



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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

## BOARD OF DIRECTORS REGULAR MEETING AGENDA

Monday, October 24, 2022

5:30 p.m. Regular Meeting

### Eastmont Administration Office

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

<https://eastmont206.webex.com/eastmont206/j.php?MTID=m507e41487fad77e88a7f9f761cbf968a>

- *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](http://www.eastmont206.org) under the School Board tab.

NOTICE is hereby given that the Eastmont School District No. 206 Board of Directors, Douglas County, Washington will hold a regular meeting on Monday, October 24, 2022 beginning at 5:30 p.m. in the Eastmont Administration Office Board Room at 800 Eastmont 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](mailto: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. BOARD & SUPERINTENDENT INFORMATION

A. Board News

B. Superintendent News

V. CONSENT AGENDA

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

A. Approval of the payment of the bills and/or payroll dated October 24, 2022.

B. Approval of the Personnel Action Items dated October 24, 2022.

C. Approval of the Request for Out-of-State Travel for Staff.

D. Approval of the Highly Capable Program Plan for 2022-23.

E. Approval of the following field trip request:

1. Eastmont High School MEChA to travel to EWU and Athol, Idaho.

F. Approval of the following requests for surplus:

1. Maintenance and Transportation Department items.

VI. REPORTS

A. District Choice Report — Spencer Taylor, Executive Director Elementary Ed.

B. Highly Capable Program Report for 2021-22 — Abbey Reynolds, Program Coordinator

VII. DISCUSSION & POSSIBLE ACTION ITEM

A. Resolution No. 2022-17 A Resolution Accepting and Approving the Study and Survey — Becky Berg, Superintendent

VIII. FUTURE AGENDA ITEMS

IX. ADJOURNMENT

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

**UPCOMING BOARD MEETINGS**

<b>November 14</b>	Site Visit to Kenroy Elementary and Regular Meeting at 5:30 p.m.
<b>December 12</b>	Site Visit to Lee Elementary and Regular Meeting at 5:30 p.m.
<b>January 9</b>	Site Visit to Cascade Elementary Regular Meeting at 5:30 p.m.
<b>January 23</b>	Site Visit to Grant Elementary Regular Meeting at 5:30 p.m.

TO: Board of Directors  
 FROM: Kayla Brown, Executive Director of Human Resources  
 SUBJECT: Personnel Action Items  
 DATE: October 24, 2022

**CATEGORY**

Informational       Discussion Only       Discussion & Action       Action

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**BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

Resignations/Separation

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

Last Name	First Name	School	Position
Sanchez	Raul	EHS	Custodian/15 years

New Hires

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

Last Name	First Name	School	Position
Barriga	Jakelin	Grant	Paraeducator
Camacho	Jenica	Grant	Paraeducator

**ATTACHMENTS**

None

**FISCAL IMPACT**

Personnel Expenditure

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**RECOMMENDATION**

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

TO: Board of Directors  
FROM: Becky Berg, Superintendent  
SUBJECT: Request for Travel for Staff  
DATE: October 24, 2022

**CATEGORY**

Informational       Discussion Only       Discussion & Action       Action

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**BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

<b>NAME OF ATTENDEE(S):</b>	Russ Waterman, Athletic Director
<b>TITLE, LOCATION &amp; DATE OF CONFERENCE/WORKSHOP:</b>	National Athletic Directors Conference in Nashville, TN from December 8-14, 2022
<b>BUDGET SOURCE &amp; COST:</b>	Registration & Lodging expenses are approx. \$1,369 paid from Admin Professional Growth funds

**ATTACHMENTS**

None

**FISCAL IMPACT**

Noted above

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**RECOMMENDATION**

The administration recommends the Board approve this out-of-state travel request for staff.



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TO: Board of Directors  
FROM: Becky Berg, Superintendent  
SUBJECT: Highly Capable Program Plan for 2022-23  
DATE: October 24, 2022

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

As part of the Highly Capable Program grant process, Board approval of the program plan is required. Enclosed is the draft Highly Capable Program Plan for 2022-23.

## ATTACHMENTS

Highly Capable Program Plan

## FISCAL IMPACT

Designated monies

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## RECOMMENDATION

The administration recommends approval of the Highly Capable Program Plan for for 2022-23.

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

Page 1

## Directions

**All Local Education Agencies (LEAs) must complete this application for the 2022-23 school year.**

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

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

**Your school board must approve the information and data you enter in this form package annually.** In iGrants form Package 217 (fiscal year 2022-23), click **Print All**, to the right of Save. ([WAC 392.170.025](#)).

### Program Monitoring and Review

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

## Updated Pages

Updates have been made to the following pages:

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

## Assurances: Comply with State Law and Regulation

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

Please check only one box below:

**LEA accepts Highly Capable allocation for 2022-23 school year. LEA agrees to the comply with:**

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

**LEA DOES NOT accept Highly Capable allocation for the 2022-23 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with **RCW 28A.150.220(3)(g)**. This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

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

<input checked="" type="checkbox"/> District officials have read, and the district complies with, the laws and regulations above.	
<b>Authorized Representative Name:</b>	Penny Brown
<b>Authorized Representative Title:</b>	Special Programs Coordinator
<b>Date:</b> (MM/DD/YY)	10/10/22

<b>Highly Capable Program Coordinator</b>	
<b>Contact Name:</b>	Abbey Reynolds
<b>Contact Organization:</b>	Eastmont School District
<b>Contact Email:</b>	reynoldsa@eastmont206.org

<b>Contact Phone:</b>	5098847169
<b>Contact Name:</b>	
<b>Contact Organization:</b>	

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



District's Highly Capable Student Definition and Learning Characteristics  
RCW 28A-185-030, WAC 392-170-035, 036

**Instructions**

1. Select one check box.
2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.

- District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- District uses a unique definition that integrates elements of the state's definitions.

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

**Statement of Purpose (OPTIONAL)**

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

- Yes  No

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

**Instructions**

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

**Every Item is Mandatory**

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

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

**Assurances**

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

**Public Notification**

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

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

**Assurances**

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

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

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

**Assurances**

- District gets permission to assess.
- District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the <b>procedures for identification</b> of a student for entrance into	<input checked="" type="checkbox"/>	Explanation of the <b>procedures for identification</b> of a student for entrance	<input checked="" type="checkbox"/>







Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12

Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

**Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data**

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

**WAC 392-170-075 Selection of Most Highly Capable**

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

**Assurances**

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

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

**Assurances**

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

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





<b>Unique HCP services and programs</b>														
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> pull-out program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

<b>CEDARS Gifted Value 35 Non-traditional services and</b>	<b>K12</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
----------------------------------------------------------------	------------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	-----------	-----------	-----------

programs														
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative partnership with industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cooperative arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative arrangement with other district(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> academic competitions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> summer enrichment or acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supplemental</b> before or after school services and extra-curricular academic activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

**Assurance**

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

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

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

**Instructions**

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

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

**Assurance**

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

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

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

**Instructions**

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

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

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**Timeframe by Month(s) example  
September, December, April**

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

## Instructions

The evaluation of your HCP should return data that measure:

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

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

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
<b>Grades and Tests</b>			
AP Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
District Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Average ELA level on Smarter Balanced April - June  Average ELA level on Smarter Balanced April - June	Annually  Annually
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)Average Grade Point average	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	Grades 9-12	Annually
<b>Qualitative Data</b>			

Staff Anecdotal Observation	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Periodically throughout the school year.	school year.
Student Reflection	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Bi-annual student reflection on goals.	December and April
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

### Surveys

Administrator	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Grades 2-6, Send out Survey Monkey survey in Spring.	Spring
Parent	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Grades 2-6 every Monkey survey in Spring.	Spring
Student	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	2-6 Learning Style and Subject strength inventory. Program survey 2-6 grades.	Fall Spring
Teacher	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Grades 2-6, Send out Survey Monkey survey in Spring.	Spring
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

### Other Data Sources

Attendance	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	2nd-6th grade cluster attendance taken.	Duration of cluster groupings.
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Program Participation	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	Teacher observed participation.	Throughout the school year.
Other: Name(s)Project Based Learning Outcomes	<input checked="" type="checkbox"/> Elementary <input type="checkbox"/> Secondary	HiCap teacher completes rubrics to determine student success.	Minimum, each Trimester.

