

**BOARD OF DIRECTORS
VIRTUAL MEETING AGENDA**

Monday, September 13, 2021
5:30 p.m. Regular Meeting

Eastmont Administration Office

Due to current restrictions on public gatherings and in support of public safety, Eastmont's Board of Directors' Meeting on Monday, September 13, 2021 will have limited in-person public attendance. These seats are available on a first come, first serve basis with doors open at 5:15 pm. However, this meeting will be broadcast online with participation available via: <https://zoom.us/j/91862125807>

- *If requested, the password is: 4K6JGs*
- *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 virtual regular meeting on Monday, September 13, 2021 beginning at 5:30 p.m. for the purpose of considering and acting upon the following agenda items:

- I. CALL TO ORDER & PLEDGE OF ALLEGIANCE
- II. APPROVE AGENDA/MODIFICATIONS
- III. PUBLIC COMMENT

Comments critical of personnel, students, or volunteers will not be read given privacy concerns. Instead, they will be referred to the Superintendent for further inquiry and possible action. 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. Board News
- B. Superintendent News

V. 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 August 23, 2021.
- B. Approval of the payment of the bills and/or payroll dated September 13, 2021.
- C. Approval of the Personnel Action Items dated September 13, 2021.
- D. Approval of the following surplus request:
 - 1. Eastmont High School Boys Basketball items.
- E. Approval of the Highly Capable Program Plan for 2021-22.
- F. Approval of an Interlocal Agreement with the City of East Wenatchee for school resource officer(s).
- G. Review of the Monthly Student Enrollment Update.

VI. REPORTS

- A. K-12 Highly Capable Program Report for 2020-21 — Abbey Reynolds, Coordinator and Spencer Taylor, Executive Director Elementary Education
- B. K-12 Curriculum Adoption Cycle Report — Matt Charlton, Assistant Superintendent Secondary Education
- C. Professional Development Report — Spencer Taylor, Executive Director Elementary Education

VII. FUTURE AGENDA ITEMS

VIII. ADJOURNMENT

FUTURE TOPICS – Identified by the Board for further review.

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

- September 27** Regular Meeting at Eastmont Administration Office at 5:30 p.m.
- October 11** Site Visit at Maintenance/Transportation & Regular Meeting at 5:30 p.m.
- October 25** Regular Meeting at Eastmont Administration Office at 5:30 p.m.

BOARD OF DIRECTORS
VIRTUAL REGULAR MEETING MINUTES
August 23, 2021

CALL TO ORDER & PLEDGE OF ALLEGIANCE

The regular meeting of the Eastmont School District Board of Directors was called to order by Board Vice President Whitney Smith 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/93015157433>

ATTENDANCE

Present in the Board Room:

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:

Annette Eggers, Board President
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 August 23, 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.

- Mark Jewell provided public comment regarding mask policy.

INFORMATION

A. Board News.

Director Wright shared she had written personal letters to local legislators about Governor Inslee’s recent mandate. President Eggers shared she also had contacted legislators about the mandate and tort control. Director Vibbert shared she attended registration days at both Sterling and Eastmont Junior High and was complimentary of how organized it was. Director Piepel shared he had met with both community members running for his Board position.

B. Superintendent News.

Superintendent Christensen invited the Board to the all employee training being held online Monday, August 25th in preparation for school starting next Wednesday. He reminded the Board about the annual WSSDA Conference in November and that the District is still recruiting bus drivers.

CONSENT AGENDA

A. Approval of minutes. The Board of Directors approved the minutes from the virtual/hybrid regular meeting held on July 12, 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 August 23, 2021:

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7122746-7122866	\$890,593.91
7122867-7122868	\$2,146.17
7122869-7122900	\$6,941,240.36
7122925-7123018	\$1,962,454.27
7123019-7123021	\$6,489.00
7123022-7123022	\$710.87
7123023-7123138	\$490,058.78
7123139-7123157	\$5,932,074.55
202000132-202000134	\$2,044.14

C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated August 23, 2021 as presented.

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

E. Approval of donation. The Board of Directors approved the donation of music equipment to Clovis Point Elementary.

F. Approval of policies. The Board of Directors reviewed the following polices for Second Reading/Adoption:

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	New Policy 2401 and Procedure 2401-P	Mastery-Based Credit for Content Areas
2000 Instruction	Delete Policy 2402 through Policy 2409	Individual Content Area policies

F. Approval of policies. (continued)

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	Policy 2413	Equivalency Credit Opportunities
3000 Students	Policy 3241	Student Discipline
3000 Students	Policy 3432	Emergencies
6000 Management Support	Policy 6000 and Procedure 6000-P	Program Planning, Budget Preparation, Adoption, and Implementation
6000 Management Support	Policy 6600	Transportation

G. Approval of policy. The Board of Directors approved the following policy for Adoption:

<i>Section</i>	<i>Number</i>	<i>Title</i>
6000 Management Support	Policy 6710	Outside Employment Policy

H. Approval of fee schedule. The Board of Directors approved the Local Fee Schedule for Fiscal Year 2021-22 as presented.

I. Approval of resolution. The Board of Directors approved Resolution No. 2021-07 Adopting the Budget for Fiscal Year 2021-22 and reviewed the Four-year Budget Projections: Fiscal Year 2021-22 through 2024-25.

J. Approval of resolution. The Board of Directors approved Resolution No. 2021-08 A Resolution for Certification of 2022 Excess Property Tax Collection.

K. Approval of agreement. The Board of Directors approved the Eastmont Education Association's Collective Bargaining Agreement for 2021-2023.

L. Approval of letter. The Board of Directors approved writing a letter of support to rename the segment of US Highway 97 that runs through Douglas County "World War II Veterans Memorial Highway".

M. Approval of application. The Board of Directors approved the Minimum Basic Education Requirement Compliance iGrant 600 for the 2021-22 school year.

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

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

REPORT

A. District Construction Related Projects Report.

Maintenance Services Director Seann Tanner presented the District Construction Related Projects Report and answered questions from the Board. The Board expressed appreciation to Mr. Tanner for his leadership and involvement with these construction projects.

DISCUSSION & POSSIBLE ACTION ITEM

A. Letter to Governor regarding COVID Requirements and Exemption from COVID-Related Litigation.

Vice President Smith introduced a draft letter to Governor Inslee regarding local control and asking for additional coverage/exemption in a lawsuit. Directors shared their support of the letter with the addition of individual signatures.

MOVED by Director Vibbert and SECONDED by Director Wright to approve sending a letter to Governor Inslee. The motion CARRIED unanimously.

FUTURE AGENDA ITEMS

None at this time.

ADJOURNMENT

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

The meeting adjourned at 6:12 p.m.

