



**\*REVISED 5/10/24**

**BOARD OF DIRECTORS  
REGULAR MEETING AGENDA**

Monday, May 13, 2024  
5:30 p.m.

**Eastmont Junior High School**

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 2023-24 Board Meeting Schedule is available at [www.eastmont206.org](http://www.eastmont206.org) under the About Us/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, May 13, 2024 beginning at 5:30 p.m. in the Eastmont Junior High School Library, 905 8<sup>th</sup> Street NE, 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

Public comment may occur orally or through written comments. Written comments must be received within 24 hours before the Board meeting. 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 24 hours prior to [schoolboard@eastmont206.org](mailto:schoolboard@eastmont206.org)

IV. STUDENT RECOGNITION

A. Student Recognition — Elia Alailima-Daley, Principal with EJHS Students

V. STAFF RECOGNITION

A. Staff Years of Service Recognition — Meaghan Vibbert, Board Member

- Jeff DeJarnett with 20 years in August 2023
- Steve Hewitt with 20 years in August 2023

VI. BUILDING AND PROGRAM REPORT

- A. Conversation with Eastmont Junior High School Staff
- B. Eastmont Junior High School Building Report — Elia Alailima-Daley, Principal

VII. DISCUSSION & POSSIBLE ACTION ITEMS

- A. Columbia River Drug Task Force’s Petition for HIDTA Designation — Becky Berg, Superintendent
- B. Presentation on Strategic Planning Process – First Reading — Becky Berg, Superintendent and Bill Eagle, NC ESD Executive Director of Student Success & Learning

VIII. BOARD & SUPERINTENDENT INFORMATION

- A. Board News
- B. Superintendent News

IX. EXECUTIVE SESSION

An executive session will be held to review the performance of an employee. The executive session will last 10 minutes with no action taken during it. Action is anticipated after the executive session.

X. CONSENT AGENDA

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

- A. Approval of the minutes from the regular meeting held on April 15, 2024.
- B. Approval of the payment of the bills and/or payroll dated May 13, 2024.
- C. Approval of the Personnel Action Items dated May 13, 2024.
- D. Approval of the following requests for surplus:
  - 1. Clovis Point Elementary School items
  - 2. Eastmont CTE Department items.
  - 3. Eastmont Curriculum Department items.
  - 4. Eastmont Junior High Library items.
  - 5. Sterling Junior High School items.
- E. Approval of the following field trip request:
  - 1. EHS FCCLA for an overnight field trip request.
  - 2. EHS FFA for an overnight field trip request.
  - 3. Future Teachers Cohort for an overnight & out-of-state trip request.
- F. Approval of Athletic Summer Program Applications and overnight camps.

**\*REVISED 5/10/24 – AMENDED SEQUENCE OF AGENDA ITEMS**

X. CONSENT AGENDA (continued)

G. Approval of the Eastmont Elementary Student Handbook for 2024-25.

H. Approval of the Board of Directors Meeting Calendar for 2024-25.

I. Review of the following policies for a First Reading:

<i>Section</i>	<i>Number</i>	<i>Title</i>
3000 Board of Directors	Policy No. 3116	Students in Out-of-Home Foster Care
6000 Management Support	Policy No. 6700	Nutrition, Health, and Physical Fitness
6000 Management Support	Policy No. 6701	Wellness Policy
6000 Management Support	Policy No. 6702	New – Recess and Physical Activity Policy

J. Review of the Monthly Student Enrollment Report.

XI. FUTURE AGENDA ITEMS

XII. ADJOURNMENT

**UPCOMING BOARD MEETINGS**

**May 28** Regular Meeting at Administration Office at 5:30 p.m.  
**June 10** Regular Meeting & Budget Hearing at Administration Office at 5:30 p.m.  
**July 15** Regular Meeting at Administration Office at 5:30 p.m.



# Eastmont Junior High School Report for 2023-24

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

Student Demographics and Information (School % / State)																	Staff Information from Prior Years					
Year	FTE	Grad	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
2018-19	929	84/81	62/47	49/24	16/17	2/2	13/15	84/83	2/2	5/3	8/4	14/28	25/32	21/15	18/14	22/12	80	59	21	4	4	3.5
2019-20	995	92/83	59/46	47/24	13/12	2/2	12/15	92/89	2/2	3/3	8/2	10/27	32/34	16/15	26/13	16/11	80	60	22	4.5	5	3
2020-21	1,017	91/83	59/46	50/25	12/12	3/2	12/15	66/80	3/2	3/3	NA	NA	NA	NA	NA	NA	80	60	22	4.5	5	3
2021-22	1,007	NA	63/46	55/25	13/12	3/2	11/14	NA	3/2	3/3	NA	NA	NA	NA	NA	NA	80	60	22	4.5	5	3.5
2022-23	711	NA	67.5	59.6	15	14.8	8.4	NA	2.5	3.2	NA	NA	NA	NA	NA	NA	80	54	14	4	5.5	3
2023-24	699	N/A	70.1	60.7	18.5	15.2	7.4	N/A	0.7	2.3	N/A	N/A	N/A	N/A	N/A	N/A	71.5	47.5	12	4	5	3

District/Building Goal or Strategy	Activities, Progress, Data																				
<p><b>Goal 1:</b> By June 14, 2024, reduce the average number of unexcused absences per school day compared to the 2022-2023 school year by at least 50%--from 29 per day (average from 22-23) to less than 14.5 per day.</p>	<table border="1"> <thead> <tr> <th>Activities</th> <th>Measurers</th> <th>Timeframe</th> <th>Lead</th> <th>Resources</th> </tr> </thead> <tbody> <tr> <td>Activity 1 ABC Report (Attendance)</td> <td>Document the number of unexcused absences per day with totals for the week by grade</td> <td>Every Week</td> <td>Traci Bolding Admin (Elia) communicates report to staff weekly</td> <td>Q download and place in the ABC Report each week</td> </tr> <tr> <td>Activity 2 Parent Contact</td> <td>Phone calls home to address unexcused absences</td> <td>Every Day</td> <td>Patricia Machado</td> <td>Q report and parent contact info.</td> </tr> <tr> <td>Activity 3 Intevntion Contact</td> <td>Interventionist work with students on absences and make-up class work</td> <td>Daily</td> <td>Interventionists</td> <td>Lap Funded</td> </tr> </tbody> </table>	Activities	Measurers	Timeframe	Lead	Resources	Activity 1 ABC Report (Attendance)	Document the number of unexcused absences per day with totals for the week by grade	Every Week	Traci Bolding Admin (Elia) communicates report to staff weekly	Q download and place in the ABC Report each week	Activity 2 Parent Contact	Phone calls home to address unexcused absences	Every Day	Patricia Machado	Q report and parent contact info.	Activity 3 Intevntion Contact	Interventionist work with students on absences and make-up class work	Daily	Interventionists	Lap Funded
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Activity 3 Intevntion Contact	Interventionist work with students on absences and make-up class work	Daily	Interventionists	Lap Funded																	
<p><b>Are unexcused absences improving?</b></p> <p>The total number of incidents per day has dropped from 29 per day, down to 23 per day. This figure represents the total number of periods missed, so the total students absent would be around 4 per day, based on the 6 period day.</p>	<p style="text-align: center;"><b>Unexcused Absences</b></p> <table border="1"> <caption>Unexcused Absences Data</caption> <thead> <tr> <th>Year</th> <th>Unexcused Absences (Class Period/Day)</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>29</td> </tr> <tr> <td>2023-2024 Current</td> <td>23</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Unexcused Absences</b></p>	Year	Unexcused Absences (Class Period/Day)	2022-2023	29	2023-2024 Current	23														
Year	Unexcused Absences (Class Period/Day)																				
2022-2023	29																				
2023-2024 Current	23																				



**Goal 2:** We will reduce the overall number of suspensions/exclusions for all students, using alternatives (building level, detentions, ISS). We will reduce out of school/exclusionary suspensions by 80% over the course of the school year. We will ensure that exclusionary discipline is applied equally to all students and is not disproportionately applied to students of color or socio-economic background.

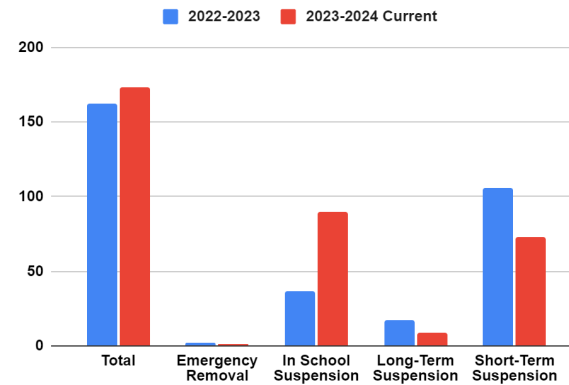
Activities	Measurers	Timeframe	Lead	Resources
Activity 1 ABC Report (Attendance)	Document the number of behaviors per week by grade	Every Week	Traci Bolding Admin (Elia) communicates report to staff weekly	Q download and place in the ABC Report each week
Activity 2 Assign Behavior Plan	Review progress and severity of offense	As incidents occur	Asst. Principals	Counselors, Parents, Intervention Team (vaping, drug, alcohol offenses)

**How has discipline/behavior been handled this school year?**

Although there have been more incidents this school year, 173 to 162 in 22/23, more than half 90/173 have been In School Suspensions. (52%)

Roughly 47% of students receiving discipline are excluded from school. This includes, drugs, alcohol, and violent behavior.

Action Totals August through April



**Goal 3:** During the 2023-24 school year, 70% or more of students will demonstrate growth greater than or equal to one grade level in reading and math as measured by iReady assessment.

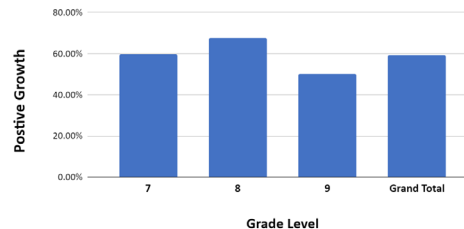
Activities	Measurers	Timeframe	Lead	Resources
Activity 1 ABC Report (Academics)	Document the number of students with at least one Ds or Fs as well as total number of Ds and Fs per grade level	Every Week	Traci Bolding, Admin (Elia) communicates report to staff weekly	Q download and place in the ABC Report each week
Activity 2 iReady Assessment	iReady Assessment	Fall and Winter	Classroom Instructor	iReady Assessment Tool
Activity 3 iReady Prescriptive Lessons	iReady Tool	Weekly	Classroom Instructor	iReady Assessment Tool

**Are students learning based on their iReady Assessments?**

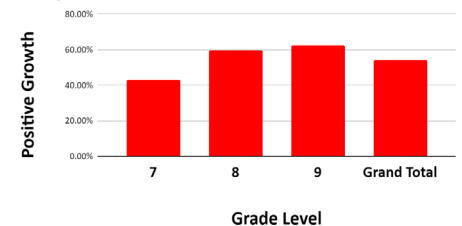
While making minimal gains in student growth in the first five months of this school year in iReady, we have made an intentional adjustment to prioritize this assessment at EJHS.

We will measure Fall to Fall growth at the beginning of next school year. We are looking for 70% of our students showing that growth of at least one school year.

% of Students showing at least one years of growth in READING from Fall to Winter- 59.38%



% of Students showing at least one years worth of growth in MATH from Fall to Winter - 54.35%





# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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

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TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Columbia River Drug Task Force's Petition for HIDTA Designation

DATE: May 13, 2024

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

East Wenatchee Police Chief Rick Johnson has let us know that the Columbia River Drug Task Force (CRDTF) is currently in the process of putting together a petition to have the County of Chelan designated as a High Intensity Drug Trafficking Area (HIDTA). This designation could provide financial funding to the drug task force. Douglas County did not qualify, but the CRDTF covers both counties. The CRDTF is seeking community members and elected officials to support their petition by allowing them to include your name and title indicating your support. Attached is more information.

## ATTACHMENTS

Information

## FISCAL IMPACT

None to Eastmont

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## RECOMMENDATION

The administration recommends the Board support the Columbia River Drug Task Force's petition for a High Intensity Drug Trafficking Area.

# Overview of Petition for HIDTA Designation Chelan County, Washington

The Columbia River Drug Task Force (CRDTF) is currently in the process of putting together a petition to have the County of Chelan designated as a High Intensity Drug Trafficking Area (HIDTA). The CRDTF is seeking community members and elected officials to support our petition by allowing us to include your name and title indicating your support.

## What is HIDTA?

- The National High Intensity Drug Trafficking Area (HIDTA) program is administered by the Office of National Drug Control Policy (ONDCP).
- HIDTA program provides federal resources to designated areas to help eliminate or reduce drug trafficking and its harmful consequences.

## Why HIDTA?

- Our area is a significant center of illegal drug production, manufacturing, importation, and/or distribution. While we are currently making an impact, the CRDTF would directly benefit from HIDTA support.
- Local law enforcement agencies have committed resources to respond to the drug trafficking problem and gang violence in the area by contributing manpower, equipment, and more to the Columbia River Drug Task Force.
- Drug-related activities in the area are having a significant harmful impact in the area.
- A significant increase in allocation of federal resources is necessary to respond adequately to drug-related activities in the area. The HIDTA program's contribution may include the following: funding for confidential funds and/or equipment, temporary reassignment of Federal personnel, training opportunities, and more. This assistance will help the CRDTF in its efforts to combat drugs entering and being distributed in our communities.

## The Columbia River Drug Task Force (CRDTF) is comprised of the following agencies:

Chelan County Sheriff's Office  
Wenatchee Police Department  
Douglas County Sheriff's Office  
East Wenatchee Police Department  
Department of Corrections

## CRDTF Executive Board:

Michael Morrison, Chelan County Sheriff  
Steve Crown, Wenatchee Police Chief  
Robert Sealby, Chelan County Prosecutor  
Kevin Morris, Douglas County Sheriff  
Rick Johnson, East Wenatchee Police Chief  
Gordon Edgar, Douglas County Prosecutor

HIDTA is a national program, and agencies from across the country will be petitioning for designation. We respectfully request your support for our petition. Your support will greatly assist in the application process. Please let us know by Friday, May 17<sup>th</sup> if you'll allow us to include your name in the petition.



# **EASTMONT** **SCHOOL DISTRICT**

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**Strategic Planning Process**  
**Board Presentation**  
**May 13th, 2024**





# Session Facilitators



Linda McKay  
Deputy Superintendent, NCESD



Bill Eagle  
Executive Director, NCESD



Ashley Goetz  
Associate Director, NCESD

# Strategic Planning Process

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## 1 Form Strategic Planning Committee

A diverse committee of nearly 50 parents, community members, students, and district staff came together to develop the key components of Eastmont's new Strategic Plan.

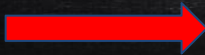
## 2 Gather Input and Draft Components

The Strategic Planning Committee met six times over the course of seven months to examine district data, identify priorities, clarify indicators of success related to those priorities, and the commitments needed to ensure Eastmont students graduate ready for the future.

## 3 Finalize Plan and Present to Board of Directors

A final draft of the Strategic plan is presented to the Eastmont Board of Directors for approval and adoption.

