



REVISED 12/13/21

**BOARD OF DIRECTORS
REGULAR MEETING AGENDA**

Monday, December 13, 2021

5:30 p.m. Regular Meeting

**Cascade Elementary School
2330 North Baker Avenue, East Wenatchee**

Due to current restrictions on public gatherings and in support of public safety, Eastmont's Board of Directors' Meeting on Monday, December 13, 2021 will have limited in-person public attendance. These seats are available on a first come, first serve basis with doors open at 5:15 pm.

However, this meeting will be broadcast online with participation available via Webex at:

<https://eastmont206.webex.com/eastmont206/j.php?MTID=mab30635dafb7e3ebe6cb450643646912>

- *When/if requested, the password is: Eastmont*
- *If this link does not connect, please check the website for an updated Webex 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 2021-22 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 regular meeting on Monday, December 13, 2021 beginning at 5:30 p.m. at Cascade Elementary School at 2330 North Baker, East Wenatchee for the purpose of considering and acting upon the following agenda items:

- I. CALL TO ORDER & PLEDGE OF ALLEGIANCE

- II. APPROVE AGENDA/MODIFICATIONS

- III. OATH OF OFFICE — Honorable Brian Huber, Douglas County Superior Court Judge
 1. Jason Heinz – Director District #3, Eastmont Central
 2. Joy Dawe – Director District #4, At-Large

- IV. BOARD RECOGNITION

V. REORGANIZATION OF THE BOARD

Board of Directors will vote on the following positions:

- A. Board President (requires roll call vote)
- B. Vice President (requires roll call vote)
- C. Legislative Representative
- D. WIAA Representative

VI. PUBLIC COMMENT

Comments critical of personnel, students, or volunteers will not be read given privacy concerns. Instead, they will be referred to the Superintendent for further inquiry and possible action. Comments are limited to 3 minutes per person and 10 minutes per topic.

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

VII. INFORMATION

A. Staff Years of Service Recognition — Meaghan Vibbert

- Stephanie Lehman with 20 years in August 2020
- Michelle Lieberg with 20 years in August 2020
- Beth Smith with 20 years in August 2020
- Kim Browning with 30 years in August 2020
- Dena Craig with 20 years in August 2021
- Natalie Dorey with 25 years in August 2021

B. Board News

C. Superintendent News

VIII. BUILDING AND PROGRAM REPORT

A. Cascade Staff Recognition — Meaghan Vibbert

B. Cascade Elementary School Building Report — Kim Browning, Principal

C. Brief Tour of New Construction

IX. 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 November 22, 2021.
- B. Approval of the payment of the bills and/or payroll dated December 13, 2021.
- C. Approval of the Personnel Action Items dated December 13, 2021.
- D. Approval of the School Improvement Plan for Cascade Elementary School.
- E. Approval of NAC Construction Change Order CO #010R.

- F. Approval of the Eastmont Secretaries Association Collective Bargaining Agreement for 2021-2023.
- G. Approval of the Eastmont Paraeducators Association Collective Bargaining Agreement for 2021-2024.
- H. Review of the following policy for First Reading:

| <i>Section</i> | <i>Number</i> | <i>Title</i> |
|----------------|--|---|
| 3000 Students | Policy 3143, along with Deleting Policy 3144, Policy 4314, and Policy 4315 | District Notification of Juvenile Offenders - draft updated title: Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm |
| 3000 Students | New Policy 3225 | School-Based Threat Assessment |

- I. Review of the Monthly Budget Status Update.
- J. Review of the Monthly Student Enrollment Update.

X. REPORT

- A. Transitional Kindergarten Verbal Report — Executive Director Spencer Taylor and Asst. Special Education Director/Preschool Director Ami Collins

XI. FUTURE AGENDA ITEMS

XII. ADJOURNMENT

FUTURE TOPICS – Identified by the Board for further review.

- 1) Superintendent Search
- 2) Training for Board Members in PLC

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

- January 10** Site Visit at Grant Elementary & Regular Meeting at 5:30 p.m.
- January 24** Site Visit at Lee Elementary & Regular Meeting at 5:30 p.m.
- February 7** Regular Meeting (Select Supt. Candidates) at Eastmont Administration Office at 5:30 p.m.
- February 14** Regular Meeting at Eastmont Administration Office at 5:30 p.m.
- February 15-18** Regular Meeting (Possible Interviews) at Eastmont Administration Office at 5:30 p.m.
- February 22-25** Regular Meeting (Possible Interviews) at Eastmont Administration Office at 5:30 p.m.
- February 28** Site Visit at Clovis Point Elementary & Regular Meeting at 5:30 p.m.

Cascade Elementary - School Board Recognition 2021-22

| | |
|----|--|
| 1. | Resilience – Even though the WAKids Kindergarten Readiness data has been trending lower each year, Cascade is intentionally teaching students how to be learners by developing the whole child by using a wrap around approach in the early grades. Example: Ms. Gomez teaches problem solving to all Kindergarten and 1st grade students. |
| 2. | Relevance – Cascade implemented a program called 95% in all tiers of reading instruction with fidelity. This program provides consistent vocabulary, routines, expectations, and explicit instruction, and is based on the Science of Reading. |
| 3. | Relationships – Office referrals from September to November are down from 178 in 2019 to 47 in 2021. Cascade attributes this to the systems in place, staff commitment, training, and most of all to the intentionality of positive relationships with students. |
| 4. | Results – This system is working. <ul style="list-style-type: none">• Cascade’s percentage of intensive students in DIBELS is lower than the District average in all grade levels.• Parent and staff satisfaction survey results were positive in regards to the amount students are learning. |



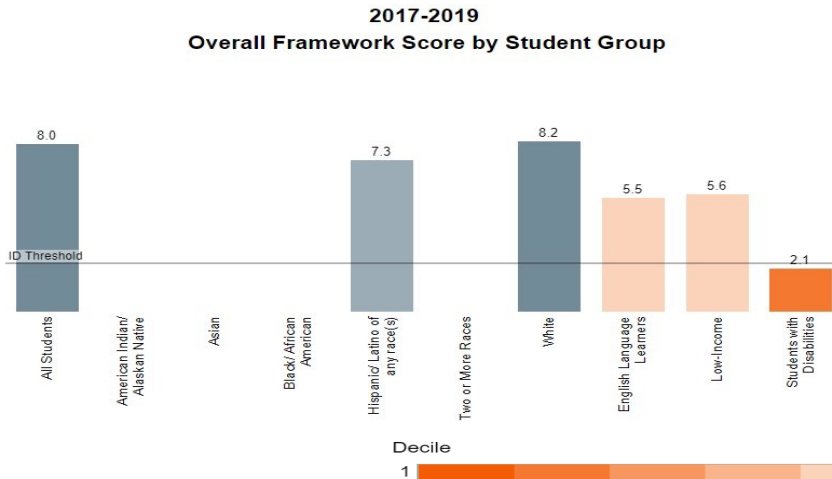
Cascade Elementary Report for 2021-22

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

| Student Demographics and Information (School % / District %) from Prior Years | | | | | | | | | | | | | | | | Staff Information from Prior Years | | | | | |
|---|-----|-------|-------|-------|------|-------|-------|-----|------|------|-------|-------|-------|------|------|------------------------------------|------|------|--------|-------|-----|
| Year | FTE | F & R | H | ELL | M | SpEd | A | MB | HL | D | E1 | E2 | E4 | E6 | E10 | FTE | Cert | Para | Office | Maint | Adm |
| 2016-17 | 520 | 43/56 | 38/46 | 22/19 | 6/12 | 12/12 | /85 | 2/3 | .6/2 | /3.1 | NA | NA | NA | NA | NA | 56.5 | 30 | 21 | 2 | 2 | 1.5 |
| 2017-18 | 522 | 41/59 | 35/47 | 18/18 | 5/11 | 13/13 | /85 | 2/3 | .2/3 | /3.7 | /29 | NA | NA | NA | NA | 54.5 | 30 | 19 | 2 | 2 | 1.5 |
| 2018-19 | 512 | 43/59 | 35/47 | 17/17 | 5/11 | 16/13 | 85/86 | 4/3 | 5/4 | /3.8 | /19 | 0/30 | /17 | /16 | /18 | 55 | 30.5 | 19 | 2 | 2 | 1.5 |
| 2019-20 | 520 | 41/58 | 35/48 | 18/17 | 5/11 | 14/13 | 95/86 | 2/3 | .6/2 | 2/8 | 50/19 | 40/30 | 10/17 | 0/16 | 0/18 | 55 | 30.5 | 19 | 2 | 2 | 1.5 |
| 2020-21 | 458 | 38/56 | 36/50 | 16/17 | 7/10 | 12/13 | 98/92 | 4/3 | 4/2 | NA | NA | NA | NA | NA | NA | 62 | 36 | 26 | 2 | 2 | 2 |

Budget using prior year numbers: \$73,188 + prior year end balance of \$11,940 – expenditures of \$64,243 = year-end balance of \$8,977

Overall School Improvement Scores (Prior 3 years) **Data is up to 2018-19, which was the last complete State testing cycle prior to COVID.**



| | All Students | American Indian/Alaskan Native | Asian | Black/African American | English Language Learners | Hispanic/Latino of any race(s) | Low-Income | Students with Disabilities | Two or More Races | White |
|---------------------------|--------------|--------------------------------|-------|------------------------|---------------------------|--------------------------------|------------|----------------------------|-------------------|-------|
| ELA Proficiency Rate | 69.4% | | | | 28.2% | 53.6% | 51.2% | 27.8% | | 79.6% |
| Math Proficiency Rate | 69.7% | | | | 40.7% | 56.8% | 52.9% | 29.1% | | 77.9% |
| ELA Median SGP | 53 | | | | 49 | 56.5 | 49 | 38.5 | | 48 |
| Math Median SGP | 64 | | | | 63.5 | 62 | 54 | 46.5 | | 66.5 |
| Graduation Rate | | | | | | | | | | |
| EL Progress Rate* | 71.4% | | | | | | | | | |
| Regular Attendance Rate | 91.4% | | | | 93.9% | 94.4% | 88.1% | 82.4% | 88.9% | 89.9% |
| Ninth Grade On Track Rate | | | | | | | | | | |
| Dual Credit Rate | | | | | | | | | | |

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

| District or Building Goal & Supporting Strategy/Activity | Progress/Data |
|---|---|
| Increase the number of students who are reading at grade level by focusing on intentional Tier 1 instruction that also aligns to Tier 2 & Tier 3 instruction. | All K-3 teachers are teaching 95% 5 days per week for 30 minutes each day and have agreed upon certain non-negotiables for the program. Fourth & Fifth grade teachers are also teaching foundational reading skills at their level using 95%. Common terminology, routines, and structures are crucial for struggling readers and EL students. |
| Focus on Math Essential standards by tracking progress over time and being intentional with providing Tier 2 in the classroom. | Without a building math intervention system, teachers have to rely on their own Tier 2 systems in the classroom. We continue to utilize best practices we learned from work with a math consultant last year, will continue to make sure Number Talks are part of all Math Routines, and make sure we continue to teach the agreed upon vertically aligned Problem-Solving types and processes. |
| Develop unit planning and formative assessment practices that lead to change for student learning. | Teachers continue to use the Design in Five practices to create unit plans that identify Essential Standards, complete learning progressions for Essential Standards, and develop/use formative assessments that give students feedback in a timely way. |

**BOARD OF DIRECTORS
REGULAR MEETING MINUTES
November 22, 2021**

CALL TO ORDER & PLEDGE OF ALLEGIANCE

The 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 Kenroy Elementary School Cafeteria at 601 N Jonathan, 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/92554248971>

ATTENDANCE

Present:

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

Participating remotely and in-person:

District staff presenting, community members, and two media personnel

APPROVE AGENDA/MODIFICATIONS

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

MOVED by Director Wright and SECONDED by Director Vibbert to approve the Agenda for November 22, 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. Staff Years of Service Recognition.

The Board recognized with a Certificate of Appreciation:

- Natalie Hoback-Noyd, 20 years (in August 2020)
- Kay Boatright, 20 years
- Fernando Lara, 20 years
- Andrea Roberts, 20 years
- Mary Lopez, 25 years
- Kayalla Riibe, 30 years

B. Board News.

The Board announced the resignation of Board Director Dave Piepel effective November 18, 2021.

Vice President Smith reported she, Director Vibbert, and Superintendent Christensen recently attended the Annual WSSDA Conference in-person. Both directors shared their takeaways from the conference.

C. Superintendent News.

Superintendent Christensen reported teaching a session at the WSSDA Annual Conference and he encouraged the Board to attend any scheduled events at schools when they can.

BUILDING AND PROGRAM REPORT

A. Kenroy Elementary School Staff Recognition.

Vice President Smith recognized Kenroy staff for the following accomplishments:

1. To align with the school vision of equity and inclusive practices, Kenroy staff are focusing on how to better include students with significant cognitive disabilities into general education classes. There are many student success stories in core content classes as well as PE, music, and library.
2. Kenroy has two Multilingual Learning (EL) teachers this year. With opportunities for deeper collaboration and planning, staff is better able to meet student language learning needs.
3. Kenroy intervention staff are using two new structured-literacy programs to help struggling readers: *Wilson Language System* and *Fundations*. These programs use explicit teaching practices and align with the Science of Reading.
4. Kenroy was again awarded an AESD Inclusionary Practices Project Grant to continue understanding Universal Design for Learning (UDL). Staff participating in this project are lead learners in how to provide student access and engagement with core curriculum.

B. Kenroy Elementary School Building Report.

Principal Kristy Daley and Kenroy Elementary School staff shared information on their recent challenges and accomplishments. They answered questions from the Board. The Board also took a brief tour of the new construction.

CONSENT AGENDA

- A. Approval of minutes. The Board of Directors approved the minutes from the hybrid regular meeting held on November 8, 2021. (Correction noted for the minutes regarding Director Piepel providing the Staff Recognition.)
- 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 November 22, 2021:

| Warrant Numbers | Total Dollar Amount |
|---------------------|---------------------|
| 7124358-7124361 | \$919.61 |
| 7124362-7124362 | \$57.62 |
| 7124363-7124364 | \$52.51 |
| 7124365-7124561 | \$391,098.85 |
| 7124439-VOID | \$44.50 |
| 7124562-7124611 | |
| 900128555-900129405 | \$6,836,750.55 |
| 7124612-7124635 | \$1,078,655.10 |

- C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated November 22, 2021 as presented.
- D. Approval of school improvement plan. The Board of Directors approved the School Improvement Plan for Kenroy Elementary School.
- E. Approval of policy. The Board of Directors approved the following policy for second reading/adoption:

| <i>Section</i> | <i>Number</i> | <i>Title</i> |
|--------------------------|-----------------|---|
| 4000 Community Relations | New Policy 4311 | School Safety and Security Services Program |

- F. Approval of resolution. The Board of Directors approved Resolution No. 2021-10 A Resolution Authorizing a Transfer from General Fund to Capital Projects Fund as presented.
- G. Review of the final budget status update. The Board of Directors received the Final 2020-2021 Budget Status Report.
- H. Review of budget status update. The Board of Directors received the Monthly Budget Status Update.

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

The Board also acknowledged this was the last budget status report submitted by Executive Director Cindy Ulrich and were appreciative of her service to Eastmont School District and wished her well.

REPORT

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.

DISCUSSION & POSSIBLE ACTION ITEM

A. Superintendent Search – Posting Brochure.

Northwest Leadership Associates Representatives Sergio Hernandez, Bill Jordan, and Tom Rockefeller participated by Zoom and presented the Board a Superintendent Posting Brochure. The Board provided feedback on the posting.

MOVED by Director Vibbert and SECONDED by Director Smith to approve the Superintendent Posting Brochure from Northwest Leadership Associates with the minor adjustments discussed. The motion CARRIED unanimously.

FUTURE AGENDA ITEMS

None at this time.

ADJOURNMENT

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

The meeting adjourned at 6:47 p.m.

Approval:

_____ Date

_____ Date

TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources
 Kayla Brown, Assistant Director of Human Resources

SUBJECT: Personnel Action Items – Revised

DATE: December 13, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Resignations

The following people have notified us of their plans to resign for the 21-22 school year:

| Last Name | First Name | School | Position |
|-------------|------------|--------|--------------------------|
| Bob | Autumn | EHS | Paraeducator |
| Gonzalez | Roxana | EHS | Paraeducator |
| Gray | Deborah | EJHS | Counselor (End of 21-22) |
| Hendrickson | Colleen | SJHS | Teacher (End of 21-22) |
| Jones | Shae | EHS | Coach-Basketball |
| Keller | Robynne | Kenroy | Teacher (End of 21-22) |
| Kelley | David | SJHS | Teacher (End of 21-22) |
| Leonard | Joanne | EHS | Teacher (End of 21-22) |
| McCarrell | Mitch | EHS | Teacher |
| Ray | Jennifer | Grant | Teacher (End of 21-22) |
| Schall | Amy | SJHS | Teacher (End of 21-22) |
| Southard | Faith | Grant | Paraeducator |
| Womack | Scott | EHS | Gear Up Specialist |

Retirement

The following person has notified us of their plans to retire at the end of 21-22 school year:

| Last Name | First Name | School | Position/Years |
|-----------|------------|--------|------------------|
| Huylar | Steven | EJHS | Teacher/39 years |

New Hires

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

| Last Name | First Name | School | Position |
|-----------|------------|---------------|-----------------------|
| Chang | Shyanne | EHS | Coach-Asst. Wrestling |
| Gonzalez | Maria | Cascade | EL Teacher (.5) |
| Hamsher | Jennifer | SJHS | Coach-Math is Cool |
| Kay | Shelby | District-wide | SLPA |

ATTACHMENTS

None

FISCAL IMPACT

Personnel Expenditure

RECOMMENDATION

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



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors
FROM: Garn Christensen, Superintendent
SUBJECT: School Improvement Plan for Cascade Elementary School
DATE: December 13, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is the School Improvement Plan for Cascade Elementary School for your review.

