



**BOARD OF DIRECTORS**  
**Regular Business Meeting - 5:30 PM**  
**November 16, 2021**  
**Walla Walla Public Schools Administration Building**  
**364 S Park St**  
**Walla Walla, WA 99362**

**IMPORTANT MEETING NOTICE:** Per State of Washington Department of Health guidance, every person must wear a face covering that covers their nose and mouth.

- Watch Live: <https://wwps-org.zoom.us/j/95520284008>
- Listen: Dial 1-253-215-8782 and enter the Webinar ID: 955 2028 4008

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:** *Mr. Sam Wells, 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 3
- 2. Extracurricular Athletic Contracts 4
- 3. Non-Athletic Extra & Co-Curricular Contracts 5
- 4. November 16 Accounts Payable 6
- 5. October Financial Report 7
- 6. Surplus Modular Classrooms 11
- 7. Regular Study Meeting Minutes of November 2, 2021 12

**VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS:** (5:35 p.m.) *Mr. Sarley*

- 1. American Education Week, November 15-19, 2021: *Dr. Wade Smith* 14
- 2. Recognition of Retiring Director Mr. Sam Wells: *Mr. Derek Sarley*

**VII. COMMUNICATIONS:** *Mr. Sarley*

**VIII. CITIZENS' COMMENTS:** (5:45 p.m.) *Mr. Sarley* 15

**IX. REPORTS:** (5:50 p.m.) *Mr. Sarley*

- 1. Student Representative: *Ms. Rachel Clark*
- 2. Board of Directors Report: *Mr. Derek Sarley*
- 3. Superintendent's Report: *Dr. Wade Smith*
  - a. Bond Program Update 16
  - b. Monthly Enrollment Report 44
- 4. Legislative Discussion: *Mr. Derek Sarley and Mrs. Marie Sullivan*
- 5. Monthly Financial Dashboard Report: *Mrs. Nancy Taylor*
- 6. Schools Foundation Update: *Dr. Wade Smith, Mrs. Ruth Ladderud & Mrs. Elsa*

*Watson*

7. Superintendent Evaluation Process Review: *Dr. Wade Smith* 56

8. Policy First Reading: *Mr. Chris Gardea* 71

2108 Learning Assistance Program

2418 Waiver of High School Graduation Credits

3112 Social Emotional Climate

3231 Student Records

3520 Student Fees, Fines or Charges

4220 Complaints Concerning Staff or Programs

5011 Sexual Harassment of Staff Prohibited

5515 Workforce Secondary Traumatic Stress

X. **ACTION:** (6:55 p.m.) *Mr. Sarley*

XI. **ADJOURNMENT:** (7:00 p.m.) *Mr. Sarley*

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## PERSONNEL REPORT

November 16, 2021 – Board Meeting

Date: November 10, 2021

### EMPLOYMENT

Classified: Heather Alexenko, Temporary Head Start Assistant Teacher, WWCCF  
(2021-2022 school year)  
Jennifer Apple, Para-Educator, Green Park Elementary School  
Fahima Grant, Para-Educator, Garrison Middle School  
Isaac Hatch, Custodian, Walla Walla High School  
Serah Johnson, Temporary Head Start Assistant Teacher, WWCCF  
(2021-2022 school year)  
Peyton Knauft, Para-Educator, WWCCF  
Tara Potter, Bus Driver, SE Washington Transportation Co-Op  
Gabriela Reyes, Temporary Head Start Assistant Teacher, WWCCF  
(2021-2022 school year)  
Samantha Robinson, Temporary Para-Educator, Pioneer Middle School  
(2021-2022 school year)  
Felipe Salazar, Custodian, Walla Walla High School  
Adrian Sandoval, Bilingual Intervention Specialist/Home-School Liaison, Walla Walla High School  
Michele Turley, Para-Educator, Sharpstein Elementary School

### RESIGNATION/RETIREMENT

Classified: Kay Cosgrove, Bus Assistant, SE Washington Transportation Co-Op, 3 years  
Aly Fazzari, Para-Educator, Green Park Elementary School, 2 months  
Patricia Harris, Para-Educator, Edison Elementary School, 8 years  
Marianne O'Leary, Secretary to Director, Special Education, 33 years  
Wayne Weaver, Bus Driver, SE Washington Transportation Co-Op, 2 months

### LEAVE OF ABSENCE

Classified: Anna Shafer

- November 5, 2021 – January 2, 2022

**EXTRA-CURRICULAR ATHLETIC CONTRACTS 2021-2022**

<b><u>Name</u></b>	<b><u>School</u></b>	<b><u>Assignment</u></b>
Jeffrey Bartlow	Pioneer Middle School	Head Boys Basketball 7th Grade
Reginald Byrd	Garrison Middle School	Boys Basketball Assistant
Amber Davin	Garrison Middle School	Boys Basketball Assistant
Kyle Eggers	Walla Walla High School	Assistant Boys Basketball
Juan (Alex) Escalante	Garrison Middle School	Assistant Boys Basketball
Jaiden Eskil	Walla Walla High School	Assistant Girls Basketball
Nathan Ferraro	Garrison Middle School	Assistant Boys Basketball
Ruben Garanzuay	Garrison Middle School	Boys Basketball 6th Grade
Kevin Gwinn	Walla Walla High School	Assistant Boys Basketball
Jennifer Holbrook	Berney Elementary	Boys Basketball
Nathan McClure	Walla Walla High	Head Girls Wrestling
Daniel Mears	Pioneer Middle School	Assistant Boys Basketball 8th
Maggie Nicholson	Pioneer Middle School	Boys Basketball 6th Grade
Kristin Richard	Green Park Elementary	Boys Basketball
Emma Wolpert	Walla Walla High School	Head Dance Coach

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2021-2022

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Matthew Manley	PI	Guiding Coalition Team
Kaelyn Pyke	W	Debate Advisor
Ethan Stutz	W	High School Band

## 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 November 16, 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
		<b>General Fund</b>		
11/16/2021	210802	Through	210913	\$ 781,945.56
11/16/2021	212200100	Wire Transfer	212200131	\$ 4,199.45

		<b>Capital Projects</b>		
11/16/2021	210050	Through	210057	\$ 429,567.33

		<b>ASB</b>		
11/16/2021	210030	Through	210035	\$ 9,262.58
11/16/2021	212200099	Wire Transfer	212200099	\$ 32.62

		<b>Transportation Vehicle</b>		
		Through		

		<b>Payroll</b>		
		Through		
		Wire Transfer		
		Payroll Taxes		

<b>TOTAL:</b>	<b>\$ 1,225,007.54</b>
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**SCHOOL BOARD PRESIDENT:**

**SECRETARY TO THE BOARD:**

\_\_\_\_\_  
Mr. Derek Sarley

\_\_\_\_\_  
Dr. Wade Smith, Superintendent



# Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

**Business Office**  
364 S. Park Street  
Walla Walla, WA 99362  
(509) 527-3000  
www.wwps.org

TO: Dr. Wade Smith - Superintendent  
FROM: Nancy Taylor – Director of Fiscal Services *NT*  
DATE: November 12, 2021  
RE: October Financial Report

Attached is the October financial report consisting of:

7

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 8.5% of expenditures
- General Fund trend charts
- Payroll trend chart

Please let me know if you have any questions.

