

***UPDATED 5/10/21**

**BOARD OF DIRECTORS
VIRTUAL MEETING AGENDA**

Monday, May 10, 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, May 10, 2021 will have in-person public attendance limited to 4 people. These seats are available on a first come, first serve basis with doors open at 5:15 pm. However, this meeting will be broadcast online with participation available via: <https://zoom.us/j/96718817544>

- *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, May 10, 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.

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. INFORMATION

- A. Board News
- B. Superintendent News
 - 1. Presentation
 - 2. Return of Students to Campus

V. BUILDING AND PROGRAM REPORT

- A. Clovis Point Intermediate Recognition — Whitney Smith, Board Vice President
- B. Clovis Point Intermediate School Building Report — Amy Dorey, Principal

VI. CONSENT AGENDA

(All items on the Consent Agenda have been distributed to all board members for study and are considered routine. ALL items appearing in this section are adopted by one single motion, unless a member of the board or the superintendent requests that an item be removed and voted on separately.)

- A. Approval of the minutes from the regular meeting held on April 26, 2021.
- B. Approval of the payment of the bills and/or payroll dated May 10, 2021.
- C. Approval of the Personnel Action Items dated May 10, 2021.
- D. Approval of the School Improvement Plan for Clovis Point Intermediate School.
- E. Approval of the following policy for Second Reading/Adoption:

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	Policy 2020 & Procedure 2020-P	Curriculum Development and Adoption of Instructional Materials

- F. Approval of Resolution No. 2021-04 Resolution Delegating Authority to WIAA for Interscholastic Activities for 2021-22.
- G. Review of the Monthly Student Enrollment Update.

VII. DISCUSSION & POSSIBLE ACTION ITEMS

- A. Superintendent Search Consultant Proposals — Garn Christensen, Superintendent
- B. *2021-22 Eastmont Academic and Student Well-Being Recovery Plan — Garn Christensen, Superintendent

VIII. FUTURE AGENDA ITEMS

IX. 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.

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

Clovis Point Intermediate – School Board Recognition 2020-21

1.	<p>Relationships: Clovis created a communication log at the beginning of the year where each teacher was asked to document when they communicated with a parent with something specific to their child. The goal was for each parent to be contacted by at least 1 teacher 1 time per month. Then the goal changed to once per trimester as we brought students back.</p>
2.	<p>Rigor: In order to keep all students challenged including highly capable students and those wanting or needing an academic challenge -- Clovis created an “extension” Google classroom that gave ALL students access to advanced and creative material. Staff also ran competitions for students.</p>
3.	<p>Relevance: Character trait training continued each month through specialist classes, morning announcements, and awards. Once students returned, they could earn coyote cash for following school rules and character traits and then turn it in for prizes.</p>
4.	<p>Results: Clovis staff are proud of how hard students have worked this year. Within this year, staff implemented a full online schedule, moved to a hybrid, and now a full day-to-day schedule. At each transition, staff have chosen essentials and provided relevant content and have been flexible!</p> <p>ELA and Math STAR scores have each grown by .7, but more importantly – staff see students smiling and learning each day!</p>



Clovis Point Intermediate School Report for 2020-21

FTE=Full-time Equivalent; F & R=Free & Reduced; H=Hispanic; ELL=English Language Learners; M=Migrant; Sp Ed=Special Education; A=Students with <2 Absences Per Month; MB=Mobility, HL=Homeless, D=Discipline Rate, E1=Exclusion of <=1 day; E2=2-3 days; E4=4-5 days; E6=6-10 days; E10=>10 days.

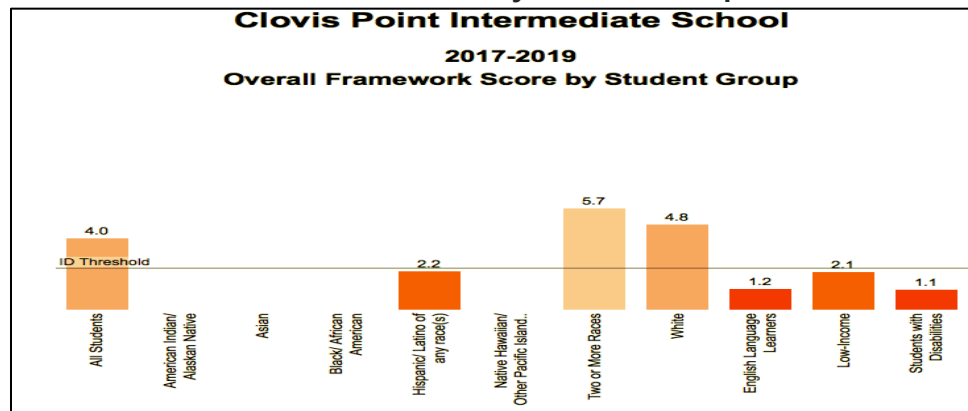
Student Demographics and Information (School % / District %)															Staff Information						
Year	FTE	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
2015-16	603	68/56	57/46		17/11	12/12	85/85			3/3						57	36.5	12	4	3	2
2016-17	619	66/56	56/46		16/17	12/12	85/85			5/3						59.5	36.5	14	4	3	2
2017-18	644	66/55	55/47		15/10	12/12	90/85			7/4						58.5	37.5	12	4	3	2
2018-19	704	66/56	54/44	15/17	14/11	12/13	89/86	2/3	4/4	8/4	16/19	40/30	13/17	16/16	15/18	58.5	37.5	12	4	3	2
2019-20	668	65/58	59/48	15/17	14/10	11/13	94/86	3/3	2/4	5/3.8	31/19	53/30	3/17	6/16	8/18	63	41	13	4	3	2

Budget using prior year numbers: \$109,947+ prior year end balance of \$516 – expenditures of \$77,459 = year-end balance of \$33,004.

District or Building Goal & Supporting Strategy/Activity	Progress/Data
All cohorts will maintain or increase their engagement score from Sept check in Our most at risk (5%) students who have returned will improve average engagement by at least 1 point as measured by teacher feedback on communication logs	We met this goal in Jan 2021
Each parent will receive a personal communication from a Clovis staff member at least once per trimester as measured by data on the communication log	Overall school is 97.5% of parents have been personally communicated with by a certified teacher in the second trimester
By May 2021, STAR Reading grade level equivalency will increase from 5.2 to 6.2 By May 2021, STAR Math grade level equivalency will increase from 5.9 to 6.9	STAR Reading improved from a 5.2 in December to a 5.9 in March STAR Math improved from a 5.9 in December to a 6.6 in March

The below school improvement framework combines multiple indicators. Data is from the prior three years and is scored from 1 – 10, with 10 being the highest possible. Results are from 2017-19 as no testing was done prior year due to the pandemic.

