



BOARD OF DIRECTORS
Regular Business Meeting - 5:30 PM
March 19, 2024
364 S Park St
Walla Walla, WA 99362

Watch Live: <https://wwps-org.zoom.us/j/93368116818>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 933 6811 6818

Individuals with disabilities and those individuals who may have difficulty attending a board meeting due to issues such as mobility limitations may contact the superintendent's office at 509-526-6715 no later than three days before a regular meeting and as soon as possible in advance of a special meeting so the district can arrange for them to participate.

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

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

II. FLAG SALUTE: *Derek Sarley*

III. ROLL CALL:

- Ruth Ladderud, President
- Terri Trick, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Derek Sarley
- Eva Maxwell, Student Board Representative
- Hailey Thrall, Student Board Representative

IV. APPROVAL OF AGENDA: *Ruth Ladderud*

V. CONSENT AGENDA: *Ruth Ladderud*

- | | |
|-------------------------------------------------------------------|----|
| 1. Personnel Report | 3 |
| 2. Extracurricular Athletic Contracts | 4 |
| 3. March 19 Accounts Payable | 5 |
| 4. February Financial Report | 6 |
| 5. Asset Preservation Program | 10 |
| 6. Surplus Equipment & Materials | 23 |
| 7. Excused Absence for Student Board Representative Hailey Thrall | |
| 8. Regular Study Meeting Minutes of March 5, 2024 | 24 |

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

- | | |
|-----------------------------------------------------------------------------------------------------------|----|
| 1. School Retirees Appreciation Week March 18-24, 2024: <i>Dr. Wade Smith</i> | 26 |
| 2. Recognition of High School State Champions: <i>Dr. Wade Smith</i> | |
| a. Walla Walla High School Girls Wrestling: <i>Head Coach Jacob Butenhoff</i> | |
| • Kylie Whitaker - 3rd Place 130lbs | |
| b. Walla Walla High School Cheerleading: <i>Head Coach Morgan Arreola; Assistant Coach Kaytlyn Dahlin</i> | |

- 2nd Place 3A/4A Non-Tumbling Small:
 - Tyraya Deal, Yanaith Cordova, Annabelle Filan, Iris Nava, Lola Ewoniuk, Lillian Brown, Ellory Stocking, Lauren Moller, Amalie Moreno, Maeve Mahoney, Codia McClenny, Taysia Layes
- 3rd Place 3A Game Day Medium:
 - Tyraya Deal, Yanaith Cordova, Annabelle Filan, Iris Nava, Avari Yane, Lola Ewoniuk, Lucy Forest, Lillian Brown, Ellory Stocking, Lauren Moller, Janessa Bowman, Frances Lastoskie, Amalie Moreno, Maeve Mahoney, Codia McClenny, Taysia Layes, Mylee Manning, Flor Camacho

VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT: *Finley Reed*

VIII. CITIZENS' COMMENTS: (5:55 p.m.) *Ruth Ladderud* **27**

IX. REPORTS: (6:05 p.m.) *Ruth Ladderud*

1. Board of Directors Report: *Ruth Ladderud*
2. Superintendent's Report: *Dr. Wade Smith*
 - a. Monthly Enrollment Report 28
3. Monthly Financial Dashboard Report: *Janette Jeffris* 30
4. Vision 2030: Goal 3: Culture of Equity and Belonging. Strategy #8: Implementing Inclusionary Practices: *Barb Casey, Christy Krutulis, Jen Hein, Rachel Geiter and Vanessa Prull* 33
5. Policies First Reading: *Dr. Wade Smith* 51
 - 1815 Ethical Conduct for School Directors
 - 1825 Addressing School Director Violations
 - 2190 Highly Capable Programs
 - 2401 Financial Education Mastery-Based Learning and Credit
 - 3207 Prohibition of Harassment, Intimidation, and Bullying of Students
 - 3225 School-Based Threat Assessment
 - 3231 Student Records
 - 3520 Student Fees, Fines, and Charges
6. Policies Second Reading: *Ruth Ladderud*
 - 1210 Annual Organizational Meeting
 - 1220 Board Officers and Duties of Board Members
 - 1620 The Board Superintendent Relationship
7. Review of Equity Policy Committee Charge: *Ruth Ladderud* 73

X. ACTION: (7:15 p.m.) *Ruth Ladderud*

1. Policies Second Reading:
 - 1210 Annual Organizational Meeting
 - 1220 Board Officers and Duties of Board Members
 - 1620 The Board Superintendent Relationship
2. Approval of Equity Policy Committee Charge 84

XI. ADJOURNMENT: (7:20 p.m.) *Ruth Ladderud*



PERSONNEL REPORT

March 14, 2024 – Board Meeting

Date: March 19, 2024

EMPLOYMENT

Classified: Maria “Violy” Diaz, Temporary Health Room Assistant (2023-24), Garrison Middle School
Corey Glover, Assistant Secretary, Walla Walla High School
Alejandra Quintero, Bilingual Assistant Secretary, Lincoln High School

RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Certificated: Lori Thomas, Transitional Kindergarten Teacher, WWCCF, 38 years

Classified: Karli Cortez, Para-Educator, Walla Walla High School, 1 year
Carlea Guess, Head Start Assistant Teacher, WWCCF, 2 years
Cindy Lemke, Para-Educator, Sharpstein Elementary School, 25 years

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2023-2024

| <u>Name</u> | <u>School</u> | <u>Assignment</u> |
|-----------------|-------------------------|--------------------|
| Maurice Handcox | Walla Walla High School | Assistant Baseball |
| Allen Stanley | Walla Walla High School | Assistant Baseball |
| Doug Tucker | Pioneer Middle School | Softball Assistant |

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 March 19th, 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 | | |
| 3/19/2024 | 232165 | Through | 232306 | \$ 790,289.83 |
| 3/19/2024 | 232400338 | Wire Transfer | 232400376 | \$ 5,415.85 |

| | | | | |
|-----------|--------|-------------------------|--------|--------------|
| | | Capital Projects | | |
| 3/19/2024 | 230052 | Through | 230052 | \$ 23,247.18 |
| | | Wire Transfer | | |

| | | | | |
|-----------|--------|---------------|--------|--------------|
| | | ASB | | |
| 3/19/2024 | 230162 | Through | 230174 | \$ 20,821.23 |
| | | Wire Transfer | | |

| | | | | |
|--|--|-------------------------------|--|--|
| | | Transportation Vehicle | | |
| | | Through | | |
| | | Wire Transfer | | |

| | | | | |
|--|----|----------------|----|--|
| | | Payroll | | |
| | | Through | | |
| | | Wire Transfer | | |
| | NA | Payroll Taxes | NA | |

TOTAL: \$ 839,774.09

SCHOOL BOARD PRESIDENT:

SECRETARY OF THE BOARD:

Ruth Ladderud

Dr. Wade Smith, Superintendent



TO: Dr. Wade Smith - Superintendent
FROM: Janette Jeffris – Director of Fiscal Services
DATE: March 18, 2024
RE: February's Financial Report

Attached is the February 2024 financial report consisting of:

6

- Revenues, expenditures and fund balance for all five funds.
 - General Fund ending balance is 7.7% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

Walla Walla School District

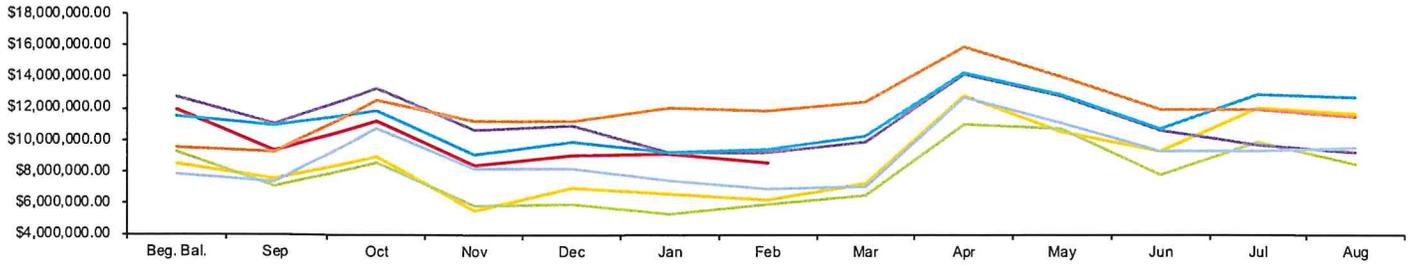
Monthly Financial Report

February 2024

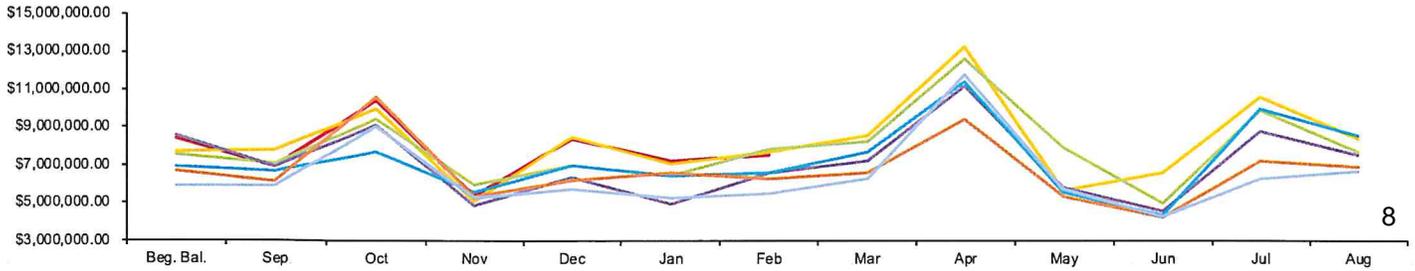
| | <u>Adopted Budget</u> | <u>Working Budget</u> | <u>Year to Date</u> |
|--------------------------------------|-----------------------|-----------------------|---------------------|
| <u>GENERAL FUND</u> | | | |
| Beginning Fund Balance | \$ 9,300,000 | \$ 10,644,524 | \$ 10,644,524 |
| Revenues | \$ 101,079,336 | \$ 101,079,336 | \$ 45,446,573 |
| Expenditures | \$ (101,087,466) | \$ (101,087,466) | \$ (48,291,969) |
| Transfers | \$ (800,000) | \$ (800,000) | |
| Ending Fund Balance | \$ 8,491,870 | \$ 9,836,394 | \$ 7,799,128 7.7% |
| <u>CAPITAL PROJECTS</u> | | | |
| Beginning Fund Balance | \$ 5,000,000 | \$ 8,241,172 | \$ 8,241,172 |
| Revenues | \$ 865,000 | \$ 865,000 | \$ 1,598,974 |
| Expenditures | \$ (4,680,000) | \$ (4,680,000) | \$ (1,842,824) |
| Transfers | \$ (320,000) | \$ (320,000) | \$ - |
| Ending Fund Balance | \$ 865,000 | \$ 4,106,172 | \$ 7,997,323 |
| <u>DEBT SERVICE</u> | | | |
| Beginning Fund Balance | \$ 2,550,000 | \$ 2,645,962 | \$ 2,645,962 |
| Revenues | \$ 5,151,111 | \$ 5,151,111 | \$ 1,971,371 |
| Expenditures | \$ (4,639,200) | \$ (4,639,200) | \$ (3,487,950) |
| Ending Fund Balance | \$ 3,061,911 | \$ 3,157,873 | \$ 1,129,382 |
| <u>ASB FUND</u> | | | |
| Beginning Fund Balance | \$ 540,000 | \$ 469,216 | \$ 469,216 |
| Revenues | \$ 431,512 | \$ 431,512 | \$ 174,714 |
| Expenditures | \$ (509,742) | \$ (509,742) | \$ (120,759) |
| Ending Fund Balance | \$ 461,770 | \$ 390,986 | \$ 523,170 |
| <u>TRANSPORTATION VEHICLE</u> | | | |
| Beginning Fund Balance | \$ 300,000 | \$ 437,184 | \$ 437,184 |
| Revenues | \$ 455,000 | \$ 455,000 | \$ 8,102 |
| Expenditures | \$ (750,000) | \$ (750,000) | \$ - |
| Transfers | | | \$ - |
| Ending Fund Balance | \$ 5,000 | \$ 142,184 | \$ 445,287 |

WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

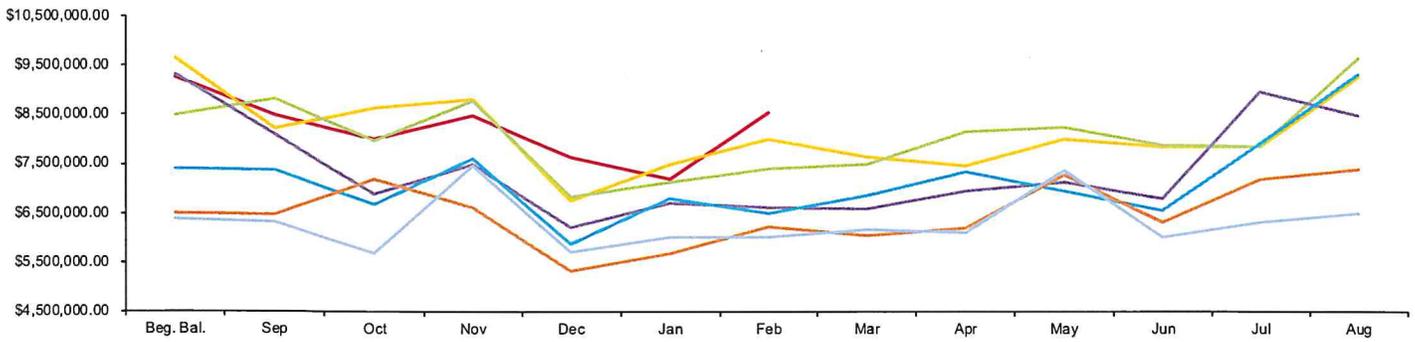
NET CASH & INVESTMENTS



RECEIPTS

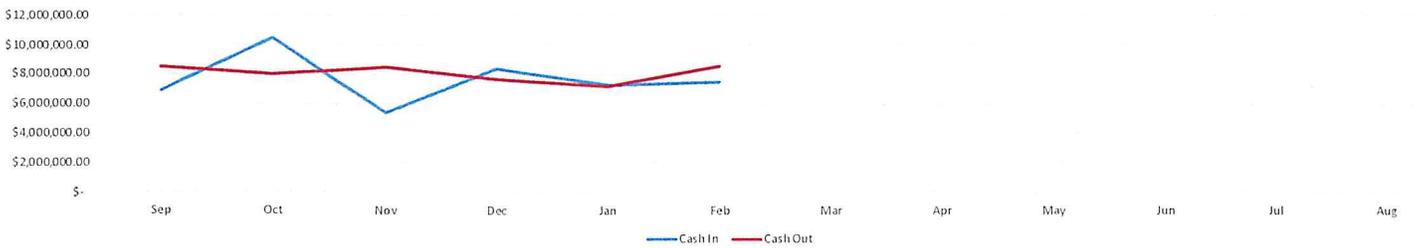


EXPENDITURES

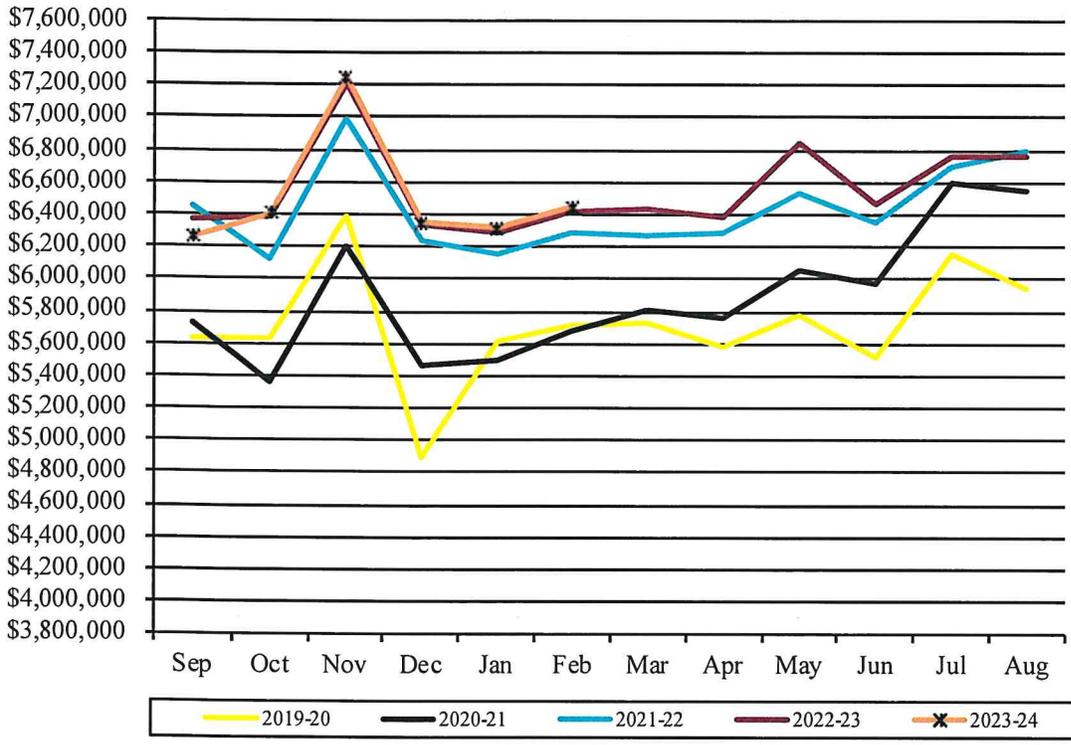


— 23-24
 — 22-23
 — 21-22
 — 20-21
 — 19-20
 — 18-19
 — 17-18

2023-24 Cash In/out



WALLA WALLA PUBLIC SCHOOLS Monthly Payroll





School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Asset Preservation Program Annual Board Report (Walla Walla School District)

