

BOARD OF DIRECTORS
VIRTUAL MEETING AGENDA
Monday, May 24, 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 24, 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/91663545234>

- *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 24, 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. BUILDING AND PROGRAM REPORTS

- A. EJHS ASB Student Report – Liliana Johnson and Kelly Tucker
- B. EHS ASB Student Report – Makenna Schwab, Brenda Calvillo, and Piah Cellan
- C. Eastmont Virtual Academy Recognition — Whitney Smith, Board Vice President
- D. Eastmont Virtual Academy Board Report — Katie Tucker, Principal

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 May 10, 2021.
- B. Approval of the payment of the bills and/or payroll dated May 24, 2021.
- C. Approval of the Personnel Action Items dated May 24, 2021.
- D. Approval of the following surplus items:
 - 1. Eastmont CTE Department items.
 - 2. Maintenance Department item.
- E. Approval of a WIAA Cooperative with Quincy School District for Boys and Girls Swimming & Diving.
- F. Approval of Renewal Agreement No. Two with Sodexo America, LLC for food services for 2021-22 and the Interlocal Agreement for Eastmont School District, Palisades School District, and Sodexo America, LLC for 2021-22.
- G. Approval of the Sterling Junior High School Student Handbook for 2021-22.
- H. Approval for replacing the Clovis Point Elementary School playground structures.
- I. Approval of Resolution No. 2021-05 Academic and Student Well-Being Recovery Plan Resolution and the 2021-22 Eastmont Academic and Student Well-Being Recovery Plan.
- J. Review of the following policies for First Reading:

<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

- K. Review of the Monthly Budget Status Update.

VII. DISCUSSION & POSSIBLE ACTION ITEM

A. Student Resource Officer — Garn Christensen, Superintendent

VIII. REPORTS

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

B. Superintendent’s Report on Annual Goals – Garn Christensen, Superintendent

IX. FUTURE AGENDA ITEMS

X. 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.

June 7	Regular Meeting at Eastmont Administration Office at 5:30 p.m.
July 12	Regular Meeting & Budget Hearing at Eastmont Administration Office at 5:30 p.m.
August 23	Regular Meeting at Eastmont Administration Office at 5:30 p.m.

K-7 Eastmont Virtual Academy (EVA) - School Board Recognition 2020-21

K-7 EVA staff **built a successful program from scratch** to meet the needs of the Eastmont School District & the community.

K-7 EVA staff has shown **incredible flexibility** this year:

- change of job assignments (the week before school started)
- housed on multiple campuses across the District
- student enrollment & class size fluctuations
- adjustments to duties to meet changing needs
- meeting the needs of a diverse student population



K-7 Eastmont Virtual Academy/HomeFIELD Report for 2020-21

FTE = Full-time Equivalent, L/H = Latino/Hispanic, AI/A = American Indian/Alaskan Native, A = Asian, B = Black/African American, NH/P = Native Hawaiian/Pacific Islander, HL = Homeless, EL = English Learner/Bilingual, M = Migrant, Sped = Special Ed

Student Totals (K-7 Program)											Grade Level (Highest Month Head Count)									
Year	FTE	L/H	AI/A	A	B	NH/P	HL	EL	M	Sped	K	1	2	3	4	5	6	7	8	9
2019-20	20.0*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	5	---	4	4	7
2020-21	321.58*	33.2%	1.5%	7.9%	5.7%	0.7%	12	32	7	32	43	46	47	36	41	35	37	41	20**	30**

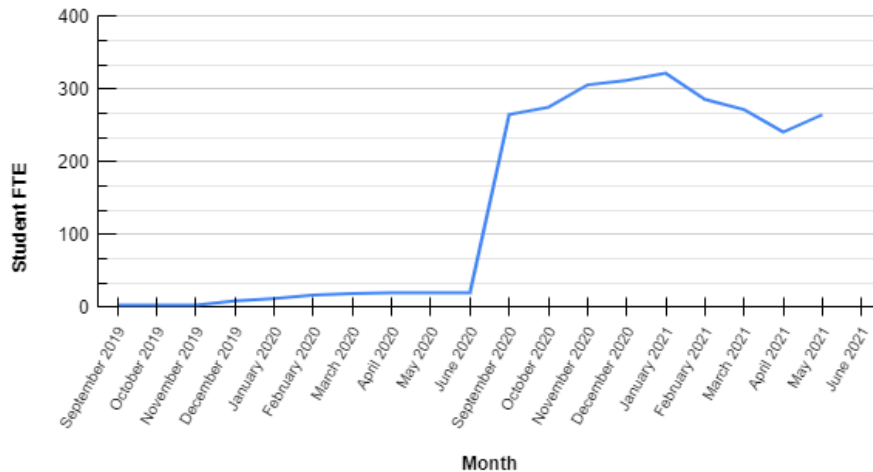
*Highest Monthly FTE for Year

**Approximates & Not Included in the K-7 FTE for 2020-21

Budget using this year's numbers: beginning balance **\$53,267** – expenditures (approx.) **\$17,300** = year-end balance (approx.) of **\$36,000**.

District or Building Goal & Supporting Strategy/Activity	Progress/Data
Expand Eastmont's K-12 Alternative options in an effort to better serve students, families, and the community by offering educational choices to families now and in the future. (4000 B)	K-7 EVA served 407 students during the 2020-21 school year. The population of the group ranged in diversity. We will focus on continuing to grow Eastmont Virtual Academy K-8 to offer educational choice for students and families. K-12 ALE course types will continue to include Site-Based, Remote, and On-line.
Provide programs that promote and increase student engagement, interest, relevancy of instruction, and participation in learning. (2000 D)	We will continue offering a variety of learning opportunities and instructional activities to our K-8 EVA students and parent partners by offering a combination of virtual, hands-on, in-person, and on-line learning experiences. ALE allows for this flexibility to focus on teaching the State Standards, while thinking "outside the box" to meet the diverse needs of our EVA students and families.

Eastmont K-7 ALE Student Enrollment



**PROVIDING EDUCATIONAL CHOICES TO FAMILIES
NOW & IN THE FUTURE...**



**BOARD OF DIRECTORS
VIRTUAL REGULAR MEETING MINUTES**

May 10, 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/96718817544>

ATTENDANCE

Present in the Board Room:

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

Participating remotely:

District staff presenting and two Media personnel

APPROVE AGENDA/MODIFICATIONS

Superintendent Garn Christensen reported an item was added today to the Agenda under Discussion and Possible Action B. 2021-22 Eastmont Academic and Student Well-Being Recovery Plan.

MOVED by Director Wright and SECONDED by Director Piepel to approve the revised Agenda for May 10, 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.

INFORMATION

A. Board News.

Director Vibbert shared the phase of secondary students returning to campus full-time seems to have gone very well.

B. Superintendent News.

1. Presentation:

Executive Director Spencer Taylor introduced and spoke about District Nurses Erica Brooks, Phyllis Fries, Sylvia Renteria, and Blanca Salgado. Superintendent Christensen presented them with plaques for the NCESD “Friends of Children” award. The Board and administrators expressed appreciation to the District Nurses for all their hard work this year through the pandemic.

2. Return of Students to Campus:

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.

3. Updated District Strategic Improvement Plan:

Superintendent Christensen shared the draft District Strategic Improvement Plan up to the 2000 section.

BUILDING AND PROGRAM REPORT

A. Clovis Point Intermediate School Staff Recognition.

Vice President Smith recognized Clovis Point staff for the following accomplishments:

- 1. 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 students were brought back.
- 2. 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.
- 3. 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.
- 4. 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! ELA and Math STAR scores have each grown by .7, but more importantly – staff see students smiling and learning each day!

B. Clovis Point Intermediate School Building Report.

Principal Amy Dorey and Clovis Point Intermediate School staff shared information on their recent challenges and accomplishments. They answered questions from the Board.

CONSENT AGENDA

- A. Approval of minutes. The Board of Directors approved the minutes from the virtual/hybrid regular meeting held on April 26, 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 May 10, 2021:

Warrant Numbers	Total Dollar Amount
7121798-7121798	\$358.05
7121799-7121801	\$29.00
7121802-7122010	\$2,130,246.73
7122011-7122012	\$2,281.65

- C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated May 10, 2021.
- D. Approval of school improvement plan. The Board of Directors approved the School Improvement Plan for Clovis Point Intermediate School.
- E. Approval of policy. The Board of Directors approved the following policy for second reading/adoption:

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

- F. Approval of resolution. The Board of Directors approved Resolution No. 2021-04 Resolution Delegating Authority to WIAA for Interscholastic Activities for 2021-22.
- G. Review of student enrollment update. The Board of Directors received the Monthly Student Enrollment Update.

Director Vibbert had a clarifying question about Item F. Resolution No. 2021-04 WIAA and Superintendent Christensen was able to answer it.

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

DISCUSSION & POSSIBLE ACTION ITEMS

- A. Superintendent Search Consultant Proposals. Superintendent Christensen shared the process that the District went through to issue a Request for Proposals for Superintendent Search Consultants. The Board discussed the five submitted proposals.

MOVED by Director Vibbert and SECONDED by Director Wright to accept a contract with Northwest Leadership Associates for the 2021-22 school year for a superintendent search. The motion CARRIED unanimously.

- B. 2021-22 Eastmont Academic and Student Well-Being Recovery Plan. Superintendent Christensen shared that a recovery plan for academic student well-being for next year is required and due to OSPI by June 1. A draft plan will be brought to the next meeting for the Board’s review and possible approval.

- DRAFT -

TO: Board of Directors
FROM: Vicki Trainor, Executive Director of Human Resources
SUBJECT: Personnel Action Items
DATE: May 24, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Retirement

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

Last Name	First Name	School	Position/Years
Follett	Gerald	Transportation	Bus Driver/5 years

New Hire

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

Last Name	First Name	School	Position
Arbuckle	Robert "Tyler"	Maintenance	Maintenance-Turf & Equipment

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: Requests for Surplus
DATE: May 24, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Eastmont Maintenance Department staff request the following items be declared as surplus:

- 1 LAWN BOY Electric Walk-Behind Mower Cordless Model #10122 with Serial #8901059 01, old/not using

Eastmont CTE staff request the attached list of items to be declared as surplus.

ATTACHMENTS

None

FISCAL IMPACT

Revenue, if sold

RECOMMENDATION

The administration recommends the Board authorize said property as surplus.

REQUEST FOR DISPOSAL OF SURPLUS EQUIPMENT AND/OR MATERIALS

Surplus will be picked up once a year, at the end of each school year. The deadline to turn in your request is May 29th. If your request is received after May 29th, you will get to store the items until next year's pick up.

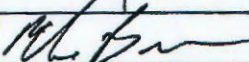
TEXTBOOKS

Quantity	Subject Area	Title	Grade Level	Copyright Date	Reason for declaring surplus (obsolete, non repairable, etc)

Executive Director of Secondary Education Signature:

TECHNOLOGY EQUIPMENT

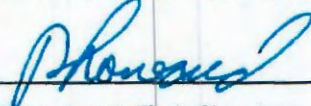
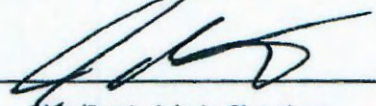
Quantity	District Inventory ID Number	Make / Model	Description Of item	Reason no longer needed in building
1			Cart with 29 I-pads	Don't use anymore

Director of Technology Signature: 

BUILDING FURNITURE, EQUIPMENT, OR OTHER SUPPLIES

Quantity	District Inventory ID Number	Make / Model	Description Of item	Reason no longer needed in building

Director of Maintenance Signature:

_____	_____	_____	_____
Bob Arlt	Jr. High	Woodshop	5-17-21
Staff requesting surplus (please print)	Building	Room# / Area	Date
	5/17/21		5-17-21
Department Chair Signature	Date	Bldg/Dept. Admin Signature	Date

Maintenance needs to pick up cart per Tech.

Woodshop I-pads to Surplus

	Asset No	*Asset Ty	*Manufa	*Model	Version	Status	Serial Number	Location	Client (user names, semicolon delimited)
1	16038	Tablet	Apple	iPad 2	iOS	Deployed	DN6H6UFNDFHW	JHS	Eric Duffey [Duffeye]
2	16039	Tablet	Apple	iPad 2	iOS	Deployed	DN6H6N9EDFHW	JHS	Eric Duffey [Duffeye]
3	16040	Tablet	Apple	iPad 2	iOS	Deployed	DN6H6V6MDFHW	JHS	Eric Duffey [Duffeye]
4	16041	Tablet	Apple	iPad 2	iOS	Deployed	DN6H6Q49DFHW	JHS	Eric Duffey [Duffeye]
5	16042	Tablet	Apple	iPad 2	iOS	Deployed	DN6H6M40DFHW	JHS	Eric Duffey [Duffeye]
6	16043	Tablet	Apple	iPad 2	iOS	Deployed	DN6H6VAPDFHW	JHS	Eric Duffey [Duffeye]
7	16045	Tablet	Apple	iPad 2	iOS	Deployed	DN6H6PJ6DFHW	JHS	Eric Duffey [Duffeye]
8	16046	Tablet	Apple	iPad 2	iOS	Deployed	DN6H6L6GDFHW	JHS	Eric Duffey [Duffeye]
9	16047	Tablet	Apple	iPad 2	iOS	Deployed	DN6H6V69DFHW	JHS	Eric Duffey [Duffeye]
10	16580	Tablet	Apple	iPad 2	iOS	Deployed	DMPHWKLCDFHW	JHS	Eric Duffey [Duffeye]
11	16581	Tablet	Apple	iPad 2	iOS	Deployed	DMPHWKS2DFHW	JHS	Eric Duffey [Duffeye]
12	16582	Tablet	Apple	iPad 2	iOS	Deployed	DMPHWGX8DFHW	JHS	Eric Duffey [Duffeye]
13	16583	Tablet	Apple	iPad 2	iOS	Deployed	DMPHWGZ8DFHW	JHS	Eric Duffey [Duffeye]
14	16584	Tablet	Apple	iPad 2	iOS	Deployed	DMPHWKVJDFHW	JHS	Eric Duffey [Duffeye]
15	16585	Tablet	Apple	iPad 2	iOS	Deployed	DMQHW98UDFHW	JHS	Eric Duffey [Duffeye]
16	16586	Tablet	Apple	iPad 2	iOS	Deployed	DMQHW8CJDFHW	JHS	Eric Duffey [Duffeye]
17	16587	Tablet	Apple	iPad 2	iOS	Deployed	DMQHW83SDFHW	JHS	Eric Duffey [Duffeye]
18	16588	Tablet	Apple	iPad 2	iOS	Deployed	DMPHWGUSDFHW	JHS	Eric Duffey [Duffeye]
19	16589	Tablet	Apple	iPad 2	iOS	Deployed	DMQHW83FDFHW	JHS	Eric Duffey [Duffeye]
20	16590	Tablet	Apple	iPad 2	iOS	Deployed	DMQHWFJ1DFHW	JHS	Eric Duffey [Duffeye]
21	16591	Tablet	Apple	iPad 2	iOS	Deployed	DMQHWFFRDFHW	JHS	Eric Duffey [Duffeye]
22	16592	Tablet	Apple	iPad 2	iOS	Deployed	DMQHWGACDFHW	JHS	Eric Duffey [Duffeye]
23	16593	Tablet	Apple	iPad 2	iOS	Deployed	DMPHWKJNDFHW	JHS	Eric Duffey [Duffeye]
24	16594	Tablet	Apple	iPad 2	iOS	Deployed	DMQHWFETDFHW	JHS	Eric Duffey [Duffeye]
25	16595	Tablet	Apple	iPad 2	iOS	Deployed	DMQHW89SDFHW	JHS	Eric Duffey [Duffeye]
26	16596	Tablet	Apple	iPad 2	iOS	Deployed	DMPHWJJZDFHW	JHS	Eric Duffey [Duffeye]
27	16597	Tablet	Apple	iPad 2	iOS	Deployed	DMPHWKJ3DFHW	JHS	Eric Duffey [Duffeye]
28	16598	Tablet	Apple	iPad 2	iOS	Deployed	DMQHWER4DFHW	JHS	Eric Duffey [Duffeye]
29	16599	Tablet	Apple	iPad 2	iOS	Deployed	DMPHVJGHDFHW	JHS	Eric Duffey [Duffeye]

REQUEST FOR DISPOSAL OF SURPLUS EQUIPMENT AND/OR MATERIALS

Surplus will be picked up once a year, at the end of each school year. The deadline to turn in your request is May 29th. If your request is received after May 29th, you will get to store the items until next year's pick up.

