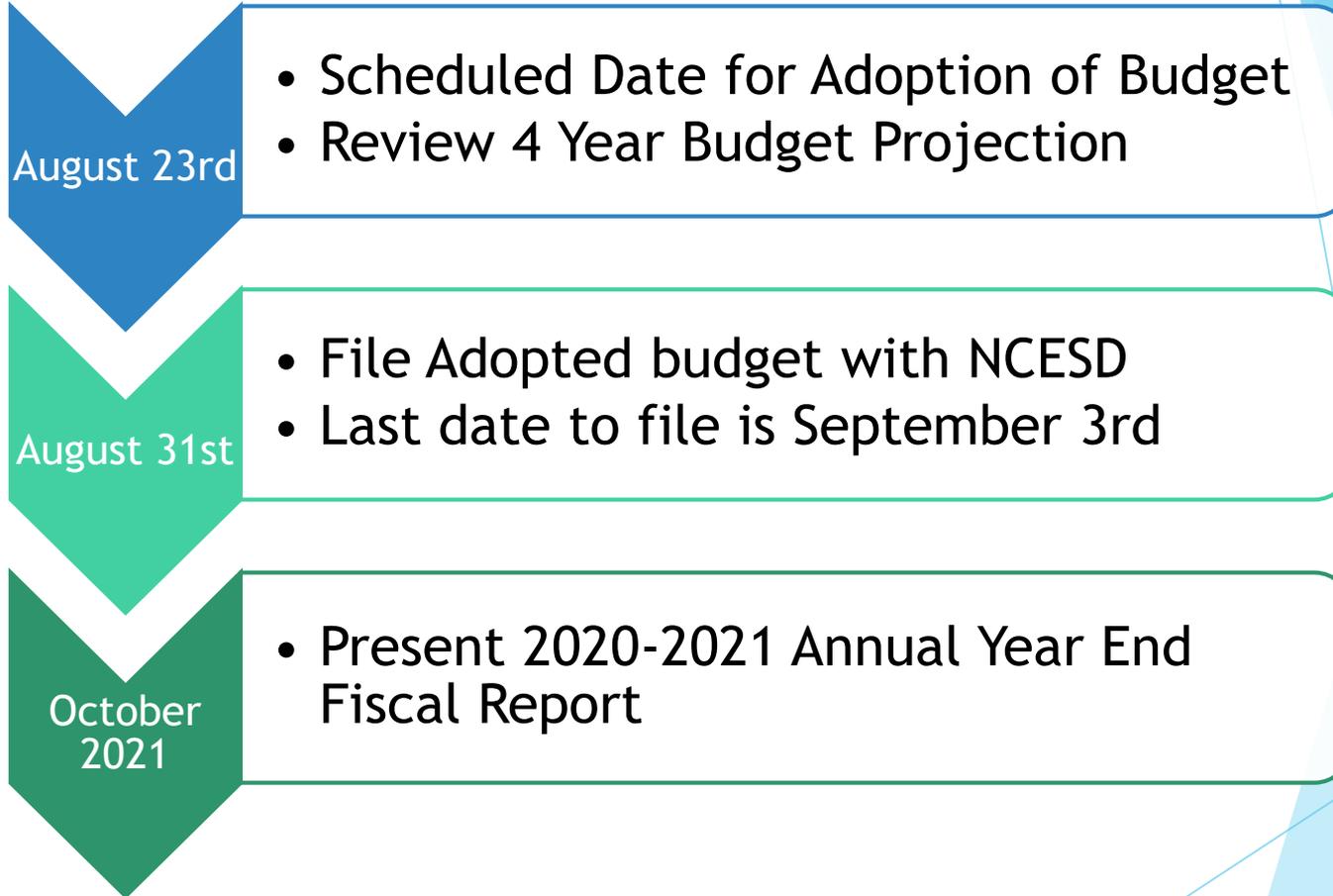


BUDGET CONSIDERATIONS

- ▶ General Fund Considerations for continued funding of Board Initiatives:
 - ▶ Spanish Language at Junior High Schools - \$200,000
 - ▶ STEM - \$107,000 included in proposal
 - ▶ Music - \$25,000 equipment included in proposal
 - ▶ K-7 Art - \$300,000 included in proposal
 - ▶ Safety/Security - \$300,000 included in proposal for SRO & Facility needs
 - ▶ Local Grant Funded program - included in the event enrollment is better than projected
 - ▶ Other initiatives that should be considered?



BUDGET PROCESS NEXT STEPS





QUESTIONS ?? COMMENTS ??

Need more budget information about Eastmont School District?

Please contact me:

Cindy Ulrich, Executive Director of Financial Services

- Email: ulrichc@eastmont206.org
- Phone: 509-888-4686



THANK YOU FOR YOUR TIME & ATTENTION!



EASTMONT SCHOOL DISTRICT

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BOARD OF DIRECTORS VIRTUAL REGULAR MEETING MINUTES

June 7, 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/92808715997>

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, community members, and two Media personnel

APPROVE AGENDA/MODIFICATIONS

Superintendent Garn Christensen reported there were no changes to the Agenda.

MOVED by Director Piepel and SECONDED by Director Wright to approve the Agenda for June 7, 2021 as presented. 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 -

INFORMATION

A. Board News.

Board Directors were complimentary of the high school administration for how smoothly the recent outdoor graduation ceremony went and felt it was very honoring for students after this most difficult school year.

B. Superintendent News.

Superintendent Christensen shared that he appreciated the long standing tradition of high school graduations and was also complimentary of the ceremony and the extra planning our high school administrators had to do, especially Ms. Stacia Hardie. He also shared a copy of the draft 5-Year District Strategic Improvement Plan with the Board.

CONSENT AGENDA

A. Approval of minutes. The Board of Directors approved the minutes from the virtual/hybrid regular meeting held on May 24, 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 June 7, 2021:

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7122208-7122212	\$2,101.29
7122213-7122215	\$436.87
7122216-7122219	\$1,530.75
7122220-7122339	\$1,576,574.32

C. Approval of waiver requests. The Board of Directors approved the Out-of-Endorsement Waiver Requests dated June 7, 2021.

D. Approval of surplus. The Board of Directors approved the following items as surplus:

1. Cascade Elementary curriculum, furniture, & equipment items.
2. Grant Elementary furniture & equipment items.
3. Kenroy Elementary curriculum, furniture, & equipment items.
4. Lee Elementary curriculum, furniture, & equipment items.
5. Rock Island Elementary curriculum, furniture, & equipment items.
6. Clovis Point Intermediate School curriculum, furniture, & equipment items.
7. Sterling Intermediate School furniture and equipment items.
8. Eastmont Junior High School furniture and equipment items.
9. Eastmont High School furniture and equipment items.
10. District Office curriculum items.
11. Grant School Library books.
12. Kenroy School Library books.
13. Lee School Library books.
14. Sterling Intermediate School Library books/social studies textbooks.
15. Eastmont Junior High School Library books, along with some Clovis Point Intermediate School Library books.
16. Eastmont High School Library books, along with some library books from elementary schools.

- E. Approval of handbook. The Board of Directors approved the Eastmont High School Student Handbook for 2021-22.
- F. Approval of summer programs. The Board of Directors approved the Athletic Summer Programs Applications.
- G. Approval of resolution. The Board of Directors approved Resolution No. 2021-06 Resolution Authorizing a Transfer from the General Fund to the Capital Projects Fund.
- H. Approval of policy. The Board of Directors approved the following polices for second reading/adoption:

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	Policy 2195	Academic Acceleration
2000 Instruction	Policy 2410 & Procedure 2410-P	High School Graduation Requirements

- I. Review of student enrollment update. The Board of Directors received the Monthly Student Enrollment Update.
- J. Review of budget status update. The Board of Directors received the Monthly Budget Status Update.

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

REPORTS

- A. District Music Department Report.
District Music Coordinator Maggie Whiteman presented the District Music Department Report and answered questions from the Board.
- B. District Technology Services Report.
Director of Technology Doug Clay presented the District Technology Services Report and answered questions from the Board.

DISCUSSION & POSSIBLE ACTION ITEMS

- A. Draft Policy 2125 Sexual Health Education for First Reading/Discussion Only & 2125-P.
Assistant Superintendent Matt Charlton and Executive Director Spencer Taylor shared the draft changes to Policy 2125 Sexual Health Education and Procedure 2125-P. They answered questions from the Board.
- B. Draft K-12 Sexual Health Curriculum Review for Discussion Only.
Assistant Superintendent Matt Charlton and Executive Director Spencer Taylor shared their work completed due to the passage of Senate Bill 5395 and Referendum 90. They presented the recommendations that a team of eighteen educators as well as parents compiled over the last four months. They answered questions from the Board.

There was Board discussion and Director Piepel read a prepared statement. Mr. Taylor will continue to review K-4 curriculum to see if there is additional information that can be provided regarding proper and improper touching.

- DRAFT -

TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: July 12, 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
Carter	Jamison	EJHS	Teacher/5 years
Cole	Jaqueline	Kenroy	Para Educator-Life Skills/1 yr
Cortes	Mayra	Kenroy	Para Educator/2 years
Evans	Anni	EHS	Teacher/2 years
Figueroa-Naranjo	Omar	EHS	Teacher-ALE/2 years
Gering	Chelsea	EHS	Para Educator/4 years
Hurt	Riley	Cascade	Teacher/3.65 years
Kiedrowski	Lisa	Kenroy	Para Educator/8 years
Meiners	Patricia	Kenroy	Teacher/18 years
Miller	Cathy	EHS	Para Educator/12 years
Sutton	Nathan	EJHS	Teacher/7 years
Viveros	Emily	EHS	Para Educator/2 years
Waters-Parkhill	Olivia	EHS	Para Educator/1 year

FTE Change

The following people have notified us of their intent to reduce their FTE beginning in the 21-22 school year:

Last Name	First Name	School	Change in FTE
Arellan	Faviola	Rock Island	Teacher 1.00 to .500 FTE
Miller	Darby	District Wide	SLPA 1.00 to .800 FTE
Weldy	Shannon	Lee to Kenroy	Teacher 1.00 to .500 FTE

New Hires

The following people have been offered tentative employment for the 21-22 school year:

Last Name	First Name	School	Position
Andrews	Ron	Transportation	Substitute/Bus Driver
Bostwick	McKenzie	Kenroy	Teacher/4 th Grade
Chambers	Megan	TBD	TBD
Cline	Gabriel	SJHS	Teacher/EVA & Coach
Connor	Justin	TBD	TBD
Costanza	Aubrey	TBD	TBD
Cox	Kirsten	District Office	Asst HR Director
Eddy	Eric	Grant	Teacher/5 th Grade
Escalera	Lizbet	Grant	Migrant/Bilingual Achieve. Spec.
Gillin	Dane	EHS/EJHS/SJHS	Substitute/District Wide
Gonzalez	Nicole	District Wide	School Nurse
Haile	Daniel	EJHS	Teacher-CTE Metal Shop
Hepton	Jeff	SJHS	Teacher-CTE Ag
Hiatt	Victoria	EHS	School Counselor
Holmes	Emily	Rock Island	Teacher-TBD
Itterley	Shannen	Kenroy	Teacher-Life Skills
Keane	Chelsea	EVA	Teacher-EVA
Keefe	Lisa	Cascade/Kenroy	Teacher-Resource Room
Kenck	Allison	TBD	Teacher-Elementary
Leming	Lori	Transportation	Bus Driver
Lopez	Emmanuel	SJHS	Coach-Girls Soccer
Love	Kurtis	Rock Island	Custodian
Lyon	Baylee	TBD	TBD
Malone	Jacqueline	EHS/EJHS/SJHS	Substitute-District Wide
Martin	Gina	EHS/EJHS/SJHS	Substitute-District Wide
McLaughlin	Elizabeth	District Wide	School SLP
Morrell	Telena	TBD	Teacher-Elementary
Pilkinton	Lisa	SJHS	Teacher-CTE-FACSE
Piper	Kelsea	District Wide	School Psychologist
Ptolemy	Wendy	Kenroy	Teacher-Life Skills
Rodriguez	Christina	Clovis	Teacher-Intervention
Schmidt	Sandra	Grant	Teacher-EL/RTI
Sheehan (George)	Michaela	TBD	Teacher-TBD
Spencer	Kai	EHS	Para Educator-Life Skills
Sterns	Beatrice	Transportation	Bus Driver
Sullivan-Jones	Kyle	PS-District Wide	Teacher-PreSchool/Sub.
Tiffany	Max	District Wide	Substitute-District Wide
Turner	Janiessa	TBD	Teacher-TBD
Weber	Nathan	TBD	Teacher-Elementary
Zobel	Breanna	HS/EJHS/SJHS	Substitute-District Wide

Transferred from Classified Positions to Certificated Positions:

The following people have been offered tentative employment for the 21-22 school year:

Last Name	First Name	School	Position
Giese	Donelle	EHS/EJHS/SJHS	Substitute-District Wide
Hix	Karla	Grant	Teacher-EL/RTI
Sheffield	Gabrielle	HS-PS	Teacher-Preschools

ATTACHMENTS

None

FISCAL IMPACT

Personnel Expenditure

RECOMMENDATION

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



EASTMONT SCHOOL DISTRICT

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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Eastmont Junior High School Student Handbook for 2021-22

DATE: July 12, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is a draft Eastmont Junior High School Student Handbook for 2020-21 for the Board to review. There are not any significant changes this year. The student handbook will be posted on the website separately.

ATTACHMENTS

Student Handbook

FISCAL IMPACT

None

RECOMMENDATION

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

TO: Board of Directors
FROM: Garn Christensen, Superintendent
SUBJECT: Additional Summer Program for 2021
DATE: July 12, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

The District's insurance/risk management, Washington Schools Risk Management Pool (WSRMP), has provided us with guidelines to help insure the safety of any summer programs the District may choose to run. As long as the programs meet these requirements, and are approved by the Board, they are covered under our existing policy.

Enclosed is a completed form for Athletic Summer Programs for Cheer for Summer 2021.

ATTACHMENTS

Athletic Summer Program for 2021

FISCAL IMPACT

None

RECOMMENDATION

The administration recommends approval of this additional Athletic Summer Program scheduled for Summer 2021.

Athletic Summer Programs for 2021 Application for School Board Approval

Today's Date:	June 1 2021	Sport:	Cheer
----------------------	-------------	---------------	-------

Contact Person(s):	Jeni Gann
Contact Phone Number(s):	5097419330
Name of Activity:	summer practices, home clinic, home UCA camp, EMPD summer clinic, fundraisers
Date(s) of Activity:	July 26-Aug 31 (Mon-Thurs practices 1:30-3:30 pm includes weight room) Home camp Aug 9-12 8am-1pm, Aug 12-14 8-6pm at WHS UCA Local schools commuter camp, Aug 16-19 EMPD mini summer camp 8:30am-10:30 am.
Describe the Activity:	cheer training, conditioning, safety and skills clinics, local giveback event and fundraiser
School facilities being used and times:	EHS gyms, EMPD possible other gyms if EHS full.
Grade level of students:	9-12
Identify the supervisor(s):	Jeni Gann
At least one coach will be first aid and CPR trained:	Yes x No <input type="checkbox"/>
Emergency response plan will be in place:	Yes x No <input type="checkbox"/>
Coaches and youth athletes will be trained in required concussion awareness guidelines:	Yes x No <input type="checkbox"/>
Participants will be made aware of Inherent Dangers for this activity and parent permission will be received:	Yes x No <input type="checkbox"/>
Transportation Needs:	None- Potentially bus for WHS commuter camp unless parents can transport daily.
Is this a fundraiser? If yes, attach paperwork	Yes x EMPD camp is, paperwork on file No -

Coaching staff signature: Jennifer Gann

Administrator's signature: Russ Waterman Date 6/28/21



EASTMONT SCHOOL DISTRICT

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TO: Board of Directors

FROM: Garn Christensen, Superintendent
Doug Clay, Director of Technology

SUBJECT: Purchase of Technology Equipment

DATE: July 12, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Board Policy 6210 Purchasing: Authorization and Control states:

Board approval for purchase of capital outlay items is required when the aggregate total of a requisition exceeds \$50,000.

