

**BOARD OF DIRECTORS
REGULAR MEETING AGENDA**

Monday, November 8, 2021

5:30 p.m. Regular Meeting

**Rock Island Elementary School
5645 Rock Island Road, Rock Island**

Due to current restrictions on public gatherings and in support of public safety, Eastmont's Board of Directors' Meeting on Monday, November 8, 2021 will have limited in-person public attendance. These seats are available on a first come, first serve basis with doors open at 5:15 pm. However, this meeting will be broadcast online with participation available via: <https://zoom.us/j/94871932581>

- *When requested, the password is: Eastmont*
- *If this link does not connect, please check the website for an updated Zoom link.*

The Eastmont School District is governed by a board of five directors. The Eastmont Board of Directors sets the direction of the District by establishing goals, objectives, and policies to guide the superintendent who supervises all programs and staff. The Board of Directors is responsible for ensuring that the Eastmont School District is adequately financed to meet those goals, objectives, and policies; for monitoring the progress of the District; and for evaluating the performance of the superintendent. Each board member is a fiduciary for the District and, as such is responsible for using his or her best judgment in conducting the affairs of the District.

The Board generally meets at 5:30 p.m. on the second and fourth Monday of each month at either a school site or the Administration Office Board Room at 800 Eastmont Avenue, East Wenatchee. On holidays, or when a conflict occurs, a meeting may be held at an alternate time and/or date with proper notification given to the media.

The complete 2021-22 Board Meeting Schedule is available at www.eastmont206.org under the School Board tab.

NOTICE is hereby given that the Eastmont School District No. 206 Board of Directors, Douglas County, Washington will hold a regular meeting on Monday, November 8, 2021 beginning at 5:30 p.m. in the Rock Island Elementary School Library at 5645 Rock Island Road, Rock Island 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 For online participation, chat comments and Question & Answer will not be enabled during the meeting.

IV. INFORMATION

A. Staff Recognition

- Verna Fichtner, Rock Island Elementary, 30 years

B. Board News

C. Superintendent News

V. BUILDING AND PROGRAM REPORT

A. Rock Island Staff Recognition — Whitney Smith, Board Vice President

B. Rock Island Elementary School Building Report — Penny Brown, Principal

VI. CONSENT AGENDA

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

A. Approval of the minutes from the regular meeting held on October 25, 2021.

B. Approval of the payment of the bills and/or payroll dated November 8, 2021.

C. Approval of the Personnel Action Items dated November 8, 2021.

D. Approval of the following surplus request:

1. Eastmont High School Volleyball items.

E. Approval of the School Improvement Plan for Rock Island Elementary School.

F. Approval of The Eastmont Administrator Association (TEAM) Collective Bargaining Agreement for 2021-2023.

G. Approval of Resolution No. 2021-09 A Resolution Authorizing a Newly Elected Board Member to attend WSSDA Annual Conference.

H. Review of the following policy for First Reading:

Section	Number	Title
4000 Community Relations	New Policy 4311	School Safety and Security Services Program

I. Review of the Monthly Student Enrollment Report.

VII. REPORT

A. Human Resources Report – Vicki Trainor, Executive Director HR

VIII. DISCUSSION & POSSIBLE ACTION ITEM

A. Superintendent Search – Report on Surveys and Focus Group Input — Northwest Leadership Associates

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

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

- | | |
|--------------------|---|
| November 22 | Site Visit at Kenroy Elementary & Regular Meeting at 5:30 p.m. |
| December 13 | Site Visit at Cascade Elementary & Regular Meeting at 5:30 p.m. |
| January 10 | Site Visit at Grant Elementary & Regular Meeting at 5:30 p.m. |
| January 24 | Site Visit at Lee Elementary & Regular Meeting at 5:30 p.m. |

Rock Island Elementary – School Board Recognition 2021-22

1.	Resilience is a word that defines Rock Island staff as they have remained focused and optimistic through the pandemic and construction projects.
2.	Commitment to growth for ALL is the culture at Rock Island as staff expands and refines Competency Based Learning.
3.	Targeted Instruction is the goal and as a result Rock Island teachers have become experts in the collection and use of data.
4.	According to a survey, 85% of Rock Island families enjoyed and participated in educational games and activities sent home with students in their Home Connections Bags last year.



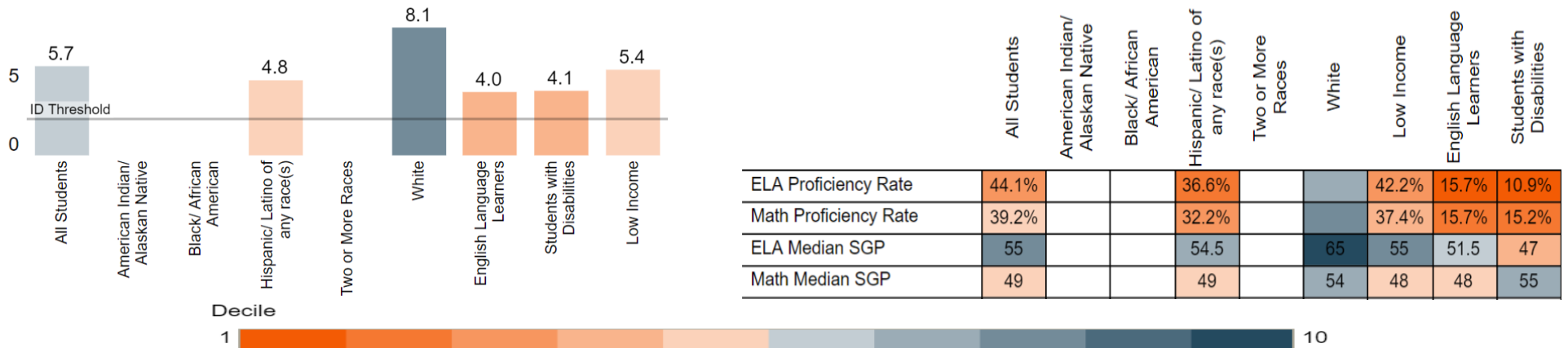
Rock Island Elementary School Report for 2021-22

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	218	83/56	69/46	49/19	23/10	16/12	NA	NA	NA	1.3/3.1	NA	NA	NA	NA	NA	30.25	16	11	1.5	1.25	.5
2017-18	223	83/55	71/47	48/18	22/10	13/12	NA	NA	NA	<1/3.7	NA	NA	NA	NA	NA	29.75	15.5	11	1.5	1.25	.5
2018-19	211	83/59	70/47	44/11	19/11	16/13	92/85	3.8/3.8	6.7/4	1.7/A	NA	NA	NA	NA	NA	28.75	15.5	10	1.5	1.25	.5
2019-20	214	67/58	72/48	45/17	18/10	15/13	90/86	3/3	8/4	1.8/2.3	75/23	25/33	NA/9.5	NA/15.6	NA/18.4	26.25	14.5	8	1.5	1.25	.5
2020-21	186	77/56	77/50	50/17	NA/10	NA/13	90/92	NA/3	NA/2	NA	NA	NA	NA	NA	NA	25.25	14.5	7.5	1.5	1.25	.5

