



In This Issue

Migrant Graduation Specialists..... 2
District Messages..... 3
Behind the Scenes..... 4
COVID-19 Tracking 6
Personal Finance Class 6
Shower Curtain PPE 7
Clovis Inclusion Program..... 7
Kindergarten Registration 8

Eastmont Smiles



A Day in the Life of a Bus Driver

By DOMINICK BONNY



Greg Hendrick, a third-generation bus driver, enjoys his part-time job with the Eastmont School District. It provides him with extra income and fits in between his sales routes for his small business.

Being a bus driver is practically Greg Hendrick's birthright. His grandfather drove the first school bus in Omak in the early 19th century, which was actually a wagon pulled by a team of horses. His father and older brother also became bus drivers. So he followed in their footsteps and became one as well.

"The buses have changed a lot since I first started," he said. "I had never heard of automatic chains until I started (driving) for Eastmont."

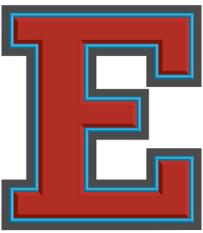
Although he has only been a driver off and on for about five years over the course of a long career, it's something he keeps coming back to as a side-job for a little extra income. He says he enjoys the job

and likes that it allows him to use the four or five hours between his morning and afternoon routes to work on his small business selling hydroponic technology.

Being a bus driver for Eastmont gets him out of his home office and he said he likes to be able to get out and see some of the country instead of being cooped up all day.

"Eastmont is an excellent district to work for, honestly," he said. "I've been really impressed with the team – the other drivers, the mechanics, the administration. They pull together, they work hard together, they do whatever is asked and it's fun being a part of that kind of team."

When asked what type of a person the (continued, page 2)



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Migrant Graduation Specialists Overcome Pandemic Obstacles

By DOMINICK BONNY

The pandemic has presented obstacles to academic growth for all our students, but it has disproportionately impacted our district's migrant students. Already a population on the margins, school shutdowns put even more barriers up for them to overcome.

But they have some dedicated people in their corner – our District Migrant Graduation Specialists. Maribel Mendez, a migrant graduation specialist at Eastmont Junior High, says her job is to keep migrant students engaged and on track to graduate, and the path to



Maribel Mendez
Migrant Graduation Specialist

success starts in middle school.

"Our goal is to get them to graduate on time and break barriers," she said. "We work closely with other migrant graduation specialists and counselors to do that."

Even during average years, their jobs come with certain challenges, but those challenges have only increased since the pandemic hit.

"Frequent movement is our number one barrier," Mendez said. "A great handful of our students leave two or three times a year because of their parents' work. The second barrier is communication."

It has become even more difficult to reach many migrant families because many don't have access to the internet. Those who do might also be facing tech literacy



Mayra Navarro Gomez
Migrant/Bilingual Coordinator

issues, so the best way to reach those parents is via phone call after business hours, she said.

So that's what they do in order to reach those families. Mayra

Navarro, who oversees the program for the district, speaks highly of the specialists' dedication to the students they serve.

"They get the one-on-one attention they need," Navarro said. "So by the time they get to high school, they have the benefit of all that attention."

It's not just about making sure they're on track credit-wise, it's also about the social and emotional wellbeing of their students, she said.

"They really take into account the whole child," she said. "If they need PE clothes or want to play sports, they will help them get the things they need to do that."

That kind of one-on-one attention has been paying dividends. The program's graduation rates are the highest they've ever been, according to Mendez, at 94 percent.

Now that her students have been back in school for about two weeks, she hopes she can catch up on the relationship building that has been so hard to accomplish remotely.

To learn more about the migrant graduation specialists and the bilingual education program, visit eastmont206.org, go to the Parents & Community tab, and click on special programs.

Bus Drivers

(continued from page 1)

job would be well-suited for, he said someone who maybe hasn't put down roots yet in an average 8 to 5 job. He also said being able to get along with people and being tolerant up to a point is a must.

"The biggest hurdle is getting one's CDL (commercial driver's license)," he said. "And Jo Davis, who is the gal who does our training currently – she's the best. Very thorough, the right temperament for it. Very patient."