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

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

**Instructions**

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

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	5	10	25	15	25	35	30	25	50	30	40	45	340

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

**Instructions**

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

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

**Date of Annual Board Approval: 10/24/2022**

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

**File names:** do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
<b>Files have not been uploaded</b>		

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

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

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

Abbey Reynolds

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

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

**Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2022-23 identification cycle.**

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

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

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

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

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

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification.**
- b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.
- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.



- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

The above will be implemented.



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

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TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Field Trip Request – EHS M.E.Ch.A. Club to Silverwood & EWU

DATE: October 24, 2022

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

As you know, field trips which take students overnight and/or out-of-state, must have Board approval.

M.E.Ch.A. Club Advisor Enrique Sanchez Mora is seeking the Board's permission to take approximately 48 EHS M.E.Ch.A. Club students out-of-state to Silverwood in Athol, Idaho and overnight to do a visit at Eastern Washington University. This will take place over October 27-28, 2022. In addition to the high school students, there will be 4 adults in attendance. The cost to the students to attend is \$45. The remaining costs will be paid from the EHS ASB budget. A copy of the request is enclosed.

## ATTACHMENTS

Field Trip Request Forms

## FISCAL IMPACT

ASB Funds

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## RECOMMENDATION

The administration recommends approval of this out-of-state and overnight field trip request for EHS M.E.Ch.A. Club.

### REQUEST FOR SCHOOL BOARD APPROVAL FOR OUT-OF-STATE AND/OR OVERNIGHT FIELD TRIP

Please complete this form at least four weeks in advance of trip and no less than three weeks prior to School Board meeting. All necessary arrangements must be approved by principal or designee.

Person in Charge of Trip: Mr. Sanchez Today's Date: 10-4-2022  
School EHS Group/Class: M.E.Ch. A. Club Grade(s): 10<sup>th</sup>-12<sup>th</sup>

Number of Students: 48 No. of Chaperones: Staff 4 Parents \_\_\_\_\_ Volunteers \_\_\_\_\_  
(All volunteers must have a WA State Patrol check and completed Criminal History Disclosure form on file prior to any unsupervised contact with students.)

Purpose of Trip: A club activity to motivate students to do their best.

Destination: Athal, ID Silverwood Theme Park  
Address: and EWU college visit

Date of Trip: Departure 10-27-2022 Return 10-28-2022  
Time of Trip: Departure 11:00 AM Return 2:00 AM

Will any staff member:

Yes  No Receive any form of pay or remuneration for any trip-related expenses? If "Yes" please describe in detail who will receive pay or remuneration and its source.  
 Yes  No Miss days of work? If "Yes" provide information about the number of days and the plan for accounting for them.

Estimated Cost Breakdown:

		Funding Source/Budget Code:
Registration/Fee	\$ <u>45 x 48 = \$2160</u>	<u>will be paid by students</u>
Substitutes	\$ <u>-00-</u>	<u>NA</u>
Transportation	\$ <u>1468</u>	<u>M.E.Ch.A. Club #4310</u>
Lodging	\$ <u>-00-</u>	
Meals	\$ <u>-00-</u>	<u>students will provide their own</u>
Miscellaneous	\$ <u>-00-</u>	
Total Trip Cost	\$ <u>3628</u>	

Total Cost to District: \$ -00-  
Signature of Accountable Administrator: [Signature] Date: 10.4.22

ASB Funded: Yes  No   
ASB Signature/Approval (if applicable): [Signature] Date: 10.4.22

Total Cost Student Pays to Attend: \$ 45 Describe monetary assistance in place for students and families in need: (specific description of how this assistance is communicated, accessed and funded)

Please attach to this form:

1) Itinerary, 2) Event Information, 3) Completed Checklist from Page 1.  
(Itinerary should include: departure time and place; major events and/or planned stops; mode of transportation; accommodations; return time and place).

Signature/Approval Building Administrator: [Signature] Date: 10.4.22

# Tentative itinerary

**M.E.Ch.A. Club**

**Scarywood Trip / Campus visit**

**Date: Oct. 27, 2022**

**Departure time: 11:00 AM from EHS**

**Campus visit (EWU): 2:00 PM** (The visit has been requested but has not been approved)

- a. Campus tour (1hr)
- b. CAMP presentation (30 min.)
- c. Student panel (30 min.)
- d. Bookstore (30 min.)

**Depart EWU: 4:30 PM**

- a. Dinner at 5:30 PM

**Arrival to Silverwood: 7:00 PM**

- a. Remain at the park until closing time (11:00 PM)

**Departure: 11:00 PM**

- a. Leave Silverwood at 11:00 PM

**Arrival at EHS: 2:00 AM**

FIELD TRIP – STUDENT PERMISSION  
TO PARTICIPATE/ASSUMPTION OF RISK FORM

Informed Consent Form – District Curricular/Co-curricular/Interscholastic Activities

Please return this form to school before Oct. 21, 2022 and keep any attachments for your information.  
Date

The ME.C.H.A. Club is going on a field trip to Silverwood Theme Park, Eastern Wash Univ. and  
School/Grade Level/Club/Sport Name/Location/City

The purpose of this trip: Club Activity Staff in charge: Mr. Sanchez

We will leave from the school on Date: Oct. 27<sup>th</sup>, 2022 Time: 11:00 (X)AM ( )PM

We will return to the school on Date: Oct. 28<sup>th</sup>, 2022 Time: 2:00 (X)AM ( )PM  
[ ] Itinerary attached [ ] List of items needed attached

Type of Transportation: [ ] District Vehicle [X] District Bus [ ] Parent Transportation

Being fully aware of the risks, I hereby give my consent for \_\_\_\_\_  
to attend this field trip and participate in this activity. Student Name

As a parent/guardian of a student requesting to voluntarily participate in this field trip, I hereby acknowledge that I have read, understood, and agreed to the following:

- I acknowledge that this activity entails known and unanticipated risks which could result in physical or emotional injury, paralysis or death, as well as damage to property, or to third parties. I understand that such risks simply cannot be eliminated without jeopardizing the essential qualities of the activity.
- I certify that my child has no medical or physical conditions which could interfere with his/her safety in this activity.
- I authorize qualified emergency medical professionals to examine and in the event of injury or serious illness, administer emergency care to the above named student. I understand every effort will be made to contact me to explain the nature of the problem prior to any involved treatment.
- In the event it becomes necessary for the school district staff-in-charge to obtain emergency care for my student, neither they nor the district assumes financial liability for expenses incurred because of any accident, injury, illness, and/or unforeseen circumstances.

Student's Medical Conditions, Medication Information, or Allergies that District staff should be made aware of:

\_\_\_\_\_

Name of Preferred Doctor: \_\_\_\_\_ Doctor Phone: \_\_\_\_\_

Student's Home Address: \_\_\_\_\_ Student's Birthdate: \_\_\_\_\_

In an emergency, Best Phone Number to reach parent/guardian during field trip: \_\_\_\_\_

In case parent cannot be reached, Contact Name/Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_

I give permission for my student to attend field trip.  I do not want my student to attend this field trip.

\_\_\_\_\_  
PRINTED NAME of Parent/Guardian SIGNATURE of Parent/Guardian DATE

Eastmont School District No. 206  
FIELD TRIP/BUS REQUEST FORM

CONTACT NAME: Mr. Sanchez CONTACT PHONE: [REDACTED]

This request for a district bus or a district vehicle must be turned in to Activities/ASB (Mrs. Waters- Mrs. Wirth) office at least 2 weeks prior to departure.

- \* Field trips that take students overnight and/or out-of-state must have Board approval.
- \* Parent permission forms are required prior to the field trip.
- \* Any special request for buses, please fill out an itinerary and attach to request.

