EASTMONT SCHOOL DISTRICT
Relationships, Relevance, Rigor, Results
509.884.7169 • FAX:509.884.4210 • WWW.EASTMONT206.ORG
800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

REVISED 9/14/20

BOARD OF DIRECTORS
VIRTUAL MEETING AGENDA
Monday, September 14, 2020
5:30 p.m. Regular Meeting
Eastmont Administration Office

Due to current restrictions on public gatherings and in support of public safety, Eastmont's Monday, September 14, 2020 Board Meeting is closed to in-person public attendance. This meeting will be broadcast by the Superintendent and staff from the Eastmont Administration Office Board Room via this link:

https://zoom.us/j/95973312870

- *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, September 14, 2020 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 be accepted starting at about 5:32 by calling (509) 888-4698. Comments may also be sent by regular mail to Eastmont School District or emailed to schoolboard@eastmont206.org Chat comments will not be enabled during the meeting.

IV.   INFORMATION
   A.   Board News
   B.   Superintendent News

V.   CONSENT AGENDA
   (All items on the Consent Agenda have been distributed to 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 virtual regular meeting held on August 17, 2020.
   B.   Approval of the payment of the bills and/or payroll dated September 14, 2020.
   C.   Approval of the Personnel Action Items dated September 14, 2020.
   D.   Approval of the Highly Capable Program Plan for 2020-21.
   E.   Approval of the Public School Employees of (PSE) Eastmont Collective Bargaining Agreement.
   F.   Approval of Resolution No. 2020-13 Suspension of Policies and District Reopening.
   G.   Review of the monthly Student Enrollment Update.

VI.   REPORTS
   A.   Curriculum Adoption Cycle Report — Matt Charlton, Asst. Superintendent Secondary Ed.
   B.   Professional Development Report — Spencer Taylor, Executive Director Elementary Ed.

VII.   *EXECUTIVE SESSION
   Immediately following the Board meeting, an executive session will be held for the purpose of the sale or purchase of real estate. The executive session will last approximately 10 minutes. No action is anticipated.

VIII.   FUTURE AGENDA ITEMS

IX.   ADJOURNMENT

FUTURE TOPICS IDENTIFIED BY THE BOARD FROM PREVIOUS MEETINGS
   1) Instructional screen time
   2) Criteria and guidelines for student music and theater performances
   3) Selection of sexual health curriculum
   4) Revise superintendent evaluation

UPCOMING MEETINGS – Until further notice, all future Eastmont Board of Directors Meetings will be held virtually.

September 28	Virtual or Regular Meeting at Eastmont Administration Office at 5:30 p.m.
October 12	Virtual or Regular Meeting at Eastmont Maintenance/Transportation at 5:30 p.m.
October 26	Virtual or Regular Meeting at Cascade Elementary at 5:30 p.m.

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*REVISED 9/14/20

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BOARD OF DIRECTORS
VIRTUAL REGULAR MEETING MINUTES
August 17, 2020

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 Dave Piepel at 5:30 p.m. in the Eastmont Administration Office Board Room at 800 Eastmont Avenue, East Wenatchee.

A Zoom link was provided on the District's website for public participation at:
https://zoom.us/j/94084686411?pwd=U2wzd2V3ZWVIU3dJc3dLT01LOHU3dz09

ATTENDANCE
Present in the Board Room:
 Dave Piepel, Board President
 Annette Eggers, Board Vice President
 Cindy Wright, Board Director
 Garn Christensen, Board Secretary/Superintendent
 Brandy Fields, Superintendent's Secretary

Participating remotely:
 Whitney Smith, Board Director
 Meaghan Vibbert, Board Director
 District staff presenting
 Media personnel

APPROVE AGENDA/MODIFICATIONS
Superintendent Garn Christensen reported two Discussion & Possible Action Items:
A. Request for Exception to Region 7 Reopening Thresholds and Standards and
B. School Calendar for 2020-21 were added to the Agenda today.

MOVED by Director Eggers and SECONDED by Director Wright to approve the revised Agenda for August 17, 2020 as presented. The motion CARRIED unanimously.

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

- DRAFT -

INFORMATION

A. <u>Board News</u>.
Director Eggers thanked Director Smith for recently recording a video for social media on behalf of the Board.

B. <u>Superintendent News</u>.
Superintendent Christensen shared he is receiving constant updates regarding guidelines on COVID-19 and he continues to check with the Chelan-Douglas Health District. He also let the Board know he will send out an email to all staff regarding the upcoming levy and guidelines regarding not using any District resources for advocacy or opposition.

CONSENT AGENDA

A. <u>Approval of minutes</u>. The Board of Directors approved the minutes from the virtual regular meeting held on July 13, 2020, the minutes from the virtual special meeting held on July 27, 2020, and the minutes from the virtual special meeting held on August 3, 2020.

B. <u>Payment of bills and/or payroll</u>. The Board of Directors approved the following checks listed on warrant registers dated August 17, 2020:

Warrant Numbers	Total Dollar Amount
7119075-7119076	$11,739.92
7119077-7119173	$1,411,673.78
7119174-7119192	$6,445,749.40
7119193-7119212	$1,223,257.44
7119213-7119213	$1,981.76
7119214-7119307	$479,354.05
7119308-7119309	$4,300.91

C. <u>Approval of personnel action</u>. The Board of Directors approved the Personnel Action Items dated August 17, 2020 as presented.

D. <u>Policy suspended</u>. The Board of Directors approved suspending the following policy:

Section	Number	Title
1000 Board of Directors	Policy 1225	Board Student Liaison

E. <u>Policy adoption</u>. The Board of Directors approved the following policies for Second Reading/Adoption:

Section	Number	Title
3000 Students	Policy 3245 and 3245-P	Students and Telecommunication Devices
4000 Community Relations	Policy 4070	Website Accessibility Policy

F. <u>Approval of donation</u>. The Board of Directors approved the donation from the Douglas County Sheriff's Office.

G. <u>Approval of donation</u>. The Board of Directors approved the donation from the Wenatchee Art Education Consortium.