Budget using prior year numbers: \$22,789 + prior year end balance of \$4,666 – expenditures of \$24,240 = year-end balance of \$6,428

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
#1 We have adopted a schoolwide focus on fluency in Math and Reading.	<ul style="list-style-type: none"> Schoolwide chart with percent of students at proficient posted Professional Develop and resources for classroom fluency practice
#2 We will expand our commitment to individualized learning with the addition of Competency Based Reading.	<ul style="list-style-type: none"> Acquire the materials to support a continuum of reading skills Build a schedule that includes both Competency based Math and Reading Monitor and address movement through the continuum
#3 After a year of uncertainty we want to intentionally address the Social Emotional health of our staff and students.	<ul style="list-style-type: none"> Monthly celebrations with and of staff Implementation of the Purposeful People curriculum Continued month celebration of character traits
#4 Due to the disproportionate amount of students identified as Highly Capable at Rock Island as compared to other schools, we want to modify our identification process.	<ul style="list-style-type: none"> Test all 2nd grade students Promote more teacher referrals during the identification season Recognize the unique nature of Rock Island students during the selection process

BOARD OF DIRECTORS
REGULAR MEETING MINUTES
October 25, 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 Eastmont Administration Office Board Room at 800 Eastmont Avenue, East Wenatchee.

Along with limited seating that followed safety protocols for first come first serve in-person attendance for the public, a Zoom link was provided on the District's website for public participation at: <https://zoom.us/j/97815942774>

ATTENDANCE

Present:

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

Participating remotely:

District staff presenting, community members, and two media personnel

APPROVE AGENDA/MODIFICATIONS

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

MOVED by Director Piepel and SECONDED by Director Wright to approve the Agenda for October 25, 2021 as presented. The motion CARRIED unanimously.

PUBLIC COMMENT

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

INFORMATION

A. Board News.

President Eggers reminded the Board about upcoming Superintendent Search community meetings. She also shared that she recently toured the new construction at the elementary schools and was complimentary of how well a job everyone had done.

B. Superintendent News.

Superintendent Christensen encouraged the other Board Members to attend events and be at school events when their schedule allowed.

CONSENT AGENDA

A. Approval of minutes. The Board of Directors approved the minutes from the hybrid regular meeting held on October 11, 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 October 25, 2021:

Warrant Numbers	Total Dollar Amount
7123806-7123820	\$37,086.44
7123821-7123974	\$792,067.64
7123975-7124012 – 900127708-900128554	\$6,256,481.65
7124013-7124037	\$1,137,639.03

C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated October 25, 2021 as presented.

D. Approval of surplus. The Board of Directors approved the following items as surplus:
1. Eastmont High School Athletic items.

E. Approval of proposal. The Board of Directors authorized the superintendent to enter into an agreement with Digital Media Northwest, LLC for digital media and print media services.

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

REPORTS

A. District Construction Related Projects Report.

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

B. District Choice Report.

Executive Director Spencer Taylor presented the District Choice Report and answered questions from the Board.

FUTURE AGENDA ITEMS

None at this time.

ADJOURNMENT

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

The meeting adjourned at 5:47 p.m.

Approval:

Chairperson

Date

Secretary

Date

TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: November 8, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Resignations

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

Last Name	First Name	School	Position
Lathan	Mary	EJHS	Secretary
Sanchez	Isabel	EJHS	Paraeducator
Wavra	Mark	EHS	Teacher

New Hires

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

Last Name	First Name	School	Position
Barnes	Bret	Transportation	Bus Driver
Brown	Angela	EJHS	Non-Continuing District Sub
Espinoza	Rosa	Kenroy	Paraeducator (COVID 1 YR ONLY)
Fishbourne	Camille	Cascade	Non-Continuing District Sub
Medina-Dias	Evelyn	EJHS	Paraeducator

ATTACHMENTS

None

FISCAL IMPACT

Personnel Expenditure

RECOMMENDATION

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



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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

TO: Board of Directors
FROM: Garn Christensen, Superintendent
SUBJECT: Request for Surplus
DATE: November 8, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Eastmont High School Volleyball staff request the following items that were found in storage and are no longer being used to be declared as surplus:

- 15 White and Blue Uniforms

ATTACHMENTS

None

FISCAL IMPACT

Revenue, if sold

RECOMMENDATION

The administration recommends the Board authorize said property as surplus.



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: School Improvement Plan for Rock Island Elementary School

DATE: November 8, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is the School Improvement Plan for Rock Island Elementary School for your review.

ATTACHMENTS

School Improvement Plan

FISCAL IMPACT

None

RECOMMENDATION

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



Rock Island Elementary

Title 1 Part A - Schoolwide Plan

2021-22

Planning Team			
Name of Team Member	Position/Representation	Signature	Date
Dawn Wofford	Chairperson	<i>Dawn Wofford</i>	10-19-21
Penny Brown	Principal	<i>Penny Brown</i>	10-19-21
Mayra Navarro Gomez	Ass. Principal	<i>Mayra Navarro Gomez</i>	10/19/21
Breanna Day	Teacher	<i>Breanna Day</i>	10/19/21
Irene Ramirez	Teacher	<i>Irene Ramirez</i>	10/19/21
Emily Browning	Teacher	<i>Emily Browning</i>	10/27/21
Missy Beacom	Paraeducator	<i>Missy Beacom</i>	10/19/21
Michelle Harrison	Teacher	<i>Michelle Harrison</i>	10/19/21
Gladys Farias	Teacher	<i>Gladys Farias</i>	10/27/2021
Faith Webb	Teacher	<i>Faith Webb</i>	10/19/21



Mission/Vision Statement

**Together
 All Learn
 All Achieve
 All Rock
 The Future**

Culture of Equity Statement

All means All

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.

Throughout the year we monitored students' growth using various assessments such as STAR Early Literacy, STAR Reading, STAR Math, Core Phonics Survey, and Dibels Fluency. Assessments were delivered by Response to Intervention Specialists and classroom teachers. All of our interventionists work in tandem with classroom teachers to differentiate the support during Tier 2 and Tier 3 times within the school day.

