Walla Walla Public Schools
364 S. Park Street • Walla Walla, WA 99362 • (509) 527-3000 • www.wwps.org

BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
June 1, 2021
364 S Park St
Walla Walla, WA 99362

IMPORTANT MEETING NOTICE: The board of directors will be meeting in person for its scheduled regular meetings per the Governor's Phase 3 guidance. Members of the public who wish to attend the meeting may utilize the following methods:

- In Person: Pre-registration is required. Please visit the district's website for registration details: https://www.wwps.org/district/information/school-board/board-meeting-schedule
- Watch: https://www.youtube.com/user/wwpublicschools

Spanish Agenda / Agenda Español: https://www.wwps.org/district/information/school-board/board-meeting-schedule

I. **CALL TO ORDER:** *(5:30 p.m.) Mr. Sarley*
II. **FLAG SALUTE:** *Mrs. Ruth Ladderud, Board of Directors*
III. **ROLL CALL:**

Mr. Derek Sarley, President — Mrs. Terri Trick
Mrs. Ruth Ladderud, Vice President — Mr. Sam Wells
Mr. Eric Rindal

IV. **APPROVAL OF AGENDA:** *Mr. Sarley*
V. **CONSENT AGENDA:** *Mr. Sarley*

1. Personnel Report 2
2. Extracurricular Athletic Contracts 3
3. June 1 Accounts Payable and May Payroll 4
4. 2021-2022 Student Insurance 5
5. Regular Business Meeting Minutes of May 18, 2021 6

VI. **STUDY ITEMS:** *(5:35 p.m.) Mr. Sarley*

1. CEE/EES Data Review: *Dr. Wade Smith* 9
2. Budget Update: *Dr. Wade Smith & Mrs. Nancy Taylor* 73
3. High School Graduation Ceremonies Update: *Mr. Ron Higgins & Mr. Mike Kay* 75

VII. **ADJOURNMENT:** *(6:54 p.m.) Mr. Sarley*

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

Walla Walla Public Schools
Developing Washington's Most Sought-After Graduates

Human Resources
364 S. Park Street
Walla Walla, WA 99362
(509) 527-3000
www.wwps.org

PERSONNEL REPORT

June 1, 2021 – Board Meeting

Date: May 27, 2021

EMPLOYMENT

Certificated:
Jennifer Aceves, Third Grade Dual Language Teacher (2021-22 School Year), Edison Elementary School
Robin Brown, Math Teacher (2021-22 School Year), Garrison Middle School
Itsel Corona Madrigal, Counselor (2021-22 School Year), TBD
David Cress Solis, Teacher (2021-22 School Year), Berney Elementary School
Rachel Eng, Preschool Special Education Teacher (2021-22 School Year), WWCCF
Dakotah Fryatt, Math Teacher (2021-22 School Year), Pioneer Middle School
Brendan King, CTE Skilled and Technical Services/STEM Teacher (2021-22 School Year), Walla Walla High School
Amanda Meyer, Math Teacher (2021-22 School Year), Walla Walla high School
Katie Mirkovich, Teacher (2021-22 School Year), Green Park Elementary School
Brandell (Brandy) Ross, LAP Teacher (2021-22 School Year), Edison Elementary School

Classified:
Lizeth Espana, Head Start Associate Teacher (2021-22 School Year), WWCCF
Helen Freer, Head Start Associate Teacher (2021-22 School Year), WWCCF

RESIGNATION/RETIREMENT

Certificated:
Kimberly Butenhoff, Psychologist, Special Education, 29 years
Anne Schulz, Math Teacher, Walla Walla High School, 9 years

Classified:
Stephanie Huse, Para-Educator, Berney Elementary School, 2 years
Melito Ramirez, Intervention Specialist, Walla Walla High School, 22 years
Danelly Salgado, Para-Educator, Edison Elementary School, 5 years

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EXTRA-CURRICULAR ATHLETIC CONTRACTS 2020-2021

Name	School	Assignment
Ruben Garanzuay	Garrison Middle School	Track Asst.

WARRANT SUMMARY

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of June 1, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
6/1/2021	202298	Through	202427	$ 376,409.63
6/1/2021	202100275	Wire Transfer	202100281	$ 365.80
		Capital Projects		
6/1/2021	200119	Through	200125	$ 3,450,735.52
		ASB		
6/1/2021	200081	Through	200093	$ 11,145.75
6/1/2021	202100282	Wire Transfer	202100283	$ 84.74
		Transportation Vehicle		
		Through		
		Payroll		
5/28/2021	202253	Through	202297	$ 2,051,429.91
5/28/2021	1401049	Wire Transfer	1401070	$ 2,995,581.42
5/28/2021	N/A	Payroll Taxes	N/A	$ 1,009,026.08

TOTAL: $ 9,894,778.85

SCHOOL BOARD PRESIDENT:

Mr. Derek Sarley

SECRETARY TO THE BOARD:

Dr. Wade Smith, Superintendent

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Business Office
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Walla Walla, WA 99362
(509) 527-3000
www.wwps.org

TO: Dr. Wade Smith - Superintendent

FROM: Nancy Taylor – Director of Fiscal Services DS MT

DATE: May 17, 2021

RE: Student Accident Insurance

David Borth from McDonald Zaring Insurance notified me that the rates and coverage for the 2021-2022 student accident plans from Myers-Stevens & Toohey & Co., Inc. will remain the same as the 2020-2021 school year.

For many years, we have worked with Myers-Stevens & Toohey & Co., Inc. for our student accident insurance plans. I am satisfied with services provided to students and their families. It is my recommendation that we continue to offer the plans available from Myers-Stevens & Toohey & Co., Inc. for the 2021-2022 school year.

NT/mg

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
May 18, 2021
Edison Elementary School / 1315 E. Alder St., Walla Walla, WA

PRESENT

BOARD OF EDUCATION
Mr. Derek Sarley, President
Mrs. Ruth Ladderud, Vice President
Mr. Eric Rindal
Mrs. Terri Trick

ADMINISTRATORS
Dr. Wade Smith, Superintendent
Mr. Chris Gardea, Assistant Superintendent
Mrs. Nancy Taylor, Director of Fiscal Services

STUDENT REPRESENTATIVE
Ms. Jaden Bergevin, WaHi

AUDIENCE
Including board members, administrators and guests, approximately 65 were in attendance.

I. CALL TO ORDER
The meeting was called to order in the Edison Elementary School gym at 5:30 p.m. by President Mr. Derek Sarley.

II. FLAG SALUTE
The flag salute and pledge of allegiance was led by Mrs. Terri Trick, Board of Directors.

III. ROLL CALL
All board members were present.

IV. APPROVAL OF AGENDA
Mrs. Trick moved and Mr. Rindal seconded approval of the agenda as presented. Mrs. Ladderud moved to amend the agenda by moving the CITIZENS' COMMENTS portion of the agenda to take place after the REPORTS section; Mr. Rindal seconded the amended motion; the motion carried unanimously.

V. CONSENT AGENDA
Mrs. Ladderud moved and Mr. Rindal seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) May 18 accounts payable; 4) April financial report; 5) resolution 04-2021 cancellation of outstanding warrants; 6) head start grant renewal; 7) middle school and high school world language curriculum adoption; 8) excused absence for director Mr. Wells; and 9) regular study meeting minutes of May 4, 2021. The motion carried unanimously.

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VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

Partners in Learning Proclamation: Dr. Smith announced Walla Walla Public Schools has proclaimed May as Partners in Learning Month to recognize the individuals, businesses, organizations and agencies who partner with the district throughout the year to support our students; and read a proclamation created in honor of Partners in Learning Month.

Partners of the Year Recognition: Dr. Smith and Mr. Sarley recognized the Walla Walla Public Schools' 2020-2021 Partners of the Year: Blue Mountain Community Church, Camp Fire of Walla Walla, Care-A-Lot Daycare and Preschool Center, Little Angel's Bio-Dome Daycare & Preschool, Providence St. Mary Medical Center, Teacher Katie's Preschool and YMCA of Walla Walla.

VII. COMMUNICATIONS

VII. REPORTS

Student Representative Report: Student Representative Ms. Jaden Bergevin reported on student activities at Walla Walla High School. Mr. Sarley presented Ms. Bergevin with a recognition plaque for serving as 2020-2021 student representative to the school board.

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting appreciation for those in attendance being present and addressing the board.

Superintendent's Report: Dr. Smith congratulated Walla Walla High School Intervention Specialist Mr. Melito Ramirez for being awarded the first national Recognizing Inspiring School Employees (RISE) Award by the U.S. Department of Education and shared an amazing video of Mr. Ramirez receiving the award. Dr. Smith provided a bond project update and noted May enrollment is 5448 FTE.

Monthly Financial Dashboard Report: Mrs. Taylor provided a review of revenues, expenditures and ending fund balance.

CEE Data Review: Mr. Erich Bolz, from the Center for Educational Effectiveness, briefed school board members on this year's Educational Effectiveness Survey results representing students in grades 4-12. This anonymous survey tool is used annually to help the district better serve parents, students and faculty.

Budget Update: Dr. Smith and Mrs. Taylor updated school board members on the development of the 2021-2022 General Fund Budget.

Academic and Student Well-Being Recovery Plan: Dr. Smith reviewed the proposed district plan for prioritizing federal pandemic relief funding to support academic acceleration and social/emotional supports for students.

Policies 1st Reading: Dr. Smith presented the following policies for first reading.

1430 - Audience Participation
3122 - Excused & Unexcused Absences
6000 - Program Planning, Budget Preparation, Adoption and Implementation
6230 - Relations with Vendors

IX. CITIZENS' COMMENTS

President Sarley read the citizens' comment guidelines as posted to the meeting agenda.
Public comment was received on: harmful effects of mask wearing; Critical Race Theory; drinking fountains needing to be turned on; equity; summer reading materials and the book "Tangerine"; Senate Bill 5044 concerning professional learning, equity, cultural competency, and dismantling institutional racism in the public school system; concerns of classroom instruction; and gratitude for teachers in Walla Walla Public Schools.

X. ACTION ITEMS

Resolution 05-2021 Academic and Student Well-Being Plan: Mrs. Ladderud moved and Mrs. Trick seconded approval of Resolution 05-2021 Academic and Student Well-Being Plan as presented; the motion carried unanimously.

XI. ADJOURNMENT

President Sarley declared the meeting adjourned at 7:27 p.m.

Minutes to be presented for board approval on June 1, 2021.

APPROVED:

Dr. Wade Smith, Superintendent
and Secretary of the Board
- Mrs. Susie Golden, Recorder

Mr. Derek Sarley
School Board President

Educational Effectiveness Survey™

The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Staff edition

V11

Walla Walla Public Schools

April 2021

N=419

Better Data. Better Decisions. Better Schools.

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The Center for Educational Effectiveness

The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

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www.effectiveness.org

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Introduction

EES Staff Survey Research Framework

The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)—a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

This report contains results from the survey you recently administered.

Survey Question Structure
Staff are asked to identify their position when they begin the survey. Instructional staff are shown all questions in the survey while non-instructional staff are shown a subset that omits instructional practice questions. This allows for deeper analysis of the survey data.

Readiness for Change
This is the starting point for interpreting your EES Staff data. CEE's research into staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

9 Characteristics of High-Performing Schools
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.

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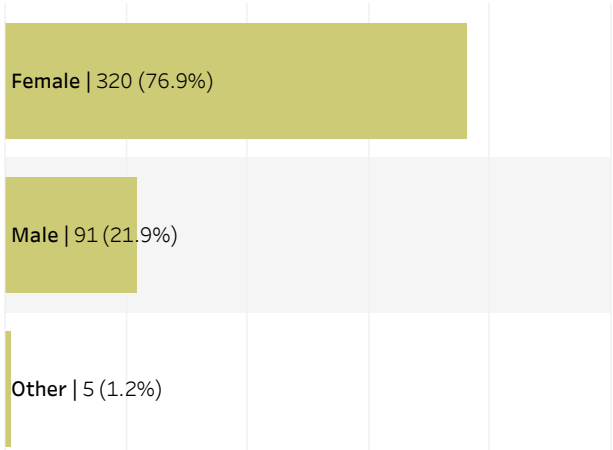
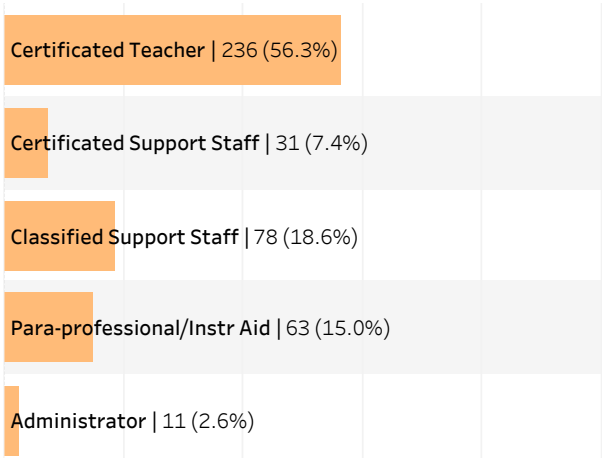
Demographics

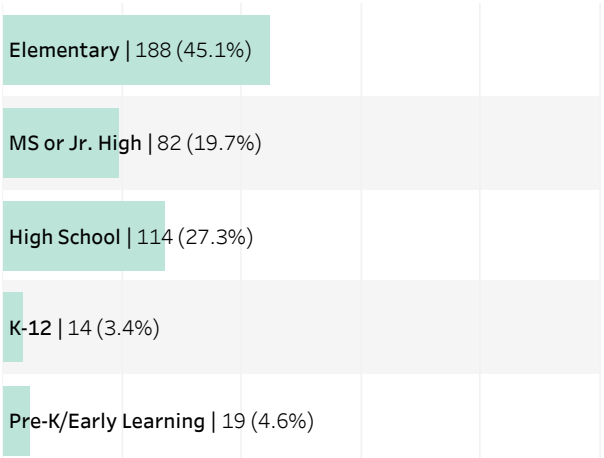
Gender



Position



Level



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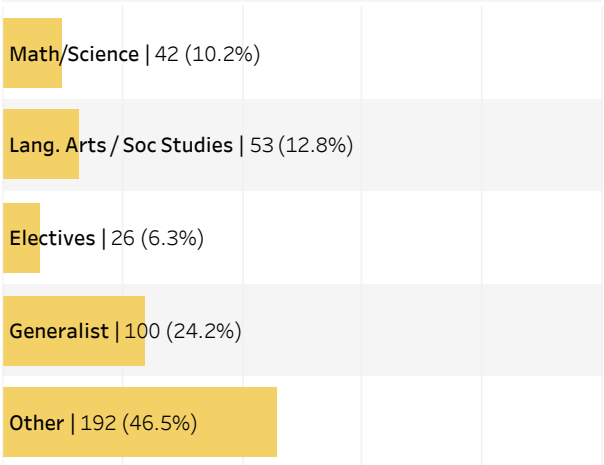
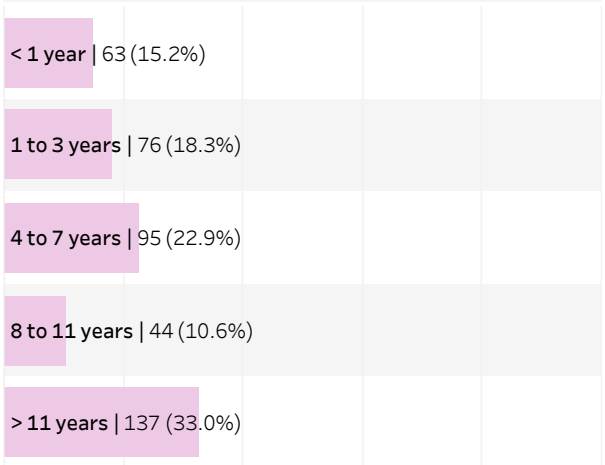
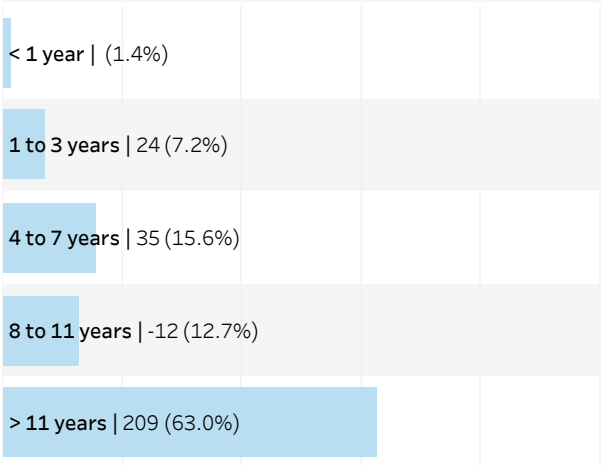
Department



School-Yrs of Service



Education-Yrs of Service



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Survey Engagement—Lowest Response Rate

All Staff | N=419	
I am aware that I have implicit biases	82%
My colleagues are aware they have implicit biases	82%
Our school has specific goals around reducing disproportionalities	82%
School leaders demonstrate ownership of the collective vision for equity	82%
Supports are provided allowing all students to access more rigorous courses and content	82%
The school partners with diverse community assets	82%
This school creates multiple cultural experiences between students and the community	82%
A proportional amount of students of color, low income and students with disabilities are included in the ..	82%
Our school responds to disproportionality data to improve equity	82%
Our teachers engage in professional development activities to learn about equity	82%
The school's curriculum supports cultural proficiency by including the contributions of different racial an..	82%
Having a School Resource Officer (Walla Walla County Deputy Sheriff) on campus makes me feel safer at ..	93%

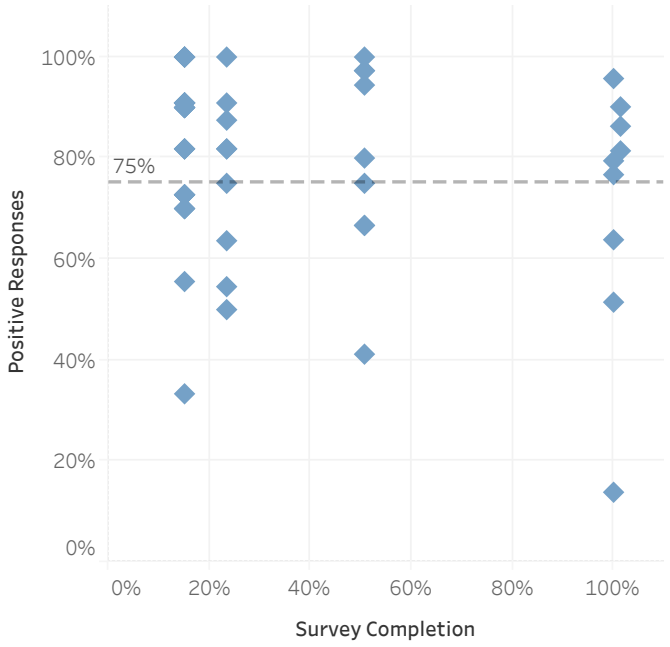
Instructional Staff | N=341	
I am aware that I have implicit biases	85%
Our teachers engage in professional development activities to learn about equity	85%
A proportional amount of students of color, low income and students with disabilities are included in the ..	85%
My colleagues are aware they have implicit biases	85%
Our school has specific goals around reducing disproportionalities	85%
Our school responds to disproportionality data to improve equity	85%
School leaders demonstrate ownership of the collective vision for equity	85%
Supports are provided allowing all students to access more rigorous courses and content	85%
This school creates multiple cultural experiences between students and the community	85%
The school partners with diverse community assets	85%
The school's curriculum supports cultural proficiency by including the contributions of different racial an..	85%

Measuring Survey Engagement

The questions on the left have the lowest response rates. The number of questions each respondent was shown will vary depending on the position they indicated at the beginning of the survey.

Instructional staff are shown all questions in the survey while non-instructional staff are shown a subset that omits questions not pertinent to their job assignment. The percentage answered for each question is calculated with an N count depending on whether it was a question answered by All Staff or Instructional Staff only.

The scatterplot below displays each survey respondent, the percent of total questions they answered, and the average percent positive.



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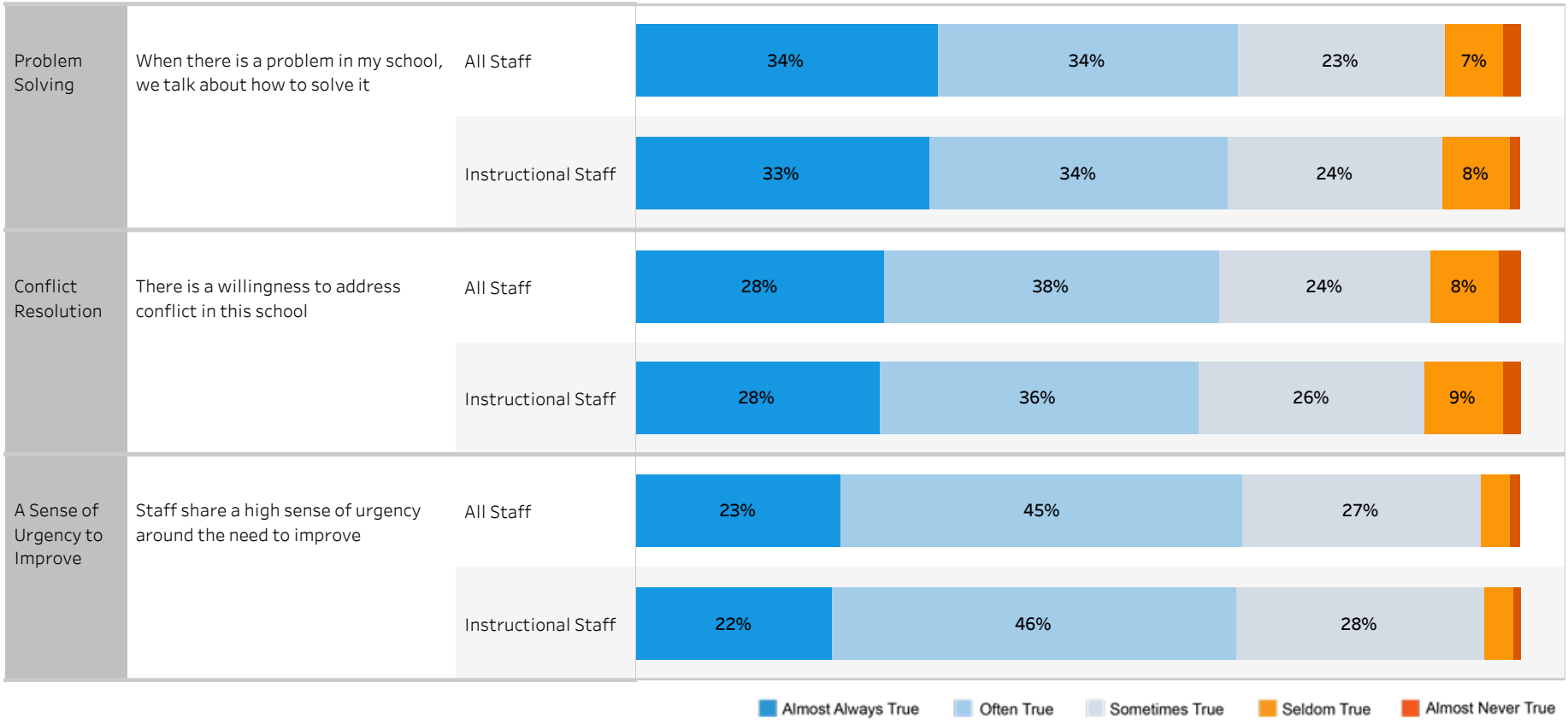
Readiness for Change

The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those issues to successfully navigate and sustain change. The data contained within the EES will allow conversations about those and other issues to begin by using "the staff voice."

You will find these data and the rest of the "readiness for change" data in the following report section.



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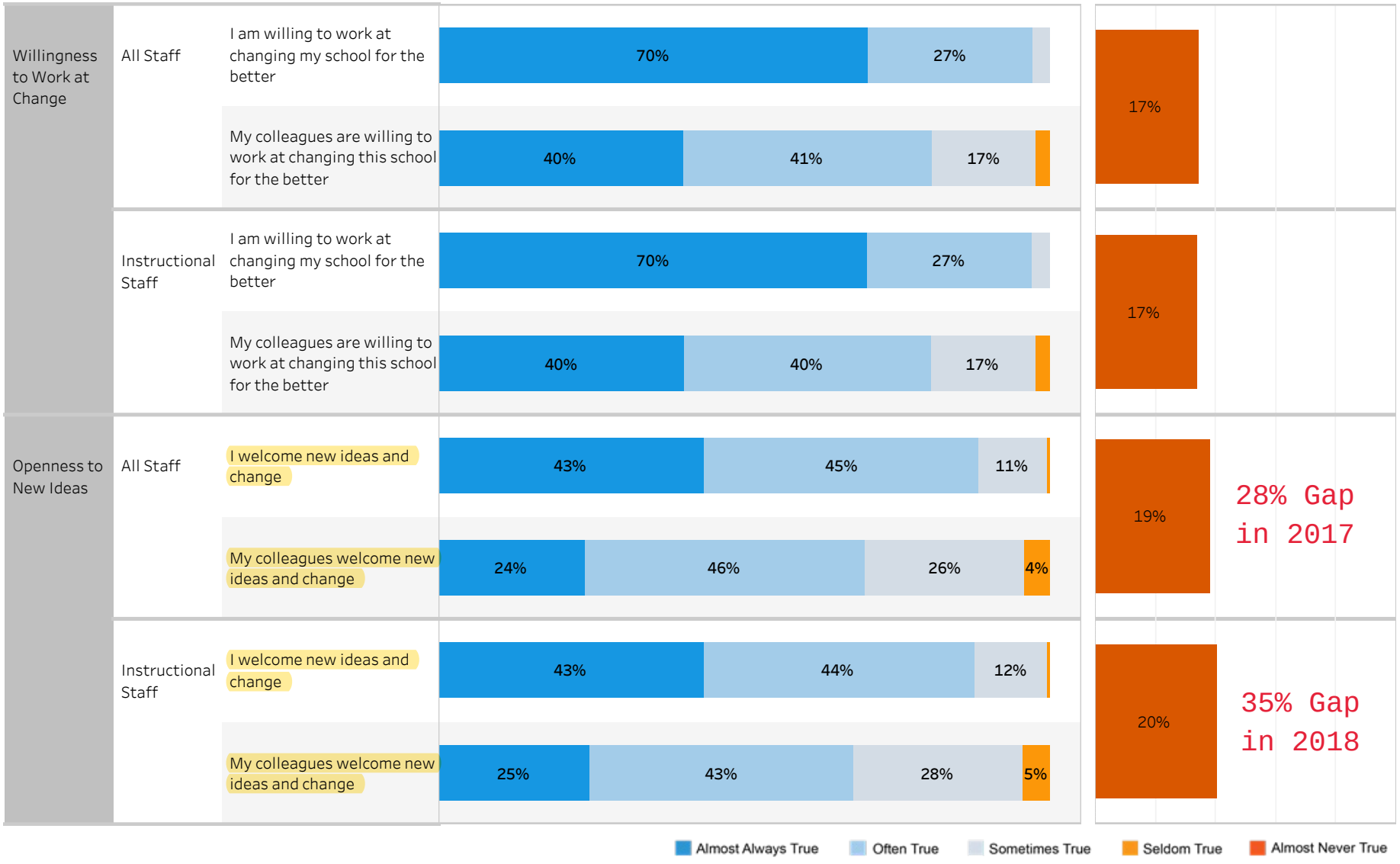
Readiness for Change—I vs. They Perspectives

Walla Walla Public Schools

Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?



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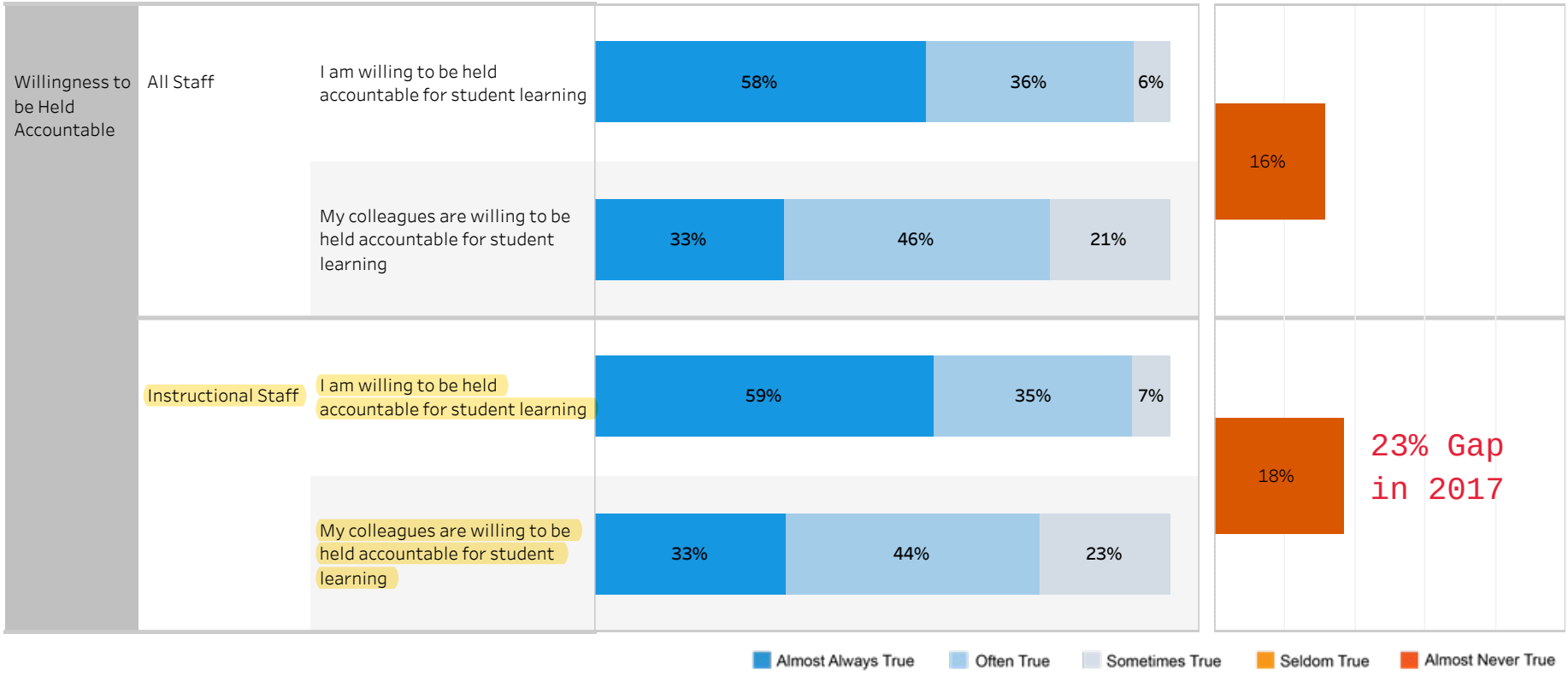
Readiness for Change—I vs. They Perspectives

Walla Walla Public Schools

Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?



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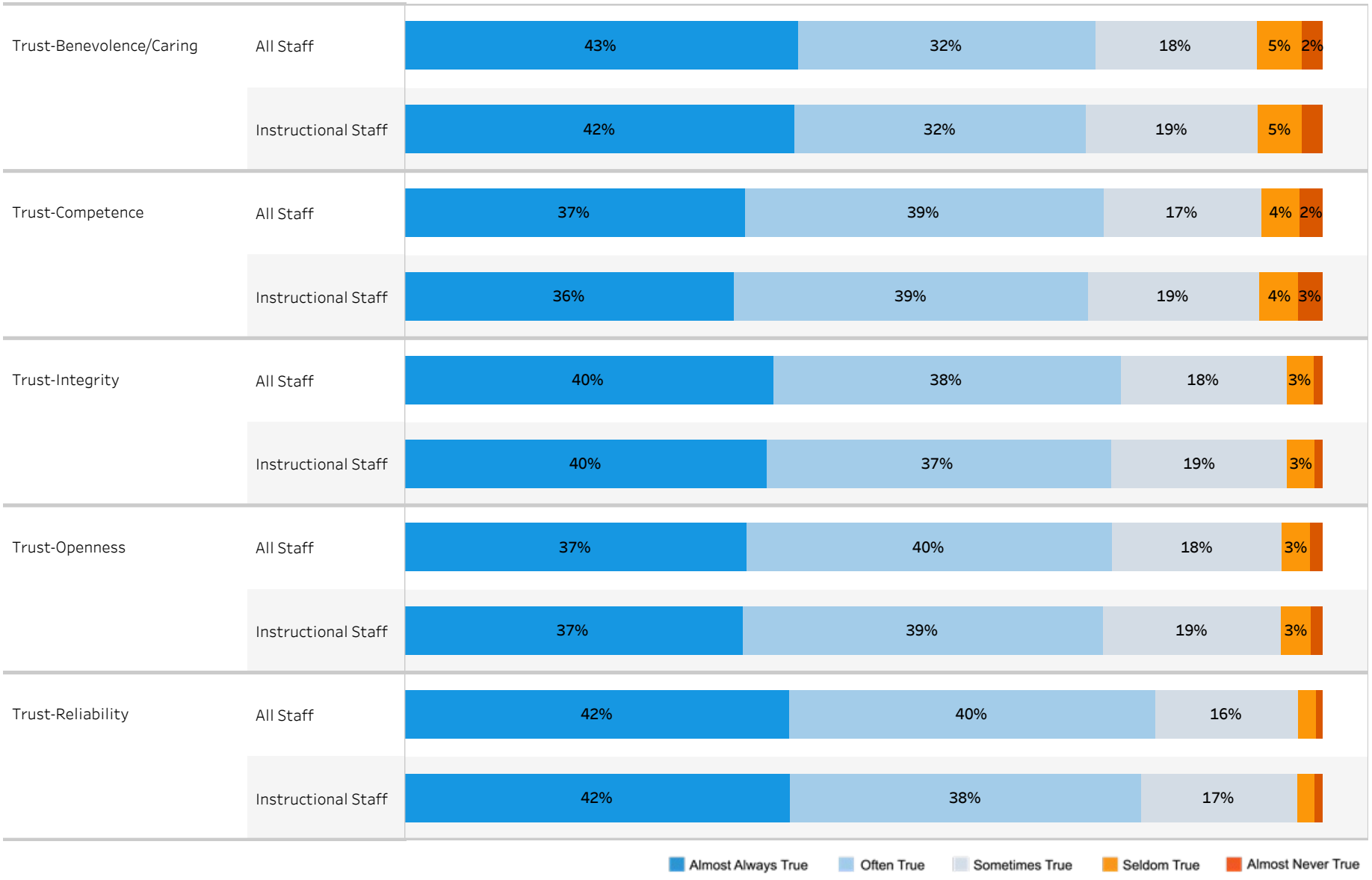
Organizational Trust



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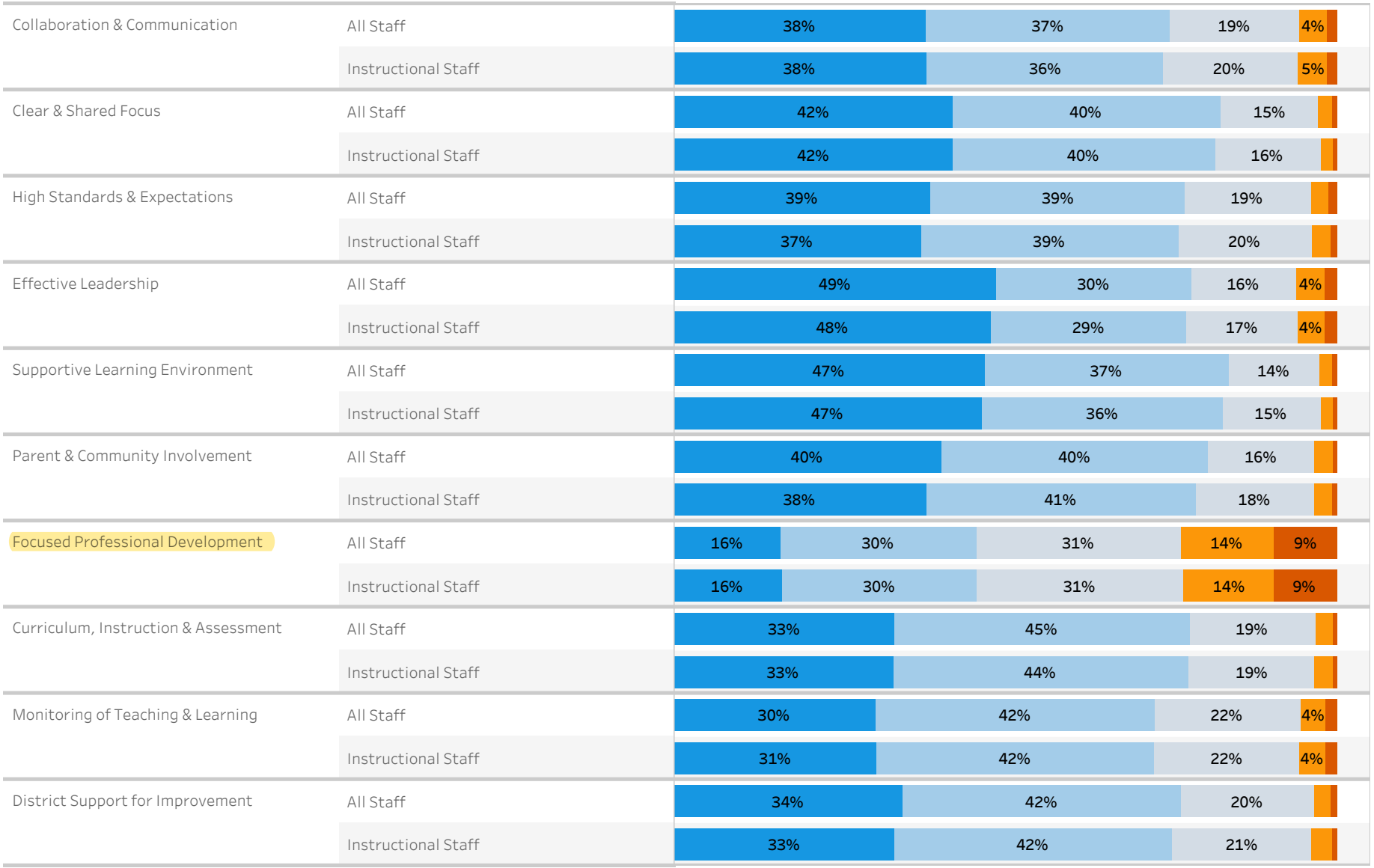
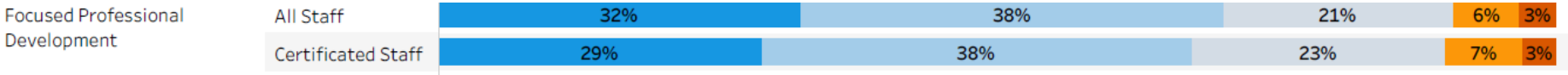
9 Characteristics of High-Performing Schools