Director of Technology Doug Clay has reviewed technology equipment available through the state bid and recommends the following technology purchases be made:

- Pure Storage Flash Array (network storage) for approx. 195K
- Gaggle (content monitoring: includes Google a Microsoft platforms) for approx. 64K
- Qualys (security and vulnerability management) for approx. 64K
- UPS (battery back up for server room) for approx. 60K

ATTACHMENTS

None

FISCAL IMPACT

Tech Budget

RECOMMENDATION

The administration recommends the Board approve these technology purchases.

Memorandum

To: Dr. Christensen and Board of Directors
From: Matt Charlton, Asst. Superintendent Secondary Education
Date: June 21, 2021
RE: Science Curriculum Review - Biology

Though a review of all instructional materials in 9th - 12th grade science materials is still underway, we have completed a review of biology instructional materials and are making the recommendation to purchase one new text at this time.

9th/10th grade biology teachers reviewed texts and piloted use of one, Miller & Levine Biology (2019). The text is available to students in a digital format and is aligned to the Next Generation/WA State Science Standards. The publisher is Savvas Learning Company (formerly Pearson K-12 Learning).

[Miller & Levine Biology - Savvas \(formerly Pearson K12 Learning\)](#) Preview Page

300 student licenses, six years = \$33,100

If approved, the text will be purchased and access will be in place for students in August 2021.

Memorandum

To: Dr. Christensen and Board of Directors
 From: Matt Charlton, Director Secondary Education
 Spencer Taylor, Director Elementary Education
 Date: June 7, 2021 – Updated July 12, 2021
 RE: Sexual Health Education Curriculum Review

A team of eighteen educators have worked for the past four months to review Eastmont’s Sexual Health Curriculum required as a result of passage of Senate Bill 5395 and Referendum 90. The team has reviewed the legally required changes, existing instructional materials and instructional delivery practices (grade levels/courses when taught) and developed the attached recommended changes.

Given the sensitive topic the committee adopted the following principles in conducting our work:

COMMITTEE PRINCIPLES

<ul style="list-style-type: none"> ● We believe parents are the first and most important teachers of sexual health ● We respect parents’ rights to: <ul style="list-style-type: none"> ○ Know what is being taught and when ○ Exclude their student from all or part of the sexual health instruction ● We will be transparent in the instructional materials, sexual health standards and methods we recommend teaching ● We will meet the requirements of SB 5395 	<ul style="list-style-type: none"> ● We will use our collective professional judgment in recommending developmentally appropriate sexual health content for Eastmont students <ul style="list-style-type: none"> ○ No sexual health education in grades K - 4 (SEL instruction only) ○ When individual students ask or indicate a need for more detailed information we will provide them with individual access to trained staff members and refer them to a parent or caring adult
--	--

We held two parent advisory committee meetings seeking input on draft recommendations on May 25th (Elementary) and May 27th (Secondary) with approximately thirty parents participating. The committee listened to our parents and in several instances modified our recommendations based on their input.

Next steps in this process, should the board approve our recommendations, will be to purchase additional instructional materials and train teachers who will be providing the instruction.

After the discussion at the last Board meeting, additional items were added per the Board’s direction to the Kindergarten through 4th Grade curriculum and are highlighted in yellow.

**Eastmont School District
Sexual Health Education Program
June 2021**

Kindergarten through 4th Grade	
Instructional Topics	<ul style="list-style-type: none"> ● Social Emotional Learning (SEL) ● Sexual Abuse Prevention <p style="text-align: center;"><i>No sexual health instruction in Grades K-4</i></p>
Instructional Standards	<ul style="list-style-type: none"> ● Washington's K -12 Social Emotional Learning Standards and Benchmarks
Instructional Materials	<ul style="list-style-type: none"> ● Sanford Harmony https://www.harmonysel.org/ ● Character Strong- Purposeful People https://characterstrong.com/curricula/elementary ● Sexual Abuse Prevention (TBD Fall 2021)
Instructional Delivery	<ul style="list-style-type: none"> ● Weekly throughout the school year ● Taught by: multiple instructors
Parent Resources	<ul style="list-style-type: none"> ● Sexual Abuse Awareness and Prevention <ul style="list-style-type: none"> ○ Training offered (live/recorded) ○ Resources available on website

5th Grade	
Instructional Topics	<ul style="list-style-type: none"> ● Social Emotional Learning (SEL) ● Sexual Health <ul style="list-style-type: none"> ○ Growth and Development (Puberty) ○ HIV Prevention ● Affirmative Consent and Bystander Training
Instructional Standards	<p>Social Emotional Learning (SEL)</p> <ul style="list-style-type: none"> ● Washington's K -12 Social Emotional Learning Standards and Benchmarks <p>Sexual Health Standards</p> <p>Growth and Development</p> <ul style="list-style-type: none"> ○ H7.Se.2.5 Identify ways to manage physical, social, and emotional changes that occur during puberty. ○ H1.Se3.5 Recognize puberty prepares the body for reproduction. <p>HIV Prevention</p> <ul style="list-style-type: none"> ○ H1.Se4.5a Define human immunodeficiency virus (HIV). ○ H1.Se4.5b Identify methods of transmission and prevention of HIV. <p>Anatomy, Reproduction, and Pregnancy</p> <ul style="list-style-type: none"> ○ H1.Se1.5 Understand functions of reproductive systems.

TO: Board of Directors

FROM: Garn Christensen, Superintendent
Matt Charlton, Assistant Superintendent Secondary Education

SUBJECT: Review of the following policies for first reading:

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	New Policy 2401 & Procedure 2401-P	Mastery-Based Credit for Content Areas
2000 Instruction	Delete Policy 2402 through Policy 2409	Individual Content Area policies
2000 Instruction	Policy 2413	Equivalency Credit Opportunities

DATE: July 12, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is new Policy 2401 Mastery-Based Credit for Content Areas which combined existing Policy 2402 – Policy 2409 into one policy and then its corresponding procedure 2401-P. Draft Policy 2401 incorporates the newest legislative language as well.

Policies 2402-2409 are posted separately on the website.

Draft changes to Policy 2413 Equivalency Credit Opportunities is also enclosed. Assistant Superintendent Matt Charlton has reviewed WSSDA's recommended policy/procedure language and kept language specific to Eastmont. He also consulted with EHS administrators and now recommends approval of these changes.

ATTACHMENTS

Draft policies and procedure

FISCAL IMPACT

None at this time

MASTERY-BASED CREDIT FOR CONTENT AREAS

The Eastmont Board of Directors recognizes the value of preparing students in the content areas of English Language Arts, Math, Science, Social Studies, The Arts, Health & Physical Education, and World Language:

- Preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines.
- Preparing students in math for college, career, and life.
- Preparing students to become literate in science and providing instruction about conservation, natural resources, and the environment and helping them to be environmentally and sustainability literate;
- Helping students become part of an active and engaged citizenry;
- Providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts;
- Providing students instruction in health and physical education; and
- Preparing students to be global citizens with the skills to communicate in English and other world languages.

The District encourages students to learn effectively at a high level of ~~proficiency~~ mastery. As described in the procedures, the District will award credits to students based on demonstrated mastery across a range of skills.

The District ~~also recognizes~~ acknowledges the importance of allowing students to learn at their own pace and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts. Students may further develop skills through independent activities and programs and are encouraged ~~The District encourages students and their families~~ to take advantage of any learning opportunities available to them.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the District will collect and periodically review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the District will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross Reference:

Board Policy 2410 High School Graduation Requirements

Legal References:

RCW 28A.230.090 High school graduation requirements or equivalencies — ~~High school and beyond plans~~ — Reevaluation of graduation requirements — Review and authorization of

- First Reading -

proposed changes — ~~Language requirements~~ — Credit
for courses taken before attending high school —
Postsecondary credit equivalencies

WAC 180-51-050

High school credit — Definition

WAC 180-51-051

Procedure for granting students mastery-based credit

Management Resource:

Policy & Legal News, December 2020

- First Reading -

MASTERY-BASED CREDIT FOR CONTENT AREAS

This procedure covers the following content areas:

- [English Language Arts](#)
- [Math](#)
- [Science](#)
- [Social Studies](#)
- [The Arts](#)
- [Health & Physical Education](#)
- [World Language](#)

Equivalency Course of Study

Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with Board Policy 2410 High School Graduation Requirements and WAC 392-410-300.

Successful Completion of Next Higher-Level Course

Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

ENGLISH LANGUAGE ARTS

Demonstrating Mastery in English Language Arts

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in English Language Arts. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on a state assessment in English Language Arts;
- The student may recover 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on an end-of-course exam from an English Language Arts course (where an end-of-course exam is available); or
- The student may recover 1.0 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain 1.0 English Language Arts credit for passing a District-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

MATH

Demonstrating Mastery in Math

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in math. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover 1.0 math credit following a failed or incomplete math course if the student meets standard on a state assessment in the equivalent math subject;
- The student may recover .5 math credit for each trimester following a failed or incomplete math course if the student meets standard on an end-of-course exam for a math course (where an end-of-course exam is available); or
- The student may recover 1.0 math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain .5 math credit for passing a District-created assessment that is aligned to state learning standards for each trimester and a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

SCIENCE

Demonstrating Mastery in Science

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in science. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

- The student may recover 1.0 science credit following a failed or incomplete science course if the student meets standard on a state assessment in science. The science state test incorporates all course subjects so a pass score would be equivalent for a science course of biology, chemistry, or physics.
- The student may recover .5 science credit following a failed or incomplete science course if the student meets standard on an end-of-course exam for a science course (where an end-of-course exam is available. A traditional written final is not available in forensics); or
- The student may recover 1.0 science credit following a failed or incomplete science course if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain .5 science per trimester challenged credit for passing a District created assessment that is aligned to state learning standards, as well as a portfolio of student work providing evidence of content knowledge and lab experiences. Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

SOCIAL STUDIES

Demonstrating Mastery in Social Studies

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in social studies skills. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following way:

- The student may recover .5 social studies credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain .5 social studies credit for passing a District-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

THE ARTS

Demonstrating Mastery in The Arts

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in art skills. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following way:

- The Student may recover 1.0 credit art credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Students may obtain 1.0 art credit for passing a District-created assessment that is aligned to state learning standards. Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

HEALTH AND PHYSICAL EDUCATION

Demonstrating Mastery in Health

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in health. Mastery-based credit can be used either for awarding credit in place of a traditional course or for credit recovery purposes. A student may receive a one-half (.5) health credit if the student meets standard on another approved state alternative that meets the graduation requirement.

[Students may obtain .5 health credit for passing a District-created assessment that is aligned to state learning standards.](#) Students do not need to have attempted and failed a course before being eligible for these options:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills; or
- A combination of assessment approaches, as defined by the District.

Demonstrating Mastery in Physical Education

The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery in knowledge of physical education. Students may waive one-half credit (.5) of physical education per semester. Students who waive physical education credits pursuant to RCW 28A.230.050 must still demonstrate sufficient proficiency in physical education knowledge.

Students may demonstrate sufficient mastery as follows:

1. First Waiver (.5 PE credit)

The student must meet mastery at 70% or higher in one of the following:

- OSPI-developed fitness assessment: Concepts of Health and Fitness.
- District-approved fitness assessment (cognitive assessment on fitness education).
- [A student may obtain .5 credit for passing a District-created assessment that is aligned to state learning standards.](#)

2. Second Waiver (.5 PE credit)

The student must meet mastery at 70% or higher in one of the following:

- OSPI-developed fitness assessment: Fitness Planning.
- District-approved fitness assessment (cognitive assessment on fitness education that is different than First Waiver).
- [A student may obtain .5 credit for passing a District-created assessment that is aligned to state learning standards.](#)

3. Third Waiver (.5 PE credit)

The student must meet mastery in one of the following:

- District-approved fitness plan/portfolio at 80% or higher.
- District-approved fitness assessment (cognitive assessment on fitness education that is different than Second Waiver) at 70% or higher.
- a. • [A student may obtain .5 credit for passing a District-created assessment that is aligned to state learning standards.](#)

WORLD LANGUAGE

Definition

For purposes of this procedure, a world language is defined according to the definition used by the Higher Education Coordinating Board as “[a]ny natural language that has been formally studied [...], including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of deaf signing aside from AMESLAN are acceptable.”

[The District will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages \(ACTFL\) Proficiency Guidelines in order to ensure consistency across languages. The District will select the appropriate assessment instrument\(s\) from the following:](#)

1. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of 2011, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (<http://avantassessment.com>).
2. American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (<http://www.languagetesting.com>).
3. Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
4. For languages that do not currently have any other nationally available proficiency based assessment, the District will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.

[4.5. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place with the First Peoples' Language and Culture Certificate. Native/Tribal language students will have their proficiency determined by each Tribe.](#)

Determining Mastery and Credit Equivalencies

The District will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

1. Novice Mid – 1 credit (Carnegie Unit)
2. Novice High – 2 credits
3. Intermediate Low – 3 credits
4. Intermediate Mid – 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

Offering Testing Opportunities

The District will manage the assessment process so that students have multiple opportunities to take or retake the assessment(s) required to demonstrate proficiency. Assessments must be offered in a proctored setting with appropriate technology. The District will approve the site(s) where the assessments are offered, which could include individual schools, District buildings, community colleges, universities, educational service districts, or other community settings.

Paying for Assessments

The District will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs.

Reporting Results

The District will receive official test results for each student participating in the assessment process. The District will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass."

EQUIVALENCY CREDIT OPPORTUNITIES

~~A. Experiential Education Opportunities~~

~~The District may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by the District or conducted primarily by individuals not employed by the District. To grant credit for such experiences, a proposal for approval of credit must be submitted to the District's designated team.~~

~~The proposal will include the following elements:~~

- ~~1. Name of program or planned learning experience;~~
- ~~2. Length of time for which approval is desired;~~
- ~~3. Objectives of the program or planned learning experience;~~
- ~~4. Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;~~
- ~~5. Description of how credits shall be determined (completion of a District-defined course or satisfactory demonstration of proficiency or competency in the related state learning standards in accord with WAC 180-51-050(1));~~
- ~~6. Content outline of the program and/or major learning activities and instructional materials to be used;~~
- ~~7. Description of how student performance will be assessed;~~
- ~~8. Qualifications of instructional personnel;~~
- ~~9. Plans for evaluation of program; and~~
- ~~10. How and by whom the student will be supervised.~~

~~Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work study, private lessons, and education programs sponsored by governmental agencies.~~

~~B.A. Career and Technical Education Courses Provided by the District~~

~~Until September 1, 2021, the District will offer high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the Office of Superintendent of Public Instruction (OSPI) under RCW 28A.700.070.~~

~~On or after September 1, 2021, any Any statewide equivalency course offered by the District or accessed at a skill center will be offered for academic credit.~~

The District may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by OSPI under RCW 28A.700.070.

Eastmont High School will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a District team appointed by the superintendent/designee.

The District team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.
3. Recorded on the student's transcripts as the academic course the equivalence credit fulfills.