TEXTBOOKS

Quantity	Subject Area	Title	Grade Level	Copyright Date	Reason for declaring surplus (obsolete, non repairable, etc)
Executive Director of Secondary Education Signature:					

TECHNOLOGY EQUIPMENT

Quantity	District Inventory ID Number	Make / Model	Description Of item	Reason no longer needed in building
Director of Technology Signature:				

BUILDING FURNITURE, EQUIPMENT, OR OTHER SUPPLIES

Quantity	District Inventory ID Number	Make / Model	Description Of item	Reason no longer needed in building
1			old pu canopy	no longer used
1			rototiller	smokes - 45
1		john Deere	greens mower	no longer used
1			small engine parts cleaner	no longer used
1			walking greens mower	no longer used
1			blue livestock trailer	no longer used
1			flail mower	no longer used
1			tractor disc	no longer used
1			three point forks	no longer used
1			three point spreader	no longer used
1		homemade	yard cart	poor condition/no longer used

10		old classroom chairs	have been replaced
		trellis post	Have been replaced
Director of Maintenance Signature:			

- HES

[Handwritten Signature]

Ag Dept. EHS/Steel Land Lab/gated Area 5-12-21
 Staff requesting surplus (please print) Building Room# / Area Date

[Handwritten Signature] 5-17-21 *[Handwritten Signature]* 5-17-21
 Department Chair Signature Date Bldg/Dept. Admin Signature Date

REQUEST FOR DISPOSAL OF SURPLUS EQUIPMENT AND/OR MATERIALS

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TEXTBOOKS

Quantity	Subject Area	Title	Grade Level	Copyright Date	Reason for declaring surplus (obsolete, non repairable, etc)
333 (Student books) 32 (teacher editions)	Applied Math	Applied Mathematics: (various units)	9th	1988	obsolete
84	MOS	Shelley Cashman Word, Excel, Access 2007	9th	2008	obsolete
42	MOS	Shelley Cashman Word, Excel, Access 2000	9th	2000	obsolete
4 (student books) 3 (teacher editions)	digitools	Century 21 Keyboarding & Info Processing 6th Edition	9th	1997	obsolete
8	Business	Intro to Business	9th	2004	obsolete
6	digitools	Century 21 Keyboarding, Formatting and Doc. Processing	9th	1987	
1	MOS	Glencoe: Microsoft Office 2007	9th	2009	
1	MOS	South-Western Integrated Comp. App	9th	2012, 2009	
1	MOS	Pearson: Learning Office 2007	9th	2008	
60 student books 1 teacher edition	MOS	Shelley Cashman: Word/Excel 2010	9th	2011	
1	Business	Revealed: The Beb Collection (Adobe)	9th	2011	
1	Digitools	Digitools Technology Application Tools 2007	9th	2008	
1	Business	Visual: HTML	9th	2005	
1	Business	Shelley Cashman:	9th	2002	

REQUEST FOR DISPOSAL OF SURPLUS EQUIPMENT AND/OR MATERIALS

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TEXTBOOKS

Quantity	Subject Area	Title	Grade Level	Copyright Date	Reason for declaring surplus (obsolete, non repairable, etc)

Executive Director of Secondary Education Signature:

TECHNOLOGY EQUIPMENT

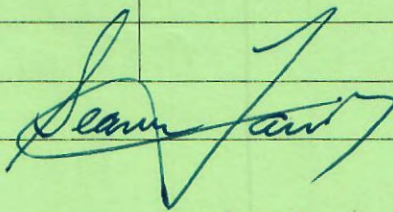
Quantity	District Inventory ID Number	Make / Model	Description Of item	Reason no longer needed in building

Director of Technology Signature:

BUILDING FURNITURE, EQUIPMENT, OR OTHER SUPPLIES

Quantity	District Inventory ID Number	Make / Model	Description Of item	Reason no longer needed in building
1		Rockwell / Delta 31-520	Belt sander	No longer works
				Replaced with new one

Director of Maintenance Signature:



in back of shop by pedestal grinders

David Branham

EHS

606 / metal shop

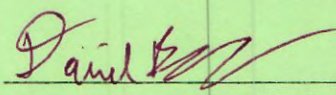
4/27/21

Staff requesting surplus (please print)

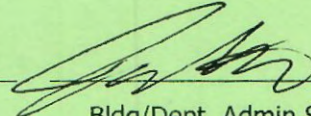
Building

Room# / Area

Date



4/27/21



5/4/21

Department Chair Signature

Date

Bldg/Dept. Admin Signature

Date



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

SUBJECT: WIAA Cooperative Agreement with the Quincy School District for
Boys and Girls Swimming & Diving

DATE: May 24, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

District Athletic Director Russ Waterman has shared that Quincy School District is requesting to have their student athletes co-op with us for Boys and Girls Swimming & Diving.

Washington Interscholastic Activities Association (WIAA) requires board approval from both Quincy School District and Eastmont School District. Enclosed is the Form Submission Cooperative Agreement approved by Quincy School District.

ATTACHMENTS

WIAA Form

FISCAL IMPACT

None

RECOMMENDATION

The administration recommends approval of a WIAA Cooperative Agreement with the Quincy School District for Boys and Girls Swimming & Diving.



Form Submission: Cooperative Agreement

WASHINGTON INTERSCHOLASTIC
ACTIVITIES ASSOCIATION

The following WIAA Cooperative form has been submitted for the 2020-2022 allocation cycle. Cooperative agreements are approved for two years during the current allocation cycle and must be re-submitted each allocation cycle. Please notify the WIAA Office if the cooperative has been dissolved at any time during the allocation cycle.

Submitted By	Email	Phone	Signature of Submitter
Brett Fancher	bfancher@qsd.wednet.edu	509-429-0213	<i>Brett Fancher</i>

School Name - Level (HS, JH, MS)	Classification	Boys or Girls	Sport/Activity
Quincy High School	1A	Both	Swimming & Diving
Eastmont High School	4A		

SIGNATURES OF APPROVAL (all signatures required)				
School Name	School Board President Signature	Date	League President Signature	Date
Quincy High School	<i>DocuSigned by: Chris Baumgartner</i>	6/24/2020		
Eastmont High School	<i>AD84499A43654FB...</i>			
WIAA District Director Signature			WIAA District	Date
			District 6	

FOR WIAA OFFICE USE ONLY		
<input type="checkbox"/> Approved for school year(s) _____	<input type="checkbox"/> Denied	<input type="checkbox"/> Decision pending. Additional information is required
WIAA Assistant Executive Director Signature:	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: Garn Christensen, Superintendent
Cindy Ulrich, Executive Director of Financial Services

SUBJECT: Renewal Agreement No. Two with Sodexo America, LLC for food services for 2021-22 and the Interlocal Agreement for Eastmont School District, Palisades School District, and Sodexo America, LLC for 2021-22

DATE: May 24, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Eastmont School District contracted for Food Service Management Services (FSMC) with Sodexo America, LLC in September 2019. The original proposal allows for four one-year renewals. Renewal Agreement No. One expires August 31, 2021 and enclosed is Renewal Agreement No. Two to renew this partnership for the 2021-2022 school year.

Eastmont has historically provided Palisades School District food and raw materials for use in their Child Nutrition Program. Sodexo, as the FSMC for Eastmont, has collaborated with Eastmont to allow for this cost effective option for providing meals to their students. The current agreement expires August 31, 2021. This agreement renews this partnership for the 2021-2022 school year.

ATTACHMENTS

Renewal Agreement No. Two
Interdistrict Agreement with Palisades SD

FISCAL IMPACT

Food Services

RECOMMENDATION

The administration recommends the Board authorize the Superintendent to sign Renewal Agreement No. Two with Sodexo America, LLC for food services for 2021-22 and the Interlocal Agreement for Eastmont School District, Palisades School District, and Sodexo America, LLC for 2021-22.

RENEWAL AGREEMENT NUMBER TWO (2)

This renewal agreement number two (2) is made and entered into by EASTMONT SCHOOL DISTRICT NO. 206 (the “SPONSOR”) and SODEXO AMERICA, LLC, hereafter called the Food Service Management Company (FSMC). The renewal is subject to the USDA COVID-19 Child Nutrition Responses No. 85 and No. 86 granted April 20, 2021.

WITNESSETH:

WHEREAS, the SPONSOR and FSMC are parties to a certain Agreement, dated SEPTEMBER 1, 2019, and

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the Parties hereto agree as follows:

1. Section 1.3 is deleted and replaced by the following:

Term of the Contract. The term of this Agreement shall be for one (1) year beginning on SEPTEMBER 1, 2021 and continuing until AUGUST 31, 2022. The contract is subject to two (2) additional one-year renewals upon the written, dated consent of both parties, unless terminated by either party as provided herein. [7 CFR 210.16(d)] Extensions or renewals are contingent upon the fulfillment of all contract provisions related to USDA donated foods.

2. Section 2.2 is amended to include:

For SFSP and CACFP, the FSMC shall not subcontract the total meal (with or without milk) or assembly of the meal. [7 CFR 225.6(h)(2)(ii), 7 CFR 226.21(e)].

3. Section 6.1 is deleted and replaced by the following:

Billing for Fixed Price Per Meal. The SPONSOR and the FSMC have mutually agreed upon the fixed price per meal equivalent(s) as follows:

A. NSLP	\$3.439
B. SBP	\$3.439
C. SFSP/SSO (summer only)	\$3.439
D. SSO (school program year)	\$3.439
E. CACFP	\$3.439

Future fixed price increases will be limited to the percentage of change in the Consumer Price Index for All Urban Consumers: U.S. City Average – Food Away From Home for the 12-month period ending March of the current contract year.

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- 4. Section 6.2 is deleted and replaced by the following:

Meal Equivalent Defined.

For fixed price per meal purposes, each reimbursable lunch shall be considered one (1) meal/meal equivalent, each reimbursable breakfast shall be considered two-thirds (2/3) of a meal/meal equivalent, and one reimbursable snack shall be considered one-third (1/3) of a meal/meal equivalent.

For cash meal sales other than reimbursable meals, the number of meal equivalents shall be determined by dividing the total of all food sales except reimbursable meal and snack sales (including sales of adult meals, a la carte meals, snack bar, catering, conference, and any other function sales) by 3.775 (\$3.53 high lunch rate + \$.245 USDA food value).

- 5. Section 6.10 is deleted and replaced by the following:

Renegotiation of Financial Terms. OSPI CNS must review and approve any material changes to the contract. The renegotiation of price terms under this contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If such conditions create a significant and material change in the financial assumptions upon which the price terms of this contract are based, then those price terms so affected may be renegotiated by the parties but only with the prior approval by OSPI CNS. Renegotiation of price terms under such conditions must be mutual, and any changes in price terms must be agreed upon by both parties. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the contract.

- 6. The term of this renewal agreement is effective SEPTEMBER 1, 2021 or date of execution whichever is later.
- 7. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this renewal agreement as of the dates written below:

Eastmont School District

Sodexo America, LLC

By:
 Name: Garn G. Christensen
 Title: Superintendent
 Date:

By:
 Name Leslie M. Milinkovic
 Title: Vice President
 Date:



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

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

DATE: May 24, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

ATTACHMENTS

Student Handbook

FISCAL IMPACT

None

RECOMMENDATION

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



Memorandum

To: Eastmont Board of Directors, Superintendent Christensen
From: Spencer Taylor, Executive Director of Elementary Education
Date: May 24th, 2021
Re: Clovis Point Playground Replacement

I am recommending the replacement of the Playground Structures at Clovis Point School this summer for a cost of **\$73,395.18** through GameTime.

Rationale: The playground structures at Clovis Point are approaching the end of their projected usable lifespan and are in need of repair. In addition to this, the large spider web is not a safe piece of equipment for young elementary students. A few additional pieces need to be added to be equitable with the Elementary Playground Standard that was adopted approximately five years ago.

Scope of the Project: To be completed Summer 2021 by GameTime.

- Remove current structures.
- Expand wood chip area.
- Add a large play structure with slide platforms, climbing areas.
- Add swings (4).
- Add four ground level activities.
- Add ADA accessibility.



EASTMONT SCHOOL DISTRICT

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Resolution No. 2021-05 Academic and Student Well-Being Recovery Plan Resolution and the 2021-22 Eastmont Academic and Student Well-Being Recovery Plan

DATE: May 24, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Due to COVID-19, the American Rescue Plan (ARP) includes providing for Elementary and Secondary School Emergency Relief (ESSER) funds to eligible school districts to address academic recovery and learning loss. The same federal law authorizes OSPI to distribute such ESSER funds to Washington school districts via the Title I funding formula.

To help districts comply with federal and state requirements and to receive ESSER funds, WSSDA has developed draft Resolution No. 2021-02 Academic and Student Well-Being Recovery Plan Resolution. House Bill 1368 – COVID – Federal Funding (2021) Sec 12 requires school districts to submit an Academic and Student Well-Being Recovery Plan to OSPI, using OSPI's template, by June 1, 2021.

ATTACHMENTS

Draft Resolution and Plan

FISCAL IMPACT

Necessary for Eastmont to receive \$10,200,000 in additional ESSER funds for 2021-22 through 2023-24.

RECOMMENDATION

The administration recommends approval of Resolution No. 2021-05 Academic and Student Well-Being Recovery Plan Resolution and the 2021-22 Eastmont Academic and Student Well-Being Recovery Plan as presented.