ATTACHMENTS

School Improvement Plan

FISCAL IMPACT

None

RECOMMENDATION








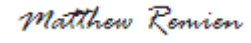



The administration recommends approval of the School Improvement Plan for Cascade Elementary School.



Cascade Elementary

Title 1 Part A - Schoolwide Plan

2021-22

| Planning Team | | | |
|---------------------|-------------------------|--|-----------|
| Name of Team Member | Position/Representation | Signature | Date |
| Joe Gwinn | Chairperson |  | 12/6/2021 |
| Kim Browning | Principal |  | 12/6/2021 |
| Jennifer Robichaux | Assistant Principal |  | 12/6/2021 |
| Griffyn Paine | Teacher |  | 12/6/2021 |
| Molly Ferson | Teacher |  | 12/6/2021 |
| Matt Bergman | Teacher |  | 12/6/2021 |
| Tawnya Mott | Teacher |  | 12/6/2021 |
| Matthew Remien | Teacher |  | 12/6/2021 |
| Bridget Clark | Teacher |  | 12/6/2021 |
| Kristi Mathena | ParaEducator |  | 12/7/2021 |
| Courtney Neville | Parent (non-Staff) |  | 12/7/2021 |

Mission/Vision Statement

We build relationships and empower every student to be knowledgeable, resourceful & successful.
At Cascade we believe all means all!

Culture of Equity Statement

We believe in a system that creates classrooms and a school where excellence is achieved for every student, no matter who that student is or where that student comes from.



Component 1: Comprehensive Needs Assessment:

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

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

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

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

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

Data Studied:

- DIBELS - Fall and progress monitoring
- Perception Data from the District/School 2021 Satisfaction Survey
- SBA - 4th and 5th ELA/Math
- ELPA 21 Data
- Discipline Data - from SWIS and end of the month PBIS reports

→ Fall 2021

- a. All students in Kindergarten through 5th grade were tested using all components of DIBELS to get a composite score for each student. We will DIBELS test again in January and May.
- b. For all students who were intensive according to DIBELS, the RTI team administered diagnostic assessments to determine reading deficiencies and group students with like needs together to provide interventions.
- c. Students in 2nd-5th grades were given the STAR test to look at comprehension.
- d. 4th and 5th grade students were given a shortened version of the SBA in reading and math.

→ November 2021 - School Satisfaction Surveys were distributed to students, parents and staff. Survey data is reviewed by Site Council, staff and PTO.

→ Discipline Data is reviewed monthly at the Grade Level Chair Meetings and a monthly summary is shared with staff.



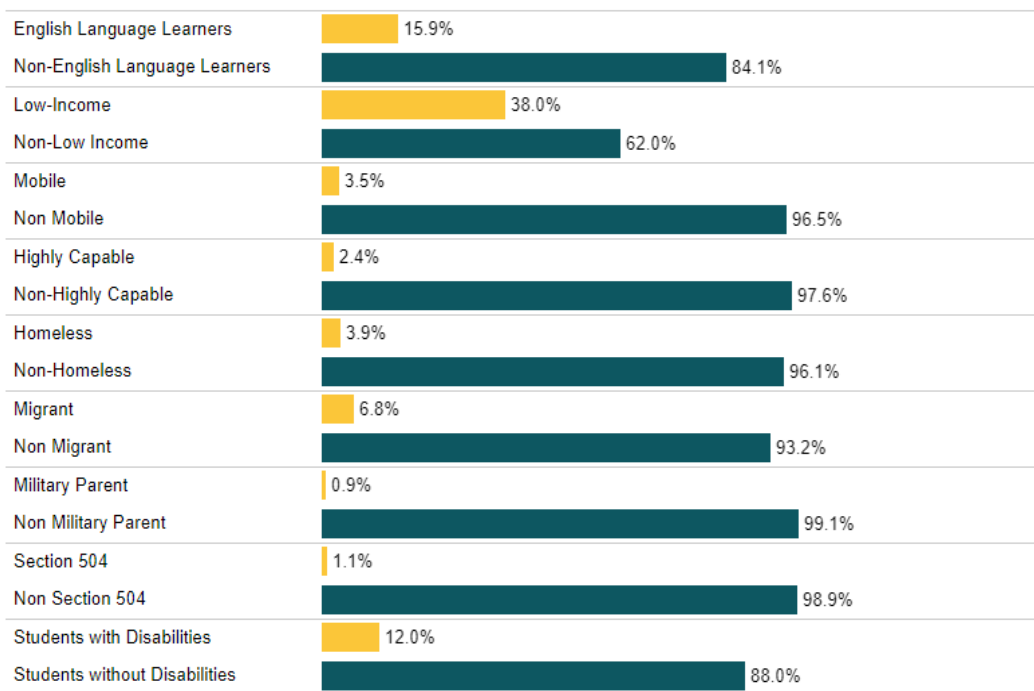
Describe the Demographic trends of your school. (Include grade levels served, enrollment, % of each subgroup)

We were a K-4 school in 2020-21, and are now a K-5 school:

- 458 students attended Cascade Elementary School in the 2020-21 school year, we currently have 520 enrolled.
 - 5th Grade - 101 students; 24-25 in each class
 - 4th Grade – 92 Students; 26 in each class
 - 3rd Grade - 80 Students; 23 in each class
 - 2nd Grade - 90 Students; 22 in each class
 - 1st Grade- 75 Students; 24 in each class
 - Kindergarten - 84 Students; 20-21 in each class
 - EL students - 109 (21%)

How many students were enrolled at the beginning of the school year, by student program and characteristics?

Cascade Elementary
2020-21





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

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

Describe the strengths of your school.

Eastmont Satisfaction Survey - Fall 2021

Number of respondents

- Staff: 64, Students: 122, Parents: 112

Parents:

- 96% of families feel staff are responsive to requests
- 96% feel teachers care about their children
- 95% recommend this school to others
- 95% feel their child is safe at school
- 90% are satisfied with the amount their child is learning and the support their child is receiving

Staff:

- 100% of the staff believe colleagues care about our students
- 97% believe administration has a visible presence and is accessible
- 97% feel staff are responsive to needs and requests
- 95% feel safe, well informed and believe the school maintains high standards for behavior

Students:

- 92% believe teachers care about them
- 86% are satisfied with the amount they are learning
- 85% feel safe at school

Academic Achievement

As a staff, we have established a culture of success. Staff believe that we can and should be the best elementary school in the valley.

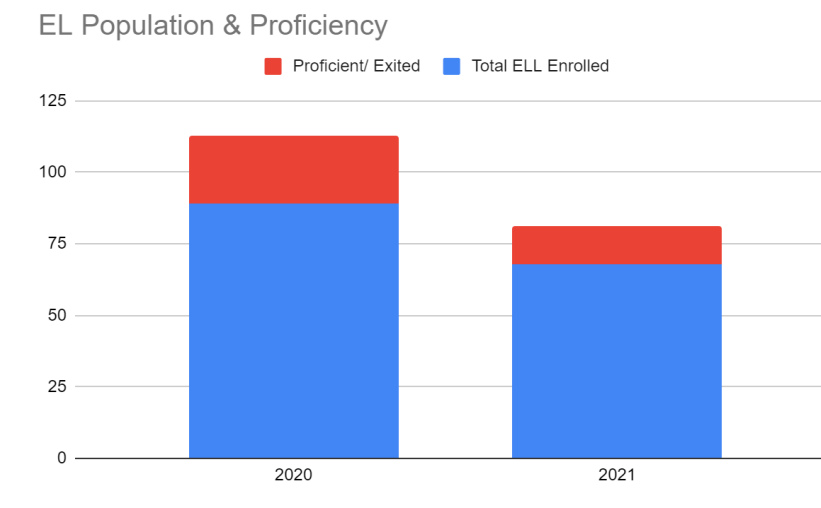
- 100% of our staff are committed to our vision and developing successful students.
- We are committing to 95% of our students being able to read at grade level by the end of this year. To accomplish this, we are focusing primarily on Tier 1 instruction.
 - Kindergarten-3rd grades are all using a structured literacy program called 95% Phonics Instruction 5 days per week for 30 minutes per day. Teachers in these grades have agreed to the non-negotiables of teaching all parts of the program with fidelity.

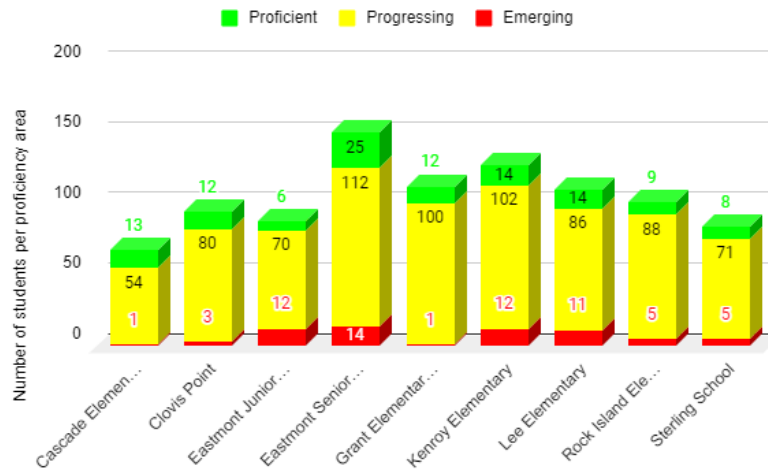


- 4th and 5th grades are also using 95% programs to teach multisyllabic words, greek and latin roots and prefixes/suffixes as part of their foundational reading instruction in Tier 1.
- We are using the Tier 3 program from 95% in our Intervention and Special Education programs.
- Having common terminology, routines and structure across all tiers of instruction is crucial for our struggling readers and EL students to free their brain power to concentrate on making connections in reading, instead of interpreting different programs and structures during the school day.
- We begin writing instruction in Kindergarten and carry high expectations for writing through from grade to grade. It is part of what we do at Cascade.
- This year we started a second high needs special education classroom at Cascade. Inclusionary practices have been part of our culture and continue to be so. All of our Life Skills students join 3rd grade general education PE every day.

Language Acquisition

- At the end of the 2020-2021 school year, we had the highest percentage of exited students (i.e. scored Proficient in English) out of all Eastmont Elementary Schools at just under 20%. This resulted in a lower EL population due in large part to our hard work as a school system. Before distance learning began, we had exited 27% of our EL population in just one year, doubling the state-wide rate in 1st-3rd grades.
- Only 1% of our students scored the lowest level (Emerging), and that 1 student was dual-qualified in both EL and SpEd. Over 95% of our students improved or maintained their scores from the prior year.
- We have a large increase in monolingual (from 2-10) and overall EL students this year, but we were able to increase EL staff by adding a half time teacher in November (welcome, Maria Gonzalez!). We have 5 teachers on staff who have EL Certification and 8 staff members are bilingual.

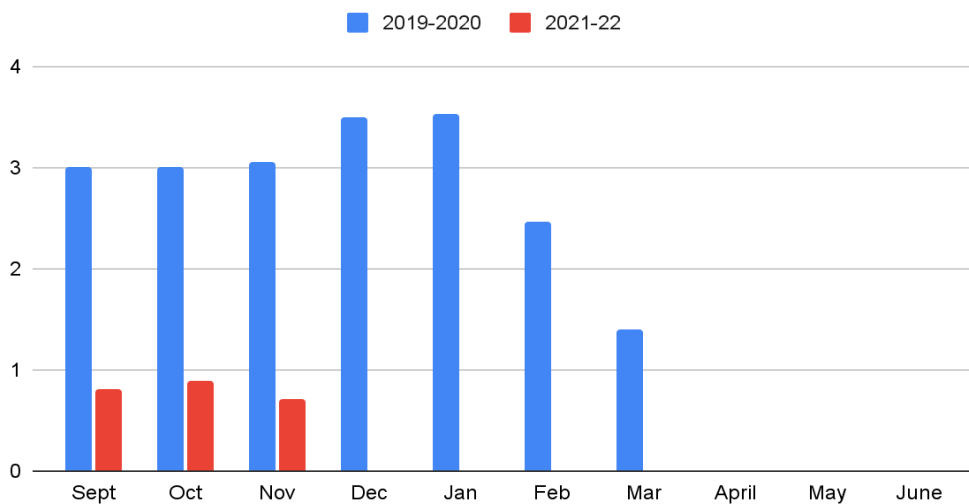




Discipline

- Current school year behavior data reports show that 98% of our students have 0-1 behavior referrals for the first two months of this school year. During 2019-2020, that number was 94%.
- Our school counselor taught conflict resolution lessons to all K/1 students in September, taught anti-bullying lessons to all students in October, taught personal safety lessons to all students in November and also runs small groups for students who need more help with social skills and family issues.
- We adopted Purposeful People, which is part of Character Strong, as our SEL program to support staff and students. In addition, all classrooms have and utilize a Calm Zone and all classrooms have some type of morning meeting. Most teachers are using daily Mindfulness slides created by the counselor for discussion, practice on different types of breathing and other ways to practice mindfulness.

Average Referrals Per Day Per Month



Parent Involvement

- Our PTO came back strong and active this year, even though on campus activities have been limited.



Describe the challenges of your school.

Eastmont Satisfaction Survey - Fall 2021

Number of respondents

- Staff: 64, Students: 122, Parents: 112

Parents:

- Want to come on campus for activities/volunteering, would like grounds to look better, and would like an increase in Music/Art offerings

Staff:

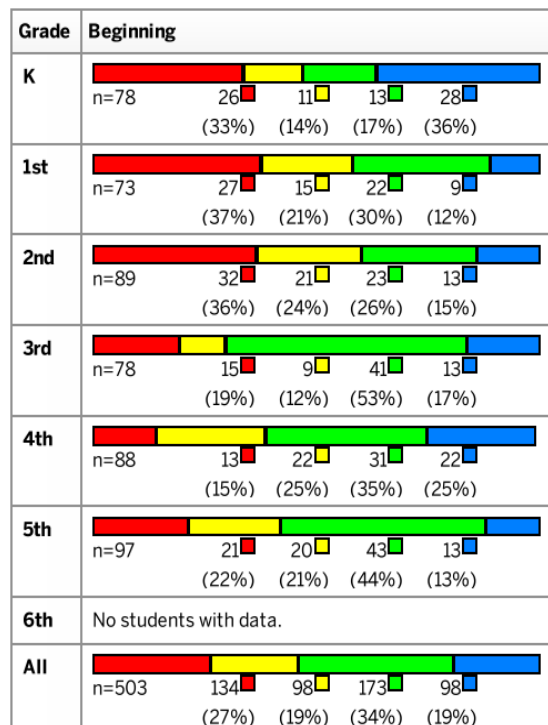
- Indicated a need for more intervention supports in the form of increased staffing and would like grounds to look better

Students:

- Want a longer lunch, more recess, and more variety in lunch options

Academic Achievement Challenges

1. Students are significantly behind academically
 - a. We knew this was coming last spring, which is why we planned to increase our support and focus on our Tier 1 program, because that is where true change occurs.
 - b. Consistent decrease in Kindergarten Readiness scores, even before Covid.
2. Lack of RTI Staff
 - a. 130+ students reading at an intensive level and need intervention support. We only have two certificated teachers to provide services for a student population of 522.
 - b. Lack of staff means we don't have the ability to provide intervention in math beyond Tier 2 in the classroom



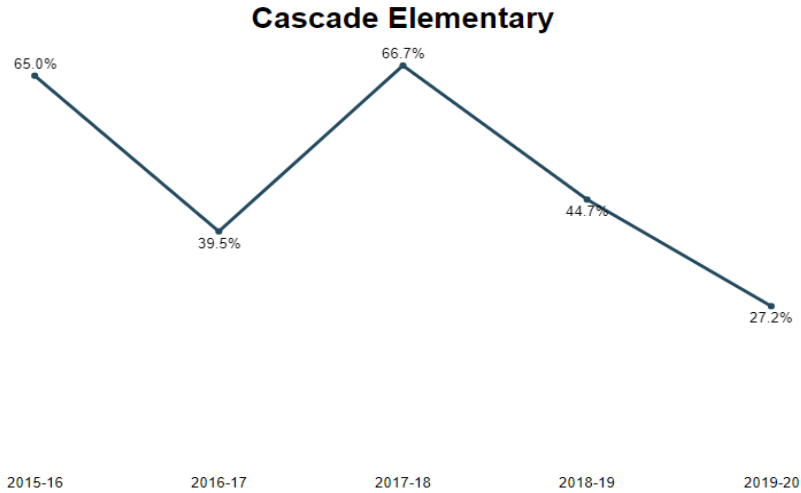
Legend n = Number of Students Intensive Support Strategic Support Core Support Core^ Support
Results Based On DIBELS 8 Composite Score