C. Competency-based Credits

~~The District may award academic credit for computer science to students based on student completion of a competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).~~

~~To receive competency-based credits for computer science, a student must take a competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the competency examination.~~

~~The competency examination must be offered in a proctored setting with appropriate technology. The District will approve the site(s) where the examination is offered, which could include individual schools, District buildings, community colleges, universities, education service districts, or other community settings. The District will award credit based on the highest examination score.~~

~~The District will receive official test results for each student who takes a competency examination. The District will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass".~~

~~D. In awarding academic credit for computer science, the District will follow the course equivalency approval procedure described above for career and technical courses. Courses Taken Before Attending High School~~

~~The District will award high school credit for computer science courses taken before attending high school if either of the following occurs:~~

- ~~1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or~~
- ~~2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the District determined by the Board.~~

~~Students who have taken and successfully completed high school courses under the circumstances above will not be required to take an additional competency examination or perform any other additional assignment to receive credit.~~

B. Computer Science Courses

A. AP Courses

The Board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science, [and may be used by a student to meet third-year math or science graduation requirements](#). The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Cross References:

Board Policy 2170
Board Policy 2410

Career and Technical Education
High School Graduation Requirements

Legal References:

Laws of 2019, ch. 180, §2

High school computer science courses — Availability —
Competency testing

RCW 28A.230.010	Course content requirements — Access to career and technical course equivalencies — Duties of school boards of directors — Waivers
RCW 28A.230.097	Career and technical high school course equivalencies
RCW 28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice
WAC 180-51	High School Graduation Requirements
WAC 392-410	Courses of Study and Equivalencies

Management Resources:

[Policy & Legal News, February 2021](#)

[Policy & Legal News, December 2020](#)

Policy & Legal News, July 2019

Policy & Legal News, May 2018

Policy & Legal News, September 2013

Policy News, August 2006

- First Reading -

TO: Board of Directors
FROM: Garn Christensen, Superintendent
SUBJECT: Review of the following polices for First Reading:

<i>Section</i>	<i>Number</i>	<i>Title</i>
3000 Students	Policy 3241	Student Discipline
3000 Students	Policy 3432	Emergencies
6000 Management Support	Policy 6000 and Procedure 6000-P	Program Planning, Budget Preparation, Adoption, and Implementation
6000 Management Support	Policy 6600	Transportation

DATE: July 12, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed are WSSDA recommended updates to the following policies and they incorporate the newest legislative language as well:

- Policy 3241 Student Discipline
- Policy 3432 Emergencies
- Policy 6000 Program Planning, Budget Preparation, Adoption, and Implementation and Procedure 6000-P
- Policy 6600 Transportation

Executive Director Cindy Ulrich, Executive Director Spencer Taylor, and Assistant Superintendent Matt Charlton have reviewed these changes and recommend approval as well.

ATTACHMENTS

Draft policies

FISCAL IMPACT

None at this time

STUDENT DISCIPLINE

~~“Discipline” means any action taken by Eastmont School District in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:~~

Introduction/Philosophy/Purpose

The Board of the Eastmont School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success.

“Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with ~~families and the community and striving to understand and be responsive to cultural context~~ school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need ~~during suspension and expulsion to complete their education without disruption;~~
- Facilitating collaboration between school personnel, students, ~~and~~ parents, and families and thereby supporting to support successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- ~~Providing~~ Implementing culturally responsive discipline that provides every student ~~with~~ the opportunity to achieve personal and academic success; and
- Providing a safe environment for all students and for District employees.

Rights and Responsibilities/District Commitment

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

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps; and
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction.

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

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

~~Minimizing exclusion, engaging with families, and supporting students~~

~~Unless a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the District must first consider other forms of discipline.~~

~~These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure identifies a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).~~

~~School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The District must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require~~

~~language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The District's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.~~

~~As described in the procedures, the District will offer educational services to students during suspension or expulsion. When the District administers a long-term suspension or expulsion, the District will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student's individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.~~

Staff authority

~~District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified District staff may administer discipline.~~

Ensuring fairness, providing notice, and an opportunity for a hearing

~~When administering discipline, the District will observe all of the student's constitutional rights. The District will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The District will provide opportunities for parent participation during an initial hearing with the student. The District will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The District has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.~~

~~The District has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from~~

~~transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.~~

Development and Review

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, ~~that led to them~~ and other forms of discipline the District considered or attempted ~~them~~, is essential for effective review of this policy; therefore, the District will ensure such reporting.

The District will ~~periodically~~ collect ~~and review~~ data on disciplinary actions ~~taken against students administered~~ in each school. ~~The data will be disaggregated into subgroups,~~ as required by RCW 28A.300.042, including and any additional data required under other District policies and procedures. ~~students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The District will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the District will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.~~

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. Schools will work together to:

1. Establish consistent behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools' handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the assigned executive director or assistant superintendent.

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

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

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community.

As part of this development and review process, the District will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline.

Discipline data must be disaggregated by:

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

This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, and WAC 392-190.048.

Distribution of Policies and Procedures

The District will make ~~its discipline policies and procedures~~ the current version of this policy and procedure available at the building level to students, families, community, contractors, and all District personnel and offer language assistance for students and parents with limited-English proficiency. ~~to families and the community. The District will annually provide its discipline policies and procedures to all District personnel, students, and parents, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure District employees and contractors are knowledgeable of the discipline policies and procedures.~~

Application

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

Cross References:

Board Policy 2161	Special Education and Related Services for Eligible Students
Board Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Board Policy 3122	Excused and Unexcused Absences
Board Policy 3200	Rights and Responsibilities
Board Policy 3210	Nondiscrimination
Board Policy 3244	Prohibition of Corporal Punishment
Board Policy 3520	Student Fees, Fines, or Charges
<u>Board Policy 4210</u>	<u>Regulation of Dangerous Weapons on School Premises</u>
Board Policy 4218	Language Access Plan

Legal References:

RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
Chapter 28A.225, RCW	Compulsory school attendance and admission
Chapter 28A.320, RCW	Provisions applicable to all districts
RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
Chapter 28A.600, RCW	Students
RCW 9A.16.100	Use of force on children — Policy — Actions presumed unreasonable
RCW 9.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions
WAC 392-190-048	Access to course offerings — Student discipline <u>and corrective action</u>
Chapter 392-400, WAC	Pupils <u>Student Discipline</u>
34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964 <u>— Discrimination prohibited</u>
42 U.S.C. 2000d et seq.	<u>Title VI of the</u> Civil Rights Act of 1964

Management Resources:

[Policy & Legal News, February 2021](#)

Policy Alert, April 2019

Policy & Legal News, August 2018 and *Policy News*, June 2010

EMERGENCIES

~~A school district's top priority is student safety. To do this requires all employees to plan for potential emergencies, practice identified drills, and respond to supervisor directives in emergency situations. Employees are always expected to take immediate action if a student's, or employee's safety is threatened or an accident or injury has occurred.~~

~~When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area. The superintendent will develop procedures for emergencies and practice drills consistent with state law.~~

~~The following Drills will be practiced annually at all schools with students:--~~

- ~~A. Earthquake;~~
- ~~B. Evacuations;~~
- ~~C. Lockdown;~~
- ~~D. Reunification; and~~
- ~~E. Shelter In Place.~~

~~The following Drills will be practiced annually with supervisors as table top exercises:--~~

- ~~1. Bomb Threat~~
- ~~2. Building/District closure~~
- ~~3. Internet/Network Loss~~
- ~~4. Lost or Missing Student~~
- ~~5. Medical Emergency~~
- ~~6. Pandemic~~
- ~~7. Person with Gun~~
- ~~8. Power Loss~~
- ~~9. Sewage Loss~~
- ~~10. Water Loss~~
- ~~11. Weather Emergency~~

The Eastmont School District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its schools will develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans will:

- Include required school safety policies and procedures;
- Include provisions for the special needs of staff and students;
- Require the building principal to be certified on the incident command system;
- Consider community use of school facilities in emergencies;
- Be annually reviewed with emergency response agencies;
- Conduct inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system and the incident command system;
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation;
- Provide information to all staff on the use of emergency supplies and alert procedures; and
- Annually record and report information and activities required in subsection 28A.320.125.

Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the District will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation will consider and accommodate the needs of all students.

Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop – cover – hold on):

1. Shelter-in-Place

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to

remain inside and take the steps necessary to eliminate or minimize the health and safety hazard.

2. Lockdowns

Lockdowns are meant to isolate staff and students from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures.

3. Evacuations

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the District, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or District needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones will plan and participate in one pedestrian evacuation drill annually.

4. Earthquakes: Drop – Cover – Hold on

The Board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop – cover – hold on” is the basic functional earthquake response. The superintendent will establish guidelines and the action for building principals to take should an earthquake occur while school is in session.

Additional Drills

In addition to the above four functional response drills, the District will, at a minimum, also develop response plans for the following:

1. Pandemic/Epidemic

The Board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent/designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the District and establish procedures to provide

for staff and student safety during such an emergency and a continuation of instructional services when feasible.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the District, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

2. Bomb Threats

The superintendent will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

2.3. Emergency School Closure or Evacuation (Modified Shelter-in-Place)

When weather conditions or other circumstances make it unsafe to operate schools, the superintendent is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent/designee.

The superintendent will establish procedures for the emergency closure of a building or department.

All safety plans and drills will include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans will also include reunification plans. Schools will document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

Cross Reference:

Board Policy 4310 District Relationships with Law Enforcement, ~~DSHS, and the Health Department~~ and Other Government Agencies

Legal References:

RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions, and municipal counties — Fees
RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts and schools, ~~and educational service districts~~ — Reports — Drills — Rules — First responder agencies

Management Resources:

Policy & Legal News, February 2021
Policy & Legal News, July 2017
Policy and Legal News, June 2013

- First Reading -

Policy News, August 2008
Policy News, October 2006
Policy News, February 1999

- First Reading -

PROGRAM PLANNING, BUDGET PREPARATION, ADOPTION, AND IMPLEMENTATION

A district's annual budget is tangible evidence of the board's commitment toward fulfilling the aims and objectives of the instructional program and providing for the efficient and effective operation of a district. The budget expresses in specific terms the services to be provided, consistent with immediate and long-range goals and resources available and establishes priorities within broad program areas such as basic education, other separately funded programs, and support services. Each year a budget will be prepared for the ensuing fiscal year. The budget will set forth the complete financial plan of the district for the ensuing school year.

Prior to presentation of the proposed budget for adoption, the superintendent/[designee](#) will prepare for the Board's study and consideration appropriate documentation supporting his/her recommendations, which will be designed to meet the needs of students within the limits of anticipated revenues consistent with reasonable management practices. Program planning and budget development will provide for staff participation and the sharing of information with ~~patrons~~ [community members](#) prior to action by the Board.

~~Notice and Conduct of Budget Hearings~~

~~Upon completion of the proposed district budget for the ensuing school year, notices shall be published in a local paper of general circulation in two successive weeks announcing the date, time and place of the budget hearing as required by law. The notice shall also state that any person may appear and be heard for or against any part of such budget. The last notice shall be published no less than seven days prior to the hearing.~~

~~Copies of the proposed budget shall be made available at the district office by July 10 unless the superintendent of public instruction has delayed the date because of the state operating budget was not adopted by June 1.~~

~~The district shall submit one (1) copy of its budget to its educational service district for review and comment.~~

~~Budget: Adoption and Filing~~

~~The budget for the ensuing school year shall be adopted by board resolution following a public hearing. Such action shall be recorded in the official minutes of the board. Copies of the budget as adopted shall be filed with the North Central Educational Service District for review. Copies of the budget will be filed with the state superintendent of public instruction.~~

Fiscal Year

The District's fiscal year will begin September 1 each year and will continue through August 31 of the succeeding calendar year.

Budget Preparation, Notice, and Submission to ESD and OSPI

On or before the tenth day of July in each year, the District will prepare the budget for the ensuing fiscal year. The annual budget development process will include the development or update of a four-year budget plan that includes a four-year enrollment projection. The four-year budget plan must include an estimate of funding necessary to maintain the continuing costs of program and service levels and any existing supplemental contract obligations.

The completed budget must include a summary of the four-year budget plan and set forth the complete financial plan of the District for the ensuing fiscal year.

Upon completion of the budget, the District will electronically publish a notice stating that the District has completed the budget, posted it electronically, placed it on file in the District Administration Office, and that a copy of the budget and a summary of the four-year budget plan will be furnished to any person who calls upon the District for it.

By July 10th, the District will submit a copy of the budget and four-year budget plan to the North Central Educational Service District and to the office of superintendent of public instruction (OSPI) for review and comment, unless OSPI has delayed the date because the state operating budget was not adopted by June 1st.

Budget Notice, Hearing, Adoption, and Filing

The Board of Directors will meet to fix and adopt the budget for the ensuing fiscal year. The District will provide notice of the meeting. The notice will designate the date, time, and place of the meeting. The notice will also state that any person may appear at the meeting and be heard for or against any part of the budget, the four-year budget plan, or any proposed changes to uses of enrichment funding. The District will publish the notice electronically and will publish it at least once each week for two consecutive weeks in a newspaper of general circulation in the District (or if there is none in the district, in a newspaper of general circulation in the county or counties in which the district is a part). The last notice will be published no later than seven days before the meeting.

On the day given in the notice, the Board of Directors will meet at the time and place designated. At the meeting, the Board of Directors will fix and determine the appropriation from each fund contained in the budget separately; will by resolution adopt the budget, the four-year budget plan summary, and the four-year enrollment projection; and will record its action in the official minutes. Copies of the budget will be filed with the OSPI.

Eastmont School District is a 1st Class District. Therefore, the following dates for adoption and filing of the budget are as follows:

- Budget adopted by August 31
- Budget filed with ESD by September 3
- Budget filed with OSPI by September 10

Budget Implementation

The Board places responsibility with the superintendent/[designee](#) for administering the operating budget, once adopted. All actions of the superintendent/[designee](#) in executing the programs and/or activities as set forth in the adopted operating budget are authorized subject to the following provisions:

- A. Expenditure of funds for the employment and assignment of staff meet the legal requirements of the state of Washington and adopted board policies;
- B. Funds held in reserve accounts (General fund #810-890) for self-insurance and other such contingencies may not be expended unless approved for purposes designated by the Board;
- C. Complete listing of expenditures for supplies, materials, and services is presented for Board approval and/or ratification;
- D. Purchases are made according to the legal requirements of the state of Washington and adopted Board policy;
- E. Funds may be transferred from one budget classification to another subject to such restrictions as may be imposed by the Board;
- F. The superintendent/[designee](#) will be responsible for establishing procedures to authorize and control the payroll operations of the District. ~~The board may act on behalf of individual staff to deduct a certain amount from the staff member's paycheck and remit an agreed amount to a designee of the staff member. No involuntary deduction may be made from the wages of a staff member except for federal income tax, social security, medical aid, and state retirement, or in compliance with a court order such as garnishment;~~ and
- G. Financial reports are submitted to the Board each month.

