



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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

**\* = REVISED 1/10/22**

## **BOARD OF DIRECTORS REGULAR MEETING AGENDA**

Monday, January 10, 2022

5:30 p.m. Regular Meeting

**Grant Elementary School  
1430 1<sup>st</sup> Street SE, East Wenatchee**

*Due to current restrictions on public gatherings and in support of public safety, Eastmont's Board of Directors' Meeting on Monday, January 10, 2022 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=mde903f7bfece2d831791884ba7153439>*

- *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](http://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, January 10, 2022 beginning at 5:30 p.m. at Grant Elementary School at 1430 1<sup>st</sup> Street SE, 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. 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](mailto:schoolboard@eastmont206.org) For online participation, chat comments and Question & Answer will not be enabled during the meeting.

IV. INFORMATION

- A. Staff Years of Service Recognition — Meaghan Vibbert, Board Member
  - Shannon Duncan with 20 years in August 2020
  - Katie Luttrell with 25 years in August 2021
- B. Board News
- C. Superintendent News

V. BUILDING AND PROGRAM REPORT

- A. Grant Staff Recognition — Meaghan Vibbert, Board Member
- B. Grant Elementary School Building Report — Kirsten Mittelstaedt, Principal
- C. Brief Tour of New Construction

VI. CONSENT AGENDA

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

- A. Approval of the minutes from the regular meeting held on December 13, 2021.
- B. Approval of the payment of the bills and/or payroll dated January 10, 2022.
- C. Approval of the Personnel Action Items dated January 10, 2022.
- D. Approval of the School Improvement Plan for Grant Elementary School.
- E. Approval of the following policies for Second Reading/Adoption:

Section	Number	Title
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

- F. Review of the Monthly Student Enrollment Update.
- G. \*Approval of the Proposal to Start Transitional Kindergarten for the 2022-23 School Year.

VII. REPORTS

- A. Superintendent Search – Verbal Update and Next Steps — Bill Jordan, Northwest Leadership Associates
- B. Verbal Report on Superintendent’s Annual Goals — Garn Christensen, Superintendent

VIII. BOARD TRAINING

- A. Training will be held with Superintendent Garn Christensen for the purpose of school board roles, responsibilities, and liabilities training.

**\* = REVISED 1/10/22**

IX. FUTURE AGENDA ITEMS

X. ADJOURNMENT

**FUTURE TOPICS – Identified by the Board for further review.**

- 1) Superintendent Search
- 2) Training for Board Members in PLC
- 3) Updated Information on the Distribution of LAP and Title funds

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

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

**\* = REVISED 1/10/22**

## Grant Elementary - School Board Recognition 2021-22

1.	<p>Grant Site Council led the staff to rewrite and update:</p> <ul style="list-style-type: none"><li>• Mission (WHY do we exist?),</li><li>• Vision (Gives Directions), and</li><li>• Collective commitments (HOW must we behave to achieve our vision?).</li></ul>
2.	<p>Grant staff is implementing research based reading instruction and curriculum known as structured literacy in response to the needs of students - School Wide 43% of students are at the intensive level in reading, and the highest numbers of need are in kindergarten (75%) and first grade (49%)</p>
3.	<p>Grant's vision is to value and build relationships throughout the school community. From a recent survey, 100% of staff feel welcome and respected at school and 90% of students and parents report that staff care about them.</p>
4.	<p>Grade level PLC teams (K-4) focused on one specific ELA and Math growth goal last year. Every grade level showed growth in student achievement in their selected goals and 60% of the goals were met with achievements of 92%-100%.</p>



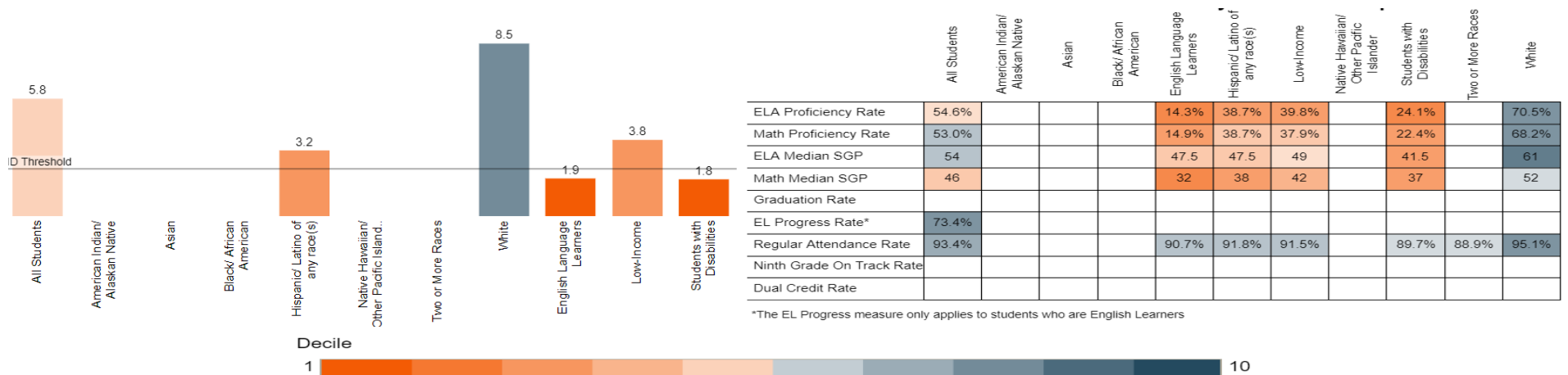
# Grant Elementary Report for 2021-22

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	503	56/56	50/46	35/19	9/12	10/12	95/85	2/3	3/2	<1/3.1	NA/22	NA/31	NA/14	NA/22	NA/12	51	31.5	15	1	2	1.5
2017-18	510	60/59	51/47	31/18	9/11	9/13	93/85	3/3	4/3	1.7/3.7	67/29	33/26	NA/21	NA/12	NA/13	50.5	31	15	1	2	1.5
2018-19	497	57/59	49/47	27/17	11/11	10/13	93/86	3/3	3/4	<1/3.8	NA/19	NA/30	NA/17	NA/16	NA/18	51	31	15.5	1	2	1.5
2019-20	487	52/58	49/48	25/17	7/11	12/13	96/86	<1/3	3/2	<1/8	NA/19	NA/33	NA/10	NA/16	NA/18	51.5	33	14	1	2	1.5
2020-21	438	49/56	51/50	26/17	6/10	11/13	NA/92	7/3	1/2	NA	NA	NA	NA	NA	NA	49	29.50	15	1	2	1.5

**Budget using prior year numbers:** \$61,070 + prior year end balance of \$10,211 – expenditures of \$67,346 = year-end balance of \$3,935

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



District or Building Goal & Supporting Strategy/Activity	Progress/Data
Implementation of structured literacy practices K-3.	Common curriculum grades K-3 (Structured literacy). Consistent delivery, language and assessments for early reading skills in tier 1, tier 2 and tier 3.
MTSS: Schoolwide teams (Site Council, Grade Level Coordinators) and Teacher Teams (PLC's) support learnings of students both ahead of and behind in grade level.	Data meetings four times per year. Monitor essentials in tiers with both academics and behavior. Tier 2 supports for academics by classroom teachers. Tier 2/3 bi-monthly behavior meetings. Tier 3 regrouping for academics based on lowest 25th percentile students three times per year.
Increase the achievement rates of our EL students by increasing our knowledge, comfort and use of GLAD strategies.	GLAD Mini-lessons during staff meetings, newsletters, snippets of instructional tips for EL's. Language instructional time in master schedule for EL students and tier 3 instructional time for those who need it. Two EL teachers (increased from 1 prior year) to support students.

**BOARD OF DIRECTORS**  
**REGULAR MEETING MINUTES**  
December 13, 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 Cascade Elementary School Cafeteria at 2330 North Baker Avenue, East Wenatchee.

Along with limited seating that followed safety protocols for first come first serve in-person attendance for the public, a Webex link was provided on the District's website for public participation at:

<https://eastmont206.webex.com/eastmont206/j.php?MTID=mab30635dafb7e3e3e6cb450643646912>

**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 requested both the Executive Session and the following personnel action be removed from the Agenda.

MOVED by Director Wright and SECONDED by Director Vibbert to approve the revised Agenda for December 13, 2021. The motion CARRIED unanimously.

**OATH OF OFFICE**

Douglas County Superior Court Judge Brian Huber administered an Oath of Office to:

- Jason Heinz – Director District #3, Eastmont Central
- Joy Dawe – Director District #4, At-Large

**RECOGNITION**

Superintendent Christensen presented Director Eggers with a certificate of recognition and thanked her for her leadership during her tenure on the Board. Chris Gibbs and Steve Piccirillo, former Board members, were present and also expressed their appreciation to Ms. Eggers for her service.

**REORGANIZATION OF THE BOARD**

Vice President Smith opened the nominations for the position of board president.

MOVED by Director Wright and SECONDED by Director Vibbert to nominate Director Smith for board president. Hearing no other nominations, Vice President Smith closed the nominations for president.

Vice President Smith asked for a roll call vote for Director Smith for board president:

Director Dawe – aye                                      Director Vibbert – aye  
Director Heinz – aye                                      Director Wright – aye  
Director Smith – aye

The motion CARRIED unanimously.

President Smith opened nominations for board vice president.

MOVED by Director Vibbert and SECONDED by Director Heinz to nominate Director Wright for board vice president. Hearing no other nominations, President Smith closed the nominations for vice president.

President Smith asked for a roll call vote for Director Wright for vice president:

Director Dawe – aye                                      Director Vibbert – aye  
Director Heinz – aye                                      Director Wright – aye  
Director Smith – aye

The motion CARRIED unanimously.

MOVED by Director Wright and SECONDED by Director Dawe to nominate Director Vibbert to serve as the Legislative Representative for a two-year term.

The motion CARRIED unanimously.

MOVED by Director Vibbert and SECONDED by Director Smith to nominate Director Heinz to serve as the WIAA Representative for a one-year term.

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](mailto:schoolboard@eastmont206.org). There was no public comment.

**INFORMATION****A. Staff Years of Service Recognition.**

The Board recognized the following staff with a Certificate of Appreciation:

- 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.**

Director Vibbert shared she recently attended both the Eastmont High School's Drama Club performance of "Mousetrap" and the City of East Wenatchee's Lighting Ceremony featuring Sterling Junior High's Choir. She was complimentary of both. President Smith shared she was able to tour the Rock Island Elementary campus and was also looking forward to upcoming student performances and athletic events.

**C. Superintendent News.**

Superintendent Christensen encouraged the Board to attend any of the local school events that they could.

**BUILDING AND PROGRAM REPORT****A. Cascade Elementary School Staff Recognition.**

Director Vibbert recognized Cascade staff for the following accomplishments:

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.
  - 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.

**B. Cascade Elementary School Building Report.**

Principal Kim Browning and Cascade Elementary School staff shared information on their recent challenges and accomplishments. They answered questions from the Board.



