

**BOARD OF DIRECTORS  
VIRTUAL MEETING AGENDA**

Monday, April 13, 2020  
5:30 p.m. Regular Meeting

**Eastmont Administration Office**

*Due to current restrictions on public gatherings and in support of public safety, Eastmont's April 13, 2020 Board Meeting is closed to in-person public attendance. This meeting is being broadcast by the Superintendent and staff from the Eastmont Administration Office Board Room via this link:*

<https://us04web.zoom.us/j/773310508?pwd=NWZ1MS9lbkVmMHZXWmtXN2loQ0ZZZz09>

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 is a fiduciary for 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 2019-20 Board Meeting Schedule is available at [www.eastmont206.org](http://www.eastmont206.org) under the School Board tab.

NOTICE is hereby given that the Eastmont School District No. 206 Board of Directors, Douglas County, Washington will hold a virtual regular meeting on Monday, April 13, 2020 beginning at 5:30 p.m. 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

Only written comments will be accepted via regular mail to Eastmont School District, or email to [schoolboard@eastmont206.org](mailto:schoolboard@eastmont206.org)

Comments critical of personnel, students, or volunteers will not be read given privacy concerns. Instead, they will be referred to the Superintendent for further inquiry and possible action.

IV. BUILDING AND PROGRAM REPORT (Via phone or video conference call)

A. Clovis Point Staff Recognition — Annette Eggers, Board Member

B. Clovis Point School Building Report — Bob Celebrezze, Principal

V. INFORMATION

A. Board News

B. Superintendent News

1. K-4 Remote Learning Verbal Report — Spencer Taylor
2. 5-12 Remote Learning and Special Education Verbal Report— David Woods
3. High School Activities Verbal Report— Lance Noell

VI. CONSENT AGENDA

*(All items on the Consent Agenda have been distributed to 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 March 23, 2020.
- B. Approval of the payment of the bills and/or payroll dated April 13, 2020.
- C. Approval of the Personnel Action Items dated April 13, 2020.
- D. Approval of the School Improvement Plan for Clovis Point Intermediate School.
- E. Approval of the Revised Fiscal Year 2020-21 Budget Development Process Recommended Enrollment Projection.
- F. Approval authorizing superintendent to enter into an agreement with WANRack LLC for wide area network services.
- G. Approval of Resolution No. 2020-03 A Resolution Adopting the Finalized Douglas County Hazard Mitigation Plan.
- H. Review of the monthly Student Enrollment Update.

VII. DISCUSSION & POSSIBLE ACTION ITEMS

- A. Policy 2220 School Calendar for Third Reading/Adoption — Garn Christensen, Superintendent
- B. Policy 3224 Student Dress and Procedure 3224-P for First Reading/Discussion — Garn Christensen, Superintendent
- C. Review draft Annual Board Meeting Calendar for 2020-21 — Garn Christensen, Superintendent

VIII. FUTURE AGENDA ITEMS

IX. ADJOURNMENT

**FUTURE TOPICS IDENTIFIED BY THE BOARD FROM PREVIOUS MEETINGS**

- 1) Student use of cellphones in classrooms and schools
- 2) Instructional screen time
- 3) Criteria and guidelines for student music and theater performances

**UPCOMING MEETINGS – Until further notice, all future Eastmont Board of Directors Meetings will be held virtually or via phone conference.**

- April 27** Virtual Board Training on Roles, Liabilities, & Responsibilities and Regular Meeting at 5:30 p.m.  
**May 11** Virtual Regular Meeting at 5:30 p.m.

## Clovis Point - School Board Recognition

Year	Recognition #1 Relationships	Recognition #2 Relevance	Recognition #3 Rigor	Recognition #4 Results
19-20	<ul style="list-style-type: none"> <li>Clovis Point's Guidance Team meets weekly to discuss Tier 2 &amp; Tier 3 students. They problem solve how to best assist these at-risk students.</li> <li>The PBIS Committee meets regularly to collaborate and problem solve how to best assist all students with their SEL needs.</li> </ul>	<ul style="list-style-type: none"> <li>Clovis Point has implemented an Inclusion program for their Special Education students building wide.</li> </ul>	<ul style="list-style-type: none"> <li>All students receive daily instruction in Science and Social Studies, as well as a double period block instruction in Math and ELA.</li> <li>In addition, all students are receiving Enrichment Reading and in some cases Math.</li> </ul>	<ul style="list-style-type: none"> <li>Math is Cool Grade 5 received 1<sup>st</sup> place</li> <li>Math is Cool Grade 6 received 1<sup>st</sup> place</li> <li>Math is Cool Grade 7 received 2<sup>nd</sup> place</li> </ul>

PBIS = Positive Behaviors and Intervention Supports

SEL = Social Emotional Learning



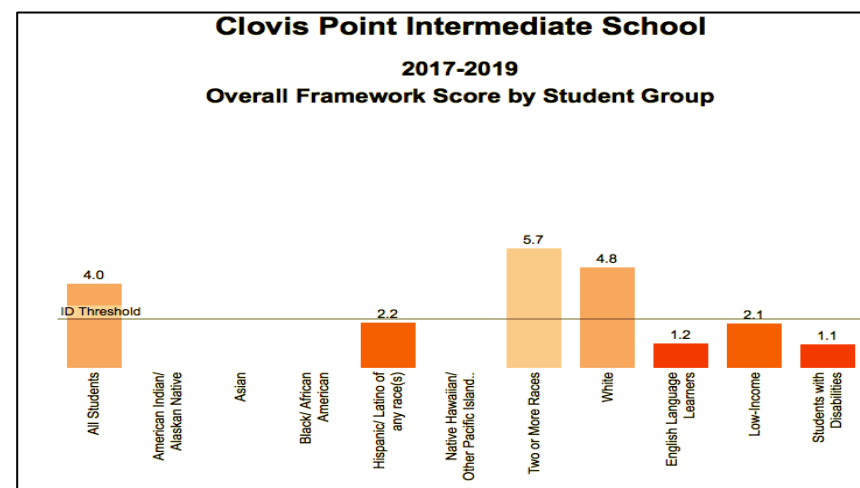
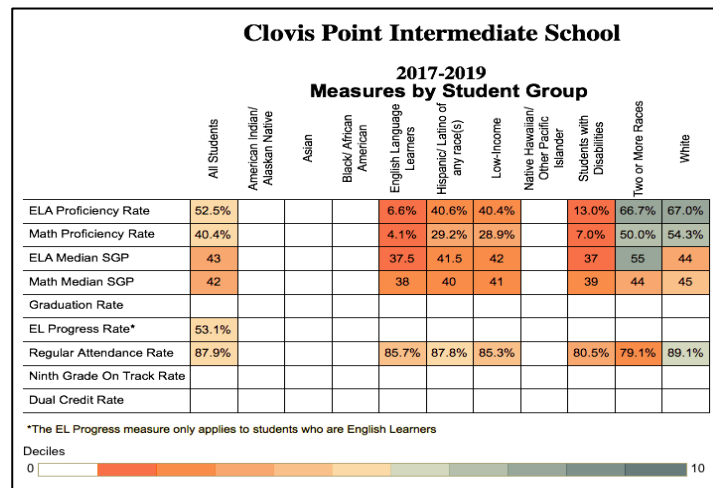
# Clovis Point Intermediate School Report

**FTE** = Full-time Equivalent Students/Staff, **F & R** = Free & Reduced, **H** = Hispanic, **ELL** = English Language Learners, **M** = Migrant, **Sp Ed** = Special Education; **A** = Students with <2 Absences & Month, **MB** = Mobility, **HL** = Homeless, **D** = Discipline Rate, **E1** = excluded 1 day; **E2** = 2-3 days; **E4** = 4-5 days; **E6** = 6-10 days; **E10** = >10 days

Student Totals (School% / District %)																Staff Totals					
Year	FTE	F & R	H	ELL	M	SpEd	A	MB	HL	D	E1	E2	E4	E6	E10	FTE	Cert	Para	Office	Maint	Adm
2014-15	591	71/57	53/44		15/11	14/12	88/85			3/3						60	36	15	4	3	2
2015-16	603	68/56	57/46		17/11	12/12	85/85			3/3						57	36.5	12	4	3	2
2016-17	619	66/56	56/46		16/17	12/12	85/85			5/3						59.5	36.5	14	4	3	2
2017-18	644	66/55	55/47		15/10	12/12	90/85			7/4						58.5	37.5	12	4	3	2
2018-19	704	66/56	54/44	15/17	14/11	12/13	89/86	2/3	4/4	8/4	16/19	40/30	13/17	16/16	15/18	58.5	37.5	12	4	3	2

**Budget using prior year numbers:** \$116,586 + prior year end balance of \$15,219 – expenditures of \$131,289 = year-end balance of \$516

The school improvement framework below combines as many as nine indicators (such as graduation rates, attendance, and proficiency on state tests in math and English language arts.) Data is from the prior three years and is scored from 1 – 10, with 10 being the highest possible.



District or Building Goal and Supporting Activity	Progress/Data
(2000B-1) Develop interventions by RTI tier in reading, math and special education services	Implemented full inclusion in Tier 1 for special education students. Implemented one co-teaching team at each grade level to serve and support our most impacted special education students in Tier 1. Applied for and was awarded UW Haring Center for Inclusionary Practices Grant for 2020-21 in order to provide professional development in the areas of co-teaching and Universal Design for Learning.