<b>Date</b>	<b>Purpose/Tasks</b>
<b>Session 1</b> <b>Oct 10th</b>	<ul style="list-style-type: none"> <li>➤ Roles, purpose, norms, process</li> <li>➤ Draft Profile of a Graduate</li> </ul>
<b>Session 2</b> <b>Nov 7th</b>	<ul style="list-style-type: none"> <li>➤ Revise/revise Profile of a Graduate</li> <li>➤ Draft Vision Statement</li> <li>➤ Draft Values/Beliefs/Commitments</li> </ul>
<b>Session 3</b> <b>Jan 9th</b>	<ul style="list-style-type: none"> <li>➤ Revise/Finalize Profile of a Graduate, Vision and Collective Commitments</li> <li>➤ Draft Goals</li> </ul>
<b>Session 4</b> <b>Feb 13th</b>	<ul style="list-style-type: none"> <li>➤ Review//Finalize Goals (created by District Leadership)</li> <li>➤ Draft Indicators of Success</li> </ul>
<b>Session 5</b> <b>Mar 12th</b>	<ul style="list-style-type: none"> <li>➤ Review/Finalize Indicators of Success (input from District Leadership Team)</li> <li>➤ Preview Sample Measures</li> <li>➤ Potentially Adapt Language for Plan Components</li> </ul>
<b>Session 6</b> <b>Apr 9th</b>	<ul style="list-style-type: none"> <li>➤ Finalize ENTIRE Strategic Plan for recommendation to the Board</li> <li>➤ Draft an “Elevator Speech” about the Strategic Plan</li> <li>➤ CELEBRATE!</li> </ul>
<b>May 13th</b>	<ul style="list-style-type: none"> <li>➤ Board Presentation</li> </ul>



# ROLES

## **Board**

- Reviews the progress of the Strategic Planning process, provides feedback, and holds the authority to adopt the FINAL Strategic Plan

## **Strategic Planning Committee (SPC)**

- Develop and recommend a final draft of the Strategic Plan to the Board

## **District Leadership & Small Work Groups**

- Provide support in the planning process (e.g. refine and consolidate the work of the SPC, analyze and provide data, gather input from ALL constituents)

## **Stakeholders (students, parents, families, community)**

- Provide feedback and input in various formats throughout the entire process to the SPC



# Profile of a Graduate

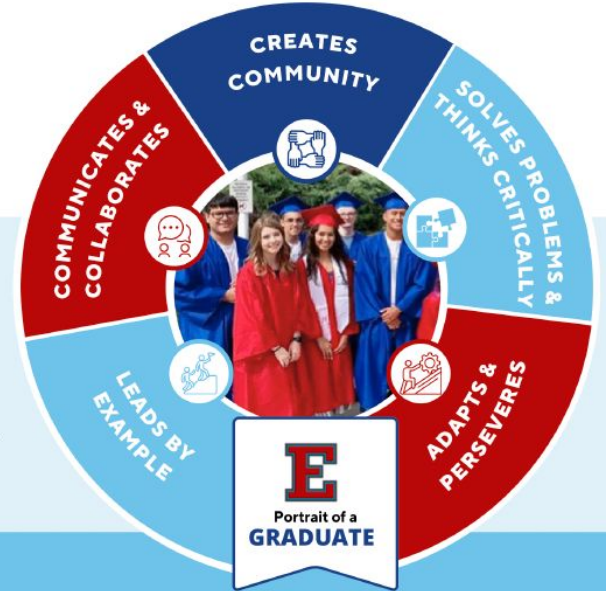
- Problem Solves / Thinks Critically
- Creates Community
- Leads by Example
- Adapts and Perseveres
- Communicates & Collaborates



SCHOOL DISTRICT

## Portrait of a Graduate

Each Eastmont graduate will embody the skills, characteristics, and values outlined in the Portrait of a Graduate.





# Commitments



## Statements

Students are at the heart of our work

Relationships, belonging, and student voice matter

All students deserve an emotionally and physically safe learning environment

Family and community engagement is key to student success

Diversity in ideas, culture, ethnicity, and talent is a school and community strength

Intentionally guided pathways lead to student success

We base our decisions on what is best for our students

We strive for excellence in all we do

We build trust through integrity and lead by example

We communicate openly

We value diversity and treat everyone with dignity and respect

We win as a team

We believe it is our collective responsibility to create an environment where all students are safe, seen, heard, celebrated, and culturally competent

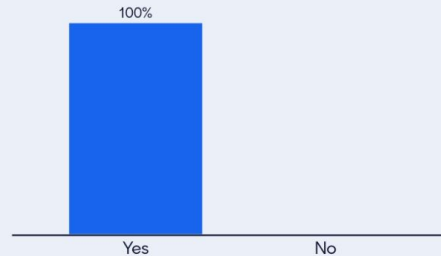
## Commitments

Commitments serve as fundamental principles guiding our work, representing non-negotiable values that we refuse to compromise, and define the approach to how we conduct business.

- We create an environment where all students are connected and safe.
- We develop, retain, and hire high quality staff that are effective, caring and culturally competent.
- We make decisions on what is best for our students and create opportunities for their voice to be heard.
- We empower highly effective collaborative educator teams to improve student learning.
- We engage students in meaningful, rigorous learning.
- We partner with families, community, and industry, to promote student success.
- We practice fiscal stewardship, transparency, and effective management of District resources.

# Profile of a Graduate - Vision - Commitments

Do you recommend (can you live with and publicly support) the Profile of a Graduate, Vision, and Collective Commitments?



# We Considered Multiple Data Sources to Develop Priorities



- Assessment
- Graduation
- Attendance
- Ninth grade on track
- Kindergarten Readiness



- School Safety
- Mental Health
- Hope



- Post-secondary Aspirations



# Priorities - Indicators of

## Sample Indicators of Success (Com

### Goal/Priority: High Qual

1. Students experience continuous growth (accelerated growth)
2. Rigorous instruction occurs in all educational settings (1)
3. Every student meets or exceeds proficiency in grade/subject
4. Students are actively engaged in collaborative learning activities and problem-solving skills (7)
5. Students engage in career exploration activities and real-world learning experiences
6. Secondary students will have opportunities to earn the Seal of Career and College Readiness

### Priority 1

#### Students are proficient in literacy and math

Throughout the early years and beyond, students will demonstrate proficiency in Literacy and Mathematics.

#### INDICATORS OF SUCCESS

- a. Early learners meet or exceed grade-level standards in ELA and Math by the end of 1st Grade

➤ **Measured by:**  
Percentage of 1st graders that meet or exceed grade level standards

- b. Students will apply literacy and math skills to real-life situations and demonstrate their relevance beyond the classroom

➤ **Measured by:**  
Frequent opportunities for students to participate in authentic learning activities



### Priority 2

#### Students experience high-quality instruction

Each student will receive effective instruction aligned to core priority standards from competent, culturally responsive educators.

#### INDICATORS OF SUCCESS

- a. Students are actively engaged in collaborative learning activities, critically analyzing information, and applying problem-solving skills

➤ **Measured by:**  
Increase students' active engagement in collaborative learning activities, their critical analysis abilities, and their application of problem-solving skills

- b. Guaranteed & Viable Curriculum for every student

➤ **Measured by:**  
Formative assessments, end of unit assessments, identified essential standards for every course, learning progressions, proficiency scales, and pacing guides

- c. Students engage in career exploration activities and real-world learning experiences

➤ **Measured by:**  
Increased levels of internships, activities and experiences that align with post secondary plans

### Priority 3

#### Students are connected, engaged and belong

All students will feel safe, seen, valued, and know they belong.

#### INDICATORS OF SUCCESS

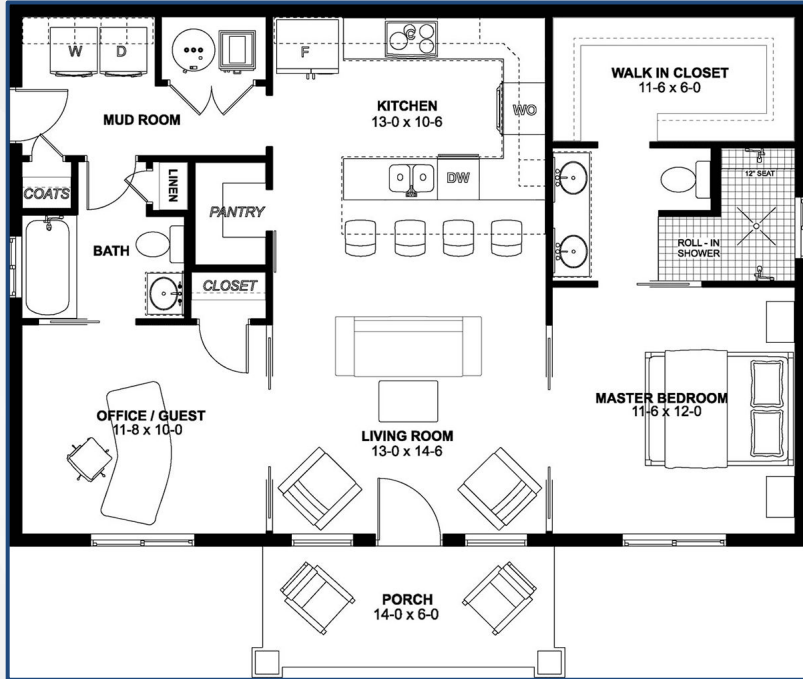
- a. Students feel safe, seen, valued and know they belong

➤ **Measured by:**  
Percentage of students indicating they have an adult at school they can turn to for help. Number of Incidents of Bullying & Harassment.

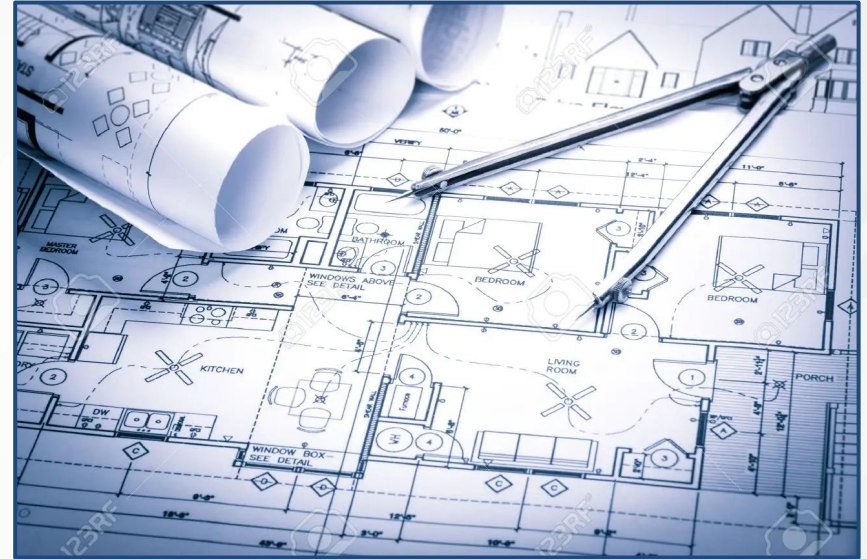
- b. Students share their voices and actively engage within their school communities

➤ **Measured by:**  
Increase levels of engagement and opportunities for student voice. Number of students involved in extracurricular activities.

# FLOOR PLAN



# BLUE PRINT



# All change begins with...



How Do  
We  
Improve?

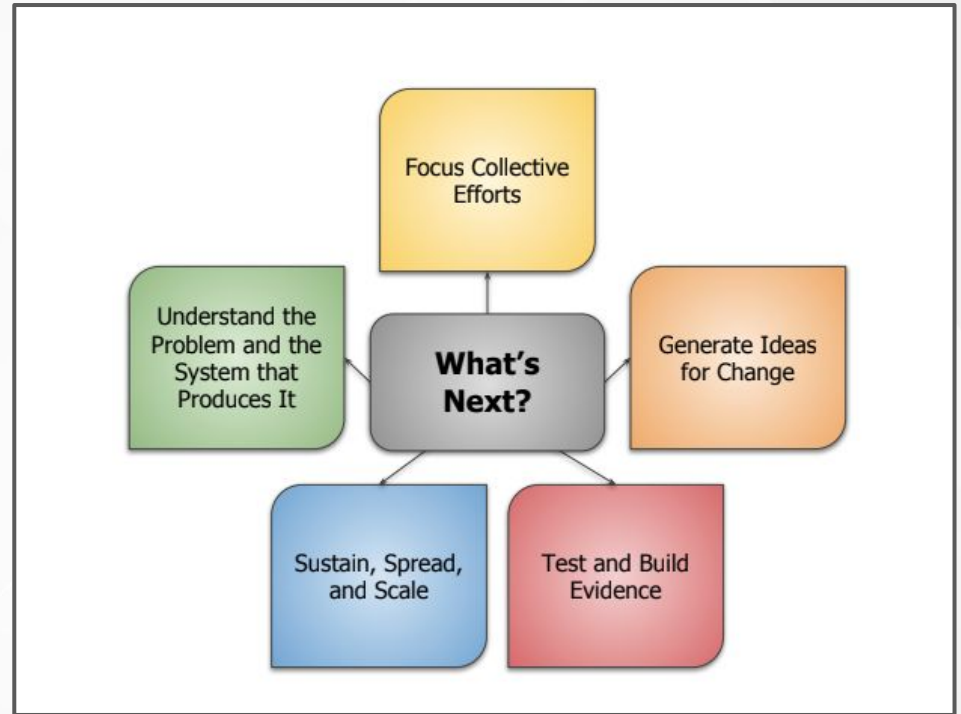


# Specific Goals, Progress Measures, Tools, and Action Plans

## Establish a **BASELINE:**

(For Example...)

- ❑ 8 out of every 20 students in 1st Grade are proficient in Literacy (40%)
- ❑ 12 out of every 20 students participate in internships (60%)
- ❑ 15 out of every 20 students have an adult they can turn to when feeling hopeless (80%)



# It's time to vote....



## EASTMONT SCHOOL DISTRICT

Every student: Competent, Confident, and Compassionate



### Our District

6,061 students  
Kindergarten - 12th grade

915 employees

9 schools

- 6 elementary schools (K-6)
- 2 junior high schools (7-9)
- 1 senior high school (10-12)



The District encompasses  
approximately 150 square  
miles.



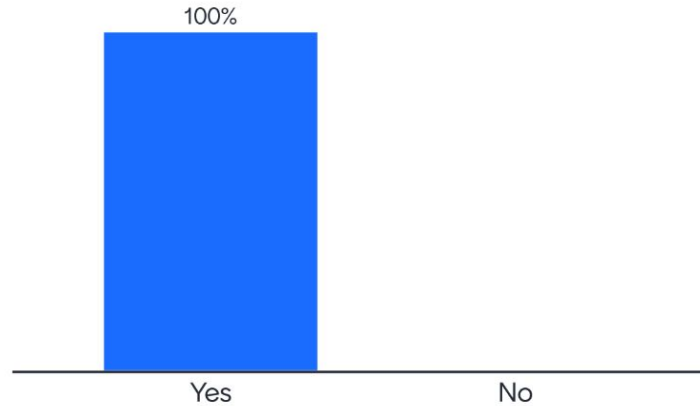
### Our Vision

**Every student:**  
Competent, Confident,  
and Compassionate

## 2024-2029 Strategic Plan

The Strategic Plan outlines Eastmont School District's vision, priorities, indicators of success, and commitments. The District uses these components of the Strategic Plan to guide their work in order to ensure every student thrives and graduates ready for the future.

# Do you recommend (can you live with and publicly support) the Eastmont Strategic Plan





We could not have completed this work without the assistance of the Strategic Planning Committee

***Thank you - Committee!***

- Admin team
- Teachers
- Parents
- Students
- Community members



# **THANK YOU!**

## **EASTMONT SCHOOL DISTRICT**

**We greatly enjoyed working with the Eastmont staff, students, families, and community members!**







# EASTMONT SCHOOL DISTRICT

Every student: Competent, Confident, and Compassionate



## Our District

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**6,061 students**  
Early Childhood - 12th Grade

**915 employees**

**9 schools**

- 6 elementary schools (TK-6)
- 2 junior high schools (7-9)
- 1 senior high school (10-12)

The District encompasses approximately 150 square miles.



