

**\*REVISED 3/9/2020**

**BOARD OF DIRECTORS  
MEETING AGENDA  
Monday, March 9, 2020  
5:30 p.m. Regular Meeting  
Sterling School Library**

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 regular meeting on Monday, March 9, 2020 beginning at 5:30 p.m. in the Sterling School Library at 600 North James, East Wenatchee, for the purpose of considering and acting upon the following agenda items:

I. CALL TO ORDER & PLEDGE OF ALLEGIANCE

II. APPROVE AGENDA/MODIFICATIONS

III. RECOGNITION

- Rebecca Alvarez, Eastmont School District, 25 years
- Anita Daggett, Sterling School, 25 years

IV. PUBLIC COMMENTS

*Citizens wanting to speak on topics not on the agenda may comment at this point in the meeting. Personnel issues and employee performance are not discussed in public meetings and shall be referred to the superintendent. Other comments are limited to 3 minutes per person and 10 minutes per topic. Participants are asked to fill out the Public Comment Sign-in Sheet for follow-up contact purposes. Citizens who desire to comment on agenda topics shall be heard when the subject is under discussion by the Board.*

V. INFORMATION

A. Board News

B. Superintendent News

1. \*Student Presentation: Broadcast Media: Lucas Banning, Oscar Cavilla, and Jose De La Cruz
2. Safety

VI. BUILDING AND PROGRAM REPORT

- A. Sterling Staff Recognition — Annette Eggers, Board Member
- B. Sterling School Building Report — Chris Hall, Principal

VII. 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 February 10, 2020.
- B. Approval of the payment of the bills and/or payroll dated March 9, 2020.
- C. Approval of the Personnel Action Items dated March 9, 2020.
- D. Approval of the Request for Out-of-State Travel for Staff.
- E. Approval of the following field trip/interscholastic athletics request:
  - 1. Eastmont High School Skills USA to travel overnight to state competition.
- F. Approval of the Sterling School – School Improvement Plan.
- G. Approval authorizing superintendent to enter into an agreement with Fulcrum Environmental Consulting for hazardous materials for the Elementary Additions and EHS Concession construction projects.
- H. Approval of the following policy for Second Reading/Adoption:

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	Policy 2030	Service Animals in Schools
3000 Students	Policy 3420	Anaphylaxis Prevention and Response

- I. Review of the monthly Student Enrollment Update.

VIII. DISCUSSION AND POSSIBLE ACTION ITEM

- A. Policy 2220 School Calendar for Second Reading — Garn Christensen, Superintendent

IX. FUTURE AGENDA ITEMS

X. ADJOURNMENT

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

- 1) Develop a policy regarding fragrance free classrooms and offices.
- 2) Policy on blackout days (Sundays/holiday breaks) with no scheduled school activities.
- 3) Cellphones and screen time.
- 4) Policy review of student performance criteria and approval.

**UPCOMING MEETINGS**

- March 23** Regular Meeting at Eastmont Administration Office Board Room at 5:30 p.m.
- April 13** Site Visit & Regular Meeting at Clovis Point Intermediate School at 5:30 p.m.
- April 27** Board Training on Roles, Liabilities, & Responsibilities and Regular Meeting at 5:30 p.m.

## Sterling School - School Board Recognition 2019-20

Year	Recognition #1 Relationships	Recognition #2 Relevance	Recognition #3 Rigor	Recognition #4 Results
19-20	<p>SOCIAL EMOTIONAL LEARNING (SEL) focused on fostering the whole child with lessons that teach SEL competencies and Character traits.</p> <p><b>Character Strong</b> Competencies and Character Development</p>	<p>EXPLORATORY specialist classes that offer hands-on, participatory, meaningful, and engaging experiences.</p> <p><b>Specialist Classes</b> PE, Music, Art, Health, MakerSpace, Leadership, and Spanish</p>	<p>DATA driven three-tiered framework to improve and integrate all of the systems, and practices affecting student outcomes every day.</p> <p><b>PBIS</b> Tier 1 Universal Tier 2 Targeted Tier 3 Intensive</p>	<p>EVIDENCE BASED INTERVENTIONS based on individual learning needs through parent partnership.</p> <p><b>Alternative Learning</b> Home FIELD – Parent Partnership</p>

PBIS = Positive Behavioral Interventions and Supports



# Sterling School Report

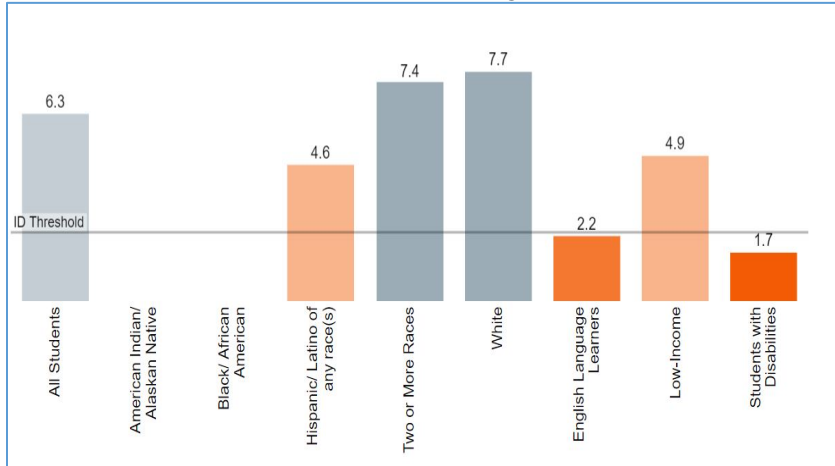
**FTE** = Full-time Equivalent Students/Staff, **F & R** = Free & Reduced, **H** = Hispanic, **ELL** = English Language Learners, **M** = Migrant, **Sp Ed** = Special Education; **A** = Students with <2 Absences & Month, **MB** = Mobility, **HL** = Homeless, **D** = Discipline Rate, **E** = Exclusion of <=1 day

Student Totals (School% / District %)												Staff Totals					
Year	FTE	F & R	H	ELL	M	Sp Ed	A	MB	HL	D	E	FTE	Cert	Para	Office	Maint	Adm
2014-15	819	56/57	37/44		8/11	10/12	86.9					71	45	17	4	3	2
2015-16	846	55/56	40/46		8/11	11/12	87.5					73	46	18	4	3	2
2016-17	953	56/56	39/46		8/17	10/12	86.4					78	47	22	4	3	2
2017-18	955	55/55	43/47		10/10	10/12	87.9					74	45	20	4	3	2
2018-19	921	62/56	50/44	11/17	10/11	11/13	86/86	2/3.8	3/4.0	2.2/3.8	19/19	77.5	47	20	4	3.5	3

**Budget using prior year numbers:** prior year-end balance of \$160,180 – expenditures of \$152,841 = year-end balance of \$7,299

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.

**Overall Score by Student Group**



**Student Group Detail**

	All Students	American Indian/ Alaskan Native	Asian	Black/African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	64.9%				11.9%	54.1%	55.3%		18.9%	67.5%	73.6%
Math Proficiency Rate	51.8%				7.7%	37.7%	41.1%		15.7%	51.9%	63.1%
ELA Median SGP	52				43	47	49.5		39	54	54
Math Median SGP	55				46	51	52		41	61.5	57
Graduation Rate											
EL Progress Rate*	55.4%										
Regular Attendance Rate	86.8%				83.2%	87.1%	83.9%		81.8%	83.0%	86.7%
Ninth Grade On Track Rate											
Dual Credit Rate											

District or Building Goal and Supporting Strategy/Activity	Progress/Data
Eliminate student overload. <b>(4000B Community Relations)</b>	Cross grade level classes reduced class size 6/7
Increase average student performance on State required tests by 2%. <b>(2000 Instruction)</b>	1% increase in Math and -0.1% increase in ELA
Increase student participation in extracurricular activities by 2%. <b>(2000D Instruction)</b>	22% decline in athletics
Parent, staff, and student surveys satisfaction rate of 80%+. <b>(6000C Management Support)</b>	Parents 97%, Students 96%, Staff 93%
Sterling students will be below the District 14.7% chronic absent rate. <b>(2000 Instruction)</b>	14% chronic absent rate.
Increase student learning growth by 2%. <b>(2000 Instruction)</b>	1% Growth in Math 2% and Decline in ELA.



**BOARD OF DIRECTORS  
REGULAR MEETING MINUTES**

February 24, 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 5:30 p.m. in the Eastmont Administration Board Room at 800 Eastmont Avenue, East Wenatchee.

**ATTENDANCE**

Present:

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

Excused Absence:

Annette Eggers, Board Vice President

Also present:

Presenters, District staff, three community members, and one media personnel.

**APPROVE AGENDA/MODIFICATIONS**

Superintendent Garn Christensen requested Discussion Item B. Policy 2220 School Calendar to be moved up in the Agenda.

MOVED by Director Vibbert and SECONDED by Director Smith to approve the Agenda for February 24, 2020. The motion CARRIED unanimously.

**RECOGNITION**

The following staff were recognized for their years of service to Eastmont School District:

- Judi Maxey, Cascade Elementary, 30 years
- Jane Fox, Kenroy Elementary, 25 years
- Mary Thompson, Kenroy Elementary, 25 years

**PUBLIC COMMENT**

Jamie Allen and Claudia Nilson had public comment regarding a transition house in their neighborhood.

**INFORMATION**

A. Board News.

Director Wright shared high school winter athletic teams are progressing to state competition.

B. Superintendent News.

1. Student Presentation: EHS Football

Assistant Superintendent David Woods introduced EHS Head Football Coach Mike Don. Coach Don introduced EHS Football student athletes: Oscar Calvillo, Carson Talley, Max Prazer, Carsen Paine, and Wesley McIlwaine. Each student shared their experiences and answered questions from the Board.

2. Board Appreciation and Recognition

Governor Jay Inslee declared January as School Board Recognition Month. Superintendent Christensen presented each Board Director with a token of appreciation and thanked them for serving their community and schools.

3. Safety

Superintendent Christensen shared that Eastmont administrators met earlier in the day with several Wenatchee School District administrators to discuss any potential collaboration between districts. They continue to meet with local law enforcement and fire department personnel monthly as well.

**CONSENT AGENDA**

A. Approval of minutes. The Board of Directors approved the minutes from the regular meeting on February 10, 2020.

B. Payment of bills and/or payroll. The Board of Directors approved the following checks listed on warrant registers dated February 24, 2020:

<u>Warrant Numbers</u>	<u>Total Dollar Amount</u>
7117296-7117300	\$1,926.91
7117301-7117301	\$68.07
7117302-7117304	\$346.92
7117305-7117321	\$7,679.50
4117322-7117479	\$757,540.06
7117480-7117507	\$5,729,616.85
7117508-7117531	\$1,059,452.15
201900050-201900051	\$892.30

C. Approval of personnel action. The Board of Directors approved the Personnel Action Items dated February 24, 2020 as presented.

D. Approval of travel requests. The Board of Directors approved the Requests for Out-of-State Travel for Staff as presented.

E. Approval of field trip/interscholastic athletics request. The Board of Directors approved the following requests for field trip/interscholastic athletics:

1. Eastmont High School FBLA to travel overnight to FBLA State Conference.
2. Eastmont Football to travel out-of-state to Post Falls, Idaho on September 20, 2020.

- DRAFT -

F. Approval of request for surplus. The Board of Directors approved the following surplus request:

- 1. Eastmont Maintenance Department items.

G. Approval of purchase. The Board of Directors authorized the purchase of technology equipment from CompuNet, Inc.

H. Approval of school of improvement plan. The Board of Directors approved the School Improvement Plan for Canyon View Group Home.