Kindergarten Readiness

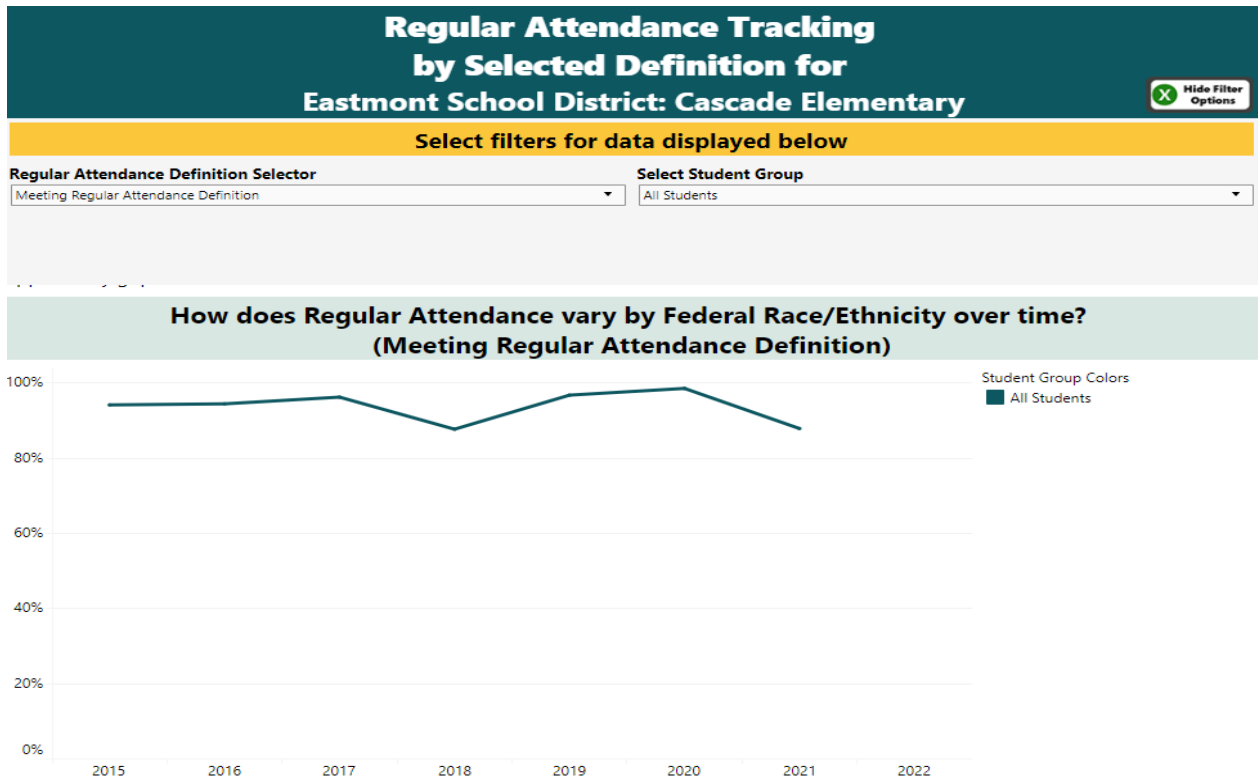
Summary **Trend** By Area Details Range of Skills

What percent of students entered kindergarten ready in all six areas of development and learning, over time?



Student Attendance Challenges

Regular attendance has been a struggle to achieve this year due to required quarantine rules for close contacts and illness.





DISPROPORTIONALITY STUDY
Highly Capable Qualification

Highly Capable Program Enrollment: Equity Analysis
Cascade Elementary
2020-21 School Year

Show Filter Options



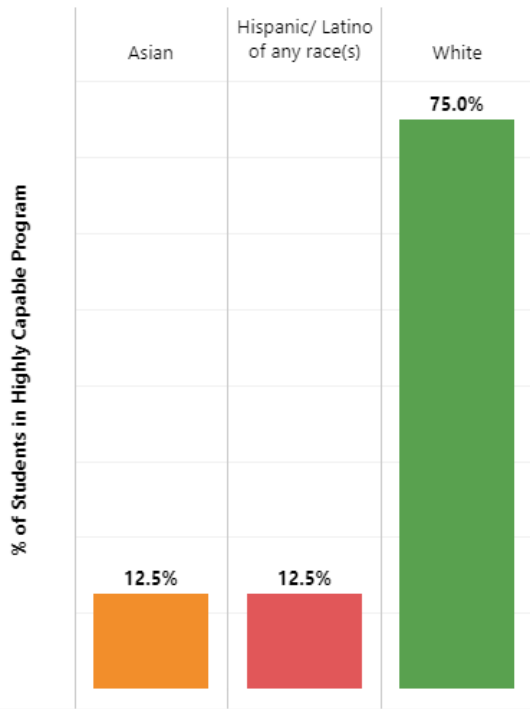
Ensuring educational equity:

Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

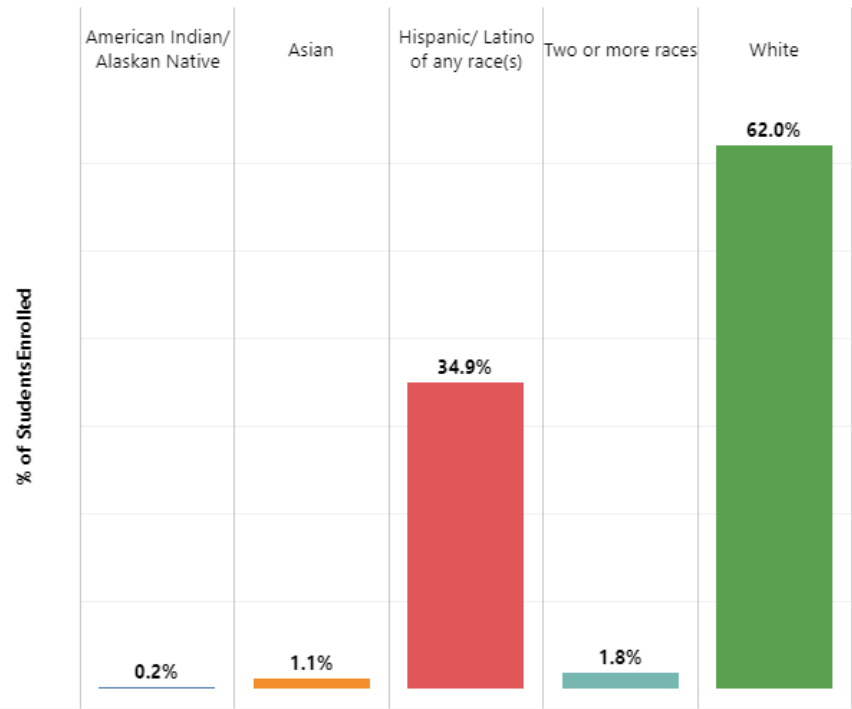
Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Look for gaps between student groups to spot an opportunity to support equity

Enrollment- Highly Capable Program



Enrollment- All Students



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

Effective solutions will include the following:

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



District Goal 2: Instruction

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

Goal 1: Between fall and spring, Grades 1-5 will increase DIBELS benchmark composite scores from 53% benchmark and above to 80% at benchmark and above.

| Action Steps for Goal 1 | | Lead | Progress Notes |
|--------------------------------|--|---------------------------------|---|
| 1 | Test all students in 1st-5th grade in DIBELS | Teachers, RTI staff | Completed by 10/1/2021 |
| 2 | Give diagnostic assessments to all students who are intensive, then put into Tier 3 interventions based on skill deficits | RTI staff | Completed 10/15/2021 |
| 3 | Progress Monitor all intensive/strategic students monthly <ul style="list-style-type: none"> • 1-3 NWF, ORF • 4-5 ORF, Maze | RTI staff Classroom teachers | Ongoing |
| 4 | Ongoing PD in new supplemental curriculum to teach reading foundational skills | Monica | -95% training in October -Train paras in November -PD discussion about fidelity in November |
| 5 | Tier 2 in all grades is based on Foundational Skills: <ul style="list-style-type: none"> • K - LETRS routines, Heggerty • Monolingual K - Spanish Heggerty • 1 - LETRS routines, Heggerty • 2 - LETRS routines • 3 - Heggerty, Multisyllabic Routines • 4 - Heggerty, Multisyllabic Routines • 5 - Vocabulary Surge - Word Work | Monica Classroom Teachers | Ongoing |



District Goal 2: Instruction

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

Goal 2: By May 2022, grades K-5 will increase the number of students who are proficient in the selected Math Essential Standard by a sliding scale (see below).

| Current % of kids | % Increase | Goal % of class |
|-------------------|------------|-----------------|
| 100 | 0 | 100 |
| 90 | 7 | 96 |
| 80 | 15 | 92 |
| 70 | 25 | 87 |
| 60 | 40 | 84 |
| 50 or lower | - | 80 |

$*y = 0.6(1/x) - 0.6$

| Action Steps for Goal 2 | Lead | Progress Notes |
|--|------------------------------------|---|
| 1. Select grade level Essential Standards in Math | Classroom Teachers | 10/1/2021 - Completed, shared in Site Council Binders |
| 2. Track progress monitoring data monthly starting in January a. Math Essential Tracking SC b. Share progress during the first Site Council Meeting each month | Classroom Teachers Site Council | |
| 3. Continue vertical teaming discussions about math problem solving, formative assessment methods, and number talks that were started last year | Classroom Teachers Site Council | |

Component 2: Schoolwide Reform Strategies

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

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



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

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

Reform Strategy 1 - Response to Intervention (RTI) with an emphasis on Tier 1 in Reading

- Kindergarten-3rd grades are all using a structured literacy program called 95% Phonics Instruction 5 days per week for 30 minutes per day.
- 4th and 5th grades are also using 95% programs to teach multisyllabic words, Greek and Latin roots and prefixes/suffixes as part of their foundational reading instruction in Tier 1.
- We are using the Tier 3 program from 95% in our Intervention and Special Education programs.

How will it strengthen the core reading programs?

- Having common terminology, routines and structure across all tiers of instruction is crucial for our struggling readers and EL students to free their brain power to concentrate on making connections in reading, instead of interpreting different programs and structures during the school day. This tight alignment is crucial for struggling students and for those who are acquiring academic language.
- We begin writing instruction in Kindergarten and carry high expectations for writing through from grade to grade. It is part of what we do at Cascade.

2021-22 Action Plan/Next Steps:

- Teachers in K-3 grades have agreed to the non-negotiables of teaching all parts of the 95% program with fidelity. They receive ongoing training and feedback with Monica Tun.
- Classified staff who work in these classrooms are also receiving training.
- 4th and 5th grade teachers receive support with Monica as they are learning advanced word work routines.
- Teachers in every grade level have committed to progress monitoring below benchmark students on a monthly basis in targeted components of Dibels.
- Teachers are also progress monitoring 95% lessons using the end of unit assessments to determine Tier 2 groups and ongoing academic needs.
- Following the RTI at Work model, classroom teachers are responsible for implementing targeted Tier 2 instruction in the classroom. Our teachers understand and do this. Monica is able to support their work and understanding.



Reform Strategy 2 - Engage positively in Professional Learning Communities (PLC's)

- Revisit Mission, Vision and Collective Commitments at the August Retreat
- Grade levels confirm Essential Standards in reading and math
 - What do we guarantee students will learn, what will we intervene on, and how will we communicate this to parents?
- Develop, score, analyze common formative assessments for essential standards.
- Create learning progressions for each standard that focus reteaching/extensions during Tier 2

How will it strengthen the core reading, mathematics and/or science programs?

Teachers meet weekly to answer the four critical questions in their content areas:

1. What do we want our students to learn?
2. How will we know they have learned it?
3. What will we do if they do not learn it?
4. What will we do if they have already learned it?

2021-22 Action Plan/Next Steps:

- Site Council will track the work of PLC's through shared evidence to promote vertical alignment and consistency.
 - Teams develop and share: norms, essentials, and how they are currently assessing essentials
 - Send teachers to PLC conference in Seattle 2022

Reform Strategy 3 - Positive Behavior Intervention Support (PBIS)

- Develop productive citizenships
- Social skills/character traits/SEL
- Promote anti-bullying
- Celebrate student success

How will it strengthen the core reading, mathematics and/or science programs?

2021-22 Action Plan/Next Steps:

- Re-create PBIS committee by having Grade Level Chairs as the PBIS reps.
- Ensure all classrooms have Classroom Plans for explicitly teaching classroom behaviors.
- Teach/review common area expectations - teach recess expectations, review after breaks
- Track behaviors using SWIS data collection.
 - Data team analyze behavior data bi-monthly
 - Share one page overview monthly at Grade Level Chair Meeting, they chair w/teams
- Focus on Tier 2 Intervention Plans with fidelity of tracking data and following the plan
- Celebrate with monthly Student of the Month based on character trait, weekly Super Cub drawing, Student Growth Parade, Positive Principal Phone Call



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

We are meeting with the preschool staff to develop a better transition process for incoming Kindergarteners. We are requesting that preschool staff visit a Kindergarten class for part of a day to get a feel for what an entire day of Kinder looks like and feels like. We are already attending IEP meetings for incoming students on an IEP.

In addition, at the beginning of the year, kindergarten teachers meet individually with each family to review kindergarten curriculum and student expectations. At this time initial assessments are administered.

We will not need to transition our 5th grade students as they will be staying with us for 6th grade next year.

How will the school enrich and accelerate the curriculum?

- All teachers differentiate during workshops in reading and math
- Intentional Reading Workshop at K-2; Walk to Read Intervention at 3rd-5th grades
- Highly Capable classes are 125 minutes once per week
- Supplemental resources: Zearn, AR, Lexia, MobyMax, Reading Eggs
- Monday morning clubs: Student Leadership, Art Club, Math Club, Game Club, Spanish Club, Sign Language Club, Book Club, and Beyblades Club
- Math is Cool for 4th/5th grades

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

- See above
- Intentional and robust reading intervention plan and implementation
- Some students attend workshops in a different grade level to gain skills they are lacking
- Our most struggling 1st and 2nd graders are getting double and triple doses of intervention to more closely meet their needs

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

- We use Parent Square to contact families and invite two way communication:
 - Principal sends out short reminders about upcoming events and shares our story on Facebook
 - Assistant Principal sends out information on Character Traits and how families can engage in the monthly trait
 - Teachers send classroom information
- We are engaging families in a community One School One Book reading experience
- We invited input through the perception survey
- Family events have been limited up to this point so we have tried to engage virtually through Facebook and Parent Square.
 - Post pictures of our Character Trait winners



- Post pictures of school events, like dress up days
- Post video of our Growth Parade
- We are preparing for our first family events on campus and hopeful that parents and students will enjoy these experiences safely.

Component 3: Activities to Ensure Mastery

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

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

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

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

- DIBELS to screen all students in reading in every grade level.
- STAR Reading as a screening tool in 2nd-5th grades
- RAN/RAS for K/1 as part of the Dyslexia screening requirement
- PASI/PSI Diagnostics are used for students who score intensive in reading
- PLC Data Review of Common Assessments
- SRSS in October and May to screen all students for intrinsic and extrinsic characteristics that could be problematic. This will help inform Social Skills groups.

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

- Monthly Progress Monitoring- STAR and DIBELS
- Data Meetings
- ESGI
- Essential Standards
- CBA's
- Teacher Formative Assessments
- Learning Progressions for all Essential Standards continue to be a work in progress



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

- After DIBELS screening all intensive/strategic students are screening using the PASI/PSI to determine instructional holes. Most intensive students are placed into instructional groups for intervention.
- Data meetings are held five times per year.
 - Fall - discuss programs (RTI, EL, SPED), group students for intervention, and discuss students that are identified as a concern by teachers.
 - December - look at progress monitoring data of both intensive and strategic groups. Share strategies, discuss changes, discuss students that are identified as a concern.
 - February - share program information (RTI, EL, SPED), group students based on January benchmark data, and discuss students that are identified as a concern by teachers.
 - April - look at progress monitoring data of both intensive and strategic groups. Share strategies, discuss changes, discuss students that are identified as a concern.
 - End of May - look at May benchmark data, discuss grouping students for next year
- PLC to collectively look at classroom data. Instruction is created based on student need according to formative and summative data.

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

- Tier 1 - All students receive instruction on grade level standards.
 - Top priority and we do everything in our power to keep this time uninterrupted.
 - Vast majority of teaching and learning occurs in Tier 1
 - Teachers have identified Essential Standards and developed formative assessments of those standards.
 - Teachers differentiate/scaffold for students
- Tier 2 - Some students require a different form of instruction and a smaller group to show proficiency on the grade level essential standard.
 - Small group reteaching of standards that weren't mastered in Tier 1
 - Reteaching is done in class with both the teacher and/or para
- Tier 3 - Targeted small group instruction for students below grade level based on school wide assessments.
 - Foundational skill instruction is targeted in groups of 2-5 to address skill deficits from previous grade levels



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

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

| Program | Allocation | How the funds will be used to implement the Schoolwide Plan. |
|----------|------------|--|
| BEA | | |
| Title IA | \$23,000 | Teacher training for 95% Reading, reading materials, license for Reading Eggs, and PLC conference in Seattle |



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: NAC Construction Change Order CO #010R
DATE: December 13, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is NAC Change Order CO#010R. In preparing this Change Order, NAC combined six individual Construction Change Directives (CCD) into one Change Order for a total invoiced amount of \$79,017.67.

Per Board Policy 6957 Construction Change Orders, “the Board grants the Superintendent authorization to approve change orders that do not exceed \$50,000. If over this amount, the Board will take formal action on such requests at the next Board meeting.”

Executive Director Cindy Ulrich and Maintenance and Facilities Director Seann Tanner have both recently reviewed Change Order CO#010R and recommend approval.

