



BOARD OF DIRECTORS
Regular Business Meeting - 5:30 PM
April 16, 2024
364 S Park St
Walla Walla, WA 99362

Watch Live: <https://wwps-org.zoom.us/j/95860795183>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 958 6079 5183

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: *Eva Maxwell*

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*

- | | |
|--|----|
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| 2. Extracurricular Athletic Contracts | 4 |
| 3. Issuance of Contracts & Notification of Reasonable Assurance | 5 |
| 4. Annual Highly Capable Program Compliance | 6 |
| 5. April 2 & April 16 Accounts Payable and March Payroll | 17 |
| 6. March Financial Report | 18 |
| 7. Excused Absence for Director Terri Trick | |
| 8. Regular Business Meeting Minutes of March 19, 2024 | 22 |
| 9. Special Meeting/School Board Retreat & Work Session Minutes of March 25, 2024 | 25 |

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

1. Walla Walla High School Student Performance: *Drama Program Advisor Kristin Hessler*
2. Teacher Appreciation Week May 6-10, 2024: *Dr. Wade Smith*
3. Music - All State Ensembles: *Roger Garcia, District Music Director*
 - Jordan Fox - All-State Treble Choir (Wa-Hi)
 - Asher Sutton - All-State Symphonic Choir (Wa-Hi)

<ul style="list-style-type: none"> • Teresa Wheeler - All-State Treble Choir (Wa-Hi) • Simone Wheeler - All-State Treble Choir (Wa-Hi) • Jazz Zanger - All-State Symphonic Choir (Wa-Hi) • Micah Vawter - All-State Wind Ensemble (Wa-Hi) • Gideon Jenkins - All-State Mixed Ensemble (Garrison) • Aidan Garratt - Treble Choirr (Garrison) 	
4. Lincoln High School - Esports 2nd Place: <i>Coaches Erik Gordon & Nathan Paine</i>	
<ul style="list-style-type: none"> • Team Members: Tyson Pulliam, Hamad Alrashed, Kevin Armenta Osuna, Javier Arambula Morales, Adan Aramula Morales 	
5. Volunteer Appreciation Month & Recognition of Volunteers Reaching 100 Hours: <i>Beth Swanson</i>	
<ul style="list-style-type: none"> • Candy Anderson, Olivia Baez, Heidi Brigham, Sharon Carter, Analee Castillo, Arianna Cline, Melissa Gardner, Kysa Jausoro, Molly Knight, Olivia Mahurin, Patrice Moore, Laura Segovia, Marianne Smith, Jennifer Stone, Janet Wallace-Wheaton 	
6. The Health Center Update: <i>Executive Director Norma Hernandez</i>	26
VII. CITIZENS' COMMENTS: (6:30 p.m.) <i>Ruth Ladderud</i>	36
VIII. REPORTS: (6:35 p.m.) <i>Ruth Ladderud</i>	
1. Board of Directors Report: <i>Ruth Ladderud</i>	
2. Superintendent's Report: <i>Dr. Wade Smith</i>	
a. Monthly Enrollment Report	37
3. Vision 2030: Goal #2, Strategy #4 - Post-Secondary Planning: <i>Chris Gardea, Michelle Carpenter, Jerry Maher, Claudia Salazar, Steve Pitzer & Shari Widmer</i>	39
4. Monthly Financial Dashboard Report: <i>Janette Jeffris</i>	58
5. Preliminary Budget Planning: <i>Dr. Wade Smith and Janette Jeffris</i>	61
6. Policies Second Reading: <i>Dr. Wade Smith</i>	82
<ul style="list-style-type: none"> • 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 	
IX. ACTION: (7:55 p.m.) <i>Ruth Ladderud</i>	
1. Policies Second Reading:	96
<ul style="list-style-type: none"> • 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 	
X. ADJOURNMENT: (8:00 p.m.) <i>Ruth Ladderud</i>	



PERSONNEL REPORT

April 16, 2024 – Board Meeting

Date: April 11, 2024

EMPLOYMENT

Certificated: Thomas Nguyen, Temporary Intern School Psychologist (2024-25), Special Education

Classified: Christopher Schulz, Head Start Assistant Teacher, WWCCF

RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Administrative: Maria Garcia, Principal, Sharpstein Elementary School, 28 years

Certificated: Shannon DeBeaumont, Math Teacher, Pioneer Middle School, 26 years
 Diana Evenson, Education Specialist, Special Education, 24 years
 Jacqueline Fisbeck, First Grade Teacher, Berney Elementary School, 6 years
 Melissa Holgate, First Grade Teacher, Green Park Elementary School, 5 years
 Brendan King, CTE/STEM Teacher, Walla Walla High School, 3 years
 Ethan Stutz, Music Teacher, Pioneer Middle School, 3 years

Classified: Jesus Alonso, Custodian, Prospect Point Elementary School, 10 years
 Kariss Hammond, Bilingual Assistant Secretary, Walla Walla High School, 5 months
 Gayle Harwood, Para-Educator, Green Park Elementary School, 34.5 years
 Shawna Woolcutt, Kitchen Assistant, Green Park Elementary School, 5 months

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2023-2024

Name

School

Assignment

Patrick Kofler

Lincoln High School

Head Boys Basketball



Date: April 11, 2024

To: Board of Education

From: Chris Gardea, Assistant Superintendent

A handwritten signature in blue ink, appearing to be 'CG'.

RE: Issuance of Contracts and Notifications of Reasonable Assurance

I am requesting authorization to issue contracts for certificated staff, administrators and non-represented staff, as well as notification of reasonable assurance to substitutes and classified staff, all as appropriate, for the 2024-2025 school year.

5

Individuals who have indicated they are leaving the district, staff members with non-continuing contracts and employees in programs which will terminate at the end of the current school year will not receive either a contract or a notice of reasonable assurance.

Thank you for your consideration.

CG/jh

Confirmation - 2023-24 Highly Capable Program Plan (Form 1/3)

1 message

Smartsheet Forms <forms@app.smartsheet.com>
To: ckrutulis@wwps.org

Thu, Feb 29, 2024 at 12:26 PM



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Thank you for submitting your entry. A copy is included below for your records.

2023-24 Highly Capable Program Plan (Form 1/3)

Local Education Agency (LEA)	Walla Walla Public Schools 36140
First and Last Name, Position Title	Christy Krutulis, Executive Director of Teaching and Learning
Universal Screening Grade Level K-2	2
Universal Screening Grade Level 3-6	5
State Standard-Based Assessments	K-12
Classroom-Based Assessments	K-12
Iowa Assessments (Form E)	N/A
Logramos (Spanish)	N/A
Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)	N/A
Test of Early Mathematics Ability (TEMA-3)	N/A
Test of Early Reading Ability (TERA-3)	N/A
Test of Early Written	N/A

Language (TEWL-3)	
Other Academic Achievement Screening Procedure	N/A
CogAt 7 or 8 Screening Form	N/A
CogAt 7 or 8 Full Battery	N/A
Naglieri Nonverbal Aptitude Test (NNAT 2 or 3)	N/A
Naglieri General Ability Test (Verbal, Nonverbal, Quantitative)	K-12
Stanford Binet Intelligence Scales (SB5)	K-12
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	K, 1, 2, 3, 4, 5
Wechsler Preschool Primary Scale of Intelligence (WPPSI IV)	N/A
Wechsler Intelligence Scale for Children (WISC V)	K, 1, 2, 3, 4, 5
Woodcock-Johnson Tests of Cognitive Abilities (WJ IV Cog)	K-12
Other Cognitive Screening Procedure	K-12
If you selected "Other" above, please describe below:	DP4, KABC
Torrance Test of Creative Thinking	N/A
Other Creativity Screening Procedure	N/A

WA Kindergarten Inventory of Developing Skills (WaKIDS)	K
Gifted Evaluation Scale, 3rd Edition (GES-3)	N/A
Gifted Rating Scale (GRS)	N/A
Scales for Identifying Gifted Students (SIGS-2)	N/A
Universal Talented and Gifted Screener (UTAGS)	N/A
HOPE Teacher Rating Scale	N/A
Kingore Observation Inventory, 2nd Edition (KOI)	N/A
Scales for Rating the Behavior Characteristics of Superior Students (Renzulli-Hartman)	K-12
TAB (Traits, Aptitude, Behavior) MM Frasier	N/A
USTARS -PLUS Teacher Observation of Potential in Students (TOPS)	N/A
Other Supportive Norm-Referenced Scales and Non-Standard Resources	K-12
If you selected "Other" above, please describe below:	Locally developed teacher input based on Renzulli.
WIDA (Language Proficiency Assessment)	K-12

**Mastery-based
Proficiency
Screener in
Primary
Language** K-12

**Individual
Educational
Plan (IEP)** K-12

**ADA Section 504
(accommodation
plan for
disability)** K-12

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Confirmation - 2023-24 Highly Capable Program Plan - Introduction

1 message

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To: ckrutulis@wwps.org

Thu, Feb 29, 2024 at 6:54 AM



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Thank you for submitting your entry. A copy is included below for your records.

2023-24 Highly Capable Program Plan - Introduction

Local Education Agency (LEA) Name

Walla Walla Public Schools 36140

First and Last Name, Position Title

Christy Krutulis, Executive Director of Teaching and Learning

Universal screening must occur once in or before second grade, and once in or before sixth grade.



Ensure that all students across all district educational settings at the identified grade levels are included in screenings.



Every student must be screened using at least two student data points.



Data sources do not have to be the same for every student.



Review student IEP and 504 plans for supportive data and follow accommodations.



Review data for Multilingual



students for rapid language acquisition and use nonverbal assessments if native language assessments are not available.

Universal screening is not used to exit students from placement for services.



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Confirmation - 2023-24 Highly Capable Program Plan (Form 2/3)

1 message

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Thu, Feb 29, 2024 at 12:30 PM



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Thank you for submitting your entry. A copy is included below for your records.

2023-24 Highly Capable Program Plan (Form 2/3)

Local Education Agency (LEA)	Walla Walla Public Schools 36140
First and Last Name, Position Title	Christy Krutulis, Executive Director of Teaching and Learning
State Assessment(s)	K, 3, 4, 5, 6, 7, 8
MAP for Primary Grades (MPG)	N/A
Measures of Academic Progress (MAP)	N/A
Iowa Test of Basic Skills (ITBS)	N/A
Iowa Test of Education Development (ITED)	N/A
Stanford Achievement Test Series, 10th Edition (SAT10)	N/A
Woodcock-Johnson IV (WJIV)	K-12
Kaufman Test of Educational Achievement (KTEA)	N/A
Other Academic Achievement	K-12

Identification Measure

If you selected "Other" above, please describe below:

Locally developed common assessments.

CogAt 7 or 8 Screening Form

N/A

CogAt 7 or 8 Full Battery

N/A

Naglieri Nonverbal Aptitude Test (NNAT2)

N/A

Stanford Binet Intelligence Scales (SB5)

K-12

Stanford Binet Intelligence Scales for Early Childhood (Early SB5)

K, 1, 2, 3, 4, 5

Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)

K-12

Woodcock-Johnson IV (WJ IV)

K-12

Otis-Lennon School Ability Test, 8th Edition (OLSAT 8)

N/A

Other Cognitive Identification Measure

N/A

Torrance Test of Creative Thinking

N/A

Other Creativity Identification Measure

N/A

Gifted Rating Scales, 2003 (GRS)

N/A

Scales for Rating the Behavioral Characteristics of Superior Students

K-12

(Renzulli Scales)	
Scales for Identifying Gifted Students, 2004 (SIGS)	N/A
Washington Kindergarten Inventory of Developing Skills (WaKIDS)	K
Other Research-based Identification Measure	N/A
Kingore Observation Inventory	N/A
Teacher Rating Scale (locally developed)	K-12
Parent Rating Scale (locally developed)	K-12
Report Card	K-12
Portfolio - Work Samples	K-12
Other Informal Identification Measures	N/A

Confirmation - 2023-24 Highly Capable Program Plan Form 3/3

1 message

Smartsheet Forms <forms@app.smartsheet.com>
To: ckrutulis@wwps.org

Thu, Feb 29, 2024 at 12:34 PM



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Thank you for submitting your entry. A copy is included below for your records.

2023-24 Highly Capable Program Plan Form 3/3

Local Education Agency (LEA) Name

Walla Walla Public Schools 36140

First and Last Name, Position Title

Christy Krutulis, Executive Director of Teaching and Learning

Select checkbox if Gifted Value 32 is applicable



Gifted Value 32 - Classroom-Based Services and Programs

K-12

Select checkbox if Gifted Value 33 is applicable



Gifted Value 33 - Unique HCP Services and Programs

Supplemental Pull-Out Program

Supplemental Pull-Out Program

3, 4, 5

Select checkbox if Gifted Value 34 is applicable



Gifted Value 34 - Acceleration Services and Programs

Academic Acceleration for HS Students, Advanced Placement, College in the High School, Honors/Advanced, Online Course/s for Subject Acceleration, Running Start

Academic Acceleration for High School Students

9, 10, 11, 12

Advanced Placement (AP)

9, 10, 11, 12

15

College in the High School 9, 10, 11, 12

Honors/Advanced 6, 7, 8, 9, 10, 11, 12

Online Course/s for Subject Acceleration 6, 7, 8, 9, 10, 11, 12

Running Start 11, 12

Select checkbox if Gifted Value 35 is applicable

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 April 16, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
4/2/2024	232351	Through	232499	\$ 551,936.03
4/16/2024	232500	Through	232627	\$ 466,400.17
4/2/2024	232400377	Wire Transfer	232400411	\$ 6,402.17
4/16/2024	232400413	Wire Transfer	232400438	\$ 4,597.93

		Capital Projects		
4/2/2024	230053	Through	230055	\$ 80,128.64
4/16/2024	230056	Through	230056	\$ 26,048.88
		Wire Transfer		
		Wire Transfer		

		ASB		
4/2/2024	230175	Through	230183	\$ 15,431.51
4/16/2024	230184	Through	230188	\$ 11,510.95
4/2/2024	232400412	Wire Transfer	232400412	\$ 32.00
		Wire Transfer		

		Transportation Vehicle		
		Through		
		Through		
		Wire Transfer		
		Wire Transfer		

		Payroll		
3/29/2024	232307	Through	232350	\$ 2,142,703.42
3/29/2024	1400001	Wire Transfer	1401119	\$ 3,285,255.73
3/29/2024	NA	Payroll Taxes	NA	\$ 1,087,310.32

TOTAL:	\$ 7,677,757.75
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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: April 11, 2024
RE: March's Financial Report

A handwritten signature in blue ink, likely belonging to Janette Jeffris, Director of Fiscal Services.