RESOLUTION NO. 2021-05

ACADEMIC AND STUDENT WELL-BEING PLAN RESOLUTION

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program; and

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 provides funding for eligible school districts to use to address academic recovery and learning loss and authorizes the Office of the Superintendent of Public Instruction to distribute such ESSER funds to Washington school districts via the Title I funding formula. The federal law further specifies that in order for school districts to access these ESSER funds, they must submit a plan that included seeking public comment prior to the adoption and public posting of that plan. The Office of the Superintendent of Public Instruction has determined that school board approval of this plan meets the federal requirement for seeking public comment, as it involves public posting and provides the opportunity for public comment. The Office of the Superintendent of Public Instruction has further determined that a school district must post its adopted plan on the its website, making it accessible for those with disabilities and those in the community whose language is one other than English;

WHEREAS, House Bill 1368 – COVID – Federal Funding (2021) Sec 12 created a new section of Chapter 43.70 RCW, setting forth certain requirements for the appropriation of federal funds, including that school districts submit an Academic and Student Well-Being Recovery Plan to the Office of the Superintendent of Public Instruction by June 1, 2021 to address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic. This state law included specific requirements for school districts' Academic and Student Well-Being Plans and requires school districts to use the template developed by the Office of the Superintendent of Public Instruction to create this plan to support the creation of a plan that addresses all the required components. This state law also authorized the Office of the Superintendent of Public Instruction to identify and include additional requirements for the plan in the template it developed;

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NOW, THEREFORE BE IT RESOLVED, that after an Open Public Meeting, which included public notice and the opportunity for public comment, the Eastmont School Board of Directors (the Board) has reviewed and hereby adopts its Academic and Student Well-Being plan, which was created using and in conformity with the template developed by the Office of Superintendent of Public Instruction, including the use of an equity analysis tool;

BE IT FURTHER RESOLVED that the Board directs that its adopted plan be posted on the District's website, making it accessible for those with disabilities and those in the community whose language is one other than English.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. The adoption of this Academic and Student Well-Being Plan by resolution pertains exclusively to the 2020-2021 and 2021-2022 school years and sunsets no later than that time. The Board reserves the right to update and revise this plan as part of engaging in and planning for continuous improvement cycles.

ADOPTED by the Board of Directors of Eastmont School District No. 206, Douglas County, Washington, at a regular open public meeting, held on May 24, 2021, with the following Directors being present and voting thereon.

ATTEST:

Garn Christensen, Secretary to the Board

Date

BOARD OF DIRECTORS

Annette Eggers, Board President

Whitney Smith, Board Vice President

Dave Piepel, Board Member

Meaghan Vibbert, Board Member

Cindy Wright, Board Member

Part I: LEA Information

Please enter your LEA: Eastmont School District #206

Please enter the name of the point of contact for this survey: Garn G. Christensen

Please enter point of contact email address: christenseng@eastmont206.org
OSPI will use this email for questions regarding the contents of this survey.

Please enter the grade levels served by your LEA: P-12

Part II: Attestations and Public Posting

1. Eastmont School District (LEA name) attests that the School Board approved this plan after allowing for public comment.

Please enter the date this plan was approved: Scheduled for May 24, 2021

2. Eastmont School District (LEA name) attests that an equity analysis tool was used in the development of this plan.

Please provide the name of the equity analysis tool used: Eastmont Equity Analysis Tool

Please provide a link to the equity analysis tool used: [Equity Analysis Tool](#)

3. Plans must be posted on each LEA's website after School Board approval. Please enter the date this plan was posted on your LEA website: May 25th, 2021

Please provide a link to the posted accessible (i.e., disability and language access) LEA plan: <https://www.eastmont206.org/about-us/index>

Part III: Universal Supports for All Students

LEA-wide universal supports are supports available to all students in an LEA or to all students in select grade level(s) of an LEA.

4. What LEA-wide universal supports are currently being provided or will be provided in the future to address gaps in student learning and well-being? (Select all that apply)

- Acceleration Academy
- Additional Instructional Time Before or After School
- Additional School Days
- Balanced Calendar
- Summer School
- Building Relationships
- Common Assessments
- Early Learning (K-4 literacy)
- Equitable Grading Practices

- X Extended Day Partnerships (CBOs)
- X Extracurricular Activities
- High-quality Tutoring
- X Inclusionary Practices
- X Mastery Learning/Project-Based learning
- X Multi-tiered System of Supports
- X Narrowing Standards
- X Professional Learning
- X SEL and Mental Health Supports
- Strategic Staffing (teacher advocates, advisory, looping)
- X Student Voice and Perception
- X Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/career/beyond)
- Other

Part IV: Diagnostic Assessments

Diagnostic assessment is a particular type of formative assessment intended to help educators identify students’ specific knowledge, skills, and understanding in order to build on each student’s strengths and specific needs. Because of their domain specificity and design, diagnostic assessments can guide curriculum planning in more specific ways than most summative assessments.

5. Please select the **academic** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Academic Diagnostic Assessments	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	ACE
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CEE
<input type="checkbox"/>	CPAA (NWEA)
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
X	DIBELS
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input type="checkbox"/>	DRA (Developmental Reading Assessment)
<input type="checkbox"/>	DRP (Degrees of Reading Power)
<input type="checkbox"/>	EasyCBM
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input type="checkbox"/>	Fountas & Pinnell
<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE

<input type="checkbox"/>	iReady
<input type="checkbox"/>	IRLA
<input type="checkbox"/>	iStation
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)
<input type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
<input type="checkbox"/>	MAP Math
<input type="checkbox"/>	MAP Reading
<input type="checkbox"/>	Mastery Connect
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	Other - Write In (Required)
<input type="checkbox"/>	PALS
<input type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Read 180 (assessment tools)
<input type="checkbox"/>	Read Well
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments
X	Smarter Balanced ELA Summative Assessments
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments
X	Smarter Balanced Math Summative Assessments
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
X	STAR Math
X	STAR Reading
<input type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	Success for All (SFA)
<input type="checkbox"/>	SuccessNet
<input type="checkbox"/>	SWIS
X	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
X	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
X	WA-KIDS
<input type="checkbox"/>	Well-being resources
<input type="checkbox"/>	WIDA MODEL for Kindergarten
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input type="checkbox"/>	Other

Please select the **well-being** diagnostic assessments predominantly used in each grade level in your LEA to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning. The list below is not exhaustive and contains places to include diagnostics not listed.

Well-Being Diagnostic Assessments	
<input type="checkbox"/>	Accelerated Reader (AR)
<input type="checkbox"/>	ACE
<input type="checkbox"/>	AIMSweb
<input type="checkbox"/>	Amplify Insight (CCSS)
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)
<input type="checkbox"/>	CEE
<input type="checkbox"/>	CPAA (NWEA)
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	Discovery Education Predictive Assessment
<input type="checkbox"/>	DRA (Developmental Reading Assessment)
<input type="checkbox"/>	DRP (Degrees of Reading Power)
<input type="checkbox"/>	EasyCBM
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)
<input type="checkbox"/>	Fountas & Pinnell
<input type="checkbox"/>	Gates Macginitie
<input type="checkbox"/>	GMADE
<input type="checkbox"/>	GOLD (WaKids)
<input type="checkbox"/>	GRADE
<input type="checkbox"/>	iReady
<input type="checkbox"/>	IRLA
<input type="checkbox"/>	iStation
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)
<input type="checkbox"/>	IXL
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)
<input type="checkbox"/>	Lexia
<input type="checkbox"/>	MAP Math
<input type="checkbox"/>	MAP Reading
<input type="checkbox"/>	Mastery Connect
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia
<input type="checkbox"/>	Other - Write In (Required)
<input type="checkbox"/>	PALS
<input type="checkbox"/>	Panorama Education School Climate Survey
<input type="checkbox"/>	Read 180 (assessment tools)
<input type="checkbox"/>	Read Well

<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys
<input type="checkbox"/>	Running Records
<input type="checkbox"/>	Sight Words
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments
<input type="checkbox"/>	Smarter Balanced ELA Summative Assessments
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments
<input type="checkbox"/>	Smarter Balanced Math Summative Assessments
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)
<input type="checkbox"/>	SpringBoard Assessments
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)
<input type="checkbox"/>	STAR Early Literacy
<input type="checkbox"/>	STAR Math
<input type="checkbox"/>	STAR Reading
<input type="checkbox"/>	Student COVID Impact Surveys
<input type="checkbox"/>	Success for All (SFA)
<input type="checkbox"/>	SuccessNet
<input type="checkbox"/>	SWIS
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment
X	Teacher Recommendation
<input type="checkbox"/>	Universal Screener list of tools
<input type="checkbox"/>	Universal Screener Guide
X	WA-KIDS
<input type="checkbox"/>	Well-being resources
<input type="checkbox"/>	WIDA MODEL for Kindergarten
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)
<input type="checkbox"/>	Other

6. For each **academic** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Academic Diagnostic Assessments	Grade(s)	
<input type="checkbox"/>	Accelerated Reader (AR)	
<input type="checkbox"/>	ACE	
<input type="checkbox"/>	AIMSweb	
<input type="checkbox"/>	Amplify Insight (CCSS)	
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)	
<input type="checkbox"/>	CEE	
<input type="checkbox"/>	CPAA (NWEA)	
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
X	DIBELS	K-4
<input type="checkbox"/>	Discovery Education Predictive Assessment	

<input type="checkbox"/>	DRA (Developmental Reading Assessment)	
<input type="checkbox"/>	DRP (Degrees of Reading Power)	
<input type="checkbox"/>	EasyCBM	
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)	
<input type="checkbox"/>	Fountas & Pinnell	
<input type="checkbox"/>	Gates Macginitie	
<input type="checkbox"/>	GMADE	
<input type="checkbox"/>	GOLD (WaKids)	
<input type="checkbox"/>	GRADE	
<input type="checkbox"/>	iReady	
<input type="checkbox"/>	IRLA	
<input type="checkbox"/>	iStation	
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)	
<input type="checkbox"/>	IXL	
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/>	Lexia	
<input type="checkbox"/>	MAP Math	
<input type="checkbox"/>	MAP Reading	
<input type="checkbox"/>	Mastery Connect	
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension	
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia	
<input type="checkbox"/>	Other - Write In (Required)	
<input type="checkbox"/>	PALS	
<input type="checkbox"/>	Panorama Education School Climate Survey	
<input type="checkbox"/>	Read 180 (assessment tools)	
<input type="checkbox"/>	Read Well	
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys	
<input type="checkbox"/>	Running Records	
<input type="checkbox"/>	Sight Words	
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments	
X	Smarter Balanced ELA Summative Assessments	3-8, 10,11
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments	
X	Smarter Balanced Math Summative Assessments	3-8, 10,11
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)	
<input type="checkbox"/>	SpringBoard Assessments	
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)	
<input type="checkbox"/>	STAR Early Literacy	
X	STAR Math	5-7
X	STAR Reading	K-7
<input type="checkbox"/>	Student COVID Impact Surveys	
<input type="checkbox"/>	Success for All (SFA)	
<input type="checkbox"/>	SuccessNet	
<input type="checkbox"/>	SWIS	

X	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12
X	Teacher Recommendation	K-12
<input type="checkbox"/>	Universal Screener list of tools	
<input type="checkbox"/>	Universal Screener Guide	
X	WA-KIDS	K
<input type="checkbox"/>	Well-being resources	
<input type="checkbox"/>	WIDA MODEL for Kindergarten	
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)	
<input type="checkbox"/>	Other	

For each **well-being** diagnostic assessment predominantly used across your LEA, please select all grade levels using that assessment.

Well-Being Diagnostic Assessments	Grade(s)
<input type="checkbox"/> Accelerated Reader (AR)	
<input type="checkbox"/> ACE	
<input type="checkbox"/> AIMSweb	
<input type="checkbox"/> Amplify Insight (CCSS)	
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)	
<input type="checkbox"/> CEE	
<input type="checkbox"/> CPAA (NWEA)	
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)	
<input type="checkbox"/> DIBELS	
<input type="checkbox"/> Discovery Education Predictive Assessment	
<input type="checkbox"/> DRA (Developmental Reading Assessment)	
<input type="checkbox"/> DRP (Degrees of Reading Power)	
<input type="checkbox"/> EasyCBM	
<input type="checkbox"/> FAST (Formative Assessment System for Teachers)	
<input type="checkbox"/> Fountas & Pinnell	
<input type="checkbox"/> Gates Macginitie	
<input type="checkbox"/> GMADE	
<input type="checkbox"/> GOLD (WaKids)	
<input type="checkbox"/> GRADE	
<input type="checkbox"/> iReady	
<input type="checkbox"/> IRLA	
<input type="checkbox"/> iStation	
<input type="checkbox"/> ITBS (Iowa Test of Basic Skills)	
<input type="checkbox"/> IXL	
<input type="checkbox"/> KARK (Kindergarten Assessment Resource Kit)	
<input type="checkbox"/> Lexia	
<input type="checkbox"/> MAP Math	
<input type="checkbox"/> MAP Reading	
<input type="checkbox"/> Mastery Connect	

<input type="checkbox"/>	McLeod Assessment of Reading Comprehension	
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia	
<input type="checkbox"/>	Other - Write In (Required)	
<input type="checkbox"/>	PALS	
<input type="checkbox"/>	Panorama Education School Climate Survey	
<input type="checkbox"/>	Read 180 (assessment tools)	
<input type="checkbox"/>	Read Well	
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys	
<input type="checkbox"/>	Running Records	
<input type="checkbox"/>	Sight Words	
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments	
<input type="checkbox"/>	Smarter Balanced ELA Summative Assessments	
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments	
<input type="checkbox"/>	Smarter Balanced Math Summative Assessments	
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)	
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)	
<input type="checkbox"/>	SpringBoard Assessments	
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)	
<input type="checkbox"/>	STAR Early Literacy	
<input type="checkbox"/>	STAR Math	
<input type="checkbox"/>	STAR Reading	
<input type="checkbox"/>	Student COVID Impact Surveys	
<input type="checkbox"/>	Success for All (SFA)	
<input type="checkbox"/>	SuccessNet	
<input type="checkbox"/>	SWIS	
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	
X	Teacher Recommendation	K-12
<input type="checkbox"/>	Universal Screener list of tools	
<input type="checkbox"/>	Universal Screener Guide	
X	WA-KIDS	K
<input type="checkbox"/>	Well-being resources	
<input type="checkbox"/>	WIDA MODEL for Kindergarten	
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)	
<input type="checkbox"/>	Other	

7. For each **academic** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student learning.

Academic Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Accelerated Reader (AR)			

<input type="checkbox"/>	ACE			
<input type="checkbox"/>	AIMSweb			
<input type="checkbox"/>	Amplify Insight (CCSS)			
<input type="checkbox"/>	Assessment and Learning in Knowledge Spaced (ALEKS)			
<input type="checkbox"/>	CEE			
<input type="checkbox"/>	CPAA (NWEA)			
<input type="checkbox"/>	Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
X	DIBELS	K-4		X
<input type="checkbox"/>	Discovery Education Predictive Assessment			
<input type="checkbox"/>	DRA (Developmental Reading Assessment)			
<input type="checkbox"/>	DRP (Degrees of Reading Power)			
<input type="checkbox"/>	EasyCBM			
<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)			
<input type="checkbox"/>	Fountas & Pinnell			
<input type="checkbox"/>	Gates Macginitie			
<input type="checkbox"/>	GMADE			
<input type="checkbox"/>	GOLD (WaKids)			
<input type="checkbox"/>	GRADE			
<input type="checkbox"/>	iReady			
<input type="checkbox"/>	IRLA			
<input type="checkbox"/>	iStation			
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)			
<input type="checkbox"/>	IXL			
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/>	Lexia			
<input type="checkbox"/>	MAP Math			
<input type="checkbox"/>	MAP Reading			
<input type="checkbox"/>	Mastery Connect			
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension			
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia			
<input type="checkbox"/>	Other - Write In (Required)			
<input type="checkbox"/>	PALS			
<input type="checkbox"/>	Panorama Education School Climate Survey			
<input type="checkbox"/>	Read 180 (assessment tools)			
<input type="checkbox"/>	Read Well			
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys			
<input type="checkbox"/>	Running Records			
<input type="checkbox"/>	Sight Words			
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments			
X	Smarter Balanced ELA Summative Assessments	3-8 10,11	X	
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments			

X	Smarter Balanced Math Summative Assessments	3-8 10,11	X	
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)			
<input type="checkbox"/>	SpringBoard Assessments			
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)			
<input type="checkbox"/>	STAR Early Literacy			
X	STAR Math	5-7		X
X	STAR Reading	K-7		X
<input type="checkbox"/>	Student COVID Impact Surveys			
<input type="checkbox"/>	Success for All (SFA)			
<input type="checkbox"/>	SuccessNet			
<input type="checkbox"/>	SWIS			
X	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment	K-12		X
X	Teacher Recommendation	K-12		X
<input type="checkbox"/>	Universal Screener list of tools			
<input type="checkbox"/>	Universal Screener Guide			
X	WA-KIDS	K	X	
<input type="checkbox"/>	Well-being resources			
<input type="checkbox"/>	WIDA MODEL for Kindergarten			
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)			
<input type="checkbox"/>	Other			

For each **well-being** diagnostic assessment used across your LEA, please select the frequency with which each diagnostic tool is used to monitor, assess, and target supports for student well-being. Well-being includes but is not limited to mental health and social-emotional learning.

