

**BOARD OF DIRECTORS
REGULAR MEETING AGENDA**

Monday, January 9, 2023
5:30 p.m. Regular Meeting

Cascade Elementary School Cafeteria

*This meeting will also be broadcast online with participation available via Webex at:
<https://eastmont206.webex.com/eastmont206/j.php?MTID=m1905218154c5df0cb0a9d22c4b27ad8a>*

- 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, January 9, 2023 beginning at 5:30 p.m. in the Cascade Elementary School Cafeteria at 2330 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. STUDENTS AND STAFF RECOGNITION

- A. Student Recognition — Kim Browning, Principal
- B. Staff Years of Service Recognition — Meaghan Vibbert, Board Member
 - Maria Dorsey with 25 years in August 2022
 - Lonnie Henneigh with 25 years in August 2022
 - Pam Newton with 30 years in August 2022
- C. EHS Staff Recognition — Russ Waterman, Athletic Director

V. BUILDING AND PROGRAM REPORT

- A. Conversation with Cascade Elementary School Staff
- B. Cascade School Building Report — Kim Browning, 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 December 12, 2022.
- B. Approval of the payment of the bills and/or payroll dated January 9, 2023.
- C. Approval of the Personnel Action Items dated January 9, 2023.
- D. Approval of the following requests for surplus:
 - 1. Eastmont CTE Department item.
 - 2. Eastmont Technology Department items.
- E. Approval of the School Improvement Plan for Cascade Elementary School.
- F. Approval of a donation from the Lisson family.
- G. Review of the following policies for First Reading:

Section	Number	Title
2000 Instruction	Policy No. 2022	Electronic Resources
3000 Students	Policy No. 3110	Qualifications of Attendance and Placement

- H. Approval of the following policies for Second Reading/Adoption:

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

- I. Review of the Monthly Student Enrollment Report.

VIII. REPORT

A. Superintendent's Verbal Report on Goals — Becky Berg, Superintendent

IX. FUTURE AGENDA ITEMS

X. ADJOURNMENT

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

1) Running Start information.

UPCOMING BOARD MEETINGS

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.



Cascade Elementary School 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.

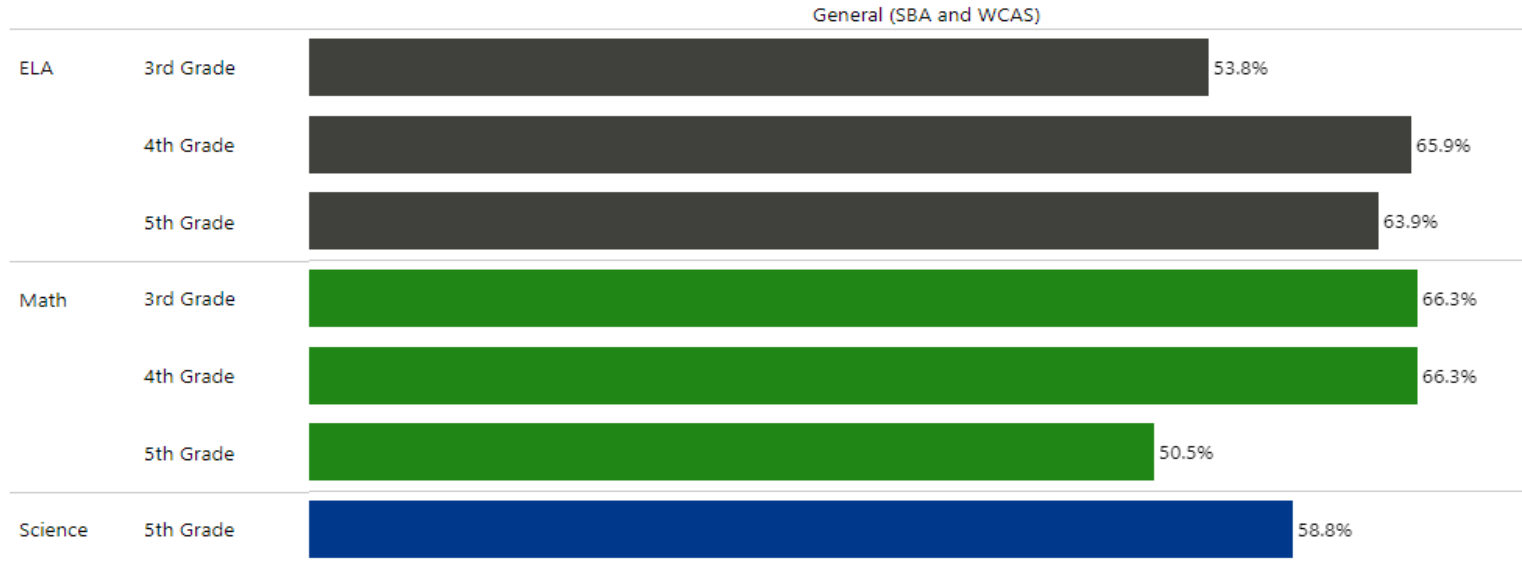
Student Demographics and Information (School % / District %) from Prior Years																Staff Information from Prior Years					
Year	FTE	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
2017-18	522	41/59	35/47	18/18	5/11	13/13	/85	2/3	.2/3	/3.7	/29	NA	NA	NA	NA	54.5	30	19	2	2	1.5
2018-19	512	43/59	35/47	17/17	5/11	16/13	85/86	4/3	5/4	/3.8	/19	0/30	/17	/16	/18	55	30.5	19	2	2	1.5
2019-20	520	41/58	35/48	18/17	5/11	14/13	95/86	2/3	.6/2	2/8	50/19	40/30	10/17	0/16	0/18	55	30.5	19	2	2	1.5
2020-21	458	38/56	36/50	16/17	7/10	12/13	98/92	4/3	4/2	NA	NA	NA	NA	NA	NA	62	36	26	2	2	2
2021-22	513	52/61	44/51	21/17	9/11	15/13	84/76	4/3	4/3	NA	NA	NA	NA	NA	NA	65	38	27	2	2	2

Budget using prior year numbers: \$115,847 + prior year end balance of \$8,977 – expenditures of \$102,823 = year-end balance of \$22,001

Student Testing Information:

Cascade Elementary 2021-22

What percent of students met grade level standards?



District or Building Goal & Supporting Strategy/Activity	Progress/Data
<p>Increase the number of students who are reading at grade level by focusing on intentional Tier 1 and Tier 2 instruction that also aligns to Tier 3 instruction.</p>	<p>All K-3rd grade teachers are teaching 95% 5 days per week for 30 minutes each day and have agreed upon certain non-negotiables for the program. All 4th-6th grade teachers are intentionally focusing on Word Study as part of their CORE to address foundational reading skills. Common terminology, routines, and structures are crucial for struggling readers and ML students.</p>
<p>Focus on Math Essential standards by tracking progress over time and being intentional with providing Tier 2 support in the classroom and with limited Math Intervention.</p>	<p>We continue to utilize best practices, rigorous content and assessments, Number Talks, and vertically aligned Problem-Solving types and processes as part of our everyday math instruction. In addition, now that we have iReady math assessment data, we are able to intervene more intentionally when students show they are performing below grade level in math.</p>
<p>Recommitting to the PLC process and working on a guaranteed and viable curriculum through vertically aligned pacing calendars and learning progressions. Develop unit planning and formative assessment practices</p>	<p>We have a lot of new or new to the grade level teachers, giving us the opportunity to look at vertical alignment across all subject areas. We actually started with defining what are the look-fors of a successful student at each grade level. Teams are creating/updating their pacing calendars and then we will tackle the learning progressions for each essential standard.</p> <ul style="list-style-type: none"> • Cascade Teaching & Learning Hub

BOARD OF DIRECTORS
REGULAR MEETING MINUTES
December 12, 2022

CALL TO ORDER & PLEDGE OF ALLEGIANCE

On Monday, December 12, 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 Lee Elementary School Cafeteria at 1455 North Baker, East Wenatchee.

A Webex link was provided on the District's website for public participation at:
<https://eastmont206.webex.com/eastmont206/j.php?MTID=md052f4d95a3a78b9e525afb220623de2>

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 Becky Berg reported there were no modifications to the Agenda.

MOVED by Director Piccirillo and SECONDED by Director Wright to approve the Agenda for December 12, 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: schoolboard@eastmont206.org. There was no public comment.

STAFF AND STUDENT RECOGNITION

A. New Bus Driver Recognition.

Assistant Transportation Director Maddie Sones introduced the following new staff members and the Board welcomed them to Eastmont:

- Beth Gonzales
- Mark Batchelor

B. Staff Years of Service Recognition.

The Board recognized the following staff with a Certificate of Appreciation, even though they were unable to attend:

- Angie McGinnis with 20 years in August 2022
- Leticia Murdock with 25 years in August 2022

C. Student Recognition.

Assistant Principal Lisa Neitzel-Snyder introduced the following Lee ASB Officers:

- President Jacob Perez
- Vice President Olivia Arceo-Espinoza
- Secretary Kailee Garcia
- Treasurer Angelina Peng

Each student shared with the Board their leadership opportunities along with explaining their “Snack Shack”. The students also introduced their parents in the audience.

BUILDING AND PROGRAM REPORT

A. Conversation with Lee Elementary School Staff.

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

B. Lee Elementary School Building Report.

Principal Jamea Connor and Assistant Principal Lisa Neitzel-Snyder spoke about the staff and their experience at Lee.

BOARD & SUPERINTENDENT INFORMATION

A. Board News.

Director Piccirillo shared he was recently was able to watch performances of our Jazz Choir and he continues to be impressed with the talent our students have. He reminded the Board of the upcoming EHS Choir Concert on Wednesday night.

Director Smith shared she was elected to the WSSDA Legislative Committee and plans on sharing upcoming information with the Board as she receives it.

B. Superintendent News.

Superintendent Berg shared with the Board that she recently spent the day in classrooms at Cascade Elementary, participated in meetings prioritizing the list of facility projects that cannot wait, presented at the Chelan/Douglas Retired Teachers Association meeting; and worked with Executive Director Caryn Metsker on budget timeline and priorities to present to the Board.

CONSENT AGENDA

- A. Approval of minutes. The Board of Directors approved the minutes from the regular meeting held on November 14, 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 December 12, 2022:

Warrant Numbers	Total Dollar Amount
7129582-7129583	\$351.00
7129584-7129601	\$17,856.32
7129602-7129606	\$18,581.47
7129607-7129767	\$564,055.55
7129768-7129792 & 900139218-900140125	\$7,240,520.65
7129793-7129815	\$1,125,232.50
7129816-7129965	\$531,770.95
7129966-7129966	\$442.76
7129967-7129970	\$679.57
7129971-7129980	\$4,521.56
7129981-7129981	\$1,699.96
202200010-202200011	\$7,780.76
202200019-202200019	\$2,768.76
202200029-202200030	\$4,534.91

- C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated December 12, 2022.
- D. Approval of staff travel. The Board of Directors approved the Requests for Travel for Staff Report dated December 12, 2022.
- E. Approval of a surplus. The Board of Directors approved the following items for surplus:
 - 1. Maintenance Department utility trailer.
- F. Approval of school improvement plan. The Board of Directors approved the School Improvement Plan for Lee Elementary.
- G. Review of policy. The Board of Directors reviewed the following policies for a First Reading:

<i>Section</i>	<i>Number</i>	<i>Title</i>
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 student enrollment report. The Board of Directors received the Monthly Student Enrollment Report.