Cross References:

Board Policy 5005	Employment: Disclosures, Certification Requirements, Assurances, and Approval
Board Policy 6022	Minimum Fund Balance
Board Policy 6213	Reimbursement for Travel Expenses

- First Reading -

Legal References:

RCW 28A.300.060	Studies and adoption of classifications for school district budgets — Publication
RCW 28A.320.010	Corporate powers
RCW 28A.320.020	Liability for debts and judgments
RCW 28A.320.090	Preparing and distributing information on district's instructional program, operation, and maintenance — Limitation
RCW 28A.330.100	Additional powers of board
RCW 28A.400.240	Deferred compensation plan for school district or educational service district employees — Limitations
RCW 28A.400.250	Tax deferred annuities — Regulated company stock
RCW 28A.400.280	Employee benefits — Employer contributions — Optional benefits — Annual report
RCW 28A.400.300	Hiring and discharging <u>of</u> employees — Written leave policies — Seniority and leave benefits, transfers of employees transferring between school districts <u>and</u> other educational employers
RCW 28A.405.400	Payroll deductions authorized for employees
RCW 28A.405.410	Payroll deductions authorized for certificated employees — Savings
RCW 28A.505	School Districts' Budgets
RCW 28A.505.040	Budget — Four-year budget plan — Notice of completion — Copies — Review by ESD educational service districts
RCW 28A.505.050	Budget — Notice of meeting to adopt
RCW 28A.505.060	Budget — Hearing and adoption of — Copies filed with ESDs
RCW 28A.505.080	Budget — Disposition of copies
RCW 28A.505.150	Budgeted expenditures as appropriations — Interim expenditures — Transfer between budget classes — Liability for nonbudgeted expenditures
Chapter 28A.510 RCW	Apportionment to District — District Accounting
RCW 41.04.020	Public employees — Payroll deductions authorized
RCW 41.04.035	Salary and wage deductions for contributions to charitable agencies — “United Fund” defined — Includes Washington state combined fund drive
RCW 41.04.036	Salary and wage deductions for contributions to charitable agencies — Deduction and payment to United Fund or Washington state combined fund drive — Rules, procedures
RCW 41.04.230	Payroll deductions authorized
RCW 41.04.233	Payroll deductions for capitation payments to health maintenance organizations

- First Reading -

RCW 41.04.245

Payroll deductions to a bank, savings bank, credit union, or savings and loan association

WAC 392-123-054

Time schedule for budget

Management Resources:

Policy & Legal News, February 2021

Policy & Legal News, June 2018

Policy & Legal News, October 2011

- First Reading -

PROGRAM PLANNING, BUDGET PREPARATION, ADOPTION, AND IMPLEMENTATION

School district administration shall work diligently to develop and implement budget management practices to follow the direction established by the Board of Directors. Consistent implementation of these management strategies should result in a stable school district fiscal health and should be accomplished without significantly affecting the education of its students.

Board Fiscal Management

1. Annual budgets must be balanced with anticipated revenues [and available cash reserves](#) equaling or exceeding anticipated expenditures.
2. Maintain an unassigned fund balance amount in the General Fund of an amount not less than 8% of appropriated operating expenditures as required per Policy No. 6022 Minimum Fund Balance.
3. An adequate undesignated, unreserved fund balance is needed to solidify the district's bond rating for future bond issues.
4. Passage of maintenance and operation levies are imperative to the fiscal stability of the district.

Administrative Budget Management

Strong budget management practices include:

1. Developing and strictly adhering to a balanced annual budget, including the Minimum Fund Balance policy requirement;
2. Anticipating and budgeting for ongoing major expenses;
3. Identifying sufficient funding for those mandated programs, such as Special Education, that are inadequately funded by the state.

Specifically, administration should:

1. Recommend policies to the school board and develop procedures that strengthen budget accountability at the district, building and department levels. These strategies should include:
 - A. Each school should maintain a 5% carryover in their non-employee related costs budget annually.
 - B. Schools intending to carryover more than 15% of those funds may report the need to the superintendent or his designee.
 - C. Assure that the unassigned fund balance shall only be used for unplanned, non-recurring, costs.

- D. The majority of proceeds from the sale of surplus property should be invested and that the earned interest is assigned to the unassigned general fund balance.
 - E. Funds must be budgeted, on an annual basis, for ongoing major expenses such as curriculum adoptions, technology and transportation.
 - F. Continue to conservatively project enrollment and staffing.
2. Additionally, district administration should:
- A. Investigate the feasibility of allocating administrators, teachers and specialists to schools proportionately to the number of students enrolled in the school.
 - B. Develop a process that utilizes efficiency consultants and other strategies to regularly review existing programs and departments for opportunities to reduce expenditures without significantly affecting student services.
 - C. New Program/Special Activity Grants

If minimum unassigned fund balance is met in draft estimates for the upcoming budget year, the administration shall set aside an amount equal to .01% of the unassigned minimum fund balance for Board authorized New Program/Special Activity Grants. For example - an estimated unassigned fund balance of \$3,000,000 would result in a total amount of \$30,000 for new programs and activities.

Proposals to the Board shall be submitted using the District Grant Application Approval procedure outlined in Policy 6115. These proposals shall be due to the Superintendent's secretary by close of business on the last work day in May. Applications received late will not be accepted. Applications should include the following at a minimum:

1. Board Goal or Initiative(s) supported by the program or activity. The maximum amount to be granted per program or activity is \$10,000.
 - ~~○ For 2017-2022, preference will be given to proposals that support new STEM/STEAM type activities that involve students learning to use common hand tools to construct and build take home projects, or projects that can be sold as a school, PTO, or ASB fund raiser.~~
 - ~~○ Activities using fluid related connections such as hoses, couplings, and fittings, as well as hardware including nails, screws, bolts, washers, and nuts. Tools include screwdrivers, wrenches, sockets, and hammers.~~
2. Strategies and supporting activities to accomplish goals.
3. Rationale why funding the program/activities demonstrates the best and maximum use of public K-12 local funds.
4. Funds may not be requested to enhance current educational programs or to enhance individual classroom technology.

- First Reading -

5. Three year budget including all personnel, travel, materials and supplies, and all other anticipated fees. A 10% reserve shall also be included in the budget for unanticipated expenditures.
6. Three signatures of employees who will support the proposal plus one building principal who will serve as the program/activity administrator. The responsible Eastmont educators shall present an annual executive summary Board Report at one of the Board's regular meetings.

Successful recipients will be required to provide a report to the Board at the end of their initial year of operation. The funds will cease unless a new proposal is approved by the Board. Programs may be eligible to be included in the regularly funded programs of the District after three years.

The Board shall review all proposals in September once revenue and enrollment estimates are confirmed. Successful applicants shall be notified in October.

Fiscal Communication

Administration should purposefully and regularly communicate with its patrons about all aspects of district operations, including fiscal management. The communication should be broad-based in order to reach all components of the community, and provide opportunity for citizen input.

This should include:

- ~~1. Developing a timely explanation of the current fiscal situation and the district's strategies for attaining fiscal stability.~~
- 2.1. Annually develop and communicate a clear, simplified citizen budget.
- 3.2. Develop an explanation of the inadequacy of state and Federal education funding of basic education and the need for local support through Maintenance and Operation Levies.

Payroll: Authorization and Control

Employment of all certificated and classified staff must be approved by the Board and authority to pay for such services rendered follows this approval. Annual salaries will be determined by placement on the District salary schedule in terms of position, experience, ~~and~~ training (where applicable), and collective bargaining agreements (where applicable). Proper documentation is required to receive credit for experience and training.

Personnel Action

~~To initiate a personnel action, the supervisor shall initiate a personnel action notice. The notice shall be approved by:~~

- A. ~~Personnel department giving assurances that the contemplated action is consistent with all procedures related to the district's employment practices;~~

- First Reading -

~~B. Business department giving assurance that there are adequate funds covering the proposed action;~~

~~C. Superintendent giving final authority for the personnel action.~~

Salary Warrants

Unless otherwise ~~indicated~~ specified, each staff member will receive a salary warrant on the last working day of each month equal to 1/12 of the staff member's yearly salary less statutory, contractual, and voluntary deductions. Voluntary payroll deductions ~~shall~~ must be authorized by the Board. The board may act on behalf of individual staff to deduct a certain amount from the staff member's paycheck and remit an agreed amount to a designee of the staff member.

The District will make payroll deductions for staff as required by law, such as federal withholdings, applicable state retirement contributions, and industrial insurance premiums.

The District will make payroll deductions for staff based on contractual agreements, such as those required by collective bargaining agreements.

The District may make voluntary payroll deductions for staff from District approved deductions after an employee has submitted a written request to make such a deduction. Examples include credit unions, United Way, life insurance, tax-sheltered annuities, etc.

~~Present statutory deductions are as follows:~~

~~OASI — Deducted during the calendar year from each pay warrant beginning with January 1 payroll until the required amount is deducted.~~

~~WITHHOLDING TAX — Deducted according to the current Internal Revenue Service schedule.~~

~~MEDICAL AID — Deducted from each pay warrant for all staff as set by the State Department of Labor and Industries.~~

~~RETIREMENT — Washington State Public/Schools Employees' Retirement System — Deducted from each pay warrant of non-certificated staff holding eligible positions at the rate set by the state.~~

~~————— Washington State Teachers' Retirement System — Deducted from each pay warrant of staff at the rate set by the state for the particular retirement plan.~~

~~HOURLY OR DAILY — Hourly or daily staff must submit Time and Attendance Reports. These must be signed by the staff member and approved by the staff member's supervisor.~~

- First Reading -

Leave

~~District leave provisions are covered in district policies. Upon return from a leave, the staff member shall complete a time slip and any related leave forms. The time slip must be approved by the staff member's supervisor. The business office shall compile the amount of leave used on a monthly basis. Accrued leave shall be reported on the staff member's warrant statement. Staff must submit time slips when they do not report to work regardless of the nature of the absence, whether illness, emergency leave, nonreimbursable leave or vacation.~~

- First Reading -

TRANSPORTATION

The Eastmont School District may provide transportation to and from school for a student:

- A. Whose residence is beyond the one mile radius from the school to which the student is assigned;
- B. Whose walking route to school is hazardous;
- C. Whose disability prevents him/her from walking or providing for his/her own welfare while walking; or
- D. Who has another compelling and legally sufficient reason to receive transportation services. The parent or guardian of a student whose assigned bus stop is beyond the maximum walking distance may receive reimbursement for private transportation at the state mileage reimbursement rate.

At the request of an eligible student, the District may allow the student to transport his or her infant on a school bus or other student transportation vehicle provided by the District. The infant must be transported in a rear-facing child restraint system as defined in the federal motor vehicle safety standards found in 49 C.F.R. § 572.213. If the District denies the student's request to transport his or her infant by school bus, the District must authorize other arrangements for individual transportation in accordance with RCW 28A.160.030. For purposes of this paragraph, "eligible student" means any student served by the transportation program of the District or compensated for individual transportation arrangements authorized by RCW 28A.160.030 whose route stop is outside the walk area for a student's school, except if the student to be transported is disabled under RCW 28A.155.020 and is either not ambulatory or not capable of protecting his or her own welfare while traveling to or from the school or agency where special education services are provided, in which case no mileage distance restriction applies.

Each year the superintendent/[designee](#) will present to the Board the number of students ~~who are transported~~ who live within the minimum distance of their schools and for whom there appears sufficient justification for the District to provide transportation. In this report, the superintendent/[designee](#) will also provide the reasons why each of these students is transported.

The District's transportation program will comply in all ways with state law and regulation. Transportation services of the District may include approved bus routes, district-approved field trips, school activities (participants only), and extracurricular activities (rooters). The superintendent/[designee](#) is authorized to permit a parent of a student enrolled in school to ride a bus when excess seating is available and private or other public transportation is not reasonably available.

Routes and Schedules

The superintendent/[designee](#) will be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program.

The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal service to all students entitled to such service. The Board may authorize the use of a District-owned passenger car in lieu of a bus for transporting students to and from school.

In order to operate the transportation system as safely and efficiently as possible, the following factors will be considered in establishing bus routes:

- A. Where an alternate route may be considered without sacrifice of efficiency or economy, preference will be given to that route more directly serving the largest number of students;
- B. Location of bus stops may be determined by such factors as student safety, economy, and efficiency. Students may be required to walk up to one mile from their home to their bus stop provided that the walking route is safe; and
- C. School schedules will be adjusted to allow maximum utilization of each bus in the system by alternating elementary and secondary trips.

The District will apply for state transportation apportionment funds and will maintain the records required to obtain such funding.

Emergency Routes and Schedules

The District will develop emergency bus routes and schedules to be used when weather conditions make the usual routes impassable or, in the superintendent's/[designee's](#) judgment, too hazardous. At the beginning of the school year, copies of emergency routes and schedules will be distributed to parents with instructions on how to obtain emergency information.

If roads are closed to buses but not to private vehicles, the District may continue to operate the instructional programs of the schools without providing bus transportation until the roads are again open to buses.

Legal References:

~~RCW 28A.160~~

RCW 28A.160.030

RCW 28A.160.160

~~Student transportation~~

Authorizing individual transportation or other arrangements

Student transportation allocations — Definitions

- First Reading -

RCW 28A.160.240 Transportation of infants

~~WAC Chapter 392-141~~ WAC Transportation — State Allocation for
eOperations

WAC 392-172-~~204A-02095~~ Transportation (Special Education)

~~WAC 392-172-035~~ ~~Definitions of “free appropriate, public education,”
“adult student,” “special education student,” “parent,”
and “public agency”~~

Management Resources:
Policy & Legal News, February 2021

- First Reading -



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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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 2125 and Procedure 2125-P Sexual Health Education –
Second Reading/Adoption

DATE: July 12, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed are draft changes to Policy 2125 and Procedure 2125-P Sexual Health Education. 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.

After the discussion at the last Board meeting, additional information has been added per the Board's direction to both Policy 2125 and Procedure 2125-P and is highlighted in yellow.

ATTACHMENTS

Draft policy and procedure

FISCAL IMPACT

None at this time

RECOMMENDATION

The administration recommends approval of revised Policy 2125 and Procedure 2125-P Sexual Health Education for second reading/adoption.

SEXUAL HEALTH EDUCATION

The Eastmont Board of Directors ~~is authorized by law to determine whether sexual health education instruction will be offered in the district. The board has determined that such a program will be offered to students,~~ has determined that all students be provided instruction in comprehensive sexual health education consistent with state law.

In grades K-4, instruction will be social and emotional learning that is consistent with the social and emotional standards and benchmarks adopted by the Office of Superintendent of Public Instruction (OSPI).

~~Sexual health education instruction offered by the district shall be medically and scientifically accurate, age appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation and include information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases.~~ Comprehensive sexual health education instruction provided by the District to students in grades 5-12 will be medically and scientifically accurate, age appropriate, and inclusive of students regardless of their protected status under Chapter 49.60 RCW.

Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The District's comprehensive sexual health education program will be consistent with the ~~2005~~ *Guidelines for Sexual Health Information and Disease Prevention* developed by the Department of Health and the Office of Superintendent of Public Instruction, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475.

Instructional materials will be chosen from a list provided by OSPI or will be identified or developed by the district and reviewed using comprehensive sexual health education curriculum analysis tools provided by OSPI.

The superintendent will provide parents/guardians an opportunity to review the materials to be used, including electronic access, and will provide information on excluding their child from sexual health education instruction, and will grant all such requests.

The superintendent will provide parents/guardians with resources on the prevention of sexual abuse of children.

The superintendent or their designee will identify to OSPI any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with legislative requirements.

Cross References:

- Board Policy 2020 ~~Curriculum Development and Adoption of Instructional Materials~~ [Course Design, Selection, and Adoption of Instructional Materials](#)
- Board Policy 2126 HIV/AIDS Prevention Education

Legal References:

- [RCW 28A.300.160](#) [Coordinated program for the prevention of sexual abuse of students, child abuse, and neglect](#)
- RCW 28A.300.475 ~~Medically Accurate~~ [Comprehensive](#) Sexual Health Education — ~~Curricula~~ — ~~Participation excused~~ — ~~Parental review~~
- RCW 28A.600.480(2) Reporting of harrassment, intimidation, or bullying — Retaliation prohibited — Immunity
- WAC 392-410-140 [Sexual](#) Health Education — Definition — Optional course or subject matter — Excusal of students
- [SHB 1539](#) [Erin's Law](#)

Management Resources:

- [Policy & Legal News, February 2021](#)
- Policy News*, February 2009
- Policy News*, August 2007

- Second Reading -

COMPREHENSIVE SEXUAL HEALTH EDUCATION

All instruction and materials for the District's comprehensive sexual health education program will meet the following criteria:

- 1. Medically and scientifically accurate;
- 2. Age appropriate;
- 3. ~~Appropriate for students regardless of gender, race, disability status or sexual orientation~~ Inclusive of all students regardless of their protected class status;
- 4. Consistent with the Health Education K-12 Learning Standards adopted by the Office of Superintendent of Public Instruction (OSPI);
- 5. Consistent with the ~~2005~~ *Guidelines for Sexual Health and Disease Prevention;*

In grades K-4 instruction will be in social and emotional learning, provided at least once, that is consistent with the social and emotional standards and benchmarks adopted by OSPI. Instruction on Sexual Abuse Prevention (Safe and Unsafe Touch) will be provided at least once per year for students in grades K-4.

