Sometimes gems just need a little polishing to shine their brightest. But GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a federal program which provides grants to schools to help increase the number of low-income students who are prepared to enter and have success in postsecondary education, exists for students like Alejandra Prado. Guerra, as she does with all students, saw a potential gem in the broken girl from California. “We really tried to encourage her to participate in the tutoring program that GEAR UP offers after school and she slowly started opening herself up. I started to see a different Alejandra. She was a little bit more perky, more interested in school, and started making more friends,” Guerra said. “Mrs. Guerra supported me and encouraged me to not give up, Prado said. “I related to her personal stories, sharing challenges, sacrifices, and growing up in a low-income, farm working family.”

Prado began meeting once or twice a week with the GEAR UP and the intervention program at Eastmont. But her participation in school became sporadic. “As the year progressed, then we started to see a roller coaster effect,” Guerra said. By mid-second semester, Prado was failing four classes. Her English teacher Jennifer Robichaux challenged all the students in her class to do something they normally wouldn’t do, and proposed that Prado receive 10 hours of tutoring for the rest of the school year. Prado again visited the GEAR UP office and talked about her academic goals and situation at home. Both her parents work at Crunch Pack and money was becoming tight. Prado felt a familial obligation to help, longing to quit school in favor of work. “They were really struggling financially and it’s really hard to focus in school when you have other personal needs to be met,” said Guerra, adding that she continual tried to bring Alejandra back to the reality of the situation. “What are you doing for yourself? How can you help your Mom? Your Mom’s doing the best she can to provide for the family to pay the bills.” Talking with Prado’s mother Juana, Guerra found that she wanted her daughter to remain in school to have the educational opportunities she never had. Juana Prado hoped her little girl would continue education beyond high school and pursue her dream career of nursing.

But GEAR UP works. You can’t give up on students,” Guerra recalled. She talked to Prado about persistence. “I’m not apologizing for being pushy, because I’m not. I’m actually grateful that you took control of your life and the advice and you made the best of it.”

Soon, she enrolled in the Chewelah Peak HS Leadership Camp June 10-12 which 23 GEAR UP students from EHS attended. Once there, Guerra said Prado really blossomed. “I saw the real Alejandra come out,” said Guerra. She forged new friendships. She allowed her funny personality to shine. She sang for her fellow students. She expressed appreciation. “One thing she said is that she is really thankful that GEAR UP has pushed her one step above what she expects of herself and that has really helped her move forward,” Guerra recalled. She talked to Prado about postsecondary education. “I’m not apologizing for being pushy, because I’m not. I’m actually grateful that you took control of your situation. You took the guidance, the advice and you made the best of it.”

When the pencils had been put away and the last paper was graded in June, Prado looked at her report card and saw all passing grades. “I couldn’t believe I passed all my classes,” she said. “Especially knowing I had several F’s improved to C’s. I was proud of myself to see the results of hard work. It pays off.” “We have that motto that says - ‘Okay, so if this really is what you goal is, what steps do you need to take?’” Guerra asked. “Your attendance was roller coaster, up and down. You academics have been up and down. Your behavior has been up and down. We basically need you to stay on track.”

After meeting with both mother and daughter, Guerra signed up Prado for a college field trip to Central Washington University in May. During the visit, she willingly walked into classrooms and interacted with students and professors, asking them questions pertinent to her career and academic interest. “This is awesome. I can see myself on a college campus,” she remembered telling Guerra. “The student panel motivated me to imagine myself on a college campus. I enjoyed the campus and learning about opportunities at CWU.”

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Eastmont Mountain Bike Club

By Matthew Ockinga

Staff writer

Yes, these boys, along with Ian Paus Jr., are out in the relative wilderness packing dirt repeatedly with tampers and occasionally using McLeod double-sided rakes for some touchup work. No, they are not being punished. They’re volunteering.