We also ask parents, staff, and some students to take a Satisfaction Survey every year. We give these surveys during parent-teacher conferences in order to get a sense of parents’ comfort level when it comes to safety, student learning, and satisfaction with the school as a whole. In the past the surveys have always been very encouraging with most of the questions resulting in 90% satisfaction or higher. Of course this year may produce different results, because of the many challenges and frustrations due to COVID-19.



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

Rock Island is a two track K-5th school with the exception of our K and 1st grade split class

Enrollment - 186

Hispanic - 77.4%

Caucasian - 22.6%

Free & Reduced - 66.4%

Special Ed - 12.4%

ELL - 50%

Migrant - 19.9

We did have growth this year due to our expansion into a K-5 school. We saw growth in the English Language Learners and Migrant population this year.

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.

Staff

- 4 National Board Certified staff members
- 62.5% have Masters (10 out of 16 teachers)
- 100% committed to maximizing the Learning for All children
- 5 Bilingual Certificated
- 3 Bilingual Classified

Small School

- Enrollment approx. 208
- Small Community
- Parent commitment and attendance at events is high

Growth

- Using our parent survey on a scale of 1-5 with 4 and 5 being measures of how useful the home connections were, we found that 88.3% of our parents enjoyed and felt the Home Connections helped them work with their children in the home.
- Due to COVID-19 we were unable to determine growth based on SBA or Benchmark assessments.

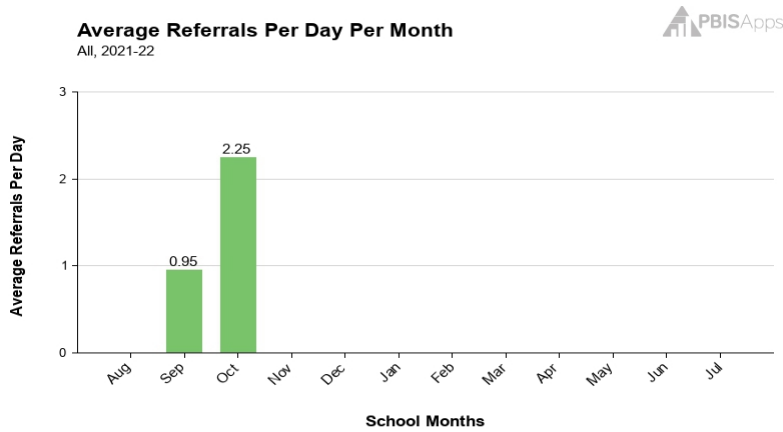


- We added an ECEAP preschool in the 2017-18 school year and are looking at adding a new classroom in this coming year.
- We celebrated students with monthly character traits and involved parents with students learning progress.

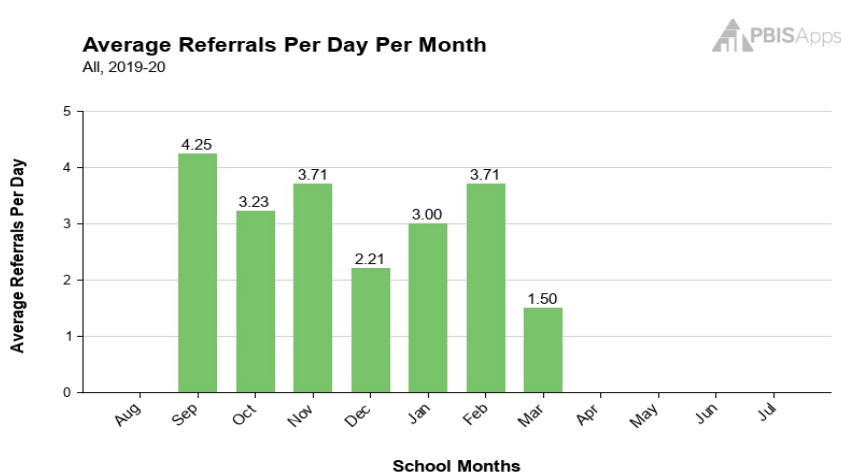
Discipline

- Current school year behavior data reports 93.36% of our students have 0-1 referral. When comparing referrals from the school year 2019-20 referrals have decreased from 156 to 65 for the months of September & October (>41%).
- Our school counselor has created 6 week intensive courses using Executive Functioning training for all our Kindergarten students that we hope to push into other grade levels in the coming years.
- We have adopted Character Strong and are using it building wide to support staff and students.

2021-22



2019-20



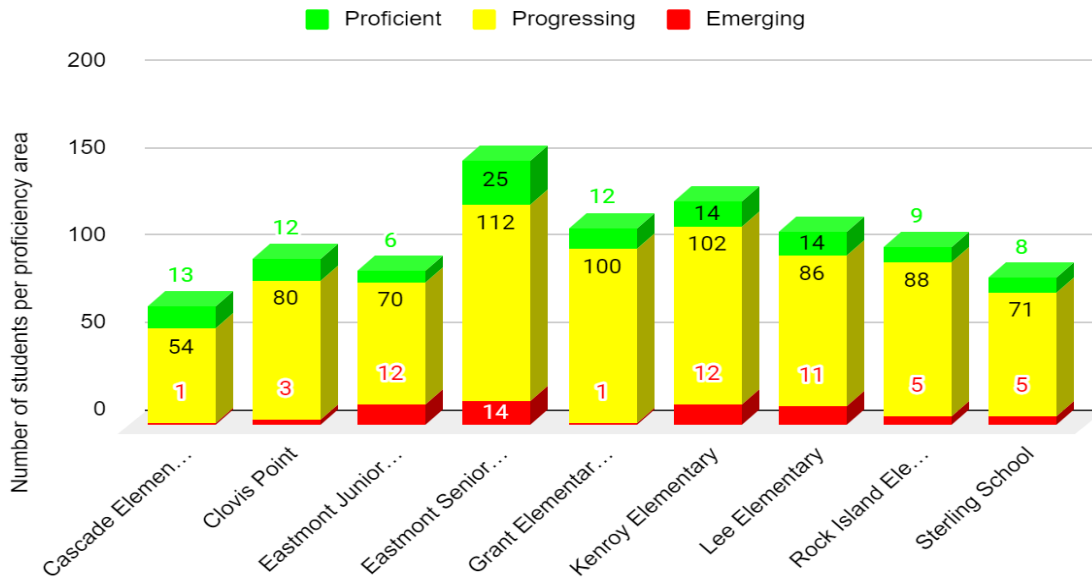


Attendance

- Due to Covid, we didn't get a clear measure of attendance but look forward to continuing to monitor and engage students in the importance of students being present.