-----2023-2024-----

| SITE | BUILDING | BUILDING BOARD ACCEPTANCE DATE | APP YEAR | BUILDING CONDITION ASSESSMENT % | ANNUAL REVIEW COMPLETED BY | NEXT CERTIFIED BCA DUE |
|----------------------------|----------------------|-----------------------------------|-------------|------------------------------------------|-------------------------------------|---------------------------|
| Transportation Cooperative | Transportation Co-op | 10/11/2010 | 13 | 90.00 | District | 2022 |
| SEA-Tech Skills Center | Main Building | 11/4/2014 | 9 | 90.00 | District | 2022 |
| Edison Elementary School | Main Building | 3/1/2010 | 14 | 90.00 | District | 2026 |



Edison Elementary School - Main Building

Building Details

| | |
|----------------------------|----------------------------------|
| PROFILE TYPE | Classroom Building - Multi-Story |
| NUMBER OF FLOORS | 2 |
| BOARD ACCEPTANCE DATE | 3/1/2010 |
| CHARACTERISTICS | Occupied |
| ANNUAL REVIEW COMPLETED BY | District |

This building is required to comply with the Asset Preservation Program

| REPORTING YEAR | APP YEAR | BUILDING CONDITION ASSESSMENT | ANNUAL REVIEW COMPLETED BY | BOARD REPORT PRESENT DATE |
|----------------|----------|-------------------------------|----------------------------|---------------------------|
| 2023-2024 | 14 | 90.00 | District | 3/19/2024 |
| 2022-2023 | 13 | 90.00 | District | 4/18/2023 |
| 2021-2022 | 12 | 94.66 | District | 3/15/2022 |
| 2020-2021 | 11 | 94.11 | District | 3/16/2021 |
| 2019-2020 | 10 | 94.11 | Consultant | 3/17/2020 |
| 2018-2019 | 9 | 94.35 | District | 3/19/2019 |

The next certified BCA is due: **2026**

Building Inventory

| AREA YEAR BUILT | DISTRICT ASSIGNED AREA | GROSS BUILDING SQ FT | GROSS INSTRUCTIONAL SQ FT | SCAP RECOGNIZED SQ FT | ORIGINAL OCCUPANCY DATE | ORIGINAL BOARD ACCEPTANCE DATE |
|------------------------|------------------------|----------------------|---------------------------|-----------------------|-------------------------|--------------------------------|
| 2009 | Elementary | 64,210 | 64,210 | 64,210 | 9/1/2009 | 3/1/2010 |
| Building Totals | | 64,210 | 64,210 | 64,210 | | |

Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|--------------------------|-------------------------------|----------------|----------------------|------------------|
| Foundations | Standard Foundation | A1010 | | 90.00% Good |
| Subgrade Enclosures | Walls for Subgrade Enclosures | A2010 | | 90.00% Good |
| Water and Gas Mitigation | Building Subdrainage | A6010 | | 90.00% Good |
| Superstructure | Floor Construction | B1010 | | 90.00% Good |



Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|---------------------------------------|-----------------------------------|----------------|----------------------|------------------|
| Superstructure | Roof Construction | B1020 | | 90.00% Good |
| | Stairs | B1080 | | 90.00% Good |
| Exterior Vertical Enclosures | Exterior Walls | B2010 | | 90.00% Good |
| | Exterior Windows | B2020 | | 90.00% Good |
| | Exterior Doors and Grilles | B2050 | | 90.00% Good |
| | Exterior Louvers and Vents | B2070 | | 90.00% Good |
| | Roofing | B3010 | | 90.00% Good |
| Exterior Horizontal Enclosures | Roof Appurtenances | B3020 | | 90.00% Good |
| | Horizontal Openings | B3060 | | 90.00% Good |
| | Overhead Exterior Enclosures | B3080 | | 90.00% Good |
| | Interior Partitions | C1010 | | 90.00% Good |
| Interior Construction | Interior Windows | C1020 | | 90.00% Good |
| | Interior Doors | C1030 | | 90.00% Good |
| | Suspended Ceiling Construction | C1070 | | 90.00% Good |
| | Wall Finishes | C2010 | | 90.00% Good |
| Interior Finishes | Interior Fabrications | C2020 | | 90.00% Good |
| | Flooring | C2030 | | 90.00% Good |
| | Stair Finishes | C2040 | | 90.00% Good |
| | Ceiling Finishes | C2050 | | 90.00% Good |
| | Vertical Conveying Systems | D1010 | | 90.00% Good |
| Conveying | Domestic Water Distribution | D2010 | | 90.00% Good |
| | Sanitary Drainage | D2020 | | 90.00% Good |
| | Building Support Plumbing Systems | D2030 | | 90.00% Good |



Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|---------------------------------------|-------------------------------------------|--------------------------|----------------------|------------------|
| HVAC | Facility Fuel Systems | D3010 | | 90.00% Good |
| | Heating Systems | D3020 | | 90.00% Good |
| | Facility HVAC Distribution Systems | D3050 | | 90.00% Good |
| | Ventilation | D3060 | | 90.00% Good |
| Fire Protection | Fire Suppression | D4010 | | 90.00% Good |
| | Fire Protection Specialties | D4030 | | 90.00% Good |
| Electrical | Facility Power Generation | D5010 | | 90.00% Good |
| | Electrical Services and Distribution | D5020 | | 90.00% Good |
| | General Purpose Electrical Power | D5030 | | 90.00% Good |
| | Lighting | D5040 | | 90.00% Good |
| Communications | Data Communications | D6010 | | 90.00% Good |
| | Voice Communications | D6020 | | 90.00% Good |
| | Audio-Video Communications | D6030 | | 90.00% Good |
| | Distributed Communications and Monitoring | D6060 | | 90.00% Good |
| Electronic Safety and Security | Access Control and Intrusion Detection | D7010 | Medium | 90.00% Good |
| | <i>Causes:</i> | Equipment Obsolescence | | |
| | <i>Comments:</i> | Improving access control | | |
| | Electronic Surveillance | D7030 | Medium | 90.00% Good |
| | Detection and Alarm | D7050 | | 90.00% Good |
| Integrated Automation | Integrated Automation Facility Controls | D8010 | | 90.00% Good |
| Furnishings | Fixed Furnishings | E2010 | | 90.00% Good |



Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|---------------------|---------------------|-----------------------|-----------------------------|-------------------------|
| Furnishings | Movable Furnishings | E2050 | | 90.00% Good |



Transportation Cooperative - Transportation Co-op

Building Details

| | |
|-----------------------------------|--------------------------------------|
| PROFILE TYPE | Transportation Center - Single Story |
| NUMBER OF FLOORS | 1 |
| BOARD ACCEPTANCE DATE | 10/11/2010 |
| CHARACTERISTICS | Occupied |
| ANNUAL REVIEW COMPLETED BY | District |

This building is required to comply with the Asset Preservation Program

| REPORTING YEAR | APP YEAR | BUILDING CONDITION ASSESSMENT | ANNUAL REVIEW COMPLETED BY | BOARD REPORT PRESENT DATE |
|----------------|----------|-------------------------------|----------------------------|---------------------------|
| 2023-2024 | 13 | 90.00 | District | 3/19/2024 |
| 2022-2023 | 12 | 90.00 | District | 4/18/2023 |
| 2021-2022 | 11 | 91.98 | District | 3/15/2022 |
| 2020-2021 | 10 | 94.21 | District | 3/16/2021 |
| 2019-2020 | 9 | Not Reviewed | Incomplete | 3/17/2020 |
| 2018-2019 | 8 | 94.21 | District | 3/19/2019 |

The next certified BCA is due: 2022 15

Building Inventory

| AREA YEAR BUILT | DISTRICT ASSIGNED AREA | GROSS BUILDING SQ FT | GROSS INSTRUCTIONAL SQ FT | SCAP RECOGNIZED SQ FT | ORIGINAL OCCUPANCY DATE | ORIGINAL BOARD ACCEPTANCE DATE |
|------------------------|------------------------|----------------------|---------------------------|-----------------------|-------------------------|--------------------------------|
| 2010 | Transportation | 16,635 | 16,635 | 0 | 9/1/2010 | 3/1/2011 |
| Building Totals | | 16,635 | 16,635 | 0 | | |

Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|-----------------------|-------------------------|----------------|----------------------|------------------|
| Foundations | Standard Foundation | A1010 | | 90.00% Good |
| Slabs on Grade | Standard Slabs on Grade | A4010 | | 90.00% Good |
| | Pits and Bases | A4040 | | 90.00% Good |



Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|---------------------------------------|------------------------------|-------------------------------------------------|----------------------|------------------|
| Water and Gas Mitigation | Building Subdrainage | A6010 | | 90.00% Good |
| Superstructure | Floor Construction | B1010 | | 90.00% Good |
| | Roof Construction | B1020 | | 90.00% Good |
| | Stairs | B1080 | | 90.00% Good |
| Exterior Vertical Enclosures | Exterior Walls | B2010 | | 90.00% Good |
| | Exterior Windows | B2020 | | 90.00% Good |
| | Exterior Doors and Grilles | B2050 | | 90.00% Good |
| | Exterior Louvers and Vents | B2070 | | 90.00% Good |
| Exterior Horizontal Enclosures | Roofing | B3010 | | 90.00% Good |
| | <i>Deficiencies:</i> | Leaking | | |
| | <i>Causes:</i> | Surface Weathering | | |
| | Roof Appurtenances | B3020 | | 90.00% Good |
| | Horizontal Openings | B3060 | | 90.00% Good |
| | Overhead Exterior Enclosures | B3080 | | 90.00% Good |
| | Interior Construction | Interior Partitions | C1010 | |
| Interior Windows | | C1020 | | 90.00% Good |
| Interior Doors | | C1030 | | 90.00% Good |
| Suspended Ceiling Construction | | C1070 | | 90.00% Good |
| Interior Finishes | Wall Finishes | C2010 | | 90.00% Good |
| | Interior Fabrications | C2020 | | 90.00% Good |
| | Flooring | C2030 | | 90.00% Good |
| | <i>Deficiencies:</i> | Other | | |
| | <i>Causes:</i> | Defective Material | | |
| | <i>Comments:</i> | Sheet vinyl shrinkage causing seams to open up. | | |



Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|---------------------------------------|-------------------------------------------|------------------------|----------------------|------------------|
| Interior Finishes | Ceiling Finishes | C2050 | | 90.00% Good |
| Plumbing | Domestic Water Distribution | D2010 | | 90.00% Good |
| | Sanitary Drainage | D2020 | | 90.00% Good |
| | Building Support Plumbing Systems | D2030 | | 90.00% Good |
| | General Service Compressed-Air | D2050 | | 90.00% Good |
| HVAC | Facility Fuel Systems | D3010 | | 90.00% Good |
| | Heating Systems | D3020 | | 90.00% Good |
| | Facility HVAC Distribution Systems | D3050 | | 90.00% Good |
| | Ventilation | D3060 | | 90.00% Good |
| Fire Protection | Fire Suppression | D4010 | | 90.00% Good |
| | Fire Protection Specialties | D4030 | | 90.00% Good |
| Electrical | Facility Power Generation | D5010 | | 90.00% Good |
| | Electrical Services and Distribution | D5020 | | 90.00% Good |
| | General Purpose Electrical Power | D5030 | | 90.00% Good |
| | Lighting | D5040 | | 90.00% Good |
| Communications | Data Communications | D6010 | | 90.00% Good |
| | Voice Communications | D6020 | | 90.00% Good |
| | Audio-Video Communications | D6030 | | 90.00% Good |
| | Distributed Communications and Monitoring | D6060 | | 90.00% Good |
| Electronic Safety and Security | Access Control and Intrusion Detection | D7010 | | 90.00% Good |
| | <i>Causes:</i> | Equipment Obsolescence | | |



Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|---------------------------------------|-----------------------------------------|------------------------|----------------------|------------------|
| Electronic Safety and Security | Electronic Surveillance | D7030 | | 90.00% Good |
| | <i>Deficiencies:</i> | Blind Zones | | |
| | <i>Causes:</i> | Insufficient Equipment | | |
| | Detection and Alarm | D7050 | | 90.00% Good |
| Integrated Automation | Integrated Automation Facility Controls | D8010 | | 90.00% Good |
| Equipment | Vehicle and Pedestrian Equipment | E1010 | | 90.00% Good |
| | Commercial Equipment | E1030 | | 90.00% Good |
| | Institutional Equipment | E1040 | | 90.00% Good |
| Furnishings | Fixed Furnishings | E2010 | | 90.00% Good |
| | Movable Furnishings | E2050 | | 90.00% Good |



SEA-Tech Skills Center - Main Building

Building Details

| | |
|----------------------------|---------------|
| PROFILE TYPE | Skills Center |
| NUMBER OF FLOORS | 1 |
| BOARD ACCEPTANCE DATE | 11/4/2014 |
| CHARACTERISTICS | Occupied |
| ANNUAL REVIEW COMPLETED BY | District |

This building is required to comply with the Asset Preservation Program

| REPORTING YEAR | APP YEAR | BUILDING CONDITION ASSESSMENT | ANNUAL REVIEW COMPLETED BY | BOARD REPORT PRESENT DATE |
|----------------|----------|-------------------------------|----------------------------|---------------------------|
| 2023-2024 | 9 | 90.00 | District | 3/19/2024 |
| 2022-2023 | 8 | 90.00 | District | 4/18/2023 |
| 2021-2022 | 7 | 93.64 | District | 3/15/2022 |
| 2020-2021 | 6 | 99.72 | District | 3/16/2021 |
| 2019-2020 | 5 | Not Reviewed | Incomplete | 3/17/2020 |
| 2018-2019 | 4 | 99.72 | District | 3/19/2019 |

The next certified BCA is due: **2022**

Building Inventory

| AREA YEAR BUILT | DISTRICT ASSIGNED AREA | GROSS BUILDING SQ FT | GROSS INSTRUCTIONAL SQ FT | SCAP RECOGNIZED SQ FT | ORIGINAL OCCUPANCY DATE | ORIGINAL BOARD ACCEPTANCE DATE |
|------------------------|------------------------|----------------------|---------------------------|-----------------------|-------------------------|--------------------------------|
| 2014 | Skill Center | 32,771 | 29,858 | 0 | 5/23/2014 | 11/4/2014 |
| Building Totals | | 32,771 | 29,858 | 0 | | |

Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|--------------------------|-------------------------|----------------|----------------------|------------------|
| Foundations | Standard Foundation | A1010 | | 90.00% Good |
| Slabs on Grade | Standard Slabs on Grade | A4010 | | 90.00% Good |
| Water and Gas Mitigation | Building Subdrainage | A6010 | | 90.00% Good |
| Superstructure | Roof Construction | B1020 | | 90.00% Good |



Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|---------------------------------------|-----------------------------------|------------------------------------------|----------------------|------------------|
| Exterior Vertical Enclosures | Exterior Walls | B2010 | | 90.00% Good |
| | Exterior Windows | B2020 | | 90.00% Good |
| | Exterior Doors and Grilles | B2050 | | 90.00% Good |
| | Exterior Louvers and Vents | B2070 | | 90.00% Good |
| Exterior Horizontal Enclosures | Roofing | B3010 | | 90.00% Good |
| | Roof Appurtenances | B3020 | | 90.00% Good |
| | Horizontal Openings | B3060 | | 90.00% Good |
| | Overhead Exterior Enclosures | B3080 | | 90.00% Good |
| Interior Construction | Interior Partitions | C1010 | | 90.00% Good |
| | Interior Windows | C1020 | | 90.00% Good |
| | Interior Doors | C1030 | | 90.00% Good |
| | Interior Grilles and Gates | C1040 | | 90.00% Good |
| | Suspended Ceiling Construction | C1070 | | 90.00% Good |
| Interior Finishes | Wall Finishes | C2010 | | 90.00% Good |
| | Interior Fabrications | C2020 | | 90.00% Good |
| | Flooring | C2030 | | 90.00% Good |
| | <i>Deficiencies:</i> | Broken or Loose Tiles, Irregular Surface | | |
| | <i>Causes:</i> | Faulty Installation, Settlement | | |
| | Ceiling Finishes | C2050 | | 90.00% Good |
| Plumbing | Domestic Water Distribution | D2010 | | 90.00% Good |
| | Sanitary Drainage | D2020 | | 90.00% Good |
| | Building Support Plumbing Systems | D2030 | | 90.00% Good |
| | General Service Compressed-Air | D2050 | | 90.00% Good |



Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|---------------------------------------|-------------------------------------------|----------------|----------------------|------------------|
| HVAC | Facility Fuel Systems | D3010 | | 90.00% Good |
| | Heating Systems | D3020 | | 90.00% Good |
| | Cooling Systems | D3030 | | 90.00% Good |
| | Facility HVAC Distribution Systems | D3050 | | 90.00% Good |
| | Ventilation | D3060 | | 90.00% Good |
| Fire Protection | Fire Suppression | D4010 | | 90.00% Good |
| | Fire Protection Specialties | D4030 | | 90.00% Good |
| Electrical | Facility Power Generation | D5010 | | 90.00% Good |
| | Electrical Services and Distribution | D5020 | | 90.00% Good |
| | General Purpose Electrical Power | D5030 | | 90.00% Good |
| | Lighting | D5040 | | 90.00% Good |
| Communications | Data Communications | D6010 | | 90.00% Good |
| | Voice Communications | D6020 | | 90.00% Good |
| | Audio-Video Communications | D6030 | | 90.00% Good |
| | Distributed Communications and Monitoring | D6060 | | 90.00% Good |
| Electronic Safety and Security | Access Control and Intrusion Detection | D7010 | | 90.00% Good |
| | Electronic Surveillance | D7030 | | 90.00% Good |
| | Detection and Alarm | D7050 | | 90.00% Good |
| Integrated Automation | Integrated Automation Facility Controls | D8010 | | 90.00% Good |
| Equipment | Vehicle and Pedestrian Equipment | E1010 | | 90.00% Good |
| | Commercial Equipment | E1030 | | 90.00% Good |



Building Components

| SUB-ASSEMBLY | COMPONENT | COMPONENT CODE | MAINTENANCE PRIORITY | CONDITION RATING |
|--------------------|------------------------------------------|----------------|----------------------|------------------|
| Equipment | Institutional Equipment | E1040 | | 90.00% Good |
| | Entertainment and Recreational Equipment | E1070 | | 90.00% Good |
| | Other Equipment | E1090 | | 90.00% Good |
| Furnishings | Fixed Furnishings | E2010 | | 90.00% Good |
| | Movable Furnishings | E2050 | | 90.00% Good |



TO: Board of Directors
FROM: Robert Foster, Director of Facilities & Operations
DATE: March 13, 2024
RE: Surplus Equipment and Materials

Throughout the past year, we have received items from buildings that were upgraded or are no longer usable and are now determined to be surplus. Items include miscellaneous kitchen equipment, HVAC equipment, PE equipment, vehicles/equipment, building materials/furnishings and outdated/unusable construction materials.

The process of declaring surplus property involves asking the School Board to declare the property as surplus, and then placing a legal advertisement in the local newspaper indicating the school district has surplus property. Per Washington State Law, we also send letters to all educational agencies in the area, advising them of the items available. This allows them first chance at procuring the surplus items at fair market value. If, after 30 days, there are no inquiries, the school district will hold a surplus sale.

At the March 19 Board Meeting, I would like to ask the Board to declare these items as surplus.

The surplus sale will take place on or about July 1, 2024, depending on auctioneer availability.

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

cc:

John Griffith, Transportation Director

John Pemberton, Custodial Supervisor

BOARD OF DIRECTORS
Regular Study Meeting – 5:30 p.m.
March 5, 2024
WWPS Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS

Ruth Ladderud, President
Terri Trick, Vice President
Alayna Brinton
Kathy Mulkerin
Derek Sarley
Eva Maxwell, Student Board
Representative
Hailey Thrall, Student Board
Representative

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Chris Gardea, Assistant Superintendent
Christy Krutulis, Executive Director of Teaching & Learning
Barb Casey, Director of Special Education
Michelle Carpenter, Director of Strategic Initiatives
John Schumacher, Principal of Walla Walla High School
Kim Doepker, Principal of Garrison Middle School
Justin Vernon, Principal of Prospect Point Elementary School

AUDIENCE

Including board members, administrators and guests, approximately 22 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 Ruth Ladderud.

II. FLAG SALUTE

The flag salute and pledge of allegiance was led by Director Kathy Mulkerin.

III. ROLL CALL

All board members were present in person except Director Alayna Brinton who was attending virtually.

IV. APPROVAL OF AGENDA

Motion by Derek Sarley and seconded by Terri Trick to approve the agenda as presented; the motion carried unanimously.

V. CONSENT AGENDA

Motion by Derek Sarley and seconded by Alayna Brinton to approve the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) March 5 accounts payable and February payroll; 5) superintendent's evaluation; 6) superintendent's contract renewal; 7) regular business meeting minutes of February 20, 2024; 8) special meeting minutes of February 20, 2024; 9) special meeting minutes of February 27, 2024; and 10) special meeting minutes of February 29, 2024. The motion carried unanimously.

VI. STUDY ITEMS

Vision 2030: Goal #3, Strategy #9 – Culture of Support and Collective Accountability. Semi-annual Review of Student Discipline Data: District administrators and teachers provided an update on Vision 2030: Goal #3, Strategy #9 – Culture of Support and Collective Accountability. Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like? By 2030, PBIS, trauma informed and restorative practices will be deeply ingrained in the fabric of every school and classroom, promoting a culture of kindness, empathy, and responsibility for both staff and students. Staff and students will be empowered and equipped to develop essential life skills such as self-regulation, problem solving, and effective communication to prepare them for lifelong success.

Vision 2030: Goal #3, Strategy #7 – Culture of Equity and Belonging. Equity Policy Discussion: President Ruth Ladderud led a discussion with board members about developing an equity policy as a part of Vision 2030 Goal #3, Strategy #7. The board requested Superintendent Smith develop a committee charge to include equity and antiracism. The committee will present a proposed policy for review and approval prior to the start of the 2024-2025 school year.

VII. ADJOURNMENT

President Ladderud declared the meeting adjourned at 7:07 p.m.

Minutes to be presented for board approval on March 19, 2024.

APPROVED:

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

Ruth Ladderud
School Board President

The State of Washington



Proclamation

WHEREAS, Washington state recognizes the accomplishments of all retired school employees; and

WHEREAS, it is important to acknowledge the value of educating and assisting retirees in meeting the special challenges retirement brings and work to improve their general welfare; and

WHEREAS, school retirees and organizations like the Washington State School Retirees' Association (WSSRA) aid in advancing education by supporting high educational standards; and

WHEREAS, school retiree organizations such as the WSSRA promote group and individual involvement in charitable projects and activities, sponsor scholarships, and maintain interest and participation in education and community activities; and

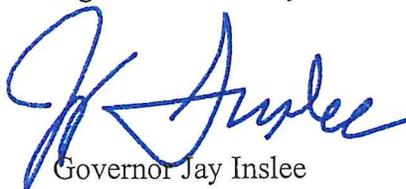
WHEREAS, retired educators are encouraged to remain active in the education profession through volunteer activities associated with learning;

NOW, THEREFORE, I, Jay Inslee, governor of the state of Washington, do hereby proclaim March 18-24, 2024, as

School Retirees' Appreciation Week

in Washington, and I urge all people in our state to join me in this special observance.

Signed this 30th day of October, 2023


Governor Jay Inslee



~ 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.

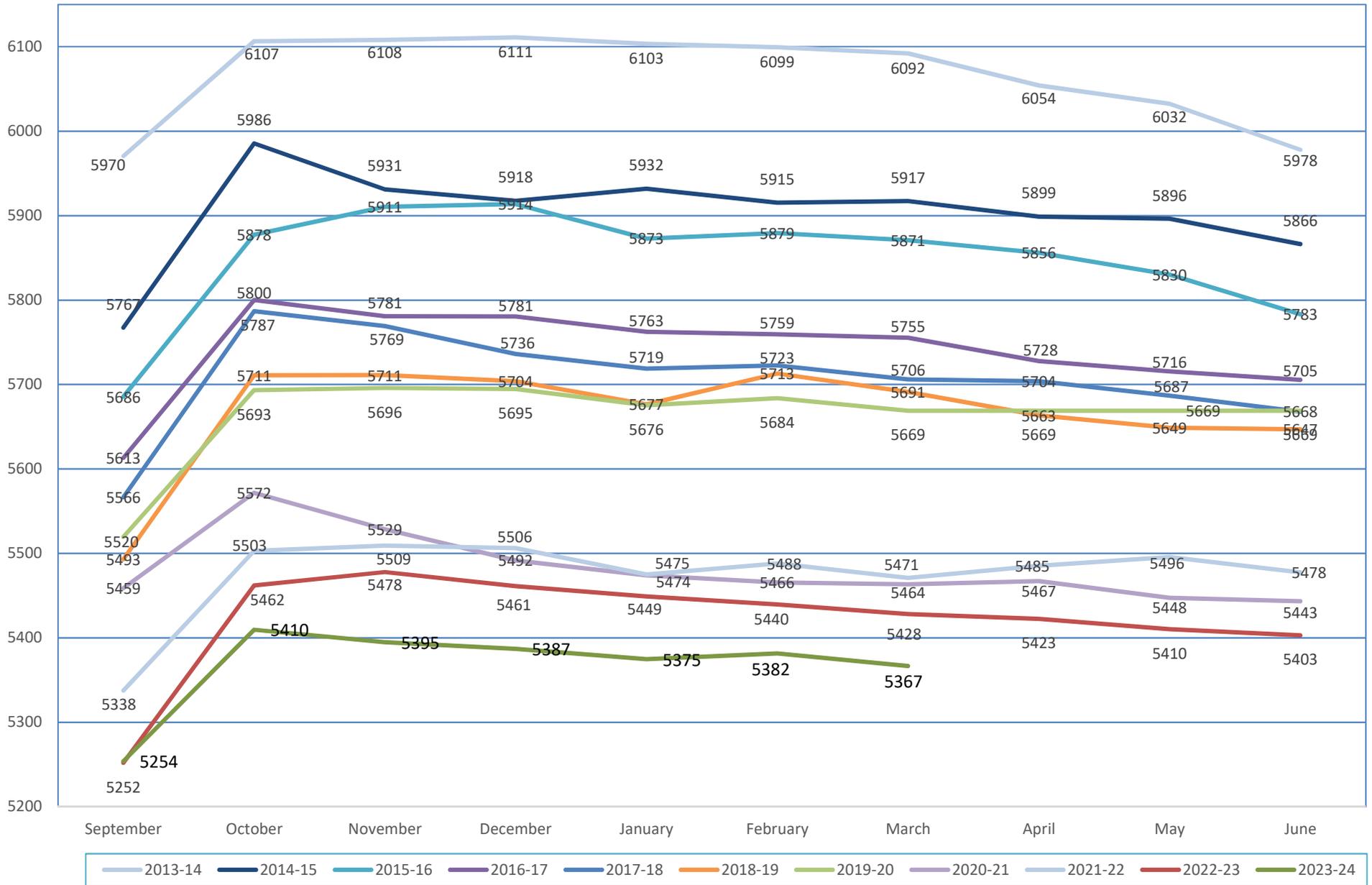
We also ask that you adhere to the following guidelines:

- 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

WWPS Enrollment Trends: 2013 to Present Student FTE Counts



Target Avg Class Size

| 2023-2024 | 24 Kindergarten | 25 First | 27 Second | 27 Third | 28 Fourth | 28 Fifth | TOTALS |
|--------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------|----------|
| Berney | Hubbard, K 16 Brown, A 18 Davenport, K 18 | Fisbeck, J 24 Morrison, S 22 | Kearbey, K 26 Parodi, D 26 | Baker, T 21 Gonzales, C 21 Davin, M 22 | Bona, A 22 Diaz Madrigal, A 22 Hartelius, S 24 | Holbrook, J 25 Clearman, D 25 James, I 23 | |
| Behavior Prg K-5 | Merrill, L 1 | Merrill, L 1 | Merrill, L 1 | Merrill, L 1 | Merrill, L 1 | Merrill, L 1 | |
| SECTIONS | 16 | 52 | 46 | 52 | 64 | 68 | 73 |
| slots available | 20 | 4 | 2 | 17 | 16 | 11 | Ratio 22 |
| Edison | Espinosa, M 21 Helm, E 22 Matson, E 21 Valencia, A 22 | Maycumber, Y 18 Phillips, L 18 Moreno, J 19 Berumen, B 18 | Hobbs, S 20 Parsons, S 19 Williams, N 21 Saldivar, C 21 | Aceves, J 23 Lopez, J 24 Estrada, A 24 | Ledesma, M 26 Reed, J 25 Schaffer, J 26 | Ochoa, F 24 Solis, C 26 Solis Martinez, V 26 | |
| SECTIONS | 21 | 86 | 73 | 81 | 71 | 77 | 76 |
| slots available* | (2) | 11 | 3 | 10 | 7 | 8 | Ratio 22 |
| Green Park | Bahena-Flores, R 25 Lopez, M 24 Lamanna, S 23 Katsel, E 21 | Garanzuay, P 23 Garcia, A 23 Collins, A 20 Holgate, M 20 | Salazar, I 22 Chavez, R 21 Shuler, A 22 Real, D 22 | Contreras, A 26 Boeckman, R 27 Gregoire, L 25 Real, D 22 | Esquivel, T 19 Mora, G 18 Johnson, M 28 Tobin, J 28 | Maya, J 23 Ambler, D 25 Lux, J 26 | |
| Lifeskills Program | Angotti, E 3 Goble, E 1 | Angotti, E 3 Goble, E 1 | Angotti, E 6 Goble, E 6 | Angotti, E 6 Goble, E 6 | Angotti, E 2 Goble, E 2 | Angotti, E 2 Goble, E 2 | |
| SECTIONS | 22 | 93 | 86 | 87 | 78 | 93 | 74 |
| slots available | 3 | 14 | 21 | 3 | 19 | 10 | Ratio 23 |
| Prospect Point | Ferraro, Amber 17 Heinzman, A 15 Kaup Rose, S 16 Wilson, B 16 | Hanson, K 21 James, L 19 Humphreys, S 19 Pederson, R 20 | Baldwin, W 18 Hudec, H 16 Paul, M 17 Babbit, H 20 | McFetridge, M 18 Jausoro, D 19 Kuhlmann, K 20 Reese, N 20 | Taylor, L 25 Watson, K 24 Prull, V 24 | Mahan, L 28 Parodi, D 27 Ambler, C 27 Pegel, G 27 | |
| SECTIONS | 23 | 64 | 79 | 71 | 77 | 73 | 109 |
| slots available* | 32 | 21 | 37 | 31 | 11 | 3 | Ratio 21 |
| Sharpstein | Cantero, H 17 Wilson, H 17 Pekar, K 18 | Russell, J 15 Locati, R 18 Ruvalcaba, G 19 | Griffith, R 23 Berg, L 26 | Gillin, L 18 Hutchinson, D 19 Villanueva, S 16 | Shirley, C 21 Mendoza, L 20 Woblet, B 21 | Keyes, K 21 James, J 19 VanDonge, B 20 | |
| Developmental Prog Autism Program | Stimmel, M 3 Osterhout, L 2 | Stimmel, M 6 Osterhout, L 1 | Stimmel, M 0 Osterhout, L 3 | Stimmel, M 0 Osterhout, L 6 | Stimmel, M 0 Osterhout, L 6 | Osterhout, L 2 | |
| SECTIONS | 17 | 52 | 52 | 49 | 53 | 62 | 60 |
| slots available | 17 | 17 | 5 | 28 | 22 | 24 | Ratio 19 |
| WW Online/Homelink | | 5 | 5 | 4 | 11 | 3 | 11 |
| slots available | | 5 | 5 | 4 | 11 | 3 | 11 |
| TOT SLOTS AVAIL | 70 | 67 | 68 | 89 | 75 | 56 | |
| GRADE LVL TOTAL | | 347 | 336 | 340 | 343 | 373 | 392 |
| GRADE LVL SECTNS | 18 | 17 | 16 | 16 | 16 | 16 | |
| AVERAGE LOADS | | 18.50 | 19.00 | 20.44 | 20.31 | 22.88 | 23.44 |
| TOTAL SC SPED | 9 | 8 | 9 | 7 | 4 | 6 | 43 |
| TOTAL ENROLLED | 361 | 349 | 353 | 361 | 380 | 409 | 2213 |