## ***What do School Board Members do?***

School board members are elected by their communities for a 4-year term. They are unpaid volunteers with three from specific director areas and two elected at-large. Primarily responsibilities include fiduciary and program oversight, long-range planning, policy work, and quasi-judicial activities. This work entails hearing grievances and appeals that result from organization actions regarding policies, procedures, student discipline, and employment practices.

The Board holds regularly calendared business and school visit meetings. Every public meeting agenda is posted on the District's website, as well as all supporting documents. They also schedule special, executive, and exempt meetings as needed depending on the topic. Regular and special meetings are always open to the public.

Executive meetings are recorded in the minutes, but not open to the public. Exempt meetings are not regularly scheduled, not open to the public, and only used for quasi-judicial proceedings and collective bargaining strategizing. The Board will also hold public hearings for specific annual budget activities, as well as changes in the boundaries of director districts.

At the beginning of each regular meeting, time is designated for receiving public comment. There is a 3 minute per person time limit and total public comments per topic may be limited in order for the Board to have adequate time to conduct their regular business. Suggestions or concerns on specific agenda items are delayed until that item is scheduled for discussion.

Public comments related to specific student discipline or employee performance are not allowed because of privacy related laws. These types of comments need to be shared with the Superintendent, who is then responsible to initiate appropriate administrative or Board action.

Est. Minutes	<b><i>Board Meeting with School Improvement Team</i></b>
5	<u>Board President</u> welcomes participants and explains purpose of the visit. Board and staff introduce themselves.
	<p><u>Principals</u> are observers and do not lead the conversation. Nor do they prepare PowerPoint presentations or handouts, etc. They do submit their school improvement plan and a one-page <i>School Board Report</i> for prior review.</p> <p>School Board Reports need to include 5-year measurable trend information for enrollment, staffing, test results, and progress on school and District goals.</p>
30-35	<p><u>Building Improvement Team</u></p> <p>The Board will ask those present to discuss what goals, strategies, and activities they are focusing on in support of their school and the five-year District Strategic Improvement Plan. The District's plan is under the <i>About Eastmont</i> webpage. It can also be found as Procedure 1810-P.</p> <p>Other questions may include:</p> <ol style="list-style-type: none"> <li>What are you doing to ensure your students perform academically at, or above state average for schools with similar demographics.</li> <li>What are you doing to sustain RTI, GLAD, PLC's, and PBIS?</li> <li>What are you doing to ensure students stay in school rather than get suspended for misconduct and avoid disproportionality?</li> <li>What are you doing to improve student and employee attendance?</li> <li>What are you doing to support student and employee wellness?</li> <li>What is your school doing to improve Eastmont Graduation Rates?</li> <li>What opportunities do you offer for STEM?</li> <li>What programs in your school are most liked by students?</li> <li>What did you learn from recent parent, student, and staff satisfaction surveys?</li> <li>What practices do you use to make students and parents feel welcome and valued at our schools?</li> </ol>
5	<p><u>Principal</u> – What other activities are you focusing on in support of the District Improvement Plan?</p> <p><u>Principal</u> – What questions does your staff have for the Board?</p>



## **EASTMONT SCHOOL DISTRICT**

*Relationships, Relevance, Rigor, Results*

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

### **BOARD OF DIRECTORS REGULAR MEETING MINUTES March 23, 2020**

#### **CALL TO ORDER & PLEDGE OF ALLEGIANCE**

The regular meeting of the Eastmont School District Board of Directors was called to order by Board President Dave Piepel at 5:36 p.m. in the Eastmont Administration Board Room at 800 Eastmont Avenue, East Wenatchee. A Zoom link was provided on the website for public participation at: <https://zoom.us/j/586976804>

#### **ATTENDANCE**

Present:

Dave Piepel, Board President  
Annette Eggers, Board Vice President  
Whitney Smith, Board Director  
Meaghan Vibbert, Board Director  
Cindy Wright, Board Director  
Garn Christensen, Board Secretary/Superintendent  
Brandy Fields, Secretary to Superintendent

Also present:

District staff assisting with technology.

#### **APPROVE AGENDA/MODIFICATIONS**

Superintendent Garn Christensen reported there were no modifications to the Agenda.

MOVED by Director Wright and SECONDED by Director Eggers to approve the Agenda for March 23, 2020 as presented. The motion CARRIED unanimously.

#### **PUBLIC COMMENT**

None at this time. The phone number 509.888.4698 was advertised on the Agenda for public comment. No comments or questions via Zoom chat.

#### **INFORMATION**

A. Board News.

None at this time.

B. Superintendent News.

1. Safety

Superintendent Christensen shared that since the start of the pandemic, the main focus has been to: 1) protect the safety of students and 2) protect the safety of staff. He updated the Board on the steps that administrators have taken to-date and future plans.

**CONSENT AGENDA**

A. Approval of minutes. The Board of Directors approved the minutes from the regular meeting on March 9, 2020.

B. Payment of bills and/or payroll. The Board of Directors approved the following checks listed on warrant registers dated March 23, 2020:

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7117707-7117709	\$580.86
7117710-7117710	\$73.47
7117711-7117716	\$1,166.65
7117717-7117719	\$3,642.00
7117720-7117743	\$20,201.29
7117744-7117893	\$1,014,285.21
7117894-7117895	\$840.92
7117896-7117936	\$5,933,460.19
7117937-7117958	\$1,039,661.44
201900068-201900069	\$1,262.50
201900057-201900057	\$643.82
900113137-900113140	\$0.00

C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated March 23, 2020 as presented.

D. Approval of building condition assessment report. The Board of Directors approved the Annual Building Condition Assessment Report.

E. Approval of resolution. The Board of Directors approved Resolution No. 2020-02 Program Modifications Resolution.

F. Review of budget status update. The Board of Directors received the Monthly Budget Status Update.

Superintendent Christensen provided the Board with some background information regarding Consent Agenda Item E. Resolution No. 2020-02.

MOVED by Director Eggers and SECONDED by Director Smith to approve Consent Agenda Items #A-F. The motion CARRIED unanimously.

**ADMIN INTERN REPORTS (via Zoom video conference)**

A. Eastmont 5<sup>th</sup> & 6<sup>th</sup> Co-ed Flag Football.

Admin Intern Jared Jaegar reported on his project – Eastmont 5<sup>th</sup> & 6<sup>th</sup> Co-ed Flag Football and answered questions from the Board.



- B. Classified Staff Training/PBIS on the Bus.  
Admin Intern John Reichmann reported on his project – Classified Staff Training/PBIS on the Bus and answered questions from the Board.
- C. Lunch Recess Practices.  
Admin Intern Cody Brunner reported on his project – Lunch Recess Practices and answered questions from the Board.

#### **PROGRAM REPORT (via Zoom video conference)**

- A. District Construction Related Projects Report.  
Facilities and Maintenance Director Seann Tanner presented the District Construction Related Projects Report and answered questions from the Board.

#### **DISCUSSION & POSSIBLE ACTION ITEMS**

- A. Resolution No. 2020-01 Resolution of Suspension of Policies in Emergencies.  
Superintendent Christensen presented a draft Resolution No. 2020-01 Resolution of Suspension of Policies in Emergencies. This resolution was recommended by WSSDA and OSPI.

MOVED by Director Vibbert and SECONDED by Director Eggers to approve Resolution No. 2020-01 Resolution of Suspension of Policies in Emergencies as presented. The motion CARRIED unanimously.

- B. Policy 1400 Meetings, Public Notice, Quorum, Meeting Conduct, Order of Business, and Public Comment.  
Superintendent Christensen presented a draft Policy 1400 Meetings, Public Notice, Quorum, Meeting Conduct, Order of Business, and Public Comment.

MOVED by Director Wright and SECONDED by Director Smith to approve Policy 1400 Meetings, Public Notice, Quorum, Meeting Conduct, Order of Business, and Public Comment as presented. The motion CARRIED unanimously.

#### **FUTURE AGENDA ITEMS**

None at this time.

#### **ADJOURNMENT**

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

The meeting adjourned at 6:32 p.m.

Approval:

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Chairperson

Date

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Secretary

Date

TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: April 13, 2020

**CATEGORY**

☐ Informational ☐ Discussion Only ☐ Discussion & Action ☒ Action

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**BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

Resignations

The following person has notified us of their plans to resign:

Last Name	First Name	School	Position/Years
Hale	Robert	Trans	Bus Driver/4 years

Change of FTE

The following people have requested a change to their FTE:

Last Name	First Name	School	Position
Armstrong-Pflueger	Ashley	Cascade	1.00 FTE to .500 FTE/Share with V. Nelson
Nelson	Victoria	Cascade	1.00 FTE to .500 FTE/Share with A. Armstrong-Pflueger

New Hires

The following person has been offered tentative employment for the 20-21 school year:

Last Name	First Name	+	Position
Charlton	Shelley	EJHS	CTE/Business Ed

**ATTACHMENTS**

☒ None

**FISCAL IMPACT**

☒ Personnel Expenditure

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**RECOMMENDATION**

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



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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: School Improvement Plan for Clovis Point Intermediate School

DATE: April 13, 2020

### CATEGORY

☐ Informational

☐ Discussion Only

☐ Discussion & Action

☒ Action

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### BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is the School Improvement Plan for Clovis Point Intermediate School for your review.

### ATTACHMENTS

☒ School Improvement Plan

### FISCAL IMPACT

☒ None

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### RECOMMENDATION

The administration recommends approval of the School Improvement Plan for Clovis Point Intermediate School.