Well-Being Diagnostic Assessments	Grade(s)	Once per School Year	Multiple Times per School Year
<input type="checkbox"/> Accelerated Reader (AR)			
<input type="checkbox"/> ACE			
<input type="checkbox"/> AIMSweb			
<input type="checkbox"/> Amplify Insight (CCSS)			
<input type="checkbox"/> Assessment and Learning in Knowledge Spaced (ALEKS)			
<input type="checkbox"/> CEE			
<input type="checkbox"/> CPAA (NWEA)			
<input type="checkbox"/> Curriculum-Based Assessments (e.g., Macmillan/McGraw-Hill, Math180, MobyMax, Rocket Math, TenMarks)			
<input type="checkbox"/> DIBELS			
<input type="checkbox"/> Discovery Education Predictive Assessment			
<input type="checkbox"/> DRA (Developmental Reading Assessment)			
<input type="checkbox"/> DRP (Degrees of Reading Power)			
<input type="checkbox"/> EasyCBM			

<input type="checkbox"/>	FAST (Formative Assessment System for Teachers)			
<input type="checkbox"/>	Fountas & Pinnell			
<input type="checkbox"/>	Gates Macginitie			
<input type="checkbox"/>	GMADE			
<input type="checkbox"/>	GOLD (WaKids)			
<input type="checkbox"/>	GRADE			
<input type="checkbox"/>	iReady			
<input type="checkbox"/>	IRLA			
<input type="checkbox"/>	iStation			
<input type="checkbox"/>	ITBS (Iowa Test of Basic Skills)			
<input type="checkbox"/>	IXL			
<input type="checkbox"/>	KARK (Kindergarten Assessment Resource Kit)			
<input type="checkbox"/>	Lexia			
<input type="checkbox"/>	MAP Math			
<input type="checkbox"/>	MAP Reading			
<input type="checkbox"/>	Mastery Connect			
<input type="checkbox"/>	McLeod Assessment of Reading Comprehension			
<input type="checkbox"/>	OSPI Screeners for Literacy Skills Associated with Dyslexia			
<input type="checkbox"/>	Other - Write In (Required)			
<input type="checkbox"/>	PALS			
<input type="checkbox"/>	Panorama Education School Climate Survey			
<input type="checkbox"/>	Read 180 (assessment tools)			
<input type="checkbox"/>	Read Well			
<input type="checkbox"/>	Really Great Reading - Diagnostic Decoding Surveys			
<input type="checkbox"/>	Running Records			
<input type="checkbox"/>	Sight Words			
<input type="checkbox"/>	Smarter Balanced ELA Interim Assessments			
<input type="checkbox"/>	Smarter Balanced ELA Summative Assessments			
<input type="checkbox"/>	Smarter Balanced Math Interim Assessments			
<input type="checkbox"/>	Smarter Balanced Math Summative Assessments			
<input type="checkbox"/>	SMI (Scholastic Math Inventory SAM/MI)			
<input type="checkbox"/>	SPI (Scholastic Phonics Inventory SAM/PI)			
<input type="checkbox"/>	SpringBoard Assessments			
<input type="checkbox"/>	SRI (Scholastic Reading Inventory SAM/RI)			
<input type="checkbox"/>	STAR Early Literacy			
<input type="checkbox"/>	STAR Math			
<input type="checkbox"/>	STAR Reading			
<input type="checkbox"/>	Student COVID Impact Surveys			
<input type="checkbox"/>	Success for All (SFA)			
<input type="checkbox"/>	SuccessNet			
<input type="checkbox"/>	SWIS			
<input type="checkbox"/>	Teacher Made Assessment/District Made Assessment/Classroom Based Assessment			

<input checked="" type="checkbox"/>	Teacher Recommendation	K-12		X
<input type="checkbox"/>	Universal Screener list of tools			
<input type="checkbox"/>	Universal Screener Guide			
<input checked="" type="checkbox"/>	WA-KIDS	K	X	
<input type="checkbox"/>	Well-being resources			
<input type="checkbox"/>	WIDA MODEL for Kindergarten			
<input type="checkbox"/>	WIDA MODEL (Grades 1-12)			
<input type="checkbox"/>	Other			

Part V: Student and Family Voice

8. In what ways did your LEA include the following voices in the development of this plan?
(Student, Family, and Community Organizations)
- Interviews
 - Conferences (in-person and/or virtual fall and spring)
 - Advisory Group on 5/13/21
 - Surveys during current school year to monitor remote learning and transitions

Part VI: Strategic Supports for Students

9. Based on your LEA's review of equity analysis and student diagnostic assessment results, what student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being? (Select all that apply)
- American Indian/Alaskan Native
 - Asian
 - Black/African American
 - Hispanic/Latino of any race(s)
 - Native Hawaiian/Other Pacific Islander
 - Two or More Races
 - White
 - English language learners
 - Low-income
 - Students with disabilities
 - Students experiencing homelessness
 - Students in foster care

Part VII: Strategic Supports for Identified Student Groups

This section gathers details regarding the strategic supports provided to student groups, not universal supports provided under Part III of this survey.

10. Please select the specific strategies/interventions implemented to support student groups identified in your LEA's review of the equity analysis and student diagnostic assessment results. (Select all that apply)

Strategies	
<input type="checkbox"/>	Acceleration Academy
<input type="checkbox"/>	Additional Instructional Time Before or After School
<input type="checkbox"/>	Additional School Days
<input type="checkbox"/>	Balanced Calendar
X	Summer School
X	Building Relationships
<input type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Early Learning (K-4 literacy)
<input type="checkbox"/>	Equitable Grading Practices
<input type="checkbox"/>	Extended Day Partnerships (CBOs)
<input type="checkbox"/>	Extracurricular Activities
<input type="checkbox"/>	High-quality Tutoring
<input type="checkbox"/>	Inclusionary Practices
<input type="checkbox"/>	Mastery Learning/Project-Based learning
X	Multi-tiered System of Supports
<input type="checkbox"/>	Narrowing Standards
<input type="checkbox"/>	Professional Learning
<input type="checkbox"/>	SEL and Mental Health Supports
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)
<input type="checkbox"/>	Student Voice and Perception
<input type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)

11. Please select the specific **student group(s)** for whom the strategies/interventions are implemented.

Strategies	Student Group(s)
<input type="checkbox"/> Acceleration Academy	
<input type="checkbox"/> Additional Instructional Time Before or After School	
<input type="checkbox"/> Additional School Days	
<input type="checkbox"/> Balanced Calendar	
X Summer School	ELL, Low Income, Special Education, Foster, Homeless
X Building Relationships	ELL, Low Income, Special Education, Foster, Homeless
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Early Learning (K-4 literacy)	
<input type="checkbox"/> Equitable Grading Practices	
<input type="checkbox"/> Extended Day Partnerships (CBOs)	
<input type="checkbox"/> Extracurricular Activities	
<input type="checkbox"/> High-quality Tutoring	
<input type="checkbox"/> Inclusionary Practices	
<input type="checkbox"/> Mastery Learning/Project-Based learning	
X Multi-tiered System of Supports	ELL, Low Income, Special Education, Foster, Homeless

<input type="checkbox"/>	Narrowing Standards	
<input type="checkbox"/>	Professional Learning	
<input type="checkbox"/>	SEL and Mental Health Supports	
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)	
<input type="checkbox"/>	Student Voice and Perception	
<input type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)	

12. Please select the specific **grade(s)** in which the strategies/interventions are implemented for the identified student groups.

Strategies		Student Group(s)	Grade(s)
<input type="checkbox"/>	Acceleration Academy		
<input type="checkbox"/>	Additional Instructional Time Before or After School		
<input type="checkbox"/>	Additional School Days		
<input type="checkbox"/>	Balanced Calendar		
X	Summer School	ELL, Low Income, Special Education, Foster, Homeless	1-12
X	Building Relationships	ELL, Low Income, Special Education, Foster, Homeless	K-12
<input type="checkbox"/>	Common Assessments		
<input type="checkbox"/>	Early Learning (K-4 literacy)		
<input type="checkbox"/>	Equitable Grading Practices		
<input type="checkbox"/>	Extended Day Partnerships (CBOs)		
<input type="checkbox"/>	Extracurricular Activities		
<input type="checkbox"/>	High-quality Tutoring		
<input type="checkbox"/>	Inclusionary Practices		
<input type="checkbox"/>	Mastery Learning/Project-Based learning		
X	Multi-tiered System of Supports	ELL, Low Income, Special Education, Foster, Homeless	K-12
<input type="checkbox"/>	Narrowing Standards		
<input type="checkbox"/>	Professional Learning		
<input type="checkbox"/>	SEL and Mental Health Supports		
<input type="checkbox"/>	Strategic Staffing (teacher advocates, advisory, looping)		
<input type="checkbox"/>	Student Voice and Perception		
<input type="checkbox"/>	Transition Supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)		

Part VII: Monitoring Student Progress

13. Describe how your LEA will consistently apply the selected equity analysis and diagnostic assessments to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.

The district will evaluate achievement (assessments, grades) and attendance data to measure the impact of the identified plans for identified student groups.

Each school building will report to the public/school board their progress in addressing disproportionate achievement data for identified sub groups of students.

Part VIII: Supports for Strategies/Interventions

14. Of the strategies/interventions your LEA has implemented or is planning to implement, identify **up to three** in which your LEA has the knowledge, skills, and capacity to mentor another LEA.

We will work within our ESD to share successes and challenges. We also have partnered with WSU on equity in grading practices.

15. Of the strategies/interventions your LEA has implemented or is planning to implement, please identify **up to three** strategies for which your LEA needs more support.

We will work within our ESD to share successes and challenges. MTSS is a growth area for our school district and we would welcome opportunities to collaborate regionally.



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
Matt Charlton, Assistant Superintendent Secondary Education

SUBJECT: Review of the following polices for first reading:

<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

DATE: May 24, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed are new Policy 2195 Academic Acceleration and draft changes to Policy 2410 & Procedure 2410-P High School Graduation Requirements. 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 policy and procedure

FISCAL IMPACT

None at this time

ACADEMIC ACCELERATION

The Eastmont Board of Directors recognizes the need for all high school students to have greater access to rigorous advanced courses, including dual credit programs. To that end, the District will automatically enroll students who meet or exceed the state standard on the eighth grade or high school English language arts or mathematics statewide student assessment in the next most rigorous level of advanced courses or program offered by the high school.

The subject matter of courses or program in which students are automatically enrolled will be determined by the areas of the statewide assessment in which the student met state standards. Students who meet or exceed state standard on the English language arts statewide student assessment are eligible for enrollment in English, social studies, humanities, and other related subjects. Students who meet or exceed the state standard on the mathematics statewide student assessment are eligible for enrollment in advanced mathematics courses.

Beginning in 2021-2022 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are eligible for enrollment in advanced courses in science.

Students who successfully complete the advanced courses will then be enrolled in the next most rigorous level of advanced courses, with the ultimate goal being the student's automatic enrollment in dual credit courses.

The District will notify students and parents/guardians regarding the academic acceleration policy and the advanced courses available to students. The District will provide the parent/guardian with an opportunity for the student to opt out of participation in the academic acceleration process and enroll in an alternative course or program that aligns with the student's high school and beyond plan goals.

Cross References:

<u>Board Policy 2000</u>	<u>Student Learning Goals</u>
<u>Board Policy 2413</u>	<u>Equivalency Credit Opportunities</u>

Legal References:

<u>RCW 28A.320.195</u>	<u>Academic acceleration for high school students — Adoption of policy</u>
<u>RCW 28A.320.196</u>	<u>Academic acceleration incentive program — Dual credit courses — Allocation of funds — Reports</u>
<u>RCW 28A.300.560</u>	<u>Data on college credit through dual credit courses— Posting on website</u>

[Management Resources:](#)
[Policy & Legal News, July 2019](#)
[Policy & Legal News, September 2013](#)

- First Reading -

HIGH SCHOOL GRADUATION REQUIREMENTS

The Eastmont Board of Directors will establish graduation requirements, which at a minimum, satisfy those established by the State Board of Education. The Eastmont Board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The Board will award a regular high school diploma to every student enrolled in the District who meets the requirements established by the District. ~~Diplomas will be awarded with distinctions being made between the various programs of instruction that may be pursued.~~ Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

Requirements for Graduating

Each student must meet the following requirements to graduate from high school:

1. Complete the credit requirements specified in the procedure accompanying this policy;
2. Demonstrate career and college readiness by completing a high school and beyond plan; and
3. Meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

Implementation

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

Cross References:

Board Policy 2418	Waiver of High School Graduation Credits
Board Policy 3110	Qualifications of Attendance and Placement
Board Policy 3241	Student Discipline
Board Policy 3520	Student Fees, Fines, and Charges

Legal References:

Laws of 2019, ch. 252, § 201	Graduation pathway options for the graduating class of 2020 and subsequent classes
RCW 28A.155.045	Certificate of individual achievement
RCW 28A.230.090	High school graduation requirements or equivalencies — High school and beyond plans — Career and college ready graduation requirements and waivers — Reevaluation of graduation requirements — Language requirements — Review and authorization of proposed changes — Credit

- First Reading -

	for courses taken before attending high school — Postsecondary credit equivalencies
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
RCW 28A.230.122	International baccalaureate diplomas
<u>RCW 28A.600.500</u>	<u>Graduation Ceremonies – Tribal Regalia</u>
RCW 28A.600.300-400	Running start program — Definition
RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent, or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
WAC 180-51	High school graduation requirements
WAC 392-121-182	Alternative learning experience requirements
WAC 392-169	Special service programs — Running start program
WAC 392-348	Secondary education
WAC 392-410	Courses of studies and equivalencies
WAC 392-410-350	Seal of Biliteracy
WAC 392-415-070	Mandatory high school transcript contents — Items — Timelines

Management Resources:

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

Policy & Legal News, July 2019

Policy & Legal News, May 2018

Policy News, April 2012

Policy News, October 2011

Policy News, June 2010

Policy News, April 2009

Policy News, February 2009

Policy News, August 2007

Policy News, October 2004

Policy News, February 2004

Policy News, December 2000

Policy News, April 1999

- First Reading -

HIGH SCHOOL GRADUATION REQUIREMENTS

In addition to the minimum graduation credit requirements, to earn a diploma each student must:

1. Complete a High School & Beyond Plan (HSBP).
2. Meet credit requirements.
3. Through the High School & Beyond Plan (HSBP) student will choose 1 of 8 pathways to meet state standards.
4. If a student chooses a 2-year (recommended) or 4-year (required) College or University plan in the High School & Beyond Plan (HSPB), student will need 2.0 credits Foreign Language and 1.0 credit Fine Arts, otherwise those credits are flexible credits.