Language

- In 2021 9 of our EL students graduated from the program despite the pandemic. Of our 102 language learners 94% showed scores equal to or greater than progressing. We only had 5 students score at an Emerging Level 1.



Describe the challenges of your school.

- Low Kindergarten Readiness
- Being a 2 track school limits collaboration
- Very low participation in Parent-Teacher Organization

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

Effective solutions will include the following:

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



Goal 1: During the 2021-22 school year, we will continue to focus on closing the COVID-19 slide in Math, as measured by CBM Fact fluency with 100% working on grade level fluency and 80% fluent by May 30, 2022.

Solutions(s): Action Steps

- Consistent focus on fact fluency at all grade levels built into the daily schedule.
- Increase use of Number Talks.
- Continue to ensure that all students get access to Tier 1 instruction on grade level standards (Origo).
- Build in Tier 2 & 3 supports for students below Benchmark.
- Chart as a whole building the increasing success throughout the year on the Fluency Board.

Goal 2: During 2021-22, we will work to ensure Students, Teachers, and Parents feel supported and encouraged as measured by surveys in each group.

Solutions(s):

- Student Celebrations
 - Monthly Character Traits
- Teacher Appreciation
 - Notes of encouragement & support
 - Staff games and contests
- Parent Recognition
 - Communication-ParentSquare
 - Letters of encouragement from Principal
 - Parent Satisfaction Survey

Goal 3 (Optional): During the 2021-22 school year, we will continue to focus on closing the COVID-19 slide in Reading, as measured by Dibels, with a goal of 100% working on grade level and 80% proficient on grade level by May 30, 2022.

Solutions(s):

- Build in a consistent focus on fluency in 1st through 4th.
- Develop and use a Progress Monitoring system for students below Benchmark.
- Use Progress Monitoring data to communicate growth or lack of.
- Chart as a whole building the increasing success throughout the year on the Fluency Board.

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 school wide focus:

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



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

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

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

When and if students return to school:

- Various teachers will coach all K-4 after school STEM teams.
- Our schedule includes 50 minutes of STEM activities each week.

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

When students return to school:

- Rock Island will continue to work with ECEAP to offer a preschool to our local three and four year olds that qualify. Children will attend a three hour session, four days a week. We believe this opportunity will address readiness and success in Kindergarten.
- We will be adding an additional class of ECEAP and they will be expanding from ½ day to full days.
- Our 5th grade students will be the first Rock Island class to transition to 6th grade here. We are in the process of expanding our school to become a K-6 elementary.

How will the school enrich and accelerate the curriculum?

- Beyond the differentiation and scaffolding the classroom teachers offer during Tier 1 instruction, every grade level has a team of Interventionists that collaborate to determine when and how to enrich students' learning during our Tier 2 time.
- During our Competency Based Math & Reading time, our students receive instruction at their level of readiness. We have several students that have accelerated past their grade level.
- The Eastmont district also provides Highly Capable instruction for at least 50 minutes per week.

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

- See above.
- During our 30 minute Tier 2 time, students not yet proficient on grade level essentials will receive focused instruction in small groups.
- For students still not reading at grade level 1st-4th, we will provide another 30 minute Tier 3 support. We will begin by using STAR, Dibels, and the Reading Foundations assessment to pinpoint the students' area of need, then in small groups provide foundational instruction such as Phonics for Readers, Leveled Literacy, and Independent Reading Level Assessment system.

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?



- This year we will rely heavily on the ParentSquare program to stay in contact with our families. The Principal and Counselor post current updates, and teachers keep parents up to date on classroom news. They also maintain communication with individual families concerning their students. Since we are not able to come together, we will use Google Meets and parent phone calls to hold Parent-Teacher conferences.
- Not only will our Site-Council meet twice a month to monitor progress on our goals, we will keep the goals in front of staff on our agendas for Staff meetings. And twice in the year review our progress as a whole staff.

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?

- We use the STAR Benchmark assessment as a screener for our Reading and Math.
- We also use the Eastmont Reading Foundations, 95% PASI and PSI, Dibels and Common Formative Assessments to diagnose gaps in student understanding for Reading. We also use a variety of diagnostic assessments in Math to determine proficiency and placement in our Competency Based Math classes.

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

- STAR Progress Monitoring helps us identify students Below Estimated Mastery, and make minimal growth.
- The CBM system requires students to “Test” out of a standard in order to advance. Students who are not growing will get intensive support in small groups.

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

- During Monday PLCs teams use formative assessment data to make decisions about grouping and focused instruction of Foundational skills and Essential standards.
- Once a month the grade level team, the SPED teacher, Intervention teacher, and principal meet to review student’s growth and create plans for students that need intensive attention.



- The CBM system requires almost a daily check of students' proficiency on standards. We have a Test Center where students may “Challenge” a class at any time. As soon as they show mastery they advance to the next standard.

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

- Tier 1-ALL students receive instruction on grade level standards. Teachers have identified Essential standards and developed formative assessments of those standards. For students that have not mastered the standard yet, teachers may provide differentiation or scaffolding during centers/stations.
- Tier 2-Some students will require a different form of instruction, and a smaller grouping to master the Essential. Other students will receive instruction in small groups that focus on Foundational skills. Teachers meet often to determine grouping and instruction. This is a fluid process.
- Tier 3-These students meet in groups of 1-5 with an instructor using a curriculum specially designed to address Foundational skills. Although these children remain in the class for Tier 1, they often have support staff nearby to assist in comprehension.

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

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

Program	Allocation	How the funds will be used to implement the Schoolwide Plan.
BEA		
LAP		
LAP HP		
Title IA	\$9,000	Funds were used for multiple school improvement goals.

TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources (outgoing)
 Kayla Brown, Executive Director of Human Resources (incoming)

SUBJECT: 2021-2024 Eastmont Administrator Association Agreement

DATE: November 8, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

The Eastmont Administrator Association (TEAM) and the District have reached a tentative agreement for a three (3) year contract on November 3, 2021. The Association has since ratified.

For your consideration, the Board is asked to ratify this agreement for the District:

TEAM	Three (3) year agreement: September 1, 2021 – August 31, 2024
	<ul style="list-style-type: none"> • Year 1: IPD + 2% salary increase • Year 2: IPD + 2% salary increase • Year 3: IPD + 2.5% salary increase • Life Skills Responsibility Stipend: for Administrators with Life Skills programs in their buildings. In recognition of additional duties associated with managing life skills program: supervision, programmatic and staff planning/preparation, communication, liability management, etc. • Vacation Days: Increase annual cash-out by 3 days (to 10) • Add Doctorate Stipend of \$2,000 should a member of the Association receive their doctorate

ATTACHMENTS

None

FISCAL IMPACT

Personnel

RECOMMENDATION

The administration recommends the Board ratify the 2021-2024 Eastmont Administrator Association Agreement.