## Clovis Point Intermediate

### Title 1 Part A - Schoolwide Plan

2019-2020

#### Planning Team

Name of Team Member	Position/ Representation	Signature	Date
Runelle Davis	Chairperson	Runelle Davis	3/12/20
Bob Celebrezze	Principal	Bob Celebrezze	3/12/2020
Amy Pefferman	Specialists / At-Large	Amy Pefferman	3/12/2020
Cecelia Grant	Classified	Cecelia Grant	3/12/2020
Jessica Navarrete	Parent (non-Staff)	Jessica Navarrete	3/12/2020
Heather Stiver	5th Grade	Heather Stiver	3-12-2020
Angie Alto	5th Grade	Angie Alto	3-12-2020
Mike Gamble	7th Grade	Mike Gamble	3-12-2020
Rebecca Bush	6th Grade	Rebecca Bush	3/12/2020
Michele Schwarz	6th Grade	Michele Schwarz	3-12-2020
Erin Coyle	Asst Principal	Erin Coyle	3-12-20



**Component 1: Comprehensive Needs Assessment:**

The comprehensive needs assessment directs a building to collect and analyze student data. This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards. In their needs assessment, schools must describe their students' demographics, levels of achievement, family involvement, atmosphere, and staffing. A needs assessment includes outcomes, and documents how schools use data to reach outcomes. This documentation must include a detailed analysis of student subgroups. Districts must also examine student, teacher, and school community strengths and needs. Needs assessments include both district and building priorities and concerns. Schools also provide strengths and weaknesses of their Title I, Part A program.



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

- The annual Parent, Student and Staff satisfaction survey was given in October 2019. Copies of the results were shared with all staff, and posted on school web page.
  - According to the surveys, areas of strength were that
    - 94% of students report that the school maintains high standards for student behavior
    - 97% of parents feel welcome and respected at their child's school
    - 96% of students say the school administrators are visible and accessible when needed
    - 97% of parents report that the school staff are responsive to their requests.
- A staff survey was given on October 14 to assess current levels of satisfaction with professional development specific to RTI and PBIS. Results indicated that staff felt that RTI & PBIS training had been sufficient, and that professional development in other areas of instructional practice were needed. This included more content-specific training and time to review curriculum.
- A second staff survey specific to our current level of functioning as a Professional Learning Community was given on January 31. The results were shared with our Site Council and with staff on March 25. Results indicated the following:
  - PLC Strengths (above 80%):
    - 80% said they would continue meeting even if PLCs were no longer required (Q4)
    - 84% of staff reported feeling comfortable enough to dissent at their PLCs (Q3)
    - 100% said they individually reflect on how their own teaching practices affect student learning (Q10)
  - PLC Areas for Growth (below 80%):
    - 20% said their team reviews student work samples on a regular basis (Q8)
    - 25% said their team reviews the results of Common Assessments (Q7)
    - 38% said they discuss how specific instructional practices affect student learning (Q9)
    - 50% said they have written PLC Norms (Q1)
    - 50% said they have identified Essential/Priority Standards (Q6)
    - 52% reported that they spend a large majority of their time on tasks related to Essential Standards/student learning goals (Q2)
    - 70% feel that PLC work has resulted in changes to their own instructional practices (Q5)

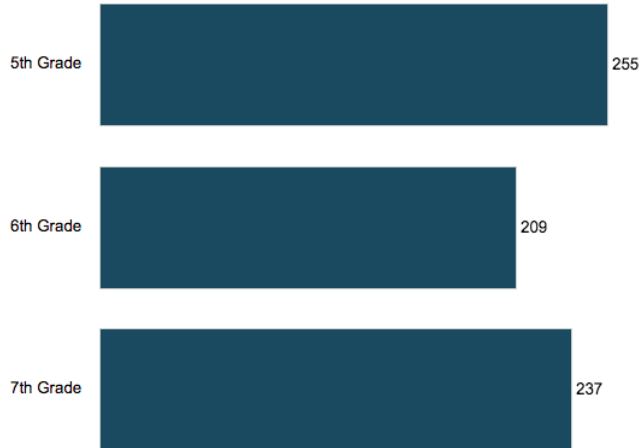


Describe the Demographic trends of your school. (Include grade levels served, enrollment, % of each subgroup)

**How many students were enrolled at the beginning of the school year?**

## **Clovis Point Intermediate School**

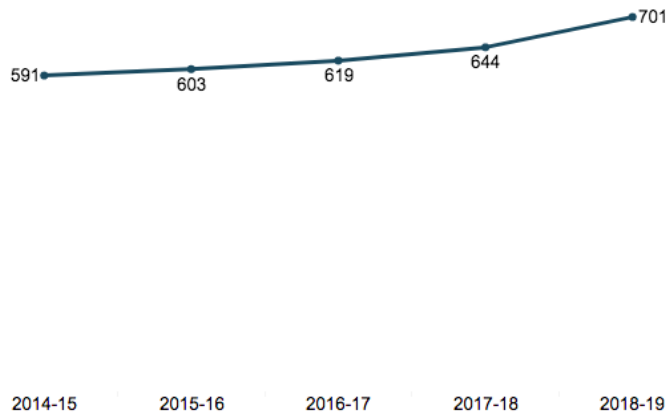
**2018-19**





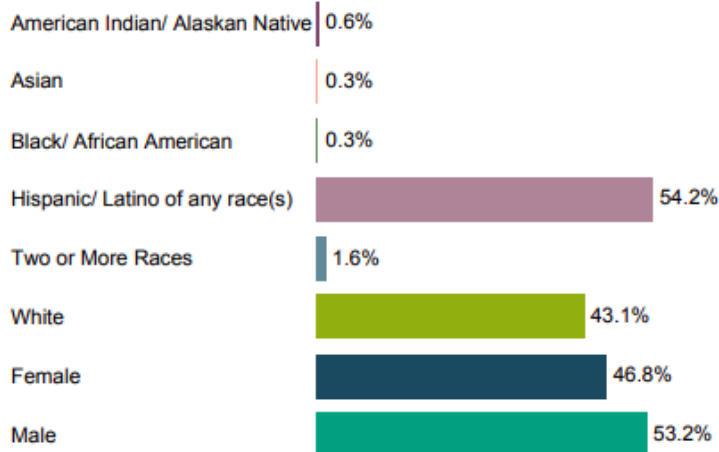
How many students were enrolled at the beginning of the school year?

## Clovis Point Intermediate School



## Clovis Point Intermediate School

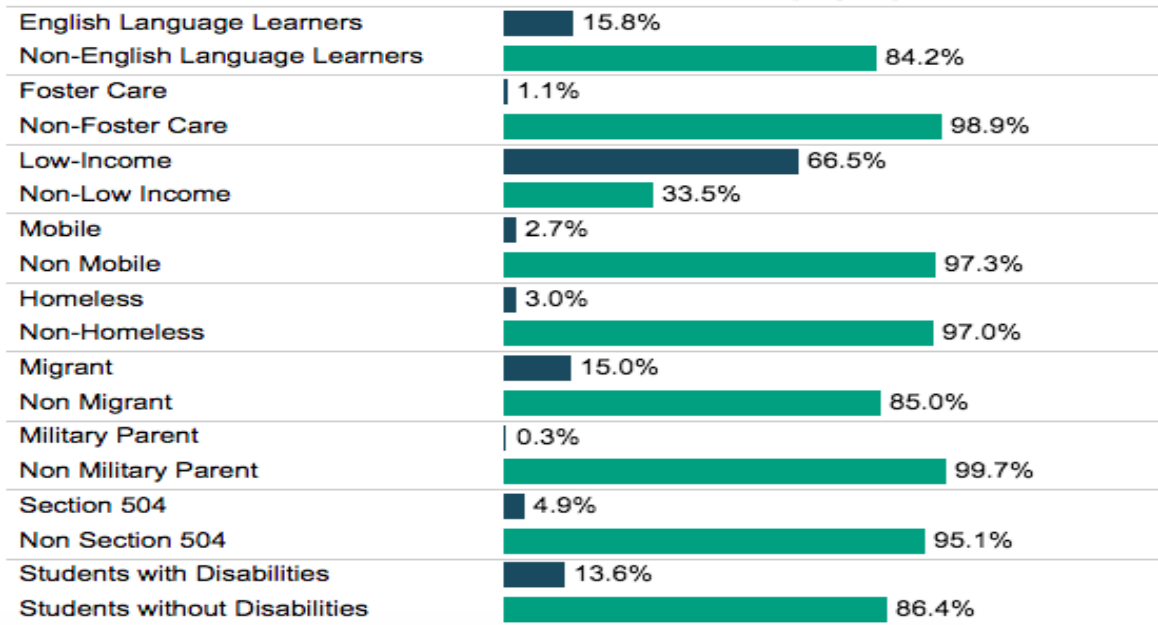
2018-19





## How many students were enrolled at the beginning of the school year, by student program and characteristics?

### **Clovis Point Intermediate School 2018-19**



By the numbers:

#### Ethnicity

Latinx: 380  
White: 302  
2 or more: 11  
American/Alaskan Native: 4  
Asian: 2  
Black: 2

#### Program

Low-Income: 466  
EL: 110  
SpEd: 95  
504: 34  
Homeless: 21  
Mobile: 19  
Foster: 7  
Military: 2