- I. Review of budget status report. The Board of Directors received the Monthly Student Budget Status Report.

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

REPORTS

- A. Running Start Information.

Assistant Superintendent Secondary Education Matt Charlton and Eastmont High School Principal Lance Noell presented information on Running Start. They answered questions from the Board.

- B. College in the Classroom/AP Information.

Mr. Charlton and Mr. Noell presented information on College in the Classroom and Advanced Placement (AP). They answered questions from the Board. EHS Administration will continue to compile information on College in the Classroom and report back to the Board at a future meeting.

REORGANIZATION OF THE BOARD

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

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

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

Director Heinz – aye

Director Piccirillo – aye

Director Smith – aye

Director Vibbert – aye

Director Wright – aye

The motion CARRIED unanimously.

Director Smith opened nominations for board vice president.

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

Director Smith asked for a roll call vote for Director Vibbert for board vice president:

Director Heinz – aye

Director Piccirillo – aye

Director Smith – aye

Director Vibbert – aye

Director Wright – aye

The motion CARRIED unanimously.

MOVED by Director Vibbert and SECONDED by Director Piccirillo to nominate Director Heinz to serve as the WIAA Representative for a one-year term. The motion CARRIED unanimously.

MOVED by Director Vibbert and SECONDED by Director Piccirillo to nominate Director Smith to serve as the Legislative Representative for a one-year term. The motion CARRIED unanimously.

FUTURE AGENDA ITEMS

None at this time.

ADJOURNMENT

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

The meeting adjourned at 6:45 p.m.

Approval:

_____ Date

_____ Date

TO: Board of Directors

FROM: Kayla Brown, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: January 9, 2023

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 22-23 school year:

Last Name	First Name	School	Position
Hall	Rebecca	Cascade	Teacher/6 years
Tucker	Mark	District	Custodian/5.5 years
Willie	James	Lee	Paraeducator/1 year
Whitehorn	John	Grant	Paraeducator/4 years

Retirements

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

Last Name	First Name	School	Position/Years
Babst	Jacqueline	EHS	Secretary/31 years
Bills	Michael	EHS	Teacher/31 years
Daggett	Anita	Sterling	Secretary/29 years
Davis	Lori	Grant	Teacher/34 years
Gere	Terry	Maintenance	Maintenance/30 years
Heywood	Kathleen	Sterling	Teacher/22 years
Holman	Diane	EHS	Teacher/36 years
Kinkade	Carol	Transportation	Secretary/32 years
Skaar	Shelley	EHS	Teacher-Librarian/37 years
Thompson	Tracey	Lee	Teacher/30 years
Young	Elaine	EJHS	Teacher/24 years

New Hires

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

Last Name	First Name	School	Position
Aviles	Robyn	Clovis	Paraeducator
Botts	Erika	Grant	Paraeducator
Eddings	Alexis	Clovis	Paraeducator
Fischer	Emma	Clovis	Paraeducator
Gardner	Susan	Kenroy	Paraeducator
Gaveshausen	Kim	Lee	Paraeducator
Gonzalez	Maria (Rosy)	Grant	Paraeducator
Guerrero	Zuri	Kenroy	Paraeducator
Lemons	Rebeca	Cascade/Lee/Grant	Paraeducator
Meier	Cindy	Rock Island	Paraeducator

ATTACHMENTS

None

FISCAL IMPACT

Personnel Expenditure

RECOMMENDATION

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



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors
FROM: Becky Berg, Superintendent
SUBJECT: Requests for Surplus
DATE: January 9, 2023

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Eastmont CTE Department staff at Eastmont Junior High School request a Wilton 20" variable speed drill press that is being replaced by a newer drill press for safety be declared as surplus:

Eastmont Technology Department staff request the attached list of technology items 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.

Technology Dept Surplus Items
1/9/2023

Asset No.	*Asset Type	*Manufacturer	*Model	Status	Serial Number
23403	Chromebox	AOPEN	DE3255	Surplused	83600348LMA0
18599	Document Camera	Recordex	SC5z AF	Surplused	SC5-600-1236
17260	Hardware	Lenovo	10J0S3C100	Surplused	MJ00F6A9
21970	Hardware	Lenovo	30 BJ	Surplused	MJ06SVML
34627	Hardware	Lenovo	30CES2QT00	Surplused	MJ0D1S33
19790	Interactive White Boar	Dymo	Mimio Teach-ICD02-01	Surplused	9837877A
21247	Interactive White Boar	Dymo	Mimio Teach-ICD02-01	Surplused	1A70FDC5
22805	Interactive White Boar	Dymo	Mimio Teach-ICD02-01	Surplused	8BD9F0BB
17161	Laptop	Lenovo	Helix XTB1	Surplused	PK2P096
17166	Laptop	Lenovo	Helix XTB1	Surplused	PK2P08V
17170	Laptop	Lenovo	Helix XTB1	Surplused	PK2P08Z
21322	Printer	Brother	MFC-L9550CDW	Surplused	U63787E5J224821
21326	Printer	HP	DesignJet T520	Surplused	CN5256M015
21328	Printer	HP	Color Laserjet Pro M452dw	Surplused	VNB3P26304
22704	Printer	HP	Color Laserjet Pro M452dw	Surplused	UNB3D08421
22709	Printer	HP	Laserjet Pro MFP M426fdw	Surplused	PHB8HCNBHC
22710	Printer	HP	Color Laserjet Pro M452dw	Surplused	vnb3p12265
22725	Printer	HP	Color Laserjet M553dn	Surplused	jpbcj9623z
22731	Printer	HP	Color Laserjet Pro M452dw	Surplused	VNB3P14209
22732	Printer	HP	Color Laserjet Pro M452dw	Surplused	VNB3P14208
23056	Printer	HP	Color Laserjet M553dn	Surplused	jpbck442ln
23057	Printer	HP	Color Laserjet M553dn	Surplused	jpbck3n0m9
23067	Printer	HP	Laserjet Pro M402dw	Surplused	PHBVD25197
23069	Printer	HP	Color Laserjet Pro M452dw	Surplused	VNB3D11371
23243	Printer	HP	Color Laserjet Pro M477fdw	Surplused	VNBKL51BYQ
23247	Printer	HP	Laserjet Enterprise M607dn	Surplused	CNBCL7B0W7
23666	Printer	Dell	5210n	Surplused	6V4SN8A
50003	Printer	Brother	HL-5470DW	Surplused	U63080K4N838955
50004	Printer	Brother	HL-5470DW	Surplused	U63080K4N838867
50006	Printer	Dell	C3760dn	Surplused	3K3XF42
50009	Printer	Dell	C2665dnf	Surplused	1Z3YF42
50012	Printer	Dell	C3765dnf	Surplused	C8MVXS1
50013	Printer	Dell	C2665dnf	Surplused	4R25T12
50024	Printer	Brother	DCP-7065DN	Surplused	U62712-D2N828704
50026	Printer	Dell	C2665dnf	Surplused	5T25T12
50030	Printer	Dell	C2665dnf	Surplused	8V25T12
50031	Printer	Dell	C3765dnf	Surplused	2TP4WW1
50033	Printer	Brother	HL-5470DW	Surplused	U63080K4N838911
50036	Printer	Dell	B2360dn	Surplused	2LNXSS1
50037	Printer	Dell	C3765dnf	Surplused	7JV5T12
50038	Printer	Dell	B2360dn	Surplused	9KNXSS1
50040	Printer	Dell	5130cdn	Surplused	DVN26X1
50041	Printer	Dell	C3765dnf	Surplused	6HV5T12
50043	Printer	Dell	5210n	Surplused	790PKYY
50047	Printer	Dell	M5200	Surplused	HLN0361
50048	Printer	Dell	M5200	Surplused	6FPY261
50055	Printer	Dell	c1765nfw	Surplused	3QWWT02
50056	Printer	Dell	C3765dnf	Surplused	8TP4WW1
50061	Printer	Dell	C2660dn	Surplused	38M5T12
50062	Printer	Dell	B2360dn	Surplused	HJHZSS1

Technology Dept Surplus Items
1/9/2023

Asset No.	*Asset Type	*Manufacturer	*Model	Status	Serial Number
50065	Printer	Dell	B2360dn	Surplused	96GXSS1
50066	Printer	Dell	B2360dn	Surplused	C6GXSS1
50067	Printer	Dell	B2360dn	Surplused	J6GXSS1
50068	Printer	Dell	B2360dn	Surplused	57GXSS1
50069	Printer	Dell	B2360dn	Surplused	66GXSS1
50074	Printer	Dell	5330dn	Surplused	B2G7ML1
50075	Printer	Dell	B2360dn	Surplused	97GXSS1
50076	Printer	Dell	M5200	Surplused	HX3CS21
50077	Printer	Dell	B2360dn	Surplused	D2GXSS1
50078	Printer	Dell	B2360dn	Surplused	23GXSS1
50079	Printer	Dell	M5200	Surplused	1N7CS21
50086	Printer	Dell	B2360dn	Surplused	1RQZSS1
50087	Printer	Dell	3130cn	Surplused	70WTYR1
50089	Printer	Dell	2350dn	Surplused	20TNGN1
50090	Printer	Dell	5310n	Surplused	791T8TM
50091	Printer	Dell	2350dn	Surplused	7226BZG
50092	Printer	Dell	5310n	Surplused	791T8X6
50093	Printer	Dell	5330dn	Surplused	CF97ML1
50094	Printer	Dell	5330dn	Surplused	F1DDQM1
50095	Printer	Dell	5310n	Surplused	791T8HV
50097	Printer	Dell	2350dn	Surplused	7225270
50098	Printer	Dell	5310n	Surplused	791T8HC
50106	Printer	Dell	1710n	Surplused	4HGBN71
50112	Printer	Dell	1710n	Surplused	8R8BN71
50119	Printer	Dell	1720	Surplused	FNCH8D1
50120	Printer	Dell	M5200	Surplused	43L0361
50128	Printer	Dell	2350dn	Surplused	72221H1
50131	Printer	Dell	5330dn	Surplused	52G7ML1
50132	Printer	Dell	C1765nf	Surplused	DS9RTO2
50138	Printer	Brother	HL-5470DW	Surplused	U63080M4N891884
50147	Printer	Dell	3115cn	Surplused	1VQVNC1
50152	Printer	Dell	C3760dn	Surplused	YTJ011769
50157	Printer	Brother	HL-L8350cdw	Surplused	U63777A5J183352
50159	Printer	Brother	HL-L8350cdw	Surplused	U63777A5J183122
50160	Printer	Brother	HL-L8350cdw	Surplused	U63777A5J183147
50166	Printer	Dell	C2665dnf	Surplused	AH2013547
50169	Printer	Dell	5210n	Surplused	792BW0M
50175	Printer	Dell	B2360dn	Surplused	JLNXSS1
50184	Printer	Dell	B2360dn	Surplused	4SRQSS1
50194	Printer	Dell	B2360dn	Surplused	4GMVSS1
50202	Printer	Dell	2350dn	Surplused	721YLXB
50207	Printer	Dell	5130cdn	Surplused	DHRDFY1
50208	Printer	Dell	C2665dnf	Surplused	AH2009254
50210	Printer	Dell	C3765dnf	Surplused	YTU004915
50212	Printer	Dell	C2665dnf	Surplused	AH20009257
50239	Printer	Dell	B2360dn	Surplused	27JXSS1
50252	Printer	Brother	HL-L8350cdw	Surplused	U63777B5J191778
50253	Printer	Brother	HL-5470DW	Surplused	U63080C5N95772
50254	Printer	Brother	MFC-8950DW	Surplused	U63090E5N166529
50255	Printer	Canon	Image Class D530	Surplused	WCL30115