Why? The Eastmont Mountain Bike Club (EMBC). “It’s amazing how popular it’s becoming,” said Paus, club advisor. “I approached the principal about doing it as an after-school activity and my idea was originally to do the basic skills stuff and then once the kids have that down, they would go out and ride on their own.”

Started by Paus last school year, the club now has 45 members on the roster and is gaining downhill acceleration faster than he could have ever imagined. Paus received approval from the Clovis ASB and the group began with nine mountain bikes and helmets purchased at a discount from Leavenworth bike shop Das Rad Haus thanks in part to a $22,000 grant from Washington’s Safe Routes to Schools program. But instead of after-school meetings, the club initially took place during the last thirty minutes of the school day. The Eastmont School Board also supported the fledgling club with a District grant. Recently, the club has joined the Washington Student League, a cycling organization that holds competitions for students in grades 7-12.

But club members don’t just ride; they build. In order to train at a nearby location, students helped build a new quarter-mile technical trail into a steep hill near Sterling Middle School. The EMBC has also built trails at Sage Hills and U.S. Forest Service land at Echo Ridge above Lake Chelan. The Squilchuck project is a joint effort between the Eastmont club and the Evergreen Mountain Bike Alliance (EMBA) in cooperation with Washington State Parks. An endeavor started in May, 2014, the project will be open to both the club and the general public when it is finished.

“Those kids worked their tails off,” said Travis Hornby, Vice President of the Central Washington Chapter of the EMBA. “A lot of them don’t get to dig in the dirt and create something. And they have pride in what they’re doing.”

The work at Squilchuck includes both the ½ mile single track Vulture Gulch Trail and a skills park. A section of that park has been dubbed “Ian’s Classroom” and exists for riders to learn and hone their mountain bike skills. With the berms the

continued on Pg 3
Greatness continues to grow in support of our children with developmental disabilities. The Eastmont and Wenatchee Parent Councils continue to develop independently and collectively as we work together in teams. Our goal is to sustain, engage, and empower parents who have children with disabilities through multiple channels of communication and resources. Our extensive work with consultant Greg Able of Sound Options has paid off and we are ready to present our first series of parent training and information sessions. Our first parent event will be held in partnership with Scott Ruuh, Special Education Parent Liaison for the Office of the Superintendent of Public Instruction (OSPI) on Wednesday September 30th from 6:00-7:30. If you have an interest in learning more about the Eastmont Special Education Parent Counsel please contact me at prestonn@eastmont206.org. The venue has yet to be determined. Please watch for more information in your school newsletter.

Nicole S. Preston
Director of Special Education

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Focus on Summer

Students are building, they can practice maneuvering around corners and maintaining control of their bikes without pedaling. A rock garden has been added to perfect navigating rougher terrain. Another section features rollers, logs laid into the dirt to simulate roots and other small objects. Skinnies, flat boards that stand a foot off the ground, exist for practicing balance.

Paus explained that the most popular area is the section of three dirt jumps toward the western end of the skills park. As riders round the corner clockwise to face the downhill, the difficulty level of the four sections of the table-top jumps increases from right to left. “You can kinda choose your own adventure - how long a ride you want to do,” Paus said. “The benefit of these shorter trails is the kids ride it and get to know it a bit so they can predict when the corners are coming up, or when they’re an obstacle coming and attack with different amounts of speed.”

Paus operates his club with a “work hard, play hard” mentality. After putting in the proverbial blood, sweat and tears, students can enjoy the fruits of their labors. “Hey, bring your bikes too. We’ll work for a little bit and make sure we get out for a ride,” Paus tells the club members. “They get a little bit of both.”

Competitions will not resume until next spring, but the club had a few August rides on the calendar. Paus credits the parents of club members for assisting in the logistically challenging process of transporting the bikes during the season.