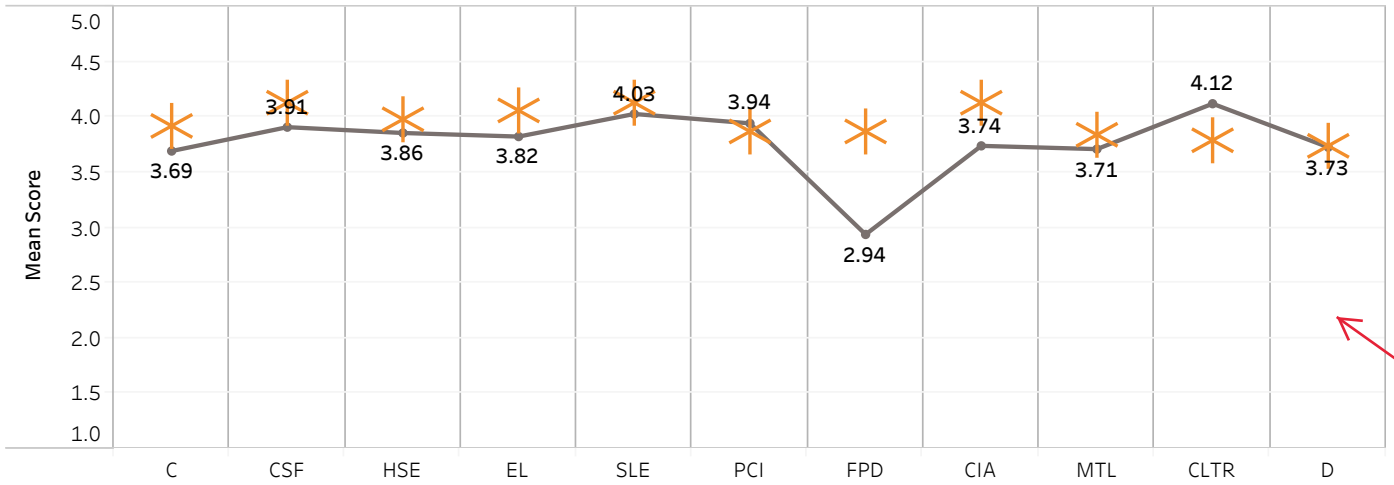
Walla Walla Public Schools



2019-20



Comparison - **Mean Scores**

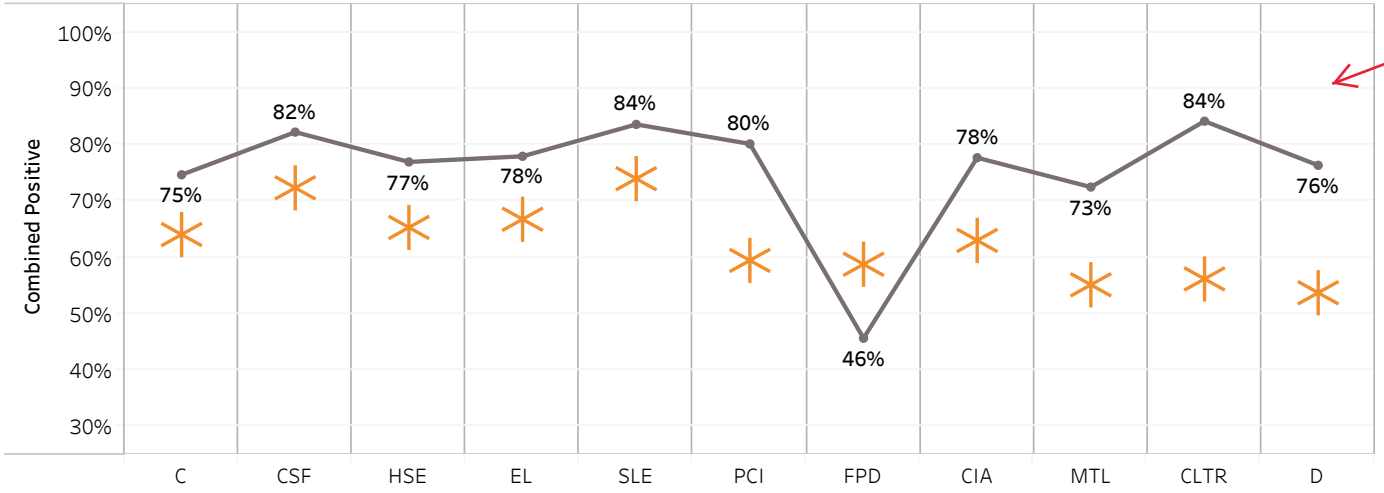


How does your school compare to:

- Nationwide Schools
- Your School or District

Note apples to oranges comparison (WWPS post pandemic v nationwide pre pandemic.

Comparison - **Percent Positive**



Characteristics

C — Collaboration & Communication
CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment
PCI — Parent & Community Involvement
FPD — Focused Professional Development
CIA — Curriculum, Instruction & Assessment
MTL — Monitoring of Teaching & Learning
CLTR — Cultural Responsiveness
D — District Support for Improvement

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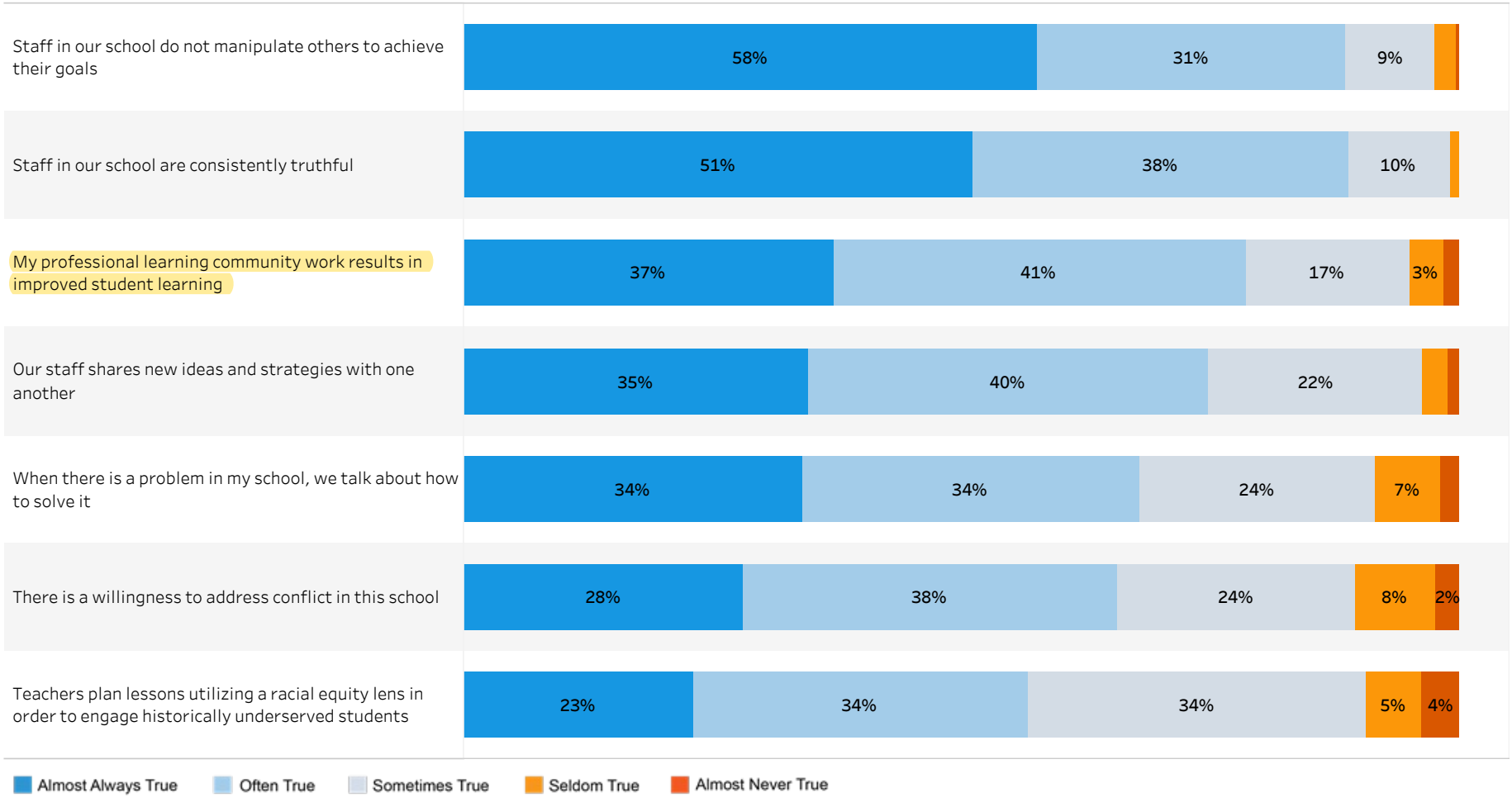
High Levels of Collaboration and Communication

Walla Walla Public Schools



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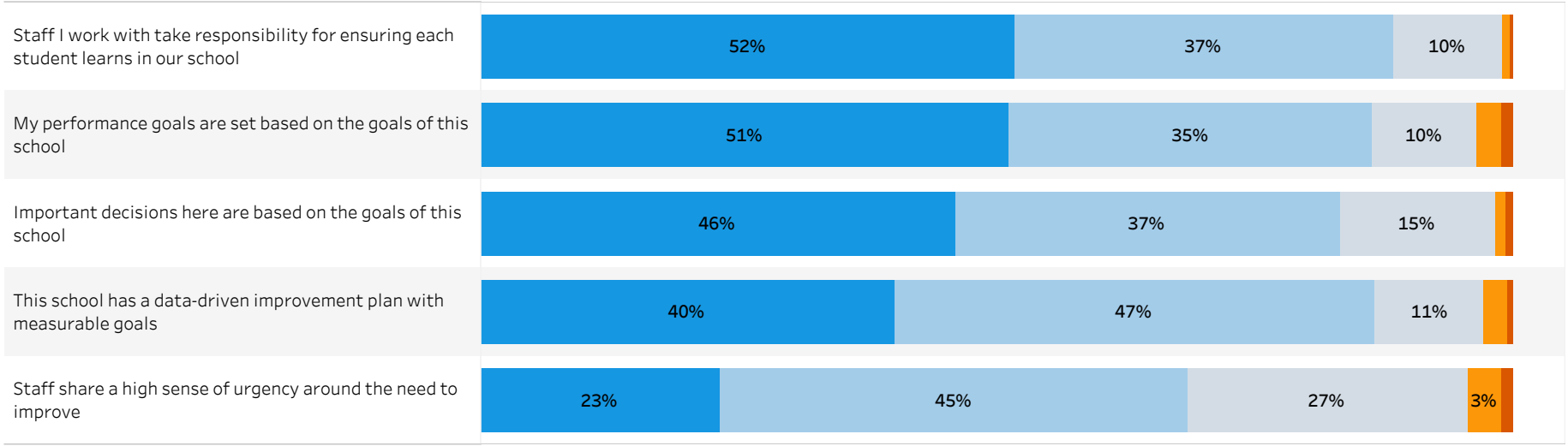
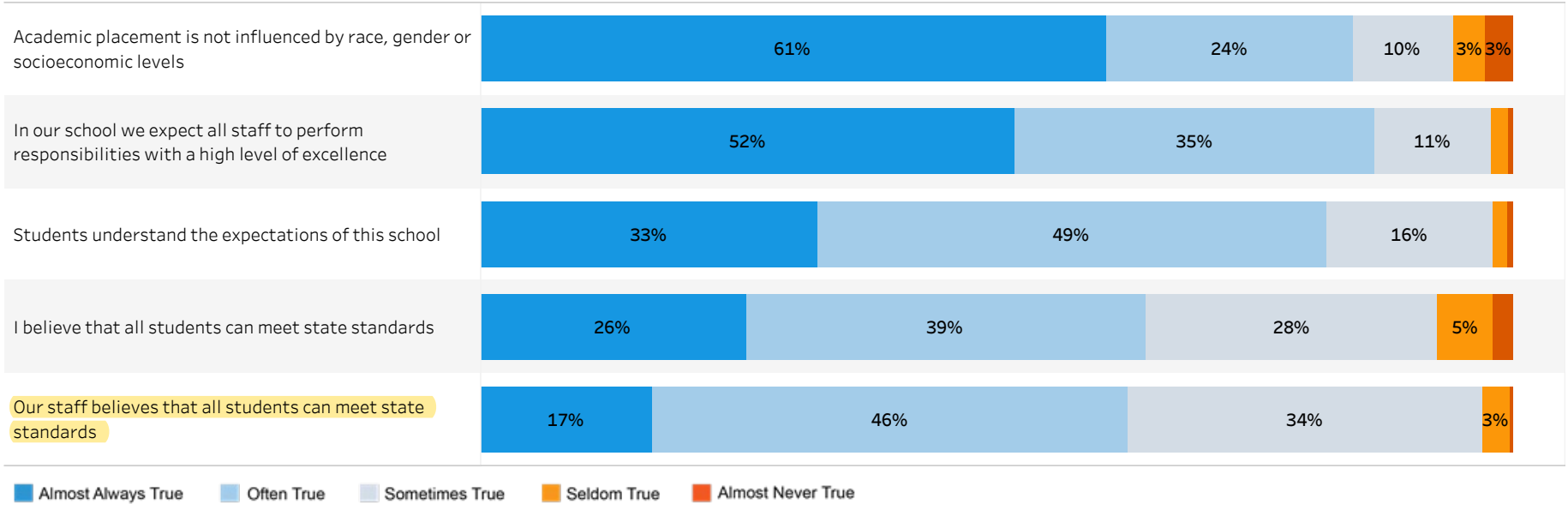
Clear and Shared Focus



High Standards and Expectations



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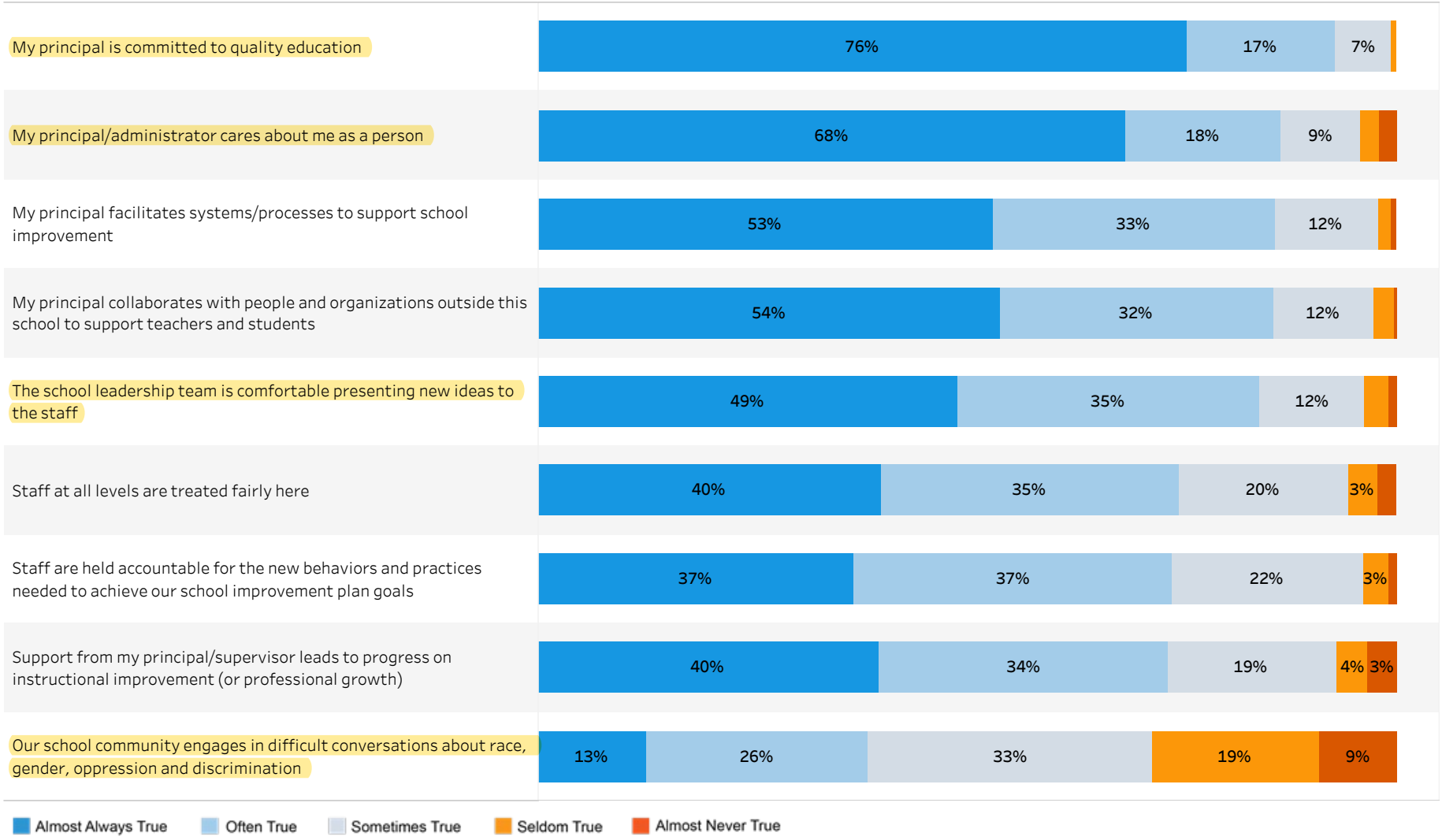
Effective Leadership

Walla Walla Public Schools



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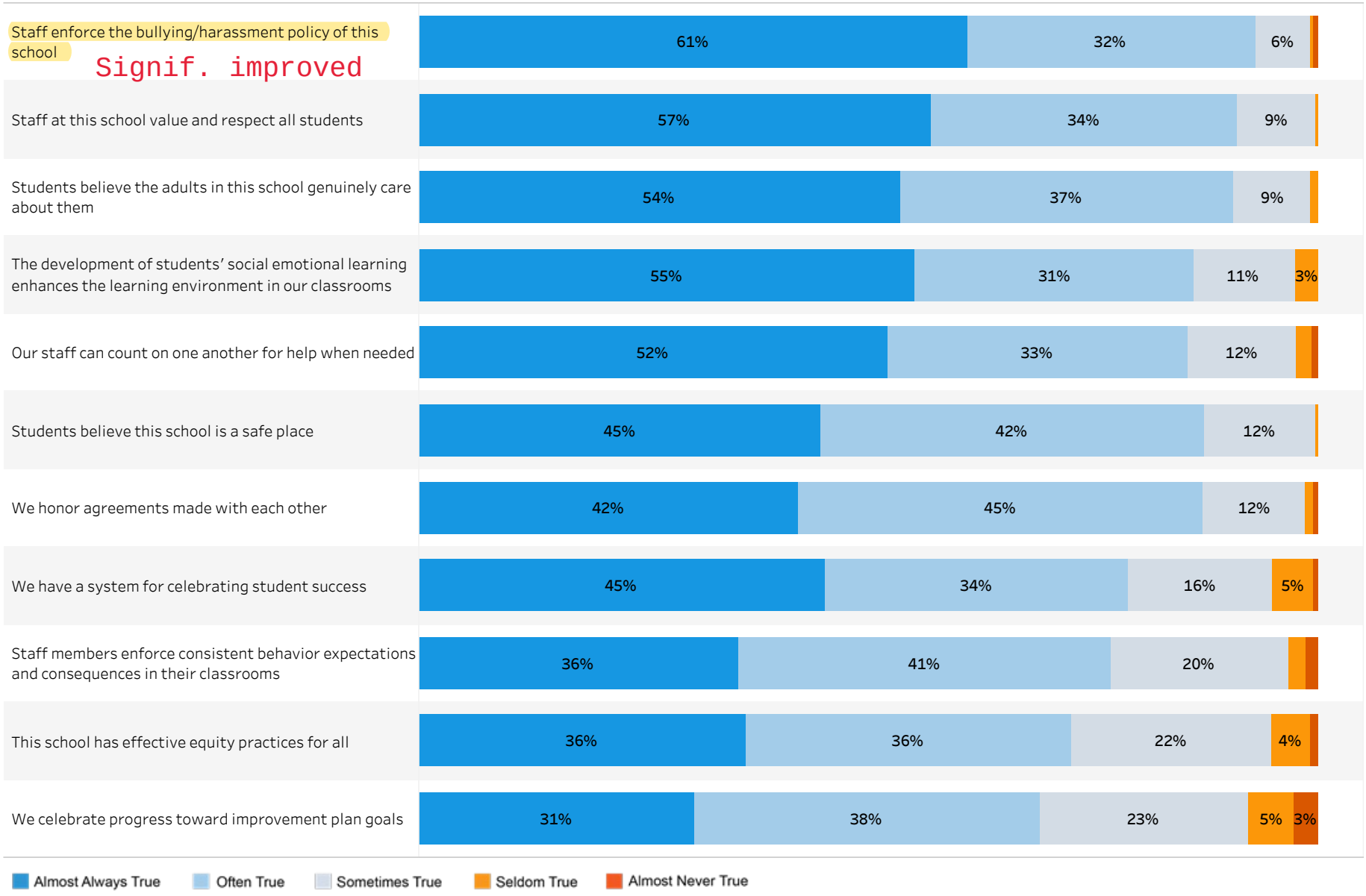
Supportive Learning Environment

Walla Walla Public Schools



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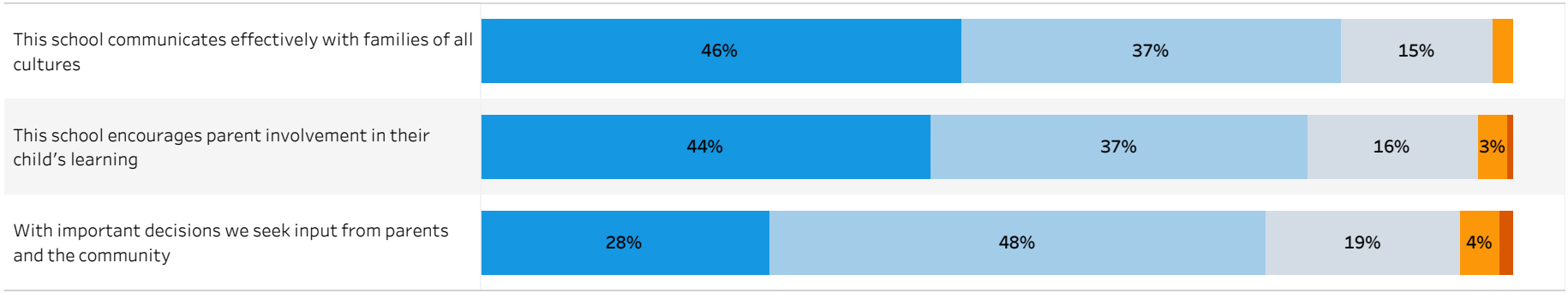
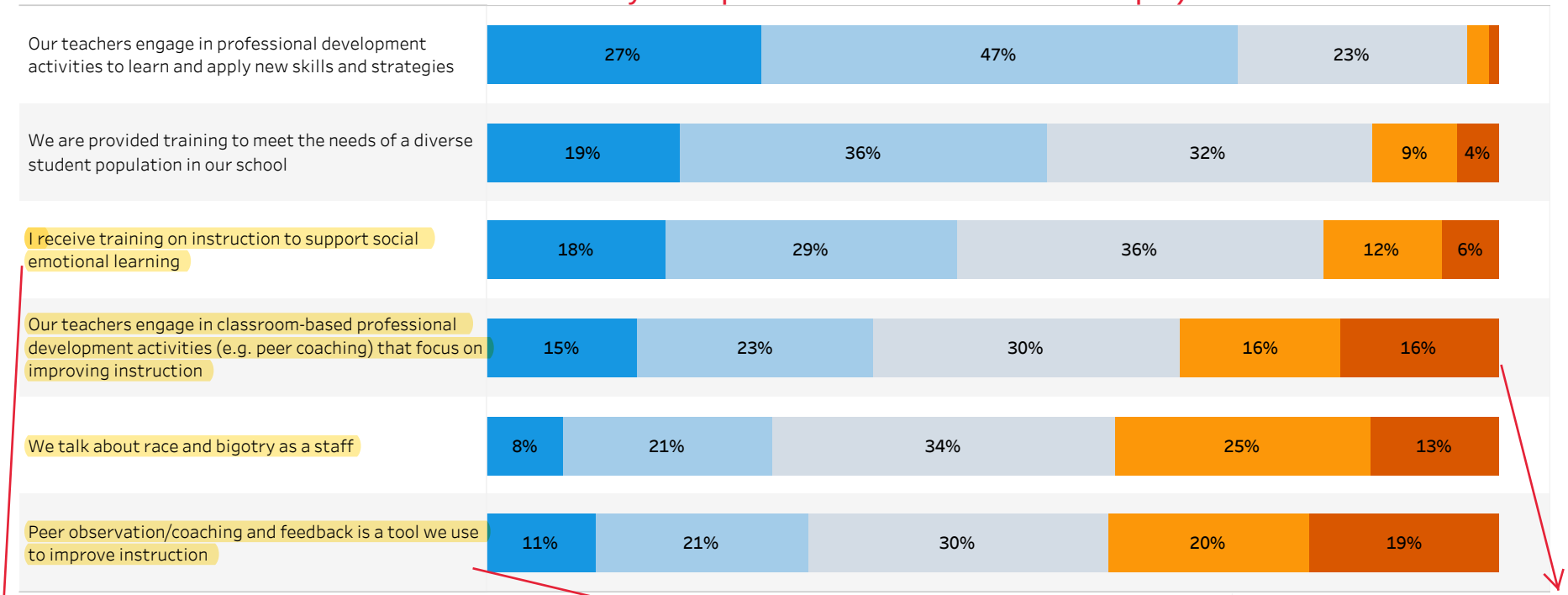
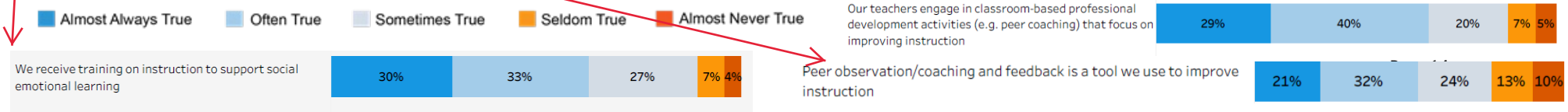
Parent and Community Involvement



Focused Professional Development

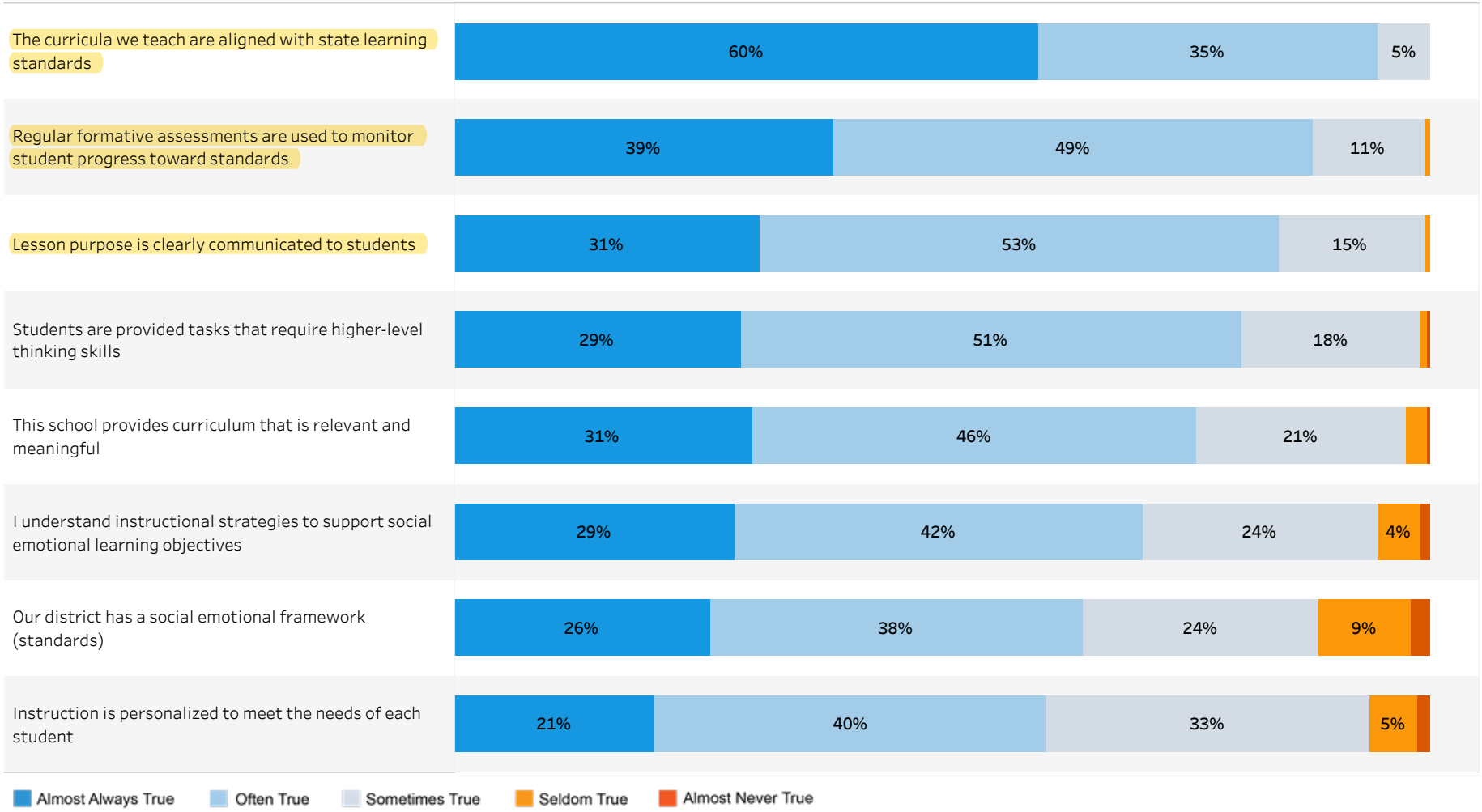
(Large dip from prior year due to pandemic imapct on ability to provide/convene staff pd)





High Quality Curriculum, Instruction, and Assessment

Walla Walla Public Schools



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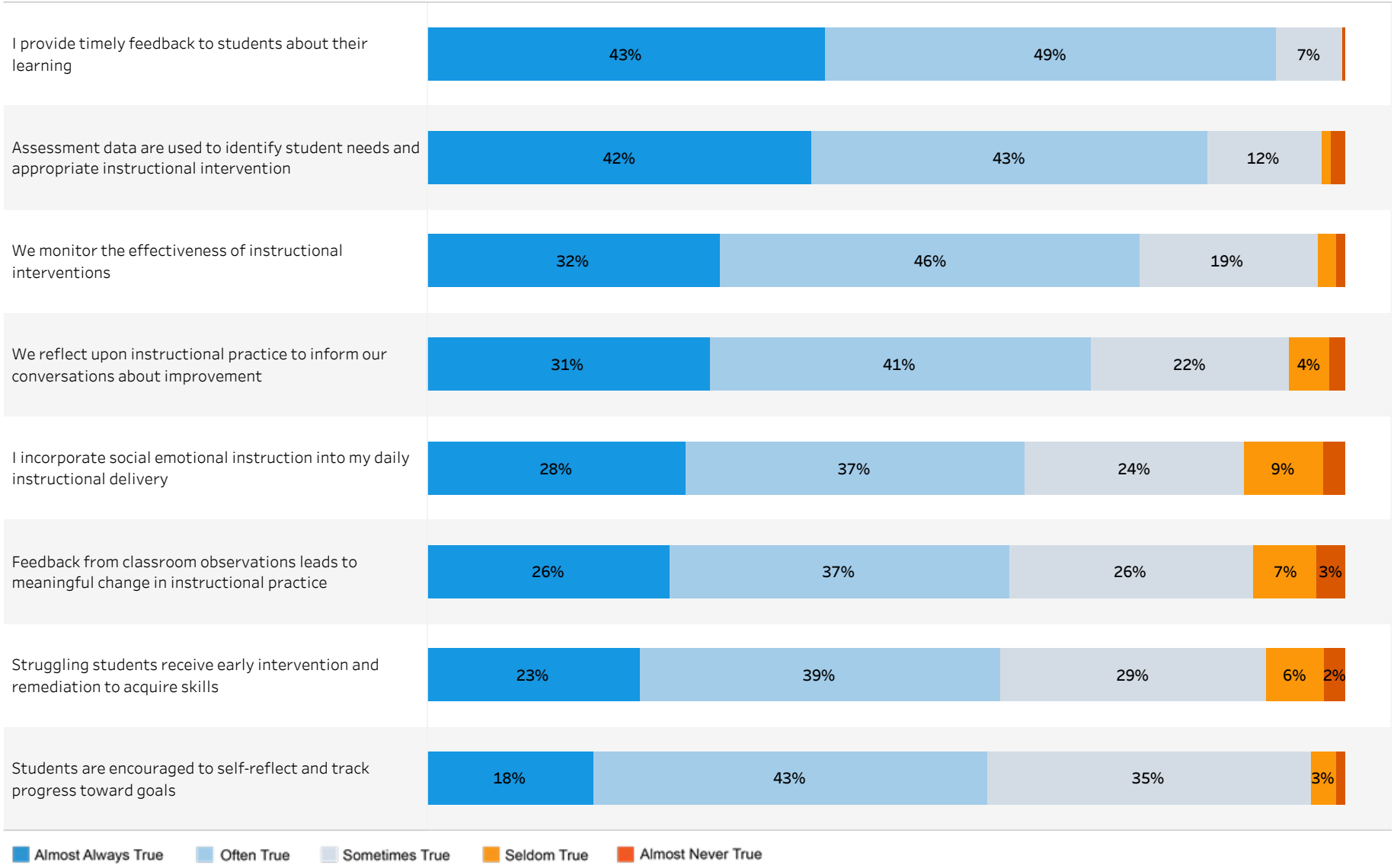
Frequent Monitoring of Teaching and Learning

Walla Walla Public Schools



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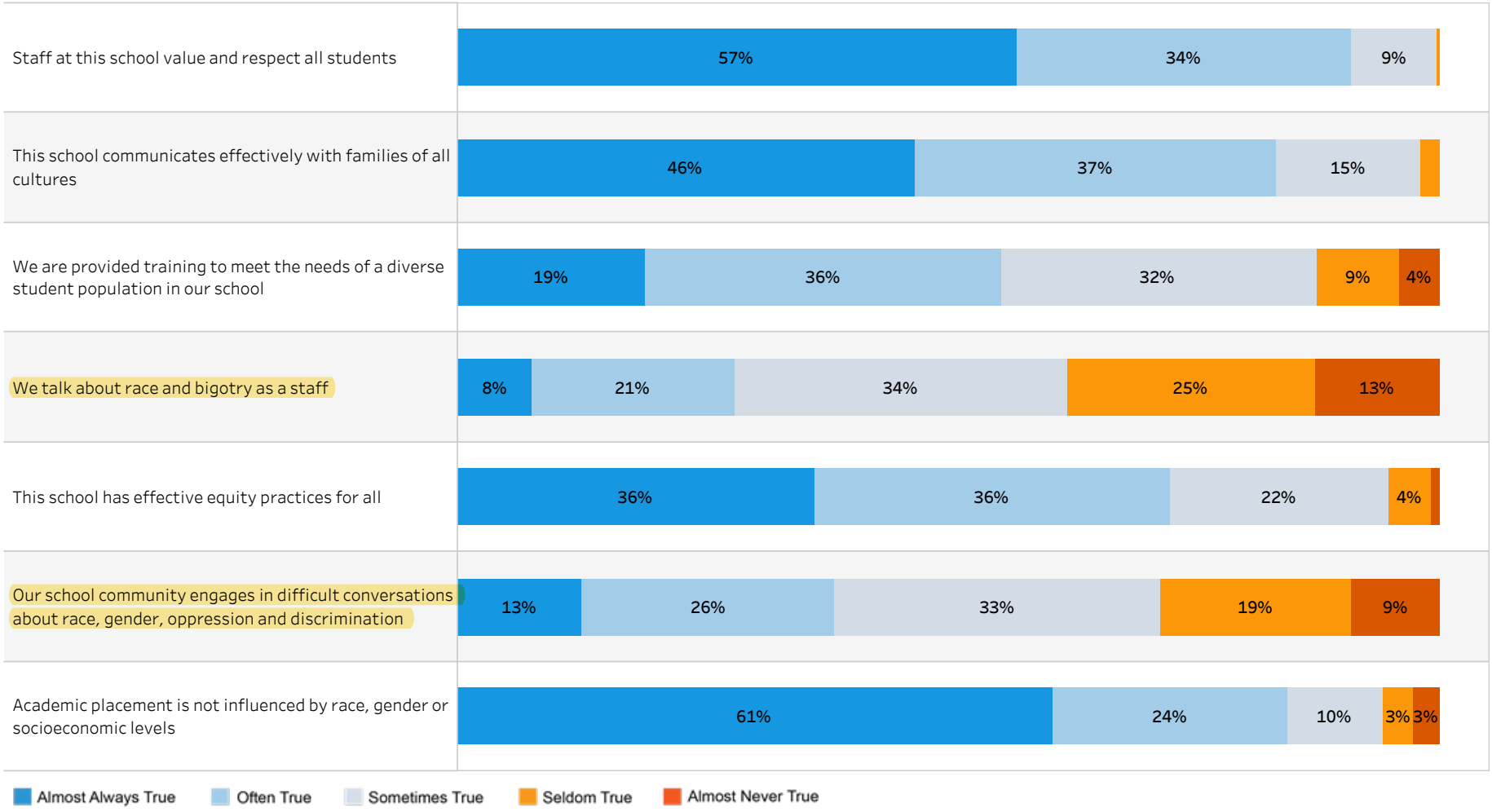
Cultural Responsiveness