Attached is the March 2024 financial report consisting of:

18

- Revenues, expenditures and fund balance for all five funds.
 - General Fund ending balance is 9.0% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

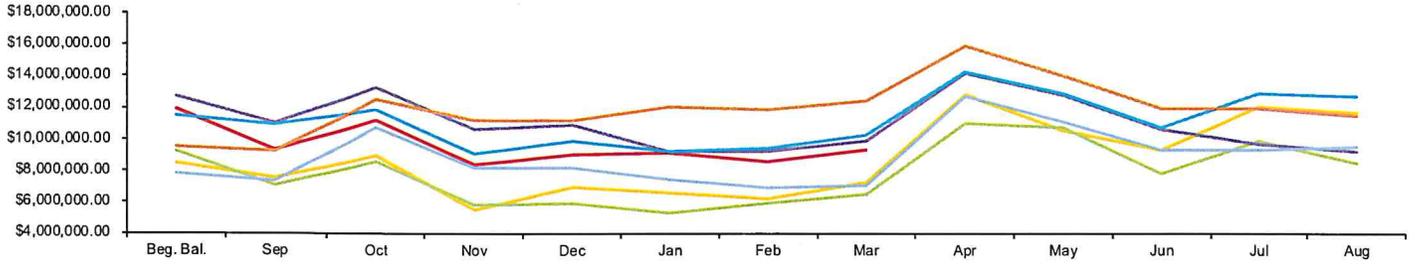
Walla Walla School District

Monthly Financial Report
March 2024

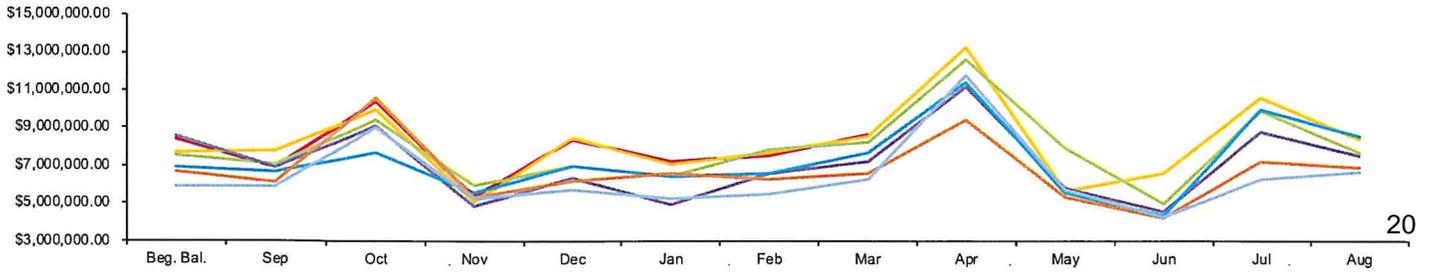
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>	
<u>GENERAL FUND</u>				
Beginning Fund Balance	\$ 9,300,000	\$ 10,644,524	\$ 10,644,524	
Revenues	\$ 101,079,336	\$ 101,079,336	\$ 54,075,483	
Expenditures	\$ (101,087,466)	\$ (101,087,466)	\$ (55,626,155)	
Transfers	\$ (800,000)	\$ (800,000)		
Ending Fund Balance	\$ 8,491,870	\$ 9,836,394	\$ 9,093,852	9.0%
<u>CAPITAL PROJECTS</u>				
Beginning Fund Balance	\$ 5,000,000	\$ 8,241,172	\$ 8,241,172	
Revenues	\$ 865,000	\$ 865,000	\$ 1,620,734	
Expenditures	\$ (4,680,000)	\$ (4,680,000)	\$ (4,572,377)	
Transfers	\$ (320,000)	\$ (320,000)	\$ -	
Ending Fund Balance	\$ 865,000	\$ 4,106,172	\$ 5,289,530	
<u>DEBT SERVICE</u>				
Beginning Fund Balance	\$ 2,550,000	\$ 2,645,962	\$ 2,645,962	
Revenues	\$ 5,151,111	\$ 5,151,111	\$ 2,455,011	
Expenditures	\$ (4,639,200)	\$ (4,639,200)	\$ (3,487,950)	
Ending Fund Balance	\$ 3,061,911	\$ 3,157,873	\$ 1,613,023	
<u>ASB FUND</u>				
Beginning Fund Balance	\$ 540,000	\$ 469,216	\$ 469,216	
Revenues	\$ 431,512	\$ 431,512	\$ 203,097	
Expenditures	\$ (509,742)	\$ (509,742)	\$ (150,600)	
Ending Fund Balance	\$ 461,770	\$ 390,986	\$ 521,713	
<u>TRANSPORTATION VEHICLE</u>				
Beginning Fund Balance	\$ 300,000	\$ 437,184	\$ 437,184	
Revenues	\$ 455,000	\$ 455,000	\$ 9,453	
Expenditures	\$ (750,000)	\$ (750,000)	\$ -	
Transfers			\$ -	
Ending Fund Balance	\$ 5,000	\$ 142,184	\$ 446,637	

WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

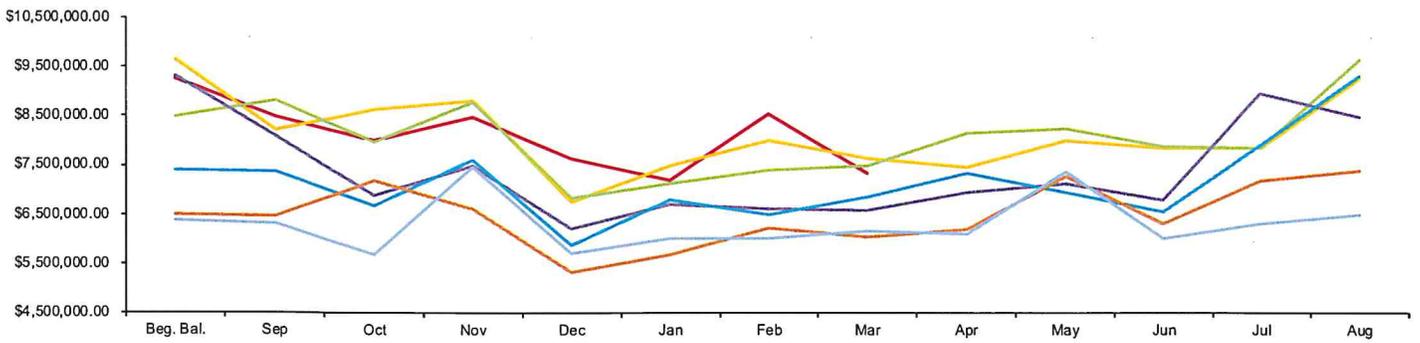
NET CASH & INVESTMENTS



RECEIPTS

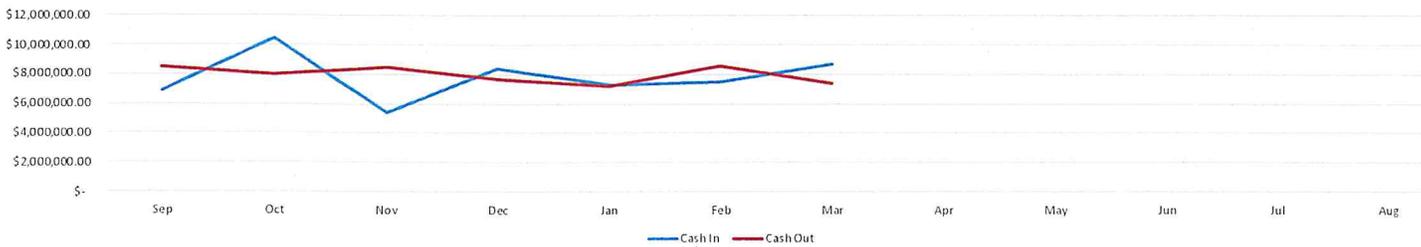


EXPENDITURES

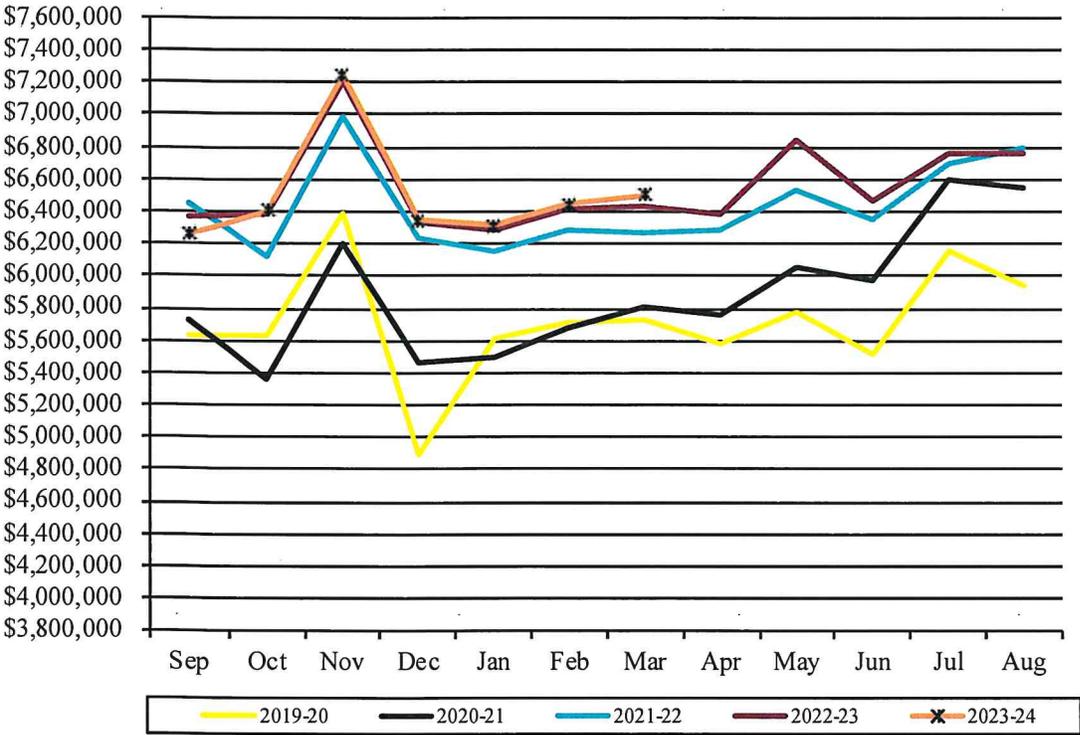


— 23-24
 — 22-23
 — 21-22
 — 20-21
 — 19-20
 — 18-19
 — 17-18

2023-24 Cash In/out



WALLA WALLA PUBLIC SCHOOLS Monthly Payroll



BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
March 19, 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

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Chris Gardea, Assistant Superintendent
Christy Krutulis, Executive Director of Teaching & Learning
Janette Jeffris, Director of Fiscal Services
Barb Casey, Director of Special Education

AUDIENCE

Including board members, administrators and guests, approximately 50 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 Derek Sarley.

III. ROLL CALL

All board members were present.

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) March 19 accounts payable; 4) February financial report; 5) asset preservation program; 6) surplus equipment & materials; 7) excused absence for student board representative Hailey Thrall; and 8) regular study meeting minutes of March 5, 2024.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

School Retirees Appreciation Week March 18-24, 2024: Dr. Smith honored school retirees by sharing a proclamation from Governor Jay Inslee, declaring the week of March 18-24 as School Retiree's Appreciation Week. Dr. Smith thanked the retiree's group for their continued support and contributions to Walla Walla Public Schools.

Recognition of High School State Champions: Dr. Smith & President Ladderud honored coaches and members of the cheerleading & girls wrestling teams who finished in the top three in state championship events.

VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT

ASB President Finley Reed reported on student activities at Walla Walla High School.

VIII. CITIZENS' COMMENTS

Public comment was received by one individual.

IX. REPORTS

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting booster group, PTA and community foundation events, upcoming school visits, senior presentation panels, and board committee meetings. It was also noted the increase in the number of students participating in extra-curricular school activities, and appreciation of the Walla Walla Public Schools Foundation support of providing field trip opportunities for our students.

Superintendent's Report: Superintendent Dr. Wade Smith noted his attendance at several booster group events and the Blue Mountain Community Foundation's Celebration of Giving, commended the district's Facilities & Operations staff for their care of district facilities and grounds and noted March enrollment is 5367 FTE.

Monthly Financial Dashboard Report: Director of Fiscal Services Janette Jeffris provided a review of revenues, expenditures and ending fund balance.

Vision 2030 Strategic Plan - Goal 3: Culture of Equity and Belonging. Strategy #8 Implementing Inclusionary Practices: Special Education Director Barb Casey and Executive Director of Teaching and Learning Christy Krutulis provided school board members an update on Vision 2030 Goal 3 Strategy #8: Implementing Inclusionary Practices. Wa-Hi science teacher Jen Hein, Pioneer Middle School science teacher Rachel Geiter and Prospect Point 4th grade teacher Vanessa Prull shared their experiences using Universal Design Learning strategies in their classrooms to engage students in their learning.

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

- 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

Policies Second Reading: Dr. Smith presented the following policies for second reading:

- 1210 - Annual Organizational Meeting
- 1220 - Board Officers and Duties of Board Members
- 1620 - The Board Superintendent Relationship

Review of Equity Policy Committee Charge: School board members discussed forming an Equity and Antiracist Policy Development Committee (EAPDC) to develop equity/antiracist policy(ies) for Walla Walla Public Schools.

X. ACTION ITEMS

Policies Second Reading: Motion by Derek Sarley and seconded by Alayna Brinton to approve policies 1210, 1220 and 1620 as presented; the motion carried unanimously.

Equity Policy Committee Charge: No action was taken regarding the development of the committee. Board members agreed to meet within the next 10 days to continue the discussion and planning.

XI. ADJOURNMENT

President Ladderud declared the meeting adjourned at 7:12 p.m.

Minutes to be presented for board approval on April 16, 2024.

APPROVED:

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

Ruth Ladderud
School Board President

BOARD OF DIRECTORS
Special Meeting/School Board Retreat & Work Session – 7:30 a.m.
March 25, 2024
WWPS Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS
Ruth Ladderud, President
Terri Trick, Vice President
Alayna Brinton
Derek Sarley

ADMINISTRATORS
Dr. Wade Smith, Superintendent

The Board of Directors conducted a special meeting on March 25. At 7:30 a.m., the board met for a school board retreat to participate in a facilitated team-building experience. All elected board members were present, except Director Mulkerin. Including board members and guests there were six in attendance. The special meeting/retreat recessed at 9:30 a.m.