**\*\*ROUTE TO THE ACTIVITIES/ASB OFFICE FIRST!\*\***

<input checked="" type="checkbox"/> District Bus	<input type="checkbox"/> Chair Lift Bus	<input type="checkbox"/> District Van	CTE
Qty	Qty	Qty	

TRIP NAME: Scary Wood GROUP/CLASS: M.E.C.H.A. Club  
 TRIP DATE: Oct. 27<sup>th</sup>, 2022 REASON FOR TRIP: Club Activity

ORIGIN: Eastmont High School  
Oct. 27, 2022 11:00 AM Oct. 28<sup>th</sup>, 2022 2:00 AM.  
(Departure Date/Time) (Return Date/Time)

DESTINATION: Athol, ID.  
Oct. 27<sup>th</sup>, 2022 7:00 PM Oct. 27<sup>th</sup>, 2022 11:00 AM  
(Arrival Date/Time) (Departure Date/Time)

Destination city: Athol, ID  
 School/Location: \_\_\_\_\_  
 Address: \_\_\_\_\_

TWO STOPS: ① EWU Cheney, WA  
 ② Silverwood Theme Park Athol, ID

TEACHER(S) & CHAPERONE(S): Enrique Sanchez Number of Adults: 4  
 Number of Students: 48  
 Special Accommodations: NA

Supervisor: \_\_\_\_\_ Submitted by: \_\_\_\_\_

Estimated cost of trip: \_\_\_\_\_ Account Name: MECHA 4310

Account coding: \_\_\_\_\_

Principal approval: [Signature] 10/27/22  
 Revised 2/3/17

2022 SILVERWOOD THEME PARK  
GROUP TERMS & CONDITIONS

R 4

MINIMUM GROUP DISCOUNT SIZE: 15

**PAY-ONE-PRICE-ADMISSION** - Admission price covers all attractions except for parking, games, merchandise and food.

**PRICE CHANGES** - No refunds/No rain-checks. Silverwood has a no rain-check/no refund policy. Prices subject to change without notice; however, upon receipt of appropriate deposit, prices will be guaranteed twelve (12) months in advance of date.

**GROUP TICKETING & ENTRY** - All group members must have a ticket and enter through the park turnstiles. **Group size must be guaranteed in writing 72 hours prior to the event date.** If Silverwood does not receive a minimum guarantee 72 hours in advance, we will prepare for the anticipated number on the contract. If less than the guaranteed number of tickets are used, the contracted party will be charged for all confirmed tickets.

**POLICIES & LAWS OBSERVANCE** - In accepting ticketed admission to Silverwood, all patrons agree to observe park policies and the laws of the State of Idaho and Kootenai County. It is the responsibility of the group organizer to ensure that all group guests understand and accept these admission conditions.

**DEPOSIT, PAYMENT & TAX REQUIREMENTS** - Group or group representative must provide a non-refundable 25% deposit of all estimated charges or the complete estimated catering charges whichever is greater. The balance is due net 10 days on approved credit/PO. Total payment balance is due the day of the function, prior to party entry, unless credit has been established with Silverwood. **A service charge of 1.5% per month and/or \$25 late fee will be added per month to past due account balances.** All accounts referred to our collections department will have all additional collection fees and court costs automatically added to their balance. Silverwood collects 6.0% Idaho Sales Tax as required by law.

**RETURNED CHECKS** - All returned checks are charged \$20.00 handling fee.

**CANCELLATION** - If a group contract and deposit is not provided to Silverwood within thirty (30) days of the contract date, or within thirty (30) days of the outing (whichever is earlier), Silverwood may cancel the group reservation without notice.

**WEAPONS** - Guests may not be in possession of weapons, whether authentic or replica, while on park premises.

**PROPER ATTIRE** - Shirts and shoes are required. Swimsuits allowed in the water park only.

**II. FOOD SERVICE & EVENT SERVICE**

MINIMUM CATERED GROUP SIZE: 15

**MINIMUM GUARANTEE:** **Group size must be guaranteed in writing 72 hours prior to the event date.** If Silverwood does not receive a minimum guarantee 72 hours in advance, we will prepare for the anticipated number on the contract. Food and Beverage services will be prepared for this confirmed guaranteed number plus 10%. Additional attendance over guaranteed will be charged per person if product is available. If less than the guaranteed numbers attend the function, the contracted party will be charged for the confirmed guarantee.

**ALCOHOLIC BEVERAGES POLICIES:** Silverwood strictly observes all Idaho beverage laws. Alcoholic beverages may not be transported onto or off, Silverwood property.

**FOOD SERVICE** - Buffet line service is provided for all meals. **I.D. WRIST BANDS** - Banquet guests are required to wear identification wrist bands provided by Silverwood and pre-issued by the client to assure private food service access.

**OUTSIDE VENDORS** - No supplementary outside entertainment, services or merchandise can be booked into or distributed at the park I have read and agree to abide by the Contract and Group Terms & Conditions. I further signify that the Ticket Order and Food Service Order is correct.

DATE

10.17.22

DATE

Sign and Return to:  
Silverwood Theme Park

Sheila Suchodolski  
27843 N. Highway 95  
Athol, ID 83801

  
SALES MANAGER SIGNATURE

  
AUTHORIZED GROUP REPRESENTATIVE

Stacia Hardee Asst Principal  
PRINT NAME AND TITLE  
Edmont AS  
COMPANY/ORGANIZATION NAME

PLEASE EMAIL FORM TO: [Sheila@silverwoodthemepark.com](mailto:Sheila@silverwoodthemepark.com)  
OR FAX FORM TO 208-683-3601

# SILVERWOOD GROUP CONTRACT

27843 N Hwy 95, Athol, ID 83801  
 Telephone: (208) 683-3400 Fax: (208) 683-3601

2022-09-30 14:10:06

Contract #: **60141** Sales Manager: **SHEILA SUCHODOLSKI**  
 Contract Date: **09-30-2022** **208 216-4305**

**EASTMONT HIGH SCHOOL**  
**955 3RD STREET N.E.**

**E WENATCHEE WA 98802**

Authorized Group Representative: **ENRIQUE SANCHEZ**  
 Telephone No.: **5098846665** Fax Number: **509.884.8805**

**sancheze@eastmont206.org**

Event **2022 SCARYWOOD GROUP**

Event Date: **Thu 10-27-2022** Approx. Arrival Time

TICKET ORDER					
Ticket Type	Quantity	Price Each	Sub Total	Ticket Numbers	
				Start	End
General Ages 8-64	50	\$45.00	\$2,250.00		
Youth/Senior	0	\$0.00	\$0.00		
Complimentary	0	\$0.00	\$0.00		
Ticket Total		\$2,250.00	Established billing record or approved credit application required for billing arrangements		
Catering Total		\$0.00			
plus 6.0% sales tax		\$135.00			
Cash Cards		\$0.00			
TOTAL AMOUNT DUE		\$2,385.00	Payment due with signed returned contract		Deposit Paid
Less Deposit Required		\$250.00			
BALANCE DUE ON EVENT DATE		\$2,135.00	BALANCE PAID		

Payment Method: Check#: \_\_\_\_\_ Money Order: \_\_\_\_\_ Purchase Order: \_\_\_\_\_

Visa

Credit Card Type:  Master Card Card #: \_\_\_\_\_ Exp: \_\_\_\_\_

Discover

Group Representative's Signature:  Date: 10.17.22





# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

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TO: Board of Directors  
FROM: Becky Berg, Superintendent  
SUBJECT: Request for Surplus  
DATE: October 24, 2022

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Eastmont Maintenance and Transportation Department staff request the attached list of items that are no longer being used to be declared as surplus:

## ATTACHMENTS

None

## FISCAL IMPACT

Revenue, if sold

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## RECOMMENDATION

The administration recommends the Board authorize said property as surplus.

# SURPLUS ITEMS

- 2000 CHEVROLET 2500HD 4 WHEEL DRIVE PICKUP

VIN NUMBER 1GCGK24UOYE331791, MILEAGE 187993

6.0 LITER MOTOR, AUTOMATIC TRANSMISSION

7 FOOT 6 INCH MEYERS SNOWPLOW, CANOPY

REVERSE GEAR HAS GONE OUT IN TRANSMISSION NUMEROUS TIMES

REVERSE GEAR IS CURRENTLY OUT.

