

BOARD OF DIRECTORS
Regular Business Meeting - 5:30 PM
July 19, 2022
364 S Park St
Walla Walla, WA 99362

IMPORTANT MEETING NOTICE: Per State of Washington Department of Health guidance, the wearing of a face mask is optional.

- Watch Live: <https://wwps-org.zoom.us/j/93209741871>

- Listen: Dial 1-253-215-8782 and enter the Webinar ID: 932 0974 1871

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

I. **CALL TO ORDER:** (5:30 p.m.) *Mrs. Ladderud*

II. **FLAG SALUTE:** *Mr. Derek Sarley, Board of Directors*

III. **ROLL CALL:**

Mrs. Ruth Ladderud, President Mr. Eric Rindal

Mrs. Terri Trick, Vice President Mr. Derek Sarley

Ms. Kathy Mulkerin

IV. **APPROVAL OF AGENDA:** *Mrs. Ladderud*

V. **CONSENT AGENDA:** *Mrs. Ladderud*

- | | |
|--|----|
| 1. Personnel Report | 3 |
| 2. Extracurricular Athletic Contracts | 4 |
| 3. July 5 and July 19 Accounts Payable and June Payroll | 5 |
| 4. June Financial Report | 6 |
| 5. 2022-2023 Out of State Tuition | 10 |
| 6. Comprehensive School Counseling Program Transition Plan for 2022-23 | 11 |
| 7. Regular Business Meeting Minutes of June 21, 2022 | 15 |

VI. **SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS:** (5:35 p.m.) *Mrs. Ladderud*

1. Recognition of High School State Champions: *Dr. Wade Smith*
 - Skills USA - Advanced Manufacturing and Welding Technology, Criminal Justice and Construction
 - Future Business Leaders of America

VII. **COMMUNICATIONS:** *Mrs. Ladderud*

VIII. **CITIZENS' COMMENTS:** (6:00 p.m.) *Mrs. Ladderud* **17**

IX. **REPORTS:** (6:15 p.m.) *Mrs. Ladderud*

1. Board of Directors Report: *Mrs. Ladderud*
2. Superintendent's Report: *Dr. Wade Smith*
 - a. Bond Program Update 18
3. i-Ready End of Year Data Review: *Mr. Chris Gardea* 41
4. Monthly Financial Dashboard Report: *Mrs. Nancy Taylor*
5. Budget Update: *Dr. Wade Smith and Mrs. Nancy Taylor*

6. Policies First Reading: *Dr. Wade Smith*

2140 - Comprehensive School Counseling Program

2161 - Special Education and Related Services for Eligible Students

3142 - International Exchange Students

3241 - Student Discipline

6700 - Nutrition, Health and Physical Education

X. **ACTION:** (7:30 p.m.) *Mrs. Ladderud*

XI. **ADJOURNMENT:** (7:35 p.m.) *Mrs. Ladderud*

PERSONNEL REPORT

July 19, 2022 – Board Meeting

Date: July 14, 2022

EMPLOYMENT

Administrative: Andrea DeLong, Director of Health Services, Districtwide
Scott Kasenga, Assistant Principal, Garrison Middle School

Certificated: Jonathan Mayberry, Physical Therapist (.5 FTE), Special Education

Classified: Rhonda Applebee, Para-Educator (Temporary), Garrison Middle School/Pioneer Middle School
Rhonda was a temporary para-educator for the 2021-22 school year
Ruby Gonzalez, Bilingual Secretary to Elementary Principal, Green Park Elementary School
Jessica Sargent, Health Clinician-RN, Green Park Elementary School/Edison Elementary School/WWCCF

RESIGNATION/RETIREMENT

Administrative: Samantha Bowen, Director of Early Learning & Family Engagement, WWCCF, 2 years
Jack Mehn, Assistant Principal, Walla Walla High School, 21 years

Certificated: Teresa Walsh, School Counselor, Pioneer Middle School, 1 year

Classified: Jack Dickson, Trades Assistant, Facilities and Operations, 10 years
Jeremy Gradwohl, 21st Century Site Coordinator, Lincoln High School, 9 years
Kathy Lamb, Library/Media Technician, Walla Walla High School, 24 years
Jamie Noffsinger, Bus Driver, SE Washington Transportation Co-Op, 6 months
Angelique Paull, Para-Educator, Pioneer Middle School, 1 year
Lizeth Saucedo, Bilingual Para-Educator, Edison Elementary School, 6 months

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2021-2022

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Jocelyn Awe	Walla Walla High School	Summer Weights MS

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 July 19, 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		
7/5/2022	213182	Through	213305	\$ 473,815.69
7/5/2022	212200517	Wire Transfer	212200553	\$ 2,703.24
7/19/2022	213306	Through	213601	\$ 630,462.89
7/19/2022	212200556	Wire Transfer	212200593	\$ 3,811.77

		Capital Projects		
7/5/2022	210168	Through	210174	\$ 248,348.14
7/19/2022	210175	Through	210184	\$ 924,684.47

		ASB		
7/5/2022	210363	Through	210375	\$ 11,059.68
7/5/2022	212200554	Wire Transfer	212200555	\$ 104.48
7/19/2022	210376	Through	210380	\$ 14,467.22

		Transportation Vehicle		
		Through		

		Payroll		
6/30/2022	213104	Through	213146	\$ 2,093,634.94
6/30/2022	1401178	Wire Transfer	1401182	\$ 3,203,119.49
6/30/2022	NA	Payroll Taxes	NA	\$ 1,058,924.72

TOTAL:	\$ 8,665,136.73
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SCHOOL BOARD PRESIDENT:

SECRETARY TO THE BOARD:

Mrs. Ruth Ladderud

Dr. Wade Smith, Superintendent



TO: Dr. Wade Smith - Superintendent
FROM: Nancy Taylor – Director of Fiscal Services *nt*
DATE: July 8, 2022
RE: June's Financial Report

Attached is the June financial report consisting of:

6

- Revenues, expenditures and fund balance for all five funds.
 - General Fund ending balance is 7.8% 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

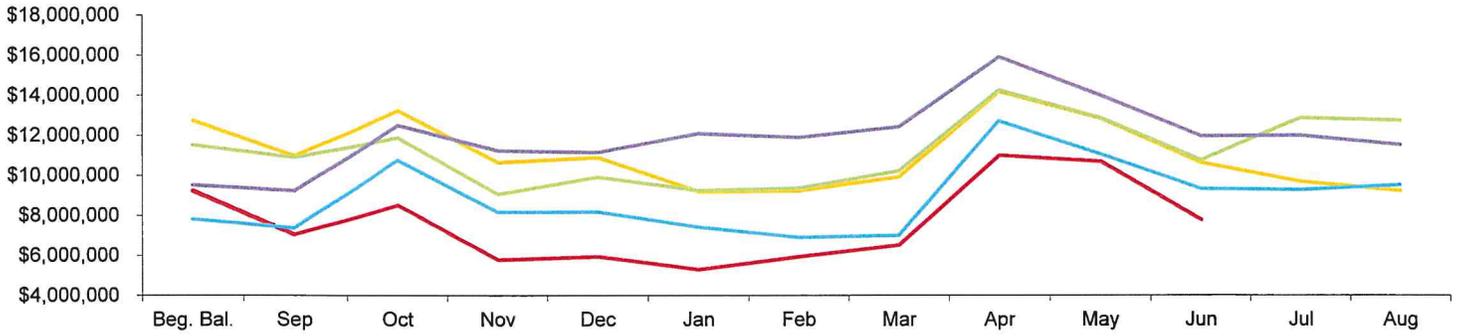
Monthly Financial Report

June 2022

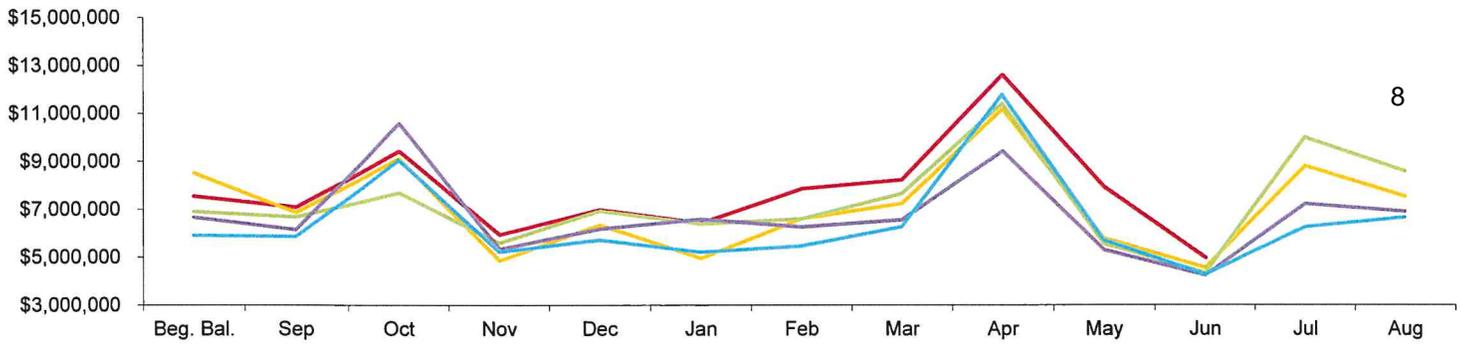
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<u>GENERAL FUND</u>			
Beginning Fund Balance	\$ 8,676,846	\$ 8,362,036	\$ 8,362,036
Revenues	\$ 94,565,201	\$ 94,565,201	\$ 76,046,294
Expenditures	\$ (96,048,104)	\$ (96,048,104)	\$ (76,953,723)
Transfers	\$ (800,000)	\$ (800,000)	\$ -
Ending Fund Balance	\$ 6,393,943	\$ 6,079,133	\$ 7,454,607 7.8%
<u>CAPITAL PROJECTS</u>			
Beginning Fund Balance	\$ 5,972,635	\$ 9,294,407	\$ 9,294,407
Revenues	\$ 36,843,000	\$ 36,843,000	\$ 39,179,791
Expenditures	\$ (35,480,000)	\$ (35,480,000)	\$ (38,521,385)
Transfers	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 7,335,635	\$ 10,657,407	\$ 9,952,813
<u>DEBT SERVICE</u>			
Beginning Fund Balance	\$ 2,299,060	\$ 2,376,598	\$ 2,376,598
Revenues	\$ 4,633,358	\$ 4,633,358	\$ 4,506,007
Expenditures	\$ (4,467,950)	\$ (4,467,950)	\$ (4,467,250)
Ending Fund Balance	\$ 2,464,468	\$ 2,542,006	\$ 2,415,355
<u>ASB FUND</u>			
Beginning Fund Balance	\$ 550,000	\$ 594,417	\$ 594,417
Revenues	\$ 433,000	\$ 433,000	\$ 173,974
Expenditures	\$ (398,000)	\$ (398,000)	\$ (200,835)
Ending Fund Balance	\$ 585,000	\$ 629,417	\$ 567,556
<u>TRANSPORTATION VEHICLE</u>			
Beginning Fund Balance	\$ 279,654	\$ 279,711	\$ 279,711
Revenues	\$ 377,202	\$ 377,202	\$ 130,691
Expenditures	\$ (520,000)	\$ (520,000)	\$ (401,432)
Transfers			\$ -
Ending Fund Balance	\$ 136,856	\$ 136,913	\$ 8,969

WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

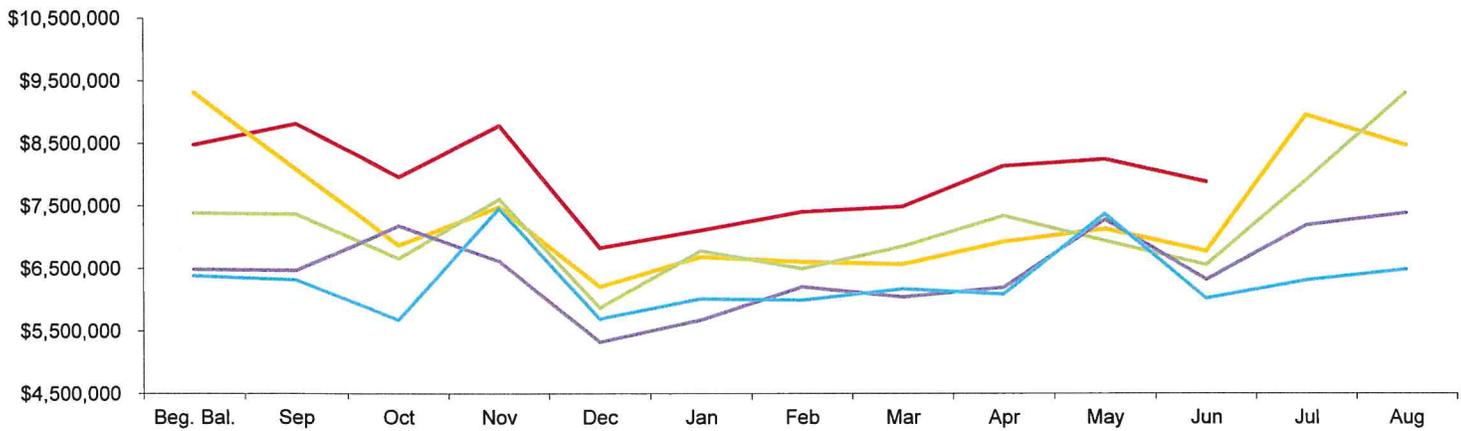
NET CASH & INVESTMENTS



RECEIPTS



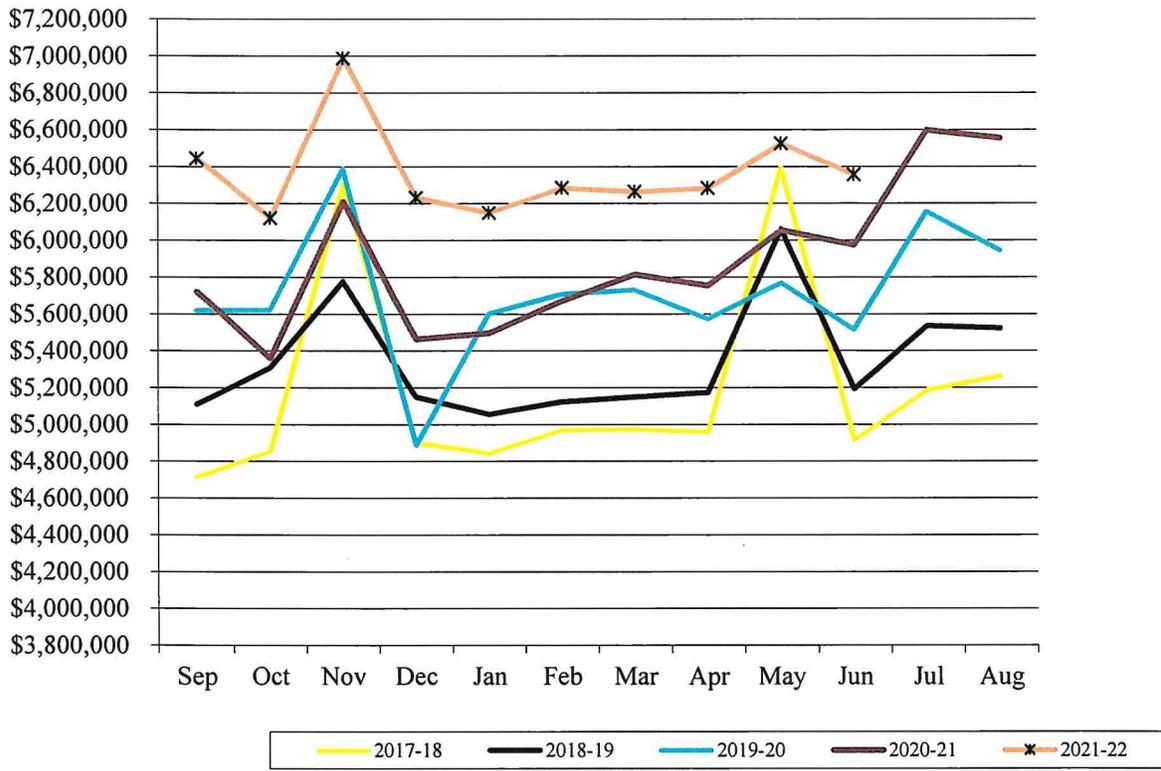
EXPENDITURES



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

WALLA WALLA PUBLIC SCHOOLS

Monthly Payroll



TO: Dr. Wade Smith – Superintendent
FROM: Nancy Taylor – Director of Fiscal Services
DATE: June 17, 2022
RE: 2022-2023 Out-of-State Tuition

As we prepare for the upcoming school year, I have calculated the out-of-state tuition rate for 2022-2023 to be \$9,540.47. This was calculated by using the following:

\$8,966.86	BEA allocation per student based on 2021-2022 actual figures
<u>\$573.61</u>	LEA per student based on 2022-2023 budget
\$9,540.47	Total

This represents an increase of \$40.91 over last year.

Please let me know if you have any questions.

Comprehensive School Counseling Program Transition Plan for 2022-23

District Name:

Walla Walla Public Schools

Prepared By:

Chris Gardea, Christy Krutulis-District Leads
Claudia Salazar, Shari Widmer-High School Leads
Kim Doepker, Sue Stege-Middle School Leads
Michelle Carpenter, Katharine Curles-Elementary Leads

SSB 5030, requiring the development of Comprehensive School Counseling Program Plans, specifies that a **transition plan** be created and adopted by the school board, with implementation beginning during the 2022–23 school year.

- The purpose of this tool is to provide a template, in conjunction with the District Self-Assessment & Template, to guide the creation of districts’ transition plans.
- The considerations listed are *suggestions* and not mandates.
- Please see the last page for an example of a completed component.

Transition Plan Components

Section 1: Use of Standards

A comprehensive school counseling program uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards.