Attachments

nt

# Walla Walla School District

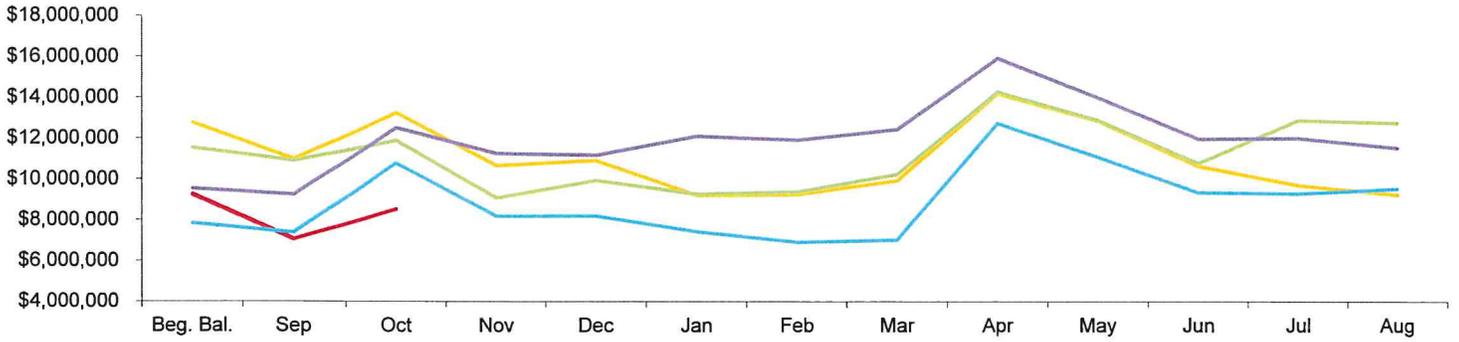
Monthly Financial Report

October 2021

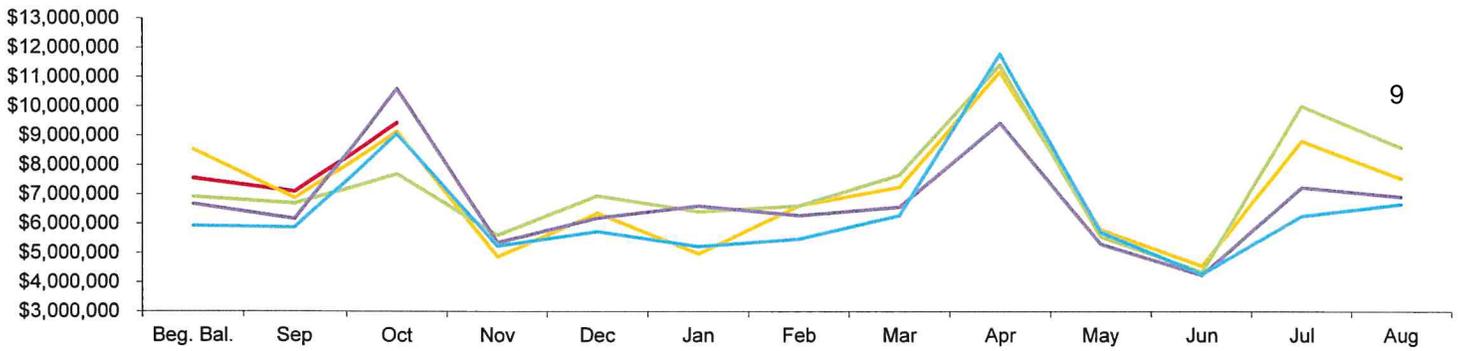
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 8,676,846	\$ 8,362,036	\$ 8,362,036
Revenues	\$ 94,565,201	\$ 94,565,201	\$ 15,177,988
Expenditures	\$ (96,048,104)	\$ (96,048,104)	\$ (15,357,891)
Transfers	\$ (800,000)	\$ (800,000)	\$ -
Ending Fund Balance	\$ 6,393,943	\$ 6,079,133	\$ 8,182,133 8.5%
<b><u>CAPITAL PROJECTS</u></b>			
Beginning Fund Balance	\$ 5,972,635	\$ 9,294,407	\$ 9,294,407
Revenues	\$ 36,843,000	\$ 36,843,000	\$ 30,144
Expenditures	\$ (35,480,000)	\$ (35,480,000)	\$ (478,185)
Transfers	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 7,335,635	\$ 10,657,407	\$ 8,846,365
<b><u>DEBT SERVICE</u></b>			
Beginning Fund Balance	\$ 2,299,060	\$ 2,376,598	\$ 2,376,598
Revenues	\$ 4,633,358	\$ 4,633,358	\$ 1,483,189
Expenditures	\$ (4,467,950)	\$ (4,467,950)	\$ (300)
Ending Fund Balance	\$ 2,464,468	\$ 2,542,006	\$ 3,859,486
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 550,000	\$ 594,417	\$ 594,417
Revenues	\$ 433,000	\$ 433,000	\$ 33,074
Expenditures	\$ (398,000)	\$ (398,000)	\$ (19,400)
Ending Fund Balance	\$ 585,000	\$ 629,417	\$ 608,092
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 279,654	\$ 279,711	\$ 279,711
Revenues	\$ 377,202	\$ 377,202	\$ 224
Expenditures	\$ (520,000)	\$ (520,000)	\$ -
Transfers			\$ -
Ending Fund Balance	\$ 136,856	\$ 136,913	\$ 279,935

# WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

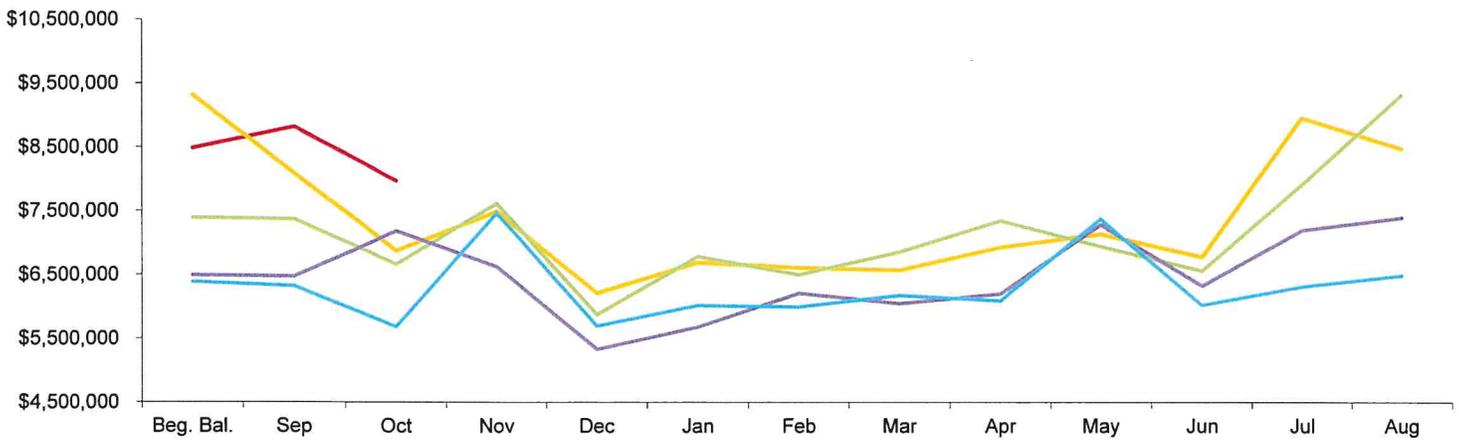
## NET CASH & INVESTMENTS



## RECEIPTS

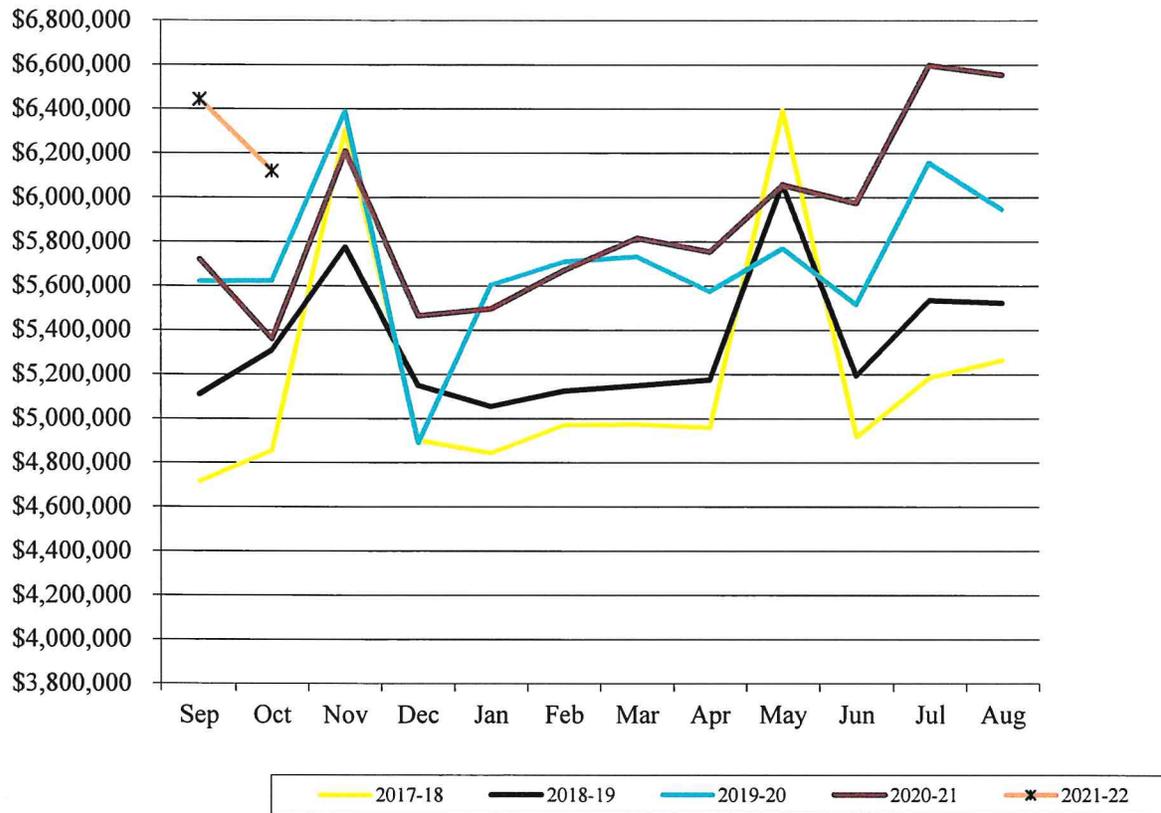


## EXPENDITURES



— 21-22    
 — 20-21    
 — 19-20    
 — 18-19    
 — 17-18

# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll





# Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

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

TO: School Board  
FROM: Dr. Wade Smith  
DATE: November 3, 2021  
RE: Portable Classrooms

In accordance with Board Policy 6881 and RCW 28A.335.180, please declare the following items surplus. This required process permits the district to advertise for sale, consider public offers, and address the necessary relocation of the following structures in order to meet critical bond project milestones:

Item(s): up to 8 portable classrooms  
Location: Walla Walla High School Campus

Item(s): 1 temporary canvas-sided structure  
Location: Pioneer Middle School

If you have any questions about surplus property, please contact me.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Wade Smith', with a long horizontal line extending to the right.

Wade Smith, Ed.D.  
Superintendent of Schools

**BOARD OF DIRECTORS**  
**Regular Study Meeting – 5:30 p.m.**  
**November 2, 2021**  
**WWSD Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF EDUCATION**

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

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Mr. Chris Gardea, Assistant Superintendent  
Mrs. Christy Krutulis, Executive Director of Teaching & Learning  
Mrs. Kim Doepker, Principal of Garrison Middle School  
Mr. Rick Kline, Principal of Green Park Elementary School

**AUDIENCE**

Including board members, administrators and guests, approximately 20 were in attendance. The press was not present in person.

**I. CALL TO ORDER**

The meeting was called to order in the administration building Anne Golden Boardroom 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**

Mr. Rindal moved and Mrs. Trick seconded approval of the agenda as presented; the motion carried unanimously.

**V. CONSENT AGENDA**

Mrs. Ladderud moved and Mr. Wells seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) November 2 accounts payable and October payroll; 4) CTE program five year plan; and 5) regular business meeting minutes of October 19, 2021. The motion carried unanimously.

**VI. STUDY ITEMS**

**i-Ready Review:** Dr. Smith and Mr. Gardea provided an overview of Fall iReady diagnostic assessment data. They discussed how district students performed against the nation in reading and math performance to help understand how well our students fared during the pandemic compared to nationwide results. Similarly, they compared pre- and post-pandemic fall performance to gauge the impact locally. Additionally, disaggregated results by race and poverty subgroups were reviewed to learn more about how the COVID disruption may have impacted their learning.

**VII. ADJOURNMENT**

President Sarley declared the meeting adjourned at 6:46 p.m.

Minutes to be presented for board approval on November 16, 2021.

**APPROVED:**

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

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Mr. Derek Sarley  
School Board President



In Recognition of

*~ American Education Week ~*  
*November 15-19, 2021*

WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

WHEREAS, education employees--be they custodians or teachers, bus drivers or librarians--work tirelessly to serve our children and communities with care and professionalism; and

WHEREAS, schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders, and elected officials in a common enterprise.

NOW, THEREFORE, we, the Board of Directors on behalf of Walla Walla Public Schools, do hereby proclaim November 15-19, 2021, as the observance of American Education Week.