- C. Brief Tour of New Construction.  
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 22, 2021.
- B. Payment of bills and/or payroll. The Board of Directors approved the following checks, direct deposits, or wire transfers listed on check summaries dated December 13, 2021:

Warrant Numbers	Total Dollar Amount
7124636-7124637	\$113.80
7124638-7124638	\$57.00
7124639-7124644	\$4,701.01
7124645-7124645	\$20.00
7124646-7124948	\$641,974.22
202100030-202100031	\$5,461.95
202100032-202100032	\$385.25
202100033-202100033	\$1,468.53

- C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated December 13, 2021.
- D. Approval of school improvement plan. The Board of Directors approved the School Improvement Plan for Cascade Elementary School.
- E. Approval of change order. The Board of Directors approved NAC Construction Change Order CO#010R.
- F. Approval of agreement. The Board of Directors approved the Eastmont Secretaries Association (ESA) Collective Bargaining Agreement as presented.
- G. Approval of agreement. The Board of Directors approved the Eastmont Paraeducators Association (EPA) Collective Bargaining Agreement as presented.
- H. Review of policy. The Board of Directors reviewed the following policies for Second 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 budget status update. The Board of Directors received the Monthly Budget Status Update.

J. Review of student enrollment update. The Board of Directors received the Monthly Student Enrollment Update.

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

**REPORT**

A. Transitional Kindergarten Verbal Report.  
Executive Director Spencer Taylor and Asst. Special Education Director/Preschool Director Ami Collins provided the Board with information regarding Transitional Kindergarten.

**FUTURE AGENDA ITEMS**

Report on LAP High Poverty funding and allocation of these resources.

**ADJOURNMENT**

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

The meeting adjourned at 7:01 p.m.

Approval:

\_\_\_\_\_ Date  
Chairperson

\_\_\_\_\_ Date  
Secretary

TO: Board of Directors

FROM: Kayla Brown, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: January 10, 2022

**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
Barker	Lisa	Cascade	Teacher
Carpio	Guadalupe	District Office	Migrant Recruiter
Climer	Jeanell	SJHS	Special Education Teacher
Fila	Ronald	EHS	Coach
Garcia	Julia	Cascade	Paraeducator
Worsham	Jason	EHS	CTE Business Teacher

Retirements

The following people have notified us of their plans to retire:

Last Name	First Name	School	Position/Years
Keller	Robyn	Kenroy	Teacher/30 years - revision from 12/13
Leonard	Jody (Joanne)	EHS	Teacher/39 years revision from 12/13
Stewart	Lesley	Kenroy	Paraeducator/25 years
Walker	Marci	EHS	Receptionist Para/30 years

New Hires

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

Last Name	First Name	School	Position
Dickson	Jonathan	Sterling/EJHS	Coach - Wrestling 7/8th grade
Edwards	Lyndsey	District Office	Accounting Specialist/Officer
Fowler	Erin	Transportation	Bus Driver
Minard	Torianna	EHS	LifeSkills Paraeducator
Mott	Brooke	Sterling	SPED Teacher - Sterling
Valdivia	Leticia	Grant	Paraeducator

**ATTACHMENTS**

None

**FISCAL IMPACT**

Personnel Expenditure

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**RECOMMENDATION**

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



## EASTMONT SCHOOL DISTRICT

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TO: Board of Directors  
FROM: Garn Christensen, Superintendent  
SUBJECT: School Improvement Plan for Grant Elementary School  
DATE: January 10, 2022

### CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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### BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

### ATTACHMENTS

School Improvement Plan

### FISCAL IMPACT

None

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### RECOMMENDATION

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



# Grant Elementary

## Title 1 Part A - Schoolwide Plan

2021-22

Planning Team			
Name of Team Member	Position/ Representation	Signature	Date
Diane Musilek	Chairperson		
Kirsten Mittelstaedt	Principal		
Caitlin Walters	Assistant Principal		
Casey Henneigh	ParaEducator		
	Parent (non-Staff)		
Talena Morrell	Teacher		
Karen Dodd	Teacher		
Lindsay Rasmussen	Teacher		
Stephanie Prazer	Teacher		
Karla Hix	Teacher		
Allison Chisholm	Teacher		

2021-22 Mission/Vision Statement
<p><b>Mission :</b> Ensuring high levels of learning for all.</p> <p><b>Vision:</b> Grant Elementary welcomes all in a safe, caring atmosphere. As a school culture, we value and build relationships throughout our school and community. We work collaboratively to seek and implement strategies for continuous growth and academic success.</p>



**Collective Commitments:**

- We commit to using the evidence of student learning from our common assessments to address the academic and social needs of each student.
- We commit to being positive, contributing members of our PLC's in order to improve our professional practice.

**Culture of Equity Statement**

We work to achieve educational equity in our classroom instruction. We are committed to learning and implementing best practices in reading instruction for K-3 students. We also recognize the need to improve our instructional practices to address our EL students' access to core curriculum.

**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 in Needs Assessment
  - DIBELS-Grade level teams, MTSS (Multi-Tiered Systems Support Team)
  - PASI/PSI- (Reading Diagnostic)-Staff
  - Perception Data-Site Council/Staff
  - SBA (ELA/Math)-Staff
  - ELPA 21 (EL Data)-Staff
- During the 2020-21 school year, staff analyzed student achievement data in reading and math related to their year end goals on the school improvement plans.
- Fall 2021 - Grade level teams and interventionists assessed students to determine Tier 3 reading interventions and student placement.



- November 2021-School Satisfaction Surveys distributed to students, parents and staff-reviewed by site council, staff January 2022.
- October 2021-Smarter-Balanced Assessments were given to 4th and 5th grade students (standards from year prior).

