



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

BOARD OF DIRECTORS REGULAR MEETING AGENDA

Monday, December 12, 2022

5:30 p.m. Regular Meeting

Lee Elementary School Cafeteria

This meeting will also be broadcast online with participation available via Webex at:

<https://eastmont206.webex.com/eastmont206/j.php?MTID=md052f4d95a3a78b9e525afb220623de2>

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

The Eastmont School District is governed by a board of five directors. The Eastmont Board of Directors sets the direction of the District by establishing goals, objectives, and policies to guide the superintendent who supervises all programs and staff. The Board of Directors is responsible for ensuring that the Eastmont School District is adequately financed to meet those goals, objectives, and policies; for monitoring the progress of the District; and for evaluating the performance of the superintendent. Each board member has a fiduciary role to 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 2022-23 Board Meeting Schedule is available at www.eastmont206.org under the School Board tab.

NOTICE is hereby given that the Eastmont School District No. 206 Board of Directors, Douglas County, Washington will hold a regular meeting on Monday, December 12, 2022 beginning at 5:30 p.m. in the Lee Elementary School Cafeteria at 1455 N Baker Avenue, East Wenatchee for the purpose of considering and acting upon the following agenda items:

I. CALL TO ORDER & PLEDGE OF ALLEGIANCE

II. APPROVE AGENDA/MODIFICATIONS

III. PUBLIC COMMENT

Comments critical of personnel, students, or volunteers will not be allowed 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. The Board asks those offering comment to recognize that as a K-12 public school system, we are modeling civil discourse and the democratic process for the youth in our community.

Written comments may be sent by regular mail to Eastmont School District or emailed to schoolboard@eastmont206.org. For online participation, while chat comments and Question & Answer will not be enabled during the meeting, a participant can raise their hand during public comment time.

IV. STAFF AND STUDENT RECOGNITION

- A. New Bus Driver Recognition — Laine Heikel, Director of Operations
- B. Staff Years of Service Recognition — Meaghan Vibbert, Board Member
 - Angie McGinnis with 20 years in August 2022
 - Leticia Murdock with 25 years in August 2022
- C. Student Recognition — Jamea Connor, Principal

V. BUILDING AND PROGRAM REPORT

- A. Conversation with Lee Elementary School Staff
- B. Lee School Building Report — Jamea Connor, Principal

VI. BOARD & SUPERINTENDENT INFORMATION

- A. Board News
- B. Superintendent News

VII. CONSENT AGENDA

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

- A. Approval of the minutes from the regular meeting held on November 14, 2022.
- B. Approval of the payment of the bills and/or payroll dated December 12, 2022.
- C. Approval of the Personnel Action Items dated December 12, 2022.
- D. Approval of the Requests for Travel for Staff Report dated December 12, 2022.
- E. Approval of the following request for surplus:
 - 1. Maintenance Department utility trailer.
- F. Approval of the School Improvement Plan for Lee Elementary School.
- G. Review of the following policies for First Reading:

Section	Number	Title
2000 Instruction	Policy No. 2165	Home or Hospital Instruction
3000 Students	Policy No. 3420	Anaphylaxis Prevention and Response
3000 Students	Policy No. 3424	Opioid Related Overdose Reversal

- H. Review of the Monthly Student Enrollment Report.
- I. Review of the Monthly Budget Status Report.

VIII. REPORTS

- A. Report on Running Start — Matt Charlton, Asst. Supt. Secondary Education
- B. College in the High School/Advanced Placement Courses — Matt Charlton, Asst. Supt. Secondary Education

IX. REORGANIZATION OF THE BOARD

Board of Directors will vote on the following positions:

- A. Board President (requires roll call vote)
- B. Vice President (requires roll call vote)
- C. WIAA Representative
- D. Legislative Representative (Filled last year for a 2 year position by MV)

X. FUTURE AGENDA ITEMS

XI. ADJOURNMENT

FUTURE TOPICS – Previously identified by the Board for further review.

- 1) Running Start information.

UPCOMING BOARD MEETINGS

- January 9** Site Visit to Cascade Elementary Regular Meeting at 5:30 p.m.
- January 23** Site Visit to Grant Elementary Regular Meeting at 5:30 p.m.
- February 13** Site Visit to Clovis Point Elementary and Regular Meeting at 5:30 p.m.
- February 27** Site Visit to Rock Island Elementary and Regular Meeting at 5:30 p.m.



Lee Elementary Report for 2022-23

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

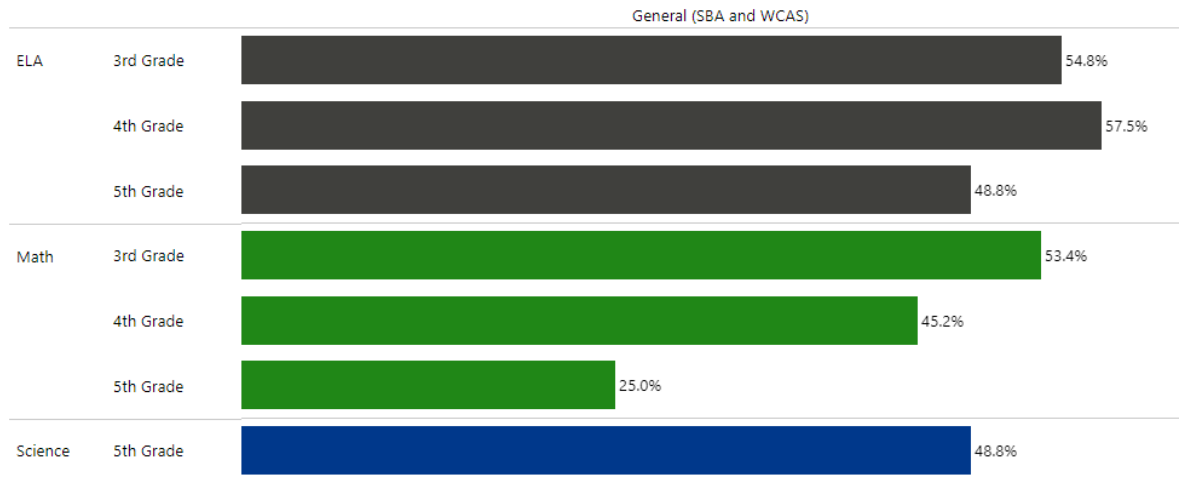
Student Demographics and Information (School % / District %) from Prior Years																Staff Information from Prior Years					
Year	FTE	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
2017-18	468	77/55	51/47	26/18	11/10	12/13	89/85	2/3	.6/3	2/4	56/29	22/26	22/21	0/12	0/13	52.5	33	13	1	2	1.5
2018-19	454	76/59	46/47	27/17	10/11	15/13	90/86	4/4	4/4	4/4	39/19	33/30	22/17	6/16	0/18	52.5	33	15	1	2	1.5
2019-20	454	76/58	48/48	28/17	8/10	15/13	90/86	2/3	4/4	2/8	64/19	27/33	9/10	0/16	0/18	51.5	30	17	1	2	1.5
2020-21	390	64/56	54/50	31/17	8/10	15/13	94/92	11/3	1/2	NA	NA	NA	NA	NA	NA	49	27.5	17	1	2	1.5
2021-22	433	64/61	45/51	19/17	4/11	12/13	80/76	3/3	3/3	NA	NA	NA	NA	NA	NA	48.2	29	14	1	2.2	2.0

Budget using prior year numbers: \$83,173 + prior year end balance of \$10,192 – expenditures of \$80,384 = year-end balance of \$13,124

Student Testing Information

Lee Elementary 2021-22

What percent of students met grade level standards?



District or Building Goal & Supporting Strategy/Activity	Progress/Data
<p>In support of District Strategic Goal #2 INSTRUCTION Students meet or exceed average at each age/grade level, including graduation rates, when compared with students from districts having similar demographics.</p> <p>Goal: Decrease the learning gap for tier 3 students by improving reading skills of identified RTI students</p>	<ul style="list-style-type: none"> ● All students in grades 2-5 were benchmark tested utilizing STAR and DIBELS 8. Data was used to determine if a student was in need of more instructional support. ● Intensive and strategic students were administered the PASI & PSI assessments to identify learning challenges and address those challenges through small group instruction. ● Intervention for identified students was intentional and focused on the skills they were lacking. ● Data meetings were held at the beginning of the year as well as mid year, to schedule students identified as not meeting grade level standards. ● The RtI team met with grade level teachers mid year to review student growth and identify students that would be exited from the program, and new students that would be added to the program. ● Altogether, the RtI team serviced 160 students throughout the 2021/22 school year. ● 95% Core Phonics was implemented in grades K-3. Vocabulary Surge was used in 4th and 5th grades to increase vocabulary and comprehension skills.
<p>In support of District Strategic Goal: #3 STUDENTS Safe and productive campuses with grade P-12 safety and growth indicators average or better when compared with districts of +/- 10% similar demographics.</p> <p>Goal: Decrease the number of male discipline referrals by improving adult/student relationships.</p>	<ul style="list-style-type: none"> ● Maintained positive male role models in the form of full time PBIS Coordinator, full time counselor, some classroom teachers, and specialist teachers. ● PBIS coordinator and counselor met with students individually to create plans for student success in the classroom as well as unstructured time. ● PBIS coordinator, counselor, and classroom teachers maintained open lines of communication with parents. ● Counselor was able to successfully refer and enroll students & their families in the WISe program to offer additional family supports for behaviorally challenged students. ● Several students were on a “quick check” system to address any problems they may be experiencing. ● Identified students had several check-ins throughout the day. ● Reward systems for the most challenging students were set up with the student and staff member choosing their reward together.

RTI/RtI = Response to Intervention
 STAR = Standardized Test for the Assessment of Reading (now used for other subjects too)
 DIBELS 8 = Dynamic Indicators of Basic Early Literacy Skills
 PASI = Phonological Awareness Screener for Intervention
 PSI = Phonics Screener for Intervention
 PBIS = Positive Behavioral Interventions and Supports
 WISe = Wraparound with Intensive Services (with Catholic Community Services)

BOARD OF DIRECTORS
REGULAR MEETING MINUTES
November 14, 2022

CALL TO ORDER & PLEDGE OF ALLEGIANCE

On Monday, November 14, 2022, the regular meeting of the Eastmont School District Board of Directors was called to order by Board President Whitney Smith at 5:30 p.m. in the Kenroy Elementary School Cafeteria at 601 N Jonathon, East Wenatchee.

A Webex link was provided on the District's website for public participation at:
<https://eastmont206.webex.com/eastmont206/j.php?MTID=m9b18e1b76d9a60050058009b14f143be>

ATTENDANCE

Present:

Whitney Smith, Board President
Cindy Wright, Board Vice President
Jason Heinz, Board Director
Steve Piccirillo, Board Director
Meaghan Vibbert, Board Director
Becky Berg, Board Secretary/Superintendent
Brandy Fields, Superintendent's Secretary

Also Participating In-person and Remotely:
District staff and one media personnel

APPROVE AGENDA/MODIFICATIONS

Superintendent Berg reported there were no modifications to the Agenda.

MOVED by Director Wright and SECONDED by Director Piccirillo to approve the Agenda for November 14, 2022 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) In-person by signing up; 2) By writing and sending regular mail to the Administration Office; and 3) By email to schoolboard@eastmont206.org.

There was public comment in an email received from Sherry Phay, Board Member from Coupeville School District regarding graduation requirements. Her letter will be attached to the minutes.

BOARD & SUPERINTENDENT INFORMATION

A. Board News.

Director Wright shared she went to an elementary school’s Veterans Day assembly and it was very well attended/standing room only.

B. Superintendent News.

Student Recognition –

- Kenroy Students Emily Yarborough, Haddie Post, and Italya Lopez received Inclusive Practice Awards. They shared with the Board their leadership opportunities helping students with daily activities in the Life Skills classroom. The students also introduced their parents in the audience.

Superintendent Becky Berg shared she also attended Veterans Day events and felt there was a clear message of honoring veterans at each of them. The staff did an excellent job.

INFORMATION

A. Staff Years of Service Recognition.

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

- Sandra Andrews with 20 years in August 2022
- Teresa Burns with 25 years in August 2022
- Veronique Paquette with 35 years in August 2022

BUILDING AND PROGRAM REPORT

A. Conversation with Kenroy Elementary School Staff.

Kenroy Elementary School staff shared information with the Board on their recent challenges and accomplishments. They also answered questions from the Board.

B. Kenroy Elementary School Building Report.

Principal Kristy Daley and Assistant Principal Erin Coyle spoke about their staff and their experience at Kenroy.

CONSENT AGENDA

A. Approval of minutes. The Board of Directors approved the minutes from the regular meetings held on October 10, 2022 and October 24, 2022.

B. Payment of bills and/or payroll. The Board of Directors approved the following checks, direct deposits, or wire transfers listed on check summaries dated November 14, 2022:

Warrant Numbers	Total Dollar Amount
7129342-7129349	\$1,390.49
7129350-7129391	\$647.60
7129392-7129400	\$6,292.17
7129401-7129581	\$463,265.08

C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated November 14, 2022.

- D. Approval of a field trip request. The Board of Directors approved the following field trip request:
 - 1. Eastmont High School Jazz & Chamber Choirs to travel overnight to Peshastin, WA in August 2023.
- E. Approval of school improvement plan. The Board of Directors approved the School Improvement Plan for Kenroy Elementary.
- F. Approval of final budget report. The Board of Directors approved the Final Budget Status Report for 2021-22.
- G. Review of student enrollment report. The Board of Directors received the Monthly Student Enrollment Update.

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

REPORT

- A. Human Resources Report.
Executive Director Kayla Brown presented the Human Resources Report. She answered questions from the Board.

DISCUSSION & POSSIBLE ACTION ITEM

- A. Resolution No. 2022-18 Certification of 2023 Excess Property Taxes.
Superintendent Becky Berg presented Resolution No. 2022-18 Certification of 2023 Excess Property Taxes and shared that it was prepared by our bond attorney and required by law.