It is the policy of the Eastmont School District to permit students to earn credit to be applied towards high school graduation in all manners acceptable under the laws and regulations of the State of Washington. A student who qualifies for Special Education services shall satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP).

Students in the Class of 2021 and beyond graduation cohorts have revised graduation requirements. Visit: <http://sbe.wa.gov/families> for more information.

	Class of 2021 Required Credits	Class of 2022 Required Credits	Class of 2023 Required Credits	Class of 2024 & Beyond Required Credits
English	4	4	4	4
Math*	3	3	3	3
Science*	3 (2 labs)	3 (2 labs)	3 (2 labs)	3 (2 labs)
Social Studies*	3	3	3	3
Career & Technical*	1	1	1	1
Health	.5	.5	.5	.5
Physical Education	1.5	1.5	1.5	1.5
Fine Arts	2 (1 credit flexible)	2 (1 credit flexible)	2 (1 credit flexible)	2 (1 credit flexible)
Electives	3.5 – 5.5	3.5 – 5.5	5 – 7	5 – 7
Foreign Language	2 (Both may be flexible)	2 (Both may be flexible)	2 (Both may be flexible)	2 (Both may be flexible)
Computer Comp.	.5	.5	.5	.5
Leadership			.5	.5
Financial Literacy			.5	.5
Credits	24	24	26.5	26.5

Total Credits	Required Courses
Math	1 Credit Algebra I, 1 Credit Geometry, 1 Credit 3 rd Year Math
Social Studies	.5 Credit Geography, .5 Credit World Hist, 1 Credit US Hist, .5 Credit CWP/Econ, .5 BL/AG Civic Credit, Met WA State
PE	.5 credit Health; 1.5 credits PE

Personal Pathway Requirement Option (PPR)

There is a Personal Pathway Requirement (PPR) for the class of 2021 and beyond. The spirit of a PPR is to allow a student/parent to make intentional course choices to match the intended post high school educational program or career choice goal. Students may use the PPR courses to substitute for one credit of Fine Art and/or up to two credits of Foreign Language.

CLASS OF 2021 AND BEYOND

~~If students plan to attend a University:~~

— 2 credits	Foreign Language required
— 1 credit	Fine Arts available for PPR

~~If students plan to attend a Career/Military/Technical School directly after high school:~~

— 2 credits	Foreign Language available for PPR
— 1 credit	Fine Arts available for PPR

Subject and Credit Requirements for Graduation

A. *Three credits in mathematics.

1. The three mathematics credits must include Algebra I, Geometry, and a third credit of high school mathematics that aligns with the student’s interests and high school and beyond plan.
2. A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for that course or those courses or a student who demonstrated mastery or competency in those subject but did not receive high school credits may do one of the following:
 - i. Repeat the course or courses for credit in high school; or
 - ii. Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take Algebra I, Geometry, in high school if the student did not complete those courses at a high school level prior to high school. However, the student does not need to repeat courses if the student already took the courses at a high school level.

- First Reading -

B. *Three credits in science.

1. Two science credits must be in laboratory science.
2. A student may choose the content of the third science credit based on his or her interests and his or her high school and beyond plan, with agreement of the student's parent or guardian. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement.

C. *Three credits in social studies.

1. One social studies credit must be in United States history.
2. One-half social studies credit must be in contemporary world history, world geography, and world problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.
3. One-half social studies credit must be in civics.
4. One social studies credit must be in an elective course or courses.
5. Although a student does not need to receive credit for such a course, a student must complete a Washington State history and government course.

D. *One credit in career and technical education.

1. A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a non career and technical education core course will not be required to pass a course in the non career and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the non career and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

Personal Pathway Requirement Option (PPR)

1. "Personalized pathway requirement" means up to three credits chosen by a student that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.
2. "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student.
3. Students may use the PPR to substitute for one credit of Fine Art and/or up to two credits of Foreign Language.

Publication of Graduation Requirements

Prior to registering in high school and each year thereafter, each student and his or her parents/guardians will have access to the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade). Graduation requirements may also be included in the student handbook.

CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, ~~upon request~~, unless requested otherwise by the student and the student's family, the District ~~may~~will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements and examinations as the high school students enrolled in the class; or
- B. The course taught at the 7th or 8th grade level has been determined by the District to be similar or equivalent to a course taught at the high school level.

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

At the request of the student and the student's parent/guardian, high school credit earned before high school may be transcribed with a nonnumerical grade, such as "pass" or "credit." A nonnumerical grade will not be included in the student's high school grade point average calculations. High school credit earned prior to high school and transcribed with a nonnumerical grade will apply to fulfilling high school graduation requirements.

Before the end of eleventh grade, a student and the student's parent or guardian must inform the school if they do not want credit for the course or courses taken before attending high school or if they want the credit to be transcribed with a nonnumerical grade.

Awarding High School Credit

The District will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the District's grading policy;

- B. Demonstrating proficiency or mastery of content standards as determined by the District (the District will establish a process for determining proficiency or mastery for credit bearing courses of study); or
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the District.

Credits from Other Programs

The principal/designee is responsible for determining which credits will be recognized by the District for students enrolling from another state approved learning program (public school, approved private school, or home school), or from out-of-state, or out-of-country program. The District will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a District graduation requirement; —or the credits may be counted as an-elective credits. The District will evaluate credits from non-accredited unaccredited programs or home schools as described below for home school students. Decisions of the principal/designee may be appealed to the superintendent within fifteen school days of the initial decision.

Alternative Programs

The District may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the District.

A proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the District, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;
- D. The state learning goals and related state learning standards are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of the program; and
- J. How and by whom the student will be supervised.

The District will keep a list of approved programs on file in the Superintendent's Office. The Superintendent/designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

A. Contact the college they are interested in attending and arrange to take the ASSET or COMPASS placement test (if required). The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.

A.B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time Running Start students may take one course at Eastmont High School.

B.C. Obtain a Running Start authorization form from the college or their high school counselor. The counselor will sign the form after the student completes their portion. A parent signature is required if the student is under 18 years old.

C.D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

The District regards work experience as a part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The District may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will specifically relate to the student's school program.
- C. The work experience will represent growth in the student and the type of work will have definite educational value.
- D. The work experience will provide a varied job experience.
- E. The career placement EHS staff member will supplement the work experience with an adequate program of guidance, placement, follow-up, and coordination between job and school.

- F. The work experience may be a planned part of the credit given for a school subject (e.g., sales training class).
- G. The District may grant one credit for not less than 180 hours for instructional work-based learning experience and not less than 360 hours of cooperative work-based learning experience related to a student's school program.
Alternatively, the District may grant one credit on a mastery/competency basis as provided under WAC 180-51-050 (1)(b).
- H. The employer will legally employ the student who must have passed his or her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.
- K. The program standards and procedures align with the state career and technical work-based learning standards.

National Guard High School Career Training

The District may grant credit for National Guard high school career training in lieu of either required or elective high school credits. Approval by the District will be obtained prior to a student's participation in a National Guard training program as follows:

- A. MIL Form 115 or an equivalent form provided by the National Guard will be completed and filed with the District.
- B. The number of credits toward high school graduation to be granted will be calculated and agreed upon by the student and an authorized representative of the District. Such agreement will be noted on MIL Form 115 or an equivalent form.
- C. The District may grant credit toward high school graduation upon certification by a National Guard training unit commander that the student has met all program requirements.

Home School Credit

Guidelines for granting high school credit for homeschooling are as follows:

- A. To gain credit for a course of study, a student will provide the following:
 1. A journal that reflects the actual work completed during a home-study course of study;
 2. Exhibit(s) of any specific projects completed (e.g., themes, research papers, art and/or shop projects); or
 3. Any such other performance-based exhibits of specific course-related accomplishments.

- B. All home school credit grades will be recorded as pass/fail on Eastmont High School transcripts.
- C. To gain credit for a course of study, a student must demonstrate proficiency in the standards of the course.
- D. Credit is granted for the following OSPI approved schools:
 1. Community colleges, vocational-technical institutes, four-year colleges and universities, and all approved schools in the state of Washington; and
 2. Other schools or institutions that are approved by the District.
- E. To receive an Eastmont High School diploma after attendance in home-based instruction, the following guidelines apply:
 1. All home school courses will be recorded as pass/fail on the Eastmont High School transcript;
 2. A student must be enrolled full-time on the Eastmont High School campus for an entire year, complete all classes with passing grades, and meet District and state graduation requirements. If a student attends Running Start, the year of attendance on EHS campus must be prior to attending Running Start; and
 3. Grade placement will be made chronologically, according to the birthdate.

HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of his or her education and career goals.

The District encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the District.

The high school and beyond plan will be updated periodically to address the following:

- A. High school assessment results and junior year course-taking;
- B. A student's changing interests, goals, and needs, including identifications of the graduation pathway options the student intends to complete to meet his or her educational and career goals; and

C. Available interventions, academic supports, and courses that will enable the student to meet high school graduation requirements and graduation pathway requirements.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Information about the college bound scholarship program established in chapter 28B.118 RCW;
- E. A four-year plan for course taking that does the following:
 - 1. Includes information about options for satisfying state and local graduation requirements;
 - 2. Satisfies state and local graduation requirements;
 - 3. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 - 4. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals; and
 - 5. Includes information about the college bound scholarship program;
- F. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 - 1. Documentation necessary for completing financial aid applications, including at minimum the free application for federal student aid (FAFSA) or the Washington application for state financial aid (WASFA);
 - 2. Application timelines and submission deadlines;
 - 3. The importance of submitting applications early;
 - 4. Information specific to students who have been in foster care;
 - 5. Information specific to students who are, or are at risk of being, homeless;

- 6. Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application;
- 7. Opportunities to participate in sessions that assist students—and when necessary, their family members or guardians—fill out financial aid applications;
- 8. Information provided on the Washington student achievement council website concerning each of the state and federal financial aid applications in this subsection; and
- 9. Information on college bound scholarship application and eligibility; and

G. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student’s education, any work experience, and any community service and how the school district has recognized the community service.

Students who have not earned a score of level three or four on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade.

For students who have not earned a level three or four on their middle school English language arts exam or their middle school science exam, the district will inform them of supports and courses that will address their learning needs and be considered in their course-taking plans.

For students meeting graduation requirements, their high school and beyond plans should be used to guide their choices of what their third credit of high school math and science will be.

GRADUATION PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student’s high school and beyond plan.

Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics.

“Dual credit course” means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher upon successfully completing the course. Examples of such courses include running starts, college in the high school courses, and career and technical education dual credit courses.

High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

AP Courses and Programs

A student may demonstrate career and college readiness by doing either A or B below:

- A. Earning high school credit with a grade of C+ or higher in each term in the following advanced placement courses in English language arts and mathematics.
 - 1. English language arts courses:
 - i. AP courses: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics.
 - 2. Mathematics courses:
 - i. AP courses: statistics, computer science A, computer science principles, or calculus.
- B. Achieving the following scores on the following exams:
 - 1. Score a three or higher on AP exams in one of the English language arts and one of the mathematics courses identified above.

SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the State Board of Education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

Armed Services Vocational Aptitude Battery (ASVAB)

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time the student takes the assessment. The State Board of Education will post eligibility scores on its website at least annually by September 1st.

Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student’s postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or that meet the minimum criteria identified in WAC 180-51-230(h) and RCW 28A.700.030.

Withdrawing from the High School

Students who leave the District and enroll in another program to finish their credits and do not re-enroll with Eastmont School District will not be eligible for an Eastmont High School diploma or participate in the graduation ceremony.

Early Graduation

Students requesting an early graduation must complete the Request for Early Graduation form and follow the required process.

Waiver of High School Graduation Credits

The Board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the Board acknowledges that unusual circumstances may result in a student's inability to earn all twenty-four credits required for high school graduation. Unusual circumstances may include, but are not limited to:

1. Homelessness;
2. A health condition resulting in an inability to attend class;
3. Limited English proficiency;
4. Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
5. Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
6. Transfer during the last two years of high school from a school with different graduation requirements.
7. Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

- First Reading -

Pursuant to RCW 28A.230.050, physical education requirements may be waived upon written request of a parent/guardian on account of physical disability, employment or religious belief or because of participation in directed athletics or military science and tactics. This shall not alter the credit requirements established by the Board.

The Board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the District's with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Seal of Biliteracy

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on English language arts assessment; and
- B. Demonstrate proficiency in one or more world languages. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. [The fact that a language is not written is not a barrier to receive the Seal of Biliteracy.](#) Proficiency may be demonstrated by [one of the following](#):
 1. Passing a foreign language Advanced Placement exam with a score of 3 or higher.
 2. Qualifying for four ~~competency~~ [mastery](#)-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the STAMP.
 3. Demonstrating proficiency in speaking, writing, and reading the world language through other national or international assessments approved by OSPI. [OSPI and the federally recognized Tribes in Washington have a language proficiency system in place to determine tribal language proficiency with students for the Seal of Biliteracy.](#)

Student with an Individualized Education Program (IEP)

[A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. Expiring with the class of 2021, if the IEP team determines that those options are not appropriate, then the student must earn](#)

a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the student's IEP.

~~A student with a disability may fulfill graduation requirements as follows:~~

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parent/guardians, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the District's standard graduation requirements may include:
 - a. Attainable alternate classwork or individualized activities substituted for standard requirements;
 - ~~b. A statement of waiver for any waived standard graduation requirements; or~~
 - e-b. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches 21 years of age.
- C. The student will, in cooperation with his or her parent/guardian and the IEP team, determine the following:
 - a. The projected date by which all graduation requirements will be met; and
 - b. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decision that modifies the District's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

GRADUATION HONORS/TOP TEN

Valedictorian/Salutatorian/Top Ten Recognition

1. Valedictorian/Salutatorian Definition:

Valedictorian(s) shall be determined from those students who have achieved excellence in the most rigorous course offerings at Eastmont High School. The Salutatorian(s) shall be the next highest student who has achieved excellence in the most rigorous course offerings at Eastmont High School. Excellence is based upon grade point average and course work at Eastmont High School.