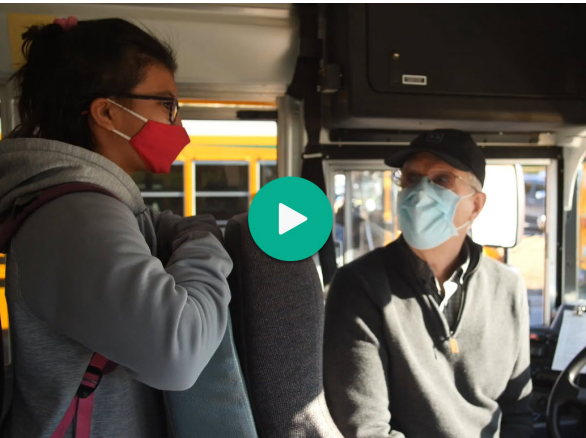
Not only does the district train new drivers, but they also pay you while you're doing the training. And the benefits are one of the main perks for him.



The Eastmont School District is hiring bus drivers. Hours are flexible and training and benefits are included.

"The benefits are unparalleled," he said. "Medical, health, retirement, etcetera."

Eastmont School District is hiring bus drivers right now. No experience is necessary, you will be paid for training time. The hours are flexible and benefits are included. If you are interested in becoming a bus driver for the Eastmont School District, call (509) 884-4621 or go to eastmont206.org and find Transportation under the "Departments" tab at the top to learn more.



Ride along with Greg Hendrick as he speaks about his job as an Eastmont bus driver. View the video online at: cutt.ly/busdrivers



Superintendent's Message: Navigating the New Normal

Our newsletter a year ago was focused on a strong ending to what had been a normal school year. Now, one year later, normal has become history and a new normal is emerging. In most ways, I do prefer the prior normal. Yet in the last year, I have also observed students and parents doing more activities together than ever before.

These range from playing board games, playing catch with balls of all sizes and shapes, walks, hikes, bike rides, camping trips, and planning, designing, and building projects of all types. Though parents and grandparents may dearly miss opportunities to hug and hold their children/grandkids/family members; most of us have learned to navigate Zoom, FaceTime, Duo, and other video call systems so we can still maintain these connections.

DISTRICT UPDATES

Construction

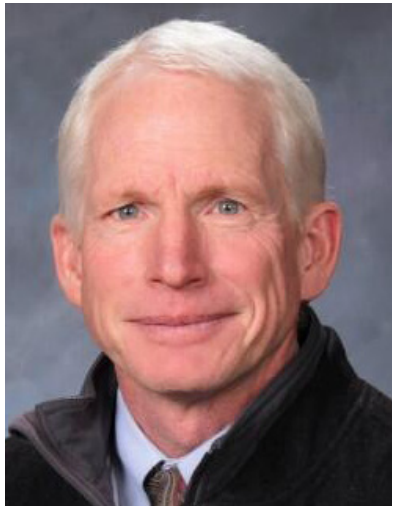
Construction on six of our campuses is on budget, mostly on schedule, and the contracted projects are moving forward as designed. Both Eastmont and the contractor are hoping for a light winter, so that everything is completed and ready for use prior to the start of the 2021-22 school year. Please note that projects at Cascade, Lee, Kenroy, and Rock Island are all designed and built to integrate with a full modernization of these schools. A proposal to do this work will hopefully be presented to voters Fall 2022.

Finances

All predictors for school funding are trending poorly. We continue to plan to stay focused on needs and maintaining basic services. To date, we have been able to avoid layoffs through natural attrition and when possible reassignment of duties and responsibilities to remaining employees. Our reserves continue to meet the Board's goal of 8% of expenditures. This level provides fiscal health and allows the District to meet monthly obligations.

Campus Safety

For campus safety, in every Eastmont office, classroom, and work area next to the main light switch should be bright green Emergency Procedures flip chart. Inside are the steps we take at the classroom level, building supervisor level, and district level for various unplanned emergencies. We regularly hold both scheduled, and unscheduled, drills of our most common emergency procedures. These procedures are also reviewed with area law enforcement and other first responders to ensure best practices are in use.



To look forward, we must often first look back. Frequently I remind those around me that we are only here today because our parents, grandparents, and previous relatives managed to endure other pandemics. Similar to so many things in today's world, things will be different as we move forward.

For years, there has been an increasing number of degrees, trade licenses, and additional training of all types that recognized and often required on-line courses. For over a decade, Eastmont has had goal of ensuring all students had experience with online learning. I chuckle because one outcome of this pandemic is all of our students from preschool through seniors will now meet that goal.

I must thank everyone for their help and cooperation. There is no doubt the current situation is very hard for many of our students, parents, and families. As in all emergencies and disasters, those communities who work together, share resources, and have flexibility and patience with their plans and expectations do better than those who work alone.

As always, it is a privilege to work and serve in this community. Please know your Eastmont Educators are working hard to build **Relationships**, ensure **Relevance**, maintain **Rigor**, and are constantly monitoring our **Results**.