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Resolution No. 2021-09 A Resolution Authorizing a Newly Elected Board Member to Attend WSSDA Annual Conference

DATE: November 8, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is draft Resolution No. 2021-09 A Resolution Authorizing a Newly Elected Board Member to Attend WSSDA Annual Conference.

ATTACHMENTS

Draft Resolution

FISCAL IMPACT

Board Travel Funds

RECOMMENDATION

The administration recommends approving Resolution No. 2021-09 A Resolution Authorizing a Newly Elected Board Member to Attend WSSDA Annual Conference.

RESOLUTION NO. 2021-09

**A RESOLUTION AUTHORIZING A NEWLY ELECTED BOARD MEMBER
TO ATTEND THE WSSDA ANNUAL CONFERENCE**

WHEREAS school directors are elected before, but take office after, the Annual Conference of the Washington State School Directors' Association (WSSDA); and

WHEREAS it is to the advantage of the District to have its directors and directors-elect attend the workshops and orientation programs at the Conference and to exchange ideas with school directors from elsewhere in the state.

NOW THEREFORE, BE IT RESOLVED THAT those persons newly elected on November 2, 2021, to the Eastmont School District Board of Directors be designated to attend the Annual Conference of the Washington State School Directors' Association, to be held November 18-20, 2021, as representatives of Eastmont School District.

BE IT FURTHER RESOLVED THAT expenses of the representatives shall be paid by the District in amounts and in the manner permitted by the law and the directors and representatives shall make a conference report to the Board at the first regularly scheduled meeting of the Board in January.

ADOPTED by the Board of Directors of Eastmont School District No. 206, Douglas County, Washington, at a regular meeting thereof, held on November 8, 2021, with the following Directors being present and voting thereon:

ATTEST:

BOARD OF DIRECTORS

Secretary to the Board

Board President

Date

Director

Director

Director

Director



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

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

SUBJECT: Review of the following policy for first reading:

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

DATE: November 8, 2021

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is new Policy 4311 School Safety and Security Services Program. Assistant Superintendent Secondary Education Matt Charlton has 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 this new policy and procedure.

ATTACHMENTS

Draft policy

FISCAL IMPACT

No new costs

SCHOOL SAFETY AND SECURITY SERVICES PROGRAM

At the beginning of each school year, if the district has safety and security staff working on school property, the district must present to and discuss with students, and distribute to students' families, information about the role and responsibilities of safety and security staff.

"Safety and security staff" means a school resource officer, a school security officer, a campus security officer, and any other commissioned or noncommissioned employee or contractor, whose primary job duty is to provide safety or security services for a public school.

"School resource officer" (SRO) means a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools to build positive relationships with students and address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K–12 schools. School resource officers should focus on keeping students out of the criminal justice system when possible and should not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the educational system.

Purpose

The purpose of the Eastmont School District's safety and security services program is to improve school safety and the educational climate at the school. The safety and security staff shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate. They shall support a positive school climate by developing positive relationships with students, parents, and staff, and by helping to promote a safe, inclusive, and positive learning environment. Safety and security staff are valuable team members of School Based Threat Assessment Teams, which are preventative in purpose.

Limitations

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. Principals or their designee maintain order and handle all student discipline matters consistent with Student Discipline Policy and Procedure 3241. A school resource officer is prohibited from becoming involved in formal school discipline situations that are the responsibility of school administrators.

Requests for Intervention

Teachers and school administrators may ask safety and security staff to intervene if a student's presence poses an immediate and continuing danger to others or an

immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with 3432 Emergencies. Safety and security staff do not need to be asked before intervening in emergencies.

Law Enforcement Activity and Immigration Enforcement

As a general rule, law enforcement activity should take place at a location other than school premises. However, there are circumstances where law enforcement intervention/activity at school premises is warranted and may be conducted by an SRO. These law enforcement activities by an SRO may include interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals to the juvenile justice system, consistent with 3226 Interview and Interrogations of Students on School Premises and 3230 Student Privacy and Searches, and effective January 1, 2022, consistent with state law regarding a juvenile's access to an attorney when contacted by law enforcement.

The SRO duties do not extend to immigration enforcement and the SRO will not inquire into or collect information about an individual's immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law, consistent with 4310 District Relationship with Law Enforcement and Other Government Agencies.

Annual Review and Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies

If a law enforcement agency or security guard company supplies safety and security staff to work on school property when students are expected to be present, the district must annually review and adopt an agreement with the law enforcement agency or security guard company. The agreement must:

- A. Include a clear statement regarding safety and security staff duties and responsibilities related to student behavior and discipline that: prohibits a school resource officer from becoming involved in formal school discipline situations that are the responsibility of school administrators; recognizes that trained safety and security staff know when to informally interact with students to reinforce school rules and when to enforce the law; clarifies the circumstances under which teachers and school administrators may ask safety and security staff to intervene with a student; explains how safety and security staff will be engaged in creating a positive school climate and positive relationships with students; and describes the process for families to file complaints with the school and, when applicable, the local law enforcement agency or the company that provides the safety and security staff on contract related to safety and security staff and a process for investigating and responding to complaints;

B. Include a jointly determined hiring and placement process and a performance evaluation process; and

C. Either confirm that the safety and security staff have completed training series documentation provided by the educational service district or describe the plan for safety and security staff to complete the training series required by law.

The agreement review and adoption process must involve parents, students, and community members.

The superintendent/designee will develop additional procedures to implement this policy.

Cross References:

<u>Board Policy 2121</u>	<u>Substance Abuse Program</u>
<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 3143</u>	<u>Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm</u>
<u>Board Policy 3225</u>	<u>School-Based Threat Assessment</u>
<u>Board Policy 3226</u>	<u>Interviews and Interrogations of Students on School Premises</u>
<u>Board Policy 3230</u>	<u>Student Privacy and Searches</u>
<u>Board Policy 3432</u>	<u>Emergencies</u>
<u>Board Policy 3241</u>	<u>Student Discipline</u>
<u>Board Policy 3246</u>	<u>Restraint, Isolation and Other Uses of Reasonable Force</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 Reference:

<u>RCW 43.10.31</u>	<u>Immigration enforcement model policies</u>
<u>RCW 10.93.160</u>	<u>Immigration and citizenship status – Law enforcement agency restrictions</u>
<u>RCW 26.44.030</u>	<u>Reports--Duty and authority to make--Duty of receiving agency--Duty to notify--Case planning and consultation--Penalty for unauthorized exchange of information--Filing dependency petitions--Investigations--Interviews of children--Records--Risk assessment process</u>
<u>RCW 26.44.050</u>	<u>Abuse or neglect of child — Duty of law enforcement agency or department of children, youth, and families — Taking child into custody without court order, when</u>

