



BOARD OF DIRECTORS
Regular Business Meeting & Executive Session - 5:30 PM
December 14, 2021
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/98449977086>
- Listen: Dial 1-253-215-8782 and enter the Webinar ID: 984 4997 7086

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 3
- 2. Extracurricular Athletic Contracts 4
- 3. Non-Athletic Extra & Co-Curricular Contracts 5
- 4. November 30 & December 14 Accounts Payable and November Payroll 6
- 5. November Financial Report 7
- 6. Excused Absence for Director Mr. Wells
- 7. Regular Business Meeting Minutes of November 16, 2021 11

VI. OATH OF OFFICE FOR BOARD MEMBER: (5:35 p.m.) *Mr. Sarley*

- Ms. Kathy Mulkerin
- ~ Oath administered by Superintendent Dr. Wade Smith

VII. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS: (5:45 p.m.) *Mr. Sarley*

VIII. COMMUNICATIONS: *Mr. Sarley*

IX. CITIZENS' COMMENTS: (5:50 p.m.) *Mr. Sarley* 13

X. REPORTS: (6:15 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 14
 - b. Monthly Enrollment Report 39
- 4. Monthly Financial Dashboard Report: *Mrs. Nancy Taylor* 41
- 5. Summer SOL Data Review and Discussion: *Dr. Wade Smith & Mr. Brent Cummings*
- 6. Student Recovery Plan Update: *Dr. Wade Smith*

7. Policy Second Reading: <i>Mr. Chris Gardea</i>	77
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	
XI. ACTION: <i>(7:30 p.m.) Mr. Sarley</i>	
1. Policy Second Reading:	90
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	
XII. ELECTION OF OFFICERS FOR BOARD OF DIRECTORS: <i>(7:35 p.m.) Mr. Sarley</i>	
XIII. RECESS TO EXECUTIVE SESSION: <i>(approximately 7:40 p.m.) Board President</i>	
The Board of Directors has scheduled an executive session at the conclusion/prior to adjournment of the regular board meeting, approximately 7:40 p.m., to review the performance of a public employee. The executive session is not open to the public and is expected to conclude at approximately 8:10 p.m.	
XIV. RECONVENE REGULAR MEETING & ADJOURNMENT: <i>(approximately 8:10 p.m.) Board President</i>	



PERSONNEL REPORT

December 14, 2021 – Board Meeting

Date: December 9, 2021

EMPLOYMENT

Classified: Lane Avery-Fairbanks, Bilingual Para-Educator, Pioneer Middle School
Yasamin Ayatollahzadeh, Para-Educator, Green Park Elementary School
Natalia Cabrera, Bus Assistant, SE Washington Transportation Co-Op
Steffan Crosby, Para-Educator, Walla Walla High School
Jacqueline Ramirez, Para-Educator, Walla Walla High School & Prospect Point Elementary School
Briana Starkebaum, Temporary Para Educator, Districtwide
(2021-22 school year)
Jeff Warner, Para-Educator, Berney Elementary School

RESIGNATION/RETIREMENT

Classified: Marcus Dunnigan, Para-Educator, Walla Walla High School, 3 months
Debbie Ongers, Kitchen Manager, Nutrition Services, 20.5 years
Megan Paul, Kitchen Assistant, Nutrition Services, 8 years
Maria Concepcion Sanchez Sarabia, Para-Educator, Edison Elementary School, 1 year
Itandehui Trejo, Intervention Specialist, Prospect Point Elementary School, 5 years
Jessica Vicari, Para-Educator, Sharpstein Elementary School, 3 months
Nicole Violet, Para-Educator, Green Park Elementary School, 3 months

LEAVE OF ABSENCE

Classified: Juan Faba Lopez, Para-Educator, Green Park Elementary, 6 years

- January 3, 2022 – February 25, 2022 to complete student teaching

Leidy Martinez, Para-Educator, Walla Walla High School, 1 year

- January 3, 2022 – May 6, 2022 to complete student teaching

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2021-2022

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Pattie Backous Eagon	Garrison Middle School	Head Girls Basketball 8th Grade
Michael Braddock	Garrison Middle School	Head Girls Basketball 7th Grade
Nathaniel Carrara	Garrison Middle School	Assistant Girls Basketball
Amber Davin	Garrison Middle School	Assistant Girls Basketball
Jana Dickman	Walla Walla High School	Assistant Boys Swimming & Dive
Pablo Grimaldi	Garrison Middle School	Head Wrestling 7th grade
James Lux	Pioneer Middle School	Head Girls Basketball 8th Grade
Daniel Mears	Pioneer Middle School	Head Wrestling
Andrew Peterson	Walla Walla High School	Assistant Boys Swimming & Dive
Kristin Richard	Pioneer Middle School	Head Girls Basketball 7th Grade

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

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Keven Peck	W	Department Head Fine Arts

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 December 14, 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		
11/30/2021	210968	Through	211081	\$ 392,939.02
11/30/2021	210989	Voids	211081	(\$ 291,487.35)
11/30/2021	211082	Through	211174	\$ 291,487.35
11/30/2021	212200132	Wire Transfer	212200148	\$ 2,352.21
12/14/2021	211176	Through	211275	\$ 590,987.53
12/14/2021	212200149	Wire Transfer	212200173	\$ 2,317.29

		Capital Projects		
11/30/2021	210058	Through	210060	\$ 8,873.64
12/14/2021	210061	Through	210071	\$ 4,541,342.91

		ASB		
11/30/2021	210036	Through	210041	\$ 2,560.98
12/14/2021	210042	Through	210049	\$ 18,920.94

		Transportation Vehicle		
		Through		

		Payroll		
11/30/2021	210914	Through	210967	\$ 2,211,112.72
11/30/2021	1401133	Wire Transfer	1401137	\$ 3,593,992.47
11/30/2021	N/A	Payroll Taxes	N/A	\$ 1,184,433.17

TOTAL:	\$ 12,549,832.88
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SCHOOL BOARD PRESIDENT:

SECRETARY TO THE BOARD:

Mr. Derek Sarley

Dr. Wade Smith, Superintendent



TO: Dr. Wade Smith - Superintendent
FROM: Nancy Taylor – Director of Fiscal Services
DATE: December 10, 2021
RE: November Financial Report

7

Attached is the November financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
 - General Fund ending balance is 5.7% of expenditures
- General Fund trend charts
- Payroll trend chart

Please let me know if you have any questions.

Attachments

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Walla Walla School District

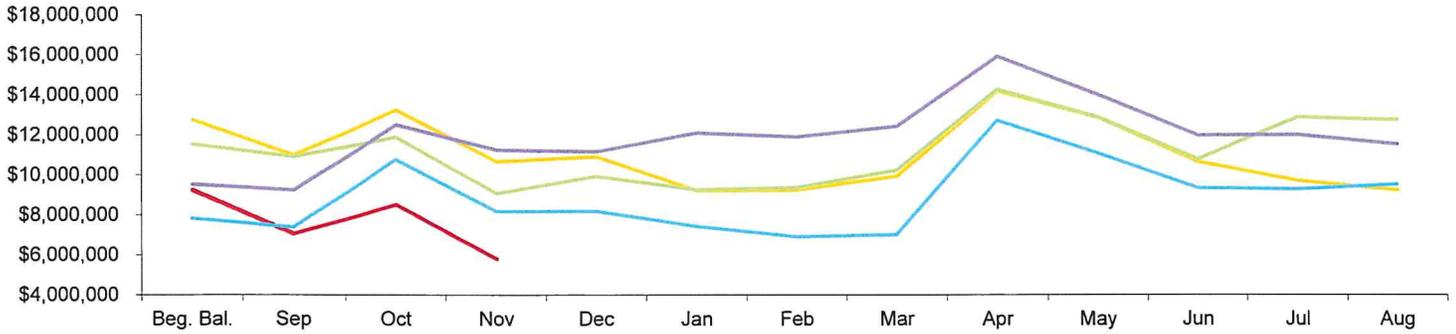
Monthly Financial Report

November 2021

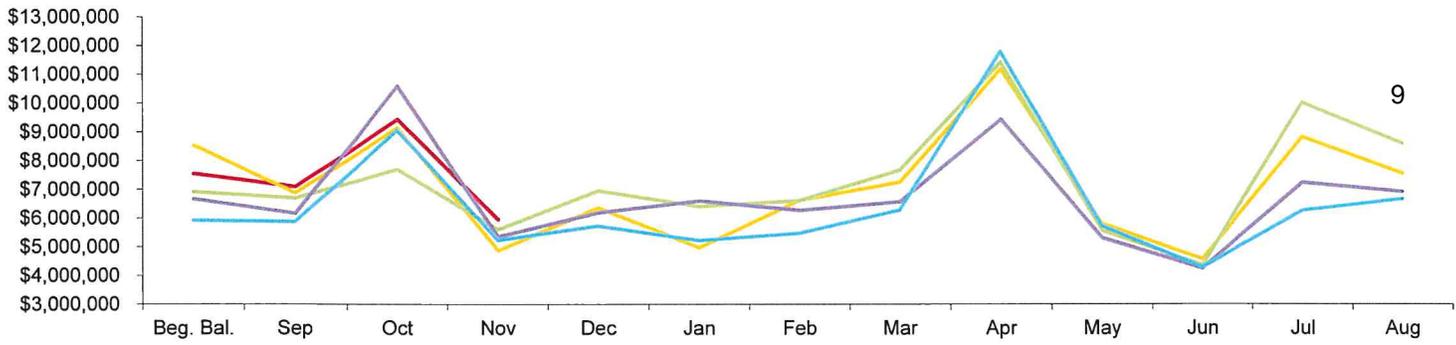
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>	
<u>GENERAL FUND</u>				
Beginning Fund Balance	\$ 8,676,846	\$ 8,362,036	\$ 8,362,036	
Revenues	\$ 94,565,201	\$ 94,565,201	\$ 21,270,981	
Expenditures	\$ (96,048,104)	\$ (96,048,104)	\$ (24,145,053)	
Transfers	\$ (800,000)	\$ (800,000)	\$ -	
Ending Fund Balance	\$ 6,393,943	\$ 6,079,133	\$ 5,487,965	5.7%
<u>CAPITAL PROJECTS</u>				
Beginning Fund Balance	\$ 5,972,635	\$ 9,294,407	\$ 9,294,407	
Revenues	\$ 36,843,000	\$ 36,843,000	\$ 6,358,422	
Expenditures	\$ (35,480,000)	\$ (35,480,000)	\$ (5,690,737)	
Transfers	\$ -	\$ -	\$ -	
Ending Fund Balance	\$ 7,335,635	\$ 10,657,407	\$ 9,962,092	
<u>DEBT SERVICE</u>				
Beginning Fund Balance	\$ 2,299,060	\$ 2,376,598	\$ 2,376,598	
Revenues	\$ 4,633,358	\$ 4,633,358	\$ 1,754,363	
Expenditures	\$ (4,467,950)	\$ (4,467,950)	\$ (300)	
Ending Fund Balance	\$ 2,464,468	\$ 2,542,006	\$ 4,130,660	
<u>ASB FUND</u>				
Beginning Fund Balance	\$ 550,000	\$ 594,417	\$ 594,417	
Revenues	\$ 433,000	\$ 433,000	\$ 47,626	
Expenditures	\$ (398,000)	\$ (398,000)	\$ (35,224)	
Ending Fund Balance	\$ 585,000	\$ 629,417	\$ 606,819	
<u>TRANSPORTATION VEHICLE</u>				
Beginning Fund Balance	\$ 279,654	\$ 279,711	\$ 279,711	
Revenues	\$ 377,202	\$ 377,202	\$ 330	
Expenditures	\$ (520,000)	\$ (520,000)	\$ -	
Transfers			\$ -	
Ending Fund Balance	\$ 136,856	\$ 136,913	\$ 280,041	

WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

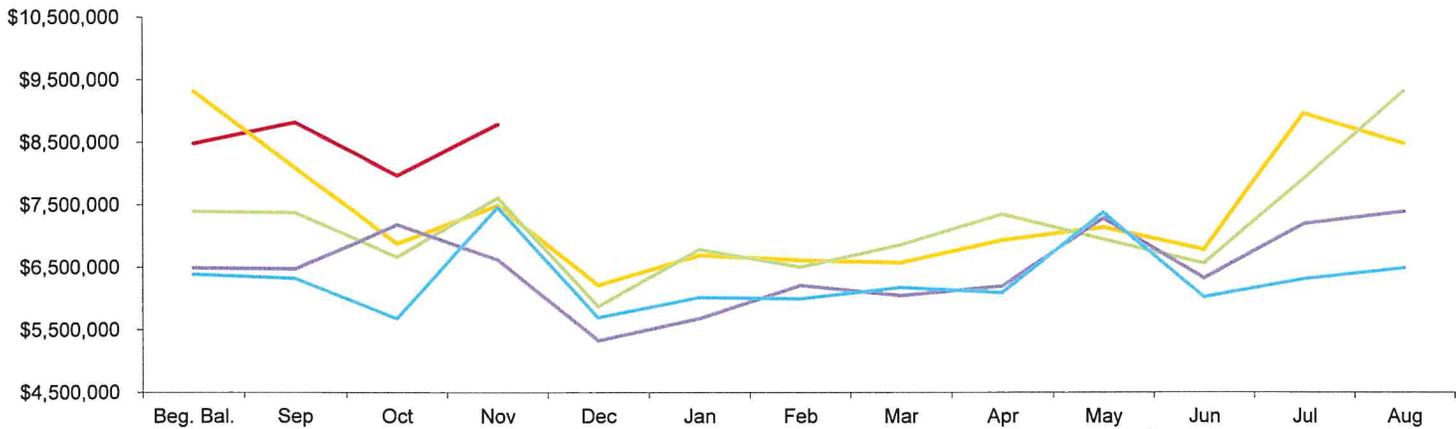
NET CASH & INVESTMENTS



RECEIPTS



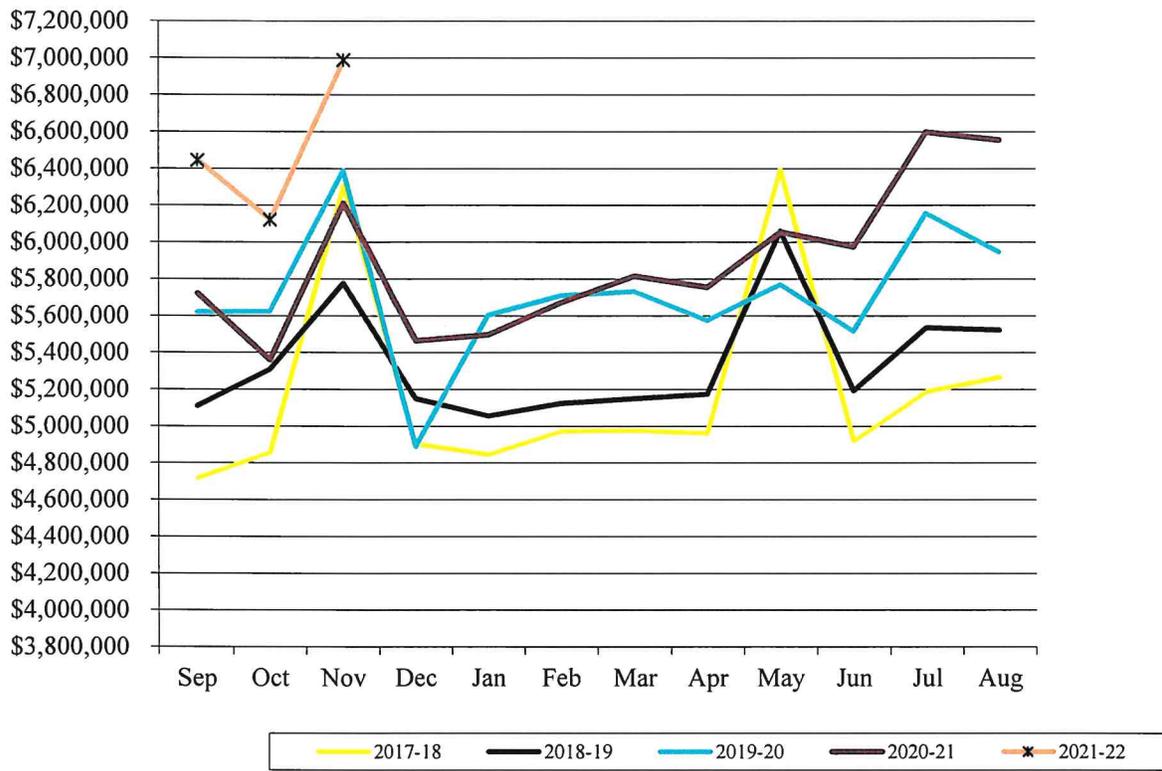
EXPENDITURES



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

WALLA WALLA PUBLIC SCHOOLS

Monthly Payroll



BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
November 16, 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. Nancy Taylor, Director of Fiscal Services

AUDIENCE

Including board members, administrators and guests, approximately 42 were in attendance.

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 Mr. Sam Wells, Board of Directors.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

Mr. Wells 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) non-athletic extra & co-curricular contracts; 4) November 16 accounts payable; 5) October financial report; 6) surplus modular classrooms; and 7) regular study meeting minutes of November 2, 2021. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

American Education Week, November 15-19, 2021: Dr. Smith read a proclamation highlighting American Education Week is November 15-19, 20221, and an opportunity to celebrate public education and honor individuals who ensure every child receives a quality education.

Recognition of Retiring Director Mr. Sam Wells: President Sarley recognized Mr. Wells for his years of service as a Walla Walla Public Schools Board of Director and presented him with a Golden Apple. Board members and Superintendent Smith related anecdotes of Mr. Wells' contributions during his school board tenure.

VII. COMMUNICATIONS

VIII. CITIZENS' COMMENTS

Public comment was received by six individuals regarding library books and face masks.

IX. REPORTS

Student Representative Report: Walla Walla High School Student Representative Ms. Rachel Clark was unable to attend this month.

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, recognizing and noting their appreciation of staff during American Education Week and highlighting the board's recognition as a 2021 Washington State School Directors Association Board of Distinction for the fourth consecutive year.

Superintendent's Report: Dr. Smith reported on his upcoming participation with Walla Walla Center for Children & Families Director Mrs. Samantha Bowen in providing an update to the Senate Early Learning & K-12 Education Committee regarding how the district is integrating early learning programs at the WWCCF. Dr. Smith also provided a bond project update and noted November enrollment is 5509 FTE.

Legislative Discussion: President Sarley and Lobbyist Mrs. Marie Sullivan provided a legislative preview. The 2022 Legislative session is January 10 to March 10. Enrollment decline, staff ratio mix and small district access to skills centers are this year's priorities.

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

Schools Foundation Update: Dr. Smith, Vice President Mrs. Ladderud and local school trust consultant Mrs. Elsa Watson shared a report with school board members on the potential of establishing a foundation to support district students and programs.

Superintendent Evaluation Process Review: Dr. Smith reviewed the three-part process used for his annual evaluation. His rating is based on meeting national performance standards, progress towards meeting district strategic plan success targets and stakeholder feedback from an annual survey. The process concludes with a comprehensive narrative evaluation review which is made available to the public.

Policy 1st Reading: Mr. Gardea presented the following policies for first reading.

- 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 ITEMS**XI. ADJOURNMENT**

President Sarley declared the meeting adjourned at 7:04 p.m.

Minutes to be presented for board approval on December 14, 2021.

APPROVED:

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

Mr. Derek Sarley
School Board President

~ 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



Wa-Hi

- Building 3 (Commons), Kitchen equipment is being installed, tile is being installed in all areas including restrooms and commons, lighting fixtures being installed in the commons area, epoxy flooring in the kitchen area was installed. Store front system was installed through-out. Loading dock is being formed and poured. Screen was installed in the commons area. F-sorb panels are being installed on the ceiling. Painting through-out has been done. Generator installed. Masonry has been completed and cleaned.
- Building 5, Abatement finished in the north area and concrete cutting was done for underground work. West area had concrete cutting for underground done with underground plumbing installed and the concrete poured back and framing beginning. East area had framing continuing with the backing being placed in the walls. South area had electrical rough in, plumbing rough in, masonry repair and install, acoustical batts were placed, and dry wall was started. Through-out the building at various openings new masonry was placed. HVAC underground hydronic lines were run into the building, units were craned into place. Mezzanine work continued with HVAC, electrical and plumbing work along with framing especially in the north area.
- Building 7 (Auditorium) Demolition was completed in the black box and green room area along with the mezzanine. Steel was placed in the ceiling along the existing beams. Framing began in the green room; insulation was placed in the ceiling of the black box. Hydraulic cement was poured, underground work was completed. Roofing work continued, HVAC work continued in the mezzanine.
- Building 6 (Fitness area) Flooring was placed in the fitness area, training room lobby and other parts of the addition. Work progressed on the exterior siding. The new main entry had lights installed, and beams were wrapped in steel.
- The parking lot asphalt was placed and striped, concrete work was completed. Light poles were set in all other parking lots (poles are bent and defective from the manufacturer, new poles are being manufactured for replacement). Access to this parking area was turned over along with the pedestrian bridge for use by the district.
- Building 1 (Vo Ag) gutter system was removed from the exterior of the building to help with water remediation. Existing boiler replacement began. Meetings with the staff in this building to keep them informed and get their input were held.
- The design team worked with Jackson to complete and return submittals and answer construction questions 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 upcoming phases can be initiated while also accommodating staff and moving activities for next remodel/update activities.

Pioneer Middle School

- At entry areas, window and door frame glass was installed and mechanical work wrapped up.
- West existing and new classrooms had projectors and white boards installed, and trim for final finish. The hallway saw tile behind new drinking fountains and new vinyl plank flooring go in.
- Music and CTE area paint and ceiling tile were installed. Restrooms were tiled.

November 2021 Project Update



- Kitchen area wall finishes were installed in preparation for equipment, and protection of new epoxy non-skid flooring during construction. Pickaxe graphic at entrance was prepared for painting.
- Commons paint at ceiling and light fixtures were installed.
- Aux gym backboards, scoreboards, wall pads and wrestling mat hoist were installed prior to wood floor beginning. Wood floor layout began and by end of the month was nailed in place.
- Main Gym also had sport equipment installed and wood floor begun. Lockers arrived for install into locker rooms as final finishes of flooring, sinks, toilets were wrapping up.
- Administration area had decorative counters installed in reception area and window coverings in offices.
- Site work this month included prep and install of asphalt at south service drive and loading dock area.
- Pioneer team is looking forward to wrapping up these areas and coordinating with the school move in during the holiday break in December.