Sincerely,

Garn Christensen

Garn Christensen, Superintendent

Safety in a Pandemic

The requirements to operate safe schools with COVID in our community are regularly being updated. These changes are immediately implemented at all school levels on all campuses.

As the situation continues, we will be using our weekly electronic ParentSquare Superintendent's Bulletin as our primary communication tool regarding these changes. This is available to anyone

interested and requires less than five minutes to sign up. The information will be sent to you by text or email depending on your preference or can be read on our website. To subscribe, please visit the Parents/Community page of our website and click on the red Emergency Text Messaging System link. You can also search Eastmont ParentSquare at eastmont206.org

Reconfiguration and Attendance Area Revisions

Transitioning to K-6 schools and two junior high schools is on schedule for implementation in the 2021-22 school year. The goals of this process are:

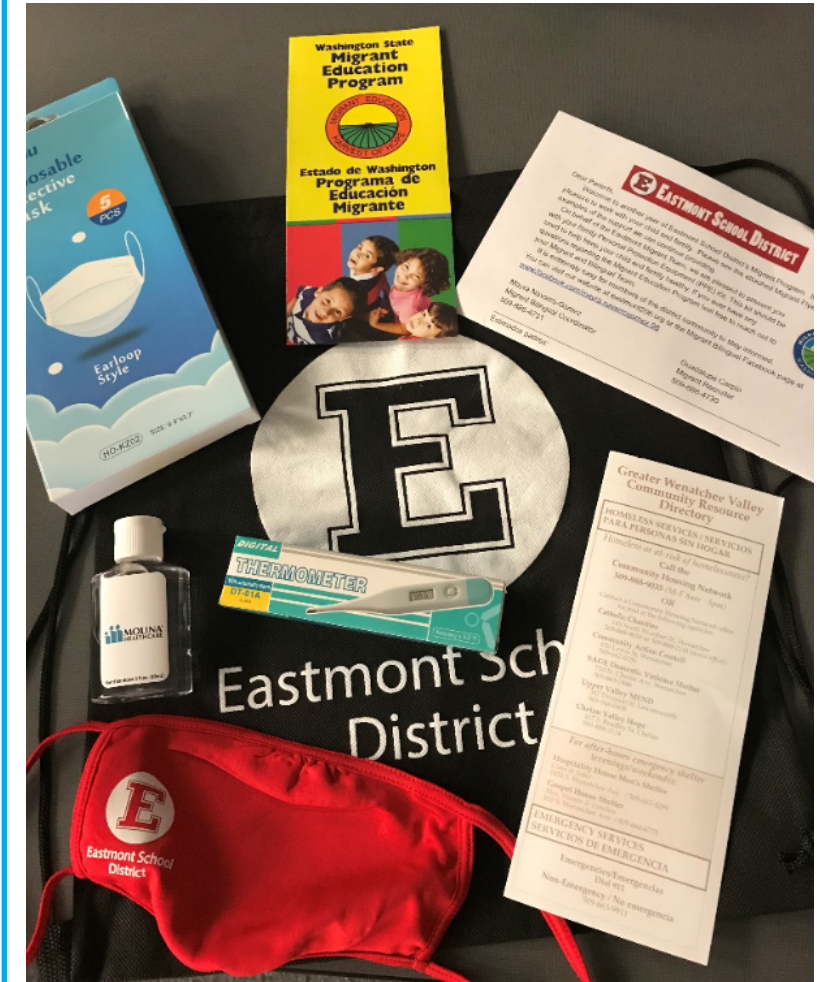
- Maximize use of available K-12 classrooms at all levels over the next 10-20 years.
- Maximize State and Federal funding at all schools.
- Maximize neighborhood walking schools and bus route efficiencies.

Even though we hope to minimize student disruption, approximately 25% of elementary students will be reassigned to an adjacent school to accommodate two additional grades (5th & 6th) being added to each elementary school over the next two years. These assignments will be made consistent with our Board's

February 8th final action on school attendance areas. All students will need to reapply as a choice student beginning March 1st if they desire to attend a school outside of their newly assigned area. All choice requests will be evaluated based upon a variety of factors that include recognition of other siblings who may have attended the preferred school as well as total prior years at the school.

For information on new District Attendance Areas, visit our district website at eastmont206.org and in the drop-down menu "Parents/Community" select "Attendance Areas." Please direct any questions to Executive Director of Elementary Education Spencer Taylor at taylor@eastmont206.org or call 509.884.7169.