As the work in the skills park continues, the conversation returns to the cyclist’s bane: flat tires. “I have a sneaking suspicion that I have a slow leak in my front tire,” Warren Barnes said, using conversation to ease the work until it’s time to ride. “I think it may or may not have been because I took a shortcut.” But once the flats are fixed and the trail is ready, it’s “ride on” for the Barnes brothers and an exciting club that is picking up speed.

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If you are concerned about your school age child’s development:

First, talk to your child’s classroom teacher about your concerns. Every school has a process in place to provide help when there are concerns about student learning. You may also talk to the counselor, psychologist, or administrator from your school.

One outcome of that process might be a referral for a special education assessment, for which your written permission is required. When that assessment is finished you will be invited to a meeting at the school to discuss the results, consider your child’s eligibility for special education services and if eligible, help plan for your child’s Individualized Education Program.

If you have concerns about a child who is not yet in school, please call the Eastmont Special Education Office at (509) 844-8333.
Printed on the next two pages are the Eastmont School District morning pick-up times and locations. Locate the school your child is attending (see CODE to the right). Find the bus stop that is nearest to your home. It is the assigned stop where your child will be picked up and dropped off.

School bus stop information can also be retrieved from the district web site at www.eastmont206.org. Click on Transportation. Type in “guest” for both the name and password. Follow the three steps:

1. Select your grade level.
2. Put in your street address.
3. Find transportation info.

CAS: Eastmont High School
ESJS: Eastmont Junior High School
CPS: Clovis Point
Intermediate School
SIS: Sterling Middle School
CAS: Cascade Elementary School

NOTE: Due to funding changes, Choice Students and students within one (1) mile of school are not assigned to a bus. Please call Transportation at 884-4621 with any questions.

Kfen/gyRanT
Route:23A2 RED SQUIRREL
7:42 am 105 N Perry Ave
7:42 am 320 N Perry Ave
7:50 am N Nile Ave @ 3rd St NE
7:51 am N Nile Ave @ 4th St NE
7:54 am N Nile Ave @ 5th St NE
7:54 am 10th St NE @ Olympic Dr
7:56 am 825 N Nile Ave
7:56 am 3000 8th St NE
7:57 am 2095 8th St NE
7:57 am 8th St NE @ Nekar Dr
7:59 am 8th St NE @ Mount Joy Sq
8:00 am 8th St NE @ Melbourne Dr
8:05 am Ulysses S Grant Elementary
8:11 am Kenroy Elementary
8:17 am Ulysses S Grant Elementary

1.6 am 5501 Rivercrde Dr
1.8 am 19 Rock Island Elementary School

CPS:
Route:27A1
5.55 am 3 Lyle Ave @ 6th St NE
5.57 am 407 1St Ave @ 40th Ave
7.02 am N Lyle Ave @ Grant Rd
7.04 am N Lyle Ave @ Glen St NE
7.05 am N Lyle Ave @ 1St Ave NE
7.11 am Eastmont High School
7.19 am Eastmont Junior High School
7.23 am N Lyle Ave @ 3rd St NE
7.29 am N Lyle Ave @ Mahanathan Dr
7.33 am N Lyle Ave @ Grant Rd
7.38 am Clovis Point Intermediate School

Route:37A1
6.58 am 450 N Stark Ave
6.54 am 5th St NE @ Quincy Ave
6.56 am 320 N Perry Ave
6.57 am 381 N Nile Ave
6.59 am N Nile Ave @ 1St St NE
6.59 am N Nile Ave @ 3rd St NE
7.00 am N Nile Ave @ 4th St NE
7.01 am N Nile Ave @ 5th St NE
7.03 am 529 N Nile Ave
7.05 am 2620 10th St NE
7.07 am 9th St NE @ 41St Ave NE
7.07 am 4210 10th Ave NE
7.08 am 2620 10th St NE
7.09 am 8th St NE @ 40th Ave NE
7.10 am 2285 8th St NE
7.11 am 11th St NE @ Mount Joy Sq
7.18 am Eastmont Junior High School
7.26 am Eastmont High School
7.32 am 3rd St NE @ Mount Joy Sq
7.35 am N Nile Ave @ 4th St NE
7.36 am N Nile Ave @ 1St St NE
7.43 am Clovis Point Intermediate School