MIGHT RECEIVE \$1000.00 TO 1500.00

- 1984 CHEVROLET 2500 4 WHEEL DRIVE PICKUP

VIN NUMBER 2GCGK24M7E1191834, MILEAGE 181326

350 5.7 LITER ENGINE, 4 SPEED MANUAL TRANSMISSION, NEW CLUTCH

USED FOR YEARS AS A PUSH VEHICLE FOR NON-RUNNING VEHICLES

REPLACED BY SERVICE TRUCK WITH NEW PUSH BUMPER

Monetary value unknown

- 1995 CHEVROLET 1500 4 WHEEL DRIVE PICKUP  
VIN NUMBER 1GCEK193SE236142, MILEAGE 240,000  
5.7 LITER 350 CUBIC INCH MOTOR, AUTOMATIC TRANSMISSION  
CANOPY INCLUDED, VEHICLE HAS BEEN USED AS A PLUMBERS  
AND PAINTERS VEHICLE DURING IT'S LIFE. BEING REPLACED WITH  
A VAN THIS FALL.  
UNKNOWN VALUE
- Pallet of Various brake parts. (brake shoes, drums, spring kits,  
slack adjusters)  
Do not have vehicles these parts fit.  
Monetary value unknown
- 2 New Detroit Diesel pancake engine oil pans  
No Detroit Diesel engines in the fleet.  
Monetary value unknown
- OTC Transmission Jack  
Has bad hydraulic cylinder and was replaced years ago.  
Monetary value unknown
- Heavy Duty Clutch Jack  
No longer have a need as we no longer have any large vehicles  
with clutches  
Monetary value unknown

- Farleys Hot Water Pressure Washer  
Pump has failed  
Replaced in 2019 with new unit  
Monetary value unknown
- 1980's to early 90's International DT466 Reman Mechanical Diesel Injection Pump. International Part number 735032C92. We have no mechanical diesel engines remaining in fleet. This part is not available currently in US. Retail price if one were available \$4000.00 plus



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

## Non-Resident District Choice

Years	Into Eastmont	Out of Eastmont	Denied Choice Into Eastmont	Home - Based Instruction
17-18	305	537	27	87
18-19	325	451	33	102
19-20	289	459	58	112
20-21	335	500	46	179
21-22	323	432	56	143

## Incoming Accepted Non-Resident District Choice By School

Years	Cascade	Grant	Kenroy	Lee	R.I.	Clovis	Sterling	EJHS	EHS	Totals
17-18	13	23	24	26	5	18	56	44	96	305
18-19	22	20	22	37	3	25	37	53	106	325
19-20	25	12	18	35	6	31	36	53	73	289
20-21	26	28	21	31	4	32	34	63	96	335
21-22	17	20	27	21	5	43	31	49	110	323

## Outgoing Accepted Non-Resident District Choice by Receiving District

Years	Cas-cade	Cash-mere	Chela n	Entia t	Orond o	Online	Watervi lle	Wenatch ee Valley Acad.	Wenatch ee Open Doors	Wenatc hee	Totals
17-18	1	14	2	2	6	50	6	68	44	344	537
18-19	5	17	0	0	8	26	3	55	21	316	451
19-20	1	12	0	0	8	36	2	53	21	326	459
20-21	4	19	2	1	16	44	8	55	31	319	499
21-22	6	29	1	1	14	26	3	50	29	273	432

## Intra-District Choice within Eastmont

Years	Approved	Denied
17-18	161	79
18-19	144	64
19-20	158	62
20-21	196	67
21-22	384	89

## School Choiced Into:

Years	Cascade	Grant	Kenroy	Lee	Rock Isl.	Clovis Pt	Sterling	EJHS	EA*	Totals
17-18	12	20	34	27	6	5	57			161
18-19	22	29	28	20	0	12	33			144
19-20	30	31	27	22	2	7	39			158
20-21	28	34	21	15	7	3	21		67	196
21-22	35	58	65	45	11	31	58	79	2	384

## School Choiced Out Of:

Years	Cascade	Grant	Kenroy	Lee	Rock Isl.	Clovis Pt	Sterling	EJHS	Totals
17-18	20	11	23	28	15	42	22		161
18-19	13	13	16	33	29	22	18		144
19-20	18	16	23	34	27	21	19		158
20-21	16	16	34	42	17	23	18		77
21-22	16	21	32	43	33	64	87	43	339

\*Students only need to choice into EA. Students leaving EA return to neighborhood school.



# Eastmont School District — Relationships, Relevance, Rigor, and Results

## Highly Capable Program Report for 2021-22

Students Served K-12<sup>th</sup> (Total = 265)

School	Grades served	# of Students	Activity/Materials
Cascade	K– 5th	20	K/1 students are served through in class differentiation. 2nd-5th grade was served through a pull out model. Students were bussed to Lee (by grade level group), and had a 2 hour class with the Highly Capable teacher, in the Highly Capable classroom, using a combination of curriculum. (Interact, STEM Kits, Project Based Learning lessons, etc.) 5th Grade Field Trip: Kids in the Forest.
Clovis Point	K– 5th	15	
Grant	K– 5th	10	
Kenroy	K– 5th	17	
Lee	K– 5th	10	
Rock Island	K– 5th	7	
Eastmont Virtual Academy	K– 5th	3	
Sterling	6 <sup>th</sup> – 8 <sup>th</sup>	49	Advanced Math classes, Stock Market Virtual Challenge & Civics trip to Olympia.
EJHS	7 <sup>th</sup> – 9 <sup>th</sup>	52	Advanced courses and Honors classes.
EHS	10 <sup>th</sup> – 12 <sup>th</sup>	82	Advanced Placement (AP) classes and Dual Enrollment: Running Start

### Allocated Revenues & Expenditures

Grant Allocation: \$159,943      Estimated Total Expenditures: \$159,000.00

District Goal/Strategy/Activity	Progress to date
(2000 A) Strategy: Provide student appropriate aligned and rigorous K–12 core and supplemental curriculum, assessment, and report cards to parents consistent with state and national best practices.	<ul style="list-style-type: none"> <li>Implemented District Multidisciplinary Team (MDT) to review all referrals to increase the accuracy and consistency in qualification.</li> <li>Program Implementation August 2020-June 2021: See <i>Activity/Materials above</i>.</li> </ul>
(2000 B) Strategy: Decrease low income, Hispanic, & ELL learning gaps to 15% or less by increasing the performance of targeted students in reading, math, writing, and science as measured by state tests.	<ul style="list-style-type: none"> <li>Continued to use new assessments data to ensure that language was not a barrier to qualification.</li> <li>Trained MDT regarding avoiding biases in the selection process.</li> <li>Continued use of Cultural Linguistically Diverse and/or Economic Diverse (CLEDE) Scales to assist in the identification process.</li> <li>HiCap Coordinator worked with ELL teachers to identify students who demonstrated major growth in ELPA 21 scores in at least two domains.</li> <li>Placed students on a watch-list to consider nomination.</li> <li>Implemented Grade 2 district wide CogAT 7 screening process in order to create more equitable access for nominations to the Highly Capable Program.</li> </ul>



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Resolution No. 2022-17 A Resolution Accepting the Study and Survey

DATE: October 14, 2022

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

We have been working with the Brent Harding with NAC to complete our Facilities Study and Survey. Enclosed is a draft Resolution No. 2022-17 A Resolution Adopting the Study and Survey.

## ATTACHMENTS

Study and Survey

## FISCAL IMPACT

OSPI Grant

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## RECOMMENDATION

The administration recommends that the Board approve Resolution No. 2022-17 A Resolution Adopting the Study and Survey.