PPE KITS FOR MIGRANT FAMILIES



All migrant families will receive this PPE kit via the district's Migrant and Bilingual staff. Special thanks to Molina Health and Migrant Education for their continued support to ensure our families are staying healthy during these difficult times.

BEHIND THE SCENES:

Support Staff Keeps Schools Moving

Cathy Higgins-Olson
Paraeducator
Cascade Elementary

Time with the District: Cathy started at Eastmont as a para sub in September of 2014 and was hired in October at Cascade Lifeskills.

Challenges: The hardest part of working through this pandemic was the emotional and mental toll. Having lunch with a bunch of coworkers was something we took for granted. We are like a family and it is really hard. I missed the kids at school running up and hugging me because they know I never turn a hug away. Watching the kids struggle on the other end of a computer was hard and I had to figure out ways to make it less stressful for them and me. But, I do have to say we have adapted and have had to find a new temporary normal. Instead of hugs I get winks, elbow taps, big grins and cards that tell me they are thankful for me.

Unique experiences: In the spring, I was meeting with a student online, helping her with her school work for quite a few hours a week. Then in the fall I was fortunate enough to get her back to assist her online. The relationship that I have gained because of this one-on-one time online is pretty awesome! We laugh and joke with each other on a daily basis. She needed help and I was there to help her through every assignment I could. She has grown so much! In a normal year, she would not have received this much help. There are some good things that will come out of this time we are in.



Rebecca Cattin
Paraeducator
Kenroy Elementary

Time with the District: I started at Eastmont as a volunteer at my child’s school and PTO president. One day I was asked to sub, and soon after, I accepted a long-term, one-on-one, sub position. Two years ago, I completed the training to become a behavior para and also work with PBIS. I love my position and the challenges that come along with it.

Challenges: The hardest part of working through this pandemic was not working in person with my students. I’m a smiley person. I believe that the best way to start an interaction with a student is with a smile. When I started online reading intervention in the fall, I would always introduce myself to the student because many of my students did not recognize me with a mask on.

Unique experiences: A unique experience I have been involved with is the planning of what going to school during a pandemic looks like. This July, I was on a committee that started planning how we could safely return to school. This was such a huge process because we had to walk through a student’s day with safety procedures in place. Rethinking everything we have been doing was a difficult task. Keeping in mind that this is a moving target, at any time we might have to shut down and go back to remote learning. Once elementary went back to school, we had to adjust and reevaluate. As with my own children, I do understand the need they have for getting back to school, but the safety of all staff and students is always my main concern.



Belinda Hartman
Technology
Districtwide

Time with the District: I have worked here since September 2001. I started just a week after 9/11. The atmosphere at that time was not much different than today, to be honest — great people with lots of questions wondering how long it would be like this.

Challenges: The notion that we look at each other as a potential pathogen and that we need to create separation between ourselves. It is not just physically wearing masks. It is the barrier that masking and hanging plastic curtains creates in our communication. Not being able to see a smile across the room and feeling as if I need to speak very loudly to communicate, at times just deciding to skip the pleasantries because it takes so much effort through the mask. I feel that what I do has become less personal. I understand the necessity of the precautions. I just miss the connection some days.

Unique experiences: Along with my co-workers, installing over 600 new computers, 350 new document cameras, all new cables and requisite software programs, all the while trying to keep up with our normal everyday duties. We all appreciate the patience of Eastmont staff as we’ve worked our way through this process. The upgrades are worth the effort.



Lindsay Lawrence
Payroll & Human Resources
District Office

Time with the District: 9 years

Challenges: The hardest part of working through the pandemic has been adapting to working in a field that deals with a fair amount of face-to-face interaction.

Unique experiences: A unique task I have been involved with during the pandemic is working with our HR/Payroll team on facilitating processes to give employees the feeling of face-to face-interaction from afar and implementing procedures for Emergency Paid Sick and Family Leave.



Jaime Herrera
Custodian
Grant Elementary School

Time with the District: Jaime has been working in the Eastmont School District since 2007. He is looking forward to working many more years. He has worked at the junior high, Sterling and now at Grant for the last 8 years.

Challenges: Where do we start? Just trying to keep up with all the demands daily, things changing. Trying to keep everything working efficiently and safe for everyone — that is our priority.

Unique experiences: There has been a lot of moving furniture, trying to make space for teachers, paras and students. Measuring rooms. It’s been hard but I’ve seen everyone working together as a team and I see how well we have done together. It’s been a blessing working with everyone here.



Jana Gregory
Food Services
Eastmont Junior High and High School

Time with the District: Jana has worked in the Eastmont School District since 2004. She usually works at Eastmont High School.