Comprehensive sexual health education will be provided in grade 5, at least twice in grades 6-8, at least twice in grades 9-12, and will include appropriate information about:

- The physiological, psychological, and sociological developmental processes experienced by an individual;
- Abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases; abstinence may not be taught to the exclusion of other materials and instruction on contraceptives and disease prevention;
- Health care and prevention resources;
- The development of intrapersonal and interpersonal skills to communicate, respectfully and effectively, to reduce health risks and choose healthy behaviors and relationships based on mutual respect and affection, and free from violence, coercion, and intimidation;
- The development of meaningful relationships and avoidance of exploitative relationships;
- Understanding the influences of family, peers, community and the media throughout life on healthy sexual relationships; and
- Affirmative consent and recognizing and responding safely and effectively when violence or a risk of violence is or may be present, with strategies that include bystander training.

Definitions

The District's program will provide comprehensive sexual health education as defined by ~~the Healthy Youth Act~~ RCW 28A.300.475.

A. **Comprehensive sexual health education:**

~~The Healthy Youth Act~~ [RCW 28A.300.475](#) defines comprehensive sexual health education as recurring instruction in human development and reproduction that is:

1. ~~The physiological, psychological and sociological developmental processes experienced by an individual;~~ Medically and scientifically accurate;
2. ~~The development of intrapersonal and interpersonal skills to communicate respectfully and effectively to reduce health risks and choose healthy behaviors~~ Age appropriate;
3. ~~Health care and prevention resources;~~ Inclusive of all students, regardless of their protected class status; and
4. ~~The development of meaningful relationships and avoidance of exploitative relationships; and~~ Uses language and strategies that recognize all members of protected classes under Chapter 49.60 RCW.
5. ~~Understanding of the influences of family, peers, community and the media throughout life on healthy sexual relationships.~~

B. **Comprehensive sexual health education for students in grades K-4 is defined as:** Instruction in social-emotional learning that is consistent with learning standards and benchmarks adopted by OSPI under RCW 28A.300.478.

C. **Affirmative consent is defined as:** A conscious and voluntary agreement to engage in sexual activity as a requirement before sexual activity.

~~C.D.~~ **Medically and scientifically accurate**

~~The Healthy Youth Act~~ [RCW 28A.300.475](#) defines medically and scientifically accurate as information that is verified or supported by research in compliance with scientific methods, is published in peer review journals, where appropriate, and is recognized as accurate and objective by professional organizations and agencies with expertise in the field of sexual health including, but not limited to, the American College of Obstetricians and Gynecologists, the Washington State Department of Health (DOH), and the Federal Centers for Disease Control and Prevention.

~~D.E.~~ **2005 Guidelines for Sexual Health and Disease Prevention**

~~A~~ This publication, prepared by the DOH and the Office of Superintendent of Public Instruction (OSPI) that provides the fundamental framework for establishing a medically and scientifically accurate comprehensive sexual health education program for students. A copy of the *Guidelines for Sexual Health Information and Disease Prevention* is located on the DOH and OSPI websites.

Adoption of a Sexual Health Education Program

School districts will involve parents ~~and school district community groups~~ in the planning, development, evaluation, and revision of any instruction in [comprehensive](#) sexual health education offered as a part of the school program.

The District must ensure that all instructional materials are medically and scientifically accurate. The DOH is available to provide technical assistance in determining medical and scientific accuracy. When choosing curriculum, District staff may examine the list of materials reviewed for medical and scientific accuracy that are located on the ~~DOH website at www.doh.wa.gov~~ [OSPI website at \[www.k12.wa.us\]\(http://www.k12.wa.us\)](#).

In determining curriculum, District staff ~~may~~ [are encouraged to](#) review ~~the~~ OSPI's list of ~~commonly used~~ sexual health education curricula that were reviewed for their alignment with the guidelines, [standards, and other state requirements](#). Although the list is not exhaustive, the list is updated ~~annually~~ [regularly](#) and is posted on the OSPI website at www.k12.wa.us. ~~Staff may also apply the OSPI Sexual Health Education Alignment tool to curriculum under consideration as a resource in assessing the curriculum~~ [If the District chooses or develops a curriculum that is not from OSPI's list, the District must conduct a review of the selected or developed curriculum using the comprehensive sexual health curriculum analysis tools provided by OSPI.](#) Ultimately, the District's [comprehensive](#) sexual health education program will ensure that in the K-12 life of a child, the [comprehensive](#) sexual health education program is consistent with the ~~2005~~ *Guidelines for Sexual Health and Disease Prevention*, [the Health Education K-12 Learning Standards](#), and the provisions of [RCW 28A.300.475](#).

For technical assistance, staff may contact the ~~Health and Sexuality~~ [Sexual Health Education Program supervisor at ~~the~~ OSPI](#).

Parental/Guardian Notification Process

~~One~~ [At least one](#) month prior to teaching a program in sexual health education, each school will provide written notice to parents/[guardians](#) of the planned instruction.

Parent/Guardian Material Review Process

~~One~~ [At least one](#) month prior to providing instruction in sexual health education, the District will notify parents that all instructional materials are available to parents/guardians for inspection. [The notice must include, or provide a means for electronic access to, all course materials, by grade, that will be used at the school during the instruction.](#) The opportunity for inspection will be provided at a time and place convenient for parent/guardian participation such as evenings or weekends.

Excluding Student from a Program/Opt-Out

A parent/guardian who wishes to have a student excused from planned instruction in [comprehensive](#) sexual health education must file a written request with the building principal at least seven days prior to the planned instruction. [The District will make the appropriate opt-out form available and will grant all such requests.](#) Excused students

will be provided with appropriate alternative educational opportunities. Sample notification and opt out letters are available from OSPI.

Identification of Curricula Used

The District will identify to OSPI, using OSPI's reporting tool, any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with requirements of RCW 28A.300.475.

- Second Reading -



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

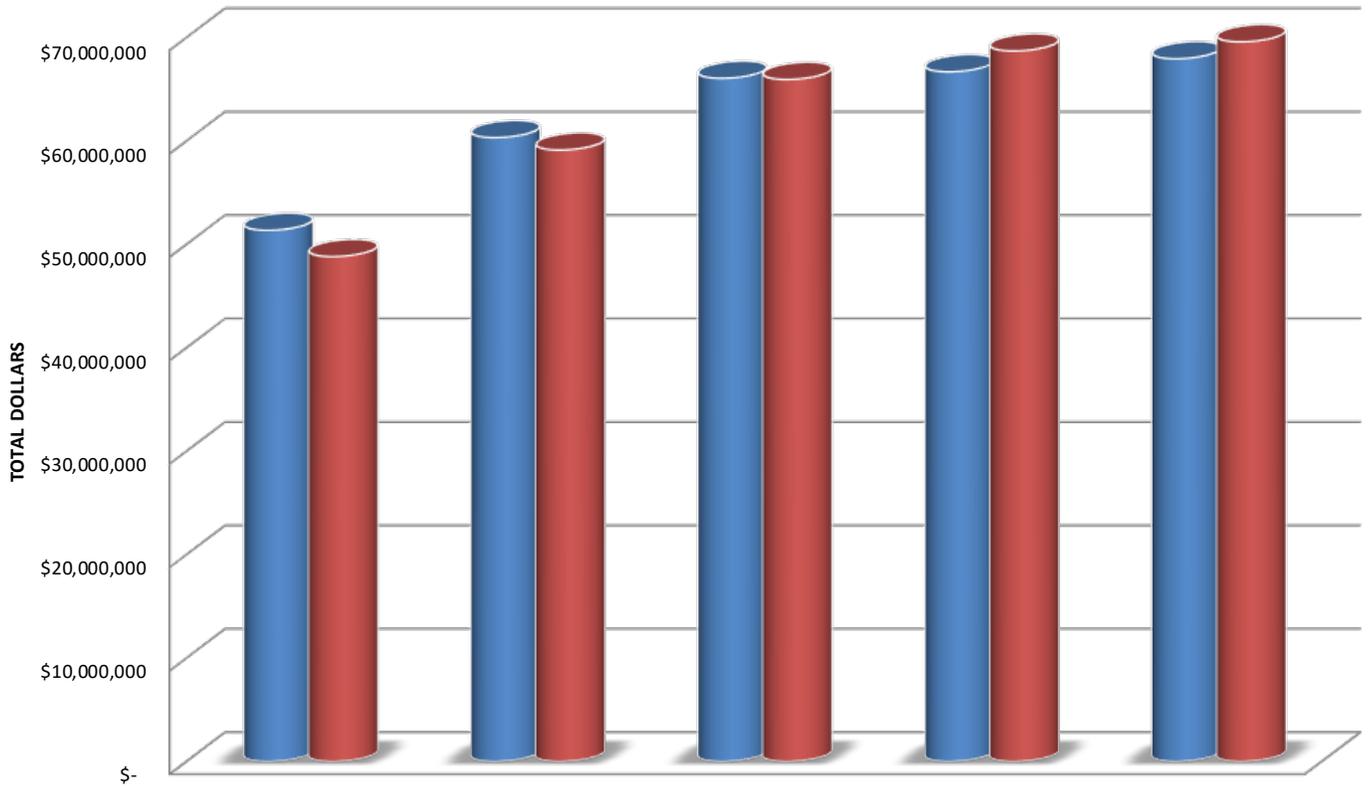
800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

To: Board of Directors
From: Cindy Ulrich, Executive Director of Financial Services
Date: July 7, 2021
Subject: Monthly Budget Status Report – June 2021 (Preliminary)

The revenue and expenditures information contained in this report is for the fiscal period that begins September 1, 2020 through June 30, 2021 (83% through fiscal year). *(Month end processing is not complete, so this information represents preliminary fund totals).* Note that March 2020 was the first month of the COVID-19 pandemic, an event that has significantly impacted fiscal operations in our General and ASB funds. Highlights of operating revenue and expenditures of each fund are:

- General Fund:
 - Year to date revenues total \$67.9 million, or 77.4% of budget, and are \$1.2 million (1.9%) more than what was received at the same time last year.
 - The County Treasurer Report was not available at the time this report was prepared, but we expect property tax revenues collected to be equal to or greater than the amount budgeted.
 - State revenue will be less than project as total student enrollment was less than anticipated.
 - Federal Elementary and Secondary School Emergency Relief (ESSER) funds have been used to offset personnel and PPE costs incurred as a result of the COVID pandemic
 - Preliminary year to date expenditures total \$69.5 million, or 77.3% of budget, and are \$887,000 (1.3%) more than at the same time last year. We are anticipating total expenditures to be approximately \$86 million, or 95% of budget. This is slightly higher than originally projected and includes estimates associated with use of grant dollars between July and August.
 - Expenditures exceed revenues by \$2.5 million as of June. But, revenues do not include property tax collections as the County Treasurer Report was not available.
- ASB Fund:
 - Revenues are \$285,157 (or 74%) and expenditures are \$237,407 (or 79%) 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 \$23.2 million.

GENERAL FUND 5 YEAR COMPARISON OF REVENUE & EXPD



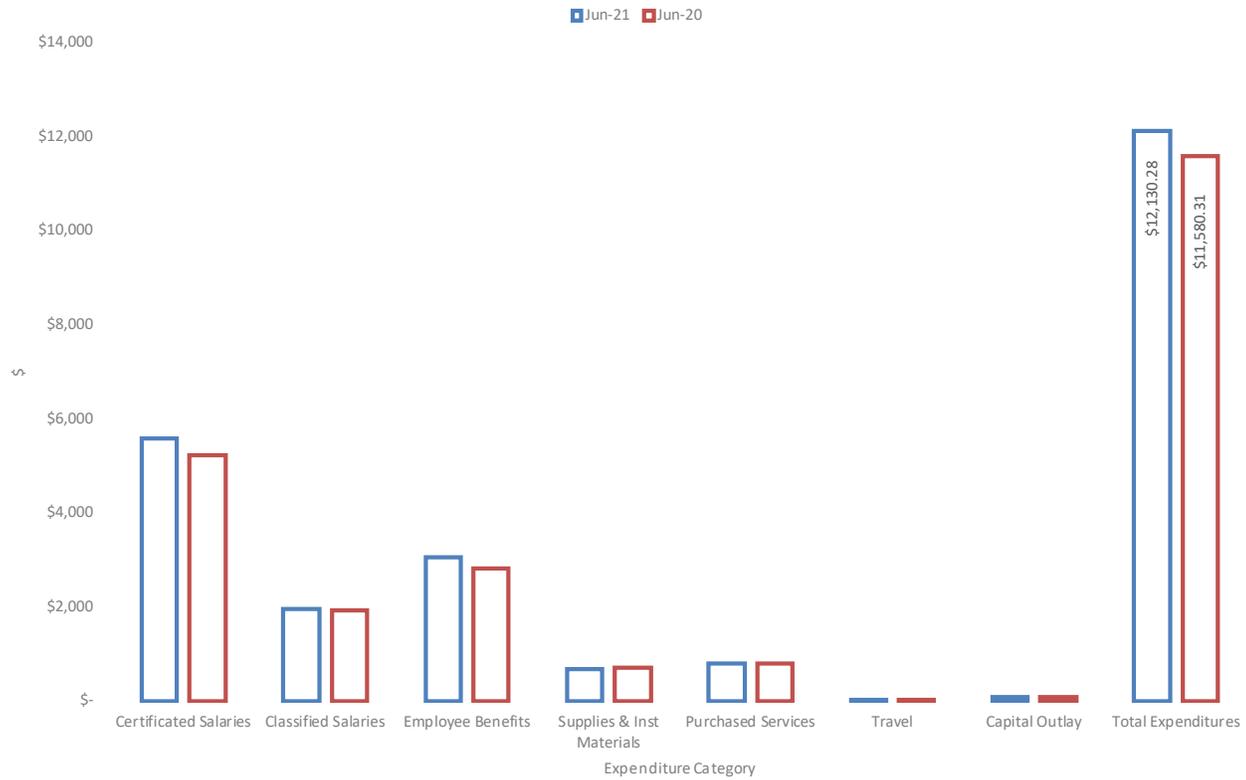
	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21
Revenue	\$51,360,230	\$60,325,701	\$66,060,860	\$66,691,595	\$67,951,250
Expenditures	\$48,820,983	\$59,127,930	\$65,946,026	\$68,701,698	\$69,589,086

GENERAL FUND - ENDING FUND BALANCE BY MONTH

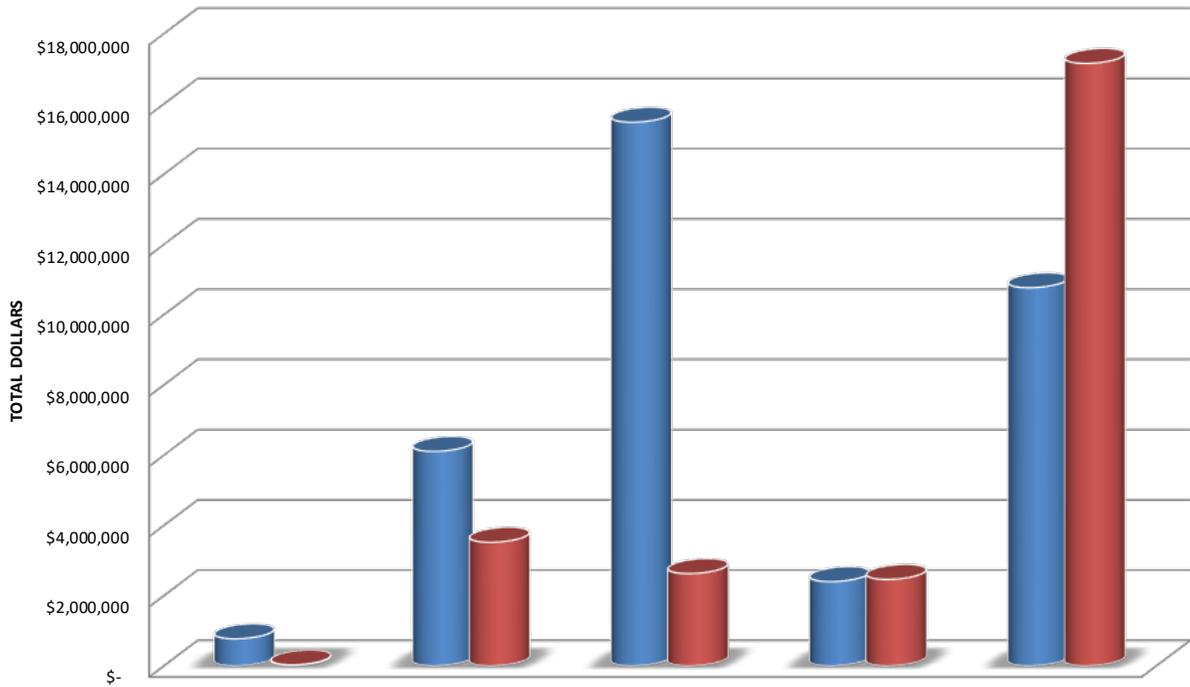


Investment balance as of June not available as County Treasurer Report was not available.