**Board of Directors**  
**Walla Walla Public Schools**

Mr. Derek Sarley, President

Mrs. Ruth Ladderud, Vice President  
Mrs. Terri Trick, Director

Mr. Eric Rindal, Director  
Mr. Sam Wells, Director

Dr. Wade Smith, Superintendent

## ~ CITIZENS' COMMENTS ~

### Citizens' Comment Script:

This is the time in the meeting we welcome citizens to come forward and offer public comment, ask questions, or provide recommendations for educational improvement. Per Board policy we typically refrain from providing responses following public comments, and will ensure follow up is made if requested and necessary.

We also ask that you adhere to the following guidelines:

- State your name and be sure to provide your contact information on the form at the back of the room prior to addressing the board.
- Keep your comments brief and to the point, with a **three-minute time limit**.
- Do not reflect adversely on the political or economic view, ethnic background, character, or motives of any individual.
- If you have a specific complaint about an individual employee, it must be addressed through the Superintendent's office and not in this setting.

At this time, please come forward if you wish to address the board.

09/07/2021



# Walla Walla Public Schools - 2018 Bond Projects

## MASTER BUDGET DASHBOARD

Updated 11/1/2021



### Walla Walla High School

Design Phase	CD	<b># Months Construction Complete / Total Months</b>		23/36	<b>Risks &amp; Opportunities</b>	
	<b>Budget*</b>	<b>Costs to Date</b>	<b>% Spent</b>	<b>Project Contingency</b>	<b>Contingency Accessed to Date</b>	Supply chain issues continue to be a concern to the district and contractors with many products experiencing delayed delivery and/or becoming unavailable.
<b>Project Budget (includes contractor's contingency under GCCM)</b>	\$ 78,464,223	\$ 51,315,963	65.40%	\$ 3,180,557	\$2,650,000	

### Lincoln High School

Design Phase	CD	<b># Months Construction Complete / Total Months</b>		2/18	<b>Risks &amp; Opportunities</b>	
	<b>Budget*</b>	<b>Costs to Date</b>	<b>% Spent</b>	<b>Project Contingency</b>	<b>Contingency Accessed to Date</b>	Supply chain issues continue to be a concern to the district and contractors with many products experiencing delayed delivery and/or becoming unavailable.
<b>Project Budget</b>	\$ 12,879,010	\$ 2,253,457	17.50%	\$ 805,391	\$0	

### Pioneer Middle School

Design Phase	CD	<b># Months Construction Complete / Total Months</b>		15/ 20	<b>Risks &amp; Opportunities</b>	
	<b>Budget*</b>	<b>Costs to Date</b>	<b>% Spent</b>	<b>Project Contingency</b>	<b>Contingency Accessed to Date</b>	Supply chain issues continue to be a concern to the district and contractors with many products experiencing delayed delivery and/or becoming unavailable.
<b>Project Budget</b>	\$ 27,311,473	\$ 19,068,555	69.82%	\$ 2,045,563	\$1,600,000	

### District-Wide Upgrades

		<b># Months Construction Complete / Total Months</b>		NA	<b>Risks &amp; Opportunities</b>	
	<b>Budget</b>	<b>Costs to Date</b>	<b>% Spent</b>			
<b>Project Budget (including contingency)</b>	\$ 6,699,738	\$ 6,120,768	91.36%			

\*Reflects adjustments in state match and capitalized investments



### Wa-Hi

- Building 3 (Commons), drywall installation continued, FRP was installed in the kitchen area, walk-in cooler and freezer were installed, interior and exterior brick work was done, floor was leveled, and moisture sealed, electrical rough in was completed and inspected, HVAC work continued. Loading dock was demolished.
- Building 5, Abatement finished in the west area and was started in the north section of the building. Demolition work in north area for pre abatement work was done while demolition in the west area was ongoing. Saw cutting of the floor in the east area was completed and underground plumbing and electrical was installed. Pour back of the underground where cut out happened was completed. Framing began in the south area. Mezzanine HVAC, plumbing, fire sprinkler piping and electrical rough in was on going. Mezzanine dog houses were framed and the roof replacement began. In the north area ceiling framing was added prior to abatement work beginning.
- Building 7 (Auditorium) Demolition continued in the black box and green room area. Concrete infill in the black box and green room was completed. Saw cutting of walls and floors where needed was done. Underground plumbing began. HVAC demo in the mezzanine has begun.
- The parking lot was prepared for asphalt. Electrical transformer outside of the soccer shed was set. Flatwork was done to be completed prior to asphalt paving begins. Curb and gutter installed throughout parking area.
- The design team worked with Jackson to complete and return submittals and answer construction question as they arose in order to facilitate that the project continues to be able to keep up with the schedule.
- Across the site, Jackson continued to move fences and provide pathways to ensure campus and student safety.
- Wenaha, Jackson, and the School district worked on coordinating efforts to ensure the summer phases can be initiated while also accommodate staff and moving activities out for next school year's remodel/update.

### Pioneer

- At entry areas, window and door frames installed. Until glass is installed temporary protection installed to keep interior from weather as areas begin to finish.
- Administration area 5, wallcovering, chair rail, doors set. Counter at vestibule reception window was installed. Staff restrooms are finished and opened for use.
- Kitchen area, had insulation, drywall, and painting work, along with epoxy non-skid flooring.
- Music and CTE area, insulation and drywall was installed. Mechanical work continued.
- Main Gym, Acoustical panels completed, HVAC ducts installed, and all received paint as finishes continue. Locker rooms received tile and paint and plumbing fixtures began to be installed.
- Aux gym, ceiling and ducts painted. Acoustical panels were installed and painted. Windows installed and wood flooring arrived to be acclimating for install next month in both gym areas.
- Area 1 classroom finishes continued with paint, door and windows installed and cabinets.
- Site work this month included prep and install of concrete at main entrance and front of main gym. The south side had concrete curb, ramps for loading dock area installed in preparation for asphalt next month.

# Walla Walla Public Schools - 2018 Bond Project

## October 2021 Project Update



### Lincoln

- This month interior and exterior demolition continued. Several layers of old floor covering were removed in classrooms and walls taken down to prepare for new fitness area on the lower level.
- Exterior demo of all metal fire escape stairs was completed.
- Saw-cutting of new door openings and trenches at the main level took place, in preparation for utility underground piping.
- Excavation of interior trenches allowed for mechanical and utility underground piping to begin.
- Site work included water line install and preparation of foundation footings for the new elevator and Black box theater.
- Temporary staff parking area was installed allowing for a clean dedicated parking area just for WWPS staff.
- WWPS, Wenaha, Architects West and Chervenell continue to work together coordinating the Lincoln remodel and any challenges that come up. The team effort has allowed for the project to move along and stay on schedule.



**Attachment A: Wa-Hi Progress Photos**



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



# Walla Walla Public Schools - 2018 Bond Project October 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**





**Attachment B: Pioneer Middle School Progress Photos**



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



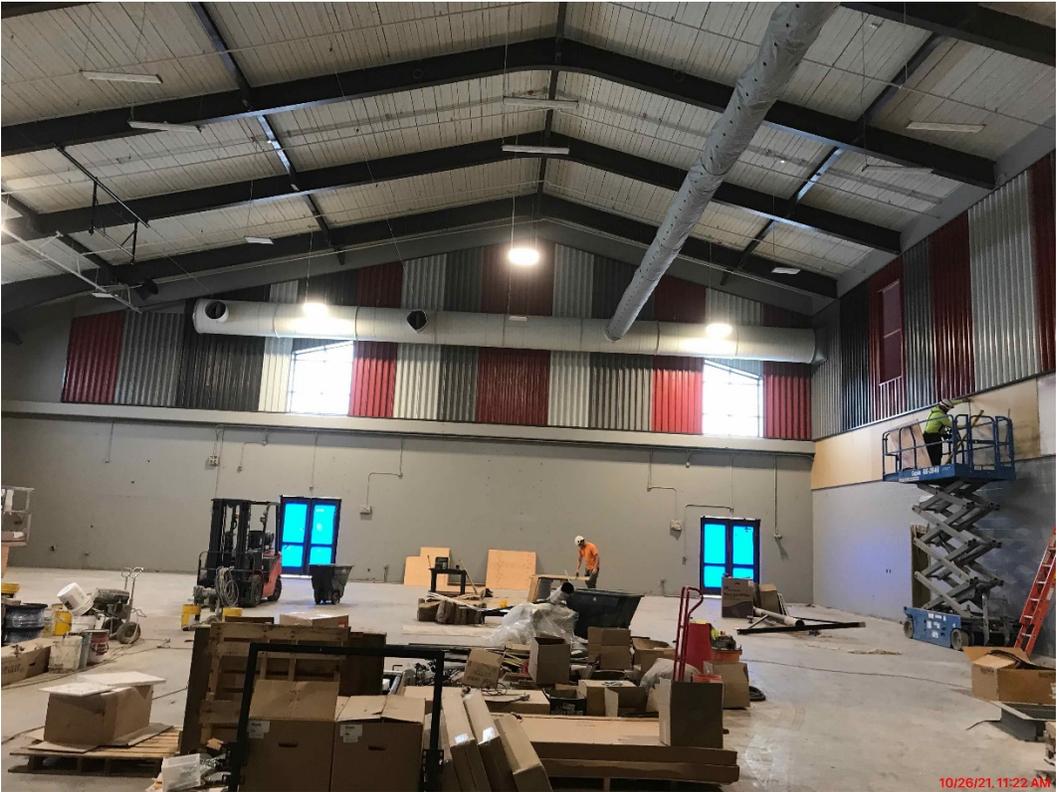
Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
October 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project  
October 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project  
October 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
October 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**





**Attachment C: Lincoln High School Progress Photos**



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



Walla Walla Public Schools - 2018 Bond Project  
October 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project  
October 2021 Project Update