Approval:

_____ Date

_____ Date

TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: September 13, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Resignations

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

Last Name	First Name	School	Position/Years
Brender	Judy	Sterling	Para-Educator/17 years
Garza	Jennifer	Rock Island	Teacher/3 years
Thurman	Amy	Transportation	Bus Driver/1 year
Wedham	Shannon	Grant	Para-Special Ed/on last report

Retirement

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

Last Name	First Name	School	Position/Years
Williams	Anthony	EHS	Para-Educator/2 years

Leave of Absence

The following people have notified us of their intent to take a Leave of Absence:

Last Name	First Name	School	Position/Years
Bergman	Marie	Lee	SLP reduction of .100 FTE 1yr
Mueller	Sandra	District	HR/PR Officer/1 year

New Hires

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

Last Name	First Name	School	Position
Brandt	Michaella	Grant	Para-Educator
Bray	Abraham	District	NR-Behavioral Support Spec.
Brown	Miesha	District	Teacher-Substitute

Last Name	First Name	School	Position
Eaton	Amie	Wee Wildcats	Para-Preschool (EHS)
Farley	Deborah	District	Teacher-Substitute
Flores	Kristy	Cascade	Para-Educator
Husted	Joanne	EJHS	Para-Educator
Lindemann	Abigail	District	Teacher-Substitute
Mata Cervantes	Gracia	District	Secretary-DO
McCamey	Kathryne	Wee Wildcats	Para-Preschool (SJHS)
McGee	Madison	Cascade	Para-Educator
Medina-Dias	Evelyn	EJHS	Para-Educator
Melendrez	Samantha	Wee Wildcats	Para-Preschool (EHS)
Mohr	Rod	District	Substitute-Custodian
Napoles	Christina	Cascade	Para-Life Skills
Norlin	Rachel	District	Teacher-Substitute
Northfield	Kirsten	Cascade	Para-Life Skills09/13/21
Pease	Christine	District	Gear-up Coordinator
Pieczynski	Danielle	Cascade	Para-Educator
Prieto	Emily	District	Teacher-Substitute
Schoening	Talena	District	Teacher-Substitute
Southard	Faith	Grant	Para-Educator
Valencia	Francisco	Cascade	Para-Special Education
Waterhouse	Lily	Kenroy	Para-Educator

Transferred from one Classification to another:

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

Last Name	First Name	School	Position
Branam	Leanne	EHS/District	ESA (Secretary) to EEA (Teacher) Substitute
Callahan	Michelle	EHS/EHS	EPA (Para-Educator) to ESA Attendance Office
Espinoza	Gloria	EJHS/EJHS	EPA to NonRep-Mig/Bil Liaison
Figuroa-Naranjo	Omar	EHS/EHS	EEA to EPA Opportunities
Gorman	Christina	Grant/EHS	EPA to NonRep Behavior Support Spec.
Hodgson	Elia	SIS/ALE	EPA to ESA-Secretary to ALE
McGregor	James	Cascade/District	EPA to EEA-Substitute
Rojas	Evelyn "Yvonne"	EJHS/EJHS	NonRep to EEA-ELL/Intervention
Venegas	Teresa	Lee/EHS	EPA to ESA HS Secy Testing/Truancy
Young	Tara	SIS/District	EPA-Life Skills to EEA-Substitute

ATTACHMENTSNone**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: September 13, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Eastmont High School Boys Basketball staff request the following items that are no longer being used due to wear or are torn/frayed/discolored/aged to be declared as surplus:

- 38 Nike Jerseys (White/Red/) (Multiple Styles) Uniforms
- 22 Nike Shorts (White/Red) (Multiple Styles) Uniforms
- 25 Speedline Jersey (White/Blue) Uniforms
- 24 Speedline Shorts (White/Blue) Uniforms
- 20 Practice Jerseys (Red/White)
- 16 Practice Shorts (Red)
- 39 Practice Shorts (Black)
- 22 Shooting Shirts (Red)
- 25 Travel Bags
- 5 Travel Jackets
- 4 Camp T-Shirts
- 1 Practice Jersey (Red/White)
- 1 Practice Shorts (Black)

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
Spencer Taylor, Executive Director

SUBJECT: Highly Capable Program Plan for 2021-22

DATE: September 13, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

As part of the Highly Capable Program grant process, Board approval of our program plan is required. Enclosed is the draft Highly Capable Program Plan for 2021-22.

ATTACHMENTS

Highly Capable Program Plan

FISCAL IMPACT

Designated monies

RECOMMENDATION

The administration recommends approval of the Highly Capable Program Plan for 2021-22.

217 Highly Capable Program Plan
Fiscal Year: 21-22
Milestone: Draft (Printed 9/9/2021)

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

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2021-22 school year.

- **Page 1 must be updated annually:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page. Page 7 is to be updated annually.

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

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2021-22), click **Print All**, to the right of Save. ([WAC 392.170.025](#))

Program Monitoring and Review

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

Updated Pages

Updates have been made to the following pages:

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

Assurances: Comply with State Law and Regulation

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

Please check only one box below:

LEA accepts Highly Capable allocation for 2021-22 school year. LEA agrees to the comply with:

- a. [RCW 28A.150.220\(3\)\(g\)\(3\)](#)
The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.
- b. [RCW 28A.185.020](#)
Highly Capable program requirements provided in state law.
- c. [WAC 392-170-012](#)
Highly Capable program requirements provided under OSPI rules. [WAC 392-170](#)
- d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*
- e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*
- g. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- h. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

LEA DOES NOT accept Highly Capable allocation for the 2021-22 school year. LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with [RCW 28A.150.220\(3\)\(g\)](#). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

- a. *Annually report the students served in the district's Highly Capable program in CEDARS.*
- b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*
- c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*
- d. *Follow [RCW 28A.185.020](#) District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*
- e. *Follow [RCW 28A.300.770](#) Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.	
Authorized Representative Name:	Spencer Taylor
Authorized Representative Title:	Executive Director of Elementary Education
Date: (MM/DD/YY)	09/01/21

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

Highly Capable Program Parent Organization	
Is there a parent organization in your area? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Contact Name:	
Contact Organization:	
Contact Email:	
Contact Phone:	

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170 | [.035](#) | [.036](#)

Instructions

1. Select one check box.
 2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.
- District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: **Unique District Definition and Learning Characteristics.**

Statement of Purpose (OPTIONAL)

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

Yes No

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

Instructions

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

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

A. Annual Notification [WAC 392-170-042](#)

Assurances

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

Public Notification

- Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process [WAC 392-170-045](#) | [055](#)

Assurances

- District uses a specific process to refer students for the Highly Capable program
- Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission [WAC 392-170-047](#)

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

Assurances

- District gets permission to assess.