2. Each year, member(s) of the senior class shall be designated Valedictorian(s), and others Salutatorian(s), of that senior class. The Valedictorian(s) and Salutatorian(s) shall be the students who have demonstrated the highest degree of excellence in the most rigorous courses offered at Eastmont High School according to the following guidelines:
 - a. The student must have attended Eastmont High School for a minimum of three (3) consecutive trimesters prior to his/her senior year, which must be completed as a full time student enrolled and attending on-campus courses at Eastmont High School.
 - b. Homeschooled students that enroll at Eastmont High School must still meet the three (3) consecutive trimester guidelines as described above.
 - c. The Valedictorian(s)/Salutatorian(s) will be chosen from the pool of the highest GPAs of the graduating class.
 - d. From the 4.0 GPA pool, the Valedictorian(s) and Salutatorian(s), and Academic Top Ten shall be determined according to the requirements on the Recognition Checklist and by the rigor of courses taken. Each student's transcript will be examined and awarded. In the case of a tie, there may be multiple Valedictorians and/or Salutatorians.

Exceptions to Graduation Ceremony

The following are guidelines for requesting participation in the graduation ceremony without receiving a diploma:

1. ~~Special Education students are permitted to participate in the graduation ceremony according to the stated goals and objectives on the IEP. IEP students will enjoy one opportunity to walk in a graduation ceremony.~~ Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance
2. Students with serious health issues and unusual circumstance(s) will petition to the principal for possible participation in the graduation ceremony.
3. Students unable to meet the state testing requirement, but have met all other graduation requirements may participate in the graduation ceremony.

Graduation Ceremonies

If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript.

The District will allow students who are members of a federally recognized tribe to wear traditional tribal regalia or objects of Native American cultural significance along with or

attached to a gown at the graduation ceremony or related school event. Additionally, the District will not require such students to wear a cap if it is incompatible with the regalia or significant object they have chosen to wear. Otherwise, the District has discretion to determine the conduct for graduation ceremonies as described below.

Graduation ceremonies will be conducted in the following manner:

- A. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. ~~Caps~~ With the exception of allowing tribal regalia as stated above, caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.

Withholding of a Diploma

The District may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the District will release the diploma or transcript. When the damages or fines do not exceed \$100, the student or his/her parent/guardians will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241 Student Discipline. When damages are in excess of \$100, the appeal process for long-term suspension as defined in Policy 3241 Student Discipline will apply.

If the District has imposed other forms of corrective action for violations of school rules, the District may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the District will grant the diploma.

Running Start student diplomas will be held until final transcription of Running Start grades has been completed.

- 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: Cindy Ulrich, Executive Director of Financial Services
Date: May 10, 2021
Subject: Monthly Budget Status Report – April 2021

The information contained in this report is for the fiscal beginning September 1, 2020 through April 30, 2021 (67% through fiscal year). 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 are:

- General Fund:
 - Year to date revenues total \$57.9 million, or 66% of budget. This is \$559,913 (0.97%) more than what was received at the same time last year. Property tax collections through April continue to offset revenue loss in other categories of Local revenue (The loss of revenue from Food Service continues to represent the largest variance in this category).
 - Year to date expenditures total \$55.2 million, or 61.4% of budget. Expenditures are \$929,549 (2%) more than at the same time last year. We are planning a robust summer program and continue to anticipate actual expenditures to be approximately 90% of budgeted expenditures.
 - Fund balance at the beginning of the year is \$2.2 million more than estimated when the budget was developed. As we plan to increase student on campus instruction, we do not anticipate significant changes in total enrollment. We are planning to use the Federal ESSER II allocation to offset costs
 - We continue to estimate that State Apportionment revenue will be \$1.5 less than anticipated for budget because of the decline in student enrollment in all state funded programs.
- ASB Fund:
 - Revenues are 85% and expenditures are 81% less than the prior year. This is a result of the COVID-19 pandemic which has restricted extra-curricular activities in all categories.
- Capital Projects Fund:
 - Project costs from the beginning of the project (2016) through this period total \$19.6 million.
 - Elementary Construction is \$20.6 million
 - EHS Baseball Concession is \$656,000
- Transportation Vehicle Fund:
 - Year to Date expenditures reflect purchase of one of the new buses approved to be ordered.

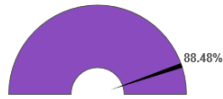
General Fund Revenues | Dashboard Summary

For the Period Ending April 30, 2021

Total Revenues
Actual YTD



Local Sources
Actual YTD



State Sources
Actual YTD



Federal Sources
Actual YTD



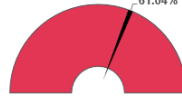
General Fund Expenditures | Dashboard Summary

For the Period Ending April 30, 2021

Projected YE Balance as
% of Budgeted Expenditures



Total Expenditures
Actual YTD



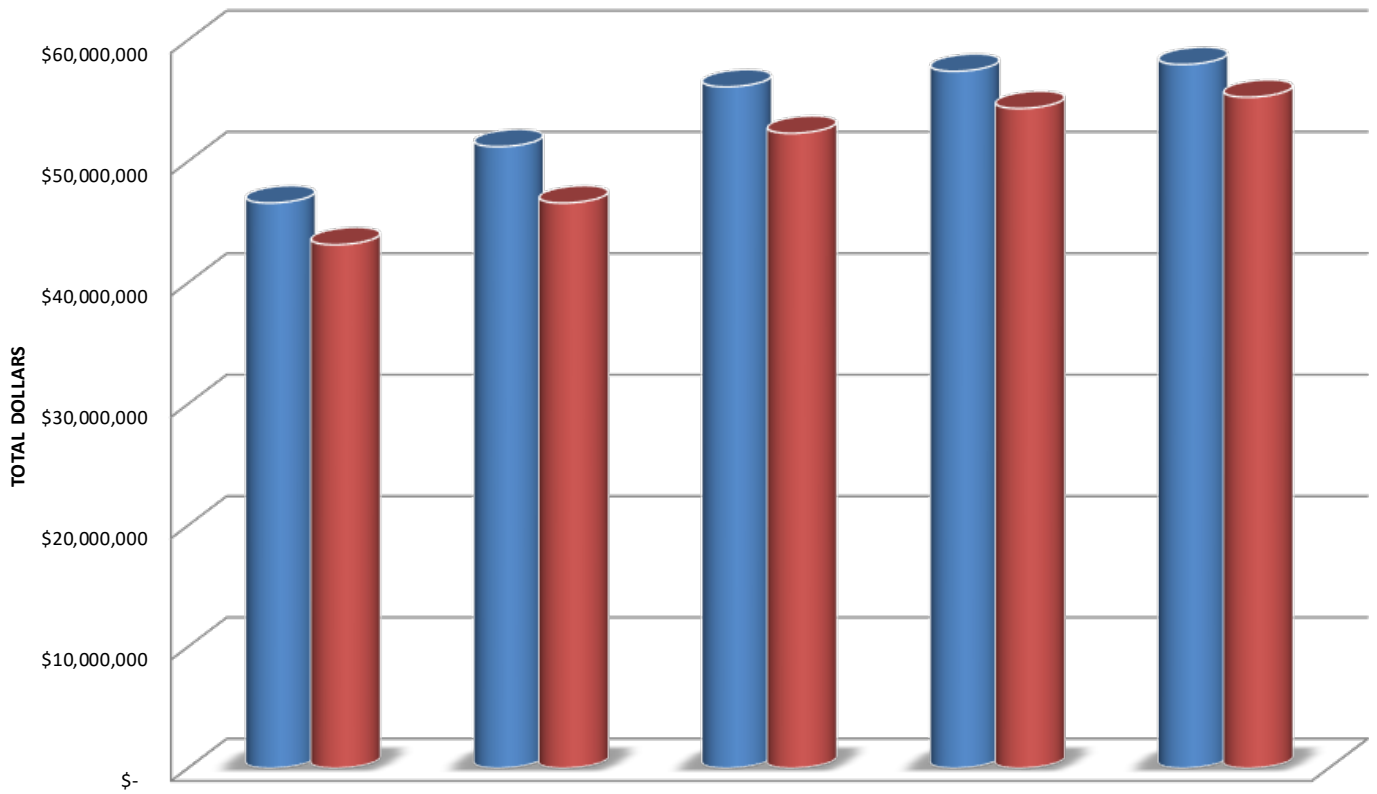
Salaries & Benefits
Actual YTD



Basic Education
Actual YTD

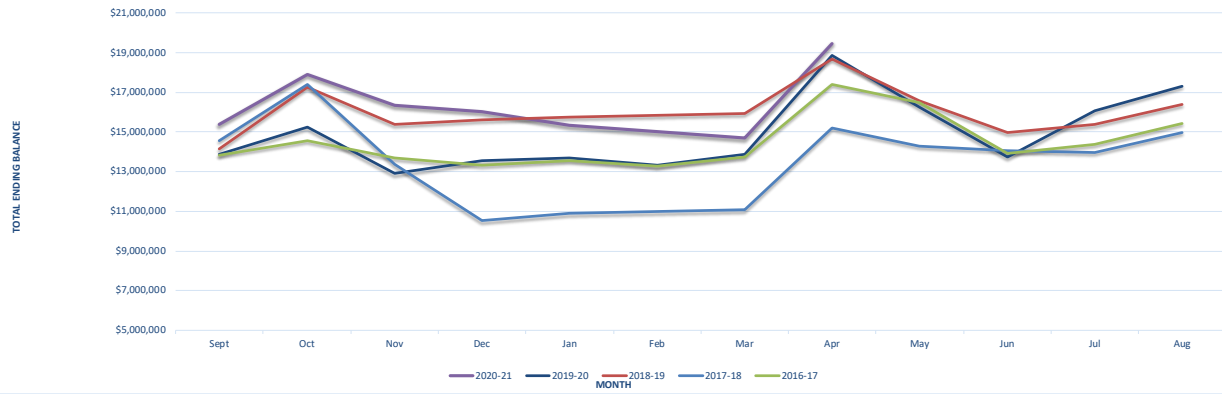


GENERAL FUND 5 YEAR COMPARISON OF REVENUE & EXPD

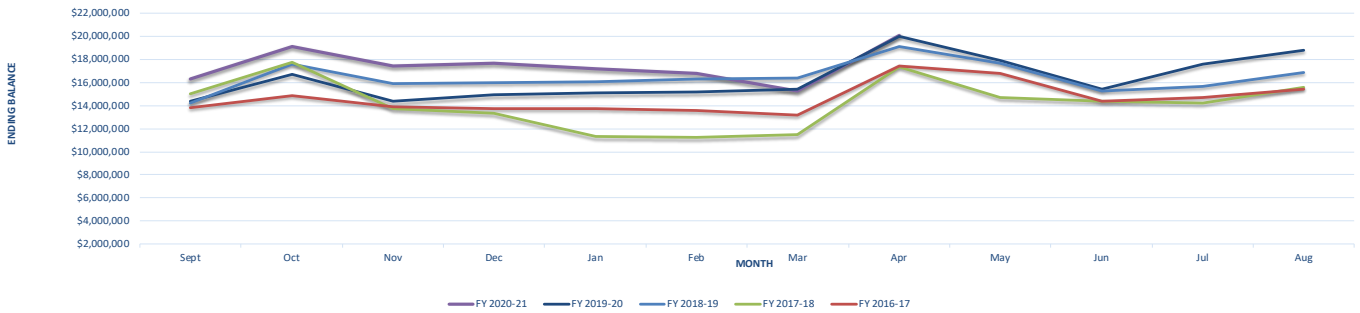


	Apr-17	Apr-18	Apr-19	Apr-20	Apr-21
Revenue	\$46,574,317	\$51,213,065	\$56,142,767	\$57,427,300	\$57,987,112
Expenditures	\$43,133,073	\$46,572,962	\$52,318,323	\$54,362,710	\$55,292,259