Overall Score by Student Group



Student Group Detail

	All Students	American Indian/Alaskan Native	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low-income	Native Hawaiian/Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	52.5%				6.6%	40.6%	40.4%		13.0%	66.7%	67.0%
Math Proficiency Rate	40.4%				4.1%	29.2%	28.9%		7.0%	50.0%	54.3%
ELA Median SGP	43				37.5	41.5	42		37	55	44
Math Median SGP	42				38	40	41		39	44	45
Graduation Rate											
EL Progress Rate*	53.1%										
Regular Attendance Rate	87.9%				85.7%	87.8%	85.3%		80.5%	79.1%	89.1%
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners

Deciles: 0 to 10



**BOARD OF DIRECTORS
VIRTUAL REGULAR MEETING MINUTES**

April 26, 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/95787190693>

ATTENDANCE

Present in the Board Room:

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

Excused absence:

- Dave Piepel, Board Director

Participating remotely:

- District staff presenting, and one Media personnel

APPROVE AGENDA/MODIFICATIONS

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

MOVED by Director Vibbert and SECONDED by Director Smith to approve the Agenda for April 26, 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 -

**PUBLIC HEARING — INFORMATION TECHNOLOGY SECURITY PERFORMANCE
AUDIT BY THE STATE AUDITOR’S OFFICE**

RCW 43.09.740, which authorizes comprehensive performance audits, requires that on or before 30 days after the performance audit is made public, the corresponding legislative body will hold at least one public hearing to consider the findings of the audit.

Mr. Keith Drake from the Washington State Auditor’s Office provided an overview of the Performance Audit on Opportunities to Improve Eastmont School District’s Information Technology Security. Eastmont’s Director of Technology Doug Clay and Assistant Director Mike Brown participated in the hearing and were appreciative of the opportunity to work with the SAO. Superintendent Christensen requested Mr. Drake include Eastmont in the next cycle of IT audits which would be in the next 3-5 years.

INFORMATION

A. Board News.

Director Wright shared she had recently attended an EHS athletic event.

B. Superintendent News.

Superintendent Christensen asked both Executive Director Spencer Taylor and Assistant Superintendent Matt Charlton to update the Board on the return of students to campus full-time. He also shared a draft copy of the first page of the 2021-26 District Strategic Improvement Plan.

CONSENT AGENDA

A. Approval of minutes. The Board of Directors approved the minutes from the virtual/hybrid regular meeting held on April 12, 2021.

B. Payment of bills and/or payroll. The Board of Directors approved the following checks, direct deposits, or wire transfers listed on check summaries dated April 26, 2021:

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7121621-7121621	\$1,200.00
7121622-7121623	\$508.33
7121624-7121741	\$445,869.87
7121742-7121771	\$6,119,756.45
7121772-7121797	\$1,073,624.46

C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated April 26, 2021.

D. Approval of student handbook. The Board of Directors approved the Eastmont Elementary Student Handbook for 2021-22.

E. Approval of expenditures. The Board of Directors approved expenditures for school libraries due to reconfiguration.

F. Review of FF&E purchases. The Board of Directors approved the furniture, fixtures, and equipment purchases – Elementary Phase I Modernization.

- G. Approval of resolution. The Board of Directors approved Resolution No. 2021-03 Resolution in Lieu of a Bond for the Lee Elementary School Phase I Modernization Project with the East Wenatchee Water District for water main improvements.
- H. Review of policy. The Board of Directors reviewed Board Policy 6701 Wellness Policy.
- I. Review of budget status update. The Board of Directors received the Monthly Budget Status Update.

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

REPORT

- A. District Construction Related Projects Report. Maintenance Services Director Seann Tanner presented the District Construction Related Projects Report and answered questions from the Board.

DISCUSSION ITEM

- A. Board Policy 2020 and Procedure 2020-P Curriculum Development and Adoption of Instructional Materials. Superintendent Christensen and Assistant Superintendent Matt Charlton presented the draft Policy and Procedure 2020-P Curriculum Development and Adoption of Instructional Materials for a First Reading.

FUTURE AGENDA ITEMS

None at this time.

ADJOURNMENT

MOVED by Director Vibbert and SECONDED by Director Wright to adjourn the meeting. The motion CARRIED unanimously.

The meeting adjourned at 6:05 p.m.

Approval:

_____ Date

_____ Date



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: Vicki Trainor, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: May 10, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Retirements

The following people have notified us of their plans to retire at the end of 20-21:

Last Name	First Name	School	Position/Years
Baranek	Kenneth	Lee	Custodian/11 years
Fisher	Jimmie	Transportation	Mechanic/21 years

Leave of Absence

The following people have notified us of their intent to take a Leave of Absence:

Last Name	First Name	School	Position/Years
Meiners	Patricia	Kenroy	Teacher – LOA to end of year

ATTACHMENTS

None

FISCAL IMPACT

Personnel Expenditure

RECOMMENDATION

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



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: School Improvement Plan for Clovis Point Intermediate School

DATE: May 10, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is the School Improvement Plan for Clovis Point Intermediate School for your review.

ATTACHMENTS

School Improvement Plan

FISCAL IMPACT

None

RECOMMENDATION

The administration recommends approval of the School Improvement Plan for Clovis Point Intermediate School.



Clovis Point Intermediate School

September 2020 - June 2021

“At Clovis, we will provide the promise of opportunity to all we serve through a quality education”

District Goal (2000 Instruction)

(2000 E) Strategy: Meet, or exceed the State average for chronic absenteeism.

Goal 1: All cohorts will maintain or increase their engagement score from Sept check-in.

- **Our most at risk (5%) students who have returned will improve average engagement by at least 1 point as measured by teacher feedback on communication logs.**

Action Steps

- Staff will fill out the engagement log on required dates (Sept 28, Nov 9, Dec 7, Jan 11, March 1, March 29, April 26). **Goal met (Jan 2021)**

District Goal (3000): Build morale, trust, and promote transparency with students, staff, and community.

Goal 2: Each parent will receive a personal communication from a Clovis staff member at least once per trimester as measured by data on the communication log.

Action Steps

- Staff will reach out to all parents at least once per trimester. This includes CORE teachers, specialists, intervention teachers, Principals, etc.
- ALL staff will make an X on the com log when a parent has been contacted.

District Goal (2000)

Students will perform academically at or above the state average for districts of similar size and demographics.