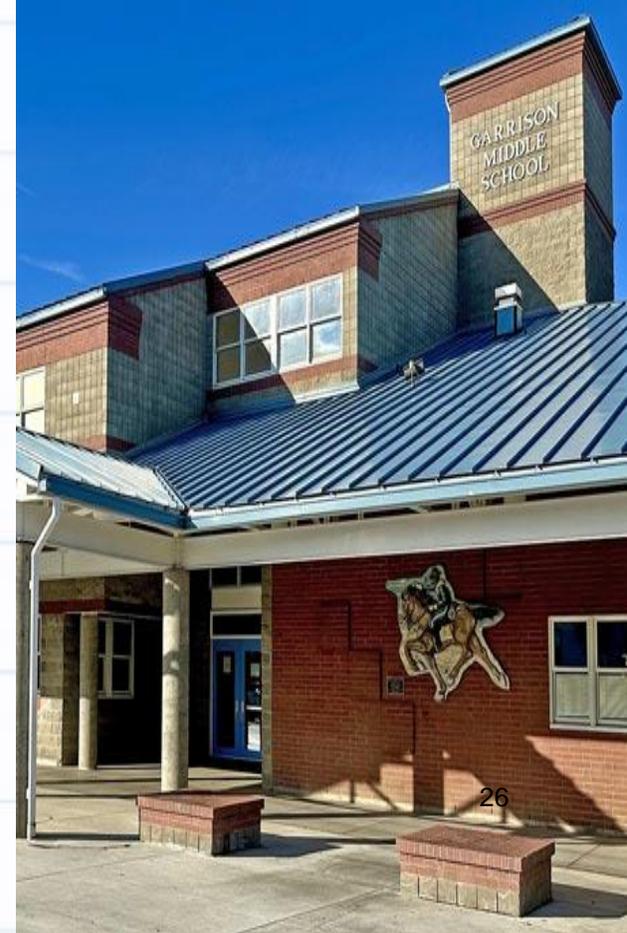
The special meeting reconvened at 11:30 a.m. for a work session where the board reviewed and discussed approaches to implement a board equity policy. All elected board members were present, except Director Mulkerin. Including board members and guests there were seven in attendance. The special meeting concluded at 2:00 p.m. and was open to the public.

Minutes to be presented for board approval on April 16, 2024.

APPROVED:

Dr. Wade Smith, Superintendent
and Secretary of the Board

Ruth Ladderud
School Board President



SCHOOL-BASED HEALTHCARE

Serving Thousands of Students Each Year Since 2009

MAKING A DIFFERENCE

The Health Center has provided thousands of students with medical and mental health services since 2009. With 15 years of experience in pediatric care, we are a trusted school-based provider that has built strong relationships with the school staff, administrators, students, and parents.





MEDICAL AND MENTAL HEALTH SERVICES IN ONE LOCATION

It's not uncommon for our students to require medical services and then be referred to our mental health staff and seen that same day or within minutes to assess the situation. We can address both needs by having medical and mental health services in our clinics without a student ever leaving their school. As a result, we return students to their classroom 96% of the time, which reduces the amount of class time missed.

WE OPENED A 4TH CLINIC THIS FALL

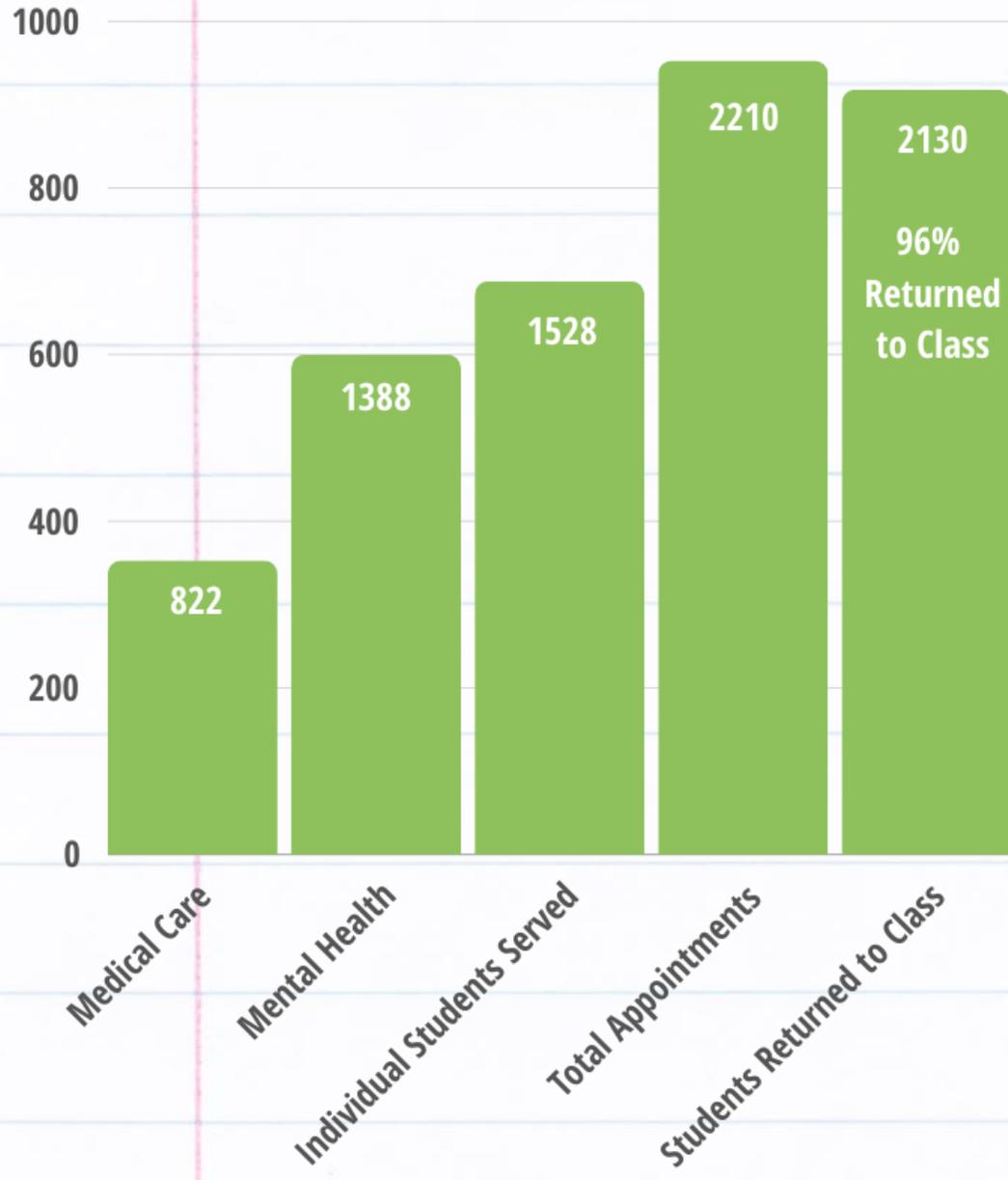
The Garrison Middle School Clinic began its operation on November 13th, and during its first week, our staff provided medical and mental health therapy to new students. We are delighted and honored to have the opportunity to serve an additional 500 students in our valley.

DATA SINCE OPENING THROUGH MARCH 29, 2024

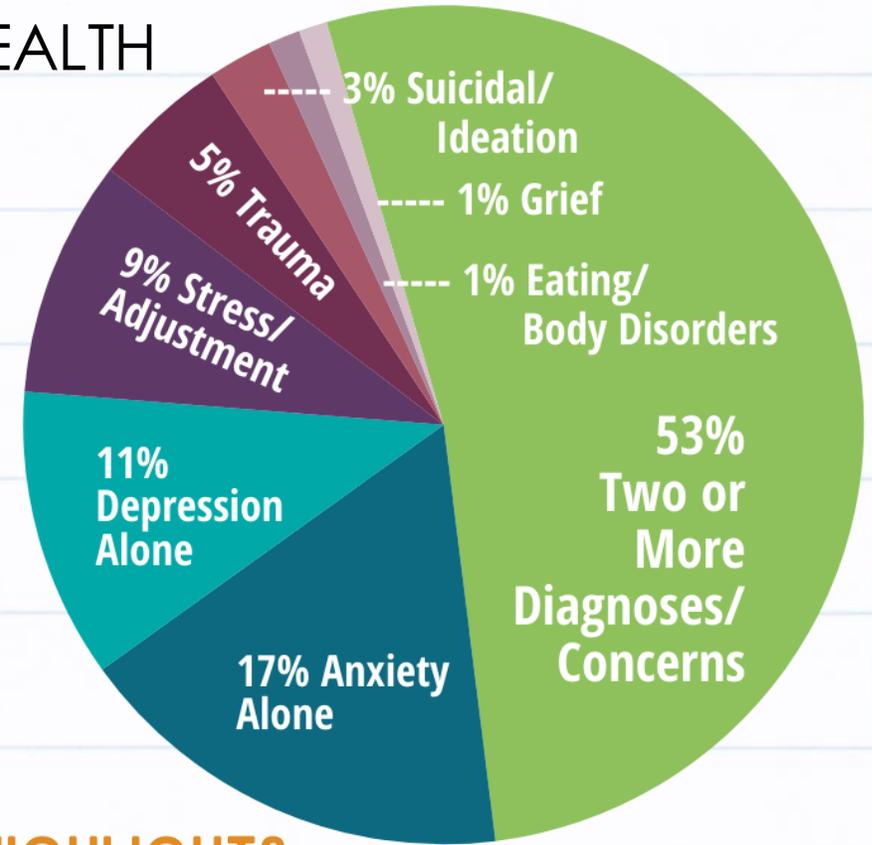
226 Medical Appts. | 200 MH Therapy Appts.
177 Individual Students Served | 426 Total Appts.
We returned students to class 404 times out of 426
Total Mental Health Referrals: 30 | Food Distribution: 241



SEPTEMBER-MARCH 29, 2024 DATA | ALL CLINICS



MENTAL HEALTH

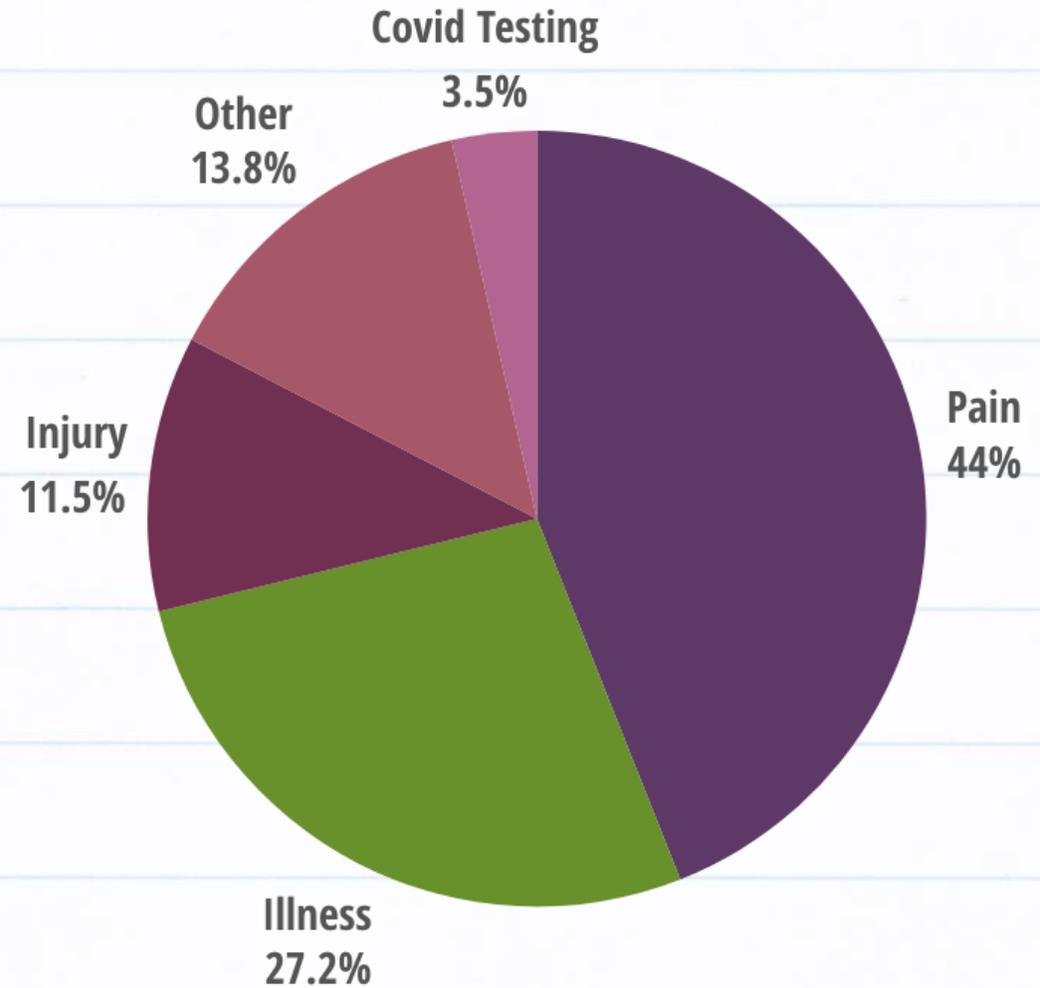
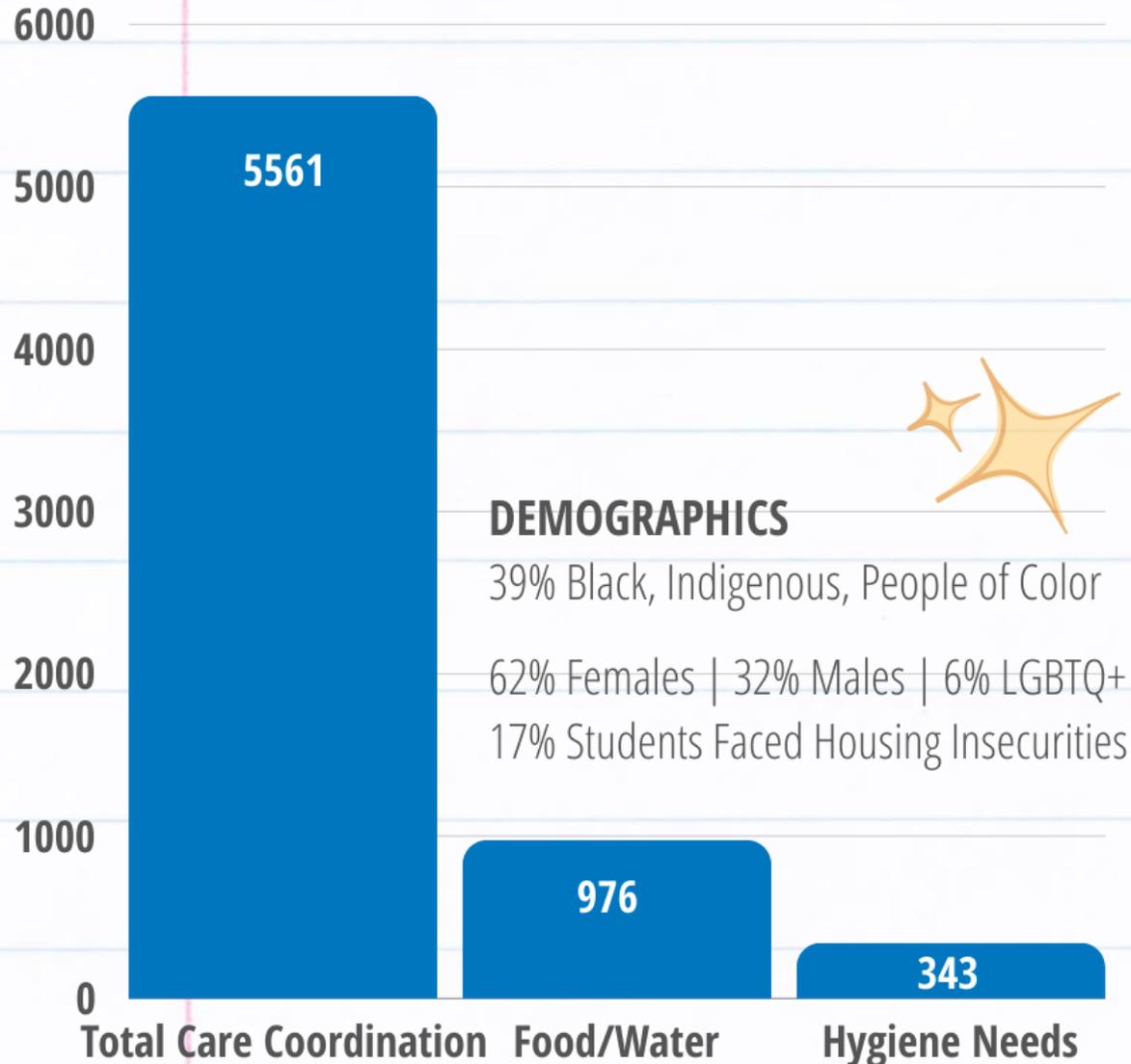