Walla Walla Public Schools



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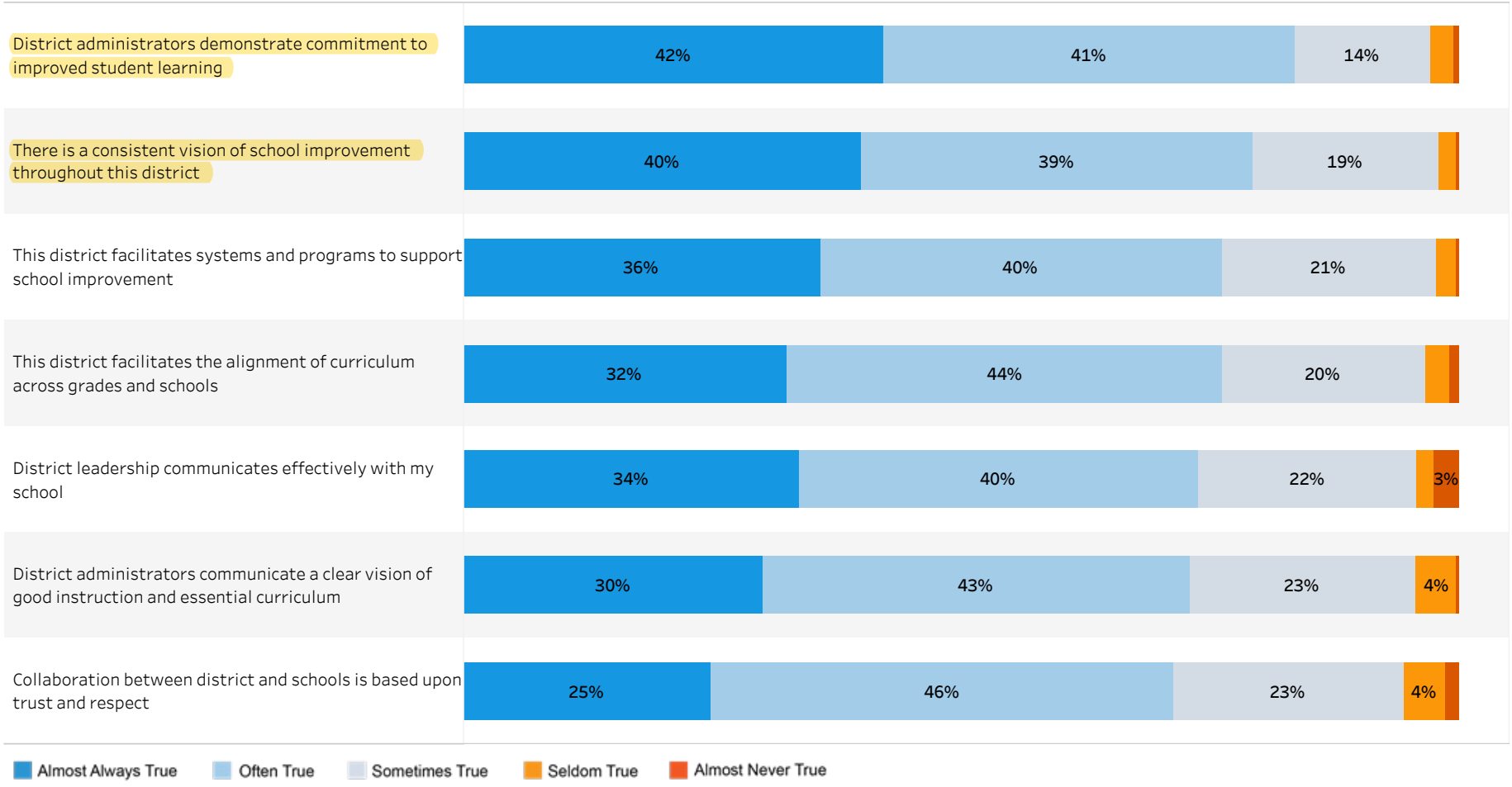
District Support for Improvement

Significantly improved across the board over 2017 Results

Walla Walla Public Schools



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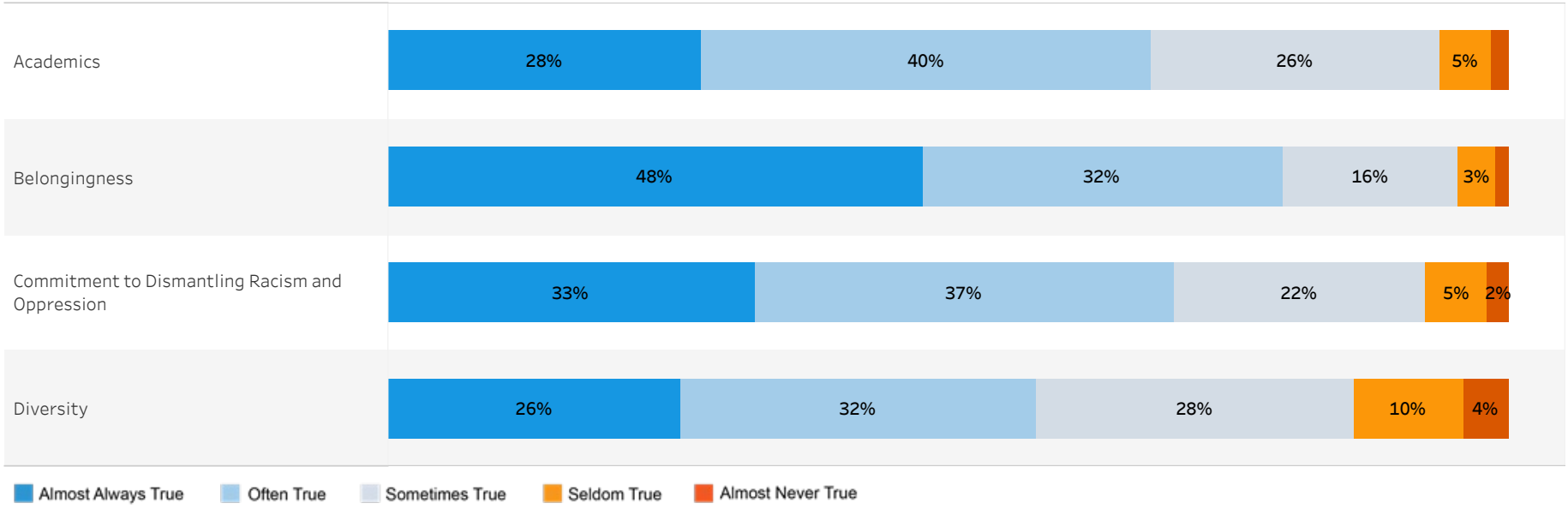
Educational Effectiveness Survey™

Diversity, Equity and Inclusion Module

The Center for Educational Effectiveness

Walla Walla Public Schools



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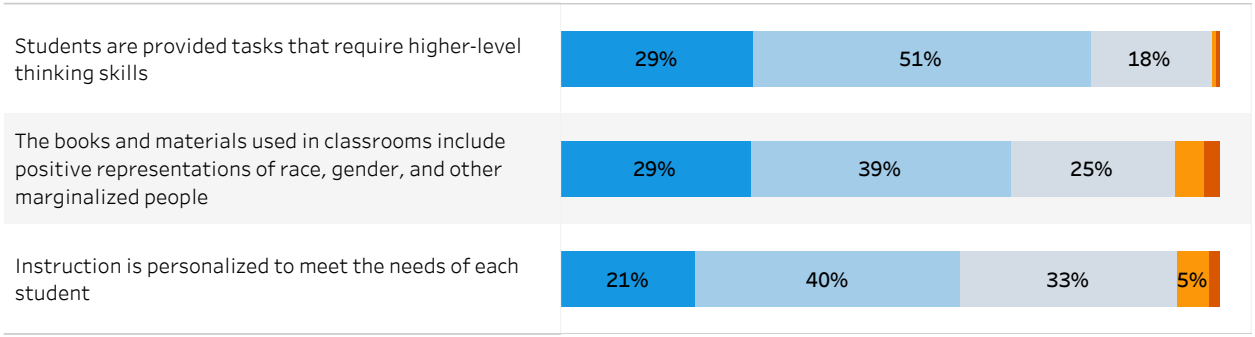
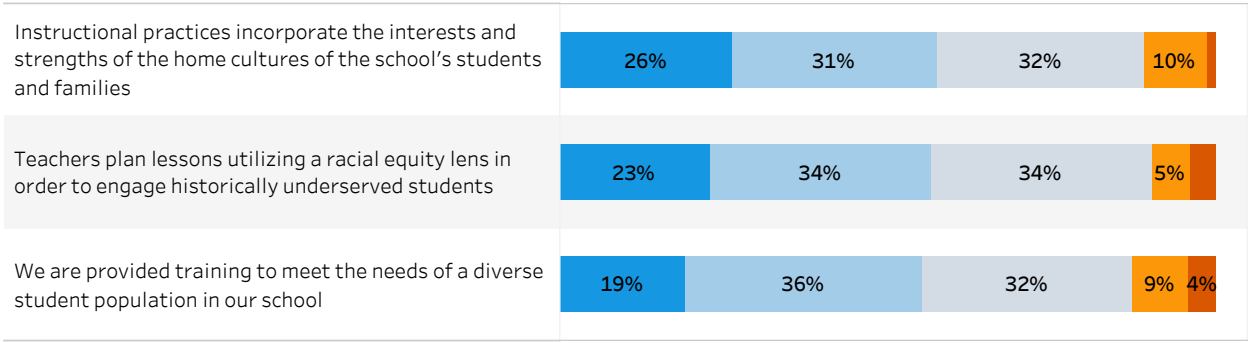
Academics

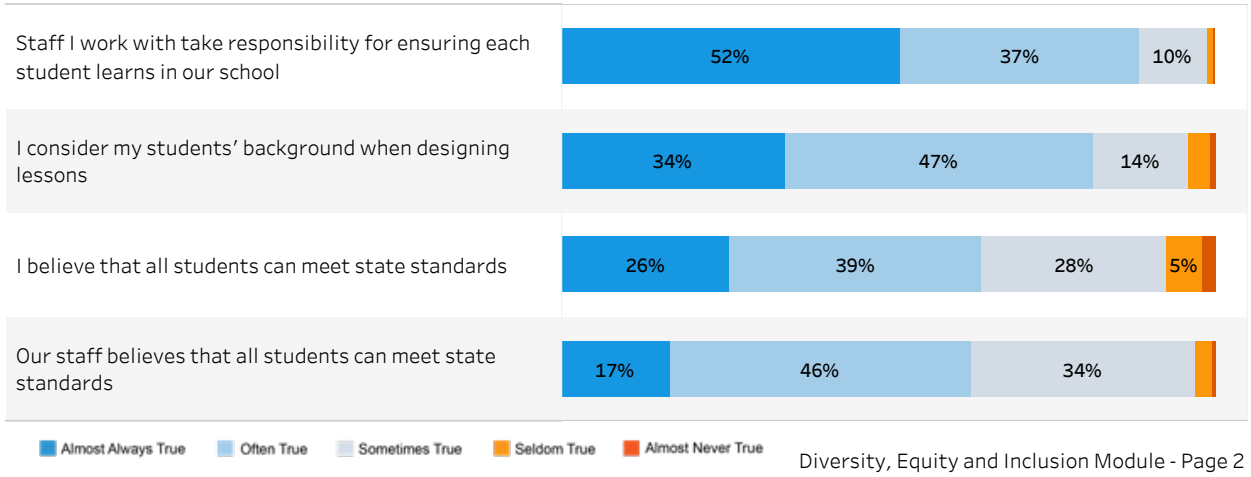
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.



Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.



Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.



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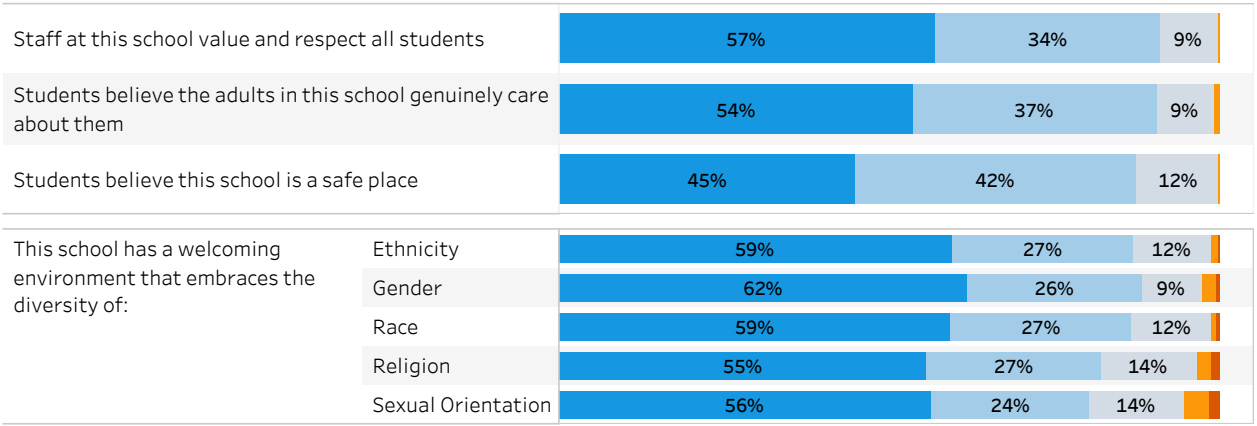
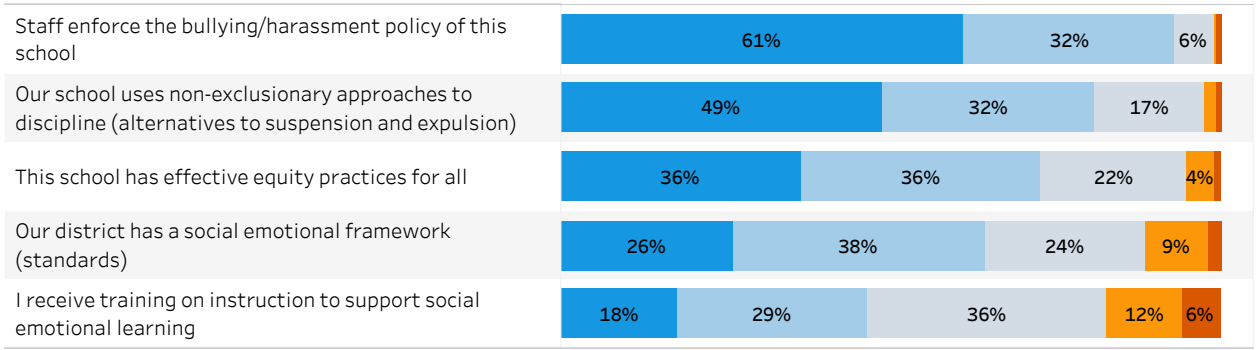
Belongingness

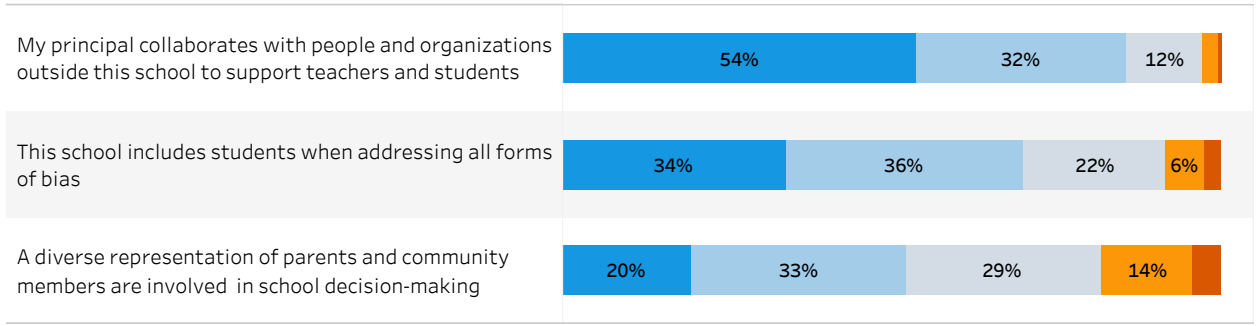
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.



Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



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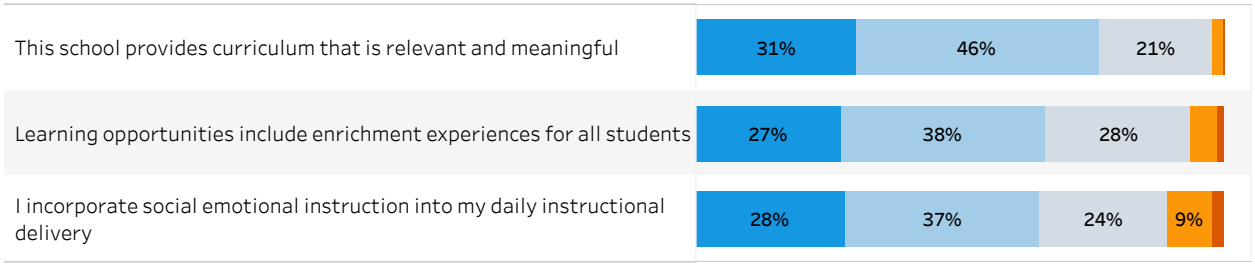
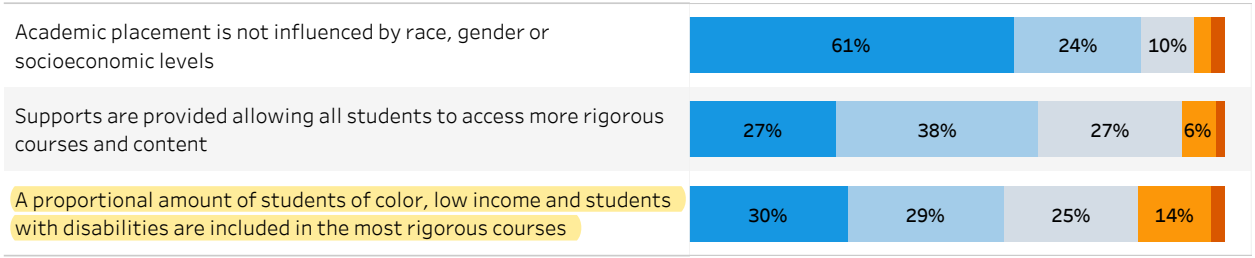
Commitment to Dismantling Racism and Oppression

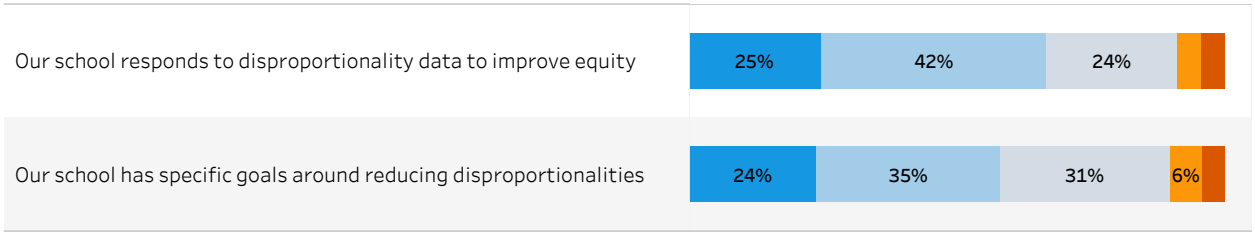
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.



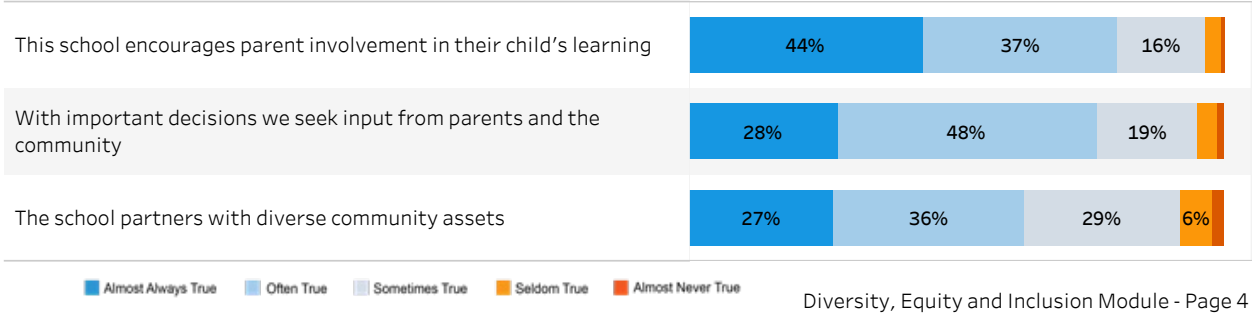
Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.



Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.



Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.



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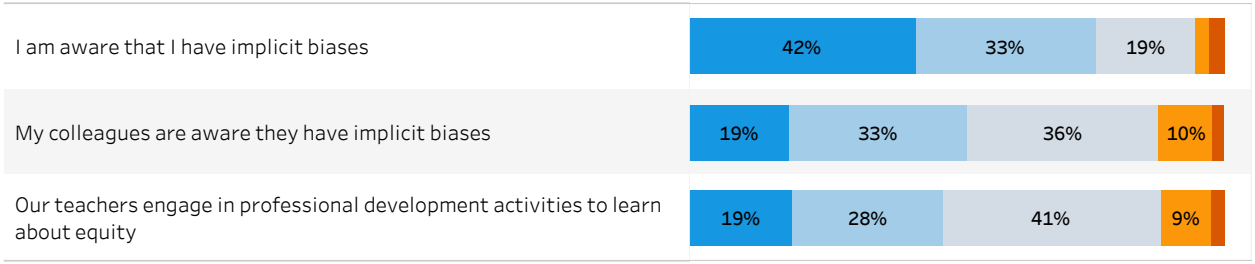
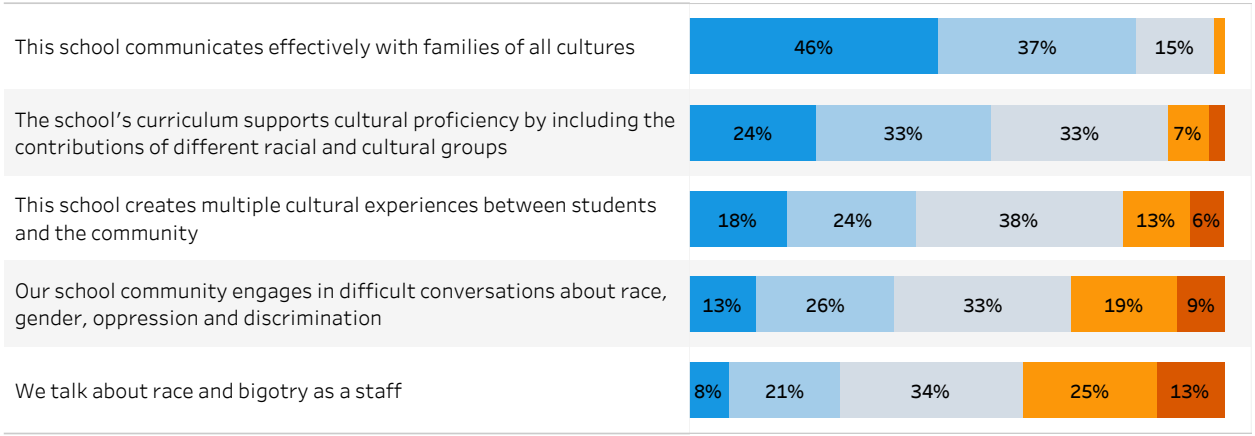
Diversity

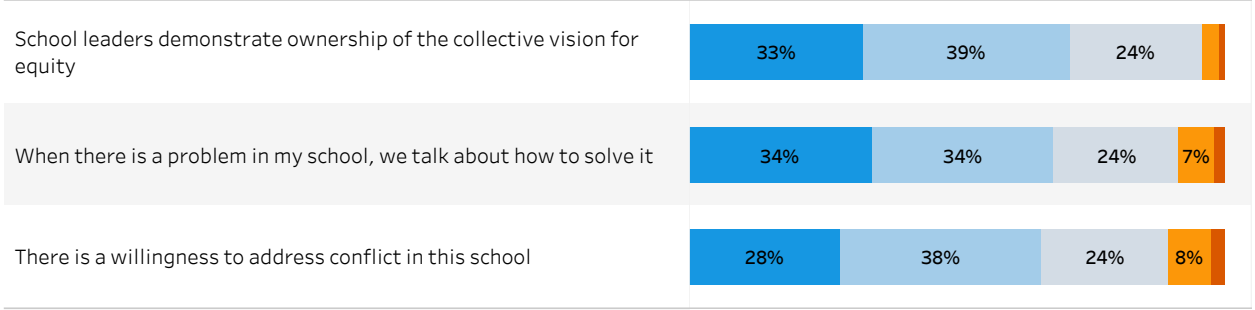
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



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Educational Effectiveness Survey™

The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Student SEL edition

V4

Walla Walla Public Schools

April 2021

N=2724

Better Data. Better Decisions. Better Schools.

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Introduction

Educational Effectiveness Survey, Student SEL Edition

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools engaged in improvement activities focus on these characteristics of "organizational and educator capacity" to create and improve the system(s) that ultimately drive performance outcomes. Understanding the perceptions of your student population is essential to inform changes for improvement.

Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and parents, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from student perspectives, CEE can make the EES Student data available to student leadership through the interactive tools. This allows students to take ownership of the school culture, efforts to improve this culture, and the ability to monitor growth over time.

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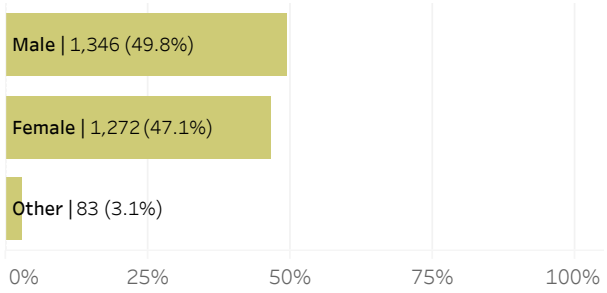
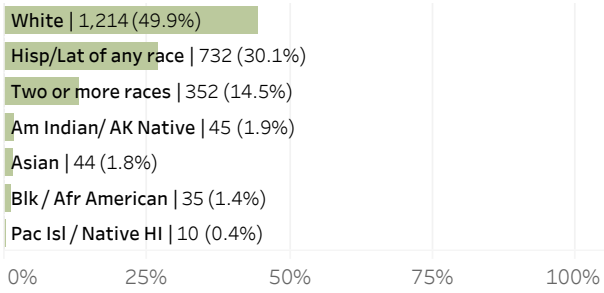
Demographics

Walla Walla Public Schools

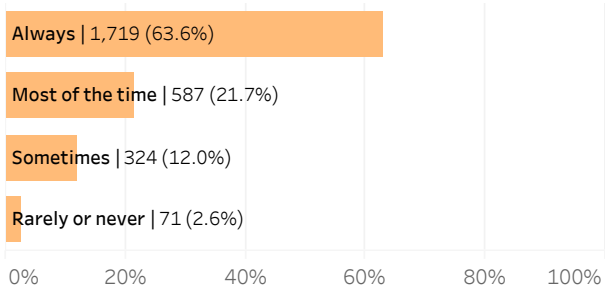
Gender



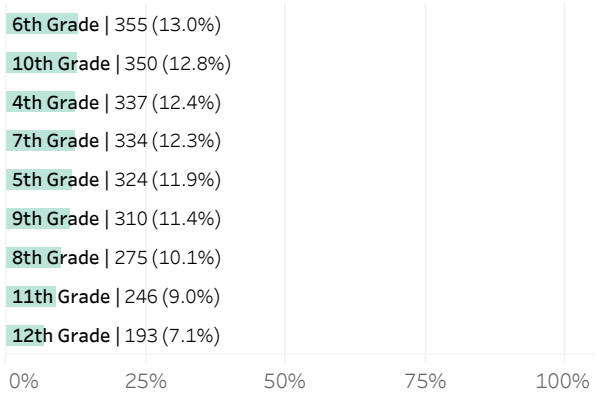
Ethnicity



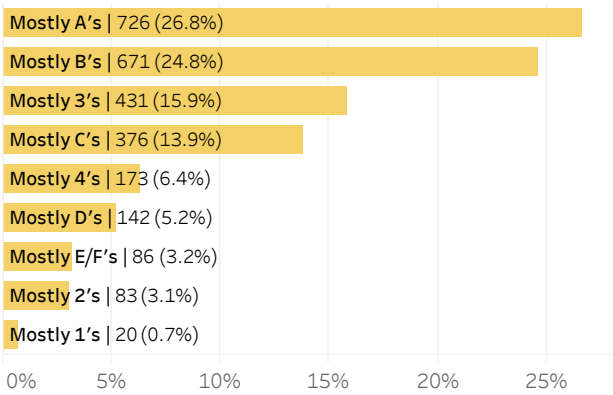
English at Home



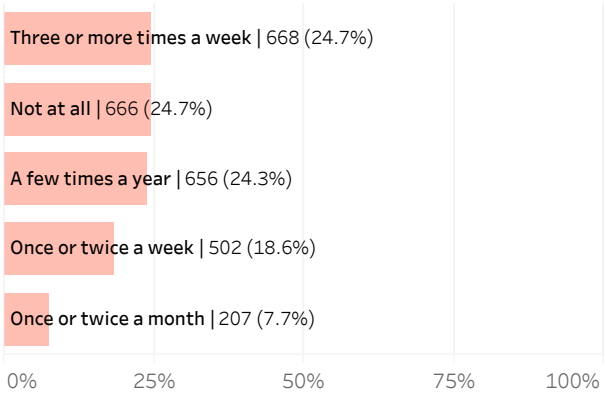
Grade



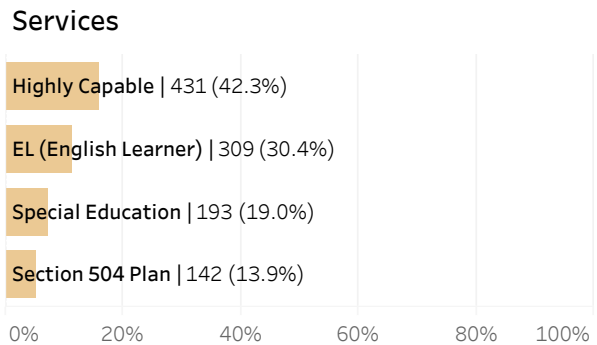
Grades Last Year



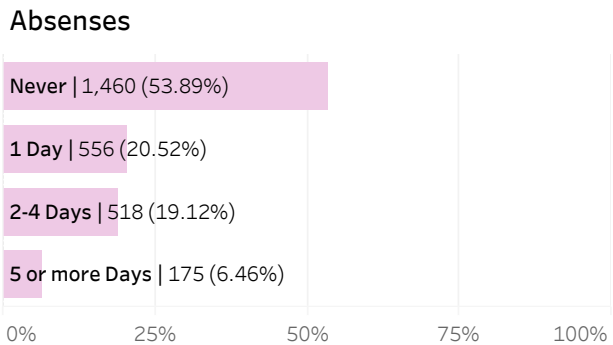
Activities



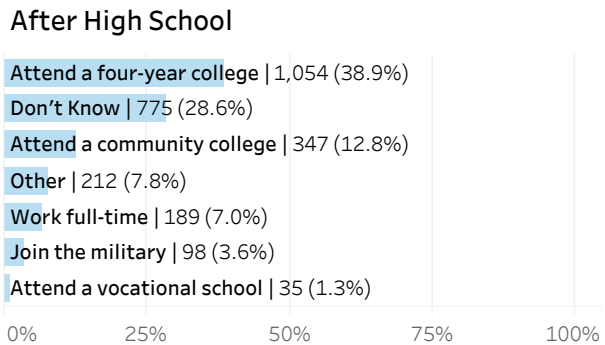
Services



Absenses



After High School



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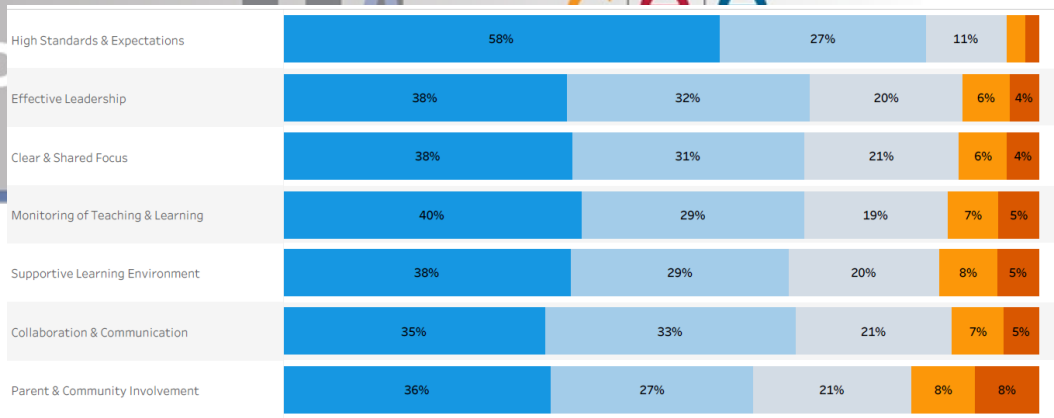
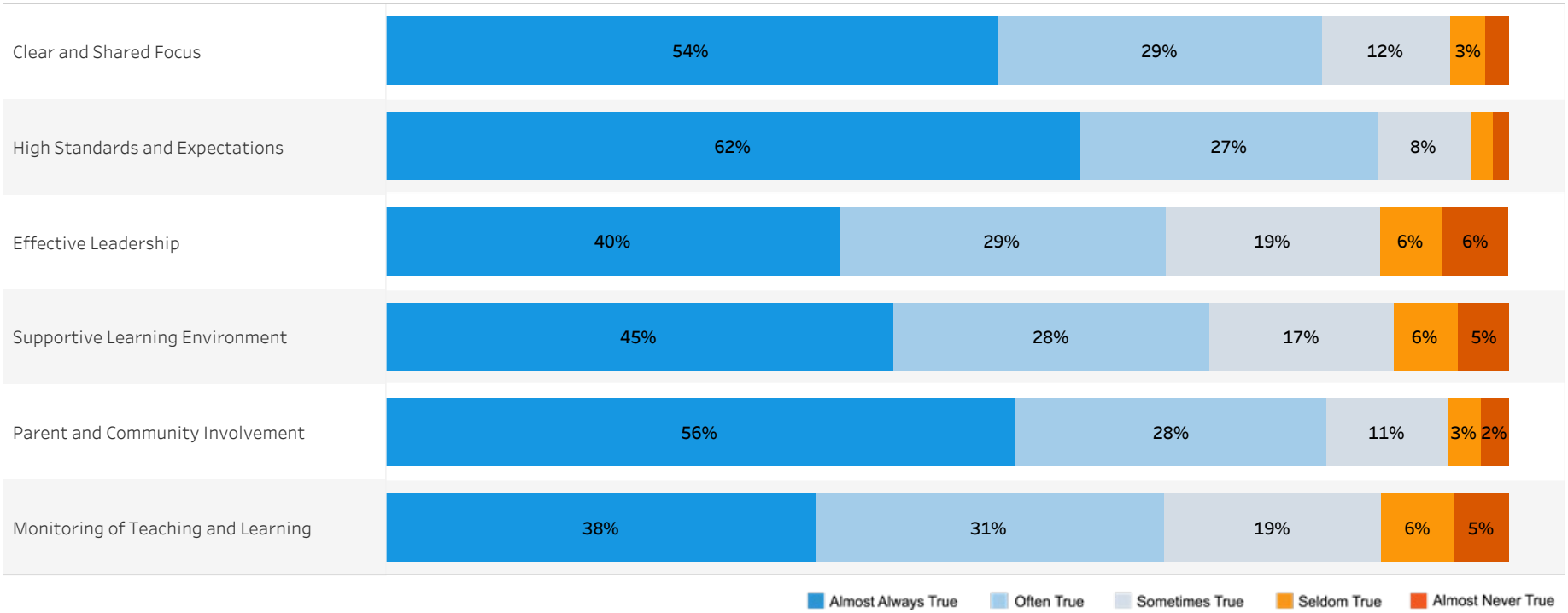
9 Characteristics of High-Performing Scho



9 Characteristics Summary

The Characteristics, “Curriculum, Instruction, and Assessment”, ”Communication and Collaboration”, and “Focused Professional Development”, are professional activities conducted amongst the adult school community and are rarely viewed by students. Thus questions regarding those Characteristics are not a part of the survey and do not appear in this report.