<p>Desired State of Expectations/Structures <i>What will this component look like once full implementation is achieved?</i></p>	<ul style="list-style-type: none"> -Broad understanding of the ASCA standards by all stakeholders to ensure the standards are successfully integrated into the work of school counselors and other ESA positions -Clearly identified role of the counselor across each level to leverage their position to support students -Annual review of ASCA standards, roles and data to ensure growth and success
<p>Transition Action Plan <i>What steps will the district engage in to incorporate the Use of Standards components in the Comprehensive School Counseling Program plan?</i></p>	<ul style="list-style-type: none"> -Build understanding of the ASCA counseling and student standards with all counselors and principals to start the school year -Set specific goals for data collection, piloting different tools in year one, to determine which areas of the standards we are most aligned and where we need focus our attention for year 2
<p>Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i></p>	<ul style="list-style-type: none"> -District and building administrators -Classroom teachers and others related to the teaching of SEL lessons -MTSS/SST/Student care teams in buildings -Intervention specialists and building SEL teams -OSPI webinar offerings shared with admin throughout the year to keep them connected to the work -College and Career position at WaHi
<p>Timeline toward full Implementation <i>What incremental steps during the 2022-2023 school year will your district take to ensure full implementation of this component by the 2023-2024 school year?</i></p>	<ul style="list-style-type: none"> -August 2022 overview of 5030 with principals and counselors with time to make master schedule adjustments as needed -Monthly check-ins during counselor meeting and with this advisory committee to check on the identified growth measures -Advisory Team will meet quarterly to monitor implementation
<p>Measure</p>	<ul style="list-style-type: none"> -CEE survey -Lessons taught that are aligned to identified standards

How will this be measured?	<ul style="list-style-type: none"> -SchoolLinks data on student participation, HSBP completion -Grad rates and attendance -Healthy Youth Survey -Meeting agendas with artifacts -Plans publicized to district website
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Section 2: Use of Data

A comprehensive school counseling program provides a process for identifying student needs through a multilevel school data review and analysis that includes, at a minimum, use-of-time data, program results data, and data regarding communication with administrators, parents, students, and stakeholders.

Desired State of Expectations/Structures <i>What will this component look like once full implementation is achieved?</i>	<ul style="list-style-type: none"> -Defined, intentional system of collecting, sharing, reviewing data and revising plans -Agreed upon steps by elementary, middle, high during year 1 and system wide K-12 alignment in year 2 and beyond -Learn what other districts are doing
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Transition Action Plan <i>What steps will the district engage in to incorporate data into the delivery of the Comprehensive School Counseling Program plan?</i>	<ul style="list-style-type: none"> -Define expectations of direct/indirect services -Pilot Use of Time tools -Complete Time Study and review data -Decide on indicators to focus on for year 1 -Quarterly check-ins for this groups -Create templates for teams to use
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Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i>	<ul style="list-style-type: none"> -Administrators and all counselors -Student and family feedback -Home visitors, intervention specialists, college and career specialist need to know about CSCP and our plans -The Health Center -Building and district SEL teams
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Timeline toward full Implementation <i>What incremental steps during the 2022-2023 school year will your district take to ensure full implementation of this component by the 2023-2024 school year?</i>	<ul style="list-style-type: none"> - Communicate the WHY tied to data and students as our focus - Administrators and counselors together at the beginning of the year - Quarterly check-ins for the advisory team - Audit of current use of time using pilot tools with the goal being to select a tool to use for 2022-23 -Focus on the gaps from our audit for our plan.
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Measure How will this be measured?	<ul style="list-style-type: none"> -Student needs survey given at the beginning of year that is repeated at end of year -Family input through survey -Teacher surveys year to year -Recognize, monitor and address disengagement over time and in a more timely manner -How do we compare to similar districts?
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Section 3: Use of Time

School counselors or other educational staff assigned to implement CSCPs must allocate at least 80% of their work time to providing direct and indirect services to benefit students, as aligned with national school counseling standards.

Desired State of Expectations/Structures <i>What will this component look like once full</i>	<ul style="list-style-type: none"> -Tool has been selected and implement to use in systematic intervals to collect use of time data -Direct and Indirect services are clearly defined -Advisory team annual review of data, which leads to identified adjustments <ul style="list-style-type: none"> -We need specific data points to influence the right decisions/adjustments
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<i>implementation is achieved?</i>	-Cycle of including principals and counselors to review data and plans
Transition Action Plan <i>What steps will the district engage in to ensure that school counselors are able to use their time effectively and appropriately (according to use-of-time guidelines)?</i>	-Baseline data needs to be collected and then ongoing check points to review -Reach out to neighboring districts to learn from them -Identify barriers to reaching the direct/indirect services balance -Be able to articulate the best use of time within the 80-20 guidelines
Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i>	-Principals, counselors, college and career staff -Other districts to share information -Students/Parents
Timeline toward full Implementation <i>What incremental steps during the 2022-2023 school year will your district take to ensure full implementation of this component by the 2023-2024 school year?</i>	-Find tool(s) to pilot for collecting data on use of time -Quarterly meetings of the advisory team -Quarterly check-ins with principals and counselors together -Spring 2022 share out our progress using data and refining long-term plans accordingly -Meet with principals and counselors in early August to provide an overview of the four components, year one goals - Building and Level time to discuss roles and responsibilities for counselors and other ESA staff. -Complete individual rubrics
Measure <i>How will this be measured?</i>	-Complete Self-Assessment Annually -Use of Time tool(s) -Meeting notes, growth on rubrics, anecdotal information from principals and counselors -EES Survey Results
Section 4: Use of Personnel	
The CSCP must be implemented by school counselors or other educational staff associates for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning.	
Desired State of Expectations/Structures <i>What will this component look like once full implementation is achieved?</i>	-Roles are clearly defined by level and building based on the ASCA standards -Staff are collaboratively working within the defined roles -Needs of our students are being met
Transition Action Plan <i>What steps will the district engage in to ensure that the appropriate ESA-certified staff are available and able to implement the CSCP?</i>	-Communicate roles and responsibilities for ESA certified and classified staff -Trainings are provided as needed for staff -Increased collaboration at transition grades
Partners Involved	-College and Career personnel at the high school

<p><i>Which partners will be engaged in this portion of CSCP implementation?</i></p>	<ul style="list-style-type: none"> -Principals, counselors, intervention specialists, home liaisons, learning specialists, Director of Equity and Dual programs, Director of Special Education, schools psychologists, nurses, Gear-Up, Community in Schools
<p>Timeline toward full Implementation <i>What incremental steps during the 2022-2023 school year will your district take to ensure full implementation of this component by the 2023-2024 school year?</i></p>	<ul style="list-style-type: none"> -August 2022 and again in May 2023 buildings will complete rubric and set individual goals -August/September 2022 select/train data collection tools to pilot -Once we have data, identify barriers at each level, and in each building, preventing counselors from maximizing their expertise -Quarterly meetings of the 5030 Advisory Team to monitor implementation and make recommendations -Quarterly check-ins at each site with principals and counselors to provide support and gather input for next steps -Spring 2022 share out summary of year 1, data, and proposed next steps
<p>Measure How will this be measured?</p>	<ul style="list-style-type: none"> -Self Assessment Results -EES Survey Results -Referrals to community partners -SchoolLinks completion rates

BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
June 21, 2022
WWSD Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS

Mrs. Ruth Ladderud, President
Ms. Kathy Mulkerin
Mr. Eric Rindal
Mr. Derek Sarley

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Mr. Chris Gardea, Assistant Superintendent
Mrs. Christy Krutulis, Executive Director of Teaching & Learning
Mrs. Nancy Taylor, Director of Fiscal Services
Dr. Julie Perron, Director of Equity & Dual Programs

AUDIENCE

Including board members, administrators and guests, approximately 90 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 Mrs. Ruth Ladderud.

II. FLAG SALUTE

The flag salute and pledge of allegiance was led by Ms. Kathy Mulkerin, Board of Directors.

III. ROLL CALL

All board members were present except Director Trick who was excused.

IV. APPROVAL OF AGENDA

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

V. CONSENT AGENDA

Mr. Rindal moved and Ms. Mulkerin seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) June 21 accounts payable; 3) May financial report; 4) excused absence for director Mrs. Trick; and 5) regular study meeting minutes of June 7, 2022. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

Recognition of High School State Champions: Dr. Smith & Mrs. Ladderud honored players and coaches of the Boys & Girls Track Teams and Girls Fastpitch Softball Team who finished in the top three in state championship competitions.

VII. COMMUNICATIONS

VIII. CITIZENS' COMMENTS

Public comment was received by eight individuals regarding graduation, parental rights, books in schools, enrollment, dress code, COVID vaccines and appreciation for the district's support of the JROTC program.

IX. REPORTS

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting the many amazing recognition, retirement, music, and graduation events across the district.

Superintendent's Report: Dr. Smith recognized and thanked everyone involved in making the Walla Walla High School commencement a success, especially with the last minute location move, due to inclement weather, from the Walla Walla Fairgrounds to the large gym at Walla Walla High School. Dr. Smith also noted June enrollment is 5478 FTE

K-5 Science & PK-12 Social Emotional Learning Curriculum Adoption: Director of Teaching & Learning Mrs. Christy Krutulis reviewed the K-5 Science & PK-12 Social Emotional Learning Curriculum Adoption recommendation.

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

Equity Audit Update: Director of Equity and Dual Programs Dr. Julie Perron updated board members on the progress the district is making with its equity audit. The district is partnering with Education Northwest to seek feedback from stakeholder focus groups. This feedback will help in the development of the districts next strategic plan.

Bond Program Update: Dr. Smith shared a bond program update, highlighting all projects remain on budget and on schedule. Walla Walla High School, Lincoln High School and Pioneer Middle School are on target to be completed this fall.

X. ACTION ITEMS

K-5 Science & PK-12 Social Emotional Learning Curriculum Adoption: Ms. Mulkerin moved and Mr. Sarley seconded approval of K-5 Science & PK-12 Social Emotional Learning Curriculum adoption as presented with Mr. Sarley, Ms. Mulkerin and Mrs. Ladderud voting yes and Mr. Rindal voting no.

XI. ADJOURNMENT

President Ladderud declared the meeting adjourned at 7:02 p.m.

Minutes to be presented for board approval on July 19, 2022.

APPROVED:

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

Mrs. Ruth Ladderud
School Board President

~ CITIZENS' COMMENTS ~

We welcome your comments and questions during the time set aside in regular business meetings for citizens' comments. Attendees sign up to provide public comment using the sign-in form in the boardroom prior to the start of the Citizens' Comments period of the meeting.

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.
- 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.

01/03/2022



Wa-Hi

- Building 5, North area cabinet install, painting, grid ceiling installation, flooring prep, beginning of electrical/lighting installation. West area room finish including flooring, painting, white boards and short throw projection installation. East area finish work including lighting installation and power up, painting, tile work, finish plumbing, finish electrical, flooring. South area installation and power up of lighting, glazing installation and other trim and finish work throughout. Mezzanine level IDF room finishing started, fiber pull throughout the entire project, electrical and mechanical finishing installation and preparing for start up and commissioning.
- Building 7 (Auditorium) Black box theater and green room punch list items being worked on. Exterior of the building soffits installed and prepped for painting.
- Building 6 Main entry area painted and prepped for FRP installation. 60's locker rooms, locker bases installed, tile installed, lighting installed, mechanical and plumbing rough in continues. 90's locker rooms demo completed, slab cuts and underground plumbing installed and slab poured back into place, framing was installed and electrical and plumbing rough in started. ROTC and health classroom, east and west upper floor areas were moved out of by the district and abatement work began in these areas.
- Building 1 greenhouse abatement work continued, classrooms were moved out of and demolition work began. Pre engineered metal building painted, and lighting and fire sprinklers were installed.
- Parking lot 3 was paved and striped. Parking lot 4 was finished graded final prep for paving began.
- Work on new bulb outs and drainage on Abbott Rd started work.
- Portable offices and modulars at building 8 and 1 were dismantled and removed with the district keeping 2 modular that were stored at the Paine street warehouse.
- Landscaping work including underground water main was installed throughout the project area.
- 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

- In Area 6 Science and Art classrooms, work continued this month with mechanical trades finishing rough in and insulation and drywall following.
- CTE room received new sound panels giving the CMU walls added sound dampening.
- At the exterior siding work continues all around the building.
- Area 6 roof had new shingles being installed with roof work continuing into July.
- At Roosevelt Street a new storm drain catch basin was installed and preparation for new sidewalks began.

June 2022 Project Update



- SEATech students worked hard to get the roof sheeting on the new Track storage shed before school was out. Jackson Construction will complete the balance of work needed to finish the shed project this summer.
- The old north portables demolition began this month. The structure will be completely removed, and the parking area expanded.
- Sports fields at west and east areas will begin topsoil and irrigation install in the coming month.
- Jackson Construction, Architects West and the WWPS team continue to coordinate to deliver a project WWPS can be proud of.

Lincoln High School

- In June the 3rd level hallway saw the old wood finish stripped off in preparation for new stain finish in early July.
- New HVAC units arrived and were installed on roof.
- The 2nd level elevator vestibule open to the Commons area had the metal handrail installed and painted.
- On the 1st level, the hallway received the epoxy floor finish and base trim at south end of hall.
- At the exterior of building, more windows, doors, and louvers continue to be installed.
- The existing portable classroom demolition began, in preparation for the new parking lot.
- Curbing and sidewalks were installed around the building.
- WWPS, Wenaha, Architects West and Chervenell continue to work together to finish this great remodel in time for school this Fall.



Attachment A: Wa-Hi Progress Photos



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update





Attachment B: Pioneer Progress Photos



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update





Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update



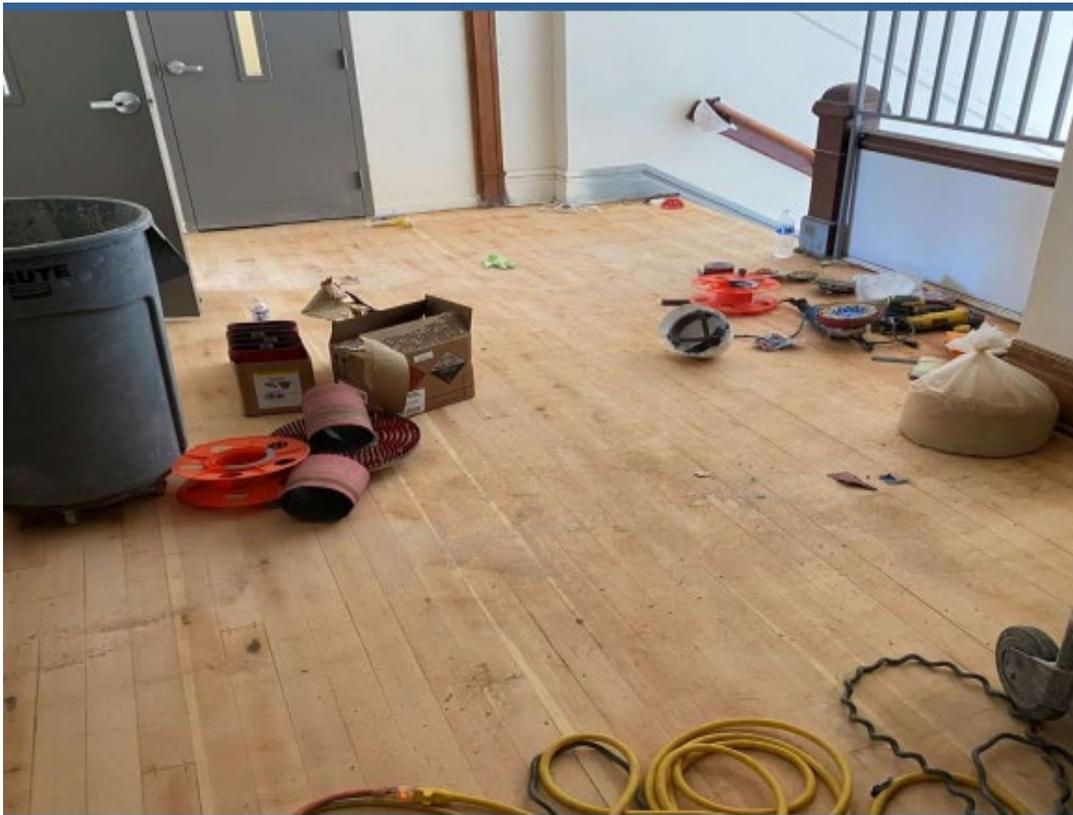


Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update





Attachment C: Lincoln HS Progress Photos



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update

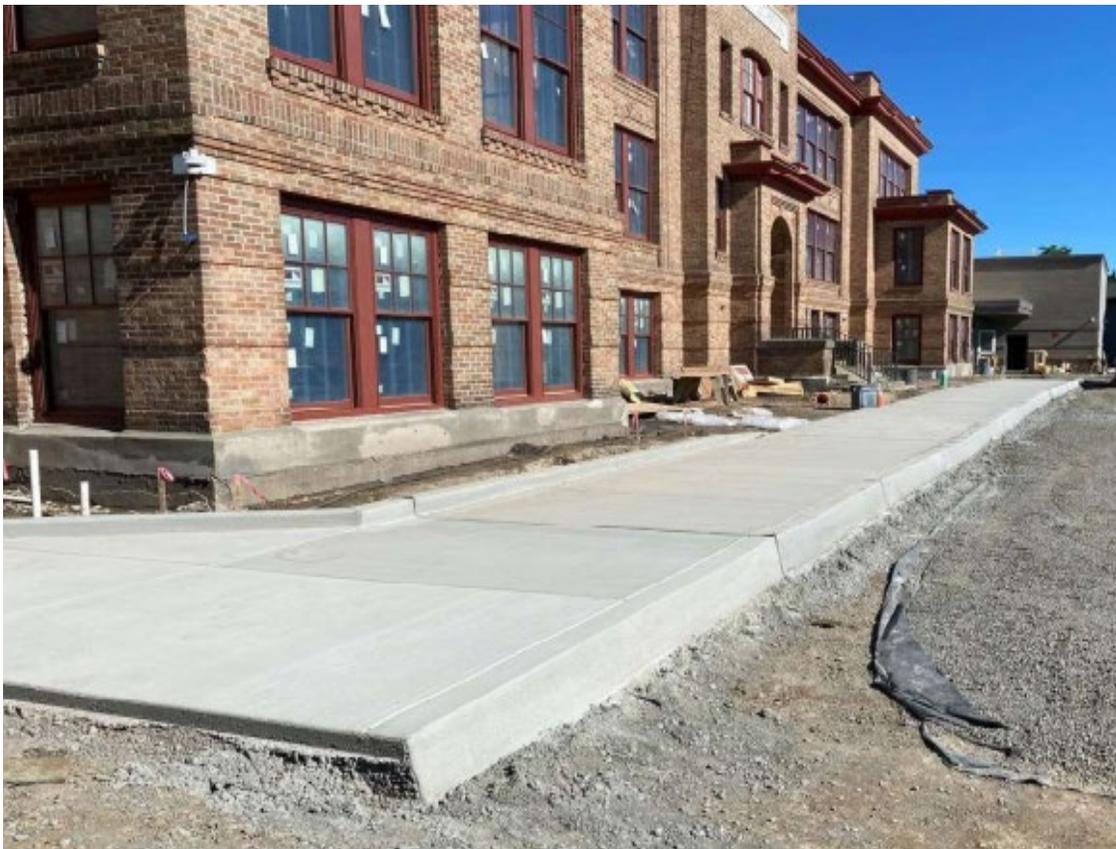




Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update



Walla Walla Public Schools - 2018 Bond Project
June 2022 Project Update





Walla Walla Public Schools - 2018 Bond Projects

MASTER BUDGET DASHBOARD

Updated 7/1/2022



Walla Walla High School

Design Phase	CD	# Months Construction Complete / Total Months		32/36	Risks & Opportunities Contingency access nearing 100% primarily a result of unforeseen existing conditions and COVID/supply chain challenges and escalation. If necessary, the DW contingency will be utilized to cover additional contingency items.		
	Budget*	Costs to Date	% Spent	Project Contingency			Contingency Accessed to Date
Project Budget (includes contractor's contingency under GCCM)	\$ 78,464,223	\$ 72,185,448	92.00%	\$ 3,180,557			\$3,015,000

Lincoln High School

Design Phase	CD	# Months Construction Complete / Total Months		14/18	Risks & Opportunities		
	Budget*	Costs to Date	% Spent	Project Contingency			Contingency Accessed to Date
Project Budget	\$ 12,879,010	\$ 11,088,616	86.10%	\$ 805,391			\$480,000

Pioneer Middle School

Design Phase	CD	# Months Construction Complete / Total Months		18/ 20	Risks & Opportunities Contingency access nearing 100% primarily a result of unforeseen existing conditions, abatement and COVID/supply chain challenges and escalation.		
	Budget*	Costs to Date	% Spent	Project Contingency			Contingency Accessed to Date
Project Budget	\$ 27,311,473	\$ 24,569,680	89.96%	\$ 2,045,563			\$1,920,000

District-Wide Upgrades

		# Months Construction Complete / Total Months		NA	Risks & Opportunities	
	Budget	Costs to Date	% Spent			
Project Budget (including contingency)	\$ 6,699,738	\$ 6,450,000	96.27%			

*Reflects adjustments in state match and capitalized investments



End of Year

Data and Implementation Review 2021-2022



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

2021-2022 School Year

K-8



Math Performance Review

The header features a blue background with a white icon of mathematical symbols (+, -, x, ÷) in a 2x2 grid. Below the icon is a horizontal dotted line.