2022-2023 HIGHLIGHTS:

769 Medical Appts. | 1926 MH Therapy Appts.
1764 Individual Students Served | 2695 Total Appts.
We returned students back to class 2653 times
Total Care Coordination: 9506
Food/Water Distribution: 2186 | Hygiene Needs: 629



SEPTEMBER-MARCH 29, 2024 DATA | ALL CLINICS



MEDICAL CARE



WHY IS IT SO IMPORTANT TO HAVE MENTAL HEALTH SERVICES RIGHT IN OUR SCHOOLS?

Over the last three years, our students have been turned away from other agencies or put on a very long waitlist due to the high demand for mental health care in this community. Many young people find it challenging to access mental health services. The Health Center can quickly evaluate and determine the urgency of care needed. Our therapists are trained in all areas that youth face in today's world.

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What do we know about middle schoolers?



THE SCHOOLS DON'T THINK OF US AS AN OUTSIDE ENTITY.

We have maintained a close working relationship with the schools we serve for the past fifteen years. We attend care team meetings and participate in students' games and assemblies. We are often called upon to assist with health education and present at various community events. Our staff is highly regarded as a trusted resource that is deeply integrated within the school community. As a result, our relationships with the schools continue to strengthen and flourish over time.

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Our Team

WA-HI

PIONEER



JANET PERRY

Care Coordinator



JENN CALLENDER, RN



JILL ATCHISON, MSW



SARAH KNAPP, MSW



BAYLI FOLLETT, MH INTERN



CLAUDIA ESTRADA
Care Coordinator



CAROLYN LEONHARD, MSW



MARIE ERICKSON, LCSW,

LINCOLN

GARRISON



SOPHIA GREGOIRE

Care Coordinator



TIM & LICORICE SCHROEDER, MSW



TRACY HOLLENBECK, MSW



JESS DAVISON, MSW
EMDR Therapist



BRYSON GOBEL, MH INTERN



MARIANA SALDANA
Care Coordinator



DELIA GUTIERREZ, MSW



ALINA AVALOS, RN



NORMA L. HERNANDEZ
Executive Director



SUZANNE KNAPP
Business Manager



JENNY MAXON
Manager of Clinic Operations & Medical Provider



KARENE GONZALEZ
Operations Assistant

ADMINISTRATION

OUR TEAM ENJOYS WORKING WITH WWPS ADMINISTRATION, STAFF, AND STUDENTS!



~ 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.

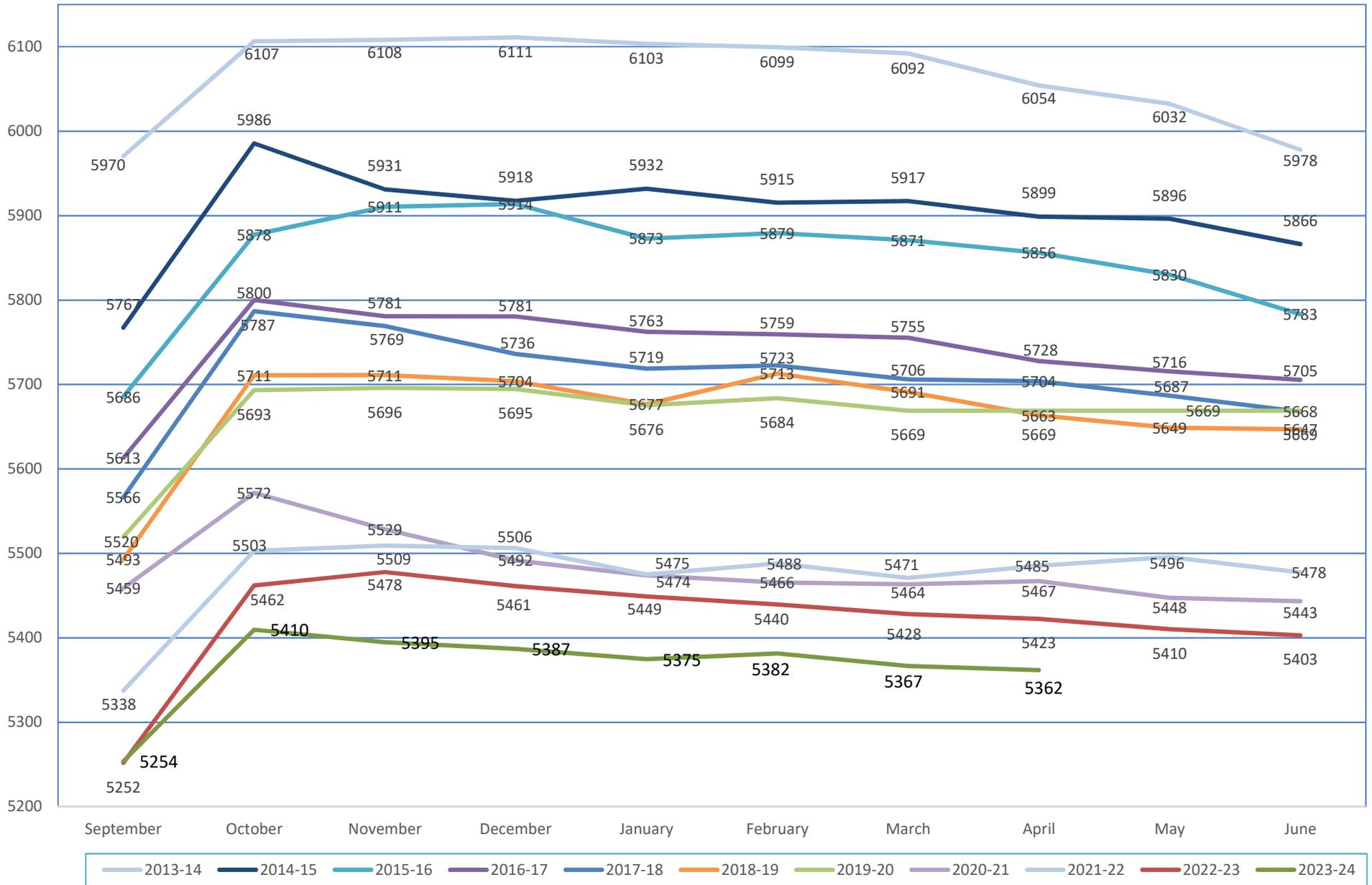
We also ask that you adhere to the following guidelines:

- 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	24		25		27		27		28		28		TOTALS
2023-2024	Kindergarten		First		Second		Third		Fourth		Fifth		
Berney	Hubbard, K	16	Fisbeck, J	24	Kearbey, K	26	Baker, T	21	Bona, A	22	Holbrook, J	25	
	Brown, A	18	Morrison, S	21	Parodi, D	27	Gonzales, C	21	Diaz Madrigal, A	22	Clearman, D	24	
	Davenport, K	18					Davin, M	21	Hartelius, S	24	James, I	25	
Behavior Prg K-5	Merrill, L		Merrill, L	2	Merrill, L		Merrill, L	1	Merrill, L	2	Merrill, L	2	
SECTIONS	16	52	45	45	53	63	68	68	74	74	74	74	355
slots available	20	5	1	18	16	10	Ratio	22					
Edison	Espinosa, M	21	Maycumber, Y	18	Hobbs, S	20	Aceves, J	23	Ledesma, M	26	Ochoa, F	25	
	Helm, E	22	Phillips, L	17	Parsons, S	19	Lopez, J	24	Reed, J	25	Solis, C	25	
	Matson, E	21	Moreno, J	19	Williams, N	21	Estrada, A	24	Schafer, J	26	Solis Martinez, V	26	
	Valencia, A	22	Berumen, B	17	Saldivar, C	21							
SECTIONS	21	86	71	81	71	77	77	76	462				
slots available*	(2)	13	3	10	7	8	Ratio	22					
Green Park	Bahena-Flores, R	25	Garanzuay, P	23	Salazar, I	22	Contreras, A	26	Esquivel, T	19	Maya, J	23	
	Lopez, M	24	Garcia, A	23	Chavez, R	21	Boeckman, R	27	Mora, G	18	Ambler, D	24	
	Lamanna, S	22	Collins, A	21	Shuler, A	22	Gregoire, L	25	Johnson, M	28	Lux, J	26	
	Katsel, E	22	Holgate, M	21	Real, D	22			Tobin, J	28			
Lifeskills Program	Angotti, E	3	Angotti, E		Angotti, E		Angotti, E		Angotti, E	2	Angotti, E	2	
	Goble, E	1	Goble, E		Goble, E	6	Goble, E		Goble, E		Goble, E		
SECTIONS	22	93	88	87	78	93	73	512					
slots available	3	12	21	3	19	11	Ratio	23					
Prospect Point	Ferraro, Amber	17	Hanson, K	21	Baldwin, W	18	McFetridge, M	19	Taylor, L	25	Mahan, L	28	
	Heinzman, A	15	James, L	19	Hudec, H	16	Jausoro, D	20	Watson, K	24	Parodi, D	25	
	Kaup Rose, S	16	Humphreys, S	19	Paul, M	17	Kuhlmann, K	19	Prull, V	24	Ambler, C	27	
	Wilson, B	16	Pederson, R	20	Babbitt, H	19	Reese, N	20			Pegel, G	28	
SECTIONS	23	64	79	70	78	73	108	472					
slots available*	32	21	38	30	11	4	Ratio	21					
Sharpstein	Cantero, H	17	Russell, J	15	Griffith, R	22	Gillin, L	17	Shirley, C	21	Keyes, K	21	
	Wilson, H	17	Locati, R	18	Berg, L	26	Hutchinson, D	19	Mendoza, L	20	James, J	19	
	Pekar, K	18	Ruvalcaba, G	19			Villanueva, S	16	Woiblet, B	21	VanDonge, B	20	
Developmental Prog	Stimmel, M	3	Stimmel, M	6	Stimmel, M	0	Stimmel, M	0					
Autism Program	Osterhout, L	2	Osterhout, L	1	Osterhout, L	3	Osterhout, L	6	Osterhout, L		Osterhout, L	2	
SECTIONS	17	52	52	48	52	62	60	326					
slots available	17	17	6	29	22	24	Ratio	19					
WW Online/Homelink		5	5	4	11	3	11	3	11	3	11	39	
slots available		5	5	4	11	3	11	3	11	3	11	39	
TOT SLOTS AVAIL	70	68	69	90	75	57							
GRADE LVL TOTAL		347	335	339	342	373	391	2127					
GRADE LVL SECTNS	18	17	16	16	16	16							
AVERAGE LOADS		18.50	18.88	20.38	20.25	22.88	23.38						
TOTAL SC SPED		9	9	9	7	4	6	44					
TOTAL ENROLLED		361	349	352	360	380	408	2210					

Dual classes



VISION 2030

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GOAL #2: STRATEGY #4

POST SECONDARY PLANNING

CHRIS GARDEA, CLAUDIA SALAZAR, JERRY MAHER,
KAREN RUZICKA, MICHELLE CARPENTER, STEVE
PITZER AND SHARI WIDMER

WALLA WALLA PUBLIC SCHOOLS

VISION
2030

Developing Washington's Most
Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington



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)	July 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	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.	• 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."	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.	• 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."	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.	• 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."	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.	• 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." • Attendance/participation at parent/family events	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.	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 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- Post-secondary Planning
 - “Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations” (Vision 2030).

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Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
 - Our vision is to unleash the potential of every graduate from Walla Walla Public Schools by offering a comprehensive High School and Beyond Plan. This transformative plan will open doors to a multitude of career and educational paths, empowering students to explore their passions, interests, and talents. By guiding students through self-discovery and providing exposure to diverse career opportunities, we will enable them to make informed choices and create a purposeful academic journey that paves the way for post-secondary success.