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



**438**

Students Enrolled  
2020-21 School Year



**96.4%**

Students Regularly Attend  
2019-20 School Year

**52.9%**

Met ELA  
Standards

**51.5%**

Met Math  
Standards

Met Science  
Standard

2018-19 School Year



**\$13,588**

Per-pupil Expenditure  
2019-20 School Year



Graduated in 4 Years  
2019-20 School Year



**29**

Number of Classroom  
Teachers  
2019-20 School Year



**36.8%**

High Math  
Growth

**40.6%**

High ELA  
Growth

2018-19 School Year

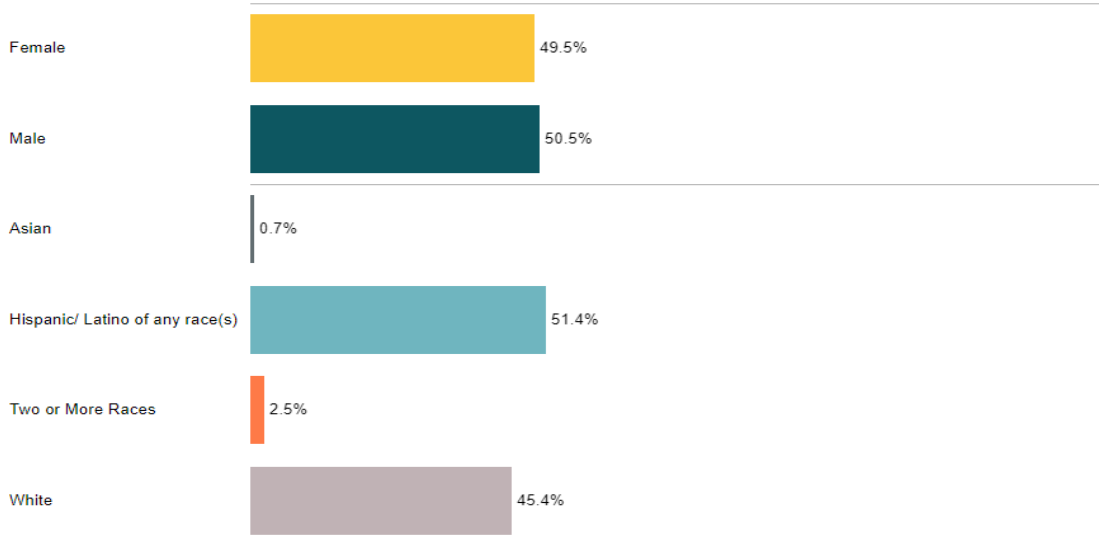


**16.1**

Average Years of Teaching  
Experience  
2019-20 School Year

*Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data becomes available.*

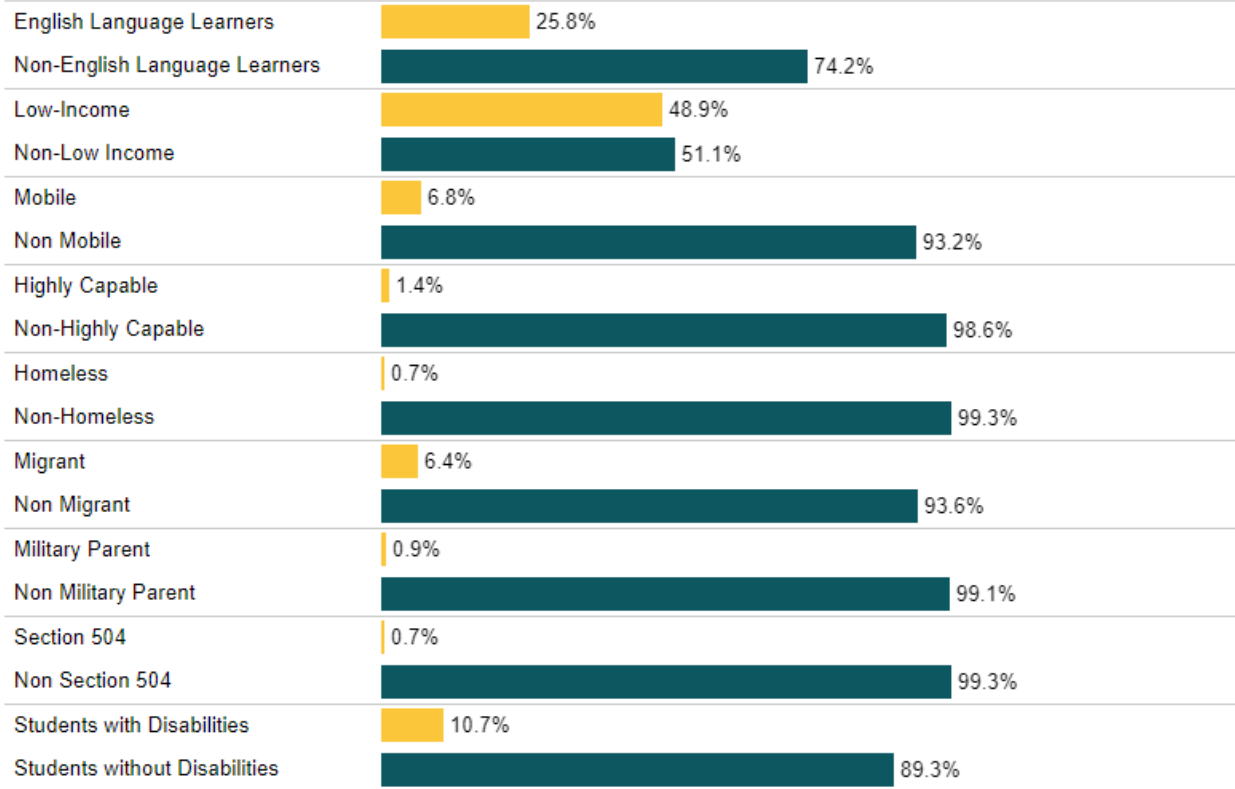
**Grant Elementary School**  
2020-21







### Grant Elementary School 2020-21

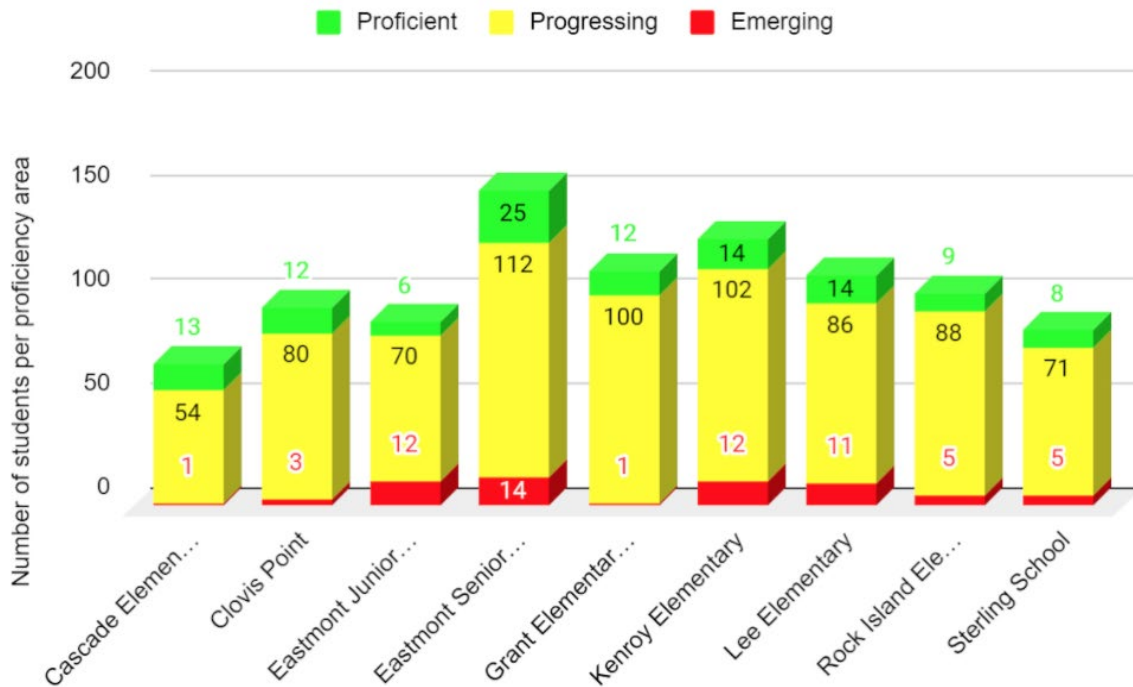
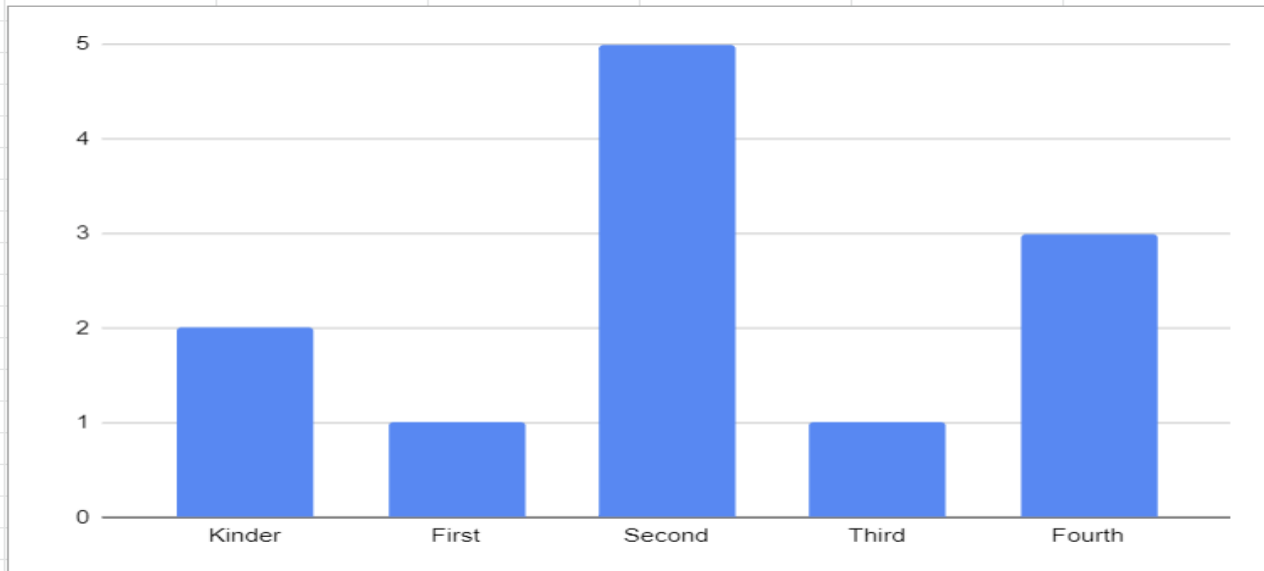




### ELPA 21 Scores (Spring 2021)

- Graph #1 Exit from the program
- Graph #2 Number of students emerging, progressing and proficient

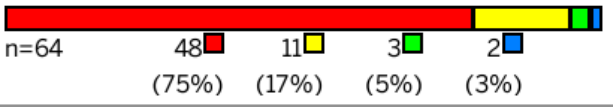
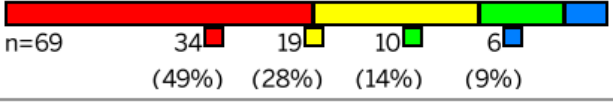
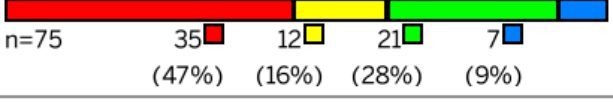
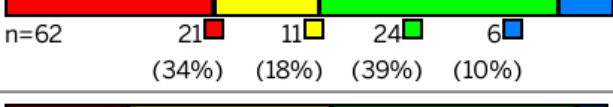
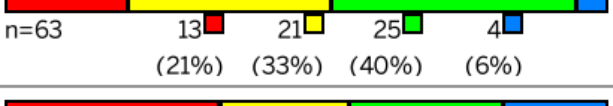
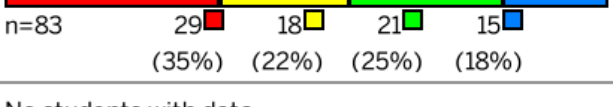
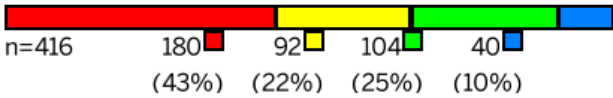
Grant ELPA Exit 2020-2021





**2021-2022 All Grades Status - DIBELS 8th Edition**

District: Eastmont School District School: Grant Elementary School

Grade	Beginning	Middle
<b>K</b>	 <p>n=64 48 (75%) Intensive Support, 11 (17%) Strategic Support, 3 (5%) Core Support, 2 (3%) Core^ Support</p>	No students with data.
<b>1st</b>	 <p>n=69 34 (49%) Intensive Support, 19 (28%) Strategic Support, 10 (14%) Core Support, 6 (9%) Core^ Support</p>	No students with data.
<b>2nd</b>	 <p>n=75 35 (47%) Intensive Support, 12 (16%) Strategic Support, 21 (28%) Core Support, 7 (9%) Core^ Support</p>	No students with data.
<b>3rd</b>	 <p>n=62 21 (34%) Intensive Support, 11 (18%) Strategic Support, 24 (39%) Core Support, 6 (10%) Core^ Support</p>	No students with data.
<b>4th</b>	 <p>n=63 13 (21%) Intensive Support, 21 (33%) Strategic Support, 25 (40%) Core Support, 4 (6%) Core^ Support</p>	No students with data.
<b>5th</b>	 <p>n=83 29 (35%) Intensive Support, 18 (22%) Strategic Support, 21 (25%) Core Support, 15 (18%) Core^ Support</p>	No students with data.
<b>6th</b>	No students with data.	No students with data.
<b>All</b>	 <p>n=416 180 (43%) Intensive Support, 92 (22%) Strategic Support, 104 (25%) Core Support, 40 (10%) Core^ Support</p>	No students with data.

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



**(Fall) Smarter Balanced Data - 4th Grade Math |**

Level 4	Level 3	Level 2	Level 1
9%	29%	29%	34%

**Disproportionality:**

7 Multilingual Students = 0% passed

5 SpEd Students= 40% passed

36 Low Income Students= 31%passed (11)

**(Fall) Smarter Balanced Data - 4th Grade ELA**

Level 4	Level 3	Level 2	Level 1
26%	22%	26%	26%

**Disproportionality:**

12 Multilingual Students = 0% passed

4 SpEd Students= 25% passed

38 Low Income Students=37% passed (14)



**(Fall) Smarter Balanced Data- 5th Grade Math**

Level 4	Level 3	Level 2	Level 1
5%	18%	38%	39%

**Disproportionality:**

12 Multilingual Students = 17% passed

1 2SpEd Students= 8% passed

43 Low Income Students=5% passed (2)

|

**(Fall) Smarter Balanced Data - 5th Grade ELA**

Level 4	Level 3	Level 2	Level 1
24%	17%	21%	38%

**Disproportionality:**

12 Multilingual Students = 0% passed

12 SpEd Students= 17% passed

43 Low Income Students=26% passed (11)



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

Show Filter Options



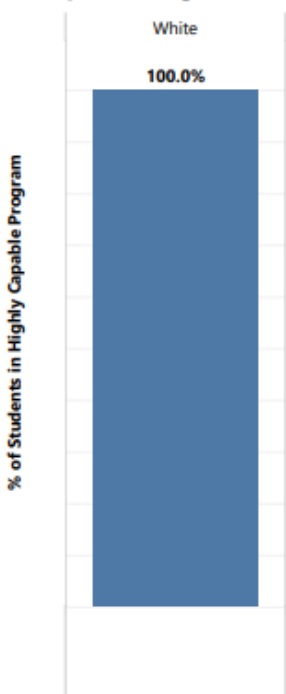
**Ensuring educational equity:**

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.