District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>	Explanation of the procedures for identification of a student for entrance into the HCP.	<input checked="" type="checkbox"/>
Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>	Explanation of the process for appealing the selection decision of the multidisciplinary selection committee.	<input checked="" type="checkbox"/>
Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>	Explanation of the procedures to exit a student from the program.	<input checked="" type="checkbox"/>
Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>	Information on the district's program and the options that will be available to identified students.	<input checked="" type="checkbox"/>

D. Screening Procedures **OPTIONAL** [WAC 392-170-045](#) | [055](#) | [060](#) | [075](#)

Instructions

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

The district uses a screening process. Yes No

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

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

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

E. Assessment Process [WAC 392-170-055](#) | [060](#)

Assurances

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

- District has a clearly defined and documented assessment process.
- All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests*.

Instructions

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

Other - Name the other data sources you use.

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

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

Assessment Measures

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

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

Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Creativity	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

F. Selection [WAC 392-170-075](#)

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data

If you screen, make sure your multidisciplinary selection committee reviews all the data you collect — through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

Shall be based on a selection system that determines which students are the most Highly Capable as defined under [WAC 392-170-055](#), and other data collected in the assessment process."

Assurances

- District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- Board Policy and Procedure Number **2190**
- If not, 2190: Board Policy and Procedure Name or Number

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

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

- The district's MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

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

A. Program Services Management [WAC 392-170-078](#) | [080](#)

Assurances

- District provides educational opportunities that take into account each student’s needs and capabilities.
- District reviews services for each student periodically to ensure services meet each student’s needs and capabilities.

B. Variety and Continuum of Program Services [WAC 392-170-078](#) | [080](#)

Instructions

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

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

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

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

Complete the Gifted Value Tables

For each Gifted Value identify:

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

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Curricula Modification														
<input checked="" type="checkbox"/> Differentiation							<input checked="" type="checkbox"/> Curriculum Compacting							
<input checked="" type="checkbox"/> Flexible grouping							<input checked="" type="checkbox"/> Enrichment							

<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification	
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

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

Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Curricula Modification														
<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting													
<input type="checkbox"/> Flexible grouping	<input type="checkbox"/> Enrichment													
<input type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects													
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration													
<input type="checkbox"/> Supplemental instruction in area of interest	<input type="checkbox"/> Supplemental materials in area of interest													
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)													

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

Instructional Strategies and Curricula Modification														
<input type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting													
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment													
<input type="checkbox"/> Independent study	<input type="checkbox"/> Independent projects													
<input type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration													
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest													
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)													

Program Goals, Monitoring and Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

A. District Program Goals [WAC 392-170-030](#)

Assurance

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

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

B. Monitoring: District Records That Demonstrate Compliance [WAC 392-170-095](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

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

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

Assurance

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

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

C1. Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

The evaluation of your HCP should return data that measure:

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

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

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

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

		highly capable students. 2. Assessment data and other indicators to determine the degree to which the districts are meeting the academic needs of the identified students.
Communications	<input checked="" type="checkbox"/>	Review every September to evaluate the effectiveness of our program and explore options for improvement. Publish student activities, and advertise pertinent information in newsletters.
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	Review every September at Board Meeting.
Continuum of Services	<input checked="" type="checkbox"/>	Review every September at Board Meeting.
Other: Name(s)	<input type="checkbox"/>	

C2. Evaluation [WAC 392-170-030](#) | [RCW 28A.185.050](#) | [RCW 28A.150.220](#)

Instructions

The evaluation of your HCP should return data that measure:

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

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

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
Grades and Tests			
AP Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
District Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Average ELA level on Smarter Balanced April - June Average ELA level on Smarter Balanced April - June	August-September August-September
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)Average Grade Point average	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Grades 9-12	August-September

Qualitative Data

Staff Anecdotal Observation	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Periodically throughout the school year.	July - August
Student Reflection	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Surveys

Administrator	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Grades K-4, Send out Survey Monkey survey in May-June	March-April
Parent	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Grades 2-5th every Monkey survey in May-June	Spring
Student	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Teacher	<input checked="" type="checkbox"/> Elementary	Grades K-4, Send out Survey Monkey survey in May-	March-

	<input type="checkbox"/> Secondary	June	April
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Other Data Sources

Attendance	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	2nd-5th grade pull-out program as taken by HiCap teacher.	August-June
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Program Participation	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

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

A. Estimate of Students Expected to Serve [WAC 392-170-030](#)

Instructions

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

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	5	10	15	30	50	50	50	52	30	30	30	30	387

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

Instructions

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

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 9/27/2021

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

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

Equitable Identification of Low-Income Students [RCW 28A.185.020](#)

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

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

Abbey Reynolds

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

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

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2021-22 identification cycle.

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

Criteria for Identification [RCW 28A.300.770](#)

Explain how you address criteria for identification as required by [RCW 28A.300.770](#).

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2021-22 identification cycle.**

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

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

- b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.
- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

The above will be implemented.

- 4. **Briefly outline actions that were conducted in 2020-21 school year to identify students for Highly Capable services in light of disruption resulting from COVID-19.**

All identification of students for the HCP was completed in February 2021 with CogAT 7 online test; conducted by school district proctors in-person.



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors
FROM: Garn Christensen, Superintendent
SUBJECT: Interlocal Agreement with the City of East Wenatchee
DATE: September 13, 2021

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is a draft Interlocal Agreement with City of East Wenatchee for school resource officer(s) (SRO). It has been reviewed by both WSRMP and our attorney.

ATTACHMENTS

None

FISCAL IMPACT

Revenue, if sold

RECOMMENDATION

The administration recommends the Board approve entering into this Interlocal Agreement with the City of East Wenatchee.

DRAFT

INTERLOCAL AGREEMENT BETWEEN THE CITY OF EAST WENATCHEE AND THE EASTMONT SCHOOL DISTRICT FOR SCHOOL RESOURCE OFFICER SERVICES

This Agreement is made and entered into January 1, 2022, between the City of East Wenatchee ("City") and the Eastmont School District #206 ("District"), both municipal corporations of the State of Washington, located in Douglas County, Washington, with respect to the following facts:

WHEREAS, the City and the District have the power, authority, and responsibility to provide security services within their respective jurisdictions and facilities; and

WHEREAS, the District has expressed a desire to execute an agreement with the City for the services of one full-time police officer, known as a School Resource Officer ("SRO") to be stationed at Eastmont High School and serving the District's schools located within the City's corporate boundaries and those schools out of the City, but within Douglas County; and

WHEREAS, both parties desire to enter into an agreement for the purpose of utilizing the City's capabilities to provide the District with SRO services; and

WHEREAS, the District and the City believe that the services rendered by an SRO will enhance school security and benefit public safety; and

WHEREAS, the City is willing to assign a police officer to serve as an SRO as set forth herein, subject to the District's commitment to reimburse the

City for 60% of the basic salary and benefits for maintaining such position; and

WHEREAS, the City and the District agree to fund an SRO position in accordance with the terms and conditions set forth in this Agreement; and

WHEREAS, this Agreement is specifically authorized by the interlocal Cooperation Act set forth in Chapter 39.34 of the Revised Code of Washington; NOW THEREFORE,

IN CONSIDERATION OF THE PROMISES AND AGREEMENTS CONTAINED HEREIN, IT IS AGREED AS FOLLOWS:

1. Provision of School Resource Officer Services. Commencing with the start of the 2022-23 school year, thereafter during the term of this Agreement, the City shall provide School Resource Officer ("SRO") services (collectively referenced as "Services").