#### Gender

Male: 373  
Female: 328



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

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

## Smarter Balanced Results:

### Clovis Point Intermediate School 2018-19

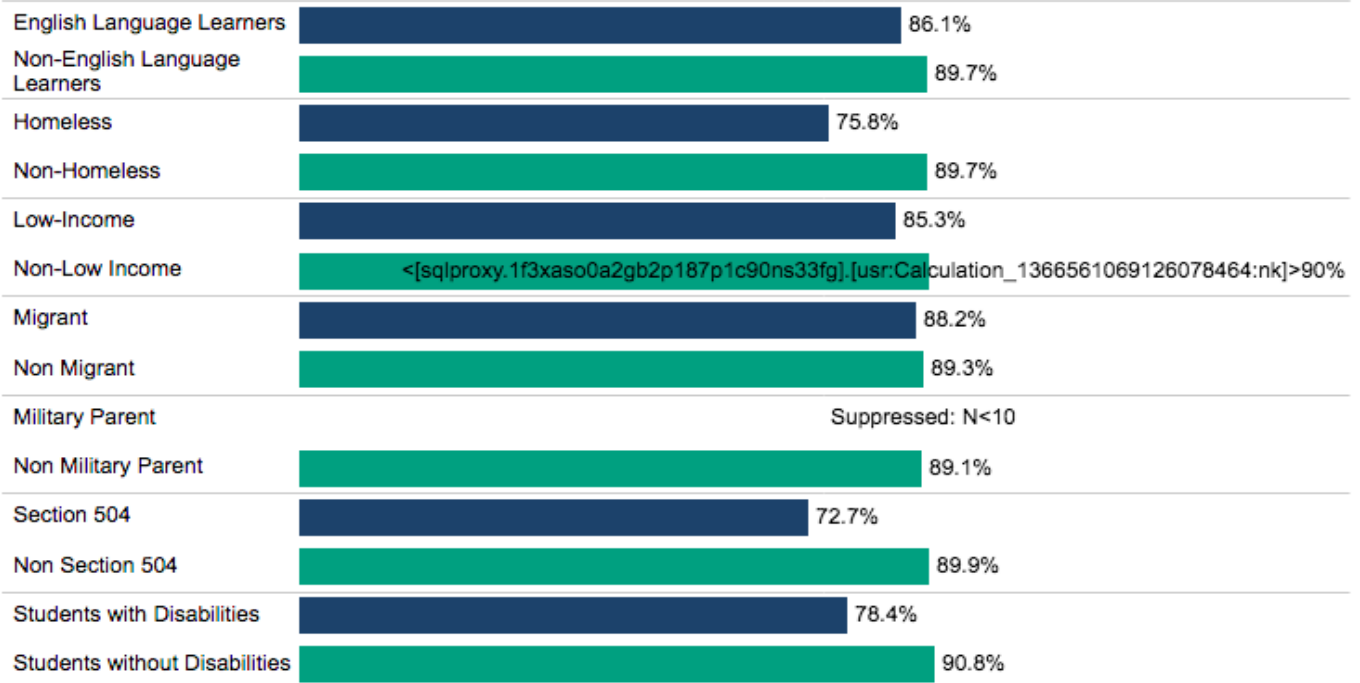
	English Language Arts	Math	Science
English Language Learners	7.2%	3.6%	7.1%
Non-English Language Learners	61.2%	45.1%	49.0%
Foster Care	20.0%	20.0%	Suppressed: N<10
Non-Foster Care	53.1%	38.7%	42.2%
Homeless	12.5%	9.4%	<10%
Non-Homeless	54.6%	39.8%	43.6%
Low-Income	40.8%	28.0%	34.5%
Non-Low Income	75.8%	58.9%	59.0%
Migrant	44.8%	24.8%	44.1%
Non Migrant	54.0%	40.8%	41.7%
Military Parent	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non Military Parent	52.7%	38.4%	41.4%
Section 504	41.2%	38.2%	Suppressed: N<10
Non Section 504	53.2%	38.4%	42.2%
Students with Disabilities	15.6%	8.2%	9.1%
Students without Disabilities	58.5%	43.3%	47.0%



## What percent of students had fewer than two absences per month, on average, by student program and characteristics?

### Clovis Point Intermediate School

**2019**




















## What percent of students are excluded in response to a behavioral violation by student characteristics?

### Clovis Point Intermediate School

2018-19

English Language Learners	 10.1%
Non-English Language Learners	 7.0%
Foster Care	 18.2%
Non-Foster Care	 7.3%
Homeless	 13.9%
Non-Homeless	 7.2%
Low-Income	 10.0%
Non-Low Income	 2.5%
Migrant	 3.6%
Non Migrant	 8.2%
Military Parent	Suppressed: N<10
Non Military Parent	 7.5%
Section 504	 17.1%
Non Section 504	 7.0%
Students with Disabilities	 15.8%
Students without Disabilities	 6.2%





Describe the strengths of your school.

- Highly dedicated and caring staff who consistently go the extra mile to support every student
- Tier 1 inclusion of students with special learning needs through Co-Teaching and para support is in alignment with OSPI and legislative directives
- Site Council is elected and truly represents staff. This fosters two-way communication and collaborative decision-making at the school level.
- Tier 1 Social-Emotional Learning and PBIS Schoolwide Programs continue to grow
- After-School PLC meetings have been very effective for science, math and ELA. A 2-hour block of time is needed to dig into and make progress on PLC work.
- Multiple types of recognition for our students (Student of the Month, Wing Awards, Candy bar Drawings for PBIS)
- Data meetings and processes are gaining traction and relevance for staff
- Walk-To-Read Enrichment model is providing Tier 2 support for below-grade level students, and Enrichment opportunities for above-grade level students
- All students have art - full day art teacher

Describe the challenges of your school.

- Impending reconfiguration causes uncertainty for all
- Increased enrollment (up by 57 students - 2 full classes - since 2017) is straining class sizes and reducing impact of effective teaching
- More time is needed for Professional Development
- Critical need for scheduled intervention time for math

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

Effective solutions will include the following:

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



**Goal 1: By May, 2021, we will have strengthened Tier 1 instruction by focusing our PLC time on (A) Unpacking grade-level standards; and (B) Identifying Essential Standards as measured by pre/during/post staff surveys.**

**Solutions(s):**

- **Communication:**
  - Winter 2020: Site Council discussion; Staff survey on present levels of PLC work; Staff meeting to discuss survey results (March 25 2020)
- **Process / Timelines:**
  - January 20: Pre-approval for PLC conference. Invite all staff to attend.
- **Professional Development:**
  - 2020 PLC at Work Conference in Seattle, August 12-15.
  - March Release day: Begin Essential Standard work for 5th and 6th Grade ELA & Math
- **Budget: Title 1**

**Goal 2: By May 2020, we will improve our Social-Emotional Learning program by implementing Character Strong in Grade 6 & 7.**

**Solutions(s):**

- **Communication:**
  - *Discuss with PBIS team and grade-level staff*
- **Process/Timeline:**
  - *Prepare and distribute curriculum for staff*
- **Professional Development**
  - *Fall PD Day for Character Strong Training (whole staff)*
  - *April 15 - Character Strong Training for PBIS Team*
- **Budget: Title 1A**



**Goal 3: By May 2021, we will increase the growth and achievement of our students with specialized learning needs as measured by: Diagnostic reading assessments (for students working on decoding); STAR reading and math Student Growth Percentiles; and Grade Point Averages**

**Solutions(s):**

- Communication:
  - May 2020: Gather feedback from staff and SpEd students regarding current plus/delta's for inclusive instruction and Co-teaching classes. Share feedback and use to drive changes
- Process/Timeline:
  - May 2019: Schedule coteaching teams and place students
  - December 2019: Submit UW Center for Inclusionary Practices Professional Development Grant;
  - February: Awarded UW Grant
- Professional Development:
  - May 11 & 12: Coteaching training with Cassie Martin (UW)
  - June 22-23: Meeting with UW Haring Center
  - 3 release days (with facilitation) for coteaching teams to engage in collaborative planning
  - Universal Design for Learning Initial Training - April 2020
  - Work with UW Haring Center throughout 2020-2021 School Year in the area of Universal Design for Learning
- Budget: Title 1A

**Component 2: Schoolwide Reform Strategies**

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

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

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



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

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

- Purchased and implemented StepUp to Writing for 5th & 6th grade ELA
- Provided one day of StepUP training
- After-school PLC meetings for math, science and ELA support horizontal and vertical alignment

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

- Guidance team meets with prior schools to gather information on incoming students
- Admin meets with junior high to pass up information on at-risk students
- Incoming 5th grade students visit the school for a tour in the spring
- 5th graders have their own separate registration day in the fall
- Special education team meets with 8th grade & 4th grade teachers to ensure students are placed in correct classes and have sufficient support
- 7th graders take a spring field trip to the junior high, to Wenatchee Valley College and to the Wenatchee Valley Technical Skills Center to help them create a vision for future education
- Junior High counselors come down to register 7th graders in the spring
- Extra, individual visits to Jr High are scheduled for our highest-needs special education students

How will the school enrich and accelerate curriculum?