H. Approval of the Minimum Basic Education Requirement Compliance Form. The Board of Directors approved the Minimum Basic Education Requirement Compliance Form for the 2020-21 school year.

I. Review of budget status update. The Board of Directors received the Monthly Budget Status Update.

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

REPORTS

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

B. Highly Capable Program Report.
Highly Capable Program Director Abbey Reynolds presented the Highly Capable Program Report and answered questions from the Board.

DISCUSSION & POSSIBLE ACTION ITEMS

A. Request for Exception to Region 7 Reopening Thresholds and Standards
Superintendent Christensen presented information regarding a letter to the Chelan-Douglas Health District requesting an exception to the Region 7 reopening thresholds and standards.

MOVED by Director Eggers and SECONDED by Director Wright to approve the letter to the Chelan-Douglas Health District requesting an exception to Region 7 Reopening Thresholds and Standards. The motion CARRIED unanimously.

B. School Calendar for 2020-21
Superintendent Christensen informed the Board the recent student database software conversion had delayed the schools' ability to create student schedules and get that information out to staff and students. He shared that at this time, consensus from school administrators was to continue with the school calendar original start date of August 26th. He also requested permission from the Board to delay the start of school three days and start on August 31st if the software continued to not be able to create schedules.

MOVED by Director Eggers and SECONDED by Director Wright to grant authorization to the superintendent to extend the opening of school for 2020-21 for three days due to technology issues, if it becomes necessary to do so. The motion CARRIED unanimously.

FUTURE AGENDA ITEMS
No future agenda items. Director Eggers asked a clarifying question about staff childcare and what age-range it was being offered for.

- DRAFT -

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

The meeting adjourned at 6:29 p.m.

Approval:

_____
Chairperson   Date

_____
Secretary   Date

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TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: September 14, 2020

CATEGORY

☐Informational   ☐Discussion Only   ☐Discussion & Action   ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

Last Name	First Name	School	Position/Years
Canning	Cami	Cascade	Teacher/3 years
Gudmundson	Kaylee	Cascade	Para-Ed/2 years
Zobel	Breanna	EJHS	Para-Ed/3 years

Retirement
The following person has notified us of their plans to retire:

Last Name	First Name	School	Position/Years
Conrad	Ted	Transportation	Bus Driver/10 years

Change in FTE
The following person has notified us of their plans to take a one-year FTE reduction:

Last Name	First Name	School	Position/Years
Hotchkiss	Jaime	Cascade	Teacher-PE 1.00 to .500

Transfer
The following person has transferred from one classification to another:

Last Name	First Name	School	Position
Barker	Lisa	EHS to Sterling	Para-Ed to Teacher-SpEd

New Hires
The following people have been offered tentative employment for the 20-21 school year:

Last Name	First Name	School	Position
Alas	Dillon	Sterling	Teacher-Music
Brooks	Erica	District	Nurse
Winn	April	District	LongTerm-Sub EVA/Misc.

ATTACHMENTS
☒None

FISCAL IMPACT
☒Personnel Expenditure

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

TO: Board of Directors

FROM: Garn Christensen, Superintendent
          Spencer Taylor, Executive Director

SUBJECT: Highly Capable Program Plan for 2020-21

DATE: September 14, 2020

CATEGORY
☐Informational   ☐Discussion Only   ☐Discussion & Action   ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION
As part of the Highly Capable Program grant process, board approval of our program plan is required. Enclosed is the draft Highly Capable Program Plan for 2020-21.

ATTACHMENTS   **FISCAL IMPACT**
☒Highly Capable Program Plan   ☒Designated monies

RECOMMENDATION
The administration recommends approval of the Highly Capable Program Plan for 2020-21.

217 Highly Capable Program Plan
Fiscal Year: 20-21
Milestone: Draft (Printed 8/31/2020)

District: Eastmont School District
Organization Code: 09206
ESD: North Central Educational Service District 171

> **Page 1**

All Local Education Agencies (LEAs) must complete this application for the 2020-21 school year.

- **Page 1 must be updated annually:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.

- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page.

  REMINDER: The Highly Capable funding formula is based on 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

  Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2020-21), click **Print All**, to the right of Save. **(WAC 392.170.025)**

  Program Monitoring and Review

  OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under **RCW 28A.150.220(3)(g)3)**.

Updates have been made to the following pages:

- ☑ Page 2
- ☑ Page 3
- ☑ Page 4
- ☑ Page 5
- ☑ Page 6
- ☐ Page 7

NOTE: As part of **RCW 28A.150.220(3)(g)**, the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See **RCW 28A.185.020** (1) and (2).

Please check only one box below:

☑ **LEA accepts Highly Capable allocation for 2020-21 school year. LEA agrees to the comply with:**

a. **RCW 28A.150.220(3)(g)(3)**
The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.

b. **RCW 28A.185.020**
Highly Capable program requirements provided in state law.

c. **WAC 392-170-012**
Highly Capable program requirements provided under OSPI rules. **WAC 392-170**

d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*

e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*

g. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

h. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☐ **LEA DOES NOT accept Highly Capable allocation for the 2020-21 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with **RCW 28A.150.220(3)(g)**. This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

a. *Annually report the students served in the district's Highly Capable program in CEDARS.*

b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*

c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

d. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

e. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☑ **District officials have read, and the district complies with, the laws and regulations**

above.

Authorized Representative Name:	Spencer Taylor
Authorized Representative Title:	Executive Director of Elementary Education
Date: (MM/DD/YY)	08/24/20

Highly Capable Program Coordinator	
Contact Name:	Abbey Reynolds
Organization:	Eastmont School District
Email:	reynoldsa@eastmont206.org
Phone:	5098847169
Contact Name:	
Organization:	

Highly Capable Program Parent Organization	
Is there a parent organization in your area? ☐ Yes ☑ No	
Contact Name:	
Organization:	
Email:	
Phone:	

Page 2

**District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170** | 035 | 036

Instructions

1. Select one check box.

2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.

☑   District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.

☐   District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the Highly Capable program.