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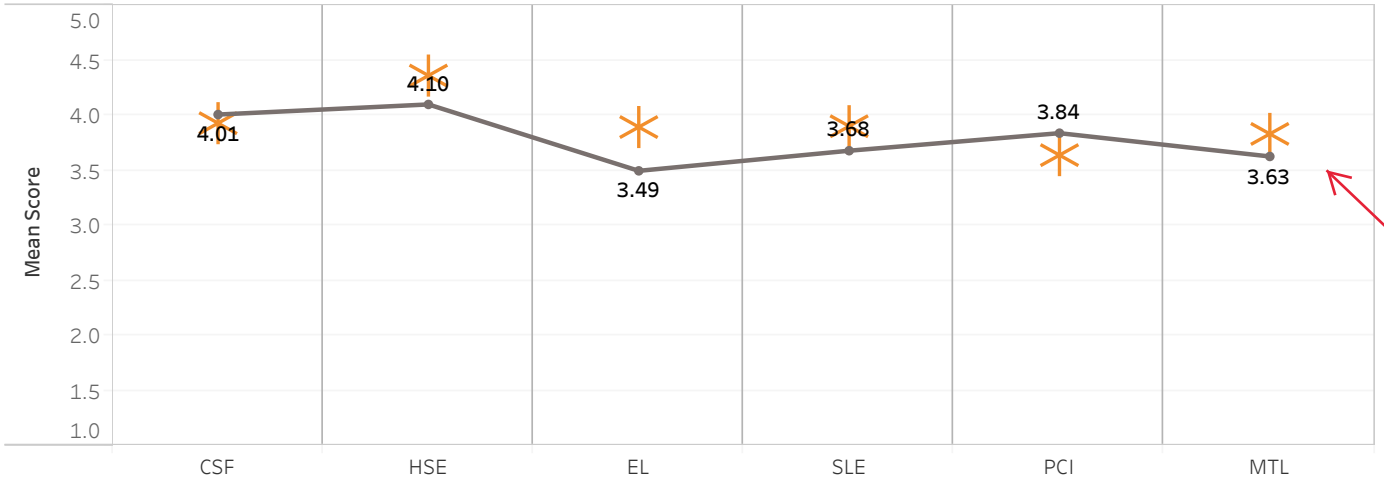
Comparison - **Mean Scores**

Walla Walla Public Schools



How does your school compare to:

- Avg. Nationwide Sample
- Your School or District

Note apples to oranges comparison (WWPS post pandemic v nationwide pre pandemic.

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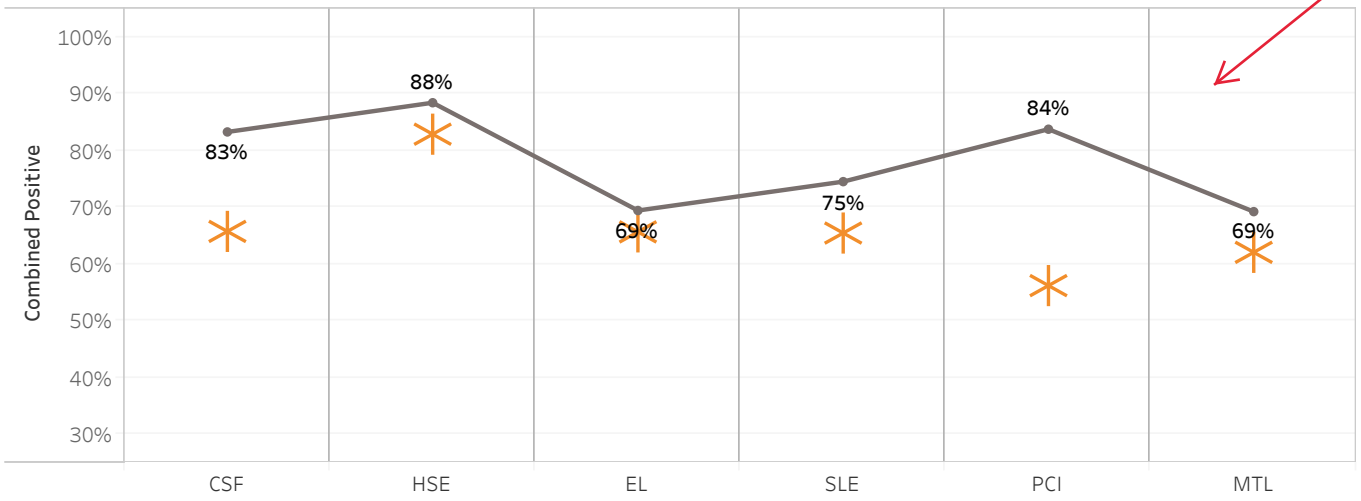
Comparison - **Percent Positive**



Characteristics

CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment
PCI — Parent & Community Involvement
MTL — Monitoring of Teaching & Learning

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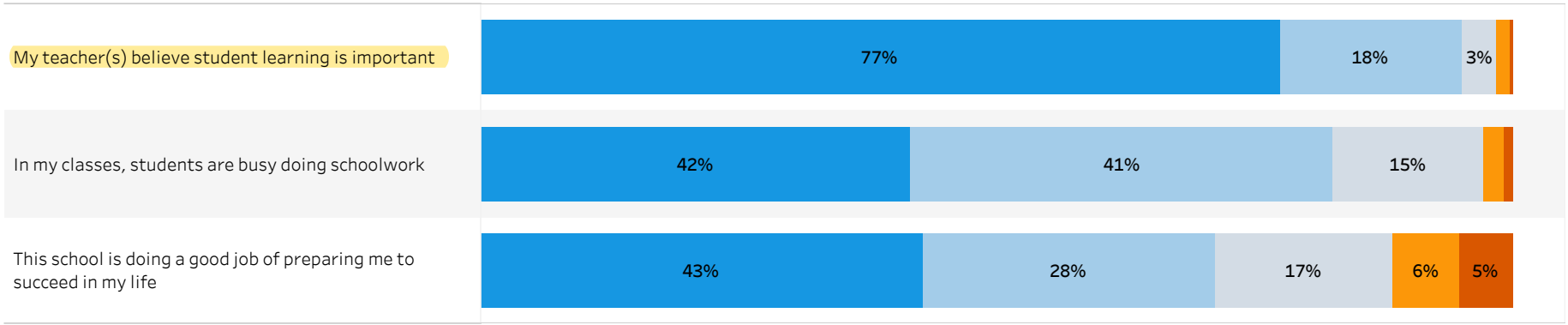
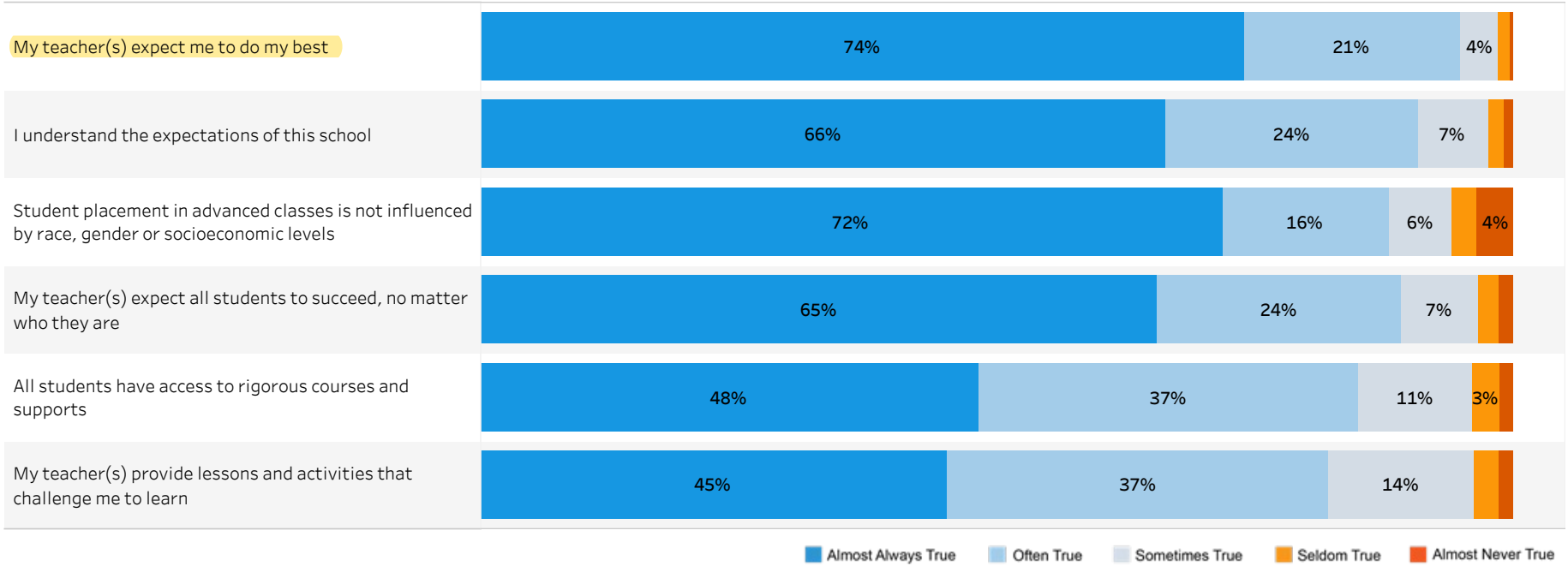
Clear and Shared Focus

Walla Walla Public Schools



High Standards and Expectations



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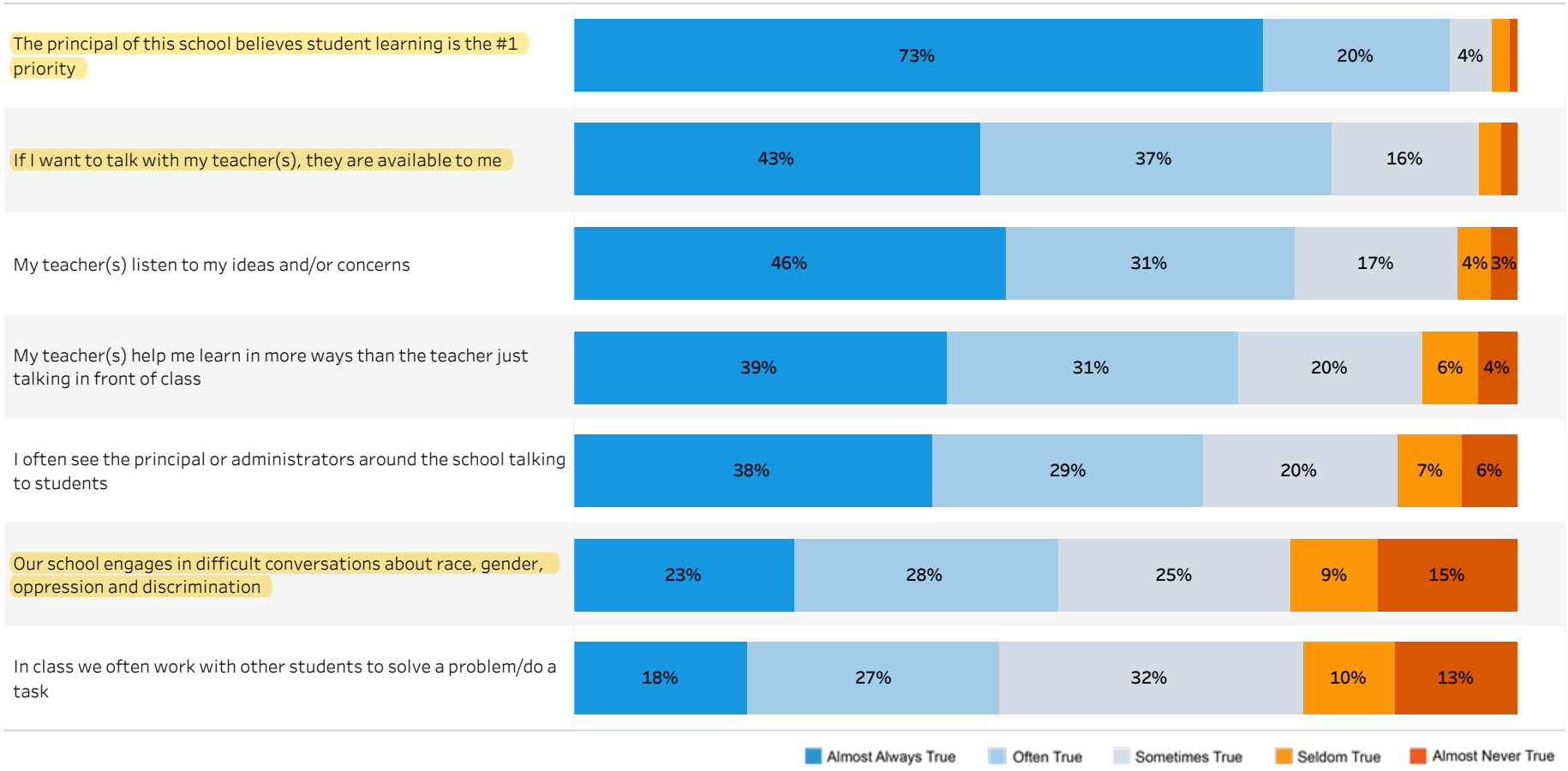
Effective Leadership

Walla Walla Public Schools



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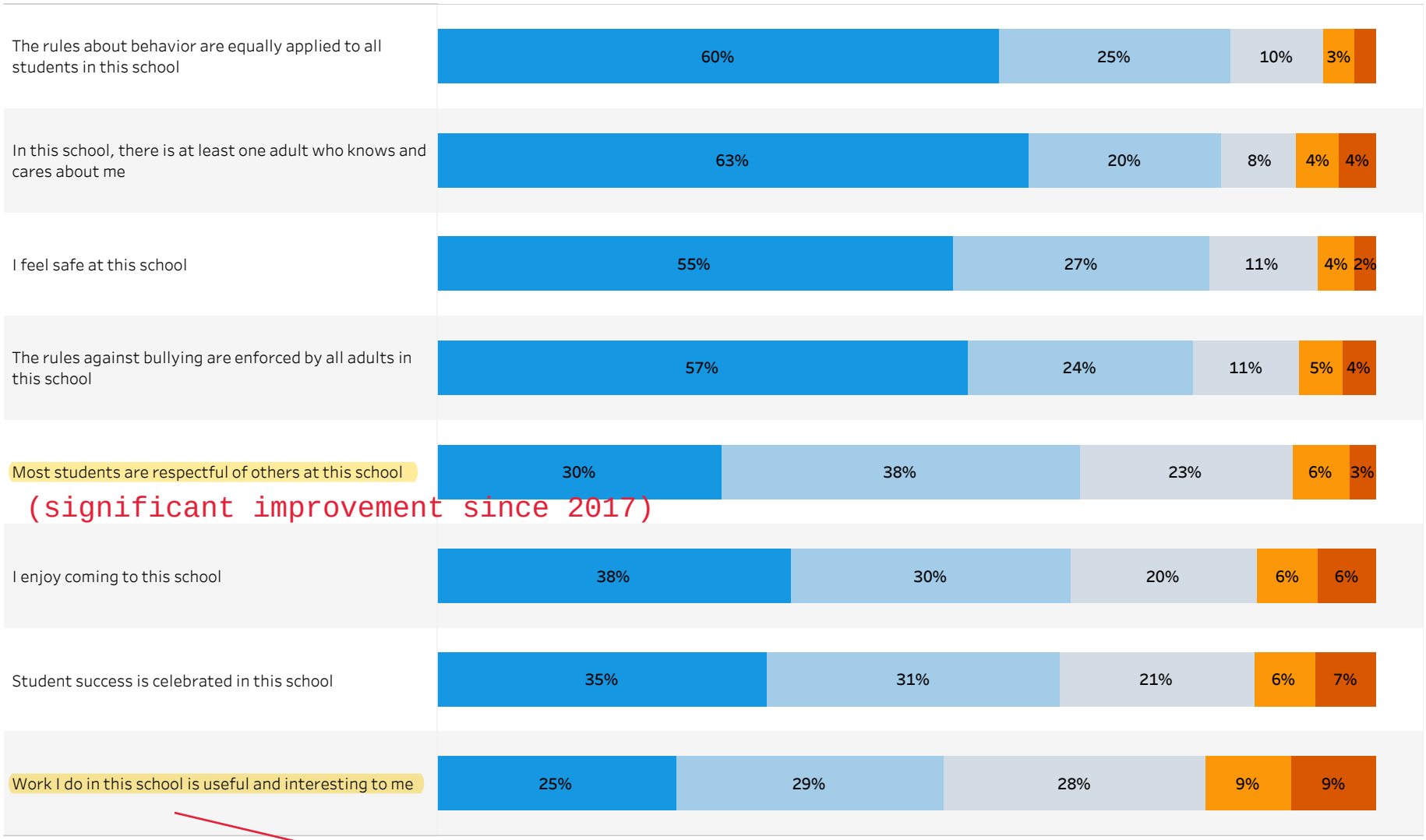
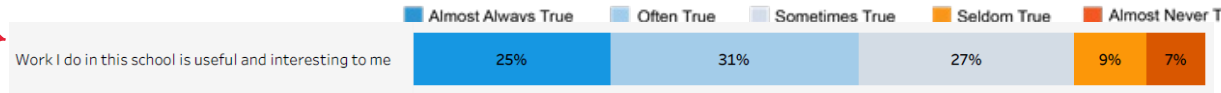
Supportive Learning Environment

Walla Walla Public Schools





Pre-pandemic (almost identical results)

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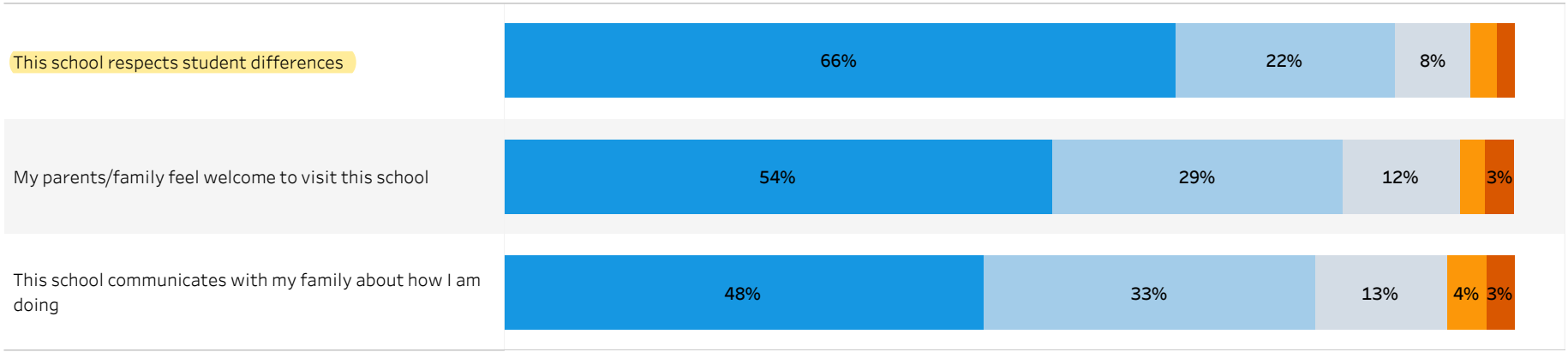
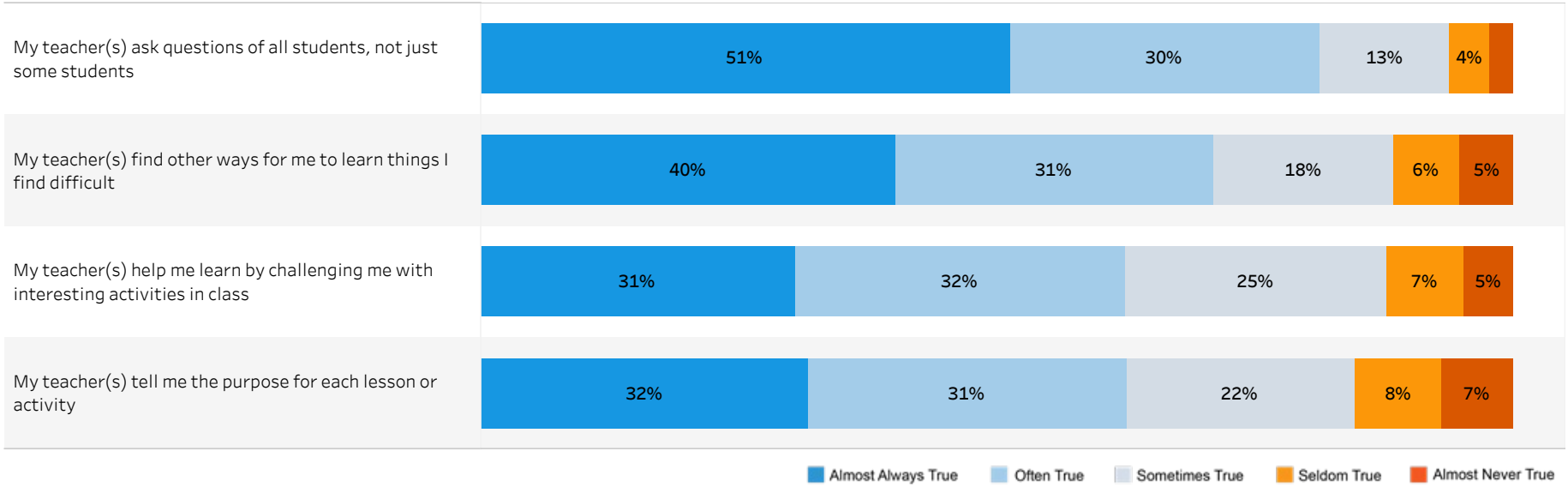
Parent and Community Involvement

Walla Walla Public Schools



Frequent Monitoring of Teaching and Learning



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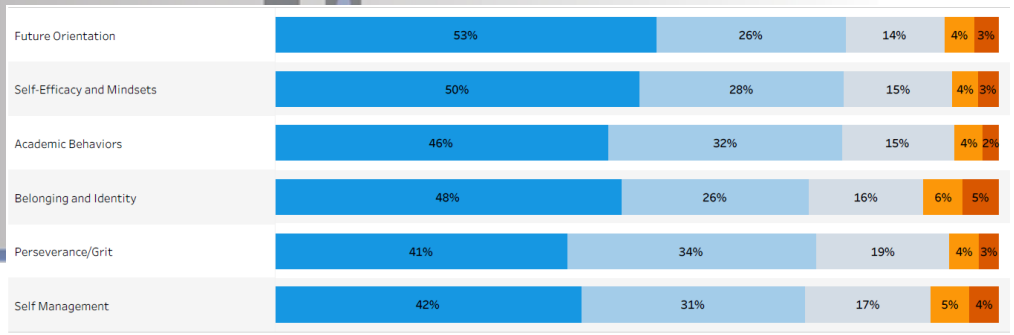
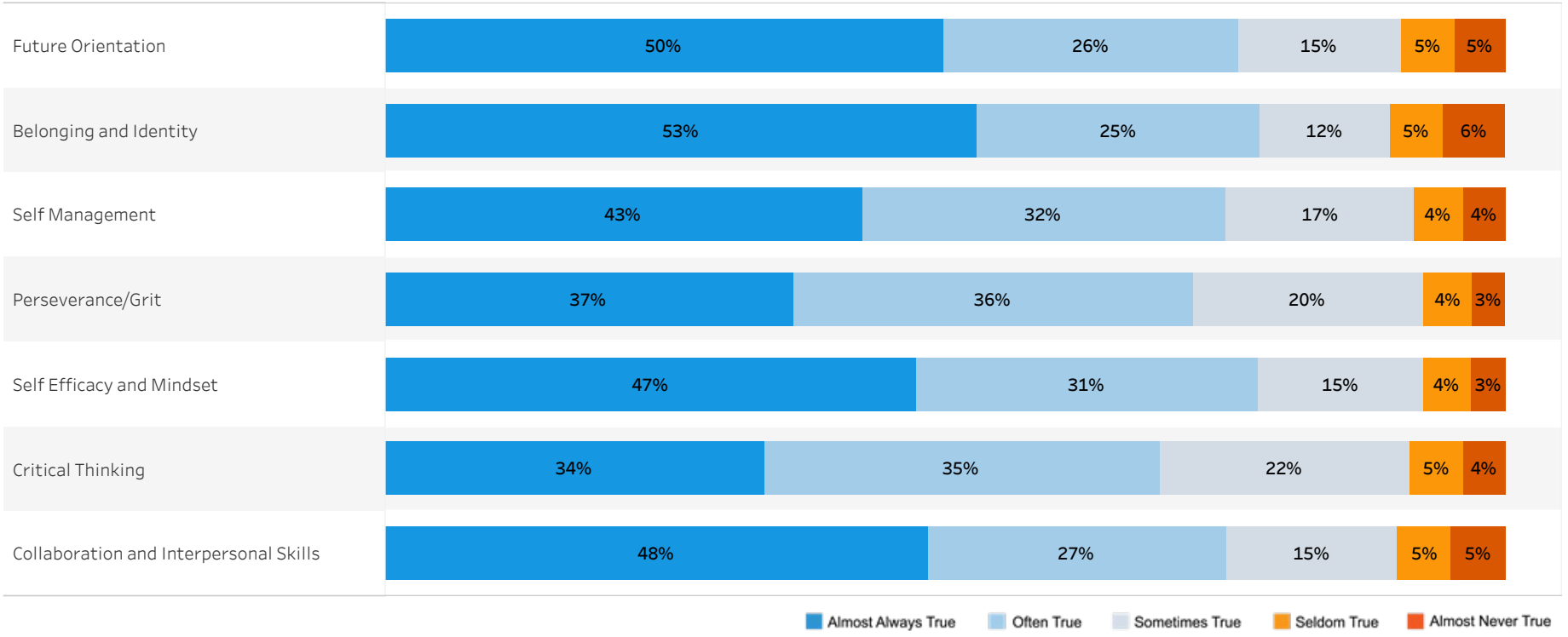
Social and Emotional Learning

Pre-pandemic results





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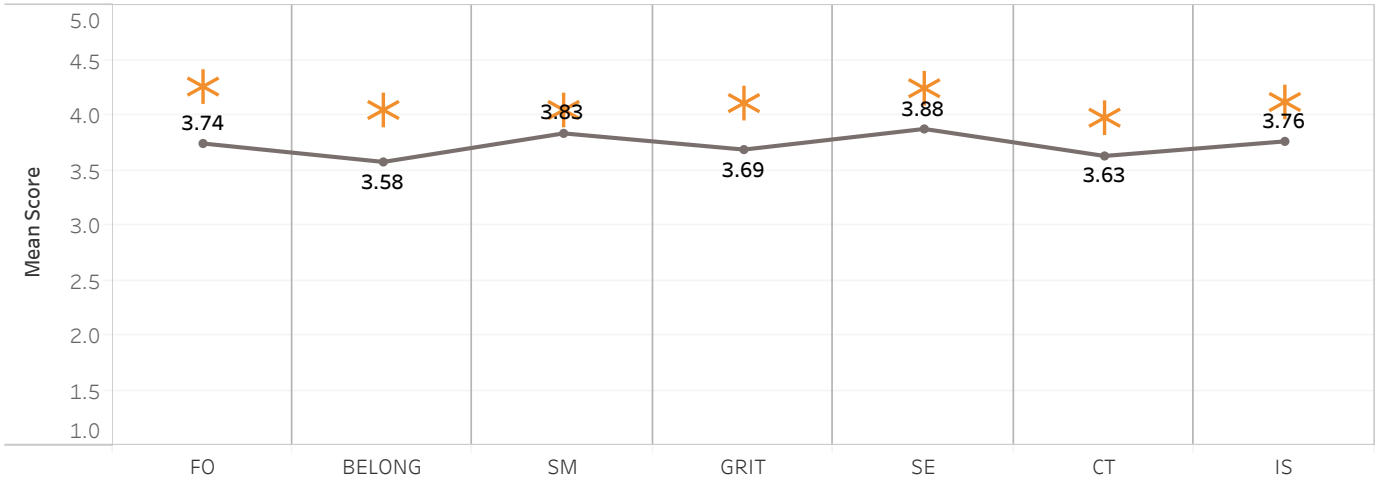
Social Emotional Learning - **Mean Scores**

Walla Walla Public Schools

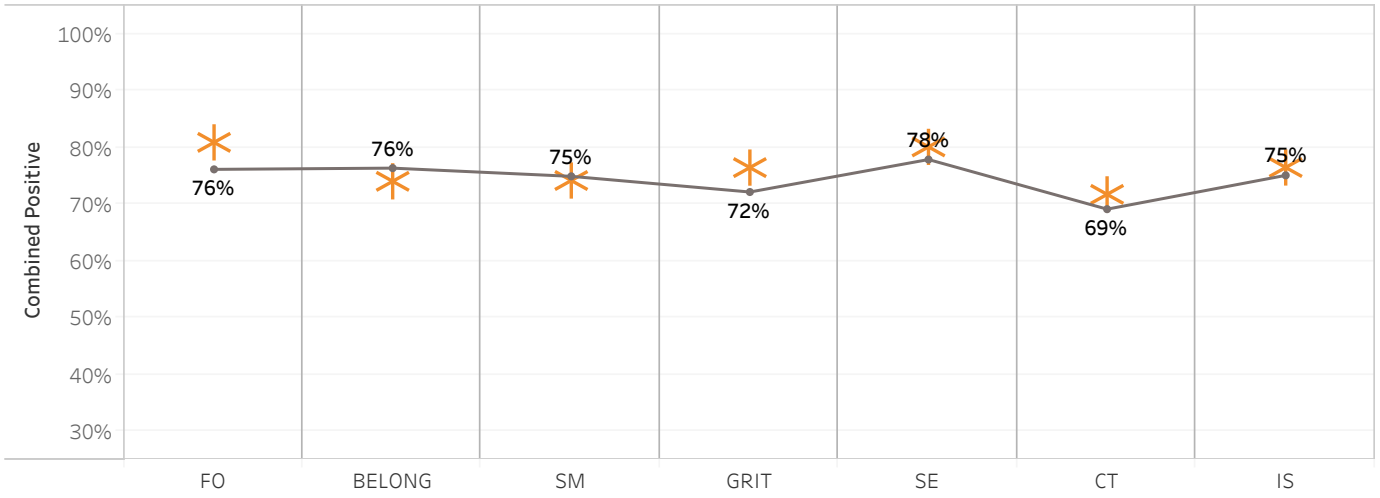


How does your school compare to:

- Avg. Nationwide Sample
- Your School or District

45

Social Emotional Learning - **Percent Positive**



Characteristics

FO — Future Orientation
BELONG — Belonging and Identity
SM — Self Management
GRIT — Perseverance/Grit
SE — Self-Efficacy and Mindsets
CT — Critical Thinking
IS — Collaboration and Interpersonal Skills

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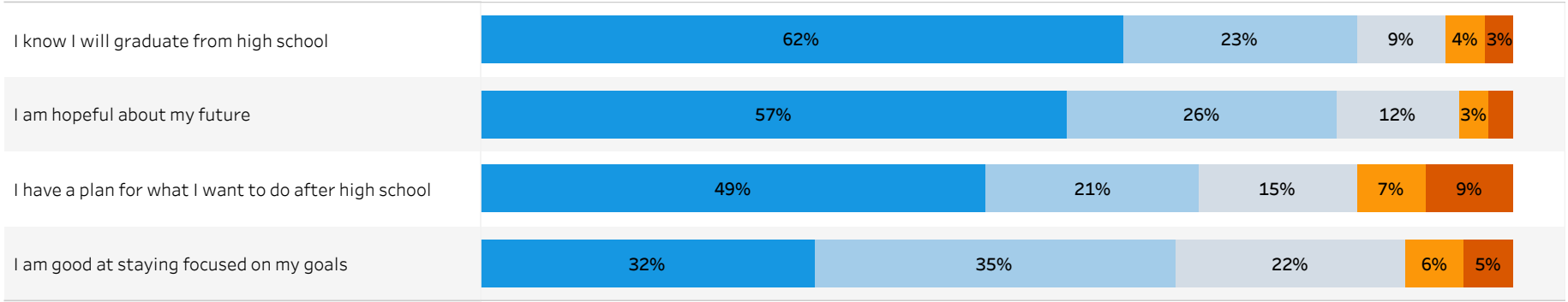
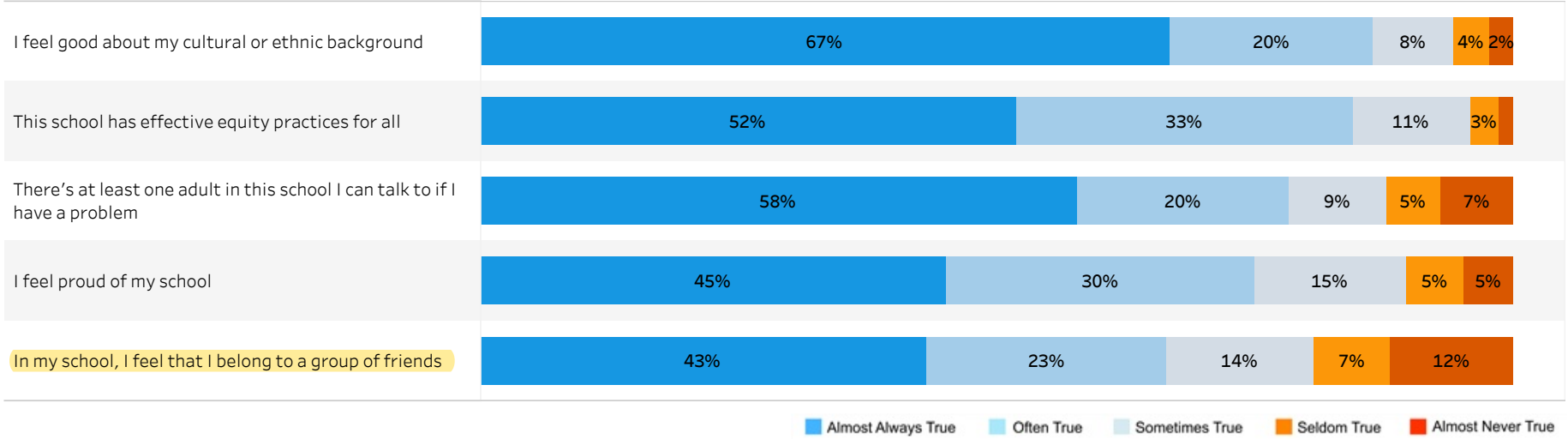
Future Orientation

- **Goal management—**Setting short- and long-term goals and monitoring progress
- **Hope and optimism—**Positive beliefs regarding one's future potential, goals and choices



Belonging and Identity

- **Sense of belonging—**Perception of acceptance and support in a learning community
- **Relationship building—**Establishing and maintaining positive relationships with adults and peers in school setting
- **Personal identity—**Understanding and valuing one's own culture and beliefs
- **Social capital—**Recognizing and using family, school, and community resources; asking for help when needed



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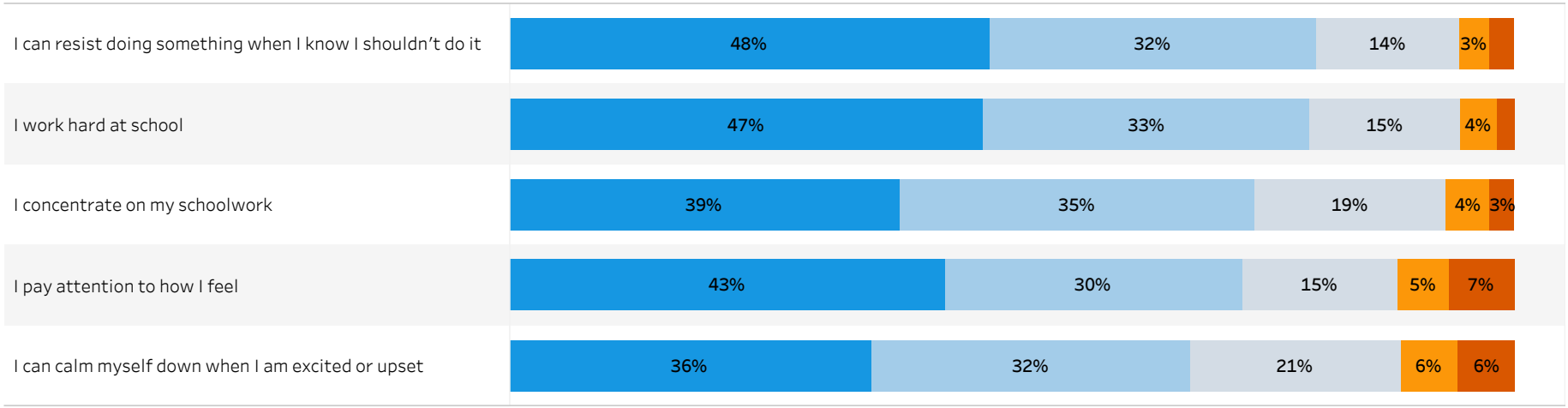
Self Management