Goal 3: By May of 2021, based on STAR assessment our building Reading grade level equivalency will increase from 5.2 to 6.2.

Goal 4: By May of 2021, based on STAR assessment our building Math grade level equivalency will increase from 5.9 to 6.9.

Actions Steps

5th grade ELA: Novel study with Fish in a Tree, text available in Spanish, two column notes and summary writing, provide visuals to support vocabulary building.

6th grade ELA: Cover plot, sensory details, dialogue, elements of literature and characterization. Reading the novel, Wonder, with a focus on vocabulary and comprehension questions. Book available in Spanish for EL kids

7th grade ELA: Novel study with Restart, lots of background knowledge through visuals (videos), vocabulary, context clues, focusing on essential standard of theme, notetaking skills with nonfiction texts.

5th/6th/7th grade Math: Use the district adopted math program with fidelity, at least 80% of the time; Utilize the scope and sequence created with your math PLC for your grade level curriculum; Create a timeline so that assessed skills will be taught before the final assessment; Take the STAR Math test at the beginning of each trimester as well as the first week in June in order to monitor student progress; Always use math standards to drive your curriculum; Use flextime for selected students for individualized reteaching; Access our grade level math resources folder when selecting leveled-skill specific materials for individualized instruction.

Intervention Team: The intervention team focuses on individual student needs and goals.



School Name

Title 1 Part A - Schoolwide Plan

2020-2021

Planning Team			
Name of Team Member	Position/Representation	Signature	Date
Runelle Davis	Chairperson		2/4/21
Amy Dorey	Principal		2-5-21
Michele Schwarz	Teacher		2-4-21
Heather Stiver	Teacher		2-4-21
Susan Honaas	Teacher		02/08/21
Jenny Hunt	Teacher		2/5/21
Brandi Davison	Teacher		2-5-21
Amy Pefferman	Teacher		2-4-21
Cheryl Molitor	ParaEducator		2-5-21
	Parent (non-Staff)		

Mission/Vision Statement

At Clovis Point we will provide the promise of opportunity to all we serve through a quality education.

Culture of Equity Statement

Clovis ensures that all students who have been historically underrepresented are represented in all areas of their education.



Component 1: Comprehensive Needs Assessment:

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

In their needs assessment, schools must describe their students' demographics, levels of achievement, family involvement, atmosphere, and staffing.

A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs.

Needs assessments include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their program.

Describe how the needs assessment was conducted. Include who was involved and what data was gathered.

The needs of this year are much different than in the years past. With most students being remote - our focus and needs have changed. We as a building, are looking at student engagement, parent communication and STAR scores as indicators of needs.

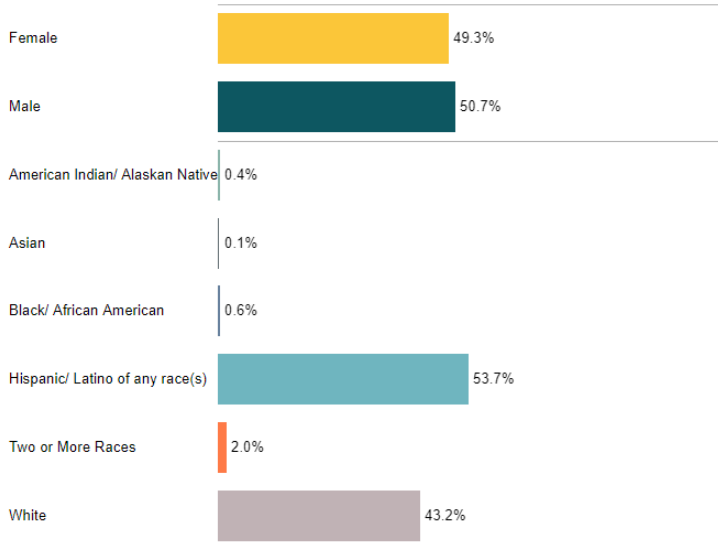
As we returned students to school (part time) we relooked at our goals and realized that we met our engagement goal but kept our parent communication and STAR reading and math goals.

Describe the Demographic trends of your school. (Include grade levels served, enrollment, % of each subgroup)

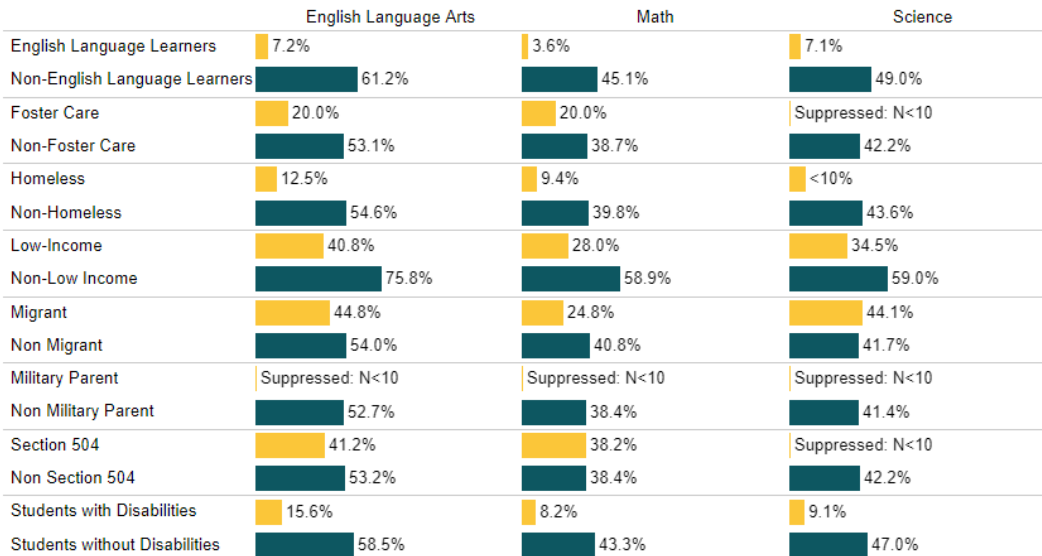
Clovis serves students in grade 5, 6 and 7. Our current enrollment is down this year. We normally house about 750 students, this year we have 668. We have 214 in 5th, 213 in 6th and 241 in 7th.



Clovis Point Intermediate School
2019-20



Clovis Point Intermediate School
2018-19



Analyze the following areas to identify strengths and challenges of your school. Then, describe below.