I. Review of policy. The Board of Directors reviewed the following policy for First Reading/Discussion:

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	Policy 2030	Service Animals in Schools

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

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

**PROGRAM REPORTS**

A. Field Trips in the District for 2019-20.

Student Liaison Avery Johnson presented the Field Trips in the District for 2019-20 Report and answered questions from the Board.

B. District Construction Related Projects Report.

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

C. Special Education Services Report.

Assistant Superintendent/Special Education Director David Woods, along with Assistant Special Education Directors Heidi Reasor and Sarah Lewman, presented the Special Education Services Report and answered questions from the Board.

**DISCUSSION ITEMS**

A. 2020-21 Budget Development Process: Recommended Enrollment Projection.

Executive Director Cindy Ulrich presented the 2020-21 Budget Development Process: Recommended Enrollment Projection and answered questions from the Board.

B. Policy 2220 School Calendar for First Reading/Discussion.

Superintendent Christensen presented Policy 2220 School Calendar for first reading/discussion and answered questions from the Board.

C. Policy 3420 Anaphylaxis Prevention and Response for First Reading/Discussion.

Superintendent Christensen presented Policy 3420 Anaphylaxis Prevention and Response for first reading/discussion and answered questions from the Board.





TO: Board of Directors

FROM: Vicki Trainor, Executive Director of Human Resources

SUBJECT: Personnel Action Items

DATE: March 9, 2020

**CATEGORY**

Informational       Discussion Only       Discussion & Action       Action

**BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION**

Retirement

The following person has notified us of their plan to retire:

Last Name	First Name	School	Position/Years
Turner	Nancy	Clovis	ParaEducator/21 years

Resignations

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

Last Name	First Name	School	Position/Years
Castillo	Erika	Lee	ParaEducator /6 years
Ellis	Blair	EJHS	ParaEducator /2 years
Jones	Kenneth	Sterling	ParaEducator /3 years
Pauley	BriAnne	EJHS/Pre-Sch	School Psychologist/2 years
Vidano	Clint	EHS	Coach/2 years

New Hires

The following people have been offered tentative employment for the 19-20 school year:

Last Name	First Name	School	Position
Avila-Romero	Lucia	District	Migrant Nurse Case Mgr.
Durham	Deborah	Cascade	Para-Educator
Garcia	Ismael	EHS	Teacher
Schmutzler	Janell	EHS	Coach-Asst Girls Golf
Viveros Cendejas	Emily	EHS	Para-Educator
Yancy	Dave	District	Desktop/Network Support

**ATTACHMENTS**

None

**FISCAL IMPACT**

Personnel Expenditure

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**RECOMMENDATION**

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



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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800 EASTMONT AVE. • EAST WENATCHEE, WA 98802

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TO: Board of Directors  
FROM: Garn Christensen, Superintendent  
SUBJECT: Request for Out-of-State Travel for Staff  
DATE: March 9, 2020

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

<b>NAME OF ATTENDEE(S):</b>	Occupational Therapy/Physical Therapy (OT/PT) Staff: Kit Evenhus, Mindy Burns, and Rachel Eder
<b>TITLE, LOCATION &amp; DATE OF CONFERENCE/WORKSHOP:</b>	Continuing Education Course in Portland, OR from April 9-10, 2020
<b>BUDGET SOURCE &amp; COST:</b>	Registration and Meals/Miles/Lodging expenses are approx. \$1,370 paid from Special Ed. funds

## ATTACHMENTS

None

## FISCAL IMPACT

Noted above

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## RECOMMENDATION

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



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Field Trip Request – Eastmont High School Skills USA to State Competition

DATE: March 9, 2020

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

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

Eastmont High School Skills USA Advisor Dave Howard is seeking the Board's permission to take 9 students overnight to compete at the Skills USA State Competition in Yakima, WA. The competition will take place April 2-4, 2020. In addition to the students, there will be two staff chaperones in attendance. There is no cost to the students to attend. The costs will be paid from the EHS ASB and CTE program budgets. A copy of the request is enclosed.

## ATTACHMENTS

Field Trip Request

## FISCAL IMPACT

ASB and CTE Funds

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## RECOMMENDATION

The administration recommends approval of this overnight field trip request for Eastmont High School Skills USA.



Washington State Skills USA Itinerary: April 2,3 and 4, 2020

Thursday:

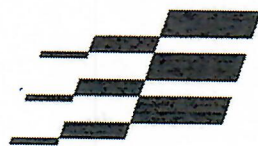
Noon-3:00pm	Registration
3:00-4:30pm	Opening Session
5:30-6:30pm	Technical Contest Orientations
7:00pm	Dinner with Advisors
10:00pm	Bed check and lights out.

Friday:

7:00am-5:30pm	Technical Contests.
6:00pm	Dinner/hanging out with advisors
10:00pm	Bed check and lights out.

Saturday:

7:00am-12:30pm	Breakfast with advisors, some kind of activity, putt putt golf, arcade etc.
1:00pm-3:00pm	Closing Awards Ceremony



**SkillsUSA**

WASHINGTON

**SkillsUSA Washington  
State Leadership &  
Skills Conference**

**April 2nd – April 4th, 2020  
Yakima, Washington**

and

**Locally Hosted State Contests at**

Various dates and locations

(see local host fliers for registration deadlines and locations)

**Registration Packet**

# SkillsUSA Washington State Leadership and Skills Conference – 2020

## Tentative Schedule

### Thursday, April 2 – Yakima Convention Center, Yakima, WA

Noon-3:00 pm CHECK-IN One Advisor per school, no students

- Confirm leadership contest times at registration and in registration packet
- Drop off Notebooks at registration

6:00-7:30 pm Job Interview & Employment Applications Accepted. You DO NOT need to be in professional dress – (ID Required) \*

3:00-4:30 pm OPENING Session

4:30-6:30 pm Conference Registration Continued

5:30-6:30 pm Technical Contest Orientations

Professional Test – time to be determined

7:00-10:00 pm Quiz Bowl Rounds 1 & 2

Health Knowledge Bowl

7:30 pm LAN Party

11:00 pm Curfew

### Friday, April 3

7:00 am Busses to Technical Contests

8:00-1:00 pm Technical Contests

12:30-2:00 pm Leadership Judges Lunch and Orientation

12:00-1:00 pm SET UP: Chapter Displays, Promotional Bulletin Board & Notebooks

12:00-2:00 pm Lunches: Contest Sites only (outside food not allowed in Yakima Convention Ctr)

1:30-6:30 pm Blood Drive – Community Service Project

2:00-6:00 pm Leadership Contests

2:00-6:00 pm Testing Room open

6:00-7:30 pm State Officer Candidate Interviews

6:30-7:00 pm PICK UP: Chapter Displays, Promotional Bulletin Board & Notebooks at Conference Headquarters

8:00-10:00 pm Social Activity - Dance

11:00 pm Curfew

### Saturday, April 4

8:00-9:00 am Regional Meetings for Advisors

8:00-10:00 am FINALS – Job Interview FINALS – Job Skills Demo 'A'

9:30-11:30 am State Delegate Meeting & Election

1:00 – 3:00 pm Closing Awards Ceremony

### Testing Room\*

\*Medical Math

\*Medical Terminology

\*Related Technical Math

\*Other contests by arrangement with Contest Coordinator, [bhirst@gmail.com](mailto:bhirst@gmail.com)





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TO: Board of Directors  
FROM: Garn Christensen, Superintendent  
SUBJECT: Sterling School – School Improvement Plan  
DATE: March 9, 2020

### CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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### BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Attached is the Sterling School – School Improvement Plan for your review.

### ATTACHMENTS

School Improvement Plan

### FISCAL IMPACT

None

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### RECOMMENDATION

The administration recommends approval of the Sterling School – School Improvement Plan.



# STERLING SCHOOLWIDE PLAN

## Title 1 Part A - Schoolwide Plan

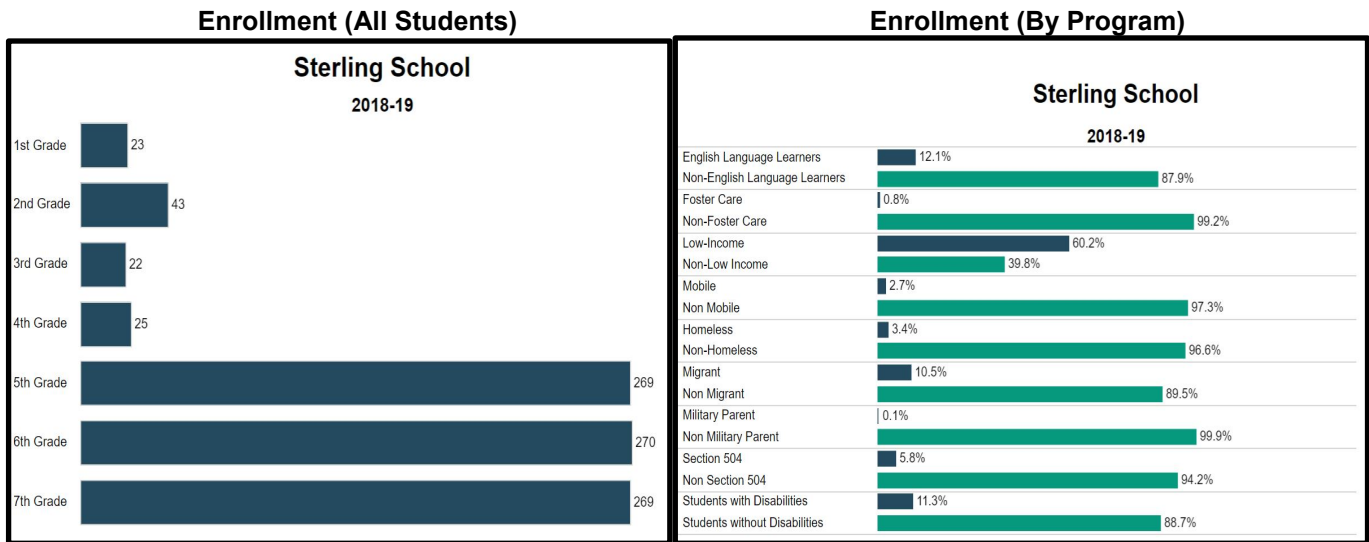
Chris Hall, Principal 2019-20

<b>Planning Team</b>	
<b>Name of Team Member</b>	<b>Position/ Representation</b>
Erica Alexander	HomeField / RTI
Chris Hall	Principal
Debbie Ramos	600 Wing Team
Rachel Browning	500 Wing Team
Anna Rankin	100 Wing Team
Nancy Hazenbihler	Facilitator 5-7 RTI
Amy Schall	K-4 Team
Christy Rolfs	Secretary
Kim Sebastian	Paraeducator
Dave Dewitt	Math Chair
Vicki Robins	Read Chair
Travis Kane	Science Chair
Mark Koley	SS Chair
Gerald Halle	Specialist Chair
Joel Barnes	Writing Chair
Kevin Newell	Behavior RTI

# COMPREHENSIVE NEEDS ASSESSMENT

The school-wide team met weekly throughout the school year to conduct a needs assessment. Data was taken from State Report Card, District Assessments, Surveys, and Tyler Student Records. The team presented the needs assessment to the School Board in a public meeting in April.