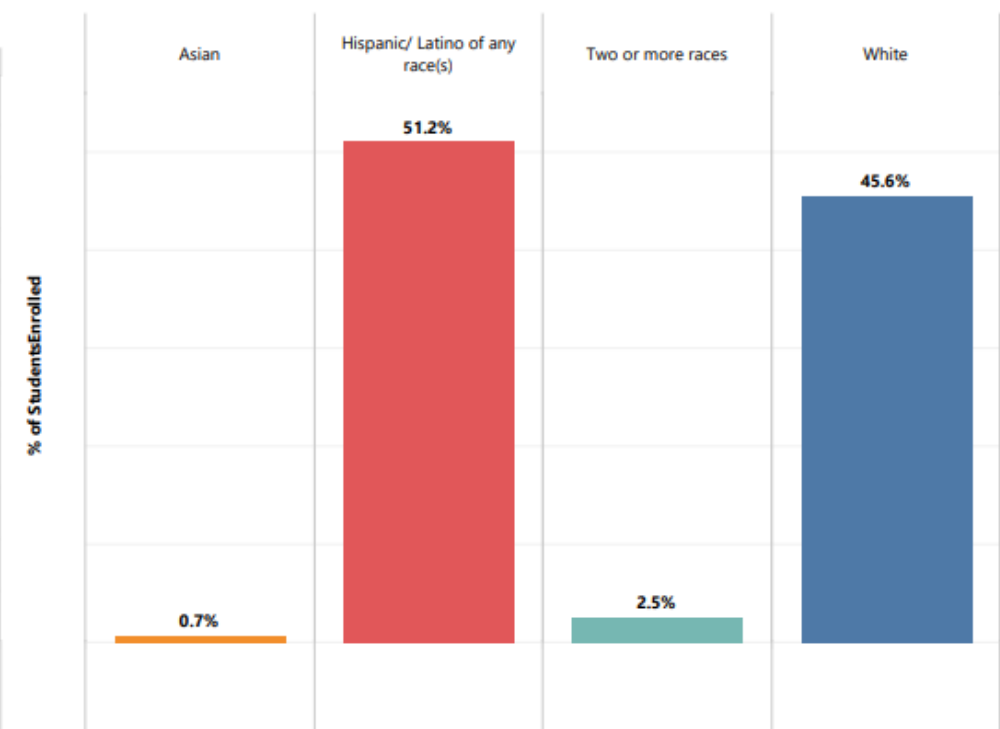
Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction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



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

\*Note:\* This dashboard contains data that might identify individual students. Please use caution when sharing the data outside your organization to ensure student privacy is protected.



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.**

Perception Survey (Fall 2021)

**Parents:**

87% of families feel school staff are responsive to requests.  
91% think the school building and grounds are in good condition.  
88% think their child is safe at school.  
90% feel teachers care about their child.  
90% feel the school communicates well with them.  
87% feel satisfied with the amount their child is learning.  
92% would recommend the school to other parents.

**Staff:**

98% feel welcome and respected at school.  
100% feel safe at school.  
100% feel the school grounds and building are in good condition.  
100% feel the administration is visible and accessible.  
100% feel their colleagues care about our students.

**Students:**

89% feel their teachers care for them.  
89% are happy with the amount they are learning.  
84% feel welcome and respected at school.  
84% feel the staff is responsive to their requests.  
90% feel the school grounds and building are in good condition.

**Academic Achievement**-Our staff is committed and agreed to our mission, vision and collective commitments. Those highlight our agreement to work together work collaboratively to seek and implement strategies for continuous growth and academic success. That means we will use evidence of student learning and common assessments to address needs. We also commit to using our PLC times to improve professional practice. This is an area of strength. Other strengths:

- Began the conversation about structured literacy with site council in Spring 2021.
- Added structure literacy program to our classroom CORE curriculum in grades K, 1,2 and will be adding that to grade 3 as of January.
- Common assessments grades K-5 in reading and a common diagnostic tool.



- Common assessment grades 3,4,5 in math.
- Aligned essential learning goals in grades K-5 in reading.
- Tiered intervention system which implements the new assessments, structured literacy curriculum throughout our Tier 1,2 and tier 3 instruction K-3.
- Special Education-Wilson Reading System for our highest needs grade 3,4,5 students.
- Common curriculum: Phonemic Awareness (K,1,2 with Heggerty), Phonics (K,1,2,3 with Foundations), Stepping Stones (K-5 Math).

**Language Acquisition-** We are excited to add Sandee Schmidt and Karla Hix to our Multilingual team this year! We were able to add the additional support to our Multilingual program and are able to meet student needs with the new WIDA requirements with more certificated instructional time for students. Our schedule allows for students to never miss their Core Tier 1 instruction. All our EL students have the opportunity to participate in Tier 3 instructional groups as well. Specific language time is in the master schedule and instruction is focused on the four language domains of reading, writing, listening and speaking.

**Student Attendance-** Systems are in place at Grant which align with attendance laws and communicate with families regarding attendance concerns. Attendance is monitored daily with automated and personal phone calls and bi-monthly with attendance team meetings. The Assistant Principal connects with families through attendance conferences and home visits. Students who have improved attendance are positively reinforced, and individual post-cards are sent to absent students to let them and their families know what they have missed. We have implemented Covid testing on-site to promote students getting back to school sooner when ill.

**Student Discipline-** In our fifth year of PBIS at Grant, we are proud of our schoolwide support for Tier 1, Tier 2 and Tier 3 level students. Our Grade level coordinators (GLC) lead and monitor PBIS Tier 1 (PAW promise expectations, behavior matrix, attention signal, Caught Ya's, strategy room and student leadership). GLC also leads and monitors work related to SEL, culture and school celebrations for students. We have a Tier 2/3 Behavior team that meets monthly to analyze, adjust and take action steps with students with high levels of referrals or teacher concerns. The Tier 2/3 team worked to communicate behavior plans, strengths and tips for connecting with our high needs students to all staff in the building. The goal was to increase visibility of plans to all staff, help staff connect personally with students to develop relationships.

**Parent Involvement-** Grant has a PTO that is active in fundraising and support of students and staff.

**Describe the challenges of your school.  
Perception Survey-Fall 2021**

**Parents:** Parents are frustrated they are limited in access to the school. Would love to be able to meet their child's teacher in person and see their classrooms. Feeling very disconnected.

**Staff:** Concerned about behavior and the addition of 5th and eventually 6th grade into an elementary school model.





**Students:** Want better lunches and swings at recess.

**Academic Achievement-** Our data in all indicators shown on the School Wide Plan show most students are significantly behind academically. This is indeed a challenge and we are incorporating our plan stated above to address the needs of students K-5.

**Language Acquisition-** Two years ago, we celebrated 24% of Grants 125 EL students exiting the program. Last year, that number was 12%. Despite our concerted effort with 'Educare' and serving 19% of our EL population all day, every day, during the interrupted school year, the school year greatly affected our English Language learners. This year we are using thematic units, and supplemental background knowledge building with GLAD units in our EL instruction to specifically address the language needs of students and adjust our instruction to the new WIDA standards. These units provide opportunities for students to practice the 4 domains of language acquisition, which are reading, writing, speaking and listening.

**Student Attendance-** Attendance in the COVID pandemic is difficult. Students can be out of school for extended periods of time and that is a challenge for teachers and parents. Attendance has always been a strength at Grant Elementary but with the pandemic, we have 20% of our population who have experienced 7,10, or more days of absences. With constantly changing measures for what symptoms require testing, parents are confused about when they can send their students to school or not. An additional struggle is rebuilding routines and habits of getting up and leaving the house to go to school.

**Student Discipline-** We have noticed our primary students entered the school year with more behavior needs than in year's past. This is our first year with more classroom referrals than playground referrals for discipline and those numbers are more highly concentrated in primary grades. Time away from peers and being independent and responsible for their own body and behavior have taken the entire fall to learn. As the months go by, students are slowly building stamina to be in the classroom all day, every day but this has been especially difficult for our young students. Our third graders last had a normal year when they were in kindergarten.

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



**School Goal:** All students, regardless of subgroups, will show growth in essential grade-level standards using multiple measures as data points.

**Grade Level Goals:**

Each grade level shared their SIP goals, explained how they were going to measure them, and why they were chosen. All grade level goals are focusing on essential standards. Below you will find each grade level goal.

**Kinder- ELA**

This school year, at least 95% of our kindergarten students will demonstrate basic knowledge of one-to-one correspondence with correct sounds for each consonant and vowel on the “Kindergarten Letter Names and Sounds Assessment” assessment in April.

**What is our current reality? Why did we choose this goal?**

In October, our Kindergarteners could name 33.3% of letter sounds when looking at lowercase letters. We chose this goal because identifying letters and the sounds they make is going to aid in students being able to sound out CVC words and continue learning how to read. This is essential for students to learn before beginning 1st grade.

**What are our action steps?**

We will implement Foundations and Heggerty (as well as incorporating Wonders). We will also work with targeted small groups on letter sounds.

**How and when will it be assessed?**

The Kindergarten team will be doing monthly testing using our “Kindergarten Letter Names & Sounds Assessment” to check for mastery.

**First- ELA**

In collaboration with the RTI team, 1st grade at Grant Elementary School will increase phonics skills (RF 1.3) for students from 39% mastery (Oct.) to 80% mastery in May in decoding regularly spelled one-syllable words as measured by the Phonics Screener for Intervention (PSI).

**What is our current reality? Why did we choose this goal?**

In October, 39% of our first grade students could read CVC real and nonsense words as measured by the PSI. As a result, First grade teachers and the Response to Intervention (RTI) team selected students for intensive and strategic intervention. We chose this skill because it is the foundation of phonics progression of skills.

**What are our action steps?**

To ensure high levels of learning for all, we will implement Foundations for teaching phonics skills and Heggerty for phonological awareness skills daily. In addition, students will use phoneme-grapheme mapping and decodable text to increase their decoding skills and fluency.



**How and when will it be assessed?**

First grade teachers and Rtl staff will assess using DIBELS nonsense word fluency in the fall, winter and spring. Students who score strategic or intensive will be progress monitored monthly using DIBELS Nonsense Word Fluency and the Phonics Screener for Intervention CVC real and nonsense words.

**Second- ELA**

In collaboration with the RTI team, 2nd grade at Grant Elementary School will increase phonics skills (RF 2.3) for students from 12% mastery in distinguishing short and long vowel and reading words with common vowel teams in September to 70% mastery in May 2022 as measured by the Phonics Screener for Intervention (PSI).

**What is our current reality? Why did we choose this goal?**

In the fall of 2021 all second grade students were assessed on the Phonics Screener for Intervention (PSI) to determine intervention for targeted students on phonics skills. As a result, Second grade teachers and the Response to Intervention (RTI) team selected students for intensive and strategic intervention to increase phonetic skills in areas 1 through 9 on the PSI.

**What are our action steps?**

To meet the needs of all students, second grade teachers are implementing Foundations, (building phonics focus), Heggarty, (district resource), and Journeys (District reading adoption) using a structured Literacy Routines format that focuses on increasing mastery of phonics skills.

During Tier 1 instruction students are taught intentional phonetic skills based on skill progression on the Phonics Screener for Intervention (PSI). Using a blend of phonics, phoneme-grapheme mapping, decodables, and fluency passages students are being supported with the goal being to increase short/long vowel identification, and reading words with vowel teams.

**How and when will it be assessed?**

To ensure high levels of learning for all, and to determine intervention needs (Intensive, strategic, and benchmark) students are progress monitored at the end of each concept taught and bimonthly for all students using the Phonics Screener for Intervention PSI. Data driven progress monitoring will allow for continuous Tier 2 and 3 support for our intensive and strategic second grade students.

**Third- ELA**

At the beginning of the year 39% of 3rd graders read with an oral reading fluency accuracy of 96%. By the end of April, at least 80% of 3rd graders will have an oral reading fluency accuracy of 96% as measured on the DIBELS benchmark test.

**What is our current reality?**

Our current reality is that only 39% of our students read grade level text with enough accuracy (96%) to comprehend what they read. We chose this goal so that we could focus on increasing accuracy which would in turn, increase comprehension of grade level text.



**What are our action steps? How/when will it be assessed?**

Our action steps include implementing FUNdations when it arrives, continue Journey's phonics lessons, decodable readers, small group phonics instruction and weekly Read Naturally passages. We will assess progress using DIBELS benchmark and progress monitoring and STAR reading comprehension scores.