- Algebra offered in 7th Grade
- Art and music offered to all students
- Math is Cool, STEM After School Clubs, Coyotes United Service Club, Mission to Mars

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

- Advanced Math Enrichment class in 5th grade uses evidence-based math curriculum; Pre-Algebra Enrichment class in 6th grade prepares high-ability math students for Algebra in 7th
- 45 minutes Tuesday-Friday of leveled reading intervention serves students from decoding to advanced ELA



### **Component 3: Activities to Ensure Mastery**

The schoolwide plan upgrades the entire school's program. At the same time, it should address how students who have not yet reached standard in certain skills will receive effective and timely assistance. Each student is different, and some students may need more help to get back on track. Schoolwide plans should have strategies for students who may fall behind on key skills or are in danger of dropping out. Schools may choose to meet the academic and non-academic needs of these students. This provides schools significant flexibility in improvement student achievement with strategies, including:

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

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

- All students are screened for at-risk academic status using the STAR reading and math assessments in Fall, Winter and Spring

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

- Students scoring below-grade level on the STAR Reading test are given further diagnostic assessments to determine their need for targeted reading instruction in their Enrichment class
- Assessments for below-grade level enrichment are calendared out and given monthly to monitor students' progress

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

- Expected growth and cut scores are established for every reading Enrichment in order to determine whether students are making progress
- Based on data, students are moved up or down in their interventions in order to match the student's learning need to the appropriate intervention



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

- Academic Supports include:
  - Tier 1: ALL students are included in grade level instruction for exposure to content, socialization, and a sense of belonging;
  - Tier 2: Leveled reading instruction for below- and above-grade level readers; Math enrichment class for advanced math students; 1 section of support for below-grade level math students at 5th, 6th and 7th.
  - Tier 3: Pilot use of SpellRead for basic decoding &/or dyslexia intervention; Sent two staff members to International Dyslexia Conference to gather information and resources; Researched and ordered dyslexia curriculum for 2020-2021
  
- Behavioral / Social Supports include:
  - Tier 1: Coyote Code is taught and reviewed by all staff (Fall, After Winter Break, After Spring Break); Coyote Cash recognizes daily positive behaviors; Candy Bar drawings, Monthly Activity Hours all based on following Coyote Code
  - Tier 2: *All of Tier 1 PLUS:* Check-In, Check-Out; Social-Emotional Learning Groups; Movement & Mindfulness Classes; Stationary Bikes in high-needs classrooms; Friendship and Conflict Groups; Coyote Closet; Packing Friendship
  - Tier 3: *All of Tier 1, Some of Tier 2 PLUS:* Check & Connect Weekly Individual Mentoring; Breaks Are Better; Big Movement Breaks; Individualized Schedules; Coffee Cart Life Skills Program; Ongoing Collaboration with Children's Home Society, Catholic Family Services, Wraparound with Intensive Supports Program, Foster First Program, Action Health Partners, Douglas County Law Enforcement & Juvenile Courts

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

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

Program	Allocation	How the funds will be used to implement the Schoolwide Plan.
BEA		BEA funds will be used to pay for staffing that supports the school's behavioral, academic, and social programs.
Title IA		Title 1A funds will be used to pay for staff, professional development and instructional materials needed to implement the school's academic, behavioral, and social supports for our students struggling to meet state standards.



## EASTMONT SCHOOL DISTRICT

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**To:** Board of Directors

**From:** Dr. Garn Christensen, Superintendent  
Cindy Ulrich, Executive Director of Financial Services

**Date:** March 26, 2020

**Regarding:** **REVISED** FY 2020-2021 BUDGET DEVELOPMENT PROCESS:  
RECOMMENDED ENROLLMENT PROJECTION

Each school district is now required to provide a four year estimate of student full time equivalent enrollment as a component of the budget submitted to OSPI. This enrollment estimate is used for budget development in both revenue and expenditure calculations:

- Revenue – estimated enrollment is the main driver in the State Apportionment Prototypical School Formula allocation
- Expenditure – estimated enrollment at each building determines the amount of certificated and classified staff support

### UPDATE DUE TO COVID 19 PANDEMIC:

We have updated our enrollment forecast to assume a negative 1% roll-up of our March average enrollment. We believe this revision is necessary as a result of the national COVID 19 pandemic.

Our revised total K-12 forecast is 5,906. This is 29 students less than was communicated to you. We will be using 5,935 as the average total enrollment estimate for budget development.

- This is 43 FTE (0.71%) less than the current year average (as of the March enrollment count).
- This is also 37 FTE less than the 2019-2020 estimate used for budget development.

Enrollment projected for the 4-year budget forecast will use this revised estimate as the base.

The next page presents a table that reflects the estimate by grade level and building.



	Revised Enrollment Forecast as result of COVID 19 Pandemic: Negative 1% growth K-12	Pessimistic Enrollment Est: -0.5% Growth K-9TH & -1.0% Growth 10TH-12TH; w/ minus 40 FTE for Running Start	% Increase over Current AAFTE	Budget	AAFTE @ 03/2020	Actual Avg	Actual Avg	Actual Avg	Actual Avg	Actual Avg	Actual Avg	Actual Avg	Actual Avg	Actual Avg	Actual Avg	Actual Avg
				FY 2020-21	FY 2020-21	FY 2019-20	FY 2019-20	FY 2018-19	FY 2017-18	FY 2016-17	FY 2015-16	FY 2014-15	FY 2013-14	FY 2012-13	FY 2011-12	FY 2010-11
Grade Level	*K	411	416	-6.08%	400	438	413	420	467	398	375	411	285	291	193	195
	1	433	436	0.67%	410	430	429	483	418	451	486	432	438	396	380	386
	2	426	428	0.82%	426	423	482	447	469	512	440	447	387	394	388	387
	3	418	421	-11.25%	479	471	443	481	510	452	452	393	411	394	393	426
	4	466	468	3.71%	442	449	476	518	457	457	418	418	409	412	432	414
	K-4 Total	2,155	2,169	-2.56%	2,157	2,211	2,243	2,348	2,321	2,270	2,170	2,101	1,929	1,887	1,786	1,807
	5	450	450	-6.29%	475	480	525	462	473	430	424	420	412	440	420	396
	6	473	477	-13.04%	521	544	473	513	456	441	441	421	445	416	403	459
	7	538	542	13.69%	472	474	506	472	436	457	427	444	412	422	479	403
	5-7 Total	1,461	1,468	0.09%	1,468	1,498	1,504	1,448	1,365	1,327	1,292	1,284	1,269	1,278	1,302	1,259
	8	468	469	-9.81%	500	519	470	446	464	435	449	428	428	479	414	412
	9	513	516	11.24%	467	461	451	482	453	457	428	441	462	418	413	469
	8-9 Total	981	985	0.09%	967	980	921	928	918	893	877	869	890	897	827	881
	10	464	464	2.35%	456	453	479	465	488	435	444	470	404	418	471	450
	11	416	417	3.63%	445	401	410	393	357	362	403	323	311	411	380	358
	12	430	431	5.76%	449	406	369	333	370	394	333	325	305	350	333	353
	10-12 Total	1,309	1,312	3.86%	1,351	1,260	1,257	1,190	1,215	1,190	1,180	1,119	1,019	1,179	1,184	1,160
K-12 (*includes ALE)		5,906	5,935	-0.73%	5,943	5,949	5,925	5,914	5,819	5,680	5,519	5,373	5,107	5,240	5,099	5,107
Year to Year % growth		-0.73%	-0.25%			0.42%	0.17%	1.64%	2.45%	2.91%	2.73%	5.21%	-2.55%	2.77%	-0.16%	0.09%
*ALE FTE included above		105	105		105	122	108	79	80	80	17	106	109	105	n/a	n/a



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**TO:** Board of Directors

**FROM:** Garn Christensen, Superintendent  
Doug Clay, Director of Technology

**SUBJECT:** Request for Proposal – Fiber Optic Connections

**DATE:** April 9, 2020

### CATEGORY

☐ Informational      ☐ Discussion Only      ☐ Discussion & Action      ☒ Action

---

### BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

The Schools and Libraries (E-rate) Program provides discounts to assist eligible schools and libraries to obtain affordable internet access and telecommunications services. The E-rate Program is one of four universal service programs funded through the federal Universal Service Fund (USF).

The District issued a Request for Proposal (RFP) for Fiber Optic Connections on February 6, 2020. This service qualifies for 80% E-rate funding. The District received two responses to the RFP. After evaluating of each proposal in accordance with USAC procurement guidelines, we have determined that the best long-term value for the District was provided by WANRack LLC.

WANRack will design, install and lease a new wide area fiber network within Eastmont School District. The term of the contract will be five years with an option to renew for an additional five years. Total proposed cost for this service is \$1,164,680.52. 80% of this cost will be funded directly by the E-rate program. The 20% balance will be paid by the District over the initial 5-year term.

Monthly service cost will be \$2,256. This is \$3,462 less than the current monthly cost for this service. This cost is part of the District's Technology Department.

### ATTACHMENTS

☒ None

### FISCAL IMPACT

☒ Expenditure

---

### RECOMMENDATION

The administration recommends the Board authorize the Superintendent to enter into the agreement with WANRack LLC.



## **EASTMONT SCHOOL DISTRICT**

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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Resolution No. 2020-03 A Resolution Adopting the Finalized  
Douglas County Hazard Mitigation Plan

DATE: April 13, 2020

### **CATEGORY**

☐ Informational

☐ Discussion Only

☐ Discussion & Action

☒ Action

---

### **BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

Enclosed is a draft Resolution No. 2020-03 A Resolution Adopting the Finalized Douglas County Hazard Mitigation Plan.

### **ATTACHMENTS**

☒ Draft resolution

### **FISCAL IMPACT**

☒ None at this time

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### **RECOMMENDATION**

The administration recommends the Board adopt No. 2020-03 A Resolution Adopting the Finalized Douglas County Hazard Mitigation Plan as presented.