## Demographics



<b>Review</b>	Sterling numbers were relatively stable this year. We were able to start without a major rescheduling conflict that affected the prior year. We changed the program to minimize or eliminate overload issues. Added WEE Cougar program that included PreK students.
<b>Evaluate Strengths Challenges</b>	Program changes allowed 10 person teams in 5-7 and eliminated overload. Pullout classes reduced student numbers by 50% in level 9 and 10. Changed opportunities (free choice) to a rewards program that allowed students to purchase activities with PBIS points.
<b>Change Solutions</b>	<ul style="list-style-type: none"> <li>• Eliminated multiple transitions with the 9/10 teams.</li> <li>• Created 6/7 blended classes to reduce overload.</li> <li>• Changed to a 5 period day with mixed results to match the high school.</li> <li>• Change “opportunities” period to “rewards” period.</li> <li>• Implemented Trimesters.</li> <li>• Implemented 6th and 7th grade hallways.</li> </ul>
<b>Goal #1</b>	Eliminate student overload. Reference <b><i>District Goal (4000 B Community Relations) Eastmont educational programs are consistent with leading public, charter, and private school systems.</i></b>

## Assessment Results

### Sterling School 2016-2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	65.9%				54.6%		56.9%	74.8%	56.1%	16.4%	19.9%
Math Proficiency Rate	51.9%				37.6%		44.6%	63.0%	40.4%	8.4%	15.4%
ELA Median SGP	55				52		51	57	52	47.5	47
Math Median SGP	57				54		56	59.5	55	48.5	41
Graduation Rate											
EL Progress Rate*	64.8%										
Regular Attendance Rate	89.6%				90.4%		85.5%	89.1%	86.8%	87.1%	84.4%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

\*The EL Progress measure only applies to students who are English Learners

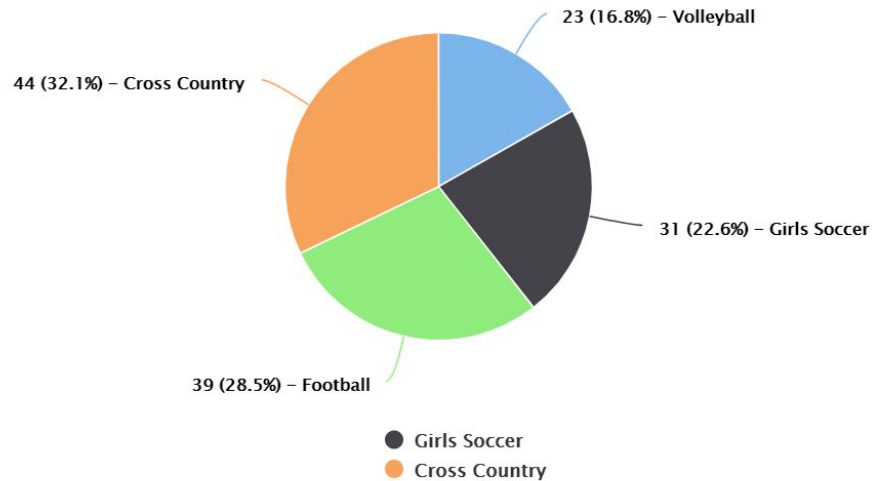
Deciles



<b>Review</b>	5th grade math scores were considerably lower than in years past. 4th grade reading and math scores were considerably higher than years past.
<b>Evaluate Strengths</b>	5th grade math piloted multiple programs. 4th grade is difficult to measure with just one class at Sterling. 2-3 students can create extreme gains or losses with few students being tested.
<b>Change Challenges Solutions</b>	<ul style="list-style-type: none"> <li>• Mixed results with our computer-based instruction.</li> <li>• Purchased and implemented Freckle (computer Math/ELA program).</li> <li>• Struggled at the beginning of the year purchasing licenses for the computer individual instruction courses. It helps tremendously to purchase programs in the spring for the following year.</li> <li>• Implemented Interim testing at Trimester.</li> <li>• Hired .5 RTI Cert. to push in with the lowest CORE classes.</li> </ul>
<b>Goal #2</b>	Increase average student performance on a majority of State required tests by 2% until 80% of students are scoring 75%. <b>Reference District Goal (2000 Instruction) Students will perform academically at or above the state average for districts of similar size and demographics.</b>

## Athletic Participation

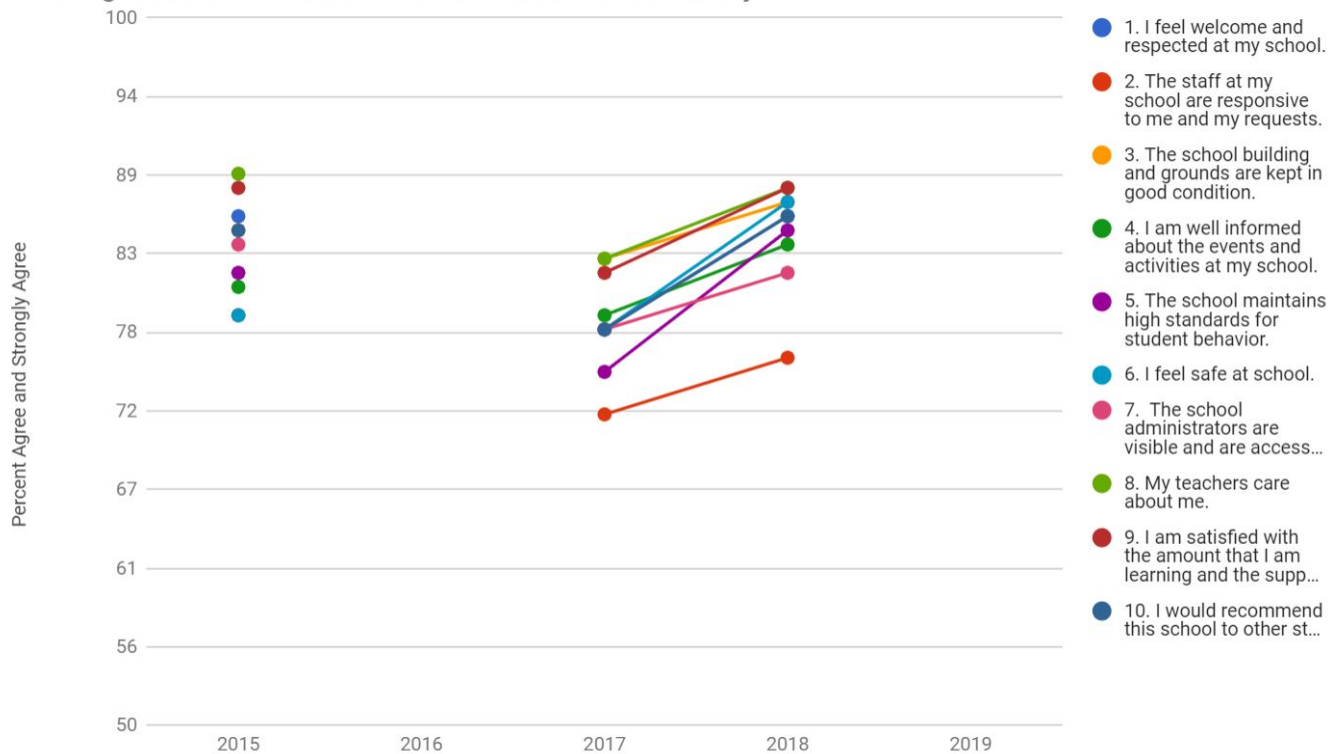
Count of Registrations



<b>Review</b>	FB 32/49, BBB 29/45, BXC 15/17, Wrest 9/17 GVB 31/31, GS 20/24, GXC 20/17, GBB 36/51
<b>Evaluate Strengths Challenges</b>	Decline in participation across the board. Possible reasons might include focus on eligibility and a decrease in Community AAU programs.
<b>Change Solutions</b>	<ul style="list-style-type: none"> <li>• Emphasize sportsmanship.</li> <li>• Hire C team coaches early.</li> <li>• Schedule evening clearance nights for parents and students.</li> <li>• Create a process for blue slips and student eligibility dependent on grades and behavior.</li> </ul>
<b>Goal #3</b>	Increase student participation in extracurricular athletic activities by 2% over the prior year. <b>Reference District Goal (2000 D Instruction) Strategy #5: Remove, or minimize fiscal, transportation, and other barriers for participation in athletics.</b>

## Student Safety

Sterling Students - Annual School Satisfaction Survey



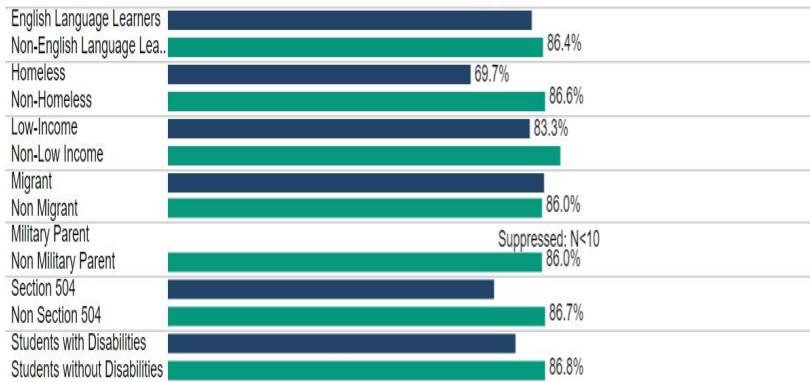
<b>Review</b>	Satisfaction Survey Results: Parents 96%, Staff 95%, Students 78% feel safe at school.
<b>Evaluate Strengths Challenges</b>	<ul style="list-style-type: none"> <li>ASB focused on “Dude be Nice”.</li> <li>Improved visibility and reporting of bully behavior.</li> <li>Anti-bullying assembly and Character Strong curriculum.</li> <li>Shout outs over the intercom.</li> <li>Need additional cameras and radios.</li> <li>Conducted monthly drills.</li> </ul>
<b>Change Solutions</b>	<ul style="list-style-type: none"> <li>Improve para training and supervision on the outside playground.</li> <li>Increase student mentor supervision and training.</li> <li>Increase ASB focus on anti-bullying</li> <li>Expand PBIS systems and training for staff and students.</li> <li>Add additional cameras and radios</li> <li>Supervise front and rear entrance at all times.</li> </ul>
<b>Goal #4</b>	Parent, staff, and student surveys will indicate a satisfaction rate of 80%+. <b>District Goal C (6000 Management Support) Ensure student and staff safety with emphasis on security and health issues.</b>

## Attendance

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

### Sterling School

2019

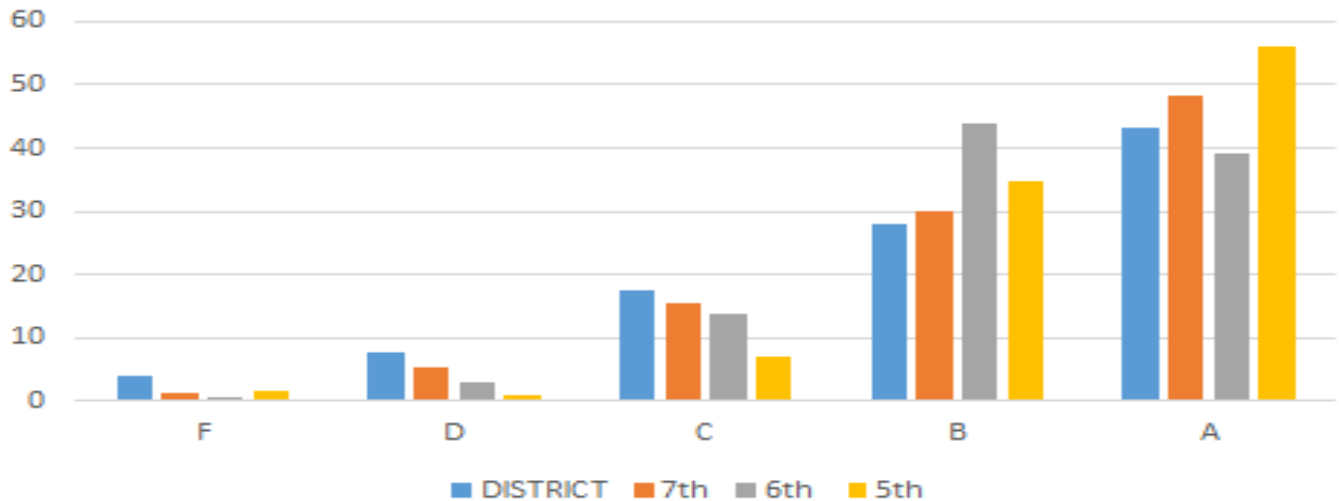


Regular attendance is defined as having, on average, less than two absences per month. It doesn't matter if the absences are excused or unexcused. An absence is defined as missing more than half the school day. This measure includes students that were enrolled for at least 90 days at any given school.