**Fourth- ELA**

At the beginning of the 21/22 school year, 32% of our fourth grade students were proficient in this comprehension skill. This school year, at least 80% of fourth grade students will increase one level of proficiency in determining the main idea and two supporting details by April 2022 as measured by CFA's, classroom observations, and Journey's assessments/tasks.

**What is our current reality?** Our current reality is that only 32% of fourth grade students were proficient in determining the main idea and two supporting details. We chose this goal based on baseline assessment data for main idea and details, it was determined that this particular comprehension skill is a deficit area.

**What are our action steps? How/when will it be assessed?**

Our action steps include Journeys lessons, notes in reading notebook based on anchor charts, weekly REWARDS lessons, small groups on comprehension skills and read naturally passages. We will assess with our CFA on main idea.

**Fifth- ELA**

At the beginning of the year, 33% are reading at an intensive oral fluency level as measured by the beginning of the year Benchmark Assessment with DIBELS. This year, at least 75% of our students will meet or exceed Projected Growth Goals on oral reading fluency as measured by DIBELS Benchmark Assessment in April 2022. The focus of the Projected Growth Goal allows each student to have a goal individualized to their specific learning needs.

**What are our action steps? How/when will it be assessed?**

Our action steps include in-class Fluency practice, small group Tier 2 fluency passages, weekly student graphing, Journeys Cold Reads, Read Naturally passages, and Rewards in Tier 3 for small groups. We will assess progress with DIBELS benchmark and progress monitoring.

**School Wide-PBIS**

During the 2021-2022 school year, 90% of the students K-5 will have between 0 and 1 office referrals.

**What is our current reality?**

Currently 93.2% of all students have between 0 and 1 office referrals.

**Why did we choose this goal?**

We know that students who have 0-1 office referrals have higher rates of success accessing instruction.



**What are our action steps?**

Intentional teaching of school wide behavior expectations.

Implementing Classroom PBIS plans.

School wide use and alignment of SEL curriculum Sanford Harmony and connecting this to intentionally taught Character Traits.

Use of various student recognition strategies, Caught Ya's, In Class Incentives, Student of the Month, Positive Office Referrals

Utilizing T2 Behavior plans to increase access to supports for teachers and students.

**How and when will it be assessed?**

This will be assessed using SWIS in June of 2022.

**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: Implementation of structured literacy practices K-3**

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

Structured Literacy incorporates best practices in the instruction of literacy. A focus on improving our practice of teaching students to read in a way supported by research will have a positive impact on student's ability to learn science, government, engineering, the arts and mathematics. It will make those content areas available to them if they can read.

**2021-22 Action Plan/Next Steps:**

- Common curriculum implemented Fall 2021 K-2 Foundations.
- Common curriculum implemented Winter 2022 grade 3: Foundations.
- Common curriculum implemented Tier 2 and Tier 3 : Foundations, Wilson Just Words.



- Common curriculum Grade 4: Rewards
- Common assessments: K-5 DIBELS, K-5 Phonics Screener (PSI), K-3 Phonemic Awareness Screener (PASI)
- Site team training: Science of Reading 2021-2022 school year-to then implement to staff
- Book study with Site Council for shared learning and support teacher teams in their learning.

**Reform Strategy 2: Essential Standards through grade level teams and site council.**

- Identify essential Standards in reading & math.
- Develop and analyze scores on common assessments for Essential Standards
- Reteach standards to ensure mastery.

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

Our teachers will meet to answer the four critical PLC questions in their essentials areas:

1. What do you expect our students to learn?
2. How will you 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:**

- School staff edited and recommitted to our mission, vision and collective commitments Fall 2021.
- Grade level teams select essential standards for reading and math Fall 2021
- Teams create action steps collaboratively & monitor according to plan throughout the school year.
- Teams create 2021-2022 SMART goals; tracked through TACA document and shared quarterly with the site council.

**Reform Strategy 3: MTSS: Positive Behavior Intervention Support (PBIS Behavior)**

- Implement Tier 1 - Classroom level and school level systems
- School wide expectations
- Social Emotional Learning-SEL Sanford Harmony
- Celebrate student and staff success
- Support tier 2 & tier 3 students behaviorally
- Student leadership

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

Clear expectations and a focus on positive behaviors will help students maximize learning time in core content areas as it will reduce off-task behaviors and discipline.

**2021-22 Action Plan/Next Steps:**

- SWIS continues to be used as a way to track behaviors school wide.
- Meetings with GLC (Grade Level Coordinators) team monthly to analyze data, create action steps, and support schoolwide behavior.
- Track student interventions for repeated behaviors with SWIS and other data systems.



- Tier 2 Bi-weekly behavior team to support high needs students and track progress.
- Guidance Team process to impact behavior for higher needs students.
- Celebrate student success monthly with Student of the Month recognition
- Celebrate student success in the classroom with Positive Office Referrals.
- Aligned scope and sequence of SEL curriculum across grade levels.
- Student leadership

#### **Reform Strategy 4: Recommit to the implementation of GLAD strategies**

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

Using GLAD strategies, content is made more comprehensible for students, engagement increases and accessibility to content improves.

#### **2021-22 Action Plan/Next Steps:**

- Survey staff on GLAD certification
- Use building day/staff meetings as opportunities to model engagement strategies that could be used with EL students.
- Mini-courses with GLAD refreshers offered throughout the year by Caitlin Walters.
- Reminder GLAD strategy of the month with visuals.
- Make and take science kits for staff.
- Incorporate best practices strategies in small digestible chunks for staff (staff meetings and Grant weekly staff newsletters (Chit Chats)).
- Implementation of science kits with GLAD supports.
- Agreement by staff of strategies that would be implemented.

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

- Vertical alignment discussions occur during site council meetings and shared out via notes.
- Grant staff met with pre-school teachers and school psychologists to discuss incoming Kindergartners. IEP's and behavior needs discussed and plans made for student success.

#### **How will the school enrich and accelerate curriculum?**

1. (In relation to selected Essentials) Attention on Professional Learning Communities to be focused on PLC process of:
  - a. What do we want our students to learn?
  - b. How will we know they are learning?
  - c. How will we respond when they don't learn?
  - d. How will we respond when they do learn?
2. Highly Capable (HiCap) Program is a district wide program with HiCap Coordinator provides extension activities within the school day to identified students.
3. STEM & Math is Cool are after school programs to enrich students in the area of math and science.

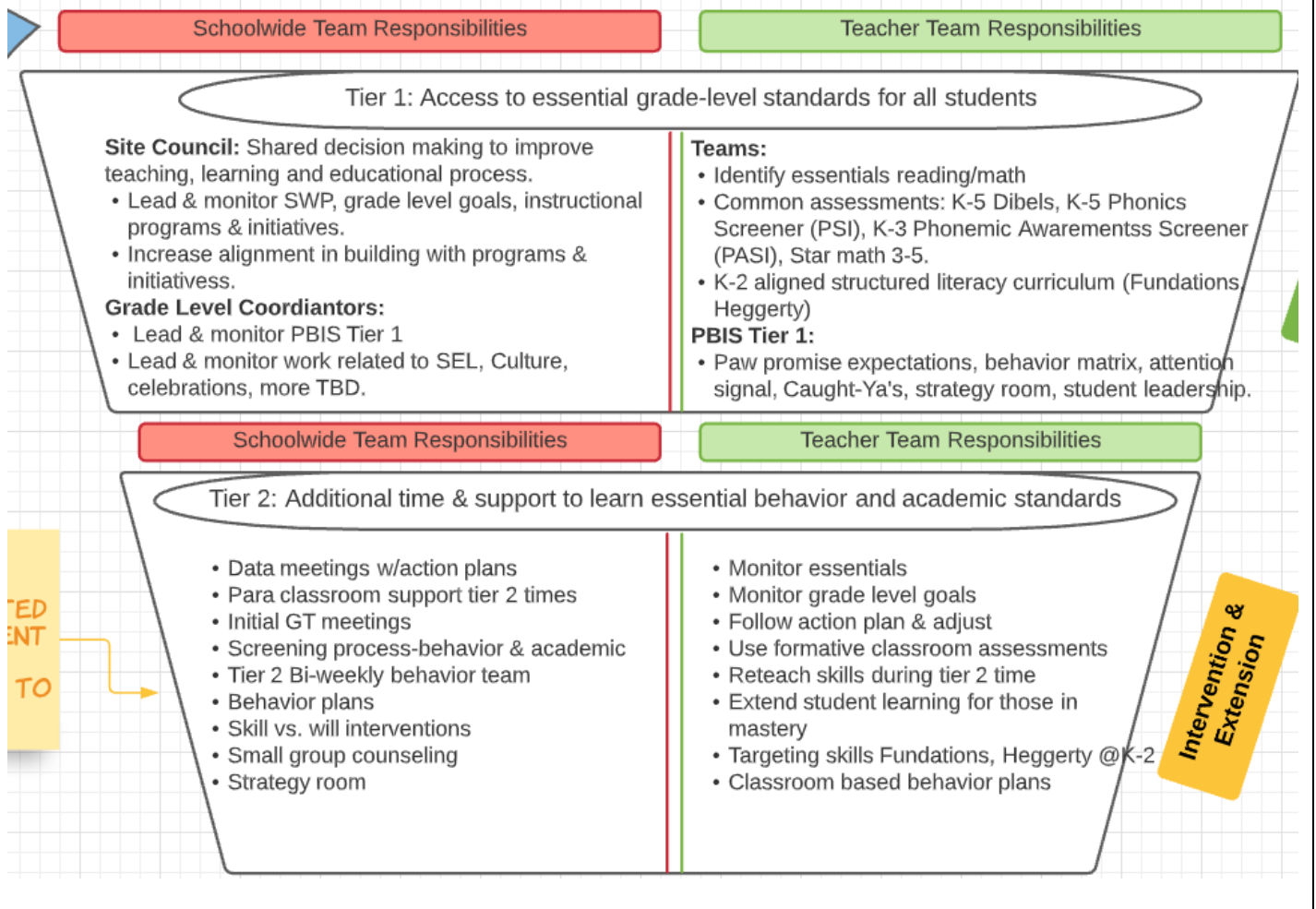


4. Lexia (grades K-2): This computer based program adapts to students' individual reading ability which allows our accelerated growth of our highly capable students. This is also available for at home access.