**RESOLUTION NO. 2022-17**

**A RESOLUTION ACCEPTING AND APPROVING THE STUDY AND SURVEY**

**WHEREAS**, the Office of the Superintendent of Public Instruction (OSPI) encourages school districts to survey and study school facilities on a regular basis and provides grant monies for same; and

**WHEREAS**, the Eastmont School District (ESD) received a grant commitment from OSPI for a formal Study and Survey; and

**WHEREAS**, ESD has undertaken the Study and Survey with the oversight and guidance of administration, patrons, and its consultant, NAC Architecture; and

**WHEREAS**, OSPI regulations require a current Study and Survey to become eligible for funding assistance for capital facilities improvements (if otherwise eligible); and

**WHEREAS**, the Study and Survey has been completed according to the OSPI-mandated format and furnished to the Eastmont School Board for its evaluation and approval.

**NOW THEREFORE, BE IT RESOLVED**, that the Eastmont School District hereby accepts and approves the Study and Survey, and recommends its submission to OSPI for review and grant reimbursement.

**ADOPTED** by the Board of Directors of Eastmont School District No. 206, Douglas County, Washington, at a regular open public meeting, held on October 24, 2022, with the following Directors being present and voting thereon.

**ATTEST:**

**BOARD OF DIRECTORS**

\_\_\_\_\_  
Dr. Becky Berg, Superintendent/Secretary

\_\_\_\_\_  
Whitney Smith, Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cindy Wright, Board Vice President

\_\_\_\_\_  
Jason Heinz, Board Member

\_\_\_\_\_  
Steve Piccirillo, Board Member

\_\_\_\_\_  
Meaghan Vibbert, Board Member



## 2 | LONG-RANGE EDUCATIONAL & FACILITIES PLAN

### Needs-Driven Improvements:

There are three main needs-driven influences on a long-range educational and facilities plan:

1. **Growth** (additional student housing capacity needed, both near-term and long-term).
2. **Building Condition** (deterioration or decline of existing facilities sufficient to compel modernization or replacement).
3. **Obsolescence/Upgraded Standards** (facilities not able to accommodate changing program needs with spaces too small, changes in student/teacher ratios, or lack of special needs rooms, as examples)

**Growth:** In the 5-year span prior to its 2008 Study & Survey Eastmont School District (ESD) experienced moderate growth of 187 students (3.4%). In October of 2002 ESD had 5,388 students. This compares to 5,575 students in October of 2007. This equates to growth of 37.4 students per year average (0.7% annual). The K-6 grade span enrollment grew 79 students (3.0%, or 0.6% annual); the 7-8 grade span enrollment grew 17 students (1.9%, or 0.4% annual), and the 9-12 grade span enrollment grew 91 students (5.0%, or 1.0% annual).

By comparison, in the 6-year span prior to its 2015 Study & Survey ESD experienced modest growth of 116 students (2.1%), albeit there was contraction at the 7-12 grade span, thus the overall growth was primarily in the K-6 grade span, which suggested significant long-term growth was coming. In October of 2007 ESD had 5,575 students. This compares to 5,691 students in October of 2014. This equates to growth of 19.3 students per year average (0.3% annual). The K-6 grade span enrollment grew 340 students (12.4%, or 2.1% annual); the 7-8 grade span enrollment contracted 53 students (5.7%, or 1.0% annual), and the 9-12 grade span enrollment contracted 171 students (9.0%, or 1.5% annual).

Study & Survey enrollment forecasts are typically generated using the Cohort Projection methodology. This methodology looks backward 5 years to establish growth rates, then projects those rates forward to the future 5 years. OSPI's cohort tables use actual annual October 1 headcounts for the historical data points. Per OSPI procedures, this establishes the target for near-term planning and commitment of state funding assistance (if eligible). (Note: analysis can look forward and backward longer or shorter than 5 years depending on availability of data.)

Accordingly, the Cohort Projection modeling included in the 2015 Study & Survey forecasted overall 5-year growth of 536 students from 5,691 in 2014 to 6,227 in 2019 (9.4%). This equates to growth of 107.2 students per year average (1.9% annual). The K-6 grade span enrollment projected to grow 398 students (12.9%, or 2.6% annual); the 7-8 grade span enrollment projected to grow 114 students (13.0%, or 2.6% annual), and the 9-12 grade span enrollment projected to grow 24 students (1.4%, or 0.3% annual).

In addition to enrollment growth the 2015 Study & Survey capacity analysis further factored for state-mandated grade K-3 class size reduction due to the McCleary decision, which suggested that the biggest burden of growth would come to bear primarily on the

elementary grade levels, necessitating the need for addition of elementary classroom space. This led to the District passing a capital levy and also being awarded the K-3 Class Size Reduction Grant in 2016.

In November 2016, the District convened a Facility Planning Committee facilitated by a professional planning consultant to develop and evaluate multiple potential short- and long-term capital planning options. Stakeholder input via the Facility Planning Committee resulted in a plan to complete the K-3 Class Size Reduction Grant construction and to reconfigure grade spans within the resulting and existing building inventory to respond to growth pressures and to take best advantage of available space, while also transitioning to more traditional grade span configurations deemed better for students' social, emotional, and academic welfare.

The 2016/2017 planning ultimately resulted in construction (completed for occupancy in Fall 2021) of 20 new elementary classrooms distributed at Cascade Elementary School (2), Grant Elementary School (5), Kenroy Elementary School (5), Lee Elementary School (2), and Rock Island Elementary School (6) via the K-3 Class Size Reduction Grant (and additional local levy funding that enable much needed cafeterias, kitchens and other support spaces to also be constructed). Minor modifications at Clovis Point Middle School to convert it to an elementary school were also completed.

The planning committee would have preferred to undertake full modernization of Cascade, Kenroy, Lee and Rock Island at the same time as the K-3 Class Size Reduction grant projects, but financial conditions would not permit that level of investment at that time. As such, under the 2016/2017 planning the K-3 Class Size Reduction elementary school additions were envisioned by the Facility Planning Committee as Phase 1 of a two-phase long-term improvement process, wherein Phase 2 would then replace and/or modernize severely aging portions of the Cascade, Kenroy, Lee and Rock Island elementary school buildings when eligible for state assistance funds in approximately 2024. Also envisioned to accompany the Phase 2 elementary school replacement/modernization projects in a future capital bond were replacement of the "portable village" at Sterling Elementary/Intermediate School with permanent classroom space, and miscellaneous safety, security, and athletic projects that would affect all the schools.

In late 2017, after conclusion of the 2016/2017 planning and prior to beginning detailed design of the Phase 1 projects, ESD undertook with an architect master planning of the phased development of Cascade, Clovis Point, Grant, Kenroy, Lee and Rock Island elementary schools. Conceptual drawings were generated to test basic feasibility of the Phase 1 and Phase 2 concepts, so that Phase 1 could proceed with confidence its new space could be logically and successfully incorporated into the long-term vision for the replacement/modernization of aging portions of the buildings. A concept was also developed for a potential future wing at Sterling Elementary/Intermediate School as part of its conversion to a junior high school.

The grade level reconfiguration envisioned in the 2016/2017 planning (and approved by the Eastmont Board of Directors in their July 17, 2017, meeting) was implemented over five years and concluded in time for start of the 2021/2022 school year. Reconfiguration was as follows: Cascade, Grant, Kenroy, Lee and Rock Island elementary schools transitioned from K-4 to be K-6; Clovis Point Middle School transitioned from 5-7 to be a

K-6 Elementary School; Sterling Elementary/Intermediate School transitioned from K-7 to be a 7-9 Junior High School; and Eastmont Junior high transitioned from 8-9 to be 7-9. Eastmont High School remained 10-12. With these transitions the existing building inventory was able to also adequately accommodate the moderate projected grades 7-8 and 9-12 enrollment growth projected in the 2015 Study & Survey.

See the OSPI *Enrollment Projections (Report 1049) – 2019 Cohort* (pre-pandemic) included herein. The actual enrollment growth for the 5-year duration from 5,691 in 2014 to 6,088 in 2019 (pre-pandemic) was 397 students (7.0%). This equates to growth of 79.4 students per year average (1.4% annual). The K-6 grade span enrollment grew 174 students (5.6%, or 1.1% annual); the 7-8 grade span enrollment grew 124 students (14.2%, or 2.8% annual), and the 9-12 grade span enrollment grew 99 students (5.7%, or 1.1% annual).