Lincoln High School

- Site work at new Black box theatre and new school entrance made great strides. Footing and foundation walls, and elevator pit were all installed. Followed closely by CMU and underground rough in for electrical and plumbing.
- Interior trenches saw mechanical, and utility underground piping go in and concrete poured back.
- Demolition inside of school finished up, with select ceilings coming down in preparation for insulation, new fire sprinklers, heating ducts and new lights.
- Structural shoring was installed, and demolition of structural walls began at east side at all levels. In December new structural beams, walls and columns will go in.
- In other areas new HVAC duct began going in and new walls framed up.
- 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
November 2021 Project Update



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



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



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



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



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





Attachment B: Pioneer Middle School Progress Photos





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



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



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



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



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



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





Attachment C: Lincoln High School Progress Photos



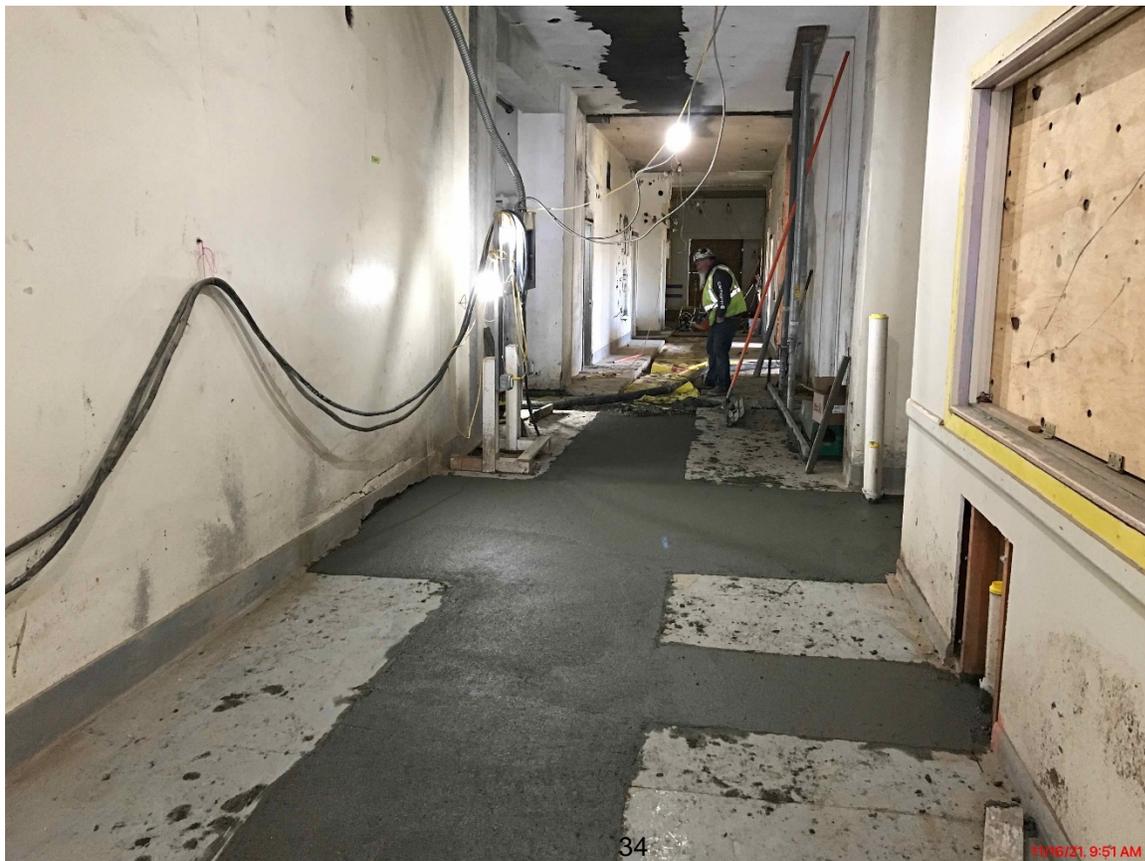
Walla Walla Public Schools - 2018 Bond Project
November 2021 Project Update



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



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

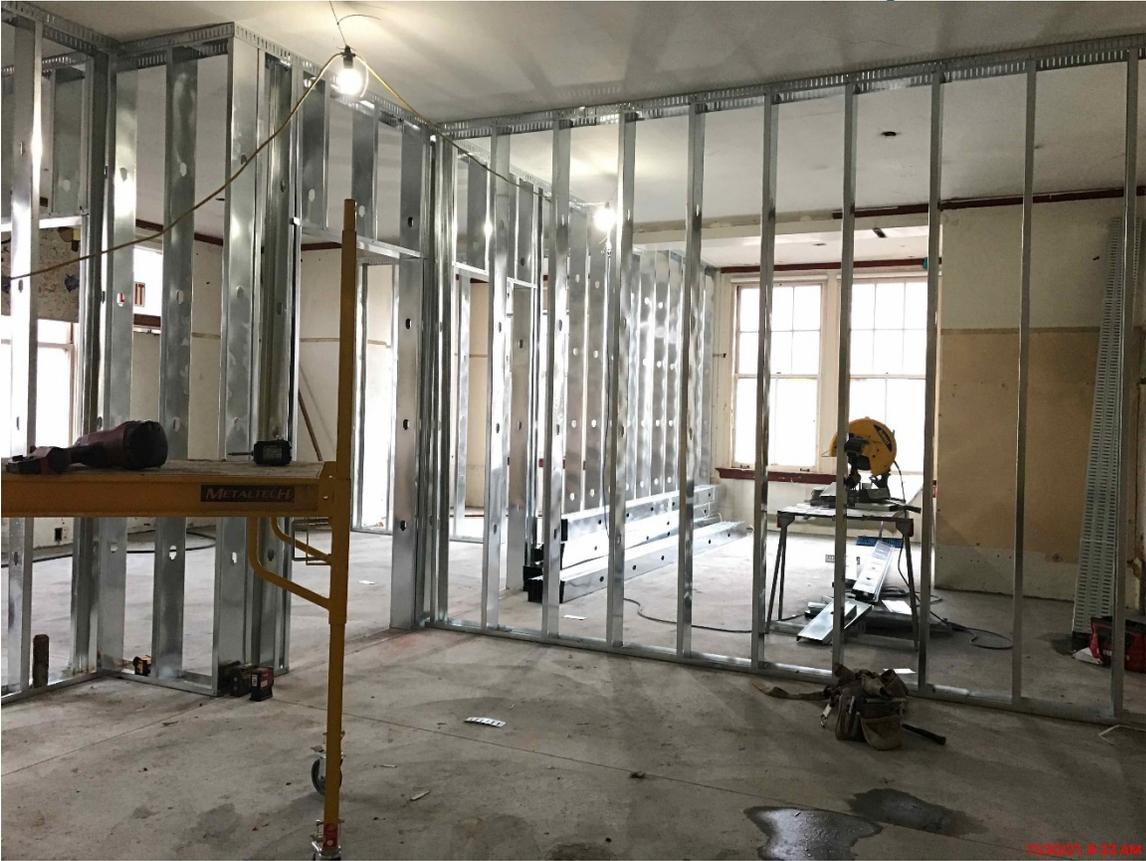


Walla Walla Public Schools - 2018 Bond Project November 2021 Project Update





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





Walla Walla Public Schools - 2018 Bond Projects

MASTER BUDGET DASHBOARD

Updated 12/1/2021



Walla Walla High School

Design Phase	CD	# Months Construction Complete / Total Months		23/36	Risks & Opportunities Supply chain issues continue to be a concern to the district and contractors with many products experiencing delayed delivery and/or becoming unavailable.		
	Budget*	Costs to Date	% Spent	Project Contingency			Contingency Accessed to Date
Project Budget (includes contractor's contingency under GCCM)	\$ 78,464,223	\$ 54,095,462	68.94%	\$ 3,180,557			\$2,720,000

Lincoln High School

Design Phase	CD	# Months Construction Complete / Total Months		2/18	Risks & Opportunities Supply chain issues continue to be a concern to the district and contractors with many products experiencing delayed delivery and/or becoming unavailable.		
	Budget*	Costs to Date	% Spent	Project Contingency			Contingency Accessed to Date
Project Budget	\$ 12,879,010	\$ 3,181,279	24.70%	\$ 805,391			\$200,000

Pioneer Middle School

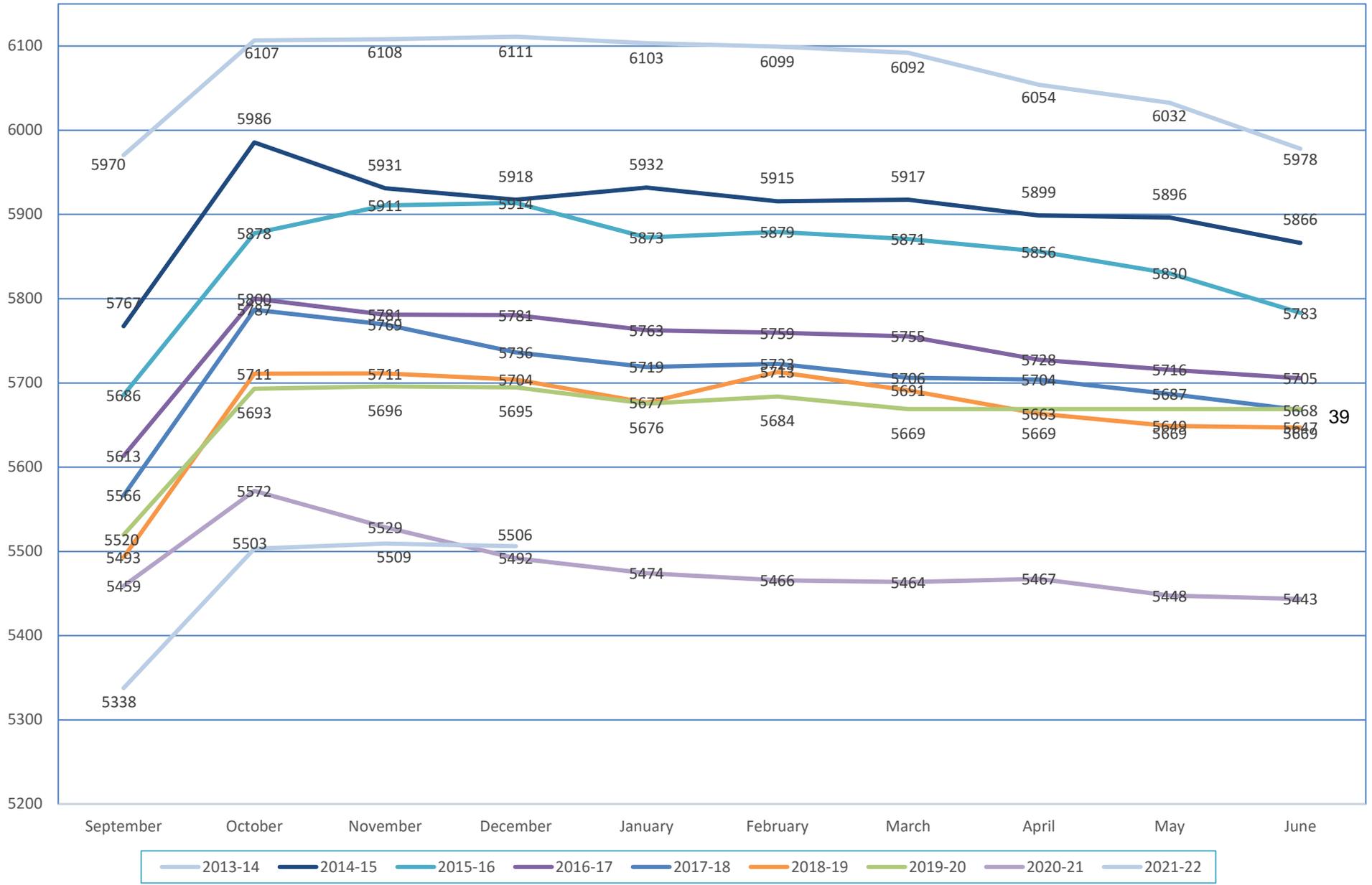
Design Phase	CD	# Months Construction Complete / Total Months		15/ 20	Risks & Opportunities Supply chain issues continue to be a concern to the district and contractors with many products experiencing delayed delivery and/or becoming unavailable.		
	Budget*	Costs to Date	% Spent	Project Contingency			Contingency Accessed to Date
Project Budget	\$ 27,311,473	\$ 22,079,547	80.84%	\$ 2,045,563			\$1,700,000