Monthly Comparison Per Pupil Expd Category

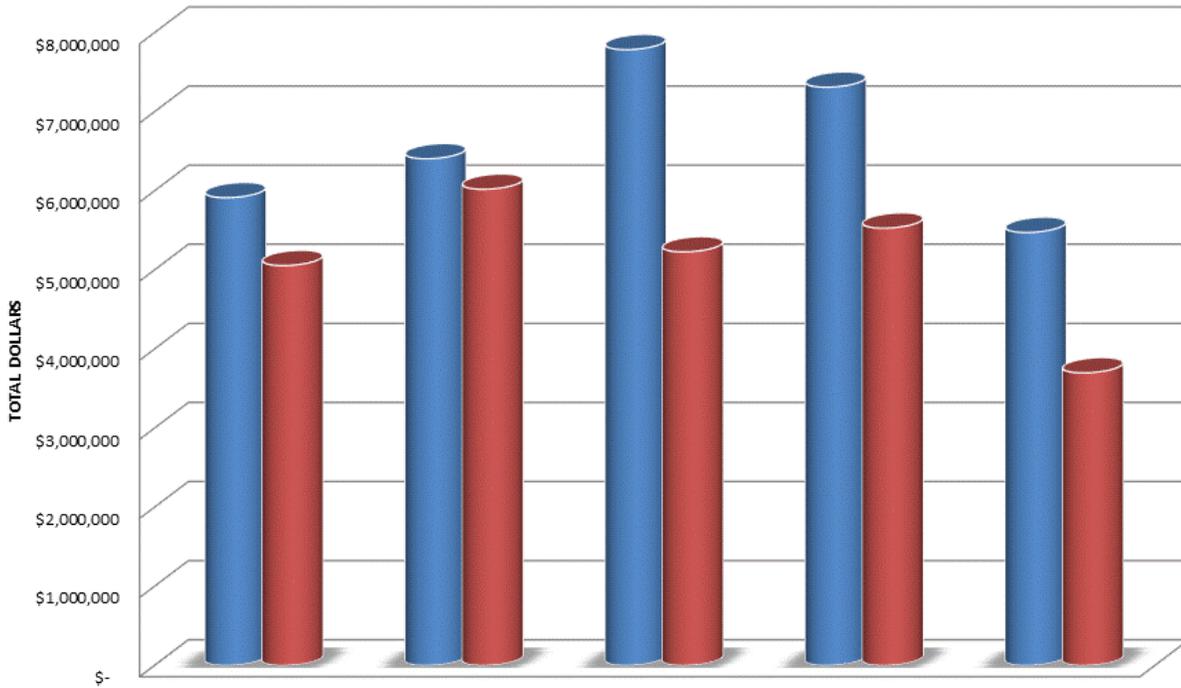


CAPITAL PROJECTS FUND 5 YEAR COMPARISON OF REVENUE & EXPD



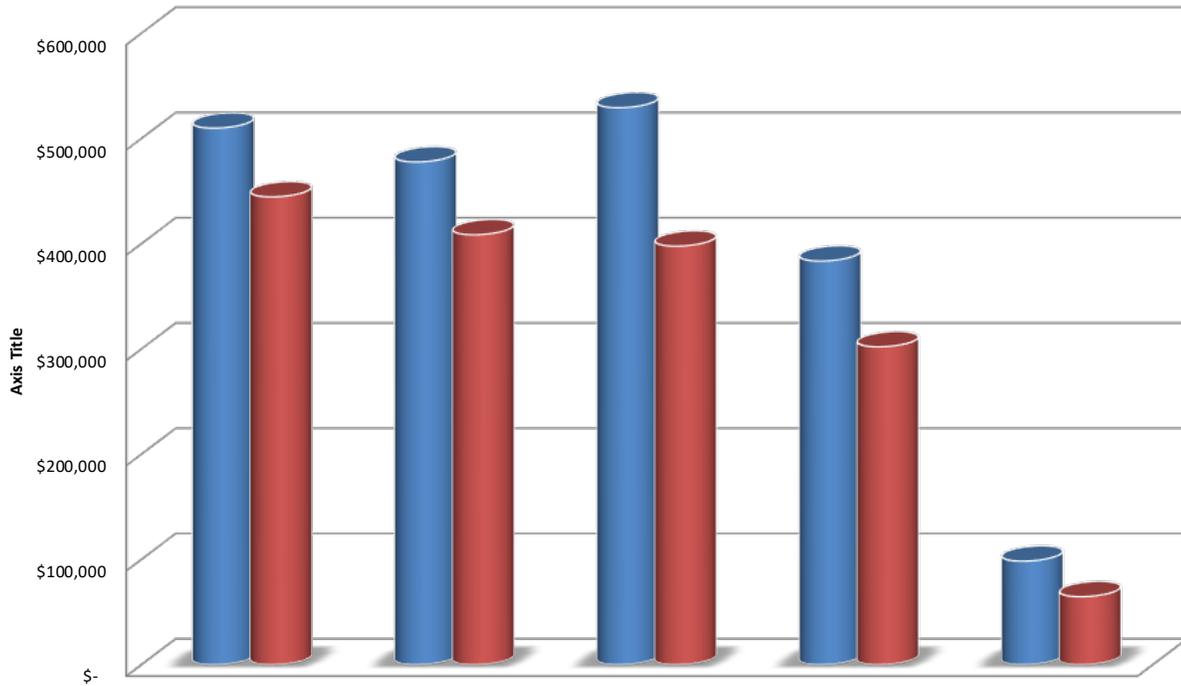
	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21
Revenue	\$772,862	\$6,108,166	\$15,479,955	\$2,400,126	\$10,767,901
Expenditures	\$31,290	\$3,520,603	\$2,628,483	\$2,463,358	\$17,155,049

DEBT SERVICE FUND 5 YEAR COMPARISON OF REVENUE & EXPD



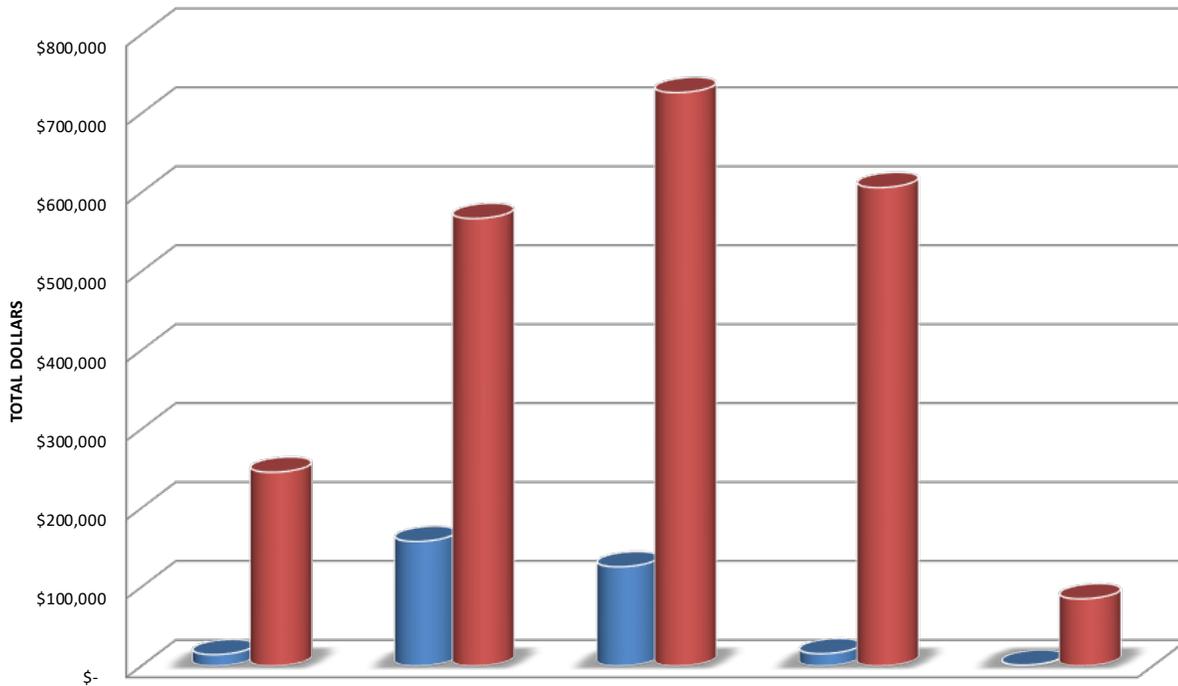
	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21
Revenue	\$5,915,761	\$6,408,278	\$7,787,553	\$7,312,644	\$5,476,272
Expenditures	\$5,057,680	\$6,022,670	\$5,230,134	\$5,530,653	\$3,701,187

ASB FUND 5 YEAR COMPARISON OF REVENUE & EXPD



	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21
Revenue	\$509,939	\$477,807	\$529,312	\$383,645	\$98,488
Expenditures	\$444,622	\$408,617	\$397,844	\$302,139	\$64,732

**TRANSPORTATION VEHICLE FUND
5 YEAR COMPARISON OF REVENUE & EXPD**



	Jun-17	Jun-18	Jun-19	Jun-20	Jun-21
Revenue	\$14,508	\$157,842	\$125,741	\$15,632	\$1,198
Expenditures	\$245,535	\$567,021	\$726,531	\$606,140	\$85,137

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

Column Title	Description
Actual thru JUNE 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 JUNE 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 June 30, 2021 (Preliminary)

Budget Year
 Elapsed = 83%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Jun-20	Budget	Actual thru Jun-21	Budget Remaining	% of Budget	Actual Comparison
GENERAL EXPENSE FUND						
<u>Revenues</u>						
1000 Local Taxes	8,501,006	9,755,794	10,262,021	(506,227)	105.2%	1,761,014
2000 Local Nontax	971,484	1,202,000	279,382	922,618	23.2%	(692,102)
3000 State, General Purpose	41,666,258	54,732,570	41,338,989	13,393,581	75.5%	(327,269)
4000 State, Special Purpose	11,192,192	14,878,040	10,741,842	4,136,198	72.2%	(450,350)
5000 Federal, General Purpose	2,231	2,000	2,381	(381)	119.1%	150
6000 Federal, Special Purpose	4,327,816	7,211,190	5,281,073	1,930,117	73.2%	953,258
7000 Revenues from Other School Districts	28,761	55,000	44,216	10,784	80.4%	15,455
8000 Revenues from Other Agencies	1,847	0	1,345	(1,345)	n/a	(501)
9000 Other Financing Sources	0	0	0	0	n/a	0
Total Revenues	\$66,691,595	\$87,836,594	\$67,951,250	\$19,885,344	77.4%	\$1,259,655
<u>Expenditures</u>						
00 Regular Instruction	39,204,867	50,701,094	40,261,740	10,439,354	79.4%	1,056,874
10 Federal Stimulus	0	0	458,951	(458,951)	n/a	458,951
20 Special Ed Instruction	7,977,236	10,204,071	7,782,322	2,421,749	76.3%	(194,914)
30 Vocational Instruction	2,788,311	3,720,500	2,797,477	923,023	75.2%	9,166
50/60 Compensatory Instruction	6,046,563	8,260,761	6,174,534	2,086,227	74.7%	127,971
70 Other Instructional Program	302,967	407,173	295,814	111,359	72.7%	(7,153)
80 Community Support	226,705	273,320	246,897	26,423	90.3%	20,192
90 Support Services	12,155,049	16,486,126	11,571,351	4,914,775	70.2%	(583,698)
Total Expenditures	\$68,701,698	\$90,053,045	\$69,589,086	\$20,463,959	77.3%	\$887,388
Operating Transfers: Out to CPF/TVF	(593,110)	(537,250)	(905,629)			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	(2,603,212)	(2,753,701)	(2,543,465)			
Fund Balance at September 1,	\$16,392,040	\$15,012,130	\$17,297,861			
Current Total Fund Balance	\$13,788,828	\$12,258,429	\$14,754,396			
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	\$1,544,938		\$1,765,866			
TOTAL Ending Fund Balance	\$13,788,828		\$14,754,396			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended June 30, 2021 (Preliminary)

Budget Year
 Elapsed = 83%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Jun-20	Budget	Actual thru Jun-21	Budget Remaining	% of Budget	Prior Year Actual Comparison
CAPITAL PROJECTS FUND						
<u>Revenues</u>						
1000 Local Taxes	1,680,406	3,517,480	3,918,718	(401,238)	111.4%	2,238,312
2000 Local Nontax	265,273	128,000	75,587	52,413	59.1%	(189,686)
4000 State, Special Purpose	111,337	7,492,550	6,092,967	1,399,583	81.3%	5,981,630
8000 Revenues from Other Agencies	0	0	0	0	n/a	0
9000 Other Financing Sources	343,110	312,250	680,629	(368,379)	n/a	337,519
Total Revenues	\$2,400,126	\$11,450,280	\$10,767,901	\$682,379	94.0%	\$8,367,776
<u>Expenditures</u>						
10 Sites	4,154	500,000	16,075	483,925	3.2%	11,921
20 Building	1,708,623	15,100,000	16,624,121	(1,524,121)	n/a	14,915,498
30 Equipment	0	1,477,550	202,604	1,274,946	n/a	202,604
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	\$1,712,777	\$17,077,550	\$16,842,799	\$234,751	98.6%	\$15,130,023
Operating Transfers: Out to DSF	750,581	312,250	312,250			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	(63,232)	(5,939,520)	(6,387,148)			
Fund Balance September 1,	\$15,886,459	\$13,284,504	\$15,326,472			
Current Fund Balance	\$15,823,228	\$7,344,984	\$8,939,324			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended June 30, 2021 (Preliminary)