MOVED by Director Piccirillo and SECONDED by Director Vibbert to approve Resolution No. 2022-18 Certification of 2023 Excess Property Taxes. The motion CARRIED unanimously.

FUTURE AGENDA ITEMS

More information about our Administrative Intern program.
Superintendent Berg also shared a Shout Out for Executive Director Caryn Metsker for completing her first budget year-end process with the 2021-22 budget!

ADJOURNMENT

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

The meeting adjourned at 6:36 p.m.

Approval:

Chairperson	Date	Secretary	Date
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TO: Board of Directors
 FROM: Kayla Brown, Executive Director of Human Resources
 SUBJECT: Personnel Action Items
 DATE: December 12, 2022

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Resignations/Separation

The following people have notified us of their plans to resign for the 22-23 school year:

Last Name	First Name	School	Position
Barriga	Jakelin	Grant	Paraeducator/2 months
Hendrick	Gregory	Transportation	Bus Driver/3 years
Lince	Kala	District Office	Asst Finance Dir/4 years
Ramos-Barbosa	Maria (Isabell)	EHS	Paraeducator/3 years
Richmond	Randall	Transportation	Bus Driver/3 years

New Hires

The following people have been offered tentative employment for the 22-23 school year:

Last Name	First Name	School	Position
Brandt	Rebecca	Lee	Paraeducator
Garcia	Maria	Grant	Paraeducator
Hamilton	Debra	Transportation	Bus Driver
Simpson	Colleen	SJHS	Covid Paraeducator
Wright	Brooke	Cascade	Covid Paraeducator

ATTACHMENTS

None

FISCAL IMPACT

Personnel Expenditure

RECOMMENDATION

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

TO: Board of Directors
 FROM: Becky Berg, Superintendent
 SUBJECT: Requests for Travel for Staff
 DATE: December 12, 2022

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

NAME OF ATTENDEE(S):	Stacia Hardie, EHS Assistant Principal and Laurie Butterfield, EHS ASB Advisor
TITLE, LOCATION & DATE OF CONFERENCE/WORKSHOP:	California Association of Directors of Activities (CADA) Conference in San Diego, CA from February 28-March 4, 2023
BUDGET SOURCE & COST:	Registration & Lodging/Meals/Mileage expenses are approx. \$1,420 each paid from Administrator Professional Growth funds and ASB Funds

NAME OF ATTENDEE(S):	Cliff Johnson, EHS Head Softball Coach and Mike Koth, EHS Asst. Softball Coach
TITLE, LOCATION & DATE OF CONFERENCE/WORKSHOP:	Softball Coaches Conference in Portland, Oregon from January 20-21, 2023
BUDGET SOURCE & COST:	Registration & Lodging/Meals/Mileage expenses are approx. \$1,542 each paid from District Athletics Funds

ATTACHMENTS

None

FISCAL IMPACT

Noted above

RECOMMENDATION

The administration recommends the Board approve these out-of-state travel requests for staff.



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TO: Board of Directors
FROM: Becky Berg, Superintendent
SUBJECT: Request for Surplus
DATE: December 12, 2022

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Eastmont Maintenance Department staff request a 1993 utility trailer with the license plate #24740C that is in fair/poor condition and no longer being used to be declared as surplus:

ATTACHMENTS

None

FISCAL IMPACT

Revenue, if sold

RECOMMENDATION

The administration recommends the Board authorize said property as surplus.



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TO: Board of Directors
FROM: Becky Berg, Superintendent
SUBJECT: School Improvement Plan for Lee Elementary School
DATE: December 12, 2022

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

ATTACHMENT

School Improvement Plan

FISCAL IMPACT

None

RECOMMENDATION

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



Lee Elementary

Title 1 Part A - Schoolwide Plan

2022/2023

Planning Team			
Name of Team Member	Position/ Representation	Signature	Date
Tracy Krous	Chairperson		
Trica Donaldson	Secretary		
Jamea Connor	Principal		
Kara Lee	Teacher		
Sharon Hoffman	Teacher		
Alison Koley	Teacher		
Michelle Huguenin	Teacher		
Rachel Browning	Teacher		
Becky Mills	Teacher		
Kayla Byers	ParaEducator		
	Parent (non- Staff)		



Mission/Vision Statement

Mission: Developing Leaders....One Student at a Time
 Vision: A Staff Dedicated to Preparing ALL Students as Leaders for the Future

Culture of Equity Statement

Lee Elementary is a community that celebrates and honors every individual student and the unique experiences and abilities they bring to our school. We continuously work with intentionality to craft a school environment that is equitable and centered around the success of the whole child. At Lee Elementary, we believe that embracing the diversity of our students leads to social/emotional awareness, academic excellence, and leadership. We believe in seeking to understand the complex and rich identities of self and others, as we lean into difficult topics centered around diversity and inclusion. We know that when our students are achieving at the highest levels, we are ensuring their ability to be positive, well-rounded, and essential contributors within our global society.

Component 1: Comprehensive Needs Assessment:

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

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

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

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

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

On August 22, 2022 the SITE Council team analyzed school data from 2021-2022. Our combined staff then met and reviewed data to observe current strengths and challenges.

Data reviewed includes:

- Student demographics
- Levels of achievement using iReady progress data and Curriculum Based Assessments (CBA)
- Schoolwide Information System (SWIS) for student behavior trends
- Attendance trends
- Attendance (during peak in COVID19)

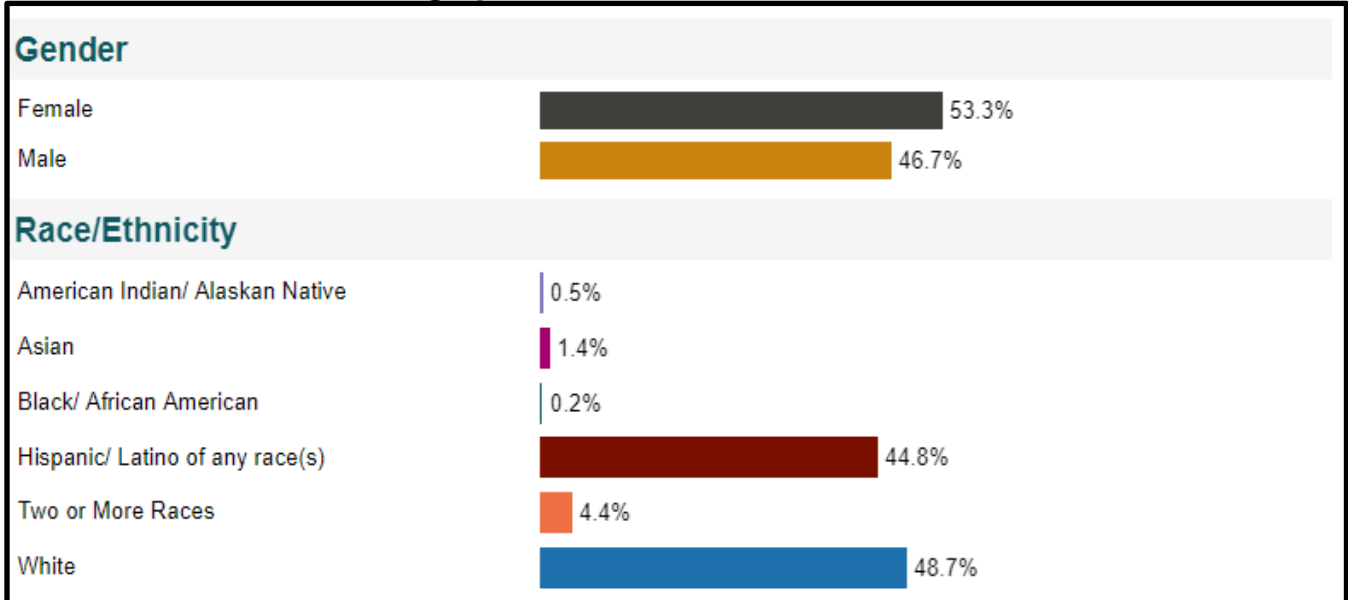


Describe the Demographic trends of your school. (Include grade levels served, enrollment, % of each subgroup)

Grade Levels - Transitional Kindergarten through Sixth Grade for the 2022/23 School Year

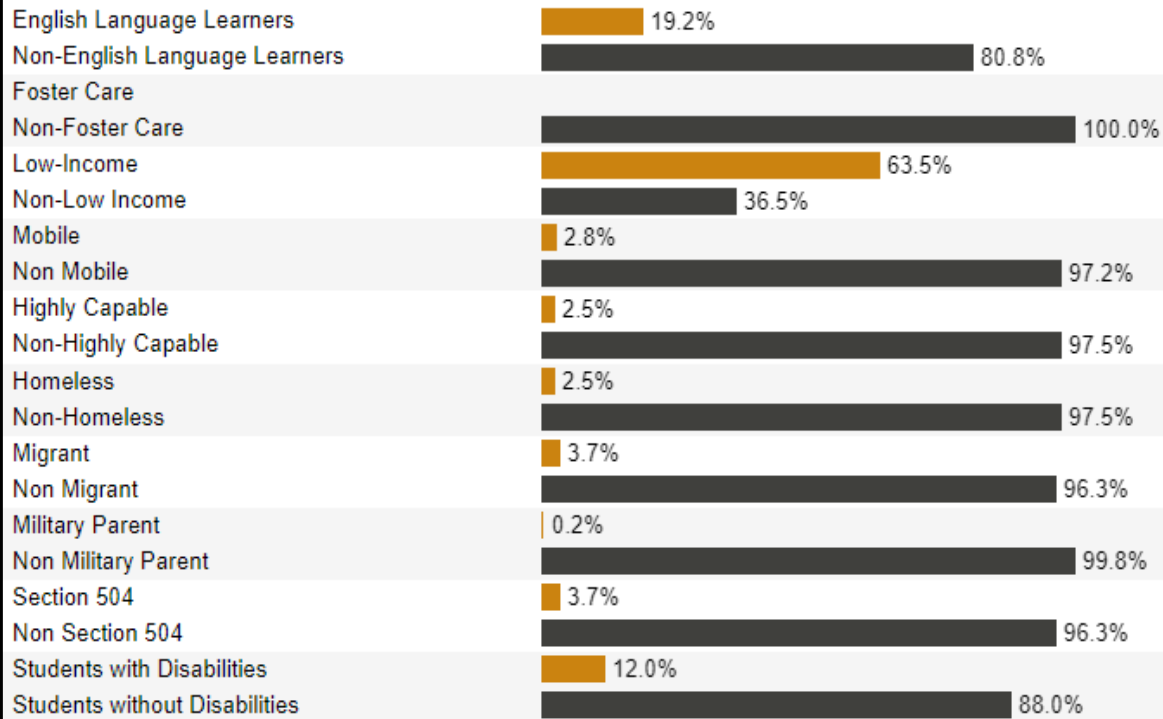
- Transitional Kindergarten - 1 section
- Kindergarten - 4 sections
- First Grade - 3 sections
- Second Grade - 3 sections
- Third Grade - 3 sections
- Fourth Grade - 3 sections
- Fifth Grade - 3 sections
- Sixth Grade - 3 section

Demographics from the 2021-22 School Year

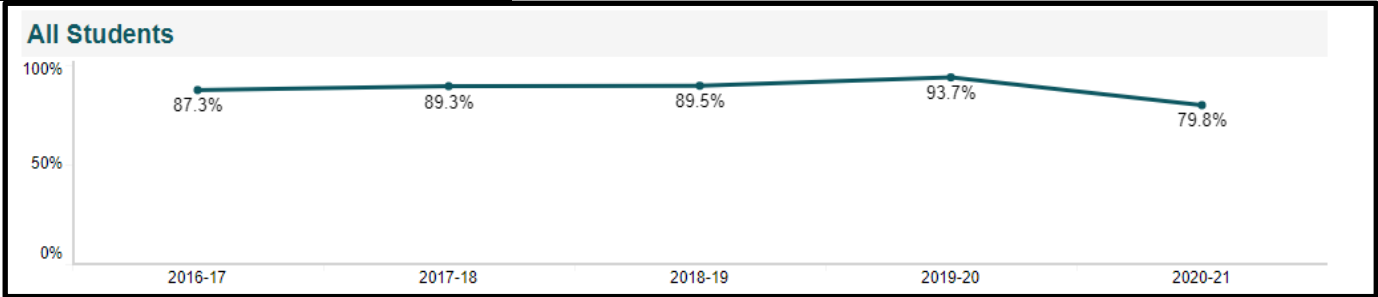




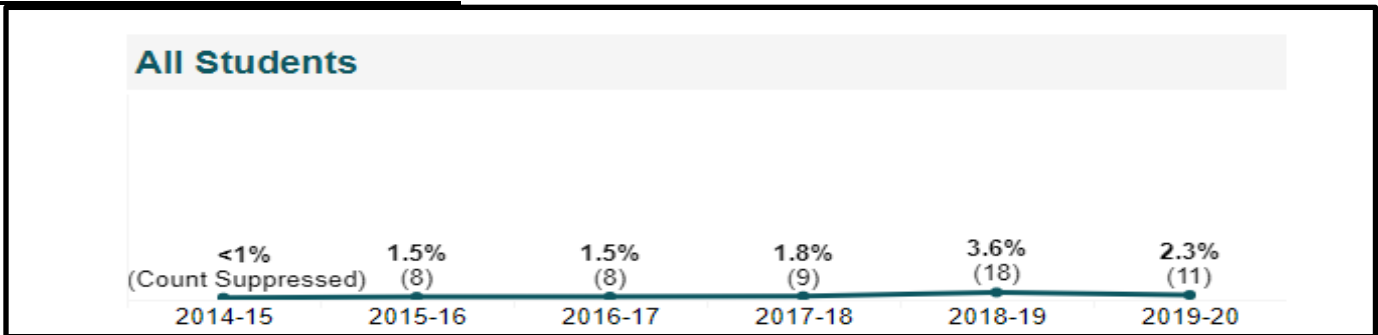
Program and Characteristic



STUDENT ATTENDANCE TRENDS



STUDENT BEHAVIOR TRENDS





PERCEPTION TRENDS ANNUAL SCHOOL SATISFACTION SURVEY 2021/22

PARENT SURVEY

- ❖ 96% feel welcome and respected at Lee
- ❖ 93% believe the school staff are responsive to their needs and requests
- ❖ 95% feel the school building and grounds are kept in good condition
- ❖ 89% believe the school communicates well
- ❖ 92% believe the school maintains high standards for student behavior
- ❖ 88% feel that their child is safe at school
- ❖ 92% feel the school administrators are visible and accessible when needed
- ❖ 95% believe that their child's teacher cares about their child
- ❖ 89% are satisfied with the amount their child is learning and the support their child receives for learning
- ❖ 91% would recommend Lee Elementary to other parents
- ❖ Some of the suggestions for improvement and items we will continue to work on are: campus safety, longer lunch times, drop off & pick up congestion, update the building, more parking