ATTACHMENTS

CO#010R

FISCAL IMPACT

Capital Projects Fund

RECOMMENDATION

The administration recommends the Board authorize approval of NAC Construction Change Order CO#010R for payment.



Change Order

To: MH Construction, Inc.

CO #: 010R

Project: Eastmont SD Elementary School Additions

Date: 11/24/2021

NAC Project No: 111-18015-CA

Owner Project No: N/A

After signature by Owner and Architect, the following changes are formally included in your contract, dated January 07, 2020 , with Eastmont School District No. 206 for the above referenced project.

See Page 2 for itemized list of Changes included in this Change Order.

| | |
|---|-------------------------------|
| The Original Contract Sum was | <u>\$22,965,000.00</u> |
| The Net change by previously authorized Change Orders | <u>\$225,436.07</u> |
| The Contract Sum prior to the Change Order was | <u>\$23,190,436.07</u> |
| The Contract Sum will be <i>increased</i> by this Change Order by | <u>\$79,017.67</u> |
| The new Contract Sum including this Change Order will be | <u>\$23,269,453.74</u> |
| The Contract Time will be <i>unchanged</i> by <u>0</u> Calendar Days. | |
| The new date of Substantial Completion will be <u>August 11, 2021</u> . | |

AMOUNTS DO NOT INCLUDE SALES TAX

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR, AND OWNER

NAC Architecture

ARCHITECT (Firm Name)

 John Vega 

SIGNATURE

 John Vega, Construction Admin

PRINTED NAME & TITLE

 11/24/2021

DATE

MH Construction

CONTRACTOR (Firm Name)

 Adam Smith 

SIGNATURE

 Adam Smith, PM

PRINTED NAME & TITLE

 11/24/2021

DATE

EASTMONT SCHOOL DISTRICT

OWNER (Firm Name)

SIGNATURE

PRINTED NAME AND TITLE

DATE



| Description | Amount |
|---|---------------|
| CCD-004 - SSI and SSO Added HVAC Split System at LEE | \$15,059.92 |
| CCD-005 - Coiling Dr Power and Switching at LEE, CAS & RI | \$6,423.29 |
| CCD-006 - Power to Hot and Cold Mix Valves at LEE, RI, CAS & KNRY | \$2,261.18 |
| CCD-007 - Electrical Revisions at Lee, RI & RI | \$23,910.36 |
| CCD-009 - Fire Alarm Voice Sys Extension at CAS | \$29,782.74 |
| CCD-012 - Canopy Downspout Tie-Ins at CAS | \$1,580.18 |

| | | |
|-----------------------|-----|--------------------|
| Sum of Changes | add | \$79,017.67 |
|-----------------------|-----|--------------------|



TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources
 Kayla Brown, Assistant Director of Human Resources

SUBJECT: Eastmont Secretary Association (ESA) Tentative Agreement 2021-23

DATE: December 13, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Eastmont Secretary Association (ESA) recently ratified their collective bargaining agreement for 2021-2023.

| ESA | 2-year agreement: September 1, 2021 – August 31, 2023 |
|-----|---|
| | <ul style="list-style-type: none"> • Year 1: IPD + 3% salary increase • Year 2: IPD + 1% salary increase • Holidays: <ul style="list-style-type: none"> ○ Additional one (1) day (Juneteenth) • Certification Stipends: <ul style="list-style-type: none"> ○ Google Educator 1 ○ Google Educator 2 ○ Microsoft ○ Bilingual/Biliterate • Clock Hour Stipend <ul style="list-style-type: none"> ○ Once per year-\$200 for 15 clock hours earned |

ATTACHMENTS

None

FISCAL IMPACT

Personnel

RECOMMENDATION

The administration recommends the Board ratify the Eastmont Secretary Association (ESA) Tentative Agreement 2021-2023.



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources
Kayla Brown, Assistant Director of Human Resources

SUBJECT: Eastmont Paraeducators Association (EPA) Tentative Agreement 2021-24

DATE: December 13, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

The Eastmont Paraeducator Association (EPA) is scheduled to ratify their collective bargaining agreement for 2021-2024 the afternoon of Monday, December 13, 2021. More information will be provided to the Board at Monday night's Board Meeting.

ATTACHMENTS

None

FISCAL IMPACT

Personnel



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
Matt Charlton, Assistant Superintendent Secondary Education

SUBJECT: Review of the following policy for first reading:

| <i>Section</i> | <i>Number</i> | <i>Title</i> |
|----------------|--|---|
| 3000 Students | Policy 3143, along with Deleting Policy 3144, Policy 4314, and Policy 4315 | District Notification of Juvenile Offenders - draft updated title: Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm |
| 3000 Students | New Policy 3225 | School Based Threat Assessment |

DATE: December 13, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Assistant Superintendent Secondary Education Matt Charlton reviewed and modified WSSDA's recommended policy language and kept language specific to Eastmont. He also consulted with secondary administrators and now recommends approval of these new/revised policies.

Enclosed:

- New Policy 3225 School Based Threat Assessment.
 - Directs the steps administrators will use in the threat assessment process.
- Revised Policy 3143 Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm
 - This policy combines current Policies 3144, 4314, and 4315 into a revised Policy 3143.

ATTACHMENTS

Draft policies

FISCAL IMPACT

No new costs

**NOTIFICATION AND DISSEMINATION OF INFORMATION
ABOUT STUDENT OFFENSES AND NOTIFICATION OF
THREATS OF VIOLENCE OR HARM**
DISTRICT NOTIFICATION OF JUVENILE OFFENDERS

The Eastmont School District is committed to providing a safe and secure environment for all its students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education.

A. Notification of Student Offenses from County Sheriff's Office, Courts, Department of Social and Health Services, Department of Corrections, and Other School Districts

The District receives notices and information about student offenders from several statutorily authorized sources, including the county sheriff's office, the courts, the department of social and health services, the department of corrections, and other school districts where the student previously enrolled. The District will take appropriate precautionary measures when it receives notices and information of student offenses from any of these sources. Student discipline, if any, will be consistent with 3241 Student Discipline.

The superintendent/designee and school principals play an important role in determining and implementing appropriate precautionary measures relating to notices and information about student offenses. If the superintendent/designee or a principal of a school receives student offense information under RCW 28A.225.330 (notifications from other school districts), 9A.44.138 (sheriff notifications to school districts), 13.04.155 (court notifications to school districts), 13.40.215 (department of children, youth, and families notifications to school districts), or 72.09.730 (department of corrections notifications to school districts), the following notification provisions will be followed:

1. Sex Offenses and Registered Sex or Kidnapping Offenders

- a. Superintendent/Designee.** Upon receipt of information about sex offenses as defined in RCW 9.94A.030 or upon receipt of information about registered sex or kidnapping offenders pursuant to RCW 9A.44.138, the superintendent or his or her designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where the student was most recently enrolled.
- b. Principals.** When the principal receives the information described above, he or she must then disclose the information as follows.

If the student is classified as a risk level II or III, the principal shall provide the information received to every teacher of the student and to any other

personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

If the student is classified as a risk level I, the principal shall provide the information received only to personnel who, in the judgment of the principal, for security purposes should be aware of the student's record.

c. Convicted Juvenile Sex Offenders Attendance at Victims School.

Convicted juvenile sex offenders are prohibited from attending the elementary, junior high, or high school attended by their victims or their victims' siblings. The parents or legal guardians of the convicted juvenile sex offender shall be responsible for providing transportation or covering other costs associated with or required by the sex offender's change in school.

The Department of Social and Health Services (DSHS) Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.

d. Collaboration. The principal or designee will consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

e. Inquiries by the Public. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public. Therefore, District and school staff will refer all inquiries by the public at large (including parents and students) regarding students required to register as a sex or kidnapping offender directly to law enforcement.

2. Violent Offenses, Firearms and Dangerous Weapons Crimes, Unlawful Possession or Delivery of Controlled Substances, or School Disciplinary Actions

a. Superintendent or Designee. Upon receipt of information about a violent offense as defined in RCW 9.94A.030, any crime under chapter 9.41 RCW, unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW, or a school disciplinary action, the superintendent or designee will provide the information to the principal of the school where the student is enrolled or will enrolled—or, if not known, where the student was most recently enrolled.

b. Principals. When the principal, receives the information described above, he or she, has discretion to share the information with a District staff member if, in the principal's judgment, the information is necessary for:

- The staff member to supervise the student;
- The staff member to provide or refer the student to therapeutic or behavioral health services; or
- Security purposes.

School principals and staff should use care not to allow a student's demographic or personal characteristics to bias the decision of whether to share information received.

Upon receipt of information about an adjudication in juvenile court for an unlawful possession of a controlled substance in violation of chapter 69.50 RCW, the principal must notify the student and the parent or legal guardian at least five days before sharing the information with a District staff member.

If either the student or the student's parent or legal guardian objects to the proposed sharing of the information, the student, the student's parent or legal guardian, or both, may, within five business days of receiving notice from the principal, appeal the decision to share the information with staff to the Eastmont School District superintendent in accordance with procedures developed by the District.

The superintendent shall have five business days after receiving an appeal under the above to make a written determination on the matter. Determinations by the superintendent under this subsection are final and not subject to further appeal.

A principal may not share adjudication information under this subsection with a District staff member while an appeal is pending.

3. Public Records Act

Any information received by District staff under this section is exempt from disclosure under the public records act (chapter 42.56 RCW) and may not be further disseminated except as provided in RCW 28A.225.330, other statutes or case law, and the family and educational and privacy rights act of 1994 (20 U.S.C. Sec. 1232g et seq.).

4. Assignment of Student Offenders to Certain Classrooms

A student committing an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking,

and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief) when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.

A student who commits an offense under chapter 9A.36 (assault), 9A.40 (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), 9A.46 (harassment), or 9A.48 RCW (arson, reckless burning, and malicious mischief), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

B. Notification of Threats of Violence or Harm

Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. "Threats of violence or harm" means direct or indirect communications by any means of the intent to inflict physical harm upon a specific individual or individuals or that place a person in fear of the imminent likelihood of serious harm.

The District will assess and address potential threats of violence or harm in a manner consistent with Policy and Procedure 3225 School-Based Threat Assessment, other safety policies, and comprehensive safe school plans. In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. The District will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If there is a specific and significant threat to the health or safety of a student or other individuals, the District may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

The District may use information about a threat of harm or violence in connection with student discipline consistent with Policy and Procedure 3241 Student Discipline.

The District, Board, school officials, and school employees providing notice in good faith as required and consistent with the Board's policies are immune from any liability arising out of such notification. A person who intentionally and in bad faith or

maliciously, knowingly makes a false notification of a threat under this section is guilty of a misdemeanor punishable under RCW 9A.20.021.

C. Immunity

Any school or District employee who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or District employee acted with gross negligence or in bad faith.

~~A court will notify the common school in which a student is enrolled if the student has been convicted, adjudicated, or entered into a diversion agreement for any of the following offenses: a violent offense, a sex offense, a firearms offense, inhaling toxic fumes, a drug offense, liquor offense, assault, kidnapping, harassment, stalking or arson. The principal must inform any teacher of the student and any other personnel who should be aware of the information. The information may not be further disseminated.~~

~~A student convicted, adjudicated, or entering into a diversion agreement for an assault, kidnapping, harassment, stalking, or arson against a teacher shall not be assigned to that teacher's classroom during the duration of the student's attendance at that school or any school to which the teacher is assigned. Neither shall the student be assigned to a classroom where another student who was his or her victim for the offense is enrolled.~~

~~The state department of social and health services will notify the board of directors in writing at least thirty days before a juvenile convicted of a violent offense, a sex offense or stalking is discharged, paroled, given authorized leave or otherwise released to reside in the district. The Department of Social and Health Services (DSHS) Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.~~

~~A community residential facility to which an adjudicated juvenile is transferred shall provide written notice of the offender's criminal history to the district if the juvenile is attending school in the district while residing at the community residential facility.~~

~~Convicted juvenile sex offenders shall not attend a school attended by their adjudicated victims or a victim's sibling. The offender and his or her parent or guardian shall be responsible for providing transportation or covering other costs related to the offender's attendance at another school.~~

Cross References:

| | |
|-------------------|---|
| Board Policy 2161 | Special Education and Related Services for Eligible Students |
| Board Policy 2162 | Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 |
| Board Policy 3120 | Enrollment |
| Board Policy 3140 | Release of Resident Students |
| Board Policy 3207 | Prohibition of Harassment, Intimidation, and Bullying |
| Board Policy 3225 | School-Based Threat Assessment |
| Board Policy 3231 | Student Records |
| Board Policy 3241 | Student Discipline |
| Board Policy 4020 | Confidential Communications |
| Board Policy 5281 | Disciplinary Action and Discharge |

Legal References:

| | |
|------------------------------------|---|
| RCW 13.04.155 | Notification to school principal of conviction, adjudication, or diversion agreement — Provision of information to teachers and other personnel — Confidentiality |
| RCW 13.40.215 | Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave, release, transfer, or escape — To whom given — School attendance — Definitions |
| RCW 28A.600.460 | Classroom discipline — Policies — Classroom placement of student offenders — Data on disciplinary actions |
| RCW 4.24.550 | Sex offenders and kidnapping offenders — Release of information to public — Website |
| RCW 9A.44.130 | Registration of sex offenders and kidnapping offenders — Procedures — Definition — Penalties |
| RCW 28A.225.330 | Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules |
| RCW 28A.320.128 | Notice and disclosure policies — Threats of violence — Student conduct — Immunity for good faith notice — Penalty |
| RCW 28A.320; 2020 c 167 § 1 | Notification provisions |
| RCW 72.09.345 | Sex offenders — Release of information to protect public — End-of-sentence review committee — Assessment — Records access — Review, classification, referral of offenders — Issuance of narrative notices |
| WAC 392-400 | Student Discipline |
| 20 U.S.C. 1232g; 34 C.F.R. Part 99 | Family Educational Rights and Privacy Act Article IX, Section 1, Washington State Constitution |

Management Resources:

Policy & Legal News, December 2020

Policy & Legal News, August 2018

Policy News, October 2010

Policy News, June 1999

Policy News, August 1997

~~RELEASE OF INFORMATION CONCERNING STUDENT SEXUAL AND KIDNAPPING OFFENDERS~~

~~The district recognizes its responsibility for the health and safety of all students, including students required to register as a sex or kidnapping offender enrolled within the district. Therefore, the board is desirous of taking appropriate precautionary measures in situations where the building principal has been advised by law enforcement officials that a student required to register as a sex or kidnapping offender is enrolling or is attending a school within the district.~~

~~Principal Responsibilities~~

~~Principals are required to respond to notification by local law enforcement and to disseminate information about students required to register as a sex or kidnapping offender to appropriate staff within the school based on the following offender levels:~~

~~A. Level I~~

~~Sex offenders are classified as Level I when their risk assessments indicate a low risk of reoffense within the community at large.~~

~~B. Level II~~

~~Sex offenders are classified as Level II when their risk assessments indicate a moderate risk of reoffense within the community at large.~~

~~C. Level III~~

~~Sex offenders are classified as Level III when their risk assessments indicate a high risk of reoffense within the community at large.~~

~~A principal receiving notice must disclose the information received as follows:~~

~~A. If the student who is required to register as a sex offender is classified as a risk Level II or III, the principal shall provide the information received to every teacher of any student required to register and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.~~

~~B. If the student who is required to register as a sex offender is classified as a risk Level I, the principal shall provide the information received to personnel who, in judgment of the principal for security purposes, should be aware of the student's record.~~

~~C. Students required to register as a kidnapping offender are not subject to leveling and therefore should be treated on a case-by-case basis.~~

~~The principal shall designate additional school personnel to be notified following consultation with probation/parole (or the student's family if not on court supervision) in order to identify or recognize high-risk situations. The following staff should be considered: district superintendent or designee, adjacent building principals,~~

~~appropriate administrative and teaching staff, security personnel, volunteers or paraprofessionals working in the student's classrooms, and counselors, coaches, advisors, nurses, bus drivers, custodians, district daycare providers and playground supervisors that may have contact with the student.~~

Collaboration

~~The principal shall work with local law enforcement to coordinate the receipt of notifications regarding students registered as sex or kidnapping offenders. The principal or designee shall also consult and collaborate with department of corrections, juvenile justice staff treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.~~

Confidentiality

~~The principal and school staff will maintain confidentiality regarding these students, the same as all students in the school. Any written information or records received by a principal as a result of a notification are confidential and may not be further disseminated except as provided in state or federal law.~~

Immunity from Liability

~~Any school district or employee who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.~~

Inquiries by the Public

~~Inquiries by the public at large (including parents and students), regarding students required to register as a sex or kidnapping offender are to be referred directly to local law enforcement. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public.~~

Student Rights and Responsibilities

~~All students, including those students required to register as a sex or kidnapping offender, have a constitutional right to a public education. A student required to register as a sex or kidnapping offender is also required to notify law enforcement of their intent to enroll in school.~~

Written Procedures

~~The Superintendent or his designee shall adopt written procedures for school principals describing how they will disseminate information received from law enforcement with appropriate school personnel.~~

~~Cross References:~~

- ~~Board Policy 3120 Enrollment~~
- ~~Board Policy 3143 District Notification of Juvenile Offenders~~

