

**BOARD OF DIRECTORS**  
**Regular Business Meeting - 5:30 PM**  
**February 18, 2025**  
**364 S Park St**  
**Walla Walla, WA 99362**

Watch Live: <https://wwps-org.zoom.us/j/98301409295>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 983 0140 9295

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.) *Derek Sarley*

**II. FLAG SALUTE:** *Eva Maxwell*

**III. ROLL CALL:**

- Derek Sarley, President
- Ruth Ladderud, Vice President
- Alayna Brinton
- Kathy Mulkerin
- Terri Trick
- Eva Maxwell, Student Representative
- Ari Kim-Leavitt, Student Representative

**IV. APPROVAL OF AGENDA:** *Derek Sarley*

**V. CONSENT AGENDA:** *Derek Sarley*

- |   |    |
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| 1. Personnel Report   | 3  |
| 2. Extracurricular Athletic Contracts   | 4  |
| 3. Non-Athletic Extra & Co-Curricular Contracts                                       | 6  |
| 4. February 4 & 18 Accounts Payable and January Payroll                               | 7  |
| 5. January Financial Report   | 8  |
| 6. Confederated Tribes of the Umatilla Indian Reservation Memorandum of Understanding | 12 |
| 7. Special Meeting/Executive Session Minutes of January 21, 2025                      | 14 |
| 8. Regular Business Meeting Minutes of January 21, 2025                               | 15 |
| 9. Special Meeting/School Board Retreat Minutes of January 27, 2025                   | 17 |
| 10. Regular Study Meeting Minutes of February 4, 2025                                 | 18 |

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

1. National Board Certified Teachers: *Chris Gardea*
  - Rachel Geiter
2. Building Belonging Recognition: *Dr. Julie Perron*

• <i>Mika Means, Heather Robinson &amp; Stephanie Martin</i>	
3. Education Support Professionals Week March 10-14, 2025: <i>Dr. Wade Smith</i>	
VII. <b>CITIZENS' COMMENTS:</b> (5:50 p.m.) <i>Derek Sarley</i>	<b>20</b>
VIII. <b>REPORTS:</b> (6:00 p.m.) <i>Derek Sarley</i>	
1. Board of Directors Report: <i>Derek Sarley</i>	
2. Student Board Representative Update Regarding April 15th Post Secondary Plans: <i>Eva Maxwell and Ari Kim-Leavitt</i>	
3. Superintendent's Report: <i>Dr. Wade Smith</i>	
a. Monthly Enrollment Report	21
4. Superintendent Search Update: <i>Derek Sarley and Consultants</i>	23
5. Monthly Financial Dashboard Report: <i>Janette Jeffris</i>	41
6. 6-12 ELA Adoption Update: <i>Christy Krutulis and Jamie Kemano</i>	44
7. Vision 2030: Goal #1, Strategy #3 - Proficient Elementary Readers: <i>Christy Krutulis and Dr. Julie Perron</i>	55
8. Equity Policy Update: <i>Derek Sarley and Consultants</i>	74
9. Policies Second Reading: <i>Dr. Wade Smith</i>	88
• 3210 Nondiscrimination - Students	
• 3432 Emergencies	
• 4130 Title I, Part A Family Engagement	
• 4301 Addressing Immigration Enforcement In Schools	
• 5010 Nondiscrimination and Affirmative Action	
• 5400 Personnel Leaves	
• 5404 Family, Medical, and Maternity Leave	
• 6220 Bid Requirements	
IX. <b>ACTION:</b> (7:20 p.m.) <i>Derek Sarley</i>	
1. Policies Second Reading:	114
• 3210 Nondiscrimination - Students	
• 3432 Emergencies	
• 4130 Title I, Part A Family Engagement	
• 4301 Addressing Immigration Enforcement In Schools	
• 5010 Nondiscrimination and Affirmative Action	
• 5400 Personnel Leaves	
• 5404 Family, Medical, and Maternity Leave	
• 6220 Bid Requirements	
X. <b>ADJOURNMENT:</b> (7:25 p.m.) <i>Derek Sarley</i>	



**PERSONNEL REPORT**

February 18, 2025 – Board Meeting

Date: February 13, 2025

**RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT**

Classified: Jennifer Avina, Preschool Programs Enrollment Coordinator, WWCCF, 12.5 years  
James Bennett, Bus Driver, SE Washington Transportation Co-Op, 16 years  
Teresa Madrigal Salcedo, Kitchen Assistant, Garrison Middle School, 5 months