Challenges: During the past 8 months, the most challenging part of the pandemic was not seeing students in the cafeteria or working at the high school.

Unique experiences: Jana’s role last spring and early fall was to set up the packing line for the bus routes meal delivery service. She had never worked at Eastmont Junior High, but quickly took a leadership role to organize and create an efficient and safe work environment. She pulled all needed product and set up a packing line so when staff arrived to work, they were ready to go. Food Services and bus drivers served 104,934 meals on bus routes last year!

“One of the highlights of this pandemic has been the opportunity to meet other staff members from food service and transportation and get to know them better.”



Jacqueline Sanchez
Paraeducator
Eastmont Junior High School

Time with the District: I have worked for the Eastmont School District since August of 2019. I am very proud to be working at such a great school district. Go Eastmont!

Challenges: One of the hardest parts of working through this pandemic was definitely not being able to see and work with our students at school. The junior high school is so beautiful but it looked so empty. I missed our students, listening to their stories and hearing their laughter.

Unique experiences: One of the unique experiences I have had working at Eastmont is being able to help students with homework so they can pass their classes. The pandemic has sure changed some things, but for us at Eastmont, our students are always #1. My goal is to help our students achieve academic success and keep them on the path to graduation.



Yvonne Rojas
Achievement Specialist
Eastmont Junior High School

Time with the District: 6 years and counting

Challenges: The hardest part of working through this pandemic was not being able to have that in-person communication with students in order to support them. Not having them here to be able to pull aside to encourage and motivate them on a daily basis as you see them walking the halls. I really missed seeing my students, their smiles, laughter, crying at times, giving high-fives and I even missed the last-minute rush to get their assignments in.

Unique experiences: It is pretty much all unique. This is a new way of learning and we are all experiencing it — students, parents, and staff. The one thing that I am grateful to see and be a part of is helping our bilingual parents when it comes to technology. Being able to help them navigate Parentsquare and Qmlativ is an important part of student success. Times are changing and it is important that we support our families through this change.



Warren Clark
Maintenance
Districtwide

Time with the District: 9 years

Challenges: The hardest part for me was the changing rules weekly and having to change or add to what I had done just a week or so earlier.

Unique experiences: A unique experience I have been involved with during the pandemic has been problem solving on how to screen off different areas. Finding ways to screen a person and not interfere with their work. I’ve come up with a lot of different ways to solve these problems.



Kristi Meadows
Office Manager
Cascade Elementary

Time with the District: Kristi has worked for Eastmont for three years as a paraeducator and has just started her 10th year as an office manager at Cascade Elementary.

Challenges: The most difficult things have been the unknown and having so many circumstances beyond our control.

Unique experiences: I have been involved with many areas, from getting student resources and tools for online learning in the spring to organizing and facilitating distribution of Chromebooks and packets to students this fall, as well as making sure the transition to on-site learning is going smoothly. Bringing back students to on-site learning has been particularly challenging with so many areas to be mindful of, from parent work schedules, bus schedules, student health and safety, and COVID-19 protocol, to making sure we get lunches and breakfasts out to all students who need them. I have worked closely with staff from all departments in the district to be sure this transition was as smooth as possible for all involved. It has been wonderful seeing how all of our staff, parents and students have really stepped up to make the best of a very difficult situation.



Jo Davis
Transportation
Districtwide

Time with the District: 12 years

Challenges: I am more secure in having a job as a bus driver since we have brought students back to school. We have been successful in our diligence of bus cleaning/disinfecting and have not had any outbreaks. I have had the opportunity to train many new drivers in a short amount of time which has been very rewarding and has helped me to improve the training protocol. I am excited for all of our new drivers and hope that we continue to have many more applicants come through our Bus Driver Academy.

Unique experiences: Delivering lunch to the community by school bus.



COVID-19 Tracking Essential for Safe School Reopening

By Russ Alman

Contract tracing and mitigation protocols have created a tremendous amount of work for the Eastmont School District, but it appears to be paying off.