Technology Dept Surplus Items
1/9/2023

Asset No.	*Asset Type	*Manufacturer	*Model	Status	Serial Number
50257	Printer	Brother	HL-5470DW	Surplused	U63080D5N984633
50258	Printer	Brother	HL-5470DW	Surplused	U63080D5N984639
50259	Printer	Brother	HL-5470DW	Surplused	U63080C5N970943
50260	Printer	Brother	HL-5470DW	Surplused	U63080C5N970895
50264	Printer	Brother	HL-5470DW	Surplused	U63080D5N984595
50268	Printer	Brother	HL-5470DW	Surplused	U63080D5N984679
50269	Printer	Brother	HL-5470DW	Surplused	U63080E5N998802
50271	Printer	Brother	MFC-L9550CDW	Surplused	U63787A5J203936
50275	Printer	Brother	MFC-8950DW	Surplused	U63090C5N126205
50277	Printer	Brother	MFC-L9550CDW	Surplused	U63787E5J224617
50279	Printer	Brother	HL-6180DW	Surplused	U63082C5N966922
50287	Printer	Dell	5100cn	Surplused	3SQWQ71
50288	Printer	Brother	HL-5470DW	Surplused	U63080A5N916078
14390	Projector	Hitachi	CP-X251	Surplused	F7BU20909
14637	Projector	Hitachi	CP-X3010Z	Surplused	F0AU00185
16683	Projector	Epson	455Wi	Surplused	PC7F1X0212L
17403	Projector	Epson	595Wi	Surplused	UHHK4500140
20139	Projector	Hitachi	BZ-1	Surplused	F2CU00285
22006	Projector	Hitachi	CP-EW301N	Surplused	F6DU01877
22008	Projector	Hitachi	CP-EW301N	Surplused	F6CU01645
22013	Projector	Hitachi	CP-EW301N	Surplused	F6DU01882
22053	Projector	Hitachi	CP-EW301N	Surplused	F6DU01838
22072	Projector	Hitachi	CP-EW301N	Surplused	F6DU01887
22090	Projector	Hitachi	CP-EW301N	Surplused	F6CU01623
22091	Projector	Hitachi	CP-EW301N	Surplused	F6CU01627
22092	Projector	Hitachi	CP-EW301N	Surplused	F6DU01915
22093	Projector	Hitachi	CP-EW301N	Surplused	F6DU01905
22095	Projector	Hitachi	CP-EW301N	Surplused	F6DU01895
22096	Projector	Hitachi	CP-EW301N	Surplused	F6DU01894
22097	Projector	Hitachi	CP-EW301N	Surplused	F6CU01502
22098	Projector	Hitachi	CP-EW301N	Surplused	F6CU01638
22100	Projector	Hitachi	CP-EW301N	Surplused	42098802
22101	Projector	Hitachi	CP-EW301N	Surplused	F6CU01637
22102	Projector	Hitachi	CP-EW301N	Surplused	F6DU01923
22103	Projector	Hitachi	CP-EW301N	Surplused	F6DU01901
22105	Projector	Hitachi	CP-EW301N	Surplused	F6CU01619
22109	Projector	Hitachi	CP-EW301N	Surplused	F6DU01898
22110	Projector	Hitachi	CP-EW301N	Surplused	F6DU01899
22111	Projector	Hitachi	CP-EW301N	Surplused	F6DU01929
22114	Projector	Hitachi	CP-EW301N	Surplused	F6CU01649
22115	Projector	Hitachi	CP-EW301N	Surplused	F6CU01661
22116	Projector	Hitachi	CP-EW301N	Surplused	F6CU01559
22118	Projector	Hitachi	CP-EW301N	Surplused	F6CU01539
22119	Projector	Hitachi	CP-EW301N	Surplused	F6CU01538
22120	Projector	Hitachi	CP-EW301N	Surplused	F6CU01648
22121	Projector	Hitachi	CP-EW301N	Surplused	F6CU01657
22122	Projector	Hitachi	CP-EW301N	Surplused	F6DU01908
22124	Projector	Hitachi	CP-EW301N	Surplused	F6DU01891
22125	Projector	Hitachi	CP-EW301N	Surplused	F6CU01533
22126	Projector	Hitachi	CP-EW301N	Surplused	F6CU01532

Technology Dept Surplus Items
1/9/2023

Asset No.	*Asset Type	*Manufacturer	*Model	Status	Serial Number
22127	Projector	Hitachi	CP-EW301N	Surplused	F6CU01546
22149	Projector	Hitachi	CP-EW301N	Surplused	F6CU01571
22158	Projector	Hitachi	CP-EW301N	Surplused	F6CU01576
22159	Projector	Hitachi	CP-EW301N	Surplused	F6CU01575
16064	Tablet	Apple	iPad 2	Surplused	DN6HP52DDKPH
16555	Tablet	Smart Technologies	Smart Slate WS200	Surplused	10GP003698
15966	Video Camera	Flip Video	F460B	Surplused	LB0900400100
15280	White Board	Smart Technologies	SmartBoard SB660	Surplused	SB660-R2-667209
16012	White Board	Smart Technologies	Smart Board SB680	Surplused	SB680-R2-948579
16018	White Board	Smart Technologies	Smart Board SB680	Surplused	SB680-R2-027026
16020	White Board	Smart Technologies	Smart Board SB680	Surplused	SB680-R2-833509
16024	White Board	Smart Technologies	Smart Board SB680	Surplused	SB680-R2-027046
16027	White Board	Smart Technologies	Smart Board SB680	Surplused	SB680-R2-027045
16558	White Board	Smart Technologies	Smart Board SB580	Surplused	87107
16561	White Board	Smart Technologies	SmartBoard SB660	Surplused	SB660-R2-702079
16562	White Board	Smart Technologies	Smart Board SB680	Surplused	SB680-R2-936420
16571	White Board	Smart Technologies	Smart Board SB680	Surplused	SB680-H2-080708
16578	White Board	Smart Technologies	SmartBoard SB660	Surplused	SB-660-R2-702077
20070	White Board	Smart Technologies	SmartBoard SB660	Surplused	SB660-R2-693650
21622	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21631	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21632	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21633	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21634	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21635	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21636	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21637	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21638	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21639	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21640	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21641	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21642	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21643	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21644	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21645	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21646	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21647	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21648	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21649	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21650	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21651	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21652	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21653	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21654	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21655	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21656	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21657	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21658	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21659	Chromebook	Acer	Chromebook R11 C738T	Surplused	

Technology Dept Surplus Items
1/9/2023

Asset No.	*Asset Type	*Manufacturer	*Model	Status	Serial Number
21660	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21661	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21662	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21663	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21664	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21665	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21666	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21667	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21668	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21669	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21670	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21671	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21672	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21673	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21674	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21675	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21676	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21677	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21678	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21679	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21680	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21681	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21682	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21683	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21684	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21685	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21686	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21687	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21688	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21689	Chromebook	Acer	Chromebook R11 C738T	Surplused	
21690	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22609	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22610	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22671	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22672	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22673	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22674	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22675	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22676	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22677	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22678	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22679	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22680	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22681	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22682	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22683	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22684	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22685	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22686	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22687	Chromebook	Acer	Chromebook R11 C738T	Surplused	

Technology Dept Surplus Items
1/9/2023

Asset No.	*Asset Type	*Manufacturer	*Model	Status	Serial Number
22688	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22689	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22690	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22691	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22692	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22693	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22694	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22695	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22696	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22697	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22698	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22699	Chromebook	Acer	Chromebook R11 C738T	Surplused	
22700	Chromebook	Acer	Chromebook R11 C738T	Surplused	
ACER-DEMI	Chromebook	Acer	Chromebook R11 C738T	Surplused	
AMYDOREY	Chromebook	Acer	Chromebook R11 C738T	Surplused	
JEN BYRD (Chromebook	Acer	Chromebook R11 C738T	Surplused	
TESTINGG(Chromebook	Acer	Chromebook R11 C738T	Surplused	
13555	Laptop	Lenovo	T500		
17168	Laptop	Lenovo	Helix XTB1		
22980	Chromebook	Lenovo 80SF	80SF		
22981	Chromebook	Lenovo 80SF	80SF		
22982	Chromebook	Lenovo 80SF	80SF		
22985	Chromebook	Lenovo 80SF	80SF		
22986	Chromebook	Lenovo 80SF	80SF		
22988	Chromebook	Lenovo 80SF	80SF		
22989	Chromebook	Lenovo 80SF	80SF		
22992	Chromebook	Lenovo 80SF	80SF		
22997	Chromebook	Lenovo 80SF	80SF		
22998	Chromebook	Lenovo 80SF	80SF		
16689	E Beam Interactive White Board EDGE EB5-USB				
22803	E Beam Interactive White Board				
22806	E Beam Interactive White Board				
14306	eInstruction IP501 Tablet				
14308	HP DesignJet T-120				



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: School Improvement Plan for Cascade Elementary School

DATE: January 9, 2023

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

ATTACHMENT

School Improvement Plan

FISCAL IMPACT

None

RECOMMENDATION

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

Cascade Elementary School

Title 1 Part A - Schoolwide Plan

2022-23

Planning Team			
Name of Team Member	Position/ Representation	Signature	Date
Joe Gwinn	Chairperson	<i>Joe Gwinn</i>	1/5/2022
Kim Browning	Principal	<i>Kim Browning</i>	1/5/2022
Jennifer Robichaux	Assist. Principal	<i>Jennifer Robichaux</i>	1/5/2022
Kylie Nelson	Teacher	<i>Kylie Nelson</i>	1/5/2022
Teresa Jones	Teacher	<i>Teresa Jones</i>	1/5/2022
Dreu Vader	Teacher	<i>Dreu Vader</i>	1/5/2022
Cami Pulver	Teacher	<i>Cami Pulver</i>	1/5/2022
Matt Remien	Teacher	<i>Matthew Remien</i>	1/5/2022
Ezekiel Telecky	Teacher	<i>Zeke Telecky</i>	1/5/2022
Bridget Clark	Teacher	<i>Bridget Clark</i>	1/5/2022
Kristi Mathena	ParaEducator	<i>Kristi Mathena</i>	1/5/2022
Jamie Sprugassi	Parent (non-Staff)	<i>Jamie Sprugassi</i>	1/5/2022

Mission/Vision Statement

Vision: At Cascade we believe all means all!

Mission: Our mission is to empower students to be successful! Learning is required for ALL!