- Perception trends (Annual School Satisfaction Surveys - Parents, Students, Staff)
- Academic Achievement of students by content using multiple assessments (trends, comparison to similar schools and the state, student subgroups, levels of achievement)
- Language Acquisition trends



- Student Attendance trends
- Student Discipline trends
- Parent Involvement trends

Describe the strengths of your school.

- **Highly dedicated and caring staff who consistently go the extra miles to support every student.**
- **Tier 1 inclusion of students with special learning needs through the use of “inclusion specialists” and para support is in alignment of OSPI and legislative directive.**
- **Tier 1 social emotional learning given by specialists each week.**

Describe the challenges of your school.

- **Virtual learning is challenging to keep all students engaged.**
- **Parent communication and support is more important than ever before.**
- **How to measure student growth in virtual learning is unknown.**

Goal and Solution Selection: Choose two to five challenges to work on this school year and write a SMART goal for each of them (it must include how and when it will be assessed). These may be continued from previous years.

Effective solutions will include the following:

- Communication plan to staff, students, parents.
- Processes/Timelines for ensuring plan is being implemented and growth towards target is being attained.
- Professional development.
- Budget allocation.

Goal 1: Engagement

Solution(s):

- **All cohorts will maintain or increase their engagement score from Sept check in.**
 - **Our most at risk (5%) students who have returned will improve average engagement by at least 1 point as measured by teacher feedback on communication logs.**

Goal 2: Parent Communication

Solution(s):

- **Each parent will receive a personal communication from a Clovis staff member at least once per trimester as measured by data on the communication log.**



Goal 3: STAR Assessment

Solution(s):

- **By May of 2021, based on STAR assessment our Reading grade level equivalency will increase from 5.2 to 6.2.**
 - **Our serviced LAP/Title students will increase....**
- **By May of 2021, based on STAR assessment - our Math grade level equivalency will increase from 5.9 to 6.9.**

Component 2: Schoolwide Reform Strategies

Schoolwide programs need to have a schoolwide focus. ESSA’s new focus is on a well-rounded education. Schoolwide programs should focus on supporting all students within the school. There are several ways to ensure schoolwide focus:

- Targeting a range of subjects, including literacy, science, & mathematics.
- Improving transitions between grades and/or schools.
- Enriching and accelerating curriculum.
- Realigning curriculum horizontally and vertically from grade to grade.

Be specific. Include the ways in which the school plans to include how it will reach each level of reform. Outline staffing plans and who will be hired, professional development strategies, and intended outcomes. You should use methods and strategies that will strengthen student outcomes for all students.

The plan must show how you will increase the amount and quality of learning. This includes detailing specific programs and activities.

How will the school strengthen the literacy, science, government, engineering, the arts, and mathematics?

- **PLC teams will continue their work on alignment and essential standards.**
- **With being virtual - we will have to truly dig in and find what is essential and find creative ways to deliver the instruction.**

How will the school improve transitions between grades and/or schools?

- **We (teachers, counselors, admin, psychologists, etc...) will meet with the school or team of teachers to discuss movement of students.**

How will the school enrich and accelerate curriculum?

- **Algebra is offered to the top performing 7th grade students.**
- **Art, music, SEL and Library given to all students through specialist.**



How will the school provide opportunities for students both ahead of and behind grade level?

- **Intervention team is meeting every two weeks to look at communication/engagement logs to find students who are struggling. They are assigned a mentor to check in with them - if that does not work, they go on admins list and we do home visits every two weeks.**
- **Teachers are doing their best in a virtual world to challenge those students above grade level standards.**
- **Reading intervention teachers are meeting every Monday to look at STAR, DIBELS, and other testing data to determine the specific needs for reading intervention. Students are being pulled during specialists time to receive specific instruction to remediate the reading deficiency.**

Describe your Parent and Family Engagement strategy. **How will you align it to building goals and evaluate your targeted assistance practices and strategies? How will you know that your strategies are working?**

- **Parent Communication is a goal of our building this year. Being remote - it is imperative that we reach out to our parents on a regular basis. Staff are utilizing ParentSquare for communication, email, and phone calls. Many staff have chosen criteria 7 to be evaluated on.**

Component 3: Activities to Ensure Mastery

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not yet reached standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track. Schoolwide plans should have strategies for students who may fall behind on key skills or are in danger of dropping out.

Schools may choose to meet the academic and non-academic needs of these students. This provides schools significant flexibility in improvement student achievement with strategies, including:

- Counseling and mental health support
- College and career readiness
- Tiered behavioral support
- Preschool transition support
- Professional development for staff
- Intensive academic support for students

How does the school screen all students to identify those that are at-risk of falling behind on mastery of key skills?

- **All students are screened for at-risk using the STAR reading and math assessment. All students are testing 3 times per year.**

How does the school monitor progress of at-risk students in their mastery key grade level skills?

- **Those who are behind, will be given further diagnostic tests and grouped within intervention groups - taught by a certificated teacher.**
- **These groups of students are progress monitored using the appreciate program.**



How does the school make data-based decisions on the appropriate interventions for at-risk students and the effectiveness of interventions?

- **Based on assessments and teacher observations - students are moved in and out of intervention groupings.**

Describe the school's three tiers of intervention to support at-risk students.

Tier 1: All students are included in grade level instruction for exposure to content. Teachers utilize specific teaching strategies to engage all learners.

Tier 2: Struggling students receive intervention in academics, behavior, social, etc... as needed. Some of these may be as simple as check and connect, small group re-teach, small group intensive instruction, or para support.

Tier 3: The top tier kids receive more intense focus intervention as needed. Whether it be a smaller group, more time or intensity. These students may have many adults working on building their plan and supporting them.

Component 4: Coordination and Integration of Federal, State and local services.

The schoolwide plan should show how federal, state, and local services work together to improve outcomes. The plan must show how the district coordinates and integrates funding used at the school. This means the schoolwide plan must outline the ways in which funds are going to be consolidated, as well as how the funds will be used to meet the specific intents and purposes of each program. This ensures the school is still meeting the statutory requirements of Title I, Part A and other federal education programs. Schools must name the specific state, local, and other federal programs that they will combine under the plan. If a priority/focus school, make sure the plan addresses school improvement efforts and funds.

Program	Allocation	How the funds will be used to implement the Schoolwide Plan.
BEA		<ul style="list-style-type: none"> * Teachers salaries * Classified salaries
Title IA		<ul style="list-style-type: none"> * Teachers salaries * Classified salaries * Time for PLC's to meet to align curriculum and determine essential standards. * Character Strong curriculum (Gym and Advisory) * Teachers to be trained in thinking maps * Intervention teachers to be trained in Wilson Curriculum for struggling readers - it focuses on Dyslexia. * Learning Ally for students reading under grade level



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

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

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

DATE: May 10, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

No corrections, changes, or concerns have been identified by Board Members.