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Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Relevant and Rigorous Experience		Achieved Through: Post-Secondary Plans	Committee Lead: Chris Gardea
Strategy Statements: Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.			
Committee Membership: Becky Waggoner-Schwartz, Carina Stillman, Eva Maxwell, Hailey Thrall, Jerry Maher, Keith Ross, Kim Doepker, Lisa Franklin, Makenzie Sheets, Marci Knauft, Marilyn Melgoza, Melanie Medina, Pam Jacobson, Peggy Payne, Shari Widmer, Steve Pitzer, Victoria Libzbarski			
Brief Description of Committee Work and Process: The committee reviewed the three components of Washington State’s High School Diploma and reviewed how Walla Walla Public Schools ensures students meet: 1.) Credit & Subject Requirements 2.) High School & Beyond Plan 3.) Graduation Pathway Options. The committee identified ways to refine and enhance our current process. The committee then identified actions to improve student/parent understanding and ownership and involvement of their post-secondary plans.			
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Our vision is to unleash the potential of every graduate from Walla Walla Public Schools by offering a comprehensive High School and Beyond Plan. This transformative plan will open doors to a multitude of career and educational paths, empowering students to explore their passions, interests, and talents. By guiding students through self-discovery and providing exposure to diverse career opportunities, we will enable them to make informed choices and create a purposeful academic journey that paves the way for post-secondary success.			
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	Themes		2023-24 School Year
	Graduation Requirements ✓	-Provide 6 th -12 th grade students and families with comprehensive information about graduation pathway options. -Provide students and families information about course offerings aligned to student’s career interests.	
	Predictable Structure ✓	-Provide a predictable structure for 8 th -12 th grade students to engage in post-secondary planning activities. -Identify post-secondary activities for 6 th and 7 th grade. -Implement a semi-annual review of SchoolLinks data to identify career interests. -Annual update High School & Beyond Plan by students that is reviewed and approved by families and counselors. -Create feedback survey for SchoolLinks -Senior culminating presentation that includes their post-secondary goals, experiences and steps they have taken to prepare them for their future.	-Provide a predictable structure for 6 th -12 th grade students.  -Continued refinement of High School & Beyond Scope and Sequence activities to incorporate student/family input.
	Professional Learning ✓	-Training for counselors, staff, students and parents with online platform (SchoolLinks) for High School & Beyond Plan.	
	College & Career Exploration ✓	-Inventory career exploration experiences for secondary students that align to career clusters. -Identify community partners that align to student interests, and develop district-wide schedule. -Develop a bank of volunteering, job shadowing, internship opportunities aligned to career clusters.	-Implement career exploration activities per grade level. -Leverage student interest for course selection and logging volunteer hours.
Who are the key personnel, people who will help lead this work?	Secondary Principals, CTE Director, Secondary Counselors, GearUp, Walla Walla Public Schools Foundation		
What specific resources or supports are needed to accomplish the above-described actions?	SchoolLinks subscription for secondary students, Green Sheet or release time for training and support with SchoolLinks, Communication materials, Field trips, Graduate Survey research and costs		
How will growth/success be measured, tracked and reported?	Monitor for Improvement: SchoolLinks access and utilization reporting Graduate survey that tracks post-secondary experiences over time EES student survey analysis - Adults in this school help me plan and set goals for my future EES family survey analysis - This school is doing a good job of preparing my student for a successful future		
Estimated funding necessary	~ \$15,000 per year for SchoolLinks ~\$5,000 for additional hours Costs associated with post-high school survey		

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

Graduation Requirements

- Provide 6th-12th grade students and families with comprehensive information about graduation pathway options.
- Provide students and families information about course offerings aligned to student's career interests.
- **What's working well?**
 - Communication with families (postcard, tri-fold, tutorial videos and handouts)
 - Freshman 101/9th Grade Transition
 - High school in-class presentations/course planning: 4 year course planner in SchoolLinks
 - New this year: Grade level parent information nights during high school course registration
 - On-site assistance
- **What's coming up?**
 - Continued on-boarding with families and students
- **Challenges and/or roadblocks?**
 - Understanding the HSBP (High School & Beyond Plan)
 - Multiple platforms that families access
 - Disseminating the various pathways available (Diploma Pathways, Graduation Pathway Requirement, CTE Pathway)

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

Predictable Structure

- Provide a predictable structure for 8th-12th grade students to engage in post-secondary planning activities.
- Identify post-secondary activities for 6th and 7th grade.
- Implement a semi-annual review of SchoolLinks data to identify career interests.
- Annually update High School & Beyond Plan by students that is reviewed and approved by families and counselors.
- Create feedback survey for SchoolLinks.
- Senior culminating presentation that includes their post-secondary goals, experiences and steps they have taken to prepare them for their future.

▪What's working well?

- Alignment: SchoolLinks activities follow the District Scope and Sequence, set up/adjusted yearly and aligned across buildings/levels
 - Middle School Structure:
 - 6th-8th Post secondary activities provided.
 - 8th grade students are working on High School and Beyond lessons during Advisory and ½ Days
 - High School Structure:
 - Monthly SchoolLinks lessons planned by counseling team, facilitated by advisors during advisory period
 - WaHi counselors visit SEA-TECH for students w/out advisory monthly
 - .25 Elective credit given for HSBP completion yearly
 - Senior Culminating Presentations

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- What's coming up?
 - Annual High School and Beyond Plans are due for submission this May: guardian and counselor review
 - Continued/increased alignment in SchoolLinks Scope and Sequence for grades 6-12
 - Continued communication to guardians regarding the annual HSBP and accessing SchoolLinks to view course plans
 - Create Student feedback mechanism regarding activities to keep things relevant/engaging
 - Increase use of SchoolLinks data regarding career interests to guide course offerings
- Challenges and/or roadblocks?
 - Is the high school advisory approach the right avenue? Student attendance and consistency challenges.
 - Engaging guardians in approving the yearly High School and Beyond Plan

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

Professional Learning

- Training for counselors, staff, students and parents with online platform (SchoolLinks) for High School & Beyond Plan
- What's working well?
 - Weekly district level meeting with SchoolLinks
 - Focus at counselor meetings
 - Communication
 - Fall back to school PD for WaHi Advisors in the "why" and "how" of using SchoolLinks
- What's coming up?
 - Fall 24-25 re-training for admin & staff
 - Alignment of 6-12 scope & sequence
 - Input from staff and students about SchoolLinks
- Challenges and/or roadblocks?
 - Synthesizing and utilizing SchoolLinks
 - High school planning is more than just graduation

Goal 2

Relevant and Rigorous Experience

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ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

College and Career Exploration

- Inventory career exploration experiences for secondary students that align to career clusters.
- Identify community partners that align to student interests, and develop district-wide schedule.
- Develop a bank of volunteering, job shadowing, internship opportunities aligned to career clusters.
- What's working well?
 - College, military, and industry visits and field trips
 - Volunteer and job opportunities posted on SchoolLinks
 - College & Career events(i.e. Career Fair, 8th Grade Tours, Parent Nights, We Are WaHi, Financial Aid Help Nights)
 - Access to worksite learning during the school year to earn credit for work aligned with HSBP and with a qualifying CTE course
 - Walla Walla Public Schools Foundation - field trips
- What's coming up?
 - Expand guest speakers/panels for WaHi students aligned with careers
 - CTE program and partnership coordinator to focus on expanding internships and experiences for students
 - Refine systems for tracking career exploration experiences for students in CTE programs
 - Elective work for credit
- Challenges and/or roadblocks?
 - Sufficient staffing to address increased initiatives and coordination

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

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ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- How will growth/success be measured, tracked and reported?
 - SchoolLinks access and utilization reporting
 - Goal: 100% of students develop postsecondary and career goals
 - Graduate survey that tracks post-secondary experiences over time
 - Implementation for this graduating class with a 1.5yr lookback
 - EES student survey analysis
 - Adults in this school help me plan and set goals for my future
 - EES family survey analysis
 - This school is doing a good job of preparing my student for a successful future

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Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

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ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

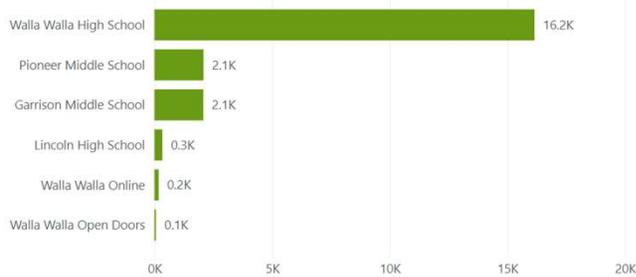
Total Student Logins

20.90K

Unique Student Logins

2007

Student Logins by Campus

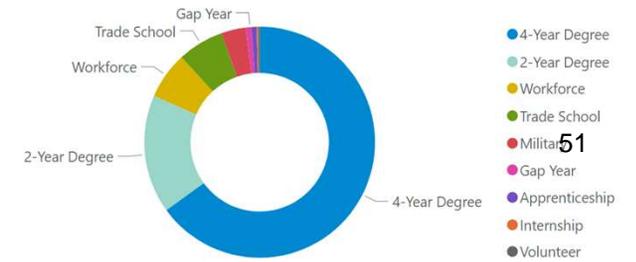


Post-Secondary Goals

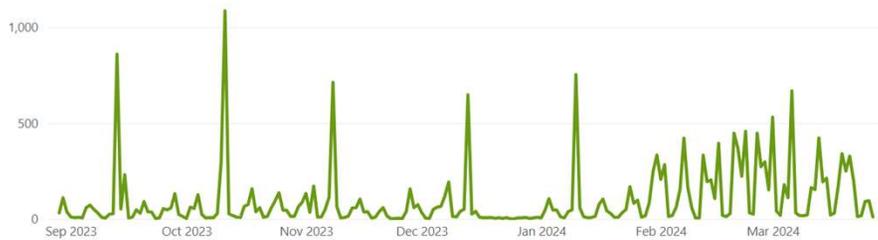
Student With Goals Set



Students by Post-Secondary Goal



Student Logins Over Time

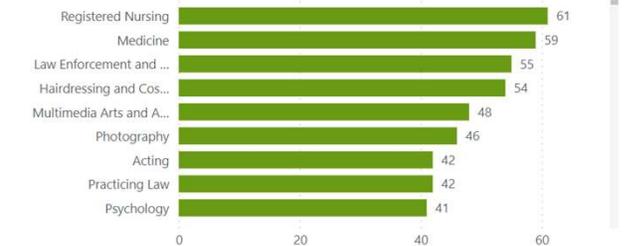


Career Goals

Student With Goals Set



Students by Career Goal



Goal 2

Relevant and Rigorous Experience

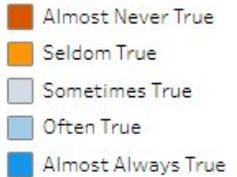
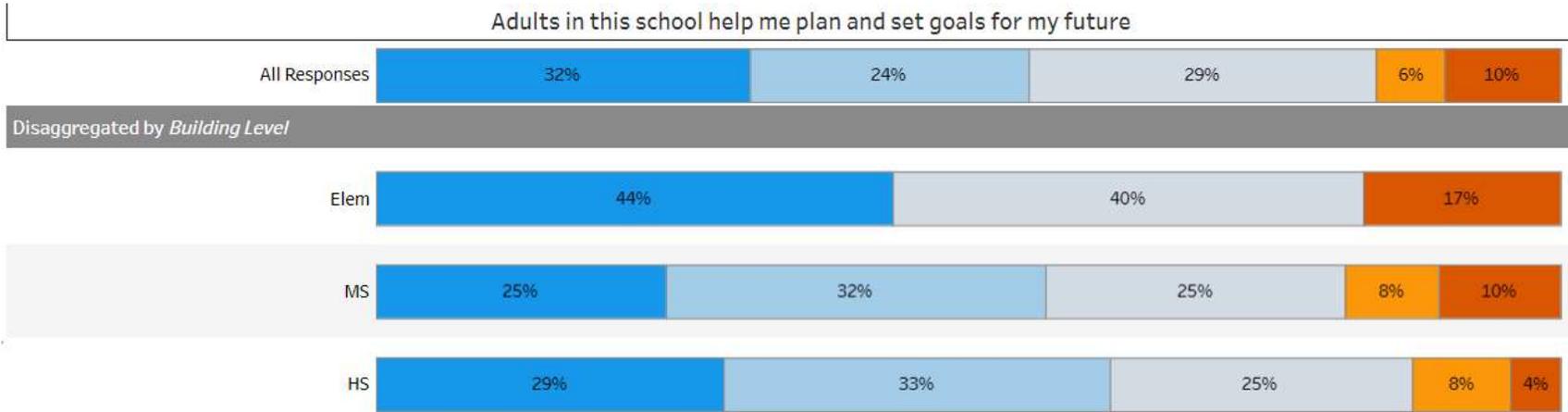
OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

■ EES student survey analysis (by grade span)



Goal 2

Relevant and Rigorous Experience

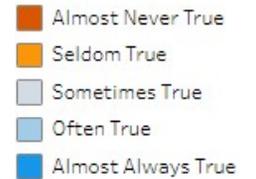
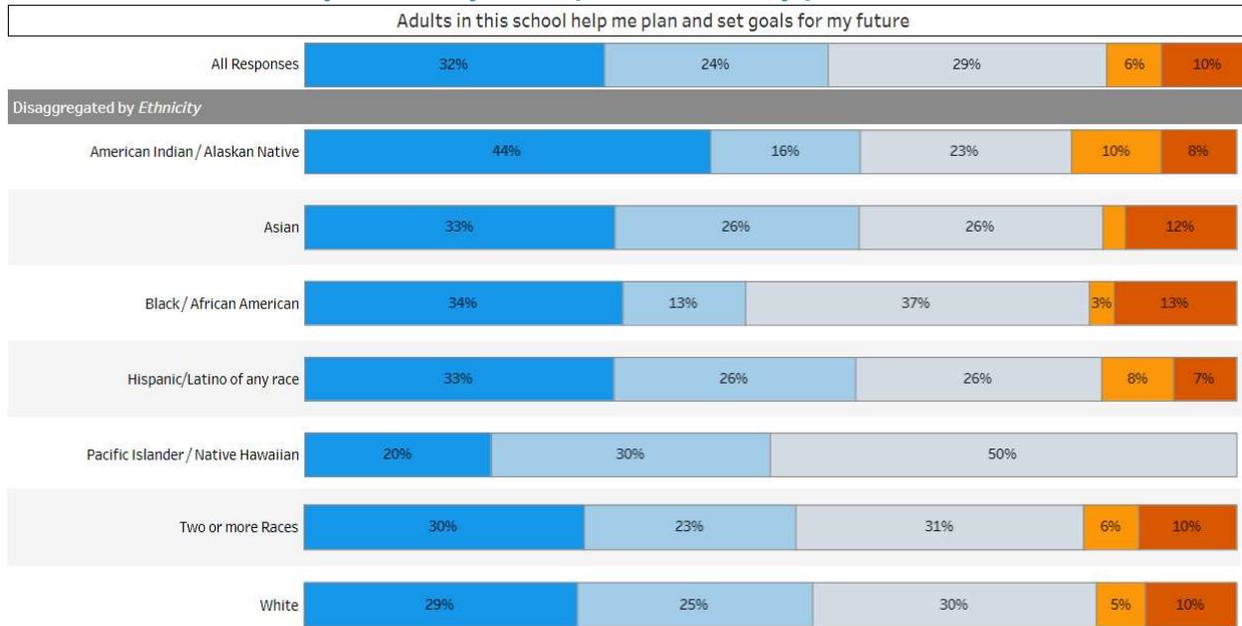
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ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