District-Wide Upgrades

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

*Reflects adjustments in state match and capitalized investments

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		
WWCCF	Priore, A	17											
Samantha Bowen	Ramirez, C	18											
Director	Razo, Elizabeth	18											
	Thomas, Lori	17											
	Allison, Judith	17											
SECTIONS 5		87			0		0		0		0		87
slots available	10												
Berney	Hubbard, K	15	Braddock, L	20	Holbrook, J	24	Davin, M	26	Bona, A	24	Ambler, C	19	
Michelle Carpenter	Brown, A	15	Fisbeck, J	20	Kearbey, K	23	Baker, T	27	Gribnau, J	23	Clearman, D	20	
Principal	Solis, D	15	Morrison, S	20	Parodi, D	24	Gonzales, C	27	Tonn, S	23	James, I	18	
											Ponti, R	20	
Behavior Prg K-5	Merrill, L		Merrill, L		Merrill, L	1	Merrill, L	2	Merrill, L	1	Merrill, L	-	
SECTIONS 19		45		60		72		82		71		77	407
slots available	27		15		10		1		14		35		
Edison	Espinosa, M	19	Berumen, B	17	Hobbs, S	19	Aceves, J	25	Ledesma, M	24	Ochoa, F	19	
Jenny Foster	Helm, E	21	Maycumber, Y	17	Parsons, S	18	Lopez, J	25	Reed, J	23	Solis, C	20	
Principal	Matson, E	19	Moreno, J	19	Saldivar, C	19	Estrada, A	25	Schafer, J	24	Solis Martinez, V	17	
	Valencia, A	19	Phillips, L	17	Williams, N	18							
SECTIONS 21		78		70		74		75		71		56	424
slots available*	6		14		10		6		13		28		
Green Park	Bahena-Flores, R	24	Garanzuay, P	16	Salazar, I	21	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	16	Timm Ballard, D	23	Tobin, J	25	Ambler, D	24	
	Katsel, E	19	Wright, L	23	Reiter, L	17					Lux, J	23	
					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	-	
SECTIONS 23		90		82		94		72		76		79	493
slots available	12		23		44		13		12		36		
Prospect Point	Greenwood, D	18	Hanson, K	19	Baldwin, W	20	Grove, J	27	Smyth, D	20	Hayes, B	23	
Barbara Casey	Heinzman, A	18	James, L	19	Hudec, H	21	Jausoro, D	27	Taylor, L	23	Mahan, L	24	
Principal	Rose, S	19	McKiernan, M	18	Paul, M	21	Kuhlmann, K	27	Watson, K	22	Parodi, D	21	
	Wilson, B	19	Pederson, R	20	Babbitt, H	21	Reese, N	27	Prull, V	20	Pegel, G	23	
SECTIONS 24		74		76		83		108		85		91	517
slots available*	22		24		25		0		27		21		
Sharpstein	Cantero, H	12	Humphreys, S	11	Humbert, K	22	Hutchinson, D	19	Diaz Madrigal, A	21	Keyes, K	20	
Maria Garcia	Gillin, L	10	Locati, R	12	Griffith, R	21	Shirley, C	15	Mendoza, L	21	James, J	25	
Principal	Lamanna, S	10	Ruvalcaba, G	10	Hill, J	22	Villanueva, S	18	Woiblet, B	23	VanDonge, B	20	
	Wilson, H	11	Berg, L	11									
Developmental Prog	Cochran	1	Cochran	4	Cochran	3	Cochran	2					
SECTIONS 20		44		48		68		54		65		65	344
slots available	53		56		16		29		19		19		
Walla Walla Online	Baker, T	5	Baker, T	3	Middleton, W	8	Middleton, W	9	Mires, D	5	Mires, D	5	
Amy Ford													
Director													
		5		3		8		9		5		5	35
slots available													
TOTAL SC SPED	7		9		7		6		5		3		
TOT SLOTS AVAIL	130		132		105		49		85		139		
TOTAL ENROLLED		423		339		399		400		373		373	2307
SECTIONS	24		20		20		17		17		19		
AVERAGE LOADS		17.13		16.35		19.20		22.65		21.35		19.21	
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		\$ (205,793)	-2.17%
OCT ACTUAL	\$ 3,009,073	\$ 56,856	\$ 5,525,001	\$ 5,744	\$ 674,631	\$ 2,073			\$ 9,273,378	\$ (205,793)	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									\$ -		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
Total Projected	\$ 10,034,756	\$ 998,270	\$ 66,540,051	\$ 70,656	\$ 14,555,209	\$ 66,977	\$ 880	\$ 92,266,799			
Adopted Budget	\$ 10,333,165	\$ 1,306,500	\$ 67,457,238	\$ 66,000	\$ 15,316,798	\$ 68,000	\$ 5,000	\$ 94,552,701			
Variance	\$ (298,409)	\$ (308,230)	\$ (917,187)	\$ 4,656	\$ (761,589)	\$ (1,023)	\$ (4,120)	\$ (2,285,902)			
% of budget											
collected in 20-21	99%	60%	96%	52%	98%	120%	0%	97%			
TOTAL ACTUAL	\$ 3,191,730	\$ 86,104	\$ 11,072,237	\$ 11,632	\$ 813,612	\$ 2,673	\$ -	\$ 15,177,988	FORECAST ACTUAL	\$ 92,061,006	
% collected to PRO	31.81%	8.63%	16.64%	16.46%	5.59%	3.99%	0.00%	16.45%			
NOTES:											
LEGEND		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	\$ (19,980) -0.26%
OCTOBER ACTUAL		\$ 6,107,359		\$ 1,698,677	\$ 7,806,037 YTD	\$ (19,980) -0.13%
NOVEMBER PROJECTED	\$ 6,995,570		\$ 1,326,102		\$ 8,321,672 MONTHLY	
NOVEMBER ACTUAL					\$ - YTD	0.00%
DECEMBER PROJECTED	\$ 5,828,449		\$ 997,216		\$ 6,825,665 MONTHLY	
DECEMBER ACTUAL					\$ - YTD	0.00%
JANUARY PROJECTED	\$ 5,733,919		\$ 1,026,102		\$ 6,760,021 MONTHLY	
JANUARY ACTUAL					\$ - YTD	0.00%
FEBRUARY PROJECTED	\$ 5,982,906		\$ 1,236,659		\$ 7,219,565 MONTHLY	
FEBRUARY ACTUAL					\$ - YTD	0.00%
MARCH PROJECTED	\$ 6,123,730		\$ 1,420,824		\$ 7,544,554 MONTHLY	
MARCH ACTUAL					\$ - YTD	0.00%
APRIL PROJECTED	\$ 6,108,002		\$ 992,053		\$ 7,100,055 MONTHLY	
APRIL ACTUAL					\$ - YTD	0.00%
MAY PROJECTED	\$ 6,597,438		\$ 1,250,325		\$ 7,847,763 MONTHLY	
MAY ACTUAL					\$ - YTD	0.00%
JUNE PROJECTED	\$ 6,232,143		\$ 1,047,216		\$ 7,279,359 MONTHLY	
JUNE ACTUAL					\$ - YTD	0.00%
JULY PROJECTED	\$ 6,751,416		\$ 2,576,428		\$ 9,327,844 MONTHLY	
JULY ACTUAL					\$ - YTD	0.00%
AUGUST PROJECTED	\$ 6,718,055		\$ 2,980,477		\$ 9,698,532 MONTHLY	
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		\$ 12,057,337		\$ 3,300,554	\$ 15,357,892	FORECAST ACT \$ 93,282,922
% spent to projected		16.04%		18.20%	16.46%	
Notes:						
LEGEND	Below or within 2.00%	Between 2.01% & 5.00% above			Above 5.01% of projection	

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%	7.30%
October	PROJECTED	\$ 9,479,171	\$ 7,826,017	\$ 8,682,755			
	ACTUAL	\$ 9,273,378	\$ 7,806,037	\$ 8,182,131	\$ (500,624)	-5.77%	7.11%
November	PROJECTED	\$ 6,602,122	\$ 8,321,672	\$ 6,963,205			
	ACTUAL	\$ -	\$ -	\$ 8,182,131		0.00%	
December	PROJECTED	\$ 7,288,357	\$ 6,825,665	\$ 7,425,897			
	ACTUAL	\$ -	\$ -	\$ 8,182,131		0.00%	
January	PROJECTED	\$ 6,726,645	\$ 6,760,021	\$ 7,392,520			
	ACTUAL	\$ -	\$ -	\$ 8,182,131		0.00%	
February	PROJECTED	\$ 6,986,985	\$ 7,219,565	\$ 7,159,940			
	ACTUAL	\$ -	\$ -	\$ 8,182,131		0.00%	
March	PROJECTED	\$ 7,988,679	\$ 7,544,554	\$ 7,604,065			
	ACTUAL	\$ -	\$ -	\$ 8,182,131		0.00%	43
April	PROJECTED	\$ 11,237,010	\$ 7,100,055	\$ 11,741,020			
	ACTUAL	\$ -	\$ -	\$ 8,182,131		0.00%	
May	PROJECTED	\$ 5,277,564	\$ 7,847,763	\$ 9,170,821			
	ACTUAL	\$ -	\$ -	\$ 8,182,131		0.00%	
June	PROJECTED	\$ 5,328,666	\$ 7,279,359	\$ 7,220,128			
	ACTUAL	\$ -	\$ -	\$ 8,182,131		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%	
PRELIMINARY PROJECTED EFB		\$ 92,266,799	\$ 93,302,902	\$ 7,640,743			7.61%
ACTUALS TO DATE		\$ 15,177,988	\$ 15,357,892				
FORECASTED ACTUALS*		\$92,061,006	\$93,282,922	\$7,140,120	YEAR END PROJECTION		7.11%
Monthly Variance	Above or within 2.00% of projection		Between 2.01% & 5.00% below projection		Below 5.01% of projection		
Yr End Projection	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

Summer Sol Program Review

Brent Cummings

Director of Accelerated Learning
and Support

Dr. Wade Smith

Superintendent





Objectives

- Overview - Summer Sol 2021
 - Framework: Best Practice 3-Tiered Model Approach
 - Participation, Demographics, Attendance
- Outcomes and Feedback
 - Academic - iReady Data
 - SEL - CEE Data
 - Survey Feedback
- Observations and Future Recommendations
- Questions





3-Tiered Model Aligned to Best Practice

- Targeted Accelerated Learning (morning)
 - Current Core Content & Standards (Math & Reading)
 - Grade-Level Teachers
 - Low Student to Teacher Ratio
- Enrichment For All (mid-day)
 - Experiential, interest-based hands-on activities & projects
 - SEL-focused
 - Research-based quality and resilience frameworks (21st CCLC)
- Leveraging Community Partners (afternoon)
 - Extended offerings
 - Access to high quality community partner resources, programs, and opportunities

SUMMER SOL - WWPS' Accelerated Learning and Support Program - "It's a VIBE!"



Elementary (K-5) and Middle School (6th-8th) Programming, Monday-Friday

Welcome	7:45am-8:15am 8:15am-8:30am	Busing Drop Off Check-In
Acceleration		Curricular
	8:30am-10:30am	(Standards-based)
Transition		

SESSION 1: JUNE 21- JULY 16					
SELECT STUDENT PROGRAM					
Elementary			Middle		
Classes			ELA	MATH	
K	1	*Targeted Mathematics and Reading Learning Identified by Need	6	6	
2	3	Focused on Accelerated Learning (Standards Acquisition)	7	7	
4	5	Grade-level/Subject Area Teachers	8	8	
EL*	RR*	Low Ratio: 10-12 Students/Class	EL*	RR*	
LS*		*Specific Needs Served on an Individual, Class, and/or Site Basis	LS*		
Select Students Transition to Experiential Programs					

**Students and Parents
Select Either/Or:**

SESSION 2: JULY 19 - AUG 13					
SELECT STUDENT PROGRAM					
Elementary			Middle		
Classes			ELA	MATH	
K	1	*Targeted Mathematics and Reading Learning Identified by Need	6	6	
2	3	Focused on Accelerated Learning (Standards Acquisition)	7	7	
4	5	Grade-level/Subject Area Teachers	8	8	
EL*	RR*	Low Ratio: 10-12 students/class	EL*	RR*	
LS*		*Specific Needs Served on an Individual, Class, and/or Site Basis	LS*		
Select Students Transition to Experiential Programs					

Welcome	10:15am-10:30am	Busing/Drop Off
Support		Experiential
	10:30am-12:30pm	(Interest-based)
Depart	12:30pm	Busing/Pick Up

OPEN TO ALL WWPS STUDENTS							
ROBOTICS		MAKER SPACE		ROBOTICS		MAKER SPACE	
FILM-MAKING	Cohorted Groups of Students	3D PRINTING	Students May Attend One or Both 4 Week Sessions	FILM-MAKING	Cohorted Groups of Students	3D PRINTING	
ART	Scheduled Rotations	BEATS (Music)		ART	Scheduled Rotations	BEATS (Music)	
VR/AR	Integrated SEL and Resilience Skill Building	COOKING		VR/AR	Integrated SEL and Resilience Skill Building	COOKING	
THEATER		GAME MAKING		THEATER		GAME MAKING	
Grab & Go Meals (Lunch)				Grab & Go Meals (Lunch)			