STAFF SURVEY

- ❖ 100% feel welcomed and respected at school
- ❖ 95% believe the staff is responsive to requests
- ❖ 93% believe the school building and grounds are kept in good condition
- ❖ 93% feel well informed of events and activities at school
- ❖ 86% believe the school maintains high standards for behavior
- ❖ 95% feel safe at school
- ❖ 95% believe the principal has a visible presence and is accessible when needed
- ❖ 93% are satisfied with the amount students are learning and the support they receive
- ❖ 100% believe their colleagues care about the students
- ❖ 97% would recommend this school to others
- ❖ Some suggestions for improvement were: more support for very high needs behaviors, more supervision support, need more building space, need our building updated

STUDENT SURVEY

- ❖ 76% feel welcomed and respected
- ❖ 72% believe the staff is responsive to requests
- ❖ 78% believe the school building and grounds are kept in good condition
- ❖ 70% feel well informed of events and activities at school
- ❖ 67% believe the school maintains high standards for behavior
- ❖ 71% feel safe at school
- ❖ 75% believe the administrators are visible and is accessible when needed
- ❖ 84% believe the staff cares about them
- ❖ 79% are satisfied with the amount students are learning and the support they receive
- ❖ 69% would recommend this school to others
- ❖ Some suggestions for improvement are: more outside play equipment, change the dress code back, announcements for sixth graders, longer lunch time, allow class pets



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

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

Describe the strengths of your school.

- Highly qualified staff with 68% of our certificated staff holding one or more Master's degrees
- 4 Nationally Board Certified teachers
- Strong teacher PLC groups with over 90% of teaching staff trained by Solution Tree
- 7 Bilingual staff members
- Dedicated and active PTO membership
- Diverse population of students
- Lee scored above the district and state average on the English Language Arts Smarter Balanced Assessment in Fall of 2021
- Lee scored above the District and state average on the Math Smarter Balanced Assessment in Fall of 2021
- Full time school counselor
- Full time school psychologist
- PBIS Coordinator
- High Staff Retention
- Transitional Kindergarten
- iReady individualized diagnostics and personalized instruction in math and reading
- GLAD coach to support language development

Describe the challenges of your school.

- 63.5 % of our students come from an economically disadvantaged background
- 19.2 % of our students are identified as English Language Learners
- EL learners have historically underperformed their peers on state testing
- No previous Smarter Balanced Assessment (SBA) testing experience for Fourth and Fifth grades.
- Higher than typical absenteeism due to COVID19 protocol requirements
- Learning gaps due to high absenteeism (COVID19)
- 79.8% maintain regular attendance

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

Effective solutions will include the following:

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

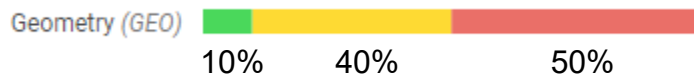


Goal 1:

Supports District Strategic Goal #2 INSTRUCTION - Students meet or exceed average at each age/grade level, including graduation rates, when compared with students from districts having similar demographics.

ESSENTIAL STRATEGY #4 - Providing a clear and intentional focus on subject matter content and curriculum.

Goal: Improve grade level mathematical skills in the domain of geometry for grades 1st -6th from 10% of all students on grade level to 75% of all students on grade level as measured by iReady math assessments.



Action Plan:

Activities & Timeframe:

- Geometry GLAD units developed and taught by classroom teachers with support of the district GLAD coach.
- iReady math personalized instruction assigned for geometry for all students below the benchmark.
- Walk to math interventions.
- Professional development provided to all staff by iReady coaches.
- Professional development provided by a math consultant.

Lead:

- Classroom teachers and SITE Council

Resources:

- Building budget to support iReady program

Measures:

- Progress monitoring three times per year
- Use of PLC time to discuss data and interventions

Goal 2:

Supports District Strategic Goal #2 INSTRUCTION - Students meet or exceed average at each age/grade level, including graduation rates, when compared with students from districts having similar demographics.

ESSENTIAL STRATEGY #4 - Providing a clear and intentional focus on subject matter content and curriculum.

Goal: Improve grade level ELA skills identified by SITE Council targets.

- Kindergarten students will be able to identify all letter sounds, including short and long vowels from 0% proficient in September to 90% of students at the proficient level by June 2023. (RFK.3A, RFK.3B)

Months	September	Percentage
Proficient	0	0
Close to Proficient	7	8.43%
Far from Proficient	76	91.57%
# of Students	83	



- First grade students will be able to orally produce single syllable words by blending phonemes from 27% of students proficient in September to 90% proficiency by June 2023. (RF1.2B)

Months	September	Percentage
Proficient	19	27.54%
Close to Proficient	12	17.39%
Far from Proficient	38	55.07%
# of Students	69	

- Second grade students will be able to read with sufficient accuracy and fluency to support comprehension from 11% of students proficient in September to 90% proficiency by June of 2023. (RF2.2)

Months	September	Percentage
Proficient	8	11.76%
Close to Proficient	5	7.35%
Far from Proficient	55	80.88%
# of Students	68	

- Third grade students will be able to determine the main idea of informational text and give 2 key details to support the main idea from 0% of students proficient in September to 90% proficiency by June of 2023. (RI3.2)

Months	September	Percentage
Proficient	0	0.00%
Close to Proficient	26	35.62%
Far from Proficient	47	64.38%
# of Students	73	

- Fourth grade students will be able to determine the main idea of a text and explain how it is supported by key details from 11% of students proficient in September to 90% proficiency by June of 2023. (RI4.2)

Months	September	Percentage
Proficient	8	11.11%
Close to Proficient	17	23.61%
Far from Proficient	47	65.28%
# of Students	72	

- Fifth grade students will be able to determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes from 20% of students proficient in September to 90% proficiency by June 2023. (RL5.4)

Months	September	Percentage
Proficient	16	20.51%
Close to Proficient	32	41.03%
Far from Proficient	30	38.46%
# of Students	78	

- Sixth grade students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text from 26% of students proficient in September to 90% proficiency by June 2023. (R6.1)

Months	September	Percentage
Proficient	20	26.67%
Close to Proficient	34	45.33%
Far from Proficient	21	28.00%
# of Students	75	

Action Plan:

Activities & Time Frame:

- Analyze Data with PLC groups and use intervention times for walk to reading
- Provide targeted personalized learning through the use of iReady
- Provide targeted intervention instruction using building wide data meetings three times per year to determine tier 3 groups for intervention.



Lead:

- Classroom teachers and SITE council

Resources:

- 95% Group, Haggerty Phonemic Awareness, Rewards, Phonics for Reading, Journey's Decode the Power, Peer Assisted Learning Strategies, Incorporate LTRS strategies, Vocabulary Surge, iReady

Measures:

- DIBELS 8 benchmark
- Classroom Based Assessments
- Intensive and Strategic students PASI assessment (grades K-1) & PSI assessment grades 1-6)

Goal 3:

Solutions(s):

- ATTENDANCE GOAL

Supports District Strategic Goal #2 INSTRUCTION - Students meet or exceed average at each age/grade level, including graduation rates, when compared with students from districts having similar demographics.

ESSENTIAL STRATEGY #5a. Ensure students exhibit 95% attendance.

Goal: By June 2022, students will increase attendance from 79% to 95%

Action Plan:

Activities & Timeframe:

- We will track student attendance and contact parents of chronically absent students weekly. This information is also shared with classroom teachers.
- We will track student attendance and provide results on a bulletin board "Scoring Great Attendance" and celebrate classrooms that have 90% or above of students present weekly.
- Weekly attendance for the entire building is calculated every Friday.
- We will organize monthly attendance parties for students with 0-1 absences for the month. Students will receive a special reward and have music to celebrate their great attendance.

Lead:

- The Assistant Principal with the support of other staff (for monthly celebrations) will be responsible for monitoring, implementing and measuring the activities.

Resources:

- Building budget funds will be used to purchase rewards for monthly student attendance celebrations.

Measures:

- Attendance data is collected weekly. Additionally, monthly attendance rates are also tracked.
- Having monthly celebrations will help to boost attendance and motivate students to improve their attendance.
- The impact of student attendance is a powerful predictor of student outcomes as noted by the US Department of Education.



Component 2: Schoolwide Reform Strategies

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

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

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

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

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

Literacy:

- All grade levels have identified Reading Essentials based on CCSS. Teachers will intervene on the essentials until they are considered mastered.
- Implementation of iReady for assessment and progress monitoring.
- Implementation of 95% Group for all Tier, 1, Tier 2 & Tier 3 students in grade K-3.
- Teach district adopted curriculum (K-Wonders & 1-6-Journeys).
- Continue to refine, strengthen and implement a needs based intervention program in reading using all available resources, continuously monitor data. Meet with grade levels to discuss student needs and maintain flexibility with grouping through the use of best practices and intentional teaching.
- Using data to drive instruction through Professional Learning Community collaboration directed at supporting the needs of ALL students.
- GLAD science, social studies and reading integrated units.

Science & Engineering:

- All students receive Science instruction from a certificated teacher using the Smithsonian Science kits
- GLAD science and reading integration units developed & utilized in classrooms
- Access to STEM on wheels cart
- CODE.org evening with students and parents
- River of Power field trip
- Salmon Festival field trip
- Museum field trip
- Grade level district STEM opportunities (learning and competition) (K-6)



Math:

- All grade levels have identified Math Essentials based on CCSS. Teachers will intervene on the essentials until they are considered mastered.
- All teachers re-teach, based on identified Essentials.
- Data driven Professional Learning Communities support needs of students
- Teach district adopted math curriculum implemented with fidelity.
- Math Is Cool extracurricular opportunities
- Math activities are created and sent home school wide with all students to encourage family engagement

Government and Civics:

- All teachers teach elements of the U.S. Constitution in September: books on the Constitution, virtual field trips, videos, read “We the Kids” and created a classroom constitution, completed Constitution Day puzzle
- Leadership opportunities through ASB and Lee Leaders guides students in service of others and helps to develop character, leadership skills & pride and ownership in our school.
- Veteran’s Day assembly
- Use of StoryWorks providing content connections to social study topics

Arts:

- Elementary Art Specialists teach art (TK-6)
- Elementary Art Specialist also provides virtual lessons
- Music Performances for older students; Music Informances for younger students

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

- Lee is a WA Kids school. This program allows transitional kindergarten and kindergarten teachers to meet individually with parents to build personal relationships and learn about the students they will be servicing. One of the three days allotted is for students to visit the classroom to help alleviate any insecurities they may have entering TK and kindergarten.
- Teachers, Special Education, and intervention teachers meet with district preschool educators to learn about students that will be entering Lee to ensure we are prepared to meet their individual needs.
- All students new to the building have the opportunity to tour the building and meet the staff.
- Open House in the Fall
- Vertical/Horizontal Alignment among grade levels.
- 80% alike within grade level teams, 20% individualized teaching styles.

How will the school enrich and accelerate the curriculum?

- Per Policy 2190 Highly Capable Programs - We offer a highly capable program which provides kindergarten through fifth grade students who are selected for the program access to basic education that accelerates learning and enhances instruction.
- Access to STEM on wheels cart
- Math is Cool program

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

- Response to Intervention - Is appropriate, strategic and includes intensive intervention supports matched to student needs. The process combines systematic assessment, decision-making and a multi-tiered service delivery model to improve educational and



behavioral outcomes for all students.

- Enrichment Opportunities through our Highly Capable Program per procedure no. 2190-P

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

- Parent Engagement Policy was provided to all families.
- Parents are surveyed annually so we can gather input and feedback to better align goals and programs with the student needs.
- Use of Parent Square for parent/family communication
- We provide all communication in both English and Spanish.
- Provide an ML parent night.

Component 3: Activities to Ensure Mastery

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

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

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

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

- Benchmark Testing: iReady (grades 1-6) & DIBELS 8 (grades K-6)
- Intensive and Strategic students PASI assessment (grades K-1) & PSI assessment gr. 1-6)
- Additional reading assessment on skills for those low performing 3rd and 4th graders.
- Math - pre-assessment of skills, common based assessments at the grade level by domain.
- Continuously creating formative assessments and common assessments in reading and math, then talking about the data at PLC's.

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

- Reading: DIBELS 8 benchmark 3x per year
- iReady progress monitoring, IRLA (K-2), Reading Foundational Skills K-2.
- Additional reading assessment (RAN/RAS, PASI/PSI)
- Ongoing formative assessments
- Reading Intervention assessments



- Unit assessments in Math
- iReady math assessments

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

- Regularly scheduled data meetings - discuss student progress or further intervention as needed
- Guidance Team weekly to discuss student concerns in academics, behavior/emotional needs, and attendance. These meetings result in social skills groups and individual meetings with the counselor, check and connect, and/or scheduled breaks.
- PLC meetings every Monday
- PBIS survey and monitor behavior. Offer breaks to students struggling behaviorally.
- Grade Level Coordinator meetings. Discuss PBIS trends as well as MTSS.
- SITE Council reviews data on essential goals by grade level on a monthly basis.