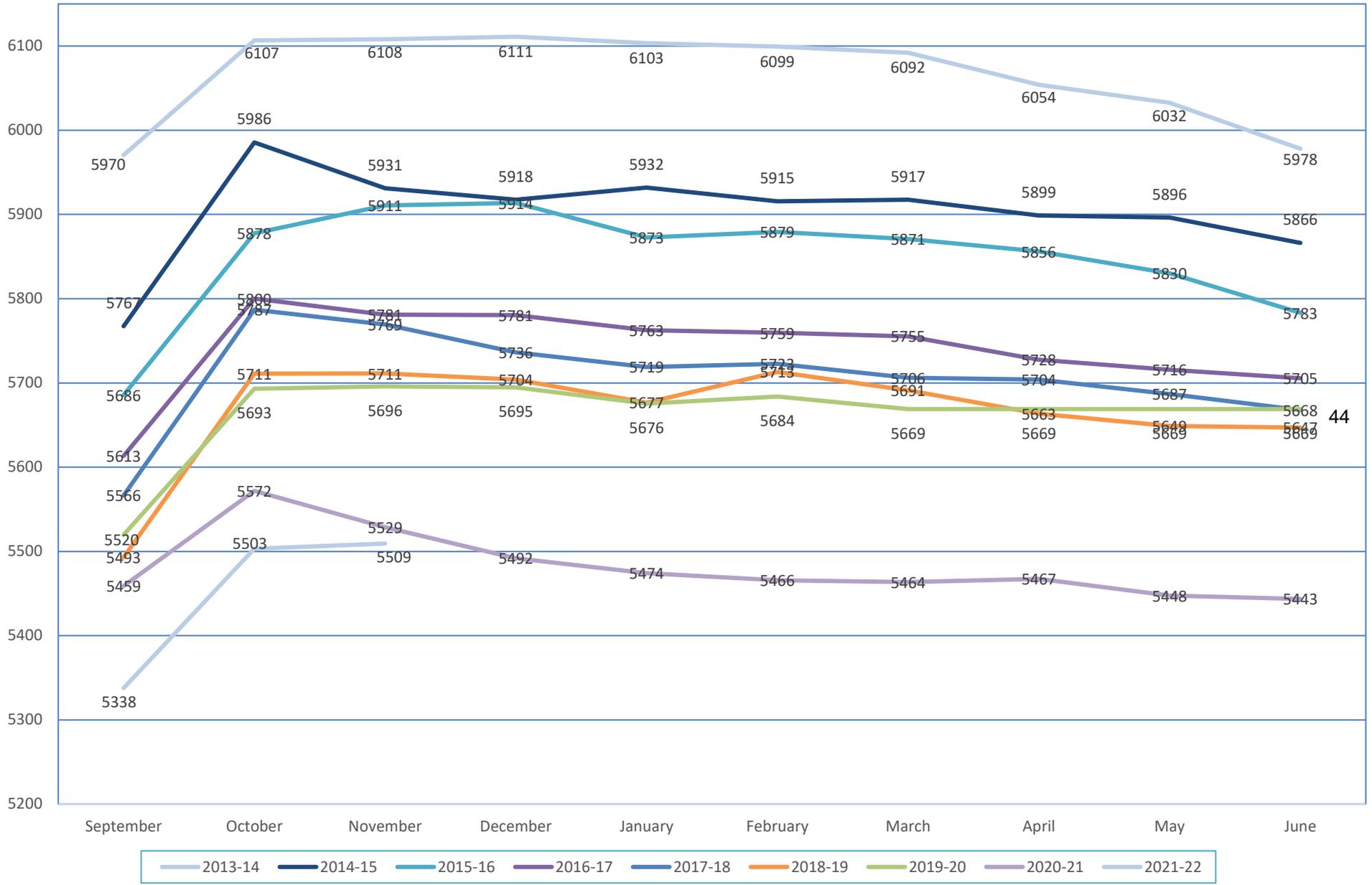
Walla Walla Public Schools - 2018 Bond Project  
October 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project  
**October 2021 Project Update**



### WWPS Enrollment Trends: 2013 to Present Student FTE Counts



2021-2022	24 MAX	25 MAX	27 MAX	27 MAX	28 MAX	28 MAX	TOTALS						
Kindergarten	First	Second	Third	Fourth	Fifth								
<b>WWCCF</b>	Priore, A	17											
Samantha Bowen	Ramirez, C	17											
Director	Razo, Elizabeth	18											
	Thomas, Lori	16											
	Allison, Judith	15											
<b>SECTIONS 4</b>		83	0	0	0	0	83						
slots available	12												
<b>Berney</b>	Hubbard, K	15	Braddock, L	20	Holbrook, J	24	Davin, M	25	Bona, A	23	Ambler, C	19	
Michelle Carpenter	Brown, A	15	Fisbeck, J	19	Kearbey, K	24	Baker, T	27	Gribnau, J	22	Clearman, D	21	
Principal	Solis, D	15	Morrison, S	20	Parodi, D	24	Gonzales, C	27	Tonn, S	22	James, I	17	
											Ponti, R	20	
Behavior Prg K-5	Merrill, L		Merrill, L		Merrill, L	1	Merrill, L	2	Merrill, L	1	Merrill, L		
<b>SECTIONS 19</b>		45		59		73		81		68		77	403
slots available	27	16	9	2	17	35							
<b>Edison</b>	Espinosa, M	18	Berumen, B	17	Hobbs, S	19	Aceves, J	25	Ledesma, M	24	Ochoa, F	20	
Jenny Foster	Helm, E	21	Maycumber, Y	17	Parsons, S	18	Lopez, J	25	Reed, J	23	Solis, C	19	
Principal	Matson, E	19	Moreno, J	19	Saldivar, C	19	Estrada, A	25	Schafer, J	24	Solis Martinez, V	18	
	Valencia, A	19	Phillips, L	17	Williams, N	18							
<b>SECTIONS 21</b>		77		70		74		75		71		57	424
slots available*	7	14	10	6	13	27							
<b>Green Park</b>	Bahena-Flores, R	23	Garanzuay, P	16	Salazar, I	22	Hobbs, B	25	Carroll, R	21	Contreras, A	15	
Rick Kline	Lopez, M	22	Garcia, A	16	Martinez, N	21	Gregoire, L	20	Johnson, M	26	Maya, J	14	
Principal	Lovejoy, T	19	Holbrook, T	22	Boeckman, R	17	Timm Ballard, D	23	Tobin, J	25	Ambler, D	24	
	Katsel, E	19	Wright, L	22	Reiter, L	17					Lux, J	22	
					Real, D	16							
Lifeskills Program	Angotti, E	2	Angotti, E	1	Angotti, E	2	Angotti, E	2	Angotti, E	3	Angotti, E	3	
Autism Program	Roberts, Z	4	Roberts, Z	4	Roberts, Z	1	Roberts, Z	2	Roberts, Z	1	Roberts, Z	-	
<b>SECTIONS 23</b>		89		81		96		72		76		78	492
slots available	13	24	42	13	12	37							
<b>Prospect Point</b>	Greenwood, D	18	Hanson, K	19	Baldwin, W	19	Grove, J	26	Smyth, D	20	Hayes, B	23	
Barbara Casey	Heinzman, A	19	James, L	19	Hudec, H	21	Jausoro, D	27	Taylor, L	23	Mahan, L	24	
Principal	Rose, S	19	McKiernan, M	19	Paul, M	21	Kuhlmann, K	27	Watson, K	22	Parodi, D	22	
	Wilson, B	20	Pederson, R	20	Babbit, H	21	Reese, N	26	Prull, V	20	Pegel, G	23	
<b>SECTIONS 24</b>		76		77		82		106		85		92	518
slots available*	20	23	26	2	27	20							
<b>Sharpstein</b>	Cantero, H	11	Humphreys, S	11	Humbert, K	22	Hutchinson, D	19	Diaz Madrigal, A	21	Keyes, K	20	
Maria Garcia	Gilllin, L	10	Locati, R	12	Griffith, R	22	Shirley, C	15	Mendoza, L	21	James, J	26	
Principal	Lamanna, S	10	Ruvalcaba, G	10	Hill, J	22	Villanueva, S	18	Woiblet, B	23	VanDonge, B	19	
	Wilson, H	10	Berg, L	11									
Developmental Prog	Cochran	1	Cochran	4	Cochran	3	Cochran	2					
<b>SECTIONS 20</b>		42		48		69		54		65		65	343
slots available	55	56	15	29	19	19							
<b>Walla Walla Online</b>	Baker, T	7	Baker, T	5	Middleton, W	7	Middleton, W	9	Mires, D	7	Mires, D	4	
Amy Ford													
Director													
		7		5		7		9		7		4	
slots available													39
<b>TOTAL SC SPED</b>	7	9	7	6	5	3							
<b>TOT SLOTS AVAIL</b>	134	133	102	52	88	138							
<b>TOTAL ENROLLED</b>		419	340	401	397	372	373	2302					
<b>SECTIONS</b>	24	20	20	17	17	19							
<b>AVERAGE LOADS</b>		16.88	16.30	19.35	22.47	21.18	19.26						
Dual classes													