## Our Vision

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**Every student:  
Competent, Confident,  
and Compassionate**

## 2024-2029 Strategic Plan

The Strategic Plan outlines Eastmont School District's vision, priorities, indicators of success, and commitments. The District uses these components of the Strategic Plan to guide their work in order to ensure every student thrives and graduates ready for the future.

# Priorities

The priorities define the key areas of focus for the District and represent vital foundations for a student's early childhood to 12th grade journey to ensure success to graduation and beyond.

## Priority 1

### Students are proficient in literacy and math

Throughout the early years and beyond, students will demonstrate proficiency in Literacy and Mathematics.

#### INDICATORS OF SUCCESS

- a. Early learners meet or exceed grade-level standards in ELA and Math by the end of 1st Grade.

➤ **Measured by:**  
*Percentage of 1st graders that meet or exceed grade level standards.*

- b. Students will apply literacy and math skills to real-life situations and demonstrate their relevance beyond the classroom.

➤ **Measured by:**  
*Frequent opportunities for students to participate in authentic learning activities.*

## Priority 2

### Students experience high-quality instruction

Each student will receive effective instruction aligned to core priority standards from competent, culturally responsive educators.

#### INDICATORS OF SUCCESS

- a. Students are actively engaged in collaborative learning activities, critically analyzing information, and applying problem-solving skills.

➤ **Measured by:**  
*Increase students' active engagement in collaborative learning activities, their critical analysis abilities, and their application of problem-solving skills.*

- b. Guaranteed & Viable Curriculum for every student.

➤ **Measured by:**  
*Formative assessments, end of unit assessments, identified essential standards for every course, learning progressions, proficiency scales, and pacing guides.*

- c. Students engage in career exploration activities and real-world learning experiences.

➤ **Measured by:**  
*Increased levels of internships, activities and experiences that align with post secondary plans.*

## Priority 3

### Students are connected, engaged and belong

All students will feel safe, seen, valued, and know they belong.

#### INDICATORS OF SUCCESS

- a. Students have a known/trusted adult at school.

➤ **Measured by:**  
*Percentage of students at each school level/grade level.*

- b. Students feel culturally accepted, included, and celebrated.

➤ **Measured by:**  
*Percentage of students at each school level/grade level.*

- c. Students share their voices and actively engage within their school communities.

➤ **Measured by:**  
*Track levels of engagement and opportunities for student voice by grade level. Number of students involved in extracurricular activities by grade level.*







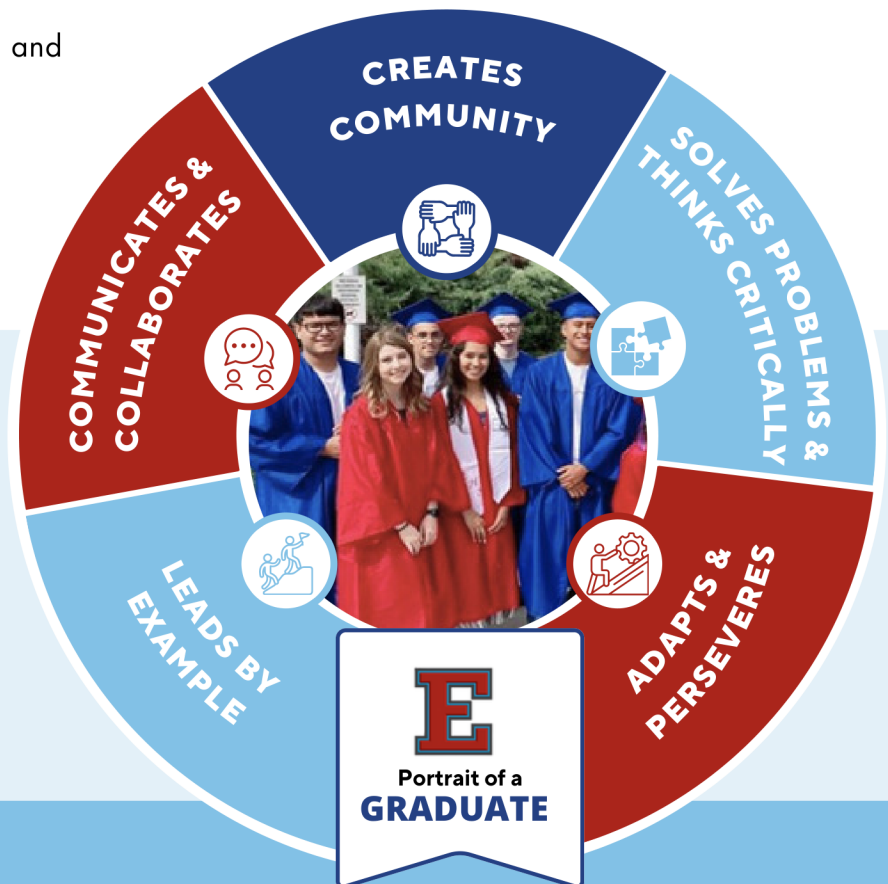
## Commitments

Commitments serve as fundamental principles guiding our work, representing non-negotiable values that we refuse to compromise, and define the approach to how we conduct business.

- We create an environment where all students are connected and safe.
- We make decisions on what is best for our students and create opportunities for their voice to be heard.
- We engage students in meaningful, rigorous learning.
- We partner with families, community, and industry, to promote student success.
- We practice fiscal stewardship, transparency, and effective management of District resources.
- We develop, retain, and hire high quality staff that are effective, caring and culturally competent.
- We empower highly effective collaborative educator teams to improve student learning.

## Portrait of a Graduate

Each Eastmont graduate will embody the skills, characteristics, and values outlined in the Portrait of a Graduate.





## Strategic Planning Process

### 1 Form Strategic Planning Committee

A diverse committee of nearly 50 parents, community members, students, and district staff came together to develop the key components of Eastmont's new Strategic Plan.

### 2 Gather Input and Draft Components

The Strategic Planning Committee met six times over the course of seven months to examine district data, identify priorities, clarify indicators of success related to those priorities, and the commitments needed to ensure Eastmont students graduate ready for the future.

### 3 Finalize Plan and Present to Board of Directors

A final draft of the Strategic plan is presented to the Eastmont Board of Directors for approval and adoption.

## Eastmont Board of Directors

**Meaghan Vibbert**, President

**Lauren Miede**, Board Member

**Jason Heinz**, Vice President

**Jacob Bukhart**,  
WIAA Representative

**Whitney Smith**, Legislative  
Representative



## Our Students

**6,061 students**<sup>1</sup>

Early Childhood - 12th Grade

- American Indian/Alaskan Native **0.2%**
- Asian **0.6%**
- Black/African American **0.3%**
- Hispanic/Latino of any race(s) **52.1%**
- Native Hawaiian/Other Pacific Islander **0.0%**
- Two or More Races **1.4%**
- White **45.3%**

English Language Learners<sup>1</sup>  
**18.1%**

Low Income<sup>1</sup>  
**65.9%**

Migrant<sup>1</sup>  
**11.7%**

Special Education<sup>1</sup>  
**12.0%**

Four-year Graduation Rate<sup>1</sup>  
**91.2%**

Students Loved  
**100%**

<sup>1</sup> Data Source: 2022-2023 District Data /  
Office of Superintendent of Public Instruction

### Eastmont School District

800 Eastmont Ave  
East Wenatchee, WA 98802

phone (509) 884-7169  
fax (509) 884-4210

*Eastmont School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. Kayla Brown, Executive Director of Human Resources, has been designated to handle questions and complaints of alleged discrimination.*



**BOARD OF DIRECTORS  
REGULAR MEETING MINUTES**

April 15, 2024

**CALL TO ORDER & PLEDGE OF ALLEGIANCE**

On Monday, April 15, 2024, the regular meeting of the Eastmont School District Board of Directors was called to order by Board President Meaghan Vibbert at 5:30 p.m. in the Sterling Junior High School Library, 600 North James, East Wenatchee.

**ATTENDANCE**

Present:

Meaghan Vibbert, Board President  
Jason Heinz, Board Vice President  
Jacob Burkhart, Board Director  
Lauren Mieke, Board Director  
Whitney Smith, Board Director  
Becky Berg, Superintendent/Secretary  
Brandy Fields, Superintendent's Secretary

Also Present:

District staff and a community member

**APPROVE AGENDA/MODIFICATIONS**

Superintendent Becky Berg reported there were no modifications to the Agenda.

MOVED by Director Heinz and SECONDED by Director Smith to approve the Agenda for April 15, 2024. The motion CARRIED unanimously.

**PUBLIC COMMENT**

Instructions for public comment were provided next to the sign-in sheet. No individuals completed the sign-in sheet for Public Comment.

**STUDENT RECOGNITION**

**A. Student Recognition.**

Principal Chris Hall and Assistant Principal Cody Brunner let the Sterling students introduce themselves: Everleigh Lawson, Brooklynn Johnson, Brody Hunter, Kaedison Bilderback, Nathan Clune, Cole Bartlett, and Serenity Moore-Gee spoke about their experiences in ASB, FCCLA, FFA, FBLA, or Skills USA and answered questions from the Board.

**STAFF RECOGNITION**

A. Staff Years of Service Recognition.

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

- Vicki Jo McDonald with 20 years in August 2023
- Karli Prazer with 20 years in August 2023
- Ami VanderSluis with 25 years in August 2023
- Don Carroll with 30 years in August 2023

**BUILDING AND PROGRAM REPORT**

A. Conversation with Sterling Junior High School Staff.

Sterling Junior High School staff shared information with the Board on their recent challenges and accomplishments. They also answered questions from the Board.

B. Sterling Junior High School Building Report.

Principal Chris Hall spoke about his staff and experience at Sterling Junior High School.

**BOARD & SUPERINTENDENT INFORMATION**

A. Board News.

Director Burkhart shared that local businesses reported during student lunch times, students have been quite pleasant and it's been going well. Director Miede was appreciative of the individuals he saw in his neighborhood promoting the Bond. Director Heinz shared that Unified Soccer has a match this Wednesday night. Director Smith shared that EHS ASL is presenting Sign Idol this Friday night.

B. Superintendent News.

Superintendent Berg shared with the Board that she's been involved with both Bond information outreach and some pre-Bond construction work. She also reported the safety film/safety glass has started being installed at several places at EHS. Executive Director Spencer Taylor shared that thanks to a grant obtained by Executive Director Kim Browning our 6<sup>th</sup> grade students were able to attend Outdoor Education overnight at Lake Wenatchee and it seems to be going well.

**CONSENT AGENDA**

A. Approval of minutes. The Board of Directors approved the minutes from the regular meeting held on March 25, 2024.

B. Payment of bills and/or payroll. The Board of Directors approved the following checks, direct deposits, or wire transfers listed on check summaries dated April 15, 2024:

Warrant Numbers	Total Dollar Amount
7136044-7136044	\$60.00
7136045-7136046	\$2,216.64
7136047-7136048	\$318.17
7136049-7136066	\$20,234.94
7136067-7136169	\$262,210.41
202300071-202300072	\$1,662.71

- C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated April 15, 2024.
- D. Approval of travel. The Board of Directors approved the Staff Travel Request Report dated April 15, 2024
- E. Approval of surplus. The Board of Directors approved the following surplus requests:
  - 1. Eastmont Maintenance Department items.
  - 2. Eastmont Technology Department items.
  - 3. EHS Football items.
  - 4. EHS Softball items.
- F. Approval of policies. The Board of Directors reviewed the following policies for a Second Reading/Adoption:

<i>Section</i>	<i>Number</i>	<i>Title</i>
1000 Board of Directors	Policy No. 1250	Student Representative to the Board of Directors
2000 Instruction	Policy No. 2415	Performance-Based Pathway for High School Graduation

- G. Approval of resolution. The Board of Directors approved Resolution No. 2024-04 Resolution Delegating Authority to WIAA for Interscholastic Activities and Interscholastic Officials L&I Coverage for the 2024-25 School Year.
- H. Approval of agreement. The Board of Directors approved the Eastmont Administrators Association's (EEA) Collective Bargaining Agreement for 2024-2027.
- I. Review of report. The Board of Directors received the Monthly Budget Status Report.
- J. Review of report. The Board of Directors received the Monthly Student Enrollment Report.

MOVED by Director Heinz and SECONDED by Director Burkhart to approve Consent Agenda Items #A-J. The motion CARRIED unanimously.

**UPDATE**

- A. Verbal Update on the Strategic Plan.  
Superintendent Berg gave the Board a verbal update on the progress of the Strategic Plan and answered questions from the Board.

**FUTURE AGENDA ITEMS**

Procedure No. 3224-P Student Dress.

**ADJOURNMENT**

MOVED by Director Mieke and SECONDED by Director Burkhart to adjourn the meeting. The motion CARRIED unanimously.

The meeting adjourned at 6:49 p.m.

TO: Board of Directors

FROM: Kayla Brown, Executive Director of Human Resources

SUBJECT: Personnel Action Items – Revised

DATE: May 13, 2024

**CATEGORY**

Informational       Discussion Only       Discussion & Action       Action

**BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

Resignations/Separation

The following people have notified us of their plans to resign for the 2023-24 school year:

Last Name	First Name	School	Position
Armaly	Mika	EJHS	Teacher/10 years
Chavez	Julio	Lee	Teacher/6 years
Don	Michael	EHS	Teacher/14.7 years
Gwinn	Molly	Rock Island	Teacher/1.8 years
Pieczynski	Danielle	Cascade	Paraeducator/3 years
Turner	Zachory	EJHS	Custodian/3 years
Sheehan	Michaela	Clovis	Teacher/7.4 years

New Hires

The following people have been offered tentative employment for the 2024-25 school year:

Last Name	First Name	School	Position
Becker	Katelyn	Kenroy	Teacher
Croci	Grace	EHS	Coach
Crook	Sandra	EJHS	CTE Teacher
Flores	Ricardo	Grant	Teacher
Golbienio	Marisa	EHS	Coach
Kondo	Mikelanne	Kenroy	Teacher
Mayr	Josh	Sterling	Coach
Morrell	Blake	Grant	Teacher
Nowack	Lauren	EJHS	CTE Teacher
Pfiefle	Paris	EHS	Coach
Sayan	London	EHS	Coach
Schuetze	Kallen	Grant	Teacher
Smith	Margo	Grant	Teacher

Retirement

The following person has notified us of their plans to retire for 2023-2024:

Last Name	First Name	School	Position/Years
Halle	Gerald	SJHS	Teacher/37.5 years

Retirement

The following person has notified us of their plans to retire for 2024-2025:

Last Name	First Name	School	Position/Years
Howe	Connie	Kenroy	Secretary/26 years (retire Dec 2024)

Leave of Absence

The following person has notified us of their intent to take a Leave of Absence for the 2024-25 school year:

Last Name	First Name	School	Position/Years
Moore	Katheryn	EJHS	Math Teacher/13 years

Non-Renewal

The following people have been notified of this decision for **2024-25** school year:

Last Name	First Name	School	Position
Banks	Matt	EHS	Gear Up Intervention
Blanchard	Nadine	EHS	Teacher
Davis	Isaiah	EHS	Gear Up Intervention
Figueroa	Omar	EJHS	ALE
Pedroza	Jesus	EHS	Gear Up Intervention
Scott	Sara	EJHS	Counselor
Spencer	Kai	EHS	Gear Up Intervention
Steensma	Brent	EJHS	CTE

New Hire

The following person has been offered tentative employment for the 2024-25 school year:

Last Name	First Name	School	Position
Enders	Del	High School	Principal

**ATTACHMENTS**

None

**FISCAL IMPACT**

Personnel Expenditure

**RECOMMENDATION**

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



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

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TO: Board of Directors  
FROM: Becky Berg, Superintendent  
SUBJECT: Requests for Surplus  
DATE: May 13, 2024

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

---

## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Clovis Point Elementary staff request the attached list of items be declared as surplus, because they are from a prior curriculum adoption and no longer being used.