☑ Yes   ☐ No

Page 3

**Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, WACs 392-170 | 042 | 045 | 047 | 055 | 060 | 070 | 075**

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that
characterize your district's Highly Capable students should reflect the demographics of the district's
population. Once a student is identified, the district provides services across all grade levels — for as
long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in
   place.

2. Write your response where indicated.

A. Annual Notification   WAC 392-170-042

Assurances

☑   Public notification for parents and students before any major identification activity.

Public Notification

☑ Translated into languages spoken by the communities whose students attend the schools in your
   district, as necessary to reach the families whose children attend schools in your district.

☑ Published across multiple communication channels with circulation adequate to notify parents and
   students throughout the district.

B. Referral Process   WAC 392-170-045 | 055

Assurances

☑   District uses a specific process to refer students for the Highly Capable program

☑   Referral process permits referrals from teachers, other staff, parents, students and community
   members.

C. Parental/Legal Guardian Permission   WAC 392-170-047

District must have on file **written or electronic signature permission to assess and start HCP
services**. Every item listed below is required by WAC 392-170-047.

Assurances

☑   District gets permission to assess.

☑ District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑	Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑
Explanation of the **process for appealing the selection decision** of the multidisciplinary selection committee.	☑	Explanation of the **process for appealing the selection decision** of the multidisciplinary selection committee.	☑
Explanation of the **procedures to exit a student** from the program.	☑	Explanation of the **procedures to exit a student** from the program.	☑
Information on the **district's program and the options** that will be available to identified students.	☑	Information on the district's **program and the options** that will be available to identified students.	☑

D. Screening Procedures OPTIONAL   WAC 392-170-045 | 055 | 060 | 075

Instructions

The referral process could include a method to screen out students who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process.   Yes ☐   No ☑

If yes, click the **NEW** button and complete the tables to document the type of screener by grade level.

If no, continue to **Part E.**

Do Not Lose Your Data - Click Save!
Click **Save** at the top of the page after you complete each table.

E. Assessment Process   WAC 392-170-055 | 060

Assurances
Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

☑ District has a clearly defined and documented assessment process.

☑ All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests.*

Instructions

Use **up-to-date assessment tools.** Contact individual publishing companies for more information on each assessment.

Other - Name the other data sources you use.

If K12 is marked, do not check any of the individual grade level boxes for the measure.

ALERT: Districts that screen must use different instruments in the assessment process.

Assessment Measures

Cognitive	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAT 7-Screening Form	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 8-Screening Form	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 7-Full Battery	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 8-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
MAP for Primary Grades (MPG)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Kaufman Test of Educational Achievement (KTEA)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

| Other: Name(s) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Creativity	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☐												
Other: Name(s) CLED	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

F. Selection   WAC 392-170- 075

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data
If you screen, make sure your multidisciplinary selection committee reviews all the data you collect —
through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable
Shall be based on a selection system that determines which students are the most Highly Capable as defined under **WAC 392-170-055**, and other data collected in the assessment process."

Assurances

☑ District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.

☑ Board Policy and Procedure Number **2190**

☐ If not, 2190: Board Policy and Procedure Name or Number

G. Multidisciplinary Selection Committee (MSC)   **WAC 392-170- 070** | **075** | **038**

Assurances
MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

☑ The district's MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.

☑ Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

Page 4

HCP Services: Continuum and Variety
RCW 28A-185-030, WAC 392-170-030

A. Program Services Management   WAC 392-170-078 | 080

Assurances

☑   District provides educational opportunities that take into account each student's needs and capabilities.

☑   District reviews services for each student periodically to ensure services meet each student's needs and capabilities.

B. Variety and Continuum of Program Services   WAC 392-170-078 | 080

Instructions

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services**/Programs, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their Highly Capable students.

ALERT: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

Complete the Gifted Value Tables
For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Instructional Strategies and Curricula Modification														

☑ Differentiation	☑ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment

☑ Independent study	☑ Independent projects
☑ Pacing	☑ Content acceleration
☑ Supplemental instruction in area of interest	☑ Supplemental materials in area of interest
☑ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental pull-out program	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐
Specialty online course or courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☑ Differentiation	☐ Curriculum Compacting
☐ Flexible grouping	☑ Enrichment
☑ Independent study	☑ Independent projects
☐ Pacing	☐ Content acceleration
☑ Supplemental instruction in area of interest	☑ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑
Cambridge AICE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
College in the High School	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Concurrent or dual enrollment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑
Credit by examination	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Early entrance middle school, high school or college	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Grade level advancement	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Honors/Advanced	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑
International Baccalaureate (IB)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Online course(s) for subject acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Running Start	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑
Subject-based acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☑ Differentiation	☐ Curriculum Compacting
☐ Flexible grouping	☐ Enrichment
☐ Independent study	☐ Independent projects
☑ Pacing	☑ Content acceleration
☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☑ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Collaborative partnership with industry	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑
Cooperative arrangement with ESD	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cooperative arrangement with other district(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental academic competitions	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental summer enrichment or acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental before or after school services and extra-curricular academic activities	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☐ Differentiation	☐ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☐ Independent study	☐ Independent projects
☐ Pacing	☐ Content acceleration
☑ Supplemental instruction in area of interest	☑ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

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Program Goals, Monitoring and Evaluation   WAC 392-170-030 | RCW 28A.185.050 |
RCW 28A.150.220

A. District Program Goals   **WAC 392-170-030**

Assurance

☑   District has defined goals for the Highly Capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the sate Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance   **WAC 392-170-095** |
RCW 28A.185.050 | **RCW 28A.150.220**

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

Assurance

☑   District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation   **WAC 392-170-030** | **RCW 28A.185.050** | **RCW 28A.150.220**