**RESOLUTION NO. 2020-03**

**A RESOLUTION ADOPTING THE FINALIZED  
DOUGLAS COUNTY HAZARD MITIGATION PLAN (HMP)**

**WHEREAS**, the participating jurisdictions of Douglas County have worked together to develop a strategy known as the Douglas County Hazard Mitigation Plan (HMP) to improve disaster resistance in the planning area; AND

**WHEREAS**, the Federal Disaster Mitigation Act of 2000 (DMA2000) pursuant 44 CFR Part 201 and the Federal Emergency Management Agency (FEMA) require communities to adopt an approved hazard mitigation plan in order to be eligible to receive pre-disaster and post disaster federal funding for mitigation purposes; AND

**WHEREAS**, the participating jurisdiction has participated in the hazard mitigation plan by the formation of a Mitigation Planning Committee (MPC); AND

**WHEREAS**, the MPC recommends the formal adoption of the Douglas County HMP by the passing of this resolution.

**NOW, THEREFORE, BE IT RESOLVED BY THE EASTMONT SCHOOL BOARD  
THAT:**

**Section 1:** The participating stakeholder hereby approves and adopts the hazard mitigation plan in its entirety with projects as adopted by the MPC; AND agree to be governed by the HMP attached hereto and incorporated.

**Section 2:** The participating stakeholder authorizes the appropriate participating officials to pursue funding opportunities for implementation of proposals designated therein; AND will upon receipt of such funding or other necessary resources, seek to implement the actions contained in the plan.

**Section 3:** The participating jurisdiction will continue to cooperate and participate in the hazard mitigation planning process, holding regular meetings, including reporting of progress as required by FEMA, the State of Washington, and Emergency Management Division and the MPC.

- DRAFT -

**ADOPTED** by the Board of Directors of Eastmont School District No. 206, Douglas County, Washington, at a regular meeting thereof, held on April 13, 2020, with the following Directors being present and voting thereon.

**ATTEST:**

\_\_\_\_\_  
Garn Christensen, Secretary to the Board

\_\_\_\_\_  
Date

**BOARD OF DIRECTORS**

\_\_\_\_\_  
Dave Piepel, Board President

\_\_\_\_\_  
Annette Eggers, Board Vice President

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

\_\_\_\_\_  
Whitney Smith, Board Member

\_\_\_\_\_  
Cindy Wright, Board Member

- DRAFT -



FEMA

March 25, 2020

Mr. Tim Cook  
State Hazard Mitigation Officer  
Washington State Emergency Management Division  
Building 20, MS TA-20  
Camp Murray, Washington 98430-5122

Dear Mr. Cook:

The Federal Emergency Management Agency (FEMA) Region 10 completed a pre-adoption review of the draft *Douglas County Hazard Mitigation Plan*. The attached Mitigation Plan Review Tool documents the Region's review and compliance with all required elements of 44 CFR Part 201.6, as well as identifies the jurisdictions participating in the planning process. This letter serves as Region 10's commitment to approve the plan upon receiving documentation of its adoption by participating jurisdictions.

Formal adoption documentation must be submitted to FEMA Region 10 by at least one jurisdiction within one calendar year of the date of this letter, or the entire plan must be updated and resubmitted for review. Once FEMA approves the plan, the jurisdictions are eligible to apply for FEMA Hazard Mitigation Assistance grants.

Please contact John Schelling, Regional Mitigation Planning Program Manager, at (425) 487-2104 or [john.schelling@fema.dhs.gov](mailto:john.schelling@fema.dhs.gov) with any questions.

Sincerely,

Tamra Biasco  
Chief, Risk Analysis Branch  
Mitigation Division

JS

**To:** Board of Directors  
**From:** Cindy Ulrich, Executive Director of Financial Services  
**Date:** April 1, 2020  
**Subject:** Monthly Student Enrollment Report

---

**Headcount and Actual FTE Reported COVID-19 Closure:**

There will be no April count day as a result of schools being closed in response to COVID-19. School districts are not required to submit enrollment reports and will instead receive funding for April based on an adjustment factor. The methodology that OSPI will use to calculate FTE enrollment will be to apply an adjustment factor to the February 2020 enrollment count. The adjustment factor is the percentage increase/decrease between the March 2019 and April 2019 count. No headcount will be estimated.

Using the worksheet tool provided by OSPI, total K-12 FTE is 5,909.25. This is an increase of 26.65 FTE from the total FTE reported for April 2019. This is also an increase of 19.7 (+0.30%) FTE from the actual average FTE (AAFTE) for the 2018-2019 school year.

Based on this enrollment calculation, the District enrollment decreased 14.38 FTE between March and April 2020. We are not able to extrapolate data to individual schools and grade levels so the detail by school and grade level cannot be provided.

Other program enrollment information is below:

Program Name	Current Year Average	Prior Year Average	Increase / (Decrease)
Running Start (Head Count)	159	155	4
Special Education (Age K-21 Head Count)	690	674	16
Transitional Bilingual (Head Count)	1,049	1,082	(33)
Exited Transitional Bilingual (Head Count)	336.86	379.67	(43)
Career/Technical Education-Gr 7-8 (FTE)	77.47	63.04	14.43
Career/Technical Education-Gr 9-12 (FTE)	352.44	347.01	5.43
	OSPI Estimate		

**Budget to Actual FTE Analysis:**

Budgeted K-12 FTE, including Alternative Learning Enrollment, is 5,943. Total average FTE is 1.42 FTE more than the estimated used for budget development. K-12 student enrollment is 5,820.06 FTE and is 17.94 FTE less than expected. Larger than expected classes in Kindergarten and 6<sup>th</sup> grade, but is not offsetting lower than expected class sizes in seconds, fifth and seventh grades.

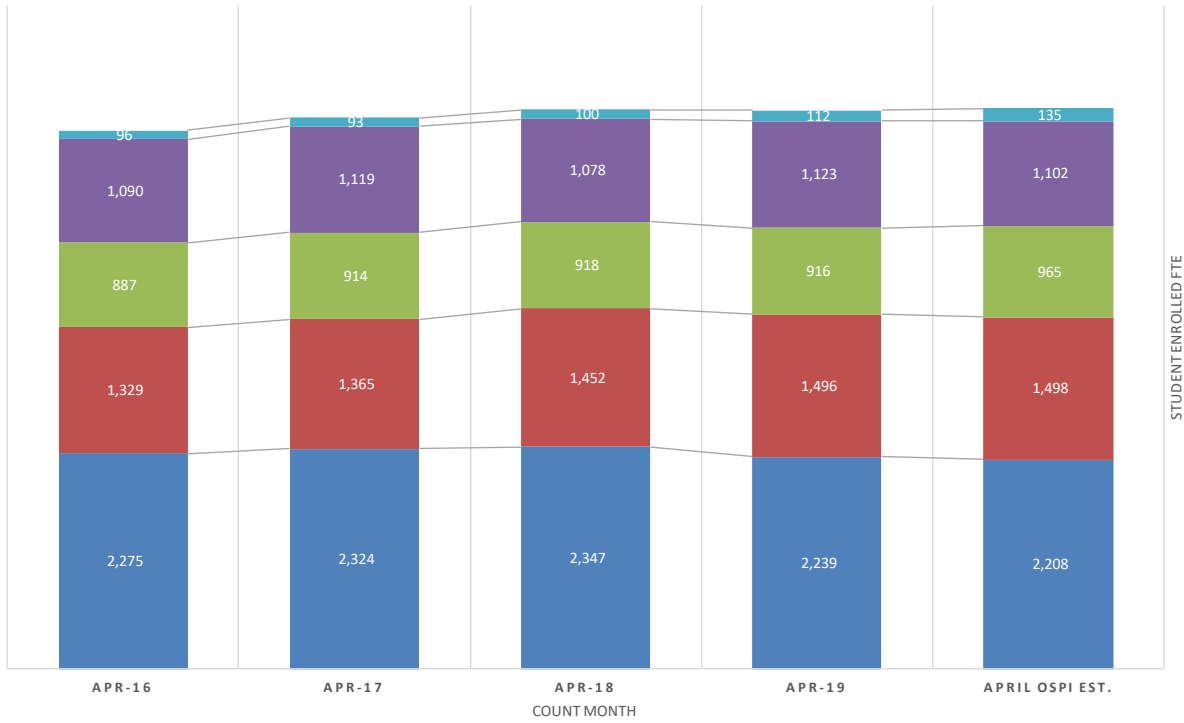
Our average ALE program student enrollment is 124.36 FTE and is 19.36 FTE more than expected.

The following additional information is presented for your review:

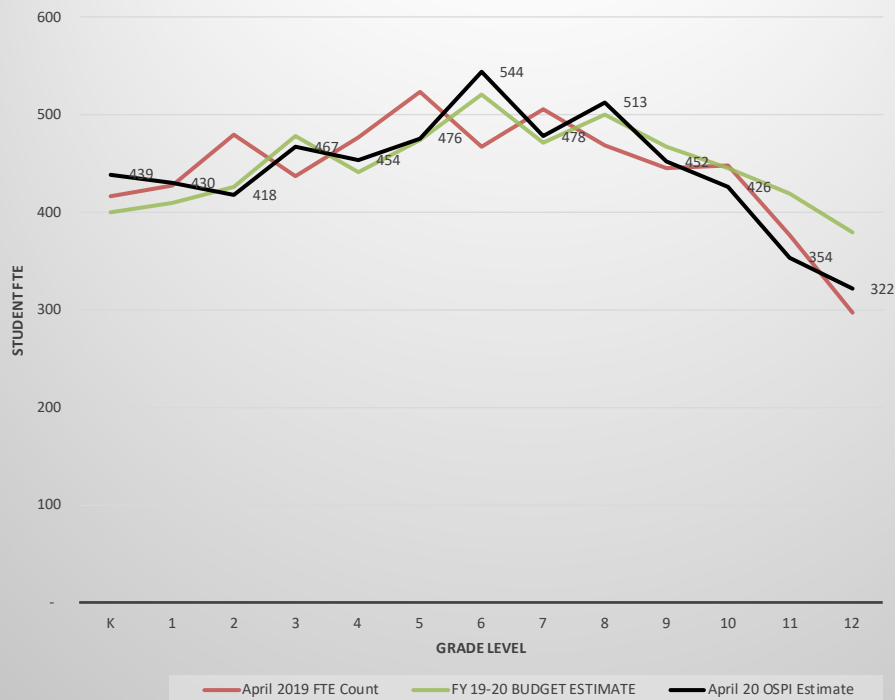
- A graph that compares the five prior April count dates to the April 2020 OSPI estimate
- A graph that compares April 2020 OSPI Estimate and April 2019 count FTE to budget by grade level
- OSPI Enrollment Projection worksheet