**EXTRA-CURRICULAR ATHLETIC CONTRACTS 2024-2025**

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Seth Ahrens	Pioneer Middle School	Head Baseball 8th Grade
Scott Aichele	Walla Walla High School	Assistant Softball Fastpitch
Joshua Ashley	Walla Walla High School	Assistant Track
Kaylee Breland	Walla Walla High School	Head Softball Fastpitch
Reggie Byrd	Garrison Middle School	Head Softball 7th Grade
Reginald Byrd	Garrison Middle School	Assistant Girls Basketball 8th
Amber Davin	Garrison Middle School	Head Tennis 7th Grade
Amber Davin	Garrison Middle School	Assistant Girls Basketball 7th
To Be Determined	Garrison Middle School	Track Assistant
To Be Determined	Pioneer Middle School	Head Baseball 7th Grade
To Be Determined	Pioneer Middle School	Assistant Tennis
To Be Determined	Walla Walla High School	Unified Sports
Bryan Eggart	Walla Walla High School	Head Boys Tennis
Kyle Eggers	Pioneer Middle School	Track Assistant
Gonzalo Fernandez Pinillos	Garrison Middle School	Head Tennis 8th Grade
Nate Ferraro	Garrison Middle School	Head Softball 8th Grade
William Fleenor	Walla Walla High School	Head Boys Golf
Presley Foust	Walla Walla High School	Head Girls Tennis
Stephanie Gomsrud	Pioneer Middle School	Track Assistant
Andrew Hall	Walla Walla High School	Assistant Baseball
Maurice Handcox	Walla Walla High School	Assistant Baseball
Stacey Haveman	Walla Walla High School	Assistant Track
Lenna Henry	Walla Walla High School	Athletic Events Coordinator Spring
Christian Herrera	Walla Walla High School	Assistant Boys Soccer
William Herron	Walla Walla High School	Assistant Boys Golf
Spencer Hessler	Pioneer Middle School	Head Track
Amy Hisaw	Walla Walla High School	Assistant Track
Eric Hisaw	Walla Walla High School	Head Track
William Howard	Walla Walla High School	Head Girls Golf
Amy Korslund	Walla Walla High School	Assistant Softball Fastpitch
Ryan Lackey	Walla Walla High School	Assistant Track
Michael Locati	Walla Walla High School	Assistant Track
Scott Magnaghi	Walla Walla High School	Assistant Track
Travis McCauley	Garrison Middle School	Head Baseball 7th Grade

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2024-2025

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Keith Michels	Walla Walla High School	Assistant Track
Brooke Naftzger	Walla Walla High School	Head Girls Golf
Maggie Nicholson	Walla Walla High School	Assistant Softball Fastpitch
Jason Parsons	Walla Walla High School	Head Baseball
Keven Peck	Walla Walla High School	Assistant Boys Tennis
Nicholas Prasad	Garrison Middle School	Head Track
Logan Reardon	Walla Walla High School	Assistant Track
Cindy Saldana	Walla Walla High School	Assistant Boys Soccer
Francisco Saldana	Walla Walla High School	Assistant Boys Soccer
Victor Saldana	Walla Walla High School	Head Boys Soccer
Jordan Schilling	Walla Walla High School	Assistant Softball Fastpitch
Gary Schneidmiller	Pioneer Middle School	Head Softball 8th Grade
Allen Stanley	Walla Walla High School	Assistant Baseball
Bob Stoddard	Garrison Middle School	Head Baseball 8th Grade
Jennifer Thiel	Pioneer Middle School	Head Softball 7th Grade
Linnea Tolley	Walla Walla High School	Assistant Girls Tennis
Doug Tucker	Pioneer Middle School	Softball Assistant
Ryan VanDyke	Walla Walla High School	Assistant Baseball
Nicole Violet	Garrison Middle School	Track Assistant
Felipe Virrueta	Pioneer Middle School	Head Tennis

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2024-2025

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Makenzie Bishop	BE	Social Emotional Learning Team

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## 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 February 18th, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		<b>General Fund</b>		
2/4/2025	241740	Through	241872	\$ 434,736.88
2/18/2025	241873	Through	242003	\$ 605,936.26
2/4/2025	242500282	Wire Transfer	242500299	\$ 2,556.15
2/18/2024	242500300	Wire Transfer	242500320	\$ 3,880.45

		<b>Capital Projects</b>		
2/4/2025	240058	Through	240060	\$ 823,230.31
2/18/2024	240061	Through	240067	\$ 144,802.07
		Through		
		Wire Transfer		
		Wire Transfer		