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

Response to Intervention Literacy and Math

Tier I: Core instruction

All students receive high-quality, scientifically based instruction by qualified teachers at their grade level in reading, math, writing, and science. All students receive screening on a regular basis to establish academic and behavioral benchmarks. Students identified as "at risk" have access to supplemental instruction within the classroom. For up to 8 weeks student progress should be monitored and referred to Tier II support if not adequate progress is made.

- All teachers use district adopted curriculum and grade level non negotiables to guide instructional practices.

Tier II: Intentional re-teaching by general education teacher

Intensity of instruction is matched to student needs. All students identified as "at risk" receive reteaching and Tier II intervention in reading and math. This occurs in the classroom and between teachers in the grade level. This is based on identified Essentials and what students need. Students may be grouped differently and provided small group intervention within the classroom through a variety of instructional strategies and assessed to ensure concept attainment.

Tier III: 30 minutes of specific and intentional teaching by an intervention specialist

In this tier, students are identified as struggling even after support in Tier I and Tier II interventions. Intentional reading intervention support is delivered using a comprehensive evaluation to identify student progress towards targeted intervention and skill practice. The RTI team, principal, grade level team, and ELL specialists will meet to monitor student progress towards goals, change student groups, or change strategies for remediation. The RTI team will meet monthly. The Guidance Team meetings will be scheduled as needed and will be used as a tool for identification of students who are currently not making adequate growth or have additional problem areas. The Guidance Team leader will also be meeting with the ML teacher to determine whether students are struggling due to language.



- Assessments and Screening Tools Include:
iReady Reading and Math diagnostics and progress monitoring
Common Grade Level assessments
Foundational skills assessments
Non Negotiables from each grade level team
DIBELS
LEXIA
WIDA
PASI & PSI
RAN & RAS

Response to Intervention Behavior

Tier I - All students are taught expectations in common areas and in their classrooms.

- Consistent classroom management plans that teachers communicate with parents.
- All teachers work on building positive relationships and classroom culture through the Character Strong and Purposeful People SEL curriculum.
- Phone calls/postcards home to parents with positive messages, with a continual focus on **students'** emotional well being.
- Students receive brain breaks and are learning how to be mindful of their emotions and actions.
- Monthly character traits are taught and celebrated.
- School-wide expectations are taught at the beginning of the year and reviewed monthly.
- PBIS coordinator and school counselor teach supplemental SEL courses to all students.

Tier II - to provide intensive/targeted interventions to support students who are not responding to Tier I support.

- Individual Behavior Plan/Contract
- Check and Connect Mentor system
- Meet Up/Buddy Up and or Community Circles
- Small Group and Individual Counseling
- PBIS Coordinators works with students whose behaviors are impacting their academics
- Full time counselor

Tier III - to provide support for students who exhibit patterns of problem behavior.

- Conduct a functional behavioral assessment (FBA)
- Implementation of Behavioral Assessment Team district wide
- Implementation of trained behavior technician for our building
- Observations of student in class by RTI team members
- Meet with parents and the GT team to create a Behavior Support Plan



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

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



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: Becky Berg, Superintendent

SUBJECT: Review of the following policy for first reading:

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	Policy No. 2165	Home or Hospital Instruction

DATE: December 12, 2022

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is draft Policy No. 2165 Home or Hospital Instruction for a first reading. Assistant Superintendent Matt Charlton has reviewed WSSDA's suggested policy language and recommends approval of these updates.

ATTACHMENTS

Draft Policy

FISCAL IMPACT

Required

HOME OR HOSPITAL INSTRUCTION

Upon request from a parent or an adult student, home or hospital instruction will be provided to ~~both handicapped and other~~ students who are unable to attend school for an estimated period of 4 weeks or more because of ~~physical~~ disability or illness. A written statement from a qualified medical practitioner verifying that the student will not be able to attend school for an estimated period of four weeks or more will accompany the request. The District will not pay for costs incurred in securing the medical verification.

Cross References:

Board Policy 2161

Special Education and Related Services for Eligible Students

Board Policy 2162

Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References:

RCW 28A.155

Special Education

WAC 392-122-145

State ~~Handicapped~~ special education program —
Home and/or hospital care — Extended absencesWAC 392-172A-02100Home hospital instruction



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TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Review of the following policy for first reading:

<i>Section</i>	<i>Number</i>	<i>Title</i>
3000 Students	Policy No. 3420	Anaphylaxis Prevention and Response

DATE: December 12, 2022

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is draft Policy No. 3420 Anaphylaxis Prevention and Response for a first reading. Assistant Superintendent Matt Charlton and our District Nurses have reviewed WSSDA's suggested policy language and recommend approval of these updates.

ATTACHMENTS

Draft Policy

FISCAL IMPACT

Required

ANAPHYLAXIS PREVENTION AND RESPONSE

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by ~~emergency services and/or~~ an allergist/immunologist.

The Eastmont School District Board of Directors expects school administrators, teachers and support staff to be informed and aware of life-threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life-threatening allergens are peanuts, tree nuts, fish, bee or other insect stings, ~~and~~ latex, ~~and some medications~~. Affected students require planned care and support during the school day and during school sponsored activities. Additionally, any student could potentially have a life threatening allergic reaction even without a history of such.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The District will take reasonable measures to avoid allergens for affected students. The District will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel.

Even with the District's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the District will take precautions to reduce the risk of a student ~~having an anaphylactic reaction by developing strategies to minimize the presence of allergens in schools~~ with a history of anaphylaxis coming into contact with the offending allergen in school.

The District will maintain at designated school locations a supply of epinephrine auto injectors based on the number of students enrolled at the school. Undesignated epinephrine auto injectors must be obtained with a prescription in the name of the school by a licensed health professional within the scope of their prescribing authority and must be accompanied by a standing order protocol for their administration.

In the event a student with a current prescription for an epinephrine auto injector on file at the school experiences an anaphylactic event, the school nurse or designated trained school personnel may use the school supply of epinephrine auto injectors to respond if the student's supply is not immediately available. In the event a student with a current prescription for epinephrine on file with the school or a student with undiagnosed anaphylaxis experiences an anaphylactic event, the school nurse may utilize the school supply of epinephrine to respond under the standing order protocol according to RCW 28A.210.380 and RCW 28A.210.383.

The school's supply of epinephrine auto injectors does not negate parent/guardian responsibility to ensure that they provide the school with appropriate medication and treatment orders pursuant to RCW 28A.210.320 if their student is identified with a life-threatening allergy.

The superintendent will establish procedures to support this policy and to ensure:

1. Rescue protocol in cases of suspected anaphylaxis will follow OSPI's Guidelines for the Care of Students with Anaphylaxis (2009);
2. A simple and standardized format for emergency care plans is utilized;
3. A protocol is in place to ensure emergency care plans are current and completed;
4. Medication orders are clear and unambiguous; and

5. Training and documentation are a priority; and

5.6. Each school's supply of epinephrine auto injectors is maintained pursuant to manufacturer's instructions and District medication policy and procedures.

Fragrance Free Environment

In recognition that strong scents and fragrances may aggravate student, employee, and visitor health and respiratory issues as well as contribute to poor indoor air quality, Eastmont requires employees and students to avoid the use of strongly fragrant substances. This includes hand sanitizers, cologne, perfume, scented lotions, hair products, electric candles, air fresheners, plug-in diffusers, etc. In addition, cleaning products with strong scents will only be used during non-student school hours.

Eastmont will display signage throughout the school building to notify and promote a fragrance-free environment.

If a student or staff member is affected by a specific scent, we ask that school staff eliminate the cause of the offensive odor.

Cross References:

Board Policy 3416
Board Policy 3418
Board Policy 3419

Medication at School
Emergency Treatment
Self-Administration of Asthma and Anaphylaxis Medications

Legal References:

RCW 28A.210.383
WAC 392-380

Anaphylaxis – Policy Guidelines – Procedures – Reports
Public schools pupils — Immunization requirement and life-threatening health condition

Management Resources:

Policy & Legal News, August 2018

Policy & Legal News, August 2013

Policy & Legal News, August 2012

Policy News, February 2009

OSPI, March 2009 Guidelines for the Care of Students with Anaphylaxis



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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Review of the following policy for first reading:

<i>Section</i>	<i>Number</i>	<i>Title</i>
3000 Students	Policy No. 3424	Opioid Related Overdose Reversal

DATE: December 12, 2022

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is draft Policy No. 3424 Opioid Related Overdose Reversal for a first reading. Assistant Superintendent Matt Charlton and our District Nurses have reviewed WSSDA's suggested policy language and recommend approval of these updates.

ATTACHMENTS

Draft Policy

FISCAL IMPACT

Required

OPIOID RELATED OVERDOSE REVERSAL

The Eastmont School District Board of Directors recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. To assist a person at risk of experiencing an opioid-related overdose, the District will seek to obtain and maintain at least one set of opioid overdose reversal medication doses ~~at its high school campus~~ on each school campus.

The District has authority to obtain and maintain opioid overdose reversal medication either through a standing order, prescribed and dispensed according to RCW 69.41.095(5), or through one or more donation sources. The District will seek at least one set of opioid reversal medication doses for each ~~of its high schools~~ school. However, if the District documents a good faith effort to obtain and maintain opioid overdose reversal medication through a donation source, and is unable to do so, the District is exempt from the obligation to have a set of opioid reversal medication doses for each ~~high~~-school.

The following personnel may distribute or administer the school-owned opioid overdose reversal medication to respond to symptoms of an opioid-related overdose:

- A school nurse,
- School personnel who become designated trained responders, or
- A health care professional or trained staff person located at a health care clinic on public school property or under contract with the school district.

Training for school personnel to become designated trained responders and distribute or administer opioid overdose reversal medication must meet the requirements for training described in the statute and any rules or guidelines for such training adopted by the Office of Superintendent Public Instruction (OSPI). If a District ~~high~~-school does not have a full-time school nurse or trained health care clinic staff, the District will identify at least one member of the school's personnel to become a designated trained responder who can distribute and administer opioid overdose reversal medication.

Opioid overdose reversal medication may be used on school property, including the school building, playground, and school bus, as well as during field trips or sanctioned excursions away from school property. A school nurse or a designated trained responder may carry an appropriate supply of school-owned opioid overdose reversal medication on in-state field trips and sanctioned in-state excursions.

Individuals who have been directly prescribed opioid overdose reversal medication according to RCW 69.41.095 lawfully possess and administer opioid overdose reversal medication, based on their personal prescription. However, such "self-carrying" individuals must show proof of training as verified by a licensed registered professional

nurse employed or contracted by the District or participate in District training as specified in the accompanying procedure.

If any type of overdose is suspected, including an opioid related overdose, District staff will call 9-1-1 and alert a first responder. The school nurse, designated trained responder, or trained staff person located at a health care clinic on public school property or under contract with the District will follow the Washington Department of Health steps for administering naloxone for a suspected opioid related overdose.

Cross Reference:

Board Policy 3416

Medication at School

Legal References:

RCW 28A.210

RCW 69.50.315

Health — Screening and Requirements

Medical assistance — Drug-related overdose —

Prosecution for possession

Management Resources:

Policy & Legal News, February 2020

OSPI, January 2020, *Opioid Related Overdose Policy Guidelines and Training in the School Setting*



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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors
FROM: Caryn Metsker, Executive Director of Financial Services
SUBJECT: Monthly Student Enrollment Report
DATE: December 12, 2022

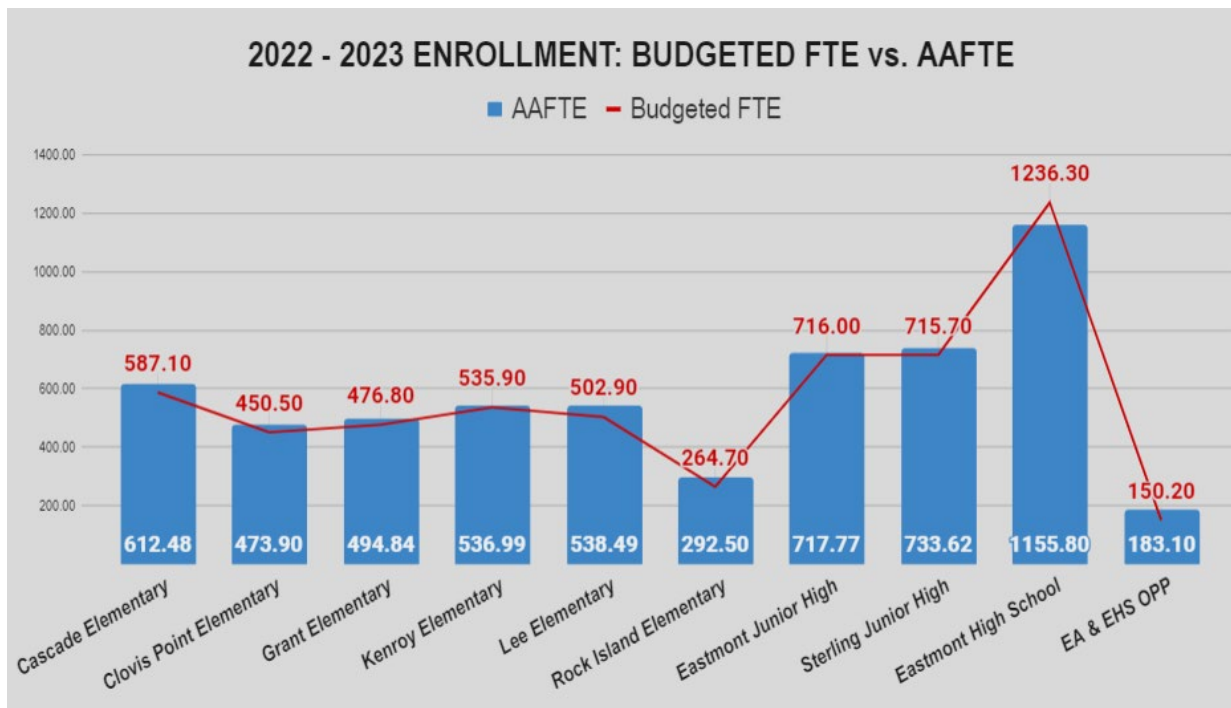
Official Count Day: Thursday, December 1, 2022.