Fall Performance
Spring Performance

3,271 students
3,298 students



Growth

3,161 students



Personalized Instruction

2,747 students



Reading Performance Review

The header features a green background with a white icon of an open book. Below the icon is a horizontal dotted line.



Fall Performance
Spring Performance

3,215 students
3,321 students



Growth

3,152 students



Personalized Instruction

2,152 students

Change from Fall to Spring

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 21-22 to Spring 21-22 -- Grades K-8

Math



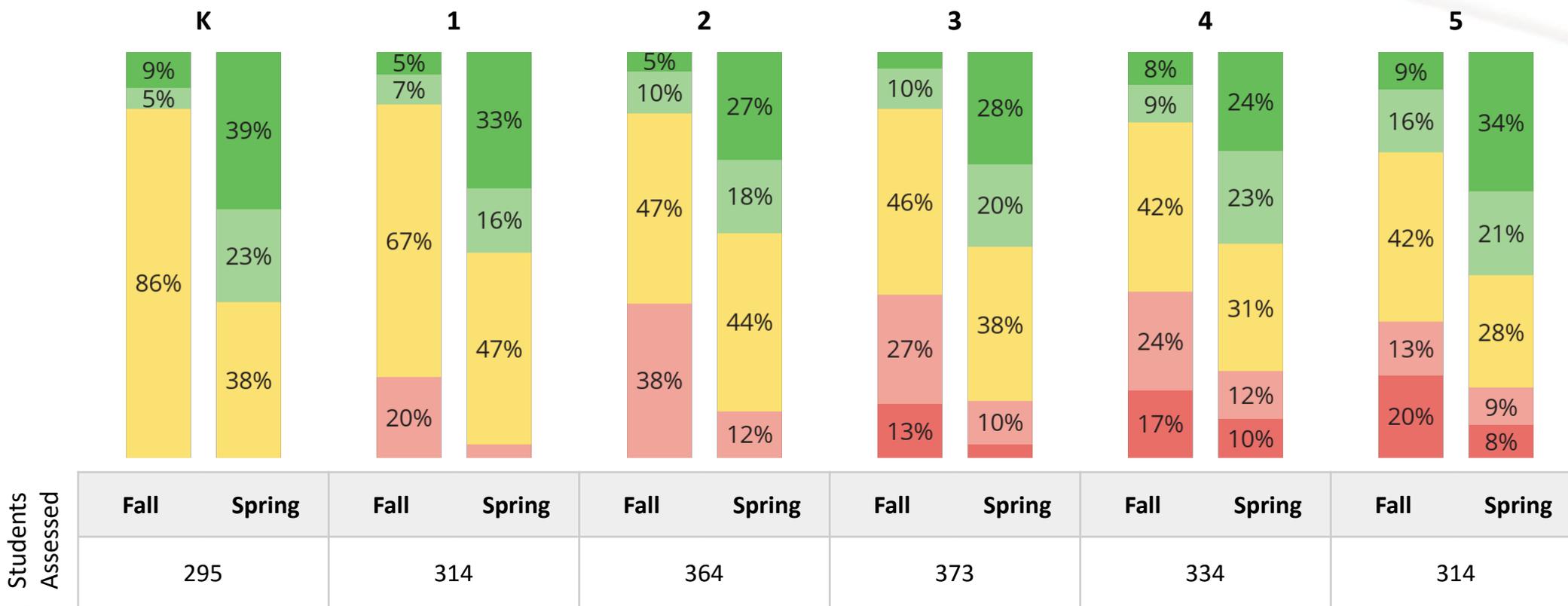
- **Mid On-Grade or Above**
 Students who have met the minimum requirements for the expectations of college- and career-ready standards in their grade level.
- **Early On-Grade**
 Students who have only partially met these grade-level expectations.
- **1 Grade Below**
 Students placed one year below grade level.
- **2 Grades Below**
 Students placed two years below grade level.
- **3+ Grades Below**
 Students placed three or more years below grade level.

Reading



How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 21-22 to Spring 21-22



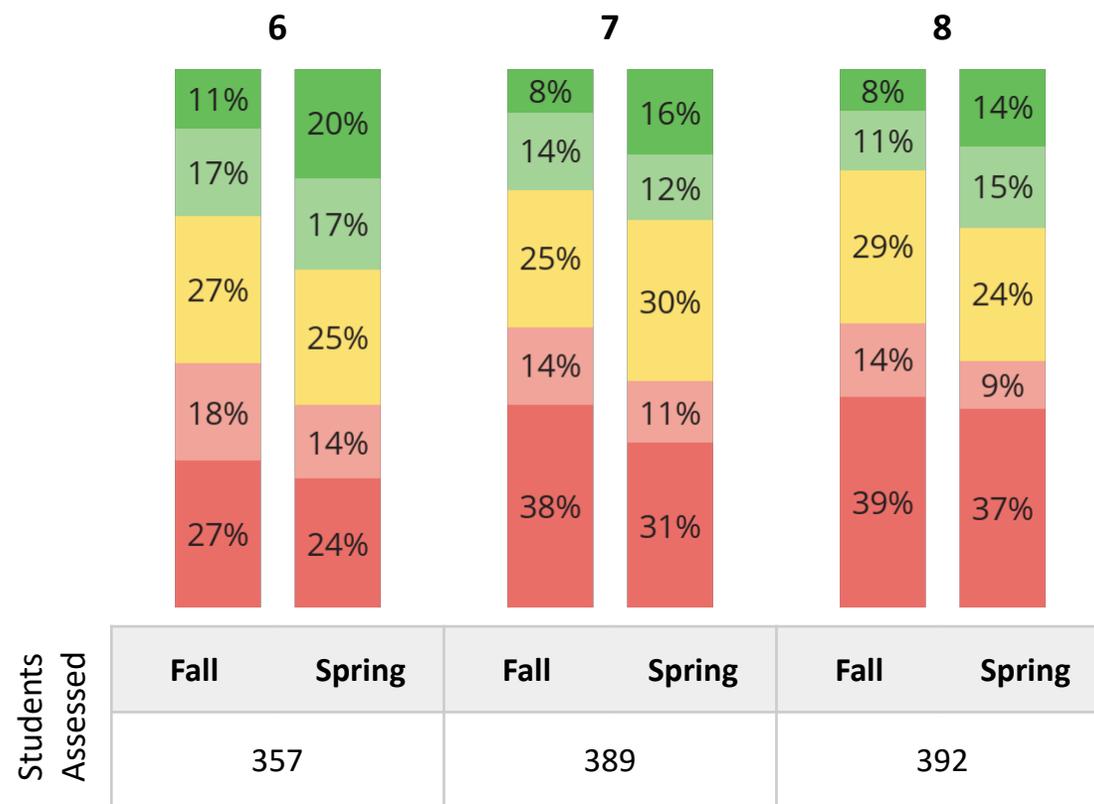
45

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 21-22 to Spring 21-22



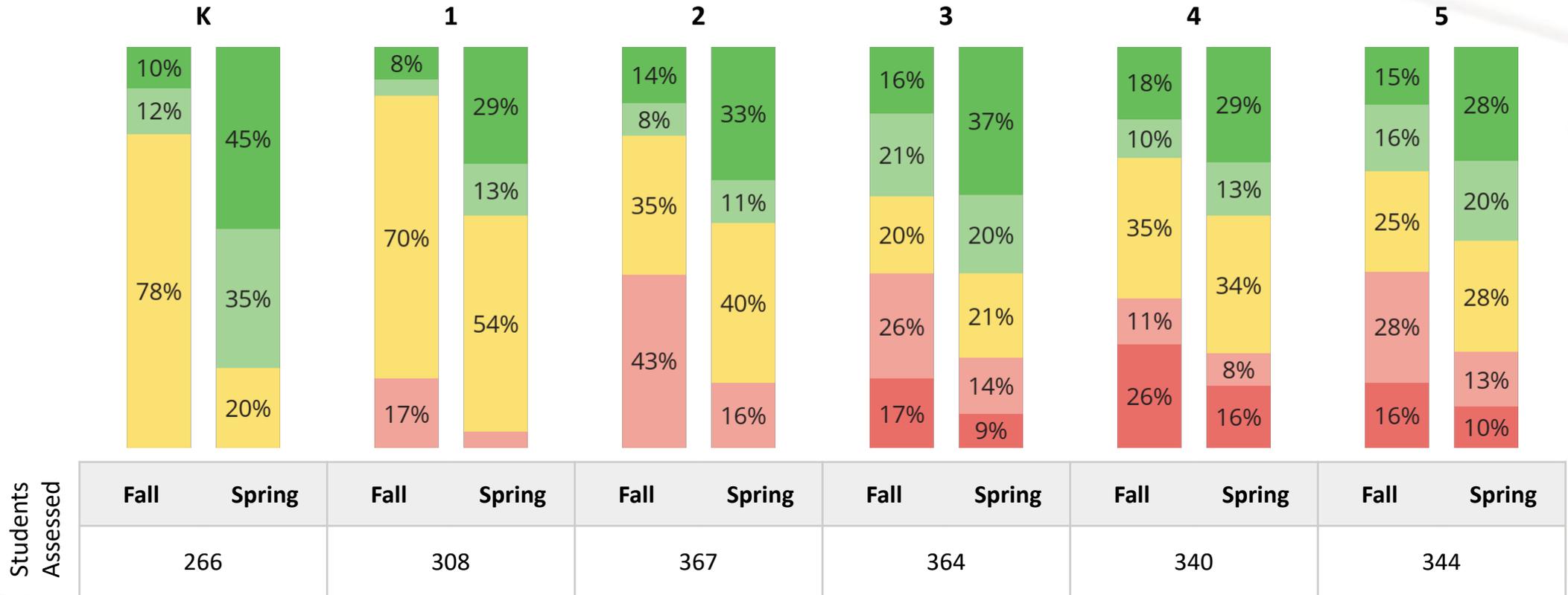
46

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

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How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 21-22 to Spring 21-22



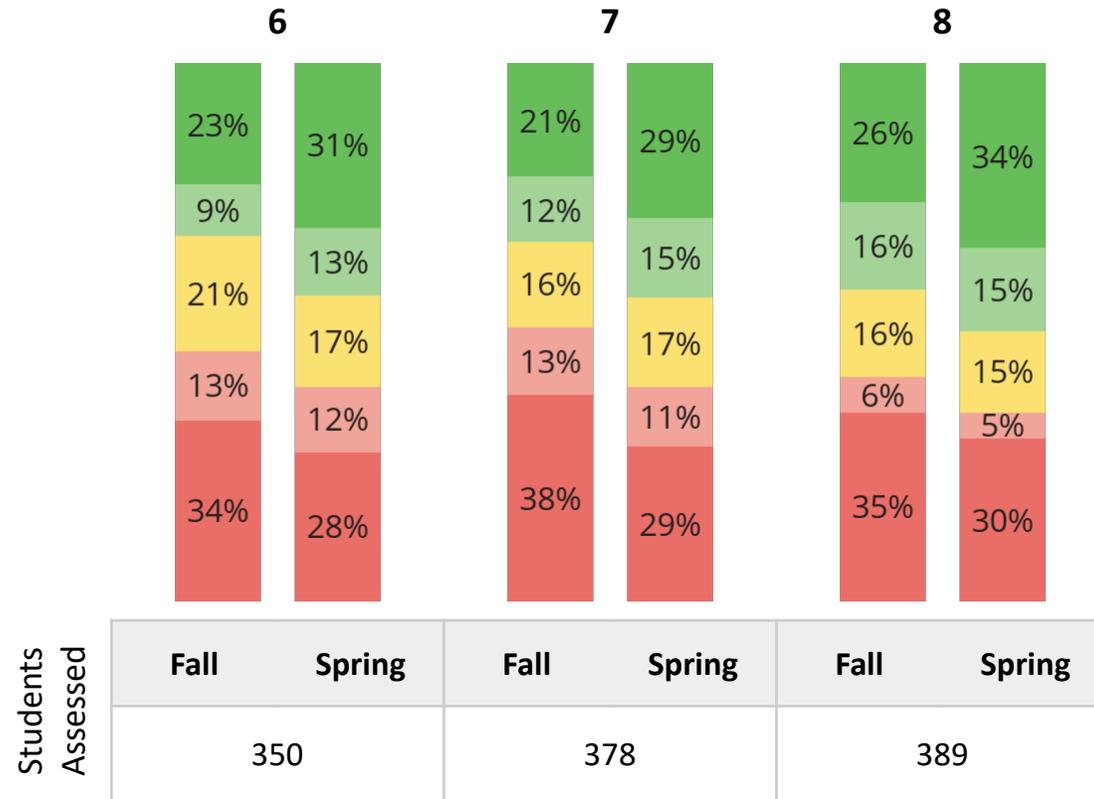
47

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

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How Have Relative Placements Changed From Fall to Spring?

Placement Distribution, Fall 21-22 to Spring 21-22



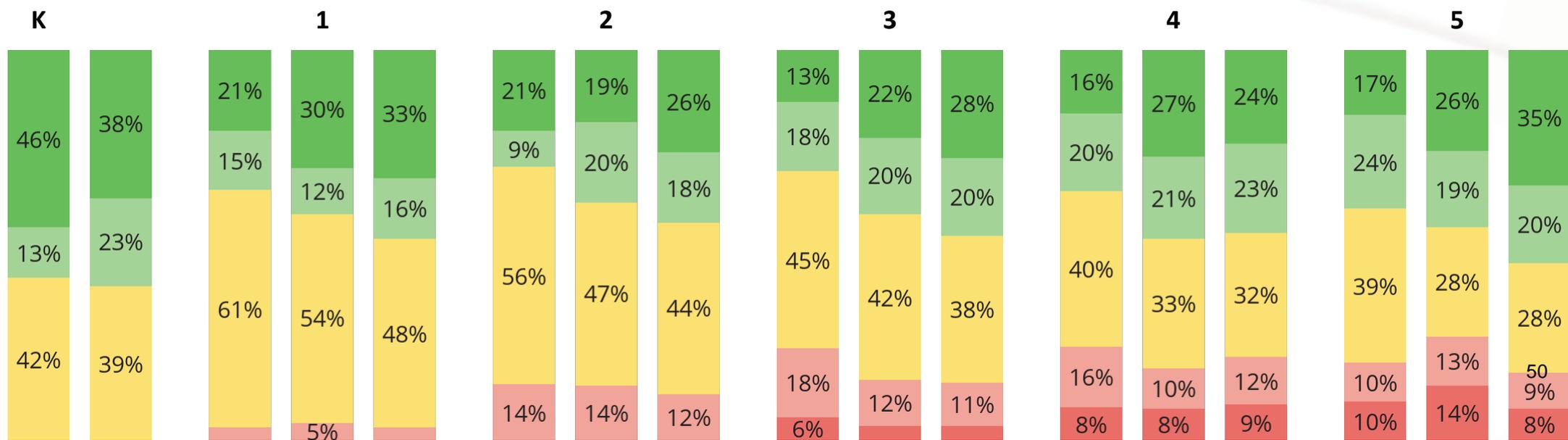
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- Early On Grade Level
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- 3+ Grade Levels Below

i-Ready's placements are an indication of what students are expected to know at each grade level. The mid or above grade level placement refers to students who may be considered proficient for their grade.