Budget Year
 Elapsed = 83%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Jun-20	Budget	Actual thru Jun-21	Budget Remaining	% of Budget	Prior Year Actual Comparison
DEBT SERVICE FUND						
<u>Revenues</u>						
1000 Local Taxes	6,030,440	4,358,780	4,361,032	(2,252)	100.1%	(1,669,408)
2000 Local Nontax	47,003	25,000	8,296	16,704	33.2%	(38,706)
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	786,694	110,306	87.7%	302,073
9000 Other Financing Sources	750,581	312,250	5,730,277	(5,418,027)	1835.2%	4,979,696
Total Revenues	\$7,312,644	\$5,593,030	\$10,886,299	(\$5,293,269)	194.6%	\$3,573,655
<u>Expenditures</u>						
Matured Bond Expenditures	3,853,140	5,320,000	2,965,000	2,355,000	55.7%	(888,140)
Interest on Bonds	1,677,513	1,528,685	674,852	853,833	44.1%	(1,002,662)
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	\$5,530,653	\$6,948,685	\$3,701,187	(\$7,502,463)	53.3%	(\$1,829,467)
Other Financing Uses:	0	0	(5,356,430)			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	1,781,990	(1,355,655)	1,828,682			
Fund Balance September 1,	\$8,437,447	\$9,832,800	\$11,522,670			
Current Fund Balance	\$10,219,437	\$8,477,145	\$13,351,351			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended June 30, 2021 (Preliminary)

Budget Year
 Elapsed = 83%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Jun-20	Budget	Actual thru Jun-21	Budget Remaining	% of Budget	Prior Year Actual Comparison
ASSOCIATED STUDENT BODY FUND						
<u>Revenues</u>						
1000 General Student Body	180,702	261,300	63,623	197,677	24.3%	(117,079)
2000 Athletics	106,841	171,540	14,923	156,617	8.7%	(91,918)
3000 Classes	0	0	0	0	#DIV/0!	0
4000 Clubs	74,397	210,190	10,207	199,983	4.9%	(64,191)
6000 Private Moneys	21,705	24,100	9,736	14,364	40.4%	(11,969)
Total Revenues	\$383,645	\$667,130	\$98,488	\$568,642	14.8%	(\$285,157)
<u>Expenditures</u>						
1000 General Student Body	101,310	224,900	43,231	181,669	19.2%	(58,079)
2000 Athletics	108,342	176,452	993	175,459	0.6%	(107,349)
3000 Classes	0	0	0	0	#DIV/0!	0
4000 Clubs	77,508	199,554	11,527	188,027	5.8%	(65,981)
6000 Private Moneys	14,980	18,200	8,982	9,218	49.3%	(5,998)
Total Expenditures	\$302,139	\$619,106	\$64,732	\$554,374	10.5%	(\$237,407)
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	81,506	48,024	33,756			
Fund Balance September 1,	\$491,326	\$448,224	\$569,639			
Current Fund Balance	\$572,831	\$496,248	\$603,395			
Ending Fund Balance by School:						
<i>Eastmont High School</i>	<i>\$374,966</i>		<i>\$406,684</i>			
<i>Eastmont Junior High</i>	<i>\$143,353</i>		<i>\$140,752</i>			
<i>Clovis Point Intermediate</i>	<i>\$19,323</i>		<i>\$21,073</i>			
<i>Sterling Intermediate</i>	<i>\$22,318</i>		<i>\$19,976</i>			
<i>Grant Elementary</i>	<i>\$2,071</i>		<i>\$2,728</i>			
<i>Lee Elementary</i>	<i>\$4,727</i>		<i>\$5,405</i>			
<i>Kenroy Elementary</i>	<i>\$5,076</i>		<i>\$5,470</i>			
<i>Rock Island Elementary</i>	<i>\$998</i>		<i>\$1,307</i>			
	\$572,831		\$603,395			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended June 30, 2021 (Preliminary)

Budget Year
 Elapsed = 83%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Jun-20	Budget	Actual thru Jun-21	Budget Remaining	% of Budget	Prior Year Actual Comparison
TRANSPORTATION VEHICLE FUND						
<u>Revenues</u>						
1000 Local Taxes	0	0	0	0	n/a	0
2000 Local Nontax	15,632	5,000	1,198	3,802	24.0%	(14,434)
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	\$15,632	\$240,000	\$1,198	\$238,802	0.5%	(\$14,434)
<u>Expenditures</u>						
Program 99 PUPIL TRANSPORTATION						
Type 30 - Equipment	606,140	625,000	85,137	539,863	13.6%	(521,003)
Type 60 - Bond Levy Issurance	0	0	0	0	n/a	0
Type 90 - Debt	0	0	0	0	n/a	0
Total Expenditures	\$606,140	\$625,000	\$85,137	\$539,863	13.6%	(\$521,003)
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	(340,507)	(160,000)	141,062			
Fund Balance September 1,	\$1,040,893	\$988,800	\$986,004			
Current Fund Balance	\$700,386	\$828,800	\$1,127,066			



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

On-Going/Upcoming Projects

Grant	<ul style="list-style-type: none"> • Parking lot is paved. Still working on site lighting and landscaping at East end of project. Hot weather kept landscape crews away from site. Interior corrective work and utility tie-ins ongoing.
Kenroy	<ul style="list-style-type: none"> • Cafeteria interior finishes and tie-ins to existing building ongoing. Site lighting not yet installed. Corrective work at classrooms ongoing.
Rock Island	<ul style="list-style-type: none"> • Classroom finishes ongoing. Cafeteria finishes ongoing. Utility tie-ins ongoing. Power switched off on June 17th for 3 weeks to accommodate final installation of new main switchgear. Site lighting work ongoing. No site work, landscaping started yet.
Lee	<ul style="list-style-type: none"> • Classrooms finishes ongoing. Tie-in with existing building ongoing. MEP work in service areas ongoing. No exterior site work started yet.
Cascade	<ul style="list-style-type: none"> • Storefronts being installed. MEP work ongoing. Exterior walls and roof nearly finished. Site lighting, landscaping and site finish work still ahead.
High School Concessions	<ul style="list-style-type: none"> • Corrective work (punch-list) ongoing.

Budget Summary

- Currently trending within budget project wide.

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

- Week ending June 25, 2021: 64 workers

Transportation Cooperative at N Perry & Grant Road:

- Nothing new to report.

Eastmont 5-Year District Strategic Improvement Plan - **DRAFT**

Mission: The mission of the Eastmont School District is to graduate all students.

Motto – An education system built on the values of Relationships, Rigor, Relevance, Results, & Resilience

Beliefs:

1. Students learn in different ways and at different rates.
2. Students’ physical, emotional, social, and academic development will always be considered.
3. Schools must adapt and adjust as students, parents, and employees change.
4. Students must be capable in both the hard skills as well as the soft skills needed in the workplace.
5. Test scores are helpful in planning instruction, but are not the only indicator of student success.
6. Mistakes are as valuable as successes in the process of learning and work.
7. Trust is built on the demonstration of fair, equal, and transparent decisions and operations.
8. Culture and improvement are the result of what is promoted, permitted, and measured.
9. Fiscal management, communication, planning, and transparency are essential to District operations.

Current Initiatives	Responsible	Indicator
1. Increase the relevance of math and science through K-12 STEM, CTE, and project-based learning using hand, power, and computerized tools.	Matt, Spencer, Jim, and Principals	+1% from prior year
2. Expand K-12 “choice/ALE” opportunities to serve up to 5% of prior year’s total student headcount.	Garn, Spencer, Matt, Katie, and Principals	+1% from prior year
3. Increase the percent of bilingual staff and students.	Vicki & Supervisors	+1% from prior year
4. Increase graduates who are bilingual in Spanish and other international business languages.	Matt and Principals	+1% from prior year
5. Reduce system and program disproportionality in the areas of income, gender, and ethnicity.	Garn, Supervisors, and All Employees	-1% from prior year

GOAL 1: BOARD OF DIRECTORS – Recruit, Train, and Retain Effective and Contributing Board of Directors

Rationale: *Effective board and district governance contributes to student and district success. The overall primary responsibility of an elected school district board of directors is to act as fiduciary agents responsible for public funds allocated to operate a public educational system. In most situations, administration manages the day-to-day operations, while the board focuses on district fiscal health, policy, planning, program review, and compliance. When needed, directors serve as a quasi-judicial board for student, employee, parent, and citizen grievances or appeals.*

Responsible: Board & Superintendent

RCWs, WACs, Policies, and Procedures in Eastmont 1000 Board of Directors Policy Section

Results: OSPI and State Data, District approved data sets, examples of completed work products (syllabus, competency exams, etc.) and annual parent, student, and employee surveys.

Indicators	2016-17	2017-18	2018-19	2019-20	2020-21
1) Average years Board members served on Eastmont Board	10.4	9.0	10.0	4.4	4.7
2) Board members serving more than one term	5/5	5/5	4/5	2/5	2/5
3) Rating on annual Board self-evaluation	4.77/5	4.43/5	4.76/5	4.73/5	NA
4) Directors attending annual state/national conference	5/5	3/5	2/5	5/5	3/5 Virtual
5) Directors attending annual roles/responsibility/liability training	5/5	5/5	5/5	5/5	5/5
6) Continuing or new litigation against District/Board of Directors	1	1	1	1	1
7) Moody Bond Rating	Aa3	Aa2	Aa2	Aa2	Aa2
8) Audit findings	2	0	0	0	NA
9) Grievances to Board after administrative process	1	4	0	0	NA
10) Current 5-year Strategic Improvement Plan	2016-21	2017-22	2018-23	2019-24	2019-24
11) Supervisory turnover other than retirement (% / total supervisors)	<5%/30	<5%/30	<5%/30	<5%/30	<5%/30
12) Superintendent tenure at Eastmont	10	11	12	13	14

Essential Strategies

- 1) Share opinions, ask clarifying questions, invite the conversation that changes opinion
- 2) Work to understand both the majority and minority opinions on issues
- 3) Actively encourage community members to get involved on the Board as well as school improvement teams/site councils
- 4) Connect with other elected officials through community events in recognition elected official to elected official is often needed in policy and budget work
- 5) Do not consider exceptions to policy or procedure that are self-serving and not defensible on a public level
- 6) Recognize democracy operates on a continuum similar to a 1 – 10 scale with groups at the both ends of the spectrum and Boards must strive to be a 5 (Switzerland) to be effective over time and maintain connection with their represented communities
- 7) Recognize education has many who advocate both personally and professionally for various reasons, yet it is the Board of Directors who must always advocate for the student and their future
- 8) Stream board meetings to increase transparency, access, and participation

GOAL 2: INSTRUCTION – Students meet or exceed average at each age/grade level, including graduation rates, when compared with students from districts having similar demographics.

Rationale: Eastmont only exists as a result of parents, grandparents, and community members’ expectation the district will prepare each student to graduate and pursue future career and life goals.

Responsible: Building/District administrators, employees, students, family members, and community. Policies and Procedures found in Eastmont 2000 Instruction Policy Section

Results: OSPI Data, District approved data sets, examples of completed work products (syllabus, competency exams, etc.) and annual parent, student, and employee surveys.

	2015	2016	2017	2018	2019	2020
Eastmont School District “All” Graduation Rate (4 year)/WA	82/78	85/79	88/79	82/81	83/81	91/83
School Improvement Framework All Scores (WSIF 2-year trend*)			2015-17	2016-18	2017-19	2018-20
Cascade Elementary School*	NA	NA	8.6	8.7	8.0	NA
Clovis Point Elementary School*	NA	NA	4.7	4.1	4.0	NA
Eastmont High School*	NA	NA	4.5	5.8	5.8	NA
Eastmont Junior High School*	NA	NA	2.6	2.5	2.7	NA
Eastmont Virtual Academy School*	NA	NA	NA	NA	NA	NA
Grant Elementary School*	NA	NA	6.3	5.8	5.8	NA
Kenroy Elementary School*	NA	NA	6.1	6.3	6.5	NA
Lee Elementary School*	NA	NA	7.8	7.8	6.1	NA
Rock Island Elementary School*	NA	NA	5.1	5.7	4.0	NA
Sterling Junior High School*	NA	NA	8.0	7.5	6.3	NA

Essential Strategies

- 1) Using multiple student data elements to modify instruction and ensure high, yet appropriate expectations for student achievement
 - a. Ensure K-12 students are at grade level in math, reading, writing, and science
- 2) Demonstrating effective teaching practices
 - a. Use the CEL 5D Instructional Model as the foundation of all instruction
 - b. Teach test-taking as an essential academic and future career skill
- 3) Recognizing individual student learning needs and developing strategies to address those needs
 - a. Identify and support students who exhibit high risk attendance, behavioral, social, emotional, or academic needs with Multiple-Tiered System of Supports (MTSS) including a common systemwide data tracking system
- 4) Providing a clear and intentional focus on subject matter content and curriculum
 - a. Ensure students know the learning targets and success criteria for all courses and assignments
 - b. Ensure similar grading practices at K-6, 7-9, and 10-12
 - c. Students know when they have achieved mastery and what they need to work on
- 5) Fostering and managing a safe, positive learning environment
 - a. Ensure students exhibit 95% attendance
- 6) Communicating and collaborating with parents and school community
 - a. Build caring and supportive relationships with all students as indicated by knowing individual information on every student
 - b. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning
 - c. Utilize professional learning communities (PLC) to improve student learning and learn from and with each other to adjust instructional practice and improve results

Supporting Strategies

- 1) Ensure common course/grade level syllabus and assessments are used by same grade/course teachers.
- 2) Use Guided Language Acquisition Design (GLAD) Strategies in daily K – 6 instruction.
- 3) Ensure grade 7 – 12 students participate annually in at least one club, performing arts, athletic, or co-curricular group.
- 4) Ensure educators and schools engage in frequent two-way communication with students and parents throughout the school year recognizing positive, productive, and safe behaviors as well as share concerns.
- 5) Teach citizenship/civic responsibility, soft skills (social and emotional learning), and resilience (grit) utilizing common expectations and Positive Behavior Interventions/Supports (PBIS).
- 6) Ensure horizontal and vertical curriculum alignment to avoid redundant activities and gaps in learning continuums.
- 7) Ensure secondary students explore multiple career paths including public service.
- 8) Ensure students and families know grade level and graduation requirements K – 12.
- 9) Welcome and orient students to expectations and supports as they transition to a new school or enroll as a new student.
- 10) Provide grade and subject instructional websites with essential and supporting resources for educators.
- 11) Annually refine school improvement plans to improve identified disproportionality.
- 12) Educator, department, and school selected instructional, curriculum, and assessment activities as approved by school principals, supervisors, responsible executive director, and identified in each school or department's annual improvement plan.

GOAL 3: STUDENTS – Safe and productive campuses with grade P – 12 safety and growth indicators average or better when compared with districts of +/- 10% similar demographics.

Rationale: Eastmont only exists if parents and the community trust the District to ensure students are safe, productive, graduate, and have future options similar to other students in the state and nation.

Responsible: Building & District Administrators, all employees, students, and family members. RCWs, WACs, Policies, and Procedures found in Eastmont 3000 Students Policy Section.

Results: OSPI Data, District approved data sets, examples of completed work products (syllabus, competency exams, etc.) and annual parent, student, and employee surveys.