ATTACHMENTS

Draft policy and procedure

FISCAL IMPACT

None at this time

RECOMMENDATION

The administration recommends approval of these revisions to Policy 2020 and Procedure 2020-P Curriculum Development and Adoption of Instructional Materials for second reading/adoption.

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

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

Definitions

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

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

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

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

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

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

Course Design

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

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

Selection and Adoption of Instructional Materials

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

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

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

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

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

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

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

Selection and Adoption of Instructional Materials

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

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

Criteria for Selection of Instructional Material

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

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

- Second Reading -

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

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

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

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

Cross Reference:

Board Policy 6881	Disposal of Surplus Equipment and/or Materials
-------------------	--

Legal References:

RCW 28A.150.230	Basic Education Act —District school directors' responsibilities—Responsibilities
<u>RCW 28A.320.170</u>	<u>Curricula — Tribal history and culture</u>
RCW 28A.320.230	Instructional materials — Instructional materials committee
RCW 28A.405.060	Course of study and regulations — Enforcement — Withholding salary warrant for failure

RCW 28A.640

Sexual Equality

~~RCW 28A.642~~

~~Discrimination prohibition~~

WAC 180-44-010

Responsibilities related to instruction

WAC 392-190-055

Textbooks and instructional materials — ~~Scope~~
[Instructional materials policy](#) — Elimination of bias

- Second Reading -

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

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

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

Course Design

Existing Courses

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

The course design process should review:

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

Recommendations of this review may lead to:

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

Social studies curriculum review or adoption

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

- Second Reading -

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

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

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

New Courses or Major Modifications to Existing Courses

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

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

Selection and Adoption of Instructional Materials

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

Roles and Responsibilities in the Selection & Adoption of Instructional Materials

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

- Second Reading -

- Second Reading -

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

Instructional Material Delivery Formats

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

Open Educational Resources

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

Technology-based Resources

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

Guidelines for Videos/Media Use

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

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

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

Student Productions

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

Core Instructional Material Selection

Instructional Materials Committee

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

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

Criteria for Selection of Core Instructional Materials

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

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

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

Identification of Core Instructional Materials

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

Recommendation of Core Instructional Materials

The IMC will receive recommended District material proposals through superintendent-assigned staff. Core material will be reviewed according to superintendent-established procedures to ensure compliance with the above selection criteria and by using instructional material evaluation tools listed on the OSPI website:
<https://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx>
Based on their evaluation, the IMC will recommend instructional materials to the Board for adoption.

Adoption of Core Instructional Materials

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

Regularly Scheduled Core Material Updates

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

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

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

Exceptional Needs or Rapidly Changing Circumstances

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

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

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

Field Testing

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

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

Citizen Access to View Core Materials

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

Intervention Instructional Material Selection

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

Alternative Core Instructional Material Selection

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

Supplemental Material Selection

Supplemental materials will not require IMC approval or Board adoption.

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

Temporary Supplemental Material Selection

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

Protest Procedure for Instructional Materials

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

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

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

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

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

~~Instructional Materials Committee (IMC)~~

~~Scope and Schedule~~

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

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

~~Membership~~

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

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

Term of Service

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

Duties

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

Citizens Participation in the Instructional Materials Process

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

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

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

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

Selection of Instructional Materials: Responsibilities

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

Recommendation for Approval Process

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

Instructional Materials Adoption Process

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

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

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

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

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

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

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

Materials Currently Used

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

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

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

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

Guidelines for Video and Media Use

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

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

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

Removal of Instructional Materials

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

Community Review

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

- ~~A. A variety of learning materials will be available for immediate perusal at any time at the school.~~
- ~~B. Displays of learning materials may be provided in schools during PTO meetings, parent teacher conferences, and public meetings during the school year.~~

- 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: Garn Christensen, Superintendent

SUBJECT: Resolution No. 2021-04 Resolution Delegating Authority to WIAA for Interscholastic Activities for 2021-22 School Year

DATE: May 10, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

The Washington Interscholastic Activities Association (WIAA) annually requires a Board Resolution giving WIAA authority to control, supervise, and regulate interscholastic activities consistent with the statutes and rules and regulations governing school districts in this state.

ATTACHMENTS

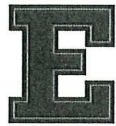
Draft Resolution

FISCAL IMPACT

None

RECOMMENDATION

The administration recommends approving Resolution No 2021-04 Resolution Delegating Authority to WIAA for Interscholastic Activities for 2021-22 School Year.



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

RESOLUTION NO. 2021-04

**A RESOLUTION DELEGATING AUTHORITY TO WIAA FOR
INTERSCHOLASTIC ACTIVITIES FOR 2021-22 SCHOOL YEAR**

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district's board of directors to control, supervise, and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district's board of directors to delegate control, supervision, and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the Board of Directors of the Eastmont School District being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, BE IT RESOLVED that the Board of Directors of the Eastmont School District hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise, and regulate interschool activities consistent with the rules and regulations of WIAA for the 2021-22 School Year. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

ADOPTED by the Board of Directors of Eastmont School District No. 206, Douglas County, Washington, at a regular meeting thereof, held on May 10, 2021, with the following Directors being present and voting thereon.

ATTEST:

BOARD OF DIRECTORS

Garn Christensen, Secretary to the Board

Annette Eggers, Board President

Date

Whitney Smith, Board Vice President

Dave Piepel, Board Member

Meaghan Vibbert, Board Member

Cindy Wright, Board Member

- DRAFT -

To: Board of Directors
From: Cindy Ulrich, Executive Director of Financial Services
Date: May 4, 2021
Subject: Monthly Student Enrollment Report

Student full time equivalent (FTE) enrollment data is used in a variety of funding formulas that allocate resources to school districts. Districts are therefore required to report their enrollment data to OSPI as of the fourth school day of September and the first school day of October through June (WAC 392-121-119). OSPI requires Form P223 be used for this purpose.

May Headcount and Actual FTE Reported in P223H & P223:

Total student headcount reported, including Alternative Learning Enrollment enrolled in Eastmont Virtual Academy (ALE) program, 5,783, which is 12 less students than last month. This is a decrease of 241 students (-4.0%) from the total reported in March 2020 (6,024) – the District’s last official enrollment report prior to the COVID-19 pandemic.