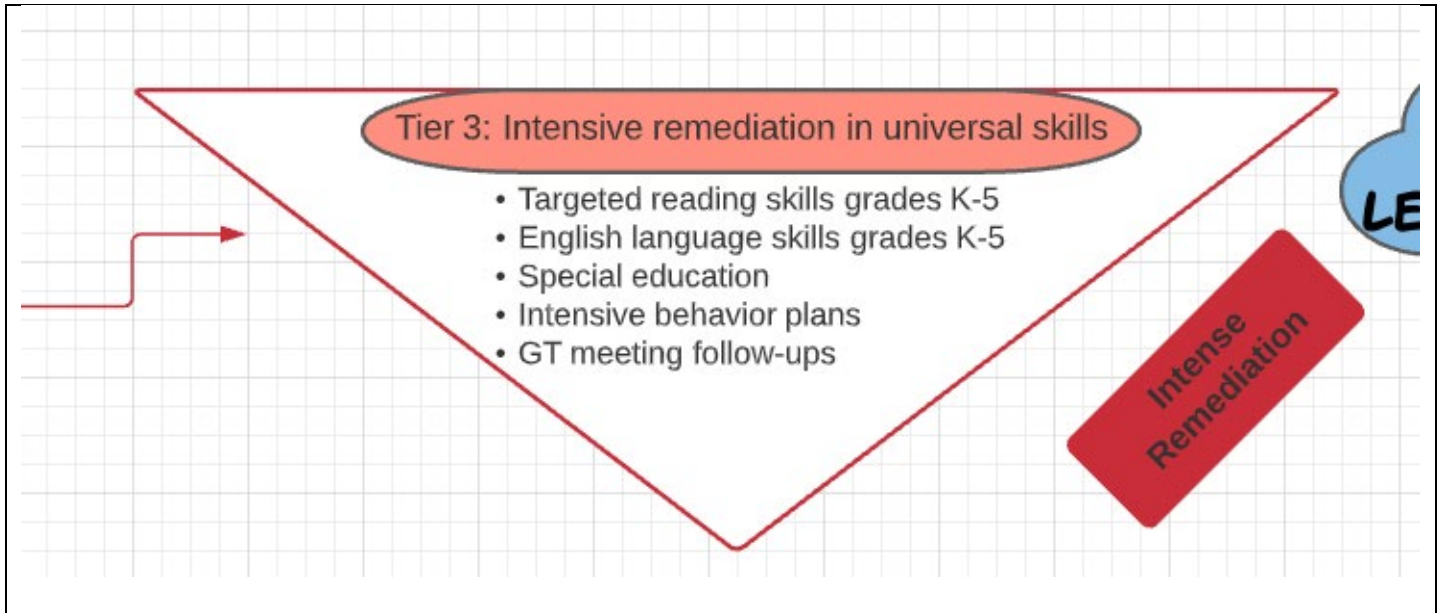
## How will the school provide opportunities for students both ahead of and behind grade level?

Our MTSS System of Schoolwide Team Responsibilities and Teacher Team Responsibilities support learnings both ahead of and behind grade level.

- Tier 1: Access to essential grade-level standards for all students
- Tier 2: Additional time & support to learn essential behavior and academic standards
- Tier 3: Intensive remediation in universal skills







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?

- Teachers translate materials when necessary to prevent language barrier.
- Teachers engage in 2-way communication & are responsive to parent insights.
- Monthly parent newsletter shared in Parent Square. Translated by our Migrant Bilingual Specialist to ensure there are no miscommunications through technology driven translation.
- Parent Square: 2-way communication system offers parents increased communication options with school with Parent Square.
- Monthly newsletters shared by classroom teachers
- Migrant/Bilingual Specialist reach out and supports our community.

### 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?**

1. Summative District Assessments and Universal Screeners:
  - a. STAR (2nd-4th grade)
  - b. STAR Math (Grades 3 & 4)
  - c. DIBELS K-5
  - d. Smarter Balance 3-5
  - e. ELPA-21 (WIDA for the 21-22 school year)
2. DIBELS progress monitoring monthly for students in intervention.
3. Classroom Based Assessments to measure Grade level Essential Skills
4. Basic Math Fact Fluency Assessment
5. Diagnostic Assessment: Phonological Awareness Screener (PASI) grades K-1
6. Diagnostic Assessment: Phonics screener (PSI)

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

- Progress monitoring is done for intensive and strategic students in reading interventions for students in grades K-5.
- Reading progress monitoring is done for those students that are at high risk and identified for LAP services.
- Kindergarten & 1st grade students are progress monitored by Foundations Unit assessments.
- Tier 2 students are assessed by classroom teachers based on progress towards essential standards in reading Foundations skills grades K-2.
- Tier 3 students are assessed by skill weekly.
- EL students are screened monthly for language development by our Bilingual Specialist to best meet the needs of our second language students.

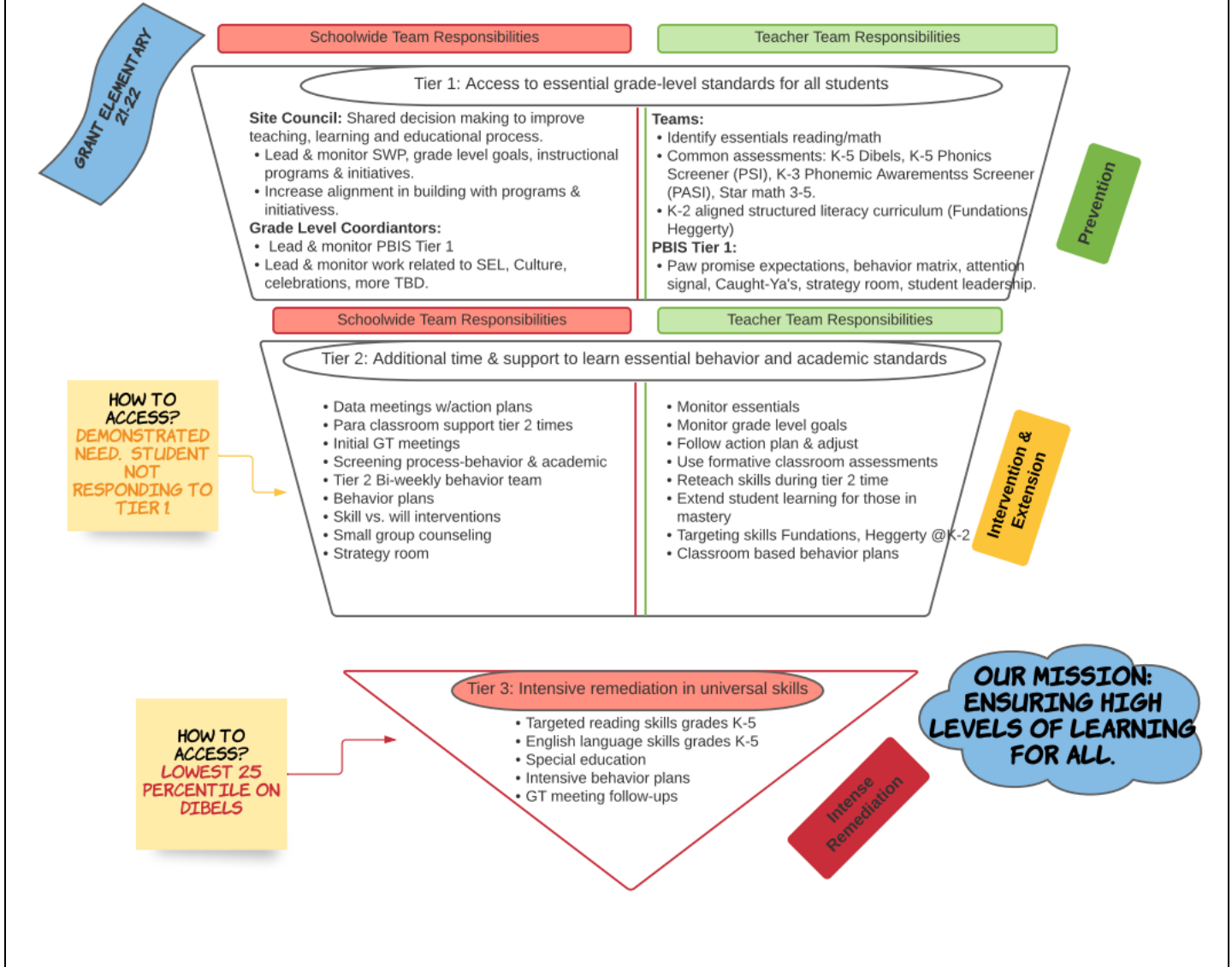
**How does the school make data-based decisions on the appropriate interventions for at-risk students and the effectiveness of interventions?**

- Data meetings with MTSS team and grade level teachers
- Alignment of data collection spreadsheets for Tier 3-easier accessibility for all and ability to see progress or lack of easily.
- Alignment of data collection spreadsheets for Tier 1 Foundations grades K & 1
- Discussion of at-risk students and intervention strategies
- Data supported regroupings for tier 3 academic groups and behavior plans
- Data drives who accesses Tier 3: Lowest 25 percentile on DIBELS.
- Team includes: 2 Reading Intervention specialists, Counselor, 2 Bilingual Specialist, 2 Special Education teacher, School Psychologist, Assistant Principal, Principal.



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

See below:





**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.

<b>Program</b>	<b>Allocation</b>	<b>How the funds will be used to implement the Schoolwide Plan.</b>
Title IA	\$172,050	Certificated staffing, Classified staffing, curriculum in support of reading, math and PBIS (Behavior) supplemental supports, professional development.

TO: Board of Directors

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

SUBJECT: Review of the following policies for second reading/adoption:

<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: January 10, 2022

**CATEGORY**

Informational       Discussion Only       Discussion & Action       Action

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**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.

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

**ATTACHMENTS**

Draft policies

**FISCAL IMPACT**

No new costs

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**RECOMMENDATION**

The administration recommends approval of New Policy 3225 School Based Threat Assessment, Revised Policy 3143 Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm, and deleting current Policies 3144, 4314, and 4315 for second reading/adoption.

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**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

**To:** Board of Directors  
**From:** Caryn Metsker, Executive Director of Financial Services  
**Date:** January 5, 2022  
**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 January was Monday, January 3<sup>rd</sup>. Total student headcount reported, including Alternative Learning Enrollment enrolled in Eastmont Virtual Academy (ALE) program, is 5,773. We are reporting 20 students less than what we reported in December 2020 (5,793).

Total student FTE reported, including ALE, is 5,659. This is a decrease of 73 FTE from the total FTE reported in January 2021 (5,732) and a decrease of 49 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)	712	663	50
Transitional Bilingual (Head Count)	1,035	1,026	9
Exited Transitional Bilingual (Head Count)	255	278	(23)
Career/Technical Education-Gr 7-8 (FTE)	131.42	61.23	70.19
Career/Technical Education-Gr 9-12 (FTE)	344.87	318.67	26.20

**Budget to Actual FTE Analysis:**

Budgeted K-12 FTE, including ALE program, is 5,695. Actual average FTE is 7.5 less than the estimated used for budget development.