(Eastmont/WA)	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten Readiness in 6 areas of development/learning %	28/40	39/44	36/47	43/47	33/46	42/52
Attendance with less than 2 absences per month	85/84	85/83	85/83	85/83	86/83	NA
Discipline Rate %	3.3/4.1	3.1/3.8	3.1/3.8	3.7/4.1	3.8/4.0	NA
Excluded 1 day or less %	18/25	17/25	22/25	29/26	19/28	NA
Excluded 2-3 days %	24/32	30/32	31/33	26/33	30/32	NA
Excluded 4-5 days %	17/15	12/15	14/16	21/16	17/15	NA
Excluded 6-10 days %	22/14	23/15	22/15	12/14	16/14	NA
Excluded 10+ days %	20/14	17/13	12/12	13/12	18/12	NA
English Language Arts Growth %	43/50	49/50	47/50	44/50	45/50	NA
Math Growth %	46/50	51/50	50/50	45/50	46/50	NA
Student % meeting grade level standards in English Language Arts	47/51	60/60	58/59	58/59	59/60	NA
Student % meeting grade level standards in Math	37/44	43/47	44/47	44/50	44/49	NA
Student % meeting grade level standards in Science	NA	NA	NA	NA	NA	NA
Ninth graders on track to graduate by passing all courses	78/71	74/72	74/73	81/74	77/73	NA
English Language Learners exiting		16/13	17/14	18/14	15/14	NA
Students with disabilities growth in ELA	41/16	44/20	38/18	40/20	34/21	
Students with disabilities growth in Math	41/14	40/16	43/14	40/16	38/16	
Students completing dual credit course %	61/56	67/57	65/57	67/59	65/60	NA
Disproportionality Gaps for AP/College Credit/and Gifted & Talented	>5%	<10%				
Disproportionality Gaps for Students Disciplined – Low Income	4.3/6.2	4.1/5.9	4.2/5.8	4.8/6.3	5.0/6.2	3.4/3.8
Disproportionality Gaps for Students Disciplined – Hispanic	3.4/4.7	2.6/4.4	3.3/4.5	4.0/4.8	4.0/4.8	2.5/2.9
Disproportionality Gaps for Classified Staff and Population Served						
Disproportionality Gaps for Leadership and Population Served						
Disproportionality Gaps for Students in Athletics						
Disproportionality Gaps for Students in Performing Arts						
Safety – Ensure students and staff feel safe at school	X	X	X	X	X	X
Safety – Use common emergency procedures on all campuses	X	X	X	X	X	X
Safety - Conduct unannounced safety drills and inspections	X	X	X	X	X	X
Safety – Ensure functional camera systems are on all campuses	X	X	X	X	X	X
Safety – Ensure an emergency notification system is in daily use				X	X	X

Essential Strategies

- 1) Build caring and supportive relationships with all students as indicated by at least one employee knowing individual information on every student
- 2) Provide a safe environment for students and adults to learn and work through the implementation of consistent administration of rules and consequences that protect and support a positive learning environment

- 3) Decrease out of school suspensions and expulsions while maintaining a safe and productive classroom
- 4) Recognize appropriate behavior, improvement, and academic success
- 5) Systematically examine disproportionality data for above categories as an ongoing process in areas of concern and ensure building improvement plan addresses gaps
- 6) Use Guided Language Acquisition Design (**GLAD**)
- 7) Use Multiple-Tiered System of Supports (**MTSS**)
- 8) Use Positive Behavioral Interventions and Supports (**PBIS**)

Support Strategies

- 1) Educator, department, and school selected instructional, curriculum, and assessment activities as approved by school principals, supervisors, responsible executive director, and identified in each school or department's annual improvement plan

Goal 4: COMMUNITY RELATIONS – Distinguish Eastmont as a progressive and trusted public education provider striving to meet the needs of the world our students are experiencing.

Rationale: *Eastmont graduates will seek employment in the most competitive global work environment ever experienced. Programs must be comparable with leading public, private, homeschool, and charter school systems. As a high trust organization responsible for the safety of children, relationships are the foundation of all actions and decisions.*

Responsible: Board, District, and Building Administrators, all employees, students, and family members.

Results: OSPI Data, participation records, annual survey responses, and other District approved data sets.

Primary Indicators = OSPI and other local, regional, and state agency data. (Eastmont/WA)	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Students who enroll in college/university within 1 year of graduation</i>						
<i>Students who enlist with armed services within 1 year of graduation</i>						
<i>Students who enter apprenticeship/training program within 1 year...</i>						
<i>Students who read/write/speak English and Spanish</i>						
<i>Students who read/write/speak English and a Pacific Rim language</i>						
<i>Students who read/write/speak English and another language</i>						
<i>Students who participate in Elementary STEM Programs</i>						
<i>Students who participate in Secondary STEM/CTE Programs</i>						
<i>Students who participate in State STEM Competition</i>						
<i>Students who participate in State Math is Cool or Math Olympiad</i>						
<i>Students who participate in State Science Olympiad</i>						
<i>Students who participate in State CTE competitions</i>						
<i>Students who choice into District because of program quality</i>						
<i>Students who choice out of District because of program quality</i>						
<i>Students overall satisfaction as an Eastmont Student</i>						
<i>Parent overall satisfaction with Eastmont School District</i>						
<i>Employee overall satisfaction with Eastmont School District</i>						

Essential Strategies

- 1) Practice exceptional customer service
- 2) Ensure Board & District Leaders participate in “sunshine laws” training
- 3) Use the District’s website as the primary communication avenue for parents, community, and employees with additional information provided through email and texting
- 4) Readily provide District information upon request
- 5) Work with regional media to share District news with community
- 6) Provide District information in both printed and electronic formats
- 7) Provide District website information in different languages
- 8) Have common educational and operational expectations among similar grades and similar schools

- 9) Ensure high school age students achieve a level of technology competency equal to the top high schools across the country
- 10) Ensure all students have the opportunity to be bilingual in Spanish or another commonly used 2nd language
- 11) Expose students to a variety of cultures, language, and team-based project learning
- 12) Continue to refine alternative K-12 choice program options in an effort to better serve parents
- 13) Ensure parent participation in program and building level activities
- 14) Build trust with predictable, consistent, visible, and accountable leadership at all levels
- 15) Provide interpreter opportunities at District meetings if requested
- 16) Make decisions based on how they will affect students and the District as a whole
- 17) Explain decisions, admit mistakes, and learn from experience
- 18) Provide monthly employee newsletter during the school year
- 19) Conduct annual employee, student, and parent surveys regarding customer service, program quality, building and District improvement efforts
- 20) Annually share and review school and program performance information with the Board and community
- 21) Ensure Superintendent and instructional executives attend school, district, and community events
- 22) Ensure Superintendent and instructional executives regularly visit schools and departments
- 23) Ensure school facilities are available to the public for student and community use

Support Strategies

- 1) Educator, department, and school selected instructional, curriculum, and assessment activities as approved by school principals, supervisors, responsible executive director, and identified in each school or department's annual improvement plan.

Goal 5: PERSONNEL – Recruit, train, and retain quality District employees

Rationale: Trained and experienced employees are the foundation of P-12 school district success and represent the greatest annual and long-term investment of the organization

Responsible: Executive Director of Human Resources, Superintendent, All Supervisors, Board of Directors, and all Employees

Results: OSPI Data, employee related survey results and annual trend data.

Primary Indicators = OSPI and other local, regional, and state agency data. (Eastmont/WA)	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Classified employees who recommend Eastmont as an employer						
Certificated employees who recommend Eastmont as an employer						
Supervisory employees who recommend Eastmont as an employer						
Hispanic classified employees (%)						
Hispanic certificated teachers (%)				5.4/4.5	5.5/4.9	5.7/5.2
Hispanic administrative/supervisor employees				2/NA	2/NA	2/NA
Female/Male Supervisors						17/17
Bilingual employees						
Classified employee retention						
Certificated employee retention						
Administrative/Supervisory retention						
Classified employees completing teaching certification						
Administrative/Supervisors promoted internally						2
Administrative/Supervisors recruited externally						1
Years of experience for principals				5.8/6.7	6.4/6.8	7.5/7.1
Years of experience for other school leaders				6.8/5.3	6.5/5.4	7.1/5.0

Essential Strategies

- 1) Provide regionally competitive wages and benefits
- 2) Provide a safe, supportive, and productive work environment
- 3) Provide a work environment with clear expectations
- 4) Improve efficiencies of current employees through task analysis and needs based training
- 5) Provide self, department, school, and district focused training
- 6) Provide training options for employees at different stages of their career
- 7) Allocate a minimum of .3% of state, local, and federal revenue for staff training
- 8) Continue to increase the percent of Hispanic/Latino staff
- 9) Increase the percent of employees who are bilingual in Spanish
- 10) Provide at least one bilingual support person in each school office
- 11) Reduce employee absenteeism
- 12) Promote leadership from within the District through structured internships
- 13) Recruit both nationally and within the organization when appropriate

Support Strategies

- 1) Department and school support strategies as approved by the District Executive Director of Human Resources.

Goal 6: MANAGEMENT SUPPORT – Operate an efficient, effective, equitable, and quality focused organization that demonstrates appropriate use of tax payer resources.

Rationale: School districts must be a high trust organization as they are responsible for a community’s most precious resources – their children and their tax dollars.

Responsible: Board, Superintendent, Supervisors, and Employees

Results: Employee related survey results and trend data.

Primary Indicators = OSPI and other local, regional, and state agency data. (Eastmont/WA)	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Annual employee surveys indicate >80% have the tools and technology to meet current work demands.						
Unrestricted cash reserves (minimum is 8%)						
Percent of schools modernized within last 30 years						
Years since remodel of secondary athletic facilities						
Number of portable classrooms in use on elementary campuses						
Number of portable classrooms in use on secondary campuses						
Acres of land available as future school sites	5	5	5	45	45	45
Acres of land available as future transportation site			10	10	10	10
Per-pupil non-personal expenditures Eastmont					\$1,374	
Per-pupil personal expenditures Eastmont					\$10,538	
Per-pupil non-personal expenditures WA Average					\$2,066	
Per-pupil personal expenditures WA Average					\$11,450	

Essential Strategies

- 1) Maintain a financially healthy district that demonstrates responsible use of public funds
- 2) **Maintain best practices in technology security and** avoid “bleeding edge” solutions given they are often costly experiments
- 3) Integrate technology with instruction with equitable distribution to increase operational efficiencies and accuracy
- 4) Technology training shall be provided to staff to maintain current skills
- 5) Purchases shall be made on long-term use and cost rather than short-term cost
- 6) A minimum of 2% of the District’s annual budget will be divided and allocated to curriculum/instruction/assessment & training, technology infrastructure and upgrades, facilities and grounds, transportation, and safety/security improvements
- 7) Up to 1% of the District’s annual budget, beyond the State flow-through, will be allocated to ensure competitive salary and benefits
- 8) Facilities, equipment, and grounds will be repaired and maintained to ensure longevity, maximum use of public resources, and demonstrate responsible use of public funds
- 9) The maximum amount of federal and state resources shall be obtained by administrators and supervisors with recognition of long-term district shared costs
- 10) Federal and state programs shall be integrated and support regular programs
- 11) Federal and state programs shall maintain compliance with all regulations
- 12) Special programs shall operate within budget and within generated revenues when possible

- 13) Special education expenditures shall not increase as a percent of the total District budget
- 14) Transportation shall operate within budget
- 15) Ensure all funds are spent with the goal of obtaining the maximum public benefit
- 16) Annual expenditures shall not expend the cash reserve below 8%
- 17) All programs shall have indirects deducted at the maximum allowed unless a Superintendent annual reduction or exception is approved
- 18) Safety — a safe and orderly public school environment is essential for student learning, employee performance, and is required by law.
- 19) Provide adequate facilities that are well operated, maintained, and demonstrate excellent care of tax dollars as exhibited by cleanliness, appearance, and function of existing buildings
- 20) Demonstrate care of existing public resources and facilities contributes to the trust a community has for a public agency as well as their willingness to support requests to renew levies and bonds
- 21) Initiate repairs within 24 hours for safety issues, 30 days for minor non-safety issues, and 90 days for major
- 22) Conduct regular unannounced safety and cleanliness inspections of all facilities and campuses
- 23) Maintain accurate and current facility use plan to maximize use of public properties and buildings

Support Strategies

- 1) Department and school support strategies as approved by the District Executive Director of Financial Services.

BOARD SELF-ASSESSMENT

Each individual board member will annually review the *WSSDA Individual School Director Standards* as a basis for assessing his/her own conduct as an elected representative of the board of directors. Collectively, the Board will assess its performance in terms of its five major functions:

A. Responsible school district governance

The Board will demonstrate its responsibility for establishing an organizational structure by:

1. Enacting policies that provide a definite course of action;
2. Monitoring the implementation of policies;
3. Reviewing proposed labor agreements, staffing recommendations and staff evaluations;
4. Formulating budgets; and
5. Working to ensure a healthy learning and working environment that supports continuous improvement.

B. Communication of and commitment to high expectations for student learning

The Board will demonstrate its responsibility for providing a community vision of its schools by:

1. Working with the community to determine the district's educational program and what students need to know and be able to do;
2. Formulating educational goals based on community expectations and the needs of students;
3. Encouraging leadership, instruction and assessment, and curriculum development activities directed toward goals; and
4. Annually reviewing the district's progress and direction against its vision.

C. Creating conditions district-wide for student and staff success

The Board will demonstrate accountability by:

1. Employing and supporting quality teachers, administrators, and other staff;
2. Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals, and priorities;
3. Providing for learning essentials including rigorous curriculum, technology, and high quality facilities;
4. Providing for the safety and security of all staff and students;
5. Reviewing building and grounds maintenance and needs;
6. Reviewing transportation services and other support services; and
7. Initiating and reviewing internal and external audits.

D. Holding the district accountable for student learning

The Board will oversee the district and superintendent's performance by:

1. Annually reviewing district and school improvement plans;
2. Developing written expectations for the superintendent and communicating those to the community; and
3. Basing decisions about the superintendent's contract on the objective evaluation of the superintendent's achievement of performance expectations.

E. Engagement of the community in education

The Board will advocate for education and on behalf of students and their schools by:

1. Keeping the community informed about its schools;
2. Participating in school and community activities; and
3. Encouraging citizen involvement in the schools.

Q1 Don't spring surprises on other board members or the superintendent.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	60.00%	40.00%	5	4.40
	0	0	0	3	2		

Q2 Communication between staff and the Board is encouraged.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	40.00%	60.00%	5	4.60
	0	0	0	2	3		

Q3 Follow the chain of command.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	40.00%	60.00%	5	4.60
	0	0	0	2	3		

Q4 Own your own issues.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	40.00%	60.00%	5	4.60
	0	0	0	2	3		

Q5 Practice the governance rule.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	20.00%	0.00%	80.00%	5	4.60
	0	0	1	0	4		

Q6 Annually conduct a self-assessment/evaluation.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	0.00%	100.00%		
	0	0	0	0	5	5	5.00

Q7 Have clearly stated goals.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	20.00%	80.00%		
	0	0	0	1	4	5	4.80

Q8 Utilize superintendent input.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	20.00%	80.00%		
	0	0	0	1	4	5	4.80

Q9 Board acts only as a body.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	20.00%	40.00%	40.00%		
	0	0	1	2	2	5	4.20

Q10 Debate the issues, not one another.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	40.00%	60.00%		
	0	0	0	2	3	5	4.60

Q11 Avoid marathon board meetings.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	20.00%	80.00%		
	0	0	0	1	4	5	4.80

Q12 Practice efficient decision-making.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	20.00%	20.00%	60.00%		
	0	0	1	1	3	5	4.40

Q13 Speak to agenda issues.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	60.00%	40.00%		
	0	0	0	3	2	5	4.40

Q14 Executive/closed sessions will be held only for permitted subjects.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	0.00%	100.00%		
	0	0	0	0	5	5	5.00

Q15 Students' interests come first.

Answered: 5 Skipped: 0

	1 = LOW	2	3	4	5 = HIGH	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	0.00%	0.00%	60.00%	40.00%		
	0	0	0	3	2	5	4.40

Average Score of All Questions: 4.61