Historical Data

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22



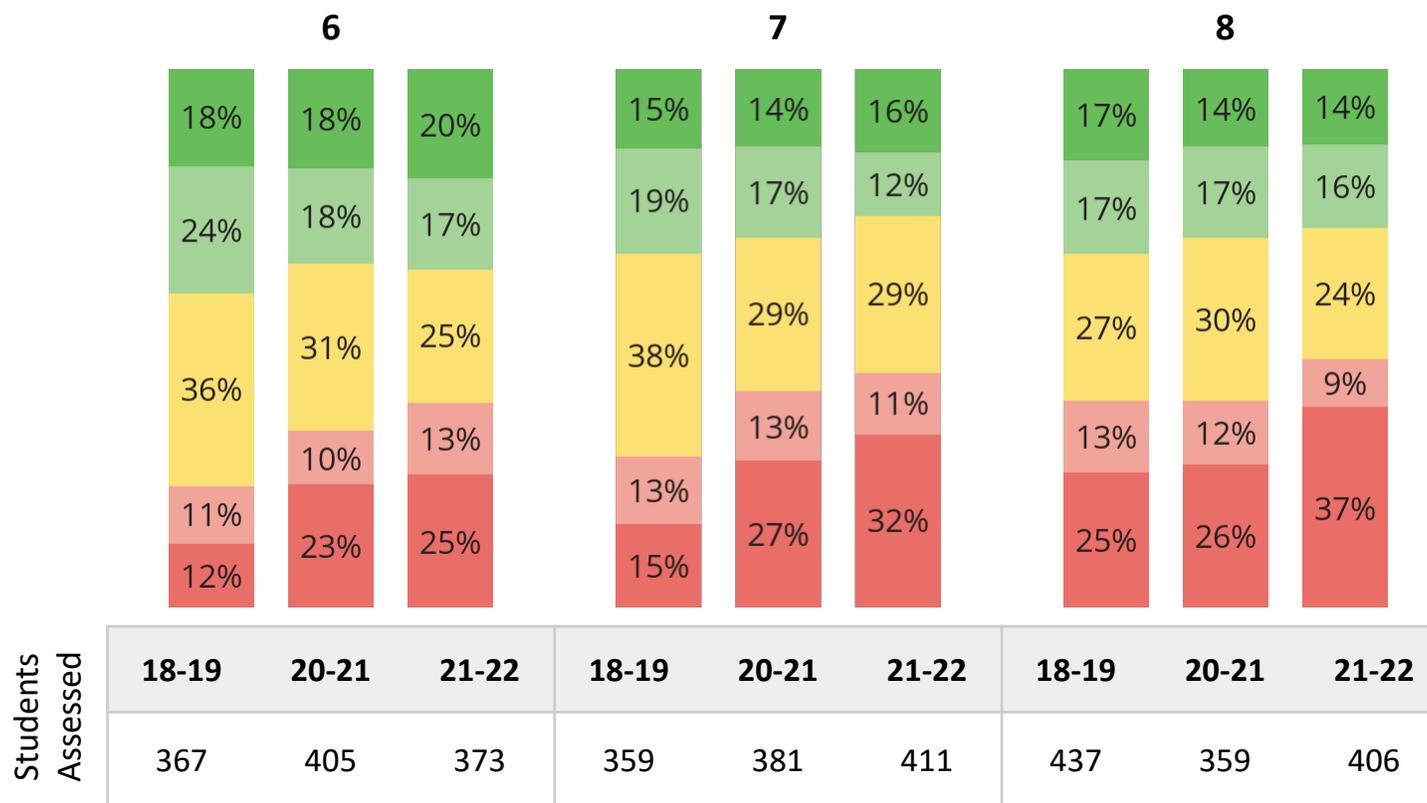
Students Assessed	K			1			2			3			4			5		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
	312	332		281	398	333	386	382	376	377	361	392	416	365	348	428	366	327

● Mid or Above Grade Level
 ● Early On Grade Level
 ● 1 Grade Level Below
 ● 2 Grade Levels Below
 ● 3+ Grade Levels Below

This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22

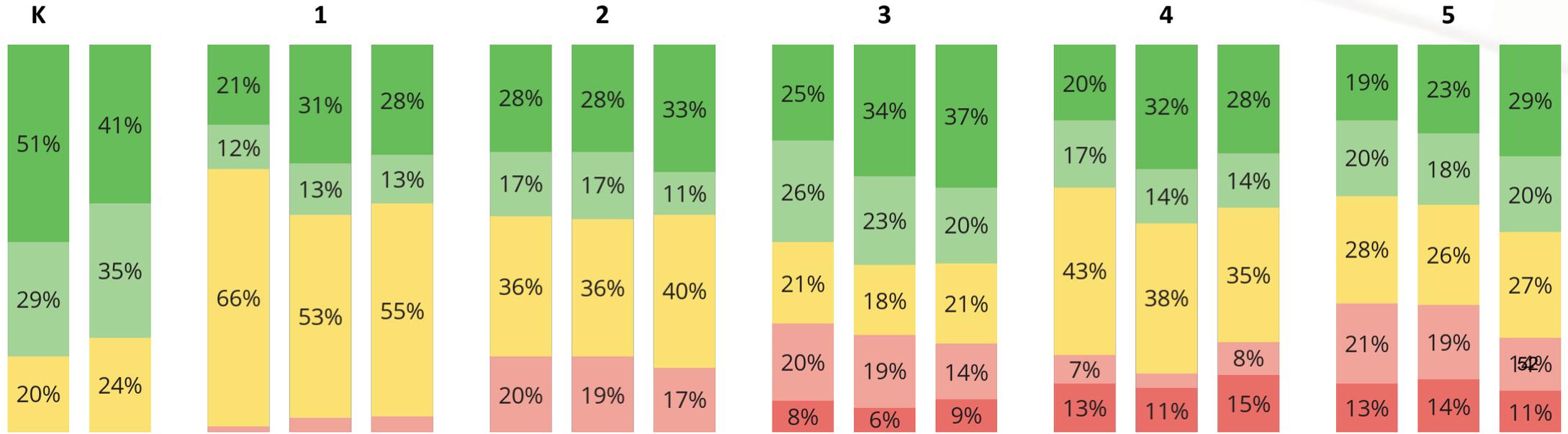


● Mid or Above Grade Level
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This is a cross-sectional analysis.

How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22



Students Assessed	K		1			2			3			4			5			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
	208	334		282	280	334	369	365	382	376	362	386	416	359	356	432	367	355

● Mid or Above Grade Level
 ● Early On Grade Level
 ● 1 Grade Level Below
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How Have Relative Placements Changed From Spring to Spring?

Placement Distribution, Spring 18-19 to Spring 21-22



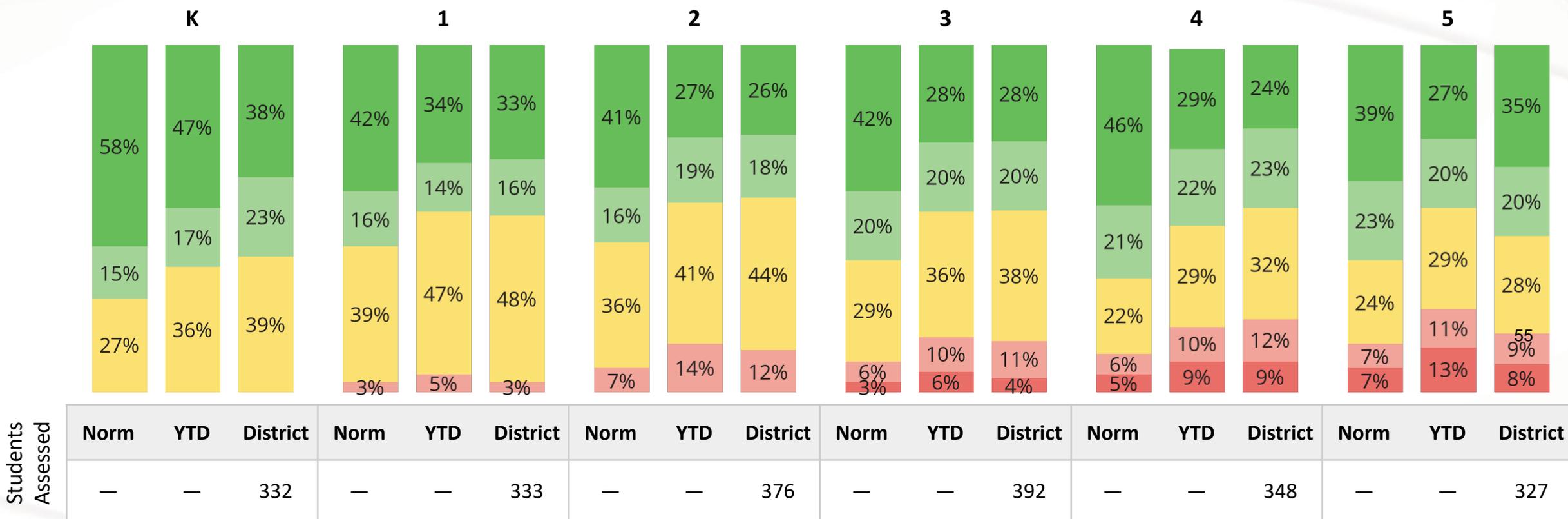
53

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

This is a cross-sectional analysis.

National Data

How Do the District's Placements Compare to the Benchmarks?



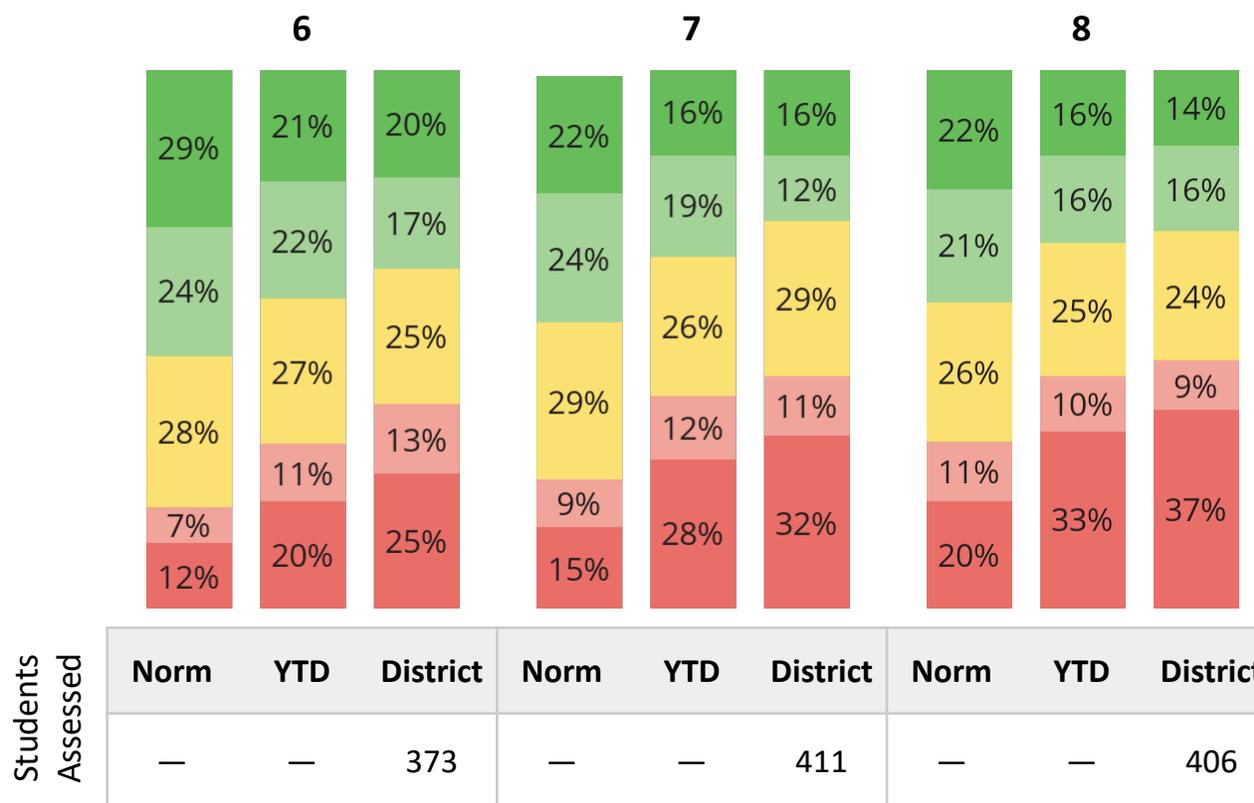
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 ● 2 Grade Levels Below
 ● 3+ Grade Levels Below

Norm: i-Ready Spring 18-19 National Norms

YTD: National Spring 21-22 population year-to-date

How Do the District's Placements Compare to the Benchmarks?

Spring Placement Distribution for District and Benchmarks



56

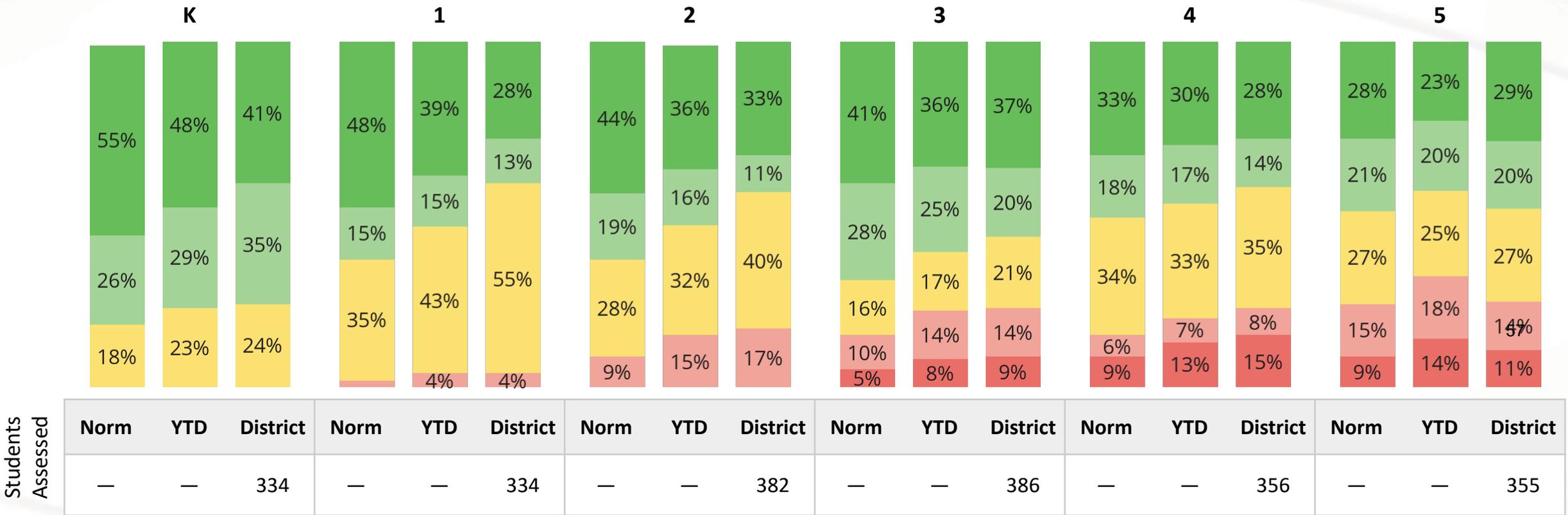
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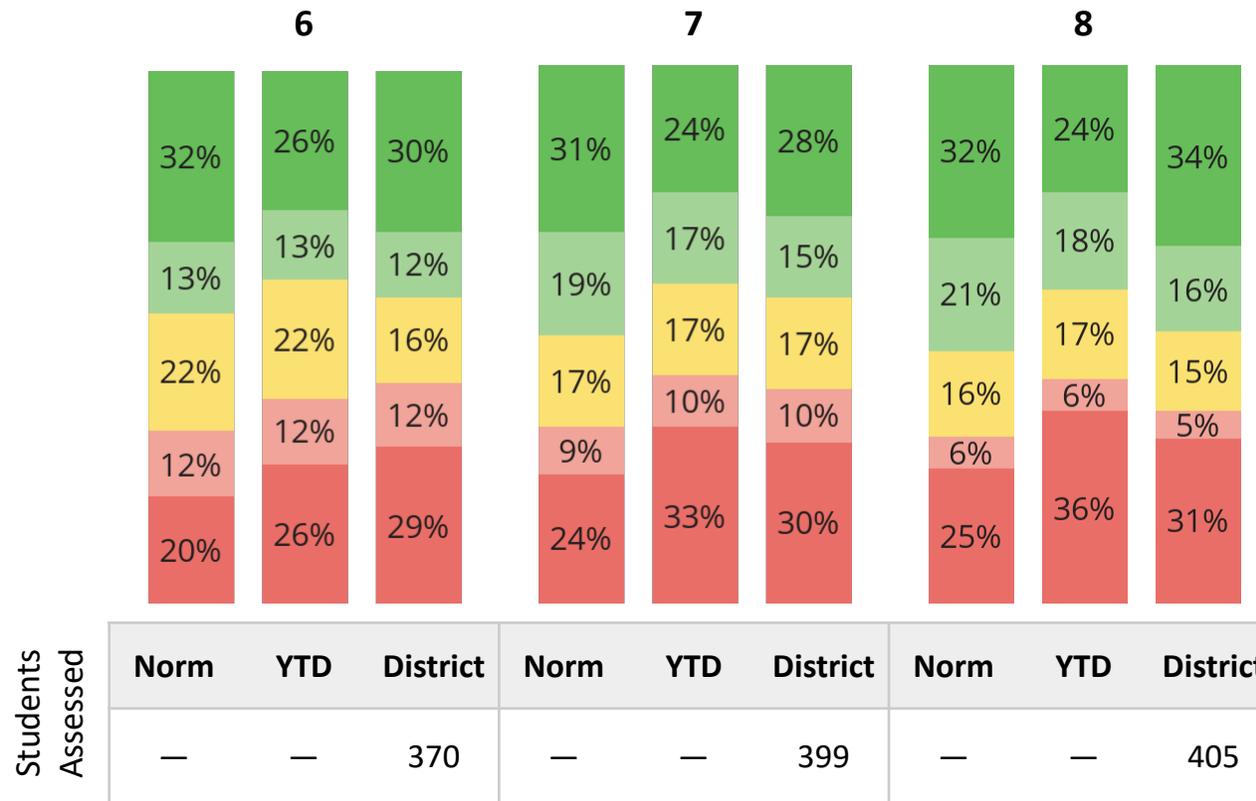
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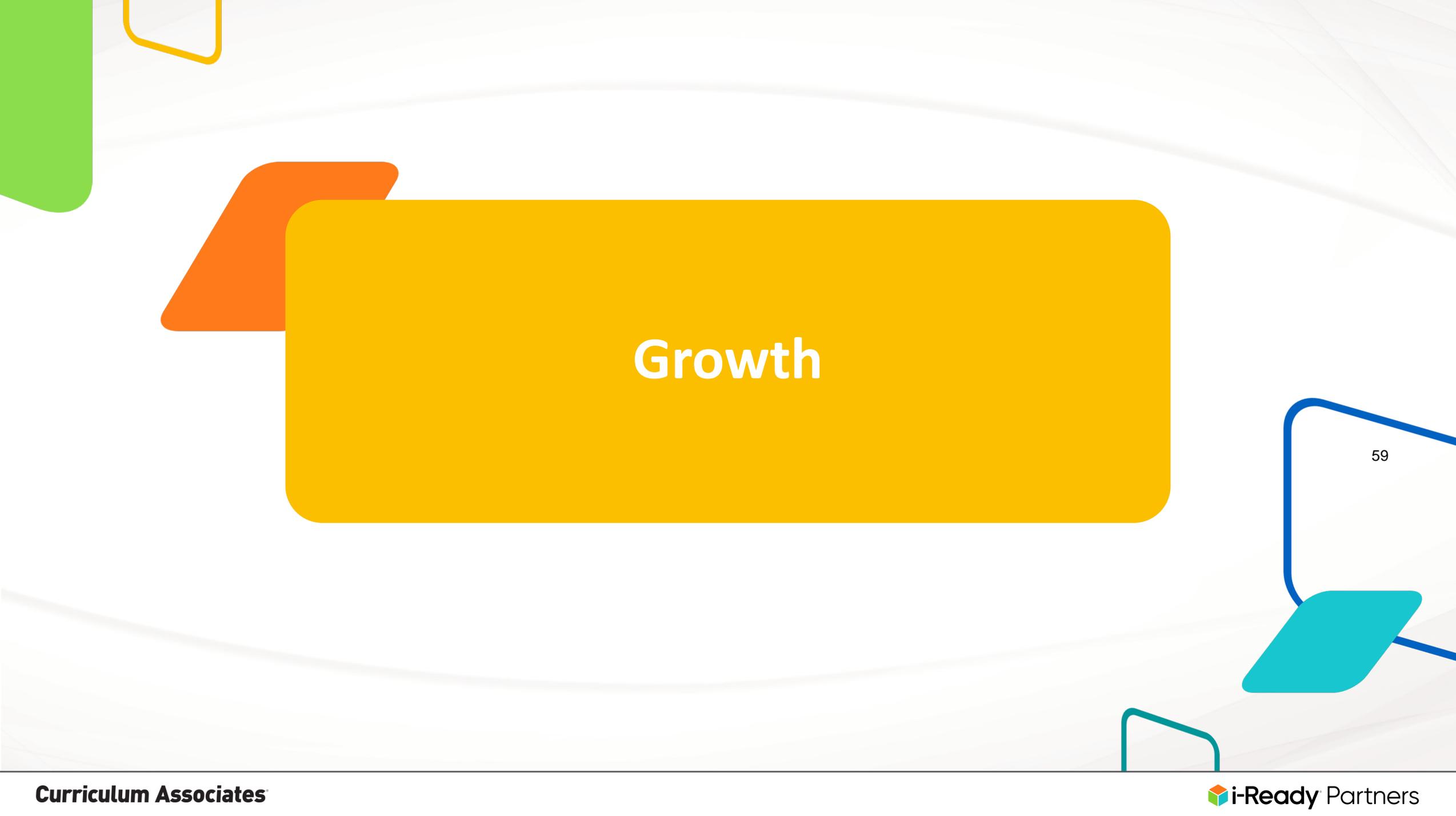