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations

2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	**Reviewed**	**Review and Analysis**
Program Administration/Operation		
District Policy	☑	Review every August with the School Board. Verify that our district is complying with state laws. The reviews shall monitor program components including: 1. The process used by the district to identify highly capable students. 2. Assessment data and other indicators to determine the degree to which the districts are meeting the academic needs of the identified students. 3. Highly Capable program expenditures
Program Expenditures	☑	Review every August and periodically throughout the year. For highly capable students, access to accelerated learning and enhanced instruction is access to a basic education. School districts may access basic education funds, in addition to highly capable categorical funds, to provide appropriate highly capable student programs
Compliance to WAC 392-170	☑	Review every August with the School Board. Verify that our district is complying with state laws. The reviews shall monitor program components including: 1. The process used by the district to identify highly capable students. 2. Assessment data and other indicators to determine the degree to which the districts are meeting the academic needs of the identified students. 3. Highly Capable program expenditures
District Procedures	☑	Review every August with the School Board. Verify that our district is complying with state laws. The reviews shall monitor program components including: 1. The process used by the district to identify highly capable students. 2. Assessment data and other indicators to determine the degree to which the districts are meeting the academic needs of the identified students. 3. Highly Capable program expenditures
Goals for District Program	☑	Review every August with the School Board. Students will demonstrate academic growth by using critical-thinking strategies to advance their levels of understanding of specific interests and topics of inquiry. Students will use problem-solving models in areas of their gifts and talents to demonstrate continuous academic growth. Students will use inquiry models to demonstrate continuous academic growth in the areas of their gifts and talents. Students will demonstrate growth in creative thinking by employing creative-thinking strategies to challenge their areas of gifts and talents.
Academic Goals for HCP Students	☑	Review every August with the School Board. Verify that our district is complying with state laws. The reviews shall monitor program components including: 1. The process used by the district to identify

		highly capable students. 2. Assessment data and other indicators to determine the degree to which the districts are meeting the academic needs of the identified students.
Communications	☑	Review every August to evaluate the effectiveness of our program and explore options for improvement. Publish student activies, and advertise pertinent information in newsletters.
Variety of Services at Grade Levels	☑	Review every August at Board Meeting.
Continuum of Services	☑	Review every August at Board Meeting.
Other: Name(s)	☐	

C2. Evaluation   **WAC 392-170-030** | **RCW 28A.185.050** | **RCW 28A.150.220**

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	**Grades**	**Collect or Administer**	**Review**
Grades and Tests			
AP Tests	☐ Elementary ☐ Secondary		
Cambridge AICE Tests	☐ Elementary ☐ Secondary		
Classroom-based Assessments	☐ Elementary ☐ Secondary		
District Assessments	☐ Elementary ☐ Secondary		
IB Tests	☐ Elementary ☐ Secondary		

Performance Assessment	☐ Elementary ☐ Secondary		
Progress Reports	☐ Elementary ☐ Secondary		
Report Cards	☐ Elementary ☐ Secondary		
State Assessments	☑ Elementary ☑ Secondary	Average ELA level on Smarter Balanced April - June Average ELA level on Smarter Balanced April - June	August August
Student Growth Percentiles (SGP) comparing academic peers	☐ Elementary ☐ Secondary		
Other: Name(s)Average Grade Point average	☐ Elementary ☑ Secondary	Grades 9-12	August

Qualitative Data			
Staff Anecdotal Observation	☑ Elementary ☐ Secondary	Periodically throughout the school year.	July - August
Student Reflection	☐ Elementary ☐ Secondary		
Student Interviews	☐ Elementary ☐ Secondary		
Other: Name(s)	☐ Elementary ☐ Secondary		

Surveys			
Administrator	☑ Elementary ☐ Secondary	Grades K-4, Send out Survey Monkey survey in May-June	March-April
Parent	☑ Elementary ☑ Secondary	Grades K-4, Send out Survey Monkey survey in May-June Grades 5-7, Send out Survey Monkey survey in May-June	Fall Fall
Student	☐ Elementary ☐ Secondary		

Teacher	☑ Elementary ☐ Secondary	Grades K-4, Send out Survey Monkey survey in May-June	March-April
Other: Name(s)	☐ Elementary ☐ Secondary		

Other Data Sources

Attendance	☐ Elementary ☐ Secondary		
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	☐ Elementary ☐ Secondary		
Program Participation	☐ Elementary ☐ Secondary		
Other: Name(s)	☐ Elementary ☐ Secondary		

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School Board Annual Approval of District Comprehensive Plan: iGrants 217
WAC 392-170-020 | 025 | 030

A. Estimate of Students Expected to Serve   WAC 392-170-030

Instructions

Estimate the number of students your district expects to serve at each grade — across the district's total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	5	17	17	28	53	28	50	52	28	35	26	13	357

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval
WAC 392-170-020 | 025

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.

2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.

3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 8/24/2020

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

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Equitable Identification of Low-Income Students **RCW 28A.185.020**

Update as needed how you address equitable identification of low-income students as required by law RCW 28A.185.020.

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

   Abbey Reynolds

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

   OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

   Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2020-21 identification cycle.

   Implementation of the CLED (Culturally Linguistically and/or Economically Diverse Scale.
   Communicating in multiple Languages.
   For students who are stronger in Spanish, use Spanish audio for the CogAt-7.
   Look for rapid growth on the ELPA 21.
   Continue to test during the school day.
   Visit staff meetings to train staff in recognizing gifted indicators.
   Info included in enrollment packets.

Criteria for Identification **RCW 28A.300.770**

Explain how you address criteria for identification as required by RCW 28A.300.770.

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2020-21 identification cycle.**

   LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

   a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.

b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.

c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment**. These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.

d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

The above will be implemented.

4. **Briefly outline actions that were conducted or planned in 2019-20 school year to identify students for Highly Capable services in light of school closures resulting from COVID-19.** For example, district may have completed identification during school year following typical practice; district may complete identification in summer of 2020 using existing data; district may conduct assessments in summer 2020 and complete identification; district may conduct identification at start of 2020-21 school year to identify and serve as soon as possible in 2020-21 school year.

All identification of students for the HCP was completed in February 2020, before the school closures.