The SRO shall be stationed at a site to be determined by the District and shall primarily serve the District's secondary schools located within the City, but shall also serve the District's others schools located within the City and County on an "as needed" basis. Services are more fully described in Exhibit "A" attached hereto and incorporated by this reference.

The City shall have the sole discretion as to selecting the SRO applicant pool for the District to collaboratively choose a finalist from. The Police Chief will then appoint an SRO. The City shall select the equipment, uniform, and supplies that will be used by the SRO, and shall be the sole judge as to the most appropriate, efficient, and effective manner of handling and responding to calls for Services or the rendering thereof, and for annual reporting of SRO activities to the Office of the Superintendent of Public Instruction (OSPI). In addition, the City shall be solely responsible to ensure that any SRO assigned to work with the District pursuant to this Agreement is fully qualified and trained in

accordance with ESHB 1214.SL 2021.

The SRO will remain an employee of the City. The delivery of Services, the standards of performance, the discipline of officers, the supervision of the SRO and any other City personnel, and other matters incidental to the performance of the Services, shall remain under the control of the City.

2. Salary and Overtime. The District shall not assume any liability for the direct payment of any salaries, wages, or other compensation to an SRO performing the Services provided hereunder. The City shall be responsible for any cost of overtime as authorized by the chain of command of the SRO for work not covered within the scope of Services defined in Exhibit "A".

The District shall not be responsible for any off-duty employment costs. Off-duty employment agreements shall be between the District and the City using the City's standard agreement. Except as otherwise specified herein, the District shall not be liable for compensation for wages or indemnity to any City employee for injury or sickness arising out of his/her employment pursuant to this Agreement.

3. Term. This Agreement shall be effective for a 1 year term, from March 1, 2022 through February 28, 2023. Following expiration of the initial year term, this Agreement shall automatically be extended for additional one-year terms thereafter, unless a minimum of 30 days notice of cancellation is provided by one party to the other.
4. Payment for Services. The parties agree that the annual cost, including benefits, for maintaining an SRO position is presently \$101,190.80. The District will reimburse the City 60% of the aforementioned annual average base salary and benefits for a non-supervisory officer as provided by this Agreement, for the term of this Agreement. Annual charges will be billed in four quarterly installments. The District shall remit payment to the City within thirty (30) days after receipt of a

quarterly invoice. The Finance Directors for each party are authorized to modify this payment schedule and process by subsequent mutual agreement, provided such understandings or modifications shall be in writing.

5. Emergency Situations. During days when school is in session, the SRO will not be assigned by the District to duties other than those set forth herein, except for required City Police Departmental training or in response to emergency conditions, as determined by the sole discretion of the Chief of Police, that necessitate the response of additional police personnel.
6. Indemnification. The parties mutually agree to defend at its own expense, indemnify and hold harmless the other party, its hired, appointed and elected officers, officials, employees, agents, and volunteers from and against any and all liabilities, judgments, liens, losses, costs, damages and expenses, including costs and attorney fees in defense thereof, because of actions, claims or lawsuits of any kind that allege injury or death to a person, or damage, injury, or destruction to property or the enjoyment of property caused or allegedly caused or occasioned in whole or in part by or arising out of the performance or carrying out of the terms of this Agreement and/or amendments to this Agreement, except to the extent that such injury or death to a person, or damage, injury, or destruction of property or the enjoyment of property is caused by the negligent or intentional tortuous acts of the other party, and/or its hired, appointed and elected officers, officials, employees, agents and volunteers.
7. Compliance with Laws. The District acknowledges that, in addition to compliance by the City with all applicable laws and regulations relating to employee hiring, the City's Civil Service rules prohibit discrimination on the basis on non-merit factors. Additionally, the District acknowledges and agrees that the Services rendered hereunder may be affected by provisions of the collective bargaining agreement between the City and

the union representing the SRO.

Furthermore, this Agreement shall be subject to all laws, rules, and regulations of the United States of America, State of Washington, and the City of East Wenatchee. Should any such authority effectively prevent the performance of the obligations set forth herein or otherwise materially interfere with the achievement of the purposes of this Agreement, either party may terminate this Agreement upon 30 days written notice to the other.

8. Student Discipline. The parties understand and agree that the District has sole responsibility for the administration of student discipline.
9. Modification. Either party may, in writing, request changes in the Agreement. Any and all agreed modifications shall be in writing, signed, by each of the parties and affixed to this Agreement.
10. Venue and Governing Law. In the event of litigation arising out of the construction or interpretation of any of the terms of this Agreement, the venue of such action of litigation shall be in the courts of the State of Washington, County of Douglas. This Agreement shall be governed by the law of the State of Washington.
11. Evaluation of the SRO shall be an equally shared process with the District. Evaluation shall include information obtained from a required process for students and families to submit a complaint regarding SRO services and responses to situations. Any complaints shall be reviewed by both the City and District with a final report presented to both organizations and made available to the public once completed. (HB 1214),
12. Confidentiality. Laws involving confidentiality govern both the District and the City. Both the District and the City agree that its employees, subcontractors, and others shall maintain the confidentiality of all information provided by the other to the extent authorized to do so by the

laws governing each. The federal Family Educational Rights and Privacy Act (FERPA) governs the District and the City understands that this act and other state and federal laws will restrict the issuance of certain information to the City. The District likewise understands that certain intelligence and law enforcement information is to remain confidential and in the sole control of the City. Each agency agrees to respect the requirement imposed on the other and in the event of any judicial action being taken to promptly notify the other of any attempt to seek disclosure of information.

13. Notices. Any notices required to be given by the Parties shall be delivered at the addresses set forth below. Any notices may be delivered personally to the addressee of the notice or may be deposited in the United States mail, postage prepaid, to the address set forth below. Any notice so posted in the United States mail shall be deemed received three (3) days after the date of mailing.
14. Severability. If any term or condition of this Agreement or the application thereof to any persons(s) or circumstances is held to be unconstitutional or invalid, such invalidity shall not affect the validity of the remaining portion of this Agreement and the remainder shall remain in full force and effect. The terms and conditions of this Agreement are declared severable.
15. Captions. The captions used herein are for convenience only and are not a part of this Agreement and do not in any way limit or amplify the terms and provisions hereof.
16. No Waiver. Waiver of any breach or condition of this Agreement shall not be deemed a waiver of any prior or subsequent breach. No term or condition of this Agreement shall be held to be waived, modified, or deleted except by an instrument, in writing, signed by the parties hereto.