Total student head count reported, including our Alternative Learning program, is **5,853**. This is an increase of 48 from the headcount in December 2021, which was 5,805.

Total student Full Time Enrollment (FTE) reported is **5,739.47**. This is an increase of 103.37 FTE from the overall budgeted FTE of 5,636.10 for the 2022-2023 school year.

- K-12 Student enrollment is **70.47** more than expected
- ALE Program enrollment is **32.90** more than expected

The following chart compares budgeted to actual FTE by building:



The following table compares budgeted to actual FTE by grade level/program:

**Budget vs. Actual FTE
by Grade Level**

Grade Level	Budget	Actual	Difference
TK	0.00	51.00	51.00
K	395.00	388.06	(6.94)
1	371.80	396.73	24.93
2	363.20	391.80	28.60
3	425.50	438.75	13.25
4	401.80	406.75	4.95
5	397.10	409.31	12.21
6	463.50	468.81	5.31
7	440.80	455.56	14.76
8	458.90	455.15	(3.76)
9	532.00	537.68	5.68
10	460.80	457.40	(3.40)
11	456.70	381.93	(74.77)
12	318.80	317.47	(1.33)
EA K-6	42.20	40.25	(1.95)
EA 7-9	24.70	9.19	(15.51)
EHS Opp 10-12	83.30	133.66	50.36
Total FTE	5,636.10	5,739.47	103.37

A comparison of other reported program enrollment as of December 2022 to 2021-2022 is below:

Program Name	Budget	Current Year Average	Prior Year Average
<i>Running Start (Head Count)</i>	132.00	162.00	142.00
<i>Special Education (Age K-21 Head Count)</i>	720.00	744.00	658.00
<i>Transitional Bilingual (Head Count)</i>	1,100.00	1,144.00	1,031.00
<i>Exited Transitional Bilingual (Head Count)</i>	110.00	123.00	257.00
<i>Career/Technical Education-Gr 7-8 (FTE)</i>	126.00	145.15	132.53
<i>Career/Technical Education-Gr 9-12 (FTE)</i>	328.00	361.01	332.41

Eastmont School District
FY 2022 - 2023 Monthly Enrollment FTE by Building

Building/Grade	Budget AAFTE	September	October	November	December	January	February	March	April	May	June	Annual Average	AAFTE Budget to Actual Variance	Prior Year AAFTE	AAFTE Variance from Prior Year
Cascade Elementary															
TK	0.00	17.00	17.00	17.00	17.00							17.00	17.00	0.00	17.00
K	75.00	74.63	75.63	74.63	75.04							74.98	(0.02)	82.70	(7.72)
1	81.80	80.00	79.00	80.00	81.00							80.00	(1.80)	74.70	5.30
2	74.10	77.00	77.00	76.00	76.00							76.50	2.40	88.20	(11.70)
3	87.80	89.00	89.00	90.00	90.00							89.50	1.70	80.40	9.10
4	78.60	83.00	85.00	84.00	84.00							84.00	5.40	90.40	(6.40)
5	90.30	94.00	94.00	94.00	94.00							94.00	3.70	99.80	(5.80)
6	99.50	97.00	97.00	96.00	96.00							96.50	(3.00)	0.00	96.50
	587.10	611.63	613.63	611.63	613.04	0.00	0.00	0.00	0.00	0.00	0.00	612.48	25.38	516.20	96.28
Clovio Elementary															
TK	0.00	0.00	0.00	0.00	0.00							0.00	0.00	0.00	0.00
K	70.00	64.00	64.00	64.00	64.00							64.00	(6.00)	56.60	7.40
1	56.20	70.00	69.18	69.18	70.18							69.64	13.44	61.90	7.74
2	62.80	70.00	69.00	68.00	67.00							68.50	5.70	59.30	9.20
3	59.10	65.00	65.00	65.00	65.00							65.00	5.90	64.90	0.10
4	66.50	65.00	66.00	66.00	65.00							65.50	(1.00)	61.90	3.60
5	61.50	60.00	59.52	59.52	60.00							59.76	(1.74)	75.00	(15.24)
6	74.40	80.00	80.00	83.00	83.00							81.50	7.10	198.40	(116.90)
	450.50	474.00	472.70	474.70	474.18	0.00	0.00	0.00	0.00	0.00	0.00	473.90	23.40	578.00	(104.11)
Grant Elementary															
TK	0.00	17.00	17.00	17.00	17.00							17.00	17.00	0.00	17.00
K	70.00	64.09	64.09	64.09	63.09							63.84	(6.16)	65.60	(1.76)
1	64.70	70.00	71.00	72.00	71.00							71.00	6.30	64.00	7.00
2	65.70	66.00	66.00	66.00	66.00							66.00	0.30	72.90	(6.90)
3	72.80	74.00	74.00	75.00	75.00							74.50	1.70	60.40	14.10
4	60.90	63.00	63.00	65.00	65.00							64.00	3.10	58.80	5.20
5	60.70	55.00	55.00	55.00	56.00							55.25	(5.45)	81.90	(26.65)
6	82.00	83.00	83.00	83.00	84.00							83.25	1.25	0.00	83.25
	476.80	492.09	493.09	497.09	497.09	0.00	0.00	0.00	0.00	0.00	0.00	494.84	18.04	403.60	91.24
Kenroy Elementary															
TK	0.00	0.00	0.00	0.00	0.00								0.00	0.00	0.00
K	70.00	64.09	63.09	64.09	64.09							63.84	(6.16)	62.50	1.34
1	62.30	72.00	71.00	69.00	68.00							70.00	7.70	69.60	0.40
2	69.80	78.09	78.09	78.00	78.00							78.05	8.25	87.50	(9.46)
3	86.20	91.00	90.00	90.00	89.00							90.00	3.80	86.80	3.20
4	88.40	77.00	77.00	77.00	77.00							77.00	(11.40)	72.70	4.30
5	73.20	73.09	73.09	73.00	72.00							72.80	(0.41)	86.70	(13.91)
6	86.00	86.61	86.61	84.00	84.00							85.31	(0.69)	0.00	85.31
	535.90	541.88	538.88	535.09	532.09	0.00	0.00	0.00	0.00	0.00	0.00	536.99	1.09	465.80	71.19
Lee Elementary															
TK	0.00	17.00	17.00	17.00	17.00							17.00	17.00	0.00	17.00
K	70.00	78.43	82.43	80.86	80.86							80.65	10.65	70.10	10.55
1	70.00	68.00	69.00	70.18	68.18							68.84	(1.16)	60.80	8.04
2	58.10	67.00	69.00	68.00	67.00							67.75	9.65	77.70	(9.95)
3	77.80	72.00	73.00	76.00	75.00							74.00	(3.80)	73.00	1.00
4	73.00	72.00	74.00	73.00	73.00							73.00	0.00	71.60	1.40
5	71.40	77.00	78.00	79.00	79.00							78.25	6.85	82.40	(4.15)
6	82.60	79.00	80.00	80.00	77.00							79.00	(3.60)	0.00	79.00
	502.90	530.43	542.43	544.04	537.04	0.00	0.00	0.00	0.00	0.00	0.00	538.49	35.59	435.60	102.89
Rock Island Elementary															
TK	0.00	0.00	0.00	0.00	0.00							0.00	0.00	0.00	0.00
K	40.00	38.00	41.00	42.00	42.00							40.75	0.75	37.70	3.05
1	36.80	36.00	37.00	38.00	38.00							37.25	0.45	31.70	5.55
2	32.70	34.00	35.00	36.00	35.00							35.00	2.30	42.70	(7.70)
3	41.80	46.00	46.00	45.00	46.00							45.75	3.95	34.10	11.65
4	34.40	42.00	44.00	44.00	43.00							43.25	8.85	40.20	3.05
5	40.00	50.00	50.00	49.00	48.00							49.25	9.25	39.60	9.65
6	39.00	41.00	42.00	41.00	41.00							41.25	2.25	0.00	41.25
	264.70	287.00	295.00	295.00	293.00	0.00	0.00	0.00	0.00	0.00	0.00	292.50	27.80	226.00	66.50

Eastmont School District
FY 2022 - 2023 Monthly Enrollment FTE by Building

Building/Grade	Budget AAFTE	September	October	November	December	January	February	March	April	May	June	Annual Average	AAFTE Budget to Actual Variance	Prior Year AAFTE	AAFTE Variance from Prior Year
Eastmont Junior High															
7	203.60	197.29	199.46	200.46	203.69							200.23	(3.37)	225.70	(25.48)
8	228.70	229.61	228.91	224.34	225.28							227.04	(1.66)	282.10	(55.07)
9	283.70	292.78	293.70	288.70	286.87							290.51	6.81	457.50	(166.99)
10	0.00	0.00	0.00	0.00	0.00							0.00	0.00	0.70	(0.70)
12	0.00	0.00	0.00	0.00	0.00							0.00	0.00	1.00	(1.00)
	716.00	719.68	722.07	713.50	715.84	0.00	0.00	0.00	0.00	0.00	0.00	717.77	1.77	967.00	(249.23)
Sterling Junior High															
6	0.00	2.00	2.00	2.00	2.00							2.00	2.00	1.00	1.00
7	237.20	254.16	256.04	257.04	254.10							255.34	18.14	232.20	23.14
8	230.20	228.93	229.17	227.41	226.93							228.11	(2.09)	249.50	(21.39)
9	248.30	249.76	248.45	248.32	242.15							247.17	0.00	241.50	5.67
10	0.00	1.00	1.00	1.00	1.00							1.00	0.00	0.00	1.00
	715.70	735.85	736.66	735.77	726.18	0.00	0.00	0.00	0.00	0.00	0.00	733.62	18.05	724.20	9.41
Eastmont High School															
9	0.00	0.00	0.00	0.00	0.00							0.00	0.00	1.00	(1.00)
10	460.80	458.94	457.49	454.49	454.68							456.40	(4.40)	489.70	(33.30)
11	456.70	383.52	383.33	380.14	380.72							381.93	(74.77)	334.80	47.13
12	318.80	320.62	319.46	317.90	311.89							317.47	(1.33)	299.70	17.77
	1,236.30	1,163.08	1,160.28	1,152.53	1,147.29	0.00	0.00	0.00	0.00	0.00	0.00	1,155.80	(80.51)	1,125.20	30.60
Eastmont Academy/EHS Opportunities															
K	5.00	4.00	4.00	4.00	3.00							3.75	(1.25)	4.20	0.00
1	3.40	4.00	5.00	5.00	6.00							5.00	1.60	6.10	(1.10)
2	6.20	8.00	7.00	7.00	7.00							7.25	1.05	9.80	(2.55)
3	10.60	8.00	9.00	8.00	7.00							8.00	(2.60)	6.00	2.00
4	5.20	7.00	7.00	7.00	7.00							7.00	1.80	5.00	2.00
5	5.00	5.00	5.00	4.00	4.00							4.50	(0.50)	6.40	(1.90)
6	6.80	3.00	4.00	5.00	7.00							4.75	(2.05)	7.40	(2.65)
7	8.00	1.55	1.55	1.55	1.21							1.47	(6.54)	8.60	(7.14)
8	6.50	0.46	0.46	1.09	3.79							1.45	(5.05)	12.10	(10.65)
9	10.20	4.44	5.17	6.39	9.10							6.28	(3.93)	26.00	(19.73)
10	20.90	18.06	21.05	23.51	20.67							20.82	(0.08)	29.40	(8.58)
11	22.80	37.44	37.10	38.10	38.90							37.89	15.09	42.20	(4.32)
12	39.60	73.54	77.46	76.73	72.08							74.95	35.35	54.20	20.75
	150.20	174.49	183.79	187.37	186.75	0.00	0.00	0.00	0.00	0.00	0.00	183.10	32.90	217.40	(34.30)
TK - 12 Total	5,636.10	5,730.13	5,758.53	5,746.72	5,722.50	0.00	0.00	0.00	0.00	0.00	0.00	5,739.47			



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

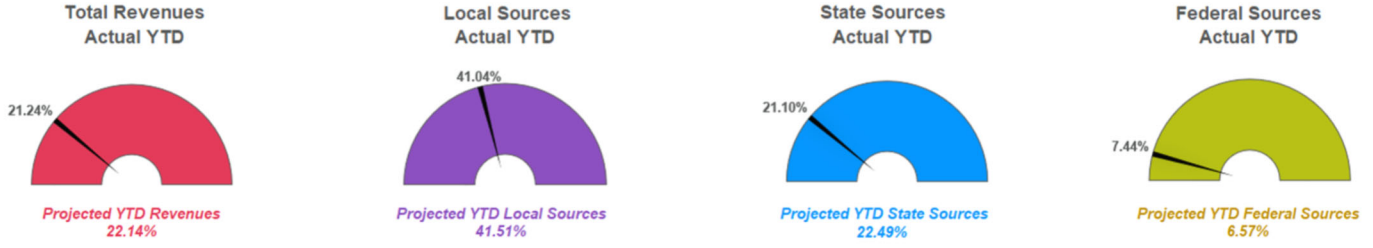
To: Board of Directors
From: Caryn Metsker, Executive Director of Financial Services
Date: December 12, 2022
Subject: Monthly Budget Status Report – November 2022

The information contained in this report is for the fiscal beginning September 1, 2022, through November 30, 2022. A brief summary of key points in operating revenue and expenditures is provided below:

- **General Fund:**
 - YTD Revenue: \$20.9 million (21.2% of budget)
 - \$332,325 less than November 2021
 - Property Tax Collections = \$4.6 million
 - State & Federal Apportionment = \$16.1 million
 - New Grant Claim system through OSPI – we have not been able to claim about \$2.5 Million
 - Revenue is based off of budgeted enrollment. This will be “trued up” in January apportionment and our funding is expected to increase due to actual enrollment being more than budget.
 - YTD Expenditures: \$26 million (25.7% of budget).
 - \$2.4 million more than November 2021
 - Labor costs make up most expenditures across all programs at approximately \$22 million (83% of expenditures), along with a mandatory IPD (cost of living) increase of 5.5% this year.
 - Fund balance is estimated to be \$11 million at the end of the year.
- **Capital Projects Fund:**
 - YTD Revenue: \$2.7 million
 - Property Tax Collections = \$2.4 million
 - YTD Expenditures: \$217,547
 - Transfer to Debt Service Fund: \$4,630,550
 - Fund Balance is \$1,237,459
- **Debt Service Fund:**
 - YTD Revenue: \$5.8 million
 - Property Tax Collections = \$734,761
 - Transfer from CPF for Non-Voted Bonds = \$4.6
 - YTD Expenditures: None
 - Bond Payments are processed in December and June
 - Fund Balance is \$20.6 million
- **ASB Fund:**
 - YTD Revenues: \$200,247
 - \$30,000 more than November 2021
 - YTD Expenditures: \$105,538
 - \$30,000 more than November 2021
 - Fund Balance is \$597,747.
- **Transportation Fund:**
 - Nothing significant to report at this time. The District is still waiting on the delivery of buses purchased in 2021-2022.