<b>Review</b>	<p><b>Average Days Absent during the school year 2017-18 to 18-19</b></p> <ul style="list-style-type: none"> <li>● 7th Grade: Decreased from 9.46 to 7.17 days absent per year. <b>2.29</b></li> <li>● 6th Grade: Decreased from 8.55 to 6.73 days absent per year. <b>1.82</b></li> <li>● 5th Grade: Increased from 1.17 to 5.05 days absent per year. <b>3.88</b></li> <li>● 1st-4th Grades: Decreased from 11.12 to 7.47 days absent per year. <b>3.65</b></li> </ul> <p><i>*Homeroom data</i></p>
<b>Evaluate Strengths Challenges</b>	<p>Improved attendance in 3 of 4 areas. Opportunities continue to be the best intervention for students who need to make up for missing work. Students who are habitually absent are put on an attendance contract.</p>
<b>Change Solutions</b>	<ul style="list-style-type: none"> <li>● Review all students with choice status and possibly revoke choice for those who are high risk.</li> <li>● PBIS and reward student attendance.</li> <li>● Review and track student attendance rates for each teacher class.</li> <li>● Improve attendance tracking to match state data (per month).</li> </ul>
<b>Goal #5</b>	<p>Sterling will be below the district 14.7% chronic absent rate. <b>District Goal E (2000 Instruction) Strategy: Meet, or exceed the State average for chronic absenteeism.</b></p>

## Grading

### 2018-19 Semester 1 Grade Distribution

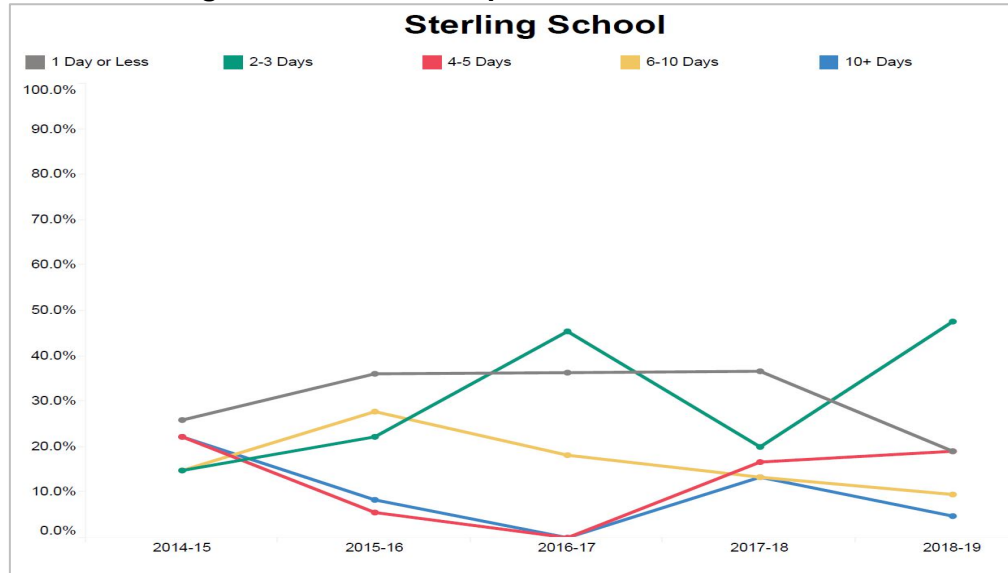


<b>Review</b>	<b>High Risk: Received at least one D/F at Semester</b> High Risk: 7 <sup>th</sup> Grade: 15%; 6 <sup>th</sup> Grade: 14%; 5 <sup>th</sup> Grade: 13%
<b>Evaluate Strengths Challenges</b>	Principal reviews teacher gradebooks quarterly. Students who receive an F for 2nd Qtr. attended a pullout class for 3rd Qtr. Student athletes who had a D/F during prior quarter were required to carry a blue slip to compete. No-Zero parties were inconsistent throughout the year. RTI oversight on grading. PTO supporting 4th Qtr. success.
<b>Change Solutions</b>	<ul style="list-style-type: none"> <li>• Students complete a learning plan if they receive a D/F.</li> <li>• Teachers refer students and participate in the student learning plans.</li> <li>• Students receive an intervention study hall.</li> <li>• More consistent No-Zero parties.</li> <li>• Require Parent conference on F grades.</li> <li>• Continued professional development in Grade level meetings.</li> </ul>
<b>Goal #6</b>	No more than 10% of the students in each grade level receive a D/F. <b><i>District Goal (2000 B Instruction) Strategy #2: Use formative assessment to identify appropriate core and supplemental instructional interventions.</i></b>



## Discipline

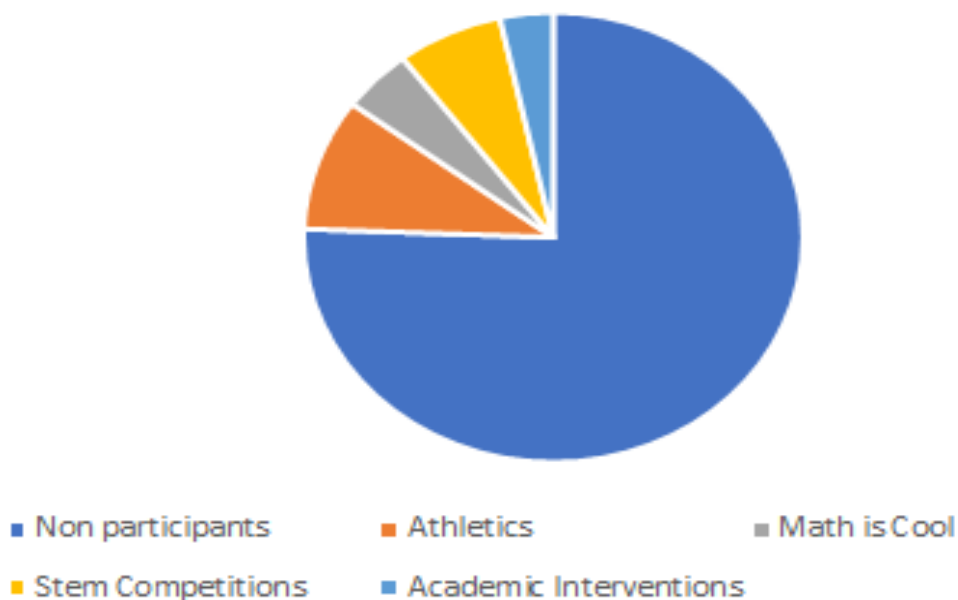
How long are students being excluded for in response to a behavioral violation, over time?



<b>Review</b>	47 Safe School Incidents: 30% In house suspension 70% Home suspension 7th Grade 47% 6th Grade 38% 5th Grade 15%
<b>Evaluate Strengths Challenges</b>	5th Grade had 18 incidents, 6th Grade had 16 incidents, and 7th Grade had 28 incidents for a total of 62. Half of the suspensions were 7th grade students. Implemented the PBIS system in the 7th grade in March. Met with Grade levels bi-weekly to discuss problem areas and improve communication. Conducted reentry conferences on all student suspensions.
<b>Change Solutions</b>	<ul style="list-style-type: none"> <li>● Expand PBIS.</li> <li>● Professional development for staff in ACEs.</li> <li>● RTI interventions and increase parent communication with students who are at risk.</li> <li>● Conduct quarterly behavior assemblies.</li> <li>● Recognize positive behavior on a trimester basis.</li> </ul>
<b>Goal #7</b>	Decrease out of school suspensions by 10% from the previous year. <b><i>District Goal (3000 A Students) Strategy #2: Decrease out of school suspensions and expulsions.</i></b>

## Extended Day/Intervention Participation

### Extended Day/Intervention Participation



<b>Review</b>	Extended Day: Bilingual: 16 Elementary and 23 5-7th grade students.
<b>Evaluate Strengths Challenges</b>	High participation due to the snack program provided by Sodexo. Students loved attending the after-school programs. Highly effective results from the ELA programs but only marginal results from Math. D/F intervention focused on creating buy-in with limited results.
<b>Change Solutions</b>	<ul style="list-style-type: none"> <li>● Start the program in 2nd quarter.</li> <li>● Supplement the Math intervention program.</li> <li>● Run blue slips/ progress reports for the D/F students.</li> <li>● Communicate with CORE teachers and require work from them.</li> <li>● Track all extended day participants with student management system.</li> </ul>
<b>Goal #8</b>	Increase the participation in extended day intervention programs by 10% over the previous year. <b><i>District Goal (2000 D Instruction) Strategy #4: Increase student participation in extracurricular activities.</i></b>

# STERLING SCHOOLWIDE REFORM STRATEGIES

## Strengthening the core academic program in the school

**Sterling implements a fluid instructional program that is responsive to student academic needs:** Students are placed and moved when they exceed/underachieve at grade level in mathematics, reading. Teachers will meet to review student scores and progress each trimester. Parents can request a placement conference at any time during the year. Teachers, Students, Parents and Administration will agree on placement prior to changing.

**Rewards:** A common time during the school day for students to receive additional assistance for academic success. Students choose, by spending points, the class they will attend.

**Peer Tutors:** Students will have the opportunity to tutor other struggling math students during their specialist time. This program is available during the last 6 weeks of the trimester.

**Re-Teach:** Pull students from specialists as needed to re-teach key concepts.

**Extended Day:** Focus Math and Reading skills on students at most risk for the SBA.

**PLCs** meet at all grade levels to discuss needs of their students both academic and behavioral.

**Staff meetings** held monthly to discuss the needs of the Sterling community.

**School-wide, Safety, and Behavior** team meets bi-monthly to discuss the building plan and needs to meet goals.

**School Improvement Team (SIT)** meets bi-monthly to discuss the needs of teachers and student learning.

**Grade Level Teams** meet bi monthly with the principal to discuss student learning and impacts on the teaching schedule.

**Curriculum:** Additional curriculum materials are purchased to address the needs of low-performing students.

**Staff Development:** Staff development is supported with registration fees, travel expenses, materials, and substitute coverage.

**Maker Space:** Advanced students will have an opportunity to create STEM projects in a Maker Space in place of their specialist rotation. Preference will be given to Highly Capable designated students.

**Attract highly qualified staff to work with the most at-risk students:** Building staff have the opportunity to participate in the Spanish for Educators courses taught locally. These will increase the ability of existing staff to provide native language instruction as needed. There is also a full slate of ESL offerings through the ESD, leading to an ESL endorsement. The goal of this strand of professional development is to provide both bilingual and ESL-trained staff that reflects the make-up of the student body and is prepared to manage migrant and bilingual issues effectively at the building level.