Dual classes

MONTHLY REVENUE REPORT

| MONTH | LOCAL TAXES | LOCAL NONTAX | STATE GEN PURP | FED GEN PURP | FED SPEC PURP | REV (SD) | REV (OTHER) | TOTAL PROJ. | TOTAL ACT. | VARIANCE | |
|------------------------|----------------------|---------------------|-----------------------|------------------|----------------------|-------------------|-------------|-----------------------|------------------------|----------------|-------------------|
| SEP PROJECTED | \$ 239,300 | \$ 61,362 | \$ 6,233,067 | \$ 6,378 | \$ 190,047 | \$ 11,416 | \$ - | \$ 6,741,570 | | \$ 144,687 | 2.15% |
| SEP ACTUAL | \$ 174,438 | \$ 65,619 | \$ 6,152,523 | \$ 3,137 | \$ 483,835 | \$ 6,704 | | | \$ 6,886,256 | \$ 144,687 | YTD |
| OCT PROJECTED | \$ 3,725,622 | \$ 69,056 | \$ 5,827,709 | \$ 6,378 | \$ 390,047 | \$ 11,416 | \$ - | \$ 10,030,228 | | \$ 83,714 | 0.83% |
| OCT ACTUAL | \$ 3,913,046 | \$ 111,506 | \$ 5,736,771 | \$ 6,702 | \$ 339,777 | \$ 6,141 | | | \$ 10,113,941 | \$ 228,400 | YTD |
| NOV PROJECTED | \$ 579,594 | \$ 215,200 | \$ 4,132,593 | \$ 6,378 | \$ 1,580,606 | \$ 11,416 | \$ - | \$ 6,525,787 | | \$ (1,146,783) | -17.57% |
| NOV ACTUAL | \$ 485,580 | \$ 79,920 | \$ 3,812,184 | \$ 6,380 | \$ 976,790 | \$ 18,150 | | | \$ 5,379,004 | \$ (918,382) | YTD |
| DEC PROJECTED | \$ 46,522 | \$ 53,137 | \$ 6,526,531 | \$ 6,378 | \$ 1,169,330 | \$ 11,416 | \$ - | \$ 7,813,314 | | \$ 555,633 | 7.11% |
| DEC ACTUAL | \$ 28,418 | \$ 101,477 | \$ 6,270,818 | \$ 6,380 | \$ 1,952,208 | \$ 9,644 | | | \$ 8,368,946 | \$ (362,750) | YTD |
| JAN PROJECTED | \$ 23,222 | \$ 51,928 | \$ 6,068,997 | \$ 6,378 | \$ 1,159,764 | \$ 11,416 | \$ - | \$ 7,321,705 | | \$ (92,253) | -1.26% |
| JAN ACTUAL | \$ 16,889 | \$ 166,386 | \$ 5,901,092 | \$ 6,242 | \$ 1,132,017 | \$ 6,825 | | | \$ 7,229,451 | \$ (455,003) | YTD |
| FEB PROJECTED | \$ 192,266 | \$ 45,473 | \$ 6,266,783 | \$ 6,569 | \$ 1,108,764 | \$ 11,416 | \$ - | \$ 7,631,271 | | | 0.00% |
| FEB ACTUAL | | | | | | | | | \$ - | \$ (455,003) | YTD |
| MAR PROJECTED | \$ 1,257,520 | \$ 120,000 | \$ 6,205,784 | \$ 6,569 | \$ 1,060,764 | \$ 11,416 | \$ - | \$ 8,662,053 | | | 0.00% |
| MAR ACTUAL | | | | | | | | | \$ - | \$ (455,003) | YTD |
| APR PROJECTED | \$ 4,533,955 | \$ 20,000 | \$ 6,878,838 | \$ 6,569 | \$ 1,107,598 | \$ 11,416 | \$ - | \$ 12,558,376 | | | 0.00% |
| APR ACTUAL | | | | | | | | | \$ - | \$ (455,003) | YTD |
| MAY PROJECTED | \$ 905,357 | \$ 46,000 | \$ 3,985,184 | \$ 6,569 | \$ 1,165,764 | \$ 11,416 | \$ - | \$ 6,120,290 | | | 0.00% |
| MAY ACTUAL | | | | | | | | | \$ - | \$ (455,003) | YTD |
| JUN PROJECTED | \$ 55,257 | \$ 98,520 | \$ 4,198,316 | \$ 6,569 | \$ 1,154,764 | \$ 11,416 | \$ - | \$ 5,524,842 | | | 0.00% |
| JUN ACTUAL | | | | | | | | | \$ - | \$ (455,003) | YTD |
| JUL PROJECTED | \$ 40,591 | \$ 167,532 | \$ 8,950,216 | \$ 6,569 | \$ 1,060,951 | \$ 11,416 | \$ - | \$ 10,237,275 | | | 30.00% |
| JUL ACTUAL | | | | | | | | | \$ - | \$ (455,003) | YTD |
| AUG PROJECTED | \$ 105,768 | \$ 334,792 | \$ 7,554,861 | \$ 3,285 | \$ 1,915,544 | \$ 11,416 | \$ - | \$ 9,925,666 | | | 0.00% |
| AUG ACTUAL | | | | | | | | | \$ - | \$ (455,003) | YTD |
| Total Projected | \$ 11,704,974 | \$ 1,283,000 | \$ 72,828,879 | \$ 74,586 | \$ 13,063,943 | \$ 136,992 | \$ - | \$ 99,092,374 | | | |
| Adopted Budget | \$ 11,719,978 | \$ 1,283,000 | \$ 74,002,436 | \$ 66,000 | \$ 13,870,922 | \$ 137,000 | \$ - | \$ 101,079,336 | | | |
| Variance | \$ (15,004) | \$ - | \$ (1,173,557) | \$ 8,586 | \$ (806,979) | \$ (8) | \$ - | \$ (1,986,962) | | | |
| TOTAL ACTUAL | \$ 4,618,371 | \$ 524,908 | \$ 27,873,388 | \$ 28,841 | \$ 4,884,626 | \$ 47,465 | \$ - | \$ 37,977,599 | FORECAST ACTUAL | \$ | 98,637,371 |
| % collected to PRO | 39.46% | 40.91% | 38.27% | 38.67% | 37.39% | 34.65% | #DIV/0! | 38.33% | | | |

NOTES: November Actuals are lower than projections due to timing of approvals for grants from OSPI and differences in the actual amount of competitive state grant funds received.
Grant amounts will be updated for January's dashboard report.

| | | | |
|---------------|-------------------------------------|-----------------------------|---------------------------|
| 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 | \$ 6,310,008 | | \$ 2,605,100 | | \$ 8,915,108 MONTHLY | \$ (436,705) -4.90% |
| SEPTEMBER ACTUAL | | \$ 6,259,132 | | \$ 2,219,270 | \$ 8,478,403 YTD | \$ (436,705) -4.90% |
| OCTOBER PROJECTED | \$ 6,504,543 | | \$ 1,487,525 | | \$ 7,992,068 MONTHLY | \$ (4,820) -0.06% |
| OCTOBER ACTUAL | | \$ 6,407,832 | | \$ 1,579,416 | \$ 7,987,248 YTD | \$ (441,525) -2.61% |
| NOVEMBER PROJECTED | \$ 7,339,544 | | \$ 1,315,841 | | \$ 8,655,384 MONTHLY | \$ (174,737) -2.02% |
| NOVEMBER ACTUAL | | \$ 7,244,989 | | \$ 1,235,659 | \$ 8,480,648 YTD | \$ (616,262) -2.41% |
| DECEMBER PROJECTED | \$ 6,499,974 | | \$ 1,586,515 | | \$ 8,086,489 MONTHLY | \$ (457,895) -5.66% |
| DECEMBER ACTUAL | | \$ 6,346,110 | | \$ 1,282,484 | \$ 7,628,594 YTD | \$ (1,074,157) -3.19% |
| JANUARY PROJECTED | \$ 6,462,273 | | \$ 1,253,297 | | \$ 7,715,569 MONTHLY | \$ (525,416) -6.81% |
| JANUARY ACTUAL | | \$ 6,316,353 | | \$ 873,800 | \$ 7,190,154 YTD | \$ (1,599,572) -3.87% |
| FEBRUARY PROJECTED | \$ 6,494,891 | | \$ 1,593,334 | | \$ 8,088,224 MONTHLY | \$ - 0.00% |
| FEBRUARY ACTUAL | | | | | \$ - YTD | \$ (1,599,572) -3.23% |
| MARCH PROJECTED | \$ 6,512,260 | | \$ 1,181,186 | | \$ 7,693,446 MONTHLY | \$ - 0.00% |
| MARCH ACTUAL | | | | | \$ - YTD | \$ (1,599,572) -2.80% |
| APRIL PROJECTED | \$ 6,289,629 | | \$ 1,259,662 | | \$ 7,549,291 MONTHLY | \$ - 0.00% |
| APRIL ACTUAL | | | | | \$ - YTD | \$ (1,599,572) -2.47% |
| MAY PROJECTED | \$ 6,939,657 | | \$ 1,167,528 | | \$ 8,107,185 MONTHLY | \$ - 0.00% |
| MAY ACTUAL | | | | | \$ - YTD | \$ (1,599,572) -2.20% |
| JUNE PROJECTED | \$ 6,594,898 | | \$ 1,394,596 | | \$ 7,989,494 MONTHLY | \$ - 0.00% |
| JUNE ACTUAL | | | | | \$ - YTD | \$ (1,599,572) -1.98% |
| JULY PROJECTED | \$ 6,966,442 | | \$ 1,098,742 | | \$ 8,065,184 MONTHLY | \$ - 0.00% |
| JULY ACTUAL | | | | | \$ - YTD | \$ (1,599,572) -1.80% |
| AUGUST PROJECTED | \$ 6,754,740 | | \$ 3,974,406 | | \$ 10,729,146 MONTHLY | \$ - 0.00% |
| AUGUST ACTUAL | | | | | \$ - YTD | \$ (1,599,572) -1.61% |
| TOTAL PROJECTED | \$ 79,668,857 | | \$ 19,917,730 | | \$ 99,586,587 | |
| ADOPTED BUDGET | \$ 80,229,529 | | \$ 20,855,645 | | \$ 101,085,174 | |
| VARIANCE | \$ 560,672 | | \$ 937,915 | | \$ 1,498,587 | |
| TOTAL ACTUAL | | \$ 32,574,417 | | \$ 7,190,629 | \$ 39,765,046 | FORECAST ACT \$ 97,987,015 |
| % spent to projected | | 40.89% | | 36.10% | 39.93% | |
| 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) | | | | \$ 9,300,000 | | | |
| Beginning Fund Balance (Actual) | | | | \$ 10,644,524 | | | |
| September | PROJECTED | \$ 6,741,570 | \$ 8,915,108 | \$ 7,126,462 | | | |
| | ACTUAL | \$ 6,886,256 | \$ 8,478,403 | \$ 9,052,378 | \$ 1,925,916 | 27.02% | 10.78% |
| October | PROJECTED | \$ 10,030,228 | \$ 7,992,068 | \$ 9,164,622 | | | |
| | ACTUAL | \$ 10,113,941 | \$ 7,987,248 | \$ 11,179,071 | \$ 2,014,450 | 21.98% | 12.46% |
| November | PROJECTED | \$ 6,525,787 | \$ 8,655,384 | \$ 7,035,024 | | | |
| | ACTUAL | \$ 5,379,004 | \$ 8,480,648 | \$ 8,077,427 | \$ 1,042,404 | 14.82% | 11.49% |
| December | PROJECTED | \$ 7,813,314 | \$ 8,086,489 | \$ 6,761,849 | | | |
| | ACTUAL | \$ 8,368,946 | \$ 7,628,594 | \$ 8,817,780 | \$ 2,055,931 | 30.40% | 12.50% |
| January | PROJECTED | \$ 7,321,705 | \$ 7,715,569 | \$ 6,367,984 | | | |
| | ACTUAL | \$ 7,229,451 | \$ 7,190,154 | \$ 8,857,078 | \$ 2,489,094 | 39.09% | 12.93% |
| February | PROJECTED | \$ 7,631,271 | \$ 8,088,224 | \$ 5,911,031 | | | |
| | ACTUAL | \$ - | \$ - | \$ 8,857,078 | | | |
| March | PROJECTED | \$ 8,662,053 | \$ 7,693,446 | \$ 6,879,637 | | | |
| | ACTUAL | \$ - | \$ - | \$ 8,857,078 | | | 32 |
| April | PROJECTED | \$ 12,558,376 | \$ 7,549,291 | \$ 11,888,722 | | | |
| | ACTUAL | \$ - | \$ - | \$ 8,857,078 | | | |
| May | PROJECTED | \$ 6,120,290 | \$ 8,107,185 | \$ 9,901,828 | | | |
| | ACTUAL | \$ - | \$ - | \$ 8,857,078 | | | |
| June | PROJECTED | \$ 5,524,842 | \$ 7,989,494 | \$ 7,437,176 | | | |
| | ACTUAL | \$ - | \$ - | \$ 8,857,078 | | | |
| July | PROJECTED | \$ 10,237,275 | \$ 8,065,184 | \$ 9,609,267 | | | |
| | ACTUAL | \$ - | \$ - | \$ 8,857,078 | | | |
| August | PROJECTED | \$ 9,925,666 | \$ 10,729,146 | \$ 8,805,787 | | | |
| | ACTUAL | \$ - | \$ - | \$ 8,857,078 | | | |
| PRELIMINARY PROJECTED EFB | | \$ 99,092,374 | \$ 99,586,587 | \$ 8,805,787 | | | 8.77% |
| ACTUALS TO DATE | | \$ 37,977,599 | \$ 39,765,046 | | | | |
| FORECASTED ACTUALS* | | \$98,637,371 | \$97,987,015 | \$10,494,881 | YEAR END PROJECTION | | 10.71% |
| 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. Includes August Maint Res Transfer of \$800K



Developing Washington's Most Sought-After Graduates
Desarrollando a los graduados más solicitados de Washington



VISION 2030

GOAL #3: STRATEGY #8

IMPLEMENTING INCLUSIONARY PRACTICES

BARB CASEY, CHRISTY KRUTULIS, JEN HEIN, RACHEL GEITER AND VANESSA PRULL



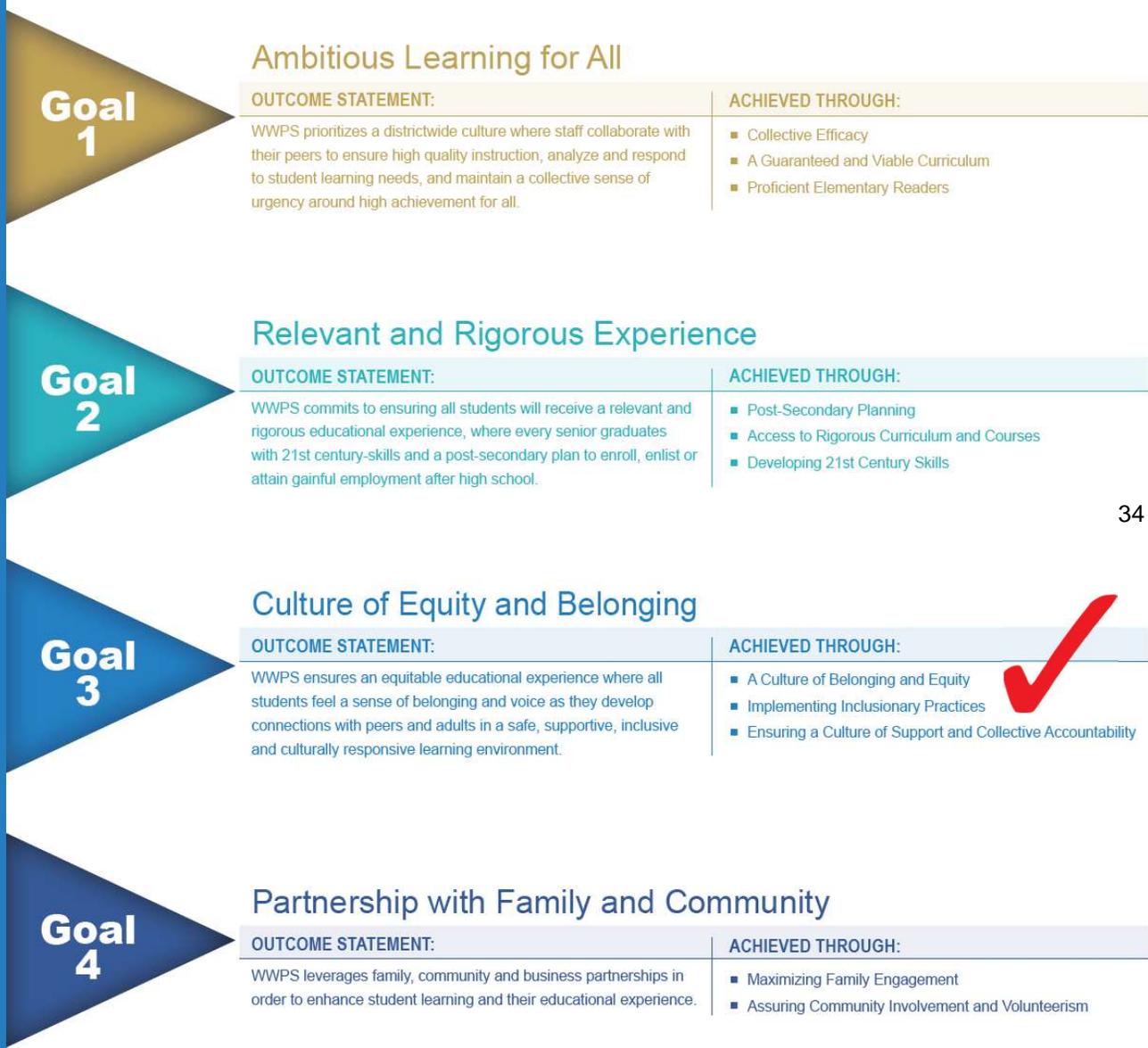
Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