VIP	12:30pm-5:00pm	Community Partner Program
	5:00pm	Pickup
	Depart	

SUMMER SOL VIP PASS	
YMCA WWPS EXPERIENCE Free, Onsite at Schools, Snacks Provided	Parks & Rec. Memorial Location - UPlay and Pool



Participation

- 1519 Total Students (Nearly 1/3rd of our district's students participated)
 - 607 Morning Acceleration Attendees
 - 67% Elementary, 11% Middle, 22% High School
- 1399 Enrichment Program Attendees
 - 83% Elementary, 13% Middle, 4% High
 - Elementary: Art, Gardening, STEM, & Theater
 - Middle: Music, Ecology, Engineering, CS, & Robotics
 - High School: Backpacking/Mountaineering, Dance, Fitness/Weightlifting, Videography, 3D Printing, Coding & Esports, and Culinary Arts
- 411 YMCA Afternoon Program Attendees
 - 8 weeks, 5 elementary sites
- Middle School GEAR-UP Programs (Afternoon Sessions)
- 1000+ engaged with Parks & Rec. – Memorial Location (Pool & UPlay)



Additional Experiences – Middle & High

- Lincoln
 - 6 students spent three days/two nights backpacking in the Eagle Cap Wilderness with staff chaperones.
 - 2 students participated in full-immersion cooking sessions at Foodscape under the guidance of owner/cook Hannah MacDonald
 - 8 students regularly attended summer P90x fitness and conditioning classes led by Ramon Zamora
- Pioneer/Garrison
 - 40 students participated in two weeks of hands-on stream ecology lessons led by GEAR-UP
 - 34 students destroyed model bridges in the Bridge Busters engineering program (following the framework of the Army Corps of Engineers competition)
 - 74 students participated in CS, Robotics, and Crime Scene Investigation week-long camps provided by SEA-TECH and 21st CCLC
- WaHi
 - 20 students volunteered to work on Blue Devil Northwest (live streaming/broadcasting) capacity-building
 - Several Blue Devil Northwest students interned with the Walla Walla Sweets
 - 14 students participated in Esports and Coding classes with GEAR-UP (credit-based)
- Served an additional 40 students in the Walla Walla Symphony's Rock Camp by offering a second week of programming.



Demographics

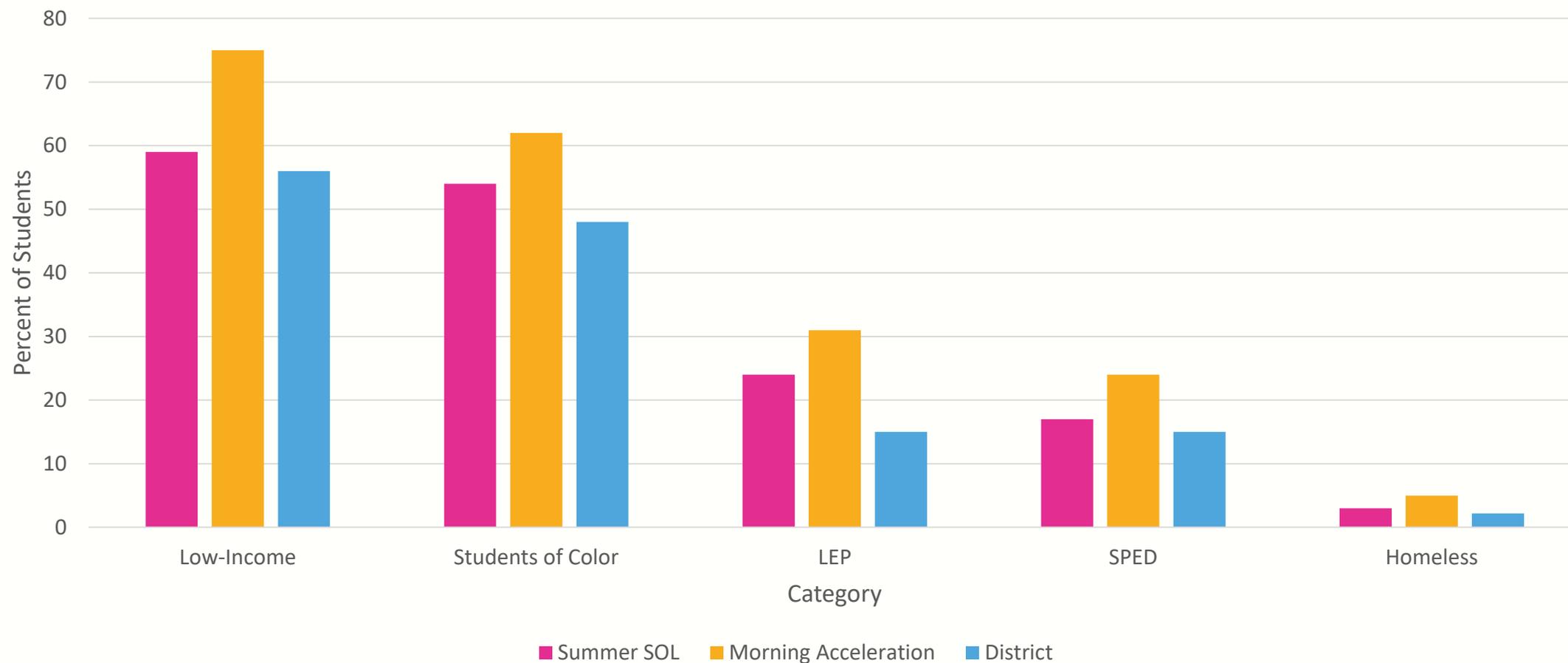
- Low-Income: 60%
 - 75% Morning Acceleration
- Race/Ethnicity: 54% Students of Color
 - 62% Morning Acceleration
- Limited English Proficiency: 24%
 - 31% Morning Acceleration
 - 67 K-2 Dual Language students received instruction in Spanish
- Special Education: 17%
 - 24% Morning Acceleration
- Homeless: 3%
 - 5% Morning Acceleration





Demographics (Relative)

Percent of Students Served



Attendance

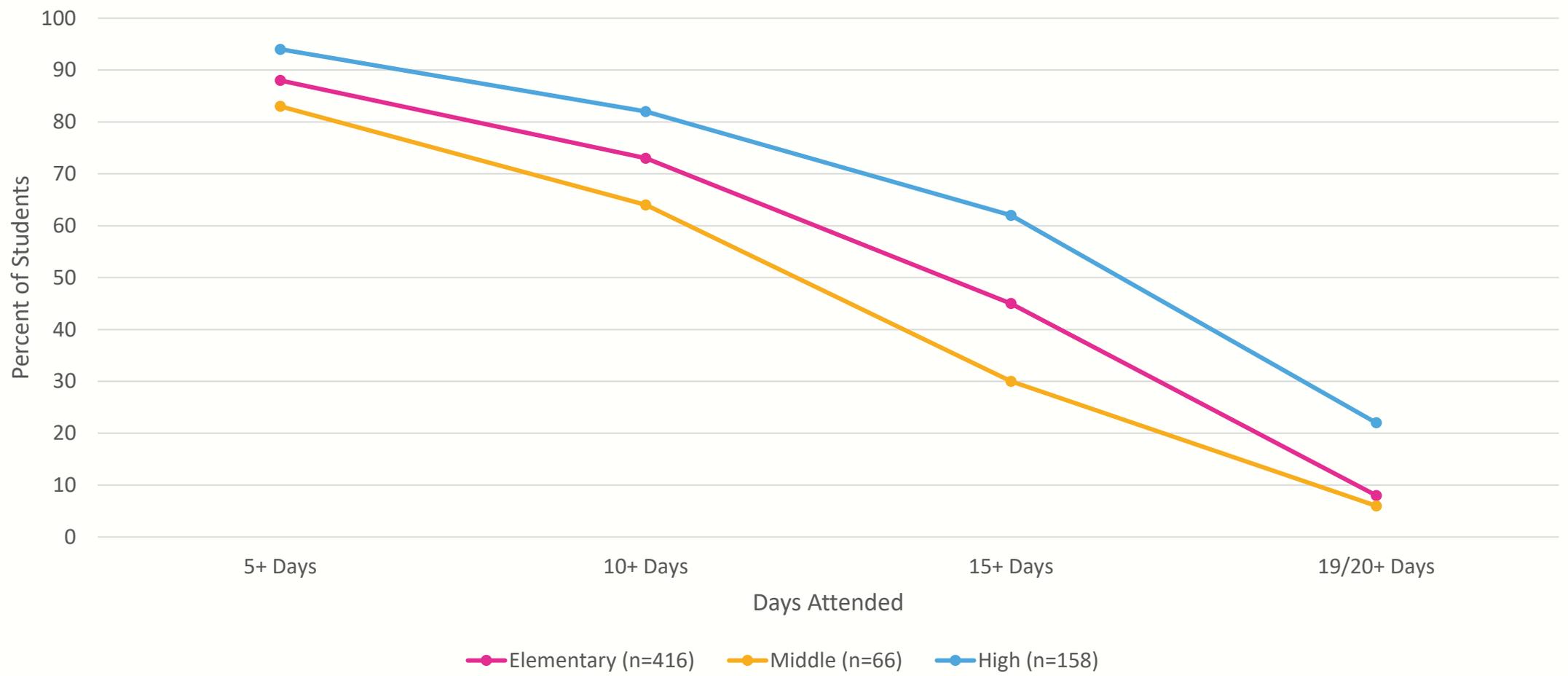
- Morning Acceleration
 - Elementary: Averaged 13/14 days of 19/20
 - Middle: Averaged 11 days of 19
- Session Breakdown
 - Morning Acceleration: 74% served during 1st Session
 - Enrichment: 1267 Session 1, 1056 Session 2, and 902 Both Sessions