<u>RCW 26.44.110</u>	<u>Information about rights — Custody without court order — Written statement required — Contents</u>
<u>RCW 26.44.115</u>	<u>Child taken into custody under court order — Information to parents</u>
<u>RCW 28A.300.640</u>	<u>School-based threat assessment program – Model policy and procedure</u>
<u>RCW 28A.300.645</u>	<u>Monitoring and data collection--Comprehensive safe school plans, student distress, and school-based threat assessment programs</u>
<u>RCW 28A.320.124</u>	<u>School resource officer programs</u>
<u>SHB 1140, Chapter 328, Laws of 2021</u>	<u>Law Enforcement Contact with Juveniles – Access to Attorney</u>
<u>20 U.S.C. 1232g; 34 CFR Part 99</u>	<u>Family Educational Rights and Privacy Act</u>

Management Resource:
Policy & Legal News, August 2020

To: Board of Directors
From: Cindy Ulrich, Executive Director of Financial Services
Date: November 3, 2021
Subject: Monthly Student Enrollment Report

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

Headcount and Actual FTE Reported in P223H & P223:

The official count date for November was Monday, November 1st. Total student headcount reported, including Alternative Learning Enrollment enrolled in Eastmont Virtual Academy (ALE) program, is 5,807. We are reporting 37 students (0.0%) less than what we reported in November 2020 (5,844).

Total student FTE reported, including ALE, is 5,692. This is a decrease of 73 FTE from the total FTE reported in November 2020 (5,765) and a decrease of 33 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)	664	663	1
Transitional Bilingual (Head Count)	1,049	1,026	23
Exited Transitional Bilingual (Head Count)	233	278	(45)
Career/Technical Education-Gr 7-8 (FTE)	128.50	61.23	67.27
Career/Technical Education-Gr 9-12 (FTE)	341.71	318.67	23.04

Budget to Actual FTE Analysis:

Budgeted K-12 FTE, including ALE program, is 5,695. Actual average FTE is 8.5 more than the estimated used for budget development.

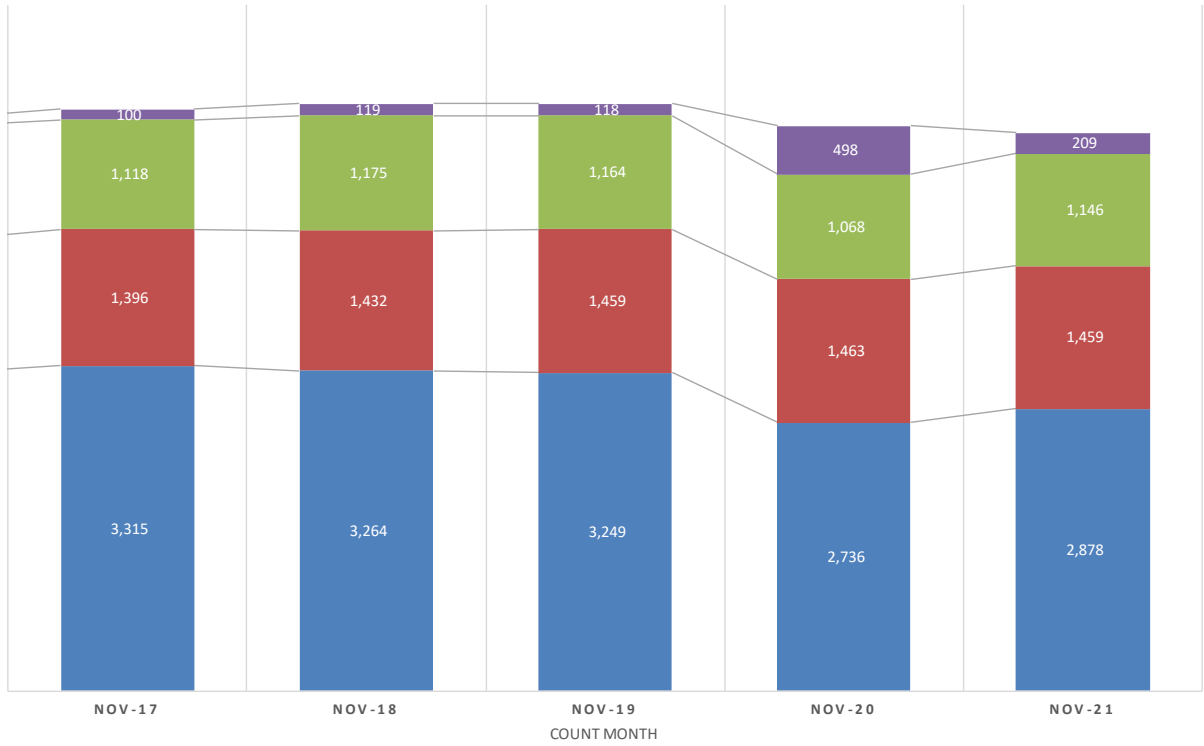
- K-12 student enrollment is 5,503 FTE, which is **78 FTE more** than expected.
- ALE program enrollment is 200.5 FTE and **69.5 FTE less** than expected.
 - Eastmont Academy reports 63 FTE
 - EHS Opportunities reports 137 FTE

The following additional information is presented for your review:

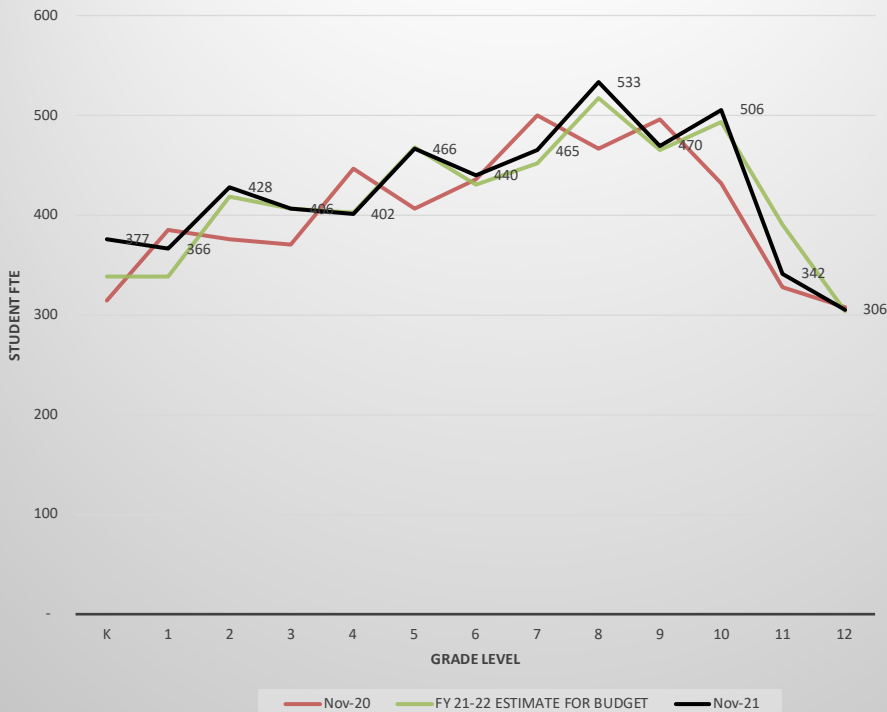
- A graph that compares the five prior November count dates to November 2021 & reflects our new school grade configurations.
- A graph that compares November 2021 and November 2020 FTE to budget by grade level
- A report that provides detail of enrollment, by building and grade level for all months