Finally, staff will continue to be trained on uses of technology, especially as they relate to the education of migrant and bilingual students. We will continue to inform site-based decision makers of migrant/bilingual issues by interfacing with information on building file servers and by utilizing Tyler to provide up-to-date information on migrant and bilingual students, their educational needs, progress toward stated learning goals, and achievement levels. Training may be provided on demand by the Special Programs Office in any of these areas.

Actively participate in Job fairs and recruitment.

- Staff retreat
- Teacher salary funding to reduce class size
- PTL and PLCs
- Professional development days

## Transitions between grades and/or schools

Sterling will assist students and families transitioning **to the school** in the following ways:

- Administration will meet and welcome all students new to their Intermediate building
- Administration provides a night for parents to get information and ask questions
- Building counselors are available to parents and students by appointment
- Site visits by counselors
- Summer transition classes for students entering Sterling for the first time
- Transition meetings for at-risk students
- Transition meetings for SPED students
- Test information is shared between buildings
- Students have an opportunity to participate in the 4th Grade assembly to select specialist classes
- Open House for Spanish-speaking parents in the Fall
- Orientation Days prior to the start of school

Sterling will assist students and families transitioning **from the school** in the following ways:

- Site visits by counselors
- Transition meetings for at-risk students
- Transition meetings for SPED students
- Test information is shared between buildings
- Students have the option to complete Algebra readiness test and/or Honors English essay in the Spring
- 7th graders attend ½ day at the Junior High meeting teachers and touring buildings
- Eastmont Junior High School counselors meet with our 7th grade students to design junior high schedules

## Enrich and Accelerated Curriculum

Within Advanced classes, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. Students can attend opportunities for 30 minutes a day. During that time, student progress is closely monitored using a validated screening system. Students showing significant progress are generally returned to the regular classroom program and have a choice to attend opportunities. Students not showing adequate progress are moved to Tier 2.

Students qualifying as gifted and talented are clustered within the advanced team. Generally, these classes have a high ratio of no more than 32:1. Students scoring above standard on the SBA assessment will receive enriched or accelerated grade level instruction in any or all of the following areas:

- 65 minutes of Reading
- 65 minutes of Math

## Opportunities for students both ahead of and behind grade level

### **Academic Probation:**

Any student failing more than one class in a quarter may be assigned to a 30 minute after-school instruction. Students failing 2 or more classes in a quarter will receive additional instruction before school, during lunch and during the school day.

### **Summer School:**

Any student below the standard in reading or mathematics, or students determined to be "at-risk" as determined by teacher recommendation will receive summer instruction.

**Migrant coordinator** will meet with students to discuss progress, issues, and provide support.

### **Program Participation:**

Parents will receive a letter advising them of their son/daughter's conferences, a "Student/Parent/Staff Learning Plan" to be signed, returned, and kept on file, and a copy of the district Parent Involvement Policy. Further, Title I/LAP parents are informed about the opportunities for planning and involvement through the "Shared Decision Making" process."

### **Title 1/LAP planning:**

Program planning is incorporated into the existing school plan. The School-wide committee will meet monthly to evaluate student progress and program effectiveness. The committee will report discussion items and meeting minutes to the School Improvement Team.

### **Special Education (State Funded):**

Any student qualifying for Special Education services receives individualized instruction to accommodate their disability.

### **Migrant Students (State Funded):**

Any student qualifying as migrant will attend classes (non-Special Ed.) based on assessment results. All migrant students are automatically invited to summer-school.

### **English Language Learners ELL (State Bilingual):**

Any student qualifying in transitional bilingual program or recently exited students will attend specific classes to accommodate their language and remediate English language deficiencies based on assessment results.

### **Staff Retreat/Pro. Development:**

Staff collaborates to identify individual needs for "at-risk" students in order to fine-tune instructional strategies and plan wrap-around support services for these students.

### **Paraprofessional Support:**

Intensive classes receive paraprofessional support in order to provide more frequent monitoring and redirecting of student learning.

### **Technology Training for Staff:**

Staff members receive technology training in order to integrate technology as an intervention tool for students.

### **Professional Learning Communities (PLC):**

Teachers are given time and resources to support teacher collaboration within PLCs in order to fine-tune curriculum and instructional strategies. The instructional coach will provide professional development and facilitate PLCs as they work to improve student learning.

**SBA Preparation:**

SBA preparation materials are provided in order to better prepare our students for success on the SBA. Substitutes are provided in the months leading up to the SBA to release teachers to team-teach, provide small group instruction based on student need, or allow substitute teachers to provide small group instruction.

## SCHOOL ACTIVITIES TO ENSURE MASTERY

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

The main assessment focus is the SBA. Goals are established to ensure student learning and improvement of SBA scores and AYP compliance. Teachers meet quarterly to determine student progress towards goals, and make indicated instruction and/or curriculum changes.

Each student/parent/teacher participates in student learning plans established in the Fall. Grade standards score progress is monitored and communicated through report cards and parent teacher conferences in the Fall, Winter and Spring. Measuring and reporting student progress may also include:

- Quarterly Report Cards sent home reflecting progress in each class.
- Growth report sent home in the Spring of each school year.
- SBA individual report sent home.
- Trimester progress toward IEP goals for SPED students.
- Students exit specific programs when they exceed placement level. Parents are notified by letter.
- Parents can choose to exit their students and not receive specific placement level help by meeting with building administration.

**Reading:**

All students are assessed in the fall, winter and spring of the school year with the SBA test. Scores include each strand and comparison data. Indicated additional reading skill diagnostic tests are used to place students in strategic and intensive level classes. Scores for all assessments are rank ordered to determine student placement, curriculum and instructional needs.

**Mathematics:**

All students are assessed in the fall, winter and spring of the school year with the SBA interim test. Scores include each strand and comparison data. Indicated additional classroom assessments are used to determine student placement, curriculum and instructional needs.

**New students:**

Students who transfer into our district, are assessed with the SBA Comprehensive test that is a dipstick measure in Reading and Math.

**Program students:**

Students in a specific program are assessed each trimester for growth in both Reading and Mathematics. Teachers modify and adjust curriculum and instructional strategies to ensure individual student progress and achievement of grade level standards.

**Extended Day Opportunities** include a broad range of programs that provide children with academic interventions beyond the traditional school day, and in some cases, beyond the traditional school year. Extended learning programs are a strategy for improving or enhancing student achievement, and for students who need extra support to be successful academically. What happens before and after school can be as important as what happens during the school day.

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

### **Increased Instructional Time:**

Students receive more instructional time in reading, math, or writing by integrating Social Studies and Science instruction.

**Direct Instruction:** Intensive level students receive focused instruction using research-based materials.

### **Small class size/ Paraeducators:**

Lower teacher to student ratio enables more frequent one-on-one remediation and individualized instruction.

**Computer Instruction:** Enables students to progress at individual rates of learning.

**Flexibility in Program:** Students change curriculum and/or placement when scores warrant a change.

### **Parent Involvement:**

We will continue our efforts to communicate with parents in their home language. This includes the hiring of additional bilingual staff, classified and certificated, providing interpreters during all parent activities, and providing important home/school communications in both languages. In addition, we make every effort to inform parents of academically at-risk students as to what they can do to support the education of their son/daughter. This may include working to ensure good attendance, support for school policies and rules (especially as it relates to student behavior), and providing both a time and place for homework to be completed.

- Open House allows parents to meet teachers and learn classroom expectations.
- Fall parent conferences, arena style: share student learning plans, progress, improvement, and achievement. We use Parent-Teacher-Student learning plans with all students, providing translation for learning plans as needed, in order to better communicate with language minority families. All parents receive a copy of the plan.
- Parent/Student/Staff are included in future design, modification and approval of the Learning Plan.
- A Parent/Staff Steering Committee based on area representation; one parent from each of the elementary school service areas meets monthly. The committee is involved in school governance.

### **Formative assessments:**

- SBA assessment
- Common Assessments within subject areas
- STAR
- Washington Language Proficiency (WLP)
- Classroom Assessments either designed by teacher or provided in the curriculum
- Teacher observation (formal and informal)
- Progress Reports
- Trimester Grades
- PRE/MID/POST SBA interim assessment blocks in Reading and Mathematics. Scores include each strand and comparison data. Results are posted on Schoolmaster and a growth report will be available to the parents in the Fall, Winter, and Spring.
- SBA Comprehensive Assessment: Dipstick measure in Reading and Mathematics that only includes a score for students new to the district or students who have undergone extensive intervention.

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

### **Site-based decision making:**

Program decisions and goals are reviewed by the school improvement team and approved by the site decision making team (staff as a whole).

### **Committee:**

All committees meet monthly and are formed around middle school philosophy and student needs.

### **Curriculum Meetings:**

Teachers meet monthly in their individual curriculum areas. Purchase curriculum materials to support student learning

### **Common planning time:**

Team concept allows common planning time and shared students. Through PTL and PLCs, teachers collaborate to improve student learning scores. Release time with sub support to go to MSP, SBA and other assessment training that support student learning.

### **Migrant:**

We specifically monitor and evaluate our migrant population assessment scores and progress, through on-going evaluations.

**Computers** purchased and upgraded to support student success, which includes but is not limited to SBA and MSP assessments.

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

### **Tier 3:**

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

For students well below grade level in math, reading or writing. Research-based Direct Instruction Curriculum focus with an emphasis on essential skill attainment. Students scoring below standard in the SBA assessment will receive intensive instruction in reading and math in any or all of the following areas:

- Up to 45 minutes Common Core instruction Reading at Grade level with the CORE teacher at a ratio of no more than 15:1.
  - Up to 35 minutes of skill remediation provided by the RTI teacher (Decoding, Comprehension, Fluency with an increased emphasis on vocabulary development at individual level of need by computer-based remediation.
- Up to 45 minutes Common Core instruction at Math Grade level with the CORE teacher at a ratio of no more than 15:1.
  - Up to 35 minutes of skill remediation provided by the RTI teacher (Math fact fluency with an increased emphasis on vocabulary and skill development at individual level of need by computer-based remediation)



**Tier 2:**

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in addition to instruction in the general curriculum. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

For students one year below grade level in math, reading or writing with a ratio when possible of ideally no more than 25:1 with shared Para-educator time. Students scoring below standard with the SBA may receive strategic instruction in any or all of the following areas:

- Up to 45 minutes of additional Reading (Elements of Literature, class novels with instruction targeting deficit areas, increased emphasis on vocabulary development, computer-based remediation)
- Up to 45 minutes of additional Math (Holt Mathematics, Courses 1 and 2, Accelerated Mathematics computer-based remediation)

**Tier 1:**

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. Students can attend opportunities for 30 minutes a day. During that time, student progress is closely monitored using a validated screening system. Students showing significant progress are generally returned to the regular classroom program and have a choice to attend opportunities. Students not showing adequate progress are moved to Tier 2.

## COORDINATION AND INTEGRATION OF FEDERAL, STATE AND LOCAL SERVICES

Funds will be used to support salaries and related staffing and operational costs as they relate to the School-Wide Program Goals.