Eastmont CTE Department staff request the attached list of items be declared as surplus, since they are at their end-of-life cycle.

Eastmont Junior High School Library staff request the attached list of library books and items be declared as surplus. Due to the volume of books, the list will be posted separately on the website.

Eastmont Teaching & Learning Department staff request the following books be declared as surplus, because they are from a prior curriculum adoption and no longer being used:

- *56 America's Past*, K-5 Social Studies Alive student editions

Sterling Junior High staff request the attached list of items be declared as surplus, because they are no longer being used.

## ATTACHMENTS

Lists

## FISCAL IMPACT

Revenue, if sold

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## RECOMMENDATION

The administration recommends the Board authorize said property as surplus.

Clovis Surplus – 5/8/2024

ITEM DESCRIPTION	QTY
Lottery Rose- Novels	18
Tuck Everlasting- Novel	29
Old Version History Alive set and student text	1
Merriam Webster Thesaurus (Green)	14
Merriam Webster Intermediate Dictionary (Pink)	19
Merriam Webster Dictionary (Red)	7
The Clear and Simple Thesaurus and Dictionary (Blue)	8
Merriam Webster Dictionary of Synonyms & Antonyms (Yellow)	3
Journeys Literacy and Language Teacher Guide	1
Journeys Cold Reads Passage	1
Journeys Intervention Assessments	1
Journeys Common Core Writing Teacher Handbook	1
Journeys English Language Learners Teacher Handbook	1
Journeys English Language Learners Newcomer Teacher Guide	1
Journeys Standards-Based Assessment Resource	1
Journeys Common Core ELA Exemplar Resource	1
Journeys Quick Start Pacing Guide	1
Journeys Reader's notebook Teacher's Edition	1
Journeys Close Reader Teacher's Guide	1
Journeys Benchmark and Unit Tests	1
Journeys Benchmark and Unit Tests Teacher's Guide	1



CTE Surplus – 5/8/2024

#	Item Description	Location
8	Stoves – 20 years old and being replaced with new equipment	EHS
7	Stoves – 20 years old and being replaced with new equipment	EJHS
2	Stacking washer/dryer units – due to age	EHS
1	Mig Welder (Hobart) – does not work	EJHS
2	Mig Welder (SP.135 Plus) – does not work	EJHS
1	3D Printer, filament and base plastes	EHS
1	Horizontal Bandsaw - does not work	EHS
1	Plasma Cutter – works, but is so old we can no longer buy consumables	EHS
1	Spot Welder (Miller) - does not work	EHS
1	Plotter - still prints in color - Replacing with 3 smaller units for increased student participation	EHS

Sterling Surplus – 5/8/2024

<b>Item Description</b>	<b>QTY</b>
Acoustic studio upright piano	1
Kilns	2
6 Foot computer table	1
4 foot Computer Desk	1
5 foot teacher desk	1
Misc. stools	16
42 in. desk	1
Student chairs	35



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TO: Board of Directors  
FROM: Becky Berg, Superintendent  
SUBJECT: Field Trip Request – EHS FCCLA to National Leadership Convention  
DATE: May 13, 2024

## 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.

EHS FCCLA Advisor Lisa Pilkinton is seeking the Board's permission to take 3 students overnight to compete at the FCCLA National Convention in Seattle, WA from June 28-July 4, 2024. In addition to the students, there will be 1 staff chaperone in attendance. The cost to the students to attend is approximately \$500 with fund raising opportunities available. The remaining expenses will be paid for from ASB and CTE budgets. A copy of the itinerary is enclosed.

## ATTACHMENTS

Itinerary

## FISCAL IMPACT

ASB and CTE

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## RECOMMENDATION

The administration recommends approval of this overnight field trip request.

## **FCCLA STATE CONFERENCE ITINERARY 23-24**

### **Friday, June 28**

1:00 – 4:00PM	Leave EHS and drive to Seattle
4:00 – 4:30PM	Check into Hotel
5:00 – 8:00PM	Welcome Reception
8:00 – 10:00PM	Return to hotel and get settled
10:00PM	Curfew/bed check

### **Saturday, June 29**

5:30 – 6:30AM	Get ready for the day
6:30 – 7:30AM	Go get breakfast
7:30 – 5:00PM	Attend networking, orientations and state meetings. We will leave from 1-2PM to get lunch.
5:00 – 6:00PM	Go get dinner
6:00 – 9:30PM	Attend general session and state meetings
10:00PM	Curfew/bed check

### **Sunday, June 30**

5:30 – 6:30AM	Get ready for the day
6:30 – 7:00AM	Go get breakfast
7:00 – 4:00PM	Attend business session, round table sessions, and compete in STAR events. We will get lunch from the concession trucks during the day.
4:00 – 5:30PM	Go get dinner
5:30 – 7:00PM	Attend general session
7:00 – 9:30PM	Sight seeing and tours
10:00PM	Curfew/bed check

### **Monday, July 1**

5:30 – 6:30AM	Get ready for the day
6:30 – 7:00AM	Go get breakfast

7:00 – 5:45PM Attend RED Talks, general sessions, State meeting, and compete in STAR events. We will get lunch from the concession trucks during the day.

5:45 – 7:00PM Go get dinner

7:00 – 9:30PM Sight seeing and tours

10:00PM Curfew/bed check

**Tuesday, July 2**

5:30 – 6:30AM Get ready for the day

6:30 – 7:30AM Go get breakfast

7:30 – 3:00PM Attend FCCLA Showcase, RED Talks, round tables, fashion show and general session. We will get lunch from the concession trucks during the day.

3:00 – 6:00PM Chilling at the hotel (swimming)

6:00 – 10:00PM FCCLA Night at the ballgame

10:00PM Curfew/bed check

**Wednesday, July 3**

5:30 – 6:30AM Get ready for the day

6:30 – 7:15AM Go get breakfast

7:15 – 5:30PM Attend STAR events finals, general session for finalists, and closing general session. We'll leave for lunch from 12:00 – 1:00PM.

5:30 – 7:30PM Go get dinner

7:30 – 10:30PM FCCLA NLC After Party

10:30PM Curfew/bed check

**Thursday, July 4**

7:00 – 8:00AM Wake up and get ready to head home

8:00AM Check out of hotel and return home. We'll grab breakfast on the way home.

11:00AM Return to Eastmont High School



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TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Field Trip Request – EHS FFA to Washington FFA State Convention

DATE: May 13, 2024

## CATEGORY

Informational

Discussion Only

Discussion & Action

Action

---

## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

Due to the paperwork being finalized after our last Board meeting and the travel dates occurring before the next Board meeting, initial approval was given for the following field trip at the superintendent level per Board Policy No. 2320 Field Trips, Excursions, and Outdoor Education:

EHS FFA Advisor Jason Hammerberg is seeking the Board's permission to take 24 students overnight to compete at the Washington FFA State Convention in Pullman, WA from May 8-12, 2024. In addition to the students, there will be 5 staff chaperones in attendance. The cost to the students to attend is approximately \$275 with fund raising opportunities available. The remaining expenses will be paid for from ASB and CTE budgets. A copy of the itinerary is enclosed.

## ATTACHMENTS

Itinerary

## FISCAL IMPACT

ASB and CTE

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## RECOMMENDATION

The administration recommends approval of this overnight field trip request.

# Student State Convention Itinerary 2024

Contest/Event	Time	Event	Room/Location	Students
<b>Wednesday</b>				
Leave EHS	3:00 PM	Leaving to go to Pullman	Ag. Dept. Compound (by Greenhouse)	All
Arrive in Pullman	7:00 PM	Arrive on WSU Campus	Get settled in dorms	All
Convention Check-in	7:15 PM	Check-in	Beasley	Advisors
Dinner	6:30 PM	Dinner	Pizza perfection	All
Walmart Supplies Run	8:00 PM	Walmart Supplies Run/Costco	WalMart - Pullman	All who want to buy snacks/supplies for the weekend
Bed Check	10:00 PM	Bed Check	All rooms	All
<b>Thursday</b>				
Breakfast	6:00 AM - 8:00 AM	Breakfast	Dining Hall	All
Lunch	11 AM - 1PM	Lunch	Dining Hall	All
Dinner	4-6PM	Dinner	Dining Hall	All
Employment Skills	8:15 AM-9AM	Coaches and Judges Meeting	Spark 235	
Employment Skills	8:30AM - 12PM	Participant in Holding Room	Spark 235	
Employment Skills	9 AM - 12PM	Personal interviews and follow up correspondence	Spark 212,227,233,223/ Follow up Spark 210	
Employment Skills	1 PM Approx	Final Flights Posting/ Scoring	Spark 102D/Spark 225	
Employment Skills	1:30 - 5 PM	Holding Room for Finals	Spark 235	
Employment Skills	2 PM - 5PM	Personal Interviews, Networking, Phones Interviews	Spark	
First Year	8-8:30 AM	Coaches and Judges meeting	Beasley Coliseum Concourse	
First Year	8:30 AM	Test	Behind Stage in Designated Seating Area	
First Year	8:30-12:30 PM	Team Activity	Beasley Coliseum Concourse	
First Year	12:30 approx.	Finals Flight Posted	Beasley Coliseum Concourse	
First Year	12:45 - 1PM	Judges Meeting	Beasley Coliseum Concourse	



# Student State Convention Itinerary 2024

Contest/Event	Time	Event	Room/Location	Students
First Year	1 PM-Finish	Holding and Testing Area	Beasley Coliseum Concourse	
First Year	1 PM to Finish	FINALS	Beasley Coliseum Concourse	
Food Science	7:30-8 AM	Coaches and Judges meeting	Johnson C107	
Food Science	8AM -5PM	Test/Math/ Customer Inquiry	Johnson C107	
Food Science	8AM -5PM	Aromas, Trangle Test, Safety and Sanitation	Vogel 31,35,39,43 & Concourse	
Food Science	8AM -5PM	Team Activity	Johnson C107 Holding Room	
Food Science	8AM -5PM	Top 8 Team Activity Presentations	C1, C3, C105	
Milk Quality Products	12:30 -1 PM	Coaches and Judges Meeting	Clark 152	
Milk Quality Products	1PM-5PM	Events and Activities	Clark 149, 151, 152, 172, library, FSHN 103, 104A, 140, 155,354	
Quiz Bowl	9:30 AM - 11AM	Test	CUE 203	
Delegate/SOC	8AM -5PM	Slection Interviews/Test/Process	CUE 518, 512	
Delegate Kickoff	8:30-9AM	Overview and Committee Breakout	Spark G45	
Delegate Business	9AM - 12PM, 1 - 4PM	Committee Work	Spark 323, 327, 333, 339	
Career Expo	9AM - 4PM	Education and Career Expo	CUB Senior Ballroom	All not at contest
Workshops	9 AM - 4PM	Multiple Hour Long Workshops	Todd 226,304,320,404, 430	All not at contest
SESSION 1	Doors open 5PM Starts 5:30	Session 1: , Poultry, Intro of State Officer Candidates	Beasley Coliseum	All Eastmont FFA
Bed Checks	10:00 PM	Bed Checks	All Rooms	All
<b>Friday</b>				
Breakfast	6:00 AM - 8:00 AM	Breakfast	Dining Hall	All
Lunch	11 AM -1PM	Lunch	Dining Hall	All
Dinner	4-6PM	Dinner	Dining Hall	All
Quiz Bowl	5:15 PM	Finals *Top Two Teams Only*	Beasley Coliseum	



# Student State Convention Itinerary 2024

Contest/Event	Time	Event	Room/Location	Students
Vet Science	12:30 PM - 1PM	Coaches Meeting	Cue 202	
Vet Science	1 PM - 5PM	Knowledge /Math Test	Cue 202, 203	
Vet Science	1 PM - 5PM	ID Practicum	Cue 119, 114	
Career Expo	9AM - 4PM	Education and Career Expo	CUB Senior Ballroom	All not at contest
SOC Process	8AM - 5PM	Slection Interviews/ Test/ Process	CUE 518, 512	
Delegate Kickoff	8:30 - 9AM	Overview and INformation	Spark G45	
Delegate Business	9 AM - 12AM	Comittee Work	Spark 235, 323, 327, 339	
Delegate Business	12:30 - 3PM	Official Business Session	Spark G45	
Workshops	9 AM - 12PM	Multiple Hour Long Workshops	Todd 226,304,320,404, 430	All not at contest
Day of Service	TBD	TBD	TBD	All
Session 2	5:00 PM - 7:00 PM	Session 2: Co-Op, First Year, Food Science, Advisor Recognition, Keynote from National FFA EVP	Beasley Coliseum	All Eastmont FFA
Bed Check	10:00 PM	Bed Check	All Rooms	All
<b>Saturday</b>				
Breakfast	6:00 AM - 8:00 AM	Breakfast	Dining Hall	All
Lunch	11 AM -1PM	Lunch	Dining Hall	All
Dinner	4-6PM	Dinner	Dining Hall	All
Workshops	9AM - 12PM	Multiple Hour Long Workshops	Todd 226, 304, 320, 404, 430	

# Student State Convention Itinerary 2024

Contest/Event	Time	Event	Room/Location	Students
Session 3	10:30 AM - 12:00 PM	Session 3: Delegate Business Report, State Officer Candidate Speeches, Delegate Voting, American Degree Candidate Recognition, Superior Chapter, Scrapbook, State Degree Ceremony	Beasley Coliseum	All Students Not Competing
Vet Science	12:00 PM - 5:00 PM	Presentations	Todd 301, 303, 307, 334, 120 125, 130, 133	
Vet Science	8 AM - 5PM	Clinicals	Spark Study Spaces	
Session 4	5:00 PM - 8:00 PM	Session 4: National Chapter, Vet Science, Convention in Review, Final Officer Walkdown, 2023-2024 State Officer Team Elections, New Officer Installation	Beasley Coliseum	All
Head Home!	9	Head Home	Suburbans	All
Arrive back at home	2:00 AM	Arrive home AM	Suburbans	All



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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

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TO: Board of Directors  
FROM: Becky Berg, Superintendent  
SUBJECT: Field Trip Request – Future Teachers Cohort to Educators Rising Conference  
DATE: May 13, 2024

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

---

## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

Future Teachers Cohort Advisors Mayra Navarro Gomez and Marisella Santillan are seeking the Board's permission to take approximately 10 students overnight and out-of-state to the Educators Rising Conference in Washington, DC from June 28-July 1, 2024. In addition to the students, there will be 2 staff chaperones in attendance. There is not a cost to the students to attend. The travel expenses will be paid for from a grant we received from the Professional Educator Standards Board (PESB). A copy of the itinerary is enclosed.

## ATTACHMENTS

Itinerary

## FISCAL IMPACT

Grant funds

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## RECOMMENDATION

The administration recommends approval of this overnight and out-of-state field trip request for our Future Teachers Cohort.