■ EES student survey analysis (ethnicity)



Goal 2

Relevant and Rigorous Experience

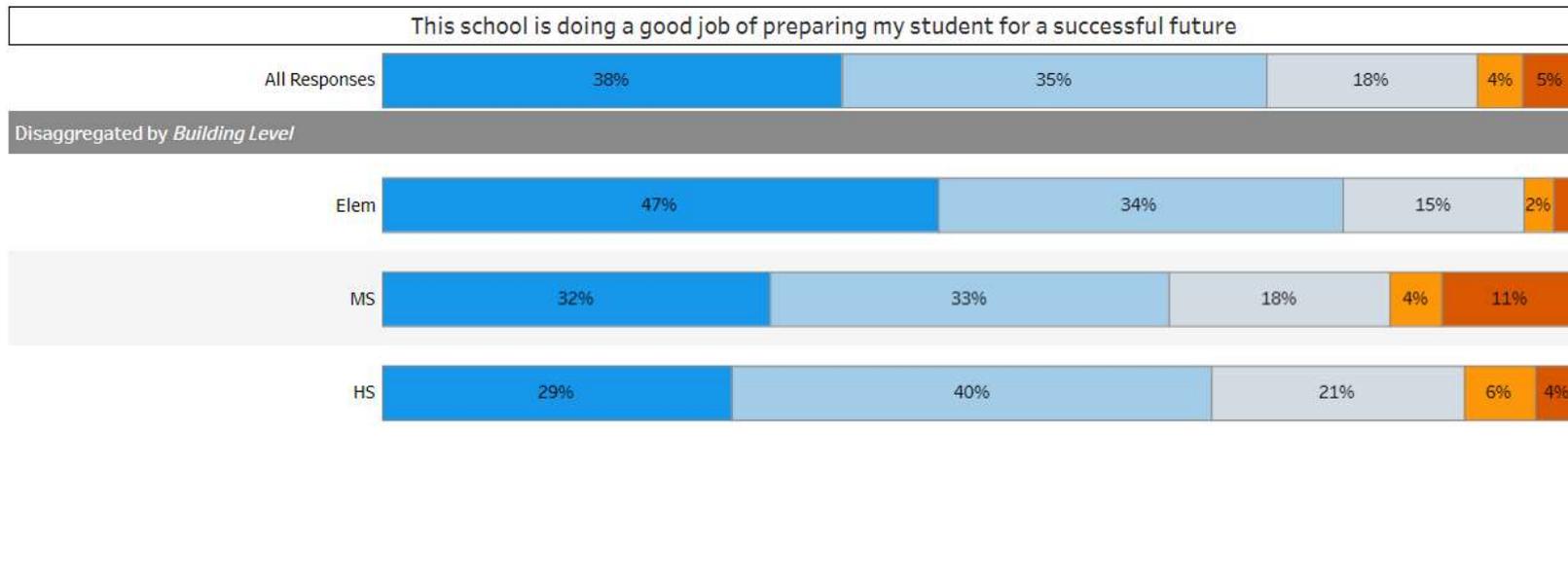
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ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

■ EES family survey analysis (by grade span)



Goal 2

Relevant and Rigorous Experience

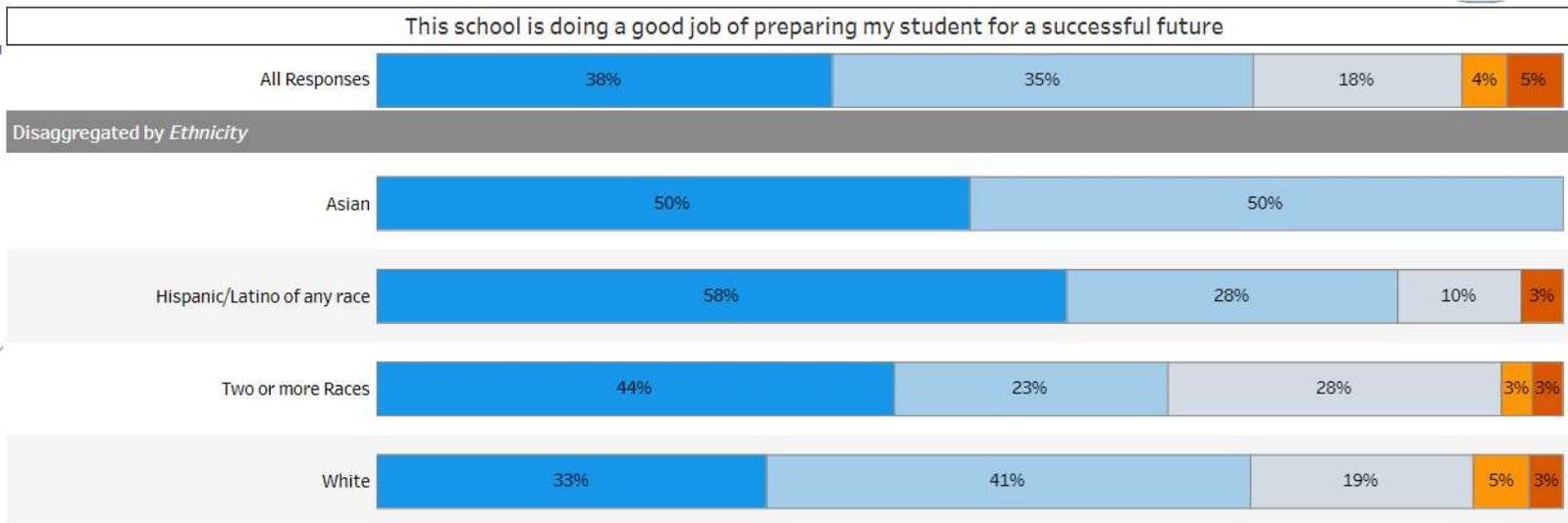
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ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

■ EES family survey analysis (by race)



55

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

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

■ Questions?





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	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.	● 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."	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.	● 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."	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.	● 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."	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.	● 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." ● Attendance/participation at parent/family events	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.	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



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		\$ (137,636)	-1.80%
FEB ACTUAL	\$ 52,614	\$ 69,624	\$ 6,293,615	\$ 6,911	\$ 1,061,327	\$ 9,544			\$ 7,493,635	\$ (592,639)	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									\$ -	\$ (592,639)	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									\$ -	\$ (592,639)	YTD
MAY PROJECTED	\$ 905,357	\$ 46,000	\$ 3,985,184	\$ 6,569	\$ 1,165,764	\$ 11,416	\$ -	\$ 6,120,290			0.00%
MAY ACTUAL									\$ -	\$ (592,639)	YTD
JUN PROJECTED	\$ 55,257	\$ 98,520	\$ 4,198,316	\$ 6,569	\$ 1,154,764	\$ 11,416	\$ -	\$ 5,524,842			0.00%
JUN ACTUAL									\$ -	\$ (592,639)	YTD
JUL PROJECTED	\$ 40,591	\$ 167,532	\$ 8,950,216	\$ 6,569	\$ 1,060,951	\$ 11,416	\$ -	\$ 10,237,275			50.00%
JUL ACTUAL									\$ -	\$ (592,639)	YTD
AUG PROJECTED	\$ 105,768	\$ 334,792	\$ 7,554,861	\$ 3,285	\$ 1,915,544	\$ 11,416	\$ -	\$ 9,925,666			0.00%
AUG ACTUAL									\$ -	\$ (592,639)	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	\$ 4,670,985	\$ 594,532	\$ 34,167,004	\$ 35,751	\$ 5,945,952	\$ 57,009	\$ -	\$ 45,471,234	FORECAST ACTUAL	\$	98,499,735
% collected to PRO	39.91%	46.34%	46.91%	47.93%	45.51%	41.62%	#DIV/0!	45.89%			

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
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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	\$ 463,934 5.74%
FEBRUARY ACTUAL		\$ 6,449,528		\$ 2,102,631	\$ 8,552,159 YTD	\$ (1,135,638) -2.30%
MARCH PROJECTED	\$ 6,512,260		\$ 1,181,186		\$ 7,693,446 MONTHLY	0.00%
MARCH ACTUAL					\$ - YTD	\$ (1,135,638) -1.99%
APRIL PROJECTED	\$ 6,289,629		\$ 1,259,662		\$ 7,549,291 MONTHLY	0.00%
APRIL ACTUAL					\$ - YTD	\$ (1,135,638) -1.76%
MAY PROJECTED	\$ 6,939,657		\$ 1,167,528		\$ 8,107,185 MONTHLY	0.00%
MAY ACTUAL					\$ - YTD	\$ (1,135,638) -1.56%
JUNE PROJECTED	\$ 6,594,898		\$ 1,394,596		\$ 7,989,494 MONTHLY	0.00%
JUNE ACTUAL					\$ - YTD	\$ (1,135,638) -1.41%
JULY PROJECTED	\$ 6,966,442		\$ 1,098,742		\$ 8,065,184 MONTHLY	0.00%
JULY ACTUAL					\$ - YTD	\$ (1,135,638) -1.28%
AUGUST PROJECTED	\$ 6,754,740		\$ 3,974,406		\$ 10,729,146 MONTHLY	0.00%
AUGUST ACTUAL					\$ - YTD	\$ (1,135,638) -1.14%
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		\$ 39,023,945		\$ 9,293,260	\$ 48,317,204	FORECAST ACT \$ 98,450,949
% spent to projected		48.98%		46.66%	48.52%	
Notes:	February actuals include 3 AP runs instead of the typical 2- this should result in March being under projections					
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%	11.86%
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%	10.89%
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%	11.90%
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%	12.33%
February	PROJECTED	\$ 7,631,271	\$ 8,088,224	\$ 5,911,031			
	ACTUAL	\$ 7,493,635	\$ 8,552,159	\$ 7,798,554	\$ 1,887,523	31.93%	11.74%
March	PROJECTED	\$ 8,662,053	\$ 7,693,446	\$ 6,879,637			
	ACTUAL	\$ -	\$ -	\$ 7,798,554			60
April	PROJECTED	\$ 12,558,376	\$ 7,549,291	\$ 11,888,722			
	ACTUAL	\$ -	\$ -	\$ 7,798,554			
May	PROJECTED	\$ 6,120,290	\$ 8,107,185	\$ 9,901,828			
	ACTUAL	\$ -	\$ -	\$ 7,798,554			
June	PROJECTED	\$ 5,524,842	\$ 7,989,494	\$ 7,437,176			
	ACTUAL	\$ -	\$ -	\$ 7,798,554			
July	PROJECTED	\$ 10,237,275	\$ 8,065,184	\$ 9,609,267			
	ACTUAL	\$ -	\$ -	\$ 7,798,554			
August	PROJECTED	\$ 9,925,666	\$ 10,729,146	\$ 8,805,787			
	ACTUAL	\$ -	\$ -	\$ 7,798,554			
PRELIMINARY PROJECTED EFB		\$ 99,092,374	\$ 99,586,587	\$ 8,805,787			8.77%
ACTUALS TO DATE		\$ 45,471,234	\$ 48,317,204				
FORECASTED ACTUALS*		\$98,499,735	\$98,450,949	\$9,893,311	YEAR END PROJECTION		10.05%
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



Budget Planning Workshop

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2024-25 BUDGET PLANNING

DR. WADE SMITH AND DIRECTOR JEFFRIS



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

The Reality of School Financing In Recent Years



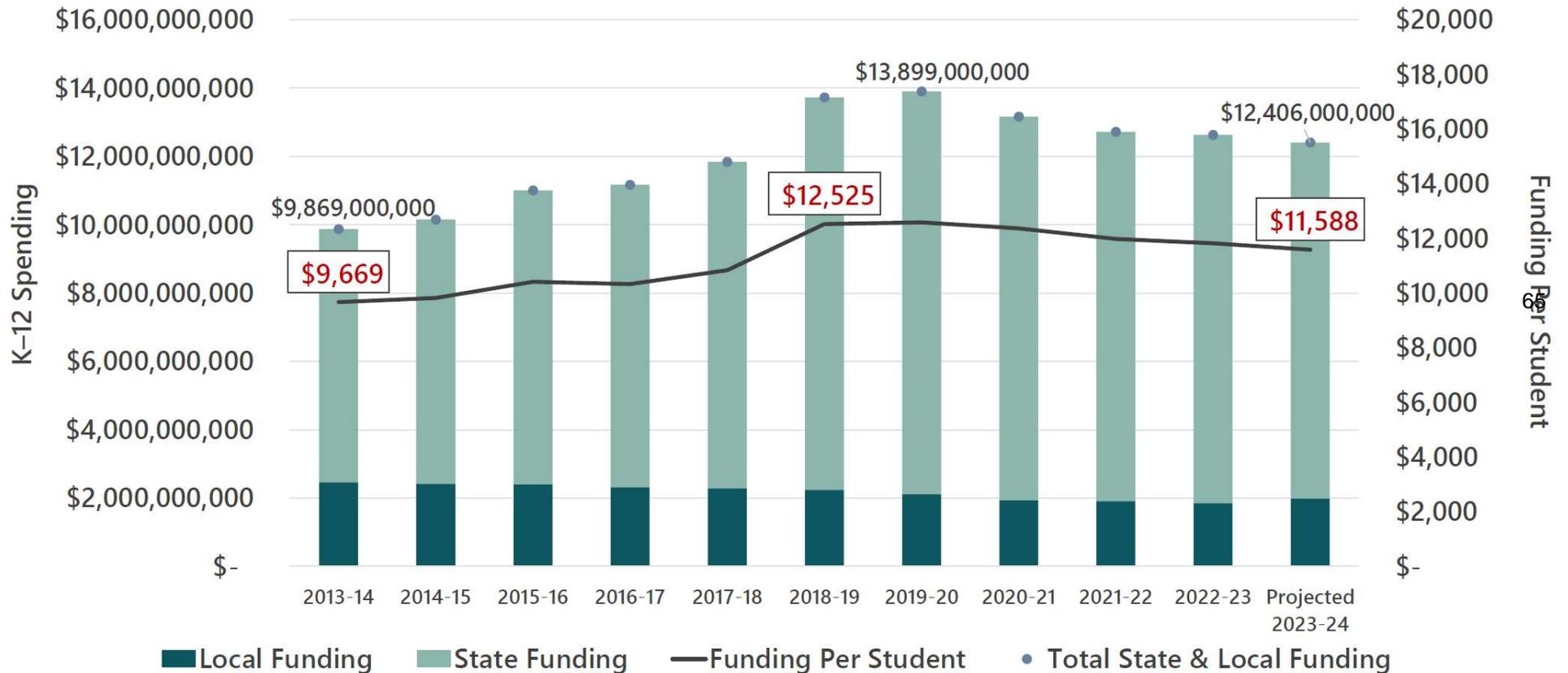
The Reality of School Financing Now



Percentage of K-12 Funding in State Operating Budget

- 2015-17 biennium: 48%
 - 2016 Supplemental, 2015-17 final: 47%
- 2017-19 biennium: 50%
 - 2018 Supplemental, 2017-19 final: 51%
- 2019-21 biennium: 52%
 - 2020 Supplemental, 2019-21 final: 51%
- 2021-23 biennium: 48%
 - 2022 Supplemental, 2021-23 final: 43%
- 2023-25 biennium: 44% (43.7%)
 - 2024 Supplemental, 2023-25 final: 43.4%