### Sterling2-4

Sterling	Title I A	LAP Base	LAP High Poverty
<b>BEGINNING BALANCE</b>	\$30,741	\$41,700	\$267,172
<b>STAFFING COSTS</b>			
CERTIFICATED	\$162,580	\$16,247	\$162,491
CLASSIFIED	\$4,564	\$9,125	\$0
BENEFITS	\$75,889	\$13,676	\$62,152
<b>TOAL SALARIES&amp;BENIFITS</b>	<b>\$243,033</b>	<b>\$39,048</b>	<b>\$224,643</b>
<b>EXTRA TIME</b>			
<a href="#">Assessment w/ELA Teachers KC Heywood</a>	\$2,700		
<a href="#">LAP HP - Extended Day &amp; Transportation</a>			\$16,560
<a href="#">Title I - Summer Transition Class</a>	\$2,520		
<b>SUPPLIES/MATERIALS</b>			
<a href="#">LAP HP Sterling Power Up Literacy Subscription</a>			\$9,738
<a href="#">LAP HP Sterling STAR Math</a>			\$4,585
<a href="#">LAP HP Renaissance Freckle Licenses</a>			\$2,625
<a href="#">LAP HP HIP Books</a>			\$339
<a href="#">LAP HP Capstone Books</a>			\$622
<b>PROFESSIONAL DEVELOPMENT</b>			
<a href="#">Character Strong Prov Dev Day</a>			\$3,000.00
<b>PARENT ENGAGEMENT</b>			
<b>Total Pre Approvals</b>	<b>\$5,220</b>	<b>\$0</b>	<b>\$37,468</b>
<b>Balance Remaining</b>	<b>-\$217,512</b>	<b>\$2,652</b>	<b>\$5,061</b>

Staff Names		Title I A FTE/Hrs/day	LAP Base FTE/Hrs/day	LAP High Poverty FTE/Hrs/day	Bilingual FTE/Hrs/day	TOTAL FTE
ALEXANDER,ERICA	CERT	0.40	0.10			0.50
						0.00
Est. Pre approvals	\$248,253	\$39,048	\$262,111			
Total actual plus encumbrances	\$239,263	\$38,728	\$242,926			
Difference	\$8,990	\$320	\$19,185			

Funds will be used to support salaries and related staffing and operational costs as they relate to the School-Wide Program Goals.

**Sterling 5-7**

<b>Sterling</b>	<b>Title I A</b>	<b>LAP Base</b>	<b>LAP High Poverty</b>
<b>BEGINNING BALANCE</b>	<b>\$270,948</b>	<b>\$19,847</b>	<b>\$267,172</b>
<b>STAFFING COSTS</b>			
CERTIFICATED	\$150,531	\$90	\$162,491
CLASSIFIED	\$4,564	\$9,125	\$0
BENEFITS	\$73,422	\$13,395	\$62,152
<b>TOAL SALARIES&amp;BENIFITS</b>	<b>\$228,517</b>	<b>\$22,610</b>	<b>\$224,643</b>
<b>SUPPLIES/MATERIALS</b>			
<a href="#">LAP HP Sterling Power Up Literacy Subscription</a>			\$9,738
<a href="#">LAP HP Sterling Capstone Books</a>			\$622
<a href="#">LAP HP Sterling HIP Books</a>			\$339
<a href="#">LAP HP Sterling STAR Math</a>			\$4,585
<b>PROFESSIONAL DEVELOPMENT</b>			
<a href="#">Educator Half Day Speaker</a>	Feb 3rd		\$3,000.00
<b>Extended Day</b>			
<b>PARENT ENGAGEMENT</b>			
<b>Total Pre Approvals</b>	<b>\$0</b>	<b>\$0</b>	<b>\$18,283</b>
<b>Balance Remaining</b>	<b>\$42,431</b>	<b>-\$2,763</b>	<b>\$24,246</b>

Staff Names		Title I A	LAP Base	LAP High Poverty	Bilingual	TOTAL
		FTE/Hrs/day	FTE/Hrs/day	FTE/Hrs/day	FTE/Hrs/day	FTE
ZEKE,TELECKY	CERT	0.10				0.10
WOODWORTH,JANET	CERT			0.45		0.45
THRIFT,CINDI	CERT			0.35		0.35
RICHARDS,JODY	CERT	0.10				0.10
REDAL,ERIN	CERT				0.45	0.45
RANKIN,ANNA	CERT	0.10				0.10
PANDORA,TARA	CERT	0.10				0.10
NOCOSIA,SARAH	CERT	0.10				0.10
NEWELL,KEVIN	CERT	0.10		0.35		0.45
MENDOZA,TERESA	CLASS		0.29			0.29
MORELAND,PAIGE	PARA				0.18	0.18
MILLS,REBECCA	CERT	0.10				0.10
KNEADLER,KAREN	CERT	0.10				0.10
KELLEY,DAVE	CERT			0.65		0.65
HUGHES,RAE	CERT	0.10				0.10
HEYWOOD,KATHLEEN	CERT	0.10				0.10
HATZENBILER,NANCY	CERT			0.20	0.35	0.55
HASTLER,JAMIE	CERT	0.10				0.10
HANDCOCK,ASHLEY	PARA				0.14	0.14
DEWITT,DAVID	CERT	0.10				0.10
BROWNING,RACHEL	CERT	0.10				0.10
BENSON,LARAE	CERT	0.10				0.10
BARNES,JOEL	CERT	0.10				0.10
						0.00
Est. Pre approvals	\$228,517	\$22,610	\$242,926			
Total actual plus encumbrances	\$239,263	\$38,728	\$237,437			
Difference	-\$10,746	-\$16,118	\$5,489			

**Title I Program Intent and purpose**

**Guidance:**

Title I, Part A is a federal program that provides financial assistance to local educational agencies and public schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. "Improving the academic achievement of the disadvantaged."

School-wide program staff are not required to identify particular children as eligible for services but **must demonstrate that Title I, Part A funds are paying for supplemental services that would otherwise not be provided.** If this cannot be demonstrated, Title I funds must be separately tracked [ESEA 1114(a)(2)].



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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**TO:** Board of Directors

**FROM:** Garn Christensen, Superintendent  
Cindy Ulrich, Executive Director of Financial Services

**SUBJECT:** Request for Proposal Hazardous Materials Services-Fulcrum  
Environmental Consulting

**DATE:** February 24, 2020

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

The District issued a Request for Proposal for Hazardous Materials Services for the Elementary Addition projects and Eastmont High School Concession project from vendors on our approved list. Fulcrum Environmental Consulting was awarded a contract to do preliminary work related to these projects in 2018. It was necessary to ask for a contract modification proposal to accommodate the additional work that is required with the construction phase starting.

The maximum cost of the work as proposed by Fulcrum will not exceed \$148,005. Brent Harding, NAC Architecture, has reviewed the proposal and has confirmed that the proposed costs are fair and within the overall project estimate.

## ATTACHMENTS

None

## FISCAL IMPACT

Expenditure – CPF

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## RECOMMENDATION

The administration recommends the Board authorize the Superintendent to modify the contract with Fulcrum Environmental Consulting for additional hazardous material work related to the Elementary Addition and Eastmont High School Concession construction projects.



# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Policy Update – Second Reading/Adoption

<i>Section</i>	<i>Number</i>	<i>Title</i>
2000 Instruction	Policy 2030	Service Animals in Schools

DATE: March 9, 2020

## CATEGORY

Informational

Discussion Only

Discussion & Action

Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed are updates to Policy 2030 Service Animals in Schools sent to us from WSSDA as recommended changes.

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

## ATTACHMENTS

Draft policy

## FISCAL IMPACT

None at this time

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## RECOMMENDATION

The administration recommends approval of these revisions to Policy 2030 Service Animals in Schools for second reading/adoption.

## SERVICE ANIMALS IN SCHOOLS

The Eastmont Board of Directors acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” as required by federal laws and Washington State’s law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities.

A “service animal” means ~~an animal~~ any dog or miniature horse that is individually trained for the purpose of assisting or accommodating a disabled person’s sensory, mental or physical disability to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by the service animal must be directly related to the individual’s disability.

Examples of work or tasks include, but are not limited to the following:

1. Assisting individuals who are blind or have low vision with navigation and other tasks,
2. Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
3. Providing nonviolent protection or rescue work,
4. Pulling a wheelchair,
5. Assisting an individual during a seizure,
6. Alerting an individual to the presence of allergens,
7. Retrieving items, such as medicine or the telephone,
8. Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
9. Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

It is a civil infraction to misrepresent an animal as a service animal. A student’s ~~The~~ parent/guardian of a student who believes their student needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator or executive ~~director of special services~~, as appropriate, will determine whether ~~or not~~ to permit the service animal in school. The principal shall not ask about the nature or extent of a person’s disability, but may make two inquires to determine whether an animal qualifies as a service animal. The principal may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The principal shall not require documentation, such as proof that the

animal has been certified, trained, or licensed as a service animal, or require that the service animal demonstrate its task. The principal may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for a person with a disability.

Cross References:

- |             |  |
|-------------|--|
| Policy 2161 | Special Education and Related Services for Eligible Students |
| Policy 2162 | Education of Students with Disabilities Under Section 504    |
| Policy 3210 | Nondiscrimination  |
| Policy 5010 | Nondiscrimination and Affirmative Action                     |

Legal References:

- |  |  |
|--|--|
| American Disabilities Act (ADA), Revised Title II Regulations, §35 | Service animals  |
| Section 504 of the Rehabilitation Act of 1973                      |  |
| RCW 49.60.040  | Definitions  |
| RCW 28A.642  | Discrimination Prohibition   |
| WAC 392-145-021(3)   | General Operating Requirements                                     |
| WAC 392-172A-01155(3)  | Related Services   |
| WAC 392-172A-01035   | Child with a Disability or Student eligible for Special Education  |
| WAC 392-190  | Equal Educational Opportunity — unlawful discrimination prohibited |
| WAC 162-26   | Public accommodations, disability discrimination                   |

Management Resources:

- |                                |                            |
|--------------------------------|----------------------------|
| <i>Policy News</i> , June 2011 | Service Animals in Schools |
|--------------------------------|----------------------------|

- Second Reading -





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TO: Board of Directors

FROM: Garn Christensen, Superintendent

SUBJECT: Policy Update – Second Reading/Adoption

<i>Section</i>	<i>Number</i>	<i>Title</i>
3000 Students	Policy 3420	Anaphylaxis Prevention and Response

DATE: March 9, 2020

## CATEGORY

Informational

Discussion Only

Discussion & Action

Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is an update to Policy 3420 Anaphylaxis Prevention and Response regarding a fragrance free environment for your review.

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

## ATTACHMENTS

Draft policy

## FISCAL IMPACT

None at this time

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## RECOMMENDATION

The administration recommends approval of these revisions to Policy 3420 Anaphylaxis Prevention and Response for second reading/adoption.

## ANAPHYLAXIS PREVENTION AND RESPONSE

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by emergency services and/or an allergist/immunologist.

The Eastmont School District Board of Directors expects school administrators, teachers and support staff to be informed and aware of life-threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life-threatening allergens are peanuts, tree nuts, fish, bee or other insect stings and latex. Affected students require planned care and support during the school day and during school sponsored activities.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The District will take reasonable measures to avoid allergens for affected students. The District will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel.

Even with the District's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the District will take precautions to reduce the risk of a student having an anaphylactic reaction by developing strategies to minimize the presence of allergens in schools.

### Fragrance Free Environment

In recognition that strong scents and fragrances may aggravate student, employee, and visitor health and respiratory issues as well as contribute to poor indoor air quality, Eastmont requires employees and students to avoid the use of strongly fragrant substances. This includes hand sanitizers, cologne, perfume, scented lotions, hair products, electric candles, air fresheners, plug-in diffusers, etc. In addition, cleaning products with strong scents will only be used during non-student school hours.

Eastmont will display signage throughout the school building to notify and promote a fragrance-free environment.

If a student or staff member is affected by a specific scent, we ask that school staff eliminate the cause of the offensive odor.