TO: Board of Directors

FROM: Garn Christensen, Superintendent
           Vicki Trainor, Executive Director of Human Resources

SUBJECT: Public School Employees of Eastmont (PSE) Collective Bargaining
           Agreement – Recommendation for Board Ratification

DATE: September 14, 2020

CATEGORY
☐Informational   ☐Discussion Only   ☐Discussion & Action   ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION
The current three (3) year agreement between Public School Employees of Eastmont
(PSE) and the District expired August 31, 2020. PSE and the District have a Tentative
Agreement to extend the current contract for one (1) year.

For this one year contract extension, the District and PSE agree to increase wages by
the 1.6% IPD (Implicit Price Deflator) funded by the State.

All provisions of the collective bargaining agreement shall remain in full effect until
August 31, 2021. Bargaining for a successor agreement will commence in the spring
of 2021.

ATTACHMENTS   **FISCAL IMPACT**
☒None   ☒Personnel

RECOMMENDATION
The administration recommends the Board ratify the Public Schools Employees of
Eastmont (PSE) Collective Bargaining Agreement.

TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Resolution No. 2020-13 Suspension of Policies and District Reopening

DATE: September 14, 2020

CATEGORY
☐Informational   ☐Discussion Only   ☐Discussion & Action   ☒Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION
WSSDA recently created the enclosed draft Resolution No. 2020-13 Suspension of Policies and District Reopening. This resolution is similar to Resolution No. 2020-01 Resolution of Suspension of Policy in Emergencies that was approved by the Board on March 23, 2020. Resolution No. 2020-01 expired on the last day of the 2019-20 school year.

Both resolutions are designed to allow boards to suspend provisions of board policies, and/or whole policies, as necessary to implement official guidance in response to COVID-19.

ATTACHMENTS
☒Draft resolution

FISCAL IMPACT
☒None at this time

RECOMMENDATION
The administration recommends the Board adopt Resolution No. 2020-13 Suspension of Policies and District Reopening as presented.

RESOLUTION NO. 2020-13

SUSPENSION OF POLICIES AND DISTRICT REOPENING

WHEREAS, on February 29, 2020, the 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 implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including adopting, revising, and suspending local board policies;

WHEREAS, on February 29, 2020, the 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 implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19);

WHEREAS, on March 13, 2020, Governor Inslee ordered 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 Eastmont School District Board of Directors (the Board) has adopted Policy 3432 Emergencies, which acknowledges total and partial school closure in response to a pandemic/epidemic and designates the District Superintendent or a designee to act as a liaison for the school district to ensure the health and safety of students, staff, and the community;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

WHEREAS the Board has adopted a reopening plan for the 2020-2021 school year, which plan addressed the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction's June 11, 2020 official guidance for reopening Washington schools.

WHEREAS the actual reopening of district schools, as well as the ability to maintain a specific model of instruction, is subject to the changing health conditions in our county, which could prevent the district from implementing its opening plan or require the district to return to remote learning;

- DRAFT -

WHEREAS on August 26, 2020, the Governor issued Proclamation 20-70, amending his February 29, 2020 Proclamation of Emergency, noting the need "to extend all of the prohibitions and each expiration date therein until the state of emergency is rescinded, except to allow schools to re-open as provided in Proclamation 20-09.2 and subject to the requirements of the Re-opening K-12 Fall 2020-2021 Guidance document, that allows local health departments and school districts to decide if and how they will allow students to return to the classroom;"

NOW THEREFORE, BE IT RESOLVED, until December 31, 2020, the Board hereby suspends provisions of its board policies and/or whole policies, as identified by the District Superintendent or designee, if such suspension is necessary to implement the adopted reopening plan or is necessary for ongoing compliance with written guidance from the Department of Health, the Department of Labor and Industries, or the Office of Superintendent of Public Instruction relating to safely reopening schools while containing COVID-19. The District Superintendent will timely report to and consult with the Board, as feasible and appropriate, regarding efforts to implement the reopening plan and the limitations thereon;

BE IT FURTHER RESOLVED that the Board directs that the plan be posted on the District's website two weeks prior to the reopening of school. The Board recognizes that the circumstances related to reopening schools safely are mutable, and the reopening plan requires monitoring and possible revision. Therefore, the District Superintendent will monitor the reopening plan throughout the 2020-2021 year, and the District will revise and update the reopening plan as needed.

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.

ADOPTED by the Board of Directors of Eastmont School District No. 206, Douglas County, Washington, at a regular meeting thereof, held on September 14, 2020, with the following Directors being present and voting thereon.

ATTEST: BOARD OF DIRECTORS

_____   _____
Garn Christensen, Secretary to the Board   Dave Piepel, Board President

_____   _____
Date   Annette Eggers, Board Vice President

                                                            _____
                                                              Whitney Smith, Board Member

                                                            _____
                                                              Meaghan Vibbert, Board Member

                                                            _____
                                                              Cindy Wright, Board Member

DRAFT

To:	Board of Directors
From:	Cindy Ulrich, Executive Director of Financial Services
Date:	September 9, 2020
Subject:	Monthly Student Enrollment Report

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

Headcount and Actual FTE Reported in P223H & P223:
Although August 26th was the first day of school in Eastmont, September 4th was the official count date as this was the fourth school day in September.

Total student headcount reported, including Alternative Learning Enrollment enrolled in Eastmont Virtual Academy (ALE) program, is 5,848. This is a decrease of 217 students (-3.5%) from the total reported in September 2019 (6,065).

Total student FTE reported, including ALE, is 5,775. This is a decrease of 115 FTE from the total FTE reported in September 2019 and a decrease of 157.5 FTE (-2.6%) from the actual average FTE (AAFTE) for the 2019-2020 school year.