58

- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3+ Grade Levels Below

Norm: i-Ready Spring 18-19 National Norms

YTD: National Spring 21-22 population year-to-date



Growth

59

How Much Did Growth Vary Across Fall Placement Levels?

Median Percentage of Typical Growth Achieved by Fall Placement Level

		K	1	2	3	4	5	6	7	8	All Students Assessed
Mid or Above Grade Level	Median % Typical Growth	86%	81%	78%	119%	100%	164%	162%	55%	100%	100%
	Students Assessed	26	18	17	15	27	29	39	32	31	234
Early On Grade Level	Median % Typical Growth	100%	100%	82%	108%	91%	139%	108%	117%	144%	105%
	Students Assessed	15	23	38	38	31	49	59	55	42	350
One Grade Level Below	Median % Typical Growth	103%	97%	96%	104%	104%	131%	57%	58%	117%	100%
	Students Assessed	259	215	172	172	139	132	97	99	112	1,397 60
Two Grade Levels Below	Median % Typical Growth		116%	100%	100%	83%	133%	57%	85%	0%	94%
	Students Assessed		64	140	101	82	41	65	56	53	602
Three or More Grade Levels Below	Median % Typical Growth				83%	88%	125%	34%	85%	33%	77%
	Students Assessed				51	57	65	100	149	156	578

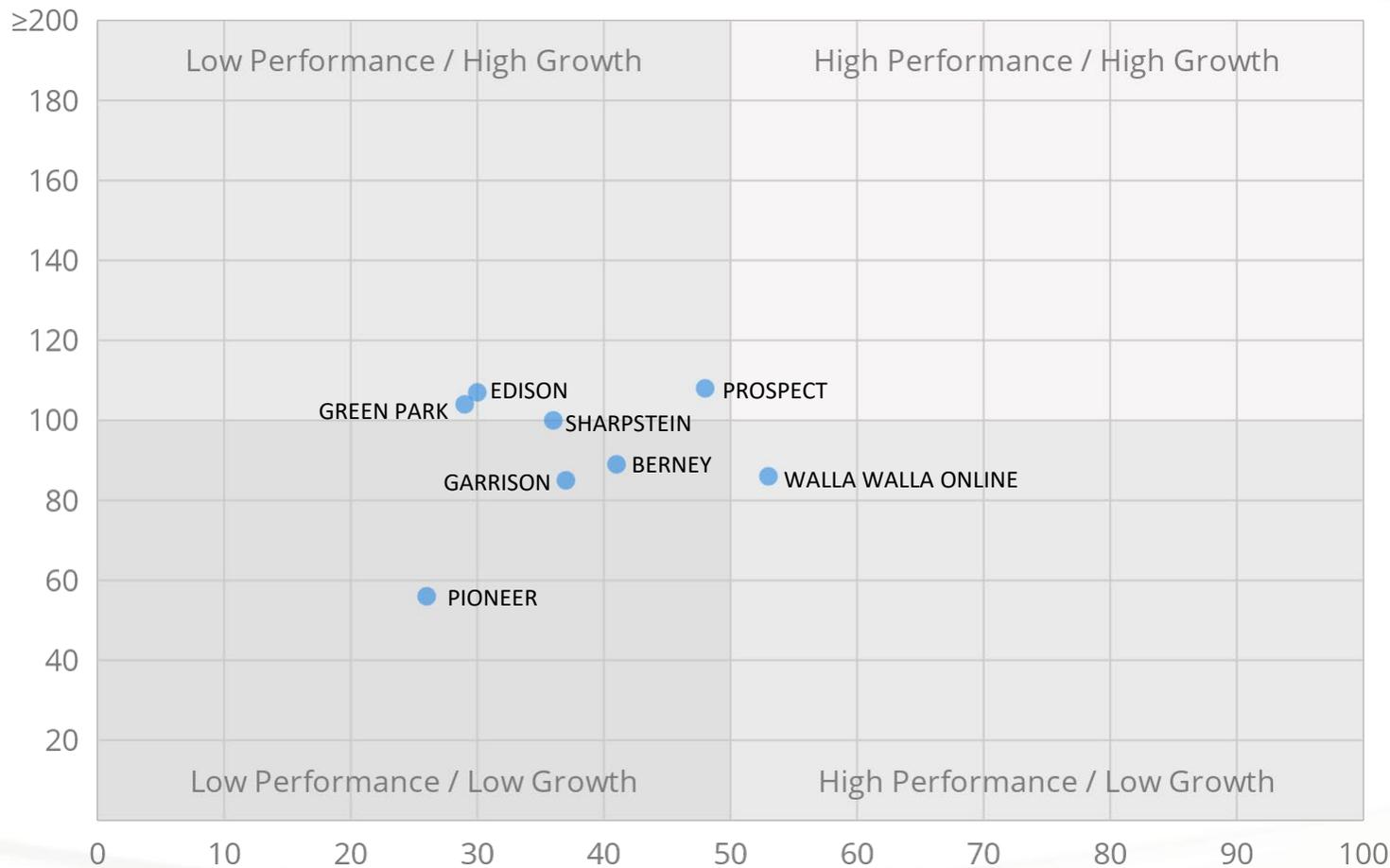
● >=100%
 ● 80-99%
 ● 60-79%
 ● 0-59%

How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



Performance

Median student performance relative to historical 18-19 norms (50th percentile is the national median)

How Much Did Growth Vary Across Fall Placement Levels?

Median Percentage of Typical Growth Achieved by Fall Placement Level

		K	1	2	3	4	5	6	7	8	All Students Assessed
Mid or Above Grade Level	Median % Typical Growth	98%	113%	139%	100%	133%	214%	250%	125%	150%	133%
	Students Assessed	28	26	52	61	61	50	80	80	101	539
Early On Grade Level	Median % Typical Growth	80%	117%	128%	145%	118%	150%	167%	134%	325%	135%
	Students Assessed	33	13	29	75	33	56	33	46	62	380
One Grade Level Below	Median % Typical Growth	90%	71%	121%	138%	125%	144%	108%	190%	133%	100%
	Students Assessed	219	221	129	72	120	87	75	59	65	1,047 62
Two Grade Levels Below	Median % Typical Growth		78%	85%	121%	143%	160%	107%	109%	117%	109%
	Students Assessed		54	162	97	39	97	45	48	25	567
Three or More Grade Levels Below	Median % Typical Growth				109%	111%	146%	98%	94%	111%	111%
	Students Assessed				64	89	56	122	147	141	619

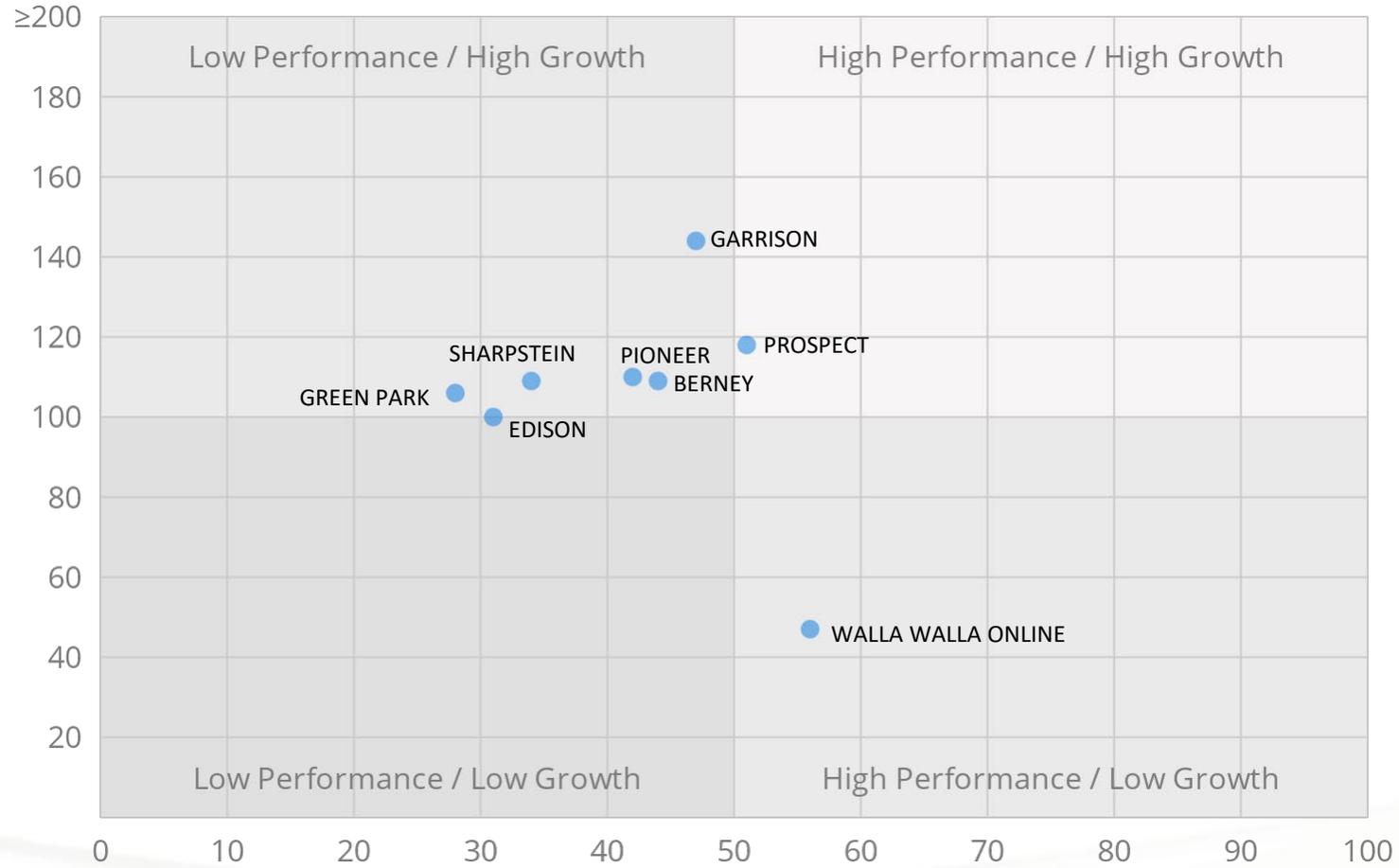
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How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



63

Performance

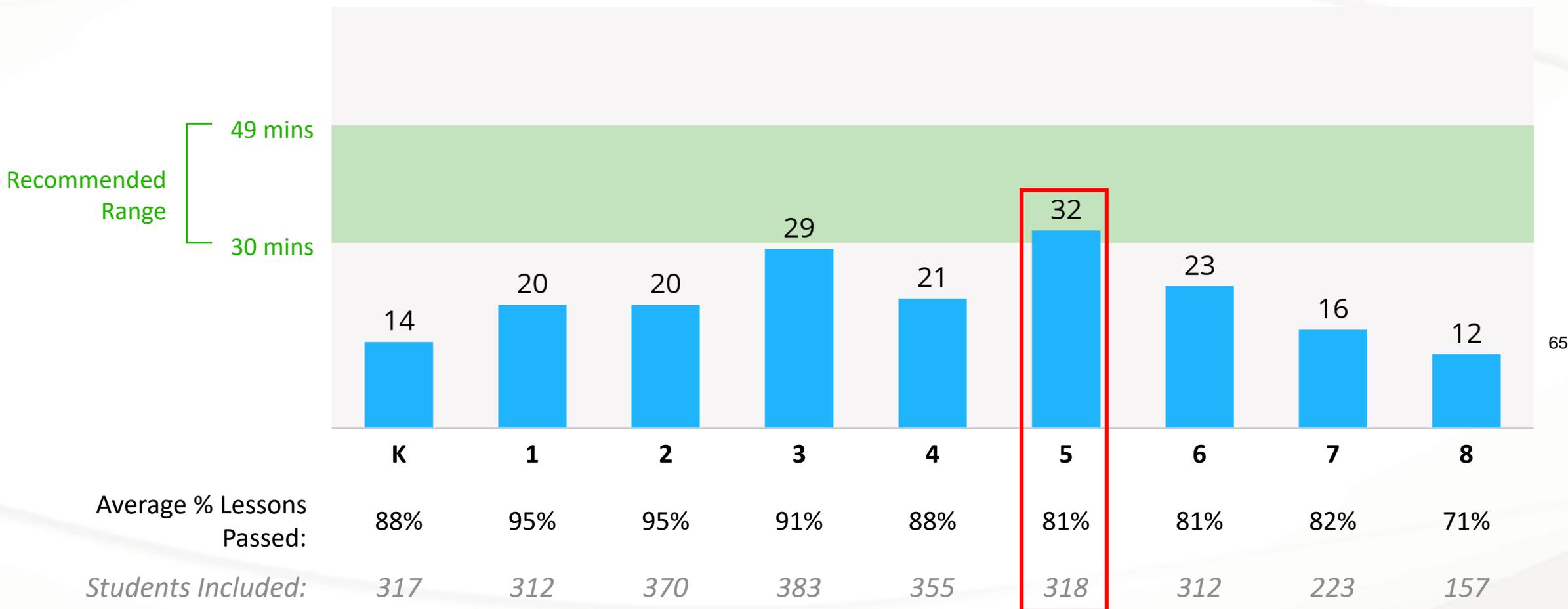
Median student performance relative to historical 18-19 norms (50th percentile is the national median)

Personalized Instruction Sampling Review

64

How Long Are Students Spending on Personalized Instruction?

Average Weekly Usage (mins) of Personalized Instruction



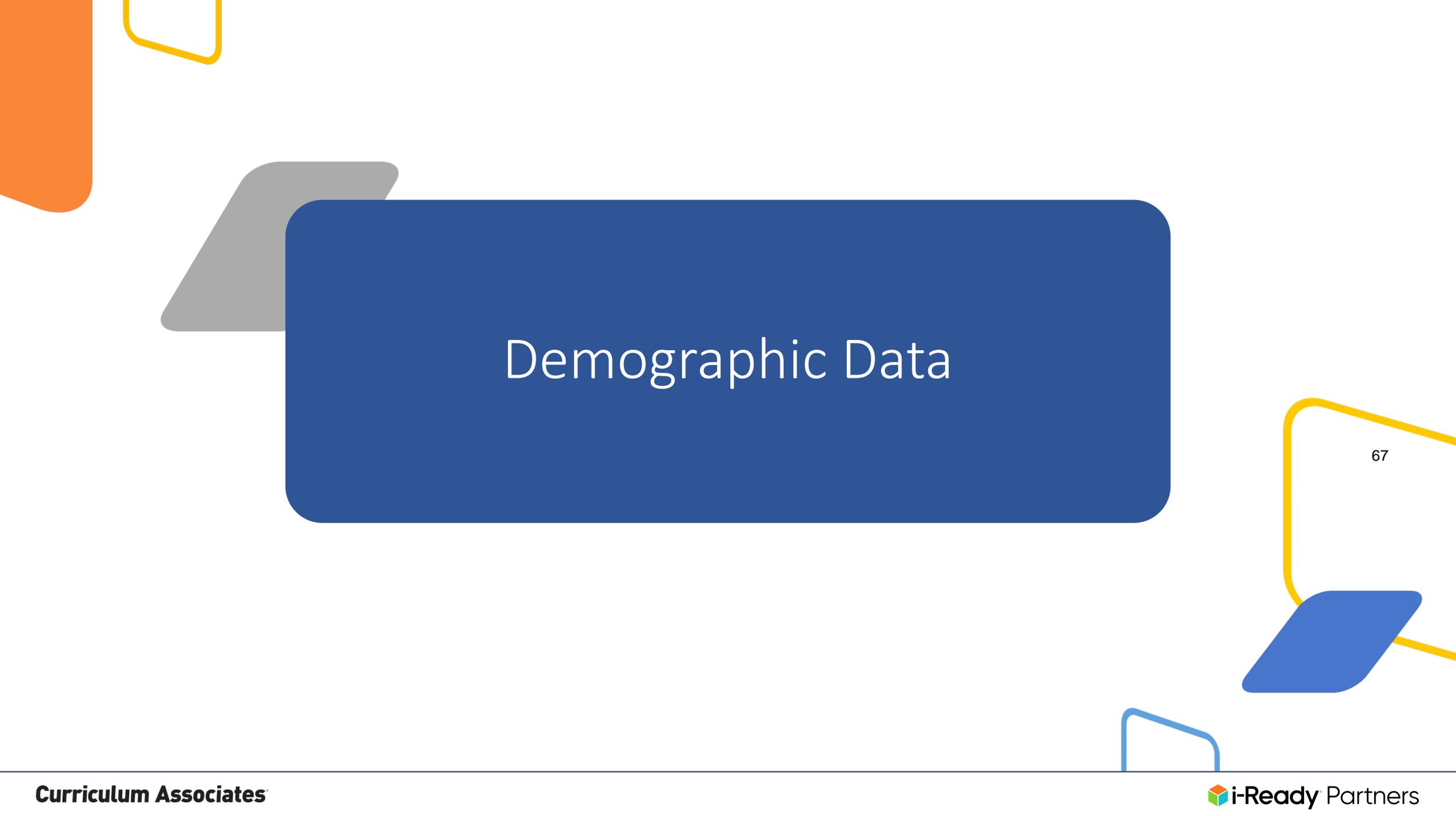
Personalized Instruction Yields High Growth Across the Board?