- K-12 student enrollment is 5,442 FTE, which is 17 FTE **more** than expected.
- ALE program enrollment is 206.0 FTE and **64 FTE less** than expected.
  - Eastmont Academy reports 62 FTE
  - EHS Opportunities reports 144 FTE

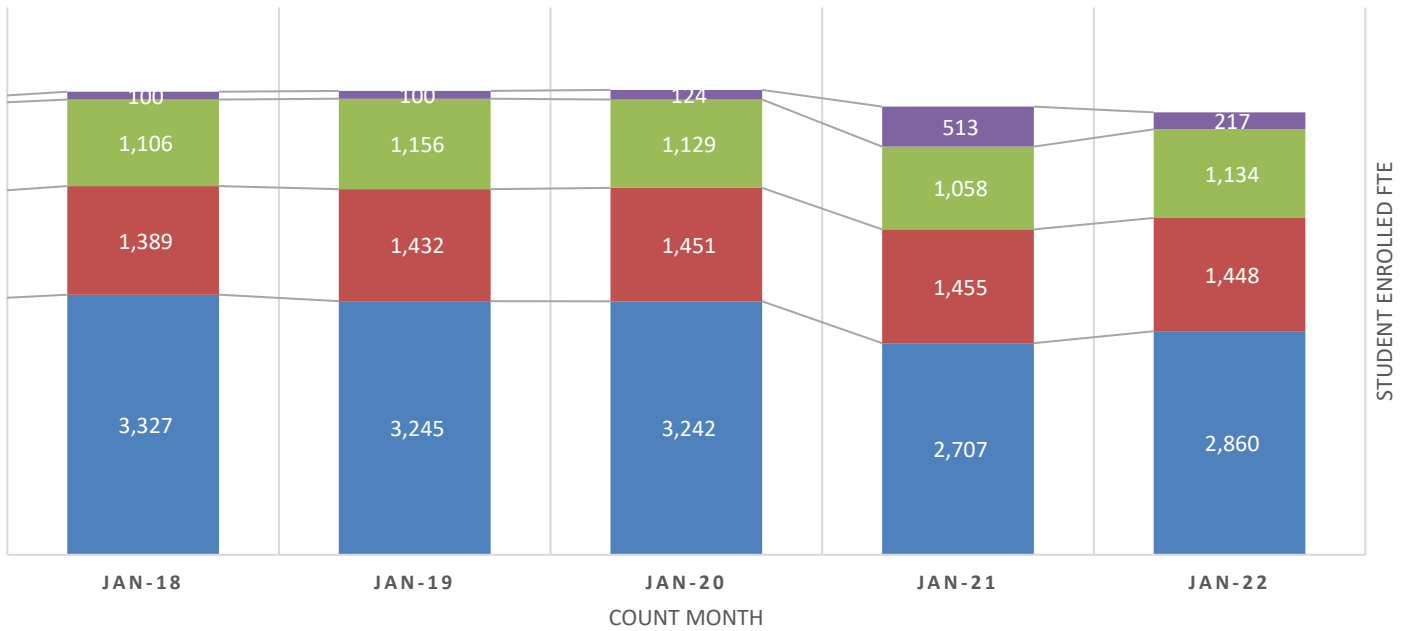
The following additional information is presented for your review:

- A graph that compares the five prior January count dates to January 2022 & reflects our new school grade configurations.
- A graph that compares January 2022 and January 2021 FTE to budget by grade level
- A report that provides detail of enrollment, by building and grade level for all months.

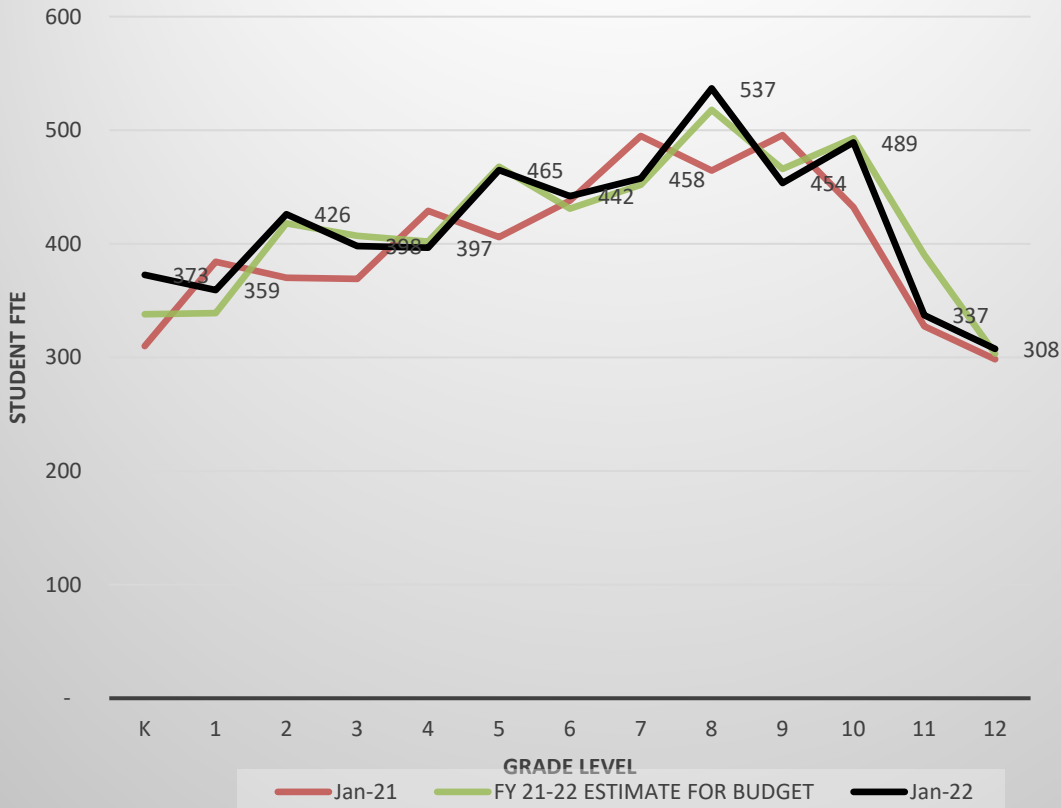


## K-12 STUDENT FTE 5 YEAR TREND BY GRADE SPAN

■ 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: 1/3/2022

**AAFTE for Budget 5,695**

**FY 2020-2021 Actual AAFTE 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.	AAFFTE % variance from Budget	Prior Year AAFTE	Variance from Prior Year AAFTE
K	338	372.68	374.54	373.54	375.72	372.72	-	-	-	-	-	373.84	35.84	10.60%	317.02	56.82
1	339	371.54	366.02	365.55	363.37	359.37	-	-	-	-	-	365.17	26.17	7.72%	391.16	(25.99)
2	418	428.00	428.00	430.00	426.09	426.14	-	-	-	-	-	427.65	9.65	2.31%	375.91	51.74
3	407	408.00	406.00	405.00	402.00	398.00	-	-	-	-	-	403.80	(3.20)	-0.79%	376.62	27.18
4	402	402.00	401.52	397.52	396.61	396.61	-	-	-	-	-	398.85	(3.15)	-0.78%	443.30	(44.45)
5	468	468.00	466.08	469.08	466.00	465.00	-	-	-	-	-	466.83	(1.00)	-0.21%	407.58	59.26
6	431	441.00	440.00	437.00	440.00	442.00	-	-	-	-	-	440.00	9.00	2.09%	438.77	1.23
7	452	466.74	464.74	459.57	457.57	457.57	-	-	-	-	-	461.24	9.24	2.04%	504.00	(42.76)
8	518	531.74	533.30	536.47	534.56	536.87	-	-	-	-	-	534.59	16.59	3.20%	463.20	71.39
9	466	472.95	469.95	462.45	456.20	453.56	-	-	-	-	-	463.02	(2.98)	-0.64%	491.73	(28.71)
10	493	509.63	505.97	496.26	494.00	489.28	-	-	-	-	-	499.03	6.03	1.22%	432.77	66.26
11	390	346.94	340.70	339.13	337.98	337.26	-	-	-	-	-	340.40	(49.85)	-12.77%	327.20	13.20
12	303	304.78	305.64	309.52	310.05	307.55	-	-	-	-	-	307.51	4.20	1.39%	288.40	19.11
<b>Total K-12 Building FTE (Excludes ALE)</b>	<b>5,425</b>	<b>5,524.00</b>	<b>5,502.46</b>	<b>5,481.09</b>	<b>5,460.15</b>	<b>5,441.93</b>	-	-	-	-	-	<b>5,481.93</b>	<b>56.54</b>	<b>1.04%</b>	<b>5,257.64</b>	<b>224.29</b>
Eastmont Academy (ALE Program)	115	58.45	65.45	65.62	61.70	58.34	-	-	-	-	-	61.91	(53.09)		299.30	(237.39)
EHS Opportunities (ALE Program)	155	120.26	148.08	143.75	149.73	158.44	-	-	-	-	-	144.05	(10.95)		179.87	
<b>Total K-12 Enrollment Reported to OSPI</b>	<b>5,695</b>	<b>5,702.71</b>	<b>5,715.99</b>	<b>5,690.46</b>	<b>5,671.58</b>	<b>5,658.71</b>	-	-	-	-	-	<b>5,687.89</b>	<b>(7.50)</b>		<b>5,736.81</b>	<b>(13.10)</b>

**Over/(Under) Budget (7.50)**

**Over/(Under) Prior Year Actual AAFTE (48.92)**

Net Change from Prior Month Reporting	(12.87)															
Change from September Reporting	(44.00)	ALE 38.07	K-12 (82.07)	-0.8%												
<b>Total Enrollment Growth from Prior Year</b>	<b>-0.85%</b>															