# June 28–July 1, 2024 | Marriott Marquis | Washington, D.C.

## Tentative conference schedule

### June 27<sup>th</sup>

- 1:00 PM - 6:00 PM State/Regional Coordinators Meeting (*by invitation only*)
- 3:00 PM - 6:00 PM Bundle Pick-up
- 3:00 PM - 6:00 PM Registration/Store opens

### June 28<sup>th</sup>

- 8:00 AM - 5:00 PM Bundle Pick-up
- 8:00 AM - 5:00 PM Registration/Store opens
- 9:00 AM - 11:00 AM Judges training (*by invitation only-lunch after training*)
- 1:00 PM - 7:00 PM Competitions
- 1:00 PM - 5:00 PM College & Innovation Fair
- 1:00 PM - 5:00 PM Emerging Leaders/Distinguished Educators Meeting (*by invitation only*)
- 2:00 - 4:45 PM Breakout sessions
- 7:00 PM Opening Ceremony with Keynote

### June 29<sup>th</sup>

- 8:00 AM - 5:00 PM Registration/Store opens
- 8:00 AM - 12:00 PM Competitions
- 9:00 AM - 5:00 PM Emerging Leaders/Distinguished Educators Meeting (*by invitation only*)
- 9:00 AM - 12:00 PM Curriculum Training Part 1\* (*pre-registration required*)
- 9:00 AM - 10:45 AM Breakout sessions
- 9:00 AM - 12:00 PM College & Innovation Fair
- 11:00 - 11:45 PM Dedicated time to visit the exhibit hall
- 12:00 - 2:00 PM Membership Recognition Lunch with Keynote
- 2:00 - 4:45 PM Breakout sessions
- 2:00 - 5:00 PM Curriculum Training Part 2\* (*pre-registration required*)
- 2:00 - 7:00 PM Competitions
- 7:00 - 11:00 PM National Signing Day and Student Social Event (Lip Sync and Karaoke)

### June 30<sup>th</sup>

- 8:00 AM - 12:00 PM Registration/Store opens
- 8:00 AM - 12:00 PM Curriculum Training Part 3\* (*pre-registration required*)
- 8:00 AM - 12:00 PM Competitions
- 8:00 AM - 12:00 PM Emerging Leaders/Distinguished Educators Meeting (*by invitation only*)
- 9:00 AM - 11:45 AM Breakout Sessions
- 10:00 AM - 12:00 PM National Delegate meeting
- 12:00 - 1:00 PM Lunch (on your own)
- 1:00 PM City Exploration Time

### July 1<sup>st</sup>

- 8:00 - 10:45 AM Breakout sessions
- 11:00 - 1:00 PM Closing General Session & Awards Celebration
  - (*Grab and go box lunch provided afterwards*)

*\*Attendees must have purchased the Educators Rising Curriculum*

TO: Board of Directors  
FROM: Becky Berg, Superintendent  
SUBJECT: Athletic Summer Program Applications for Summer 2024  
DATE: May 13, 2024

**CATEGORY**

Informational       Discussion Only       Discussion & Action       Action

---

**BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

The District's insurance/risk management, Washington Schools Risk Management Pool (WSRMP), has provided us with guidelines to help with the safety of any summer programs the District may choose to run. As long as the programs meet these requirements, and are approved by the Board, they are covered under our existing policy.

Athletic Summer Program Applications including these overnight trips:

- EHS Boys Wrestling overnight to Pasco Wrestling Camp
- EHS Cheer overnight to NCA Cheer Camp
- EHS Football overnight to CWU Football Camp
- EHS Girls Basketball for two overnight trips to King's High School Tournament and Gonzaga Team Camp
- EHS Volleyball overnight to UW Team Camp

Due to the volume of the applications, they will be posted separately on the website.

**ATTACHMENTS**

Athletic Summer Program Applications

**FISCAL IMPACT**

Athletics and ASB Funds

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**RECOMMENDATION**

The administration recommends approval of these Athletic Summer Program Applications for Summer 2024.



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TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Eastmont Elementary School Student Handbook for 2024-25

DATE: May 13, 2024

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

---

## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is a draft Eastmont Elementary School Student Handbook for 2024-25 for the Board to review. A significant change this year is required language for Harassment, Intimidation, and Bullying (HIB) and being gender-inclusive. Also enclosed is information from OSPI outlining the required language to be included. Due to the volume of the handbook, it will be posted separately on the website.

## ATTACHMENTS

Student Handbook

## FISCAL IMPACT

None

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## RECOMMENDATION

The administration recommends the Board approve the Eastmont Elementary School Student Handbook for 2024-25.



# New Annual Notice Requirements for Student Handbooks & School Websites



Beginning with the 2024–25 school year, [a new Washington state law](#) requires each school district to publish OSPI's model student handbook language in handbooks and on websites to notify their school community of district policies and procedures related to harassment, intimidation, and bullying (HIB); discrimination; sexual harassment; and gender-inclusive schools.

On April 5, 2024, OSPI published a bulletin to outline these new requirements, introduce the new model handbook language, and provide guidance on implementation:

- [OSPI Bulletin No. 018-24: New Requirements for Annual Notices Regarding Discrimination, Harassment, Intimidation, and Bullying](#)
- [Model Student Handbook Language \(DOCX\)](#)

The Model Student Handbook Language is also available on OSPI's [Notification Requirements, Staff Training, and Outreach Materials](#) webpage. Translated versions of the Model Student Handbook Language will be available on this webpage soon.

## Questions and Assistance

For questions regarding this bulletin or the new requirements, please contact Sarah Albertson, Managing Attorney, Equity and Civil Rights, at 360-725-6162 or email [Sarah Albertson](#).

For questions regarding discriminatory harassment, sexual harassment, or gender-inclusive schools, contact the [Equity and Civil Rights Office](#) at 360-725-6162.

For questions regarding HIB, please contact the School Safety Center at 360-725-6068 or email [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us).

## Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

### What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

### How can I make a report or complaint about HIB?

**Talk to any school staff member** (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer ([District HIB Name and contact Info](#)) that supports prevention and response to HIB.

### What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

### What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you



agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

### What are the next steps if I disagree with the outcome?

#### **For the student designated as the “targeted student” in a complaint:**

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

#### **For the student designated as the “aggressor” in a complaint:**

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s [HIB webpage](#) or the district’s *HIB Policy [3207] and Procedure [3207P]*.

## Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

### What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

*To review the district’s Nondiscrimination Policy [insert #] and Procedure [insert #], visit [insert website].*

### What is sexual harassment?

**Sexual harassment** is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to

unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy *[insert #]* and Procedure *[insert #]*, visit *[insert website]*.

### What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

### What can I do if I'm concerned about discrimination or harassment?

**Talk to a Coordinator or submit a written complaint.** You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: **NAME, TITLE, CONTACT (Address, Email, Phone)**

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: **NAME, TITLE, CONTACT (Address, Email, Phone)**

Concerns about disability discrimination:

Section 504 Coordinator: **NAME, TITLE, CONTACT (Address, Email, Phone)**

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: **NAME, TITLE, CONTACT (Address, Email, Phone)**

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

### What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

### What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to **[identify the decision maker on appeal identified in board policy (e.g., the School Board)]** and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

### I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to **fully resolve your complaint**.

### Who else can help with HIB or Discrimination Concerns?

#### **Office of Superintendent of Public Instruction (OSPI)**

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: [ospi.k12.wa.us/policy-funding/equity-and-civil-rights](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)
- Phone: 360-725-6162

#### **Washington State Governor's Office of the Education Ombuds (OEO)**

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: [www.oeo.wa.gov](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)
- Phone: 1-866-297-2597

### **U.S. Department of Education, Office for Civil Rights (OCR)**

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: [orc@ed.gov](mailto:orc@ed.gov)
- Phone: 800-421-3481

## **Our School is Gender-Inclusive**

In Washington, all students have the right to be treated consistent with their gender identity at school.

Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [insert #] and Procedure [insert #], visit [insert website]. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: [NAME, TITLE, CONTACT]

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page ##.



TO: Board of Directors  
FROM: Becky Berg, Superintendent  
SUBJECT: Board of Directors Annual Meeting Calendar for 2024-25  
DATE: May 13, 2024

**CATEGORY**

Informational       Discussion Only       Discussion & Action       Action

---

**BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

Attached is a draft Board of Directors Annual Meeting Calendar for 2024-25. We have moved the school site visits around, with secondary schools going first this time. As in previous years, there are two meetings a month on the 2<sup>nd</sup> and 4<sup>th</sup> Mondays with these exceptions:

- August – only has one meeting on the 3<sup>rd</sup> Monday due to the summer schedule
- November – only has one meeting and it's on Tuesday due to Veteran's Day
- December – only has one meeting due to Winter Break
- April – only has one meeting on the 3<sup>rd</sup> Monday due to Spring Break
- June and July – only have one meeting due to the summer schedule

**ATTACHMENTS**

Draft Calendar

**FISCAL IMPACT**

None

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**RECOMMENDATION**

The administration recommends the Board approve the Annual Board of Directors Meeting Calendar for 2024-25 as presented.



## EASTMONT SCHOOL DISTRICT

# Board of Directors Meeting Calendar for 2024-25

Meetings start at 5:30 p.m. and are at the Eastmont Administration Office  
or at a designated District site.

- DRAFT -

## 2024

### August 19 – Regular Meeting

Report: Highly Capable Services Report

### September 9 – Regular Meeting

Report: Curriculum Adoption Cycle & Development  
Report: Professional Development

### September 23 – Regular Meeting

Report: Summer School Report  
Report: District Assessment Results  
Approve School Improvement Plans

### October 14 – Regular Meeting

Report: Maintenance & Facilities Report  
Report: Transportation Services Report  
Report: Post-Secondary Update

### October 28 – Regular Meeting

Report: District Choice Report

### November 12 (Tues.) – Site Visit at Sterling Junior High

Report: Building Report  
Report: Human Resources Report  
Review Personnel Policies/Procedures

### December 9 – Site Visit at Eastmont Junior High

Report: Building Report  
Elect Board President & Officers/Leg. Rep. is for 2 years

## 2025

### January 13 – Site Visit at Eastmont High School

Report: Building Report  
Report: District CTE Program Report  
Superintendent – Verbal Report on Annual Goals  
Begin Superintendent Mid-Year Evaluation Process

### January 27 – Site Visit at Clovis Point Elementary

Report: Building Report  
Report: Migrant and Multilingual Programs Report  
Report: Title I and LAP Programs Report  
Executive Session: Superintendent Mid-Year Eval  
Renew/Non-renew Superintendent's Contract

### February 10 – Site Visit at Grant Elementary

Report: Building Report

### February 24 – Site Visit at Cascade Elementary

Report: Building Report  
Report: Special Education Services  
Board financial disclosures due end of the month

## 2025

### March 10 – Site Visit at Rock Island Elementary

Report: Building Report

### March 24 – Regular Meeting

Report: Administrative Intern Project Reports  
Report: District Physical Fitness, Wellness, & Health  
Report: Food Services

### April 21 – Site Visit at Lee Elementary

Report: Building Report  
Approve K-6 student/parent handbook  
Review Student Discipline Procedure

### May 12 – Site Visit at Kenroy Elementary

Report: Building Report  
Approve Annual Board Meeting Calendar  
Approve 7-9 student/parent handbooks  
Filing period for open School Board positions is in May

### May 27 (Tues.) – Regular Meeting

Review Harassment, Intimidation & Bullying Policies  
Approve summer student and athletic camps  
Approve 10-12 student/parent handbooks

### June 9 – Regular Meeting & Budget Hearing

Public Hearing: 2025-26 Budget  
Report: Music Department Report  
Report: Technology Services Report  
Report: District Athletics 7th-12th Report  
Superintendent – Written Report on Annual Goals  
Training on Board Roles, Liabilities, & Responsibilities

### July 14 – Regular Meeting

Adopt School District Budget for 2025-26  
Exec Session: Superintendent End-of-Year Evaluation  
Review Board Protocol & Self-Assessment  
Review/Set Annual Goals for Superintendent

School Board Meetings are primarily held on the 2nd & 4th Monday of each month. However, some months may have only one meeting. The meetings in April and August are on the 3rd Monday. Additional meetings may be scheduled as needed in accordance with the Open Public Meetings Act.



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TO: Board of Directors

FROM: Becky Berg, Superintendent

SUBJECT: Review of the following policies for First Reading:

<i>Section</i>	<i>Number</i>	<i>Title</i>
3000 Board of Directors	Policy No. 3116	Students in Out-of-Home Foster Care
6000 Management Support	Policy No. 6700	Nutrition, Health, and Physical Fitness
6000 Management Support	Policy No. 6701	Wellness Policy
6000 Management Support	Policy No. 6702	New – Recess and Physical Activity Policy

DATE: May 13, 2024

## CATEGORY

Informational

Discussion Only

Discussion & Action

Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached are draft changes to the above policies for a First Reading. In our continuing efforts to have policies that are updated when changes in laws occur or to reflect our current practices, we have reviewed WSSDA's suggested language updates and our administrators have recommended approval of these changes.

## ATTACHMENTS

Draft policies

## FISCAL IMPACT

None

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## **STUDENTS IN OUT-OF-HOME (FOSTER) CARE**

### **STUDENTS IN FOSTER CARE**

The Board recognizes that students in ~~out-of-home or~~ foster care include all students who are the subject of a dependency proceeding as defined in RCW 26A.150.510 and that these students, experience mobility in and out of these care systems and from one home placement to another that disrupts their education, thereby creating barriers to academic success and on-time graduation. Through collaboration with state, local, and/or tribal child welfare agencies, the District will strive to minimize or eliminate educational barriers for students in ~~out-of-home~~ foster care, particularly with regard to enrollment, transfer of student records, and transportation to their school of origin. Pursuant to chapter 26A.225 RCW, the District's collaboration with the state department of children, youth, and families in compliance with RCW 74.13.56 is mandatory. The superintendent/designee is authorized to establish procedures and/or practices for implementing this policy.

#### Point of Contact

~~The superintendent or designee will designate an appropriate staff member to serve as the District's point of contact with local child welfare agencies, if such agencies notify the District in writing that they have designated a point of contact for the District. The point of contact will work with appropriate state, local, and/or tribal child welfare agencies to receive notifications and share information regarding the status and progress of students in out-of-home care. The point of contact will also work collaboratively with the District's Title I coordinator to provide supports for students in out-of-home care that are enrolled or seeking to enroll in the District.~~

#### District and Building Level Points of Contact

The superintendent/designee will designate an appropriate staff member to serve as the District's Foster Care Liaison with local child welfare agencies. The District Foster Care Liaison will work with appropriate state, local, and/or tribal child welfare agencies to receive notifications and share information regarding the status and progress of students who are in foster care. The District Foster Care Liaison will also work collaboratively with the District's Title I coordinator to provide supports for students in foster care that are enrolled or seeking to enroll in the District. The District's Foster Care Liaison will train the building level points of contact.

Each school, including elementary, junior high, and high school, will establish a building point of contact for students who are in foster care. The principal of each school will appoint the building point of contact for students in foster care in consultation with the District Foster Care Liaison. The building level point of contact will be responsible for coordinating services and resources for students in foster care.

The District and its schools will work to improve systems to identify students in ~~out-of-home~~ foster care to ensure that each student has proper access to free school meals and that applicable accountability and reporting requirements are satisfied.