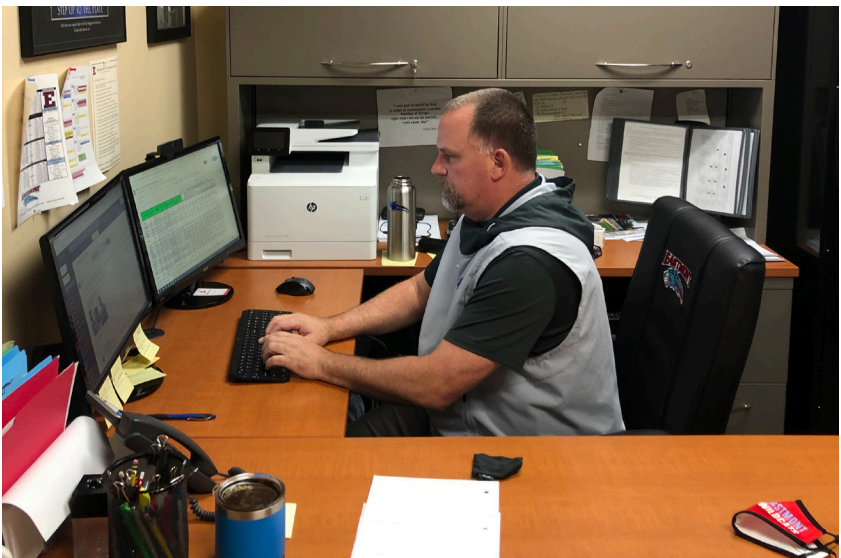
Russ Waterman coordinates the COVID-19 case tracking program for the district. Waterman and his team monitor all of the cases for students, faculty and staff and compile them into a weekly report for the district office, which in turn feeds into a dashboard reviewed by Superintendent Garn Christensen.

"[Contract tracing] is a valuable part of the process," said Matt Charlton, Assistant Superintendent. "It helps us develop a clear picture of what the next steps of preventive measures we should take are."

The nurses and their support staff are the front-line for data collection at each school and those results are relayed to a primary contact point. When they are informed of a positive case, a district protocol check is set in motion, identifying everyone who

potentially had contact with the individual, assessing the risk to each person and verifying that all precautions have been followed, such as social distancing, hand washing, masking, sanitizing and ventilation, and if there was close contact, how long that exposure occurred. A district committee then decides whether further measures need to be taken such as notifying parents.

Every case is logged, whether it was contracted on or off district property and if the individual has been on campus. If the case is symptomatic, the individual is required to quarantine for up to 10 days or confirm an alternative diagnosis from their healthcare



Russ Waterman assembles a report to track COVID-19 exposure of faculty and staff.

professional. Based on this information, the team is able to calculate the exposure rate and the percentage of active cases for each building. That information is summarized weekly and emailed to parents and staff via ParentSquare.

Sports workouts are subject to the same tracking and protocols. Coaches take attendance and screen every day, and that information is logged in the FamilyID registration program. Waterman is hopeful that the community will meet the necessary metrics to move to Phase 2 of reopening under the state guidelines and teams will soon be able to participate in outside competition.

Like the rest of the community, the district saw a significant spike in cases and potential exposures after Thanksgiving and winter break, but numbers have since been declining. "We have some of the strictest

(continued, page 8)

Personal Finance Class Gets Boost from \$10,000 Grant

By Dominick Bonny

Although personal finance class has been taught for many years at Eastmont High School, the trimester-long course recently became a requirement for graduation.

And thanks to a \$10,000 grant from an organization called Next Generation Personal Finance, EHS can commit even more resources to this important class. The course, which is required for juniors, will also be available for seniors. The goal is to provide students with real-world skills for their personal financial lives, said Mark Bloom, who teaches the course.

During the class, students learn skills like:

- How to apply for a job, researching job possibilities, applying for jobs, interviewing, and create a decent resume
- How to pay income tax
- How to invest and the time value of money
- How credit works, common pitfalls, how to use it responsibly, and how to improve your credit score

- How banking services work, how to set up accounts, how to reconcile an account with the bank statement
- How to prepare a budget

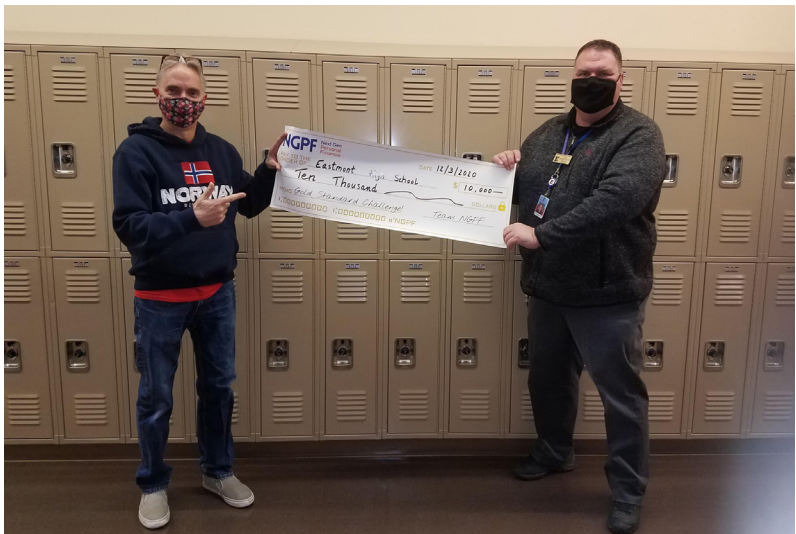
"The grant from NGPF is funded by a private endowment whose goal is to have financial literacy as a graduation requirement throughout the country," said Bloom. "They provide curriculum supplements and professional development at no charge to the school district or teacher. The curriculum and professional development are always current and data-driven."