Culture of Equity Statement

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

Component 1: Comprehensive Needs Assessment:

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

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

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

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

Describe how the needs assessment was conducted. Include who was involved and what data was gathered.**Data Studied:**

- DIBELS - Fall and progress monitoring
- Perception Data from the District/School 2022 Satisfaction Survey
- SBA - 3rd, 4th and 5th ELA/Math
- 5th Grade Science
- WIDA Data
- Discipline Data - from SWIS and end of the month PBIS reports
- Fall 2022
 - a. All students in Kindergarten through 6th grade were tested using all components of DIBELS to get a composite score for each student. Students will test again in January and May.
 - b. For all students who were intensive according to DIBELS, the RTI team administered diagnostic assessments to determine reading deficiencies and group students with like needs together to provide interventions.
 - c. All students who tested strategic, were given diagnostic assessments by their teachers to determine reading deficiencies and to plan beginning of the year Tier 2 instruction.
 - d. All students in Kindergarten through 6th grade were given the iReady assessment in Reading and Math. Students will test again in January and May. 2nd-5th grades were given the STAR test to look at comprehension.
 - e. Students in K-3 were given the PAST assessment to determine any phonological awareness holes.
- October 2022 - School Satisfaction Surveys were distributed to students, parents and staff. Survey data is reviewed by Site Council, staff and PTO.
- Discipline Data is reviewed monthly at the Grade Level Chair Meetings and a monthly summary is shared with staff.

Cascade Elementary School (2022-23)

Summative Math Export

Column Order

0 empty rows Display value as Achievement levels

Organization Assessment Grade Academic Year Group

Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Group	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Level 1	Level 2	Level 3	Level 4
State WASHINGTON	3	2021-22	Overall	76639		2432 ± 0	28%	21%	26%	24%
	4	2021-22	Overall	76111		2473 ± 0	26%	27%	24%	22%
	5	2021-22	Overall	77225		2495 ± 0	35%	25%	17%	21%
School Cascade Element...	3	2021-22	Overall	81		2464 ± 10	16%	18%	29%	35%
	4	2021-22	Overall	88		2525 ± 10	13%	19%	15%	51%
	5	2021-22	Overall	96		2520 ± 8	20%	28%	25%	26%

Summative ELA Export

Column Order

0 empty rows Display value as Achievement levels

Organization Assessment Grade Academic Year Group

Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Group	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Level 1 Level	Level 2 Level	Level 3 Level	Level 4 Level
State WASHINGTON	3	2021-22	Overall	76242		2426 ± 0	28%	22%	21%	27%
	4	2021-22	Overall	75833		2470 ± 0	29%	20%	22%	27%
	5	2021-22	Overall	76938		2507 ± 0	27%	19%	27%	25%
School Cascade Element...	3	2021-22	Overall	80		2448 ± 12	26%	20%	16%	37%
	4	2021-22	Overall	87		2509 ± 12	19%	13%	18%	48%
	5	2021-22	Overall	96		2534 ± 9	17%	17%	34%	30%

Summative Science Export

Column Order

0 empty rows Display value as Achievement levels

Organization Assessment Grade Academic Year Group

Show Hide Percent Number All Grouped

Organization	Assessment Grade	Academic Year	Group	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Level 1	Level 2	Level 3	Level 4
State WASHINGTON	5	2021-22	Overall	76361		696 ± 0	25%	22%	34%	17%
School Cascade Element...	5	2021-22	Overall	96		701 ± 7	19%	20%	41%	17%

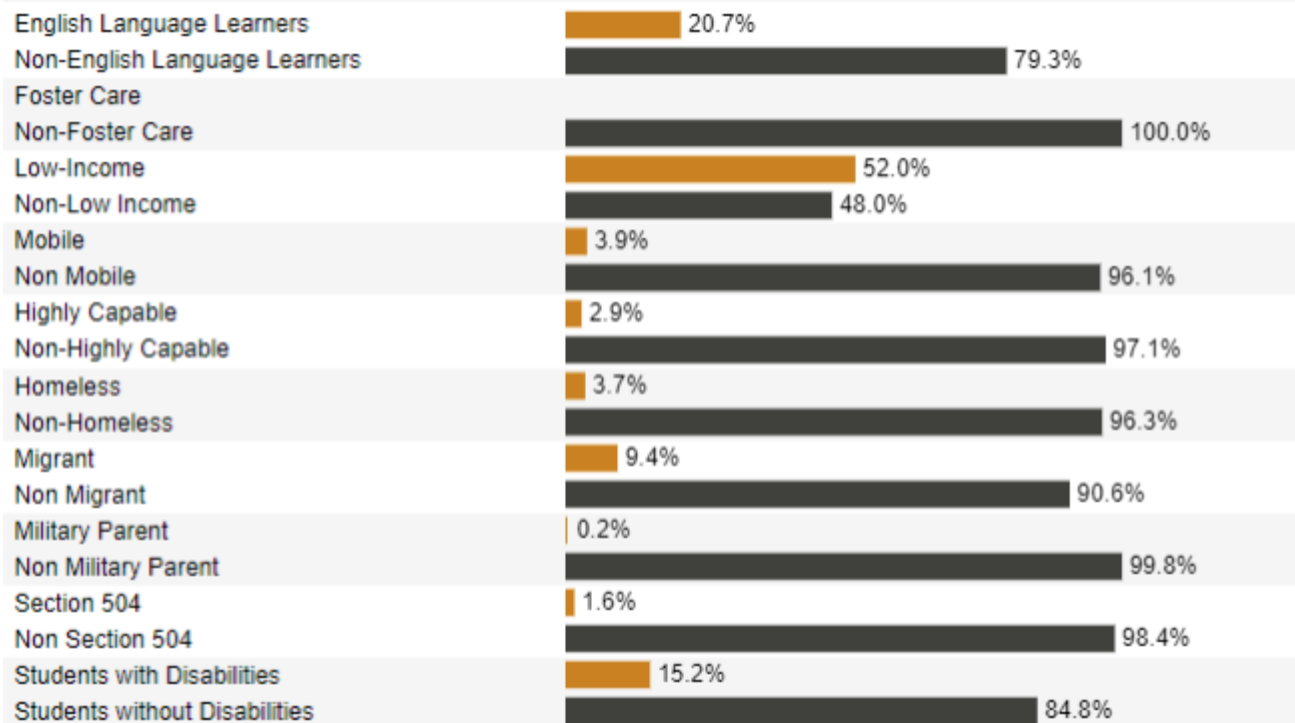
Describe the Demographic trends of your school. (Include grade levels served, enrollment, % of each subgroup)

In 2021-22, we were a K-5 school with 520 students enrolled. We are currently a TK-6th grade school, with 617 students enrolled:

- TK - 17 students
- Kindergarten - 77 students, 23-24 in each class
- 1st grade - 80 students, 20 in each class
- 2nd grade - 77 students, 26 in each class
- 3rd grade - 89 students, 22-23 in each class
- 4th grade - 86 students, 28-29 in each class
- 5th grade - 94 students, 23-24 in each class
- 6th grade - 97 students, 24-25 in each class
- Life Skills - 18 students in Kinder-2nd grade
- ML students - 132 (21%)

Students enrolled at the beginning of 2021-22, by student program and characteristics:

Program and Characteristic



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

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

Describe the strengths of your school.

Eastmont Satisfaction Survey - fall 2022

Number of respondents

- Staff: 74, Students: 250, Parents: 164

Parents:

- 98% of families feel staff are responsive to requests
- 100% feel teachers care about their children
- 96% recommend this school to others
- 95% feel the school maintains high standards for behavior
- 94% are satisfied with the amount their child is learning and the support their child is receiving

Staff:

- 100% of the staff believe colleagues care about our students
- 97% would recommend Cascade to others
- 96% feel staff are responsive to needs and requests
- 95% feel respected at school, well informed and that the principals have a visible presence and are accessible

Students:

- 86% believe teachers care about them
- 86% are satisfied with the amount they are learning

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

- 100% of our staff are committed to our vision and developing successful students.
- We are committing to 95% of our students being able to read at grade level by the end of this year. To accomplish this, we are focusing primarily on Tier 1 instruction.
 - Kindergarten-3rd grades are all using a structured literacy program called 95% Phonics Instruction 5 days per week for 30 minutes per day. Teachers in these grades have agreed to the non-negotiables of teaching all parts of the program with fidelity.
 - Monica helped K, 1, 2, 3 teachers develop their Tier 2 and Tier 3 groups so the grouping and instruction is intentional. She is supporting teachers in the role of Instructional Coach.
 - 4th and 6th grade started using a new Word Work Vocabulary Building Curriculum that includes Greek and Latin roots.
 - *Having a phonics ecosystem with common terminology, routines and structure across all tiers of instruction is crucial for our struggling readers and ML students to free their brain power to concentrate on making connections in reading, instead of interpreting different programs and structures during the school day.*
- We begin writing instruction in Kindergarten and carry high expectations for writing through from grade to grade. It is part of what we do at Cascade.
- Inclusionary practices have been part of our culture and continue to be so. All of our Life Skills students join 2nd grade general education PE every day, and students in Life Skills classes are included in general education classes as much as possible.

Language Acquisition

- One challenge is the increasing numbers of ML (multilingual) students at Cascade. In the past two school years, our ML population has increased by 45%. Combined with a new statewide Language Proficiency Assessment (WIDA), it has been difficult to exit students from the ML program at similar rates as previous years. However, a celebration and strength of Cascade is our focus on growth. While many students' four WIDA scores appeared to remain the same (as compared to their four 2021 scores), over 40% of ML students increased their lowest scores, with another 5% increasing at least their two lowest scores.

Cascade Elementary School (2022-23)

Parent Involvement: PTO is involved and active. They try to do one big fundraiser each year, then focus all other activities on free family fun events like Trunk or Treat, Gingerbread Night, Movie Nights, and carnival type nights.

Describe the challenges of your school.

Eastmont Satisfaction Survey - fall 2022

Number of respondents

- Staff: 74 , Students: 250, Parents: 164

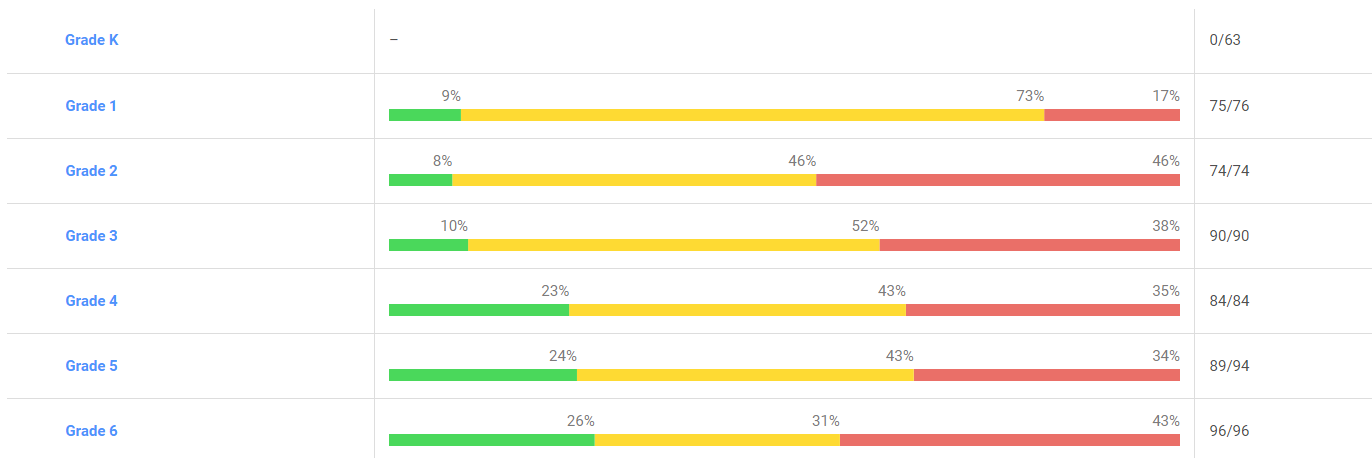
Parents: since all responses were 93%+ agree or strongly agree, the challenges came in the form of comments with the most common themes being concerns about the open campus (mentioned 23 times), weeds/lack of grass on the playground (14 times), and smaller class sizes (11 times)