- 17. Entire Agreement. This written Agreement represents the entire agreement between the parties and supersedes any prior oral statements, discussions, or understanding between the parties.
- 18. Counterpart Originals. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

REVIEWED BY DISTRICT PARENTS, STUDENTS, AND COMMUNITY MEMBERS
ON _____

APPROVED BY THE EAST WENATCHEE CITY COUNCIL ON _____

CITY OF EAST WENATCHEE

EASTMONT SCHOOL DISTRICT

By: Jerrilea Crawford
Its: Mayor

By: Garn Christensen
Its: Superintendent

Date: _____

Date: _____

NOTICES TO BE SENT TO:

Jerrilea Crawford, Mayor
 City of East Wenatchee
 271 9th Street NE
 East Wenatchee, WA 98802

NOTICES TO BE SENT TO:

Garn Christensen, Superintendent
 Eastmont School District
 800 Eastmont Avenue
 East Wenatchee, WA 98802

EXHIBIT “A”

PROGRAM GOALS:

- To improve the relationship between the City of East Wenatchee Police Department and the Eastmont School District.
- To reduce crime and improve security in the schools.
- To improve the quality of education in school.

PROGRAM BENEFITS:

- The SRO Program should help reduce crime in the schools and community. It will do so by intervening earlier in the delinquency pattern as well as offering students a positive role model.
- The physical security of the schools will be improved. This will result in a safer environment for students and faculty.
- The SRO will improve the liaison between students and faculty and the City Police Department. Overall, the relationship between the schools, staff, students, the City Police Department, and the community will improve.

SRO duties are those duties that are typically outside of the standard law enforcement requirements or do not require a commission to perform. An SRO is often performing dual roles, those identified as an SRO and those performed as a commissioned law enforcement officer. By way of illustration the duties performed as an SRO and duties performed as a commissioned law enforcement officer are described below.

SRO DUTIES:

1. Complete the required OSPI training prior to assignment.
2. Not participate in formal school discipline situations that are the responsibility of school administrators.
3. Respond to administrator approved requests from teachers and staff for SRO assistance.
4. Provide specialized training to school staff and students designed to improve security in the school. Topics, for example, can include drug and gang identification, stranger awareness, sexual predators, crime prevention, and safety presentations, etc.
5. Provide advice to School District personnel on law enforcement issues. Officers will assist in suggesting solutions to security problems that arise in the School District.
6. Assist School District personnel in the identification of/and behavior modification of behaviors not conducive to a positive school environment and assist in law enforcement and security-related problem resolution.

7. Work with School District security personnel on matters of mutual concern and provide them with training to enhance school safety.
8. Develop mentor relationships with students when possible.
9. Work flexible or adjusted shifts when necessary and permissible by labor Agreement to accommodate evening meetings, presentations, events, or other classes involving the SRO.
10. SROs generally will not take any vacation during periods in which school is in session. If this should occur, the City agrees to make reasonable efforts to assign other officers to provide SRO Services in the regular officer's absence.
11. Maintain appropriate school records and preserve the confidentiality of student records.

LAW ENFORCEMENT DUTIES:

1. Conduct preliminary investigations of crimes that have occurred on/off campus involving students from any school district and that are reported at the schools within the Eastmont School District.
2. Handle traffic complaints involving students on district properties and immediately adjoining areas.
3. Attend City of East Wenatchee Police Department and District training as required.
4. Conduct investigations involving crimes committed on school property located within the City of East Wenatchee.
5. Investigate illegal acts and suspicious activities occurring on school property.
6. Conduct investigations into reported or suspected abuse or neglect of students.

To: Board of Directors
From: Cindy Ulrich, Executive Director of Financial Services
Date: September 8, 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:

August 25th was the first day of school for Eastmont students. However, the official count day for state enrollment reporting is the fourth school day in September. This data reflects our count as of September 7th.

Total student headcount reported, including Alternative Learning Enrollment enrolled in Eastmont Virtual Academy (ALE) program, is 5,807. This is a decrease of 4 students (-3.5%) from the total reported in September 2020 (5,811).

Total student FTE reported, including ALE, is 5,705. This is a decrease of 53 FTE from the total FTE reported in September 2020 (5,759) and a decrease of 31 FTE (5,735) from the actual average FTE (AAFTE) for the 2020-2021 school year.

Below is a table that provides a five-year history of first month FTE based on our new grade realignment:

BY GRADE SPAN									
	Budget	Actual	Actual	Actual	Actual	Actual	Inc/(Dec)	Inc/(Dec)	% Inc/(Dec)
Grade Level FTE	FY 2021-22	09/2021	09/2020	09/2019	09/2018	09/2017	Sept-21 to Sept-20	Actual-Budget	Actual-Budget
K-6 Total	2,868	2,937	2,982	3,198	3,255	3,327	(45)	69	2.42%
7-9 Total	1,516	1,500	1,550	1,424	1,428	1,405	(50)	(16)	-1.06%
10-12 Total	1,312	1,268	1,227	1,268	1,282	1,202	42	(43)	-3.30%
Total	5,695	5,705	5,759	5,890	5,965	5,934	(53)	10	0.17%

Budget to Actual FTE Analysis:

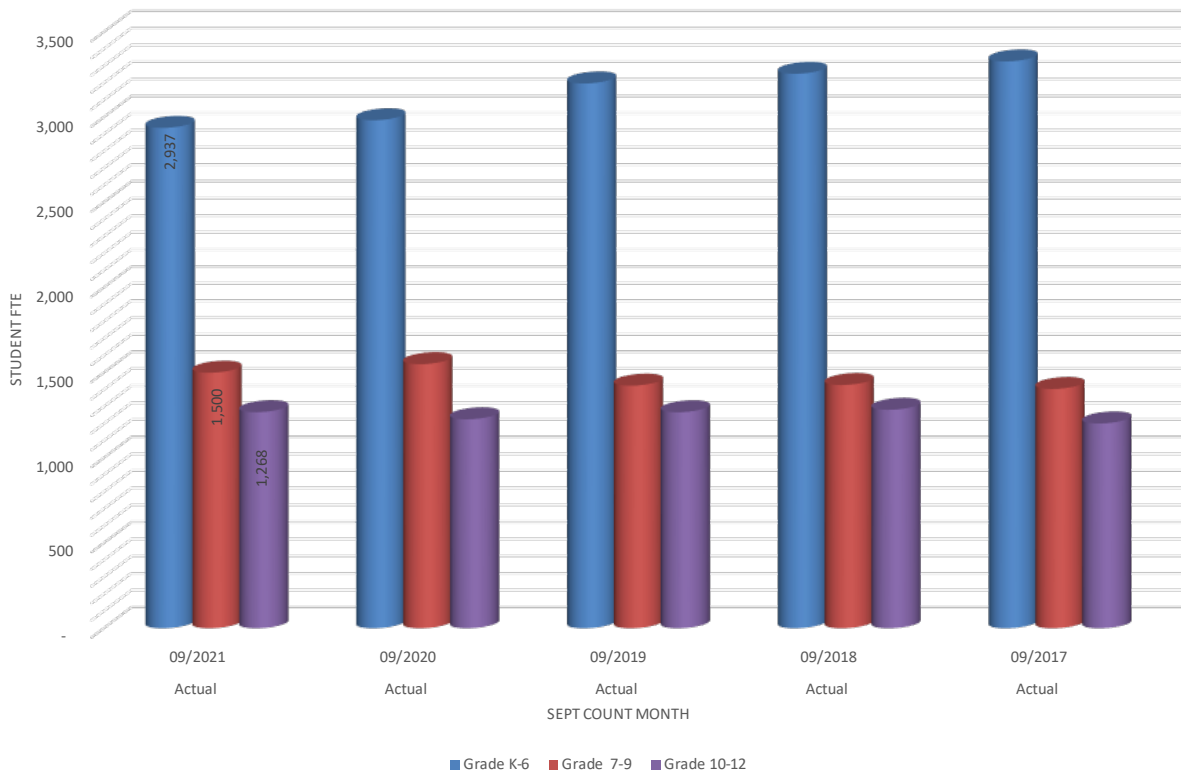
Budgeted K-12 FTE, including ALE program, is 5,695. Total FTE reported for September is 10 FTE more than the estimated used for budget development.

- K-12 student enrollment is 5,526.62 FTE, which is **101.23 FTE more** than expected.
- ALE program enrollment is 178.73 FTE and **91.6 FTE less** than expected.
 - Eastmont Academy reports 58.5 FTE
 - EHS Opportunities reports 120 FTE

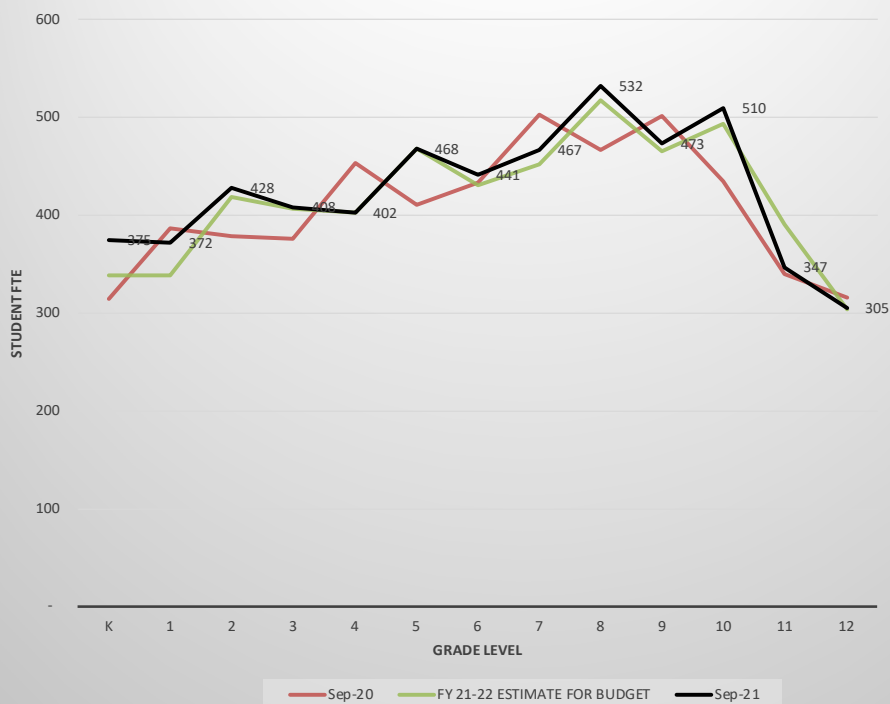
The following additional information is presented for your review:

- A graph that compares the five prior September count dates to September 2021.
- A graph that compares September 2021 and September 2020 FTE to budget by grade level
- A report that provides detail of enrollment, by building and grade level for all months

SEPTEMBER OFFICIAL COUNT - 5 YEAR STUDENT FULL TIME ENROLLMENT COMPARISON



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 9/7/2021

AAFTE for Budget 5,695

Y 2020-2021 Actual AATFE 5,736.81

Grade	2021-22 FTE for Budget	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual Average FTE	AAFTE Increase / Decrease from Budget Est.	AAFTE % variance from Budget	Prior Year AAFTE	Variance from Prior Year AAFTE
K	338	374.68	-	-	-	-	-	-	-	-	-	374.68	36.68	10.85%	317.02	57.66
1	339	371.54	-	-	-	-	-	-	-	-	-	371.54	32.54	9.60%	391.16	(19.62)
2	418	428.00	-	-	-	-	-	-	-	-	-	428.00	10.00	2.39%	375.91	52.09
3	407	408.00	-	-	-	-	-	-	-	-	-	408.00	1.00	0.25%	376.62	31.38
4	402	402.00	-	-	-	-	-	-	-	-	-	402.00	-	0.00%	443.30	(41.30)
5	468	468.00	-	-	-	-	-	-	-	-	-	468.00	0.16	0.04%	407.58	60.42
6	431	441.00	-	-	-	-	-	-	-	-	-	441.00	10.00	2.32%	438.77	2.23
7	452	466.74	-	-	-	-	-	-	-	-	-	466.74	14.74	3.26%	504.00	(37.26)
8	518	532.36	-	-	-	-	-	-	-	-	-	532.36	14.36	2.77%	463.20	69.16
9	466	472.95	-	-	-	-	-	-	-	-	-	472.95	6.95	1.49%	491.73	(18.78)
10	493	509.63	-	-	-	-	-	-	-	-	-	509.63	16.63	3.37%	432.77	76.86
11	390	346.94	-	-	-	-	-	-	-	-	-	346.94	(43.31)	-11.10%	327.20	19.74
12	303	304.78	-	-	-	-	-	-	-	-	-	304.78	1.48	0.49%	288.40	16.38
Total K-12 Building FTE (Excludes ALE)	5,425	5,526.62	-	-	-	-	-	-	-	-	-	5,526.62	101.23	1.87%	5,257.64	268.98
Eastmont Academy (ALE Program)	115	58.47	-	-	-	-	-	-	-	-	-	58.47	(56.53)		299.30	(240.83)
EHS Opportunities (ALE Program)	155	120.26	-	-	-	-	-	-	-	-	-	120.26	(34.74)		179.87	
Total K-12 Enrollment Reported to OSPI	5,695	5,705.35	-	-	-	-	-	-	-	-	-	5,705.35	9.96		5,736.81	28.15