- ITEMS BELOW THIS LINE WILL BE MOVED TO THE PROCEDURE -

Enrollment

~~Whenever practical and in the best interest of the child, students placed into out-of-home care must remain enrolled in the school that they were attending at the time they entered out-of-home care. Best-interest determinations should be made as quickly as possible in order to prevent educational discontinuity for the student and should take into consideration the student-centered factors and input from relevant and appropriate persons listed in procedure 3116-P.~~

~~A school may not prevent a student in out-of-home care from enrolling based on incomplete information of any history of placement in special education, any past, current, or pending disciplinary action, any history of violent behavior, or behavior listed in RCW 13.04.155, any unpaid fines or fees imposed by other schools, or any health conditions affecting the student's educational needs during the ten (10) day period that the Department of Social and Health Services has to obtain that information. Upon enrollment, the District will make reasonable efforts to obtain and assess the child's educational history in order to meet the child's unique needs within two (2) school business days.~~

Records Transfer

~~When a student in out-of-home care transfers schools, whether within the District or to another school district, the enrolling school will immediately contact the sending school to obtain academic and other records. The sending school will respond as soon as possible to requests it receives for records of students in out-of-home care.~~

~~Additionally, upon receipt of a request for education records of a student in out-of-home care from the Department of Social and Health Services, the District will provide the records to the agency within two (2) school days.~~

Transportation

~~The District will collaborate with state, local, or tribal child welfare agencies, as appropriate, to have prompt, cost-effective transportation provided, arranged, and funded for students to remain in their school of origin when in their best interest for the duration of their time in foster care.~~

~~The District will ensure that if additional costs are incurred in providing transportation, the District will provide transportation to the school of origin if: 1) the child welfare agency agrees to reimburse the transportation; (2) the district agrees to pay for the cost~~



~~of the transportation; or 3) the district and the child welfare agency agree to share transportation costs.~~

#### Dispute Resolution

~~In the event that a caregiver or education decision-maker disputes the District's decision regarding the best interest of the student in out-of-home care with regard to enrollment or the provision of any other education-related service, including transportation, the caregiver or education decision-maker may use the District's Appeals Process outlined in Procedure 4220 P. The District will make all reasonable efforts to collaborate with appropriate agencies and aggrieved parties to resolve the dispute at the local level.~~

~~In the event that a dispute occurs between the District and a child welfare agency with regard to issues that do not involve educational placement or the provision of educational services (e.g., transportation reimbursements, failure to collaborate), such disputes may be forwarded to the Office of the Superintendent of Public Instruction for resolution.~~

#### Review of Unexpected or Excessive Absences

~~A District representative or school employee will review unexpected or excessive absences of students in out-of-home care and those awaiting placement with the student and adults involved with the student, including their caseworker, educational liaison, attorney if one is appointed, parent, guardian, and foster parents. The purpose of the review is to determine the cause of the absences, taking into account: unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and unavoidable appointments during the school day. The representative or employee will take proactive steps to support the student's school work so the student does not fall behind and to avoid suspension or expulsion based on truancy.~~

#### Facilitating On-Time Grade Level Progression

~~The District will: 1) waive specific courses required for graduation for students in out-of-home care if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the District denies a waiver and the student would have qualified to graduate from their sending school district, the District will provide an alternative process of obtaining required coursework so that the student may graduate on time.~~

~~The District will consolidate partial credit, unresolved, or incomplete coursework and will provide students in out-of-home care with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.~~

~~For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the District will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the District receives a~~

~~transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the District.~~

~~In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the District will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.~~

~~In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the District, but is ineligible to graduate from the District after all alternatives have been considered, the District will waive its local requirements and ensure that the student receives a diploma.~~

Cross References:

<p><a href="#">Board Policy 2418</a> Board Policy 3115  Board Policy 3120 Board Policy 3122 Board Policy 3231 Board Policy 6100</p>	<p><a href="#">Waiver of High School Graduation Credits</a> Students Experiencing Homelessness – Enrollment Rights and Services Enrollment Excused and Unexcused Absences Student Records Revenues from Local, State, and Federal Sources</p>
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Legal References:

<p>RCW 28A.150.510  RCW 28A.225.023  RCW 28A.225.215 RCW 28A.225.330  <a href="#">RCW 28A.225.350</a> <a href="#">RCW 28A.320.148</a> RCW 28A.320.192</p>	<p>Transmittal of education records <del>to department of social and health services</del> — Disclosure of educational records — Data-sharing agreements — <del>Comprehensive needs requirement document — Report</del> Youth <del>dependent pursuant to Chapter 13.34 RCW subject to a dependency proceeding</del> — Review of unexpected or excessive absences — Support for youth's school work Enrollment of children without legal residences Enrolling students from other districts — Requests for information and permanent records — <del>Withheld transcripts</del> — Immunity from liability — <del>Notification to teachers and security personnel</del> — Rules <a href="#">Best interest determinations</a> <a href="#">Foster care liaison — Building point of contact</a> On-time grade level progression and graduation of students who are <del>dependent youth</del> <a href="#">homeless, subject</a></p>
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to a dependency proceeding, at-risk youth or children, or have been released from an institutional education facility — Rules

RCW 74.13.550  
20 U.S.C. 6301 et seq.

Child placement — Policy of educational continuity  
Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]

~~Laws of 2018, ch. 139~~ ~~Students in Out-of-Home Care~~ ~~Best Interest Determinations~~

~~Laws of 2018, ch. 271~~ ~~School Meals~~

Management Resources:

*Policy & Legal News, June 2022*

*Policy & Legal News, June 2021*

*Policy & Legal News, May 2018*

*Policy & Legal News, November 2016*

## **NUTRITION [POLICY](#)** ~~**, HEALTH, AND PHYSICAL FITNESS**~~

The Board of Directors recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who eat well-balanced meals ~~and engage in regular exercise~~ are more likely to learn in the classroom. The Board supports the District's increased emphasis on nutrition, ~~health and physical education, and physical activity~~ at all grade levels to enhance the well-being of the District's students. Therefore, it is the policy of the Board of Directors to provide students with access to nutritious food [as stated in this policy and accompanying procedure](#); ~~emphasize health education and physical education; and provide students with opportunities for physical activity.~~

### Wellness Policy

~~The District, through a wellness committee, will develop and implement a comprehensive district-wide wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.~~

### Local School Wellness Policy (LSWP)

~~The District's Local School Wellness Policy can be found at Policy 6701 Wellness Policy.~~

### Nutrition and Food Services Program

The Board supports the philosophy of the National School Lunch and School Breakfast Programs and will provide wholesome and nutritious meals for children in the District's schools. The Board authorizes the superintendent/designee to administer the food services program, provided that any decision to enter into a contract with a food service management company will require the approval of the Board. Expenditures for food supplies will not exceed the estimated revenues.

The superintendent/designee is responsible for:

1. [Annually d](#)Distributing meal applications and determining eligibility for school meals;
2. Protecting the identity of students eligible for free and reduced-price meals;
3. Ensuring meals meet USDA meal pattern requirements;
4. Ensuring meal periods are in compliance with USDA regulations;
5. Establishing a Food Safety Plan;
6. Determining meal prices [and submitting them to the Board for approval](#) annually;
7. Using the full entitlement of USDA Foods;
8. Maintaining a nonprofit school food service account;

9. Ensuring all revenues are used solely for the school meal program;
10. Establishing a meal charge policy [if not serving meals at no cost to students](#);
11. Accommodating children with special dietary needs;
12. Ensuring compliance with USDA nondiscrimination policies;
13. Following proper procurement procedures; and
14. Ensuring compliance with the Smart Snacks in School [nutrition](#) standards.

### Federal Programs

[Participation in various federal programs related to nutrition, including the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture \(USDA\) Smart Snacks in School nutrition standards, require a wellness policy. The District will address and follow its comprehensive wellness policy in accordance with Policy 6701 Wellness Policy.](#)

### Health and Physical Education Program

~~The District's K-12 health and physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge and skills to be physically active, to eat nutritiously, to access reliable health information and services, to communicate effectively, and to set health-enhancing goals.~~

~~The District will ensure that the following requirements are met:~~

- ~~1. All students in grades one through eight will receive an average of one hundred instructional minutes per week of physical education per year.~~
- ~~2. All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.~~
- ~~3. The district will offer a one credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).~~
- ~~4. All students have equal and equitable opportunities for health and physical education.~~
- ~~5. All students, from kindergarten through grade 12, will participate in a quality, standards-based health and physical education program.~~
- ~~6. OSPI-developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).~~

### Recess (Grades K-4)

~~In addition to required physical education, the district will provide students with physically active daily recess opportunities. Recess will complement, not substitute, for physical education class.~~

### Physical Activity



~~All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program (CSPAP) recommended by the Centers for Disease Control and Prevention, and will provide the following:~~

- ~~• quality physical education;~~
- ~~• physical activity during the school day (brain boosters/energizers);~~
- ~~• recess;~~
- ~~• family and community engagement; and~~
- ~~• school district facilities.~~

~~The district is encouraged to promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours.~~

#### Waivers for Physical Education

~~Two health and fitness credits are required (.5 credit health education; 1.5 credits fitness/physical education). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.~~

~~A physical education waiver is defined as:~~

- ~~1. Released from physical education class (not taking physical education at all);~~
- ~~2. Not receiving credit; and~~
- ~~3. Accountable for the knowledge portion of physical education, per statute.~~

#### Cross Reference:

<del>Board Policy 2150</del>	<del>Co-Curricular Program</del>
<del>Board Policy 2151</del>	<del>Interscholastic Activities</del>
<del>Board Policy 2161</del>	<del>Special Education and Related Services for Eligible Students</del>
<del>Board Policy 2162</del>	<del>Education of Student with Disabilities Under Section 504 of the Rehabilitation Act of 1973</del>
<del>Board Policy 2410</del>	<del>High School Graduation Requirements</del>
<del>Board Policy 3210</del>	<del>Nondiscrimination</del>
<del>Board Policy 3422</del>	<del>Student Sports — Concussion, Head Injury, and Sudden Cardiac Arrest</del>
<del>Board Policy 4260</del>	<del>Use of School Facilities</del>
<a href="#">Board Policy 6701</a>	<a href="#">Wellness Policy</a>

Legal References:

RCW 28A.210.365	Food choice, physical activity, childhood fitness — Minimum standards — District waiver or exemption policy
<del>RCW 28A.230.040</del>	<del>Physical education in grades one through eight</del>
<del>RCW 28A.230.050</del>	<del>Physical education in high schools</del>
<del>RCW 28A.230.095</del>	<del>Essential academic learning requirements and assessments — Verification reports</del>
RCW 28A.235.120	Meal Programs — Establishment and operation — Personnel — Agreements
RCW 28A.235.130	Milk for children at school expense
RCW 28A.235.140	School breakfast programs
RCW 28A.235.145	School breakfast and lunch programs — Use of state funds
RCW 28A.235.150	School breakfast and lunch programs — Grants to increase participation — Increased state support
RCW 28A.235.160	Requirements to implement school breakfast, lunch, and summer food service programs — Exemptions
RCW 28A.235.170	Washington grown fresh fruit and vegetable grant program
RCW 28A.623.020	Nonprofit program for elderly — Authorized — Restrictions
RCW 69.04	Intrastate Commerce in Food, Drugs and Cosmetics
RCW 69.06.010	Food and beverage service worker’s permit — Filing, duration — Minimum training requirements
RCW 69.06.020	Permit exclusive and valid throughout state — Fee
RCW 69.06.030	Diseased persons — May not work — Employer may not hire
RCW 69.06.050	Permit to be secured within fourteen days from time of employment
RCW 69.06.070	Limited duty permit
<del>WAC 180-51-068</del>	<del>State subject and credit requirements for high school graduation — Students entering the ninth grade on or after July 1, 2015</del>
WAC 392-157-125	Time for meals
<del>WAC 392-410-135</del>	<del>Physical education — Grade school and high school requirement</del>
<del>WAC 392-410-136</del>	<del>Physical education Requirement — Excuse</del>
<u>7 CFR, Part 210 and 220</u>	
7 CFR, Part 245.5	

Management Resources:

- Policy and Legal News, June 2022*
- Policy and Legal News, May 2019*

*Policy and Legal News*, April 2017

*Policy and Legal News*, June 2015

*Policy and Legal News*, February 2014

*Policy News*, February 2005

*Policy News*, December 2004

OSPI Child Nutrition School Wellness Policy Best Practices for Policy Development, Implementation, and Evaluation

## WELLNESS POLICY

The Board of Directors recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who engage in regular exercise are more likely to learn in the classroom. The Board supports the District's increased emphasis on health, physical education, and physical activity at all grade levels to enhance the well-being of students. Therefore, it is the policy of the Board to emphasize health education and physical education and provide students with opportunities for physical activity.

### Wellness Committee

The District, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

~~The Board recognizes a student's family as having the primary responsibility and influence for a student's diet, food choices, and overall physical fitness. However, in support of State and National efforts to improve student health, the following goals and requirements are in effect for all Eastmont Schools:~~

### Goals

- ~~1. Improve student fitness and health.~~
- ~~2. Encourage students to eat foods that are lower in fat, sugar, and sodium.~~
- ~~3. Demonstrate progress towards meeting Healthier US School Challenge recognition.~~
- ~~4. Provide family access to student's health and physical fitness progress.~~
- ~~5. Designate March as Eastmont's health and fitness month.~~

### General Nutrition and Food Services Guidelines

- ~~1. Using food as a reward for appropriate behavior or academic performance is discouraged.~~
- ~~2. When food is distributed during school hours or sold at school events, the use of reduced sodium, sugar, and low fat food items is encouraged.~~
- ~~3. All school employees will remain allergy aware when selling or distributing any foods during the school day. Students in secondary schools are expected to self-manage their food choices.~~

- ~~4. Soda and other food items of minimal nutritional value will not be sold to students in the eating area during meal periods.~~
- ~~5. All food service meals and ala-carte items will meet current USDA requirements. No nut or peanut products will be served on field trips.~~
- ~~6. Food services will use USDA commodities and local foods as much as possible, yet still meet annual fiscal goals.~~

Health and Physical Fitness

- ~~1. Students will be provided the minimum state required minutes per week of health instruction and physical fitness instruction/activities.~~
- ~~2. Health and physical fitness instruction will follow a District K-12 curriculum that reflects National Best Practices.~~
- ~~3. Instruction and activities will be provided by certificated teacher, or a paraeducator working under the direction of a certificated teacher. Activities may include intramural and large group type competitive or station fitness activities held during a student's recess time.~~

Compliance, Reporting, and Community Involvement

- ~~1. The food services director will provide an annual report to the Board on District compliance with USDA health and nutrition requirements as well as a summary of food and beverages items sold during and after regular school hours.~~
- ~~2. District administrators for Elementary and Secondary Education will monitor compliance and provide an annual report to the Board on District physical fitness, wellness, and health activities.~~
- ~~3. Parent/community input on the District's Nutritional and Physical Fitness Policy and activities will be solicited and considered as part of the Board Report process by using multiple methods.~~
- ~~4. The Board Report and survey results will be available online as well as the current policy and Board minutes reflecting any Board and community discussion.~~

Cross Reference:

<a href="#">Board Policy</a>	<a href="#">Nutrition Policy</a>
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Legal References:

<a href="#">RCW 28A.210.365</a>	<a href="#">Food choice, physical activity, childhood fitness — Minimum standards — District waiver or exemption policy</a>
<a href="#">2 CFR, Part 200</a>	
<a href="#">7 CFR, Parts 210 and 220</a>	
<a href="#">7 CFR, Part 245.5</a>	



Management Resources:  
*Policy & Legal News, March 2024*

## RECESS AND PHYSICAL ACTIVITY POLICY

The Board of Directors recognizes that recess is an essential part of the day for elementary school students. Young students learn through play and recess supports the mental, physical, and emotional health of students and positively impacts their learning and behavior. Similarly, the Board recognizes that students who engage in regular exercise are more likely to learn in the classroom and supports the District’s increased emphasis on physical activity at all grade levels to enhance the well-being of the District’s students. Therefore, it is the policy of the Board to provide students with recess and opportunities for physical activity.

### Recess

The District aims to make elementary school recess safe, inclusive, and high quality for all students. All district elementary schools (K-6) will receive a minimum of 30 minutes per day of unstructured physical activity as recess. The accompanying procedure will specify how the District will meet other legal requirements.

### Physical Activity

All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active. The District will strive to provide the following:

- Quality physical education;
- Physical activity during the school day (e.g., brain boosters/energizers);
- Physical activity before and after school;
- Recess that aims to be safe, inclusive, and high quality;
- Family and community engagement;
- Staff wellness and health promotion; and
- Access to school district facilities for physical activity, fitness, sports, and recreation programs.