Staff: Concerns about the building being kept in good condition and staff feeling safe at school

Students: Students feeling safe at school went from 85 to 70

Academic Achievement Challenges:

iReady Math - BOY Fall 2022 (Standard View):



Cascade Elementary School (2022-23)

iReady Reading - BOY Fall 2022 (Standard View):

Grade K	-	0/63
Grade 1		75/76
Grade 2		74/74
Grade 3		87/90
Grade 4		84/84
Grade 5		94/94
Grade 6		96/96

DIBELS - Fall 2022

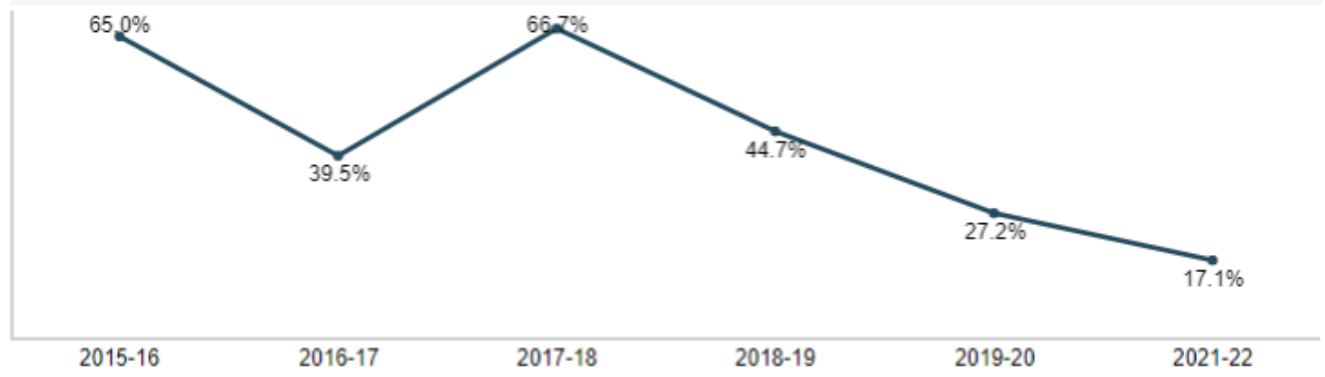
1st	
n=75	23 (31%) 16 (21%) 25 (33%) 11 (15%)
2nd	
n=75	19 (25%) 15 (20%) 27 (36%) 14 (19%)
3rd	
n=85	20 (24%) 20 (24%) 24 (28%) 21 (25%)
4th	
n=85	12 (14%) 13 (15%) 46 (54%) 14 (16%)
5th	
n=91	16 (18%) 16 (18%) 31 (34%) 28 (31%)
6th	
n=95	20 (21%) 14 (15%) 30 (32%) 31 (33%)
All	
n=550	133 (24%) 103 (19%) 188 (34%) 126 (23%)

Cascade Elementary School (2022-23)

WAKids - Kindergarten Assessment taken in the fall.

Cascade Elementary

All Students



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

Effective solutions will include the following:

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

Goal 1

District Goal: Instruction

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

Goal 1a: Between fall and spring, Grades 1-5 will increase DIBELS benchmark composite scores from 57% benchmark and above to 80% at benchmark and above.

AND

Goal 1b: By May 2023, students in grades 1-6 will increase the percentage of students demonstrating proficiency on iReady Reading Vocabulary from:

- 1st - 20% to 80%
- 2nd - 16% to 80%
- 3rd - 36% to 80%
- 4th - 37% to 80%
- 5th - 32% to 80%
- 6th - 25% to 80%
- School average 33% intensive

Cascade Elementary School (2022-23)

Action Steps	Lead	Progress Notes
Give diagnostic assessments to all students who are intensive, then put into Tier 3 interventions based on skill deficits	RTI staff; classroom teachers	Completed 10/15/2022
Progress Monitor all intensive/strategic students monthly <ul style="list-style-type: none"> ● 1-3 NWF, ORF ● 4 ORF ● 5-6 Maze 	RTI staff Classroom teachers	<ul style="list-style-type: none"> ● Ongoing ● Track on teacher data boards and move students each time teachers progress monitor ● Discuss progress at data meetings
Tier 2 focus in K-3 to provide intentional, explicit instruction during small groups for all students to get the instruction they need in foundational skills to be efficient readers	Monica Classroom teachers	<ul style="list-style-type: none"> ● Ongoing ● Data boards of progress monitoring in addition to PSI and 95% unit assessments will provide ongoing data demonstrating growth or lack thereof ● Kindergarten model has changed due to larger class sizes and so many intensive students. All intervention is push-in and all kids are receiving intervention support.
Grades 4-6 - focus on Word Meaning, an identified need based on 2022 SBA Target Reports	Classroom teachers	<ul style="list-style-type: none"> ● 4th Grade - using Building Vocabulary as an entry task every morning ● 5th - figurative language work and benchmark advance word meaning program ● 6th - using Building Vocabulary and progress monitoring monthly on tracking sheet
Increase the use of speech to text and technology that reads text for 4th-6th grade students who would benefit	Natalie & Susie	
<ol style="list-style-type: none"> 1. Ongoing PD 2. Vertical curriculum alignment in writing and reading 3. Restarting work on unit plans and pacing guides 	Classroom teachers RTI Kim & Jennifer	<ul style="list-style-type: none"> ● K-2 LETRS w/Monica 3x per year ● 1st grade in depth LETRS book study on units 2 & 3 ● K-2 Read Aloud Routine w/Natalie & Michelle ● 3-6 Comprehension w/Monica ● 4-6 ELA - Anita Archer

		<p>Vocabulary/Background Knowledge</p> <ul style="list-style-type: none"> • 5-6 Global PD on Standards Based Grading connected to unit plans • Design in 5 training at Building Day in August 2023; preplanning 1/2023
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Goal 2

District Goal: Instruction

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

Goal 2a: By May 2023, grades K-6 will decrease the percentage of intensive students to 20% or below for students in each grade level on iReady Math.

AND

Goal 2b: All grades K-6 will track an essential math standard monthly and will increase the number of students who are proficient in the selected Math Essential Standard by a sliding scale (see below).

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

Action Steps	Lead	Progress Notes
<p>Use the Essential Tracking Document to track and discuss every grade level's scores monthly.</p>	<p>Joe Gwinn, Site Council reps</p>	<p>Math Essential Tracking Document Nov.</p> <ul style="list-style-type: none"> • K-almost 50% proficient in writing numbers to 20, they do it every day • 1st - no data yet because they are going to begin adding 3 numbers - mostly using 10's and adding on, using fact families • 2nd - double digit addition - almost 50% - using number line strategy and moving toward expanded form • 3rd - word problems - went from 2% to 7% proficient - seeing small

Cascade Elementary School (2022-23)

		<p>gains, but haven't taught x yet</p> <ul style="list-style-type: none"> • 4th - multi-digit x - went from 48% to 79% proficient after formally teaching the strategy • 5th - add/subtract fractions - 15% passing - haven't actually taught the standard formally • 6th - no data in math; improving in word meaning 0% proficient right now
Problem solve ways to provide Tier 2 math instruction for EL students	Kim, Jennifer, Bridget, Maria, Susie	-Talked about the issue w/Matt & Mayra 11/2022 12/2022 - switched 4th grade times around so students could attend Tier 2 twice a week
Train staff who have not received training in Number Talks and Number Sense Routines	Kim	
Work with teams who have not done so to create a math scope and sequence, learning progressions, then unit plans for math.	Kim, Jennifer, Susie	

Component 2: Schoolwide Reform Strategies

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

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

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

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

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

Reform Strategy 1 - Provide a clear and intentional focus on subject matter content and curriculum that is aligned in all tiers of instruction, with an emphasis in Reading this year.

- Kindergarten-3rd grades all use the structured literacy program 95% CORE Phonics- 5 days per week for 30 minutes per day.
- 4th-6th grades use Storyworks and other materials they've compiled as part of their foundational reading instruction in Tier 1. This year, they added Building Vocabulary for word study.
- 5th and 6th grades are using Language Live programs as part of their foundational reading instruction in Tier 3.
- We have aligned Tier 2 instruction to be explicit and intentional, based on formative assessments and are using 95% as well as UFLI. We have committed to having the experts (classroom teachers) work with the most struggling students, while the paraprofessionals work with students who are strategic and benchmark or above.
- We are using the Tier 3 program from 95% in our Intervention and Special Education programs.

How will it strengthen the core reading programs?

- In K-3, having common terminology, routines and structure across all tiers of instruction is crucial for our struggling readers and EL students to free their brain power to concentrate on making connections in reading, instead of interpreting different programs and structures during the school day. This tight alignment is crucial for struggling students and for those who are acquiring academic language.
- We begin writing instruction in Kindergarten and carry high expectations for writing through from grade to grade. It is part of what we do at Cascade.

2022-23 Action Plan/Next Steps:

- Teachers in K-3 grades have agreed to the non-negotiables of teaching all parts of the 95% program with fidelity. They receive ongoing training and feedback with Monica Tun.
- Classified staff who work in these classrooms are also receiving training.
- 4th, 5th and 6th grade teachers receive support with Monica as they are learning advanced word work routines.
- Teachers in every grade level have committed to progress monitoring below benchmark students at least every 6 weeks in targeted components of Dibels and are tracking progress on classroom data boards..
- Teachers are also progress monitoring 95% lessons using the end of unit assessments to determine Tier 2 groups and ongoing academic needs.
- Following the RTI at Work model, classroom teachers are responsible for implementing targeted Tier 2 instruction in the classroom. Our teachers understand and do this. Monica is able to support their work and understanding.

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

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

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

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

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

2022-23 Action Plan/Next Steps:

- Site Council will track the work of PLC's through shared evidence to promote vertical alignment and consistency using the [PLC Success Criteria](#).
 - Teams develop and share: norms, essentials, and how they are currently assessing essentials
 - Send teachers to PLC conference in Seattle 2023

□ Kindergarten Grade PLC Stretch Goal: Essentials – By the next PLC Success Criteria review the kindergarten team would like to focus on moving from implementing to sustaining in the area of Math essentials.

Evidence: Our team agrees to a score of 5 out of 5 in essentials according to the PLC Success Criteria.

□ First Grade PLC Stretch Goal: Team Norms – By the next PLC Success Criteria review the first grade team would like to collaborate as a team to successfully honor collective commitments they have made to one another regarding how the team operates and their responsibilities.

Evidence: Our team agrees to a score of 5 out of 5 in team norms according to the PLC Success Criteria.

□ Second Grade PLC Stretch Goal: Team Norms

By the next PLC Success Criteria review the 2nd grade team would like to score a 5 out of 5 in the area of common formative assessments in ELA.

Evidence: Our team agrees to a score of 5 out of 5 for common formative assessments in ELA by regularly reviewing data from team-developed common assessments. Teachers use the results to improve individual and collective instructional practices by identifying the strengths and weaknesses in their individual practice and areas of need/reteaching in their students.

□ Third Grade PLC Stretch Goal: Essentials ~ By the next PLC Success Criteria review the third grade team would like to score a 5 out of 5 in the area of Common Assessments (focused on using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities by using drawings and equations with a symbol for the unknown number to represent the problem). Last year our team scored a 3 out of 5 indicating that team assessments were created, but were not regularly analyzed together throughout the year.