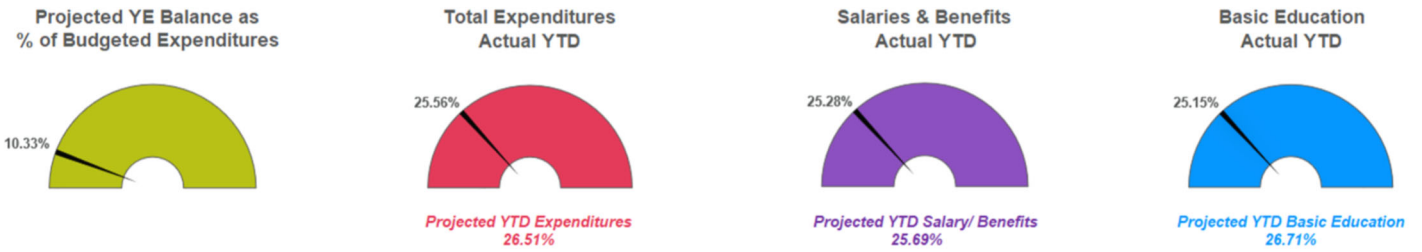
General Fund Revenues | Dashboard Summary

For the Period Ending November 30, 2022

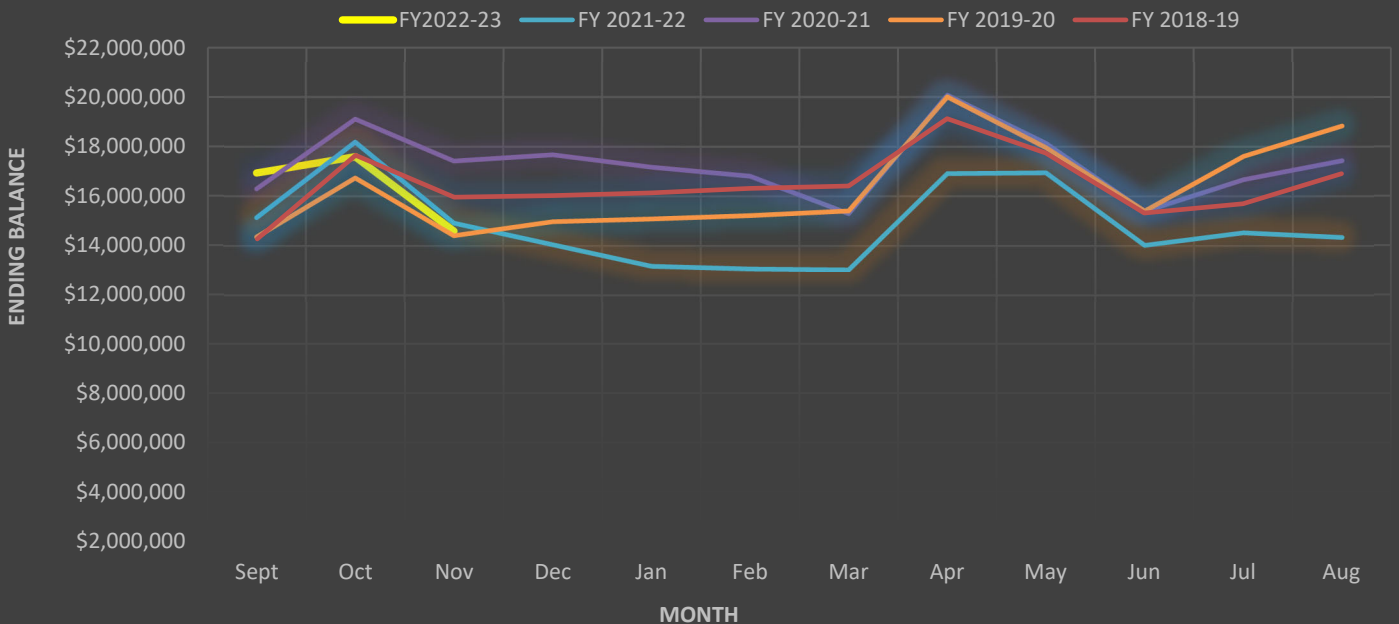


General Fund Expenditures | Dashboard Summary

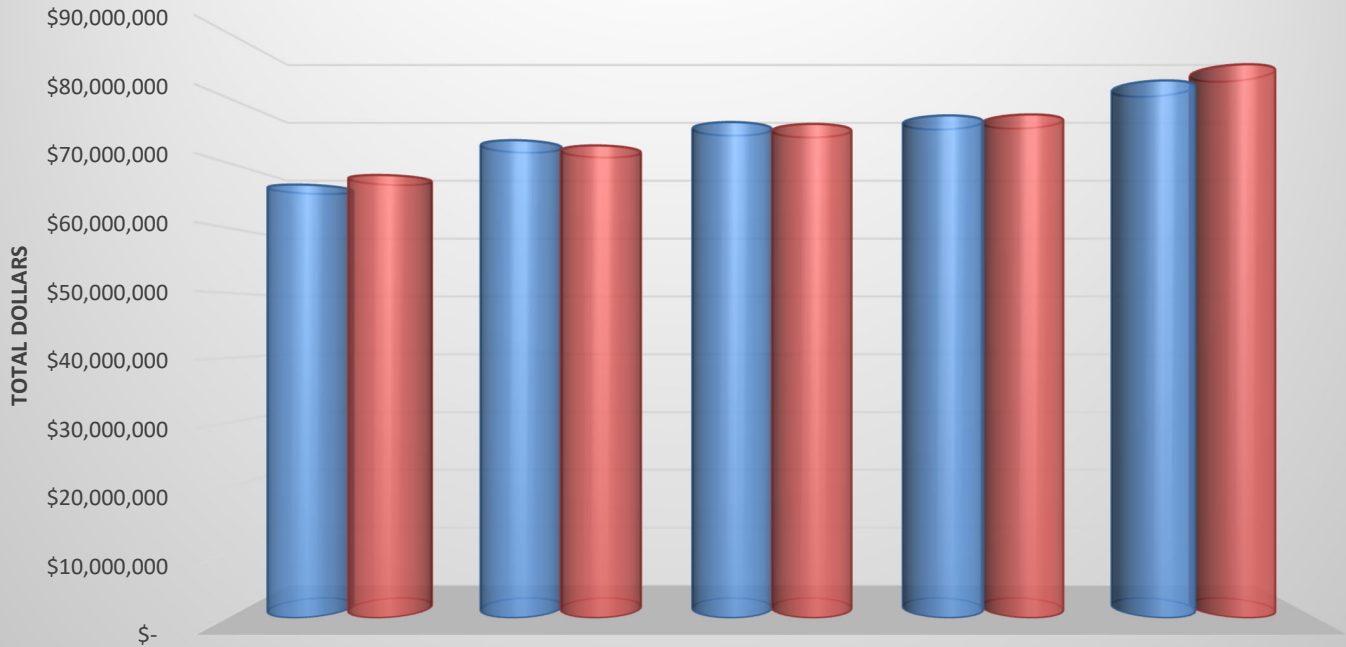
For the Period Ending November 30, 2022



GENERAL FUND MONTH END CASH & INVESTMENT PER COUNTY TREASURER

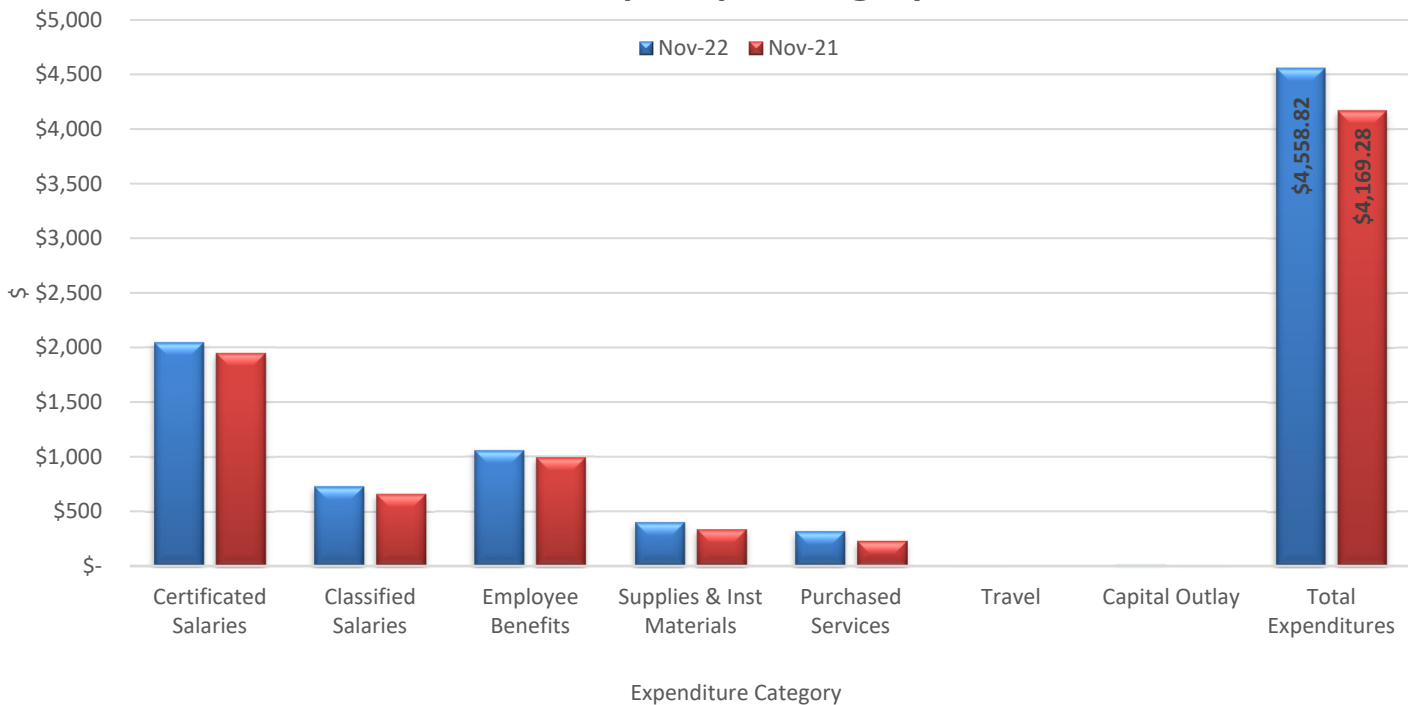


GENERAL FUND 5 YEAR COMPARISON OF REVENUE & EXPD

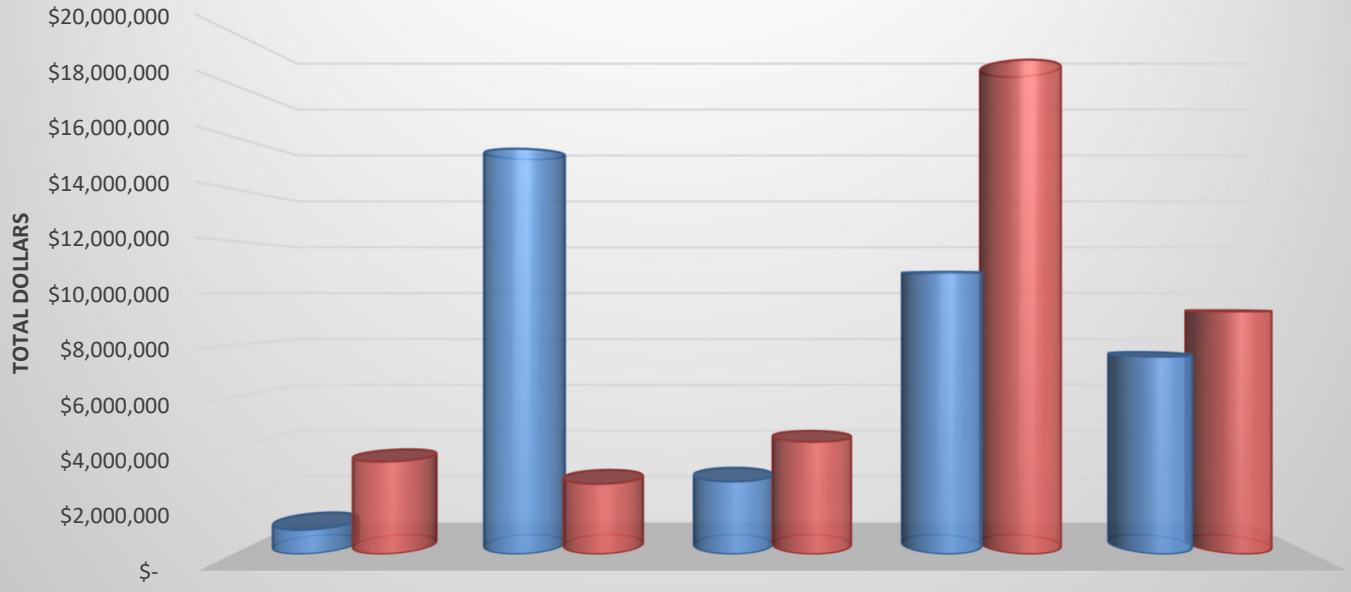


	Jul-18	Jul-19	Jul-20	Jul-21	Jul-22
Revenue	\$66,607,158	\$73,412,578	\$76,197,350	\$77,214,383	\$82,591,022
Expenditures	\$68,076,854	\$72,610,594	\$75,911,836	\$77,368,206	\$85,072,476