K-12 STUDENT FTE 5 YEAR TREND BY GRADE SPAN

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



K-12 Student FTE Comparison-Excludes ALE enrollment



FY2021-2022 Monthly Enrollment FTE by Building

Building/Grade	FY 2021-2022 BUDGET AAFTE	Month											Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June							
Cascade																		
K	58	77.0	83.00	82.00									80.7	6.0	22.7		80.2	0.5
1	58	73.5	74.54	75.54									74.5	1.0	16.5		94.9	(20.3)
2	72	86.0	89.00	90.00									88.3	3.0	16.3		85.3	3.0
3	74	80.00	80.00	78.00									79.3	-	5.3		86.9	(7.6)
4	77	90.00	92.00	91.00									91.0	2.0	14.0		112.5	(21.5)
5	83	100.00	100.08	100.08									100.1	0.1	17.1		-	100.1
6													#DIV/0!					
Total	422	506.54	518.62	516.62	-	-	-	-	-	-	-	-	513.9	12.1	91.9	21.78%	459.8	54.2
Clovis																		
K	58	58.00	57.18	55.18									56.8	(0.8)	(1.2)			
1	73	67.00	63.18	62.18									64.1	(3.8)	(8.9)			
2	71	60.00	60.00	59.00									59.7	-	(11.3)			
3	58	69.00	67.00	68.00									68.0	(2.0)	10.0			
4	70	63.00	61.52	61.52									62.0	(1.5)	(8.0)			
5	78	76.00	74.00	75.00									75.0	(2.0)	(3.0)			
6	221	201.00	202.00	201.00									201.3	1.0	(19.7)			
Total	629	594.00	584.88	581.88	-	-	-	-	-	-	-	-	586.9	(9.1)	(42.1)	-6.69%	666.9	(80.0)
Grant																		
K	58	63.00	65.00	65.00									64.3	2.0	6.3		79.4	(15.1)
1	62	69.00	67.00	66.00									67.3	(2.0)	5.3		84.8	(17.5)
2	75	75.00	73.00	74.00									74.0	(2.0)	(1.0)		84.7	(10.7)
3	69	62.00	61.00	61.00									61.3	(1.0)	(7.7)		82.3	(21.0)
4	70	64.00	61.00	59.00									61.3	(3.0)	(8.7)		105.7	(44.4)
5	85	83.00	83.00	83.00									83.0	-	(2.0)		-	83.0
6													#DIV/0!					
Total	419	416.00	410.00	408.00	-	-	-	-	-	-	-	-	411.3	(6.0)	(7.7)	-1.83%	436.9	(25.6)
Kenroy																		
K	58	63.68	61.36	63.36									62.8	(2.3)	4.8		76.8	(14.0)
1	68	70.00	69.47	71.00									70.2	(0.5)	2.2		83.6	(13.4)
2	75	86.00	86.00	87.00									86.3	-	11.3		84.1	2.2
3	79	90.00	90.00	90.00									90.0	-	11.0		86.4	3.6
4	70	74.00	74.00	74.00									74.0	-	4.0		97.3	(23.3)
5	85	85.00	86.00	87.00									86.0	1.0	1.0		-	86.0
6													-					
Total	435	468.68	466.83	472.36	-	-	-	-	-	-	-	-	469.3	(1.9)	34.3	7.88%	428.2	(44.9)
Lee																		
K	58	74.00	70.00	70.00									71.3	(4.0)	13.3		49.7	21.6
1	48	59.00	58.47	58.47									58.6	(0.5)	10.6		81.8	(23.2)
2	79	79.00	78.00	78.00									78.3	(1.0)	(0.7)		84.8	(6.5)
3	78	73.00	73.00	74.00									73.3	-	(4.7)		86.6	(13.3)
4	70	71.00	72.00	72.00									71.7	1.0	1.7		87.6	(16.1)
5	89	83.00	83.00	84.00									83.3	-	(5.5)		-	83.3
6													-					
Total	422	439.00	434.47	436.47	-	-	-	-	-	-	-	-	436.6	(4.5)	14.8	3.51%	390.7	(37.4)
Rock Island																		
K	48	37.00	38.00	38.00									37.7	1.0	(10.3)		30.9	6.8
1	30	33.00	33.36	32.36									32.9	0.4	2.9		46.1	(13.2)
2	46	42.00	42.00	42.00									42.0	-	(4.0)		37.0	5.0
3	49	34.00	35.00	34.00									34.3	1.0	(14.7)		34.4	(0.1)
4	45	40.00	41.00	40.00									40.3	1.0	(4.7)		39.0	1.3
5	48	40.00	39.00	39.00									39.3	(1.0)	(8.7)		-	39.3
6													#DIV/0!					
Total	266	226.00	228.36	225.36	-	-	-	-	-	-	-	-	226.6	2.4	(39.4)	-14.82%	187.4	39.2