Attendance – Total Days Attended

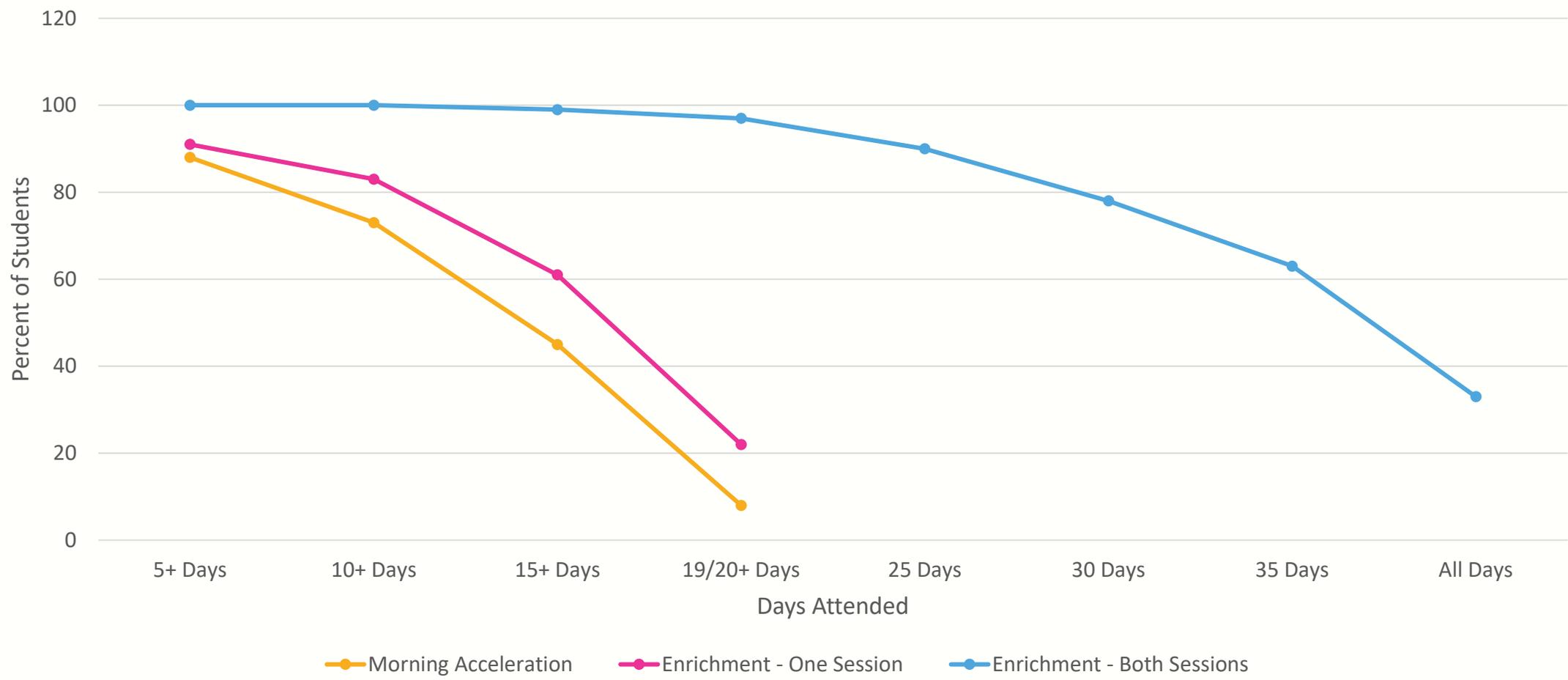
Morning Acceleration





Attendance – Total Days Attended

Enrichment Program - Elementary



Morning Academic Acceleration Summary Results

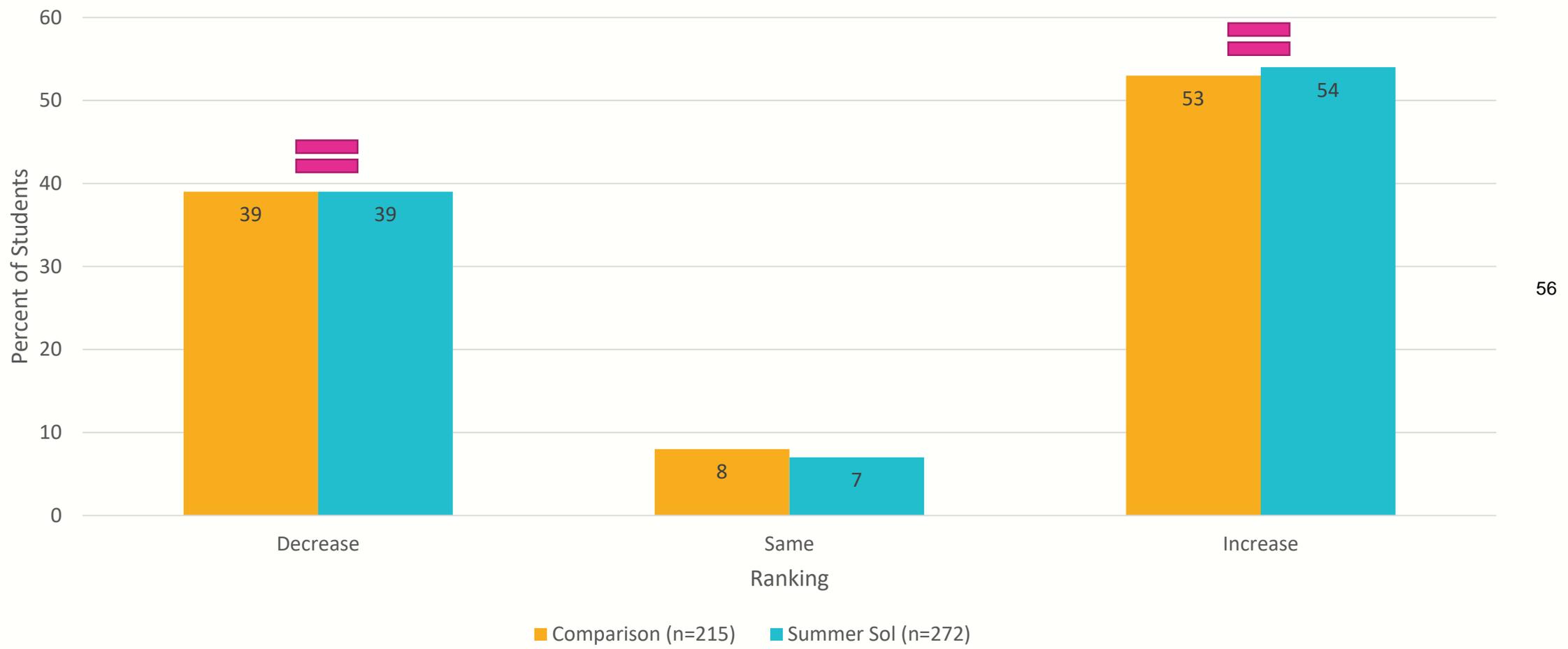


- iReady Reading and Math (Spring to Fall) Scores
 - Summer Sol Attendees & Comparison Group
 - Difference in Percentile Rank
- Reading Overview
 - Elementary: No significant difference between Summer Sol & Comparison (Sped is an outlier of success)
 - Middle: 4% increase v. Comparison Group (Hispanic/Latino experienced very strong growth)
- Math Overview
 - Elementary: 4% increase v. Comparison Group
 - Middle: 10% increase v. Comparison Group



iReady Percentile Rank: Overall

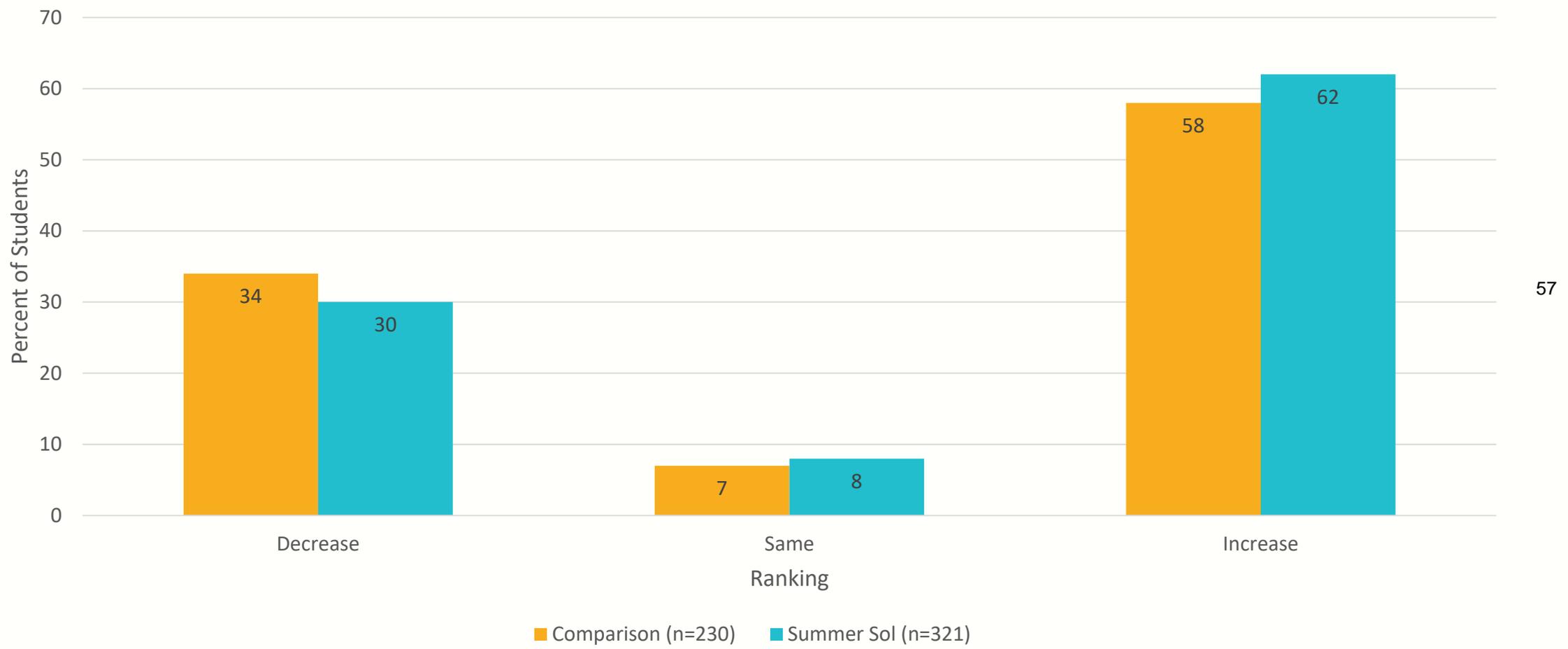
Reading – Morning Acceleration (Elementary)





iReady Percentile Rank: Overall

Math – Morning Acceleration (Elementary)





iReady Percentile Rank: SPED

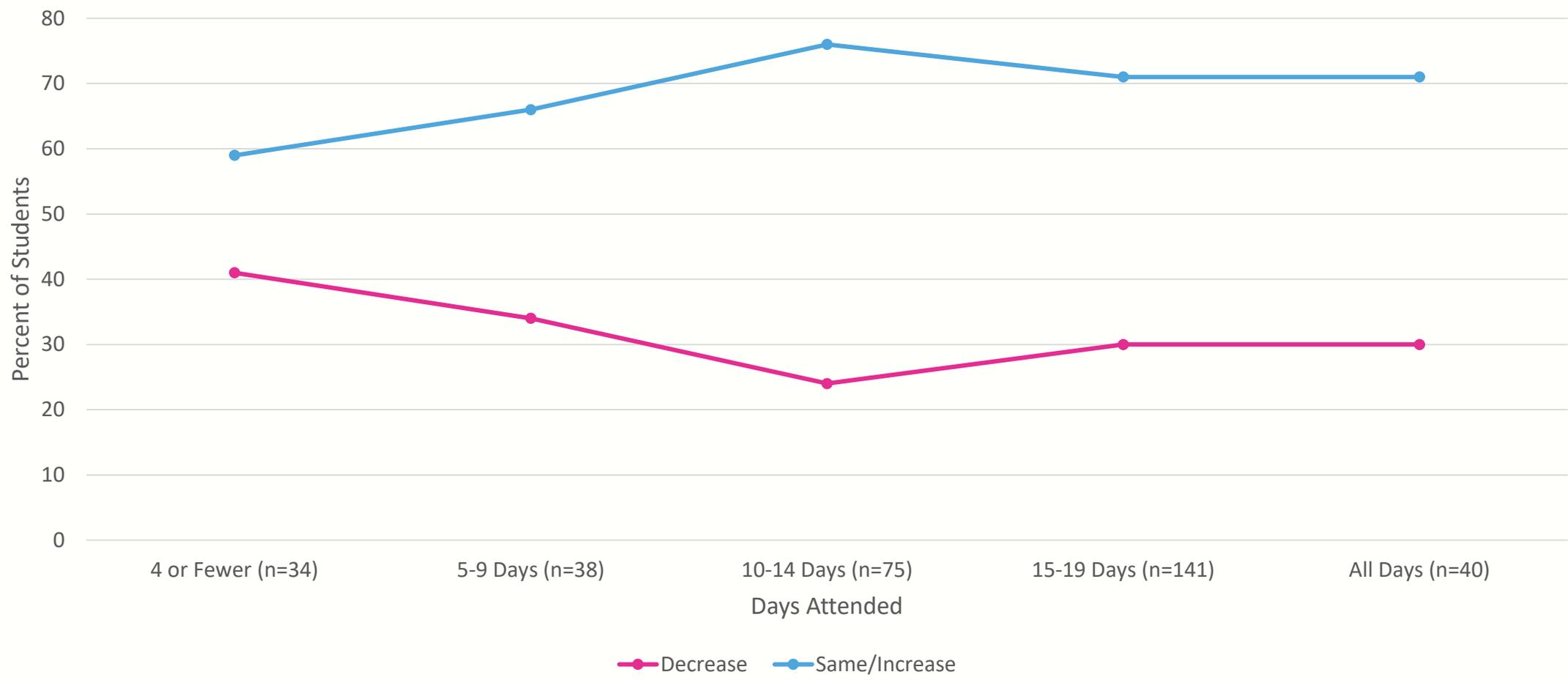
Reading – Morning Acceleration (Elementary)