Below is a table that provides a five-year history of first month FTE, by grade span. Kindergarten enrollment is 143 students less than prior year, and 94 students less than budgeted as a result of the COVID-19 pandemic.
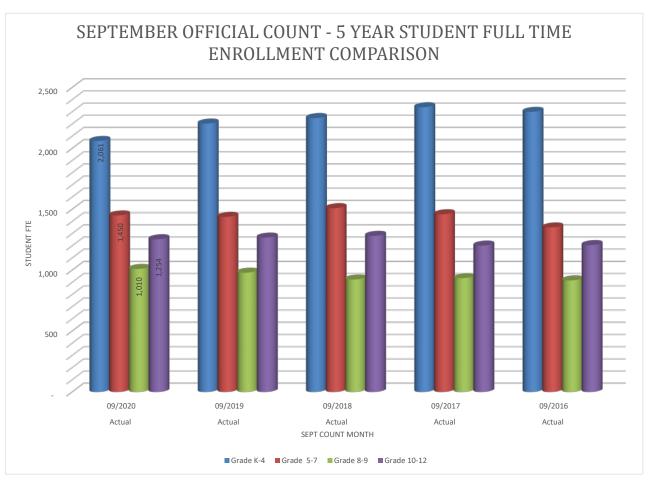
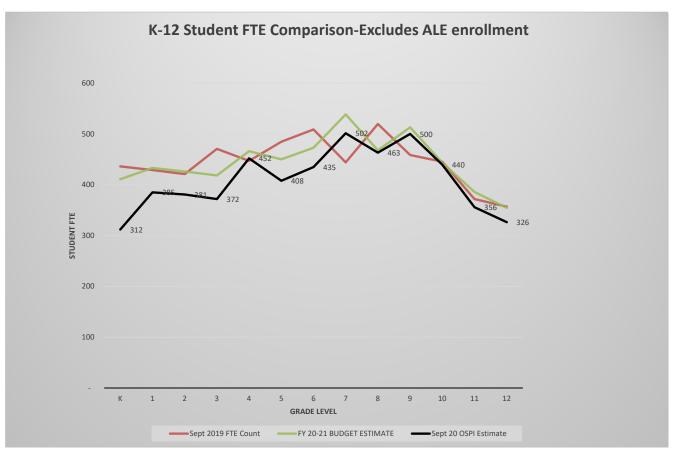| Grade Level	Budget FY 2019-20	Actual 09/2020	Actual 09/2019	Actual 09/2018	Actual 09/2017	Actual 09/2016	Inc/(Dec) Sept-20 to Sept-19	Inc/(Dec) Actual-Budget	% Inc/((Dec) Actual-Budget
K-4 Total	2,155	2,061	2,204	2,249	2,338	2,300	(143)	(94)	-4.34%
5-7 Total	1,461	1,450	1,438	1,509	1,459	1,351	12	(11)	-0.78%
8-9 Total	986	1,010	980	924	934	916	30	24	2.44%
10-12 Total	1,304	1,254	1,268	1,282	1,202	1,206	(14)	(50)	-3.84%
Total	5,906	5,775	5,890	5,965	5,934	5,774	(115)	(16)	-0.28%

Budget to Actual FTE Analysis:
Budgeted K-12 FTE, including ALE program, is 5,906. Total FTE reported for September is 130.9 FTE less than the estimated used for budget development. K-12 student enrollment is 5,331.4 FTE, which is **449.6** FTE **less** than expected. ALE program enrollment is 443.7 FTE and **318.7** FTE **more** than expected.

The following additional information is presented for your review:
- A graph that compares the five prior September count dates to September 2020.
- A graph that compares September 2020 and September 2019 FTE to budget by grade level
- A report that provides detail of enrollment, by building and grade level for all months

SEPTEMBER OFFICIAL COUNT - 5 YEAR STUDENT FULL TIME ENROLLMENT COMPARISON

Legend: Grade K-4 | Grade 5-7 | Grade 8-9 | Grade 10-12

X-axis (SEPT COUNT MONTH): 09/2020 Actual, 09/2019 Actual, 09/2018 Actual, 09/2017 Actual, 09/2016 Actual

Y-axis: STUDENT FTE

Data labels (09/2020): Grade K-4 = 2,061; Grade 5-7 = 1,450; Grade 8-9 = 1,010; Grade 10-12 = 1,254

K-12 Student FTE Comparison-Excludes ALE enrollment

Legend: Sept 2019 FTE Count | FY 20-21 BUDGET ESTIMATE | Sept 20 OSPI Estimate

X-axis (GRADE LEVEL): K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Y-axis: STUDENT FTE

Data labels (Sept 20 OSPI Estimate): 312, 385, 381, 372, 452, 408, 435, 502, 463, 500, 440, 356, 326

Eastmont School District
FY 2020-2021 K-12 Monthly Enrollment FTE by Grade Level
(Includes ALE Program FTE; Excludes CTE & Running Start FTE)

Count Date: **9/4/2020**

2020-2021 AAFTE for Budget	5,906

(OSPI COVID-19 Calculation)	5,932.63

Grade	2020-21 FTE for Budget	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual Average FTE	AAFTE Increase / Decrease from Buget Est.	AAFFTE % variance from Budget	Prior Year AAFTE	Variance from Prior Year AAFTE
K	411	312.00	-	-	-	-	-	-	-	-	-	-	312.00	(99.00)	-24.09%	437.47	(125.47)
1	433	385.00	-	-	-	-	-	-	-	-	-	-	385.00	(48.22)	-11.13%	430.03	(45.03)
2	426	381.00	-	-	-	-	-	-	-	-	-	-	381.00	(45.02)	-10.57%	421.18	(40.18)
3	418	372.00	-	-	-	-	-	-	-	-	-	-	372.00	(46.38)	-11.09%	470.07	(98.07)
4	466	452.00	-	-	-	-	-	-	-	-	-	-	452.00	(13.99)	-3.00%	449.59	2.41
5	450	408.00	-	-	-	-	-	-	-	-	-	-	408.00	(42.00)	-9.33%	477.36	(69.36)
6	473	435.00	-	-	-	-	-	-	-	-	-	-	435.00	(37.97)	-8.03%	543.78	(108.78)
7	538	501.51	-	-	-	-	-	-	-	-	-	-	501.51	(36.96)	-6.86%	475.50	26.01
8	468	463.24	-	-	-	-	-	-	-	-	-	-	463.24	(4.68)	-1.00%	516.19	(52.95)
9	513	500.00	-	-	-	-	-	-	-	-	-	-	500.00	(12.99)	-2.53%	456.36	43.64
10	444	439.52	-	-	-	-	-	-	-	-	-	-	439.52	(4.05)	-0.91%	435.24	4.28
11	386	355.78	-	-	-	-	-	-	-	-	-	-	355.78	(30.17)	-7.82%	360.41	(4.63)
12	355	326.34	-	-	-	-	-	-	-	-	-	-	326.34	(28.21)	-7.96%	334.01	(7.67)
Total Resident Student FTE (Excludes ALE)	**5,781**	**5,331.39**	-	-	-	-	-	-	-	-	-	-	**5,331.39**	**(449.65)**	**-7.78%**	**5,807.20**	**(475.81)**