~~Legal References:~~

- ~~RCW 4.24.550 Sex offenders and kidnapping offenders — Release of information to public — Web site~~
- ~~RCW 28A.225.330 [4] Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules~~
- ~~RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave, release, transfer, or escape — To whom given — School attendance — Definitions~~
- ~~RCW 72.09.345 Sex offenders — Release of information to protect public — End-of-sentence review committee — Assessment — Records access — Review, classification, referral of offenders — Issuance of narrative notices~~
- ~~RCW 94A.44.130(1)(e)(i) Registration of sex offenders and kidnapping offenders — Procedures — Definition — Penalties~~
- ~~RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement — Provision of information to teachers and other personnel — Confidentiality~~
- ~~Family and Educational and Privacy Rights Act of 1994 (20 U.S. Code Section 1232g et.seq)~~
- ~~Art. IX, Section 1, Washington State Constitution~~

~~Management Resources:~~

- ~~Policy News, December 2006 Student Sex and Kidnapping Offender Notice Requirements~~

~~NOTIFICATION OF THREATS OF VIOLENCE OR HARM~~

~~Students and school employees who are subjects of threats of violence or harm shall be notified of the threats in a timely manner. Parents shall be included in notifications to students who are subjects of threats of violence or harm. If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.~~

~~Individual directed threats of violence or harm are communications that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means.~~

~~Building directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property (e.g., bomb threats), or to harm students, employees, volunteers, patrons or visitors.~~

~~The district will address threats of violence or harm in a manner consistent with the district's safety policies and comprehensive safe school plans.~~

~~Persons found to have made threats of violence or harm against district property, students, employees or others will be subject to relevant district discipline policies and will be referred to appropriate community agencies including law enforcement and mental health services. District staff shall work with in-district and community-based professionals and services in all relevant disciplines to address threats of violence or harm, those threatened and those making the threats. Necessary information about the person making the threat shall be communicated by the principal to teachers and staff, including security personnel.~~

~~State law provides the district, school district directors and district staff with immunity from liability for providing notice of threats in good faith. Persons who make a knowingly false notification of a threat are subject to appropriate district discipline policies and may be referred for prosecution. _____~~

~~The superintendent is directed to develop and implement procedures consistent with this policy.~~

~~Cross References:~~

~~_____ Board Policy 3207 _____ Prohibition of Harassment, Intimidation, and Bullying~~

- ~~Board Policy 3240 — Student Conduct~~
- ~~Board Policy 3241 — Classroom Management, Corrective Actions, or Consequences~~
- ~~Board Policy 5281 — Disciplinary Action and Discharge~~

Legal References:

- ~~RCW 28A.320.128 — Notice and disclosure policies — Threats of violence — Student conduct — Immunity for good faith notice — Penalty~~
- ~~WAC 392-400 — Pupils~~
- ~~20 U.S.C. § 1232g — Family Educational Rights and Privacy Act~~
- ~~34 C.F.R. Part 99 — FERPA Regulations~~

Management Resources:

- ~~*Policy News*, February 2010 — Family Education Rights and Privacy Act Revisions~~
- ~~*Policy News*, February 2003 — Threats Policy Due in September~~

RELEASE OF INFORMATION CONCERNING SEXUAL AND KIDNAPPING OFFENDERS

~~Law enforcement agencies receive relevant information about the release of sexual and kidnapping offenders into communities. Law enforcement agencies decide when such information needs to be released to the public. The school district has a public safety role to play in the dissemination of such information to staff, parents, students and the community and will disseminate such information under the following conditions:~~

- ~~A. Receipt of a specific request from a law enforcement agency that information be disseminated to staff and/or students and parents. In every case where students are notified, parents will be notified as soon as possible.~~
- ~~B. Receipt of the actual sex offender documents to be distributed. The district may duplicate the sex offender documents, but they will be distributed in the form received from the law enforcement agency.~~

~~Cross Reference:~~

~~Board Policy 3143 District Notification of Juvenile Offenders~~

~~Legal Reference:~~

~~RCW 4.24.550 Sex offenders and kidnapping offenders
Release of information to public When
authorized Immunity~~

~~Management Resources:~~

~~Policy News, October 2010 Release of Sex Offender Information
Policy News, August 1998 State Encourages Modifications of Weapons
Policy~~

SCHOOL-BASED THREAT ASSESSMENT

The Eastmont Board of Directors is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the District is conducting a threat assessment does not by itself necessitate suspension or expulsion and the District will not impose suspension or expulsion, including emergency expulsion, solely for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes District personnel from acting immediately to address an imminent threat, including imposing an emergency expulsion, if the District has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

Structure of Threat Assessment Teams

The superintendent will establish threat assessment teams at each school site. The threat assessment team may include persons with expertise in:

- Counseling (such as a school counselor, a school psychologist and/or school social worker);
- Law enforcement (such as a school resource officer);
- School administration (such as a principal or other senior administrator);
- Special education teachers;
- Other Eastmont School District staff or school staff;
- Practicing educational staff member; and
- Community resources.

Not every team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are

part of the threat assessment team. This does not diminish the Eastmont School District's commitment that school personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241 Student Discipline.

Function of the Threat Assessment Team

In forming an assessment recommendation for the superintendent/designee, each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the District. The District provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including District/school-based members and community resource/law enforcement members, will use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

1. Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Policy 2145 Suicide Prevention;
2. Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the District's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics;
3. Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment recommendation, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;

4. Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
5. Shares its recommendation with the superintendent/designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review, and Reporting

The superintendent will establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Cross References:

| | |
|--------------------------|---|
| <u>Board Policy 2145</u> | <u>Suicide Prevention</u> |
| <u>Board Policy 2161</u> | <u>Special Education and Related Services for Eligible Students</u> |
| <u>Board Policy 2162</u> | <u>Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973</u> |
| <u>Board Policy 3413</u> | <u>Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm</u> |
| <u>Board Policy 3231</u> | <u>Student Records</u> |
| <u>Board Policy 3241</u> | <u>Student Discipline</u> |
| <u>Board Policy 3432</u> | <u>Emergencies</u> |
| <u>Board Policy 4210</u> | <u>Regulation of Dangerous Weapons on School Premises</u> |
| <u>Board Policy 4310</u> | <u>District Relationships with Law Enforcement and Other Government Agencies</u> |

Legal References:

CFR 34, Part 99, Family Educational Rights and Privacy Act Regulations
Chapter 28A.300 RCW
Chapter 28A.320 RCW



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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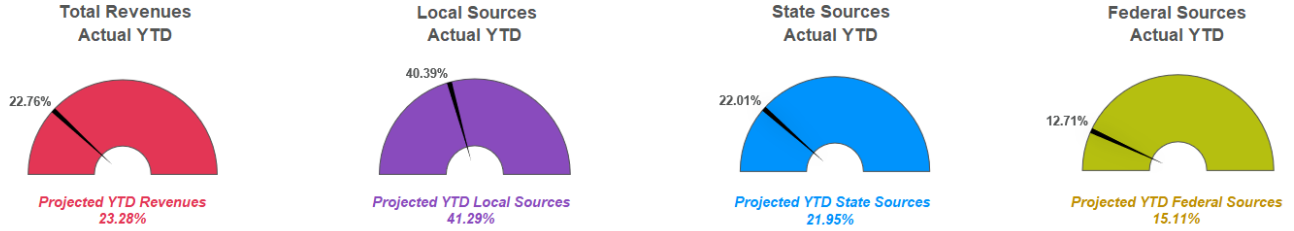
To: Board of Directors
From: Caryn Metsker, Executive Director of Financial Services
Date: December 8, 2021
Subject: Monthly Budget Status Report – November

The information contained in this report is for the fiscal beginning September 1, 2021 through November 30, 2021. A brief summary of each fund's operating revenue and expenditures is provided below:

- General Fund:
 - Year to date revenues total \$21.3 million, or 22.8% of budget. This is \$855,000 more than what was received at the same time last year.
 1. Property tax collections through November are in line with the prior year collections.
 2. State General Purpose (Apportionment) & Special Purpose funding will trend as budgeted through December. Because our student enrollment is right at budget, we estimate revenue to not fluctuate too much, when budget to actual allocations are “trued up” by OSPI in January.
 - Year to date expenditures total \$23.7 million, or 24.0% of budget. This is \$2 million more than at the same time the previous year. Labor costs are the majority of expenditures in all programs at this time.
 - Fund balance at the beginning of the year is \$18.5 million and is \$3.5 million more than estimated in the adopted 2021-2022 budget. This will translate to a higher than projected fund balance at the end of this fiscal year.
- ASB Fund:
 - Year to date revenue totals \$170,399 and is \$158,985 more than what was received last year. We were able to hold back to school and extra-curricular events, that did not occur in the previous year.
 - Year to date expenditures total \$75,571. This is \$60,519 more than the prior year. While COVID-19 continues to impact operations, our students are now able to participate in more extra-curricular events than what they were able to do last year.
- Capital Projects Fund:
 - We are projecting that total expenditures in this fund will be \$8.6 million.
- Debt Service Fund:
 - Year to date revenue increased due to investment transfer made to cover the funds needed for a bond payment on December 1st. The expenditures will be reflected on the December reports.

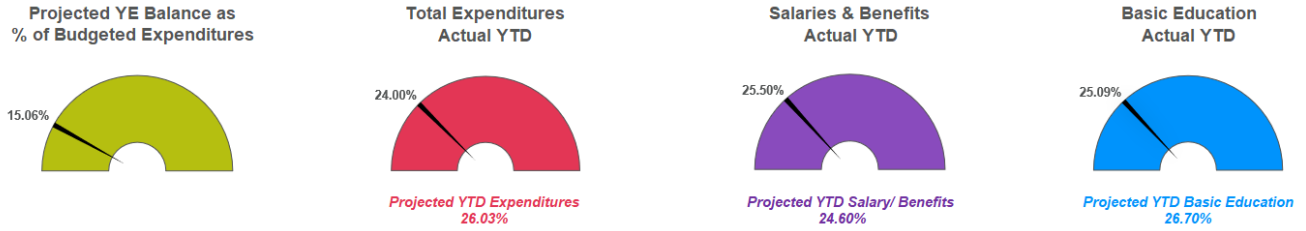
General Fund Revenues | Dashboard Summary

For the Period Ending November 30, 2021

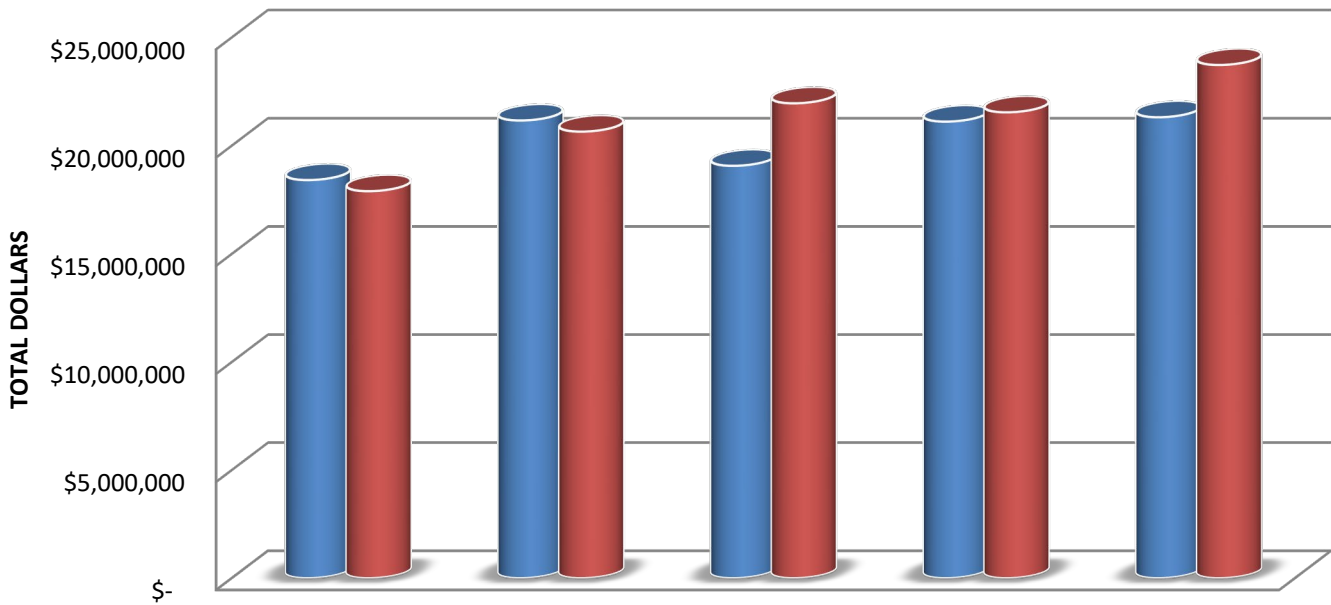


General Fund Expenditures | Dashboard Summary

For the Period Ending November 30, 2021

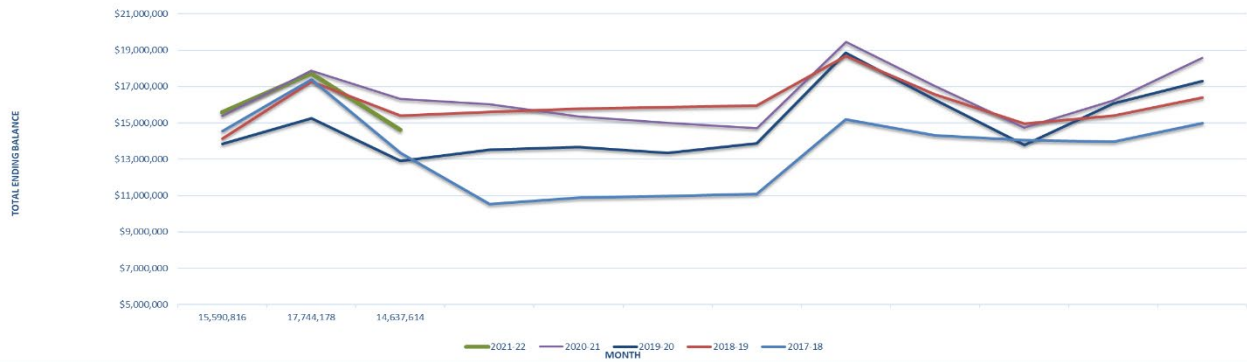


GENERAL FUND 5 YEAR COMPARISON OF REVENUE & EXPD

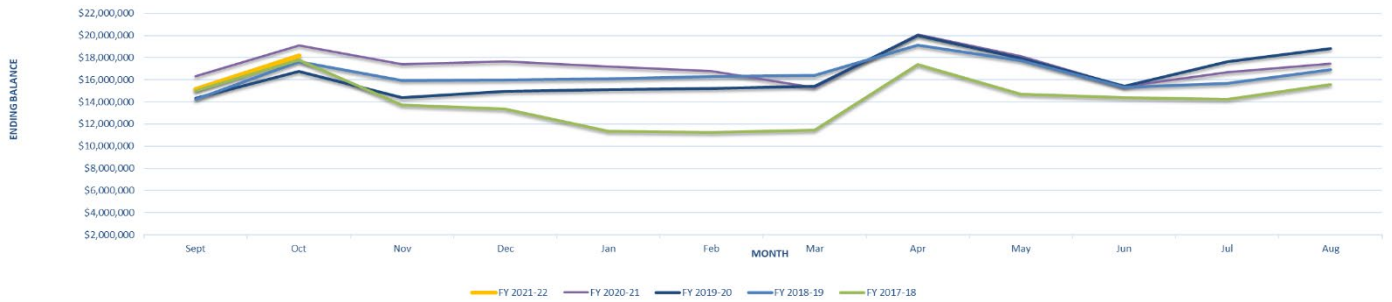


| | Nov-17 | Nov-18 | Nov-19 | Nov-20 | Nov-21 |
|--------------|--------------|--------------|--------------|--------------|--------------|
| Revenue | \$18,414,779 | \$21,166,207 | \$19,072,551 | \$21,114,644 | \$21,316,088 |
| Expenditures | \$17,901,440 | \$20,652,221 | \$21,959,914 | \$21,543,572 | \$23,730,824 |