Total student FTE reported, including ALE, is 5,713.03. This is a decrease of 210.88 FTE (-4.0%) from the total FTE reported in March 2020 (5,923.91) and a decrease of 190.11 FTE (-3.2%) from the actual average FTE (AAFTE) for the 2019-2020 school year.

Other program enrollment information:

Program Name	Current Year Average	Prior Year Actual Average (as reported thru 03/20)	Increase / (Decrease)
Running Start (Head Count)	174	158	15
Special Education (Age K-21 Head Count)	664	688	(24)
Transitional Bilingual (Head Count)	1,027	1,050	(23)
Exited Transitional Bilingual (Head Count)	277	338	(61)
Career/Technical Education-Gr 7-8 (FTE)	61.47	78.40	(16.93)
Career/Technical Education-Gr 9-12 (FTE)	316.89	356.90	(40.01)

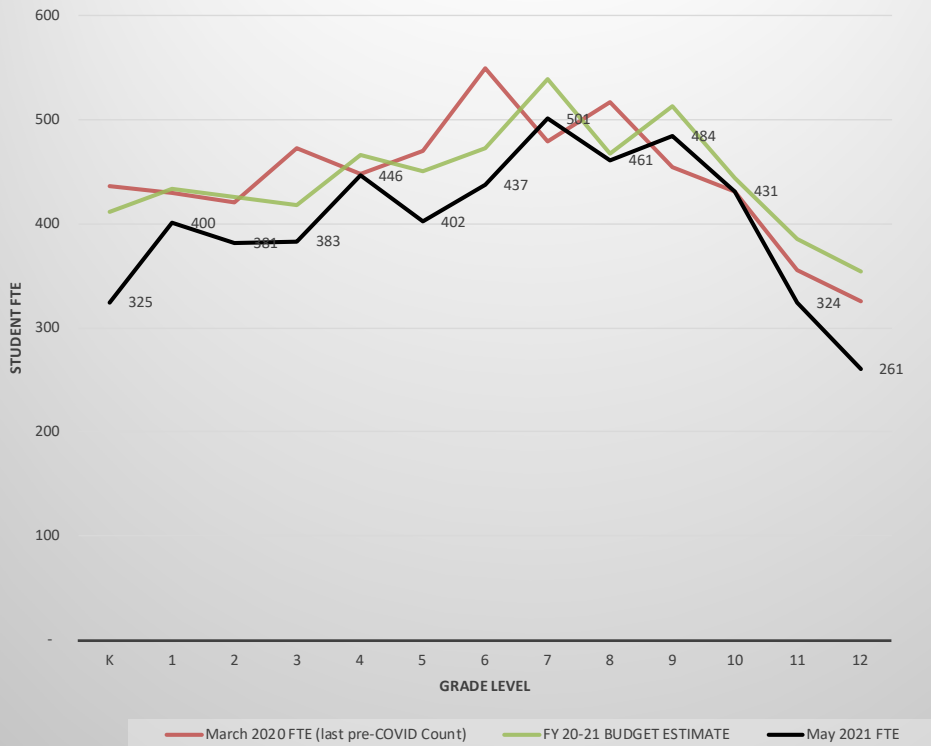
Budget to Actual FTE Analysis:

Budgeted K-12 FTE, including ALE program, is 5,906. AAFTE is 5,742.52, which is 164 FTE less than the estimated used for budget development. K-12 student enrollment is 5,263 FTE, which is **518 FTE less** than expected. ALE program enrollment is 479 FTE and **354 FTE more** than expected.

The following additional information is presented for your review:

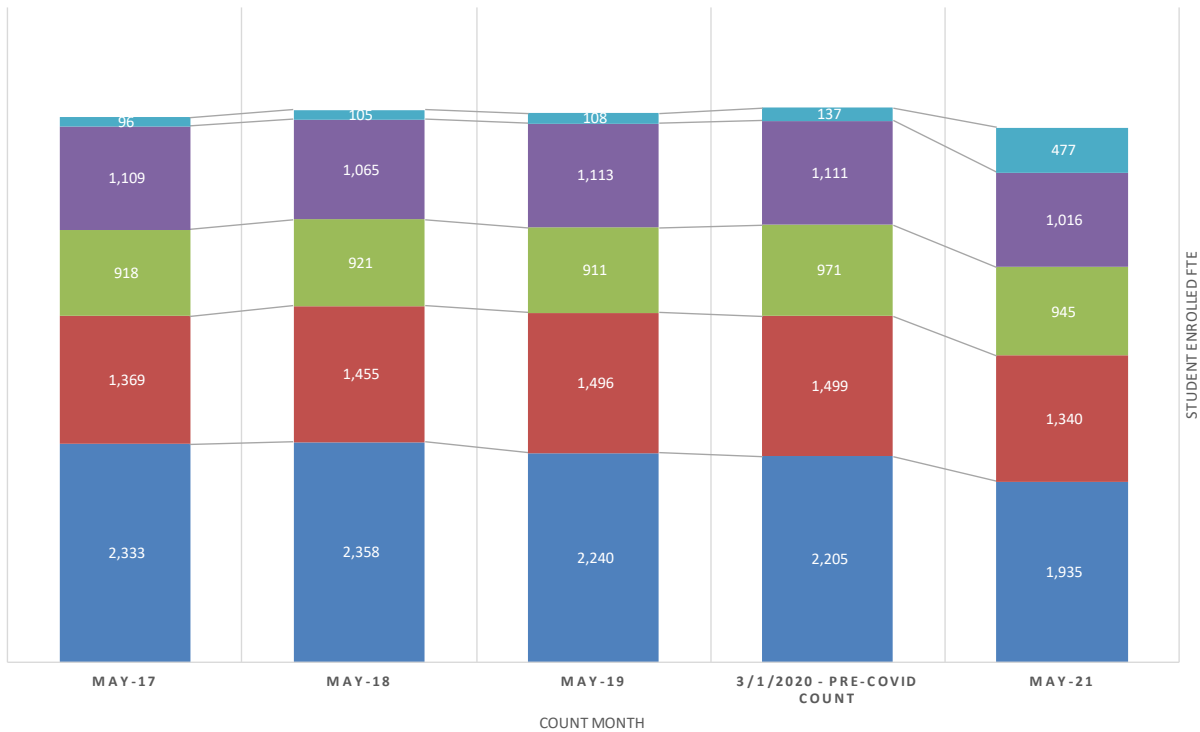
- A graph that compares the four prior May count dates to March 2020 and May 2021.
- A graph that compares May 2021 and March 2020 FTE to budget by grade level
- A report that provides detail of enrollment, by building and grade level for all months