## K-12 STUDENT FTE 5 YEAR TREND BY GRADE SPAN

■ Grade K-4   
 ■ Grade 5-7   
 ■ Grade 8-9   
 ■ Grade 10-12   
 ■ ALE



## K-12 Student FTE Comparison-Excludes ALE enrollment





## Count Date: 4/1/2020

B-20109 Actual K-12 AAFTE	5.924.72
---------------------------	----------

Over/(Under) Budget	1.42
---------------------	------

Net Change from Prior Month Reporting	(14.38)			
	Total	ALE	K-12	
Change from September Reporting	18.74	39.23	(20.49)	0.3%
Total Enrollment Growth from Prior Year	0.33%			

District

Eastmont

<--select district

Months of Projected Enrollment to Load

Just April

<--select

K-12 FTE														
Month	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Sep	436.19	429.00	421.00	470.64	447.00	485.04	508.97	444.15	520.30	459.54	452.41	402.37	413.90	5,890.51
Oct	440.00	432.00	425.00	470.64	448.04	483.31	552.78	476.88	521.79	464.77	455.91	404.25	425.84	6,001.21
Nov	442.00	429.15	427.00	470.64	451.04	482.32	547.23	477.89	520.44	462.19	459.91	403.59	416.62	5,990.02
Dec	439.48	431.15	423.00	471.64	450.04	479.32	548.78	477.90	519.61	458.19	453.43	401.63	406.64	5,960.81
Jan	438.00	431.50	423.00	471.64	450.59	478.32	551.65	476.90	520.80	459.19	449.14	395.88	399.30	5,945.91
Feb	434.00	428.85	419.00	470.64	449.00	478.28	550.00	480.90	518.58	460.87	450.30	401.72	391.86	5,934.00
Mar	436.00	429.14	420.00	472.50	447.33	473.32	549.45	480.90	519.58	458.36	449.46	399.69	387.90	5,923.63
Apr	439.28	429.85	418.13	467.44	453.76	479.19	544.45	480.90	515.28	456.35	445.31	400.52	378.79	5,909.25
May														-
Jun														-
AAFTE	438.12	430.08	422.02	470.72	449.60	479.89	544.16	474.55	519.55	459.93	451.98	401.21	402.61	5,944.42

ALE FTE														
Month	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
Sep	-	-	-	-	-	0.35	-	-	0.57	0.83	6.68	29.98	57.32	95.73
Oct	-	-	-	-	-	0.16	-	-	0.57	0.83	13.36	37.06	70.98	122.96
Nov	-	-	-	-	-	0.13	-	-	0.57	0.83	14.68	37.28	64.86	118.35
Dec	-	-	-	-	-	1.50	-	1.00	0.74	1.83	12.58	35.74	68.85	122.24
Jan	-	-	-	-	0.55	2.02	-	1.00	1.82	2.83	12.38	37.69	65.42	123.71
Feb	-	-	-	-	-	3.02	-	3.00	2.31	4.15	19.54	43.54	63.64	139.20
Mar	-	-	-	-	-	3.02	-	2.00	2.31	4.73	18.38	44.54	62.76	137.74
Apr	-	-	-	-	-	3.08	-	3.03	2.33	4.15	19.33	46.28	56.76	134.96
May														-
Jun														-
AAFTE	-	-	-	-	0.07	1.66	-	1.25	1.40	2.52	14.62	39.01	63.82	124.36

Other													
	CTE			CTE - ALE			Running Start		Open Doors		TBIP		
Month	9-12 Voc	Skill Ctr	7-8 Voc	9-12 Voc	Skill Ctr	7-8 Voc	NonVoc	Voc	NonVoc	Voc	Gr K-6	Gr 7-12	Exited
Sep	359.05	-	81.83	-	-	-	-	-	-	-	546	346	340
Oct	355.69	-	81.75	-	-	-	144.53	6.70	-	-	690	360	342
Nov	353.45	-	80.98	-	-	-	140.35	6.70	-	-	694	361	344
Dec	358.75	-	80.98	-	-	-	138.81	6.70	-	-	694	379	321
Jan	348.30	-	80.91	-	-	-	144.12	8.06	-	-	690	351	342
Feb	350.89	-	71.23	-	-	-	142.76	8.39	-	-	691	352	336
Mar	348.34	-	71.16	-	-	-	137.89	8.39	-	-	687	353	340
Apr	345.06	-	70.94	-	-	-	140.25	6.48	-	-	696	347	333
May													
Jun													
AAFTE	352.44	-	77.47	-	-	-	141.24	7.35	-	-	691.71	357.57	336.86

Sped HC by Resident District				BEA FTE - by Resident District			
Month	Birth - 2	Age 3-5	Age K-21	K-12 FTE	Open Doors	Running Start	AAFTE for that Month
						Start	
Sep	36	63	674	5,925.94	-	-	5,925.94
Oct	30	68	680	6,036.68	-	151.23	6,132.54
Nov	27	73	681	6,025.61	-	147.05	6,145.22
Dec	29	74	682	5,997.42	-	145.51	6,144.34
Jan	26	78	694	5,982.55	-	152.18	6,142.63
Feb	24	83	697	5,970.64	-	151.15	6,139.23
Mar	26	88	701	5,958.59	-	146.28	6,134.25
Apr	24	90	698	5,948.32	-	146.04	6,129.21
May							
Jun							
Average	26.57	79.14	690.43	5,980.72	-	148.49	6,111.67



## 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: Garn Christensen, Superintendent

SUBJECT: Policy 2220 School Calendar – Third Reading/Adoption

DATE: April 13, 2020

### CATEGORY

☐ Informational      ☐ Discussion Only      ☐ Discussion & Action      ☒ Action

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### BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is a third update to Policy 2220 Student Calendar regarding non-participation days for extracurricular activities for your review, along with a new procedure 2220-P.

### ATTACHMENTS

☒ Draft policy

### FISCAL IMPACT

☒ None at this time

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### RECOMMENDATION

The administration recommends the Board adopt the enclosed Policy 2220 Student Calendar and Procedure 2220-P.

SCHOOL CALENDAR

In order to permit staff, students and parents to make plans for their own work and vacation schedules, the board will adopt a school calendar for the forthcoming school year by June 1.

Scheduling events on Sundays, Thanksgiving, Christmas, and New Year’s Day is prohibited unless preapproved by the Superintendent or the activity meets an exemption or guideline per Procedure 2220-P.

Legal References:

- |                    |                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------|
| RCW 28A.150.203    | School year — Beginning — End                                                                            |
| RCW 28A.150.220    | Basic Education Act — Definitions — Program requirements — Program accessibility — Rules and regulations |
| RCW 28A.330.100(7) | Additional powers of board                                                                               |

- Third Reading -

## SCHOOL CALENDAR

Scheduling events on Sundays, Thanksgiving, Christmas, and New Year's Day is prohibited unless preapproved by the Superintendent or the activity meets an exemption or guideline per Procedure 2220-P.

- 1) In-season and out-of-season guidelines are followed for recognized WIAA events.
- 2) Athletic and other practices held the day before Thanksgiving, Christmas, and New Years are strongly discouraged. If a practice is held, it shall not go beyond 4 pm and failure to attend by a player shall not affect the student's status on a team, club, or position in a group.
- 3) Exemptions shall be granted for:
  - a. Student groups traveling to or from events and competitions.
  - b. Breaking down a theatrical set, art show, or music performance following a Saturday evening performance.
  - c. Local, Regional, State or national events held on Sunday such as FFA, STEM, etc.

Student participation for a Sunday activity that meets an exemption is voluntary and shall not affect the individual's position as a member of the group or team.



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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Policy 3224 Student Dress – First Reading/Discussion

DATE: April 13, 2020

### CATEGORY

☐ Informational      ☒ Discussion Only      ☐ Discussion & Action      ☐ Action

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### BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed are updates to Policy 3224 Student Dress and its Procedure 3224-P that have been reviewed and recommended by Eastmont administrators.

### ATTACHMENTS

☒ Draft policy and procedure

### FISCAL IMPACT

☒ None at this time

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## STUDENT DRESS

The Eastmont School Board expects student dress and grooming to reflect high standards of personal conduct so that each student's appearance promotes a positive, safe, and healthy atmosphere within the school. Further, we hope to instill the understanding of, and adherence to, appropriate dress for a work environment as we prepare students for their future career. [The District supports students dressing in a manner that is consistent with their gender identity and/or gender expression within the constraints of this policy and procedure.](#)

~~Students' choices in matters of dress should be made in consultation with their parents.~~

Student dress will be regulated when, in the judgement of school administrators, there is a reasonable expectation that:

- A. A health or safety hazard will be presented by the student's dress or appearance, including possible membership in a gang or hate groups;
- B. Damage to school property will result from the student's dress; or
- C. A material and substantial disruption of the educational process will result from the students' dress or appearance.