Goals & Strategies

MISSION

In partnership with families and community, Walla Walla Public Schools ensures a culture of equity and belonging, where every student achieves ambitious levels of learning through relevant and rigorous educational experiences.





| Goal | Strategy | Strategy Summary | Measurement | Board Review |
|-------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Goal #1: Ambitious Learning For All | Collective Efficacy | Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/ failures and continue to refine professional practices in order to maximize student learning. | Annual EES Survey (staff). Monitor for Progress: "My professional learning community work results in improved student learning." "Regular formative assessments are used to monitor student progress toward standard." | May Study Meeting |
| | Guaranteed and Viable Curriculum | Ensure district-wide Promise Standards are taught, assessed and met for every student. | Measured/Reported: ● Board review of K-5 promise standard attainment in math by standard (Winter and Spring). ● Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress" | December Business and June Study Meeting |
| | Proficient Elementary Readers | Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade. | ● LETRS course completion data for staff ● DIBELS 2 nd Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30) ● Lectura 2 nd Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30) | June Business Meeting |
| Goal #2: Relevant and Rigorous Experience | Post-Secondary Plans | Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations. | ● SchoolLinks access and utilization reporting ● Graduate survey that tracks post-secondary experiences over time ● Annual EES Survey (student). Monitor for Progress: "Adults in this school help me plan and set goals for my future." "I have a plan for what I want to do after high school." | April Business Meeting |
| | Access to Rigorous Curriculum and Courses | Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available. | ● Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses ● Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels." | October Study Meeting |
| | Developing 21st Century Skills | Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry. | ● Annual EES Survey (family). Monitor for Progress: "This school is doing a good job of preparing my student for a successful future." (Student): "This school is doing a good job of preparing me to succeed in my life." ● Monitor and report enrollment/participation data in financial literacy ● Monitor and report the number of students/credits earned through internships ● Annual EES Survey(student by race/ethnicity). Monitor for Progress: "There's at least one adult in this school I can talk to if I have a problem." (Family by race/ethnicity): "This school provides a caring/supportive environment for my student." (Staff): "We are provided training to support culturally responsive practices and curriculum." | September Business Meeting |
| Goal #3: Culture of Equity and Belonging | A Culture of Equity and Belonging | WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment. | ● WASA IPP Teacher Input Survey (Fall/Spring) ● OSPI Least Restrictive Environment (LRE) Report ● Annual EES Survey (family of students with disabilities). Monitor for Progress: "My student is challenged with a rigorous course of study at this school." (Students with disabilities): "My teachers provide lessons and activities that challenge me to learn." | February Study Meeting |
| | Implementing Inclusionary Practices | Facilitate training, support and implementation of inclusionary classrooms and practices in order to increase access and opportunity for all students. | ● Semi-annual review of student discipline data with Board ● Annual EES Survey (student). Monitor for Progress: "All students are held to the same behavior rules and expectations." (Staff): "Staff members enforce consistent behavior expectations and consequences in their classrooms." (Family): "My student feels safe at school." | March Business |
| | Culture of Support and Collective Accountability | In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity. | ● Annual EES Survey (student). Monitor for Progress: "My parents/family feel welcome to visit this school." (Staff): "This school encourages parent involvement in their child's learning." (Family): "I feel welcome at this school." | September and March Study Meetings |
| Goal #4: Partnerships with Family and Community | Maximizing Family Engagement | Implement systems and opportunities to maximize family engagement with schools and each other. Promote family involvement in after school activities/extra-curricular experiences. | Track and Monitor for Progress Through Get Connected System: ● Number of volunteers who have created accounts ● Number of opportunities each school has listed ● Volunteer hours per school ● Volunteer feedback | November Business |
| | Assuring Community Involvement and Volunteerism | Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve. | | August Business Meeting |

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Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.

ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

- Implementing Inclusionary Practices
 - “Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students” (Vision 2030)

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Goal 3

Culture of Equity and Belonging

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WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.

ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

What is Universal Design for Learning and Why? Universal Design for Learning (UDL)

- An inclusive educational approach that accommodates the needs, experiences and backgrounds of all learners that reduces barriers and increases access through:
 - Multiple means of engagement
 - Multiple means of representation
 - Multiple means of action and expression
- The way in which students meet the grade level identified promise standards are flexible. The goal for students to make meaningful progress is firm.

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Why?

- Research-based framework that supports culturally responsive teaching and our goal of equity and belonging.
- All students deserve to have access to meaningful learning and to be a valued member of their classroom communities.

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ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
 - Successful, full implementation of Universal Design for Learning in 2030 will include all students in their general education classrooms in ways that are meaningful and engaging. Teachers and staff supporting these students will successfully identify barriers in the learning environment, and will have toolboxes of strategies that address and remove these barriers through the 3 core principles of UDL: Engagement, Representation, and Action & Expression.

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Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.

ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - Establish awareness and understanding of the “WHY” of UDL by all staff who serve our students.
 - Professional development of all instructional staff and administrators.
 - Ongoing coaching & support of staff to implement UDL.
 - UDL practices modeled by all facilitators at all district supported PD opportunities.
 - Continued participation in the WASA Inclusionary Practices Project.

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Vision 2030: Strategic Planning Implementation Framework and Action Plan

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal: Culture of Equity and Belonging | Achieved Through: Implementing Inclusionary Practices | | | Committee Lead: Barb C |
| Strategy Statement: Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students. | | | | |
| Committee Membership: Kris Bland, Marcia Fransden, Stephanie Huse, Christy Krutulis, Chris Gardea, Carrie LaRoy, Erin Doro, Elissa Tinder, Holly Anderson, Diana Evenson, Justin Vernon, Amy Kasenga, Amy Reed, Carina Stillman, Libby Thompson, Liza Jacobson | | | | |
| Brief Description of Committee Work and Process: The committee met multiple times in Spring of 2023. Each meeting was facilitated with protocols to encourage collaboration and generation of ideas. Individual ideas were then broken into common themes around implementation, and identified for placement upon the Strategic Plan Implementation Framework. The common themes that emerged were establishing the "why" for UDL, professional development, and ongoing coaching and support. | | | | |
| Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Successful, full implementation of Universal Design for Learning in 2030 will include all students in their general education classrooms in ways that are meaningful and engaging. Teachers and staff supporting these students will successfully identify barriers in the learning environment, and will have toolboxes of strategies that support the 3 core principles of UDL to ensure those barriers are eliminated. | | | | |
| | 2023-24 School Year | 2024-25 School Year | 2025-26 School Year | 2026-29 School Year |
| What specific actions will need to occur to achieve the Vision 2030 Stretch Goal? | <p>Establishing awareness & understanding of the WHY for Universal Design for Learning</p> <p>Professional Development for early adopters and new educators through BEST program</p> <p>Professional Development for building administrators and district leaders PreK-12</p> <p>UDL principles embedded in professional development offered in WWPS.</p> <p>Continued participation in WASA Inclusionary Practices Project as an Installation District.</p> | <p>Revisiting of the WHY for Universal Design for Learning</p> <p>Professional Development for building level Guiding Coalitions PreK-12</p> <p>Coaching model of support for implementation of UDL.</p> <p>UDL principles embedded in professional development offered in WWPS.</p> <p>Continued participation in WASA Inclusionary Practices Project as an Initial Implementation District</p> | <p>Revisiting of the WHY for Universal Design for Learning</p> <p>Professional Development for newcomers and voluntary staff</p> <p>Building Guiding Coalitions support Professional Development in buildings PreK-12.</p> <p>Ongoing coaching of support for implementation of UDL.</p> <p>UDL principles embedded in professional development offered in WWPS.</p> | <p>Revisiting of the WHY for Universal Design for Learning</p> <p>Professional Development for any newcomers.</p> <p>Ongoing coaching of support for implementation of UDL.</p> <p>UDL principles embedded in professional development offered in WWPS.</p> <p>Full Implementation of Universal Design for Learning in 2030.</p> |
| Who are the key personnel, people who will help lead this work? | Principals/Directors District level departments WASA Inclusionary Practices Team Novak Consulting/ESD 123 | Teacher Leaders from 23-24 SY Principals/Directors District level departments WASA Inclusionary Practices Team Novak Consulting/ESD 123 | Guiding Coalitions Teacher Leaders District level departments | |
| What specific resources or supports are needed to accomplish the above-described actions? | Partnership with Novak Consulting & ESD 123, Print resources (books for study), Access to online learning modules, Assistive Technology, Release time/Paid time/Staff incentives | | | |
| How will growth/success be measured, tracked and reported? | WASA IPP Teacher Input Survey (Fall/Spring), OSPI Least Restrictive Environment (LRE) Report, EES Student & Family Survey Data (Students with Disabilities): -My student is challenged with a rigorous course of study at this school. - My teachers provide lessons and activities that challenge me to learn - My teachers expect all students to success, no matter who they are | | | |
| Estimated funding necessary | <p>Grant Funding: Stronger Connections Grant applied for (150K) to support UDL Implementation. This is a 3 year grant. If awarded, we will receive or will otherwise need: \$100,000 Release time for early adopter groups engaged in PD.</p> <p>\$13,000 Online modules and books for learning.</p> <p>\$11,000 Partnership with Novak Consulting</p> <p>\$8000: Partnership with ESD</p> | <p>\$100,000: Release time for staff engaged in professional development.</p> <p>\$13,000 Online modules and books for learning.</p> <p>\$5500 Partnership with Novak Consulting</p> <p>\$5000: Partnership with ESD</p> | <p>Continued funding for release time</p> <p>Ongoing access to online learning modules and books to provide layered and accessible professional development that models UDL for staff.</p> <p>Focus on reducing dependency on Novak Consulting and ESD as we grow our own system within.</p> | |

Implementation Science

Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

Implementing Inclusionary Practices

- What's working well?
 - Early adopter cohort is beginning to apply UDL instructional strategies
 - Professional development for building leaders, focused on engagement
- What's coming up?
 - Planning for bringing on Guiding Coalition members for 2024-25
 - Continued development of cohort of early adopters
- Challenges and/or roadblocks?
 - Full participation in WASA Inclusionary Practices Project: Timing of District Leaders meetings conflicts with district obligations.
 - Shifting the delivery of professional development for staff

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Experiences/Insights From the Field:

- Vanessa Prull
- Rachel Geiter
- Jen Hein

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■ How will growth/success be measured, tracked and reported?

■ Quantitative Measurement

- OSPI LRE Report (report details % of students included in general education setting, tracked over time, and benchmarked against state)

■ Qualitative Measurement

- WASA IPP Teacher Input Survey (Fall/Spring)
- EES Family Survey Data (Students with Disabilities):
 - “My student is challenged with a rigorous course of study at this school”
- EES Student Data (Students with Disabilities):
 - “My teachers provide lessons and activities that challenge me to learn”
 - “My teachers expect all students to succeed, no matter who they are”

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■ OSPI LRE Report

- LRE 1 (% of students who spend 80-100% of their day in general education settings)

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LRE 1 Data

| | 2023 | 2022 | 2021 | 2020 |
|-------|-------|--------|-------|-------|
| STATE | 65.1% | 63.41% | 62.4% | 60.0% |
| WWPS | 70.7% | 62.5% | 56.7% | 54.3% |



Goal 3

Culture of Equity and Belonging

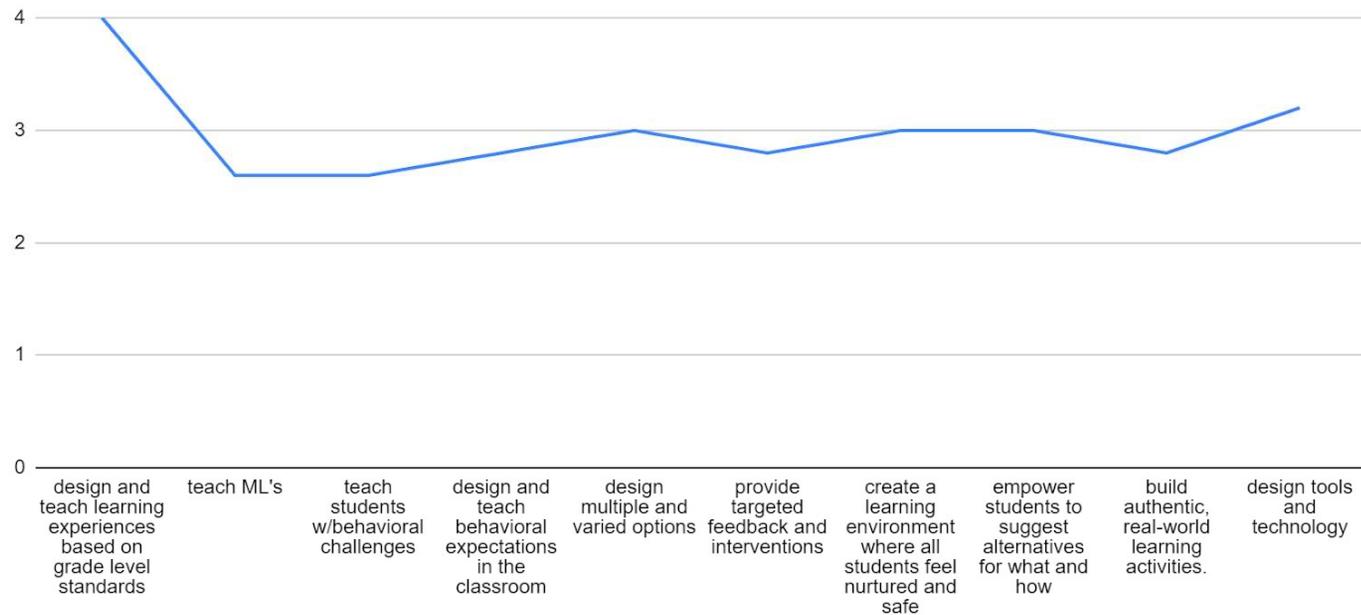
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WASA IPP Teacher Input Survey (Fall)



The district has provided me with support and resources to feel prepared to...
(4 hi / 0 low)