Walla Walla Public Schools

- **Emotional regulation—**Assessing and regulating one's feelings and emotions
- **Self-discipline—**Ability to focus on a task in spite of distractions



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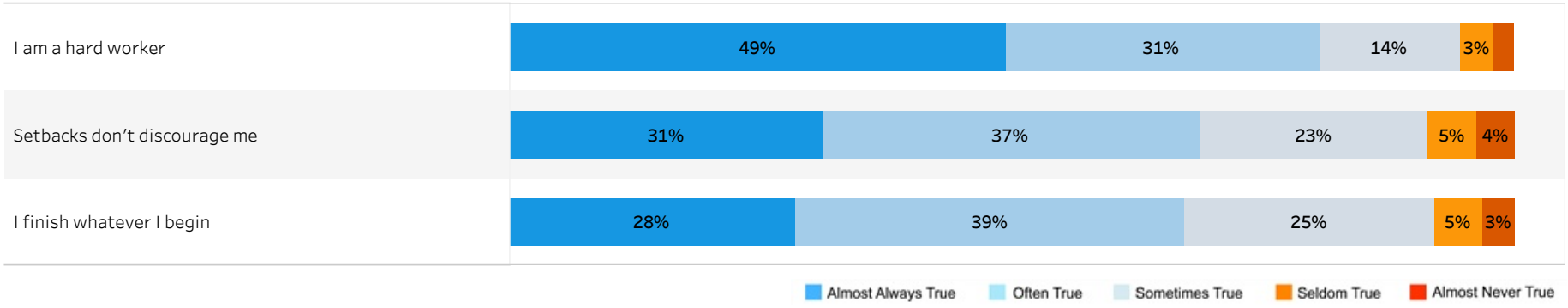
Perseverance/Grit

- **Perseverance—**Tendency to persist in spite of obstacles or setbacks
- **Goal orientation—**Commitment to the achievement of goals over time



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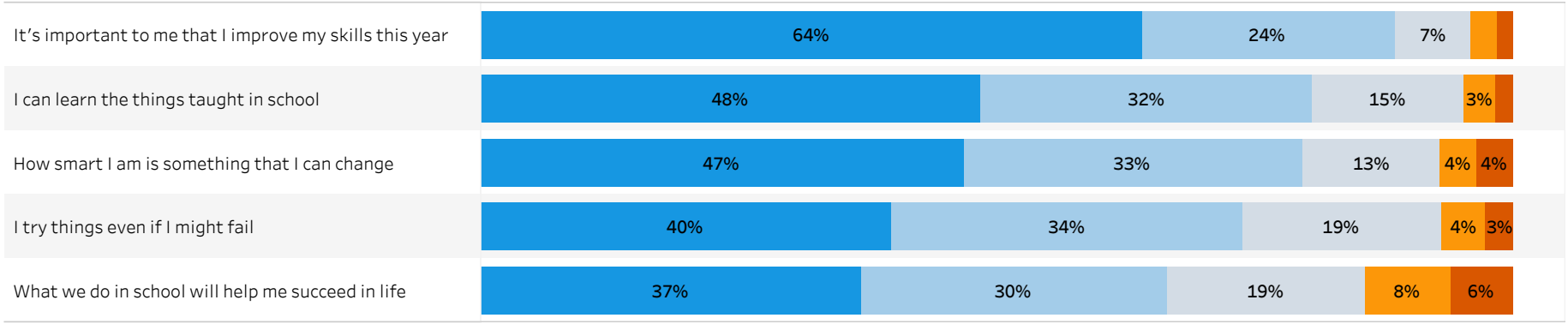
Self-Efficacy and Mindsets

- **Self-Efficacy—**Belief in one's own capabilities and capacity to learn and succeed
- **Growth mindset—**Belief that intelligence and ability can increase through effort
- **Mastery orientation—**Enjoyment of learning and desire to master new skills; willingness to try new things
- **Relevance—**Belief that work done in school is related to personal aspirations



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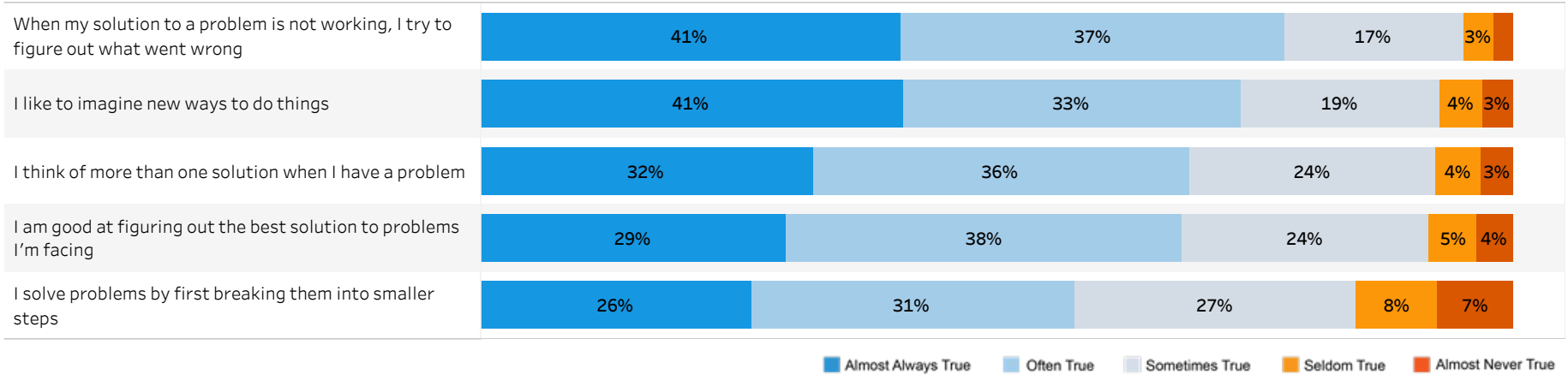
Critical Thinking

- **Metacognition—**Ability to reflect on one's assumptions and thinking for the purposes of deeper understanding and self-evaluation.
- **Problem solving—**Generating and selecting from alternatives based on desired outcomes
- **Analytical thinking—**Separating problems or issues into their component parts



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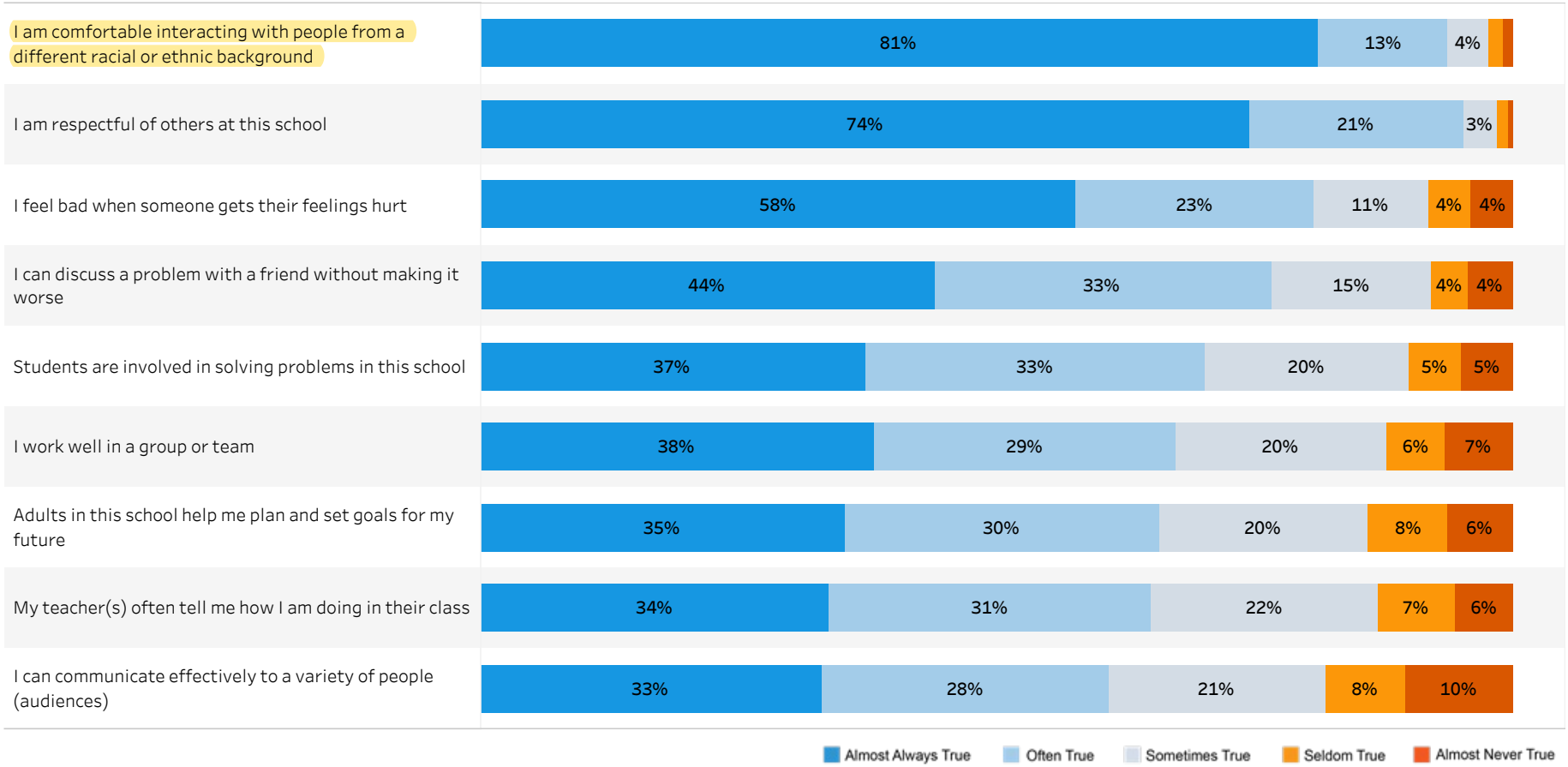
Collaboration and Interpersonal Skills

Walla Walla Public Schools

- **Collaboration—**Negotiating and compromising when working in groups or pairs
- **Communication—**Communicating effectively for a variety of purposes and audiences
- **Cultural competence—**Ability to work effectively with people from different backgrounds; appreciation of diversity
- **Conflict resolution—**Preventing, managing, and resolving interpersonal conflict **Compassion:** Taking the perspective of and empathizing with others



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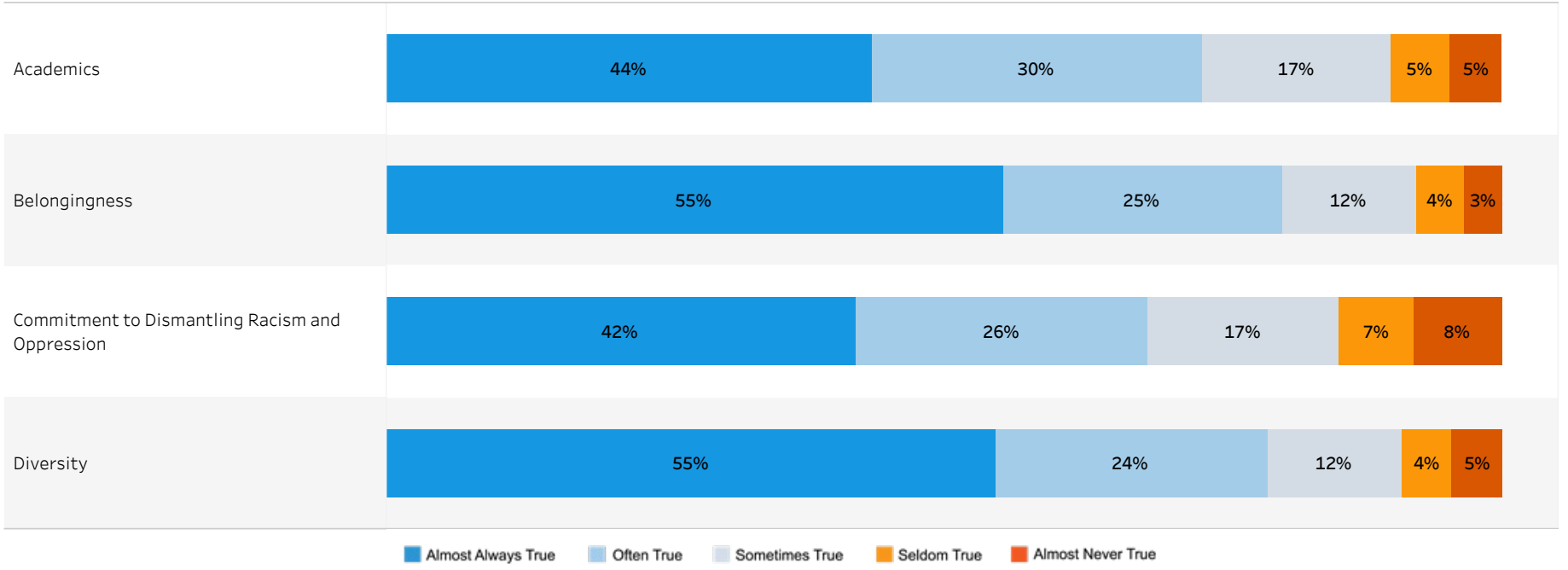
Educational Effectiveness Survey™

Diversity, Equity and Inclusion Module

The Center for Educational Effectiveness

Walla Walla Public Schools



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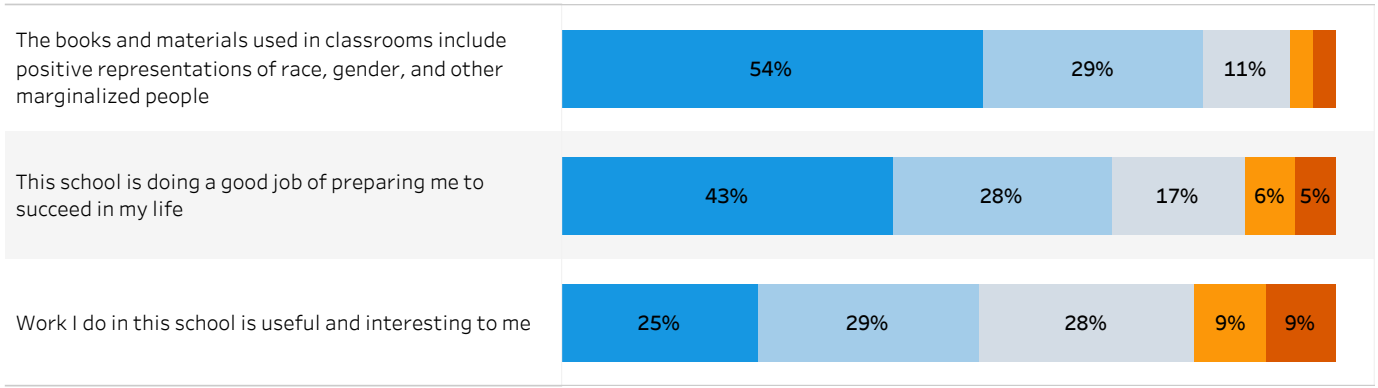
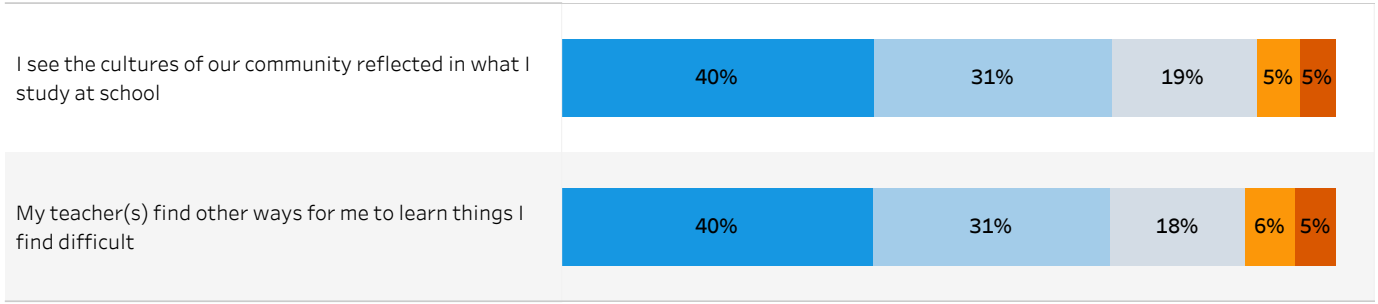
Academics

Walla Walla Public Schools

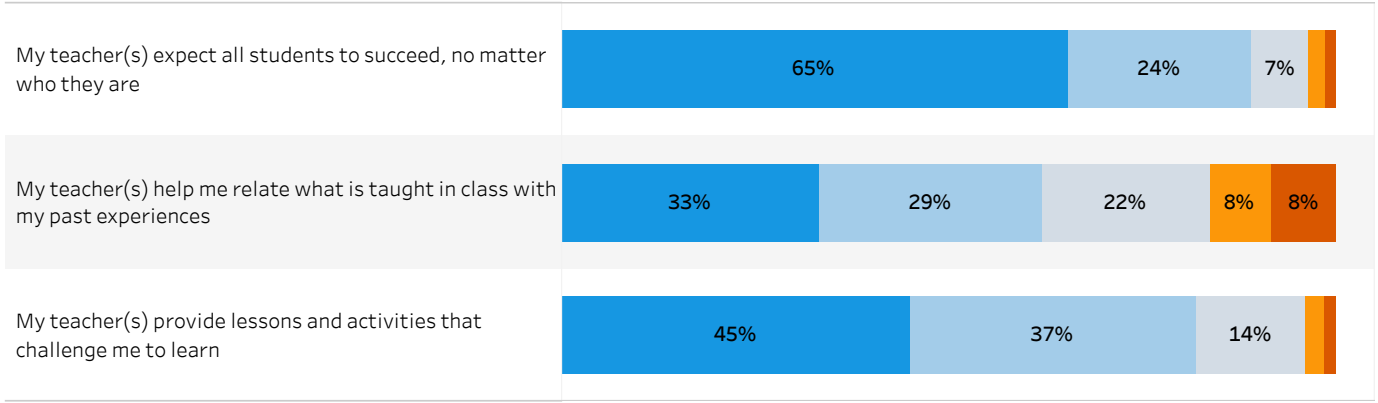
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunity to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.



Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.



Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.



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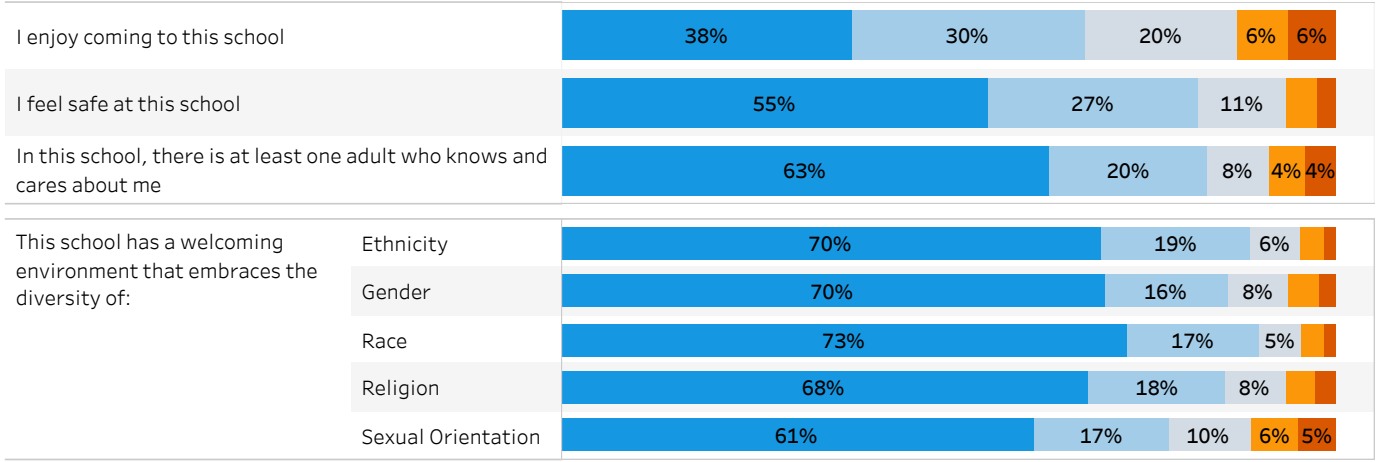
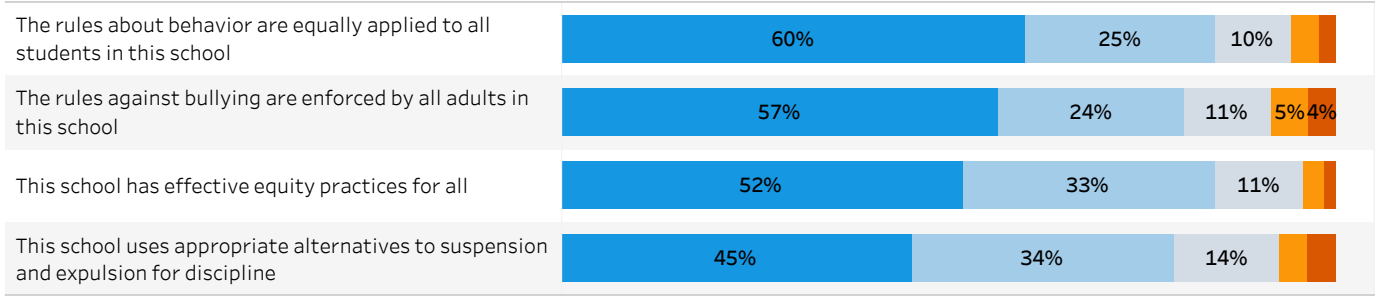
Belongingness

Walla Walla Public Schools

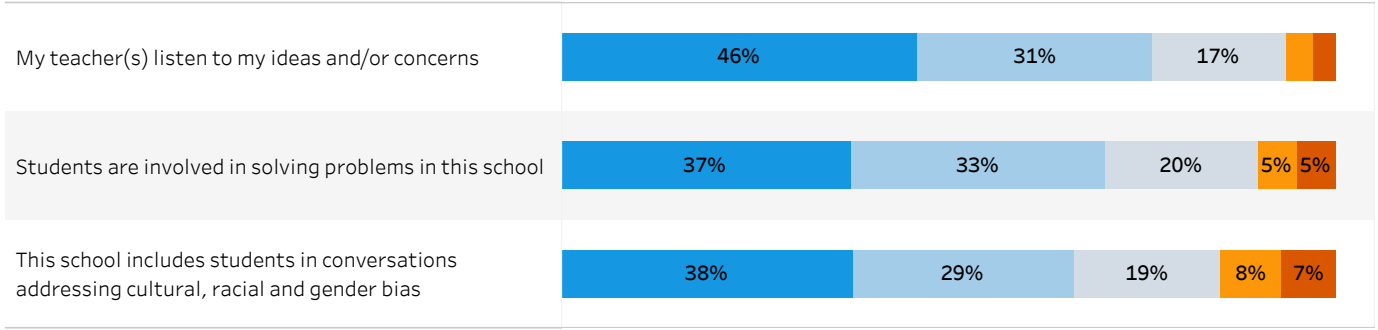
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.



Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



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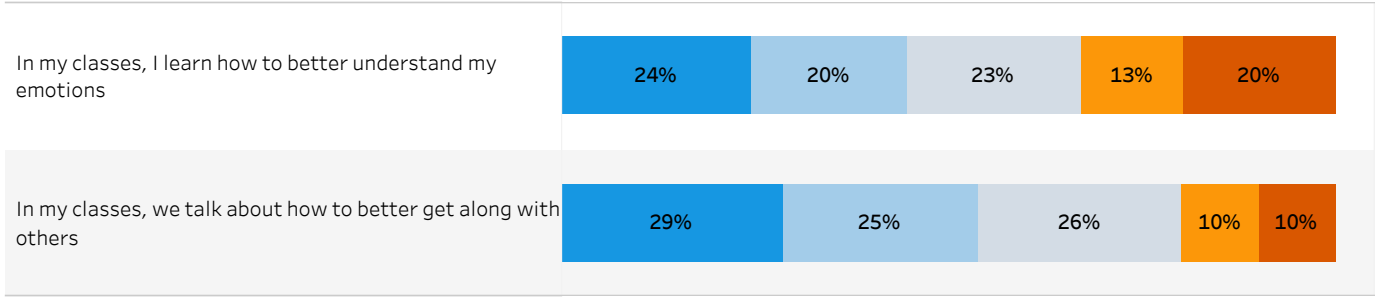
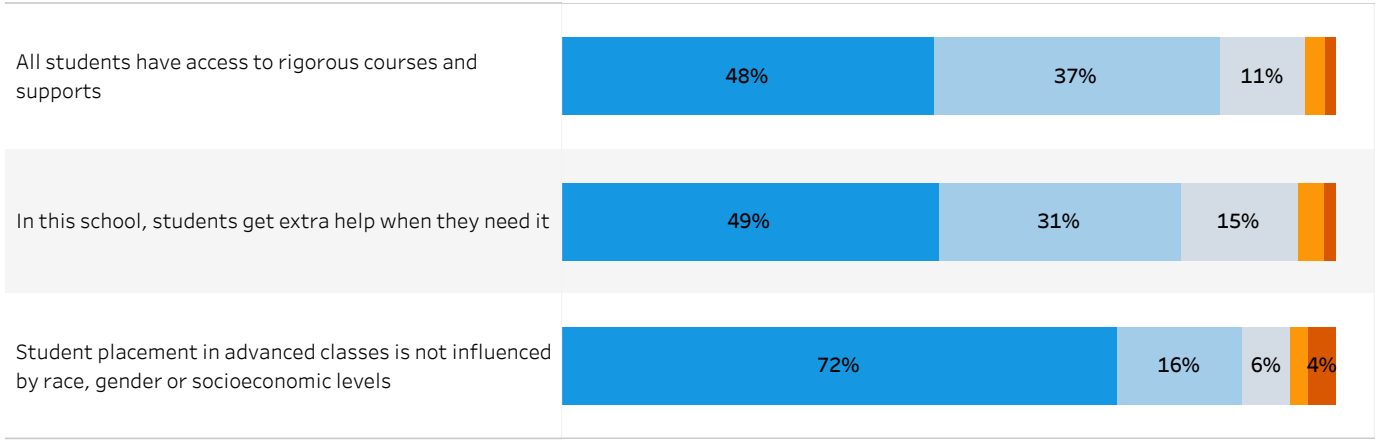
Commitment to Dismantling Racism and Oppression

Walla Walla Public Schools

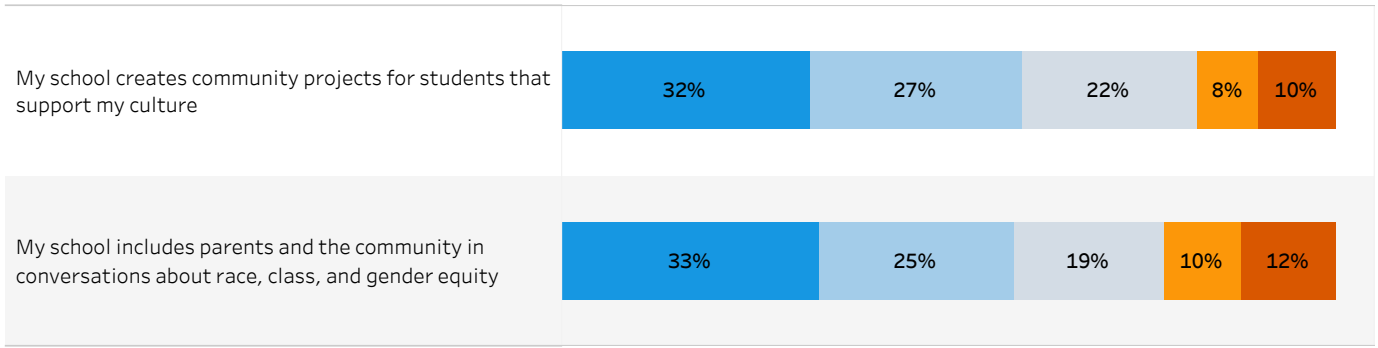
Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.



Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.



Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.



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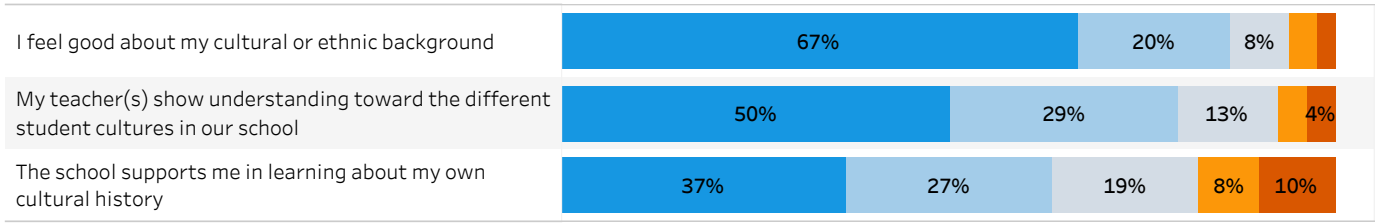
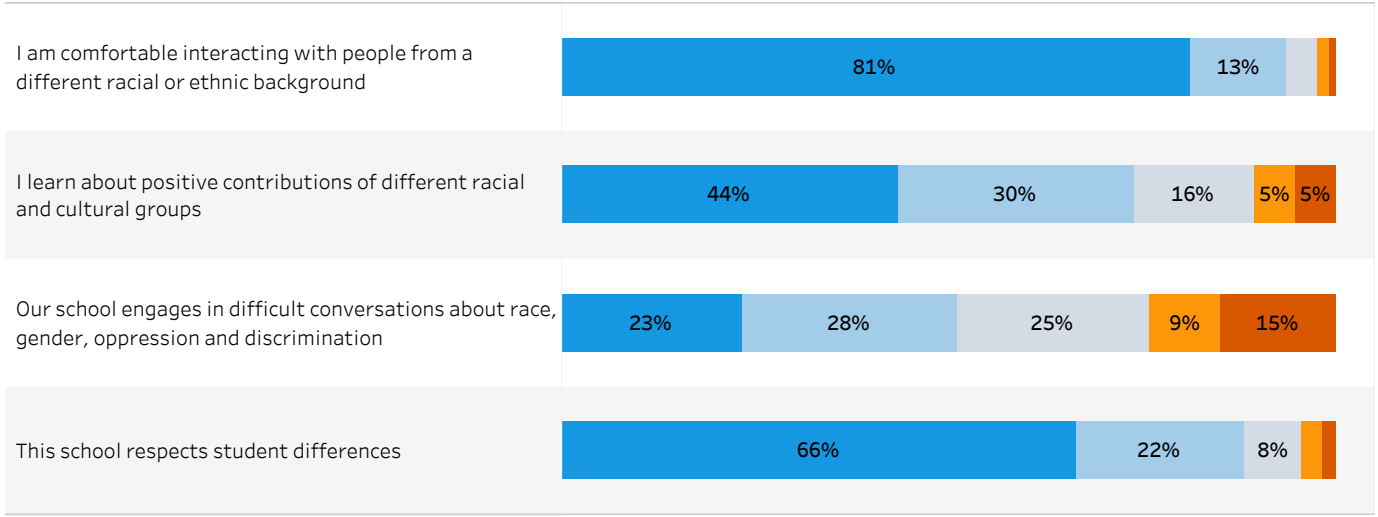
Diversity

Walla Walla Public Schools

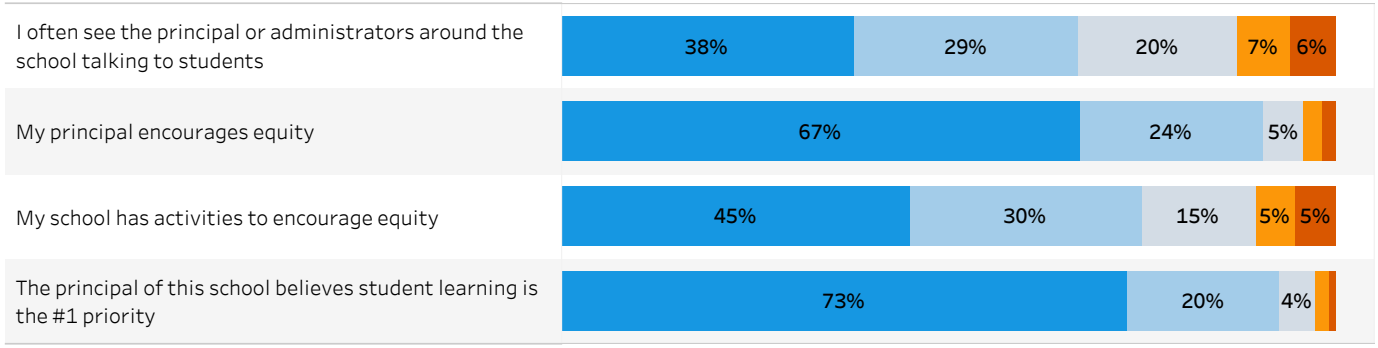
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups to history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



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Educational Effectiveness Survey™

The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Parent edition
V4

Walla Walla Public Schools

April 2021

N=838

Better Data. Better Decisions. Better Schools.

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The Center for Educational Effectiveness

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Introduction

Educational Effectiveness Survey, Parent edition

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools that are engaged in improvement activities focus on these characteristics of "organizational and educator capacity" to create and improve the system(s) that ultimately drive performance outcomes.

Note

The Characteristics, "Focused Professional Development" and ''Curriculum, Instruction, and Assessment'' are professional activities conducted amongst the adult school community and are rarely viewed by parents. Thus questions regarding these Characteristics are not a part of the survey and does not appear in this report.

CEE's primary concern is that this report be useful and informative in stimulating conversation. If you require any additional assistance in using your report, please contact us at info@effectiveness.org.