Inflation Adjusted K-12 Spending & Funding Per Student



As a Result, Many Districts Have Quickly Found Themselves Upside-down Due to:

WHAT THE STATE PROVIDES

- Less money/buying power now when taking into account inflation
- Only small, incremental increases in prototypical funding and other allocations not keeping up

DISTRICT REALITIES ACROSS THE STATE

- Significant revenue loss due to declining enrollment
- Sharp increases in personnel costs & fixed costs
- Elimination of one-time ESSER funding

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Last Few Weeks of Headlines

- Washougal budget cuts threaten dual language programs in elementary schools
- Students walk out of Yakima schools to protest staff cuts
- Evergreen school district approves \$18.7 million in budget reductions
- Soap Lake declares financial emergency
- Northshore faces \$26M shortfall - Eliminates 5th grade band and orchestra programs
- Hoquim schools to cut \$2M
- Yakima school board approves plan to lay off more than 100 staff amidst \$15M shortfall
- Blaine School District anticipates \$2.5M in budget cuts
- Vancouver Public Schools to cut 262 positions to make up \$35M shortfall despite community pleas
- Battle Ground Public Schools expects to face \$8.5M deficit
- Washougal expected to make cuts to relieve a \$3.5M deficit
- Camas plans to pull \$7M from reserves to cover shortfall
- Seattle schools face \$100M shortfall
- Fort Vancouver students walk out of class to protest district staff reductions
- Edmonds School Board must make \$10 million in cuts
- Tacoma Schools considers slashing jobs amid budget cuts
- Wenatchee School District details plan to cut \$8 million to \$9 million
- Puyallup School Board to vote on \$14M budget cuts for 24-25

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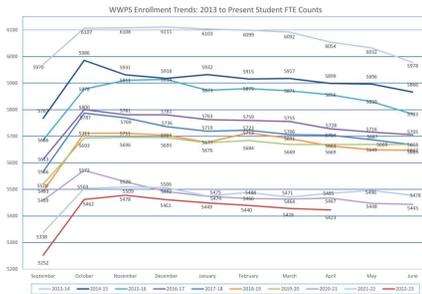
Fortunately, We Have Been Planning Ahead

- We planned ahead for the ESSER “cliff”
- We have been monitoring and adjusting for enrollment impacts
- We have been reducing staffing positions through attrition

Enrollment Proposal

- This Year
 - 5461 FTE Actual
 - 5489 (21-22 Actual)
 - 5382 (22-23 Projected Using Roll Up)
- Proposed 23-24
 - 5400 FTE
- Proposed 24-25
 - 5350 FTE

Based on recent trends, we believe these to be conservative enrollment assumptions

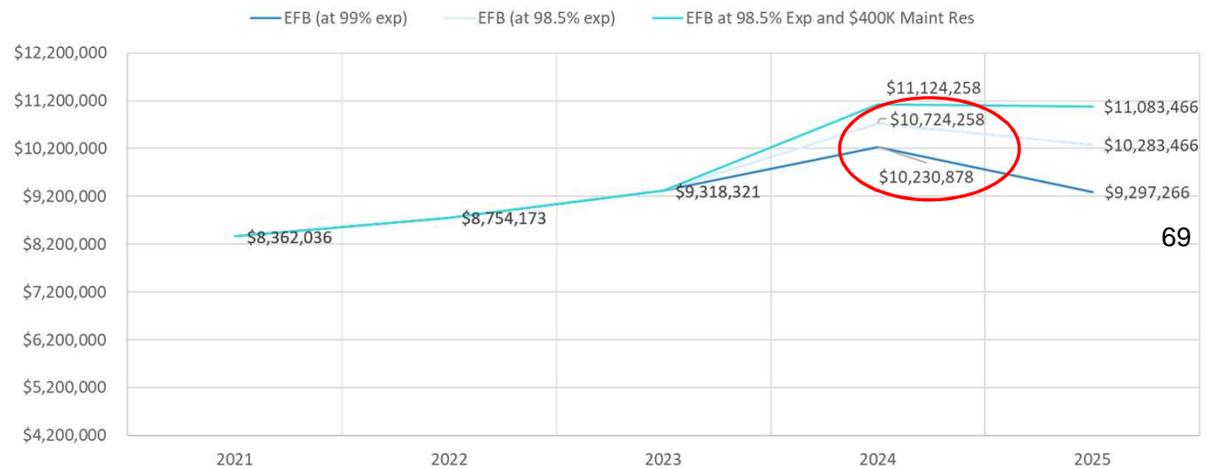


	21-22 FY		22-23 FY		23-24 FY	Aug-Sep 24
Funding Resource	21-22 School Yr	AS/SS	22-23 School Yr	AS/SS	23-24 School Yr	Sep 24 Deadline
ARP Grant (After School/ Summer School)	NA	\$768,000	NA	\$600,000	NA	NA
ESSER II	\$4,200,000	NA	NA: ESSER II Spent			
ESSER III	\$2,000,000	NA	\$3,500,000	NA	\$3,500,000	\$500,000
Subtotal	\$6,200,000	\$768,000	\$3,500,000	\$600,000	\$3,500,000	\$500,000
Total	\$6,968,000		\$4,100,000		\$3,500,000	\$500,000

	FTE Reductions	FTE Reductions	FTE Reductions	FTE Reductions	FTE Reductions	FTE Reductions	FTE Reductions	FTE Reductions	FTE Reductions	FTE Reductions	
Basic Education Teachers											
WWCCF (2023-24)	4	3,181	0	0	0	0	0	0	0	0	
2022-23	4.75	3,181	0	0	0	0	0	0	0	0	
2023-24	1.634	2,544	-0.637	0	0	0	0	0	0	0	
Berney (2023-24)	20.5	1,026	1	0	0.727	1,559	2	0	0	0	
2022-23	21.5	1,026	1	0	1,454	1,559	2	0	0	0	
2023-24	23.7	1,627	0.601	0	1,454	1,559	0	2	0	0	
Edison (2023-24)	24.5	1,340	1	0	0.727	1,559	2	0	0	0	
2022-23	24.7	1,340	1	0	1,454	1,559	2	0	0	0	
2023-24	25.9	2,352	1	0	1,454	1,559	0	2.5	0	0	
Green Park (2023-24)	27.2	1,169	1	0	0.727	1,559	2	0	0	0	
2022-23	27.2	1,169	1	0	1,454	1,559	2.5	0	0	0	
2023-24	28.4	1,770	0.601	0	1,454	1,559	0	2.5	0	0	
Prospect Point (2023-24)	28.4	1,704	1	0	0.727	1,559	2	0	0	0	
2022-23	29.4	1,704	1	0	0.727	1,559	2.375	0	0	0	
2023-24	30.966	1,704	0.000	0	1,454	1,559	0	2.375	0	0	
Sharpstein (2023-24)	20.2624	1,000	1	0	0.727	1,559	2.5	0	0	0	
2022-23	21.2624	1,000	1	0	0.727	1,559	2.5	0	0	0	
2023-24	24.5	1,181	0.181	0	1,454	1,559	0	2.5	0	0	
Elementary Teacher Notes: Further reduction of classroom teachers would exceed class size cap and result in reduced funding from the state for failure to meet the K-3 class size reduction limit of 18:1.											
Garrison (2023-24)	25.813	0.545	2	0	0.727	2,471	3	0	0.727	0	
2022-23	27.813	0.545	3	0	0.815	2,471	3	0	0.727	0	
2023-24	30.17	4.357	0.000	3	1	3,736	1.265	3	0	0.727	
Pioneer (2023-24)	25.849	0.371	2	0	1,454	2,549	3	0	0.727	0	
2022-23	27.849	0.371	3	0	1,519	2,471	3	0	0.727	0	
2023-24	29.233	3.384	0.234	3	1	1,431	-0.023	3.189	0.718	3	
Middle School Teacher Notes: Garrison and Pioneer are staffed at ~26:1 students per cert teacher. Further reductions would likely result in class size caps exceeded, likely costing more resources than it would save.											
Walla Walla HS (2023-24)	65.3	0.000	5	0	1,608	7,245	7	0	2.181	0	
2022-23	65.3	0.000	5	0	2,335	7,247	7	0	2.181	0	
2023-24	71.1	5.8	1,990	5	2,412	8,909	1,664	7	0	2.181	
High School Teacher Notes: Walla is staffed at ~24:1 students per cert teacher. Further reductions would likely result in class size caps exceeded or the potential elimination of specific advanced electives.											
Total	27,979	27,979	2,972	2	5,320	3,647	3	0	0	0	
ALE Program Funded Teachers											
WW Online / Opp (2023-24)	10.6	0.000	1	0	0.804	1,608	0.25	0	0	0	
2022-23	10.6	0.000	1	0	0.804	1,608	0.25	0	0	0	
2023-24	10.65	0.000	0	1	0.804	1,608	0	0.25	0	0	
Lincoln (2023-24)	10	1,855	1	0	0.218	1,317	1,625	0	0	0	
2022-23	10	1,855	1	0	0.218	1,317	1,625	0	0	0	
2023-24	10	0.838	-1.037	1	0	0.218	-0.533	1,625	0	0	
ALE Program Notes: WW Online/Opp and Lincoln programs serve a combined 492 students											
Total	0.690	1,855	1.037	2	0	0	-0.315	0	0	0	
District Office Reductions	6.0	Directors (2), Mental Health Specialist, Trades Assistant, Tech Specialist II, Fiscal Purchasing Specialist									
Total Basic Ed Reductions Realized Over 3 Years	46.318										

What Did We Plan for Last Year for This Year's Budget at This Time?

- Enrollment: 5400
- Maintain \$800K Capacity for Maint. Reserve Transfer
- Continue to grow Ending Fund Balance to soften ESSER cliff in 24-25 (\$10.2 - \$10.7M)



Where Are We At?

- ✓ Enrollment very close to budget
- ✓ Maintained \$800K Maintenance Reserve
- ✓ Projected EFB = ~\$11M (up slightly due to 24 legislation that impacts this year's funding)

- ✓ **On target to meet all of the board's/our planning goals**

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Starting Point: Budget Revenue & Expenditure Info/Assumptions for 2024-25

■ Revenue

■ Student enrollment drives almost everything

- OSPI Multi-year Tool estimate (OSPI's "rough" estimate). Just released.
 - F203 is the "precise" tool. Expected mid April.
- Levy/LEA projections
- Federal revenue. Won't receive notification until late summer but anticipate a small inflationary increase.

■ Roll-off of ~\$3.0M ESSER/stimulus funds

- Recent legislative impacts and known factors: (Exp Factor(1% soft landing), IPD(3.7%), Sped(16% cap), MSOC(\$21 increase), Proto Model(minor classified/SEL adjustments)

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■ Expenditures

- Known contract/employee costs: ~3.5% COLA & Step, SEBB(\$936 increase per employee), TRS (.20% increase)
- Proactive staffing decisions continue to be made to reflect the board's budget goals for the superintendent
- Maintain a consistent/flat Accounts Payable amount despite inflation, which necessitates tightening budgets
- Maintain \$800K Capital Reserve transfer
- Small capacity for targeted 2024-25 strategic plan investments (e.g. professional development, instructional peer coaching, etc)

2024-25 Enrollment Projections - Detailed Breakdown

	Current (Dec)	Projected
K-12	4701	4630
ALE	388	394
Total FTE	5088	5024
Running Start	117	115
Dropout Re (OD)	99	99
TK	70	70
Total Apportionment (with TK)	5375	5308
Total Apportionment (w/out TK)	5305	5238
Diff		-67

← Recommendation

	Apportionment FTE - December (Inc ALE and SEATech)	23-24 Projected	Current SEATech DEC (includes out of district)	Projected SEATech (includes out of district)	FTE Total K-12 Less Current ALE	Projected Total Less ALE	Current WW Online ALE	Projected WW Online ALE	Current HomeLink	Projected Homelink	Current Opp ALE	Projected Opp ALE	Current Lincoln ALE	Projected Lincoln ALE	Current Total ALE	Proj Total ALE	Current OD	Proj OD	Current Jan RS	Proj RS	Current Jan RS CTE	Proj RS	Total Running Start	Proj RS Total	Current CTE	Proj CTE
TK	69.86	70.00																								
K	353.11	353.11			347.70	349.11	2.41	1.00	3.00	3.00					5.41	4.00										
1	341.16	353.11			336.16	347.70	0.00	2.41	5.00	3.00					5.00	5.41										
2	348.88	341.16			344.88	336.16	1.00	0.00	3.00	5.00					4.00	5.00										
3	357.90	348.88			347.90	344.88	1.00	1.00	9.00	3.00					10.00	4.00										
4	381.73	357.90			376.80	347.90	1.00	1.00	3.93	9.00					4.93	10.00										
5	410.16	381.73			400.24	376.80	2.00	1.00	7.92	3.93					9.92	4.93										
6	375.76	410.16			374.76	400.24	1.00	2.00		7.92					1.00	9.92										
7	376.89	375.76			370.66	371.76	6.23	1.00		3.00					6.23	4.00										
8	363.68	376.89			359.13	367.66	4.55	6.23		3.00					4.55	9.23										
9	454.53	363.68			407.15	322.55	6.79	6.79	0.00	4.34	4.34	36.25	30.00	47.38	41.13										50.42	50.00
10	470.58	454.53			383.35	370.56	19.53	19.53	0.00	18.19	18.19	49.51	46.25	87.23	83.97											
11	436.10	470.58	51.61	52.00	329.57	362.32	23.75	23.75	0.00	35.00	35.00	47.78	49.51	106.53	108.26											
12	418.01	436.10	62.23	63.00	322.28	332.20	31.74	31.74	0.00	34.38	34.38	29.61	37.78	95.73	103.90		99.00	99.00	106.86	105.00	10.53	10.00	117.39	115.00	266.72	270.00
Total	5088.49	5023.59	113.84	115.00	4700.58	4629.84	101.00	97.45	31.85	40.85	91.91	91.91	163.15	163.54	387.91	393.75	99.00	99.00	106.86	105.00	10.53	10.00	117.39	115.00	317.14	320.00