See the OSPI *Enrollment Projections (Report 1049) – 2021 Cohort* (current) also included herein. The actual enrollment change for the 2-year duration from 6,088 in 2019 to 5,809 in 2021 (post-pandemic) was a decline of 279 students (4.6%). This decline initially occurred in 2020 and then remained essentially stable from 5,807 in 2020 to 5,809 in 2021. From 2019 to 2021 the K-6 grade span enrollment declined 317 students (9.7%); the 7-8 grade span enrollment grew 16 students (1.6%), and the 9-12 grade span enrollment grew 22 students (1.2%). A few observations:

- The disparity between the decline at the K-6 grade span and increase at the 7-12 grade span is largely explained by the Classes of 2024 and 2026 (and to a lesser extent the Class of 2025) being substantially larger “bubble” classes. Excluding these classes, the decline would have been more consistent over the K-12 span.
- The 349 student 2020 kindergarten class was substantially smaller (91 students or 20.7%) than the 440 student 2019 kindergarten class. In 2021 kindergarten enrollment rebounded by 32 students to 381. This 9.2% increase exceeds the rebound at other grade levels, which may indicate modest growing comfort by families to return to enrolling their youngest students. It could also be indicative of new families entering the system, which translates to a potential growth trend.
- The 2020 first and second grade student classes appear to have returned to buildings in 2021 at a higher rate than other classes (all 2020 classes returned more students in 2021, except the 2020 grades 2, 4, 9 and 10 were minor anomalies). Again, this suggests modest increasing comfort by families to return their young children to schools and possibly new families entering the system.

The relevance of this historical review of ongoing long-range planning is the enrollment decline caused by the Covid-19 pandemic, which is anticipated by OSPI to be an anomaly with enrollment growth rates likely to resume to near recent pre-pandemic historical rates. Accordingly, the observations above appear to support a likelihood of returning to a more typical Eastmont pre-pandemic growth trend. That said, over the period from 2002 to 2019 district-wide growth generally accelerated from 0.7% to 1.4% annual enrollment growth, but with a dip to 0.3% annual growth in the middle years. So, the average annual growth over the full 17-year duration was 0.7% (based on total enrollment growth from 5,388 to 6,088, a total increase of 700 students or 12.9%). This may suggest a long-term strategy of planning for roughly 0.7% annual growth, but the general trend to higher growth in more recent years may suggest a strategy of instead planning for a higher rate. See Section 2A for enrollment projection analysis and options.

Section 2A concludes with a projection that 6-year enrollment growth, while it could vary due to unforeseeable outside circumstance, is likely to be comparable to the 2002 to 2019 actual long-term historic growth rates, except that high school enrollment is likely to remain flat rather than decline due to the continued enrollment growth at the K-9 span balanced by attrition from programs like Running Start. It suggests 1.3% annual growth at the K-6 grade span, 0.7% annual growth at the 7-9 grade span, and 0.0% growth at the 10-12 grade span, which equates to 5.2% total enrollment growth over 6 years.

This results in 6-year enrollment growth of 237 students at the K-6 grade span (elementary school), 64 students at the 7-9 grade span (junior high), and 0 students at the 10-12 grade span (high school).

Capacity: The capacity targets (in terms of area per student) vary widely depending on which “yardstick” one uses. But the yardsticks of the practical world (National Average and Common Practice) suggest greatest pressures for student housing will be at the elementary level in the near term.

*[NOTE: The OSPI space allocations per student are antiquated, and almost never meet the requirements of real-world space needs. The allocations were originally generated in the 1970's, and have not been rigorously updated over time to reflect expanded programs, Title IX requirements, reduced class sizes, etc. More realistic numbers are: 105-115 SF per student (K-6); 145-160 SF per student (middle school 6-8 or 7-8); and 160-200 SF per student (9-12). By keeping these numbers down, in effect OSPI dilutes matching eligibility and spreads funding around over a broader number of school districts than it otherwise could with more realistic numbers. Thus, there is little financial or political incentive to make adjustments.]*

Elementary School (grades K-6): Using the 2024 enrollment from the 2019 Cohort Enrollment (as currently permitted by OSPI due to the Covid-19 pandemic effect) and Facilities Inventory tables the K-6 grade span is over-housed (too much space for student population) by approximately 506 students. This is based on 2024 projected enrollment of 3,336 students multiplied by 90 square feet per student, resulting in a 300,240 square-foot need. Therefore, the current combined 345,780 square feet of elementary school space (including Phase 1 added space) is oversized for the need by 45,540 square feet (per the OSPI basis of 90 square-feet per student, which is generally shy of the contemporary real-life needs of roughly 105 to 115 square-feet per student at the elementary school level). As such there is no un-housed-student-based state assistance eligibility at the elementary school level.

[Note: The above grades K-6 analysis is based on the Phase 1 projects reaching Final Acceptance. At the time of this writing, the Phase 1 project general contractor has not completed all closeout requirements, thus the projects have not received board Final Acceptance. As such, the 50,256 square feet of new space added in those projects is not yet included in OSPI inventory. In practical terms this means that until Phase 1 Final Acceptance occurs the grade K-6 inventory is currently just 297,828, thus there is 2,412 square feet of unhoused student eligibility that could be captured if form D-3 for one or more projects is submitted prior to Phase 1 Final Acceptance.]

Junior High School (grades 7-9): Using the 2024 enrollment from the 2019 Cohort Enrollment (as currently permitted by OSPI due to the Covid-19 pandemic effect) and

Facilities Inventory tables project that the 7-9 grade span is over-housed (too much space for student population) by approximately 488 students. This is based on 2024 projected enrollment of 994 grade 7-8 students multiplied by 117 square feet per student plus 512 grade 9 students multiplied by 130 square feet per student, resulting in a 183,858 square-foot need. Therefore, the current combined 242,987 square-feet of junior high space is oversized for the need by 59,129 square feet (per the OSPI basis of 117 and 130 square-feet per student, which is generally shy of the contemporary real-life needs of roughly 145 to 160 square-feet per student at the grade 7-8 level and roughly 160-200 square-feet per student at the grade 9 level). As such there is no un-housed-student-based state assistance eligibility at the junior high school level.

High School (grades 10-12): Using the 2024 enrollment from the 2019 Cohort Enrollment (as currently permitted by OSPI due to the Covid-19 pandemic effect) and Facilities Inventory tables project that the 10-12 grade span will be over-housed (too much space for student population) by approximately 9 students. This is based on 2024 projected enrollment of 1,595 students multiplied by 130 square feet per student, resulting in a 207,350 square-foot need. Therefore, the current 207,572 square-feet of high school space is oversized for the need by 1,222 square feet (per the OSPI basis of 130 square-feet per student, which is generally shy of the contemporary real-life needs of roughly 160 to 200 square-feet per student at the grade 10-12 level). As such there is no un-housed-student-based state assistance eligibility at the high school level.

**Building Condition:** See Section 1, Inventory & Area Analysis of Existing School Facilities for a detailed description of building conditions.

The overall average physical condition of Eastmont Schools is good since much of the inventory is new, relatively new, or relatively recently remodeled (Cascade Building G, Clovis Point, Grant, Kenroy and Lee 2002 & 2022 Additions, Rock Island 2022 Addition, Eastmont JH, Sterling JH and Eastmont HS). The overall average condition of the aging portions of Cascade, Kenroy and Lee elementary schools is fair (62.37 out of 100). Other than the aging portions of Cascade, Kenroy, Lee and Rock Island elementary schools, the entire inventory of Eastmont School District schools is in good condition. There are of course elements that show signs of normal wear and tear due to age but are generally serviceable with normal ongoing maintenance costs to be anticipated. Cascade, Kenroy, Lee and Rock Island elementary schools are anticipated to require above average ongoing maintenance costs without significant modernization and/or replacement.