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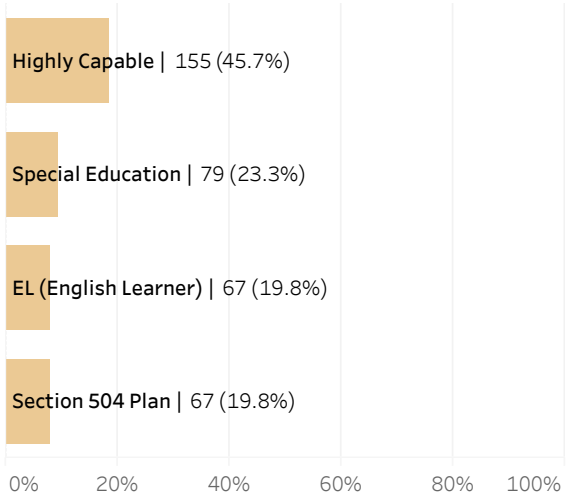
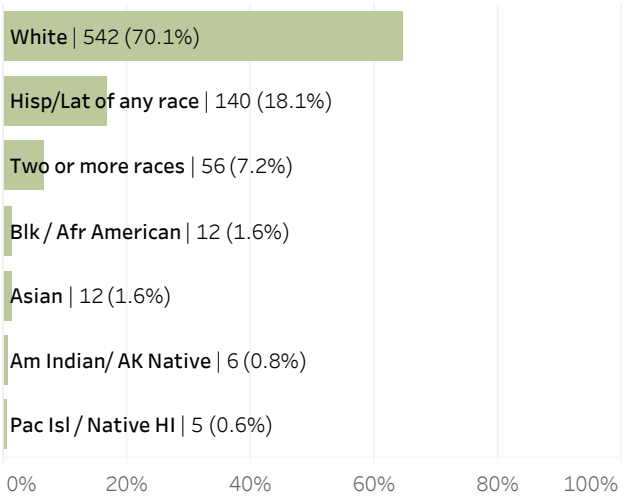
Demographics

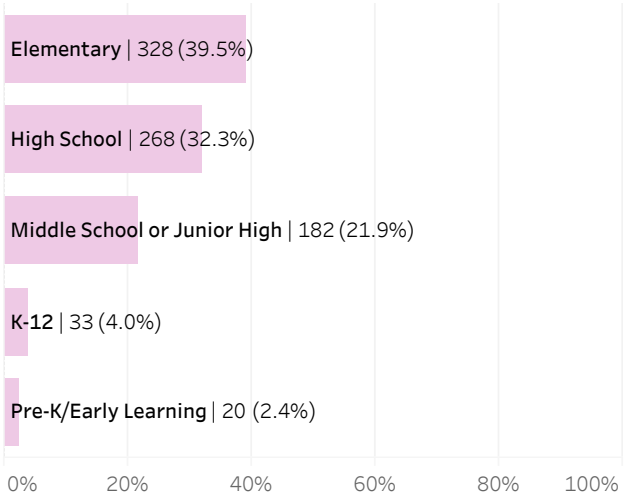
Services



Ethnicity



Level



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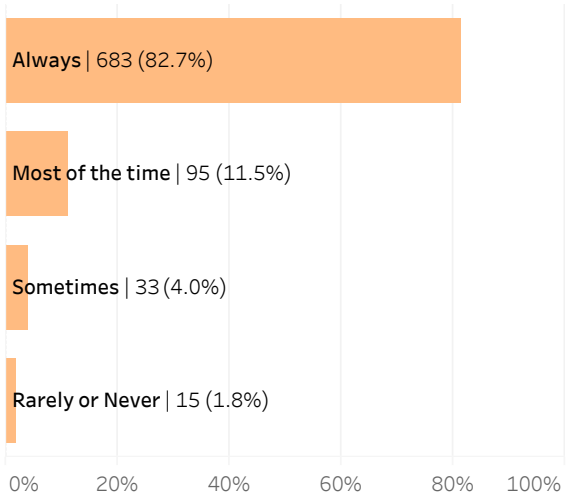
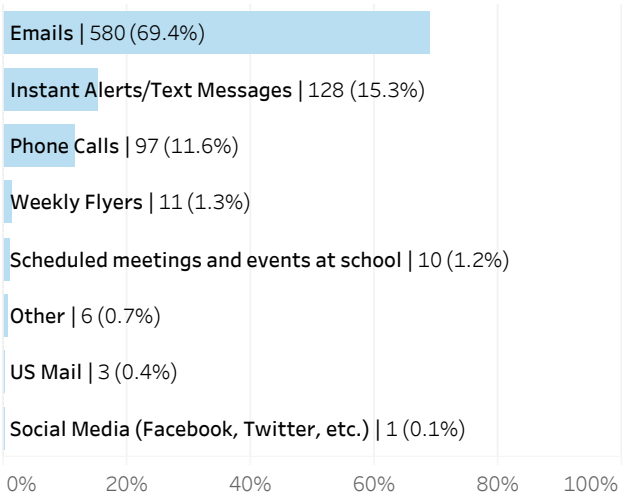
English at Home



Communication



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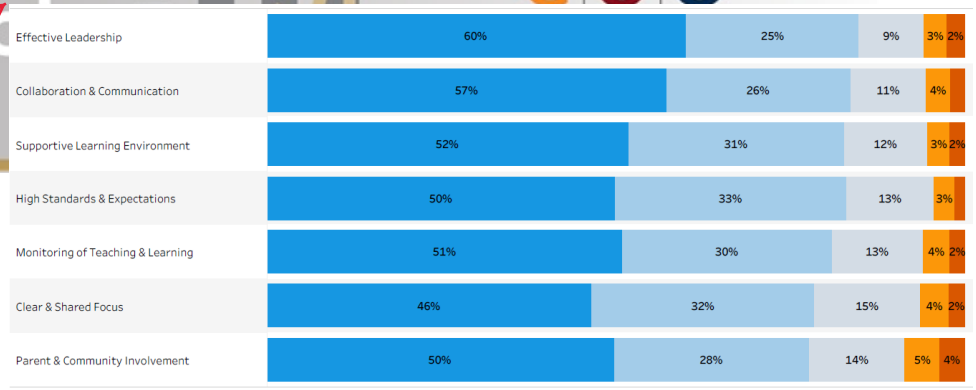
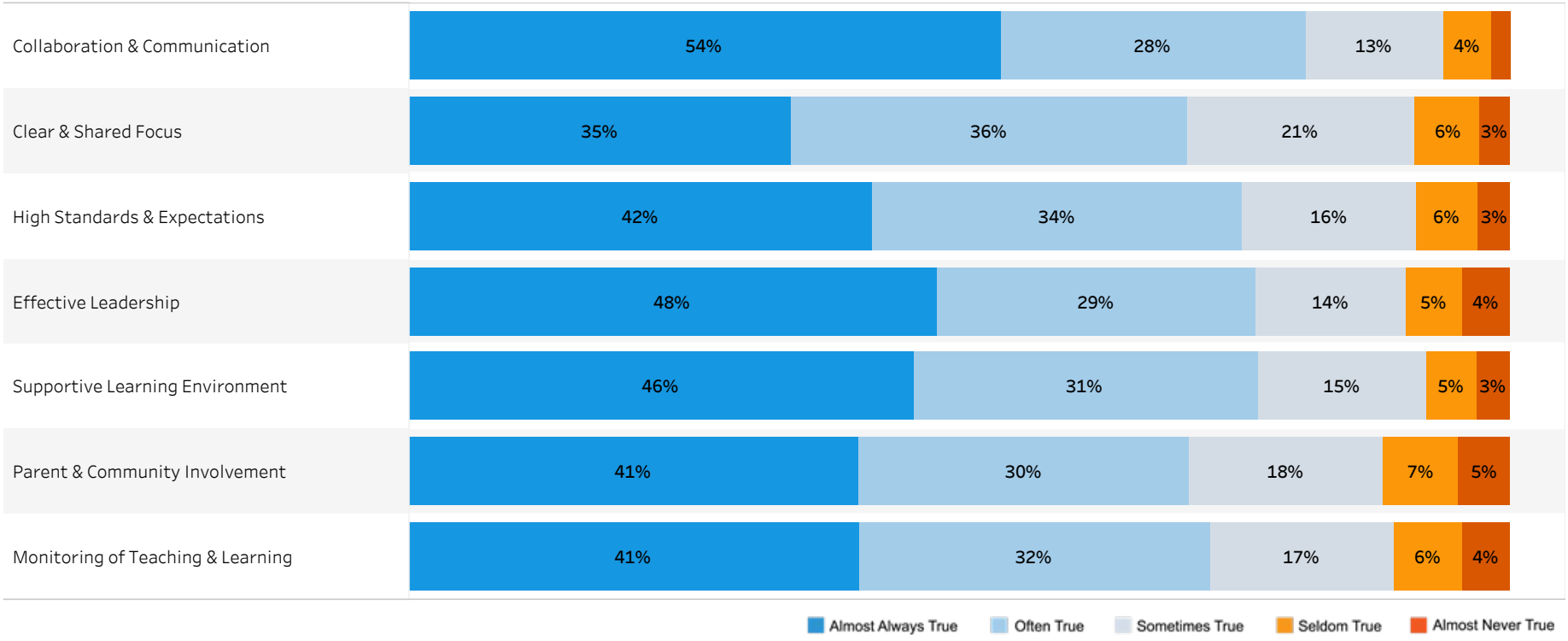
9 Characteristics of High-Performing Schools

Pre-Pandemic (2019)



9 Characteristics Summary

The Characteristics, "Curriculum, Instruction, and Assessment" and "Focused Professional Development", are professional activities conducted amongst the adult school community and are rarely viewed by parents. Thus questions regarding those Characteristics are not a part of the survey and do not appear in this report.



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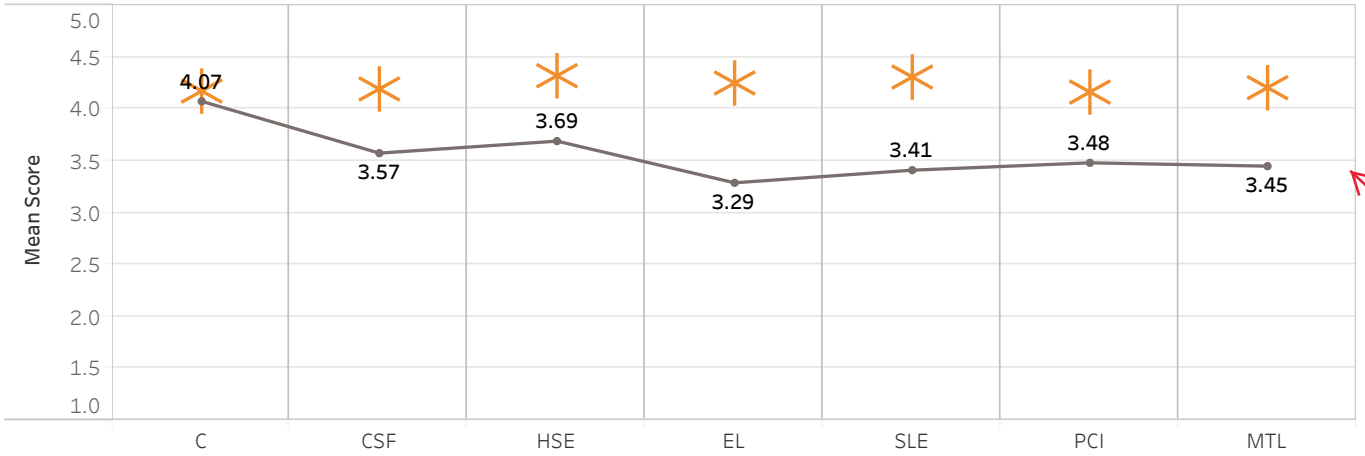
Comparison - **Mean Scores**

Walla Walla Public Schools



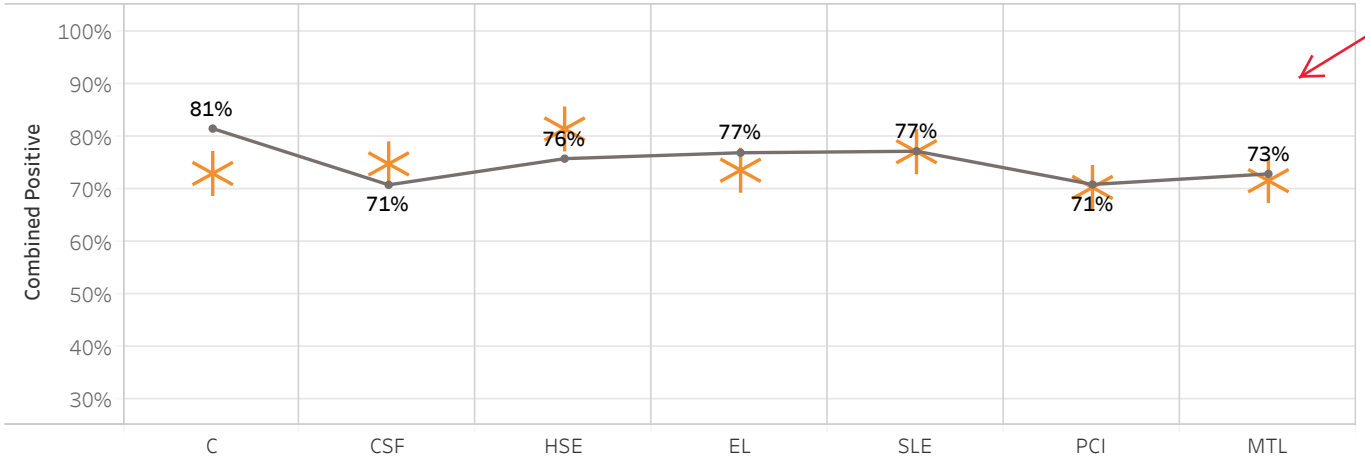
How does your school compare to:

- Avg. Nationwide Sample
- Staff Response

Note apples to oranges comparison (WWPS post pandemic v nationwide pre pandemic.

60

Comparison - **Percent Positive**



Characteristics

C — Collaboration & Communication
CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment
PCI — Parent & Community Involvement
MTL — Monitoring of Teaching & Learning

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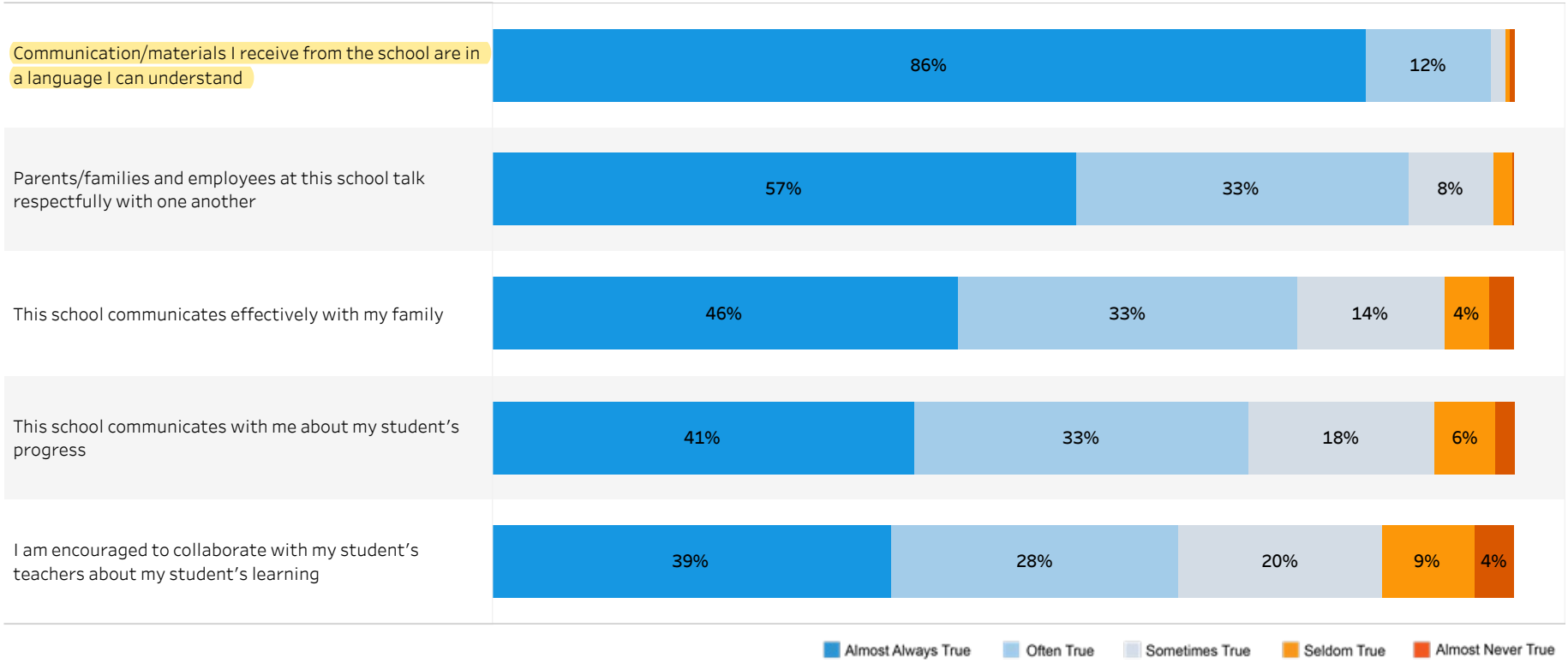
High Levels of Collaboration and Communication

Walla Walla Public Schools



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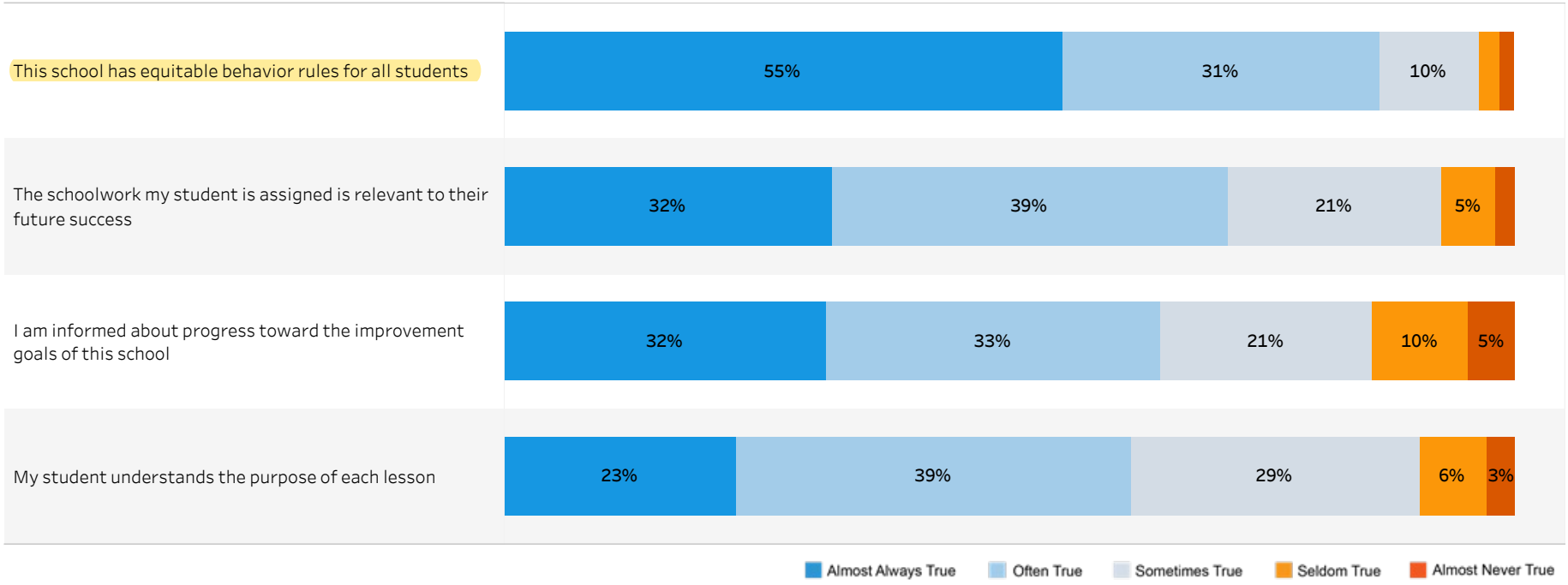
Clear and Shared Focus

Walla Walla Public Schools



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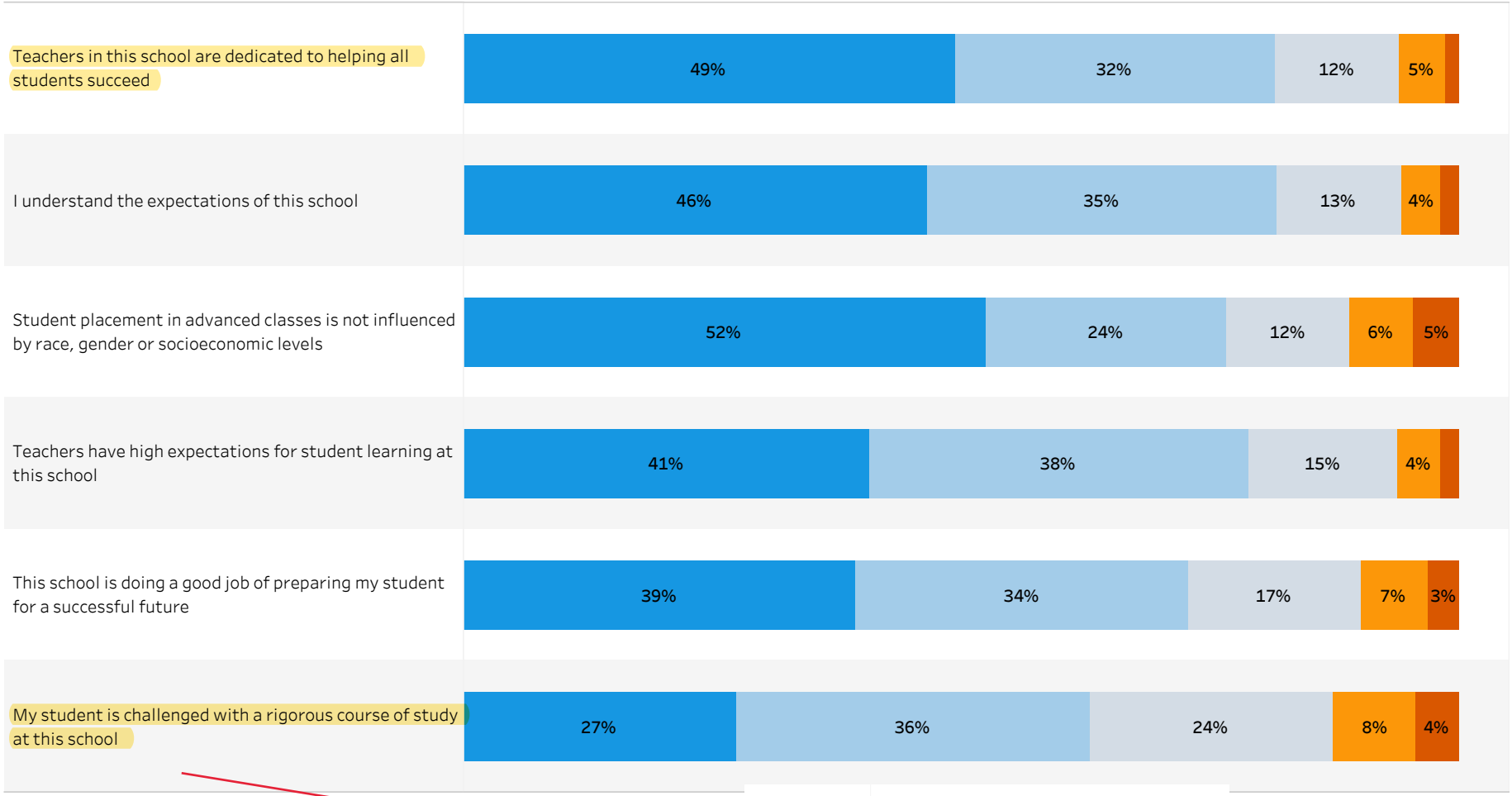
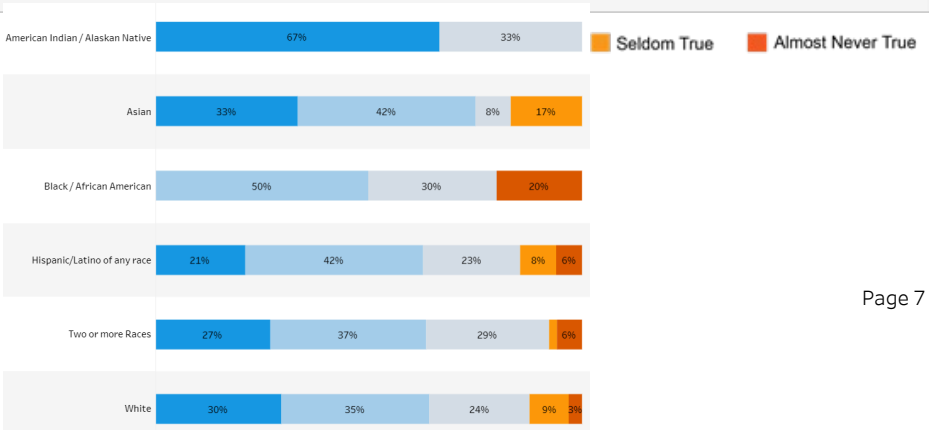
High Standards and Expectations

Walla Walla Public Schools



Disaggregated by ethnicity



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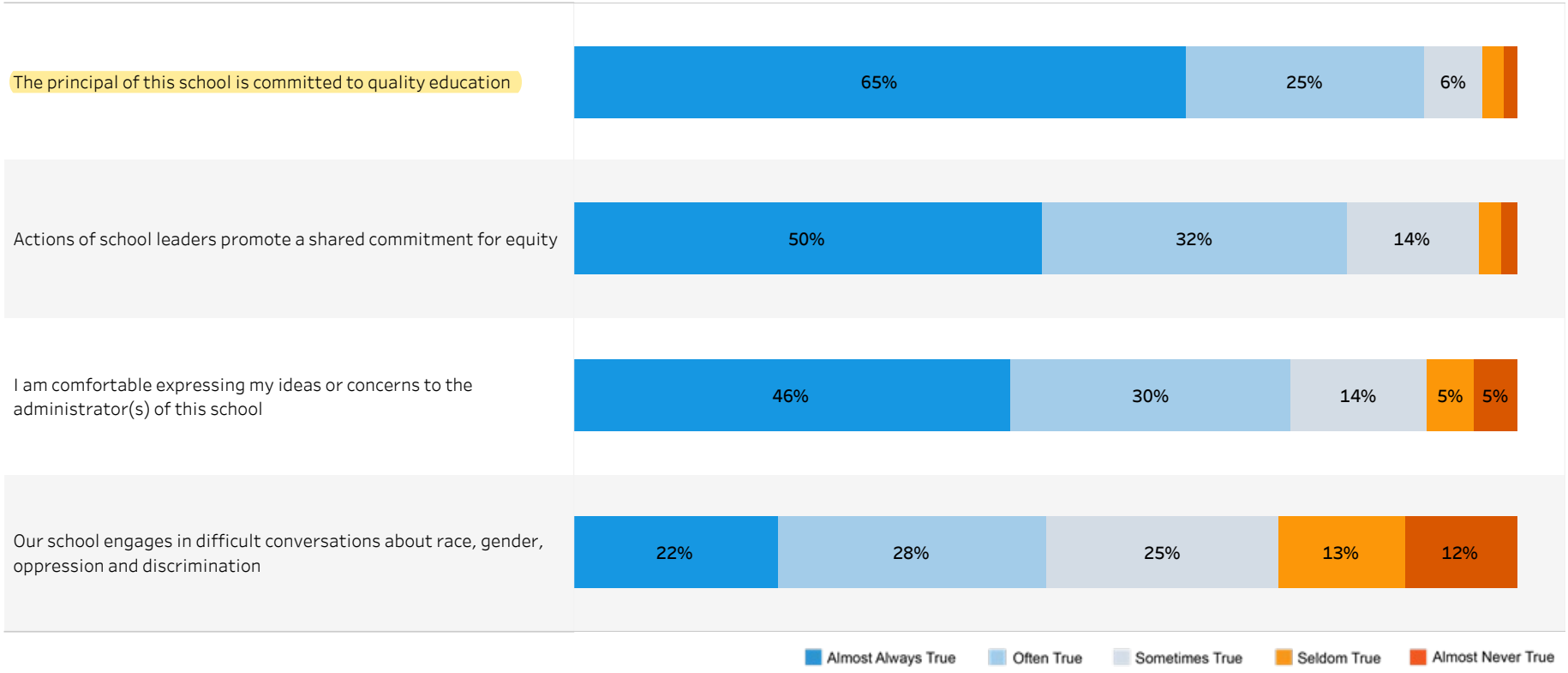
Effective Leadership

Walla Walla Public Schools



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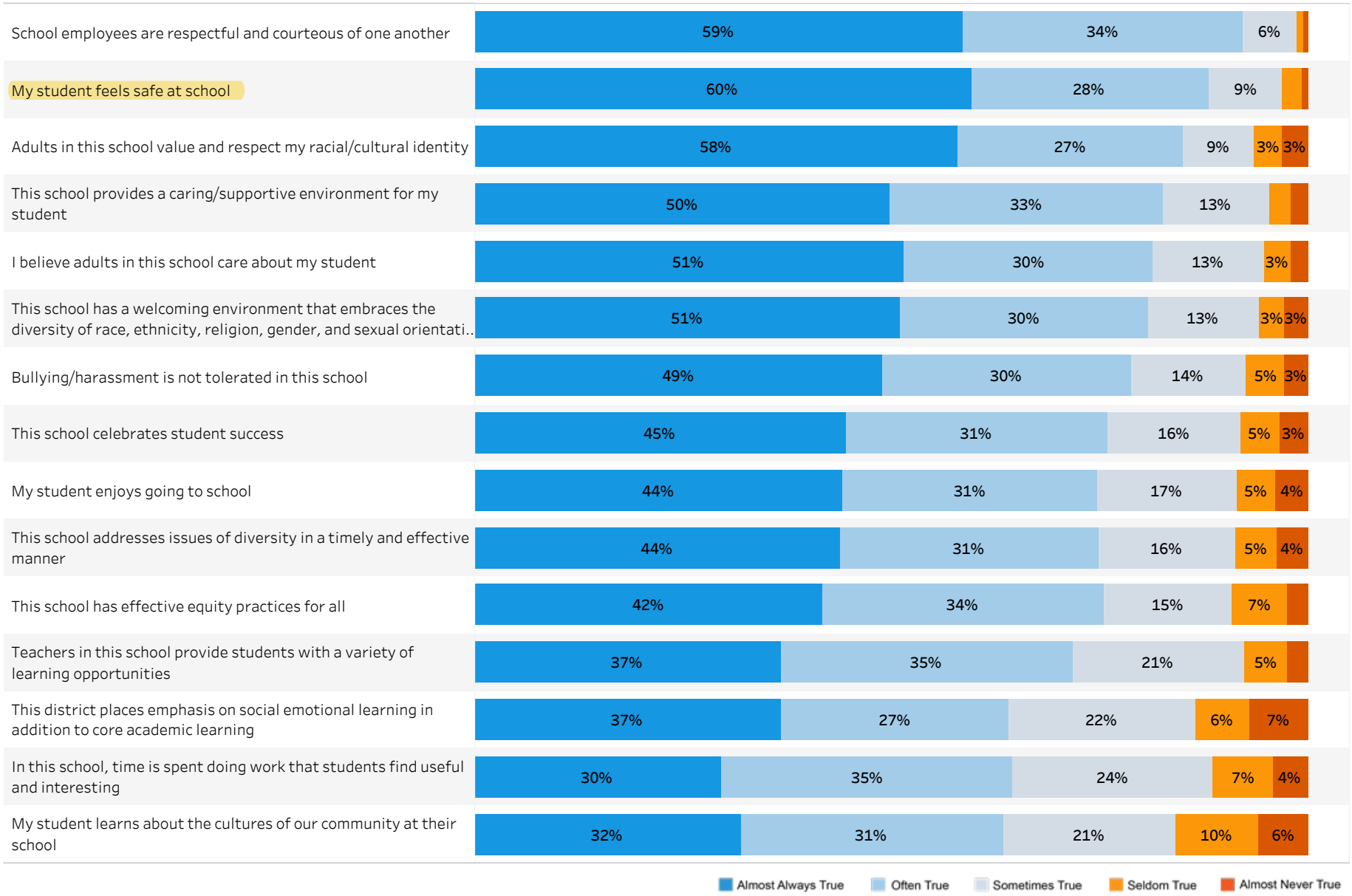
Supportive Learning Environment

Walla Walla Public Schools



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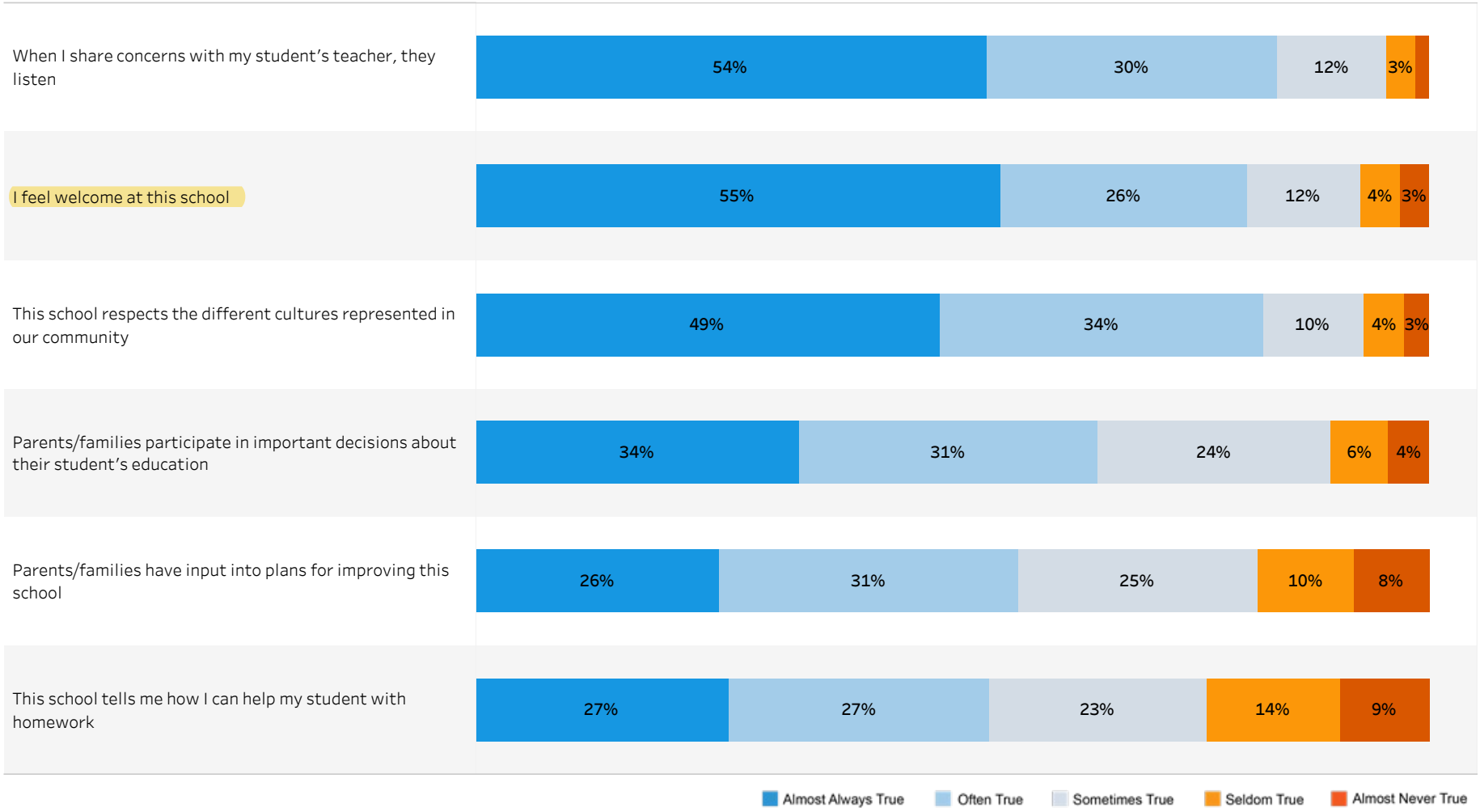
Parent and Community Involvement

Walla Walla Public Schools



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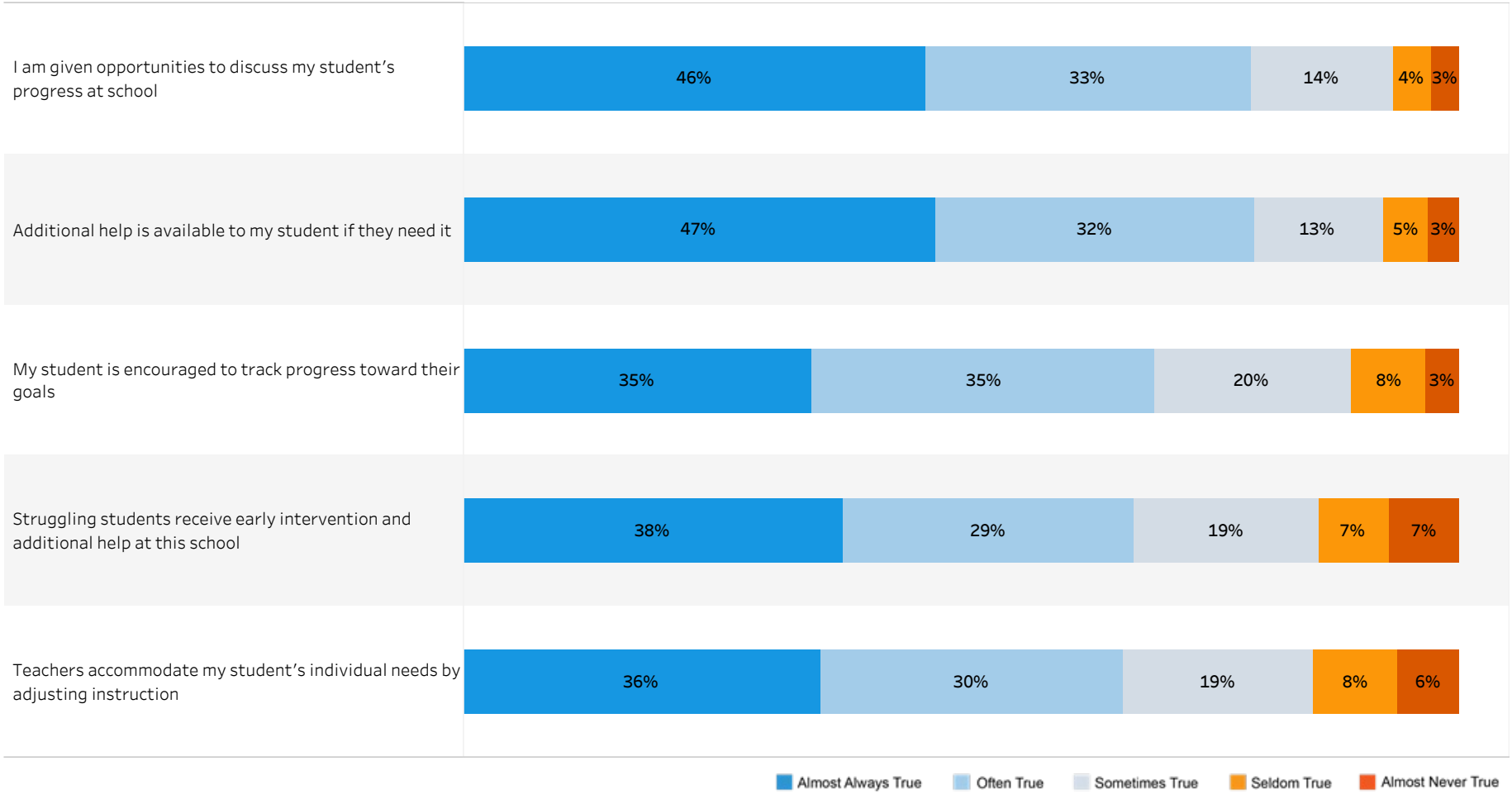
Frequent Monitoring of Teaching and Learning