Monthly Comparison Per Pupil Expd Category

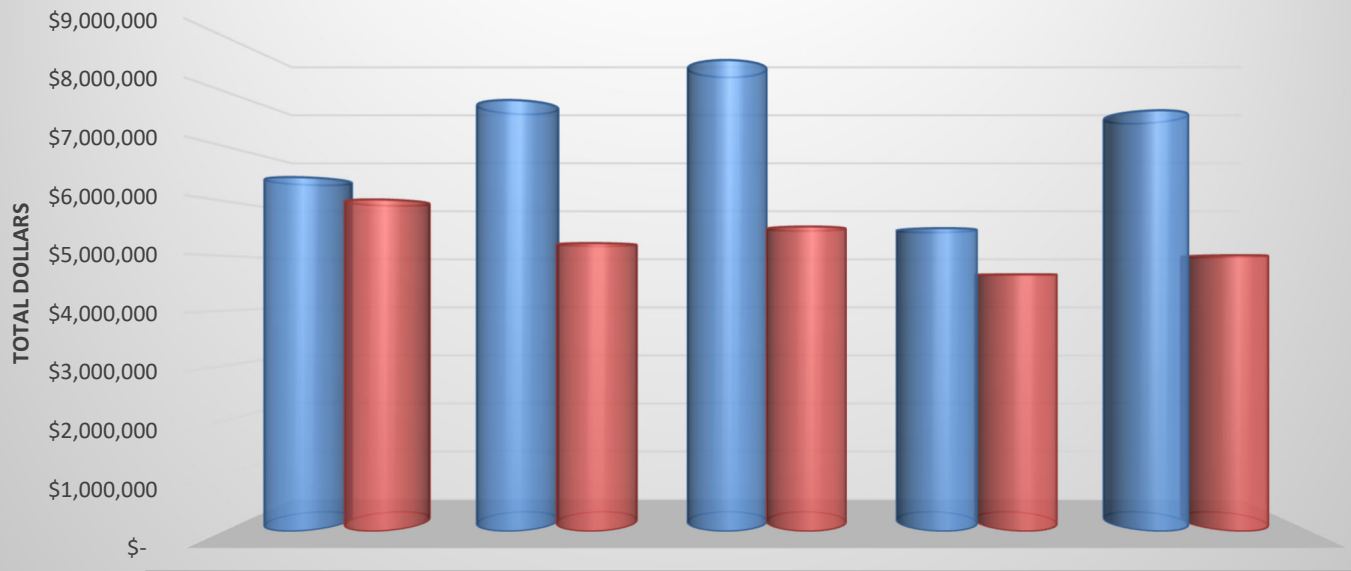


CAPITAL PROJECTS FUND 5 YEAR COMPARISON OF REVENUE & EXPD



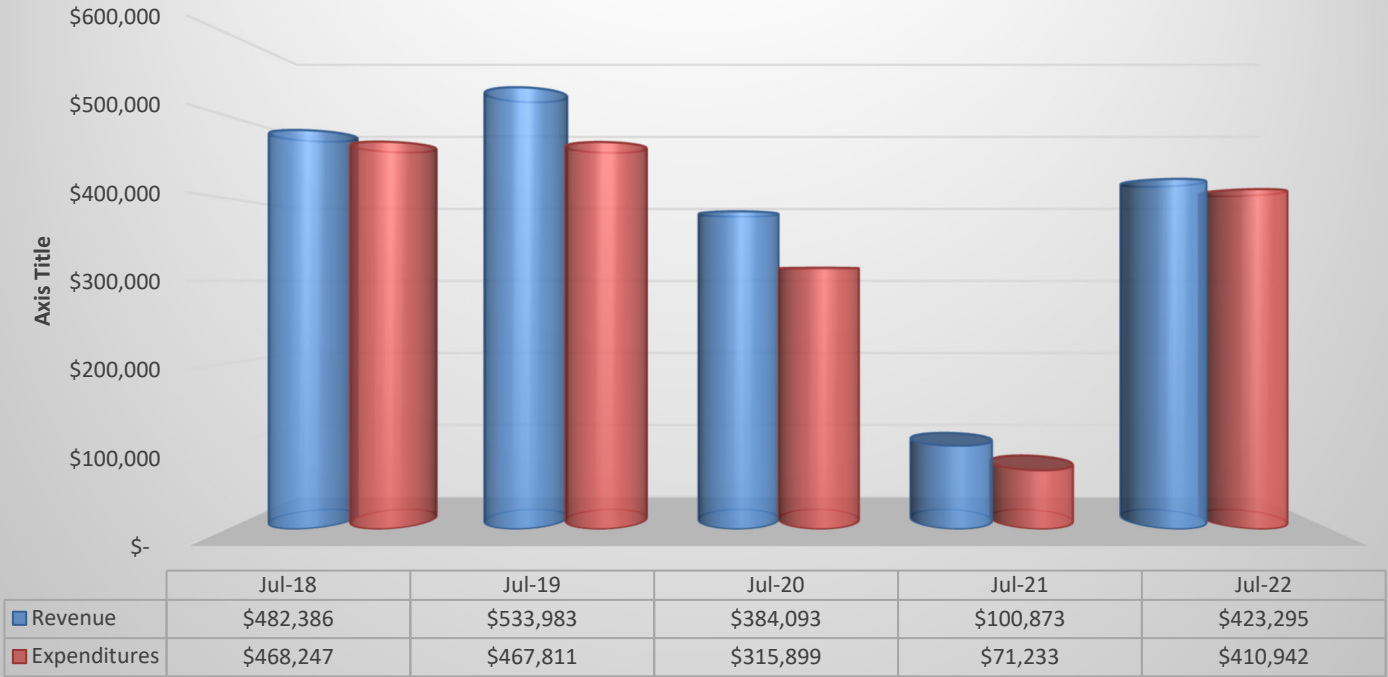
	Jul-18	Jul-19	Jul-20	Jul-21	Jul-22
Revenue	\$934,648	\$15,522,442	\$2,785,290	\$10,814,185	\$7,568,543
Expenditures	\$3,544,385	\$2,694,613	\$4,306,219	\$18,925,280	\$9,297,730

DEBT SERVICE FUND 5 YEAR COMPARISON OF REVENUE & EXPD

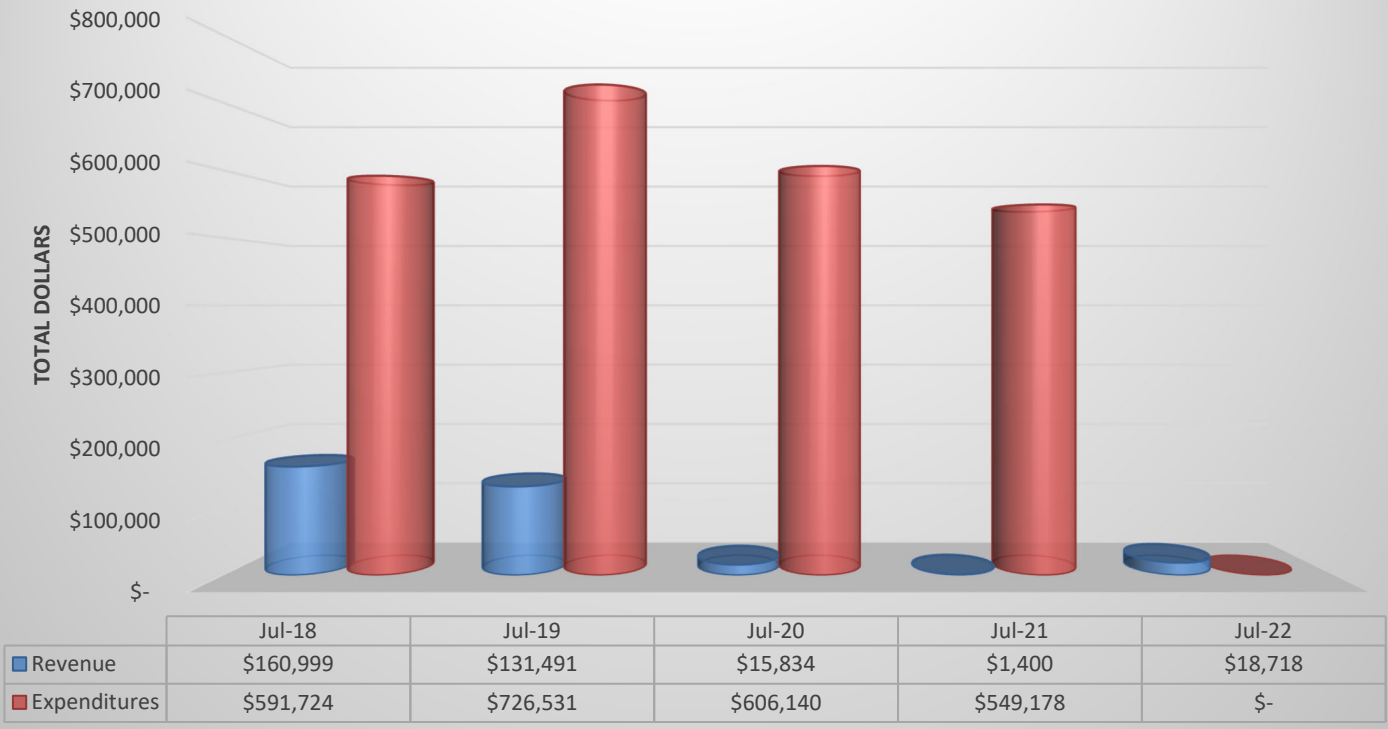


	Jul-18	Jul-19	Jul-20	Jul-21	Jul-22
Revenue	\$6,428,288	\$7,826,710	\$8,552,353	\$5,501,017	\$7,640,291
Expenditures	\$6,022,670	\$5,230,133	\$5,530,753	\$4,664,112	\$5,010,675

ASB FUND 5 YEAR COMPARISON OF REVENUE & EXPD



TRANSPORTATION VEHICLE FUND 5 YEAR COMPARISON OF REVENUE & EXPD



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

Column Title	Description
<i>Actual thru November 2021</i>	The actual revenue & expenditure amounts posted in the financial records as of the same month in the previous year.
<i>Budget</i>	The original budget amount as adopted by the Board of Directors for the 2022-2023 School Year.
<i>Actual thru November 2022</i>	Includes revenues and expenditures posted in the financial records through the current period.
<i>Budget Remaining</i>	The difference between the Budget and the Actual amounts posted (revenues yet to be received; or expenditures yet to be paid)
<i>% of Budget</i>	The actual amounts posted as a percentage of the budget adopted
<i>Current Year to Prior Year Comparison</i>	Computation of the increase or decrease in revenue/expenditures as compared to the same month in the previous year.