Evidence: Our team agrees to a score of 5 out of 5 for Common Assessments indicating that our team will meet monthly to analyze and plan for intervention during our Tier 2 math block.

□ Fourth Grade PLC Stretch Goal: Common Assessment ~ By the next PLC Success Criteria review the fourth grade team would like to score a 5 out of 5 in the area of common formative assessments (in math, reading, and writing). Common assessments will be updated according to new and changing Smarter Balanced item specs.

Evidence: Our team agrees to a score of 5 out of 5 for common formatives indicating that new assessments will be created, and the data will be analyzed to measure teacher and systemic effectiveness.

□ Fifth Grade PLC Stretch Goal: Common Assessment ~ By the next PLC Success Criteria review the fifth grade team would like to score a 4 out of 5 in the area of establishing essential standards for 5th grade. Last year our team scored a 3 out of 5 by participating in

the creation of our grade level essential standards and following a scope and sequence generated by select members of the team.

Evidence: Our team agrees to a score of 4 out of 5 for establishing essential standards and developing success criteria and scales to monitor student learning.

Sixth Grade PLC Stretch Goal: By the next PLC Success Criteria review the sixth grade team would like to improve from implementing to sustaining in the areas of shared mission, shared vision, and collective commitments.

Evidence: Our team agrees that we score "sustaining" for shared mission, shared vision, and collective commitments according to the PLC rubric.

Reform Strategy 3 - Positive Behavior Intervention Support (PBIS)

- Develop productive citizenships
- Social skills/character traits/SEL (Purposeful People/Character Strong)
- Promote anti-bullying
- Celebrate student success and growth

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

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

2022-23 Action Plan/Next Steps:

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

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

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

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

With our 6th graders in Jumpstart at the Jr. High already, we anticipate a smooth transition to the Jr. High for this group of students. Jumpstart has gone very well.

How will the school enrich and accelerate curriculum?

- All teachers differentiate during workshops in reading and math
- Intentional Reading Workshop at K-2; Intentional Tier 2 time and WIN time at 3rd-6th
- Highly Capable classes are 60 minutes every other week
- Supplemental resources: iReady personalized learning, Lexia, Reading Eggs
- Monday morning clubs: Student Leadership, Art Club, Math Club, Game Club, Spanish Club, Book Club, and Beyblades Club, Leadership for 5th, ASB for 6th
- Math is Cool for 4th/5th grades

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

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

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

- We use Parent Square to contact families and invite two way communication:
 - Principal sends out short reminders about upcoming events and shares our story on Facebook
 - Assistant Principal sends out information on Character Traits and how families can engage in the monthly trait
 - Teachers send classroom information
- We are engaging families in a community One School One Book reading experience
- We invited input through the perception survey
- Family events have been enjoyed and had great turn outs!

Component 3: Activities to Ensure Mastery

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

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

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

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

- DIBELS to screen all students in reading in every grade level.
- iReady Reading as a screening tool in Kinder-6th grades
- RAN/RAS for K/1 as part of the Dyslexia screening requirement
- PASI/PSI Diagnostics are used for students who score intensive in reading
- PLC Data Review of Common Assessments
- SRSS in October and May to screen all students for intrinsic and extrinsic characteristics that could be problematic. This will help inform Social Skills groups.

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

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

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

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

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

Academic RTI Model:

- Tier 1 All students receive instruction on grade level standards.
 - Top priority and we do everything in our power to keep this time uninterrupted.
 - Vast majority of teaching and learning occurs in Tier 1

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

Behavior/SEL RTI Model:

- **Tier 1-** All students are explicitly taught expectations in classroom/common areas and are given regular feedback through verbal and non-verbal means, in relation to behavior.
 - Classroom Behavior Plans are developed by teachers.
 - Staff work to develop positive relationships with students.
 - Staff teach Social Emotional Lessons and recognize students exhibiting the monthly character trait.
- **Tier 2-** Additional support for students not responding to Tier 1
 - Individual behavior plan/contracts
 - Check In - Check Out program
 - Breaks are Better
 - Small group and Individual Counseling and social skills instruction
- **Tier 3-** Support for students who exhibit patterns of problem behavior
 - Conduct a Functional Behavior Assessment (FBA).
 - Observe student in class by district specialists.
 - Meet with Guidance Team (GT) and parents to create a more refined and individualized behavior support plan.
 - Refer and collaborate with outside agencies for more intensive support (Catholic Family, WISE, Children's Home Society, Confluence, Achieve Center, Ohana, Fostering Solutions, etc)

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

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

Program	Allocation	How the funds will be used to implement the Schoolwide Plan.
Title IA	20,366	95% materials, Sasha Hammond workshop, PLC in 2023



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

509.884.7169 • FAX: 509.884.4210 • WWW.EASTMONT206.ORG

800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors
FROM: Becky Berg, Superintendent
SUBJECT: Donation from the Lisson Family
DATE: January 9, 2023

CATEGORY

Informational Discussion Only Discussion & Action Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Board Policy 6114 states that *“Any gift or donation to the district or to an individual school or department of money, materials, or equipment having a value of \$1,500 or greater shall be subject to board approval.”*

Eastmont High School Principal Lance Noell reports the Lisson Family would like to donate \$5,000 to the High School’s InvestEd/Charitable Funds account, so it is eligible for additional match. These funds will be used to offset expenses for students (school activities participation or assistance with food or clothing, etc.) throughout the school year with administrative oversight.

ATTACHMENTS

None

FISCAL IMPACT

Donation

RECOMMENDATION

The administration recommends approval of this donation from the Lisson Family.



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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:

Section	Number	Title
2000 Instruction	Policy No. 2022	Electronic Resources

DATE: January 9, 2023

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is draft Policy No. 2022 Electronic Resources for a first reading. Our administrators have reviewed WSSDA's suggested policy language and recommend approval of these updates.

ATTACHMENTS

Draft Policy

FISCAL IMPACT

None

ELECTRONIC RESOURCES AND INTERNET SAFETY

~~The Board of Directors recognizes that the district is connected to a statewide communications system (the K-20 Network) which provides Internet access and interactive video conferencing. This network allows unprecedented opportunities for students, staff and patrons to communicate, learn, access and publish information. The Board believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and student success in the future. These new opportunities also pose many new challenges including, but not limited to, access for all students, age-level appropriateness of material, conservation of resources, security/privacy/confidentiality, and cost of maintaining the system. The district will endeavor to ensure that these concerns are appropriately addressed, but cannot insure that problems will not arise.~~

~~By connecting to this network, the Board intends only to provide a means for educational activities and does not intend to create a first amendment forum for free expression purposes. The district dedicates the property comprising the network, and grants access to it by users, only for the educational activities authorized under this policy and procedures and under specific limitations contained therein.~~

~~The Board directs the superintendent to provide training and procedures that encourage the widest possible access to the K-20 network by students, staff and the educational community, while establishing reasonable controls for the lawful, efficient and appropriate use and management of the system.~~

~~To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.~~

The Eastmont School District Board of Directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The Board also believes that staff and students need to be proficient and safe users of information, media, and technology to succeed in a digital world.

Electronic Resources

Network employee access requires two-factor authentication starting August 1, 2022 and continuing thereafter. This can be accomplished through either a cell phone or District-issued electronic fob.

The District will develop and use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways and for staff to educate them in such areas of need. It is the District's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The District's technology will enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.

The superintendent/designee will: 1) create strong electronic resources and develop related educational systems that support innovative teaching and learning; 2) provide appropriate staff development opportunities regarding this policy; and 3) develop procedures to support this policy. The superintendent/designee is authorized to develop procedures and acceptable use guidelines for staff and students as to the use of District electronic resources, including those that access Internet and social media, and to regulate use of personal electronic resources on District property and related to District activities.

Internet Safety

To help ensure student safety and citizenship with electronic resources, all students will be educated about Internet safety. This will include appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

To promote Internet safety and appropriate online behavior of students and staff as they use electronic resources and access material from the Internet, the superintendent/designee is authorized to develop or adopt Internet safety procedures, acceptable use guidelines, and, for students, related instructional materials for every grade level. The superintendent/designee in evaluating such procedures and instructional materials should take into account District electronic resources, community norms, privacy rights, responsible use, and issues of concern with student or staff use of electronic resources.

As a component of District Internet safety measures, all District-owned electronic resources, including computer networks and Wi-Fi, in all District facilities capable of accessing the Internet must use filtering software to prevent access to obscene, racist, hateful, or violent material. However, given the ever-changing nature of the Internet, the District cannot guarantee that a student will never be able to access objectionable material.

Further, when students use the Internet from school facilities for educational purposes, District staff will make a reasonable effort to supervise student access and use of the Internet. If material is accessed that violates District policies, procedures or student guidelines for electronic resources or acceptable use, District staff may instruct the

[person to cease using that material and/or implement sanctions consistent with District policies, procedures, guidelines, or student codes of conduct.](#)

Cross References:

Board Policy 2020	Course Design, Selection, and Adoption of Instructional Materials
Board Policy 2025	Copyright Compliance
Board Policy 3207	Prohibition of Harassment, Intimidation, and Bullying
Board Policy 3241	Student Discipline
Board Policy 4040	Public Access to District Records
Board Policy 5281	Disciplinary Action and Discharge

Legal Reference:

18 USC §§ 2510-2522 Electronic Communication Privacy Act
Pub. L. No. 110-385 Protecting Children in the 21st Century Act

Management Resources:

Policy & Legal News, June 2015
Policy News, February 2012
Policy News, June 2008
Policy News, June 2001
Policy News, August 1998



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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:

Section	Number	Title
3000 Students	Policy No. 3110	Qualifications of Attendance and Placement

DATE: January 9, 2023

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is draft Policy No. 3110 Qualifications of Attendance and Placement for a first reading. Our administrators have reviewed WSSDA's suggested policy language and recommend approval of these updates.

ATTACHMENTS

Draft Policy

FISCAL IMPACT

None

QUALIFICATIONS OF ATTENDANCE AND PLACEMENT

~~In conformity with WAC 180-39-010 and 180-39-015 the board adopts the following qualifications for school entry.~~

A. Age of Admission

~~Attending the schools of the district will be recognized as a right and responsibility for those who meet the requirements prescribed by law. It is a right and responsibility of those who meet the requirements prescribed by law to attend the schools of the Eastmont School District.~~ Every resident of the District who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the District's schools until he/she completes high school graduation requirements. Children of age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home-based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent will exercise his/her authority to grant exceptions when he/she determines that the student:

1. Is lawfully and regularly employed, and
2. Has permission of a parent, or,
3. Is emancipated pursuant to Chapter 13.64 RCW; or
4. Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and will be entitled to take any course, receive any ancillary services and take or receive any combination of courses and ancillary services which is offered by a public school to full-time students.

B. Entrance Qualifications

~~1. Traditional Classroom Programs~~

To be admitted to a kindergarten program which commences in the fall of the year a child must ~~be not less than 5 years of age prior to August 31~~ be five years of age as of midnight August 31 of that school year. To be admitted to a first grade program which commences in the fall of the year a child must be not less than 6 years of age prior to August 31 of that school year.

Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved, public or private, kindergarten program of 450 or more hours including instruction in ~~language arts, arithmetic, and reading~~ the essential academic learning requirements and other subjects that the District determines are appropriate will be permitted entry into the first grade program. If necessary, the student may be placed in a temporary

classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination will be made no later than the 30th calendar day following the student's first day of attendance.