Eastmont School District

FY2021-2022 Monthly Enrollment FTE by Building

Building/Grade	FY 2021-2022 BUDGET AAFTE	Month											Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June							
EJHS																		
6	-	1.00	1.00	1.00									1.0	-	1.0			1.0
7	230	234.00	232.00	228.00									231.3	(2.0)	1.3		0.6	230.7
8	268	285.74	285.74	286.74									286.1	-	18.1		463.2	(177.1)
9	466	470.95	467.95	460.45									466.5	(3.0)	0.4		490.7	(24.3)
10	-												#DIV/0!	-	#DIV/0!		1.0	#DIV/0!
11	-												#DIV/0!	-	#DIV/0!		4.0	#DIV/0!
12	-	1.00	1.00	1.00									1.0	-			1.0	-
Total	964	992.69	987.69	977.19	-	-	-	-	-	-	-	-	985.9	(5.0)	20.9	2.16%	960.5	30.3
Sterling JH																		
5	-	1.00	1.00	1.00									1.0	-	1.0			
6	210	239.00	237.00	235.00									237.0	(2.0)	27.0			
7	222	232.74	232.74	231.57									232.4	-	10.4			
8	250	246.00	247.56	249.73									247.8	1.6	(2.2)			
9	-	1.00	1.00	1.00									1.0	-	1.0			
10	-												-	-	-			
11	-												-	-	-			
12	-												-	-	-			
Total	682	719.74	719.30	718.30	-	-	-	-	-	-	-	-	719.1	(0.4)	9.1	1.34%	683.85	35.26
EHS																		
8	-												-	-	-			
9	-	1.00	1.00	1.00									1.0	-	1.0		1.0	-
10	493	509.63	505.97	497.63									504.4	(3.7)	11.7		431.8	72.6
11	390	346.94	340.70	339.13									342.3	(6.2)	(48.0)		323.2	19.1
12	303	303.78	304.64	308.52									305.6	0.9	2.3		287.4	18.3
Total	1,186	1,161.35	1,152.31	1,146.28	-	-	-	-	-	-	-	-	1,153.3	(9.0)	(32.9)	-2.78%	1,043.4	110.0
Eastmont Academy (ALE)																		
K	10	5.00	2.00	2.00									3.0	(3.0)	(7.0)		35.0	(32.0)
1	10	6.00	6.00	6.00									6.0	-	(4.0)		40.4	(34.4)
2	10	12.00	12.00	10.00									11.3	-	1.3		39.9	(28.6)
3	10	4.00	5.00	5.00									4.7	1.0	(5.3)		31.3	(26.6)
4	5	5.00	5.00	5.00									5.0	-	-		33.5	(28.5)
5	10	7.00	8.00	8.00									7.7	1.0	(2.3)		30.7	(23.0)
6	10	5.00	9.00	11.00									8.3	4.0	(1.7)		33.1	(24.7)
7	20	5.83	7.83	8.00									7.2	2.0	(12.8)		36.0	(28.8)
8	30	8.62	10.62	10.62									10.0	2.0	(20.0)		19.4	(9.5)
Total	115	58.45	65.45	65.62	-	-	-	-	-	-	-	-	63.2	7.0	(31.8)	-27.63%	299.3	(236.1)
EHS Opportunites (ALE)																		
9	30	13.35	17.35	22.30									17.7	4.0	(12.3)		30.9	(13.3)
10	20	14.46	19.12	21.29									18.3	4.7	(1.7)		26.6	(8.3)
11	30	31.41	40.31	40.41									37.4	8.9	7.4		45.7	(8.4)
12	75	61.04	71.30	59.75									64.0	10.3	(11.0)		76.7	(12.7)
Total	155	120.26	148.08	143.75	-	-	-	-	-	-	-	-	137.4	27.8	(17.6)	-11.38%	179.9	(42.5)
Total Monthly Variance													13.28	31.3		5,736.81		
K-6 Total	2,593	2,650.22	2,643.16	2,640.69	-	-	-	-	-	-	-	-	2,646.69					
K-12 Total	5,695	5,702.71	5,715.99	5,691.83	-	-	-	-	-	-	-	-	5,703.51					
Report 1251 difference		5,702.71	5,715.99	5,691.83	-	-	-	-	-	-	-	-	5,703.51					



Eastmont School District #206 Relationships, Relevance, Rigor, and Results Human Resources Report — November 2021

Staff

Year	Total Staff	Certificated	Paraeducators	Non-Rep & Secretaries	Maintenance, Custodians, Bus Drivers	Admin	Coaches	Hispanic Staff
2008-2009	668	343	165	63	73	24		
2009-2010	618	331	134	60	69	24		
2010-2011	622	328	147	55	68	24		
2011-2012	618	323	145	55	70	25		
2012-2013	638/755	325	161	52	75	25	117	54
2013-2014	658/775	329	165	61	77	26	117	58
2014-2015	685/786	361	155	66	75	28	101	58
2015-2016	693/816	368	157	67	73	28	123	59
2016-2017	697/852	372	152	67	75	31	155	68
2017-2018	712/861	386	148	70	78	30	149	68
2018-2019	755.5/904.5	408	163	76	77	31.5	149	77
2019-2020	775/911	412	175	77	79	32	136	79
2020-2021	742/742	399	160	77	75	31	0	80
2021-2022	816/938	433	186	78	82	37	122	116

Grievances

Year	Number
2007-08	11
2008-09	5
2009-10	1
2010-11	1
2011-12	1
2012-13	1
2013-14	0
2014-15	1
2015-2016	0
2016-2017	0
2017-2018	0
2018-2019	0
2019-2020	1
2020-2021	1

Collective Bargaining Groups & Contract Status

- Eastmont Education Association (EEA) – open 2023
- Eastmont Secretaries’ Association (ESA) – open 2021
- Eastmont Paraeducator Association (EPA) – open 2021
- Eastmont Public School Employees (PSE) – open 2024
- SECA (Coaches/Advisors) – open 2022
- Eastmont Administrator’s Association (EAA) – open 2021

Human Resources/Payroll

- Human Resources/Payroll/Benefits Staff: 7.5 FTE staff (includes outgoing director)
- Monthly Payroll: \$6.1 million/month (average)

District Essential Strategies (Goal 5)	Progress/Data
Promote leadership from within the District through structured internships.	One current intern for 2021-2022. Encourage teacher leaders to pursue administration.
Provide regionally competitive wages and benefits.	Through negotiations research, ensure wages and benefits are competitive with cohort (size) and area districts and employers
Provide self, department, school, and district focused training. Provide training options for employees at different stages of their career.	High priority with each administrator; identified this skill as a top priority among qualified candidates.
Increase the percent of employees who are bilingual in Spanish.	Continued focus and success in attracting and selecting qualified Hispanic/ Latino staff. Increased by 36 staff in the last year.
Reduce employee absenteeism	Post COVID, increase focus on <i>Attendance Matters</i> campaign with all employees.

2021-2022 Challenges: Managing vaccination mandate for all staff; facilitating religious/medical exemptions and finalizing appropriate accommodation requests. Increasing recruitment, onboarding, and placement of COVID related staff additions as well as most all positions in the District. Bargaining with Associations regarding COVID workload impacts through COVID MOUs. Addressing overall staff morale and workload as impacted by COVID. Proactively staffing for long term leaves – increased by Washington’s Paid Family Medical Leave.

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