ALE (Opportunities & HomeField) Program	125	443.69	-	-	-	-	-	-	-	-	-	-	443.69	318.69		125.43	318.26
Total K-12 Enrollment Reported to OSPI	**5,906**	**5,775.08**	-	-	-	-	-	-	-	-	-	-	**5,775.08**	**(130.96)**		**5,932.63**	**(157.55)**

Over/(Under) Budget	(130.96)

Over/(Under) Prior Year Actual AAFTE	(157.55)

Net Change from Prior Month Reporting — -

	Total	ALE	K-12	
Change from September Reporting	-	-	-	0.0%

Total Enrollment Growth from Prior Year	-2.66%

Eastmont School District

FY2020-2021 Monthly Enrollment FTE by Building

Month

Building/Grade	FY 2020-2021 BUDGET AAFTE	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year
Cascade																	
K (Funded Full Day)	93	78.0										78.0	-	(15.0)		103.8	(25.8)
1	103	95.0										95.0	-	(8.0)		102.8	(7.8)
2	102	87.0										87.0	-	(15.1)		97.1	(10.1)
3	99	85.0										85.0	-	(14.3)		114.6	(29.6)
4	113	114.00										114.0	-	1.0		100.2	13.8
5	-	-	-	-								-	-	-		-	-
Total	**510**	**459.00**	-	-	-	-	-	-	-	-	-	459.0	-	(51.4)	-10.07%	518.4	(59.4)
Grant																	
K (Funded Full Day)	93	82.00										82.0	-	(11.0)		93.3	(11.3)
1	92	80.00										80.0	-	(12.4)		88.5	(8.5)
2	88	85.00										85.0	-	(2.7)		91.8	(6.8)
3	91	82.00										82.0	-	(8.9)		109.9	(27.9)
4	110	109.00										109.0	-	(0.9)		107.4	1.6
Total	**474**	**438.00**	-	-	-	-	-	-	-	-	-	438.0	-	(35.9)	-7.57%	490.8	(52.8)
Kenroy																	
K (Funded Full Day)	93	75.00										75.0	-	(18.0)		101.3	(26.3)
1	100	85.00										85.0	-	(15.4)		95.3	(10.3)
2	94	81.00										81.0	-	(13.3)		79.4	1.6
3	92	86.00										86.0	-	(6.5)		87.5	(1.5)
4	111	101.00										101.0	-	(10.5)		111.9	(10.9)
5	-	-	-	-								-	-	-		-	-
Total	**492**	**428.00**	-	-	-	-	-	-	-	-	-	428.0	-	(63.7)	-12.95%	475.3	(47.3)
Lee																	
K (Funded Full Day)	93	49.00										49.0	-	(44.0)		91.5	(42.5)
1	91	81.00										81.0	-	(9.5)		101.2	(20.2)
2	100	89.00										89.0	-	(10.8)		92.3	(3.3)
3	93	84.00										84.0	-	(9.2)		79.9	4.1
4	94	88.00										88.0	-	(6.3)		88.8	(0.8)
Total	**471**	**391.00**	-	-	-	-	-	-	-	-	-	391.0	-	(79.9)	-16.96%	453.6	(62.6)
Rock Island																	
K (Funded Full Day)	39	28.00										28.0	-	(11.0)		48.1	(20.1)
1	47	44.00										44.0	-	(3.0)		42.1	1.9
2	42	39.00										39.0	-	(3.1)		41.9	(2.9)
3	42	35.00										35.0	-	(7.4)		37.4	(2.4)
4	37	39.00										39.0	-	1.7		40.6	(1.6)
Total	**208**	**185.00**	-	-	-	-	-	-	-	-	-	185.0	-	(22.8)	-10.97%	210.1	(25.1)