Over/(Under) Budget 9.96

Over/(Under) Prior Year Actual AAFTE (31.46)

Net Change from Prior Month Reporting	-				
Change from September Reporting	-			0.0%	
Total Enrollment Growth from Prior Year	-0.55%				

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	Aug						
Cascade																			
K	58	77.0												77.0	-	19.0		80.2	(3.2)
1	58	73.5												73.5	-	15.5		94.9	(21.3)
2	72	86.0												86.0	-	14.0		85.3	0.7
3	74	80.00												80.0	-	6.0		86.9	(6.9)
4	77	90.00												90.0	-	13.0		112.5	(22.5)
5	83	100.00												100.0	-	17.0		-	100.0
6	-	-												-	-	-		-	-
Total	422	506.54	-	-	-	-	-	-	-	-	-	-	-	506.5	-	84.5	20.03%	459.8	46.8
Clovis																			
K	58	58.00												58.0	-	-		-	58.0
1	73	67.00												67.0	-	(6.0)		-	67.0
2	71	60.00												60.0	-	(11.0)		-	60.0
3	58	69.00												69.0	-	11.0		-	69.0
4	70	63.00												63.0	-	(7.0)		-	63.0
5	78	76.00												76.0	-	(2.0)		-	76.0
6	221	201.00												201.0	-	(20.0)		-	201.0
Total	629	594.00	-	-	-	-	-	-	-	-	-	-	-	594.0	-	(35.0)	-5.56%	666.9	594.0
Grant																			
K	58	63.00												63.0	-	5.0		79.4	(16.4)
1	62	69.00												69.0	-	7.0		84.8	(15.8)
2	75	75.00												75.0	-	-		84.7	(9.7)
3	69	62.00												62.0	-	(7.0)		82.3	(20.3)
4	70	64.00												64.0	-	(6.0)		105.7	(41.7)
5	85	83.00												83.0	-	(2.0)		-	-
6	-	-												-	-	-		-	-
Total	419	416.00	-	-	-	-	-	-	-	-	-	-	-	416.0	-	(3.0)	-0.72%	436.9	(103.9)
Kenroy																			
K	58	65.68												65.7	-	7.7		76.8	(11.1)
1	68	70.00												70.0	-	2.0		83.6	(13.6)
2	75	86.00												86.0	-	11.0		84.1	1.9
3	79	90.00												90.0	-	11.0		86.4	3.6
4	70	74.00												74.0	-	4.0		97.3	(23.3)
5	85	85.00												85.0	-	-		-	-
6	-	-												-	-	-		-	-
Total	435	470.68	-	-	-	-	-	-	-	-	-	-	-	52.3	-	35.7	8.20%	428.2	(42.5)
Lee																			
K	58	74.00												74.0	-	16.0		49.7	24.3
1	48	59.00												59.0	-	11.0		81.8	(22.8)
2	79	79.00												79.0	-	-		84.8	(5.8)
3	78	73.00												73.0	-	(5.0)		86.6	(13.6)
4	70	71.00												71.0	-	1.0		87.8	(16.8)
5	89	83.00												83.0	-	(5.8)		-	-
6	-	-												-	-	-		-	-
Total	422	439.00	-	-	-	-	-	-	-	-	-	-	-	439.0	-	17.2	4.07%	390.7	(34.7)
Rock Island																			
K	48	37.00												37.0	-	(11.0)		30.9	6.1
1	30	33.00												33.0	-	3.0		46.1	(13.1)
2	46	42.00												42.0	-	(4.0)		37.0	-
3	49	34.00												34.0	-	(15.0)		34.4	-
4	45	40.00												40.0	-	(5.0)		39.0	-
5	48	40.00												40.0	-	(8.0)		-	40.0
6	-	-												-	-	-		-	-
Total	266	226.00	-	-	-	-	-	-	-	-	-	-	-	226.0	-	(40.0)	-15.04%	187.4	33.0

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	July													
EJHS																									
6	-	1.00											1.0	-	1.0			1.0							
7	230	234.00											234.0	-	4.0		0.6	233.4							
8	268	285.36											285.4	-	17.4		463.2	(177.8)							
9	466	470.95											471.0	-	4.9		490.7	(19.8)							
10	-	-											-	-	-		1.0								
11	-	-											-	-	-		4.0								
12	-	1.00											1.0	-	-		1.0								
Total	964	992.31	-	-	-	-	-	-	-	-	-	-	992.3	-	27.3	2.83%	960.5	36.8							
Sterling JH																									
5	-	1.00											1.0	-	1.0										
6	210	239.00											239.0	-	29.0			239.0							
7	222	232.74											232.7	-	10.7			232.7							
8	250	247.00											247.0	-	(3.0)			247.0							
9	-	1.00											1.0	-	1.0			1.0							
10	-	-											-	-	-			-							
11	-	-											-	-	-			-							
12	-	-											-	-	-			-							
Total	682	720.74	-	-	-	-	-	-	-	-	-	-	720.7	-	8.7	1.28%	683.85	719.74							
EHS																									
8	-	-											-	-	-			-							
9	-	1.00											1.0	-	1.0		1.0	-							
10	493	509.63											509.6	-	16.9		431.8	77.9							
11	390	346.94											346.9	-	(43.3)		323.2	23.7							
12	303	303.78											303.8	-	0.5		287.4	16.4							
Total	1,186	1,161.35	-	-	-	-	-	-	-	-	-	-	1,161.4	-	(24.9) 70.5	-2.10%	1,043.4	118.0							
Eastmont Academy (ALE)																									
K	10	5.00											5.0	-	(5.0)		35.0	(30.0)							
1	10	6.00											6.0	-	(4.0)		40.4	(34.4)							
2	10	12.00											12.0	-	2.0		39.9								
3	10	4.00											4.0	-	(6.0)		31.3								
4	5	5.00											5.0	-	-		33.5								
5	10	7.00											7.0	-	(3.0)		30.7								
6	10	5.00											5.0	-	(5.0)		33.1								
7	20	5.83											5.8	-	(14.2)		36.0	(30.2)							
8	30	8.64											8.6	-	(21.4)		19.4								
Total	115	58.47	-	-	-	-	-	-	-	-	-	-	58.5	-	(35.2)	-30.58%	299.3	(94.6)							
EHS Opportunites (ALE)																									
9	30	13.35											13.4	-	(16.7)		30.9	(17.6)							
10	20	14.46											14.5	-	(5.5)		26.6								
11	30	31.41											31.4	-	1.4		45.7	(14.3)							
12	75	61.04											61.0	-	(14.0)		76.7	(15.6)							
Total	155	120.26	-	-	-	-	-	-	-	-	-	-	120.3	-	(34.7)	-22.41%	179.9	(47.6)							
Total Monthly Variance													-	-	35.8		5,736.81								
K-6 Total													2,593	2,652.22					265.22						
K-12 Total													5,695	5,705.35	-	-	-	-	-	-	-	-	-	570.54	