K-12 Student FTE Comparison-Excludes ALE enrollment



K-12 STUDENT FTE 5 YEAR TREND BY GRADE SPAN

Grade K-4 Grade 5-7 Grade 8-9 Grade 10-12 ALE



FY2020-2021 Monthly Enrollment FTE by Building

Building/Grade	FY 2020-2021 BUDGET AAFTE	Month											Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July						
Cascade																		
K (Funded Full Day)	93	78.0	78.0	79.0	80.0	79.0	80.0	79.0	81.0	83.0		79.7	2.0	(13.3)		103.6	(23.9)	
1	103	95.0	94.15	94.3	96.3	95.3	94.3	94.3	95.3	94.3		94.8	(1.0)	(8.2)		102.6	(7.8)	
2	102	87.0	87.0	86.0	84.0	83.0	83.0	84.0	86.0	87.0		85.2	1.0	(16.9)		97.0	(11.8)	
3	99	85.00	84.00	84.15	87.2	87.2	89.2	89.2	89.2	87.2		86.9	(2.0)	(12.4)		115.0	(28.1)	
4	113	114.00	114.00	113.00	112.0	110.0	112.0	112.0	113.0	113.0		112.6	-	(0.4)		100.1	12.5	
5	-	-	-	-	-	-	-	-	-	-		-	-	-		-	-	
Total	510	459.00	457.15	456.45	459.45	454.45	458.45	458.45	464.45	464.45		459.1	-	(51.2)	-10.04%	518.2	(59.1)	
Grant																		
K (Funded Full Day)	93	81.00	83.00	82.00	76.0	74.0	76.0	78.0	82.0	81.0		79.2	(1.0)	(13.8)		93.2	(14.0)	
1	92	80.00	80.00	82.00	81.0	81.0	84.0	87.0	90.0	91.0		84.0	1.0	(8.4)		88.3	(4.3)	
2	88	85.00	86.00	86.00	85.2	84.2	84.2	85.2	84.2	84.2		84.9	-	(2.8)		91.7	(6.8)	
3	91	83.00	83.00	83.00	81.0	82.0	81.0	82.0	82.0	83.0		82.2	1.0	(8.7)		109.8	(27.6)	
4	110	108.00	107.00	107.00	105.0	103.0	101.0	105.0	107.0	107.0		105.6	-	(4.3)		107.7	(2.1)	
Total	474	437.00	439.00	440.00	428.15	424.15	426.15	437.15	445.15	446.15		435.9	1.0	(38.0)	-8.02%	490.7	(54.8)	
Kenroy																		
K (Funded Full Day)	93	77.00	79.00	77.00	77.0	79.0	78.00	75.0	76.0	75.6		77.1	(0.4)	(15.9)		101.3	(24.2)	
1	100	85.00	84.00	82.00	80.0	80.0	81.00	85.0	86.0	87.0		83.3	1.0	(17.0)		95.2	(11.9)	
2	94	81.00	82.00	82.00	82.0	83.0	85.00	85.0	86.0	88.0		83.8	2.0	(10.6)		79.4	4.3	
3	92	86.00	86.00	84.00	84.0	84.0	86.00	88.00	89.00	88.0		86.1	(1.0)	(6.4)		87.6	(1.5)	
4	111	102.00	101.00	97.00	95.0	94.0	95.0	95.0	98.0	98.0		97.2	-	(14.3)		111.9	(14.7)	
5	-	-	-	-	-	-	-	-	-	-		-	-	-		-	-	
Total	492	431.00	432.00	422.00	418.00	420.00	425.00	428.00	435.00	436.60		427.5	1.6	(64.2)	-13.05%	475.5	(48.0)	
Lee																		
K (Funded Full Day)	93	50.00	50.00	49.00	48.0	48.0	50.0	51.0	50.0	50.0		49.6	-	(43.4)		91.4	(41.9)	
1	91	82.00	81.00	81.00	83.0	83.0	81.0	82.0	82.0	81.0		81.8	(1.0)	(8.7)		101.5	(19.7)	
2	100	87.00	87.00	86.00	86.0	84.0	82.0	83.0	83.0	85.0		84.8	2.0	(15.0)		92.3	(7.6)	
3	93	87.00	86.00	85.00	84.0	84.0	89.0	90.0	88.0	88.0		86.8	-	(6.4)		79.7	7.1	
4	94	90.00	90.00	90.00	88.0	84.0	84.0	87.0	88.0	87.0		87.6	(1.0)	(6.8)		88.8	(1.2)	
Total	471	396.00	394.00	391.00	389.00	383.00	386.00	393.00	391.00	391.00		390.4	-	(60.4)	-17.08%	453.7	(63.3)	
Rock Island																		
K (Funded Full Day)	39	28.00	29.00	28.00	29.0	30.0	31.0	31.0	33.0	35.0		30.4	2.0	(8.6)		48.2	(17.8)	
1	47	44.00	46.00	46.00	45.0	45.0	45.0	48.0	48.0	47.0		46.0	(1.0)	(1.0)		41.9	4.1	
2	42	39.00	40.00	36.00	36.0	36.0	36.0	36.0	37.0	37.0		37.0	-	(5.1)		41.8	(4.8)	
3	42	35.00	35.00	34.00	32.0	32.0	33.0	34.0	35.0	37.0		34.1	2.0	(8.3)		37.3	(3.2)	
4	37	39.00	40.00	39.00	37.0	37.0	39.0	40.0	40.0	40.0		39.0	-	1.7		40.4	(1.4)	
Total	208	185.00	190.00	183.00	179.00	180.00	184.00	189.00	193.00	196.00		186.6	3.0	(21.2)	-10.23%	209.7	(23.1)	