~~2. Alternative Learning Experience Programs~~

~~A child may be enrolled in an alternative kindergarten program (see Policy: Alternative Learning Experience Programs) on the first enrollment count date following his or her fifth birthday. A child may be enrolled in an alternative first grade program only for a full academic year commencing in the fall. If a child has not completed a full academic year of kindergarten in an alternative learning experience program, he or she may be admitted to first grade in an alternative learning experience program the following fall only if he or she tests at the first grade level or higher in reading, writing, and mathematics on a state recognized standardized achievement test (cf. WAC 180-52-070, RCW 28A-200-010(3), and SBE Examples of Approved Standardized Achievement Tests for Home-Based Instruction Use).~~

C. Admission of Students Aged Twenty-One or Older

A student aged 21 or older may enroll in a school in the District under the following conditions:

1. There is available space in the school and program which the student will attend;
2. Tuition is prepaid;
3. The student provides his/her own transportation;
4. The student resides in the state of Washington; and
5. In the judgment of the superintendent, no adult education program is available at reasonable costs and the District's program is appropriate to the needs of the student.

D. Placement of Students on Admission

The decision of where to place a student seeking admission to the District rests with the principal. Generally students meeting the age of admission requirements or transferring from a public or approved private school will be placed in kindergarten or first grade, or the grade from which they transferred. The principal will evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

Cross References:

<p>Board Policy 2100</p> <p>Board Policy 2108</p> <p>Board Policy 2140</p> <p>Board Policy 3114</p> <p>Board Policy 3121</p> <p>Board Policy 3122</p> <p>Board Policy 4220</p>	<p>Educational Opportunities for Students with a Parent in the Military</p> <p>Remediation Programs Learning Assistance Program</p> <p>Guidance and Counseling Comprehensive School Counseling Program</p> <p>Part-time, Home-Based, or Off-Campus Students</p> <p>Compulsory Attendance</p> <p>Excused and Unexcused Absences</p> <p>Complaints Concerning Staff or Programs</p>
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Legal References:

<p>RCW 28A.225.010</p> <p>RCW 28A.225.020</p> <p>RCW 28A.225.160</p> <p>RCW 28A.225.220</p> <p>WAC 392-121-182</p> <p>WAC 392-134-010</p> <p>WAC 392-137</p> <p>WAC 392-335</p> <p>State Board of Education</p>	<p>Attendance mandatory — Age — Exceptions</p> <p>School’s duties upon child’s failure to attend school</p> <p>Qualification for admission to district's schools — Fees for preadmission screening</p> <p>Adults, children from other districts, agreements for attending school — Tuition</p> <p>Alternative learning experience requirements</p> <p>Attendance rights of part-time public school students</p> <p>Finance — Nonresident attendance</p> <p>Pupils — Uniform Entry Qualifications</p> <p>Examples of Approved Standardized Achievement Tests for Home-Based Instruction Use</p>
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Management Resources:

- Policy News*, April 2006
- Policy News*, August 1999



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: Approval of the following policy for Second Reading/Adoption:

Section	Number	Title
2000 Instruction	Policy No. 2165	Home or Hospital Instruction

DATE: January 9, 2023

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

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

ATTACHMENTS

Draft policy

FISCAL IMPACT

No new costs

RECOMMENDATION

The administration recommends approval of Policy No. 2165 Home or Hospital Instruction for Second Reading/Adoption.

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 absences](#)[WAC 392-172A-02100](#)[Home hospital instruction](#)



EASTMONT SCHOOL DISTRICT

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Approval of the following policy for Second Reading/Approval:

Section	Number	Title
3000 Students	Policy No. 3420	Anaphylaxis Prevention and Response

DATE: January 9, 2023

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

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

ATTACHMENTS

Draft policy

FISCAL IMPACT

No new costs

RECOMMENDATION

The administration recommends approval of Policy No. 3420 Anaphylaxis Prevention and Response for Second Reading/Adoption.

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	Medication at School
Board Policy 3418	Emergency Treatment
Board Policy 3419	Self-Administration of Asthma and Anaphylaxis Medications

Legal References:

RCW 28A.210.383	Anaphylaxis – Policy Guidelines – Procedures – Reports
WAC 392-380	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



EASTMONT SCHOOL DISTRICT

Relationships, Relevance, Rigor, Results

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Approval of the following policy for Second Reading/Adoption:

Section	Number	Title
3000 Students	Policy No. 3424	Opioid Related Overdose Reversal

DATE: January 9, 2023

CATEGORY

Informational

Discussion Only

Discussion & Action

Action

BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

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

ATTACHMENTS

Draft policy

FISCAL IMPACT

No new costs

RECOMMENDATION

The administration recommends approval of Policy No. 3424 Opioid Related Overdose Reversal for Second Reading/Adoption.

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*



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
SUBJECT: Monthly Student Enrollment Report
DATE: January 9, 2023

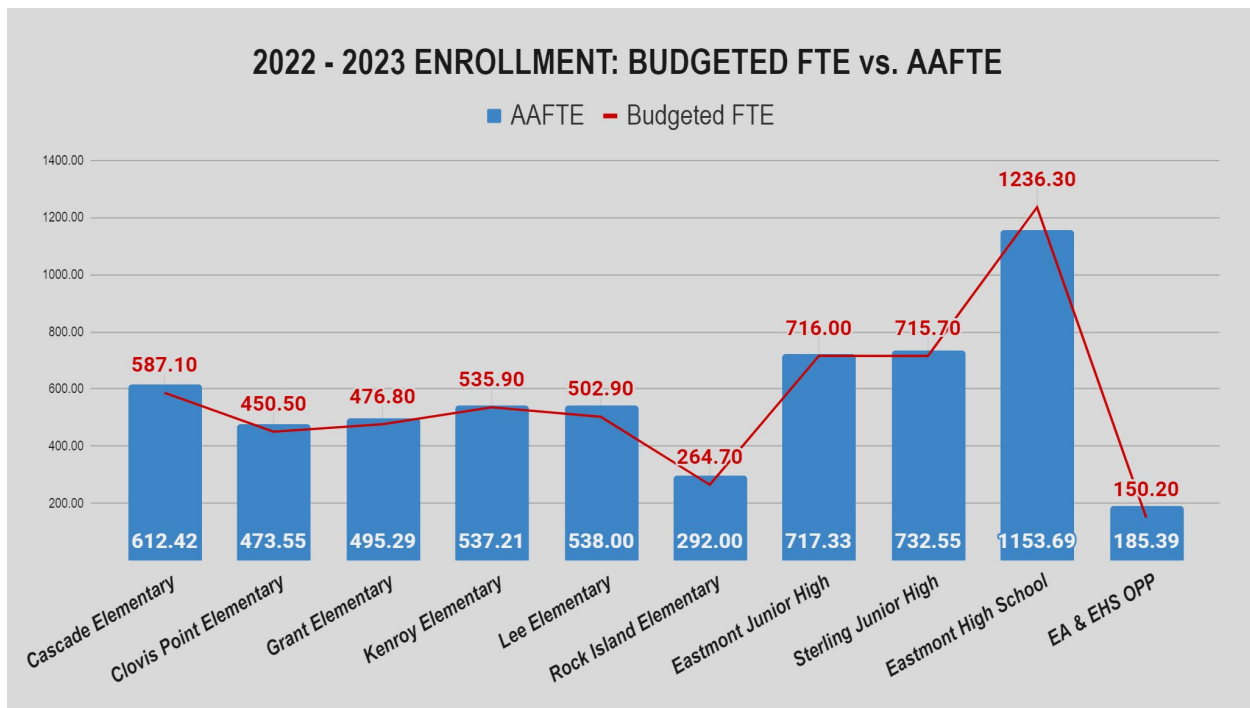
Official Count Day: Tuesday, January 3, 2023.

Total student head count reported, including our Alternative Learning program, is **5,860**. This is an increase of 86 from the headcount in January 2022, which was 5,774.

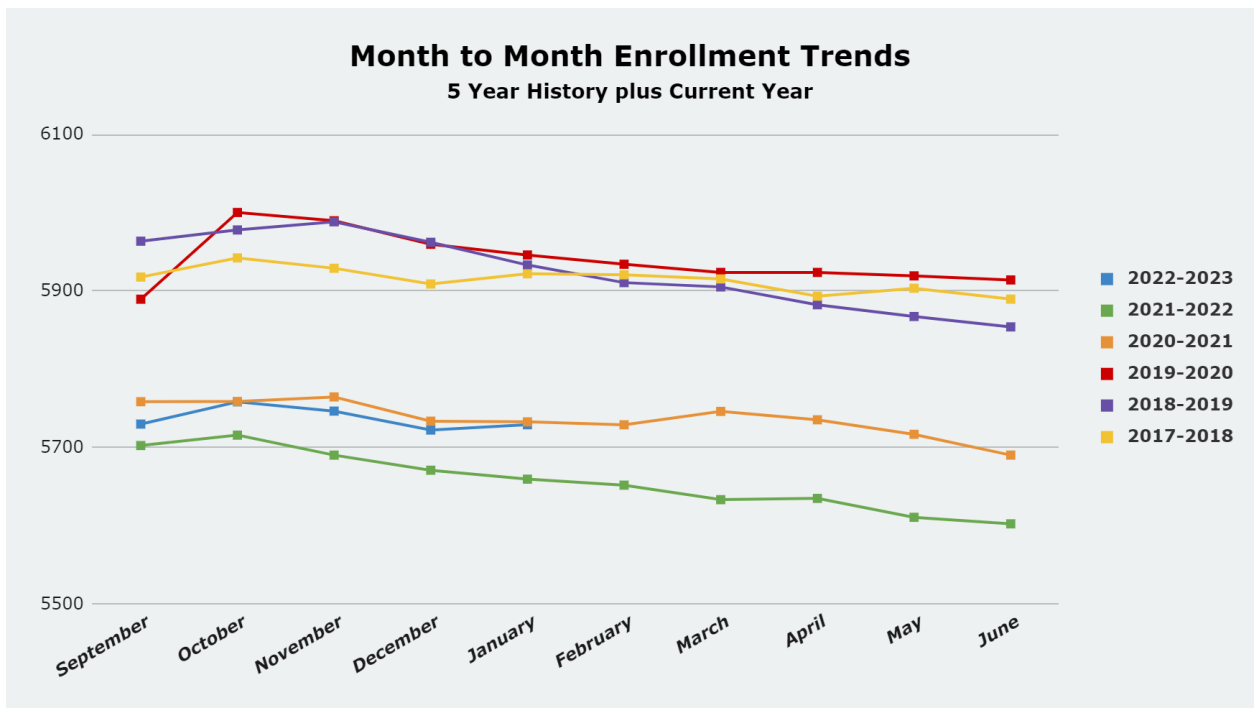
Total student Full Time Enrollment (FTE) reported is **5,729.29**. This is an increase of 101.33 FTE from the overall budgeted FTE of 5,636.10 for the 2022-2023 school year.