**Obsolescence/Upgraded Standards:** In consideration of contemporary school safety hazards, all Eastmont School District school buildings require varying levels of safety and security upgrades. This can be partially addressed with modifications to door hardware and access control systems, and the District is currently in process of making such improvements. With exception of Grant Elementary School, addition of single point of entry vestibules is needed. This can be reasonably easily accomplished at Clovis Elementary School, Eastmont and Sterling junior highs, and Eastmont High School. Addition of such vestibules at Lee and Rock Island elementary schools is more challenging and would not be able to be optimally configured due to the existing building plan arrangements. Addition of such vestibules at Cascade and Kenroy elementary schools would not be effective due to the exterior "corridors" that cannot be adequately

secured for access between the various buildings on those sites. Portable buildings always remain vulnerable despite addition of such vestibules (this is currently an issue at Cascade, Kenroy, and Lee elementary schools, and Sterling Junior High).

Based on the young age and/or recent modernizations of Clovis Elementary School, Grant Elementary School, Eastmont Junior High, Sterling Junior High, and Eastmont High School there is minimal pressure to improve these facilities based on obsolescence or upgraded standards.

By contrast, there is escalating pressure to modernize and/or replace the aging existing inventory at Cascade, Kenroy, Lee and Rock Island elementary schools, where programs and standards for facilities have improved over the past 25+ years making these facilities obsolete. In addition, these facilities fall woefully short of any contemporary standard for most components of OSPI's Washington Sustainable Schools Protocol (WSSP).

The existing building and site configuration at Cascade, Kenroy, Lee and Rock Island elementary schools will not permit further classroom expansion without significant operational inefficiencies, such as exacerbating current issues with corridor congestion, long travel times between classrooms and other spaces, and unsatisfactory visibility for safety and security supervision. The HVAC systems in the pre-2022 portions of these buildings do not meet current school district standards which is a preference for individual HVAC closets at each teaching space accessible from the corridor to avoid impacting classrooms during maintenance.

Cascade and Kenroy elementary schools' "corridors" are exterior to the building, which creates substantive security challenges that cannot be satisfactorily resolved without enclosing the corridors. The exterior walkways between buildings also presents logistical challenges during inclement winter conditions. Enclosing the covered walkways at Kenroy would require structural upgrades that would also require structural upgrades at adjacent occupied spaces making enclosure impractical without complete modernization of the building. Enclosing the covered walkways at Cascade is not practical due to the large separation distance between building – the enclosed corridors would effectively be "hamster tubes" between buildings that would be highly inefficient conditioned space with excessive exterior envelope and would create numerous interior courtyards that would be challenging to maintain as well as numerous perimeter alcoves that would be safety and security concerns.

The aging areas of Kenroy are not fire sprinklered and the roof structure exposed at the interior is too low to introduce a ceiling to conceal fire sprinkler piping, conduit, and ductwork infrastructure necessary to improve the spaces to contemporary standards. Buses currently must line up along the public streets. Optimally this would occur on site for safety and efficiency.

One general classroom, one special education classroom and the library at Lee do not have windows due being interior of the loop corridor configuration. The Washington Administrative Code (WAC) requires all teaching spaces where children spend 50% or more of their school day to have view windows. This cannot be achieved with the current building configuration.

The existing administrative office at Rock Island Elementary School is poorly positioned for parking, and single point of entry for security cannot be properly achieved due to its position across the corridor from the building's main entry.

There is a total of 29 portable classrooms in Eastmont School District: 5 at Cascade Elementary School, 5 at Kenroy Elementary School, 6 at Lee Elementary School, and 13 at Sterling Junior High. Portables are never optimal due to the inherent security issues associated with not being directly connected to the main building, and the majority of ESD's portable buildings are severely aging and near the end of their useful life.

**Near-Term Facility Needs:** While there is modest need to expand capacity at the elementary school grade span to accommodate enrollment growth, a similar need does not currently exist at the junior high and high school grade spans. The big near-term pressures will be to modernize and/or replace aging elementary school facilities, add specialty classrooms at Sterling Junior High, and replace portable classrooms with permanent classrooms. There likely will also be an assortment of smaller projects necessary, including (1) routine maintenance and (2) minor capital improvements (likely affordable within routine minor capital budgets). While outside the scope of this Study & Survey, Eastmont School District should consider such projects as it plans for the future.

### **Financial Considerations:**

School construction financing is usually done with a combination of local funds and state matching funds. The matching fund eligibility is generated by enrollment growth and "un-housed" students per OSPI's calculations (where they compare available space to projected growth). Or matching fund eligibility is generated by age of facilities (where OSPI regulations permit significant modernization after a facility has aged 30 years since its initial construction or last state financed modernization).

See Section 2B for the current status of Eastmont School District's financial situation for capital improvements.

### **State Assistance Eligibility:**

State assistance eligibility (based on ESD's grade 7-9 junior high configuration) is assessed by OSPI at the K-6 and 7-12 grade spans to the lesser of age-eligible "unimproved" (30 years or older) actual existing building area or calculated housing need (per OSPI grade level square feet per student factors). State assistance eligibility is calculated for the entire K-6 grade span and can be applied to modernization or new-in-lieu construction to any age-eligible facility or facilities within that grade span. Due to the anomalous enrollment declines during the Covid-19 epidemic OSPI is currently allowing districts that experienced steep declines to use the 2024 projected enrollment from the 2019 OSPI Cohort table for calculation of state assistance funding until such time as actual enrollments actually reach the 2024 projected enrollments.

See 2.2.1: *Summary of State Assistance Eligibility* at the end of this Section. Prior to July 2024 Eastmont School District has no state assistance eligibility, except that Phase 1 construction has not been accepted, which results in 59,268 square feet of space at Kenroy and Lee elementary schools being age eligible for modernization and/or new-in-lieu replacement

(which must be captured via submittal of form D-3 prior to Final Acceptance of the Phase 1 projects).

Additionally, based on 2024 projected enrollment Eastmont School District may be eligible for approximately 36,813 square feet of additional assistance for K-6 modernization and/or new-in-lieu construction in July 2024 (after existing space at Cascade and Rock Island elementary schools reach their age eligibility). [Note: this additional eligibility is subject to further analysis by OSPI with respect to how the K-3 Class Size Reduction square footage added in Phase 1 will be treated in their inventory. Also, this assistance would be contingent on strict adherence to the project schedules included in this report.]

Capturing the projected state assistance and minimizing construction cost in the proposed Bond scope requires careful orchestration of the sequence of projects per the schedule in Section 2G.

The assistance model herein reflects that Eastmont and Sterling junior highs each include grades 7-9, thus they bridge the traditional K-8 and 9-12 assistance calculations. As such, OSPI rules require that the inventory analysis be revised to K-6 and 7-12 spans.

Eastmont School District has a mixed picture of state assistance fund eligibility that includes substantial eligibility for Modernization and/or New-in-Lieu at the K-6 grade span (based on Phase 1 not yet achieving Final Acceptance), no eligibility for Modernization and/or New-in-Lieu at the 7-12 grade span, minor eligibility for Unhoused Students at the K-6 grade span (based on Phase 1 not yet achieving Final Acceptance), and no eligibility for Unhoused Students at the 9-12 grade span.

**Modernization and/or New-in-Lieu:** Buildings generally (subject to adequate enrollment to fill them) become eligible for state match 30 years from the date of the latter of their original construction Acceptance or most recent state funded modernization Acceptance by the Board. See Section 1, Table 1.1.1, *Summary of Building Inventory* for original construction years and Board Acceptance dates. See Section 2, Table 2.2.1, *Summary of State Assistance Eligibility* for calculation of housing need.

Currently only Kenroy and Lee elementary schools have inventory that exceeds 30 years of age since being new or modernized utilizing state assistance funds. Based on Phase 1 not yet achieving Final Acceptance, there is currently 59,268 square feet of space eligible for modernization and/or new-in-lieu replacement at Kenroy and Lee elementary schools.

When portions of Cascade Elementary School and Rock Island Elementary School reach 30 years of age from being new and/or modernized in February 2024 and July 2024 respectively the calculated housing need may then result in approximately 36,813 square feet of modernization and/or new-in-lieu state assistance eligibility at the K-6 grade span (subject to OSPI verification as noted above). Eligibility at the 7-12 grade span does not change.