MONTHLY REVENUE REPORT											
MONTH	LOCAL TAXES	LOCAL NONTAX	STATE GEN PURP	FED GEN PURP	FED SPEC PURP	REV (SD)	REV (OTHER)	TOTAL PROJ.	TOTAL ACT.	VARIANCE	
SEP PROJECTED	\$ 182,657	\$ 29,249	\$ 5,547,236	\$ 5,888	\$ 138,980	\$ 600	\$ -	\$ 5,904,610		\$ -	0.00%
SEP ACTUAL	\$ 182,657	\$ 29,249	\$ 5,547,236	\$ 5,888	\$ 138,980	\$ 600			\$ 5,904,610	\$ -	YTD
OCT PROJECTED	\$ 3,203,281	\$ 48,664	\$ 5,548,571	\$ 5,888	\$ 670,767	\$ 2,000	\$ -	\$ 9,479,171			0.00%
OCT ACTUAL									\$ -	\$ -	YTD
NOV PROJECTED	\$ 439,159	\$ 47,514	\$ 5,230,484	\$ 5,888	\$ 862,452	\$ 16,625	\$ -	\$ 6,602,122			0.00%
NOV ACTUAL									\$ -	\$ -	YTD
DEC PROJECTED	\$ 113,665	\$ 32,130	\$ 5,969,797	\$ 5,888	\$ 1,152,000	\$ 14,877	\$ -	\$ 7,288,357			0.00%
DEC ACTUAL									\$ -	\$ -	YTD
JAN PROJECTED	\$ 16,368	\$ 27,211	\$ 5,310,535	\$ 5,888	\$ 1,363,651	\$ 2,992	\$ -	\$ 6,726,645			0.00%
JAN ACTUAL									\$ -	\$ -	YTD
FEB PROJECTED	\$ 35,133	\$ 33,365	\$ 5,618,954	\$ 5,888	\$ 1,287,205	\$ 5,940	\$ 500	\$ 6,986,985			0.00%
FEB ACTUAL									\$ -	\$ -	YTD
MAR PROJECTED	\$ 1,084,982	\$ 36,522	\$ 5,618,954	\$ 5,888	\$ 1,241,353	\$ 980	\$ -	\$ 7,988,679			0.00%
MAR ACTUAL									\$ -	\$ -	YTD
APR PROJECTED	\$ 4,081,600	\$ 152,520	\$ 5,618,954	\$ 5,888	\$ 1,372,883	\$ 5,165	\$ -	\$ 11,237,010			0.00%
APR ACTUAL									\$ -	\$ -	YTD
MAY PROJECTED	\$ 702,655	\$ 43,509	\$ 3,167,477	\$ 5,888	\$ 1,348,291	\$ 9,364	\$ 380	\$ 5,277,564			0.00%
MAY ACTUAL									\$ -	\$ -	46 YTD
JUN PROJECTED	\$ 36,166	\$ 42,980	\$ 3,787,463	\$ 5,888	\$ 1,455,684	\$ 485	\$ -	\$ 5,328,666			0.00%
JUN ACTUAL									\$ -	\$ -	YTD
JUL PROJECTED	\$ 35,758	\$ 487,195	\$ 8,195,371	\$ 5,888	\$ 1,486,339	\$ 1,262	\$ -	\$ 10,211,813			0.00%
JUL ACTUAL									\$ -	\$ -	YTD
AUG PROJECTED	\$ 103,332	\$ 17,412	\$ 6,926,255	\$ 5,888	\$ 2,175,604	\$ 6,687	\$ -	\$ 9,235,178			0.00%
AUG ACTUAL									\$ -	\$ -	YTD
<b>Total Projected</b>	<b>\$ 10,034,756</b>	<b>\$ 998,270</b>	<b>\$ 66,540,051</b>	<b>\$ 70,656</b>	<b>\$ 14,555,209</b>	<b>\$ 66,977</b>	<b>\$ 880</b>	<b>\$ 92,266,799</b>			
<b>Adopted Budget</b>	<b>\$ 10,333,165</b>	<b>\$ 1,306,500</b>	<b>\$ 67,457,238</b>	<b>\$ 66,000</b>	<b>\$ 15,316,798</b>	<b>\$ 68,000</b>	<b>\$ 5,000</b>	<b>\$ 94,552,701</b>			
<b>Variance</b>	<b>\$ (298,409)</b>	<b>\$ (308,230)</b>	<b>\$ (917,187)</b>	<b>\$ 4,656</b>	<b>\$ (761,589)</b>	<b>\$ (1,023)</b>	<b>\$ (4,120)</b>	<b>\$ (2,285,902)</b>			
<b>% of budget collected in 20-21</b>											
	<b>99%</b>	<b>60%</b>	<b>96%</b>	<b>52%</b>	<b>98%</b>	<b>120%</b>	<b>0%</b>	<b>97%</b>			
TOTAL ACTUAL	\$ 182,657	\$ 29,249	\$ 5,547,236	\$ 5,888	\$ 138,980	\$ 600	\$ -	\$ 5,904,610	<b>FORECAST ACTUAL</b>	\$	<b>92,266,799</b>
% collected to PRO	1.82%	2.93%	8.34%	8.33%	0.95%	0.90%	0.00%	6.40%			
<b>NOTES:</b>											
<b>LEGEND</b>											
Above or within 2.00% of projection					Between 2.01% & 5.00% below			Below 5.01% of projection			

## MONTHLY EXPENDITURE REPORT

MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL	VARIANCE
SEPTEMBER PROJECTED	\$ 5,949,978		\$ 1,601,877		\$ 7,551,855 MONTHLY	\$ - 0.00%
SEPTEMBER ACTUAL		\$ 5,949,978		\$ 1,601,877	\$ 7,551,855 YTD	\$ - 0.00%
OCTOBER PROJECTED	\$ 6,144,538		\$ 1,681,479		\$ 7,826,017 MONTHLY	0.00%
OCTOBER ACTUAL					YTD	\$ - 0.00%
NOVEMBER PROJECTED	\$ 6,995,570		\$ 1,326,102		\$ 8,321,672 MONTHLY	0.00%
NOVEMBER ACTUAL					\$ - YTD	\$ - 0.00%
DECEMBER PROJECTED	\$ 5,828,449		\$ 997,216		\$ 6,825,665 MONTHLY	0.00%
DECEMBER ACTUAL					\$ - YTD	\$ - 0.00%
JANUARY PROJECTED	\$ 5,733,919		\$ 1,026,102		\$ 6,760,021 MONTHLY	0.00%
JANUARY ACTUAL					\$ - YTD	\$ - 0.00%
FEBRUARY PROJECTED	\$ 5,982,906		\$ 1,236,659		\$ 7,219,565 MONTHLY	0.00%
FEBRUARY ACTUAL					\$ - YTD	\$ - 0.00%
MARCH PROJECTED	\$ 6,123,730		\$ 1,420,824		\$ 7,544,554 MONTHLY	0.00%
MARCH ACTUAL					\$ - YTD	\$ - 0.00%
APRIL PROJECTED	\$ 6,108,002		\$ 992,053		\$ 7,100,055 MONTHLY	0.00%
APRIL ACTUAL					\$ - YTD	\$ - 0.00%
MAY PROJECTED	\$ 6,597,438		\$ 1,250,325		\$ 7,847,763 MONTHLY	0.00%
MAY ACTUAL					\$ - YTD	\$ - 0.00%
JUNE PROJECTED	\$ 6,232,143		\$ 1,047,216		\$ 7,279,359 MONTHLY	0.00%
JUNE ACTUAL					\$ - YTD	\$ - 0.00%
JULY PROJECTED	\$ 6,751,416		\$ 2,576,428		\$ 9,327,844 MONTHLY	0.00%
JULY ACTUAL					\$ - YTD	\$ - 0.00%
AUGUST PROJECTED	\$ 6,718,055		\$ 2,980,477		\$ 9,698,532 MONTHLY	0.00%
AUGUST ACTUAL					\$ - YTD	\$ - 0.00%
TOTAL PROJECTED	\$ 75,166,144		\$ 18,136,758		\$ 93,302,902	
ADOPTED BUDGET	\$ 76,717,154		\$ 19,330,945		\$ 96,048,099	
VARIANCE	\$ 1,551,010		\$ 1,194,187		\$ 2,745,197	
TOTAL ACTUAL		\$ 5,949,978		\$ 1,601,877	\$ 7,551,855	<b>FORECAST ACT \$ 93,302,902</b>
% spent to projected		7.92%		8.83%	8.09%	
Notes:						
<b>LEGEND</b>	<b>Below or within 2.00%</b>	<b>Between 2.01% &amp; 5.00% above</b>			<b>Above 5.01% of projection</b>	

## MONTHLY ENDING FUND BALANCE REPORT

DATE		Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
Beginning Fund Balance (Projected)				\$ 8,676,846			
Beginning Fund Balance (Actual)				\$ 8,362,035			
September	PROJECTED	\$ 5,904,610	\$ 7,551,855	\$ 7,029,601			
	ACTUAL	\$ 5,904,610	\$ 7,551,855	\$ 6,714,790	\$ (314,811)	-4.48%	7.28%
October	PROJECTED	\$ 9,479,171	\$ 7,826,017	\$ 8,682,755			
	ACTUAL	\$ -	\$ -			0.00%	
November	PROJECTED	\$ 6,602,122	\$ 8,321,672	\$ 6,963,205			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
December	PROJECTED	\$ 7,288,357	\$ 6,825,665	\$ 7,425,897			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
January	PROJECTED	\$ 6,726,645	\$ 6,760,021	\$ 7,392,520			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
February	PROJECTED	\$ 6,986,985	\$ 7,219,565	\$ 7,159,940			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
March	PROJECTED	\$ 7,988,679	\$ 7,544,554	\$ 7,604,065			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	48
April	PROJECTED	\$ 11,237,010	\$ 7,100,055	\$ 11,741,020			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
May	PROJECTED	\$ 5,277,564	\$ 7,847,763	\$ 9,170,821			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
June	PROJECTED	\$ 5,328,666	\$ 7,279,359	\$ 7,220,128			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
July	PROJECTED	\$ 10,211,813	\$ 9,327,844	\$ 8,104,097			
	ACTUAL	\$ -	\$ -			0.00%	
August	PROJECTED	\$ 9,235,178	\$ 9,698,532	\$ 7,640,743			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
<b>PRELIMINARY PROJECTED EFB</b>		<b>\$ 92,266,799</b>	<b>\$ 93,302,902</b>	<b>\$ 7,640,743</b>			7.59%
<b>ACTUALS TO DATE</b>		<b>\$ 5,904,610</b>	<b>\$ 7,551,855</b>				
<b>FORECASTED ACTUALS*</b>		<b>\$92,266,799</b>	<b>\$93,302,902</b>	<b>\$7,325,932</b>	<b>YEAR END PROJECTION</b>		7.28%
<b>Monthly Variance</b>	Above or within 2.00% of projection		Between 2.01% & 5.00% below projection		Below 5.01% of projection		
<b>Yr End Projection</b>	Above 8.00%		Between 6.00% to 7.99%		Below 6.00%		

\*Calculated using actuals through the current month and projected revenue and expenditures for future months

# Exploratory Project:

*Potential*

Walla Walla Public Schools Foundation



# Background

Small group met in Spring and Summer  
2021 to discuss

- Feasibility
- Logistics
- Potential benefit to WWPS

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*Potential*

Walla Walla Public Schools Foundation

# What is a schools foundation?

- 501(c)(3) nonprofit organization. Can be stand-alone or sponsored under the umbrella of another current non-profit organization (e.g. Blue Mountain Community Foundation)
- Similar to an athletic “booster club,” but instead focuses on acquiring resources through grants and/or giving that helps provide enhanced programming or experiences unmet with current state and levy funding
- An organization that works in partnership and collaboration with the District, existing booster clubs, other programs, and related community groups & organizations

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*Potential*

Walla Walla Public Schools Foundation

# Why create a schools foundation?

- Enhances experiences and opportunities for students, and capacity building of staff
- Provides a formal avenue for people, businesses or estates who want to support local schools
- Provides an outside voice to help advance District initiatives
- Provides a mechanism to apply for and increase grant funding opportunities

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*Potential*

Walla Walla Public Schools Foundation

# Foundation considerations

- Foundation efforts complement District priorities/initiatives
- Fundraising should not compete with other school-related groups or further squeeze local giving avenues. Instead, the foundation would seek grant and other funding mechanisms not currently accessed.
- If established, foundation members and leadership are critical to success

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*Potential*

Walla Walla Public Schools Foundation

# Next steps

- Conduct learning meetings with community groups and individuals
- Begin recruiting for potential WWPS Foundation Board members and identifying possible organizational structure
- Work with the District to align school foundation priorities with the planned strategic planning process
- Report back the School Board later this spring

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*Potential*

Walla Walla Public Schools Foundation

# Questions?



55

*Potential*

Walla Walla Public Schools Foundation



# Superintendent Evaluation Process

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2021-22 BOARD REVIEW & PREPARATION



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# Three Essential Responsibilities of a School Board

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- Adopt the budget
- Set policy
- Hire and evaluate the superintendent

# Superintendent Evaluation Process

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“Selecting and evaluating the superintendent is one of the school board’s most important jobs. A high-quality superintendent evaluation process helps develop good board/superintendent relationships, clarifies roles, creates common understanding of the leadership being provided and provides a mechanism for public accountability” (NSBA).