EHS/ehjs/Cps:
Route:2A1
6.31 am Battlemere Rd @ Woodstone Dr
6.32 am 3911 Battlemere Rd
6.33 am 4th St SE @ Woodridge Ave
6.34 am 3537 4th St SE
6.36 am 3700 Wetzel Ave
6.37 am 8th St SE @ 8th St SE
6.39 am 8th St SE @ White Ave
6.43 am 9th St SE @ 10th St SE
6.45 am 3rd Ave @ 8th St SE
6.49 am 151 5th St Ward
7.00 am 4460 10th St NE @ Easters Ter
6.52 am 224 5th St Ave
6.53 am 600 5th St SE
6.54 am 3rd St SE @ 8th St SE
6.55 am 3855 10th St SE
6.58 am 3300 8th St SE
6.59 am 4th St SE @ 4th St SE
7.00 am 2720 8th Ave
7.00 am 2065 8th Ave
7.03 am 2889 8th Ave
7.05 am 1St Ave NE @ 4th St NE
7.07 am 3122 8th Ave
7.07 am 3111 4th St NE
7.12 am Alternate Route to 1St St NE
7.12 am Grant Rd @ S Stark Ave
7.15 am 23rd St SE @ Texas Ave
7.16 am 2nd St SE @ 2nd St Ave
COMMUNITY ELIGIBILITY PROVISION in Rock Island

Eastmont School District is committed to an increased emphasis on nutrition as well as physical activity at all grade levels to enhance the well-being of our district’s youth. In support of this emphasis, we will be piloting a new school meal program at Rock Island Elementary School that will offer breakfast and lunch to all students, every day, at no charge.

The program is called the Community Eligibility Provision (CEP) and is part of the Healthy Hunger-Free Kids Act passed by Congress in 2010. The CEP benefits include:

• No need for meal applications, which means no waiting for application approval before students can eat.
• All students are able to eat a nutritious breakfast and lunch each day.
• Quicker serving lines, so kids have more time to slow down and eat.
• No need to contact families with low or negative meal account balances.

The only paperwork that will be required is a special form that families at this school will receive at the start of the school year that will gather the data needed to maintain state and federal funding levels as a school and as a district. Eastmont School District is excited to pilot this program at Rock Island Elementary School and looking forward to potentially expanding this program to other schools in the future.
SAFE SCHOOLS ALERT

Dear Parents and Students,

Safety is one of our district’s top priorities and to help safeguard our school community, we’ve taken an important step that I want to share with you.

We will continue using SafeSchools Alert, a tip reporting service that allows students, staff, and parents to submit safety concerns to our administration four different ways:

1. Phone: 1-800-SAFEERT, ext. 1069
2. Text: Text 1069 to ALERT1 (253-781)
3. Email: 1069@alert1.us
4. Web: http://1069.alert1.us

You and your child can easily report tips on bullying, harassment, drugs, vandalism or any safety issue you’re concerned about through SafeSchools Alert. When you submit a tip, be sure to use our district’s identification code: 1069 in your communication.

Every tip SafeSchools Alert receives about our district is immediately logged in the system and our administration is notified so that they can investigate and take appropriate action. And, tips may also be submitted anonymously if you prefer.

Together, using SafeSchools Alert, we can make our district a safer place to work and learn! Thanks in advance for your support.

If you have any questions, please contact Vicki Trainor, Executive Director of Human Resources. 884-7169.

Sincerely,

Garn Christensen
Superintendent

2015-2016 REQUIRED ANNUAL NOTIFICATIONS

Title I, Part A – Annual Parent Notification

Title I, Part A is a federal program that provides financial support to schools to help disadvantaged and low performing students so that all children meet challenging state academic standards. Eastmont follows the Schoolwide process giving our seven funded schools flexibility to serve all students who demonstrate a need for support.