Average Weekly Usage (mins) of Personalized Instruction

Grade 5

Mid or Above Grade Level	Median % Typical Growth	164%
	<i>Students Assessed</i>	29
Early On Grade Level	Median % Typical Growth	139%
	<i>Students Assessed</i>	49
One Grade Level Below	Median % Typical Growth	131%
	<i>Students Assessed</i>	132
Two Grade Levels Below	Median % Typical Growth	133%
	<i>Students Assessed</i>	41
Three or More Grade Levels Below	Median % Typical Growth	125%
	<i>Students Assessed</i>	65

66

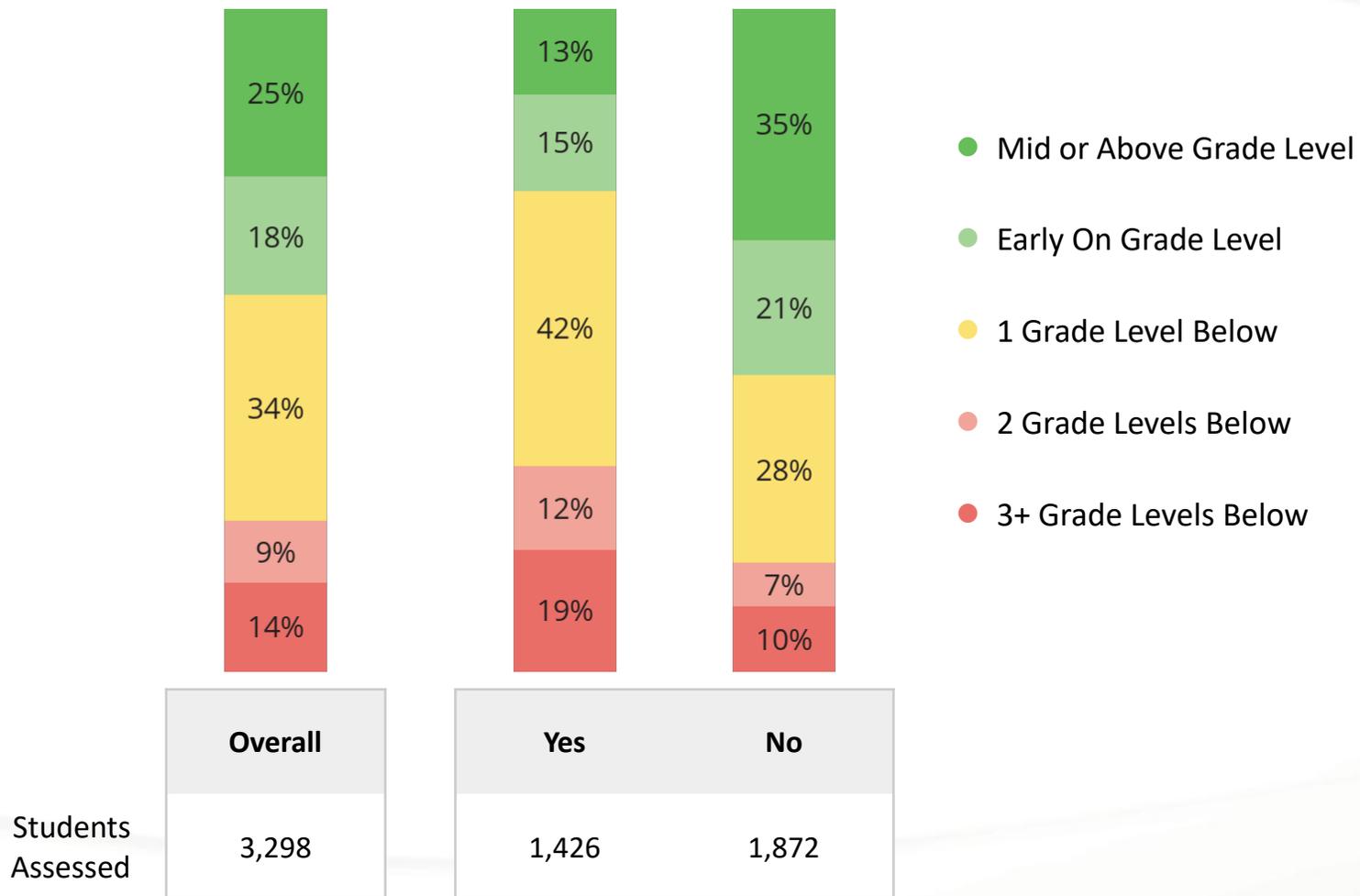


Demographic Data

67

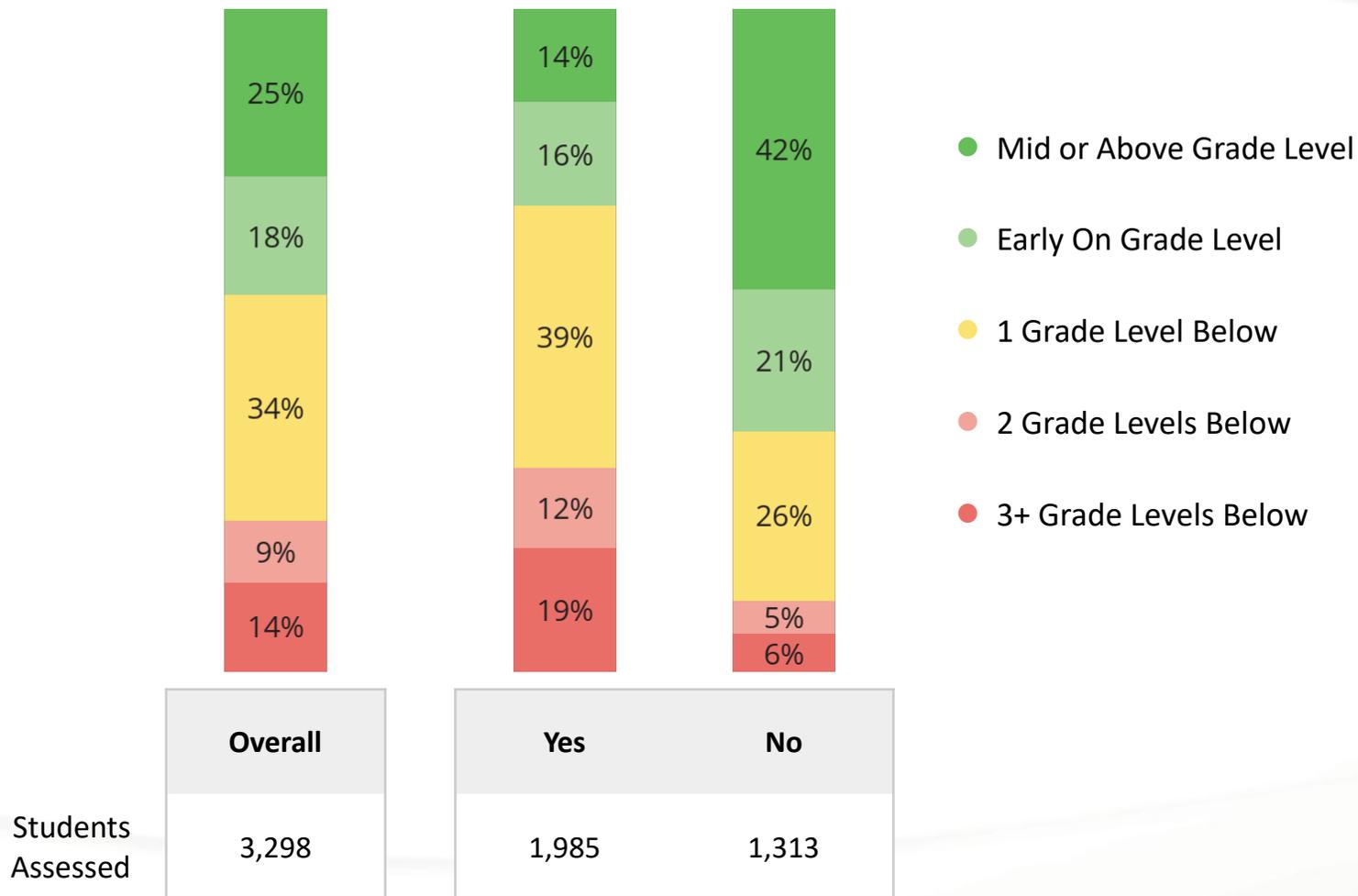
What Are the Relative Placements by Hispanic or Latino?

Spring Placement Distribution



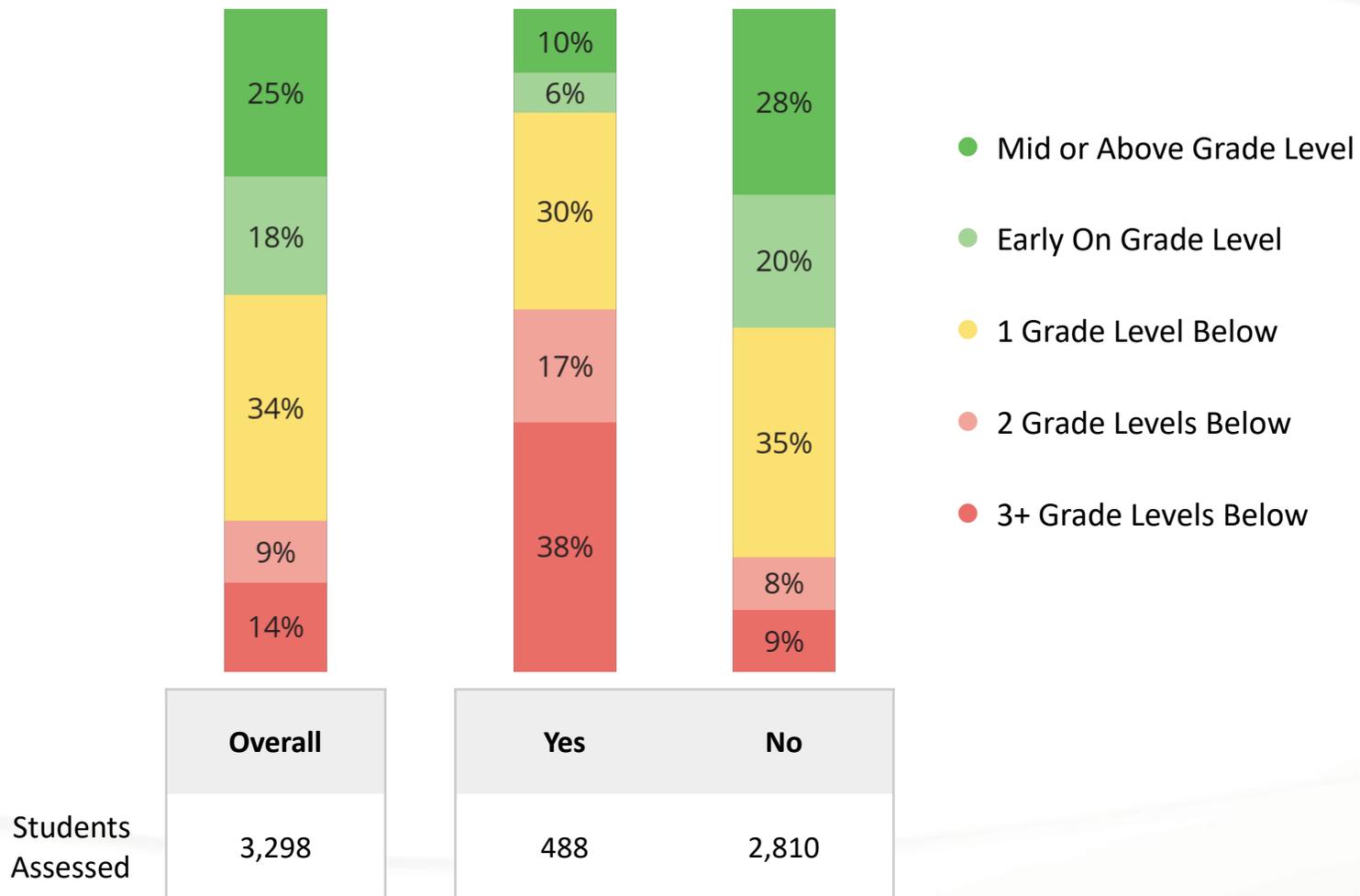
What Are the Relative Placements for Economically Disadvantaged?

Spring Placement Distribution



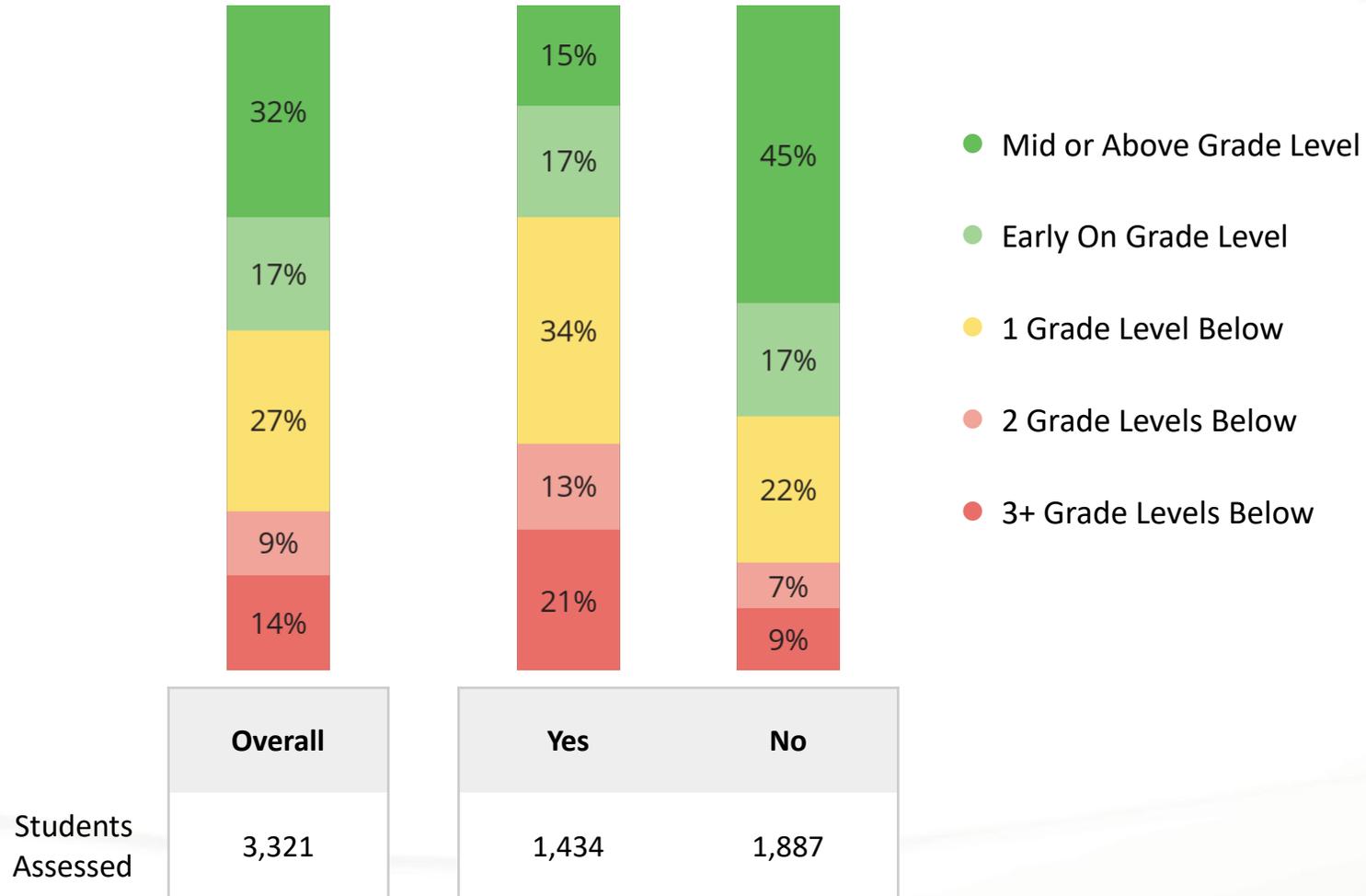
What Are the Relative Placements for Special Education?