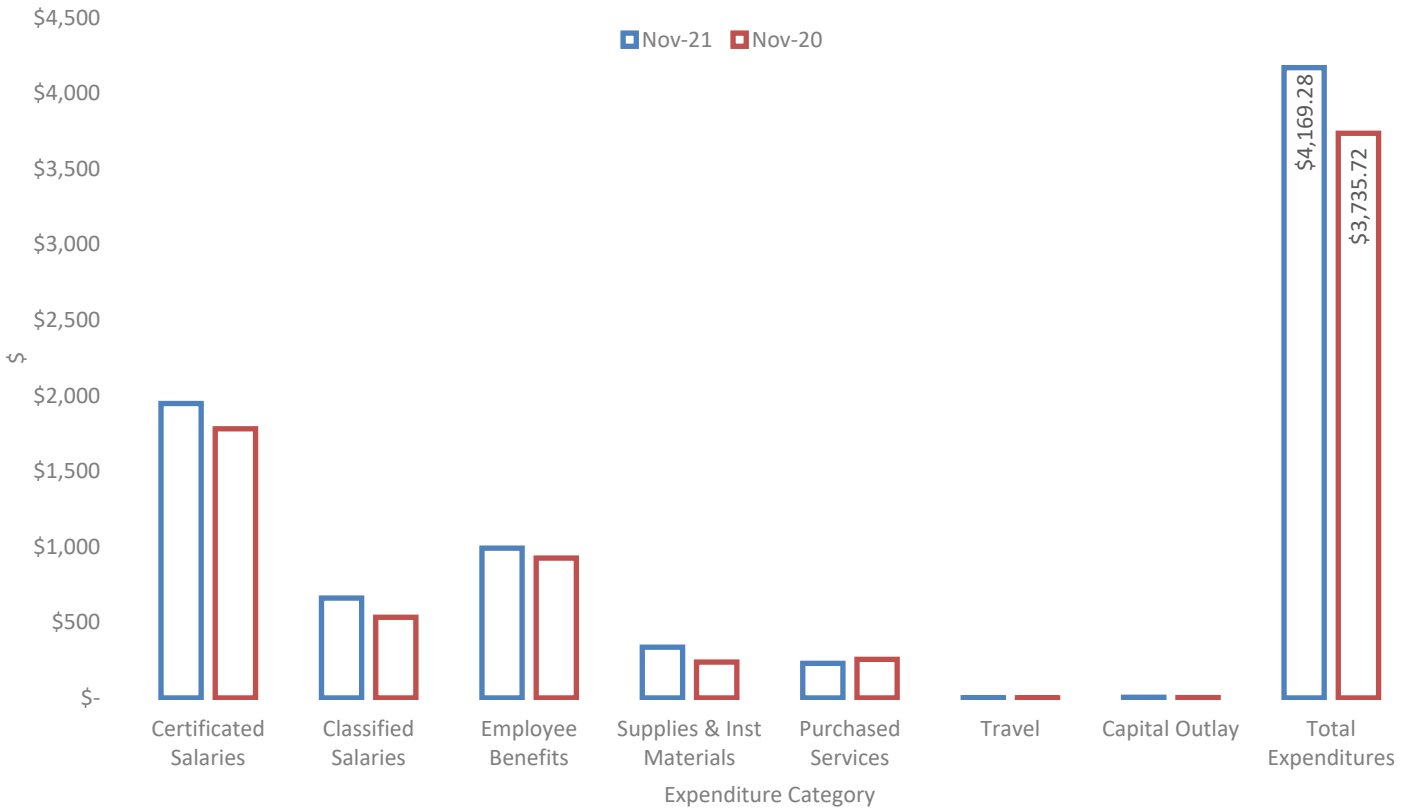
GENERAL FUND - ENDING FUND BALANCE BY MONTH



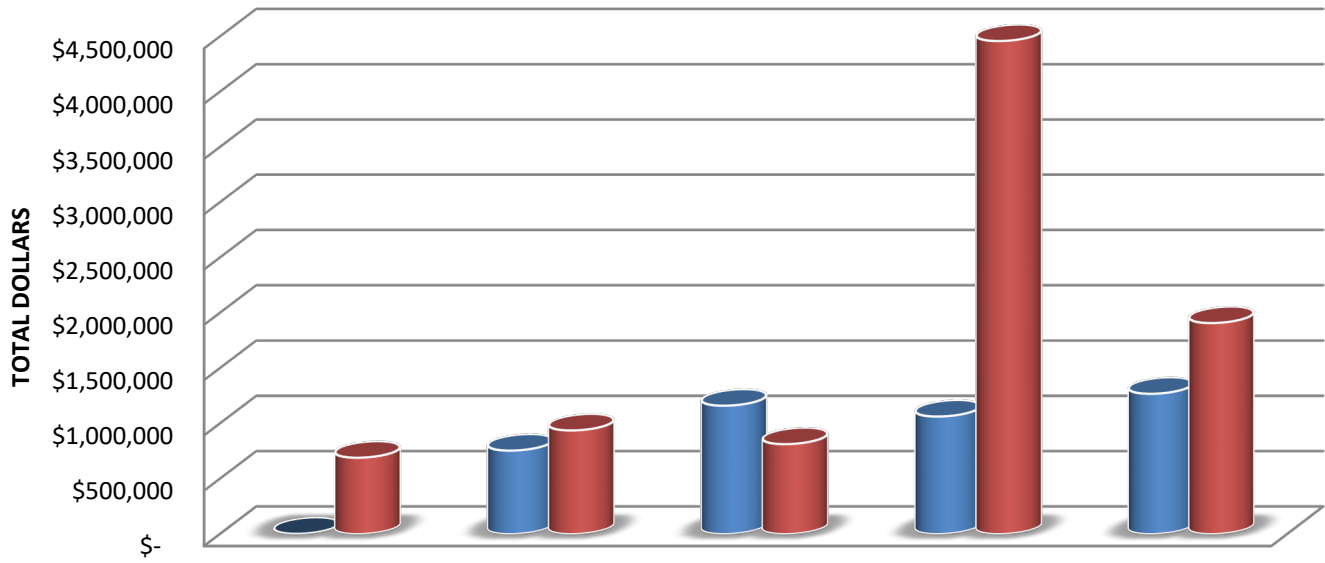
GENERAL FUND MONTH END CASH & INVESTMENT PER COUNTY TREASURER



Monthly Comparison Per Pupil Expd Category

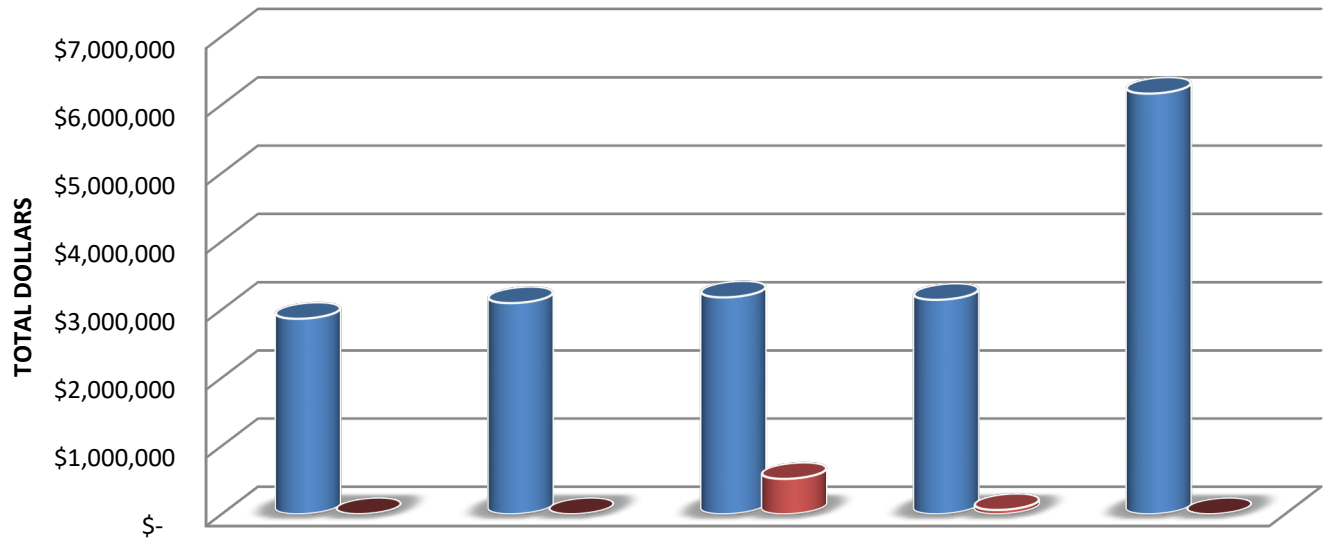


CAPITAL PROJECTS FUND 5 YEAR COMPARISON OF REVENUE & EXPD



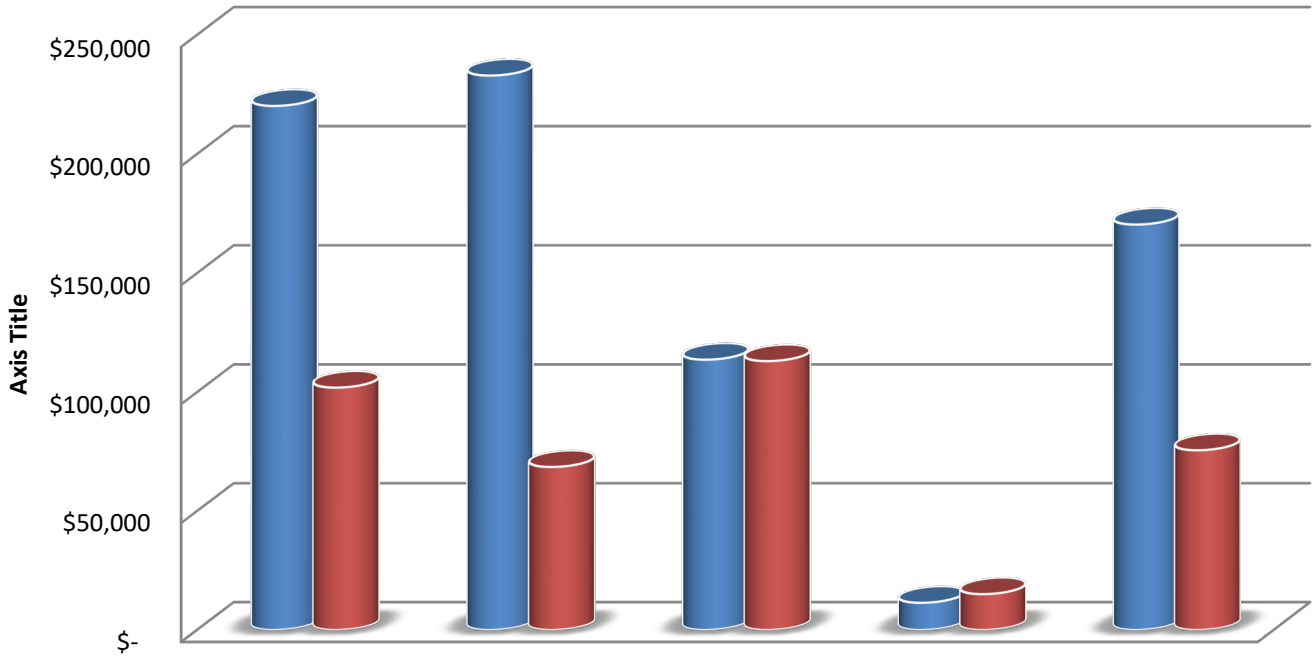
| | Nov-17 | Nov-18 | Nov-19 | Nov-20 | Nov-21 |
|----------------|-----------|-----------|-------------|-------------|-------------|
| ■ Revenue | \$2,286 | \$754,797 | \$1,160,836 | \$1,062,945 | \$1,268,650 |
| ■ Expenditures | \$690,461 | \$937,125 | \$813,200 | \$4,459,324 | \$1,908,184 |

DEBT SERVICE FUND 5 YEAR COMPARISON OF REVENUE & EXPD



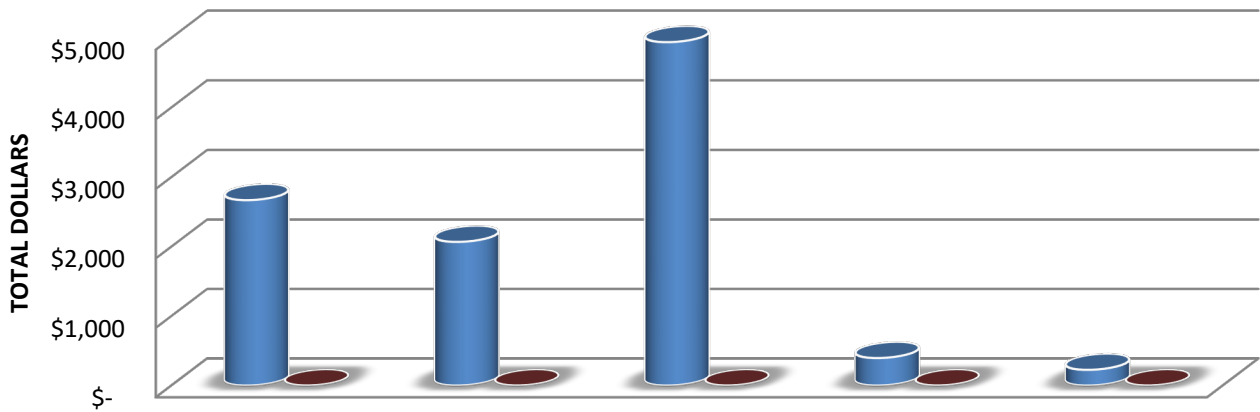
| | Nov-17 | Nov-18 | Nov-19 | Nov-20 | Nov-21 |
|----------------|-------------|-------------|-------------|-------------|-------------|
| ■ Revenue | \$2,866,434 | \$3,096,366 | \$3,180,320 | \$3,144,577 | \$6,163,541 |
| ■ Expenditures | \$727 | \$- | \$517,570 | \$61,335 | \$- |

ASB FUND 5 YEAR COMPARISON OF REVENUE & EXPD



| | Nov-17 | Nov-18 | Nov-19 | Nov-20 | Nov-21 |
|----------------|-----------|-----------|-----------|----------|-----------|
| ■ Revenue | \$220,193 | \$232,943 | \$113,656 | \$11,414 | \$170,399 |
| ■ Expenditures | \$101,908 | \$68,537 | \$113,057 | \$15,055 | \$75,574 |

TRANSPORTATION VEHICLE FUND 5 YEAR COMPARISON OF REVENUE & EXPD



| | Nov-17 | Nov-18 | Nov-19 | Nov-20 | Nov-21 |
|----------------|---------|---------|---------|--------|--------|
| ■ Revenue | \$2,670 | \$2,069 | \$4,939 | \$396 | \$225 |
| ■ Expenditures | \$- | \$- | \$- | \$- | \$- |

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

| Column Title | Description |
|---------------------------------------|---|
| Actual thru NOV 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 NOV 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 November 30, 2021**

Budget Year
Elapsed = 16.7%

| | FY 2020-21 | FY 2021-22 | | | | Current Year to Prior Year |
|---|-----------------------|---------------------|-----------------------|---------------------|--------------|-------------------------------|
| | Actual thru Nov-20 | Budget | Actual thru Nov-21 | Budget Remaining | % of Budget | Actual Comparison |
| GENERAL EXPENSE FUND | | | | | | |
| Revenues | | | | | | |
| 1000 Local Taxes | 4,373,112 | 10,799,830 | 4,493,443 | 6,306,387 | 41.6% | 120,331 |
| 2000 Local Nontax | 104,514 | 586,000 | 105,592 | 480,408 | 18.0% | 1,078 |
| 3000 State, General Purpose | 12,170,450 | 52,933,530 | 11,770,916 | 41,162,614 | 22.2% | (399,534) |
| 4000 State, Special Purpose | 3,165,786 | 14,479,405 | 3,069,777 | 11,409,628 | 21.2% | (96,009) |
| 5000 Federal, General Purpose | 0 | 2,000 | 0 | 2,000 | 0.0% | 0 |
| 6000 Federal, Special Purpose | 1,300,782 | 14,715,760 | 1,870,467 | 12,845,293 | 12.7% | 569,685 |
| 7000 Revenues from Other School Districts | 0 | 50,000 | 0 | 50,000 | 0.0% | 0 |
| 8000 Revenues from Other Agencies | 0 | 100,000 | 0 | 100,000 | n/a | 0 |
| 9000 Other Financing Sources | 0 | 0 | 5,892 | (5,892) | n/a | 5,892 |
| Total Revenues | \$21,114,644 | \$93,666,525 | \$21,316,088 | \$72,350,437 | 22.8% | \$201,444 |
| Expenditures | | | | | | |
| 00 Regular Instruction | 12,520,624 | 51,793,220 | 12,840,339 | 38,952,881 | 24.8% | 319,715 |
| 10 Federal Stimulus | 0 | 3,675,793 | 1,155,395 | 2,520,398 | 31.4% | 1,155,395 |
| 20 Special Ed Instruction | 2,410,206 | 10,301,033 | 2,632,179 | 7,668,854 | 25.6% | 221,972 |
| 30 Vocational Instruction | 838,624 | 4,020,374 | 953,439 | 3,066,935 | 23.7% | 114,815 |
| 50/60 Compensatory Instruction | 1,860,173 | 8,379,083 | 1,965,794 | 6,413,289 | 23.5% | 105,621 |
| 70 Other Instructional Program | 83,712 | 397,819 | 93,491 | 304,328 | 23.5% | 9,778 |
| 80 Community Support | 71,835 | 299,395 | 63,084 | 236,311 | 21.1% | (8,751) |
| 90 Support Services | 3,758,397 | 16,967,963 | 4,027,104 | 12,940,859 | 23.7% | 268,708 |
| Total Expenditures | \$21,543,572 | \$95,834,680 | \$23,730,824 | \$72,103,856 | 24.8% | \$2,187,252 |
| Operating Transfers: Out to CPF/TVF | (537,250) | (1,518,650) | (1,518,650) | | | |
| EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES | (966,178) | (3,686,805) | (3,933,386) | | | |
| Fund Balance at September 1, | \$17,297,861 | \$15,030,795 | \$18,571,001 | | | |
| Current Total Fund Balance | \$16,331,683 | \$11,343,990 | \$14,637,614 | | | |
| Ending Fund Balance Accounts | | | | | | |
| GL 821 Carryover of Restricted Revenue | \$585,032 | | \$544,438 | | | |
| GL 828 Food Service Program | \$0 | | \$0 | | | |
| GL 840 Nonspendable Fund Balance | \$32,376 | | \$43,623 | | | |
| 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 | \$5,352,807 | | \$6,178,525 | | | |
| GL 891 Unassigned to Minimum Fund Balance | \$6,928,315 | | \$7,247,224 | | | |
| GL 890 Unassigned Fund Balance | \$3,343,153 | | \$533,804 | | | |
| TOTAL Ending Fund Balance | \$16,331,683 | | \$14,637,614 | | | |