Academics – Impact Over Time

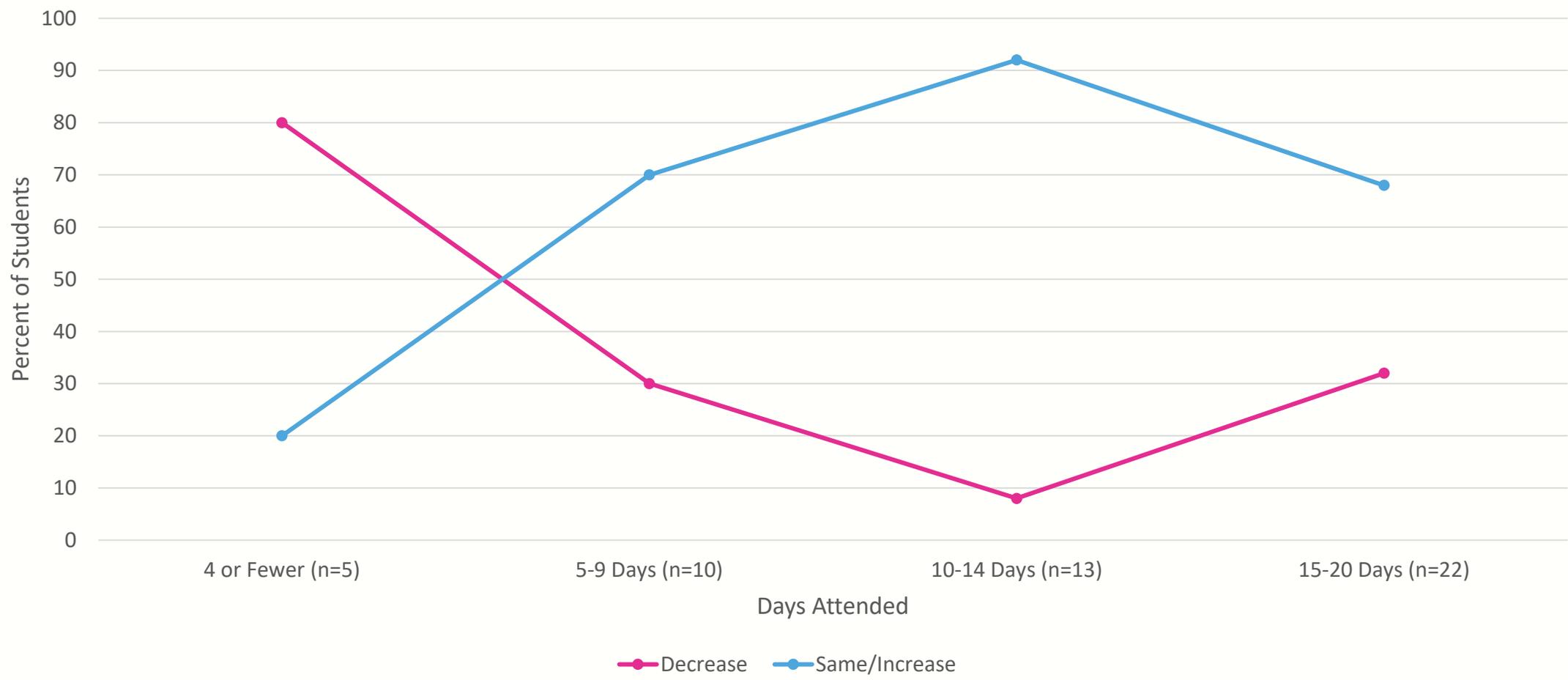
Math – Morning Acceleration (Elementary)





Academics – Impact Over Time

Math – Morning Acceleration (Middle)





Summer Sol Staff Feedback (Morning Acceleration)

- 149 Staff: 91 Certificated Teachers, 58 Classified Staff
- **Positives:** Connections and relationships with students, low student to teacher ratio, lots of classroom support, student growth (the “AHA moment”), and kids having fun learning.
 - On average, “loved” their experience working in Summer Sol.
 - 81% witnessed academic growth (anecdotally) and 75% witnessed social-emotional growth (anecdotally)
 - On average, staff believed students responded “positively” to the instruction and classroom dynamic.
- **Areas of Improvement:** Clearer communication to staff and parents, a better process for student selection, more time to prepare and align curriculum to student needs.
 - If we continue, supplemental reading and math curriculum would be recommended
 - Student attendance was noted as an issue for some staff



Parent Feedback (Morning Acceleration)

- Overall, 67% of parents believed Morning Acceleration effectively supported their child's learning and engagement, met the academic needs of their child, and was "very beneficial" or "mostly beneficial" to their child.
- 80% of parents liked the Morning Acceleration schedule.
- 61% of parents were satisfied with communication regarding Summer Sol.
 - More communication home before and during the program was the most common area of improvement stated by parents.



Summer Sol SEL - CEE Results Summary

- Overall, CEE results were mixed.
 - Middle and High School responses were slightly more positive than their non-attending peers.
 - Elementary responses were slightly less positive than their non-attending peers.
 - Summer Sol students, on average, had responses more heavily weighted to “almost always true” positive response than their non-attending peers.



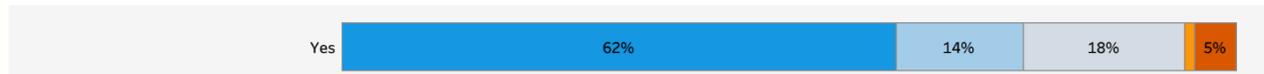


Social-Emotional Data: All Students

I am hopeful about my future



Disaggregated by Child enrolled in summer school program

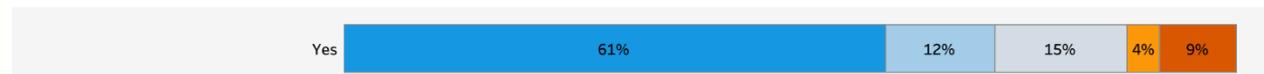


Future Orientation

There's at least one adult in this school I can talk to if I have a problem



Disaggregated by Child enrolled in summer school program



Belonging and Identity

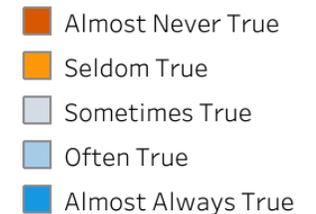
When my solution to a problem is not working, I try to figure out what went wrong



Disaggregated by Child enrolled in summer school program



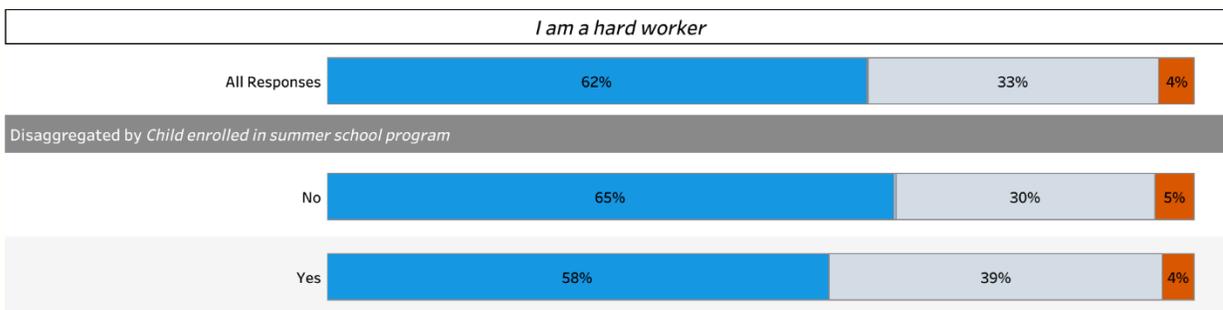
Critical Thinking



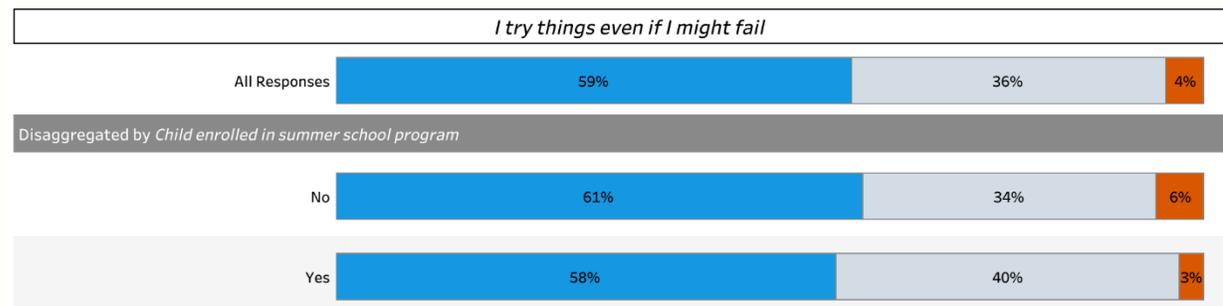
Yes = Participated in Summer SOL
No = Did Not Participate



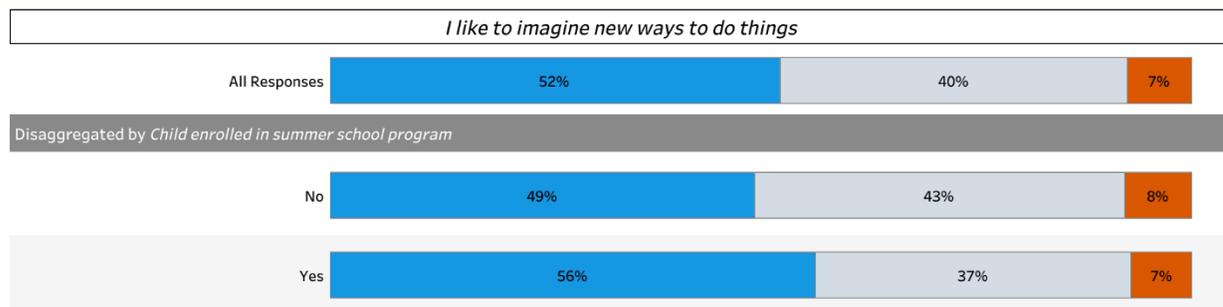
Social-Emotional Data: Elementary



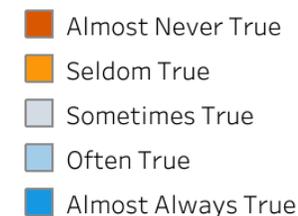
Stamina



Self-Efficacy and Mindsets



Critical Thinking



Yes = Participated in Summer SOL
No = Did Not Participate



Social-Emotional Data: Middle

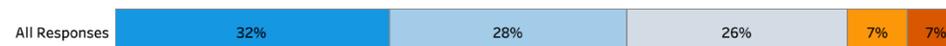
My teacher(s) tell me the purpose for each lesson or activity



Disaggregated by Child enrolled in summer school program



I solve problems by first breaking them into smaller steps



Disaggregated by Child enrolled in summer school program



I know I will graduate from high school



Disaggregated by Child enrolled in summer school program



Monitoring Teaching and Learning

Critical Thinking

Future Orientation



Yes = Participated in Summer SOL
No = Did Not Participate



Social-Emotional Data: High



Parent & Community Involvement

Supportive Learning Environment

Clear & Shared Focus

- Almost Never True
- Seldom True
- Sometimes True
- Often True
- Almost Always True

Yes = Participated in Summer SOL
No = Did Not Participate



Summer Sol Staff Feedback (Enrichment Program)

- 156 Staff: 8 Certificated, 38 Classified, 110 College/High School Students
- Positives: Staff “loved” their professional experience in Summer Sol. Connections and relationships with students, having fun learning with kids, and excitement about the teaching profession were noted.
 - 99% of staff felt they had the “right” students in Enrichment, and the program met the social-emotional and/or learning needs of the students.
 - 90% witnessed social-emotional growth in the students (anecdotally).
 - 97% witnessed experiential learning growth in the students (anecdotally).
 - Rated students as having regular attendance, and positively responding to the lessons and program learning environment.
- Areas of Improvement: More training time and prep before program



Parent Feedback (Enrichment Program)

- Overall, 72% of parents believed the program was “very beneficial” or “mostly beneficial” to their child’s social and emotional well-being.
- 71% said their child looked forward to going to Enrichment program each day.
- 80% said their child enjoyed their time (had fun) in the Enrichment program.
- 72% believed that the Enrichment staff effectively supported their child’s learning and engagement.