Every single skill the students learn in this class will be applicable to their entire financial life, he said.

"The class is really fun to teach," Bloom said. "I have

gotten a lot of positive feedback from past students who have been able to use the skills they learned here."

If you'd like to learn more about this personal finance course at Eastmont High School, you can email Mr. Bloom at bloomm@eastmont206.org.



CTE Business teacher Mark Bloom and CTE director Jim Schmutzler display the \$10,000 grant received from Next Generation Personal Finance.

Shower Curtains Provide Effective PPE for Eastmont Staff

By Russ Alman

With all of the shower curtains separating workspaces in the district and school offices, you might be tempted to bring a washcloth and a back brush.

All kidding aside, the elaborate network of transparent curtains was an innovative solution to help schools reopen safely during the pandemic.

Jason White, custodial supervisor for the district, and Warren Clark, the carpenter in the maintenance department don't recall who came up with the shower curtain idea, but it evolved from discussions within the district committee that was developing protocols for school reopening. The consensus was that health department guidelines required barriers in the district and school offices as a personal protective equipment (PPE) measure. However, traditional clear barriers, such as Plexiglas, were cost-prohibitive and in short supply. The committee learned that shower curtains were a viable option and tasked the custodial and building staff with devising a plan to install them.

White oversaw the plan to implement the shower curtains. He is responsible for coordinating and implementing protocols for cleaning and disinfecting all of the schools within the district. As part of his duties during the pandemic, he works with Russ Waterman, who coordinates the tracking of COVID cases, on protocols for sanitation and PPE. Clark, whose normal responsibilities include

light remodeling and repairs, orchestrated the process for installing the curtain system.

The building maintenance staff, led by Clark, began installing the shower curtain system in the district offices in early November. The installation method he devised involved attaching fishing line to the walls with hooks and interconnecting the lines with tensioners as a framework to hold up the curtains. In school offices where walls weren't accessible, this latticework was installed by hanging it down from the false ceilings.

Of course, being separated from coworkers in this fashion is not ideal for staff, but the clear curtains at least allow people to see each other and not feel as isolated. It also allows them to lower their masks while they work. Health department guidelines do require workers to have

their masks readily available so they can put them back on if someone enters their space.

This innovative and low-cost solution requires very little maintenance, other than sanitizing high-touch areas and general cleaning.

(continued, page 8)



An example of the protective barriers installed at the district office. Initially, building staff began using plexiglass barriers, but due to their high cost and limited availability, the district switched to using clear plastic shower curtains.

Clovis Participates in Univ. of Wash. Inclusionary Program

By Russ Alman

Clovis Point Intermediate School is one of 16 schools collaborating with the University of Washington and the Washington Office of Superintendent of Public Instruction (OSPI) to develop a new approach to working with students who have an individualized education program (IEP).

The inclusionary practices program (IPP) launched in the fall of 2019 as a joint effort by the Haring Center for Inclusive Education at the UW College of Education and OSPI.

Traditionally, students with an IEP have been separated out from the general student population and sent to a different classroom for instruction. The primary goal of the program is to develop best practices for including IEP students in a regular classroom setting where they can interact with their peers while supplying them with grade-appropriate learning tailored to their individual abilities. In this way, all students in the class learn the same topics, but the tools and content are adjusted to fit different learning abilities. As needed, IEP students can still receive additional support outside the classroom. IEP students

are also graded on a modified rubric that takes their limitations into account, making it possible for them to achieve success benchmarks like the honor roll.

As Clovis develops their program and

best practices, they relate their experiences back to the university. The participating schools are able to collaborate and learn from each other. These pilot schools, in turn, will ultimately serve as a resource to other schools as inclusionary practices are adopted throughout the state.

While the COVID-19 pandemic disrupted some of the in-school plans the Clovis team had put in place, the change to online learning and transition back to the classroom through hybrid learning have actually turned out to be a silverlining, providing opportunities to innovate and develop new approaches to assistive technology. In addition, IEP students have been integrated into all classrooms, involving more teachers in the program.