- K-12 Student enrollment is **66.14** more than expected
- ALE Program enrollment is **35.19** more than expected

The following chart compares budgeted to actual FTE by building:



The following chart reflects month to month FTE enrollment trends over the past five school years, plus the current 2022-2023 school year:



A comparison of other reported program enrollment as of January 2023 to 2021-2022 is below:

Program Name	Budget	Current Year Average	Prior Year Average
<i>Running Start (Head Count)</i>	132.00	158.00	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	1,140.00	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	143.70	132.53
<i>Career/Technical Education-Gr 9-12 (FTE)</i>	328.00	358.63	332.41

Eastmont School District
2022 - 2023 K-12 Monthly Enrollment

Grade Level	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	AAFTE Gain/(Loss) on Grade Roll-Up
TK	0.00	51.00	51.00	51.00	51.00	51.00						51.00	51.00	0.00	51.00	
K	395.00	383.24	390.24	389.67	389.08	389.08						388.26	(6.74)	375.13	13.13	
1	371.80	396.00	396.18	398.36	396.36	395.36						396.45	24.65	362.51	33.94	21.32
2	363.20	392.09	394.09	392.00	389.00	388.14						391.06	27.86	428.27	(37.21)	28.55
3	425.50	437.00	437.00	441.00	440.00	440.00						439.00	13.50	399.60	39.40	10.73
4	401.80	402.00	409.00	409.00	407.00	409.00						407.20	5.40	395.53	11.67	7.60
5	397.10	409.09	409.61	409.52	409.00	408.00						409.04	11.94	466.42	(57.38)	13.51
6	463.50	468.61	470.61	469.00	467.00	467.00						468.44	4.94	438.40	30.04	2.02
7	440.80	451.45	455.50	457.50	457.79	456.91						455.83	15.03	457.99	(2.16)	17.43
8	458.90	458.54	458.08	451.75	452.21	455.09						455.13	(3.77)	531.67	(76.54)	(2.86)
9	532.00	542.54	542.15	537.02	529.02	528.86						535.92	3.92	459.46	76.46	4.25
10	460.80	459.94	458.49	455.49	455.68	455.77						457.07	(3.73)	489.70	(32.63)	(2.39)
11	456.70	383.52	383.33	380.14	380.72	378.82						381.31	(75.39)	334.76	46.55	(108.39)
12	318.80	320.62	319.46	317.90	311.89	311.69						316.31	(2.49)	300.66	15.65	(18.45)
Total K-12 In Building FTE	5,485.90	5,555.64	5,574.74	5,559.35	5,535.75	5,534.72	0.00	0.00	0.00	0.00	0.00	5,552.04	66.14	5,440.10	111.94	(26.66)
<i>Eastmont Academy</i>	56.70	41.01	43.01	42.64	46.00	46.00						43.73	(12.97)	65.58	(21.85)	
<i>EHS Opportunities</i>	93.50	133.48	140.78	144.73	140.75	148.57						141.66	48.16	151.80	(10.14)	
Total FTE Enrollment	5,636.10	5,730.13	5,758.53	5,746.72	5,722.50	5,729.29	0.00	0.00	0.00	0.00	0.00	5,737.43	101.33	5,657.48	79.95	

FTE Change from September to Current Month (0.84)
Net Change from Previous Month 6.79

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	17.00	0.00	17.00
K	75.00	74.63	75.63	74.63	75.04	75.04						74.99	(0.01)	82.70	(7.71)
1	81.80	80.00	79.00	80.00	81.00	81.00						80.20	(1.60)	74.70	5.50
2	74.10	77.00	77.00	76.00	76.00	77.14						76.63	2.53	88.20	(11.57)
3	87.80	89.00	89.00	90.00	90.00	90.00						89.60	1.80	80.40	9.20
4	78.60	83.00	85.00	84.00	84.00	83.00						83.80	5.20	90.40	(6.60)
5	90.30	94.00	94.00	94.00	94.00	93.00						93.80	3.50	99.80	(6.00)
6	99.50	97.00	97.00	96.00	96.00	96.00						96.40	(3.10)	0.00	96.40
	587.10	611.63	613.63	611.63	613.04	612.18	0.00	0.00	0.00	0.00	0.00	612.42	25.32	516.20	96.22
Clovio Elementary															
TK	0.00	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						64.00	(6.00)	56.60	7.40
1	56.20	70.00	69.18	69.18	70.18	70.18						69.74	13.54	61.90	7.84
2	62.80	70.00	69.00	68.00	67.00	66.00						68.00	5.20	59.30	8.70
3	59.10	65.00	65.00	65.00	65.00	64.00						64.80	5.70	64.90	(0.10)
4	66.50	65.00	66.00	66.00	65.00	65.00						65.40	(1.10)	61.90	3.50
5	61.50	60.00	59.52	59.52	60.00	60.00						59.81	(1.69)	75.00	(15.19)
6	74.40	80.00	80.00	83.00	83.00	83.00						81.80	7.40	198.40	(116.60)
	450.50	474.00	472.70	474.70	474.18	472.18	0.00	0.00	0.00	0.00	0.00	473.55	23.05	578.00	(104.45)
Grant Elementary															
TK	0.00	17.00	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	63.09						63.69	(6.31)	65.60	(1.91)
1	64.70	70.00	71.00	72.00	71.00	71.00						71.00	6.30	64.00	7.00
2	65.70	66.00	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	75.00						74.60	1.80	60.40	14.20
4	60.90	63.00	63.00	65.00	65.00	66.00						64.40	3.50	58.80	5.60
5	60.70	55.00	55.00	55.00	56.00	56.00						55.40	(5.30)	81.90	(26.50)
6	82.00	83.00	83.00	83.00	84.00	83.00						83.20	1.20	0.00	83.20
	476.80	492.09	493.09	497.09	497.09	497.09	0.00	0.00	0.00	0.00	0.00	495.29	18.49	403.60	91.69
Kenroy Elementary															
TK	0.00	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	64.09						63.89	(6.11)	62.50	1.39
1	62.30	72.00	71.00	69.00	68.00	68.00						69.60	7.30	69.60	0.00
2	69.80	78.09	78.09	78.00	78.00	78.00						78.04	8.24	87.50	(9.46)
3	86.20	91.00	90.00	90.00	89.00	92.00						90.40	4.20	86.80	3.60
4	88.40	77.00	77.00	77.00	77.00	79.00						77.40	(11.00)	72.70	4.70
5	73.20	73.09	73.09	73.00	72.00	72.00						72.64	(0.56)	86.70	(14.06)
6	86.00	86.61	86.61	84.00	84.00	85.00						85.24	(0.76)	0.00	85.24
	535.90	541.88	538.88	535.09	532.09	538.09	0.00	0.00	0.00	0.00	0.00	537.21	1.31	465.80	71.41
Lee Elementary															
TK	0.00	17.00	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	80.86						80.69	10.69	70.10	10.59
1	70.00	68.00	69.00	70.18	68.18	68.18						68.71	(1.29)	60.80	7.91
2	58.10	67.00	69.00	68.00	67.00	66.00						67.40	9.30	77.70	(10.30)
3	77.80	72.00	73.00	76.00	75.00	74.00						74.00	(3.80)	73.00	1.00
4	73.00	72.00	74.00	73.00	73.00	73.00						73.00	0.00	71.60	1.40
5	71.40	77.00	78.00	79.00	79.00	80.00						78.60	7.20	82.40	(3.80)
6	82.60	79.00	80.00	80.00	77.00	77.00						78.60	(4.00)	0.00	78.60
	502.90	530.43	542.43	544.04	537.04	536.04	0.00	0.00	0.00	0.00	0.00	538.00	35.10	435.60	102.40
Rock Island Elementary															
TK	0.00	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	42.00						41.00	1.00	37.70	3.30
1	36.80	36.00	37.00	38.00	38.00	37.00						37.20	0.40	31.70	5.50
2	32.70	34.00	35.00	36.00	35.00	35.00						35.00	2.30	42.70	(7.70)
3	41.80	46.00	46.00	45.00	46.00	45.00						45.60	3.80	34.10	11.50
4	34.40	42.00	44.00	44.00	43.00	43.00						43.20	8.80	40.20	3.00
5	40.00	50.00	50.00	49.00	48.00	47.00						48.80	8.80	39.60	9.20
6	39.00	41.00	42.00	41.00	41.00	41.00						41.20	2.20	0.00	41.20
	264.70	287.00	295.00	295.00	293.00	290.00	0.00	0.00	0.00	0.00	0.00	292.00	27.30	226.00	66.00

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	202.45						200.67	(2.93)	225.70	(25.03)
8	228.70	229.61	228.91	224.34	225.28	225.89						226.81	(1.89)	282.10	(55.29)
9	283.70	292.78	293.70	288.70	286.87	287.22						289.85	6.15	457.50	(167.65)
10	0.00	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	0.00	1.00	(1.00)
	716.00	719.68	722.07	713.50	715.84	715.56	0.00	0.00	0.00	0.00	0.00	717.33	1.33	967.00	(249.67)
Sterling Junior High															
6	0.00	2.00	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	254.46						255.16	17.96	232.20	22.96
8	230.20	228.93	229.17	227.41	226.93	229.20						228.33	(1.87)	249.50	(21.17)
9	248.30	249.76	248.45	248.32	242.15	241.64						246.06	0.00	241.50	4.56
10	0.00	1.00	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	728.30	0.00	0.00	0.00	0.00	0.00	732.55	18.09	724.20	8.35
Eastmont High School															
9	0.00	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	454.77						456.07	(4.73)	489.70	(33.63)
11	456.70	383.52	383.33	380.14	380.72	378.82						381.31	(75.39)	334.80	46.51
12	318.80	320.62	319.46	317.90	311.89	311.69						316.31	(2.49)	299.70	16.61
	1,236.30	1,163.08	1,160.28	1,152.53	1,147.29	1,145.28	0.00	0.00	0.00	0.00	0.00	1,153.69	(82.61)	1,125.20	28.49
Eastmont Academy/EHS Opportunities															
K	5.00	4.00	4.00	4.00	3.00	3.00						3.60	(1.40)	4.20	0.00
1	3.40	4.00	5.00	5.00	6.00	6.00						5.20	1.80	6.10	(0.90)
2	6.20	8.00	7.00	7.00	7.00	7.00						7.20	1.00	9.80	(2.60)
3	10.60	8.00	9.00	8.00	7.00	7.00						7.80	(2.80)	6.00	1.80
4	5.20	7.00	7.00	7.00	7.00	6.00						6.80	1.60	5.00	1.80
5	5.00	5.00	5.00	4.00	4.00	4.00						4.40	(0.60)	6.40	(2.00)
6	6.80	3.00	4.00	5.00	7.00	8.00						5.40	(1.40)	7.40	(2.00)
7	8.00	1.55	1.55	1.55	1.21	1.21						1.41	(6.59)	8.60	(7.19)
8	6.50	0.46	0.46	1.09	3.79	3.79						1.92	(4.58)	12.10	(10.18)
9	10.20	4.44	5.17	6.39	9.10	9.10						6.84	(3.36)	26.00	(19.16)
10	20.90	18.06	21.05	23.51	20.67	22.67						21.19	0.29	29.40	(8.21)
11	22.80	37.44	37.10	38.10	38.90	41.80						38.67	15.87	42.20	(3.53)
12	39.60	73.54	77.46	76.73	72.08	75.00						74.96	35.36	54.20	20.76
	150.20	174.49	183.79	187.37	186.75	194.57	0.00	0.00	0.00	0.00	0.00	185.39	35.19	217.40	(32.01)
TK - 12 Total	5,636.10	5,730.13	5,758.53	5,746.72	5,722.50	5,729.29	0.00	0.00	0.00	0.00	0.00	5,737.43			