Spring Placement Distribution



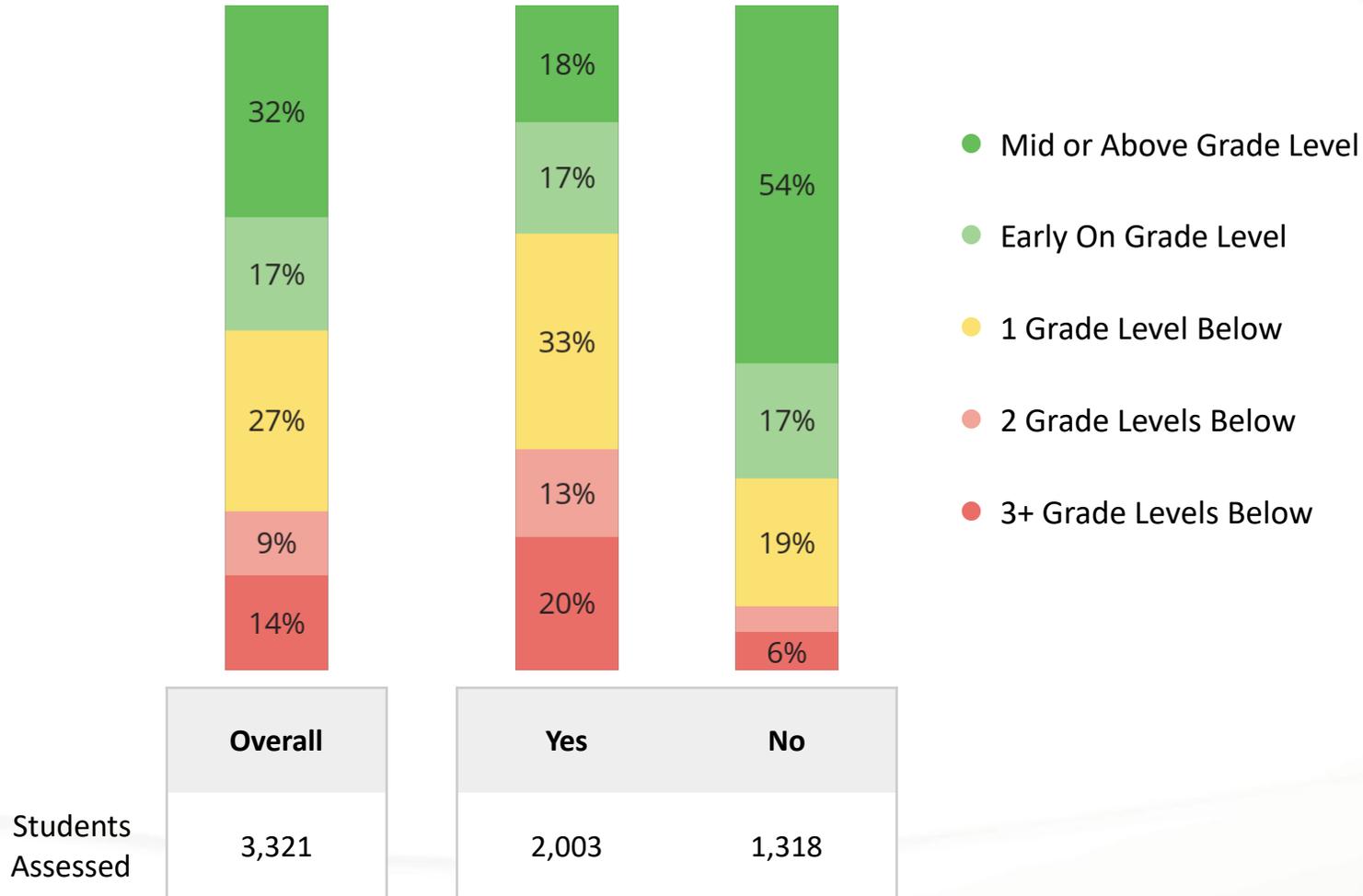
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Spring Placement Distribution



What Are the Relative Placements for Economically Disadvantaged?

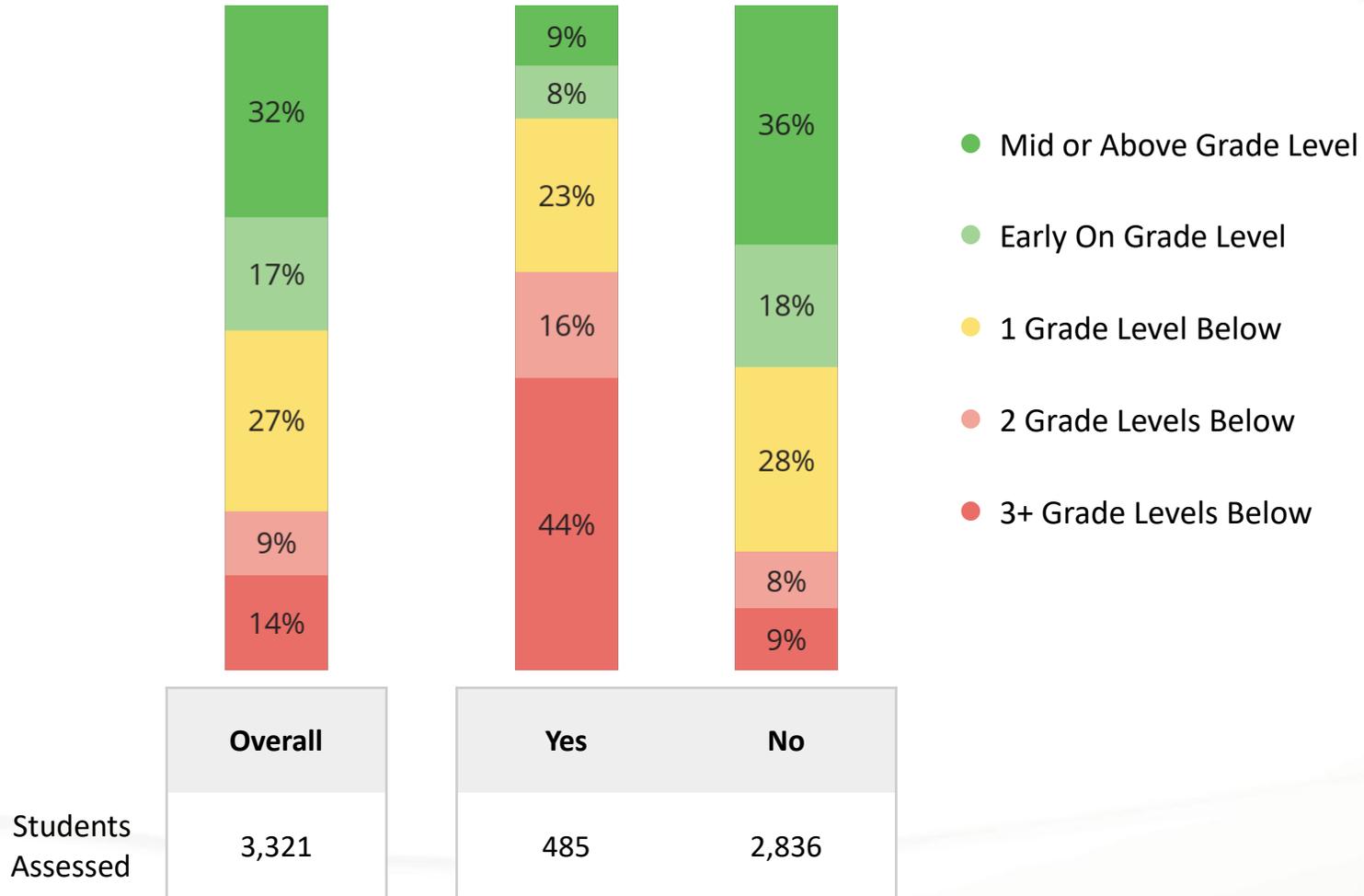
Spring Placement Distribution



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What Are the Relative Placements for Special Education?

Spring Placement Distribution



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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		\$ (509,129)	-7.71%
NOV ACTUAL	\$ 581,049	\$ 155,813	\$ 3,848,371	\$ 5,741	\$ 1,502,018				\$ 6,092,993	\$ (714,922)	YTD
DEC PROJECTED	\$ 113,665	\$ 32,130	\$ 5,969,797	\$ 5,888	\$ 1,152,000	\$ 14,877	\$ -	\$ 7,288,357		\$ (320,849)	-4.40%
DEC ACTUAL	\$ 55,397	\$ 38,203	\$ 5,741,290	\$ 5,741	\$ 1,106,881	\$ 19,995			\$ 6,967,508	\$ (1,035,771)	YTD
JAN PROJECTED	\$ 16,368	\$ 27,211	\$ 5,310,535	\$ 5,888	\$ 1,363,651	\$ 2,992	\$ -	\$ 6,726,645		\$ (510,065)	-7.58%
JAN ACTUAL	\$ 24,563	\$ 34,404	\$ 4,979,431	\$ 5,521	\$ 1,169,762	\$ 2,899			\$ 6,216,580	\$ (1,545,835)	YTD
FEB PROJECTED	\$ 35,133	\$ 33,365	\$ 5,618,954	\$ 5,888	\$ 1,287,205	\$ 5,940	\$ 500	\$ 6,986,985		\$ 900,551	12.89%
FEB ACTUAL	\$ 32,900	\$ 24,960	\$ 5,709,161	\$ 5,874	\$ 2,105,141	\$ 9,500	\$ -		\$ 7,887,536	\$ (645,285)	YTD
MAR PROJECTED	\$ 1,084,982	\$ 36,522	\$ 5,618,954	\$ 5,888	\$ 1,241,353	\$ 980	\$ -	\$ 7,988,679		\$ 347,814	4.35%
MAR ACTUAL	\$ 1,249,917	\$ 405,065	\$ 5,588,168	\$ 5,874	\$ 1,087,469				\$ 8,336,493	\$ (297,471)	YTD
APR PROJECTED	\$ 4,081,600	\$ 152,520	\$ 5,618,954	\$ 5,888	\$ 1,372,883	\$ 5,165	\$ -	\$ 11,237,010		\$ 1,388,982	12.36%
APR ACTUAL	\$ 4,676,130	\$ 81,284	\$ 6,376,459	\$ 6,815	\$ 1,476,996	\$ 8,308			\$ 12,625,992	\$ 1,091,511	YTD
MAY PROJECTED	\$ 702,655	\$ 43,509	\$ 3,167,477	\$ 5,888	\$ 1,348,291	\$ 9,364	\$ 380	\$ 5,277,564		\$ 2,496,385	47.30%
MAY ACTUAL	\$ 572,371	\$ 32,123	\$ 3,808,432	\$ 5,874	\$ 3,350,027	\$ 5,123			\$ 7,773,949	\$ 3,587,896	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	\$ 10,384,057	\$ 857,957	\$ 47,123,550	\$ 53,071	\$ 12,611,906	\$ 48,497	\$ -	\$ 71,079,039	FORECAST ACTUAL	\$	95,854,696
% collected to PRO	103.48%	85.94%	70.82%	75.11%	86.65%	72.41%	0.00%	77.04%			
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	\$ 465,606 5.60%
NOVEMBER ACTUAL		\$ 6,978,223		\$ 1,809,054	\$ 8,787,278 YTD	\$ 445,625 1.88%
DECEMBER PROJECTED	\$ 5,828,449		\$ 997,216		\$ 6,825,665 MONTHLY	\$ (2,869) -0.04%
DECEMBER ACTUAL		\$ 6,220,297		\$ 602,499	\$ 6,822,796 YTD	\$ 442,756 1.45%
JANUARY PROJECTED	\$ 5,733,919		\$ 1,026,102		\$ 6,760,021 MONTHLY	\$ 128,762 1.90%
JANUARY ACTUAL		\$ 6,139,381		\$ 749,401	\$ 6,888,783 YTD	\$ 571,518 1.53%
FEBRUARY PROJECTED	\$ 5,982,906		\$ 1,236,659		\$ 7,219,565 MONTHLY	\$ 159,349 2.21%
FEBRUARY ACTUAL		\$ 6,274,234		\$ 1,104,680	\$ 7,378,914 YTD	\$ 730,866 1.64%
MARCH PROJECTED	\$ 6,123,730		\$ 1,420,824		\$ 7,544,554 MONTHLY	\$ (59,891) -0.79%
MARCH ACTUAL		\$ 6,264,638		\$ 1,220,025	\$ 7,484,663 YTD	\$ 670,975 1.29%
APRIL PROJECTED	\$ 6,108,002		\$ 992,053		\$ 7,100,055 MONTHLY	\$ 1,032,382 14.54%
APRIL ACTUAL		\$ 6,283,456		\$ 1,848,981	\$ 8,132,437 YTD	\$ 1,703,357 2.88%
MAY PROJECTED	\$ 6,597,438		\$ 1,250,325		\$ 7,847,763 MONTHLY	\$ 381,190 4.86%
MAY ACTUAL		\$ 6,525,535		\$ 1,703,418	\$ 8,228,953 YTD	\$ 2,084,547 3.11%
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		\$ 56,743,100		\$ 12,338,614	\$ 69,081,714	FORECAST ACT \$ 95,387,449
% spent to projected		75.49%		68.03%	74.04%	
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%	7.03%
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%	6.85%
November	PROJECTED	\$ 6,602,122	\$ 8,321,672	\$ 6,963,205				
	ACTUAL	\$ 6,092,993	\$ 8,787,278	\$ 5,487,847		\$ (1,475,358)	-21.19%	5.92%
December	PROJECTED	\$ 7,288,357	\$ 6,825,665	\$ 7,425,897				
	ACTUAL	\$ 6,967,508	\$ 6,822,796	\$ 5,632,676		\$ (1,793,221)	-24.15%	5.61%
January	PROJECTED	\$ 6,726,645	\$ 6,760,021	\$ 7,392,520				
	ACTUAL	\$ 6,216,580	\$ 6,888,783	\$ 4,960,473		\$ (2,432,047)	-32.90%	5.00%
February	PROJECTED	\$ 6,986,985	\$ 7,219,565	\$ 7,159,940				
	ACTUAL	\$ 7,887,536	\$ 7,378,914	\$ 5,469,095		\$ (1,690,845)	-23.62%	5.71%
March	PROJECTED	\$ 7,988,679	\$ 7,544,554	\$ 7,604,065				
	ACTUAL	\$ 8,336,493	\$ 7,484,663	\$ 6,320,925		\$ (1,283,140)	-16.87%	6.10%
April	PROJECTED	\$ 11,237,010	\$ 7,100,055	\$ 11,741,020				
	ACTUAL	\$ 12,625,992	\$ 8,132,437	\$ 10,814,481		\$ (926,540)	-7.89%	6.44%
May	PROJECTED	\$ 5,277,564	\$ 7,847,763	\$ 9,170,821				
	ACTUAL	\$ 7,773,949	\$ 8,228,953	\$ 10,359,477		\$ 1,188,655	12.96%	8.47%
June	PROJECTED	\$ 5,328,666	\$ 7,279,359	\$ 7,220,128				
	ACTUAL	\$ -	\$ -				0.00%	
July	PROJECTED	\$ 10,211,813	\$ 9,327,844	\$ 8,104,097				
	ACTUAL	\$ -	\$ -				0.00%	
August	PROJECTED	\$ 9,235,178	\$ 9,698,532	\$ 7,640,743				
	ACTUAL	\$ -	\$ -	\$ -			0.00%	
PRELIMINARY PROJECTED EFB		\$ 92,266,799	\$ 93,302,902	\$ 7,640,743				7.33%
ACTUALS TO DATE		\$ 71,079,039	\$ 69,081,714	Budgeted EFB 6,393,939				
FORECASTED ACTUALS*		\$95,854,696	\$95,387,449	\$8,829,282		YEAR END PROJECTION		8.47%
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

Budget Development Assumptions
Student Enrollment = 5382FTE. State and Levy Funding = Directly from F203 and OSPI Levy Calcs. Salary = Steps, mandatory insurance increases, 0% COLA

For the WALLA WALLA SCHOOL DISTRICT September, 2022

Levy (less LEA which appears in 3000 per state accounting requirements)

Directly from F203 based on 5382FTE and LEA

Federal Grants & \$4.0M in ESSER per ESSER plan

Nearly identical to 21-22 Revenue of \$94.56M

	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes			.00		11,193,354.00	0.00
2000 Local Support NonTax			.00		1,022,000.00	0.00
3000 State, General Purpose	54,490,061	.00	.00		54,490,061.00	0.00
4000 State, Special Purpose	14,843,637	.00	.00		14,843,637.00	0.00
5000 Federal, General Purpose			.00		66,000.00	0.00
6000 Federal, Special Purpose			.00		12,640,139.00	0.00
7000 Revenues From other Sch Dist	83,000	.00	.00		83,000.00	0.00
8000 Rev fr Other Agency	0	.00	.00		.00	0.00
9000 Other Financing Sources					.00	0.00
Total REVENUES/OTHER FIN. SOURCES	94,338				94,338,191.00	0.00
B. EXPENDITURES						
00 Regular Instruction	46,490,000			223,589.18	46,242,079.47	0.54
10 Federal Stimulus	4,116,000		.00	0.00	4,116,590.00	0.00
20 Special Ed Instruction	10,052,000		.00	107,900.00	9,944,136.00	1.07
30 Voc.Ed. Instruction	3,230,000			52,477.71	3,178,470.29	1.62
40 Skills Center Instruction	809,000			4,681.42	804,806.58	0.58
50+60 Compensatory Ed Instruction	9,602,000			18,893.49	9,583,503.51	0.20
70 Other Instructional Prgs	538,000			0.00	538,520.00	0.00
80 Community Services	149,000			0.00	149,223.00	0.00
90 Support Services	17,717,000			52,131.39	17,658,987.91	0.33
Total EXPENDITURES	92,708,061			459,673.19	92,216,316.76	0.53
C. OTHER FIN. USES TRANS. OUT (GL 536)						
	800,000					
D. OTHER FINANCING USES (GL 535)						
	0		.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)						
	830,130	32,071.05-	32,071.05-		862,201.05-	103.86-
F. TOTAL BEGINNING FUND BALANCE						
	6,879,949					.31
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)						
	XXXXXXXXXX					.00
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)						
	7,710,079					26

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restricted for Carryover	214,385	652,415.90
G/L 825 Restricted for Skills Center	232,796	120,685.59
G/L 828 Restricted for C/O of FS Rev	0	95,330.21
G/L 830 Reserved for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	175,000	352,224.68
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committed to Min Fnd Bal Policy	6,257,768	6,701,555.55
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	439,823.30
G/L 890 Unassigned Fund Balance	830,130	1,676,428.97-
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	7,710,079	6,685,606.26

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COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The Walla Walla Public Schools' Board of Directors recognizes that a comprehensive school counseling program is an important part of the district's total program of instruction and support for all students.