### Cross References:

<u>Board Policy 2161</u>	<u>Special Education and Related Services for Eligible Students</u>
<u>Board Policy 2162</u>	<u>Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973</u>
<u>Board Policy 3210</u>	<u>Nondiscrimination</u>

### Management Resources:

Policy & Legal News, March 2024  
Comprehensive School Physical Activity Program

TO: Board of Directors

FROM: Caryn Metsker, Executive Director of Financial Services

SUBJECT: Monthly Student Enrollment Report

DATE: May 13, 2024

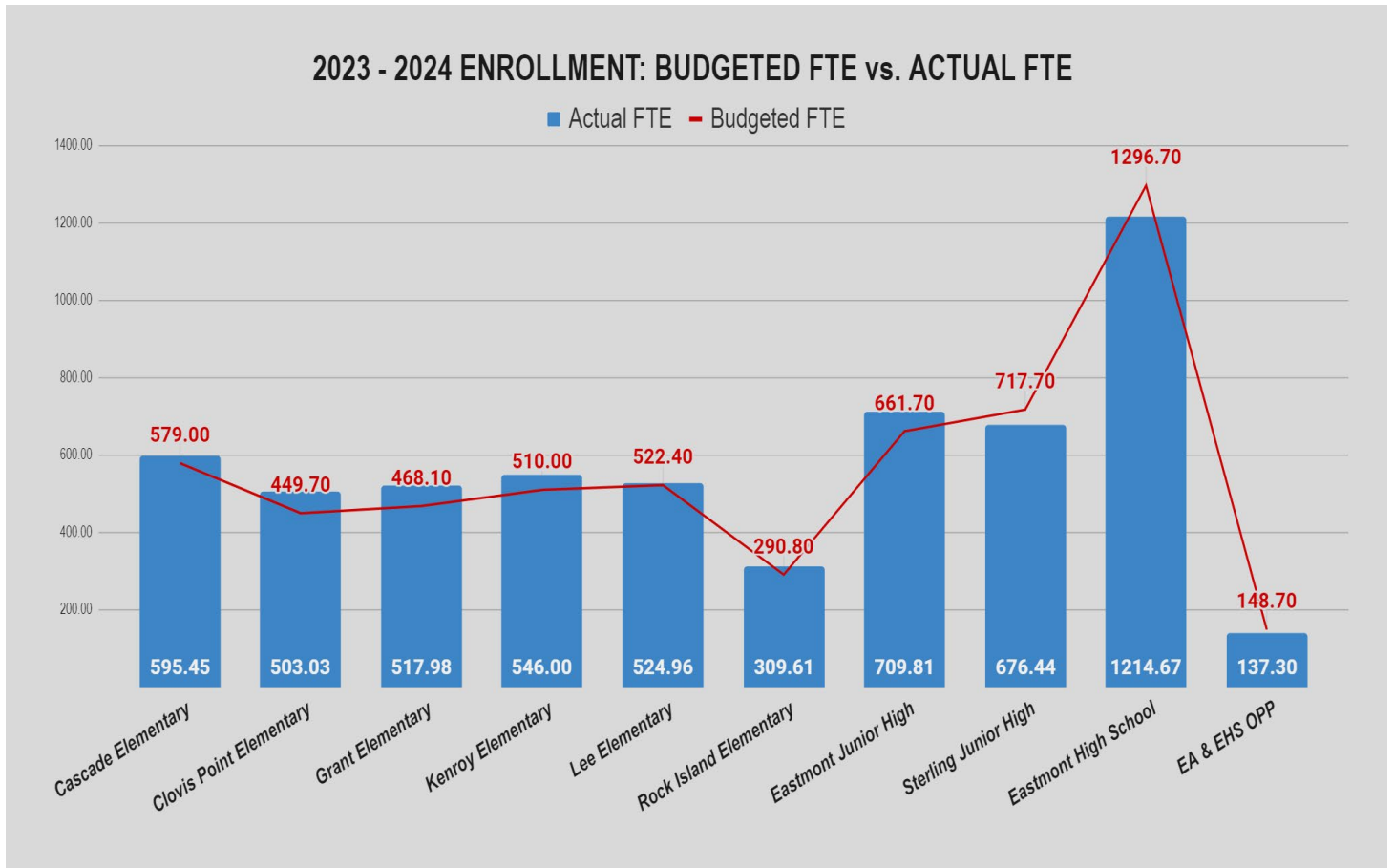
Official Count Day: Wednesday, May 1, 2024

Total student head count reported, including our Alternative Learning program, is **5,868**. This is an increase of 24 from the headcount in April 2023, which was 5,844.

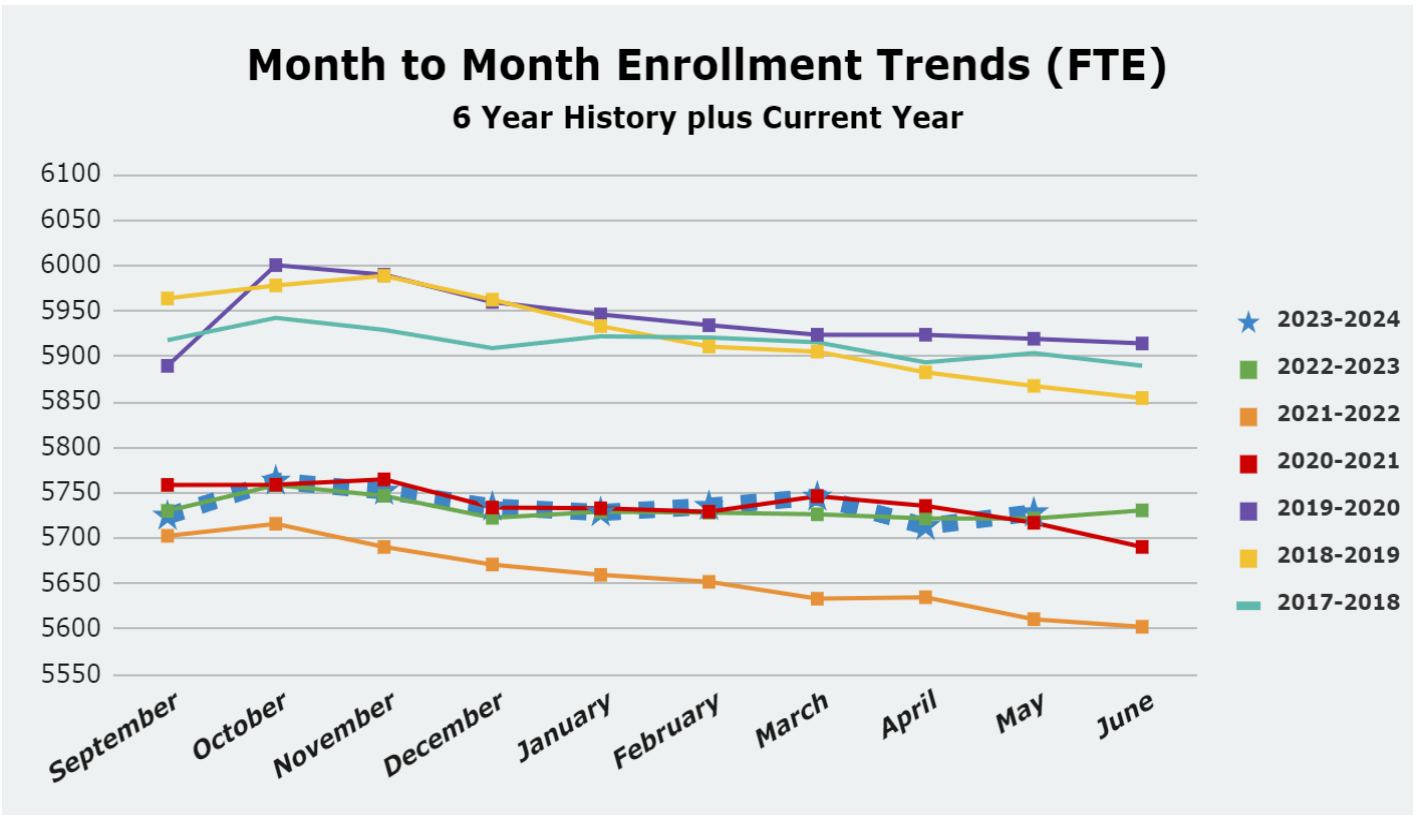
Total student Full Time Enrollment (FTE) reported is **5,735.23**. This is an increase of 90.23 FTE from the overall budgeted FTE of 5,645 for the 2023-2024 school year.

- K-12 Student enrollment is **101.63** more than expected.
- ALE Program enrollment is **11.40** less than expected.

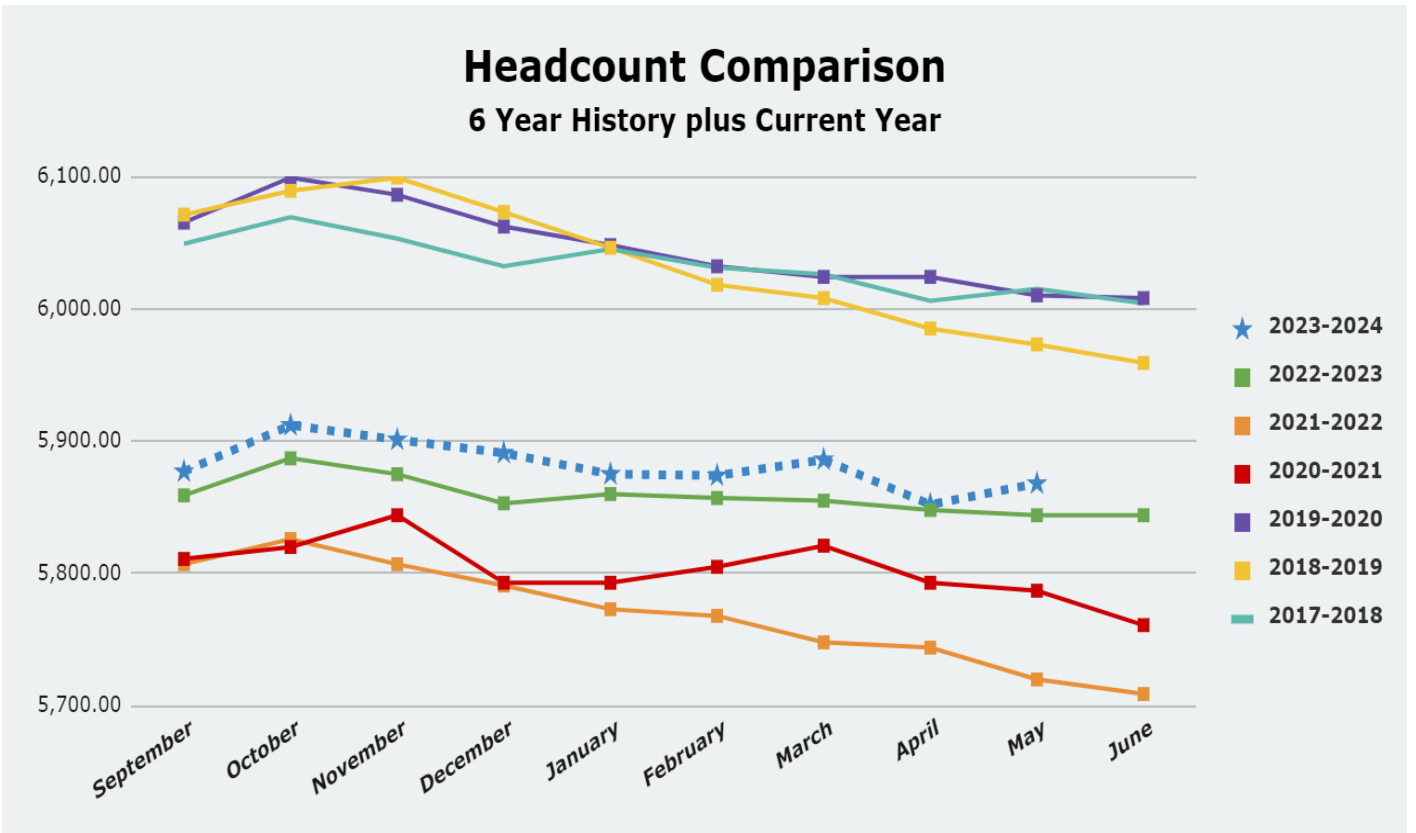
The following chart compares budgeted to actual FTE by building:



The following chart reflects month to month **FTE** enrollment trends over the past six school years, plus the current 2023-2024 school year:



The following chart reflects month to month **HEADCOUNT** enrollment trends over the past six school years, plus the current 2023-2024 school year:



## OTHER PROGRAM ENROLLMENT

<b>Program Name</b>	<b>Budget</b>	<b>Current Year Average</b>	<b>Prior Year Average</b>
<i>Running Start (Head Count)</i>	140.00	179	155.00
<i>Special Education (Age PK-21 Head Count)</i>	750.00	790.00	784.00
<i>Transitional Bilingual (Head Count)</i>	1,115.00	1,226.00	1,146.00
<i>Exited Transitional Bilingual (Head Count)</i>	125.00	69.00	122.00
<i>Career/Technical Education-Gr 7-8 (FTE)</i>	131.70	132.62	125.45
<i>Career/Technical Education-Gr 9-12 (FTE)</i>	346.67	354.77	351.38



**Eastmont School District**  
**2023 - 2024 TK-12 Monthly Enrollment**

Grade Level	Budget AAFTE	September	October	November	December	January	February	March	April	May	Annual Average	AAFTE Budget to Actual Variance	Prior Year AAFTE	AAFTE Variance from Prior Year	AAFTE Gain/(Loss) on Grade Roll-Up
TK	45.00	66.00	62.00	61.77	61.77	63.43	62.43	61.43	63.00	65.00	62.98	17.98	51.00	11.98	
K	344.00	405.85	407.57	408.64	410.10	408.28	409.73	413.55	412.55	415.55	410.20	66.20	390.98	19.22	359.20
1	388.30	408.11	409.82	410.82	407.82	404.82	405.82	408.82	404.82	406.82	407.52	19.22	399.58	7.94	16.54
2	396.40	401.18	400.82	403.82	405.18	404.60	407.18	412.00	409.09	410.09	406.00	9.60	391.30	14.70	6.42
3	391.06	403.00	407.00	406.00	406.00	403.00	404.00	412.90	408.00	413.00	406.99	15.93	444.30	(37.31)	15.69
4	439.00	455.00	454.00	456.00	454.00	454.00	457.00	458.00	456.00	462.00	456.22	17.22	410.30	45.92	11.92
5	407.20	420.06	423.06	423.06	423.06	423.06	423.06	423.78	420.78	418.78	422.08	14.88	411.12	10.96	11.78
6	409.04	427.00	427.00	424.50	423.50	422.50	425.50	420.50	421.40	424.40	424.03	14.99	468.34	(44.31)	12.91
7	468.40	474.71	478.74	476.74	477.74	475.74	471.62	471.60	469.99	469.97	474.09	5.69	456.30	17.79	5.75
8	455.90	449.37	455.88	458.33	457.60	458.24	457.73	459.57	457.59	460.01	457.15	1.25	454.31	2.84	0.85
9	455.10	459.99	458.91	458.65	451.08	455.90	454.79	456.06	450.16	449.48	455.00	(0.10)	528.46	(73.46)	0.69
10	533.25	529.19	531.92	515.73	505.35	503.81	503.06	500.70	496.26	492.36	508.71	(24.54)	453.73	54.98	(19.75)
11	404.00	391.93	392.95	386.91	385.54	379.48	377.03	374.34	367.89	364.99	380.12	(23.88)	375.48	4.64	(73.61)
12	359.65	333.92	334.52	331.45	328.86	328.45	326.62	322.00	318.98	316.76	326.84	(32.81)	309.90	16.94	(48.64)
<b>Total K-12 in Building FTE</b>	<b>5,496.30</b>	<b>5,625.31</b>	<b>5,644.19</b>	<b>5,622.42</b>	<b>5,597.60</b>	<b>5,585.31</b>	<b>5,585.57</b>	<b>5,595.25</b>	<b>5,556.51</b>	<b>5,569.21</b>	<b>5,597.93</b>	<b>101.63</b>	<b>5,545.10</b>	<b>52.83</b>	<b>299.75</b>
<i>Eastmont Academy</i>	35.00	19.00	15.00	14.50	17.50	18.50	19.50	17.60	19.60	20.60	17.98	(17.02)	44.76	(26.78)	
<i>EHS Opportunities</i>	113.70	80.18	103.83	115.09	119.37	124.49	122.99	132.54	137.09	138.33	119.32	5.62	140.85	(21.53)	
<b>Total FTE Enrollment</b>	<b>5,645.00</b>	<b>5,724.49</b>	<b>5,763.02</b>	<b>5,752.01</b>	<b>5,734.47</b>	<b>5,728.30</b>	<b>5,728.06</b>	<b>5,745.39</b>	<b>5,713.20</b>	<b>5,728.14</b>	<b>5,735.23</b>	<b>90.23</b>	<b>5,730.71</b>	<b>4.52</b>	