**Unhoused Students:** Unhoused student eligibility (for ESD's 7-9 junior high configuration) is calculated in two grade spans: 1) Kindergarten through sixth grade, and 2) seventh through twelfth grade. OSPI uses factors of 90 SF per student for kindergarten through fifth grade, 117 SF per student for sixth through eighth grade, and 130 SF per student for ninth through twelfth grade. Eligibility is typically calculated for the 5-year enrollment projection, thus current eligibility would be based on the enrollment projection for 2027. Due to the anomalous enrollment declines resulting from the pandemic though OSPI is currently permitting districts to use their 2024 projected enrollments per the 2019 OSPI Cohort table for housing calculations until actual enrollments rise to the 2024 projected levels. Calculations of current area eligibility for unhoused students are summarized at the bottom of the Section 2, Table 2.2.1, *Summary of State Assistance Eligibility* utilizing the *OSPI Enrollment Projections* chart found in Section 3. Currently, the calculations show that there is minor eligibility or unhoused students (new square footage) at the K-6 span (based on Phase 1 not yet achieving Final Acceptance) and no eligibility for unhoused students (new square footage) at the 7-12 grade span.

*[NOTE: OSPI's calculation of building capacity is based on conservative, even out-dated, area-per-student calculations. The OSPI areas-per-student are well below "real world" needs. Therefore, matching eligibility based on these conservative standards usually does not accurately reflect actual needs.]*

### **School Attendance Area Adjustment:**

Eastmont School District plans miscellaneous district-wide safety, security and athletic projects; expansion of Sterling Junior High School (and removal of portable buildings); expansion and modernization of Rock Island Elementary School; expansion, partial replacement (new-in-lieu) and modernization of Cascade Elementary School, Kenroy Elementary School and Lee Elementary School; and development of a Transportation Cooperative Facility. Other than potential limited safety, security and athletic improvements the Eastmont High School, Eastmont Junior High, Clovis Elementary School, and Grant Elementary School buildings will not be altered.

The planned projects replace existing portable classrooms with permanent classrooms, modernize and/or replace portions of existing aging schools to meet contemporary requirements, and only modestly expand existing schools. Since no new schools are created and capacity at each of the modernized/expanded schools will only increase nominally, essentially accommodating anticipated growth within each school's current boundary, no change to school attendance boundaries is anticipated as a result of these projects.

Because each of the proposed elementary school projects (Cascade, Kenroy, Lee and Rock Island) will require students to be temporarily housed in other district school facilities, temporary transportation plans will be developed to accommodate those rolling adjustments. The distribution will be based on space availability, but care will be taken to minimize impacts on individual families.

At present, Eastmont will continue with the current grade level structure at each school as follows and make no change in attendance areas:

Cascade Elementary School	Grades K-6
Clovis Elementary School	Grades K-6
Grant Elementary School	Grades K-6
Kenroy Elementary School	Grades K-6
Lee Elementary School	Grades K-6
Rock Island Elementary School	Grades K-6
Eastmont Junior High School	Grades 7-9
Sterling Junior High School	Grades 7-9
Eastmont High School	Grades 10-12

**Planning Conclusions:**

Growth Conclusion: There is currently sufficient capacity at the existing schools for all grade level spans to accommodate the modest growth that would result from the 6-Year Growth Projection model (based on 2002 to 2019 actual growth rates, but no enrollment change at the high school grade span) recommended at the end of Section 2A, *Demographic Data*. Planned projects will increase this capacity at the K-6 and 7-9 grade spans as follows:

	<b>Current Capacity</b>	<b>Projected 2027 Enrollment</b>	<b>Current 2027 Over/(Under) Capacity</b>	<b>Planned 2027 Capacity</b>	<b>Planned 2027 Over/(Under) Capacity</b>
Grades K-6	3,208*	3,175	(33)	3,396	(221)
Grades 7-9	2,262**	1,570	(692)	2,436	(866)
Grades 10-12	<u>1,450</u>	<u>1,365</u>	<u>(85)</u>	<u>1,450</u>	<u>(85)</u>
Total	6,920	6,110	(810)	7,282	(1,172)

*Negative figures equate to growth capacity.*

*(\* Approximately 400 of this Grades K-6 capacity is currently in portable buildings to be removed.)*

*(\*\* Approximately 78 of this Grades 7-9 capacity is currently in portable buildings to be removed.)*

Elementary Schools: Because the projected 2027 extra capacity at the K-6 span is only 33 students there is need to add additional capacity in case growth exceeds projections. As such, the current planning increases the elementary school capacity by nine classrooms (188 students). The planning also replaces existing portable classrooms with new permanent classrooms and provides miscellaneous support spaces for the increased capacity.

Junior High Schools: There is currently ample capacity for junior high enrollment, but Sterling Junior High lacks adequate spaces for specialty curriculum, in particular career technical education (CTE), thus the current planning adds classrooms to support such programs. As such, the current planning increases the junior high capacity by six classrooms (174 students). The planning also replaces existing portable classrooms with new permanent classrooms and provides miscellaneous support spaces for the increased capacity.

Note: alternative programs currently housed in portable are assumed to move into permanent space to be constructed at Sterling Junior High under this plan. Eastmont School District will continue to consider other alternatives for housing those programs, thus permanent general classrooms currently planned to be constructed at Sterling Junior High may alternatively be constructed at other locations and/or other specialty space may be constructed at Sterling Junior High in lieu of general classrooms. Education Specifications will be developed at the full K-8 span to inform final decisions.

High School: High school enrollment is anticipated to remain essentially level and the building generally has adequate facilities to support curriculum, thus the current planning does not include expansion of the high school.

Condition Conclusion: The new, relatively new, or relatively recently remodeled buildings (Cascade Building G, Clovis Point, Grant, Kenroy and Lee 2002 & 2022 Additions, Rock Island 2022 Addition, Eastmont JH, Sterling JH and Eastmont HS) are in good condition and do not require substantial remodeling.

The overall average condition of the aging portions of Cascade, Kenroy and Lee elementary schools is fair (62.37 out of 100) suggesting these portions are due for major modernization and/or replacement. The score for the original building and pre-2022 additions at Rock Island is 74.05, with most interior elements scoring at 62 or below, suggesting need for major modernization. Cascade, Kenroy, Lee and Rock Island elementary schools are anticipated to require above average ongoing maintenance costs without significant modernization and/or replacement. Additionally, per Section 1, recent Seismic Assessments show that these same facilities have structural conditions that do not meet current seismic standards and thus are at risk of substantive damage should there be a significant seismic event (albeit ESD is in a seismic zone in which there is a low probability of such an event). See also Obsolescence/Upgrade Conclusion below.

As such, current planning includes replacement of the aging portions of Cascade, Kenroy and Lee elementary schools, and modernization of the original aging portion of Rock Island Elementary School. No other replacement or modernization of permanent building area is planned.

Obsolescence/Upgrade Conclusion: The new, relatively new, or relatively recently remodeled buildings (Cascade Building G, Clovis Point, Grant, Kenroy and Lee 2002 & 2022 Additions, Rock Island 2022 Addition, Eastmont JH, Sterling JH and Eastmont HS) support contemporary facility requirements, thus require no substantive upgrade other than security enhancements at the building entry points (except Grant Elementary School, which currently has the model entry point desired for other district schools). These security enhancements are included in the current planning.

Cascade, Kenroy, Lee and Rock Island elementary schools all exhibit substantive obsolescence as noted earlier in this Section 2. Cascade, Kenroy and Lee elementary schools are best addressed via replacement. Rock Island Elementary School can be adequately addressed via modernization. Current planning includes replacement and modernization accordingly.

See Section 2B for Capital Funding (bond capacity and assessment) information.

See Section 2E for description and cost projections for planned new construction and modernization projects that result from conclusions herein.

See Section 2F for description and cost projections for planned modernization and new-in-lieu replacement projects (these projects include replacement of portions of existing buildings with new construction) that result from conclusions herein.

See Section 2G for proposed Schedule for the planned projects.