The district will create a written plan to develop a comprehensive school counseling program of tiered services in accordance with state laws and regulations, school improvement plans, ethical standards, and district policies and procedures. The district will revise its plan as necessary based on relevant data. The district will also create a transition plan that supports the long-term goal of full implementation of the written plan over time.

A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board. School counselors serve a vital role in the comprehensive school counseling program. Under the direction of administration, the school counselor plans, develops, organizes, and leads delivery of a comprehensive school counseling program that focuses on the academic, career, and social-emotional needs of all students. School counselors align supports with the district's vision, mission, and school improvement goals.

School counselors will spend no less than 80% of their contracted work time on direct and indirect supports to students. Direct services are in-person engagements between comprehensive school counseling program staff and students that help students improve achievement, attendance, and discipline. Examples of direct services include, but are not limited to, instruction, appraisal, advisement, and counseling. Indirect services are provided on behalf of students to enhance student achievement and promote equity and access for all students. Examples of indirect services include, but are not limited to, consultation, student advocacy, and referral.

It is the goal of the Walla Walla Public Schools' Board of Directors that the district's comprehensive school counseling program will assist every student in acquiring the knowledge, skills, and attitudes needed to become an effective student, responsible citizen, productive worker, and a lifelong learner. To that end, the district will develop and use materials, orientation programs, professional learning, and evidence-based counseling techniques that encourage participation in all available guidance and support opportunities, school programs, and courses of study, including career and vocational technical programs and employment opportunities.

The board will provide resources to support the foundation, content, and continuous improvement of a comprehensive K-12 school counseling program. As feasible within existing resources, all school counseling programs will include the following elements: classroom counseling curriculum, individual student planning, responsive services, and systems support for the counseling program.

Cross References:

Board Policy 2170 - Career and Technical Education

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Board Policy 3112 - Social Emotional Climate
Board Policy 3123 - Withdrawal Prior To Graduation
Board Policy 3210 – Nondiscrimination - Students

Legal References:

RCW 28A.320.280 School counselors, social workers, and psychologists—Priorities
RCW 28A.320.290 School counselors, social workers, and psychologists—Professional collaboration
RCW 28A.410.043 School counselor certification
WAC 392-190-010 Agency filings affecting this section Counseling and guidance services—Course and program enrollment.
RCW 28A.320.600 – 620

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GUIDANCE AND COUNSELING

~~The district recognizes that guidance and counseling is an important part of the total program of instruction and should be provided in accordance with state laws and regulations, district policies and procedures, and available staff and program support.~~

~~The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:~~

- ~~A. provide staff with meaningful information which can be utilized to improve the educational services offered to individual students.~~
- ~~B. provide students with planned opportunities to develop future career and educational plans.~~
- ~~C. refer students with special needs to appropriate specialists and agencies.~~
- ~~D. aid students in identifying options and making choices about their educational program.~~
- ~~E. assist teachers and administrators in identifying the academic, social and emotional needs of students.~~
- ~~F. provide for a follow up of students who further their education and/or move into the world of work.~~
- ~~G. solicit feedback from students, staff and parents/guardians for purposes of program improvement.~~

~~All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to sex including reasonable efforts encouraging students to consider and explore "nontraditional" occupations for men and women.~~

~~In incidents of potential self-destructive behavior the student's parents/guardians shall be notified immediately and their cooperation shall be sought for immediate intervention. If the parent/guardian is unwilling to cooperate, the school administration shall contact appropriate agencies to request intervention on the student's behalf. In cases of child abuse or neglect, school staff are required to contact child protective services.~~

~~The superintendent shall work with the staff, community, and appropriate agencies to develop, implement, and regularly evaluate guidance and counseling programs.~~

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Cross References:

~~Board Policy 2121 — Substance Abuse Program~~

~~Board Policy 3421 — Child Abuse and Neglect Prevention~~

~~Board Policy 4020 — Confidential Communications~~

Legal References:

~~RCW 28A.640.020 — Regulating guidelines to eliminate discrimination — Scope~~

~~WAC 180-16-240(2d) Supplemental program standards~~

~~WAC 392-190-015 — Counseling and guidance Duty of certificated & classroom personnel —
Coordination of effort~~

Management Information:

~~Policy News, December, 1999~~

~~Suicide prevention provisions reintroduced~~

First Reading: March 19, 2002

Adopted by the Board: July 16, 2002

First Reading/Revision: July 19, 2022

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SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

The board recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state's full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for eligible students will be an integral part of the general educational programs of this district, and will be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options, which may include services within and outside the district depending on the student's needs.

Not all students with disabilities are eligible for special education services. The needs of ~~those~~ students with disabilities will be addressed individually and, if appropriate, ~~the~~ students will be provided accommodations, ~~or~~ modifications, and/or related aids and services as required under Section 504 of the Rehabilitation Act of 1973 in accordance with district policy and procedures.

Mediation or Resolution Agreements

The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

Commencement Exercises/Certificate of Attendance

In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an an Individualized Education Program (IEP) whose disabilities have impacted their opportunity to accumulate credits. Each student's IEP team will determine the student's graduation plan, including graduation date. ~~IEP-s~~ Students with an IEP who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. ~~IEP-s~~ Students with an IEP will receive a certificate of attendance until they complete their credits for graduation.

The district superintendent will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

Cross References: 32476 - ~~Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans~~ Restraint, Isolation, and Other Uses of Reasonable Force
 3241 - ~~Classroom Management, Corrective Actions Or Punishment Student Discipline~~
 3231 - Student Records
 2410 - High School Graduation Requirements
 2163 - Response to Intervention
 2162 - Education of Students With Disabilities Under Section 504 of

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Legal References:

the Rehabilitation Act of 1973

4217 Effective Communication

Chapter 28A.155 RCW Special education

RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions.

RCW 28A.600.486 District policy on the use of isolation and restraint — Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.

RCW 28A.605.020 Parents' Access to Classroom or School Sponsored Activities — Limitation

Chapter 49.60 RCW Discrimination — Human rights commission

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

29 U.S.C. 794 Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794

20 U.S.C. 1400 et seq. Individuals with Disabilities Education Act of 2004

42 U.S.C. 12131-12133 Americans with Disabilities Act of 1990

28 CFR Part 35 Nondiscrimination on the Basis of Disability in State and Local Government Services

34 CFR Part 99 Family Education Rights and Privacy Act (FERPA)

34 CFR Part 104 Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance

34 CFR Part 300 Assistance to States for the Education of Children With Disabilities

34 CFR Part 303 Early Intervention Program for Infants and Toddlers with Disabilities

Management Resources:

2021 – December Issue

2016 – March Issue; 2014 - June Issue; 2009 - October Issue

Policy News, December 2007 Updated Special Education Policy and Procedure

Policy News, June 2007 Graduation Ceremonies for Special Education Students

Policy News, December 1999 Rule Adoption Leads to Special Education Policy

Adopted: July 16, 2002

Revised: 02.05.08; 06.16.15; June 7, 2016

First Reading/Revision: July 19, 2022

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Policy No. 3142

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INTERNATIONAL EXCHANGE STUDENTS

The board recognizes the value of cultural and academic exchanges. Such experiences provide international exchange students with a balanced understanding of our country and provide U.S. students with a broad world perspective.

Students visiting our state for a short stay (B-2 visa), such as a vacation or visit with friends or family, may not enroll in school in the district. However, with prior written permission from school administration, these students may visit classrooms and attend school-sponsored events.

International exchange students who come to the U.S. for a long-term visit (J-1 or F-1 visas) with the intention of attending school may register to attend school in the district through a recognized international exchange program or through the sponsorship of a school.

The district will admit such international exchange students when admission does not adversely impact the instructional program of the district.

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~~The district recognizes the value of student international exchange programs and/or the hosting of qualified foreign students. Such programs may be approved when admission of an international exchange student does not adversely impact the instructional program of the district. The superintendent is authorized to review and approve organizations which propose to offer a foreign/domestic travel study program.~~

~~The superintendent shall develop procedures, including but not limited to: criteria for program sponsors, responsibilities of sponsors, enrollment standards, co-curricular participation, and graduation requirements.~~

Legal Reference: RCW 28A.300.240 International Student Exchange
 19.166 International Student Exchange

First Reading: May 7, 2002

Adopted by the Board: July 16, 2002

First Reading/Revision: July 19, 2022

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STUDENT DISCIPLINE

The Board of the Walla Walla Public Schools focuses on the educational achievement of each and every student. The District holds high expectations for all students and strives to provide all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time as appropriate, and increases equitable educational opportunities.

Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

This District’s student discipline policy and procedure is designed to provide students and staff with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and

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property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning.

Development and review

The district will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees as appropriate to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff may develop written school procedures for administering discipline that are consistent with this policy and procedure. Each school may also:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies.

School principals will strive to ensure that teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees as appropriate to establish criteria for when certificated employees must complete classes to improve classroom management skills. Professional learning opportunities may include PBIS, SEL, trauma-informed approaches, culturally responsive teaching, and use of data to identify needed teacher training to support district policy implementation

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and

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review process, the district will use disaggregated data collected under RCW 28A.300.042. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

Distribution of policies and procedures

The District will make the current version of this policy and accompanying procedure available to families, personnel, students and the community through its website.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, and parents which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools may provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.

Application

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Cross References:

Board Policy 2121 - Substance Abuse Program

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

Board Policy 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Board Policy 3122 - Excused and Unexcused Absences

Board Policy 3210 - Nondiscrimination

Board Policy 3244 - Prohibition of Corporal Punishment

Board Policy 3520 - Student Fees, Fines, or Charges

Board Policy 4210 - Regulation of Dangerous Weapons on School Premises

Board Policy 4218 - Language Access Plan

Legal References:

RCW 9.41.280 - Possessing dangerous weapons on school facilities — Penalty — Exceptions

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RCW 28A.150.240 - Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

Chapter 28A.225 - RCW Compulsory school attendance and admission

Chapter 28A.320 - RCW Provisions applicable to all districts

RCW 28A.400.100 - Principals and vice principals — Employment of — Qualifications — Duties

RCW 28A.400.110 - Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills

Chapter 28A.600 RCW - Students

WAC 392-190-048 - Access to course offerings – Student discipline

Chapter 392-400 WAC - Student Discipline

34 CFR Part 100.3 - Regulations implementing Civil Rights Act of 1964

42 U.S.C. 2000d et seq. - Civil Rights Act of 1964

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~~“Discipline” means any action taken by the school district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:~~

- ~~• Engaging with families and the community and striving to understand and be responsive to cultural context~~
- ~~• Supporting students in meeting behavioral expectations, including providing for early involvement of parents~~
- ~~• Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible~~
- ~~• Providing educational services that students need during suspension and expulsion~~
- ~~• Facilitating collaboration between school personnel, students, and parents, and thereby supporting successful reentry into the classroom following a suspension or expulsion~~
- ~~• Ensuring fairness, equity, and due process in the administration of discipline~~
- ~~• Providing every student with the opportunity to achieve personal and academic success~~
- ~~• Providing a safe environment for all students and for district employees~~

~~The Superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the district’s rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.~~

~~Minimizing exclusion, engaging with families, and supporting students~~

~~Unless a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.~~

~~These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).~~

~~School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents~~

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~~cannot read any language. The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.~~

~~As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan. The plan will be tailored to the student's individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.~~

Staff authority

~~District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.~~

Ensuring fairness, providing notice, and an opportunity for a hearing

~~When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.~~

~~The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.~~

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~~Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.~~

~~Distribution of policies and procedures~~

~~The school district will make its discipline policies and procedures available to families and the community. The district will annually provide its discipline policies and procedures to all district personnel, students, and parents, which may require language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.~~

~~Cross References:~~

~~2121— Substance Abuse Program
2161— Special Education and Related Services for Eligible Students
2162— Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
3122— Excused and Unexcused Absences
3200— Rights and Responsibilities
3210— Nondiscrimination
3244— Prohibition of Corporal Punishment
3520— Student Fees, Fines, or Charges
4210— Regulation of Dangerous Weapons on School Premises
4218— Language Access Plan~~

~~Legal References:~~

~~42 U.S.C. 2000d et seq.— Civil Rights Act of 1964
34 CFR Part 100.3 — Regulations implementing Civil Rights Act of 1964
Chapter 392-400 WAC — Pupils
WAC 392-190-048 — Access to course offerings — Student discipline
Chapter 28A.600 RCW — Students
RCW 28A.400.110 — Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
RCW 28A.400.100 — Principals and vice principals — Employment of — Qualifications — Duties~~

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~~Chapter 28A.320, RCW — Provisions applicable to all districts~~

~~Chapter 28A.225, RCW — Compulsory school attendance and admission~~

~~RCW 28A.150.240 — Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty~~

~~RCW 9A.41.280 — Possessing dangerous weapons on school facilities — Penalty — Exceptions~~

~~RCW 9A.16.100 — Use of force on children — Policy — Actions presumed unreasonable~~

DRAFT

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NUTRITION, HEALTH, AND PHYSICAL EDUCATION

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who eat well-balanced meals and engage in regular exercise are more likely to learn in the classroom. Good nutrition and physical fitness are essential for the lifelong health and wellbeing of our district's youth. The board supports the district's increased emphasis on nutrition, health, physical education, and physical activity at all grade levels to enhance the well-being of the district's students. Therefore, it is the policy of the Board of Directors to provide students with access to nutritious food, emphasize health education and physical education, and provide students with opportunities for physical activity. The board also recognizes the benefits of scheduling at least 20 minutes of seat time for lunch for every student and scheduling recess before lunch for elementary students. Therefore, to the extent appropriate and feasible, the Superintendent will strive to identify and remove barriers to these practices.

Wellness Policy

The district, through the School Health Advisory Committee (SHAC), will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

Nutrition and Food Services Program

The Board of Directors supports the philosophy of the National School Lunch and School Breakfast Program and will provide wholesome and nutritious meals for children in the District's schools. The Board authorizes the Superintendent to administer the food services program, provided that any decision to enter into a contract with a food service management company will require the approval of the Board. Expenditures for food supplies shall not exceed the estimated revenues.

The Superintendent is responsible for:

- Annually distributing meal applications and determining eligibility for school meals;
- Protecting the identity of students eligible for free and reduced-price meals;
- Ensuring meals meet USDA meal pattern requirements;
- Ensuring meal periods are in compliance with USDA regulations;
- Establishing a Food Safety Plan;
- Determining meal prices annually;
- Using the full entitlement of USDA Foods;
- Maintaining a nonprofit school food service account;
- Ensuring all revenues are used solely for the school meal program;
- Establishing a meal charge policy;
- Accommodating children with special dietary needs;
- Ensuring compliance with USDA nondiscrimination policies;
- Following proper procurement procedures; and
- Ensuring compliance with the Smart Snacks in School standards.

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Health and Physical Education Program

The District's K-12 health and physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge and skills to be physically active, eat nutritiously, to access reliable health information and services, communicate effectively, and set health-enhancing goals.

The District will ensure that the following requirements are met:

- All students in grades one through eight receive an average of one hundred instructional minutes per week of physical education per year.
- All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.
- Any student who is excused from participation on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with District policy.
- The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).
- All students have equal and equitable opportunities for health and physical education.
- All students, from kindergarten through grade 12, will have access to a quality, standards-based health and physical education program.
- OSPI- developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).

Additionally, school districts must conduct an annual review of their PE programs. The review must consist of numerous provisions, including:

- The number of individual students completing a PE class during the school year;
- The average number of minutes per week of PE received by students in grades 1 through 8, expressed in appropriate reporting ranges;
- The number of students granted waivers (excused from participation) from PE requirements;
- An indication of whether all PE classes are taught by instructors who possess a valid health and fitness endorsement;
- The PE class sizes, expressed in appropriate reporting ranges;
- An indication of whether, as a matter of policy or procedure, the district routinely modifies and adapts its PE curriculum for students with disabilities; and
- An indication of whether the district routinely excludes students from PE classes for disciplinary reasons.

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As a best practice and subject to available funding, the district will strive to ensure:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All schools will have certificated physical education teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

Physical Activity

Physical education class is not to be used or withheld as punishment for any reason. All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program (CSPAP) recommended by the Centers for Disease Control and Prevention, and will provide the following:

- Quality physical education;
- Physical activity during the school day (brain boosters/energizers);
- Extra curricular opportunities;
- Recess (which, under most circumstances, will not be used or withheld as punishment ~~for any reason~~);
- Family and community engagement;
- Staff wellness and health promotion;
- Promotion of active transportation; and
- School district facilities.

Cross References:

Board Policy 2150 Co-Curricular Program

Board Policy 2151 Interscholastic Activities

Board Policy 2161 Special Education and Related Services for Eligible Students

Board Policy 2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Board Policy 2410 High School Graduation Requirements

Board Policy 3210 Nondiscrimination

Board Policy 3422 Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest

Board Policy 4260 Use of School Facilities

Legal References:

RCW 28A.210.365 Food choice, physical activity, childhood fitness — Minimum standards — District waiver or exemption policy.

RCW 28A.230.040 Physical Education – Grades 1-8

RCW 28A.230.050 Physical Education in High Schools

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- RCW 28A.230.095 Essential academic learning requirements and assessments — Verification reports.
- RCW 28A.235.120 Meal Programs — Establishment and Operation — Personnel — Agreements
- RCW 28A.235.130 Milk for children at school expense
- RCW 28A.235.140 School breakfast programs
- RCW 28A.235.145 School breakfast and lunch programs –Use of state funds
- RCW 28A.235.150 School breakfast and lunch programs – Grants to increase participation – Increased state support
- RCW 28A.235.160 Requirements to implement school breakfast, lunch and summer food service programs – Exemptions
- RCW 28A.235.170 Washington grown fresh fruit and vegetable grant program
- RCW 28A.623.020 Nonprofit program for elderly — Authorized — Restrictions
- RCW 69.04 Intrastate Commerce in Food, Drugs and Cosmetics
- RCW 69.06.010 Food and beverage service worker’s permit — Filing, duration — Minimum training requirements
- RCW 69.06.020 Permit exclusive and valid throughout state — Fee
- RCW 69.06.030 Diseased persons — May not work — Employer may not hire
- RCW 69.06.050 Permit to be secured within fourteen days from time of employment.
- RCW 69.06.070 Limited duty permit
- WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.
- WAC 392-157-125 Time for meals
- WAC 392-410-135 Physical Education – Grade school and high school requirement.
- WAC 392-410-136 Physical Education Requirement-Excuse
- 2 CFR Part 200 Procurement
- 7 CFR, Parts 210 and 220
- 7 CFR, Part 245.5

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