The superintendent will establish procedures to support this policy and to ensure:

1. Rescue protocol in cases of suspected anaphylaxis will follow OSPI's Guidelines for the Care of Students with Anaphylaxis (2009);
2. A simple and standardized format for emergency care plans is utilized;

- 3. A protocol is in place to ensure emergency care plans are current and completed;
- 4. Medication orders are clear and unambiguous; and
- 5. Training and documentation are a priority.

Cross References:

Board Policy 3416	Medication at School
Board Policy 3418	Emergency Treatment
Board Policy 3419	Self-Administration of Asthma and Anaphylaxis Medications

Legal Reference:

RCW 28A.210.383	Anaphylaxis – Policy Guidelines – Procedures – Reports
WAC 392-380	Public schools pupils — Immunization requirement and life-threatening health condition

Management Resources:

<i>Policy News</i> , February 2009	Anaphylaxis Prevention Policy Required
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- Second Reading -

**To:** Board of Directors  
**From:** Cindy Ulrich, Executive Director of Financial Services  
**Date:** March 5, 2020  
**Subject:** Monthly Student Enrollment Report

Student full time equivalent (FTE) enrollment data is used in a variety of funding formulas that allocate resources to school districts. Districts are therefore required to report their enrollment data to OSPI as of the 4<sup>th</sup> school day of September and the first school day of October through June (WAC 392-121-119). OSPI requires Form P223 be used for this purpose.

**Headcount and Actual FTE Reported:**

Total student headcount is 6,025. This is an increase of 17 students (0%) from the total number of students reported in March of the previous year.

Total student FTE reported is 5,923.63. This is an increase of 18.26 FTE from the total FTE reported in March 2019. This is also an increase of 24.71 (+0.42%) FTE from the actual average FTE (AAFTE) for the 2018-2019 school year.

District enrollment decreased 10.37 FTE between February and March 2020. The largest decline in the secondary schools (average decline of 3 per school). 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)	689	674	15
Transitional Bilingual (Head Count)	1,050	1,082	(32)
Exited Transitional Bilingual (Head Count)	337.50	379.67	(42)
Career/Technical Education-Gr 7-8 (FTE)	78.41	63.04	15.37
Career/Technical Education-Gr 9-12 (FTE)	353.50	347.01	6.49

**Budget to Actual FTE Analysis:**

Budgeted K-12 FTE, including Alternative Learning Enrollment, is 5,943. Total average FTE is 6.43 FTE more than the estimated used for budget development. K-12 student enrollment is 5,826.58 FTE and is 11.41 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.

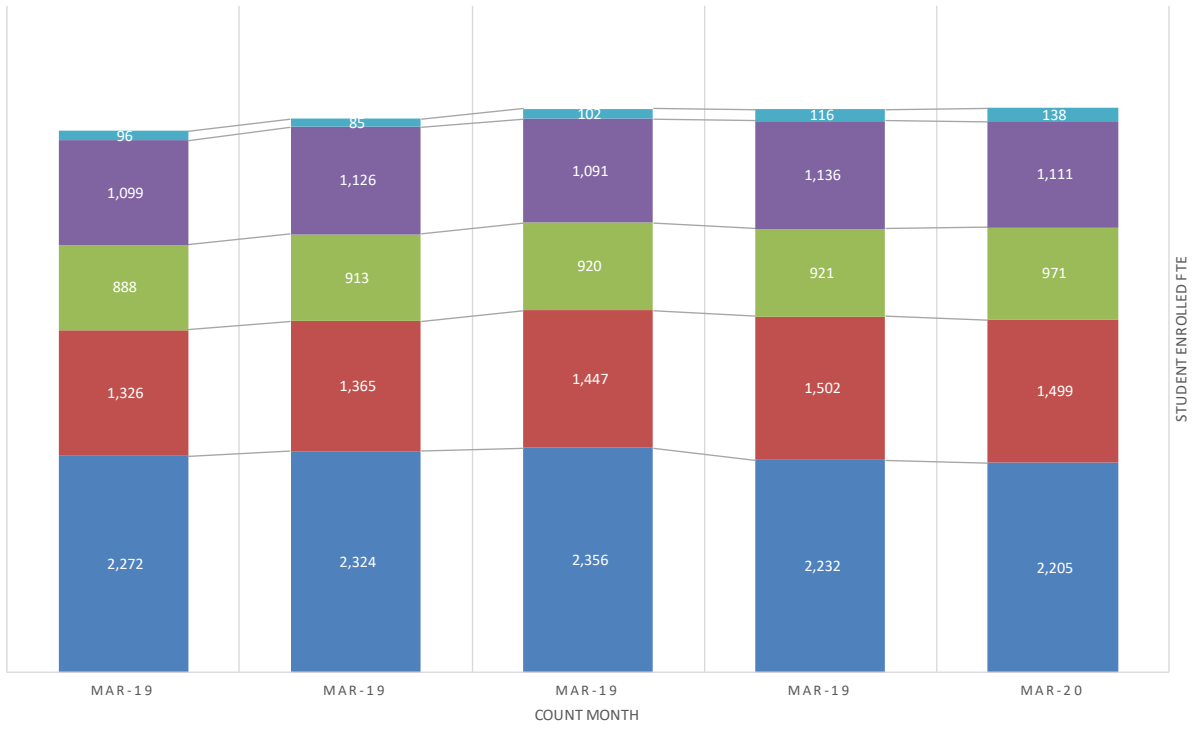
Our average ALE program student enrollment is 122.85 FTE and is 17.83 FTE more than expected.

The following additional information is presented for your review:

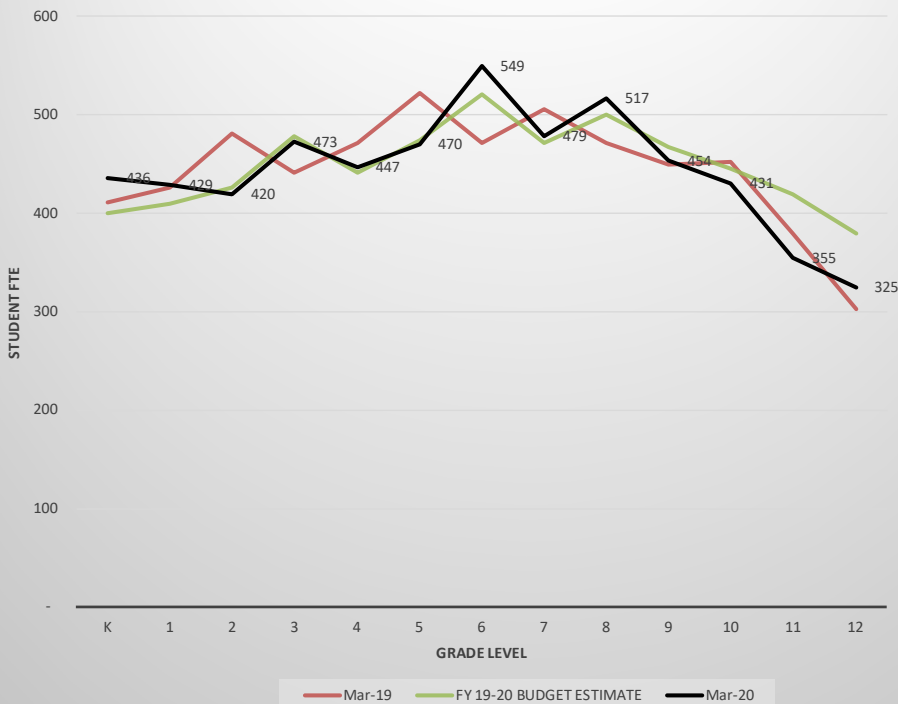
- A graph that compares the five prior March count dates to the March 2020 count date
- A graph that compares March 2020 and March 2019 FTE to budget by grade level
- A report that provides detail of enrollment, by building and grade level, for all reporting months

### 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





FY 2019-2020 Monthly Enrollment FTE by Building

Building/Grade	FY 2019-2020 Budgeted Enrollment	Month											Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year	
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July							
<b>Cascade</b>																			
K (Funded Full Day)	90	105.0	105.0	106.0	105.0	103.0	102.0	102.0					104.0	-	14.0		96.0	8.0	
1	96	104.0	103.0	103.0	104.0	104.0	103.0	101.1					103.2	(1.9)	7.6		90.7	12.5	
2	91	97.0	99.0	99.0	97.0	97.0	96.0	96.0					97.3	-	6.0		116.9	(19.6)	
3	118	112.00	113.00	114.00	114.00	114.00	115.00	116.9					114.1	1.9	(3.5)		94.9	19.2	
4	98	100.00	100.00	100.00	101.00	102.00	100.00	99.3					100.3	(0.7)	1.9		105.2	(4.9)	
5	-	-	-	-	-	-	-	-					-	-	-		-	-	
<b>Total</b>	<b>493</b>	<b>518.00</b>	<b>520.00</b>	<b>522.00</b>	<b>521.00</b>	<b>520.00</b>	<b>516.00</b>	<b>515.29</b>	-	-	-	-	519.5	(0.7)	26.0	5.27%	503.7	15.2	
<b>Grant</b>																			
K (Funded Full Day)	90	92.00	92.00	93.00	94.00	94.00	94.00	94.00					93.3	-	3.3		90.2	3.1	
1	89	88.00	89.00	88.00	89.00	89.00	89.00	88.00					88.6	(1.0)	(0.7)		88.9	(0.3)	
2	88	91.00	91.00	93.00	93.00	92.00	92.00	91.00					91.9	(1.0)	4.4		110.4	(18.5)	
3	110	110.00	110.00	110.00	111.00	111.00	109.00	109.00					110.0	-	(0.1)		100.5	9.5	
4	102	105.00	105.00	106.00	107.00	108.00	109.00	109.00					107.0	-	4.6		107.6	(0.6)	
<b>Total</b>	<b>479</b>	<b>486.00</b>	<b>487.00</b>	<b>490.00</b>	<b>494.00</b>	<b>494.00</b>	<b>493.00</b>	<b>491.00</b>	-	-	-	-	490.7	(2.0)	11.4	2.38%	497.6	(6.9)	
<b>Kenroy</b>																			
K (Funded Full Day)	90	101.19	103.00	103.00	100.5	101.00	100.00	101.00					101.4	1.0	11.4		90.9	10.5	
1	89	97.00	96.00	95.00	95.00	95.00	94.00	95.00					95.3	1.0	6.6		85.9	9.4	
2	86	80.00	79.00	80.00	79.00	80.00	77.00	80.00					79.3	3.0	(6.6)		94.1	(14.8)	
3	93	87.64	86.64	86.64	86.6	87.64	87.64	88.64					87.4	1.0	(5.7)		97.2	(9.8)	
4	113	112.00	112.00	114.00	112.00	111.00	111.00	111.00					111.9	-	(0.7)		98.5	13.4	
5	-	-	-	-	-	-	-	-					-	-	-		-	-	
<b>Total</b>	<b>470</b>	<b>477.83</b>	<b>476.64</b>	<b>478.64</b>	<b>473.12</b>	<b>474.64</b>	<b>469.64</b>	<b>475.64</b>	-	-	-	-	475.2	6.0	4.9	1.03%	466.6	8.6	
<b>Lee</b>																			
K (Funded Full Day)	90	92.00	92.00	93.00	93.00	92.00	89.00	89.00					91.4	-	1.4		92.4	(1.0)	
1	93	96.00	101.00	100.15	101.20	101.50	101.90	104.00					100.8	2.2	8.3		97.2	3.6	
2	96	89.00	92.00	93.00	93.00	93.00	93.00	92.00					92.1	(1.0)	(3.9)		80.7	11.4	
3	79	80.00	81.00	81.00	80.00	80.00	80.00	79.00					80.1	(1.0)	0.9		86.2	(6.1)	
4	85	88.00	89.00	89.00	89.00	88.00	89.00	89.00					88.7	-	4.0		96.7	(8.0)	
<b>Total</b>	<b>442</b>	<b>445.00</b>	<b>455.00</b>	<b>456.15</b>	<b>456.15</b>	<b>454.50</b>	<b>452.85</b>	<b>453.00</b>	-	-	-	-	453.2	0.1	10.8	2.45%	453.2	0.0	
<b>Rock Island</b>																			
K (Funded Full Day)	40	46.00	48.00	47.00	47.00	48.00	49.00	50.00					47.9	1.0	7.9		43.2	4.7	
1	44	44.00	43.00	43.00	42.00	42.00	41.00	41.00					42.3	-	(1.4)		43.3	(1.0)	
2	43	43.00	43.00	42.00	41.00	41.00	41.00	42.00					41.9	1.0	(1.3)		36.7	5.2	
3	36	40.00	38.00	37.00	37.00	37.00	37.00	36.00					37.4	(1.0)	1.0		44.1	(6.7)	
4	44	42.00	42.00	42.00	41.00	41.00	39.00	39.00					40.9	-	(3.3)		43.4	(2.5)	
<b>Total</b>	<b>208</b>	<b>215.00</b>	<b>214.00</b>	<b>211.00</b>	<b>208.00</b>	<b>209.00</b>	<b>207.00</b>	<b>208.00</b>	-	-	-	-	210.3	1.0	2.8	1.34%	210.7	(0.4)	