# Three-Part Evaluation Tool

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- Part #1: Performance Standards

Based on professional standards for the superintendency established by the American Association of School Administrators (AASA) with NSBA.

- Part #2: District Goals

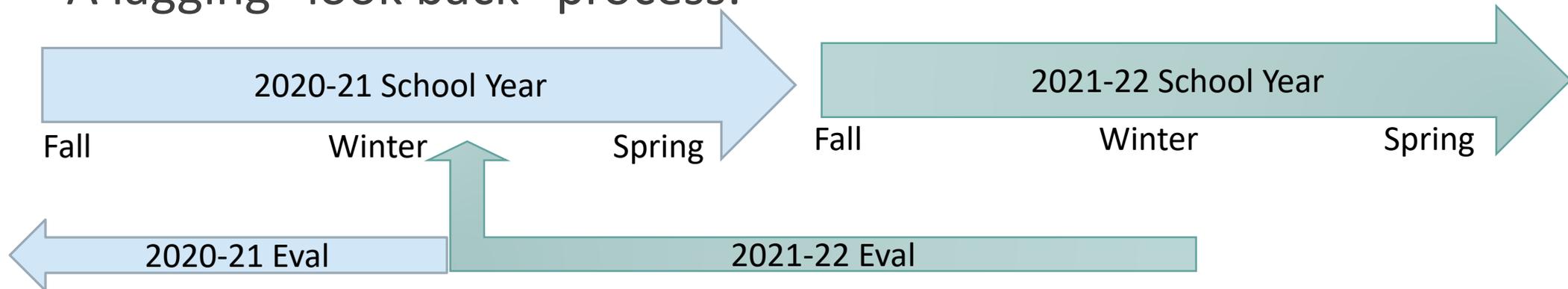
Measures the success of the superintendent's action plan towards attaining the adopted district goals.

- Part #3: CEE Survey

Used to obtain subjective data from staff who may not have input on Parts 1 and 2 to help inform the Superintendent's future leadership and behaviors.

# Can Be a Complex Process

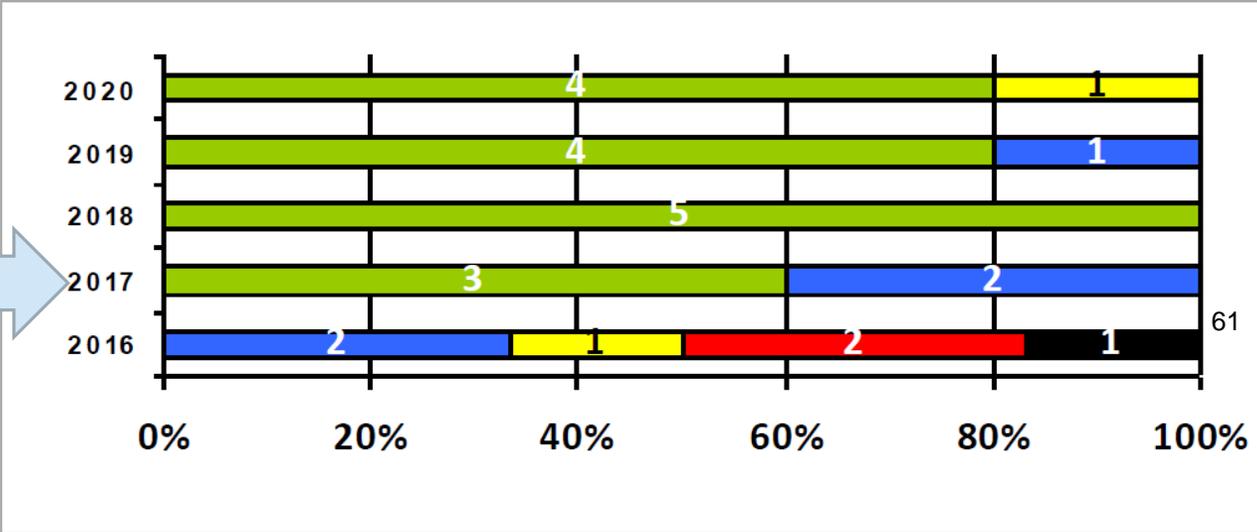
- The superintendent works for the board as a whole, not individual board members. Evaluation responses from individual board members can be confusing, particularly when they are in opposition to one another. Therefore, the board must make every effort to speak with a single voice in setting expectations and assessing success
- A lagging “look back” process:



# Board Feedback on Superintendent Evaluation Process (WSSDA Board Assessment)

Base decisions about the superintendent's contract on objective evaluation of his or her performance and achievement of agreed upon goals?

Implemented New Process →



# Part 1: Performance Standards

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- 9 Standards
  - Leadership and District Culture
  - Policy and Governance
  - Communications and Community Relations
  - Organizational Management
  - Curriculum Planning / Development
  - Instructional Leadership
  - Human Resources and Budget Management
  - Values and Ethics of Leadership
  - Labor Relations

1. **Standard 1: LEADERSHIP AND DISTRICT CULTURE**

This standard stresses the superintendent’s performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

**Performance Indicators:**

*(Do not rate individual indicators. These are listed only to help you think about the standard.)*

1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement

1.2 Promotes academic rigor that focuses on learning and excellence for schools

1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school’s vision

1.4 Models learning for staff and students

1.5 Promotes understanding and celebrating school/community cultures

1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility

1.7 Develops, implements, promotes and monitors continuous improvement processes

**The superintendent’s performance for this standard:**

UNACCEPTABLE	NEEDS IMPROVEMENT	GOOD	EXCELLENT	OUTSTANDING
<input type="radio"/>				

**Comments:**

# Part 1: Performance Standards (cont'd)

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- Step #1: Filled out individually by each board member via Survey Monkey
- Step #2: Board President/Survey Monkey compiles the results for board member discussion
- Step #3: Consensus reached (if there are discrepancies)
- Step #4: Narrative summary of results presented to superintendent using performance standards as the basis:

ex: Mrs. Superintendent has done a good job in her leadership and district culture as demonstrated by ..... She has done an excellent job at policy and governance. Mrs. Superintendent needs improvement in communications and community relations in that she needs to .....

# Part 2: District Goals

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- Step #1: Superintendent presents goal accomplishment from previous year and associated action plans (Dec mtg.)
- Step #2: Filled out individually by each board member via Survey Monkey
- Step #3: Board President/Survey Monkey compiles the results for board member discussion
- Step #4: Consensus reached (if there are discrepancies)
- Step #5: Narrative summary presented to superintendent using performance standards:

ex: Mr. Superintendent has done a good job in establishing and following his action plan on attaining Board Goal #1 as demonstrated by .....

# Part 2: District Goals (2017-2022)

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## ■ **Goal Statement 1: Increased Student Learning and Performance**

The Superintendent will provide the training, leadership, and accountability necessary to ensure high-functioning school learning communities are established, where grade-level and course-alike collaborative teams develop a guaranteed and viable curriculum and ensure essential learning occurs. This will be evidenced by:

- ~~-Improved 3rd-8th grade reading and math performance for all students consistent with Board-established targets~~
- ~~-Improved student outcomes for special education and ELL students consistent with Board-established targets~~
- ~~-Decreased 9th grade course failure rates consistent with Board-established targets~~
- ~~-Increased 4 and 5 year graduation rates consistent with Board-established targets~~
- ~~-Increased ACT performance consistent with Board-established targets~~
- ~~-Staff feedback from a perception survey administered annually every fall~~

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## ■ **Goal Statement 2: Increased Board-level Engagement with Student Learning and Performance**

The Superintendent will prioritize and focus his efforts and energy on the 2017-22 Strategic Plan Goals and Indicators with the School Board. This will be evidenced by:

- ~~-Developing, and regularly reviewing with the Board, building-level dashboard performance reports to monitor and assess improved student performance~~

## ■ **Goal Statement 3: Increased Student Engagement and Support**

The Superintendent will implement programs, systems, and accountability measures necessary to increase student engagement, Latino/a student and family involvement, and student social/emotional support. This will be evidenced by:

- ~~-Decreased chronic absenteeism consistent with Board-established targets~~
- ~~-Increased student engagement and involvement (Latino/a emphasis) consistent with Board-established targets~~
- ~~-Increased parent/stakeholder satisfaction as measured by a stakeholder perception survey administered every fall~~



## Part 3: CEE Survey

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- The CEE Survey asks constituents for input leading to appropriate professional development and changes in interpersonal and administrative leadership methods.
- The purpose of the 360-degree evaluation is to give the superintendent information he or she might not receive from board members.

# Final Process: Narrative evaluation which becomes public record

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## ■ Example Format

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). The past year has been positive (or challenging) for education in our school district. All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on: 1) nine professional standards; 2) district goals; and 3) a 360-degree review of the superintendent's performance by representatives of the community.

Regarding the nine professional standards, we determined that Superintendent (name)'s performance was excellent in the areas of leadership and district culture, communications and community relations, and organizational management. In the areas of policy governance, curriculum planning and development and labor relations the board felt his/her performance was outstanding. Instructional leadership, human resources management and values and ethics of leadership all received a rating of good.