Eastmont School District

FY2020-2021 Monthly Enrollment FTE by Building

Building/Grade	FY 2020-2021 BUDGET AAFTE	Month											Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year	
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July							
Sterling																			
K (Funded Full Day)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19.9	(19.9)
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	42.1	(42.1)
4	-	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	-	1.0	-	0.0	1.0	-
5	225	196.00	196.00	193.77	191.0	192.00	198.00	198.00	199.00	195.0	195.4	195.4	(4.0)	(29.6)	-	244.0	244.0	(48.6)	-
6	243	221.00	221.00	222.03	223.0	223.03	231.78	230.8	233.0	227.0	225.9	225.9	(6.0)	(17.6)	-	287.9	287.9	(62.1)	-
7	284	259.00	259.00	260.00	259.0	255.00	265.00	267.0	268.0	262.0	261.6	261.6	(6.0)	(22.1)	-	261.2	261.2	0.3	-
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	752	677.00	677.00	676.80	674.03	671.03	695.78	696.78	701.03	685.03	683.8	683.8	(16.0)	(68.2)	-9.07%	855.2	(171.4)		
Cloviss Point																			
5	225	215.00	214.00	213.00	213.0	214.0	214.00	214.0	214.0	207.0	213.1	213.1	(7.0)	(11.9)	-	230.6	230.6	(17.4)	-
6	230	213.00	213.00	214.00	215.0	215.0	213.00	215.0	213.0	210.0	213.4	213.4	(3.0)	(16.1)	-	257.6	257.6	(44.1)	-
7	255	243.00	241.00	239.00	237.0	239.0	244.00	247.0	248.0	239.0	241.9	241.9	(9.0)	(13.0)	-	213.6	213.6	28.3	-
Total	709	671.00	668.00	666.00	665.00	668.00	671.00	676.00	675.00	656.00	668.4	668.4	(19.0)	(40.9)	-5.77%	701.7	(33.3)		
EJHS																			
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	(1.0)	-
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	-	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.9	0.9	-	0.9	-	-	-	0.9	-
8	468	466.24	465.24	466.49	463.49	464.49	463.34	465.34	462.34	461.00	464.2	464.2	(1.3)	(3.7)	-	518.1	518.1	(53.9)	-
9	513	500.00	500.00	495.50	494.73	494.73	486.01	486.01	487.01	482.98	491.9	491.9	(4.0)	(21.1)	-	456.9	456.9	35.0	-
10	-	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.0	1.0	-	1.0	-	4.1	4.1	(3.1)	-
11	-	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.0	4.0	-	4.0	-	-	-	4.0	-
12	-	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.0	1.0	-	1.0	-	1.0	1.0	-	-
Total	981	973.24	972.24	968.99	965.22	966.22	956.35	957.35	955.35	949.98	962.8	962.8	(5.4)	(17.9)	-1.83%	981.13	(18.16)		
EHS																			
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.8	(0.8)	-
9	-	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.0	1.0	-	1.0	-	-	-	1.0	-
10	444	433.79	435.00	431.51	434.51	429.24	429.66	430.31	431.00	430.32	431.7	431.7	(0.7)	(11.9)	-	433.5	433.5	(1.8)	-
11	386	335.78	328.76	323.60	322.99	323.61	314.54	316.21	324.96	319.78	323.4	323.4	(5.2)	(62.6)	-	362.8	362.8	(39.5)	-
12	355	314.73	307.54	308.58	305.94	298.41	284.04	285.46	268.66	259.64	292.6	292.6	(9.0)	(62.0)	-	335.3	335.3	(42.8)	-
Total	1,184	1,085.30	1,072.30	1,064.69	1,064.44	1,052.26	1,029.24	1,032.98	1,025.62	1,010.74	1,048.6	1,048.6	(14.9)	(135.5)	-11.44%	1,132.4	(83.8)		
<i>K-12 Variance</i>														(517.7)					
ALE-EASTMONT VIRTUAL ACADEMY PROGRAM																			
K	-	28.00	30.0	36.0	39.0	43.0	40.0	38.0	34.0	31.0	35.4	35.4	(3.0)	35.4	-	-	-	35.4	-
1	-	37.00	41.0	43.0	45.0	46.0	43.0	41.0	38.0	35.0	41.0	41.0	(3.0)	41.0	-	-	-	41.0	-
2	-	33.00	33.0	44.0	45.0	47.0	46.0	42.0	37.0	36.0	40.3	40.3	(1.0)	40.3	-	-	-	40.3	-
3	-	33.00	34.0	36.0	35.0	36.0	29.0	29.0	27.0	27.0	31.8	31.8	-	31.8	-	-	-	31.8	-
4	-	28.00	28.0	35.0	38.0	41.00	41.00	36.0	30.0	29.0	34.0	34.0	(1.0)	34.0	-	0.1	0.1	33.9	-
5	-	33.79	33.79	34.79	33.79	31.79	25.79	25.79	22.79	32.79	30.6	30.6	10.0	30.6	-	2.3	2.3	28.3	-
6	-	35.00	36.00	37.00	36.00	36.00	29.25	28.25	25.00	33.00	32.8	32.8	8.0	32.8	-	-	-	32.8	-
7	-	36.79	38.79	39.79	39.79	40.79	30.79	30.79	26.79	37.79	35.8	35.8	11.0	35.8	-	1.4	1.4	34.3	-
8	-	20.27	20.00	18.00	17.00	17.00	19.00	19.00	19.00	22.00	19.1	19.1	3.0	19.1	-	1.7	1.7	17.5	-
9	5	23.00	24.50	27.50	28.27	29.27	33.99	33.99	33.99	37.68	30.2	30.2	3.7	-	-	2.6	2.6	27.6	-
10	15	22.48	22.48	24.21	23.48	26.24	28.81	30.15	29.15	29.15	26.2	26.2	-	-	-	15.2	15.2	7.5	-
11	30	36.26	38.97	42.93	41.46	43.46	54.27	55.27	49.94	46.9	45.5	45.5	(3.0)	15.5	-	38.0	38.0	13.8	-
12	75	77.60	76.70	79.77	71.02	75.48	77.25	70.93	79.61	79.74	76.5	76.5	0.1	1.5	-	62.6	62.6	-	-
Total	125	444.19	457.23	497.99	493.81	513.03	498.15	480.17	452.27	477.08	479.3	479.3	24.8	354.3	283.46%	124.0	344.3		
Total Monthly Variance													(24.84)	#DIV/0!				5,942.17	
K-4 Total	2,155	2,068.00	1,913.15	1,893.45	1,874.60	1,862.60	1,880.60	1,906.60	1,929.60	1,935.20	1,918.20	1,918.20							
K-12 Total	5,906	5,758.73	5,758.92	5,766.92	5,736.10	5,732.14	5,730.12	5,748.88	5,737.87	5,713.03	5,742.52	5,742.52							



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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

TO: Board of Directors
FROM: Garn Christensen, Superintendent
SUBJECT: Superintendent Search Consultant Proposals
DATE: May 10, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

At this time, the Board has received five proposals from superintendent search consultants. Next steps could include one of the following if the Board so chooses:

- Select a consultant firm from the proposals.
- Request additional information from one or more of the consultant firms.
- Request interviews with one or more of the consultant firms.
- Decide to go in a different direction than these five consultant firms.

ATTACHMENTS

None

FISCAL IMPACT

Designated Board funds