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	July							
<b>Cascade</b>																			
K	58	77.0	83.00	82.00	85.09	84.09							82.2	3.1	24.2		80.2	2.0	
1	58	73.5	74.54	75.54	74.54	74.54							74.5	(1.0)	16.5		94.9	(20.3)	
2	72	86.0	89.00	90.00	88.00	88.00							88.2	(2.0)	16.2		85.3	2.9	
3	74	80.00	80.00	78.00	78.00	79.00							79.0	-	5.0		86.9	(7.9)	
4	77	90.00	92.00	91.00	90.00	91.00							90.8	(1.0)	13.8		112.5	(21.7)	
5	83	100.00	100.08	100.08	100.00	100.00							100.0	(0.1)	17.0		-	100.0	
6													#DIV/0!	-					
<b>Total</b>	<b>422</b>	<b>506.54</b>	<b>518.62</b>	<b>516.62</b>	<b>515.63</b>	<b>516.63</b>	-	-	-	-	-	-	514.8	(1.0)	92.8	21.99%	459.8	55.0	
<b>Clovis</b>																			
K	58	58.00	57.18	55.18	57.18	55.18							56.5	2.0	(1.5)				
1	73	67.00	63.18	62.18	63.18	60.18							63.1	1.0	(9.9)				
2	71	60.00	60.00	59.00	60.00	58.00							59.4	1.0	(11.6)				
3	58	69.00	67.00	68.00	67.00	63.00							66.8	(1.0)	8.8				
4	70	63.00	61.52	61.52	61.52	61.52							61.8	-	(8.2)				
5	78	76.00	74.00	75.00	74.00	75.00							74.8	(1.0)	(3.2)				
6	221	201.00	202.00	201.00	202.00	202.00							201.6	1.0	(19.4)				
<b>Total</b>	<b>629</b>	<b>594.00</b>	<b>584.88</b>	<b>581.88</b>	<b>584.88</b>	<b>574.88</b>	-	-	-	-	-	-	584.1	3.0	(44.9)	-7.14%	666.9	(82.8)	
<b>Grant</b>																			
K	58	63.00	65.00	65.00	66.1	66.09							65.0	1.1	7.0		79.4	(14.4)	
1	62	69.00	67.00	66.00	64.0	64.00							66.0	(2.0)	4.0		84.8	(18.8)	
2	75	75.00	73.00	74.00	72.1	72.09							73.2	(1.9)	(1.8)		84.7	(11.5)	
3	69	62.00	61.00	61.00	61.0	61.00							61.2	-	(7.8)		82.3	(21.1)	
4	70	64.00	61.00	59.00	61.0	60.00							61.0	2.0	(9.0)		105.7	(44.7)	
5	85	83.00	83.00	83.00	82.0	81.00							82.4	(1.0)	(2.6)		-	82.4	
6													#DIV/0!	-					
<b>Total</b>	<b>419</b>	<b>416.00</b>	<b>410.00</b>	<b>408.00</b>	<b>406.18</b>	<b>404.18</b>	-	-	-	-	-	-	408.9	(1.8)	(10.1)	-2.42%	436.9	(28.0)	
<b>Kenroy</b>																			
K	58	63.68	61.36	63.36	62.4	62.36							62.6	(1.0)	4.6		76.8	(14.2)	
1	68	70.00	69.47	71.00	70.2	70.18							70.2	(0.8)	2.2		83.6	(13.4)	
2	75	86.00	86.00	87.00	86.0	88.05							86.6	(1.0)	11.6		84.1	2.5	
3	79	90.00	90.00	90.00	87.0	87.00							88.8	(3.0)	9.8		86.4	2.4	
4	70	74.00	74.00	74.00	73.1	73.09							73.6	(0.9)	3.6		97.3	(23.7)	
5	85	85.00	86.00	87.00	87.0	87.00							86.4	-	1.4		-	86.4	
6													-	-					
<b>Total</b>	<b>435</b>	<b>468.68</b>	<b>466.83</b>	<b>472.36</b>	<b>465.63</b>	<b>467.68</b>	-	-	-	-	-	-	468.2	(6.7)	33.2	7.64%	428.2	(46.4)	
<b>Lee</b>																			
K	58	74.00	70.00	70.00	69.0	69.00							70.4	(1.0)	12.4		49.7	20.7	
1	48	59.00	58.47	58.47	58.5	57.47							58.4	-	10.4		81.8	(23.4)	
2	79	79.00	78.00	78.00	78.0	78.00							78.2	-	(0.8)		84.8	(6.6)	
3	78	73.00	73.00	74.00	74.0	73.00							73.4	-	(4.6)		86.6	(13.2)	
4	70	71.00	72.00	72.00	72.0	72.00							71.8	-	1.8		87.8	(16.0)	
5	89	83.00	83.00	84.00	83.0	82.00							83.0	(1.0)	(5.8)		-	83.0	
6													-	-					
<b>Total</b>	<b>422</b>	<b>439.00</b>	<b>434.47</b>	<b>436.47</b>	<b>434.47</b>	<b>431.47</b>	-	-	-	-	-	-	435.2	(2.0)	13.3	3.16%	390.7	(38.5)	
<b>Rock Island</b>																			
K	48	37.00	38.00	38.00	36.0	36.00							37.0	(2.0)	(11.0)		30.9	6.1	
1	30	33.00	33.36	32.36	33.0	33.00							32.9	0.6	2.9		46.1	(13.2)	
2	46	42.00	42.00	42.00	42.0	42.00							42.0	-	(4.0)		37.0	5.0	
3	49	34.00	35.00	34.00	35.0	35.00							34.6	1.0	(14.4)		34.4	0.2	
4	45	40.00	41.00	40.00	39.0	39.00							39.8	(1.0)	(5.2)		39.0	0.8	
5	48	40.00	39.00	39.00	39.0	39.00							39.2	-	(8.8)		-	39.2	
6													#DIV/0!	-					
<b>Total</b>	<b>266</b>	<b>226.00</b>	<b>228.36</b>	<b>225.36</b>	<b>224.00</b>	<b>224.00</b>	-	-	-	-	-	-	225.5	(1.4)	(40.5)	-15.21%	187.4	38.1	

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							
<b>EJHS</b>																		
6	-	1.00	1.00	1.00	1.00	1.00	-	-	-	-	-	1.0	-	1.0	-	0.6	1.0	
7	230	234.00	232.00	228.00	228.00	227.00	-	-	-	-	-	229.8	-	(0.2)	-	229.2		
8	268	285.74	285.74	286.74	281.81	285.62	-	-	-	-	-	285.1	(4.9)	17.1	463.2	(178.1)		
9	466	470.95	467.95	460.45	454.20	451.56	-	-	-	-	-	461.0	(6.3)	(5.0)	490.7	(29.7)		
10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.0	(1.0)		
11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.0	(4.0)		
12	-	1.00	1.00	1.00	1.00	1.00	-	-	-	-	-	1.0	-	-	1.0	-		
<b>Total</b>	<b>964</b>	<b>992.69</b>	<b>987.69</b>	<b>977.19</b>	<b>966.01</b>	<b>966.18</b>	-	-	-	-	-	978.0	(11.2)	13.0	1.34%	960.5	22.4	
<b>Sterling JH</b>																		
5	-	1.00	1.00	1.00	1.00	1.00	-	-	-	-	-	1.0	-	1.0	-	-	-	
6	210	239.00	237.00	235.00	237.00	239.00	-	-	-	-	-	237.4	2.0	27.4	-	-		
7	222	232.74	232.74	231.57	229.57	230.57	-	-	-	-	-	231.4	(2.0)	9.4	-	-		
8	250	246.00	247.56	249.73	252.75	251.25	-	-	-	-	-	249.5	3.0	(0.5)	-	-		
9	-	1.00	1.00	1.00	1.00	1.00	-	-	-	-	-	1.0	-	1.0	-	-		
10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total</b>	<b>682</b>	<b>719.74</b>	<b>719.30</b>	<b>718.30</b>	<b>721.32</b>	<b>722.82</b>	-	-	-	-	-	720.3	3.0	9.9	1.45%	683.85	36.45	
<b>EHS</b>																		
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
9	-	1.00	1.00	1.00	1.00	1.00	-	-	-	-	-	1.0	-	1.0	1.0	-		
10	493	509.63	505.97	496.26	494.00	489.28	-	-	-	-	-	499.0	(2.3)	6.3	431.8	67.3		
11	390	346.94	340.70	339.13	337.98	337.26	-	-	-	-	-	340.4	(1.1)	(49.8)	323.2	17.2		
12	303	303.78	304.64	308.52	309.05	306.55	-	-	-	-	-	306.5	0.5	3.2	287.4	19.1		
<b>Total</b>	<b>1,186</b>	<b>1,161.35</b>	<b>1,152.31</b>	<b>1,144.91</b>	<b>1,142.03</b>	<b>1,134.09</b>	-	-	-	-	-	1,146.9	(2.9)	(39.3)	-3.31%	1,043.4	103.6	
<b>Eastmont Academy (ALE)</b>																		
K	10	5.00	2.00	2.00	3.0	5.00	-	-	-	-	-	3.4	1.0	(6.6)	35.0	(31.6)		
1	10	6.00	6.00	6.00	6.0	7.00	-	-	-	-	-	6.2	-	(3.8)	40.4	(34.2)		
2	10	12.00	12.00	10.00	10.0	8.95	-	-	-	-	-	10.6	-	0.6	39.9	(29.3)		
3	10	4.00	5.00	5.00	6.0	6.00	-	-	-	-	-	5.2	1.0	(4.8)	31.3	(26.1)		
4	5	5.00	5.00	5.00	5.0	5.00	-	-	-	-	-	5.0	-	-	33.5	(28.5)		
5	10	7.00	8.00	8.00	6.0	5.00	-	-	-	-	-	6.8	(2.0)	(3.2)	30.7	(23.9)		
6	10	5.00	9.00	11.00	9.0	6.00	-	-	-	-	-	8.0	(2.0)	(2.0)	33.1	(25.1)		
7	20	5.83	7.83	8.00	6.0	5.00	-	-	-	-	-	6.5	(2.0)	(13.5)	36.0	(29.5)		
8	30	8.62	10.62	10.62	10.7	10.39	-	-	-	-	-	10.2	0.1	(19.8)	19.4	(9.2)		
<b>Total</b>	<b>115</b>	<b>58.45</b>	<b>65.45</b>	<b>65.62</b>	<b>61.70</b>	<b>58.34</b>	-	-	-	-	-	61.9	(3.9)	(33.3)	-28.94%	299.3	(237.3)	
<b>EHS Opportunites (ALE)</b>																		
9	30	13.35	17.35	22.30	24.44	26.89	-	-	-	-	-	20.9	2.1	(9.1)	30.9	(10.1)		
10	20	14.46	19.12	21.29	28.49	30.57	-	-	-	-	-	22.8	7.2	2.8	26.6	(3.8)		
11	30	31.41	40.31	40.41	41.19	44.73	-	-	-	-	-	39.6	0.8	9.6	45.7	(6.1)		
12	75	61.04	71.30	59.75	55.61	56.25	-	-	-	-	-	60.8	(4.1)	(14.2)	76.7	(15.9)		
<b>Total</b>	<b>155</b>	<b>120.26</b>	<b>148.08</b>	<b>143.75</b>	<b>149.73</b>	<b>158.44</b>	-	-	-	-	-	144.1	6.0	(10.9)	-7.06%	179.9	(35.9)	
Total Monthly Variance												(18.88)	16.5	5,736.81				
<b>K-6 Total</b>	<b>2,593</b>	<b>2,650.22</b>	<b>2,643.16</b>	<b>2,640.69</b>	<b>2,630.79</b>	<b>2,618.84</b>	-	-	-	-	-	2,636.7						
<b>K-12 Total</b>	<b>5,695</b>	<b>5,702.71</b>	<b>5,715.99</b>	<b>5,690.46</b>	<b>5,671.58</b>	<b>5,658.71</b>	-	-	-	-	-	5,687.9						
<b>Report 1251 difference</b>		5,702.71	5,715.99	5,690.46	5,671.58	5,658.71	-	-	-	-	-	5,687.9						



# Eastmont School District

*Relationships, Relevance, Rigor, Results*

## Memorandum

To: Eastmont Board of Directors  
From: Ami Collins, Asst Special Education Director - Preschool Director  
Spencer Taylor, Executive Director of Elementary Education  
Date: January 10th, 2022  
Re: Proposal to Start Transitional Kindergarten for the 2022-2023 School Year

Transitional Kindergarten is a state funded program that provides eligible four year old students access to full day instruction in a schedule very similar to Kindergarten at no cost to families.

**Proposal:** Establish one Transitional Kindergarten classroom in each of the following schools which have the readiness for the initial implementation in the 2022-2023 school year: Cascade Elementary, Grant Elementary, and Lee Elementary.

**Rationale:** Approximately 38% of Eastmont Kindergarten students are ready to be successful in Kindergarten (past five years of WaKIDS data). Early Learning has been proven to be highly effective in preparing students for success in Kindergarten and in future grades and is especially critical for students in poverty or not yet proficient in English.

**Which Students Are Eligible?** Students who are four years old by August 31st and not age eligible for Kindergarten. They must not have attended Preschool and must not be eligible for local state and federal funded preschool programs (Head Start and ECEAP). Eligible students must be screened by Eastmont Staff with students of highest need receiving priority for placement. This would be a district program at each school which will serve students from their school and other schools depending on need.

**Projected Class Size and Staffing:** 17 students, 1 teacher, and 1 para in each classroom.

**Financial Impact:** The impact on existing district budgets would be minimal. Most start up costs would be covered by a \$40,000 start up grant received from the state. The remainder of the start up costs would come out of either the District LAP or Curriculum Budgets. This would cover furniture, equipment (toys), and curriculum. Ongoing operational costs would mostly be paid by the state's Enhanced K-3 class size funding with about \$10,000 District LAP funds per classroom.