**Superintendent's Evaluation**  
**March 2, 2021**

The following summarizes the performance evaluation of Dr. Wade Smith, Superintendent of Walla Walla Public Schools, for the period of March 2020 through February 2021, as completed by the Board of Directors of Walla Walla Public Schools. Performance parameters comprised professional standards established by the American Association of School Administrators with the National School Board Administration.

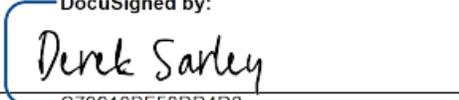
Dr. Smith received outstanding ratings in the areas of Leadership and District Culture, Communications and Community Relations, Organizational Management, Instructional Leadership, Human Resources / Budget Management, Values and Ethics of Leadership, and Labor Relations. In the areas of Policy and Governance and Curriculum Planning / Development, we judge his work to be excellent.

This past year, Dr. Smith led the district in developing a distance learning model that has been very effective for those students with the in-home supports needed to access remote instruction. He was ahead of the curve in procuring technology-based curricular resources to support distance learning, realigned district resources to support students and staff, and successfully overcame numerous challenges to support new programs, student needs, and modified educational delivery methods.

Dr. Smith works tirelessly to involve stakeholders and community leaders in promoting goodwill between the district and the community. His efforts to diversify our workforce continue to yield results, and the Board is proud that we are becoming a district that better reflects the population we serve. The Board recognizes Dr. Smith's commitment to promoting a school-based climate of tolerance, acceptance, and civility, especially calling out for praise of his commitment toward a more representative curriculum.

The Board appreciates the new budget forecasting processes Dr. Smith has implemented, which have improved visibility into monthly spending and financial management. We look forward to the district's continued work in building high-functioning Professional Learning Communities that help achieve our instructional improvement goals before the pandemic interruptions.

In summary, Dr. Smith has skillfully guided the district through a year like none other in public education. We are pleased to have Dr. Smith working with us to lead the district through these challenges and look forward to many more years of productive partnership.

DocuSigned by:  
  
C79010BF58DB4D3  
Mr. Derek Sarley, School Board President

# 2021-22 Timeline

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- November 16 Mtg (open) Group reviews Superintendent eval process.
- December 14 Mtg (exec) Superintendent shares self-evaluation summary. Opportunity for prelim. performance feedback. Parts I/II delivered to board members via Survey Monkey.
- January 15 (on or before) Individual board members complete Parts I/II.
- January 18 Mtg (exec) Board president presents individual work in a consolidated format. Board reaches collective consensus on Parts I/II.
- February 1 Mtg (exec) Board President presents final consensus of Parts I/II to fellow board members. Possible refinement/revision
- February 15 (exec) Board members present draft document to Superintendent based on consensus on Parts I/II. Possible refinement/revision.
- March 1 Mtg (exec) Board presents final evaluation to Superintendent
- March 1 Mtg (open) Board approves evaluation/takes action on Sup contract renewal.

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 2108

Page 1 of 3

### LEARNING ASSISTANCE PROGRAM

The district will implement a learning assistance program designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who are not meeting academic ~~do not meet state English language arts or mathematics~~ standards by providing supplemental instruction and services to those students. “Students who are not meeting academic standards” means students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools.

#### ~~Selection of Students~~

~~Students participating in the district’s learning assistance program will be limited to the following:~~

- ~~A. Students who score below standard for his or her grade level using multiple measures of performance, which may include the statewide student assessments or other assessments and performance measurement tools administered by the school or district;~~
- ~~B. Students who are in grades eleven or twelve and are not on track to meet state or local graduation requirements;~~
- ~~C. Students identified in eighth grade in need of high school transition services, which may continue up through the end of ninth grade; or~~
- ~~D. Students who are identified by the district as being significantly at risk of not being successful in school and to be served under the district’s readiness to learn program.~~

#### ~~Best Practices~~

~~The district will use best practices in providing learning assistance program services to participating students. The district will select practices and strategies in accordance with WAC 392-162-041.~~

#### Students’ Affected By COVID-19 Pandemic

Until the expiration or termination of Proclamation 20-05 declaring a state of emergency for all counties in Washington due to COVID-19 or until September 1, 2025—whichever is later—the district will budget and expend learning assistance program funds to identify and address the academic and nonacademic needs of students resulting from and exacerbated by the COVID-19 pandemic.

#### Washington Integrated Student Supports Protocol

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 2108

Page 2 of 3

The district will budget and expend learning assistance program funds using the framework of the Washington integrated student supports protocol, established under RCW 28A.300.139.

The district may use up to 15% of its learning assistance program allocation to deliver academic, nonacademic, and social-emotional supports and services to students through partnerships with community-based or other out-of-school organizations in accordance with RCW 28A.300.139.

If the district enters into an agreement with a community partner in accordance with RCW 28A.300.139, the agreement must do the following:

- A. Specify that learning assistance program funds may be used only to provide direct supports and services to students;
- B. Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and services align to the needs of the students as identified in the student-level needs assessment required by RCW 28A.300.139; and
- C. Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards.

### Coordination with Other Programs

The district may coordinate federal, state, and local programs in order to serve the maximum number of students who are below grade level in basic skills. Students receiving assistance in another special needs program may also be served in the learning assistance program if they meet student eligibility and selection requirements.

### Annual Report to OSPI

The district will submit an annual report on September 30 to the Office of Superintendent of Public Instruction detailing the following:

- A. The amount of academic growth gained by students participating in the learning assistance program;
- B. The number of students who gain at least one year of academic growth;
- C. The specific practices, activities, and programs used by each school building that received learning assistance funds; and

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D. The percentage of learning assistance program funding used to engage community partners, the number of students receiving direct supports and services from those community partners, and the types of supports and services that are being provided; and

~~E.~~ \_\_\_\_\_ The number of students served by the learning assistance program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

### Cross References:

Board Policy 6100

Board Policy 4130

Board Policy 2161

Board Policy 2104

Revenues From Local, State and Federal Sources

Title I Parent and Family Engagement

Special Education and Related Services for Eligible Students

Federal and/or State Funded Special Instructional Programs

### Legal References:

Chapter 28A.165 RCW

WAC 392-162

Learning Assistance Program

Special Service Program - Learning Assistance

Issued: April 17, 2018

First Reading/Revision: November 16, 2021

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### WAIVER OF HIGH SCHOOL GRADUATION CREDITS

The board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the board acknowledges circumstances may arise that prevent a student from earning all twenty-four credits required for high school graduation. Such circumstances may include, but are not limited to, the following:

- Homelessness;
- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements; and
- In or have been released from an instructional education facility; and
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the district's Application for Waiver of High School Graduation Credits (Form 2418F) with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (three English, three Math, three Science, three Social Studies, two Health and Fitness, two Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

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#### Cross References:

Board Policy 2410 High School Graduation Requirements

#### Legal References:

RCW 28A.345.080 Model policy and procedure for granting waivers of credit for high school graduation.

RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies

WAC 180-51-068 State subject and credit requirements for high school graduation – Students entering ninth grade on or after July 1, 2015

WAC 180-51-050 High school credit – Definition.

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Revised: March 17, 2020

**First Reading/Revision: November 16, 2021**

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Policy No. 3112

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### SOCIAL EMOTIONAL CLIMATE

#### Goal

The Walla Walla Public School Board's goal for this policy and its accompanying procedure is to support and promote school and school district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students.

#### Nurturing a Positive Social Emotional Climate

The Walla Walla Public Schools believes that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact, and socialize in physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments, and have the opportunity to experience high quality relationships.

The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, and needs. The Board further recognizes the important role that students, families, and community members play in collaborating with the school and school district in creating, maintaining, and nurturing a positive social and emotional school and classroom climate. This collaborative role extends to the planning, implementation, and continuous improvement process around school climate and social emotional learning.

The Board therefore directs the superintendent to work with district schools to implement the accompanying procedures, which provide a framework for an effective climate improvement process, including a continuous cycle of 1) planning and preparation, 2) evaluation, 3) action planning, and 4) implementation. This framework is aligned with the social emotional learning standards and benchmarks developed by the social emotional learning committee created under RCW 28A.300.477. The framework is designed to support the district and district schools in developing research-supported action plans that work to meet the Board's goal for this policy.

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#### Cross References:

2000 – Student Learning Goals  
2140 – Guidance and Counseling

#### Legal References:

3241 – Student Discipline  
4110 – Citizen Advisory Committees and Task Forces  
4129 – Family Involvement  
5520 – Staff Development

Chapter 28A.345.085 – Model Policy and procedure for nurturing a positive social and emotional school and classroom climate

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### STUDENT RECORDS

The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students shall be treated in a confidential and professional manner. The district will use reasonable methods to ensure that teachers and other school officials obtain access to only those education records for which they have legitimate educational interests. When information is released in compliance with state and federal law, the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The district will retain records in compliance with the current, approved versions of the Local Government General Records Retention Schedule (CORE) and the School Districts and Educational Service Districts Records Retention Schedule, both of which are published on the Secretary of State's website.

Student records are the property of the district but shall be available in an orderly and timely manner to students and parents/guardians. "Parent/guardian" includes the state department of social and health services when a minor student has been found dependent and placed in state custody. A parent/guardian or adult student may challenge any information in a student record believed inaccurate, misleading or in violation of the privacy or other rights of the student.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to the district ~~which~~, permits-permitting prospective employers to review the student's transcript. Parental or adult student consent ~~shall~~will be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

~~A grades report, transcript, or diploma shall may not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, and discipline actions shall be sent to the enrolling school. The content of those records shall be communicated to the enrolling district within two school days and copies of the records shall be sent as soon as possible. The official transcript will not be released until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine.~~

The superintendent or designee shall will establish procedures governing the content, management and control of student records.

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<u>Board Policy 3115</u>	<u>Students Experiencing Homelessness – Enrollment Rights and Services</u>
Board Policy 3233	Directory Information
Board Policy 3520	Student Fees, Fines, and Charges
Board Policy 4020	Confidential Communications
<u>Board Policy 4040</u>	<u>Public Access to District Records</u>
Board Policy 6570	Data Records Management

### Legal References:

42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act

20 U.S.C. § 1232g  
CFR ~~45~~34, Part 99 Family Educational Rights and Privacy Act

RCW 28A.150.510 Transmittal of education records to department of children, youth, and families-Disclosure of educational records-Data-sharing agreements-Comprehensive needs requirement document-Report.