Walla Walla Public Schools



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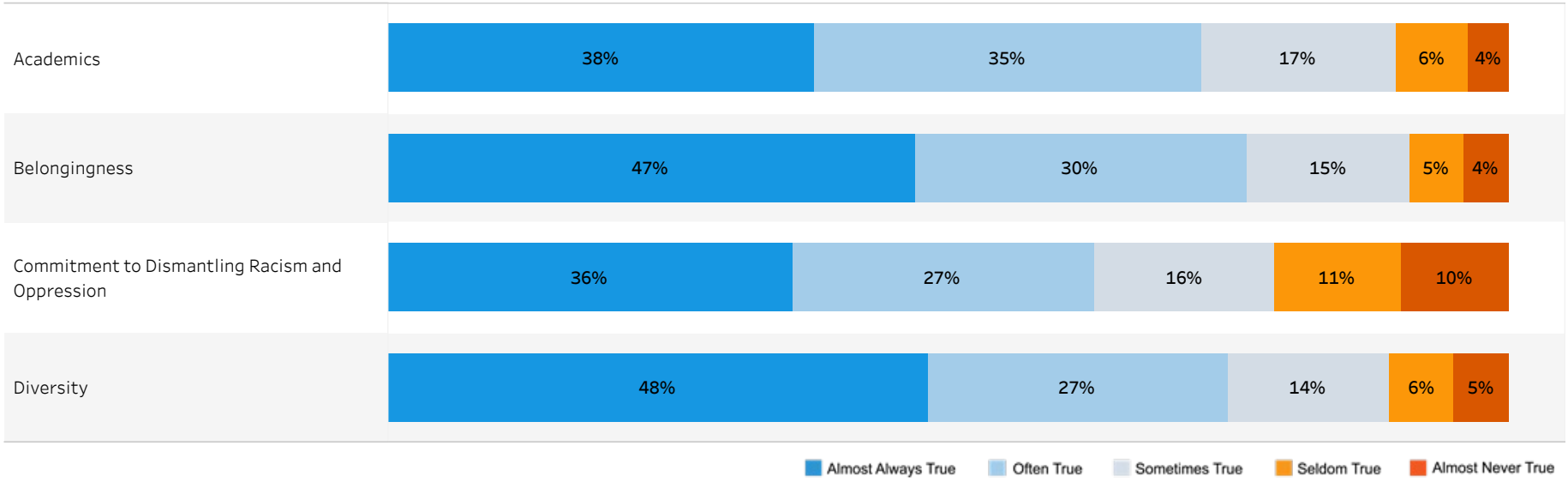
Educational Effectiveness Survey™

Diversity, Equity and Inclusion Module

The Center for Educational Effectiveness

Walla Walla Public Schools



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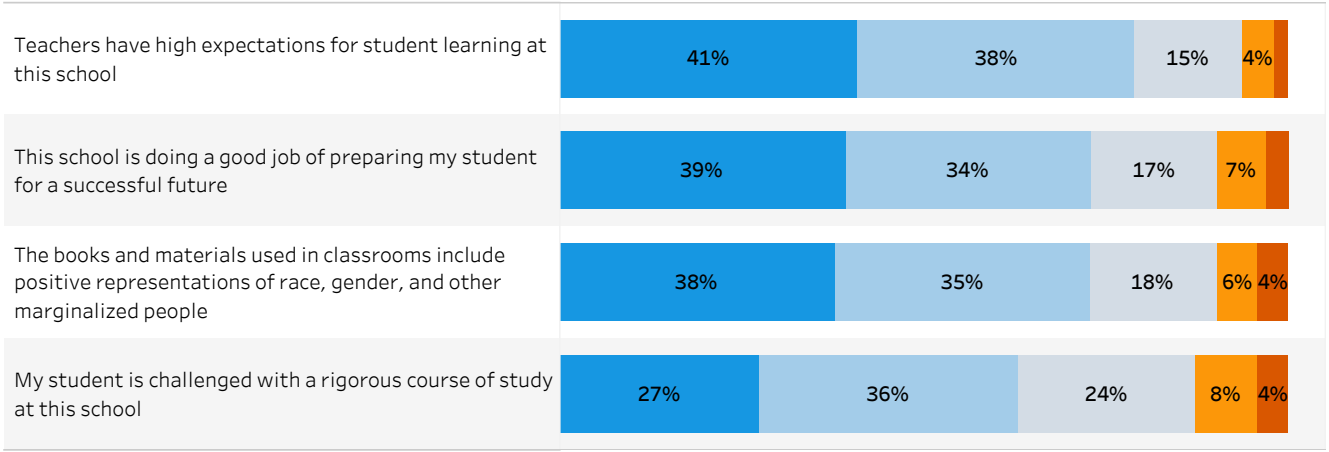
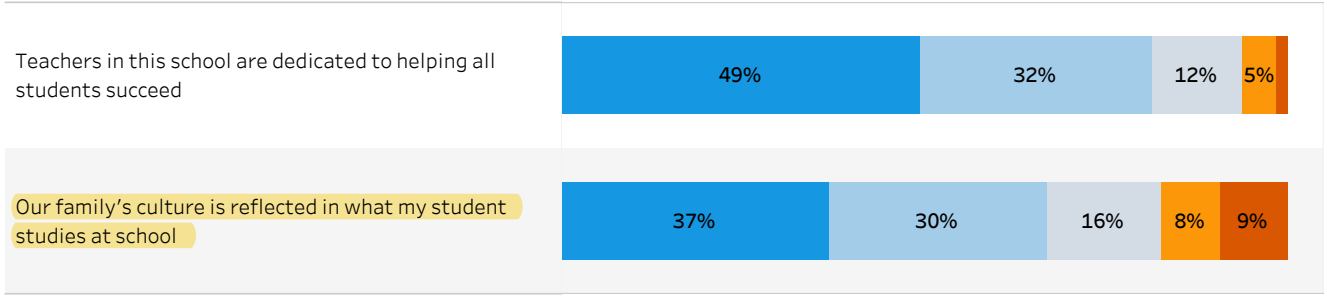
Academics

Walla Walla Public Schools

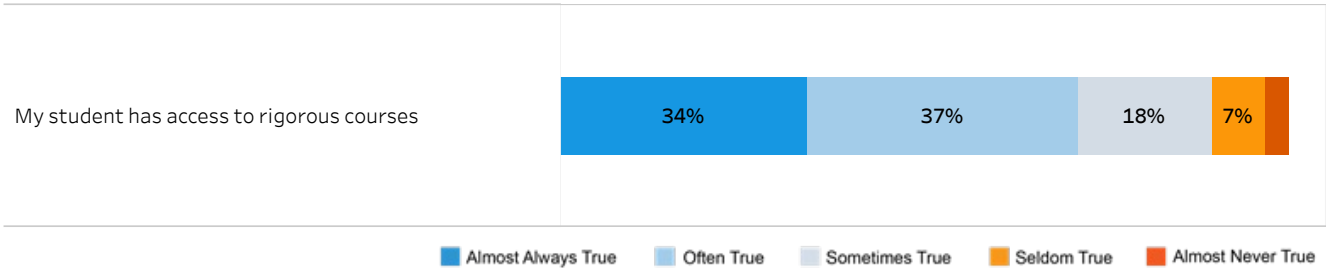
Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunities to achieve success at a high academic level. Content is asset-based and has pro-social representation from various racial, gender, and other marginalized subgroups.



Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.



Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.



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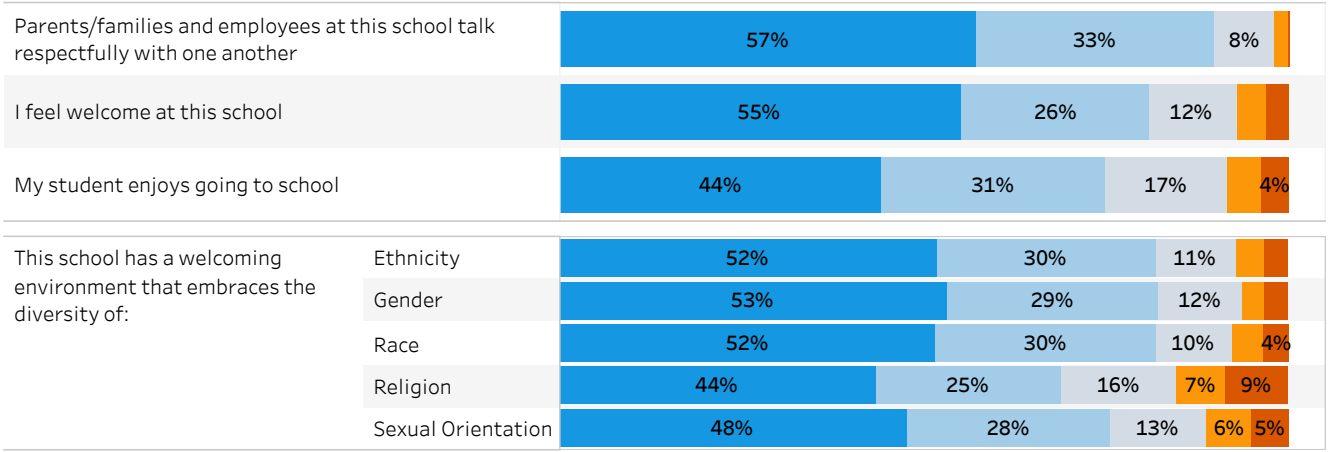
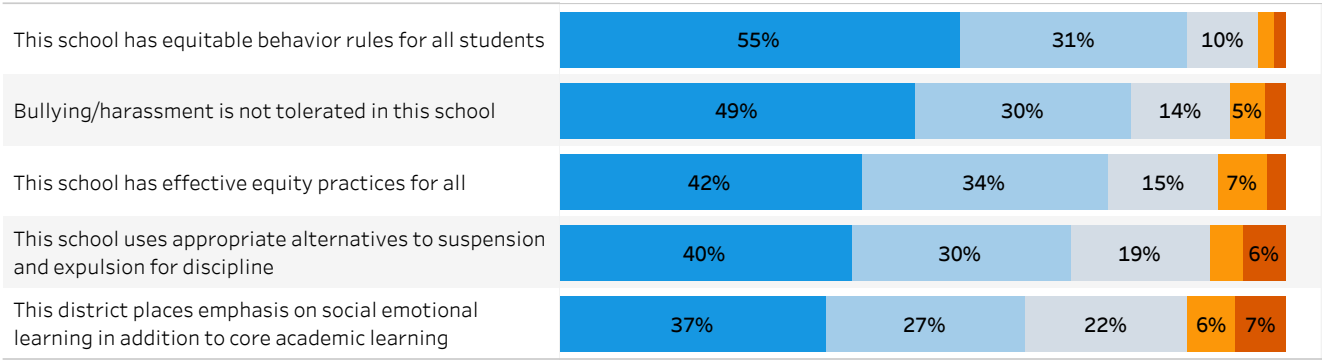
Belongingness

Walla Walla Public Schools

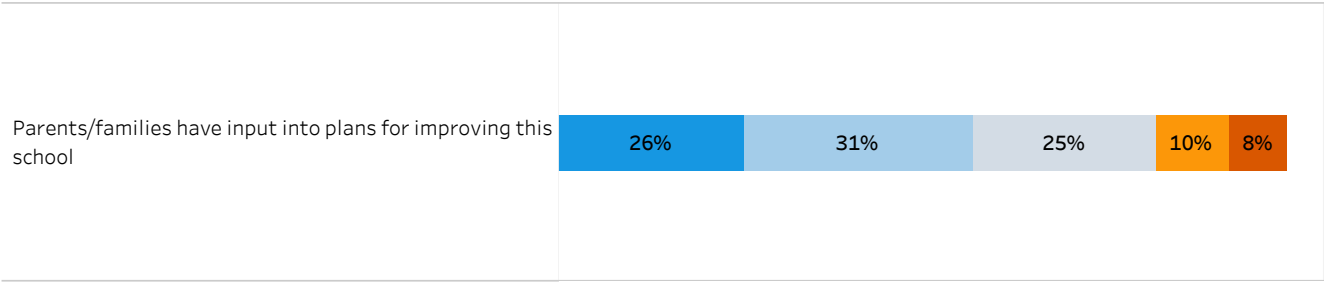
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.



Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.



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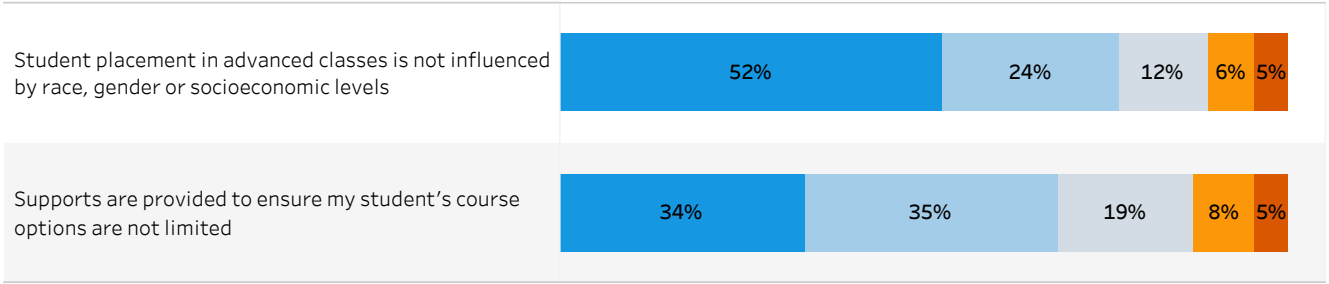
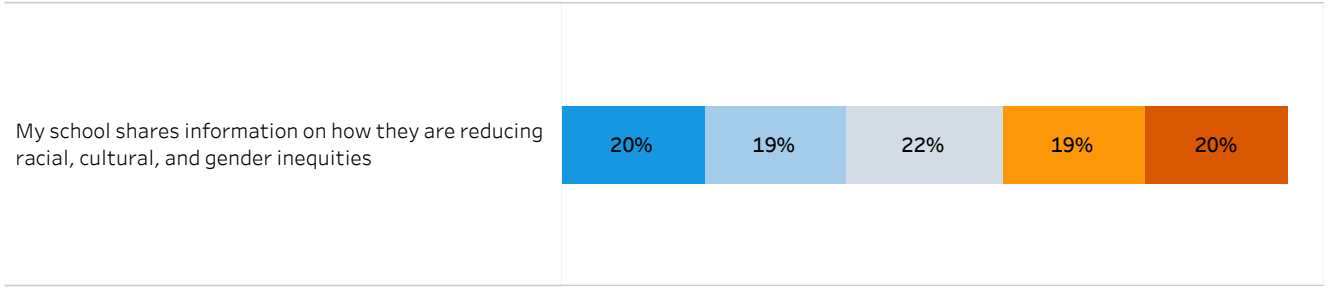
Commitment to Dismantling Racism and Oppression

Walla Walla Public Schools

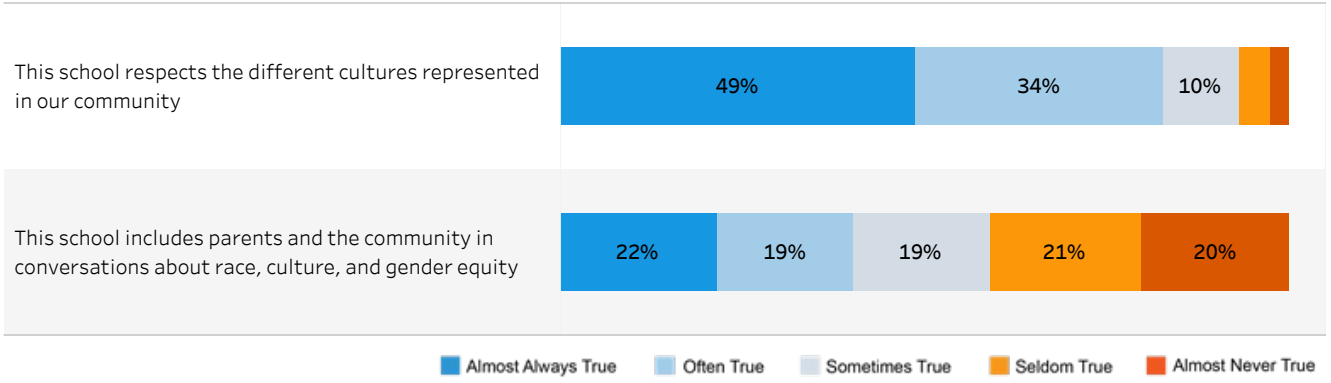
Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.



Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.



Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.



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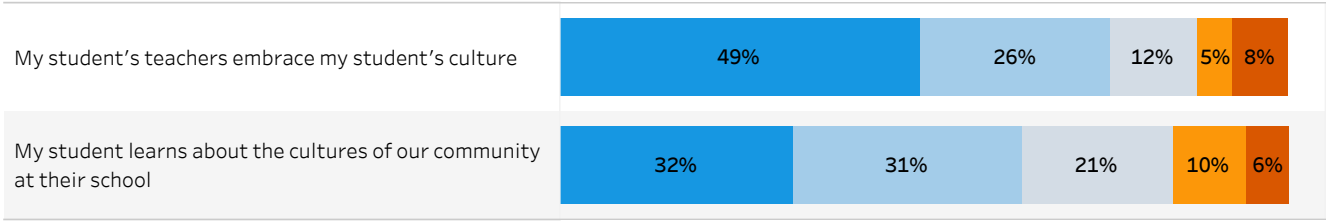
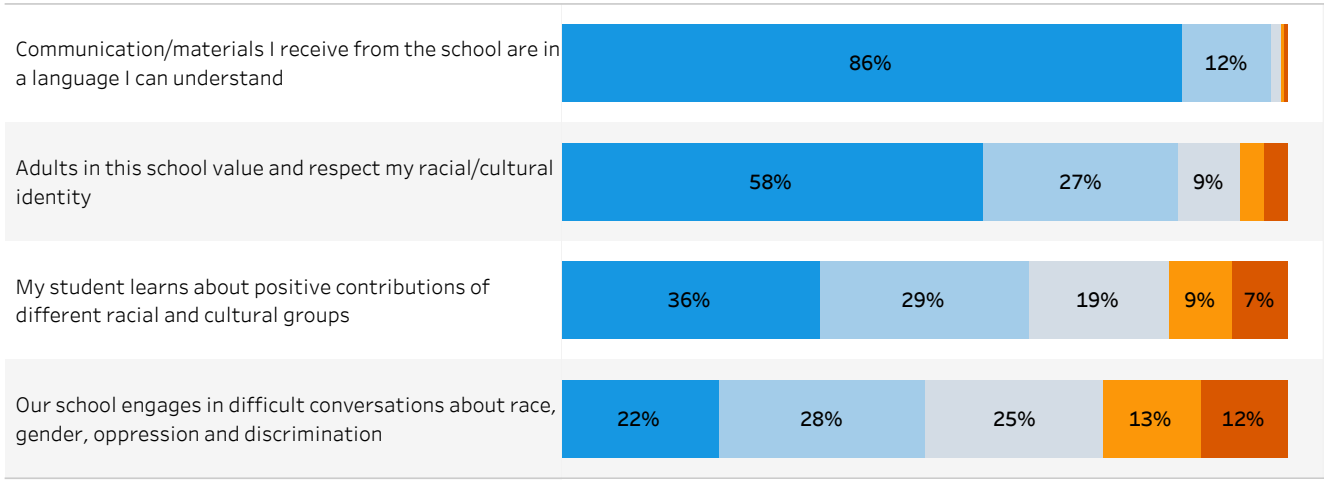
Diversity

Walla Walla Public Schools

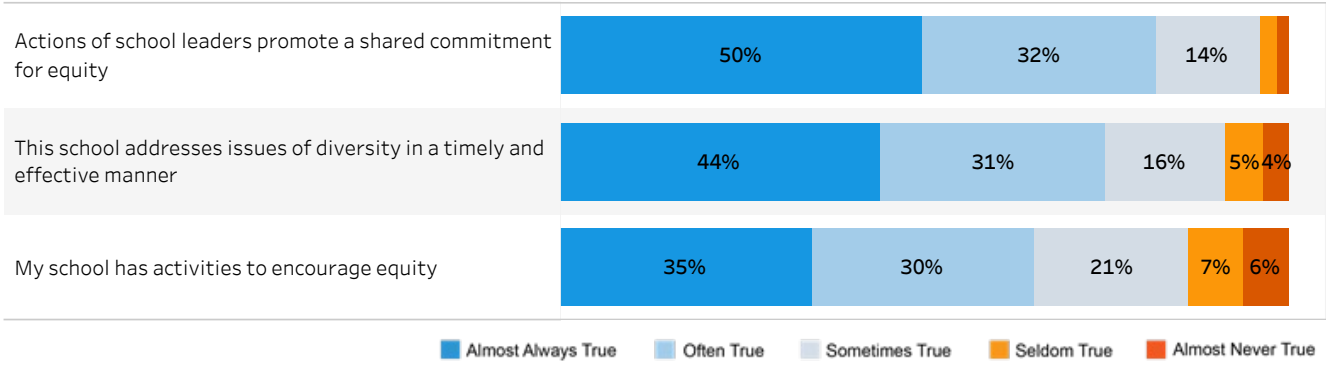
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups in history and society as well as addressing bigotry and racism. Multiple, positive cross- cultural contacts between students, staff and community members are facilitated in and out of school.



Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.



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Continued 21-22 Funding Review

Apportionment (5575)	$	62,846,545.79	
Title I	$	1,364,906.00	
Title I C, Migrant	$	56,340.00	
Title II	$	188,982.00	
Title III	$	105,665.00	
Title IV	$	93,077.00	
LEA	$	3,467,127.00	
LEVY (2021 CT assed value)	$	9,723,240.00	
Head Start	$	1,960,931.00	
21st Century C14 & C15	$	886,775.00	
ESSER Funds for Salaries & Ben	$	3,279,877.10	
ESSER Funds for Stipends/Other	$	258,500.00	
ESSER Funds for 5-9's	$	470,000.00	
Summer SOL 2022	$	1,500,000.00	
OSPI pass through ESSER Grants	$	350,000.00	*Placeholder for possible grants received
Other	$	4,385,348.00	
Total Revenue	**$**	**90,937,313.89**	
Cert Base Salaries	$	33,367,648.30	
Cert Benefits	$	12,695,617.44	
Cert ESSER Salaries		$1,963,169.63	
Cert ESSER Benefits	$	799,470.38	
Class Salaries	$	14,536,311.93	
Class Benefits	$	8,076,247.17	
Class ESSER Salaries	$	348,372.96	
Class ESSER Benefits	$	168,864.13	
ESSER Funds for Stipends/Other	$	258,500.00	
Total Salaries * Benefits	$	72,214,201.94	
5-9's ESSER Plan Enhancements	$	470,000.00	
Summer SOL 2022	$	1,500,000.00	
OSPI pass through ESSER Grants	$	350,000.00	*Placeholder to account for expenditures
Budgeted 5-9's	$	17,888,464.00	
Total Expenditures	**$**	**92,422,665.94**	
Budgeted Deficit	**$**	**(1,485,352.05)**	
Projected Deficit (99% Rev & 98.5% Exp)	**$**	**(1,008,385.20)**	

Student Enrollment Review (2019-20 to 2020-21)

W/D Code	W/D DESC	Student Count		Grade	Student Count
G3	4+ Years Grad	24		K1	31
G2	Grad Early	1		1	31
C1	GED	8		2	28
D2	Did not Grad	1		3	34
D4	School Not for Me	8		4	35
D6	Child/Pregnant	3		5	22
D7	Work	1		6	40
DM	Treatment no Ed/Svcs	1		7	28
N1	Non Attendance	9		8	20
T0	Out of Dist in WASH	170		9	16
T2	Private/Home School	76		10	16
T3	Out of Dist Out of State	58		11	26
U and W	Unconfirmed	46		12	79
	Total	**-406**			

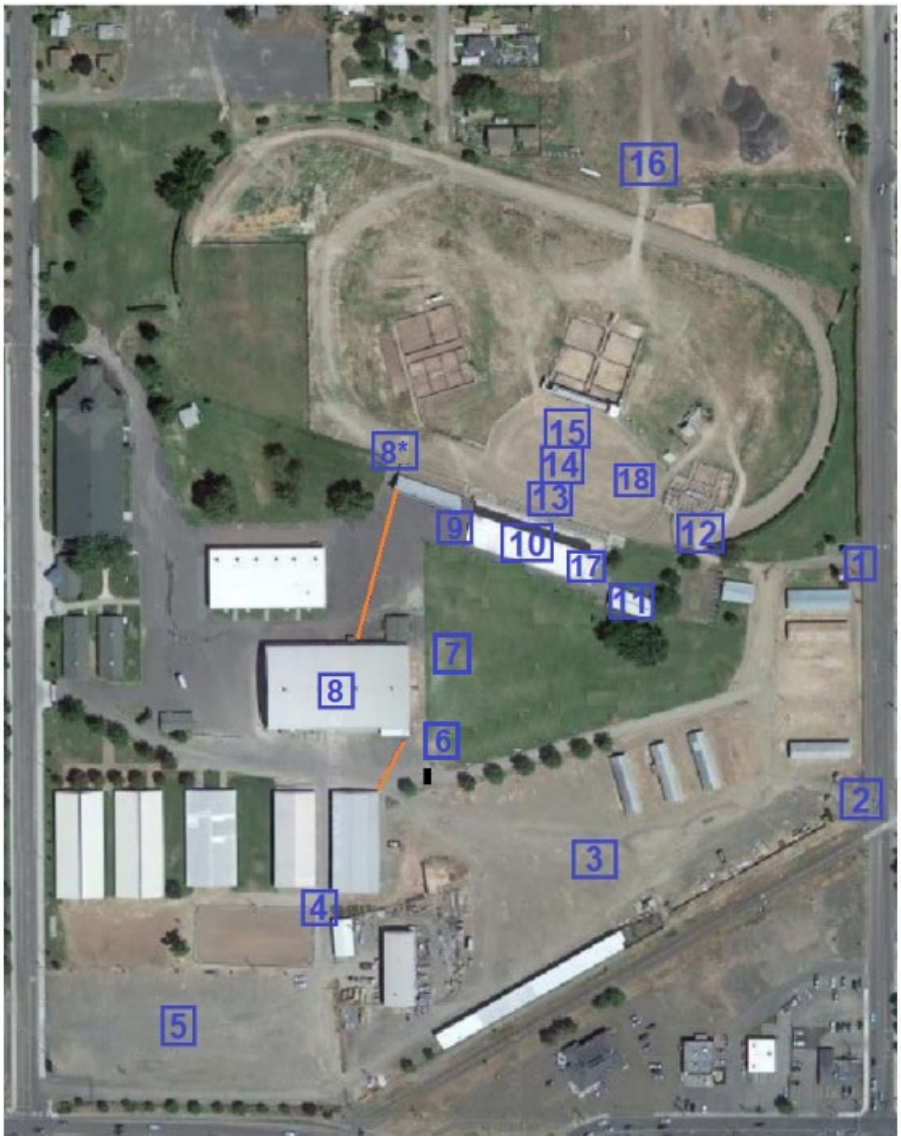
Possible Recapture?

WALLA WALLA HIGH SCHOOL
2021 COMMENCEMENT DAY TIMELINE - DRAFT

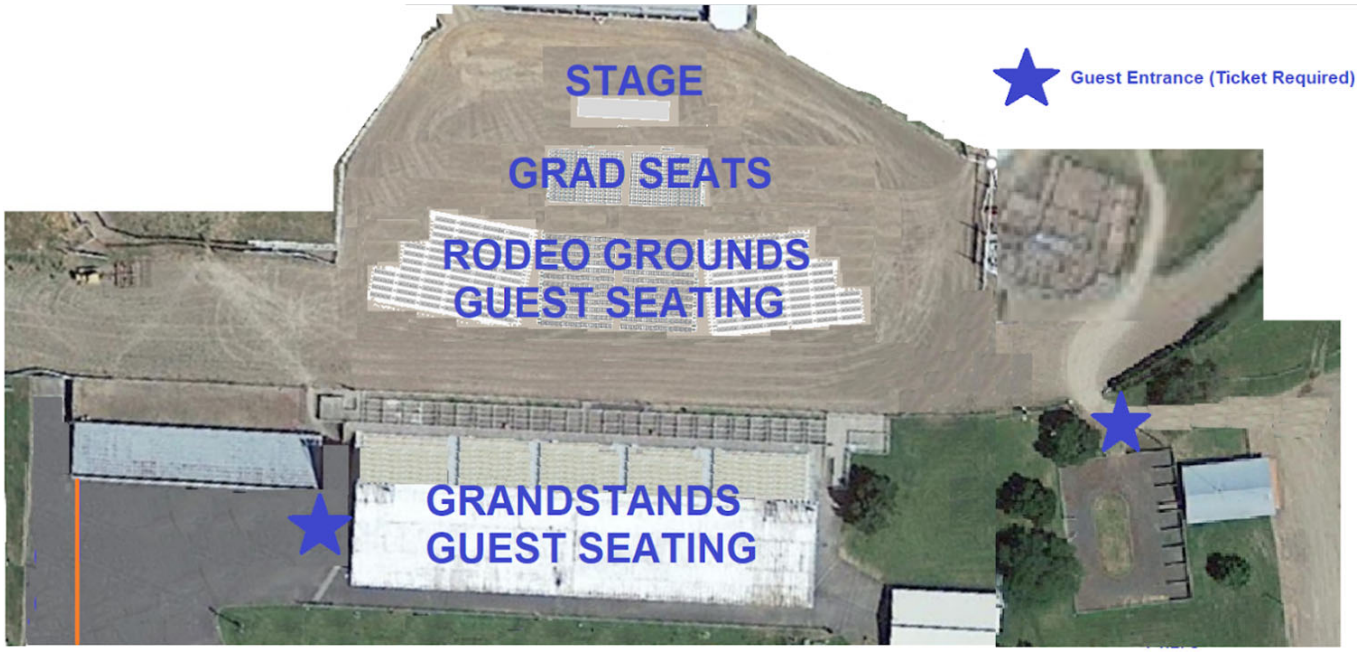
8:45 AM Chair, A/V, Stage Setup commences
11:00 Production Meeting (Sound, A/V, Livestream) Have choir singers come at 11:30 for practice
12:00 Senior Graduation Practice commences
2:00 Senior Graduation Practice concludes
6:00 Parking & Pedestrian Gates Open
6:00 Seniors Report to Staging Area
6:15 Grandstand and Rodeo Arena Seating Areas Open
6:15 Senior slideshow loop starts and runs until start of the ceremony [Pre-Recorded - Video only; will want music from Joe to play in background]
7:00 Principal's Welcome [Live]
7:01 Presentation of Colors & National Anthem [Colors presented Live; National Anthem live-Choir member(s)]
7:05 Processional [Pre-recorded "Pomp and Circumstance" - audio only from Band] [Pre-Recorded]
7:20 Introductions - school board, admin [Live]
7:22 Choir sings song [Pre-recorded - audio only - 4 min, 15 seconds]
7:30 Introduction & Recognition of Vals, Sals, & Speakers [Live]
7:35 Speaker #1 starts [Live]
7:40 Speaker #2 starts [Live]
7:50 Stats for the Class of 2021 [Live] with static graphics displayed on video screen
7:53 Presentation of the Cane [Live] - Jaden/Rachel at podium
7:57 Senior Leadership recognition begins Students remain in seats, but stand to be recognized.[Live] with static graphics displayed on video screen
8:02 Athletics recognition begins [Pre-Recorded] - students stay in seat [Live] with static graphics displayed on video screen
8:07 Academics: Pride in Excellence recognition begins [Pre-Recorded] - *students stay in seat* [Live] with static graphics displayed on video screen
8:12 Graduates of Distinction recognition [Live] w/ static graphic/pics of Grads of Distinction shown on screen]

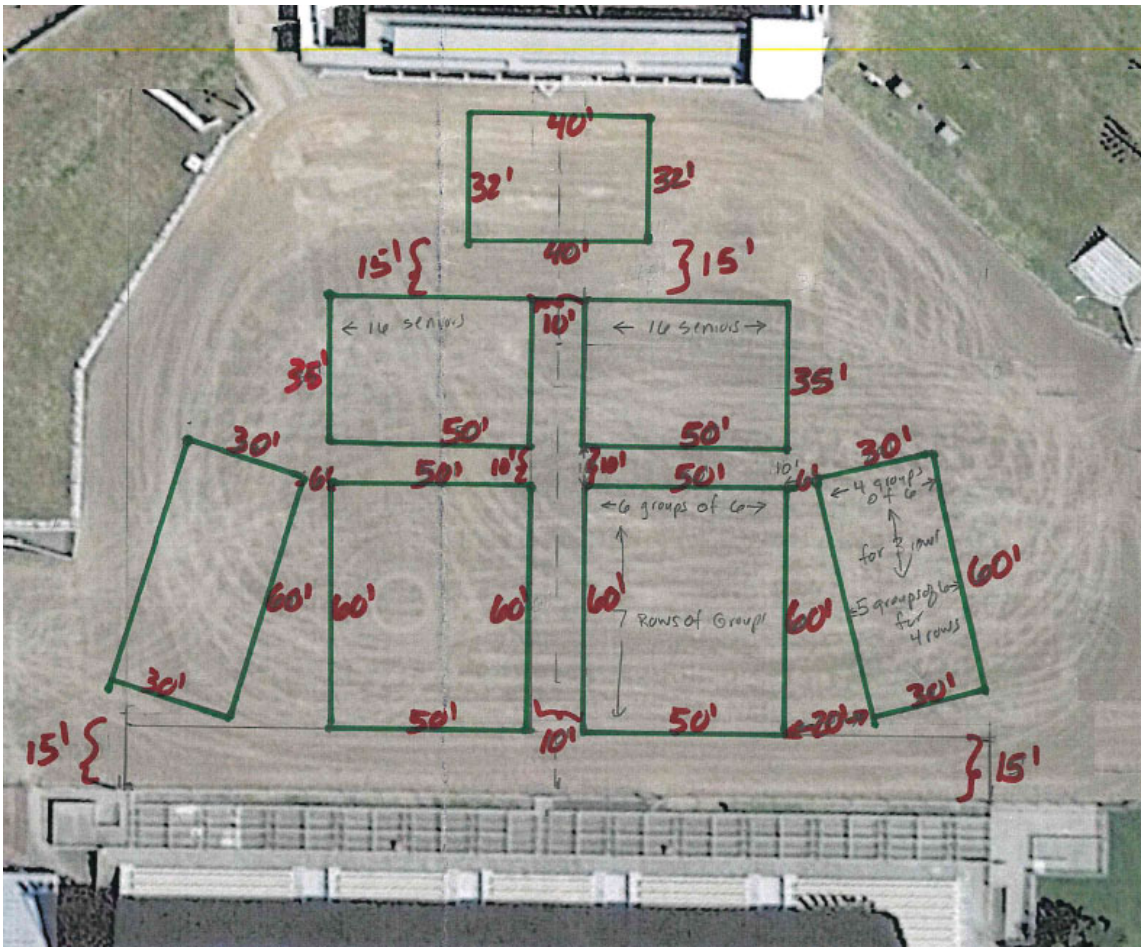
8:15 Presentation of the Senior Class of 2021 and Awarding of Diplomas [Live]
9:00 Principal's closing [Live]
9:02 Recessional Starts [Pre-Recorded audio music + Slideshow #2 pictures looping]
9:07 Recessional Ends [Live]
9:15 Fireworks [Live]

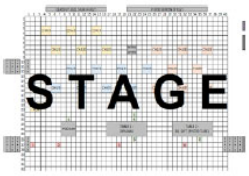
GRADUATION 2021 - FAIRGROUNDS SETUP from overview to details

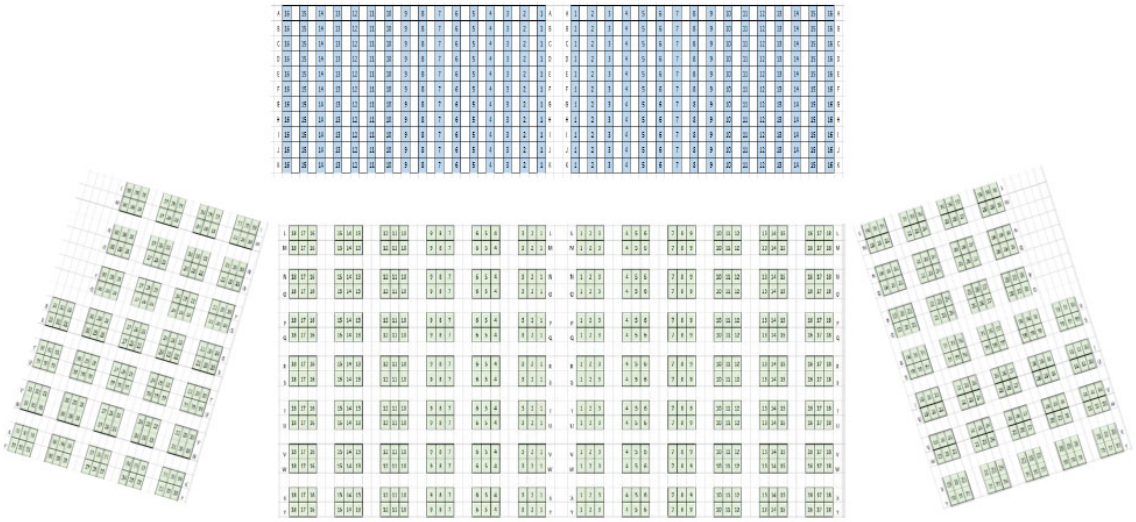


0-Guest Vehicle Parking
(Tietan Parking Lot)
1-Pedestrian Entrance Vehicles too?
2-Guest Vehicle Entrance
3-Guest Vehicle Parking
4-Grad access to Staging Area
5-Grad Vehicle Parking/Drop off
TENTATIVE
6-7-ADA Parking
8- Grad Staging Areas
8*-Grad Processional Start
9-Guest Entrance #1 (Ticket Check)
10-Guest Seating (Grandstands)
11-VIP/School Board/Staff Room
12-Guest Entrance #2 (Ticket Check)
13-Guest Seating (Rodeo Arena Floor)
14-Grad Seating (Rodeo Arena Floor)
15-Main Stage with big-screen video display
16- Fireworks area
17- Medical
18- Production team
—— Grad/Guest divider/barrier