The methods being developed for IEP students have potential application for all students who need additional assistance in some areas of their curriculum.

"Personally, as a leader, I think it's been a really great thing and my teachers, I'm so proud of them because they have truly stepped up to the plate," said Amy Dorey, principal at Clovis.



Aiden Cortez displays his project during a science fair in winter 2019. The goal of the inclusion program is to provide age-appropriate learning for students at all levels tailored to their individual strengths and abilities.

KINDERGARTEN REGISTRATION INFORMATION FOR 2021-22

Eastmont School District will begin accepting new kindergarten registrations on March 1st at the Eastmont School District Office. Students must be at least 5 years of age by August 31st to enroll. Registration packets are available in the following locations:

- 1. At www.eastmont206.org in the "Parents and Community" tab.
- 2. At Eastmont School District Office, 800 Eastmont Avenue.

Please register early to ensure your child's spot at one of our schools.



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884-2407
905 NE 8th Street, East Wenatchee
David Woods, Principal

STERLING SCHOOL

884-7115
600 N James, East Wenatchee
Chris Hall, Principal

CLOVIS POINT INTERMEDIATE SCHOOL

888-1400
1855 SE 4th Street, East Wenatchee
Amy Dorey, Principal

CASCADE ELEMENTARY SCHOOL

884-0523
2330 N Baker, East Wenatchee
Kim Browning, Principal

GRANT ELEMENTARY SCHOOL

884-0557
1430 First St. SE, East Wenatchee
Kirsten Mittelstaedt, Principal

KENROY ELEMENTARY SCHOOL

884-1443
601 N. Jonathan, East Wenatchee
Kristy Daley, Principal

LEE ELEMENTARY SCHOOL

884-1497
1455 N. Baker, East Wenatchee
Jamea Connor, Principal

ROCK ISLAND ELEMENTARY SCHOOL

884-5023
5645 Rock Island Road, Rock Island
Penny Brown, Principal

SPECIAL EDUCATION

884-7169
800 Eastmont, East Wenatchee
Matt Charlton, Director

SPECIAL PROGRAMS

884-7169
800 Eastmont, East Wenatchee
Matt Charlton & Spencer Taylor

FOOD SERVICE

884-3026
800 Eastmont, East Wenatchee
Suzy Howard, Director

TECHNOLOGY

884-6503
460 NE 9th Street, East Wenatchee
Doug Clay, Director

MAINTENANCE

884-6970
345 6th Street, East Wenatchee
Seann Tanner, Director

TRANSPORTATION

884-4621
345 6th Street, East Wenatchee
Troy Lucas, Director

COVID Tracking (continued from page 6)

safety protocols. We're always going to have our kids masked, we're always going to keep them in cohorts, we have custodians cleaning everything all the time. I think some of the safest places to be for kids is at school," Waterman said.

Waterman believes that both students and employees are suffering from a degree of "COVID fatigue" at this point, but overall are doing a good job of complying with the protocols put in place. The district continues to remind everyone of the importance of staying vigilant and not letting their guard down. "I would say if you give it a grade, probably districtwide, compliance is A, A-. That's great work considering the amount of staff that we have," he said.

Charlton, a member of the district COVID decision-making committee, said Eastmont has erred on the side of caution. "When there's a possibility for transmission... we err on the side of assuming that a transmission could have occurred. I think

that's the right thing to do, to be proactive and keep everyone safe. So far, our track record would indicate this has been a wise approach. But really, the things we're doing to mitigate, to lessen the chance of transmission in the schools, really seems to be working."

Christensen offered the analogy of a "Swiss cheese" approach. There may be holes in each layer, but by stacking multiple layers, the district has been able to cover most of the holes.

Both Waterman and Charlton stressed that to their knowledge there has not been a single COVID transmission that can be tracked to a district building or sports activity. All cases were contracted outside the district, either at home or elsewhere. This echoes the recent announcement by the Centers for Disease Control and Prevention that schools are showing very low transmission rates, recommending that schools can begin to safely reopen with proper mitigation in place.

Shower Curtains (continued from page 7)

The shower curtain barriers are just one of the many layers of protection and prevention created by the district's building and maintenance staff to allow for the safe reopening of schools for in-person learning. White stressed that school custodial staff is taking extra precautions to keep schools

clean. Since the schools are currently on staggered schedules, this gives staff an opportunity to clean between groups. In addition, high-touch areas like doors and bathrooms are cleaned and disinfected multiple times per day. "We're disinfecting two to three times per day, all of the time," said White.

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