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use of lewd, sexual, drug, tobacco or alcohol-related messages, and gang-related apparel.

Students and parents/guardians have the responsibility to be aware of this dress code and to conform to these requirements.

The uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion, are not subject to this policy.

The superintendent will establish procedures providing guidance to students, parents and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures will ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student will be asked, with notice to his or her parents, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.

Cross Reference:

Board Policy 3220

Freedom of Expression

Legal References:

RCW 28A.320.140

Schools with special standards — Dress codes

~~WAC 392-400-215~~

~~Student rights~~

~~WAC 392-400-225~~

~~School district rules defining misconduct —  
Distribution of rules~~

- First Reading -



## STUDENT DRESS

Understanding socially appropriate dress is fundamental to a student's future employment success. In support of the transition from child to young adult, and in recognition of growing gang-related behaviors and dress, the following attire related rules are in place beginning **August 2013**.

A = Allowed ————— N = Not Allowed

- First Reading -

	Grade Level/Age Appropriate												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Long pants including jeans/khakis	A	A	A	A	A	A	A	A	A	A	A	A	A
2. Skirts and shorts that extend to mid-thigh.	A	A	A	A	A	A	A	A	A	A	A	A	A
3. Shirts with necklines no lower than a straight line between underarms	A	A	A	A	A	A	A	A	A	A	A	A	A
4. Sleeveless shirts with small armholes and shoulder straps a minimum width of 3 student fingers	A	A	A	A	A	A	A	A	A	A	A	A	A
5. Shirts that display the midriff	N	N	N	N	N	N	N	N	N	N	N	N	N
6. Alcohol, drug, or weapon related words, art, or symbols	N	N	N	N	N	N	N	N	N	N	N	N	N
7. Nonathletic shoes in PE/recess or barefoot	N	N	N	N	N	N	N	N	N	N	N	N	N
8. Gang affiliated clothing, piercing, tattoos, jewelry, and hair styles as recognized by law enforcement	N	N	N	N	N	N	N	N	N	N	N	N	N
9. Hats, sunglasses, or bandanas (other than with an order from a medical doctor) worn or displayed inside the building	N	N	N	N	N	N	N	N	N	N	N	N	N
10. Mesh/sheer or clothing with large holes unless approved clothing underneath	N	N	N	N	N	N	N	N	N	N	N	N	N
11. Pants worn below the top of the buttocks	N	N	N	N	N	N	N	N	N	N	N	N	N
12. Sleepwear/underwear worn in place of, or on top of, regular clothing, and long duster/trench style coats	N	N	N	N	N	N	N	N	N	N	N	N	N
13. Violent, hate, or harassing related words, art, or symbols	N	N	N	N	N	N	N	N	N	N	N	N	N
14. Color dyed hair	A	A	A	A	A	A	A	A	A	A	A	A	A
15. Visible piercings other than earrings	A	A	A	A	A	A	A	A	A	A	A	A	A
a. Jewelry and piercings must be removed to participate in PE/athletic activities if required by teacher/coach. b. All new team, club, and activity uniforms must be consistent with Eastmont colors of red and Columbia blue, meet league standards, and be approved by the coach/advisor, athletic director, and principal. c. Grades 6-12 PE uniforms are required and shall consist of red shorts, grey t-shirt, and grey sweatpants. Logos are not required, although any uniforms sold in the District will have only an "Eastmont" logo. PE loaner uniforms will be provided if requested by a parent.													

The dress code procedure will be reviewed with building staff on a yearly basis. If the student's dress or grooming is objectionable under these provisions, the principal will request the student to make appropriate corrections. If the student refuses, the principal will take appropriate corrective action including disciplinary action for a dress code violation. Principals may grant exceptions for occasional special events and activities.

Students who violate provisions of the dress code relating to extracurricular activities may be excluded from the extracurricular activity until proper attire is worn.

As situations arise, the principal or designee for each building will establish student dress and grooming standards specific to each building.

1. The dress code applies to both the regular school day and after school activities.
2. Certain parts of the body should be covered in public settings and in school. Attire that is disruptive to the educational process is in violation of the dress code policy.
3. The Eastmont School District supports creative expression, but prohibits clothing and jewelry that supports any gang or affiliation or activity, advertises tobacco, alcohol, drugs, illegal substances, illegal acts, weapons, or that promote violence. The District maintains a list of specific prohibited items; however, school staff have the ability to determine items prohibited even though they are not specifically included in this list. The list will be updated periodically and may be found on the District's website.
4. Jewelry and piercings must be removed to participate in PE/athletic activities if required by teacher/coach.
5. Team and club uniforms must contain all or some of the Eastmont colors of red, white, and Columbia blue.
6. Grades 6-12 PE uniforms are required and shall consist of red shorts, grey t-shirt, and grey sweatpants. Logos are not required, although any uniforms sold in the District will have only an "Eastmont" logo. PE loaner uniforms will be provided if requested.

- First Reading -





## **EASTMONT SCHOOL DISTRICT**

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---

TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Board of Directors Meeting Calendar for 2020-21

DATE: April 13, 2020

### **CATEGORY**

☐ Informational      ☒ Discussion Only      ☐ Discussion & Action      ☐ Action

---

### **BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

Attached is a draft calendar for Board of Directors Meetings for 2020-21 for your review. It is not unusual for Boards to meet on other days of the week or at different times of the day. Our meetings are commonly held on the 2<sup>nd</sup> and 4<sup>th</sup> Monday of each month and start at 5:30 p.m.

This calendar is similar to last year's meeting calendar, along with this change:

- September – The first meeting is on a Tuesday after Labor Day.

### **ATTACHMENTS**

☒ 2020-21 Board Meeting Calendar

### **FISCAL IMPACT**

☒ None

---



## EASTMONT SCHOOL DISTRICT

# Board of Directors Meeting Calendar for 2020-21

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

**Draft**

### 2020

#### August 17 – Regular Meeting

Review/Approve District Strategic Improvement Plan  
Report: Highly Capable Services Report

#### September 8 (Tues.) – Regular Meeting

Report: Curriculum Adoption Cycle & Development  
Report: Professional Development

#### September 21 – Regular Meeting

Report: Summer School Report  
Report: District Assessment Results

#### October 12 – Site Visit at Maintenance/Transportation

Report: Maintenance & Facilities Report  
Report: Transportation Services Report  
Report: GEAR UP & College Bound Scholarships Report

#### October 26 – Site Visit at Cascade Elementary

Report: Cascade Report & School Improvement Plan  
Report: District Choice Report

#### November 9 – Site Visit at Rock Island Elementary

Report: Rock Island Report & School Improvement Plan  
Report: Human Resources Report  
Review Personnel Policies/Procedures

#### November 23 – Site Visit at Lee Elementary

Report: Lee Report & School Improvement Plan

#### December 14 – Site Visit at Kenroy Elementary

Report: Kenroy Report & School Improvement Plan  
Elect Board President/Officers - Leg. Rep. is for 2 years

### 2021

#### January 11 – Site Visit at Grant Elementary

Report: Grant Report & School Improvement Plan  
Superintendent – Verbal Report on Annual Goals  
Begin Superintendent Mid-Year Evaluation Process

#### January 25 – Regular Meeting

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

#### February 8 – Site Visit at Eastmont Junior High

Report: Junior High Report & School Improvement Plan  
Recognition: School Board Appreciation

#### February 22 – Regular Meeting & Board Training

Report: Special Education Services  
Training on Board Roles, Liabilities, & Responsibilities  
Board financial disclosures due end of the month

### 2021

#### March 8 – Site Visit at Eastmont High School

Report: Eastmont High School including ALE Programs  
Report: District CTE Program Report  
Report: Eastmont Athletics 7<sup>th</sup>-12<sup>th</sup> Report  
Report: Counseling Services Report  
Review Harassment, Intimidation & Bullying Policies  
Review Student Discipline Procedure

#### March 22 – Regular Meeting

Reports: Administrative Intern Project Reports  
Report: Food Services

#### April 12 – Site Visit at Sterling School

Report: Sterling Report & School Improvement Plan  
Report: District Physical Fitness, Wellness, & Health  
Approve Annual Board Meeting Calendar

#### April 26 – Regular Meeting

Approve K-4 student/parent handbook  
April 15-May 15 Policy 6701 Wellness Policy Review

#### May 10 – Site Visit at Clovis Point

Report: Clovis Point Report & School Improvement Plan  
Approve 5-7 student/parent handbooks  
Filing period for open School Board positions is in May

#### May 24 – Regular Meeting

Report: Eastmont Junior High ASB Report  
Report: Eastmont High School ASB Report  
Superintendent – Written Report on Annual Goals  
Approve summer student and athletic camps  
Approve 8-12 student/parent handbooks

#### June 7 – Regular Meeting & Budget Hearing

Public Hearing: 2020-21 Budget  
Report: Music Department Report  
Report: Technology Services  
Exec Session: Superintendent End-of-Year Evaluation

#### July 12 – Regular Meeting

Adopt School District Budget for 2021-22  
Review Facility Use Policy/Procedures  
Review Board protocol & self-assessment  
Review updated District Strategic Improvement Plan  
Annual Goals for Superintendent

School Board Meetings are typically held on the 2<sup>nd</sup> & 4<sup>th</sup> Monday of each month. However, some months may have only one meeting. Additional meetings may be scheduled as needed in accordance with the Open Public Meetings Act.

Eastmont Administration Office  
800 Eastmont Avenue  
East Wenatchee WA 98802