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

Budget Year
Elapsed = 16.7%

| | FY 2020-21 | FY 2021-22 | | | | Current Year to Prior Year |
|---|-----------------------|--------------------|-----------------------|---------------------|--------------|-------------------------------|
| | Actual thru Nov-20 | Budget | Actual thru Nov-21 | Budget Remaining | % of Budget | Actual Comparison |
| CAPITAL PROJECTS FUND | | | | | | |
| <u>Revenues</u> | | | | | | |
| 1000 Local Taxes | 742,884 | 5,792,674 | 2,445,873 | 3,346,801 | 42.2% | 1,702,989 |
| 2000 Local Nontax | 7,811 | 59,000 | 1,844 | 57,156 | 3.1% | (5,967) |
| 4000 State, Special Purpose | 0 | 1,000,000 | 0 | 1,000,000 | 0.0% | 0 |
| 8000 Revenues from Other Agencies | 0 | 0 | 0 | 0 | n/a | 0 |
| 9000 Other Financing Sources | 312,250 | 0 | 1,268,650 | (1,268,650) | n/a | 956,400 |
| Total Revenues | \$1,062,945 | \$6,851,674 | \$3,716,367 | \$3,135,307 | 54.2% | \$2,653,422 |
| <u>Expenditures</u> | | | | | | |
| 10 Sites | 0 | 0 | 0 | 0 | #DIV/0! | 0 |
| 20 Building | 4,147,074 | 3,735,000 | 1,595,470 | 2,139,530 | n/a | (2,551,605) |
| 30 Equipment | 0 | 465,000 | 312,715 | 152,285 | n/a | 312,715 |
| 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 | \$4,147,074 | \$4,200,000 | \$1,908,184 | \$2,291,816 | 45.4% | (\$2,238,890) |
| Operating Transfers: | | | | | | |
| In from GF | | 1,268,650 | 0 | 0 | | |
| Out to DSF | 312,250 | 4,628,650 | 4,628,650 | | | |
| EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES | (3,396,379) | (708,326) | (2,820,467) | | | |
| Fund Balance September 1, | \$15,326,472 | \$3,068,350 | \$6,085,744 | | | |
| Current Fund Balance | \$11,930,093 | \$2,360,024 | \$3,265,277 | | | |

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

Budget Year
 Elapsed = 16.7%

| | FY 2020-21 | FY 2021-22 | | | | Current Year to Prior Year |
|---|---------------------|---------------------|---------------------|--------------------|--------------|----------------------------|
| | Actual thru Nov-20 | Budget | Actual thru Nov-21 | Budget Remaining | % of Budget | Actual Comparison |
| DEBT SERVICE FUND | | | | | | |
| <u>Revenues</u> | | | | | | |
| 1000 Local Taxes | 2,828,508 | 2,181,788 | 1,145,303 | 1,036,485 | 52.5% | (1,683,205) |
| 2000 Local Nontax | 3,819 | 10,000 | 1,779 | 8,221 | 17.8% | (2,040) |
| 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 | 0 | 822,000 | 387,809 | 434,191 | 47.2% | 387,809 |
| 9000 Other Financing Sources | 5,730,277 | 4,628,650 | 4,628,650 | 0 | 100.0% | (1,101,627) |
| Total Revenues | \$8,562,604 | \$7,642,438 | \$6,163,541 | \$1,478,897 | 80.6% | (\$2,399,064) |
| <u>Expenditures</u> | | | | | | |
| Matured Bond Expenditures | 0 | 5,870,000 | 0 | 5,870,000 | 0.0% | 0 |
| Interest on Bonds | 0 | 1,257,750 | 0 | 1,257,750 | 0.0% | 0 |
| Interfund Loan Interest | 0 | 0 | 0 | 0 | n/a | 0 |
| Bond Transfer Fees | 61,335 | 100,000 | 0 | 100,000 | 0.0% | (61,335) |
| Arbitrage Rebate | 0 | 0 | 0 | 0 | n/a | 0 |
| Total Expenditures | \$61,335 | \$7,227,750 | \$0 | \$7,227,750 | 0.0% | (\$61,335) |
| Other Financing Uses: | (5,356,430) | 0 | 0 | | | |
| EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES | 3,144,839 | 414,688 | 6,163,541 | | | |
| Fund Balance September 1, | \$11,522,670 | \$11,115,000 | \$12,795,318 | | | |
| Current Fund Balance | \$14,667,508 | \$11,529,688 | \$18,958,859 | | | |

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

Budget Year
Elapsed = 16.7%

| | FY 2020-21 | FY 2021-22 | | | | Current Year to Prior Year |
|---|-----------------------|------------------|-----------------------|---------------------|--------------|-------------------------------|
| | Actual thru Nov-20 | Budget | Actual thru Nov-21 | Budget Remaining | % of Budget | Actual Comparison |
| ASSOCIATED STUDENT BODY FUND | | | | | | |
| <u>Revenues</u> | | | | | | |
| 1000 General Student Body | 6,322 | 220,500 | 84,029 | 136,471 | 38.1% | 77,707 |
| 2000 Athletics | 584 | 147,180 | 67,613 | 79,567 | 45.9% | 67,029 |
| 3000 Classes | 0 | 0 | 0 | 0 | #DIV/0! | 0 |
| 4000 Clubs | 865 | 270,550 | 15,861 | 254,689 | 5.9% | 14,996 |
| 6000 Private Moneys | 3,643 | 22,100 | 2,897 | 19,203 | 13.1% | (746) |
| Total Revenues | \$11,414 | \$660,330 | \$170,399 | \$489,931 | 25.8% | \$158,985 |
| <u>Expenditures</u> | | | | | | |
| 1000 General Student Body | 10,577 | 211,100 | 48,175 | 162,925 | 22.8% | 37,598 |
| 2000 Athletics | 3,255 | 157,956 | 20,709 | 137,247 | 13.1% | 17,454 |
| 3000 Classes | 0 | 0 | 0 | 0 | #DIV/0! | 0 |
| 4000 Clubs | 700 | 258,050 | 5,625 | 252,425 | 2.2% | 4,925 |
| 6000 Private Moneys | 523 | 18,700 | 1,065 | 17,635 | 5.7% | 542 |
| Total Expenditures | \$15,055 | \$645,806 | \$75,574 | \$570,232 | 11.7% | \$60,519 |
| EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES | (3,641) | 14,524 | 94,825 | | | |
| Fund Balance September 1, | \$569,639 | \$480,858 | \$585,394 | | | |
| Current Fund Balance | \$565,998 | \$495,382 | \$680,219 | | | |
| Ending Fund Balance by School: | | | | | | |
| <i>Eastmont High School</i> | \$370,952 | | \$459,988 | | | |
| <i>Eastmont Junior High</i> | \$138,880 | | \$153,430 | | | |
| <i>Clovis Point Intermediate</i> | \$21,777 | | \$21,814 | | | |
| <i>Sterling Intermediate</i> | \$21,746 | | \$30,025 | | | |
| <i>Grant Elementary</i> | \$2,071 | | \$2,729 | | | |
| <i>Lee Elementary</i> | \$4,728 | | \$5,407 | | | |
| <i>Kenroy Elementary</i> | \$4,845 | | \$5,472 | | | |
| <i>Rock Island Elementary</i> | \$998 | | \$1,307 | | | |
| | \$565,998 | | \$680,173 | | | |

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

Budget Year
 Elapsed = 16.7%

| | FY 2020-21 | FY 2021-22 | | | | Current Year to Prior Year |
|---|-----------------------|--------------------|-----------------------|---------------------|-------------|-------------------------------|
| | Actual thru Nov-20 | Budget | Actual thru Nov-21 | Budget Remaining | % of Budget | Actual Comparison |
| TRANSPORTATION VEHICLE FUND | | | | | | |
| <u>Revenues</u> | | | | | | |
| 1000 Local Taxes | 0 | 0 | 0 | 0 | n/a | 0 |
| 2000 Local Nontax | 396 | 1,000 | 225 | 775 | 22.5% | (170) |
| 3000 State, General Purpose | 0 | 0 | 0 | 0 | n/a | 0 |
| 4000 State, Special Purpose | 0 | 250,000 | 0 | 250,000 | 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 | \$396 | \$251,000 | \$225 | \$250,775 | 0.1% | (\$170) |
| <u>Expenditures</u> | | | | | | |
| Program 99 PUPIL TRANSPORTATION | | | | | | |
| Type 30 - Equipment | 0 | 835,000 | 0 | 835,000 | 0.0% | 0 |
| Type 60 - Bond Levy Insurance | 0 | 0 | 0 | 0 | n/a | 0 |
| Type 90 - Debt | 0 | 0 | 0 | 0 | n/a | 0 |
| Total Expenditures | \$0 | \$835,000 | \$0 | \$835,000 | 0.0% | \$0 |
| Operating Transfers: | | | | | | |
| In From General Fund | 225,000 | 225,000 | 250,000 | | | |
| Out to Debt Service Fund | 0 | 0 | 0 | | | |
| EXCESS (DEFICIT) OF TOTAL REVENUES OVER (UNDER) TOTAL EXPENDITURES | 225,396 | (359,000) | 250,225 | | | |
| Fund Balance September 1, | \$986,004 | \$1,042,000 | \$1,052,190 | | | |
| Current Fund Balance | \$1,211,400 | \$683,000 | \$1,302,416 | | | |

To: Board of Directors
From: Caryn Metsker, Executive Director of Financial Services
Date: December 6, 2021
Subject: Monthly Student Enrollment Report

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

Headcount and Actual FTE Reported in P223H & P223:

The official count date for December was Wednesday, December 1st. Total student headcount reported, including Alternative Learning Enrollment enrolled in Eastmont Virtual Academy (ALE) program, is 5,791. We are reporting 2 students (0.0%) less than what we reported in December 2020 (5,793).

Total student FTE reported, including ALE, is 5,672. This is a decrease of 62 FTE from the total FTE reported in December 2020 (5,734) and a decrease of 42 FTE from the actual average FTE (AAFTE) reported for the 2020-2021 school year.

A comparison of reported program enrollment for other programs is below:

| Program Name | Current Year Average | Prior Year Actual Average | Increase / (Decrease) |
|--|----------------------|---------------------------|-----------------------|
| Running Start (Head Count) | 148 | 171 | (24) |
| Special Education (Age K-21 Head Count) | 652 | 663 | (11) |
| Transitional Bilingual (Head Count) | 1,030 | 1,026 | 4 |
| Exited Transitional Bilingual (Head Count) | 254 | 278 | (24) |
| Career/Technical Education-Gr 7-8 (FTE) | 135.54 | 61.23 | 74.31 |
| Career/Technical Education-Gr 9-12 (FTE) | 351.40 | 318.67 | 32.73 |

Budget to Actual FTE Analysis:

Budgeted K-12 FTE, including ALE program, is 5,695. Actual average FTE is 0.20 more than the estimated used for budget development.

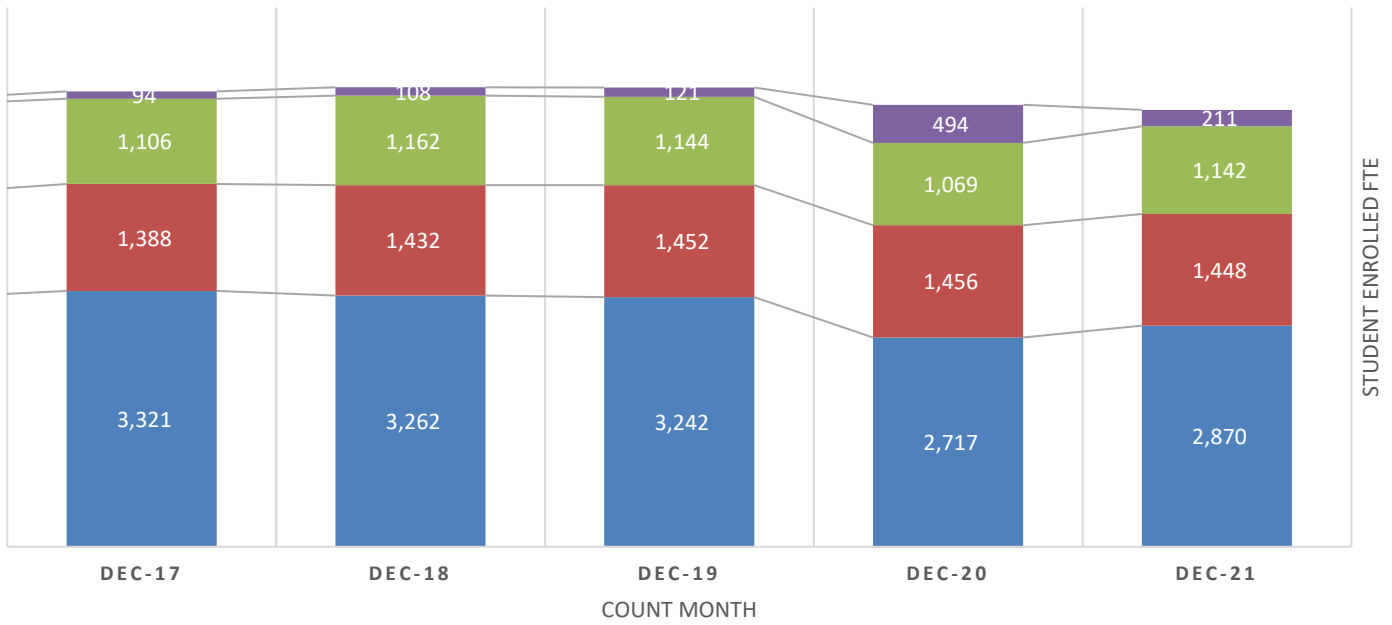
- K-12 student enrollment is 5,492 FTE, which is 67 FTE **more** than expected.
- ALE program enrollment is 203.3 FTE and **66.7 FTE less** than expected.
 - Eastmont Academy reports 63 FTE
 - EHS Opportunities reports 140 FTE

The following additional information is presented for your review:

- A graph that compares the five prior December count dates to December 2021 & reflects our new school grade configurations.
- A graph that compares December 2021 and December 2020 FTE to budget by grade level
- A report that provides detail of enrollment, by building and grade level for all months

K-12 STUDENT FTE 5 YEAR TREND BY GRADE SPAN

■ Grade K-6
 ■ Grade 7-9
 ■ Grade 10-12
 ■ ALE



K-12 Student FTE Comparison-Excludes ALE enrollment



Eastmont School District
 FY 2021-2022 K-12 Monthly Enrollment FTE by Grade Level
 (Includes ALE Program FTE; Excludes CTE & Running Start FTE)

Count Date: 12/1/2021

AAFTE for Budget 5,695

Y 2020-2021 Actual AATFE 5,736.81

| Grade | 2021-22 FTE for Budget | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | Annual Average FTE | AAFTE Increase / Decrease from Budget Est. | AAFTE % variance from Budget | Prior Year AAFTE | Variance from Prior Year AAFTE |
|---|------------------------|-----------------|-----------------|-----------------|-----------------|-----|-----|-----|-----|-----|------|--------------------|--|------------------------------|------------------|--------------------------------|
| K | 338 | 372.68 | 374.54 | 373.54 | 375.72 | - | - | - | - | - | - | 374.12 | 36.12 | 10.69% | 317.02 | 57.10 |
| 1 | 339 | 371.54 | 366.02 | 365.55 | 363.37 | - | - | - | - | - | - | 366.62 | 27.62 | 8.15% | 391.16 | (24.54) |
| 2 | 418 | 428.00 | 428.00 | 430.00 | 426.09 | - | - | - | - | - | - | 428.02 | 10.02 | 2.40% | 375.91 | 52.12 |
| 3 | 407 | 408.00 | 406.00 | 405.00 | 402.00 | - | - | - | - | - | - | 405.25 | (1.75) | -0.43% | 376.62 | 28.63 |
| 4 | 402 | 402.00 | 401.52 | 397.52 | 396.61 | - | - | - | - | - | - | 399.41 | (2.59) | -0.64% | 443.30 | (43.89) |
| 5 | 468 | 468.00 | 466.08 | 469.08 | 466.00 | - | - | - | - | - | - | 467.29 | (0.55) | -0.12% | 407.58 | 59.71 |
| 6 | 431 | 441.00 | 440.00 | 437.00 | 440.00 | - | - | - | - | - | - | 439.50 | 8.50 | 1.97% | 438.77 | 0.73 |
| 7 | 452 | 466.74 | 464.74 | 459.57 | 457.57 | - | - | - | - | - | - | 462.16 | 10.16 | 2.25% | 504.00 | (41.85) |
| 8 | 518 | 531.74 | 533.30 | 536.47 | 534.56 | - | - | - | - | - | - | 534.02 | 16.02 | 3.09% | 463.20 | 70.82 |
| 9 | 466 | 472.95 | 469.95 | 462.45 | 456.20 | - | - | - | - | - | - | 465.39 | (0.61) | -0.13% | 491.73 | (26.34) |
| 10 | 493 | 509.63 | 505.97 | 496.26 | 494.00 | - | - | - | - | - | - | 501.47 | 8.47 | 1.72% | 432.77 | 68.70 |
| 11 | 390 | 346.94 | 340.70 | 339.13 | 337.98 | - | - | - | - | - | - | 341.19 | (49.06) | -12.57% | 327.20 | 13.99 |
| 12 | 303 | 304.78 | 305.64 | 309.52 | 310.05 | - | - | - | - | - | - | 307.50 | 4.19 | 1.38% | 288.40 | 19.10 |
| Total K-12 Building FTE (Excludes ALE) | 5,425 | 5,524.00 | 5,502.46 | 5,481.09 | 5,460.15 | - | - | - | - | - | - | 5,491.93 | 66.54 | 1.23% | 5,257.64 | 234.29 |
| Eastmont Academy (ALE Program) | 115 | 58.45 | 65.45 | 65.62 | 61.70 | - | - | - | - | - | - | 62.81 | (52.20) | | 299.30 | (236.50) |
| EHS Opportunities (ALE Program) | 155 | 120.26 | 148.08 | 143.75 | 149.73 | - | - | - | - | - | - | 140.46 | (14.55) | | 179.87 | |
| Total K-12 Enrollment Reported to OSPI | 5,695 | 5,702.71 | 5,715.99 | 5,690.46 | 5,671.58 | - | - | - | - | - | - | 5,695.19 | (0.20) | | 5,736.81 | (2.21) |