Financial Review

- 2021 Summer SOL Expenses:
 - \$1.6M (Utilized various carryover and non-ESSER grant funds)
 - Bulk of the expense was in staff payroll for morning acceleration and financial partnerships with YMCA/Parks & Rec for afternoon/after hours Summer Sol Pass experiences
- 2022 and 2023 Funding:
 - WWPS applied for and received an American Rescue Plan Grant (separate from ESSER) to provide ~\$700K for Summer 2022 and ~\$600K for Summer 2023.



Recommendations Moving Forward

Morning Acceleration

- Observation
 - Morning Acceleration (academic program), in its current format, was extremely difficult to staff. Projecting forward to Summer '22, we expect this to be as or more problematic. Grade-level and specialist teachers and building leaders need summer to refresh and renew.
- Suggestion
 - Consider continuing the Morning Acceleration opportunity for students with special needs – a group that represented the best Summer Sol outcomes.
 - Embed reading/math content into exploratory/enrichment experiences to drive learning and foster more consistent attendance.
 - Limit to one session starting the beginning of summer, 4-5 weeks in duration.



Recommendations Moving Forward

Enrichment Program

- Observation
 - The Enrichment Program worked well this summer. Attendance was large, consistent, and student, staff, and parent feedback was positive. The program met the needs of our students and families and is much easier to staff.
- Suggestion
 - Continue with current program model; however, based on attendance data from this past summer, consider having only one session, 5 or 6 weeks in duration.



Recommendations Moving Forward

VIP/Summer SOL Pass Program

- Observation
 - Successfully leveraged this aspect of the program to provide a catalyst for large scale, consistent engagement, while meeting the varied contextual needs of our students and families as they recovered from a year of significant transitional impact.
- Suggestion
 - This program is likely no longer needed at such a significant level. Student/Family routines and schedules are more consistent, community-based programs are serving more participants, and large-scale pandemic relief funding has subsequently reached the non-profit youth-development sector.

Questions/Feedback





PICTURES!

summersol.org



Student Well-Being Plan								
Activity	Building-level SEL teams	Certified counseling to deliver SEL curriculum and other student supports	Home Visitors	K-8 SEL Curriculum	Sources of Strength	Professional Development	Targeted Support for Students of Color	Student Transition Support
Description	Develop and stipend building level SEL teams to cultivate and ensure building SEL culture. Teams will receive training, serve as train-the-trainers, and support building-wide initiatives to ensure SEL practices across the campus/classrooms.	Ensure every elementary has a certified counselor. The elem counselor will spend approx half their day pushing into the classroom and, with the classroom teacher, provide SEL curriculum and supports. Provide additional counselor at each middle school to ensure the same. Hire bilingual counselor at WaHi and counselor at Lincoln to support students/families.	Establish a home visitor position that is targeted to deliver unique services and supports (e.g. family outreach, attendance, community coord access, SEL) in addition to the existing general intervention specialist position.	Identify, train and pilot K-8 SEL curriculum.	Promote S of S program to address MS and HS student belonging and empowerment.	Professional development for staff (formative assess, SEL, inclusion, equity, project based, etc) and additional time for staff to collaborate around student need, case management, student assessment and intervention support.	Establish community partnerships and mentor program for students of color.	Supporting students as they transition to 6th and 9th grade, incorporating key pre-start activities and experiences.
Specific Staffing								
Elementary	4 per building X 5 (3 at CCF)		4	2	NA			
Middle School	4 Per building X 2		2	2	2 MS Advisors			
High School	6 @ WaHi / 3 @ LHS	1@WaHi, 1@LHS		1	1@WaHi & 1@LHS	NA	NA	NA

Academic Recovery and Acceleration Plan						
Activity	Additional adult intervention and class size reduction support by certs	Communities in Schools coordination	After School Supports Supplementation	Special Education Ed Specialist	LTEL Specialist	Data Engineer to Improve Data Systems and Integration.
Description	Hiring additional elementary positions. Additional staff will be used to reduce class size either whole day or reduce curricular class sizes during core or intervention sessions. At the secondary level, provide additional cert staff to ensure intervention and academic support for struggling students and reduced class size.	Contract with Community in Schools to provide recruitment and coordination of community support and initiatives. Additionally, coordinate "in-the-moment" tutoring for students.	Provide additional resources to ensure non gear-up grade spans can also access after school and during-school support. Ensure 21st Century afterschool opportunities at all sites.	Hire an additional special education specialist to provide enhanced leadership and support for self contained students and our most fragile populations.	Provide targeted support to the near 280 Long Term English Language learners who, after 5 years, have still not attained English mastery.	Recruit and hire a data engineer who can explore ways to support student achievement and advance equity by expanding and optimizing the district's data architecture, data flows, collection and reporting - improve staff access to meaningful data - and research ways to connect multiple data systems for enhanced scalability and flexibility for the end user.
Specific Staffing						
Elementary	11 certs		1 @ Berney			
Middle School	5 certs					
High School	4 certs at WaHi	NA		1 FTE	1 FTE	1 FTE

Funding Resource	21-22 FY		22-23 FY		23-24 FY	Aug-Sep 24
	Summer SOL 21	21-22 School Yr	Summer SOL 22	22-23 School Yr	Summer SOL 23	23-24 School Yr
Title/LAP/21st Cent/BE	\$1,400,000					
ARP Grant (After School/Summer)			\$700,000		\$600,000	
ESSER II	\$0	\$3,660,000		\$400,000		
ESSER III	\$0	\$0	\$0	\$3,500,000	\$0	\$4,100,000
Total ESSER	\$0	\$3,660,000	\$0	\$3,900,000	\$600,000	\$500,000

Wade Smith:
Actual cost of programming outlined above. About \$400K less than preliminary estimate last spring.

Wade Smith:
"Strawman example for 22-23 if we simply "rolled up" 21-22 costs.

Wade Smith:
"Strawman example for 23-24 if we simply "rolled up" 21-22 costs and did not continue Summer SOL

BOARD POLICY

Policy No. 2108

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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 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.

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

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.

BOARD POLICY

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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;
- 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 - Revenues from Local, State and Federal Sources

Board Policy 4130 - Title I Parent and Family Engagement

Board Policy 2161 - Special Education and Related Services for Eligible Students

Board Policy 2104 - Federal and/or State Funded Special Instructional Programs

Legal References:

Chapter 28A.165 RCW - Learning Assistance Program

WAC 392-162 - Special Service Program - Learning Assistance

Issued: April 17, 2018

Second Reading/Revised: December 14, 2021

Walla Walla Public Schools

BOARD POLICY

Policy No. 2418

Page 1 of 1

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;
- 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.

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.

Adopted: February 7, 2017

Revised: March 17, 2020

79 **Second Reading/Revised: December 14, 2021**

Walla Walla Public Schools

BOARD POLICY

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.

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

Walla Walla Public Schools

BOARD POLICY

Policy No. 3231

Page 1 of 2

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, permitting prospective employers to review the student's transcript. Parental or adult student consent 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 diploma may not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment.

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

Cross References:

Board Policy 3115 - Students Experiencing Homelessness – Enrollment Rights and Services

Board Policy 3233 - Directory Information

Board Policy 3520 - Student Fees, Fines, and Charges

Board Policy 4020 - Confidential Communications

Board Policy 4040 - Public Access to District Records

Board Policy 6570 - Data Records Management

Legal References:

Walla Walla Public Schools

BOARD POLICY

Policy No. 3231

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

20 U.S.C. § 1232g CFR 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 - High school diplomas – Issuance – Option to receive final transcripts - Notice

RCW 28A.230.180 - 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

Chapter 246-105 WAC - Immunization of 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

Second Reading/Revised: December 14, 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 diploma may be withheld until restitution is made by payment or the equivalency through 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.

Cross References:

Board Policy 3231 - Student Records

Board Policy 3241 - Student Discipline

Board Policy 3115 - Students Experiencing Homelessness – Enrollment Rights and Services

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

Walla Walla Public Schools

BOARD POLICY

Policy No. 3520

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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 – 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 1966, #No. 113 - Districts – Schools - Fees--Tuition--Supplies -- Authority of school districts to charge tuition fees or textbook fees

AGO 1973, No. 11 - Districts – Schools - Tuition and Fees--Authority of school districts to charge various fees

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

Adopted by the Board: July 16, 2002

Revised: August 21, 2018

Second Reading/Revised: December 14, 2021

BOARD POLICY

Policy No. 4220

Page 1 of 1

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.

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
Chapter 42.30 RCW - Open Public Meetings Act

Adopted: July 16, 2002

Second Reading/Revised: December 14, 2021

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.

BOARD POLICY

Policy No. 5011

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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.

Walla Walla Public Schools

BOARD POLICY

Policy No. 5011

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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.

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

Second Reading/Revised: December 14, 2021

BOARD POLICY

Policy No. 5515

Page 1 of 1

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 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;
- 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.

Cross References:

Board Policy 5203 - Staff Assistance Program

Legal References:

28A.300 RCW

28A.400 RCW

BOARD POLICY

Policy No. 2108

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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 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.

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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.

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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;
- 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 - Revenues from Local, State and Federal Sources

Board Policy 4130 - Title I Parent and Family Engagement

Board Policy 2161 - Special Education and Related Services for Eligible Students

Board Policy 2104 - Federal and/or State Funded Special Instructional Programs

Legal References:

Chapter 28A.165 RCW - Learning Assistance Program

WAC 392-162 - Special Service Program - Learning Assistance

Issued: April 17, 2018

Second Reading/Revised: December 14, 2021

Walla Walla Public Schools

BOARD POLICY

Policy No. 2418

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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;
- 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.

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.

Adopted: February 7, 2017

Revised: March 17, 2020

92 **Second Reading/Revised: December 14, 2021**

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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.

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, permitting prospective employers to review the student's transcript. Parental or adult student consent 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 diploma may not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment.

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

Cross References:

Board Policy 3115 - Students Experiencing Homelessness – Enrollment Rights and Services

Board Policy 3233 - Directory Information

Board Policy 3520 - Student Fees, Fines, and Charges

Board Policy 4020 - Confidential Communications

Board Policy 4040 - Public Access to District Records

Board Policy 6570 - Data Records Management

Legal References:

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

20 U.S.C. § 1232g CFR 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 - High school diplomas – Issuance – Option to receive final transcripts - Notice

RCW 28A.230.180 - 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

Chapter 246-105 WAC - Immunization of 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

Second Reading/Revised: December 14, 2021

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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 diploma may be withheld until restitution is made by payment or the equivalency through 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.

Cross References:

Board Policy 3231 - Student Records

Board Policy 3241 - Student Discipline

Board Policy 3115 - Students Experiencing Homelessness – Enrollment Rights and Services

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

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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 – 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 1966, #No. 113 - Districts – Schools - Fees--Tuition--Supplies -- Authority of school districts to charge tuition fees or textbook fees

AGO 1973, No. 11 - Districts – Schools - Tuition and Fees--Authority of school districts to charge various fees

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

Adopted by the Board: July 16, 2002

Revised: August 21, 2018

Second Reading/Revised: December 14, 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.

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
Chapter 42.30 RCW - Open Public Meetings Act

Adopted: July 16, 2002

Second Reading/Revised: December 14, 2021

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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.

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

Second Reading/Revised: December 14, 2021

BOARD POLICY

Policy No. 5515

Page 1 of 1

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 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;
- 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.

Cross References:

Board Policy 5203 - Staff Assistance Program

Legal References:

28A.300 RCW

28A.400 RCW