Parent Involvement

We know that family involvement in a child’s education is a greater predictor of academic success than whether or not that family is affluent or poor. It is also evident that students whose families take an active interest in their school life are more likely to attend school regularly, pass their classes, enroll in higher-level programs, and go on to higher education or a technical career

School-Parent Compact: The Compact is an annual agreement between the parent, student, and school regarding the joint responsibilities in helping each student find success. These documents are completed each Fall during Parent Conferences. For more information, please visit: www.eastmont206.org.

District Parent Involvement Policy: This policy guides how our district will involve parents in the education of their students. This policy is reviewed each year with parents and updated as needed. If you would like to provide input into the revision of this policy, please contact the Special Programs office and/or be watching for school mailings about a way to get involved. For more information, please visit: www.eastmont206.org.

Student Academic Achievement Reports

Each year a school that receives Title I, Part A funds must provide parents with an individual student report informing them on their child’s level of academic achievement on the State’s assessment in at least reading, language arts, and math.

District and School Report Card - How are we doing?

The District and School Report Card provides the following information on public schools and districts in Washington State: Student Achievement, Student Demographics, and Staff information. For more information, please visit: reportcard.ospi.k12.wa.us

Parents Right to Know - Highly Qualified Staff

Parents of children in schools that receive Title I, Part A funding have the right to request and receive information about the professional qualifications of teachers and instructional paraprofessionals in their building. For more information, please visit: www.k12.wa.us/TitI/FamilyInvolvement/default.aspx

Have a Complaint that Needs to be Resolved?

Any individual or organization may file a signed, written complaint if it believes the state, a local school district, an educational service district, or other sub-grantee has violated one or more requirements of federal statutes or regulations or state regulations that apply to a federal program. For more information, please visit: http://www.k12.wa.us/TitI/CitizenComplaint.aspx

ANNUAL NOTIFICATION

Eastmont Highly Capable Program

Any person, (including a parent, guardian, teacher, or student) may nominate a student for Eastmont’s Highly Capable Program. It provides students with high academic and intellectual ability an opportunity to explore concepts in greater depth and further develop their intellectual thinking and creativity.

To participate in the Highly Capable Program, students must meet very rigorous criteria and be selected by their school’s multidisciplinary team.

To make a nomination, complete the Highly Capable Program Nomination Form available at www.eastmont206.org or at your student’s school. In order for a student to be considered for this program, nominations should be returned to the student’s school by September 30 of the current school year.

SCHOOLS

ELEMETARY

- Cascade
  - Mon: 9:25 – 3:10
  - Tu-F: 8:25 – 3:10
- Grant
  - Mon: 9:25 – 3:10
  - Tu-F: 8:25 – 3:10
- Kenroy
  - Mon: 9:25 – 3:10
  - Tu-F: 8:25 – 3:10
- Lee
  - Mon: 9:25 – 3:10
  - Tu-F: 8:25 – 3:10
- Rock Island
  - Mon: 9:25 – 3:10
  - Tu-F: 8:25 – 3:10
- Sterling
  - Mon: 9:25 – 3:10
  - Tu-F: 8:25 – 3:10

INTERMEDIATE

- Clovis Point
  - Mon: 9:00 – 2:45
  - Tu-F: 8:00 – 2:45
- Sterling
  - Mon: 8:55 – 2:40
  - Tu-F: 7:55 – 2:40

Grades 5 – 7th

- Eastmont Junior High
  - Mon: 8:45 – 2:30
  - Tu-F: 7:45 – 2:30

HIGH SCHOOL

- Eastmont High School
  - Mon: 8:45 – 2:30
  - Tu-F: 7:45 – 2:30

LATE START MONDAYS

http://www.eastmont206.org

Focus on SafeSchools
5 Questions With Coach Mike Don

Q: Can you provide a short background? I recall from the intro meeting at the end of school that you’re from Prosser originally. What years did you play, and where has your coaching career taken you?