Over/(Under) Budget (0.20)

Over/(Under) Prior Year Actual AAFTE (41.62)

| | | | | | | | | | | | | | | | | |
|--|---------------|-------|---------|-------|--|--|--|--|--|--|--|--|--|--|--|--|
| Net Change from Prior Month Reporting | (18.88) | | | | | | | | | | | | | | | |
| Change from September Reporting | (31.13) | 32.72 | (63.85) | -0.6% | | | | | | | | | | | | |
| Total Enrollment Growth from Prior Year | -0.73% | | | | | | | | | | | | | | | |

FY2021-2022 Monthly Enrollment FTE by Building

| Building/Grade | FY 2021-2022 BUDGET AAFTE | Month | | | | | | | | | | | Annual Average | Monthly Change | AAFTE Budget to Actual Variance | AAFTE % Variance from Budget | Prior Year AAFTE | AAFTE Variance from Prior Year |
|--------------------|---------------------------------|---------------|---------------|---------------|---------------|-----|-----|-----|-----|-----|------|---|-------------------|-------------------|--|---------------------------------------|------------------------|--|
| | | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | | | | | | | |
| Cascade | | | | | | | | | | | | | | | | | | |
| K | 58 | 77.0 | 83.00 | 82.00 | 85.09 | | | | | | | | 81.8 | 3.1 | 23.8 | | 80.2 | 1.6 |
| 1 | 58 | 73.5 | 74.54 | 75.54 | 74.54 | | | | | | | | 74.5 | (1.0) | 16.5 | | 94.9 | (20.3) |
| 2 | 72 | 86.0 | 89.00 | 90.00 | 88.00 | | | | | | | | 88.3 | (2.0) | 16.3 | | 85.3 | 3.0 |
| 3 | 74 | 80.00 | 80.00 | 78.00 | 78.00 | | | | | | | | 79.0 | - | 5.0 | | 86.9 | (7.9) |
| 4 | 77 | 90.00 | 92.00 | 91.00 | 90.00 | | | | | | | | 90.8 | (1.0) | 13.8 | | 112.5 | (21.8) |
| 5 | 83 | 100.00 | 100.08 | 100.08 | 100.00 | | | | | | | | 100.0 | (0.1) | 17.0 | | - | 100.0 |
| 6 | | | | | | | | | | | | | #DIV/0! | | | | | |
| Total | 422 | 506.54 | 518.62 | 516.62 | 515.63 | - | - | - | - | - | - | - | 514.4 | (1.0) | 92.4 | 21.88% | 459.8 | 54.6 |
| Clovis | | | | | | | | | | | | | | | | | | |
| K | 58 | 58.00 | 57.18 | 55.18 | 57.18 | | | | | | | | 56.9 | 2.0 | (1.1) | | | |
| 1 | 73 | 67.00 | 63.18 | 62.18 | 63.18 | | | | | | | | 63.9 | 1.0 | (9.1) | | | |
| 2 | 71 | 60.00 | 60.00 | 59.00 | 60.00 | | | | | | | | 59.8 | 1.0 | (11.3) | | | |
| 3 | 58 | 69.00 | 67.00 | 68.00 | 67.00 | | | | | | | | 67.8 | (1.0) | 9.8 | | | |
| 4 | 70 | 63.00 | 61.52 | 61.52 | 61.52 | | | | | | | | 61.9 | - | (8.1) | | | |
| 5 | 78 | 76.00 | 74.00 | 75.00 | 74.00 | | | | | | | | 74.8 | (1.0) | (3.3) | | | |
| 6 | 221 | 201.00 | 202.00 | 201.00 | 202.00 | | | | | | | | 201.5 | 1.0 | (19.5) | | | |
| Total | 629 | 594.00 | 584.88 | 581.88 | 584.88 | - | - | - | - | - | - | - | 586.4 | 3.0 | (42.6) | -6.77% | 666.9 | (80.5) |
| Grant | | | | | | | | | | | | | | | | | | |
| K | 58 | 63.00 | 65.00 | 65.00 | 66.1 | | | | | | | | 64.8 | 1.1 | 6.8 | | 79.4 | (14.6) |
| 1 | 62 | 69.00 | 67.00 | 66.00 | 64.0 | | | | | | | | 66.5 | (2.0) | 4.5 | | 84.8 | (18.3) |
| 2 | 75 | 75.00 | 73.00 | 74.00 | 72.1 | | | | | | | | 73.5 | (1.9) | (1.5) | | 84.7 | (11.2) |
| 3 | 69 | 62.00 | 61.00 | 61.00 | 61.0 | | | | | | | | 61.3 | - | (7.8) | | 82.3 | (21.1) |
| 4 | 70 | 64.00 | 61.00 | 59.00 | 61.0 | | | | | | | | 61.3 | 2.0 | (8.8) | | 105.7 | (44.5) |
| 5 | 85 | 83.00 | 83.00 | 83.00 | 82.0 | | | | | | | | 82.8 | (1.0) | (2.3) | | - | 82.8 |
| 6 | | | | | | | | | | | | | #DIV/0! | | | | | |
| Total | 419 | 416.00 | 410.00 | 408.00 | 406.18 | - | - | - | - | - | - | - | 410.0 | (1.8) | (9.0) | -2.14% | 436.9 | (26.9) |
| Kenroy | | | | | | | | | | | | | | | | | | |
| K | 58 | 63.68 | 61.36 | 63.36 | 62.4 | | | | | | | | 62.7 | (1.0) | 4.7 | | 76.8 | (14.1) |
| 1 | 68 | 70.00 | 69.47 | 71.00 | 70.2 | | | | | | | | 70.2 | (0.8) | 2.2 | | 83.6 | (13.4) |
| 2 | 75 | 86.00 | 86.00 | 87.00 | 86.0 | | | | | | | | 86.3 | (1.0) | 11.3 | | 84.1 | 2.2 |
| 3 | 79 | 90.00 | 90.00 | 90.00 | 87.0 | | | | | | | | 89.3 | (3.0) | 10.3 | | 86.4 | 2.8 |
| 4 | 70 | 74.00 | 74.00 | 74.00 | 73.1 | | | | | | | | 73.8 | (0.9) | 3.8 | | 97.3 | (23.5) |
| 5 | 85 | 85.00 | 86.00 | 87.00 | 87.0 | | | | | | | | 86.3 | - | 1.3 | | - | 86.3 |
| 6 | | | | | | | | | | | | | - | | | | | |
| Total | 435 | 468.68 | 466.83 | 472.36 | 465.63 | - | - | - | - | - | - | - | 468.4 | (6.7) | 33.4 | 7.67% | 428.2 | (46.1) |
| Lee | | | | | | | | | | | | | | | | | | |
| K | 58 | 74.00 | 70.00 | 70.00 | 69.0 | | | | | | | | 70.8 | (1.0) | 12.8 | | 49.7 | 21.1 |
| 1 | 48 | 59.00 | 58.47 | 58.47 | 58.5 | | | | | | | | 58.6 | - | 10.6 | | 81.8 | (23.2) |
| 2 | 79 | 79.00 | 78.00 | 78.00 | 78.0 | | | | | | | | 78.3 | - | (0.8) | | 84.8 | (6.6) |
| 3 | 78 | 73.00 | 73.00 | 74.00 | 74.0 | | | | | | | | 73.5 | - | (4.5) | | 86.6 | (13.1) |
| 4 | 70 | 71.00 | 72.00 | 72.00 | 72.0 | | | | | | | | 71.8 | - | 1.8 | | 87.6 | (16.1) |
| 5 | 89 | 83.00 | 83.00 | 84.00 | 83.0 | | | | | | | | 83.3 | (1.0) | (5.6) | | - | 83.3 |
| 6 | | | | | | | | | | | | | - | | | | | |
| Total | 422 | 439.00 | 434.47 | 436.47 | 434.47 | - | - | - | - | - | - | - | 436.1 | (2.0) | 14.3 | 3.38% | 390.7 | (37.8) |
| Rock Island | | | | | | | | | | | | | | | | | | |
| K | 48 | 37.00 | 38.00 | 38.00 | 36.0 | | | | | | | | 37.3 | (2.0) | (10.8) | | 30.9 | 6.4 |
| 1 | 30 | 33.00 | 33.36 | 32.36 | 33.0 | | | | | | | | 32.9 | 0.6 | 2.9 | | 46.1 | (13.2) |
| 2 | 46 | 42.00 | 42.00 | 42.00 | 42.0 | | | | | | | | 42.0 | - | (4.0) | | 37.0 | 5.0 |
| 3 | 49 | 34.00 | 35.00 | 34.00 | 35.0 | | | | | | | | 34.5 | 1.0 | (14.5) | | 34.4 | 0.1 |
| 4 | 45 | 40.00 | 41.00 | 40.00 | 39.0 | | | | | | | | 40.0 | (1.0) | (5.0) | | 39.0 | 1.0 |
| 5 | 48 | 40.00 | 39.00 | 39.00 | 39.0 | | | | | | | | 39.3 | - | (8.8) | | - | 39.3 |
| 6 | | | | | | | | | | | | | #DIV/0! | | | | | |
| Total | 266 | 226.00 | 228.36 | 225.36 | 224.00 | - | - | - | - | - | - | - | 225.9 | (1.4) | (40.1) | -15.06% | 187.4 | 38.5 |

Eastmont School District

FY2021-2022 Monthly Enrollment FTE by Building

| Building/Grade | FY 2021-2022 BUDGET AAFTE | Month | | | | | | | | | | | | Annual Average | Monthly Change | AAFTE Budget to Actual Variance | AAFTE % Variance from Budget | Prior Year AAFTE | AAFTE Variance from Prior Year |
|-------------------------------|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----|-----|-----|-----|-----|------|--|-----------------|-------------------|-------------------|--|---------------------------------------|------------------------|--|
| | | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | | | | | | | | |
| EJHS | | | | | | | | | | | | | | | | | | | |
| 6 | - | 1.00 | 1.00 | 1.00 | 1.0 | | | | | | | | 1.0 | - | 1.0 | | | 1.0 | |
| 7 | 230 | 234.00 | 232.00 | 228.00 | 228.0 | | | | | | | | 230.5 | - | 0.5 | | 0.6 | 229.9 | |
| 8 | 268 | 285.74 | 285.74 | 286.74 | 281.8 | | | | | | | | 285.0 | (4.9) | 17.0 | | 463.2 | (178.2) | |
| 9 | 466 | 470.95 | 467.95 | 460.45 | 454.2 | | | | | | | | 463.4 | (6.3) | (2.6) | | 490.7 | (27.3) | |
| 10 | - | | | | | | | | | | | | - | - | - | | 1.0 | (1.0) | |
| 11 | - | | | | | | | | | | | | - | - | - | | 4.0 | (4.0) | |
| 12 | - | 1.00 | 1.00 | 1.00 | 1.0 | | | | | | | | 1.0 | - | - | | 1.0 | - | |
| Total | 964 | 992.69 | 987.69 | 977.19 | 966.01 | | | | | | | | 980.9 | (11.2) | 15.9 | 1.65% | 960.5 | 25.4 | |
| Sterling JH | | | | | | | | | | | | | | | | | | | |
| 5 | - | 1.00 | 1.00 | 1.00 | 1.00 | | | | | | | | 1.0 | - | 1.0 | | | | |
| 6 | 210 | 239.00 | 237.00 | 235.00 | 237.00 | | | | | | | | 237.0 | 2.0 | 27.0 | | | | |
| 7 | 222 | 232.74 | 232.74 | 231.57 | 229.57 | | | | | | | | 231.7 | (2.0) | 9.7 | | | | |
| 8 | 250 | 246.00 | 247.56 | 249.73 | 252.75 | | | | | | | | 249.0 | 3.0 | (1.0) | | | | |
| 9 | - | 1.00 | 1.00 | 1.00 | 1.00 | | | | | | | | 1.0 | - | 1.0 | | | | |
| 10 | - | | | | | | | | | | | | - | - | - | | | | |
| 11 | - | | | | | | | | | | | | - | - | - | | | | |
| 12 | - | | | | | | | | | | | | - | - | - | | | | |
| Total | 682 | 719.74 | 719.30 | 718.30 | 721.32 | | | | | | | | 719.7 | 3.0 | 9.7 | 1.42% | 683.85 | 35.81 | |
| EHS | | | | | | | | | | | | | | | | | | | |
| 8 | - | | | | | | | | | | | | - | - | - | | | | |
| 9 | - | 1.00 | 1.00 | 1.00 | 1.00 | | | | | | | | 1.0 | - | 1.0 | | 1.0 | - | |
| 10 | 493 | 509.63 | 505.97 | 496.26 | 494.00 | | | | | | | | 501.5 | (2.3) | 8.8 | | 431.8 | 69.7 | |
| 11 | 390 | 346.94 | 340.70 | 339.13 | 337.98 | | | | | | | | 341.2 | (1.1) | (49.1) | | 323.2 | 18.0 | |
| 12 | 303 | 303.78 | 304.64 | 308.52 | 309.05 | | | | | | | | 306.5 | 0.5 | 3.2 | | 287.4 | 19.1 | |
| Total | 1,186 | 1,161.35 | 1,152.31 | 1,144.91 | 1,142.03 | | | | | | | | 1,150.2 | (2.9) | (36.1) | -3.04% | 1,043.4 | 106.8 | |
| Eastmont Academy (ALE) | | | | | | | | | | | | | | | | | | | |
| K | 10 | 5.00 | 2.00 | 2.00 | 3.0 | | | | | | | | 3.0 | 1.0 | (7.0) | | 35.0 | (32.0) | |
| 1 | 10 | 6.00 | 6.00 | 6.00 | 6.0 | | | | | | | | 6.0 | - | (4.0) | | 40.4 | (34.4) | |
| 2 | 10 | 12.00 | 12.00 | 10.00 | 10.0 | | | | | | | | 11.0 | - | 1.0 | | 31.9 | (28.9) | |
| 3 | 10 | 4.00 | 5.00 | 5.00 | 6.0 | | | | | | | | 5.0 | 1.0 | (5.0) | | 31.3 | (26.3) | |
| 4 | 5 | 5.00 | 5.00 | 5.00 | 5.0 | | | | | | | | 5.0 | - | - | | 33.5 | (28.5) | |
| 5 | 10 | 7.00 | 8.00 | 8.00 | 6.0 | | | | | | | | 7.3 | (2.0) | (2.8) | | 30.7 | (23.4) | |
| 6 | 10 | 5.00 | 9.00 | 11.00 | 9.0 | | | | | | | | 8.5 | (2.0) | (1.5) | | 33.1 | (24.6) | |
| 7 | 20 | 5.83 | 7.83 | 8.00 | 6.0 | | | | | | | | 6.9 | (2.0) | (13.1) | | 36.0 | (29.1) | |
| 8 | 30 | 8.62 | 10.62 | 10.62 | 10.7 | | | | | | | | 10.1 | 0.1 | (19.9) | | 19.4 | (9.3) | |
| Total | 115 | 58.45 | 65.45 | 65.62 | 61.70 | | | | | | | | 62.8 | (3.9) | (32.3) | -28.12% | 299.3 | (236.5) | |
| EHS Opportunites (ALE) | | | | | | | | | | | | | | | | | | | |
| 9 | 30 | 13.35 | 17.35 | 22.30 | 24.44 | | | | | | | | 19.4 | 2.1 | (10.6) | | 30.9 | (11.6) | |
| 10 | 20 | 14.46 | 19.12 | 21.29 | 28.49 | | | | | | | | 20.8 | 7.2 | 0.8 | | 26.6 | (5.7) | |
| 11 | 30 | 31.41 | 40.31 | 40.41 | 41.19 | | | | | | | | 38.3 | 0.8 | 8.3 | | 45.7 | (7.4) | |
| 12 | 75 | 61.04 | 71.30 | 59.75 | 55.61 | | | | | | | | 61.9 | (4.1) | (13.1) | | 76.7 | (14.8) | |
| Total | 155 | 120.26 | 148.08 | 143.75 | 149.73 | | | | | | | | 140.5 | 6.0 | (14.5) | -9.38% | 179.9 | (39.5) | |
| Total Monthly Variance | | | | | | | | | | | | | (18.88) | 23.3 | | 5,736.81 | | | |
| K-6 Total | 2,593 | 2,650.22 | 2,643.16 | 2,640.69 | 2,630.79 | | | | | | | | 2,641.2 | | | | | | |
| K-12 Total | 5,695 | 5,702.71 | 5,715.99 | 5,690.46 | 5,671.58 | | | | | | | | 5,695.2 | | | | | | |
| Report 1251 difference | | | | | | | | | | | | | 5,695.19 | | | | | | |