FY2020-2021 Monthly Enrollment FTE by Building

Month

Building/Grade	FY 2020-2021 BUDGET AAFTE	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year
Sterling																	
K (Funded Full Day)	-	-	-	-								-	-	-		-	-
1	-	-										-	-	-		-	-
2	-	-										-	-	-		20.0	(20.0)
3	-	-										-	-	-		42.1	(42.1)
4	-	1.00										1.0	-	1.0		0.0	1.0
5	225	192.00										192.0	-	(33.0)		244.7	(52.7)
6	243	223.00										223.0	-	(20.4)		287.3	(64.3)
7	284	260.51										260.5	-	(23.1)		260.7	(0.2)
8	-	-	-	-	-	-						-	-	-		-	-
9	-	-	-	-	-	-						-	-	-		-	-
Total	**752**	**676.51**	-	-	-	-	-	-	-	-	-	**676.5**	**-**	**(75.5)**	**-10.04%**	**854.9**	**(178.4)**
Clovis Point																	
5	225	216.00										216.0	-	(9.0)		231.1	(15.1)
6	230	212.00										212.0	-	(17.5)		257.5	(45.5)
7	255	240.00										240.0	-	(14.9)		213.3	26.7
Total	**709**	**668.00**	-	-	-	-	-	-	-	-	-	**668.0**	**-**	**(41.4)**	**-5.83%**	**701.9**	**(33.9)**
EJHS																	
5	-											#DIV/0!	-			1.0	#DIV/0!
6	-											#DIV/0!	-			-	#DIV/0!
7	-	1.00										1.0	-	1.0		-	1.0
8	468	463.24										463.2	-	(4.7)		518.1	(54.9)
9	513	499.00										499.0	-	(14.0)		457.5	41.5
10	-	4.00										4.0	-	4.0		4.1	(0.1)
11	-											#DIV/0!	-	#DIV/0!		-	#DIV/0!
12	-	1.00										1.0	-	1.0		1.0	-
Total	**981**	**968.24**	-	-	-	-	-	-	-	-	-	**968.2**	**-**	**#DIV/0!**	**#DIV/0!**	**981.69**	**#DIV/0!**
EHS																	
8												#DIV/0!	-			0.8	#DIV/0!
9	-	1.00										1.0	-	1.0		-	1.0
10	444	435.52										435.5	-	(8.1)		434.0	1.5
11	386	355.78										355.8	-	(30.2)		363.1	(7.4)
12	355	325.34										325.3	-	(29.2)		337.7	(12.3)
Total	**1,184**	**1,117.64**	-	-	-	-	-	-	-	-	-	**1,117.6**	**-**	**(66.4)**	**-5.61%**	**1,135.6**	**#DIV/0!**
K-12 Variance														#DIV/0!			
ALE-EASTMONT VIRTUAL ACADEMY PROGRAM																	
K	-	28.0	-	-	-							28.0	-	28.0		-	28.0
1	-	37.0	-	-	-							37.0	-	37.0		-	37.0
2	-	33.0	-	-								33.0	-	33.0		-	33.0
3	-	33.0										33.0	-	33.0		-	33.0
4	-	28.0										28.0	-	28.0		0.1	27.9
5	-	33.79										33.8	-	33.8		2.0	31.8
6	-	35.00										35.0	-	35.0			35.0
7	-	36.79										36.8	-	36.8		1.3	35.5
8	-	20.27										20.3	-	20.3		1.6	18.7
9	5	22.50										22.5	-			2.5	20.0
10	15	22.48										22.5	-			14.6	
11	30	36.26										36.3	-	6.3		37.8	(1.5)
12	75	77.60										77.6	-	2.6		63.3	14.3
Total	**125**	**443.69**	-	-	-	-	-	-	-	-	-	**443.7**	**-**	**318.7**	**254.95%**	**123.2**	**312.7**
Total Monthly Variance													-	#DIV/0!			
K-4 Total	**2,155**	**2,061.00**	-	-	-	-	-	-	-	-	-	**2,061.00**				6,053.41	
K-12 Total	**5,906**	**5,775.08**	-	-	-	-	-	-	-	-	-	**5,775.08**					

Eastmont School District #206   Relationships, Relevance, Rigor, and Results
K-12 Curriculum Adoption Cycle & History for 2020-21

Projected Adoption Cycle			
Subject(s)	**Research / Pilot Year**	**Implementation Year**	**Estimated Cost**

Health/PE (K-12)
Social Studies (K-12)
Foreign Language (9-12)
Reconfiguration –
  (PE, Music, Library,
   New classroom curriculum
   and furniture)
	2019-2020	2020-2021	$700,000

Music/The Arts (K-12) Science (9-12)	2020-2021	2021-2022	
<None>	2021-2022	2022-2023	
ELA (K-12)	2022-2023	2023-2024	

Previous Adoptions	
Subject	**Implementation Year**
None	2019-2020
Mathematics (K-5), Science (K-5)	2018-2019
Mathematics (6-12), Science (6-8)	2017-2018
ELA (K-5): Wonders (K), Journeys (1st-5th)	2016-2017
ELA (6-12)	2015-2016
Science (9-12)	2014-2015
<None>	2013-2014
Music (K-12)	2012-2013
Foreign Language (9-12)	2011-2012
Reading	2010-2011
PE/Health (K-12), Calculus	2009-2010
Math (K-12), Social Studies (8-12)	2008-2009
Science (6-12), Social Studies (8-12)	2007-2008
Science (K-5)	2006-2007

Eastmont School District #206 Relationships, Relevance, Rigor, and Results
Professional Development Report for 2020-21

District Goal/Strategy/Activity	Professional Development	Progress to date
Provide online on Demand Professional Development	Global PD (Solution Tree)	• Licenses purchased for all certificated staff.
Hire Elementary and Secondary PD Coordinators	August Institute and other PD.	• Implemented.
GLAD Instruction	K-6 Coordinator offers support, coaching, and regular training.	• Implemented.
PD for Remote Instruction	Google Apps (Meet, Classroom, Apps) Chromebooks, Screencastify, Lightspeed	• Ongoing.

Staff Needs Assessment

Highest Need	Training Offered
Technology	Google Apps and Google Classroom, new website software, Chromebooks
Evaluation Training	CEL 5D+ training is continuing for new hires. All admin received refresher
GLAD	K-12 GLAD, On-going support sessions, time for unit creation: "Make and Take"
PBIS	Positive Behavior Intervention Systems (PBIS). Mental Health First Aid Classroom Management, PBIS practical use training during August Institute
Elementary	New Science Kits, Social Emotional learning
Secondary	Vertical Alignment Mtgs, Trimesters, Social Emotional Learning, Reconfiguration
Special Education	IEP writing, Right Response Training, Autism, RTI at the Secondary Level
Poverty	Character Strong, ACES, Mental Health First Aid, UW Autism training
PE/Health	Bigger, Faster, Stronger training for Teachers and Coaches
Spanish	Full Immersion
Leadership	Math and Science Fellows
PLC	Seattle PLC Conference, on-going (45 attended in August 2019)
Science	Science training for elementary, kit training for newly hired teachers

Goals from previous year
1. Technology Tools for Teachers (Google Classroom, Google Apps).
2. Provide a balance of many options for teachers during the August Institute as well as some training that everyone participates in to promote consistency across the District.
3. Promote and support collaboration (PLC).

Priority areas for improvement
1. Remote Instruction: Tech tools, Engage Students, Build Relationships, Remote Rigor.
2. Reinstitute the Staff Development Committee.