Q: How long have you guys been back on the field and how is the squad looking for this season?

A: We started practice in early June and have gone to Wenatchee football camp in July. Our kids have also been involved in our strength and conditioning program all summer in preparation for the upcoming season. The kids look like they are getting better every day and that is all you can ask. Our coaching staff feels like we have good buy in and are excited for the upcoming season.

Q: Is there a coach or a player in professional or college or even high school ball (now or in the past) that you’d say you pattern your coaching style after?

A: I feel like I am a mixture of a lot of coaches but I have always tried to maintain my own personality. I have been very lucky to have worked with some great head football coaches in my past. My own high school football coaches was one of the all time greats in the history of this state and I was lucky to have the opportunity to learn from him. One thing I will always remember though was I was told from the beginning to not try and be someone else. I was told to coach to my personality or people would see through the fake. That is something I really try to maintain on a daily basis.

Q: What is your philosophy (as a coach and an educator) about coaching football? How do you approach motivating your players?

A: My philosophy is to out-compete everybody, every day, in every way. I feel like life itself is a competition and you have to make sure you are willing to outwork everyone else. If you are not working to be the best you can be then you are wasting your time and your talents. That is something I also try to emphasize with our athletes and coaches.

Q: And finally, what are your goals for this season?

A: Our goals for the season are to compete every day and get better. We want to be able to step on the field with anyone and compete at a high level regardless of the opponent.

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**STUDENT DRESS CODE**

Understanding modest, appropriate dress is fundamental to a student’s future employment success. In support of this transition from child to young adult, and in recognition of growing gender related behaviors and dress, the following attire related rules are in place beginning August 2015.

<table>
<thead>
<tr>
<th>Attire</th>
<th>Allowed</th>
<th>Not Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long pants including jeans</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Short shorts and underwear</td>
<td>N</td>
<td>A</td>
</tr>
<tr>
<td>Long sleeves must be longer than a quarter sleeve between underarms</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Shirts or sleeveless or shoulder less straps a minimum width of 2 inches</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>School apparel including the school logo</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Alcohol, drug, or weapon related words, art, or symbols</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Jewelry and piercings must be removed to participate in PE/athletic activities if required by teacher/coach.</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Grades 6-12 PE uniforms are required and will transition to be common colors and logos throughout the District</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Grades 10-12 PE uniforms are required and will be consistent with Eastmont colors of red and Columbia blue and to compete at a high level regardless of the opponent.</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>No jewelry or bare skin, other than earnings</td>
<td>A</td>
<td>A</td>
</tr>
</tbody>
</table>

a. Jewelry and piercings must be removed to participate in PE/athletic activities if required by coach/advisor.
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 will transition to be common colors and logos throughout the District starting in 2015-2016 with 6th grade and then moving one grade each year. PE uniforms will consist of red shorts, a red t-shirt, and grey sweatpants. Logos are not required, although any uniforms sold in the District will have only an Eastmont logo. PE teacher uniforms will be provided if requested by a parent.

d. Grades 10-12 PE uniforms are required and will be consistent with Eastmont colors of red and Columbia blue and to compete at a high level regardless of the opponent.

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 require 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.

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**SCHOOL SUPPLIES**

School supply lists can be found on the district website under “parents.”

**2015-2016 SCHOOL SUPPLIES**

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**TRANSPORTATION**

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**FOOD SERVICE**

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**TECHNOLOGY**

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**MAINTENANCE**

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**SPECIAL EDUCATION**

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**SPECIAL PROGRAMS**

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**SPECIALS**

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**SCHOOLS**

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**SPECIALS**

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**FACILITIES**

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**SPORTS**

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**SPECIALS**

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**FACILITIES**

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**SPORTS**

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**SPECIALS**

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