Goal 3

Culture of Equity and Belonging

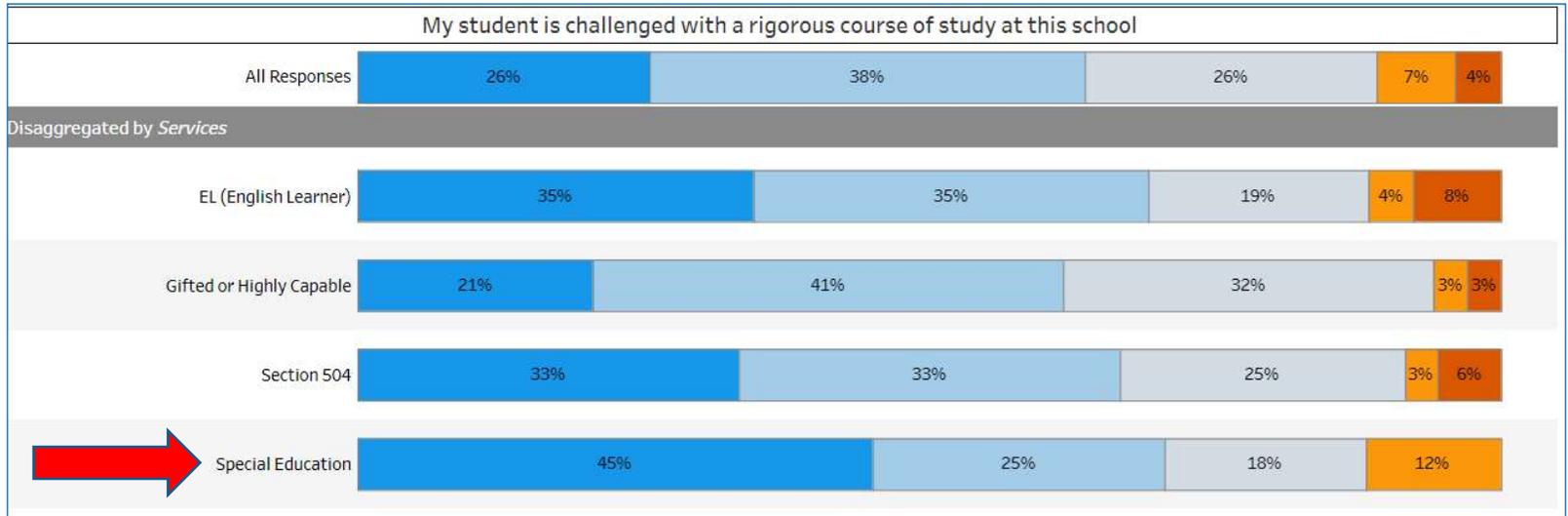
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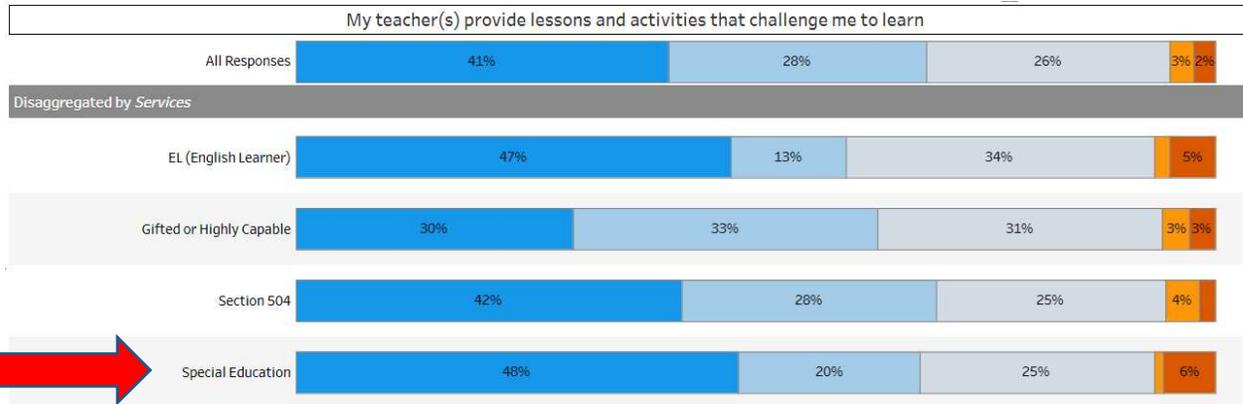
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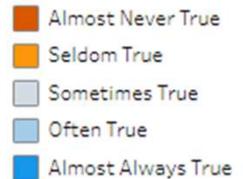
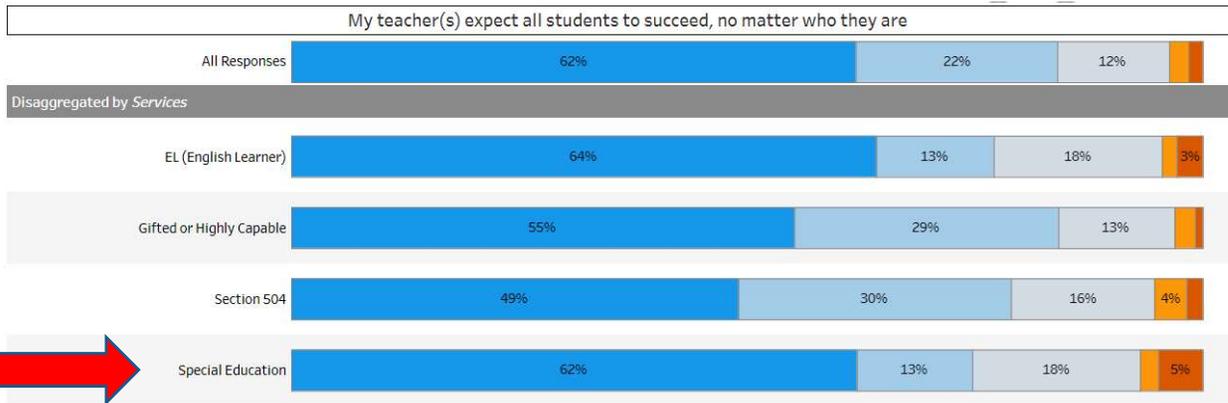
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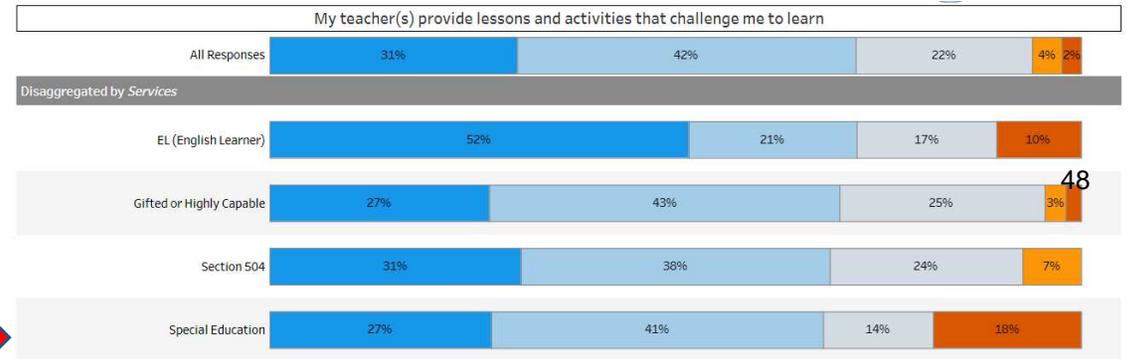
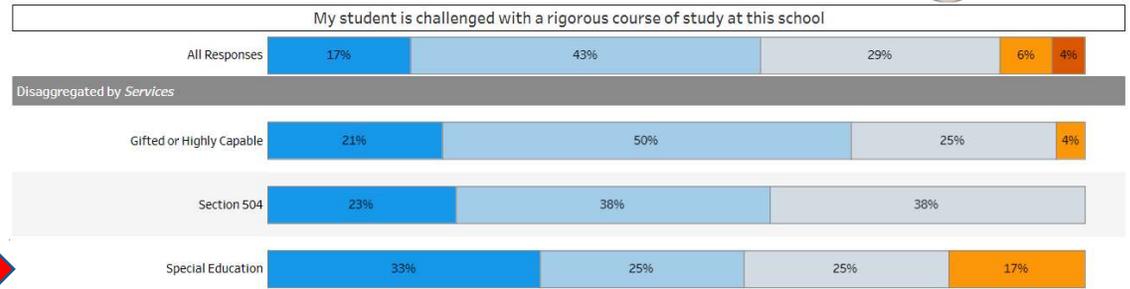
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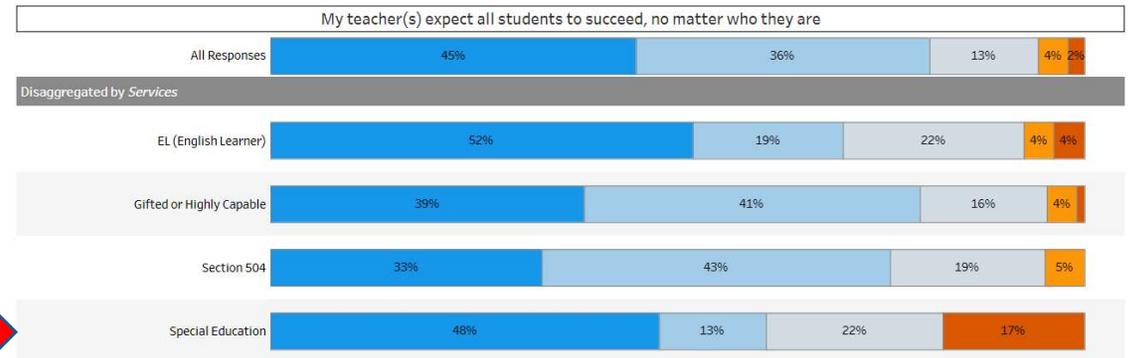


Deeper Data Dive

Results from families and students not quite as strong when disaggregated at the high school level.



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| | Assuring Community Involvement and Volunteerism | Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve. | Track and Monitor for Progress Through Get Connected System: ● Number of volunteers who have created accounts ● Number of opportunities each school has listed ● Volunteer hours per school ● Volunteer feedback | August Business Meeting |



Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

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ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

Questions?



Walla Walla Public Schools

BOARD POLICY

Policy No. 1815

Page 1 of 1

ETHICAL CONDUCT FOR SCHOOL DIRECTORS

Policy Statement

Each board director has taken an oath of office to support the Constitutions of the United States and Washington state. The Walla Walla Public Schools Board of Directors and each of its school directors is committed to upholding the oath of office and to ethical behavior.

Ethical behavior is an individual responsibility. Each school director and the board as a whole will base their conduct on these core ethical principles:

Objectivity – School directors must place the public’s interest before any private interest or outside obligation – choices need to be made on the merits.

Selflessness – School directors should not take actions or make decisions in the performance of their position in order to gain financial or other benefits for themselves, their family, or their friends.

Stewardship – School directors should conserve public resources and funds against misuse and abuse.

Transparency – School directors must practice open and accountable government. They should be as open as possible about their decisions and actions, while protecting truly confidential information.

Integrity – School directors should not place themselves under any financial or other obligation to outside individuals or organizations that might inappropriately influence them in the performance of their official duties.

Failure to adhere to these core ethical principles or failure to comply with other policies adopted by the board or the law may result in the school board taking formal censure of the offending school director in accordance with **1825 – Addressing School Board Director Violations**.

Cross References:

Board Policy 1111 Oath of Office

Board Policy 1220 Board Officers and Duties of Board Members

Board Policy 1610 Conflicts of Interest

Board Policy 1825 Addressing School Board Director Violations

Board Policy 5271 Reporting Improper Governmental Action (Whistleblower Protection)

Legal Resources:

RCW 28A.320.040 Bylaws for board and school government

RCW 28A.635.050 – Certain corrupt practices of school officials

RCW 42.20 – Misconduct of Public Officers

Walla Walla Public Schools

BOARD POLICY

Policy No. 1825

Page 1 of 1

ADDRESSING SCHOOL DIRECTOR VIOLATIONS

Purpose

The Walla Walla Public Schools Board of Directors and each of its school directors are committed to faithful compliance with the law, provisions of the Board's policies, and exercising good judgment.

Policy Statement

The Board recognizes that failure to deal with deliberate or continuing violations of the law, Board policies, or lapses in good judgment by its school board members risks the loss of community confidence and damages the Board's ability to govern effectively. Therefore, in the event of a Board member's willful and/or continuing violation of law, policy or judgment, the Board will address the issue through the following process, which is intended to escalate only as necessary:

1. Conversation in a private setting between the offending School Director and the Board Chair or another individual School Director, identified by the Board;
2. Discussion in a properly convened executive session between the offending School Director and the full Board;
3. Possible removal of the offending School Director from any leadership or committee positions to which the offending School Director has been appointed or elected to by the Board;
4. Censure of the offending School Director by adopting a resolution in an open meeting as a means of separating the Board's focus and intent from those of the offending School Director.

Cross References:

Board Policy 1111 - Oath of Office

Board Policy 1220 - Board Officers and Duties of Board Members

Board Policy 1610 - Conflicts of Interest

Board Policy 1815 - Ethical Conduct for School Directors

Legal References:

RCW 28A.320.040 Bylaws for board and school government

RCW 28A.635.050 – Certain corrupt practices of school officials

First Reading/New Policy: March 19, 2024

Walla Walla Public Schools

BOARD POLICY

Policy No. 2190

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HIGHLY CAPABLE PROGRAMS

In order to develop the special abilities of each student~~highly capable identified students~~, the district will offer a highly capable programming that provides ~~qualifying~~ kindergarten through twelfth grade students who qualify for the program with access to basic education programs~~ming~~ that accelerates learning and enhances instruction. The framework for such programs ~~will~~shall encompass, but not be limited to, the following objectives:

- A. Expansion of academic attainments and intellectual skills;
- B. Stimulation of intellectual curiosity, independence and responsibility;
- C. Development of a positive attitude toward self and others; and
- D. Development of originality and creativity.

The board will annually approve the district's highly capable plan, including: the number of students the district expects to serve by grade level; the district's plan to identify and place students, including ~~universally screening at two grade levels~~all students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

The superintendent will establish procedures consistent with state guidelines for implementing universal referral, screening, assessment, identification and placement of highly capable students. The procedures will include prioritizing equitable identification from historically underrepresented and low-income students; use of multiple objective criteria and multiple pathways universal screening for identification and placement decisions; use of local norms~~;~~ unless more restrictive than national norms; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

Legal References:

RCW 28A.185.030 Programs--Authority of local school districts--Selection of students

WAC 392 170 Special services program--Highly capable students

Adopted: July 16, 2002

Revised: 01.21.2014; 11.20.2018

Revised: December 12, 2023

First Reading/Revision: March 19, 2024

BOARD POLICY

Policy No. 2401

Page 1 of 1

FINANCIAL EDUCATION MASTERY-BASED LEARNING AND CREDIT

The board recognizes the value of helping students understand the importance of financial education. Financial education includes knowledge and skills related to spending and saving, managing credit and debt, using a career plan to understand income potential, setting and working toward personal financial goals, and applying decision making to matters of personal finance. When students develop their financial education, they are better prepared for successful post-secondary pathways and careers. The district encourages students and their families to take advantage of any financial education learning opportunities available to them through independent activities and programs.

The district will encourage students to learn financial education effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award financial education credits to students based on demonstrated mastery/proficiency across a range of financial education skills.

Cross References:

Board Policy No. 2410 - High School Graduation Requirements

Legal References:

WAC 180-51-050 High school credit — Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

First Reading/New Policy: March 19, 2024

Walla Walla Public Schools

BOARD POLICY

Policy No. 3207

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PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING OF STUDENTS

The ~~board~~District is committed to a safe and civil educational environment ~~for all students, employees, parents/legal guardians, volunteers, and community members~~ that is free from the harassment, intimidation or bullying of any student. ~~As defined in Chapter 28A.600 RCW (Students), By legislation,~~ “Harassment, intimidation or bullying” means any intentional electronic, written, verbal, or physical act, including but not limited to, one shown to be motivated by ~~any characteristic in RCW 28A.640.010 and RCW 28A.642.010,~~ race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education;
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status, and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

This policy and accompanying procedure do not govern harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

Behaviors/Expressions

This policy recognizes that ‘harassment,’ ‘intimidation,’ and ‘bullying’ are separate but related behaviors towards a student. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation or bullying can take many forms including, but not limited to slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images directed toward a student.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom or program rules.

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Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community for students and ~~shall~~ will be implemented in conjunction with comprehensive training of staff and volunteers, ~~including the education of students in partnership with families and the community. This policy is to be implemented in conjunction with the Comprehensive Safe and Civil Schools Plan that includes prevention, intervention, crisis response, recovery and annual review. Employees, in particular, are expected to support the dignity and safety of all members of the school community.~~ Specific training requirements are included in the accompanying procedure.

Prevention

The District will provide students with strategies aimed at preventing harassment, intimidation, and bullying toward students. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the ~~perpetrator~~ aggressor, and to restore a positive school climate.

The District will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm ~~someone~~ a student for reporting harassment, intimidation or bullying, being identified as a targeted student, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation and bullying. Students or employees ~~will not be disciplined for making a report in good faith. However,~~

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BOARD POLICY

Policy No. 3207

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~~persons found to~~ knowingly reporting or corroborating false allegations will be subject to appropriate discipline. However, students, or employees will not be disciplined for making a report in good faith.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ~~ensure~~ oversee policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References:

| | |
|-------------|--------------------------------------------------------------|
| Policy 2161 | Special Education and Related Services for Eligible Students |
| Policy 3200 | Rights and Responsibilities |
| Policy 3205 | Sexual Harassment of Students Prohibited |
| Policy 3210 | Nondiscrimination |
| Policy 3211 | Transgender Students |
| Policy 3240 | Student Conduct Expectation and Reasonable Sanctions |
| Policy 3241 | Classroom Management, Discipline and Corrective Action |

Legal Reference:

| | |
|-----------------|-------------------------------------------------------------------------------------------|
| RCW 28A.300.285 | Harassment, intimidation and bullying prevention policies |
| WAC 392-190-059 | Harassment, intimidation and bullying prevention policy and procedure – School districts. |

Adopted: July 22, 2008

Revised: 06.07.11, 11.20.18, 11.19.19

First Reading/Revision: March 19, 2024

BOARD POLICY

Policy No. 3225

Page 1 of 3

SCHOOL-BASED THREAT ASSESSMENT

The District is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Student behavior, rather than a student's demographic or personal characteristics, will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The district will not impose suspension or expulsion, including emergency ~~expulsion~~removal, solely for investigating student conduct or conducting a threat assessment. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including imposing an emergency ~~expulsion~~removal, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

Structure of Threat Assessment Teams

The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school intervention specialist
- Law enforcement, such as a school resource officer
- School administration, such as a principal or other senior administrator
- Other district or school staff
- Community consultant
- Special education teachers
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher or administrator.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team.