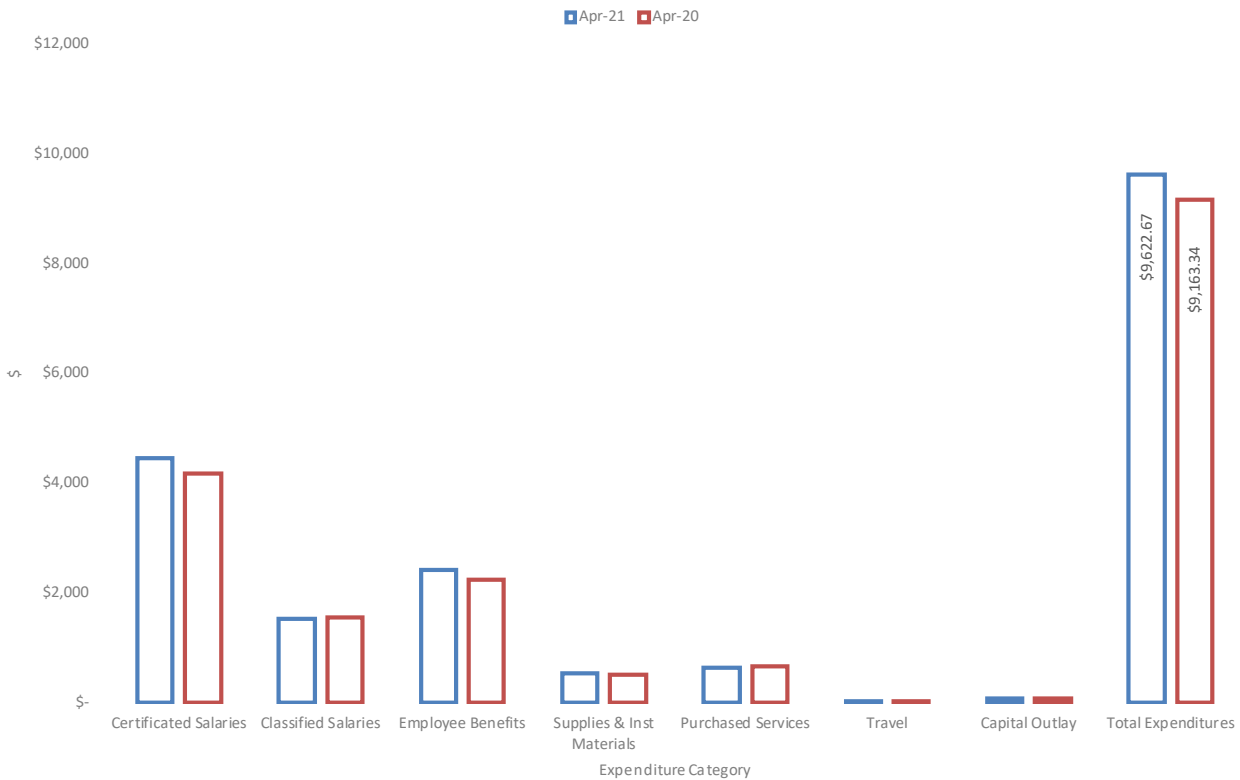
GENERAL FUND - ENDING FUND BALANCE BY MONTH



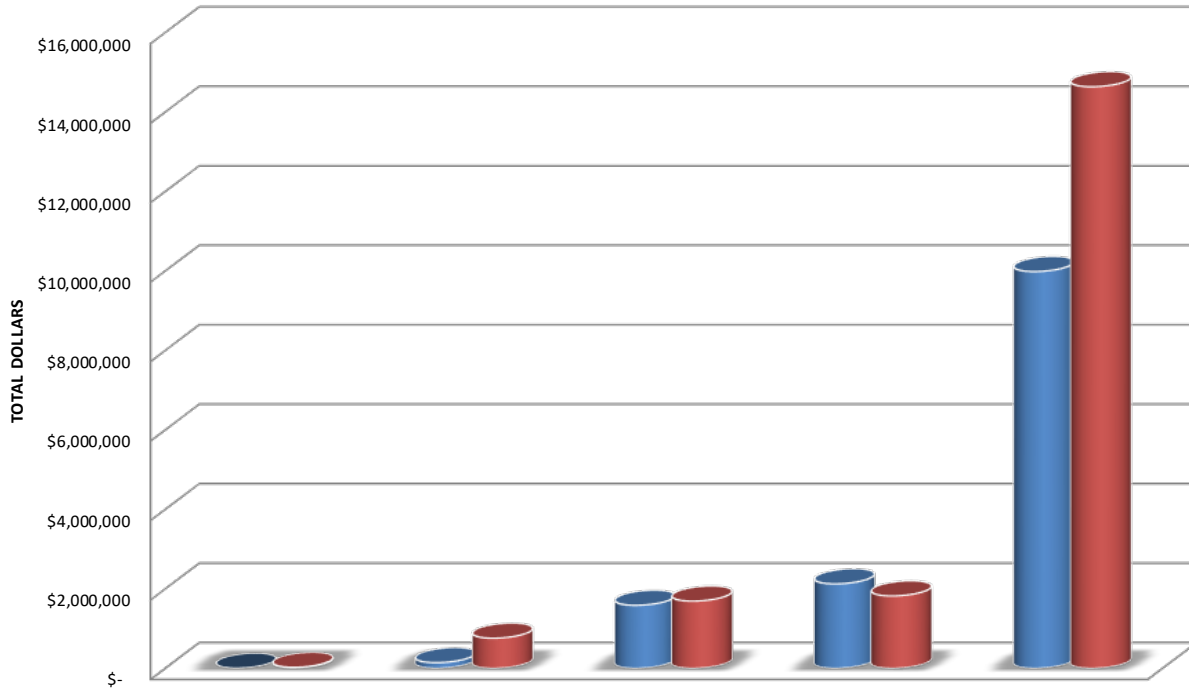
GENERAL FUND MONTH END CASH & INVESTMENT PER COUNTY TREASURER



Monthly Comparison Per Pupil Expd Category

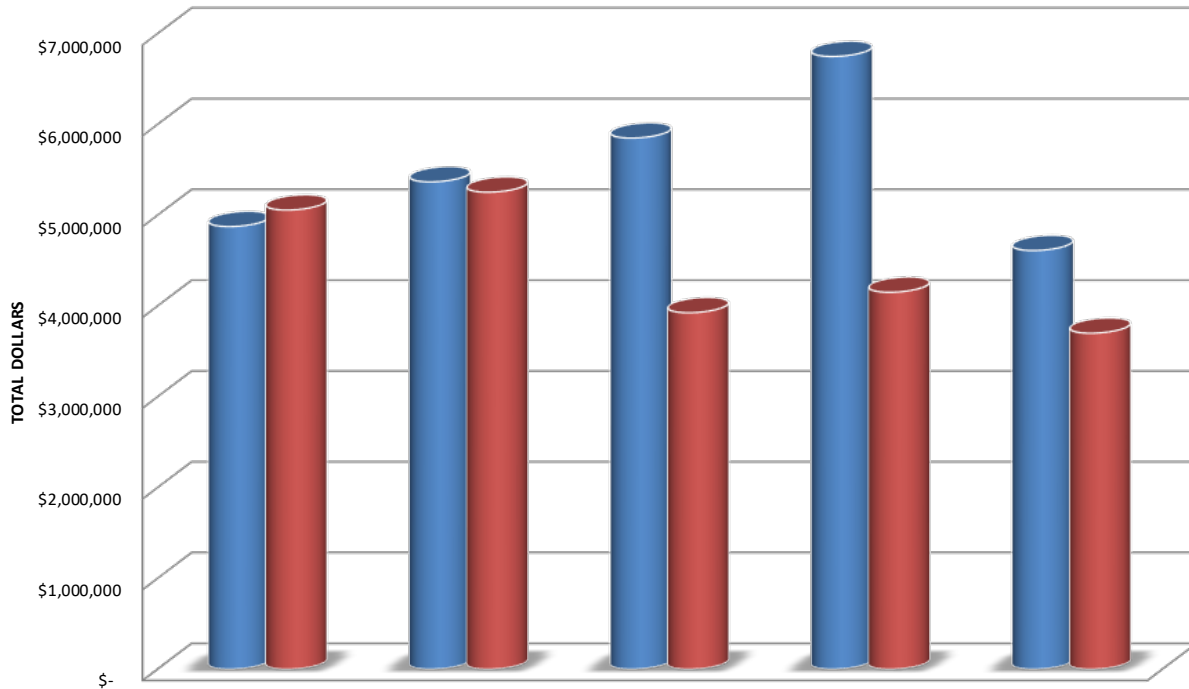


CAPITAL PROJECTS FUND 5 YEAR COMPARISON OF REVENUE & EXPD



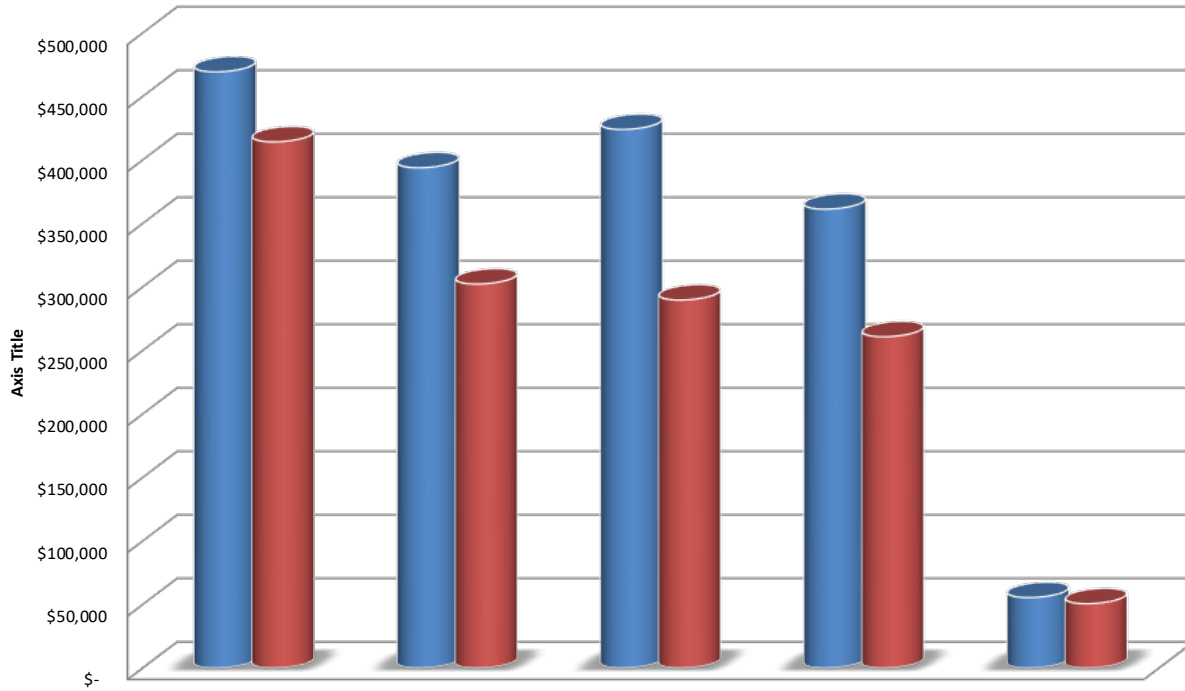
	Apr-17	Apr-18	Apr-19	Apr-20	Apr-21
■ Revenue	\$2,512	\$142,465	\$1,586,111	\$2,125,879	\$9,984,717
■ Expenditures	\$25,990	\$757,864	\$1,691,301	\$1,821,641	\$14,634,879

DEBT SERVICE FUND 5 YEAR COMPARISON OF REVENUE & EXPD



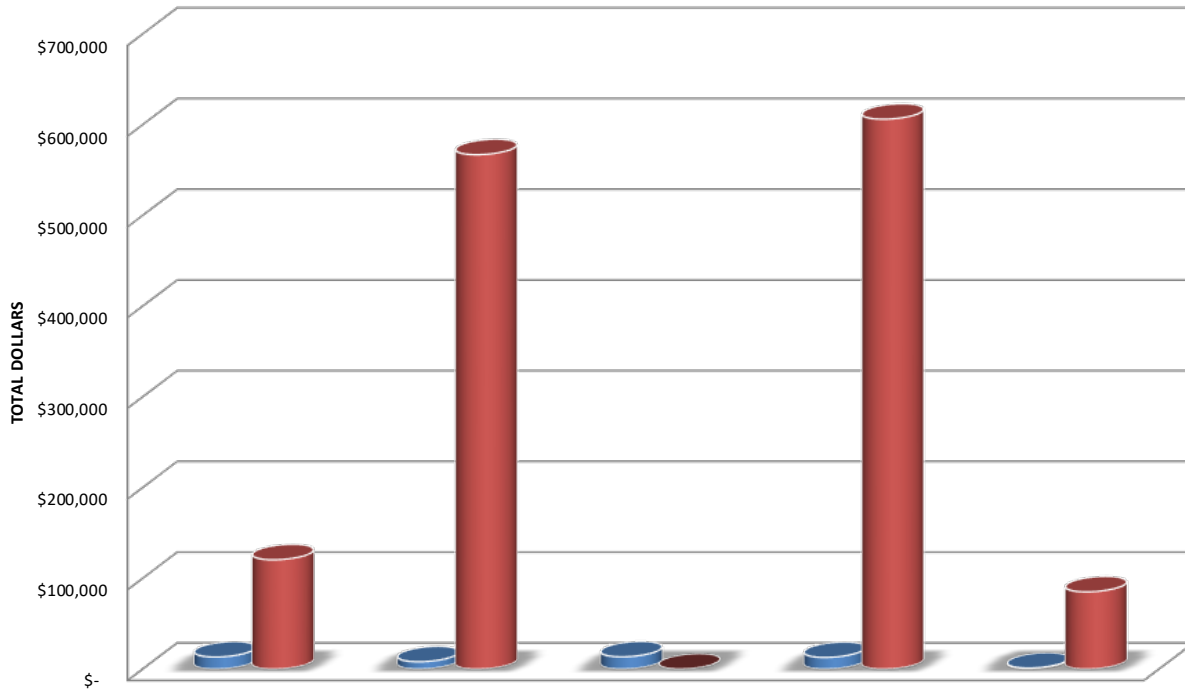
	Apr-17	Apr-18	Apr-19	Apr-20	Apr-21
■ Revenue	\$4,875,868	\$5,368,087	\$5,850,443	\$6,749,202	\$4,611,839
■ Expenditures	\$5,057,680	\$5,254,381	\$3,926,948	\$4,152,329	\$3,701,187

ASB FUND 5 YEAR COMPARISON OF REVENUE & EXPD



	Apr-17	Apr-18	Apr-19	Apr-20	Apr-21
Revenue	\$469,429	\$393,913	\$424,092	\$361,345	\$55,509
Expenditures	\$414,321	\$302,383	\$289,758	\$260,884	\$50,688

TRANSPORTATION VEHICLE FUND 5 YEAR COMPARISON OF REVENUE & EXPD



	Apr-17	Apr-18	Apr-19	Apr-20	Apr-21
Revenue	\$13,312	\$8,099	\$13,534	\$12,862	\$1,128
Expenditures	\$120,517	\$567,021	\$-	\$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 APR 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 APR 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 April 30, 2021

Budget Year
 Elapsed = 67%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Apr-20	Budget	Actual thru Apr-21	Budget Remaining	% of Budget	Actual Comparison
GENERAL EXPENSE FUND						
<u>Revenues</u>						
1000 Local Taxes	7,638,193	9,755,794	9,497,741	258,053	97.4%	1,859,548
2000 Local Nontax	898,239	1,202,000	219,798	982,202	18.3%	(678,441)
3000 State, General Purpose	35,554,025	54,732,570	35,247,773	19,484,797	64.4%	(306,252)
4000 State, Special Purpose	9,583,080	14,878,040	8,999,512	5,878,528	60.5%	(583,568)
5000 Federal, General Purpose	2,231	2,000	2,381	(381)	119.1%	150
6000 Federal, Special Purpose	3,722,771	7,211,190	3,986,799	3,224,391	55.3%	264,028
7000 Revenues from Other School Districts	28,761	55,000	31,763	23,237	57.8%	3,002
8000 Revenues from Other Agencies	0	0	1,345	(1,345)	n/a	1,345
9000 Other Financing Sources	0	0	0	0	n/a	0
Total Revenues	\$57,427,300	\$87,836,594	\$57,987,112	\$29,849,482	66.0%	\$559,813
<u>Expenditures</u>						
00 Regular Instruction	31,008,918	50,701,094	31,830,808	18,870,286	62.8%	821,890
10 Federal Stimulus	0	0	242,386	(242,386)	n/a	242,386
20 Special Ed Instruction	6,344,807	10,204,071	6,226,387	3,977,684	61.0%	(118,420)
30 Vocational Instruction	2,131,371	3,720,500	2,231,082	1,489,418	60.0%	99,711
50/60 Compensatory Instruction	4,868,593	8,260,761	4,951,244	3,309,518	59.9%	82,650
70 Other Instructional Program	244,376	407,173	236,125	171,048	58.0%	(8,251)
80 Community Support	165,380	273,320	185,026	88,294	67.7%	19,647
90 Support Services	9,599,265	16,486,126	9,389,201	7,096,925	57.0%	(210,064)
Total Expenditures	\$54,362,710	\$90,053,045	\$55,292,259	\$34,760,786	61.4%	\$929,549
Operating Transfers: Out to CPF/TVF	(593,110)	(537,250)	(537,250)			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	2,471,479	(2,753,701)	2,157,603			
Fund Balance at September 1,	\$16,392,040	\$15,012,130	\$17,297,861			
Current Total Fund Balance	\$18,863,520	\$12,258,429	\$19,455,464			
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	\$6,619,630		\$6,466,934			
TOTAL Ending Fund Balance	\$18,863,520		\$19,455,464			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended April 30, 2021