FY 2019-2020 Monthly Enrollment FTE by Building

Building/Grade	FY 2019-2020 Budgeted Enrollment	Month											Annual Average	Monthly Change	AAFTE Budget to Actual Variance	AAFTE % Variance from Budget	Prior Year AAFTE	AAFTE Variance from Prior Year	
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June								
<b>Sterling</b>																			
K (Funded Full Day)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	22	21.00	21.00	20.00	20.00	20.00	20.00	19.00						20.1	(1.0)	(1.9)		22.6	(22.6)
3	43	41.00	42.00	42.00	43.00	42.00	42.00	43.00						42.1	1.0	(0.7)		43.5	(23.4)
4	-	-	0.04	0.04	0.04	0.04	0.04	1.00						0.2	(1.0)	0.2		20.4	21.7
5	248	247.69	249.15	248.19	246.3	244.30	244.26	241.30						245.9	(3.0)	(2.4)		24.6	(24.4)
6	266	247.97	295.00	292.45	291.5	294.00	292.00	292.5						286.5	0.4	20.8		268.8	(22.9)
7	268	232.15	264.10	265.10	265.1	263.11	264.11	265.1						259.8	1.0	(7.7)		267.2	19.3
8	-	-	-	-	-	-	-	-						-	-	-		266.6	(6.7)
9	-	-	-	-	-	-	-	-						-	-	-		-	-
<b>Total</b>	<b>846</b>	<b>789.81</b>	<b>871.29</b>	<b>867.78</b>	<b>865.97</b>	<b>863.45</b>	<b>863.37</b>	<b>860.90</b>	-	-	-	-	-	854.7	(2.5)	8.4	0.99%	913.7	(59.0)
<b>Clovis Point</b>																			
5	227	236.00	233.00	233.00	232.0	231.0	230.00	228.0						231.9	(2.0)	4.8		256.5	(24.6)
6	255	261.00	257.78	254.78	255.8	257.7	258.00	257.0						257.4	(1.0)	2.2		205.4	52.1
7	205	212.00	212.78	212.79	211.8	212.8	213.79	213.8						212.8	-	8.2		239.2	(26.4)
<b>Total</b>	<b>687</b>	<b>709.00</b>	<b>703.56</b>	<b>700.57</b>	<b>699.57</b>	<b>701.44</b>	<b>701.79</b>	<b>698.79</b>	-	-	-	-	-	702.1	(3.0)	15.2	2.21%	701.1	1.1
<b>EJHS</b>																			
5	-	1.00	1.00	1.00	1.00	1.00	1.00	1.00						1.0	-	-		-	1.0
6	-	-	-	-	-	-	-	-						-	-	-		-	-
7	-	-	-	-	-	-	-	-						-	-	-		-	-
8	500	519.73	521.22	518.87	517.87	517.98	515.27	516.27						518.2	1.0	18.2		470.4	47.7
9	468	458.71	463.94	461.36	456.36	456.36	456.72	453.63						458.2	(3.1)	(9.8)		449.6	8.5
10	-	4.17	4.17	4.17	4.17	4.00	4.00	4.00						4.1	-	4.1		1.0	3.1
11	-	-	-	-	-	-	1.00	1.00						0.2	(1.0)	0.2		-	0.2
12	-	1.00	1.00	1.00	1.00	1.00	1.00	1.00						1.0	1.0	1.0		1.8	(0.8)
<b>Total</b>	<b>968</b>	<b>984.61</b>	<b>991.33</b>	<b>986.40</b>	<b>980.40</b>	<b>980.34</b>	<b>977.99</b>	<b>975.90</b>	-	-	-	-	-	982.4	(2.1)	13.6	1.41%	922.88	59.75
<b>EHS</b>																			
8	-	-	-	1.00	1.00	1.00	1.00	1.00						0.7	-	-		-	0.7
9	-	-	-	-	-	-	-	-						-	-	-		0.1	(0.1)
10	446	441.56	438.38	441.06	436.68	432.76	426.76	427.08						434.9	0.3	(11.5)		459.5	(24.6)
11	420	372.39	367.19	366.31	365.89	358.19	355.15	357.15						363.2	(2.0)	(57.2)		381.0	(17.8)
12	378	355.58	353.86	350.76	336.79	332.88	328.22	324.14						340.3	(4.1)	(37.7)		306.8	33.5
<b>Total</b>	<b>1,245</b>	<b>1,169.53</b>	<b>1,159.43</b>	<b>1,159.13</b>	<b>1,140.36</b>	<b>1,124.83</b>	<b>1,113.16</b>	<b>1,107.37</b>	-	-	-	-	-	1,139.1	(5.8)	(106.4)	-8.55%	1,147.4	(8.3)
<i>K-12 Variance</i>																			
																(13.3)			
<b>HOMEFIELD ALE</b>																			
K	-	-	-	-	-	-	-	-						-	-	-		-	-
1	-	-	-	-	-	-	-	-						-	-	-		-	-
2	-	-	-	-	-	-	-	-						-	-	-		-	-
3	-	-	-	-	-	-	-	-						-	-	-		-	-
4	-	-	-	-	-	0.55	0.00	-						0.1	-	0.1		-	0.1
5	-	0.35	0.16	0.13	1.50	2.02	3.02	3.02						1.5	-	1.5		-	1.5
6	-	-	-	-	-	-	-	-						-	-	-		-	-
7	-	-	-	-	1.00	1.00	3.00	2.00						1.0	(1.0)	1.0		-	1.0
8	-	0.57	0.57	0.57	0.74	1.82	2.31	2.21						1.3	(0.1)	1.3		-	1.3
9	-	0.83	0.83	0.83	1.83	2.83	4.15	4.73						2.3	0.6	2.3		-	2.3
10	-	-	-	-	-	-	-	-						-	-	-		-	-
<b>Total</b>	<b>-</b>	<b>1.75</b>	<b>1.56</b>	<b>1.53</b>	<b>5.07</b>	<b>8.22</b>	<b>12.48</b>	<b>11.96</b>	-	-	-	-	-	6.1	(0.5)	6.1	#DIV/0!	-	6.1
<b>EHS OPPORTUNITIES ALE</b>																			
7	-	-	-	-	-	-	-	-						-	-	-		-	-
8	-	-	-	-	-	-	-	-						-	-	-		-	-
9	-	-	-	-	-	-	-	-						-	-	-		0.8	(0.8)
10	10	6.68	13.36	14.68	12.58	12.38	19.54	18.38						13.943	(1.2)	3.9		18.3	(4.4)
11	25	29.98	37.06	37.28	35.74	37.69	43.54	44.54						37.976	1.0	13.0		28.6	9.3
12	70	57.32	70.98	64.86	68.85	65.42	63.64	62.76						64.833	(0.9)	(5.2)		60.1	4.7
<b>Total</b>	<b>105</b>	<b>93.98</b>	<b>121.40</b>	<b>116.82</b>	<b>117.17</b>	<b>115.49</b>	<b>126.72</b>	<b>125.68</b>	-	-	-	-	-	116.8	(1.0)	11.8	11.19%	107.9	8.9
<b>Total Monthly Variance</b>														(10.47)	4.5				
<b>K-4 Total</b>	<b>2,157</b>	<b>2,203.83</b>	<b>2,215.68</b>	<b>2,219.83</b>	<b>2,215.31</b>	<b>2,214.18</b>	<b>2,201.49</b>	<b>2,204.97</b>	-	-	-	-	-	2,213.77				5,924.72	
<b>K-12 Total</b>	<b>5,943</b>	<b>5,890.51</b>	<b>6,001.21</b>	<b>5,990.02</b>	<b>5,960.81</b>	<b>5,945.91</b>	<b>5,934.00</b>	<b>5,923.53</b>	-	-	-	-	-	5,957.69					
<b>Report 1251 difference</b>		5,890.51	6,001.21	5,990.02	5,960.81	5,945.91	5,934.00	5,923.63						5,949.44					
		-	-	-	-	-	-	(0.10)	-	-	-	-	-						





# EASTMONT SCHOOL DISTRICT

*Relationships, Relevance, Rigor, Results*

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TO: Board of Directors  
FROM: Garn Christensen, Superintendent  
SUBJECT: Policy 2220 Student Calendar – Second Reading  
DATE: March 9, 2020

## CATEGORY

Informational       Discussion Only       Discussion & Action       Action

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## BACKGROUND INFORMATION AND ADMINISTRATIVE CONSIDERATION

Enclosed is an update to Policy 2220 Student Calendar regarding non-participation days for extracurricular activities for your review.

## ATTACHMENTS

Draft policy

## FISCAL IMPACT

None at this time

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## RECOMMENDATION

The administration recommends the Board consider the enclosed updates.

## 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. Following this action, staff, students, parents, and ~~patrons~~ community members will be advised of the school calendar.

### Non-Participation Days for Extracurricular Activity

~~In the Eastmont School District, extracurricular activities are valued as an integral part of a student's educational experience. Participation in extracurricular activities such as athletics, activities, and clubs are a privilege above and beyond the typical school day.~~

~~Sundays have been declared a day of non-participation for all school activities throughout the District. Other days that have been deemed non-participation dates for school activities include: New Year's Day, Fourth of July, Thanksgiving Day, and Christmas Day including the day prior and the day following the official State holiday.~~

### District restrictions include:

- Activities on Sunday are a maximum of three hours.
- No activities on Thanksgiving, Christmas, and New Year's Day. Activities are limited to three hours on the day before these holidays with all activities ending at 3:00 pm.

Individual or unforeseen circumstances that warrant an exception to non-participation days for extracurricular activity will be reviewed and approved by the responsible administrator.

WIAA in-season and out-of-season guidelines are followed for all events that fall under their guidance.

### Legal References:

RCW 28A.150.203	Definitions
RCW 28A.150.220	Basic education — Minimum instructional requirements — Program accessibility — Rules
RCW 28A.330.100(7)	Additional powers of board