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Function of Threat Assessment Team

Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, or other individual, functions as a “school official with a legitimate educational interest” in educational records controlled and maintained by the district. The district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district/school-based members and community resource/law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Policy 2145 – Suicide Prevention.
- Gathers and analyzes information about the student’s behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual’s threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district’s possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student’s demographic or personal characteristics.
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Timely reports its determination to the superintendent or designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student’s behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

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In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review and Reporting

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Cross References:

Board Policy 2121 - Substance Abuse Program

Board Policy 2145 - Suicide Prevention

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 3143 - District Notification of Juvenile Offenders

Board Policy 3231 - Student Records

Board Policy 3432 - Emergencies

Board Policy 3241 - Student Discipline

Board Policy 4210 - Regulation of Dangerous Weapons on School Premises

Board Policy 4310 - District Relationships with Law Enforcement and other Government Agencies

Board Policy 4314 - Notification of Threats of Violence of Harm

Legal References;

Chapter 28A.300 RCW

Chapter 28A.320 RCW

CFR 34, Part 99, Family Educational Rights and Privacy Act Regulations

Adopted: July 21, 2020

First Reading/Revision: March 19, 2024

Walla Walla Public Schools

BOARD POLICY

Policy No. 3231

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STUDENT RECORDS

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

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

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

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

~~A diploma may not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment.~~

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

Cross References:

[Board Policy 2100 – Educational Opportunities for Students with a Parent in the Military](#)

[Board Policy 3115 -Students Experiencing Homelessness – Enrollment Rights and Services](#)

[Board Policy 3211 – Gender-Inclusive Schools](#)

~~[Board Policy 3233 – Directory Information](#)~~

[Board Policy 3520 - Student Fees, Fines, and Charges](#)

[Board Policy 4020 - Confidential Communications](#)

[Board Policy 4040 - Public Access to District Records](#)

~~[Board Policy 6570 – Data Records Management](#)~~⁶¹

Walla Walla Public Schools

BOARD POLICY

Policy No. 3231

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Legal References:

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

20 U.S.C. § 1232g Family Educational Rights and Privacy Act

CFR 34, Part 99 Family Educational Rights and Privacy Act Regulations

RCW 28A.150.510 Transmittal of education records to DSHS—Disclosure of educational records—Data sharing agreements—Comprehensive needs requirement document—Report.

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

RCW 28A.225.151 Reports.

RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules

RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts —Notice

RCW 28A.230.180 Educational and career opportunities in the military, student access to information on, when

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

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

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

RCW 40.24.030 Address Confidentiality Program — Application — Certification

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

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

Chapter 392-182 WAC Student Health Records

Chapter 392-415 -WAC Secondary Education- standardized high school transcript

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

WAC 392-121-182 Alternative learning experience requirements

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

WAC 392-500-025 Pupil tests and records — Tests— School district policy in writing

42 CFR § 2.14 Minor patients

RCW 9.02.100—Reproductive privacy—Public policy

RCW 70.02.220 Sexually transmitted diseases—Permitted and mandatory disclosures

RCW 70.02.240 Mental health services—Minors—Permitted disclosures

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

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

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

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~~42 CFR § 2.14—1 Minor patients
RCW 9.02.100—Reproductive privacy—Public policy
RCW 28A.150.510—Transmittal of education records to department of children, youth, and families—
Disclosure of educational records—Data sharing agreements—Comprehensive needs requirement
document—Report.
RCW 28A.195.070—Official transcript withholding—Transmittal of information
RCW 28A.225.151—Enrolling students from other districts—Requests for information and permanent
records—Withheld transcripts—Immunity from liability—Rules
RCW 28A.230.120—High school diplomas—Issuance—Option to receive final transcripts—Notice
RCW 28A.230.180—Access to campus and student information directories by official recruiting
representatives—Informing students of educational and career opportunities
RCW 28A.600.475—Exchange of information with law enforcement and juvenile court officials—
Notification of parents and students.
RCW 28A.605.030—Student education records—Parental review—release of records—Procedure.
RCW 28A.635.060—Defacing or injuring school property—Liability of pupil, parent or guardian—
Withholding grades, diploma, or transcripts—Suspension and restitution—Voluntary work program as
alternative—Rights protected
RCW 40.24.030—Address Confidentiality Program—Application—Certification—Form—Vehicle and
vessel information
RCW 70.02.220—Sexually transmitted diseases—Permitted and mandatory disclosures
RCW 70.02.240—Mental health services—Minors—Permitted disclosures
RCW 70.02.265—Adolescent behavioral health services—Disclosure of treatment information and
records—Restrictions and requirement—Immunity from liability
Chapter 246-105 WAC—Immunization of child care and school children against certain vaccine-
preventable diseases
Chapter 392-172A WAC—Rules for the provision of special education
Chapter 392-182 WAC—Student Health Records
Chapter 392-415 WAC—Secondary Education—standardized high school transcripts
WAC 181-87-093—Failure to assure the transfer of student record information or student records
WAC 392-121-182—Alternative learning experience requirements
WAC 392-122-228—Alternative learning experience for juvenile students incarcerated in adult jail
facilities
WAC 392-500-025—Pupil tests and records—Pupil personnel records—School district policy in writing~~

Adopted: July 16, 2002

Revised: 10.07.03; 04.16.13; 12.14.21; 04.18.23

First Reading/Revision: March 19, 2024

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Policy No. 3520

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STUDENT FEES, FINES, CHARGES

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

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

The board delegates authority to the superintendent or designee to establish appropriate fees and procedures governing the collection of such fees and to make annual reports to the board regarding fee schedules. Arrangements will be made for the waiver or reduction of fees for students whose families, ~~by reason~~ because of their low income, would have difficulty paying the full fee. For programs governed by ~~T~~the National School Lunch Act, the USDA Child Nutrition Program guidelines will be used to determine qualification for waiver. The superintendent or designee will establish a procedure for notifying parents/guardians of the availability of fee waivers and reductions, including eligibility information for free or reduced price meals.

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

If any property of the district, a contractor of the district, an employee, or another student has been lost or willfully cut, defaced, or injured, with the damages exceeding \$1,000, the district may withhold the diploma, but not the grades or transcripts, of the student responsible for the damage or loss for the earlier of either 5 years from the date of the student's graduation or until the amount owed is less than \$1,000. If the student and parent or guardian are unable to pay for the damages, the district shall provide a program of community service for the student in lieu of the payment of monetary damages. Community service completed must be credited at the applicable local or state minimum wage, whichever is greater. Upon completing community service that reduces the amount owed to less than \$1000, the student's diploma must be released.

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

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Cross References:

Board Policy 3231 - Student Records

Board Policy 3241 - Student Discipline

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

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

Legal References:

RCW 28A.220.040 - Fiscal support--Reimbursement to school districts--Enrollment fees—Deposit

RCW 28A.225.330 - Enrolling students from other districts – Requests for information and permanent records – ~~Withheld transcripts~~—Immunity from liability -- Rules

RCW 28A.320.230 - Instructional materials--Instructional materials committee

RCW 28A.330.100 - Additional powers of board

RCW 28A.635.060 - Defacing or injuring school property--Liability of pupil, parent or guardian – Withholding ~~grades, diplomas or transcripts~~— Suspension and restitution – ~~Voluntary work~~ Community service program as alternative – Publication of information on withheld diplomas – Student Rights protected

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

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

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

Adopted by the Board: July 16, 2002
Revised: August 21, 2018; December 14, 2021
First Reading/Revision: March 19, 2024

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BOARD POLICY

Policy No. 1210

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ANNUAL ORGANIZATIONAL MEETING

At the first regular meeting at which newly elected and certified board members are seated in election years and at the first regular meeting in December in non-election years, the board will elect from among its members a president and a vice-president to serve one-year terms. A newly appointed board member will not be eligible to serve as an officer or legislative representative unless a majority of the board has been appointed. If a board member is unable to continue to serve as an officer, a replacement will be elected immediately. In the absence of both the president and the vice-president, the board shall elect a president pro tempore who will perform the functions of the president during the latter's absence. The superintendent shall act as board secretary. In order to provide a record of the proceedings of each meeting of the board, the superintendent will appoint a recording secretary of the board.

In even-numbered years at the same meeting, a WSSDA legislative representative will be elected to serve a two-year term.

The normal order of business will be modified for the annual organizational meeting by considering the following matters, after the approval of the minutes of the previous meeting:

- A. Welcome and introduction of newly elected board members by the chair/president;
- B. Call for nominations for chair/president to serve during the ensuing year;
- C. Election of a chair/president (roll call vote);
- D. Assumption of office by the new chair/president;
- E. Call for nominations for vice chair/president to serve during the ensuing year;
- F. Election of a vice chair/president (roll call vote);
- G. (if applicable) Call for nominations for WSSDA legislative representative to serve for the next two years; and
- H. Election of a WSSDA legislative representative.

Policies will continue from year to year and board to board until and unless the board changes them.

Legal References:

| | |
|-----------------|------------------------------------------------------------------------------------|
| RCW 28A.400.030 | Superintendent's duties |
| RCW 28A.330.010 | Board president, vice-president - Secretary |
| RCW 28A.330.020 | Certain board elections, manner and vote required - Selection of personnel, manner |
| RCW 28A.330.050 | Duties of superintendent as secretary as secretary of the board |
| RCW 29A.60.280 | Local elected officials, commencement of term of office |

Adopted: July 16, 2002

Revised: November 21, 2017

Second Reading/Revision: March 19, 2024

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Policy No. 1220

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BOARD OFFICERS AND DUTIES OF BOARD MEMBERS

Officers of the Board: President

The president shall preside at all meetings of the board and sign all papers and documents as required by law or as authorized by action of the board. The president conducts the meetings in the manner prescribed by the board's policies. The president has the full right to participate in all aspects of board action without relinquishing the chair, including the right to vote on all matters put to a vote.

It is the responsibility of the board president to manage the board's deliberation so that it will be clear, concise, and directed to the issue at hand; to summarize discussion and/or action before moving on to the next agenda item; and to generally manage the meeting so that the agenda is treated in an expeditious manner.

The president will be the official recipient of correspondence directed to the board and will provide, or cause to be provided to other board members and the superintendent, copies of the correspondence received on behalf of the board.

The president is authorized to consult with the superintendent on issues such as board meeting, study session, and board retreat planning prior to presentation to the full board and perform tasks to facilitate board meetings.

In dealing with the media and the public in general, the president or their designee will serve as the spokesperson of the board. The president is authorized to report and discuss those actions which have been taken and those decisions made by the board as a body. The president will avoid speculating upon actions or decisions which the board may take but has not yet taken.

Officers of the Board: Vice-President

The vice-president will preside at board meetings in the absence of the president and will perform all of the duties of the president in case of their absence or disability.

Legislative Representative

A legislative representative serves as the board's liaison with the Washington State School Directors' Association (WSSDA) on legislative issues. The legislative representative will be elected from among the board members at the annual organizational meeting in December in even numbered years and will serve for a period of two years. The legislative representative will represent the board at WSSDA's General Assembly, conveying local views and concerns to that body. When appropriate, the legislative representative obtains their board's support for a legislative proposal to be submitted to the Assembly and supporting it at the Assembly. The legislative representative will monitor proposed school legislation, and provide legislative updates periodically at board meetings. Additionally, they will build relationships with local policy makers regarding WSSDA's legislative positions and priorities.

Walla Walla Public Schools

BOARD POLICY

Policy No. 1220

Page 2 of 2

Duties of Individual Board Members

The authority of individual board members is limited to participating in actions taken by the board as a whole when legally in session. Board members will not assume responsibilities of administrators or other staff members. The board or staff will not be bound in any way by any action taken or statement made by any individual board member except when such statement or action is pursuant to specific instructions and official action taken by the board.

Each board member will review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

Each member is obligated to attend board meetings regularly. Whenever possible, each director will give advance notice to the president or superintendent of their inability to attend a board meeting. A majority of the board may excuse a director's absence from a meeting if requested to do so. The board may declare a board member's position vacant after four consecutive unexcused absences from regular board meetings.

Cross References:

Board Policy 1450 Absence of a Board Member

Legal References:

RCW 28A.330.030 Duties of president

RCW 28A.330.040 Duties of vice-president

RCW 28A.330.080 Payment of Claims--Signing of warrants

RCW 28A.330.200 Organization of the board – Assumption of superintendent's duties by board member, when

RCW 28A.343.390 Quorum – Failure to attend meetings

Adopted by the Board: July 16, 2002

Revised: May 16, 2017

Second Reading/Revision: March 19, 2024

Walla Walla Public Schools

BOARD POLICY

Policy No. 1620

Page 1 of 4

THE BOARD SUPERINTENDENT RELATIONSHIP

The successful operation of schools requires a close, effective working relationship between the board and the superintendent. The relationship must be one of trust, good will, and candor. As the legally designated governing body, the board retains final authority within the district. The board exercises those powers that are expressly required by law and those implied by law. The superintendent is the executive officer of the board who advises and makes recommendations to the board and to whom the board delegates executive responsibility, and such powers as may be required to manage the district in a manner consistent with board policy and state and federal law.

The superintendent, as executive officer of the board, shall be responsible for the administration of the schools under applicable laws and policies of the district. The board shall delineate in procedure the duties of the superintendent and shall use them as the basis for evaluating the superintendent's performance. Unless specifically limited, the superintendent may delegate to other staff the exercise of any powers and the discharge of any duties imposed by district policy or a vote of the board. The delegation of power or duty shall not relieve the superintendent of responsibility for the actions taken under such a delegation.

In order to perform their responsibilities, board members must be familiar with the operations within the schools. The superintendent shall establish communication procedures, which can enhance the board member's understanding of student programs and school operations.

Superintendent-Board Operating Protocols

For the purpose of enhancing teamwork among members of the board and between the board and administration, we, the members of the Walla Walla School Board, do hereby publicly commit ourselves collectively and individually to the following operating protocol:

| Walla Walla School Board | The Superintendent |
|---------------------------------------------------|-----------------------------------------|
| GOVERNS | LEADS |
| Decides What | Decides How |
| Requests Information | Seeks and Provides Information |
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| Creates, Reviews, and Adopts Policy | Recommends and Carries Out Policy |
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| Approves Evaluation Criteria and Procedures | Supervises and Evaluates Personnel |
| Reviews and Approves Budget | Formulates Budget |
| Represents Public Interests | Acts in Public Interest |

Walla Walla Public Schools

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1. The board will represent the needs and interests of ALL the children in our district.
2. The board will represent the needs and interests of ALL the patrons of our school district and will be a good steward of tax dollars.
3. The board will lead by example. We agree to avoid words and actions that create a negative impression of an individual, the board, or the district. While we encourage debate and differing points of view, we will do it with care and respect.
4. Communicating with and listening to parents and community members are some of the board's primary responsibilities. Providing good information to the public is essential to the operation of the district or staff. When a parent or community member expresses a concern or complaint about their child's school program or some operation of the district, board members will listen carefully to the individual, recommend that the person speak directly to the teacher or principal of the school and/or indicate to the individual that they will convey this information to the superintendent. The superintendent will contact the individual or will have the responsible party speak to them. Board members put themselves in a precarious position when they promise resolution of a situation.
5. Visiting school facilities, and communicating and listening to staff, is an important way for board members to develop a better understanding of district operations. Official school visits by board members will be carried out only under board authorization and with the full knowledge of staff, including the superintendent. Board members wishing to visit schools or classrooms for individual purposes must first route their request through the superintendent who will coordinate access.
6. The board will establish the vision, determine policies, and assure a process to address accountability. The superintendent will manage the schools.
7. Surprises to the board or the superintendent will be the exception, not the rule. Should a board member have a new topic to discuss, or a grievance or other concern, that board member is to confer with the superintendent and board president, where consideration will be given to place the matter on the agenda for future discussion.
8. The superintendent is the chief executive officer and should recommend, propose, or suggest on most matters before the board.
9. To be efficient and effective, long board meetings will be avoided. If a board member needs more information, either the superintendent or the board president is to be contacted before the meeting. Audience input will be encouraged at board meetings and appropriate protocol for receiving the input is in place. The citizens' comment section of the board meeting is to provide community members an opportunity to address the board about the general operations of the district. During this time, board members listen attentively, perhaps take notes then, if necessary, either the board president or the superintendent indicates that the speaker's issue will be researched and/or a response will be made by the superintendent.

Walla Walla Public Schools

BOARD POLICY

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10. During the Board Report agenda item, board members are to relay positive information about the district, such as their involvement in associated committee work, school related activities they have attended, or productive experiences with fellow board members. The Board Report agenda is not a time for board members to air grievances/concerns, weigh in on matters that would best be discussed during report, study or action item agendas, or surprise their fellow members or staff with new topics.
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12. For decisions that have major impact on students and/or patrons, the board will use a public hearing process to gather input prior to making final decisions. Community forums are held at times on a single topic. These forums give the community at large the opportunity to be informed about the topic, to discuss the issue, and to give the board input.
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20. The board president or their designee will be the spokesperson pertaining to official board correspondences and the superintendent or their designee will serve as the spokesperson for official district correspondences.
21. Once a final decision has been made on a proposal by board vote/action, board members and the superintendent will publicly support the implementation of the decision, individually and collectively.

Walla Walla Public Schools

BOARD POLICY

Policy No. 1620

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Legal References:

RCW 28A.320.010 Corporate powers

RCW 28A.330.100 Additional powers of the board (First Class Districts Only)

RCW 28A.400.010 Employment of superintendent - Superintendent's qualifications, general powers, term, contract renewal

RCW 28A.400.030 Superintendent's duties

Adopted: July 16, 2002

Second Reading/Revision: March 19, 2024

DRAFT

Charge for the Equity and Antiracist Policy Development Committee (EAPDC)

1. Purpose: The committee is hereby established to develop equity/antiracist policy(ies) for Walla Walla Public Schools that will serve to champion an environment of inclusion and respect for all students, staff, and community members. This work product will help challenge and dismantle systemic inequities and promote antiracist principles and cultural competency across the district in order to build a truly inclusive educational community.