Budget Year
 Elapsed = 67%

	FY 2019-20	FY 2020-21				Current Year to Prior Year
	Actual thru Apr-20	Budget	Actual thru Apr-21	Budget Remaining	% of Budget	Actual Comparison
CAPITAL PROJECTS FUND						
<u>Revenues</u>						
1000 Local Taxes	1,534,818	3,517,480	3,504,990	12,490	99.6%	1,970,172
2000 Local Nontax	247,851	128,000	74,510	53,490	58.2%	(173,341)
4000 State, Special Purpose	0	7,492,550	6,092,967	1,399,583	81.3%	6,092,967
8000 Revenues from Other Agencies	0	0	0	0	n/a	0
9000 Other Financing Sources	343,110	312,250	312,250	0	n/a	(30,860)
Total Revenues	\$2,125,779	\$11,450,280	\$9,984,717	\$1,465,563	87.2%	\$7,858,938
<u>Expenditures</u>						
10 Sites	154	500,000	4,325	495,675	0.9%	4,171
20 Building	1,070,906	15,100,000	14,247,719	852,281	n/a	13,176,813
30 Equipment	0	1,477,550	70,585	1,406,965	n/a	70,585
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	\$1,071,060	\$17,077,550	\$14,322,629	\$2,754,921	83.9%	\$13,251,569
Operating Transfers: Out to DSF	750,581	312,250	312,250			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	304,138	(5,939,520)	(4,650,162)			
Fund Balance September 1,	\$15,886,459	\$13,284,504	\$15,326,472			
Current Fund Balance	\$16,190,597	\$7,344,984	\$10,676,310			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended April 30, 2021

Budget Year
Elapsed = 67%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Apr-20	Budget	Actual thru Apr-21	Budget Remaining	% of Budget	Actual Comparison
DEBT SERVICE FUND						
<u>Revenues</u>						
1000 Local Taxes	5,471,981	4,358,780	4,164,087	194,693	95.5%	(1,307,894)
2000 Local Nontax	42,020	25,000	7,825	17,175	31.3%	(34,195)
3000 State, General Purpose	0	0	0	0	n/a	0
4000 Federal, General Purpose	0	0	0	0	n/a	0
5000 Federal, Special Purpose	484,621	897,000	439,927	457,073	49.0%	(44,694)
9000 Other Financing Sources	750,581	312,250	5,730,277	(5,418,027)	1835.2%	4,979,696
Total Revenues	\$6,749,202	\$5,593,030	\$10,342,116	(\$4,749,086)	184.9%	\$3,592,913
<u>Expenditures</u>						
Matured Bond Expenditures	3,281,570	5,320,000	2,965,000	2,355,000	55.7%	(316,570)
Interest on Bonds	870,759	1,528,685	674,852	853,833	44.1%	(195,908)
Interfund Loan Interest	0	0	0	0	n/a	0
Bond Transfer Fees	0	100,000	61,335	38,665	61.3%	61,335
Arbitrage Rebate	0	0	0	0	n/a	0
Total Expenditures	\$4,152,329	\$6,948,685	\$3,701,187	(\$6,958,280)	53.3%	(\$451,143)
Other Financing Uses:	0	0	(5,356,430)			
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	2,596,873	(1,355,655)	1,284,498			
Fund Balance September 1,	\$8,437,447	\$9,832,800	\$11,522,670			
Current Fund Balance	\$11,034,319	\$8,477,145	\$12,807,168			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended April 30, 2021

Budget Year
Elapsed = 67%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Apr-20	Budget	Actual thru Apr-21	Budget Remaining	% of Budget	Actual Comparison
ASSOCIATED STUDENT BODY FUND						
<u>Revenues</u>						
1000 General Student Body	167,628	261,300	40,946	220,354	15.7%	(126,682)
2000 Athletics	104,831	171,540	3,339	168,201	1.9%	(101,492)
3000 Classes	0	0	0	0	#DIV/0!	0
4000 Clubs	71,648	210,190	1,631	208,559	0.8%	(70,017)
6000 Private Moneys	17,239	24,100	9,593	14,507	39.8%	(7,646)
Total Revenues	\$361,345	\$667,130	\$55,509	\$611,621	8.3%	(\$305,836)
<u>Expenditures</u>						
1000 General Student Body	66,301	224,900	33,134	191,766	14.7%	(33,167)
2000 Athletics	104,142	176,452	5,502	170,950	3.1%	(98,640)
3000 Classes	0	0	0	0	#DIV/0!	0
4000 Clubs	78,873	199,554	6,065	193,489	3.0%	(72,808)
6000 Private Moneys	11,567	18,200	5,987	12,213	32.9%	(5,580)
Total Expenditures	\$260,884	\$619,106	\$50,688	\$568,418	8.2%	(\$210,195)
EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES	100,461	48,024	4,821			
Fund Balance September 1,	\$491,326	\$448,224	\$569,639			
Current Fund Balance	\$591,787	\$496,248	\$574,460			
Ending Fund Balance by School:						
<i>Eastmont High School</i>	<i>\$392,039</i>		<i>\$384,342</i>			
<i>Eastmont Junior High</i>	<i>\$143,887</i>		<i>\$136,651</i>			
<i>Clovis Point Intermediate</i>	<i>\$20,445</i>		<i>\$21,727</i>			
<i>Sterling Intermediate</i>	<i>\$22,296</i>		<i>\$19,158</i>			
<i>Grant Elementary</i>	<i>\$2,069</i>		<i>\$2,004</i>			
<i>Lee Elementary</i>	<i>\$4,982</i>		<i>\$4,731</i>			
<i>Kenroy Elementary</i>	<i>\$5,071</i>		<i>\$4,848</i>			
<i>Rock Island Elementary</i>	<i>\$997</i>		<i>\$998</i>			
	\$591,787		\$574,460			

Eastmont School District
Budget to Actual Comparison of Revenues and Expenditures
For the Period Ended April 30, 2021

Budget Year
 Elapsed = 67%

	FY 2019-20	FY 2020-21				Current Year to
	Actual thru Apr-20	Budget	Actual thru Apr-21	Budget Remaining	% of Budget	Actual Comparison
TRANSPORTATION VEHICLE FUND						
Revenues						
1000 Local Taxes	0	0	0	0	n/a	0
2000 Local Nontax	12,862	5,000	1,128	3,872	22.6%	(11,734)
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	\$12,862	\$240,000	\$1,128	\$238,872	0.5%	(\$11,734)
Expenditures						
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	(343,277)	(160,000)	140,991			
Fund Balance September 1,	\$1,040,893	\$988,800	\$986,004			
Current Fund Balance	\$697,615	\$828,800	\$1,126,995			



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

On-Going/Upcoming Projects

Grant	<ul style="list-style-type: none"> Walkways and site lighting ongoing. Landscaping is well underway. Paving, curbs and gutters at new parking scheduled for mid-May. Interior corrective work ongoing.
Kenroy	<ul style="list-style-type: none"> Site lighting ongoing. Interior corrective work ongoing at classrooms. Cafeteria interior painting and finishes. Landscaping nearly complete.
Rock Island	<ul style="list-style-type: none"> Classrooms carpeting installed. VCT and cabinet work started. Restroom tile work scheduled to start. Cafeteria painting ongoing. MEP work in service areas ongoing. Exterior finishes ongoing.
Lee	<ul style="list-style-type: none"> Classrooms finishes ongoing. Carpeting installed. Cafeteria interior finishes ongoing. MEP work in service areas ongoing.
Cascade	<ul style="list-style-type: none"> Sheetrock, taping, texturing ongoing project-wide. MEP rough-in nearly complete. Masonry exterior nearing completion. Exterior metal siding panels started.
High School Concessions	<ul style="list-style-type: none"> Substantial completion issued by Architect. Corrective “punch-list” work ongoing.

Budget Summary

- Currently trending within budget project wide.

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

- Week ending May 14, 2021: 79 workers

Cooperative N Perry & Grant Road:

- Nothing new to report.



Eastmont School District #206 Relationships, Relevance, Rigor, and Results Superintendent's Report on Implementation of 2019-24 Strategic Plan

* = Figures are estimates to date, If two numbers = (Eastmont/State)

	2016-17	2017-18	2018-19	2019-20	2020-21
(1000 Board of Directors) Recruit, train, and retain contributing Board of Directors					
Average tenure of board members	10.4 yrs	9.0 yrs	10.0 yrs	4.4 yrs	4.7 yrs
Attended annual training	5/5	3/5	2/5	5/5	3/5 – Virtual
(2000 Instruction) Students perform at or above State avg. (Eastmont/State)					
Eastmont/State 4 year grad rate	88/79%	82/81%	81/83	91/83	91/83
Earned College Credit	65/57%	67/59%	65/60	NA	NA
Graduates with Seal of Bi-Literacy	31	23	21	NA	NA
Attendance (less than 2 per month)	84/83%	85/83%	86/83	92/89	NA
Discipline Rate (School Exclusion)	3.3/4.1%	4/4.4%	3.8/4.0	2.4	NA
(3000 Students) Build morale, trust, and promote transparency with students, staff, and community					
Student surveys satisfied with ESD	85%	83%	84%	82%	NA
Parent surveys satisfied with ESD	90%	93%	95%	94%	NA
Employee recommending ESD	93%	91%	89%	96%	NA
Grievances to Board	1	4	0	0	0*
(4000 Community Relations) Distinguish Eastmont as a progressive and trusted education provider					
School/community events	>40	>40	>40	>32	>10
District Newsletters/Videos	4/32	4/21	4/23	4/36	4*
English/Spanish Documents	>75%	>75%	>75%	>75%	>75%
Bilingual office staff (schools)	10/10	10/10	10/10	10/10	10/10
Facebook Followers	3,771	4,342	5,200	5,758	6,165*
Twitter Followers	596	696	832	875	895*
Instagram Followers	NA	NA	NA	NA	2,515*
Website Users	175,884	289,767	344,964	376,196	NA-New website
(5000 Personnel) Recruit, train, and retain quality District employees					
Fully Certified teachers / State	NA	97/95	94/89	94/87	NA
Bilingual employees	82	88	88	103	NA
Employee retention rate	89%	92%	89%	89%	NA
Employee compensation	Top 25%	Top 25%	Top 25%	Top 25%	NA
Classroom/office visits per year	>2,100	>2,100	>2,100	>1,500	NA
School campus visits per year	>360	>360	>360	>325	>325*
Appreciation Cards per year	>120	>120	>120	>120	>100
Bus Route Rides per Year	>20	>20	21	14	13*
(6000 Management Support) Fiscal Health, Safety and Security, Facilities, Technology					
Total General Fund Revenue	\$64,761,832	\$73,778,024	\$81,120,919	\$85,023,557	\$87,836,594*
Total General Fund Expenditures	\$65,628,019	\$74,182,262	\$79,710,844	\$84,117,736	\$90,590,295*
Audit Findings	2	0	0	0	NA
Per-pupil Expenditures				\$12,807/\$14,213	NA
Unassigned GF Fund Balance	\$9,541,887	\$10,188,926	\$10,793,726	\$11,237,646	\$10,602,645*
Capital Expenditures	\$35,009	\$4,058,097	\$3,043,686	\$6,418,805	\$17,077,550*
Student/Staff Computers/Tablets	7,393	7,608	8,438	9,951	9,675
Primary focus this year – physical and emotional safety, maintaining basic operations, education programs & operations levy, returning students to campus, and connections with community.					



School Resource Officer Proposal for the Eastmont School District

MISSION AND PURPOSE. The purpose of this agreement is for the City to provide contract services in the form of a School Resource Officer to the District. The services provided include law enforcement and related services described in this proposal.

The mission of the SRO program is to promote safer schools and safer children, improve school safety and the educational climate at schools. We can accomplish this through school-based officers, school administrators, and school security/safety professional all working as partners to protect students, faculty and staff, and their school community.

Selection of an SRO. The Chief of Police will partner with representatives from the Eastmont School District and establish a clearly defined process of an SRO selection based on the following minimum criteria:

1. An effective SRO has a willingness to engage with youth and the ability to work effectively with a diverse student population.
2. A goal of the SRO program is to build relationships and foster a positive image of police officers among young people.
3. The SRO must have the ability to provide quality educational services in the area of law enforcement as appropriate within the school environment. The background experience, interest level and communication skills of the SRO must be of a high caliber so that the SRO can effectively and accurately provide appropriate services.
4. The SRO must have the desire and ability to work cooperatively with school principals and other administrative staff and employees.

The SRO must be a state certified law enforcement officer and must maintain all state training and accreditation standards, as well as internal department standards and requirements.

Duties of SRO. The role of the SRO on campus typically involves three parts: law-related educator, informal counselor and law enforcer. The focus of an SRO is to work with the District to provide positive solutions and keep students out of the criminal justice system when possible. SRO's will partner with District personnel to provide safety and protection and support a positive school environment by working to build relationships with students, parents and staff.

Additionally, while on duty, the SRO may perform the following responsibilities:

1. Develop and implement presentations on the law as appropriate, including search and seizure, criminal law, motor vehicle law and other topics mutually agreed to by the Chief of Police or designee and the school administration. *Substance abuse, illegal drugs
2. Serve as a resource for law enforcement education.

3. Conduct criminal investigations of violation of the law on school district grounds or property immediately surrounding the school district as assigned by the Chief of Police or designee. Work with District personnel to determine if the violation should be handled outside of the criminal justice system.
4. (Assist school administration in emergency crisis planning and school-based security plans. Regularly review security issues.) Provide law enforcement input and information to District personnel on school-based security plans and implementation, including regular review of security issues.
5. Make referrals to social agencies as appropriate.
6. Coordinate with other City personnel to ensure consistency and continuity of services.
7. Maintain a monthly activity report or other reports regarding SRO activities, as directed by the Chief of Police or designee.
8. Ensure school administrator safety by being present during school searches.
9. Provide training for school personnel in handling crisis situations.
10. Be visible within the school community. Attend and participate in school functions. Build working relationships with the school's staff as well as with student and parent groups.

Provision of an SRO. The City shall assign one (1) regularly employed officer to the Eastmont School District. Although generally assigned to the High School, the SRO will provide coverage to the surrounding campus and other schools within the District as appropriate. The services provided by the SRO are in addition to normal police services already provided by the City.

Training of SRO. The Police department retains the authority and responsibility for training its employees, including the SRO. This agreement includes confirmation the SRO will receive training in all areas identified as being required by RCW 28A.320.124(1)

Cost.

The costs listed below are estimated at the 60% cost:

<i>Personnel Costs</i>	<i>2021-22 School Year</i>
Estimated Salary	\$52,887.60
Estimated Benefits	\$21,155.04
Estimated Overtime*	\$4,200.00
Uniforms/Supplies/Equipment	\$2,710.00
<i>Estimated Total</i>	\$80,952.64

- Eastmont's share

School Resource Officer

Department	Yes/No	School Pay?	Grant?	Percentage	Population
Oak Harbor	Yes	No	No	0	23,000
Mount Vernon	Yes	Yes	Past	75%	35,000
Anacortes	Yes	Yes	No	50%	17,000
Wenatchee	Yes	Yes	No	75%	35,000
Sedro-Wooley	No	No	No	0	12,000
Skagit County	No	No	No	0	122,000
Island County	No	No	No	0	81,000
Cashmere	Yes	Yes	No	50%	3,200
Bellingham	Yes	Yes	No	50%	88,000
Ferndale	Yes	Yes	No	75%	13,500
Leavenworth	Yes	Yes	No	60%	2,000
Chelan	Yes	Yes	No	75%	4,200
Cashmere	Yes	Yes	No	75%	19,000
Burlington	No	No	No	0	8,800