*FTE Change from September to Current Month*                      3.65  
*Net Change from Previous Month*    14.94

**Eastmont School District  
FY 2023 - 2024 Monthly Enrollment FTE by Building**

Building/Grade	Budget AAFTE	September	October	November	December	January	February	March	April	May	Annual Average	AAFTE Budget to Actual Variance	Prior Year AAFTE	AAFTE Variance from Prior Year
<b>Cascade Elementary</b>														
TK	15.00	17.00	15.00	15.00	15.00	16.00	16.00	15.00	15.00	16.00	15.56	0.56	17.00	(1.44)
K	65.00	69.00	70.00	70.00	70.00	67.00	67.00	68.00	68.00	67.00	68.44	3.44	74.83	(6.39)
1	75.00	80.02	82.00	82.00	82.00	81.00	81.00	81.00	81.00	81.00	81.22	6.22	81.70	(0.48)
2	80.20	78.00	77.00	77.00	76.00	76.00	77.00	79.00	77.00	78.00	77.22	(2.98)	77.28	(0.06)
3	76.60	80.00	80.00	81.00	81.00	80.00	80.00	82.00	81.00	82.00	80.78	4.18	90.60	(9.82)
4	89.60	89.00	90.00	90.00	89.00	89.00	90.00	90.00	90.00	91.00	89.78	0.18	83.60	6.18
5	83.80	89.00	92.00	92.00	92.00	91.00	90.00	91.00	90.00	90.00	90.78	6.98	93.70	(2.92)
6	93.80	92.00	92.00	92.00	92.00	92.00	91.00	91.00	91.00	92.00	91.67	(2.13)	97.10	(5.43)
	<b>579.00</b>	<b>594.02</b>	<b>598.00</b>	<b>599.00</b>	<b>597.00</b>	<b>592.00</b>	<b>592.00</b>	<b>597.00</b>	<b>593.00</b>	<b>597.00</b>	<b>595.45</b>	<b>16.45</b>	<b>615.81</b>	<b>(20.36)</b>
<b>Clovis Elementary</b>														
TK	0.00	16.00	16.00	16.00	16.00	16.00	15.00	15.00	15.00	16.00	15.67	15.67	0.00	15.67
K	58.00	66.00	68.00	68.00	67.00	67.00	66.00	66.00	66.00	67.00	66.78	8.78	64.20	2.58
1	64.00	71.00	71.00	70.00	70.00	69.00	68.00	69.00	68.00	68.00	69.33	5.33	69.46	(0.13)
2	69.70	63.18	64.18	65.18	66.18	65.18	65.18	67.00	66.00	66.00	65.34	(4.36)	67.40	(2.06)
3	68.00	73.00	73.00	73.00	72.00	72.00	74.00	75.90	72.00	73.00	73.10	5.10	65.10	8.00
4	64.80	70.00	69.00	70.00	70.00	70.00	72.00	72.00	72.00	74.00	71.00	6.20	66.20	4.80
5	65.40	73.00	73.00	72.00	73.00	74.00	74.00	74.00	73.00	72.00	73.11	7.71	59.60	13.51
6	59.80	69.00	68.00	67.50	66.50	66.50	68.50	66.50	67.40	69.40	67.70	7.90	59.60	8.10
7	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	80.82	(79.82)
	<b>449.70</b>	<b>502.18</b>	<b>503.18</b>	<b>502.68</b>	<b>501.68</b>	<b>500.68</b>	<b>503.68</b>	<b>506.40</b>	<b>500.40</b>	<b>506.40</b>	<b>503.03</b>	<b>53.33</b>	<b>532.39</b>	<b>(29.36)</b>
<b>Grant Elementary</b>														
TK	15.00	17.00	15.00	14.77	14.77	14.43	14.43	14.43	16.00	16.00	15.20	0.20	17.00	(1.80)
K	58.00	89.00	87.00	86.50	87.50	87.50	87.50	89.00	89.00	90.00	88.11	30.11	64.55	23.57
1	63.70	66.00	66.00	66.00	68.00	67.00	67.00	68.00	66.00	66.00	66.67	2.97	72.10	(5.43)
2	71.00	83.00	81.00	82.00	83.00	84.00	84.00	84.00	83.00	83.00	83.00	12.00	66.40	16.60
3	66.00	66.00	66.00	66.00	66.00	65.00	65.00	67.00	67.00	68.00	66.22	0.22	75.30	(9.08)
4	74.60	75.00	75.00	75.00	75.00	75.00	75.00	75.00	74.00	75.00	74.89	0.29	66.20	8.69
5	64.40	69.00	69.00	71.00	71.00	71.00	71.00	71.00	70.00	69.00	70.22	5.82	56.20	14.02
6	55.40	54.00	54.00	54.00	54.00	54.00	54.00	53.00	53.00	53.00	53.67	(1.73)	84.30	(30.63)
	<b>468.10</b>	<b>519.00</b>	<b>513.00</b>	<b>515.27</b>	<b>519.27</b>	<b>517.93</b>	<b>517.93</b>	<b>521.43</b>	<b>518.00</b>	<b>520.00</b>	<b>517.98</b>	<b>49.88</b>	<b>502.05</b>	<b>15.94</b>
<b>Kenroy Elementary</b>														
TK	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	58.00	68.85	68.14	68.14	68.55	69.55	71.55	71.55	70.55	70.55	69.71	11.71	64.49	5.22
1	63.90	66.09	65.82	65.82	64.82	64.82	64.82	65.82	65.82	66.82	65.63	1.73	70.30	(4.67)
2	69.60	72.00	73.00	75.00	75.00	74.00	75.00	75.00	74.09	74.09	74.13	4.53	78.82	(4.69)
3	78.06	85.00	85.00	85.00	84.00	84.00	84.00	86.00	87.00	89.00	85.44	7.38	91.50	(6.06)
4	90.40	93.00	95.00	95.00	95.00	95.00	95.00	95.00	94.00	95.00	94.67	4.27	78.90	15.77
5	77.40	76.06	76.06	76.06	75.06	75.06	76.06	75.78	75.78	75.78	75.74	(1.66)	73.42	2.33
6	72.64	82.00	82.00	81.00	81.00	80.00	80.00	80.00	79.00	81.00	80.67	8.03	85.32	(4.66)
	<b>510.00</b>	<b>543.00</b>	<b>545.02</b>	<b>546.02</b>	<b>543.43</b>	<b>542.43</b>	<b>546.43</b>	<b>549.15</b>	<b>546.24</b>	<b>552.24</b>	<b>546.00</b>	<b>36.00</b>	<b>542.75</b>	<b>3.25</b>
<b>Lee Elementary</b>														
TK	15.00	16.00	16.00	16.00	16.00	17.00	17.00	17.00	17.00	17.00	16.56	1.56	17.00	(0.44)
K	65.00	68.00	68.43	68.55	69.05	69.23	69.68	71.00	71.00	71.00	69.55	4.55	80.82	(11.27)
1	80.70	79.00	80.00	82.00	79.00	79.00	81.00	81.00	80.00	80.00	80.11	(0.59)	68.72	11.39
2	68.70	66.00	66.64	64.64	66.00	66.42	68.00	68.00	70.00	70.00	67.30	(1.40)	67.10	0.20
3	67.40	67.00	70.00	68.00	68.00	68.00	67.00	68.00	67.00	67.00	67.78	0.38	75.30	(7.52)
4	74.00	78.00	75.00	76.00	76.00	76.00	76.00	76.00	76.00	76.00	76.11	2.11	73.80	2.31
5	73.00	72.00	72.00	71.00	71.00	71.00	71.00	71.00	71.00	71.00	71.22	(1.78)	79.40	(8.18)
6	78.60	76.00	77.00	76.00	76.00	76.00	78.00	76.00	76.00	76.00	76.33	(2.27)	77.50	(1.17)
	<b>522.40</b>	<b>522.00</b>	<b>525.07</b>	<b>522.19</b>	<b>521.05</b>	<b>522.65</b>	<b>527.68</b>	<b>528.00</b>	<b>528.00</b>	<b>528.00</b>	<b>524.96</b>	<b>2.56</b>	<b>539.64</b>	<b>(14.68)</b>
<b>Rock Island Elementary</b>														
TK	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	40.00	45.00	46.00	47.45	48.00	48.00	48.00	48.00	48.00	50.00	47.61	7.61	42.10	5.51
1	41.00	46.00	45.00	45.00	44.00	44.00	44.00	44.00	44.00	45.00	44.56	3.56	37.30	7.26
2	37.20	39.00	39.00	40.00	39.00	39.00	38.00	39.00	39.00	39.00	39.00	1.80	34.30	4.70
3	35.00	32.00	33.00	33.00	35.00	34.00	34.00	34.00	34.00	34.00	33.67	(1.33)	46.50	(12.83)
4	45.60	50.00	50.00	50.00	49.00	49.00	49.00	50.00	50.00	51.00	49.78	4.18	41.60	8.18
5	43.20	41.00	41.00	41.00	41.00	41.00	41.00	41.00	41.00	41.00	41.00	(2.20)	48.80	(7.80)
6	48.80	54.00	54.00	54.00	54.00	54.00	54.00	54.00	55.00	53.00	54.00	5.20	41.30	12.70
	<b>290.80</b>	<b>307.00</b>	<b>308.00</b>	<b>310.45</b>	<b>310.00</b>	<b>309.00</b>	<b>308.00</b>	<b>310.00</b>	<b>311.00</b>	<b>313.00</b>	<b>309.61</b>	<b>18.81</b>	<b>291.90</b>	<b>17.71</b>

**Eastmont School District**  
**FY 2023 - 2024 Monthly Enrollment FTE by Building**

Building/Grade	Budget AAFTE	September	October	November	December	January	February	March	April	May	Annual Average	AAFTE Budget to Actual Variance	Prior Year AAFTE	AAFTE Variance from Prior Year
<b>Eastmont Junior High</b>														
7	234.20	244.28	243.99	243.99	243.83	243.75	242.86	242.10	242.03	239.57	242.93	8.73	202.25	40.68
8	200.70	216.81	219.46	219.09	220.42	220.42	222.22	222.30	220.80	222.10	220.40	19.70	227.34	(6.94)
9	226.80	255.86	247.64	248.64	248.12	246.00	245.94	244.59	239.59	241.87	246.47	19.67	286.20	(39.73)
	<b>661.70</b>	<b>716.95</b>	<b>711.09</b>	<b>711.72</b>	<b>712.37</b>	<b>710.17</b>	<b>711.02</b>	<b>708.99</b>	<b>702.42</b>	<b>703.54</b>	<b>709.81</b>	<b>48.11</b>	<b>715.79</b>	<b>(5.98)</b>
<b>Sterling Junior High</b>														
6	0.00												2.00	(2.00)
7	234.20	229.43	233.75	231.75	232.91	230.99	227.76	228.50	226.96	229.40	230.16	(4.04)	254.05	(23.89)
8	255.20	232.56	236.42	239.24	237.18	237.82	235.51	237.27	236.79	237.91	236.74	(18.46)	226.97	9.77
9	228.30	204.13	211.27	210.01	202.96	209.90	208.85	211.47	210.57	207.61	208.53	(19.77)	242.26	(33.73)
11	0.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.00
	<b>717.70</b>	<b>667.12</b>	<b>682.44</b>	<b>682.00</b>	<b>674.05</b>	<b>679.71</b>	<b>673.12</b>	<b>678.24</b>	<b>675.32</b>	<b>675.92</b>	<b>676.44</b>	<b>(41.26)</b>	<b>726.28</b>	<b>(49.84)</b>
<b>Eastmont High School</b>														
9	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	533.20	529.19	531.92	515.73	505.35	503.81	503.06	500.70	496.26	492.36	508.71	(24.49)	452.73	55.98
11	404.00	390.93	391.95	385.91	384.54	378.48	376.03	373.34	366.89	363.99	379.12	(24.88)	375.48	3.64
12	359.50	333.92	334.52	331.45	328.86	328.45	326.62	322.00	318.98	316.76	326.84	(32.66)	309.90	16.94
	<b>1,296.70</b>	<b>1,254.04</b>	<b>1,258.39</b>	<b>1,233.09</b>	<b>1,218.75</b>	<b>1,210.74</b>	<b>1,205.71</b>	<b>1,196.04</b>	<b>1,182.13</b>	<b>1,173.11</b>	<b>1,214.67</b>	<b>(82.03)</b>	<b>1,138.11</b>	<b>76.55</b>
<b>Eastmont Academy/EHS Opportunities</b>														
K	0.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00	1.33	1.33	3.50	(2.17)
1	3.60	2.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	1.33	(2.27)	4.30	(2.97)
2	5.20	2.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	1.67	(3.53)	6.80	(5.13)
3	7.20	3.00	3.00	3.00	3.00	4.00	4.00	3.10	5.00	5.00	3.68	(3.52)	7.10	(3.42)
4	7.80	3.00	3.00	2.00	2.00	2.00	3.00	3.00	3.00	3.00	2.67	(5.13)	6.60	(3.93)
5	6.80	5.00	2.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.11	(3.69)	4.10	(0.99)
6	4.40	3.00	3.00	3.50	4.50	4.50	4.50	4.50	4.60	5.60	4.19	(0.21)	7.60	(3.41)
7	5.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(5.40)	1.61	(1.61)
8	1.40	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	0.33	(1.07)	3.15	(2.82)
9	1.90	0.90	3.36	3.54	2.54	4.47	5.84	9.09	12.91	12.93	6.18	4.28	7.49	(1.31)
10	20.00	6.46	15.09	22.09	21.55	22.55	21.28	24.77	27.31	31.31	21.38	1.38	22.75	(1.37)
11	35.00	17.19	21.30	22.85	25.67	28.86	27.11	29.11	31.47	31.60	26.13	(8.87)	41.24	(15.11)
12	50.00	55.63	64.08	66.61	69.61	68.61	68.76	68.57	64.40	61.49	65.31	15.31	69.36	(4.06)
	<b>148.70</b>	<b>99.18</b>	<b>118.83</b>	<b>129.59</b>	<b>136.87</b>	<b>142.99</b>	<b>142.49</b>	<b>150.14</b>	<b>156.69</b>	<b>158.93</b>	<b>137.30</b>	<b>(11.40)</b>	<b>185.61</b>	<b>(48.31)</b>
<b>TK - 12 Total</b>	<b>5,644.80</b>	<b>5,724.49</b>	<b>5,763.02</b>	<b>5,752.01</b>	<b>5,734.47</b>	<b>5,728.30</b>	<b>5,728.06</b>	<b>5,745.39</b>	<b>5,713.20</b>	<b>5,728.14</b>	<b>5,735.23</b>			