2. Overview: The Walla Walla School Board directs the Superintendent to establish an “Equity and Antiracist Policy Development Committee (EAPDC),” comprised of: 6 WWPS parents (2 elementary school, 2 middle school and 2 high school), 6 WWPS teachers (2 elementary, 2 middle and 2 high school), 4 WWPS classified staff, 3 WWPS principals/assistant principals (one per level), 2 at-large representatives from the district’s Equitably Engaging Strategies for Everyone (ESEE) task force, 2 at-large community representatives from the Equity and Access Committee (EAC), 6 WWPS student representatives (2 MS and 4 HS), 2 ex officio School Board Members (non-voting), student school board representatives(2), the WWVEA President, the PSE President, the Director of Equity and Dual Programs, the Director of Special Education and the Superintendent.

3. Type of Committee: Official Board Advisory Committee.

4. Charge: The Walla Walla School Board requests the EAPDC to complete the research, outreach and work necessary to develop draft policy(ies) for School Board consideration. The policy(ies) will address the Board’s priority, outlined in the district’s Vision 2030 Strategic Plan, to develop equity/antiracist policy(ies) consistent with the district’s stated goal and accompanying strategies towards ensuring a “Culture of Equity and Belonging.”

The committee’s work must be completed no later than July 1, 2024 for recommendation to the district’s Administrative Policy Committee and/or School Board. The committee is tasked with the following charge:

- Review and Research
 - Review existing structures, systems and programming related to the district’s current equity efforts.
 - Review Vision 2030 Strategic Plan goals and initiatives related to equity, belonging and cultural competency.
 - Provide an overview of the research that necessitates the need for the K-12 system to actively challenge and dismantle systemic inequities.
 - Research and review effective model policies currently enacted in school districts.
- Draft Policy Development
 - Formulate a comprehensive equity/antiracist policy(ies) that explicitly incorporate tenets and strategies for:
 - Promoting understanding and dismantling of systemic racism within all aspects of the school district.
 - Ensuring that curriculum, teaching materials, and school activities reflect and honor the diversity of the student population and the broader community.
 - Establishing mandatory, ongoing cultural competency and antiracism training for all staff members.
 - Developing a framework for accountability and transparency in addressing incidents of racism and discrimination.
 - Creating inclusive and equitable access to educational opportunities, resources, and support services.
- Policy Review
 - Provide intentional opportunities, developed by the committee, to solicit input/feedback from all stakeholders on draft policy(ies).
- Policy Refinement and Final Recommendation
 - Consider possible revisions and refinement based on input prior to presenting the committee’s recommended policy(ies) to the Policy Committee or School Board.



5. Authority: The committee will have no independent authority to obligate district funds or direct district staff/operations. However, the committee may make financial, resource or staffing requests to the Superintendent.

6. Staff Cooperation and Facilitation: The Board intends to support the committee’s work by providing a professional facilitator. The Superintendent is directed to work with the two ex officio Board representatives to research and select a facilitator who will support the committee throughout the duration of their charge.

7. Duration of Charge: The committee will convene in April 2024 and meet, as necessary, to fulfill their obligation prior to the July 1, 2024 deadline.

8. Committee Appointments: Appointments will be made by the two ex officio Board representatives (appointed by the Board), curated from a list of applications received. Applications must be received by the district no later than 4:00pm Monday, April 1, 2024.

As the ex officio Board representatives appoint members, efforts will be made to ensure the committee represents the rich diversity and perspectives from the district’s student populations, programs and historically marginalized groups.

DRAFT

WWPS Equity and Antiracist Policy Development Committee (EAPDC)

The Walla Walla School Board directs the Superintendent to establish an “Equity and Antiracist Policy Development Committee (EAPDC),” comprised of: 6 WWPS parents (2 elementary school, 2 middle school and 2 high school), 6 WWPS teachers (2 elementary, 2 middle and 2 high school), 4 WWPS classified staff, 3 WWPS principals/assistant principals (one per level), 2 at-large representatives from the district’s Equitably Engaging Strategies for Everyone (EASE) task force, 2 at-large community representatives from the Equity and Access Committee (EAC), 6 WWPS student representatives (2 MS and 4 HS), 2 ex officio School Board Members (non-voting), student school board representatives(2), the WWVEA President, the PSE President, the Director of Equity and Dual Programs, the Director of Special Education and the Superintendent.

The committee’s work must be completed no later than July 1, 2024. The committee is tasked with the following charge:

- Review and Research
 - Review existing structures, systems and programming related to the district’s current equity efforts.
 - Review Vision 2030 Strategic Plan goals and initiatives related to equity, belonging and cultural competency.
 - Provide an overview of the research that necessitates the need for the K-12 system to actively challenge and dismantle systemic inequities.
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 - Ensuring that curriculum, teaching materials, and school activities reflect and honor the diversity of the student population and the broader community.
 - Establishing mandatory, ongoing cultural competency and antiracism training for all staff members.
 - Developing a framework for accountability and transparency in addressing incidents of racism and discrimination.
 - Creating inclusive and equitable access to educational opportunities, resources, and support services.
- Policy Review
 - Provide intentional opportunities, developed by the committee, to solicit input/feedback from all stakeholders on draft policy(ies).
- Policy Refinement and Final Recommendation
 - Consider possible revisions and refinement based on input prior to presenting the committee’s recommended policy(ies) to the Policy Committee or School Board.

The committee will convene from April through June, which may include daytime and evening events depending on facilitator schedules and activities.

How to apply:

Interested individuals are asked to fill out an application (hardcopy or online), and submit or deliver it to the following contact no later than 4pm Monday, April 1, 2024:

Walla Walla Public Schools, Attn: Susie Golden

364 S Park St

Walla Walla, Wa 99362

sgolden@wwps.org

For questions, please contact Mrs. Golden at 509.526.6715



Equity and Antiracist Policy Development Committee Application

I am applying to serve on the committee as a (check one):

- Parent Representative
- Certified Teacher Representative
- Classified Staff Representative
- Student Representative
- Equity and Access Committee Member Representative
- EESE Task Force Representative

Applicant Name: _____

Briefly describe your affiliation/relationship with the District (e.g. elementary parent, middle School science teacher, high school student): _____

Mailing Address: _____

Phone Number: _____ Email: _____

Why do you want to serve on the Equity and Antiracist Policy Development Committee?

Please describe, if any, current and/or past involvement or experience you have had related to this work.

By checking this box, if selected to serve on the committee, I agree to uphold the board-established charge and that I will prioritize my schedule to consistently attend meetings.

Applicant Signature

Date

Walla Walla Public Schools

BOARD POLICY

Policy No. 1210

Page 1 of 1

ANNUAL ORGANIZATIONAL MEETING

At the first regular meeting at which newly elected and certified board members are seated in election years and at the first regular meeting in December in non-election years, the board will elect from among its members a president and a vice-president to serve one-year terms. A newly appointed board member will not be eligible to serve as an officer or legislative representative unless a majority of the board has been appointed. If a board member is unable to continue to serve as an officer, a replacement will be elected immediately. In the absence of both the president and the vice-president, the board shall elect a president pro tempore who will perform the functions of the president during the latter's absence. The superintendent shall act as board secretary. In order to provide a record of the proceedings of each meeting of the board, the superintendent will appoint a recording secretary of the board.

In even-numbered years at the same meeting, a WSSDA legislative representative will be elected to serve a two-year term.

The normal order of business will be modified for the annual organizational meeting by considering the following matters, after the approval of the minutes of the previous meeting:

- A. Welcome and introduction of newly elected board members by the chair/president;
- B. Call for nominations for chair/president to serve during the ensuing year;
- C. Election of a chair/president (roll call vote);
- D. Assumption of office by the new chair/president;
- E. Call for nominations for vice chair/president to serve during the ensuing year;
- F. Election of a vice chair/president (roll call vote);
- G. (if applicable) Call for nominations for WSSDA legislative representative to serve for the next two years; and
- H. Election of a WSSDA legislative representative.

Policies will continue from year to year and board to board until and unless the board changes them.

Legal References:

| | |
|-----------------|------------------------------------------------------------------------------------|
| RCW 28A.400.030 | Superintendent's duties |
| RCW 28A.330.010 | Board president, vice-president - Secretary |
| RCW 28A.330.020 | Certain board elections, manner and vote required - Selection of personnel, manner |
| RCW 28A.330.050 | Duties of superintendent as secretary as secretary of the board |
| RCW 29A.60.280 | Local elected officials, commencement of term of office |

Adopted: July 16, 2002

Revised: November 21, 2017

Second Reading/Revision: March 19, 2024

Walla Walla Public Schools

BOARD POLICY

Policy No. 1220

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BOARD OFFICERS AND DUTIES OF BOARD MEMBERS

Officers of the Board: President

The president shall preside at all meetings of the board and sign all papers and documents as required by law or as authorized by action of the board. The president conducts the meetings in the manner prescribed by the board's policies. The president has the full right to participate in all aspects of board action without relinquishing the chair, including the right to vote on all matters put to a vote.

It is the responsibility of the board president to manage the board's deliberation so that it will be clear, concise, and directed to the issue at hand; to summarize discussion and/or action before moving on to the next agenda item; and to generally manage the meeting so that the agenda is treated in an expeditious manner.

The president will be the official recipient of correspondence directed to the board and will provide, or cause to be provided to other board members and the superintendent, copies of the correspondence received on behalf of the board.

The president is authorized to consult with the superintendent on issues such as board meeting, study session, and board retreat planning prior to presentation to the full board and perform tasks to facilitate board meetings.

In dealing with the media and the public in general, the president or their designee will serve as the spokesperson of the board. The president is authorized to report and discuss those actions which have been taken and those decisions made by the board as a body. The president will avoid speculating upon actions or decisions which the board may take but has not yet taken.

Officers of the Board: Vice-President

The vice-president will preside at board meetings in the absence of the president and will perform all of the duties of the president in case of their absence or disability.

Legislative Representative

A legislative representative serves as the board's liaison with the Washington State School Directors' Association (WSSDA) on legislative issues. The legislative representative will be elected from among the board members at the annual organizational meeting in December in even numbered years and will serve for a period of two years. The legislative representative will represent the board at WSSDA's General Assembly, conveying local views and concerns to that body. When appropriate, the legislative representative obtains their board's support for a legislative proposal to be submitted to the Assembly and supporting it at the Assembly. The legislative representative will monitor proposed school legislation, and provide legislative updates periodically at board meetings. Additionally, they will build relationships with local policy makers regarding WSSDA's legislative positions and priorities.

Walla Walla Public Schools

BOARD POLICY

Policy No. 1220

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Walla Walla Public Schools

BOARD POLICY

Policy No. 1620

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Walla Walla Public Schools

BOARD POLICY

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BOARD POLICY

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Walla Walla Public Schools

BOARD POLICY

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Second Reading/Revision: March 19, 2024

DRAFT

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1. Purpose: The committee is hereby established to develop equity/antiracist policy(ies) for Walla Walla Public Schools that will serve to champion an environment of inclusion and respect for all students, staff, and community members. This work product will help challenge and dismantle systemic inequities and promote antiracist principles and cultural competency across the district in order to build a truly inclusive educational community.

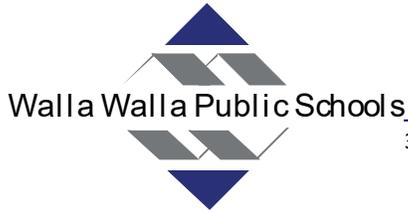
2. Overview: The Walla Walla School Board directs the Superintendent to establish an “Equity and Antiracist Policy Development Committee (EAPDC),” comprised of: 6 WWPS parents (2 elementary school, 2 middle school and 2 high school), 6 WWPS teachers (2 elementary, 2 middle and 2 high school), 4 WWPS classified staff, 3 WWPS principals/assistant principals (one per level), 2 at-large representatives from the district’s Equitably Engaging Strategies for Everyone (ESEE) task force, 2 at-large community representatives from the Equity and Access Committee (EAC), 6 WWPS student representatives (2 MS and 4 HS), 2 ex officio School Board Members (non-voting), student school board representatives(2), the WWVEA President, the PSE President, the Director of Equity and Dual Programs, the Director of Special Education and the Superintendent.

3. Type of Committee: Official Board Advisory Committee.

4. Charge: The Walla Walla School Board requests the EAPDC to complete the research, outreach and work necessary to develop draft policy(ies) for School Board consideration. The policy(ies) will address the Board’s priority, outlined in the district’s Vision 2030 Strategic Plan, to develop equity/antiracist policy(ies) consistent with the district’s stated goal and accompanying strategies towards ensuring a “Culture of Equity and Belonging.”

The committee’s work must be completed no later than July 1, 2024 for recommendation to the district’s Administrative Policy Committee and/or School Board. The committee is tasked with the following charge:

- Review and Research
 - Review existing structures, systems and programming related to the district’s current equity efforts.
 - Review Vision 2030 Strategic Plan goals and initiatives related to equity, belonging and cultural competency.
 - Provide an overview of the research that necessitates the need for the K-12 system to actively challenge and dismantle systemic inequities.
 - Research and review effective model policies currently enacted in school districts.
- Draft Policy Development
 - Formulate a comprehensive equity/antiracist policy(ies) that explicitly incorporate tenets and strategies for:
 - Promoting understanding and dismantling of systemic racism within all aspects of the school district.
 - Ensuring that curriculum, teaching materials, and school activities reflect and honor the diversity of the student population and the broader community.
 - Establishing mandatory, ongoing cultural competency and antiracism training for all staff members.
 - Developing a framework for accountability and transparency in addressing incidents of racism and discrimination.
 - Creating inclusive and equitable access to educational opportunities, resources, and support services.
- Policy Review
 - Provide intentional opportunities, developed by the committee, to solicit input/feedback from all stakeholders on draft policy(ies).
- Policy Refinement and Final Recommendation
 - Consider possible revisions and refinement based on input prior to presenting the committee’s recommended policy(ies) to the Policy Committee or School Board.



5. Authority: The committee will have no independent authority to obligate district funds or direct district staff/operations. However, the committee may make financial, resource or staffing requests to the Superintendent.

6. Staff Cooperation and Facilitation: The Board intends to support the committee’s work by providing a professional facilitator. The Superintendent is directed to work with the two ex officio Board representatives to research and select a facilitator who will support the committee throughout the duration of their charge.

7. Duration of Charge: The committee will convene in April 2024 and meet, as necessary, to fulfill their obligation prior to the July 1, 2024 deadline.

8. Committee Appointments: Appointments will be made by the two ex officio Board representatives (appointed by the Board), curated from a list of applications received. Applications must be received by the district no later than 4:00pm Monday, April 1, 2024.

As the ex officio Board representatives appoint members, efforts will be made to ensure the committee represents the rich diversity and perspectives from the district’s student populations, programs and historically marginalized groups.

DRAFT

WWPS Equity and Antiracist Policy Development Committee (EAPDC)

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The committee’s work must be completed no later than July 1, 2024. The committee is tasked with the following charge:

- Review and Research
 - Review existing structures, systems and programming related to the district’s current equity efforts.
 - Review Vision 2030 Strategic Plan goals and initiatives related to equity, belonging and cultural competency.
 - Provide an overview of the research that necessitates the need for the K-12 system to actively challenge and dismantle systemic inequities.
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- Policy Review
 - Provide intentional opportunities, developed by the committee, to solicit input/feedback from all stakeholders on draft policy(ies).
- Policy Refinement and Final Recommendation
 - Consider possible revisions and refinement based on input prior to presenting the committee’s recommended policy(ies) to the Policy Committee or School Board.

The committee will convene from April through June, which may include daytime and evening events depending on facilitator schedules and activities.

How to apply:

Interested individuals are asked to fill out an application (hardcopy or online), and submit or deliver it to the following contact no later than 4pm Monday, April 1, 2024:

Walla Walla Public Schools, Attn: Susie Golden

364 S Park St

Walla Walla, Wa 99362

sgolden@wwps.org

For questions, please contact Mrs. Golden at 509.526.6715



Equity and Antiracist Policy Development Committee Application

I am applying to serve on the committee as a (check one):

- Parent Representative
- Certified Teacher Representative
- Classified Staff Representative
- Student Representative
- Equity and Access Committee Member Representative
- EESE Task Force Representative

Applicant Name: _____

Briefly describe your affiliation/relationship with the District (e.g. elementary parent, middle School science teacher, high school student): _____

Mailing Address: _____

Phone Number: _____ Email: _____

Why do you want to serve on the Equity and Antiracist Policy Development Committee?

Please describe, if any, current and/or past involvement or experience you have had related to this work.

By checking this box, if selected to serve on the committee, I agree to uphold the board-established charge and that I will prioritize my schedule to consistently attend meetings.

Applicant Signature

Date