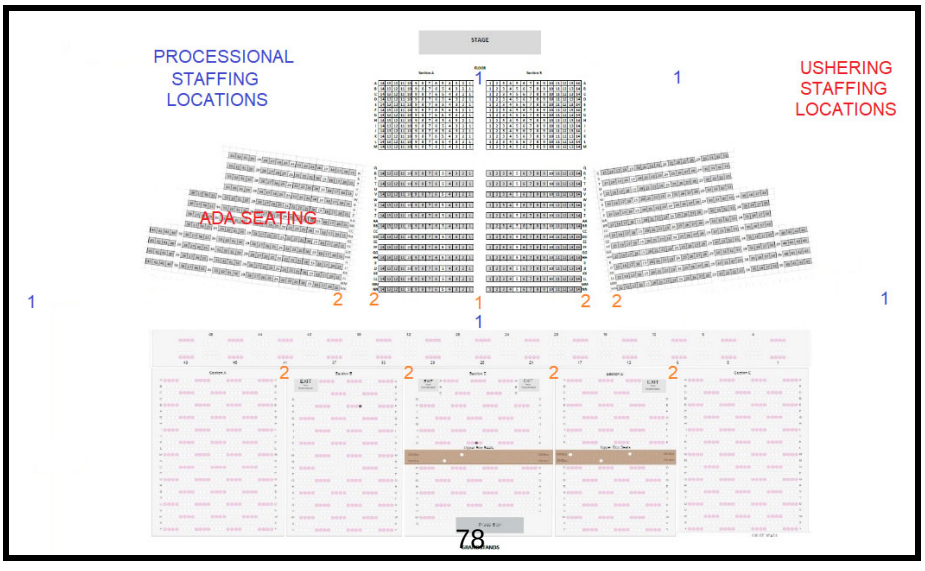

STAGE
GRAD SEATS
RODEO GROUNDS
GUEST SEATING
GRANDSTANDS
GUEST SEATING
Guest Entrance (Ticket Required)

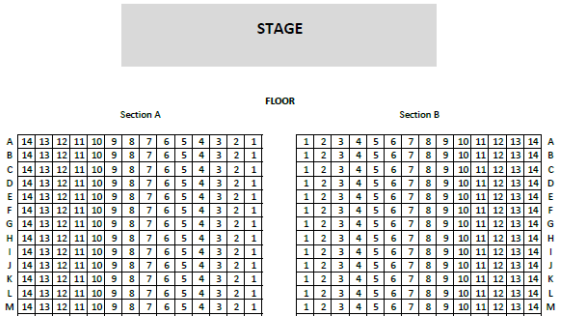

40'
32'
32'
40'
15'
15'
← 16 seniors
← 16 seniors →
10'
35'
35'
50'
50'
30'
30'
6'
50'
10'
10'
50'
10'
6'
← 6 groups of 6 →
← 4 groups of 6 →
for 3 rows
60'
60'
60'
60'
7 Rows of Groups
60'
← 5 groups of 6 → for 4 rows
60'
30'
30'
50'
50'
← 20' →
10'
15'
15'

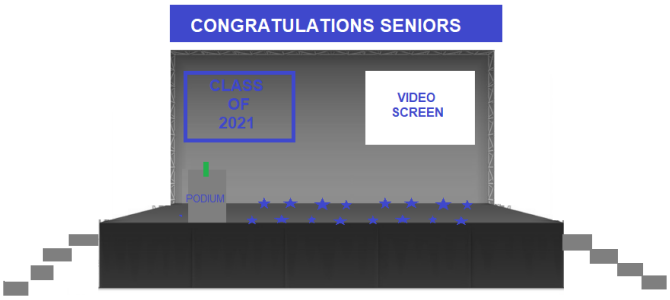

STAGE



Section A
Section B
Section C
Section D
Section E
EXIT
Upper Box Seats
Press Box

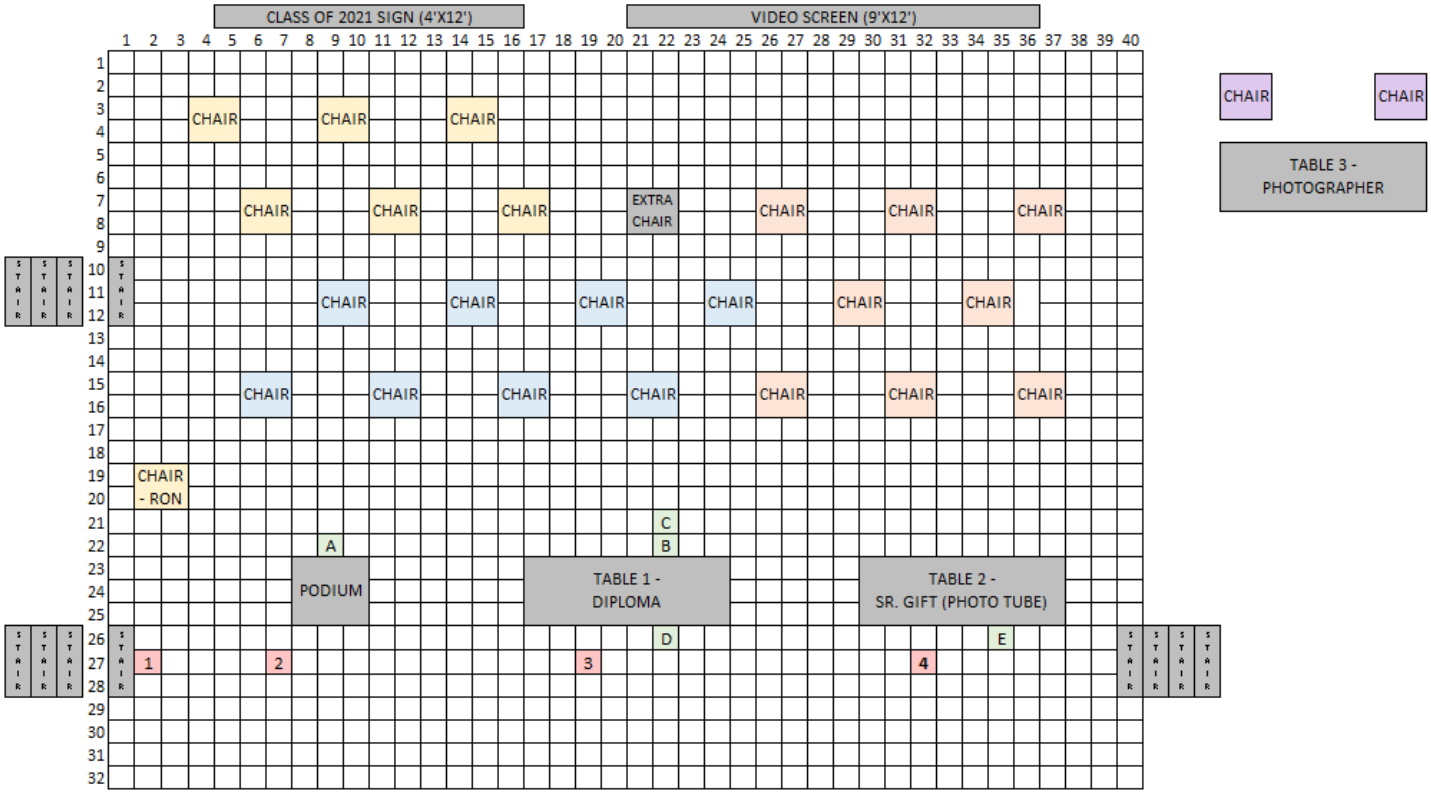

PROCESSIONAL STAFFING LOCATIONS
USHERING STAFFING LOCATIONS
STAGE
ADA SEATING





WALLA WALLA HIGH SCHOOL GRADUATION STAGE SETUP FOR JUNE 11, 2021

STAGE DIMENSIONS: 32'X40'



1= Grad stop #1 - Walk forward when grad at [2] starts to walk forward
2= Grad stop #2 - Hand name card to announcer [A]. Walk forward when your name is read aloud
3= Grad stop #3 - Receive diploma with left hand from Supt or Board Member [C]; smile - picture taken by photographer [B] Proceed forward after picture is completed
4= Grad stop #4 - Receive Senior Gift (photo tube with senior photo) from Mr. Higgins [D]. Turn to the Crowd - Enjoy! Then head down stairs and back to seat

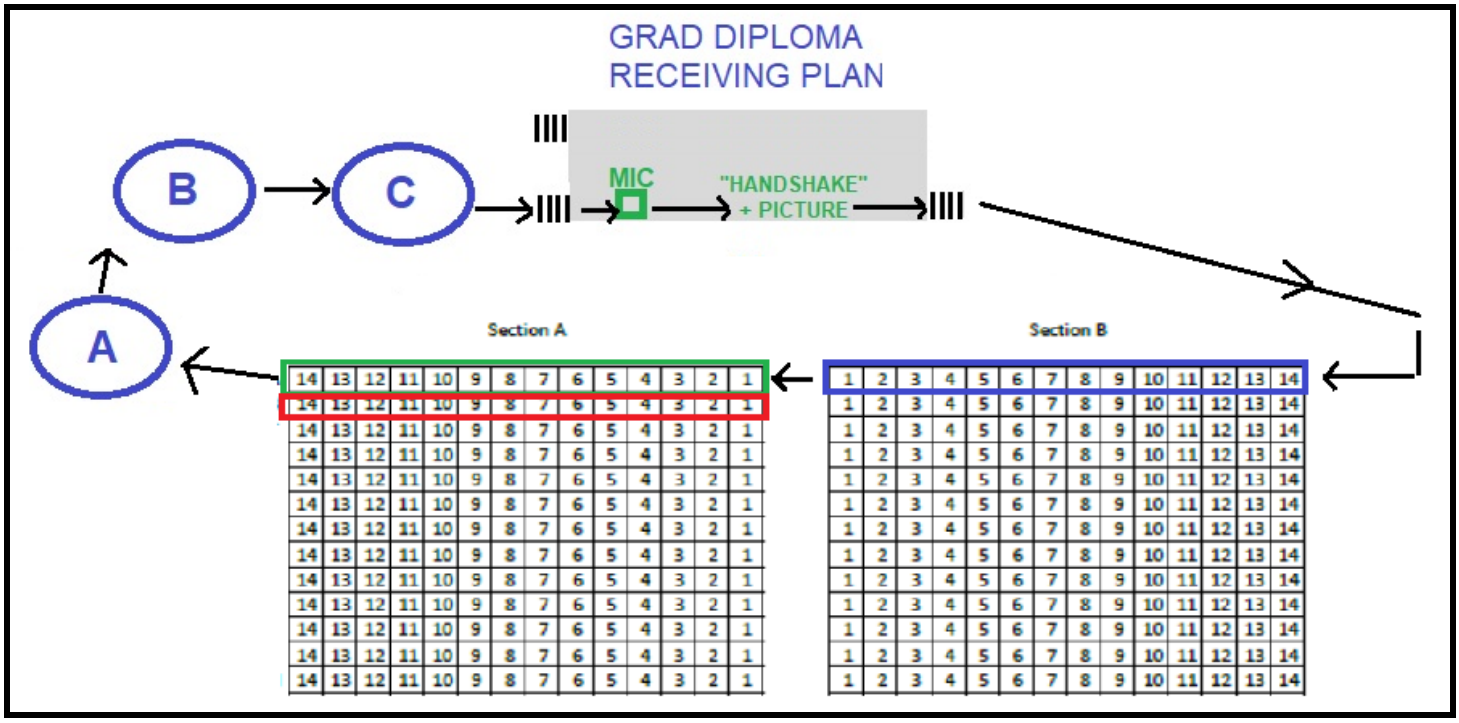
A= Speaker
B= Photographer
C= Videographer
D= Supt. Smith or Board Member presenting diploma to grad
E= Mr. Higgins presenting senior gift

DIGNITARY CHAIRS	
1	WADE
2	CHRIS
3	CHRISTY
4	DEREK
5	SAM
6	RUTH
7	TERRI
8	ERIK

STAFF CHAIRS	
1	RON
2	ANNOUNCER
3	ANNOUNCER
4	ANNOUNCER
5	ANNOUNCER
6	ANNOUNCER
7	ANNOUNCER

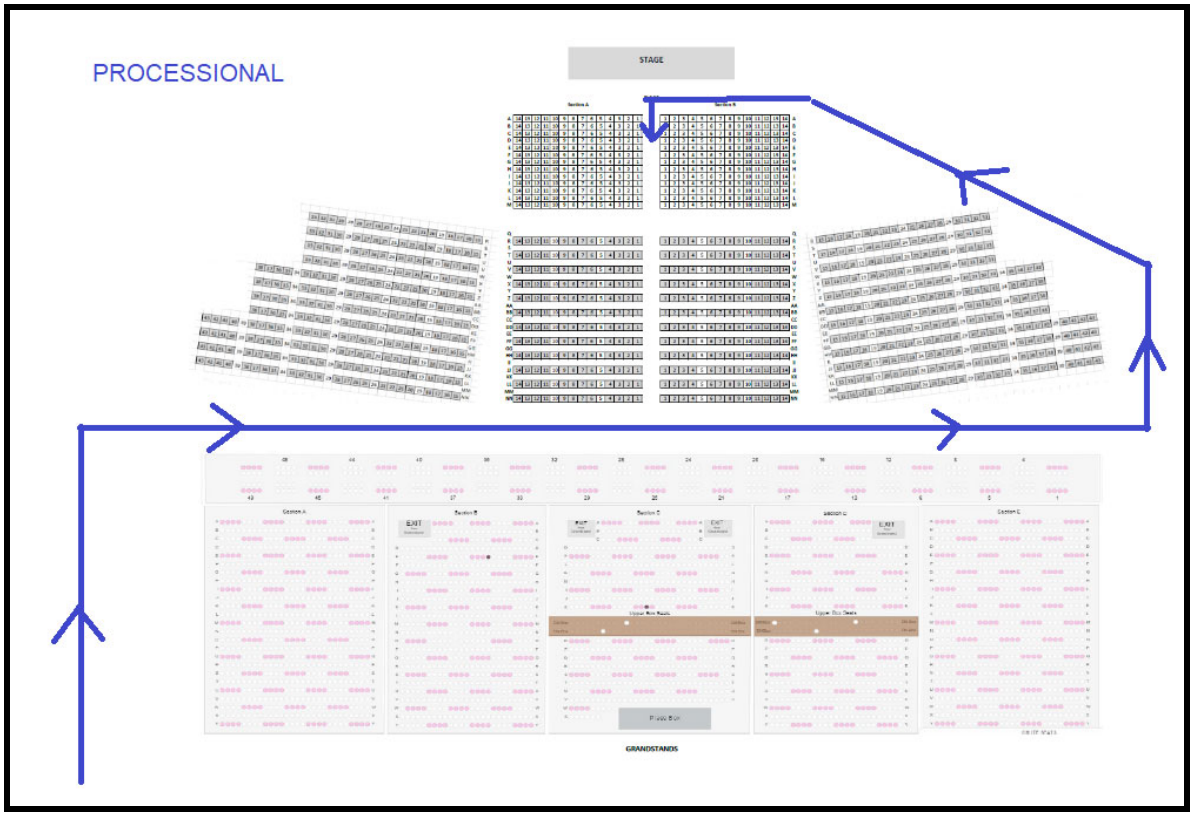
STUDENT CHAIRS	
1	VAL
2	VAL
3	VAL
4	VAL
5	VAL
6	VAL
7	SAL
8	SAL

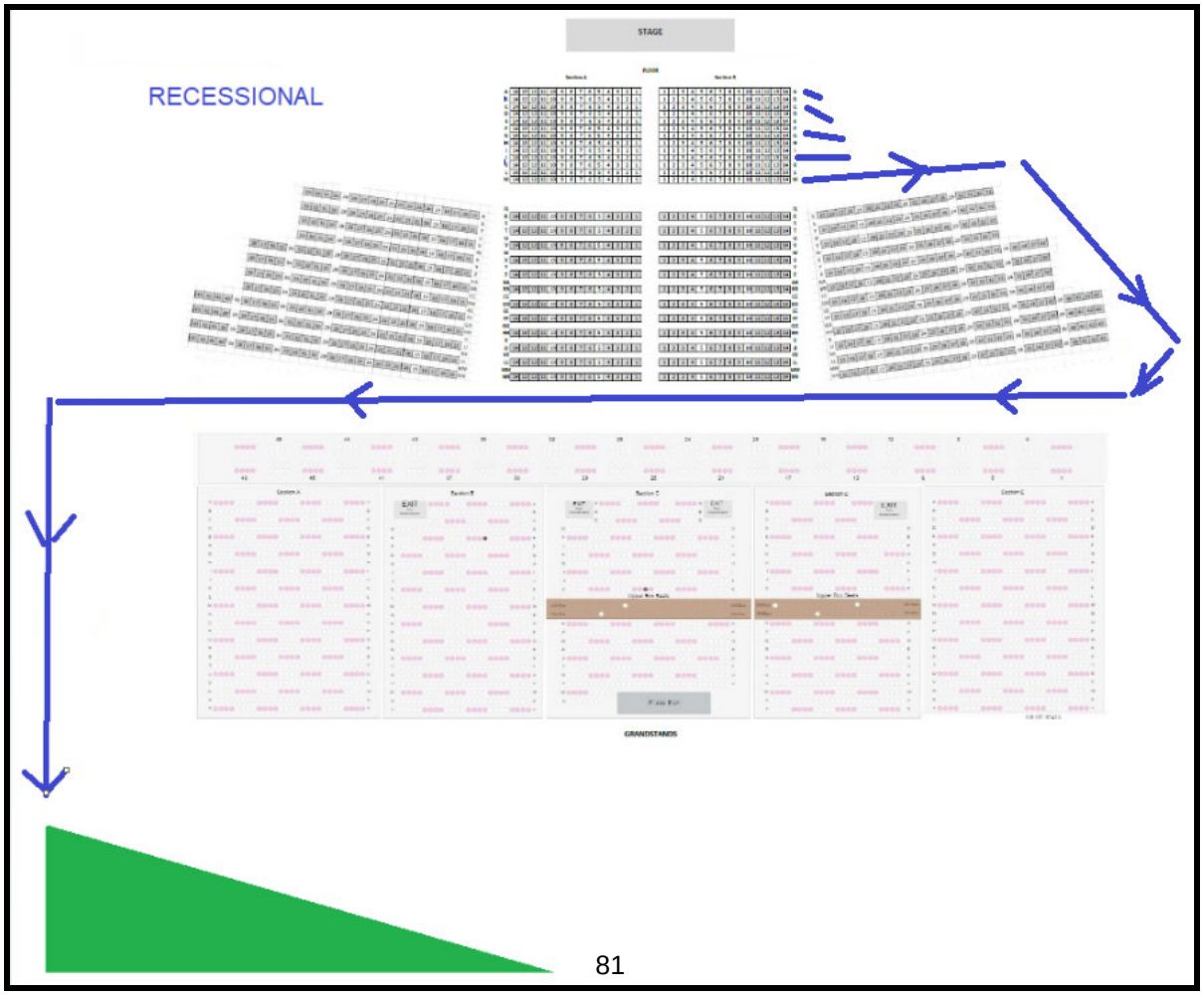
OFF STAGE CHAIRS	
1	PHOTROGRAPHER
2	PHOTROGRAPHER



Graduate Name Announcing Plan

1. Staff "Name Announcers" are "paired up" in teams of 2 and will begin being located at one of the mini-staging areas (A, B, or C) as we get ready to read senior names.
2. Seniors will come to the mini-staging area as a "pod of 14" (shown above outlined in green, then blue, then red), on through all the rows of seniors.
3. The first pod of seniors will line up and with the first senior at the top of the stairs, the 2 staff name announcers with that pod will come on stage to the podium.
4. The first senior will come to the podium and hand their name card to a staff name announcer who will read their name and the senior will move forward across the stage as the next student in line comes to the podium and hands name card to a staff name announcer and repeat this until all 14 seniors have come across the stage.
5. The 2 name announcers who have completed their pod will exit the stage (back steps) and then go to one of the mini-staging areas to meet the next pod of 14 seniors and wait for the pods in front of them to go, proceeding when it's time for the next pod to go. During this time, name announcers will have the opportunity to confirm pronunciations and simply enjoy being with our awesome seniors.
6. Repeat until all seniors have been across the stage.


PROCESSIONAL
STAGE
GRANDSTANDS


RECESSIONAL
STAGE
GRANDSTANDS

GRADUATION WORKER STATIONS – JOB DESCRIPTIONS

GATE MANAGEMENT: Oversee the movement of traffic off of Tietan into the parking lots.

a. Locations 1 and 2 on the map.
b. Arrive at 5:00 p.m.
c. Need to provide flagging equipment
d. Radio
e. Need 2-3 people each gate
f. Assist inside if needed

PARKING: Oversee the parking of vehicles and the movement of traffic on and off the site.

a. Locations 3 and 5 on the map.
b. Arrive at 5:00 p.m.
c. Need to provide flagging equipment
d. Radio
e. Need 6-7 people
f. Assist inside if needed

HANDICAPPED PARKING: Oversee the parking of handicapped vehicles and the movement of traffic on and off the site.

g. Locations 6 and 7 on the map.
h. Arrive at 5:00 p.m.
i. Need to provide flagging equipment
j. Radio
k. Need 3-4 people
l. Assist inside if needed

STUDENT SUPPORT: Oversee the coordination of getting graduates lined up and ready to go, guiding them to where they enter the grounds.

a. Locations 4 and 8 on the map
b. Arrive at 5:30
c. Sound system of some sort needed. Also fix-it kit to help with last minute repairs.
d. Radio.
e. Assist with students entering and exiting during graduation.
f. Need 3-4 people.

TICKET TAKERS: Check tickets of spectators that are entering the grandstands. Will have sheriffs team assigned to assist.

a. Locations 9 and 12 on the map.
b. Arrive at 5:30
c. Radio
d. Identifiable shirts
e. Will stay at location until the completion of graduation.
f. Need 6-8 people

USHERS: Provide assistance to spectators in finding their seats. (2 staff, 1 kid per area)

a. Location 10 on the map
b. Arrive at 5:30 p.m.
c. Radios
d. Identifiable masks
e. Will stay at location until the completion of graduation.
f. Need 12-14 people

GUEST HOST: Provide assistance to board members and other people that will be on the stage.

a. Location 11 on the map
b. Arrive at 5:30
c. Radio
d. Identifiable shirts
e. Need to assist with caps and gowns, flowers or other type of items
f. Will stay at location until the completion of graduation
g. Need 1-2 people

Wa-Hi Graduation Production Team list

Information:

a. June 11th 7:00 p.m.
b. Walla Walla County Fairgrounds

Contracts:

a. **Fairgrounds Agreement:** Contract signed 5/4/21, POC: Greg Lybeck 509-527-3247
b. **Stage:** Provided by Backstage Electric, Contract Signed 5/4/21,
   POC: Gary 509-930-0380
c. **Screen:** Provided by RCT200W, Contract Signed 5/4/21
   POC: Rob Robinson 509-930-4992
d. **Sound:** Provided by JEC-T Audio Contract Signed
   POC Joe and Terri DeLeon 509-386-3358
e. **Fireworks:** Provided by Bing Bang Fireworks contract Signed Date
   POC: Chris Price 541-969-9763
f. **Life safety:** Sheriff's Department 5-25-2021 POC: Ian Edwards 509-301-0749
g. **DOC support:** Department of corrections 5-25-21 POC: Stacy Shake 509-527-3018

Mgmt. Team:

a. Event Manager: Mike Kay 541-601-1545
b. Graduation: Ron Higgins 302-786-5239
c. Contracted Services: Stacy Shake 509-527-3018
d. Communication: Mark Higgins 509-520-6242
e. Video Production: Andrew Sayers 509-540-2330
f. Streaming and Production: Rick Pummel 707-408-8350
g. Gate Management: Fidel Bruno 509-540-5211
h. Parking: David Marquez 509-200-3068
i. Security: Ian Edwards 509-301-0749
j. Medical: Amy Ruff 509-386-1496
k. Program and Schedule: Ron Higgins 302-786-5239
l. Student Support: Mindy Meyer (601)460-9003
m. Ticket Takers: Jack Mehn (501) 502-0603
n. Ushers: Stacy Estes (504) 517-3031
o. Guest Host: Ginger Heiser (509) 526-8630
p. Set-up: Mike Kay 541-601-1545
q. Tear down: Mike Kay 541-601-1545
r. Covid Mgmt. Plan: Mike Kay/ Amy Ruff

Updated March 22, 2021
DOH 820-145

2021 Graduation and Commencement Ceremonies

The safety, health, and well-being of students, staff, and their families is our top priority. The Department of Health is providing the following guidance for public and private colleges and universities and public and private K–12 schools to utilize when planning 2021 graduation and commencement ceremonies during the COVID-19 pandemic. Using the Healthy Washington Roadmap to Recovery Plan, these requirements provide safer alternatives to the traditional ways we celebrate graduation.

Decisions to host graduation and commencement ceremonies remain at the discretion of college, university, and local school district leaders, as long as they do not conflict with Governor Inslee's prohibitions outlined in the Healthy Washington Roadmap to Recovery Plan. Colleges, universities, schools, and districts retain the authority to postpone graduation ceremonies.

Graduation Models and Requirements

The following ceremonies are all included in this guidance: graduations, commencements, moving up ceremonies, kindergarten roundups, and substantially similar activities.

Virtual (recorded or livestreamed) or drive-through ceremonies remain the safest way to celebrate, especially for families who have individuals at high risk for COVID-19.

K-12 schools and colleges and universities must follow Governor Inslee's Healthy Washington Roadmap to Recovery guidance for miscellaneous venues and outdoor spectator events when planning for in-person graduation, commencement, or moving up ceremonies. In addition to mask and physical distancing requirements, this guidance will limit capacity depending on which phase the county where the school or college or university is located and outline additional requirements based on the event. Students who are graduating or moving up do not count toward the capacity restrictions. K-12 schools and colleges and universities should consider multiple, smaller events that do not overlap if capacity requirements are a limiting factor.

Keep in mind, the phase status for each county is individually evaluated every three weeks. While all counties moved into Phase 3 on March 22, 2021, it is possible the county in which the ceremony or event will be in Phase 1, Phase 2, or Phase 3 at the time the event is scheduled. Planning must adjust to any such changes in order to prioritize public safety.

Guidance for a Safer Graduation

Regardless of how you choose to celebrate, it is essential to keep the following in mind:

- **Wear a mask. Avoid close contact with people outside of your household.** All individuals in attendance must wear a face covering. Stay at least 6 feet away from all other people who are not part of your household, including while seated. Students must be seated at least 6 feet apart from one another and be spaced by 6 feet while queuing to enter, cross the stage, or exit.

- **Have a plan in place for staggered entrances and exits and other common places where people congregate in order to reduce the occurrence of bottlenecks.**
- **Do not shake hands. Sanitize your hands often.** Do not shake hands with each graduate or student. Consider using a hand sanitizer that contains at least 60% alcohol throughout the event if warm soap and water are not available.
- **Practice routine cleaning and disinfection of high contact areas and hard surfaces.**
- **Ensure good ventilation and air quality.**
- **Stay home if you are sick or were recently exposed to someone with COVID-19.** If you are sick, have symptoms of COVID-19, or have been in contact with someone who has been diagnosed with COVID-19, stay home and away from others.
- **Avoid social congregation before, during, and after the event.** Do not include side events (gaming/selfie areas, tailgating, and food cart/truck areas) to reduce the areas in which groups will gather, whether formally or informally.
- **Clearly communicate COVID-19 protocols in advance.**

Spectator Events
COVID-19 Requirements

Summary of May 26, 2021 changes:

- Increased the occupancy percentage for outdoor venues from 25% to 50% (still capped at no more than 9,000).
- Removed the requirement for vaccinated section patrons to enter/exit separate from unvaccinated section patrons.

Summary of May 13, 2021 changes:

- Lifted limits for vaccinated sections.
- Added option for 12-15- year-olds to show proof of vaccination. Increased age of exemption to 5.
- Removed requirement for vaccinated spectators in vaccinated sections to wear facial coverings.

Summary of May 3, 2021 changes:

- Added vaccinated section requirements.

Summary of April 9, 2021 changes:

- Added section addressing Phase 2.
- Added language allowing certain spectator activities to follow Phase 3 guidelines regardless whether the county moves back to Phase 2.

Included here: stadiums—professional—higher education—and K-12 schools, ballparks, motorsports racetracks, rodeos and similar venues with permanent or temporary seating. Also included here: indoor arenas, indoor sports facilities, indoor performance and event facilities, and school graduation ceremonies both indoor and outdoor with permanent or temporary seating.

Not included here: county fairs, street fairs, parades, park venues or other similar events and venues. Please refer to Fairs and Special Events Guidance.

Phase 2 and 3:

Outdoor Venues

Outdoor venues with seating (permanent or temporary) that meet the following requirements may exceed 200 people maximum attendance:

- A facility must have individual designated seating capability. Open, unreserved seating not allowed.
- A facility must have controlled entrances and exits and the ability to monitor exact attendance.

An outdoor venue that meets those requirements may:

- Open to a capacity of 50% per section or 9,000 spectators maximum, whichever is lower. For venues of all sizes total outdoor spectator capacity can exceed 50% if utilizing vaccinated sections (see below).

Additional venue requirements:

- Each facility must have a plan for handling congestion and reducing crowding, including entrance and exits, parking facilities, stairs and elevators, and any areas where lines form. Facility staff will monitor the execution of the plan.
- Tickets must be sold in groups of 1-15. Each group of 1-15 spectators must be 6 feet away (side-to-side and front-to-back) from other groups of 1-15. Facilities with benches, bleachers or non-numbered seating must block off a portion of seating to ensure groups are distanced.
- Suites or other indoor viewing areas, including dine-in food service areas, limited to 50% capacity and windows are required to be open at all times.
- Outdoor viewing areas without permanent seating that are a part of a facility with permanent seating (decks, grass berms, eating areas etc.) are limited to one seated group (1-6 people) per 100 square ft. Each group will be in a reserved space, only available to the group or pod who purchased a specific location. Facility staff must monitor and restrict interactions between groups. Each outdoor viewing area limited to a maximum of 100 spectators. Outdoor viewing areas without reserved seating only allowed if they are a part of a facility that has individual designated seating capability and controlled entrances and exits. Spectators in these areas count towards the total allowed maximum of 9,000 spectators. Bleachers are not considered "outdoor viewing areas" and must be limited to 50% capacity.
- Retail shops subject to current guidelines for in-store retail.
- Removal of masks and facial coverings only allowed while actively eating or drinking in assigned seating.
- Lines for food and beverages must be marked to ensure 6 feet a distance between each person waiting in line.
- Lines for restrooms must be marked to ensure 6 feet a distance between each person waiting in line. All restrooms should be open to increase dispersion of users among restrooms facilities.
- Lines may not extend out into designated walkways in a way that impedes the flow and/or compromises the ability to appropriately physically distance in those designated walkways.
- School graduation ceremonies and commencement ceremonies must follow Department of Health Graduations Guidance: https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/GraduationGuidance.pdf.

Phase 2 and 3:

Indoor Venues:

- All indoor spectators subject to 50% capacity or 1000-person maximum per room, whichever is lower, and all participants including performers, athletes, officials, coaches, volunteers and spectators are to be included in calculating the 1000-person maximum. Total indoor spectator capacity can exceed 50% if utilizing vaccinated sections (see below).
- Spectator groups from 1-10 people allowed in all facilities, but all spectator groups must maintain 6 feet of distance from other spectator groups.
- Retail shops subject to current guidelines for in-store retail.
- Removal of masks and facial coverings only allowed while actively eating or drinking in assigned seating.
- Lines for food and beverages must be marked to ensure 6 feet a distance between each person waiting in line.

- Lines for restrooms must be marked to ensure 6 feet a distance between each person waiting in line. All restrooms should be open to increase dispersion of users among restrooms facilities.
- Lines may not extend out into designated walkways in a way that impedes the flow and/or compromises the ability to appropriately physically distance in those designated walkways.
- For K-12 school sporting activities no concession sales allowed.
- School graduation ceremonies must follow Department of Health Graduations Guidance: https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/GraduationGuidance.pdf.

Vaccinated Sections:

Sections reserved for vaccinated patrons are only allowed for spectator events in Phase 2 and Phase 3 if the following conditions are met:

- Vaccinated sections are allowed in facilities with individual, designated, seating and controlled entrance and exits. Outdoor or indoor viewing areas without individual, designated seating that are a part of a facility with individual, designated seating (decks, grass berms, eating areas, or general admission areas without seats etc.) are limited to vaccinated attendees only. Venues with only general admission viewing areas without seats must separate vaccinated and unvaccinated spectators in separate sections and unvaccinated sections must have 72 square feet per spectator and must be limited 50% capacity maximum.
- Vaccinated sections must be reserved for people 16 and older who are fully vaccinated. Children aged 12-15 may either show proof of vaccination or proof of a negative test 72 hours prior to admission.
- An attendee vaccinated against COVID-19 by a two-dose mRNA vaccine (such as Moderna and Pfizer), or a single dose vaccine (such as Johnson & Johnson), are considered "fully vaccinated" two weeks after the final dose of vaccine (the second dose for a two-dose regimen, or the single dose for a single-dose regimen). Documentation of vaccination status must be available upon request at any time.
- Children between the ages of 5 and 15 who can provide proof of having tested negative for COVID-19 within 72 hours of admission, are also allowed in the vaccinated section. Children aged 12-15 may either show proof of vaccination or proof of a negative test 72 hours prior to admission. Children under the age of 5 do not need to provide proof of a negative COVID-19 test in order to be admitted to the vaccinated section when accompanied by a vaccinated adult.
- No adults who are not yet fully vaccinated, including adults who are in the progress of being vaccinated, will be permitted in the vaccinated only section, even with a negative test.
- All ticket holders for a fully vaccinated-only section will be required to show proof of vaccination (if 12 years of age or older) or of a negative COVID-19 test (if between 5 and 15 years of age). Children aged 12-15 may either show proof of vaccination or proof of a negative test 72 hours prior to admission.
- Any person with a ticket for a fully vaccinated-only section who is 16 years of age or older and cannot provide the required verification of full vaccination, or between 5 and 15 years of age and cannot provide the required proof of a negative test within 72 hours of admission, will not be permitted to enter the vaccinated section. Children aged 12-15 may either show proof of vaccination or proof of a negative test 72 hours prior to admission. Any individual who is symptomatic, even if fully vaccinated, will not be allowed to enter the vaccinated section.
- Physical distancing is not required in a fully vaccinated-only section. Persons seated in these sections will be seated directly next to other groups.

- There must be at least 6 feet of distance between the Fully Vaccinated-only sections and any other section in the venue.
- Face coverings are not required for vaccinated spectators.

Documentation:

The following are acceptable as proof of full vaccination: Vaccination card (which includes name of person vaccinated, type of vaccine provided and date last dose administered) OR a photo of a vaccination card as a separate document OR a photo of the attendee's vaccine card stored on a phone or electronic device OR documentation of vaccination from a healthcare provider electronic health record or state Immunization Information System record. Self-reported vaccination records that are not verified by a health care provider cannot be accepted.

The following are acceptable as proof of a negative COVID-19 test result: printed document (from the test provider or laboratory) OR an email or text message displayed on a phone or electronic device from the test provider or laboratory. The information provided should include name of person tested, type of test performed, and date of negative test result (for PCR test, date of negative result must be within prior 72 hours; for antigen test, date of negative result must be within prior 24 hours). Self-reported negative test results that are not from a test provider, a laboratory, or a health care provider cannot be accepted.

Nothing in this section should be read to prohibit a facility from providing a separate seating area to unvaccinated individuals, including those individuals claiming an exemption protected by state and federal anti-discrimination laws. Seating areas for unvaccinated individuals must follow the requirements found in sections describing Phase 2 and Phase 3 guidelines for both outdoor and indoor spectators in this document.

<u>Facilities with vaccinated sections are allowed to increase capacity:</u>

- Outdoor facilities may add vaccinated sections until they reach maximum capacity, inclusive of both vaccinated and unvaccinated sections. Outdoor unvaccinated spectators cannot exceed 9,000 people. All spectators, individuals or groups, in unvaccinated sections must maintain 6 feet of distance from other individuals or spectator groups in those sections. The capacity of unvaccinated sections is limited to 50%. Vaccinated-only sections may be seated at full capacity, with no increased distance between individuals or groups. Suites may also operate at 100% of suite capacity if all guests show proof of full vaccination or negative test for children. If both vaccinated and unvaccinated adult attendees share a suite then the suite is limited to 50% capacity.
- Indoor facilities may add vaccinated sections until they reach maximum capacity, inclusive of both vaccinated and unvaccinated sections. Indoor unvaccinated spectators in Phase 2 and Phase 3 cannot exceed 1000 people. All spectators, individuals or groups, in unvaccinated sections must maintain 6 feet of distance from other individuals or spectator groups in those sections. The capacity of unvaccinated sections is limited to 50%. Vaccinated-only sections may be seated at full capacity, with no increased distance between individuals or groups. Suites may also operate at 100% of suite capacity if all guests show proof of full vaccination or negative test for children. If both vaccinated and unvaccinated adult attendees share a suite than the suite is limited to 50% capacity.
- Ticket holders and spectators are to be used to calculate total capacity. For the purposes of calculating total capacity do not include facility employees, athletes, coaches, competition

officials, medical personnel, performers, backstage crew, or in the case of graduations students and school staff.

Safety and Health Requirements

All facility owners have a general obligation to maintain a safe and healthy workplace in accordance with state and federal law and safety and health rules for a variety of workplace hazards. Employers must specifically ensure operations follow Labor & Industries COVID-19 requirements to protect workers. COVID-19 workplace and safety requirements can be found here.

Additional information is available at Novel Coronavirus Outbreak (COVID-19) Resources and Paid Leave under the Washington Family Care Act and the Families First Coronavirus Response Act.