RCW 28A.195.070 Official transcript withholding – Transmittal of information

RCW 28A.225.151 Enrolling students from other districts – Requests for information and permanent records – Withheld transcripts – Immunity from liability - Rules

RCW 28A.230.120 ~~Family Education Rights and Privacy Act Regulations~~ High school diplomas – Issuance – Option to receive final transcripts - Notice

~~RCW 28A.230.120~~ ~~Option to receive final transcripts – Notice~~

RCW 28A.230.180 ~~Educational and career opportunities in the military, student access to information on, when~~ Access to campus and student information directories by official recruiting representatives – Informing students of educational and career opportunities

RCW 28A.600.475 Exchange of information with law enforcement and juvenile court officials – Notification of parents and students.

RCW 28A.605.030 Student education records – Parental review – release of records – Procedure.

RCW 28A.635.060 Defacing or injuring school property--Liability of pupil, parent or guardian – Withholding grades, diploma, or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected

RCW 40.24.030 Address Confidentiality Program-- Application— Certification – Form – Vehicle and vessel information

~~Ch. 70.02~~ ~~Medical records – health care information access and disclosure~~

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~~WAC 180-52-025 Pupil tests and records – Pupil personnel records – School district policy in writing~~

~~180-57 Secondary education – standardized high school transcript~~

~~Ch. 43-840 Implementation of Address Confidentiality Program~~

~~Chapter 246-100-105 WAC-166~~ Immunization of day-child care and school children against certain vaccine-preventable diseases

Chapter 392-172A WAC Rules for the provision of special education

Chapter 392-182 WAC Student Health Records

Chapter 392-415 WAC Secondary Education – standardized high school transcripts

WAC 181-87-093 Failure to assure the transfer of student record information or student records

WAC 392-121-182 Alternative learning experience requirements

WAC 392-122-228 Alternative learning experience for juvenile students incarcerated in adult jail facilities

WAC 392-500-025 Pupil tests and records – Pupil personnel records – School district policy in writing

**Adopted: July 16, 2002**

**Revised: 10.07.03; 04.16.13**

**First Reading/Revision: November 16, 2021**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3520

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### STUDENT FEES, FINES, CHARGES

The district will provide an educational program for the students as free of costs as possible.

The superintendent or designee may approve the use of supplementary supplies or materials for which a charge is made to the student so long as the charge does not exceed the cost of the supplies or materials, students are free to purchase them elsewhere or provide reasonable alternatives, and a proper accounting is made of all moneys received by staff for supplies and materials.

The board delegates authority to the superintendent or designee to establish appropriate fees and procedures governing the collection of fees and to make annual reports to the board regarding fee schedules. Arrangements will be made for the waiver or reduction of fees for students whose families, by reason of their low income, would have difficulty paying the full fee. The USDA Child Nutrition Program guidelines will be used to determine qualification for waiver. The superintendent or designee will establish a procedure for notifying parents/guardians of the availability of fee waivers and reductions.

A student will be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's ~~grades, transcripts or~~ diploma may be withheld until restitution is made by payment or the equivalency through ~~voluntary work~~ community service. The student or his/her parents/guardians may appeal the imposition of a charge for damages to the superintendent or designee and board of directors.

The student and his/her parents/guardians will be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or his/her parents/guardians will have the right to an informal conference with the principal. As is the case for appealing a short-term suspension, the principal's decision may be appealed to the superintendent or designee and to the board of directors. When damages are in excess of \$100, the appeal process for long-term suspension will apply.

~~If a student has transferred to another school district that has requested the student's records, but that student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, attendance, history of violent behavior, violent offenses, sex offenses, inhaling toxic fumes, drug offenses, liquor violations, assault, kidnapping, harassment, stalking or arson, and discipline actions will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine.~~

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### Cross References:

Board Policy 3231	Student Records
Board Policy 3241	<del>Classroom Management, Discipline and Corrective Action</del> <u>Student Discipline</u>
<u>Board Policy 3115</u>	<u>Students Experiencing Homelessness – Enrollment Rights and Services</u>
Board Policy 2020	Course Design, Selection and Adoption of Instructional Materials

### Legal References:

RCW 28A.220.040	Fiscal support--Reimbursement to school districts--Enrollment fees--Deposit
RCW 28A.225.330	Enrolling students from other districts – Requests for information and permanent records – Withheld transcripts – Immunity from liability – <del>Notification to teachers and security personnel</del> – Rules
RCW 28A.320.230(†)	Instructional materials--Instructional materials committee
RCW 28A.330.100	Additional powers of board
RCW 28A.635.060	Defacing or injuring school property--Liability of pupil, parent or guardian – Withholding grades, diplomas or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected
AGO 19 <del>65</del> -66, # <u>No.</u> 113	Districts – Schools - Fees--Tuition--Supplies -- Authority of school districts to charge tuition fees or textbook fees
AGO 1973, No. 11	Districts – Schools - Tuition <del>&amp;</del> <u>and</u> Fees--Authority of school districts to charge various fees
<u>42 U.S.C. 11431 et seq</u>	<u>McKinney-Vento Homeless Assistance Act</u>

Adopted by the Board: July 16, 2002

Revised: August 21, 2018

**First Reading/Revision: November 16, 2021**

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## BOARD POLICY

Policy No. 4220

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### COMPLAINTS CONCERNING STAFF OR PROGRAMS

Constructive criticism can be helpful to the district. At the same time, the board has confidence in its staff and programs and will act to protect them from unwarranted criticism or disruptive interference. Complaints received by the board or a board member will be referred to the superintendent for investigation.

The superintendent will develop procedures to handle complaints concerning staff or programs. Complaints regarding instructional materials should be pursued in the manner provided for in Policy 2020.

~~of the Walla Walla Schools is welcomed by the board of education whenever such criticism is motivated by a sincere desire to improve the quality of the educational program or to equip the school system to carry out its mission more effectively.~~

~~Complaints are generally best resolved by the individuals most directly involved. Therefore, citizens are directed to initiate discussion at the level closest to the issue of concern.~~

~~The superintendent shall develop procedures for processing citizens' complaints which shall include the following steps:~~

- ~~1. Discuss the matter with the appropriate staff member and/or administrator.~~
- ~~2. If the problem is not resolved by the parties involved, it should be brought to the attention of the superintendent.~~
- ~~3. If, after discussion with the superintendent, there is still no satisfactory solution, the matter may be placed on the agenda of the next board meeting. The procedures for placing an item on the board agenda may be obtained from the superintendent's office.~~
- ~~4. Complaints concerning individual employees may not be accepted by the board without specific documentation. Such complaints will be referred to the board and addressed by the board as appropriate in executive session.~~
- ~~5. The board may choose to delay decision on any complaint that is brought to their attention until further investigation can be conducted.~~

~~Any citizen also has the option of addressing the board concerning the operation of the district during the "Citizens Comments" portion of the board meeting agenda. It is not a requirement to be on the board agenda to address the board in this manner, but there may be a time limit placed on the length of the citizen's comments. Comments made at a board meeting are part of the public record.~~

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Cross References:

Policy 2020 - Course Design, Selection and Adoption of Instructional Materials

Legal References:

RCW 28A.405.300 - Adverse change in contract status of certificated employee--Determination of probable cause --Notice--Opportunity for hearing  
42.30 Open Public Meetings Act

**1st Reading Date: December 18, 2001**

**Adopted by the Board: July 16, 2002**

**First Reading/Revision: November 16, 2021**

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# Walla Walla Public Schools

## BOARD POLICY

Policy No. 5011

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### SEXUAL HARASSMENT OF STAFF PROHIBITED

The district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

#### Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is made a term or condition, either stated or implied, in obtaining a work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

#### Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

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Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

### **Retaliation and False Allegations**

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Staff Responsibilities**

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

A formal complaint filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy and Procedures 3205.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

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### Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

### Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, and volunteers and parents in the review process.

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### Cross References:

Board Policy 3205	Sexual Harassment of Students Prohibited
Board Policy 3207	Prohibition of Harassment, Intimidation and Bullying
Board Policy 3210	Nondiscrimination – Students
Board Policy 3211	Transgender Students
Board Policy 3240	Student Conduct Expectations and Reasonable Sanctions
Board Policy 3421	Child Abuse, Neglect, and Exploitation Prevention
Board Policy 5010	Nondiscrimination and Affirmative Action

### Legal References:

RCW 28A.640.020	Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies.
WAC 392-190-056-058	Sexual Harassment 20 U.S.C. 1681-1688

Adopted: July 16, 2002

Revised: 10.07.03; 05.21.13; 08.15.17

**First Reading/Revision: November 16, 2021**

## BOARD POLICY

Policy No. 5515

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### WORKFORCE SECONDARY TRAUMATIC STRESS

#### Purpose

The Board is committed to preventing and addressing secondary traumatic stress for District personnel by supporting mental health in the workplace. Every day school staff work with students experiencing trauma and loss. As a result, teachers, school counselors, administrators, and other school staff may experience secondary traumatic stress. When secondary traumatic stress is left unaddressed, it may lead to staff turnover, burnout, adult chronic absenteeism, and health issues that negatively impact everyone in the school community.

#### Secondary Traumatic Stress

The Board acknowledges that secondary traumatic stress, also called compassion fatigue, is a natural but disruptive set of symptoms that may result when one person learns firsthand of the traumatic experiences of another. Symptoms of secondary traumatic stress may include feelings of isolation, anxiety, dissociation, physical ailments, and sleep disturbances. In addition, those affected by secondary traumatic stress may experience: Changes in memory and perception; alterations in their sense of self-efficacy; a depletion of personal resources; and disruption in their perceptions of safety, trust, and independence.

#### Policy Statement

The District will promote a positive workplace climate that includes a focus on a culture of belonging.

The Board hereby ~~charges the School Health Advisory Committee~~ ~~establishes a district-wide workforce mental health committee~~ with the following functions:

- Share secondary traumatic stress, stress management, and other mental health resources and supports available through the Office of the Superintendent of Public Instruction, the Educational Service District, and the School Employees' Benefits Board;
- Share links to a secondary traumatic stress self-assessment tool and any associated resources;
- ~~Through the School Health Advisory Committee,~~ Report to the Board at least once per year with a summary of committee activities.

Through the annual CEE or similar survey instrument, the District will regularly assess implementation and progress.

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Cross References: 5203 - Staff Assistance Program

Legal References: 28A.300 RCW  
28A.400 RCW

**First Reading/New Policy: November 16, 2021**