Eastmont School District
Budget Status Report
For the Period Ended November 30, 2022

	FY 2021-22	FY 2022-23				Current Year to
	Actual thru Nov-21	Budget	Actual thru Nov-22	Budget Remaining	Percent of Budget	Prior Year Actual Comparison
GENERAL EXPENSE FUND						
<u>Revenues</u>						
1000 Local Taxes	4,493,443	11,339,878	4,620,605	6,719,273	40.7%	127,163
2000 Local Nontax	105,592	583,000	251,526	331,474	43.1%	145,934
3000 State, General Purpose	11,770,916	55,223,239	12,283,365	42,939,874	22.2%	512,449
4000 State, Special Purpose	3,069,777	15,390,732	2,610,917	12,779,815	17.0%	(458,860)
5000 Federal, General Purpose	0	2,000	0	2,000	0.0%	0
6000 Federal, Special Purpose	1,870,467	16,244,902	1,209,520	15,035,382	7.4%	(660,947)
7000 Revenues from Other School Districts	0	50,000	0	50,000	0.0%	0
8000 Revenues from Other Agencies	0	0	0	0	n/a	0
9000 Other Financing Sources	5,892	0	7,830	(7,830)	n/a	1,937
Total Revenues	\$21,316,088	\$98,833,751	\$20,983,763	\$77,849,988	21.2%	(\$332,325)
<u>Expenditures</u>						
00 Regular Instruction	12,840,339	55,319,631	13,954,833	41,364,798	25.2%	1,114,493
10 Federal Stimulus	1,155,395	2,049,085	656,060	1,393,025	32.0%	(499,335)
20 Special Ed Instruction	2,632,179	11,131,148	2,948,623	8,182,525	26.5%	316,444
30 Vocational Instruction	953,439	4,170,205	1,117,931	3,052,274	26.8%	164,492
50/60 Compensatory Instruction	1,965,794	9,424,331	2,357,640	7,066,691	25.0%	391,846
70 Other Instructional Program	93,491	407,505	115,279	292,226	28.3%	21,788
80 Community Support	63,084	409,436	134,606	274,830	32.9%	71,522
90 Support Services	4,027,104	19,032,585	4,880,231	14,152,354	25.6%	853,126
Total Expenditures	\$23,730,824	\$101,943,926	\$26,165,202	\$75,778,724	25.7%	\$2,434,378
<i>Operating Transfers: Out to CPF/TVF</i>	(1,518,650)	(430,550)	(430,550)			
Excess (Defecit) of Revenue Over (Under) Expenditures	(3,933,386)	(3,540,725)	(5,611,989)			
Fund Balance at September 1st	\$18,571,001	\$16,440,995	\$14,512,953			
Current Total Fund Balance	\$14,637,615	\$12,900,270	\$8,900,965			
Ending Fund Balance Accounts						
GL 821 Carryover of Restricted Revenue	544,438		961,737			
GL 840 Nonspendable Fund Balance	43,623		8,537			
GL 850 Restricted For Uninsured Risk	40,000		40,000			
GL 875 Assigned to Contingencies	50,000		50,000			
GL 888 Assigned to Other Purposes	6,178,525		5,474,661			
GL 891 Unassigned to Min. Fund Balance	7,247,224		7,444,565			
GL 890 Unassigned Fund Balance	533,804		(5,078,534)			
TOTAL Ending Fund Balance	\$14,637,615		\$8,900,965			

Eastmont School District
Budget Status Report
For the Period Ended November 30, 2022

	FY 2021-22	FY 2022-23				Current Year to
	Actual thru Nov-21	Budget	Actual thru Nov-22	Budget Remaining	Percent of Budget	Actual Comparison
CAPITAL PROJECTS FUND						
<u>Revenues</u>						
1000 Local Taxes	2,445,873	5,879,340	2,438,185	3,441,155	41.5%	(7,688)
2000 Local Nontax	1,844	63,000	28,990	34,010	46.0%	27,146
4000 State, Special Purpose	0	0	43,056	(43,056)	n/a	43,056
8000 Revenues from Other Agencies	0	0	0	0	n/a	0
9000 Other Financing Sources	1,268,650	180,550	207,350	(26,800)	114.8%	(1,061,300)
Total Revenues	\$3,716,367	\$6,122,890	\$2,717,581	\$3,405,309	44.4%	(\$998,786)
<u>Expenditures</u>						
10 Sites	0	650,000	213,787	436,213	n/a	213,787
20 Building	1,595,470	250,000	3,761	246,239	1.5%	(1,591,709)
30 Equipment	312,715	350,000	0	350,000	0.0%	(312,715)
40 Energy	0	0	0	0	n/a	0
50 Sales & Lease Equipment	0	265,000	0	265,000	n/a	0
60 Bond Issuance Expenditure	0	0	0	0	n/a	0
90 Debt	0	0	0	0	n/a	0
Total Expenditures	\$1,908,185	\$1,515,000	\$217,547	\$1,297,453	14.4%	(\$1,690,638)
<i>Operating Transfers: Out to DSF</i>	4,628,650	4,630,550	4,630,550			
Excess (Defecit) of Revenue Over (Under) Expenditures	(2,820,468)	(22,660)	(2,130,516)			
Fund Balance at September 1st	\$6,085,744	\$2,657,550	\$3,367,975			
Current Total Fund Balance	\$3,265,276	\$2,360,024	\$1,237,459			

DEBT SERVICE FUND

<u>Revenues</u>						
1000 Local Taxes	1,145,303	1,766,150	734,761	1,031,389	41.6%	(410,542)
2000 Local Nontax	1,779	10,000	81,592	(71,592)	815.9%	79,813
5000 Federal, Special Purpose	387,809	776,000	387,809	388,191	50.0%	(0)
9000 Other Financing Sources	4,628,650	5,530,550	4,630,550	900,000	83.7%	1,900
Total Revenues	\$6,163,541	\$8,082,700	\$5,834,712	\$2,247,988	72.2%	(\$328,829)
<u>Expenditures</u>						
Matured Bond Expenditures	0	5,990,000	0	5,990,000	0.0%	0
Interest on Bonds	0	1,169,650	0	1,169,650	0.0%	0
Bond Transfer Fees	0	900,000	0	900,000	0.0%	0
Total Expenditures	\$0	\$8,059,650	\$0	\$8,059,650	0.0%	\$0
Excess (Defecit) of Revenue Over (Under) Expenditures	6,163,541	23,050	5,834,712			
Fund Balance at September 1st	\$12,795,318	\$13,403,550	\$14,848,842			
Current Total Fund Balance	\$18,958,859	\$13,426,600	\$20,683,554			

Eastmont School District
Budget Status Report
For the Period Ended November 30, 2022

	FY 2021-22	FY 2022-23				Current Year to Prior Year
	Actual thru Nov-21	Budget	Actual thru Nov-22	Budget Remaining	Percent of Budget	Actual Comparison
ASSOCIATED STUDENT BODY FUND						
<u>Revenues</u>						
1000 General Student Body	84,029	206,350	122,753	83,597	59.5%	38,724
2000 Athletics	67,613	305,540	52,869	252,671	17.3%	(14,744)
4000 Clubs	15,861	255,925	22,555	233,371	8.8%	6,694
6000 Private Moneys	2,897	22,500	2,070	20,430	9.2%	(827)
Total Revenues	\$170,400	\$790,315	\$200,247	\$590,068	25.3%	\$29,847
<u>Expenditures</u>						
1000 General Student Body	48,175	228,200	44,971	183,229	19.7%	(3,204)
2000 Athletics	20,709	181,154	43,881	137,273	24.2%	23,172
4000 Clubs	5,625	238,015	14,087	223,928	5.9%	8,462
6000 Private Moneys	1,065	15,000	2,599	12,401	17.3%	1,534
Total Expenditures	\$75,574	\$662,369	\$105,538	\$556,831	15.9%	\$29,964
Excess (Defecit) of Revenue Over (Under) Expenditures	94,826	127,946	94,709			
Fund Balance at September 1st	\$585,394	\$637,025	\$593,784			
Current Total Fund Balance	\$585,394	\$495,382	\$688,492			
Ending Fund Balance by School:						
<i>Eastmont High School</i>	<i>\$459,988</i>		<i>\$448,850</i>			
<i>Eastmont Junior High</i>	<i>\$153,430</i>		<i>\$151,175</i>			
<i>Sterling Junior High</i>	<i>\$21,814</i>		<i>\$50,037</i>			
<i>Clovis Point Elementary</i>	<i>\$30,025</i>		<i>\$20,589</i>			
<i>Cascade Elementary</i>	<i>\$0</i>		<i>\$596</i>			
<i>Grant Elementary</i>	<i>\$2,729</i>		<i>\$3,338</i>			
<i>Lee Elementary</i>	<i>\$5,407</i>		<i>\$6,098</i>			
<i>Kenroy Elementary</i>	<i>\$5,472</i>		<i>\$6,418</i>			
<i>Rock Island Elementary</i>	<i>\$1,307</i>		<i>\$1,391</i>			
	\$680,172		\$688,492			
TRANSPORTATION VEHICLE FUND						
<u>Revenues</u>						
2000 Local Nontax	225	1,000	12,075	-11,075	1207.5%	11,850
4000 State, Special Purpose	0	250,000	0	250,000	0.0%	0
9000 Other Financing Sources	0	0	0	0	n/a	0
Total Revenues	\$225	\$251,000	\$12,075	\$238,925	4.8%	\$11,850
<u>Expenditures</u>						
Program 99 PUPIL TRANSPORTATION						
Type 30 - Equipment	0	1,500,000	0	1,500,000	0.0%	0
Type 60 - Bond Levy Issurance	0	0	0	0	n/a	0
Type 90 - Debt	0	0	0	0	n/a	0
Total Expenditures	\$0	\$1,500,000	\$0	\$1,500,000	0.0%	\$0
<i>Operating Transfers: In from GF</i>	250,000	250,000	250,000			
Excess (Defecit) of Revenue Over (Under) Expenditures	250,225	(999,000)	262,075			
Fund Balance at September 1st	\$1,052,190	\$1,629,445	\$1,634,823			
Current Total Fund Balance	\$1,302,415	\$630,445	\$1,896,897			

Memorandum

To: Dr. Berg and Board of Directors
From: Matt Charlton, Director Secondary Education
Lance Noell, Eastmont High School Principal
Date: December 12, 2022
RE: Running Start Information

This memo provides information on the Running Start Program some Eastmont School District Students participate in.

Background Info

Running Start is intended to provide students a program option consisting of attendance at certain higher education institutions and the simultaneous earning of high school and college/university credit.

Students in grades 11 and 12 can take college courses at Washington's community and technical colleges, Central Washington University, Eastern Washington University, Northwest Indian College, and Washington State University.

Running Start students and their families do not pay tuition for Running Start courses, but they may need to pay college fees and buy their books, as well as provide their own transportation.

The funding process for colleges to receive State Running Start funds is complex. High schools with students participating in Running Start "pass through" funds claimed by the school district to the college. A formula determines what percentage of funding each entity is entitled to based on the percentage a full time student spends in each program.

The five year trend for Eastmont Student participation is fairly steady with neither an increase/decrease in students choosing to participate over the last five year period. 2021 showed a modest decrease, likely indicative of in person learning opportunities being offered at EHS vs. WVC.

For the past five years Eastmont "passed through" an annual average of \$1,164,554 to Wenatchee Valley College in lieu of students paying college tuition.

Five year enrollment data (FTE stands for full time equivalent).

	2018/19			2019/20			2020/21	
	EHS FTE	RS FTE		EHS FTE	RS FTE		EHS FTE	RS FTE
Sept	1,280.61	0		1,262.67	0		1,221.64	0
Oct	1,293.09	149.08		1,280.11	144.53		1,072.30	163.86
Nov	1,291.48	146.41		1,275.83	140.21		1,060.05	161.07
Dec	1,267.35	145.14		1,256.61	138.81		1,061.13	156.00
Jan	1,253.56	147.99		1,240.30	143.45		1,047.44	151.49
Feb	1,250.03	146.58		1,239.88	142.76		1,020.99	158.96
March	1,249.10	143.62		1,233.05	137.89		1,023.74	155.53
April	1,233.04	141.09					1,015.15	146.53
May	1,218.47	139.23		1,222.38	135.14		1,006.89	147.73
June	1,219.20	136.35		1,223.16	134.54		955.63	142.73
	2021/22			2022/23				
	EHS FTE	RS FTE		EHS FTE	RS FTE			
Sept	1,149.36	0		1,145.92	0			
Oct	1,138.24	133.99		1,142.29	151.53			
Nov	1,132.56	131.73		1,134.29	150.53			
Dec	1,129.20	131.4						
Jan	1,119.98	127.13						
Feb	1,104.93	128.27						
March	1,096.95	124.8						
April	1,087.22	120.73						
May	1,081.93	119.07						
June	1,075.78	115.47						

Memorandum

To: Dr. Berg and Board of Directors
From: Matt Charlton, Director Secondary Education
Lance Noell, Eastmont High School Principal
Date: December 12, 2022
RE: College in the High School/Advanced Placement Courses - Information and Recommendation

College in the High School Background Info

College in the High School courses are college-level courses taught by high school teachers in the high school. Colleges partner with high schools to approve teachers and ensure rigor is comparable to that taught on the college campus. Students have the option of earning college credit while completing these courses. Courses are now available to students in grades 9-12.

College in the High School students wanting to earn the available college credit are responsible for paying a fee to the college. The maximum per college credit tuition fee for 2022-23 is \$69.95 adjusted annually for inflation.

Some small rural school districts further than twenty miles from a college or university campus can qualify for grant assistance but ESD does not qualify.

Current College in the High School Courses Offered at EHS

- Math 101, Math 152/153 (Pre-Calculus), Math 211 (Statistics) and Art 103 - Central Washington University (CWU)
- US History 146/147 - Wenatchee Valley College (WVC)

Advanced Placement Background Info

The Advanced Placement (AP) Program allows students to take rigorous college level courses while still in high school. Students may earn college credit and/or advanced placement into upper level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions.

Each AP course has a corresponding test through which students can choose to take and may earn college credit. Participating high schools administer the AP exams each May according to a specific schedule.

Most colleges and universities in the U.S. have an Advanced Placement policy granting incoming students credit and/or placement for qualifying AP exam grades. Depending on the student's exam grade colleges may grant content area or elective credits to incoming students.

Students pay \$97.00 per exam. However, qualifying low-income students may receive a fee reduction which allows them to pay less than the full amount.

Current Advanced Placement Courses Offered at EHS

AP American Government, AP Calculus, AP Chemistry, AP English 11, AP English 12, AP US History, AP World History, AP Spanish

Student Enrollment 5 Year History

Number of Students Participating:

School Year	College in the High School	Advanced Placement
2018-19	31	132
2019-20	30	147
2020-21	52	128
2021-22	69	115
2022-23	Pending	114

Recommendation

Task EHS Administration with creating a proposal for Superintendent/Board consideration:

- Examine potential benefits of expansion of College in the High School course offerings available to EHS students.
- Include staff, student and parent input.
- Include tiered funding proposals:
 - Students pay all tuition and fees.
 - Qualifying students receive partial tuition and fee reductions.
 - Qualifying students receive all tuition and fees paid.
 - All students receive partial tuition and fee reductions.
 - All students receive all tuition and fees paid.
- Include OSPI's current legislative proposal in your analysis.
 - [Kickstarting College and Career Readiness by Eliminating Financial Barriers to Dual Credit: 2023-25 Biennial Operating Budget Re](#)
- Includes a timeline for proposed expansion of courses and necessary professional development to meet the timeline.
 - Identify potential barriers to course expansion including college/university requirements for instructors, schedule and staffing implications, etc.
- Submit by March 1, 2023 for consideration, potential partial implementation 2023-24.