Eastmont School District #206 Relationships, Relevance, Rigor, and Results K-12 Highly Capable Program Report for 2020-21

Students Served K-12th (Total = 311)

School	Grades served	# of Students	Activity/Materials
Cascade	K – 4 th	12	Kindergarten-1 st grade students are served through in class differentiation. 2 nd -4 th grade students were served through Google Classroom on-line using a combination of curriculum (Interact, STEM Kits, monthly STEM challenge bags, Project Based Learning lessons, etc.) The HiCap teacher created weekly video lessons, posted assignments in Google Classroom, and gathered feedback through tools like FlipGrid.
Grant	K – 4 th	7	
Kenroy	K – 4 th	12	
Lee	K – 4 th	8	
Rock Island	K – 4 th	4	
Eastmont Virtual Academy	K – 4 th	7	
Sterling	5 th – 7 th	56	Advanced Math classes, Stock Market Virtual Challenge & Civics trip to Olympia (trip cancelled due to COVID-19)
Clovis Point	5 th – 7 th	40	Advanced ELA classes, Virtual HiCap materials on-line
EJHS	8 th – 9 th	68	Advanced Placement (AP) classes
EHS	10 th – 12 th	98	Advanced Placement (AP) classes

Allocated Revenues & Expenditures

Grant Allocation: \$159,568.88 Estimated Total Expenditures: \$159,000.00

District Goal/Strategy/Activity	Progress to date
(2000 A) Strategy: Provide student appropriate aligned & rigorous K–12 core and supplemental curriculum, assessment, and report cards to parents consistent with state and national best practices.	<ul style="list-style-type: none"> Implemented District Multidisciplinary Team (MDT) to review all referrals to increase the accuracy and consistency in qualification. Program Implementation Change due to Covid-19 March 2020-June 2021: Students in grades 2-4 served through video lessons and assignments in Google Classroom. Students also received monthly units with materials & STEM Kits to create additional hands-on learning experiences.
(2000 B) Strategy: Decrease low income, Hispanic, & ELL learning gaps to 15% or less by increasing the performance of targeted students in reading, math, writing, and science as measured by state tests.	<ul style="list-style-type: none"> Continued to use new assessments data to ensure that language was not a barrier to qualification. Trained MDT regarding avoiding biases in the selection process. Continued use of Cultural Linguistically Diverse and/or Economic Diverse (CLEDE) Scales to assist in the identification process. HiCap Coordinator worked with ELL teachers to identify students who demonstrated major growth in ELPA 21 scores in at least two domains. Placed students on a watch-list to consider nomination.



**Eastmont School District #206 Relationships, Relevance, Rigor, and Results
K-12 Curriculum Adoption Cycle & History Report for 2021-22**

Projected Adoption Cycle			
Subject(s)	Research/ Pilot Year	Implementation Year	Estimated Cost
Music/The Arts (K-12) Science (9-12)	2020-2021	2021-2022	\$170,000 \$ 45,000
ELA (K-6), Science (9-12)	2021-2022	2022-2023	\$600,000 \$100,000
ELA (7-12)	2022-2023	2023-2024	\$400,000
Math (K-12)	2023-2024	2024-2025	\$900,000
Science (K-8)	2024-2025	2025-2026	
<None>	2025-2026	2026-2027	
Health/PE (K-12), Social Studies (K-12), Foreign Language (9-12)	2026-2027	2027-2028	

Previous Adoptions	
Subject	Implementation Year
Health/PE (K-12); Social Studies (K-12); Foreign Language (9-12)	2020-2021
<None>	2019-2020
Mathematics (K-5), Science (K-5)	2018-2019
Mathematics (6-12), Science (6-8)	2017-2018
ELA (K-5): Wonders (K) , Journeys (1st-5th)	2016-2017
ELA (6-12)	2015-2016
Science (9-12)	2014-2015
<None>	2013-2014
Music (K-12)	2012-2013
Foreign Language (9-12)	2011-2012



Eastmont School District #206 Relationships, Relevance, Rigor, and Results Professional Development Report for 2021-22

District Goal/Strategy/Activity	Professional Development	Progress to date
Goal 2 Instruction - Essential Strategy 3. Recognize individual student learning needs and developing strategies to address those needs. Goal 3 Students Essential Strategy 7. MTSS.	*Book Study: Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners	*Completed.
Goal 2 Instruction - Supporting Strategy 2. Use Guided Language Acquisition Design (GLAD) Strategies in daily K-6 instruction. Goal 3 Students Essential Strategy 6. GLAD.	*GLAD Tier 2 Cert Training. *August Institute: Culturally Responsive Remote Learning & Migrant 101.	*GLAD: Cohort of 3 teachers in process. *Completed
Goal 2 Instruction - Supporting Strategy 5. Teach citizenship/civic responsibility, soft skills (social and emotional learning), and resilience (grit) utilizing common expectations and PBIS.	August Institute: Relaunching Relationally Roadmap (Character Strong - SEL)	*Completed.

Staff Needs Assessment - November 2020 (174 Responses)

Highest Need	Training Offered
How to Engage Students Remotely	August Institute: Relaunching Relationally Roadmap (Character Strong)
Student Mental Health	August Institute: Identifying Student Strengths and Weaknesses Using the PASS Theory Global PD Videos: Heart!
Remote Instructional Applications	Lunch and Learn: 16 Sessions led by Eastmont Staff. August Institute: What's New In Google August Institute: Advanced Google Classroom & Tools August Institute: Chromebook Bootcamp & Kami
Fostering Resiliency - Trauma Informed	Book Study: Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners
Social Emotional Learning	August Institute: Relaunching Relationally Roadmap (Character Strong)
Relationships - Classroom Culture	August Institute: Relaunching Relationally Roadmap (Character Strong - SEL) August Institute: Building Community in a Virtual Classroom

Goals from previous year

1. Improve ability to utilize digital teaching tools. Google Classroom, Go Formative, No Red Ink, and other software.
2. Continuing to develop the August Institute format. The 20-21 had a variety of online professional development offerings. Staff survey helped develop the list of offerings.

Priority areas for improvement

1. Social Emotional Learning and Multi-Tiered Systems of Support (MTSS).
2. Renew training & emphasis on PLC (professional learning communities). Large percentage of new staff have not received training on use of student assessment data, alignment with standards, etc.
3. Guided Language Acquisition Design (GLAD): Strategies to increase proficiency in English academic language.