Levy/LEA

- As assessed value increases, LEA decreases
- Anticipate about \$1.2M increase in total levy revenue from 23-24 to 24-25
- About \$15.2M total
- Will realize another increase in 25-26 (by about \$1.5M)

		Assumptions			
Calendar Year		2025	2026	2027	2028
A.	Max Per Pupil	\$ 3,228.43	\$ 3,289.77	\$ 3,355.57	\$ 3,422.68
B.	Max Tax Rate	\$ 2.50	\$ 2.50	\$ 2.50	\$ 2.50
C.	LEA Max Per Pupil	\$ 1,990.28	\$ 2,028.10	\$ 2,068.66	\$ 2,110.03
D.	LEA Max Tax Rate	\$ 1.50	\$ 1.50	\$ 1.50	\$ 1.50
E.1	CPI for Levy as of September 2023	2.5%	1.9%	2.0%	2.0%
		Input Alternate CPI for Levy:			
E.2	CPI for LEA as of September 2023 (not final)	2.5%	1.9%	2.0%	2.0%
		Input Alternate CPI for LEA:			
F.	Walla Walla Voter Approved Levy	\$ -	\$ -	\$ -	\$ -
		Input Alternate Voter Approved Levy:			
G.1	Enrollment 2022-23/ Out years includes caseload forecast	5,543.84	5,639.92	5,705.39	5,629.46
		Input alternate enrollment estimate:			
H.1	High / Non-high enrollment Transfer & Innovative Academy	(5.3)	(5.3)	(5.3)	(5.3)
		Input alternate enrollment transfer:			
I.	Assessed Value w/Timber	\$ 6,556,203,406	\$ 7,353,329,460	\$ 8,325,275,288	\$ 9,488,765,602
		Input alternate Assessed Value:			
		\$ 5,915,147,162	\$ 6,092,601,577	\$ 6,275,379,624	\$ 6,463,641,013
		Estimated Levy Revenue			
Calendar Year		2025	2026	2027	2028
J.	Total Enrollment From Above (G.1 + H.1)	5,387.22	5,347.22	5,307.22	5,267.22
K.	Max Levy Per Tax Rate (B * I / \$1,000)	\$ 14,787,868	\$ 15,231,504	\$ 15,688,449	\$ 16,159,103
L.	Max Levy Per Pupil (J * A)	\$ 17,392,263	\$ 17,591,124	\$ 17,808,748	\$ 18,028,009
M.	Maximum Levy: Lesser of Pupil (L) or Tax Rate (K)	\$ 14,787,868	\$ 15,231,504	\$ 15,688,449	\$ 16,159,103
N.	Rollback if (R > M, R - M)	\$ 275,154	\$ 434,039	\$ 603,715	\$ 784,748
O.	Estimated Payable Levy Revenue Calendar Year	\$ 14,787,868	\$ 15,231,504	\$ 15,688,449	\$ 16,159,103
	Max Tax Rate Authority	\$ 2.55	\$ 2.57	\$ 2.60	\$ 2.62
		Estimated Local Effort Assistance (LEA)			
Calendar Year		2025	2026	2027	2028
P.	Per Pupil Eligible for LEA (I * D / \$1,000) / G.1	\$ 1,647	\$ 1,709	\$ 1,774	\$ 1,841
Q.	Max LEA per Pupil (C - P)	\$ 343	\$ 319	\$ 295	\$ 269
R.	Voter Approved Levy (F)	\$ 15,063,022	\$ 15,665,543	\$ 16,292,164	\$ 16,943,851
S.	Voter Approved Levy Rate (R / F * \$1,000)	\$ 2.55	\$ 2.57	\$ 2.60	\$ 2.62
T.	Estimated Maximum LEA (Q * J)	\$ 1,849,355	\$ 1,705,795	\$ 1,565,764	\$ 1,418,531
V.	Estimated Max Payable LEA (T * (Min(S,D)/D))	\$ 1,849,355	\$ 1,705,795	\$ 1,565,764	\$ 1,418,531
X.	Estimated LEA Payable Calendar Year	\$ 1,849,355	\$ 1,705,795	\$ 1,565,764	\$ 1,418,531
		School Year Totals			
School Year		2024-25	2025-26	2026-27	2027-28
	Spring Levy 52.62%	\$ 7,781,376	\$ 8,014,817	\$ 8,255,262	\$ 8,502,920
	Fall Levy 47.38%	\$ 5,617,846	\$ 7,006,492	\$ 7,216,687	\$ 7,433,187
	2023 Fall only 47.38%				
	School Year Levy Total	\$ 13,399,222	\$ 15,021,309	\$ 15,471,948	\$ 15,936,107
	January-August LEA 72%	\$ 1,331,536	\$ 1,228,172	\$ 1,127,350	\$ 1,021,342
	September-December LEA 28%	\$ 544,145	\$ 517,820	\$ 477,622	\$ 438,414
	2023 September - December LEA only 28%				
	School Year LEA Total including Stabilization	\$ 1,875,681	\$ 1,745,992	\$ 1,604,973	\$ 1,459,756
	Total Estimated Local Funds (Levy + LEA)	\$ 15,274,903	\$ 16,767,301	\$ 17,076,921	\$ 17,395,863

LAP Funding

- Remarkable effort and success with our new online annual enrollment checklist process continues to reap benefits

School Name	2024-25 Preliminary FRPL % based on Oct 2023 data	2022-23 FRPL % based on Oct 2021 data	3 Year Average for 2024-25 Eligibility	Eligible for LAP High Poverty Funding for SY 2024-25 if no changes are made to CEDARS?
Berney Elementary School	68.55%	47.34%	61.18%	Yes
Edison Elementary School - Walla Walla	75.93%	64.80%	70.73%	Yes
Garrison Middle School	71.66%	54.38%	64.28%	Yes 74
Green Park Elementary School	75.29%	70.34%	76.08%	Yes
Lincoln High School	92.51%	76.30%	85.13%	Yes
Pioneer Middle School	71.58%	61.50%	67.81%	Yes
Prospect Point Elementary	56.34%	39.07%	48.60%	No
Sharpstein Elementary School	78.31%	71.39%	76.27%	Yes
Walla Walla Center for Children and Families	73.77%	29.69%	58.45%	Yes
Walla Walla High School	63.80%	47.86%	56.82%	Yes
Walla Walla Online	61.62%	45.39%	59.13%	Yes
Walla Walla Open Doors	77.67%	86.09%	84.95%	Yes

Staffing Summary

- In alignment with the Board's goal for the Superintendent to address declining enrollment, ESSER "cliff" and increased staffing costs, we have been actively managing staff in an equitable fashion through attrition, collapsing of positions, not replacing ESSER-funded staff, etc.
- Our proactive approach has helped soften what would have been a significant budget shortfall/crunch that many other districts across our state are now realizing
- 46.318 FTE (over 66 positions) have been strategically reduced over 3 years
- Basic ed classified/support staff ratios are now in line with comparable districts in accordance with shared WWVEA commitments made during negotiations

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Current Cert Staffing at-a-Glance

- Current avg. student to staffing ratios (excludes spec ed classrooms)
 - Elementary = 21.4:1 (~24:1 in 2019)
 - Middle School = 21.7:1 (~26:1 in 2019)
 - WaHi = 20.5:1 (~27:1 in 2019)
- Why are class sizes lower?
 - We intentionally “bought down” class sizes to support student recovery. Now that those 1-time dollars are no longer available, we need to reduce the additional ESSER-funded positions over the next 2 years through attrition to ensure long term solvency.

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ESSER Funded and Vision 2030 Positions Proposed to Continue

- Communities in Schools (1 per building) and .5 Volunteer Coordinator

In addition, we propose to:

- Leverage federal funding for job-embedded instructional coaching/modeling
- Identify resourcing to support culturally responsive practices training and development

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Preparing the 2024-25 Budget

- General Budget Assumptions
 - Enrollment: 5308 FTE (-67 from 23-24)
 - Maintain \$800K Capacity for Maint. Reserve Transfer/Capital Levy debt service payments
 - As planned, utilize not to exceed ~\$1.0M of ending fund balance in 2024-25 to “soften” the ESSER-funded position attrition process
 - As additional retirements/resignations occur, attrition will continue wherever possible, until revenues match expenditures over the next two years

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2024-25 Budget Development at-a-Glance

2023-24 Summary		2024-25 Summary	Financial Impact
Beginning Fund Balance	\$10.6M	Staff roll up costs (step, IPD, ins & retire inc.)	-\$5.02M
Projected EFB	~\$11.0M	Staff reductions through attrition	
<i>Budget Notes: 2% experience factor, \$3.0M ESSER</i>		Elem	\$\$.59M
		MS	\$.31M 79
		HS	\$.54M
		DO	\$.17M
		Additional Levy Revenue	\$1.2M
		Projected Additional State Revenue (MYT)	\$4.0M
		ESSER Roll Off	-\$3.0M
		23-24 Budget Surplus	.20M
		NTE Amount of EFB to Balance 24-25	\$1.0M

What's Ahead?

- May 21 (Bus. Mtg.): Preliminary budget for review and possible refinement (F203 actuals available)
- June 18 (Bus. Mtg.): Budget update
- July 16 (Bus. Mtg.): Draft budget finalized
- August 20 (Bus. Mtg.): Budget approved

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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

Second Reading/New Policy: April 16, 2024

Walla Walla Public Schools

BOARD POLICY

Policy No. 2190

Page 1 of 1

HIGHLY CAPABLE PROGRAMS

In order to develop the special abilities of each student, the district will offer a highly capable program that provides kindergarten through twelfth grade students who qualify for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs will 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 universal screening at two grade levels; 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

Second Reading/Revision: April 16, 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

Second Reading/New Policy: April 16, 2024

BOARD POLICY

Policy No. 3207

Page 1 of 3

PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING OF STUDENTS

The District is committed to a safe and civil educational environment that is free from the harassment, intimidation or bullying of any student. 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 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 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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BOARD POLICY

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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 will be implemented in conjunction with comprehensive training of staff and volunteers. 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 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 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 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.

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Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and 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

Second Reading/Revision: April 16, 2024

Walla Walla Public Schools

BOARD POLICY

Policy No. 3225

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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 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 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.

BOARD POLICY

Policy No. 3225

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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

Second Reading/Revision: April 16, 2024

Walla Walla Public Schools

BOARD POLICY

Policy No. 3231

Page 1 of 2

STUDENT RECORDS

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

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

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

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

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 3520 - Student Fees, Fines, and Charges
Board Policy 4020 - Confidential Communications
Board Policy 4040 - Public Access to District Records

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

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BOARD POLICY

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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

Adopted: July 16, 2002

Revised: 10.07.03; 04.16.13; 12.14.21; 04.18.23

Second Reading/Revision: April 16, 2024

Walla Walla Public Schools

BOARD POLICY

Policy No. 3520

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STUDENT FEES, FINES, CHARGES

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

The superintendent or designee may approve the use of supplementary supplies or materials for which a charge is made to the student so long as the charge does not exceed the cost of the supplies or materials, students are free to purchase them elsewhere, or provide reasonable alternatives, and 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, because of their low income, would have difficulty paying the full fee. For programs governed by 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 any property belonging to others that are lost or damaged due to the student's negligence.

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 parents or guardians may appeal the imposition of a charge for damages or fines. The student and their parents or guardians will be notified regarding the nature of the 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 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 board. When damages are in excess of \$100, the appeal process for long-term suspension will apply.

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BOARD POLICY

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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 - 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 diplomas - Suspension and restitution - 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: 08.21.2018; 12.14.21

Second Reading/Revision: April 16, 2024

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

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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

Second Reading/New Policy: April 16, 2024

Walla Walla Public Schools

BOARD POLICY

Policy No. 2190

Page 1 of 1

HIGHLY CAPABLE PROGRAMS

In order to develop the special abilities of each student, the district will offer a highly capable program that provides kindergarten through twelfth grade students who qualify for the program with access to basic education programs that accelerate learning and enhance instruction. The framework for such programs will 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 universal screening at two grade levels; 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

Second Reading/Revision: April 16, 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

Second Reading/New Policy: April 16, 2024

BOARD POLICY

Policy No. 3207

Page 1 of 3

PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING OF STUDENTS

The District is committed to a safe and civil educational environment that is free from the harassment, intimidation or bullying of any student. 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 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 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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BOARD POLICY

Policy No. 3207

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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 will be implemented in conjunction with comprehensive training of staff and volunteers. 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 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 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 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.

Walla Walla Public Schools

BOARD POLICY

Policy No. 3207

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Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and 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

Second Reading/Revision: April 16, 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 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 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

Second Reading/Revision: April 16, 2024

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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.

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 3520 - Student Fees, Fines, and Charges
Board Policy 4020 - Confidential Communications
Board Policy 4040 - Public Access to District Records

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

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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

Adopted: July 16, 2002

Revised: 10.07.03; 04.16.13; 12.14.21; 04.18.23

Second Reading/Revision: April 16, 2024

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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 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, because of their low income, would have difficulty paying the full fee. For programs governed by 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 any property belonging to others that are lost or damaged due to the student's negligence.

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 parents or guardians may appeal the imposition of a charge for damages or fines. The student and their parents or guardians will be notified regarding the nature of the 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 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 board. When damages are in excess of \$100, the appeal process for long-term 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 - 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 diplomas - Suspension and restitution - 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: 08.21.2018; 12.14.21

Second Reading/Revision: April 16, 2024