		<b>ASB</b>		
2/4/2025	240064	Through	240072	\$ 10,069.88
2/18/2025	240073	Through	240087	\$ 9,400.21
		Wire Transfer		
2/18/2025	242500321	Wire Transfer	242500322	\$ 228.00

		<b>Transportation Vehicle</b>		
2/4/2025	240001	Through	240001	\$ 405,206.00
		Through		
		Wire Transfer		
		Wire Transfer		

		<b>Payroll</b>		
1/31/2025	241697	Through	241739	\$ 2,206,285.25
1/31/2025	1400001	Wire Transfer	1401098	\$ 3,260,057.73
1/31/2025	NA	Payroll Taxes	NA	\$ 1,103,453.64

<b>TOTAL:</b>	<b>\$ 9,009,842.83</b>
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**SCHOOL BOARD PRESIDENT:**

**SECRETARY OF THE BOARD:**

\_\_\_\_\_  
Derek Sarley

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



TO: Dr. Wade Smith - Superintendent  
FROM: Janette Jeffris – Director of Fiscal Services  
DATE: February 16, 2025  
RE: January's Financial Report

8

Attached is the January 2025 financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
  - General Fund ending balance is 7.6% of expenditures
- General Fund trend charts
- Payroll trend chart

Attachments

JJ

# Walla Walla School District

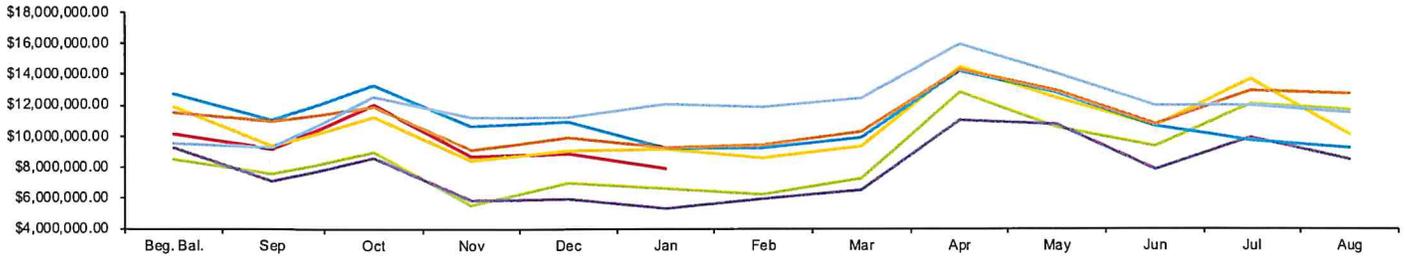
Monthly Financial Report

January 2025

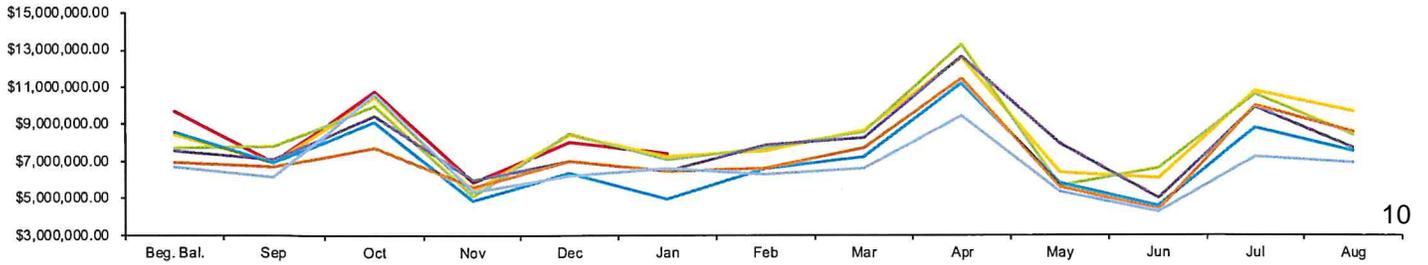
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<b><u>GENERAL FUND</u></b>			
Beginning Fund Balance	\$ 10,500,000	\$ 11,493,655	\$ 11,493,655
Revenues	\$ 100,512,346	\$ 100,512,346	\$ 38,823,264
Expenditures	\$ (101,120,371)	\$ (101,120,371)	\$ (42,401,712)
Prior Period Adjustment	\$ -	\$ -	
Transfers	\$ (800,000)	\$ (800,000)	\$ (208,467)
Ending Fund Balance	\$ 9,091,975	\$ 10,085,630	\$ 7,706,741 7.6%
<b><u>CAPITAL PROJECTS</u></b>			
Beginning Fund Balance	\$ 14,500,000	\$ 11,647,644	\$ 11,647,644
Revenues	\$ 2,887,352	\$ 2,887,352	\$ 490,890
Expenditures	\$ (15,793,000)	\$ (15,793,000)	\$ (3,688,895)
Transfers	\$ (250,000)	\$ (250,000)	
Ending Fund Balance	\$ 1,344,352	\$ (1,508,004)	\$ 8,449,639
<b><u>DEBT SERVICE</u></b>			
Beginning Fund Balance	\$ 3,051,794	\$ 3,149,247	\$ 3,149,247
Revenues	\$ 5,432,008	\$ 5,432,008	\$ 2,198,770
Expenditures	\$ (5,401,417)	\$ (5,401,417)	\$ (3,849,631)
Ending Fund Balance	\$ 3,082,385	\$ 3,179,838	\$ 1,498,386
<b><u>ASB FUND</u></b>			
Beginning Fund Balance	\$ 427,577	\$ 442,407	\$ 442,407
Revenues	\$ 343,200	\$ 343,200	\$ 147,838
Expenditures	\$ (392,497)	\$ (392,497)	\$ (96,047)
Ending Fund Balance	\$ 378,280	\$ 393,110	\$ 494,198
<b><u>TRANSPORTATION VEHICLE</u></b>			
Beginning Fund Balance	\$ 932,156	\$ 936,578	\$ 936,578
Revenues	\$ 5,576,078	\$ 5,576,078	\$ 799,816
Expenditures	\$ 6,503,235	\$ 6,503,235	\$ (810,412)
Transfers			\$ -
Ending Fund Balance	\$ 13,011,469	\$ 13,015,891	\$ 925,982

WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

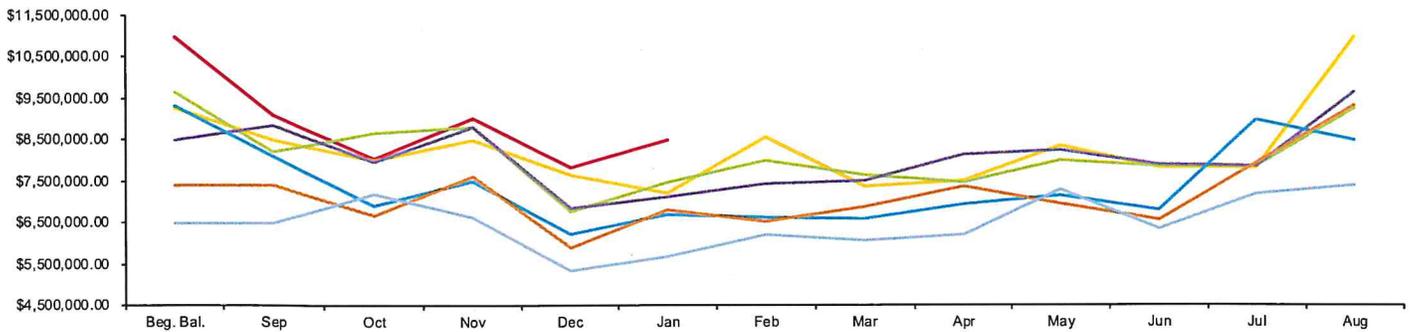
NET CASH & INVESTMENTS



RECEIPTS

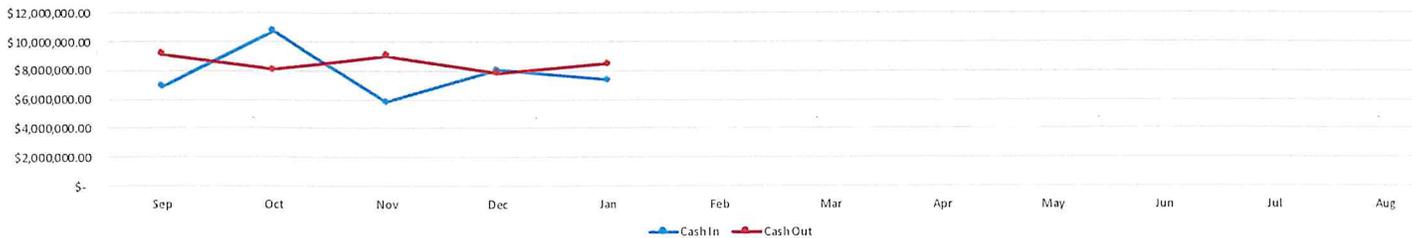


EXPENDITURES

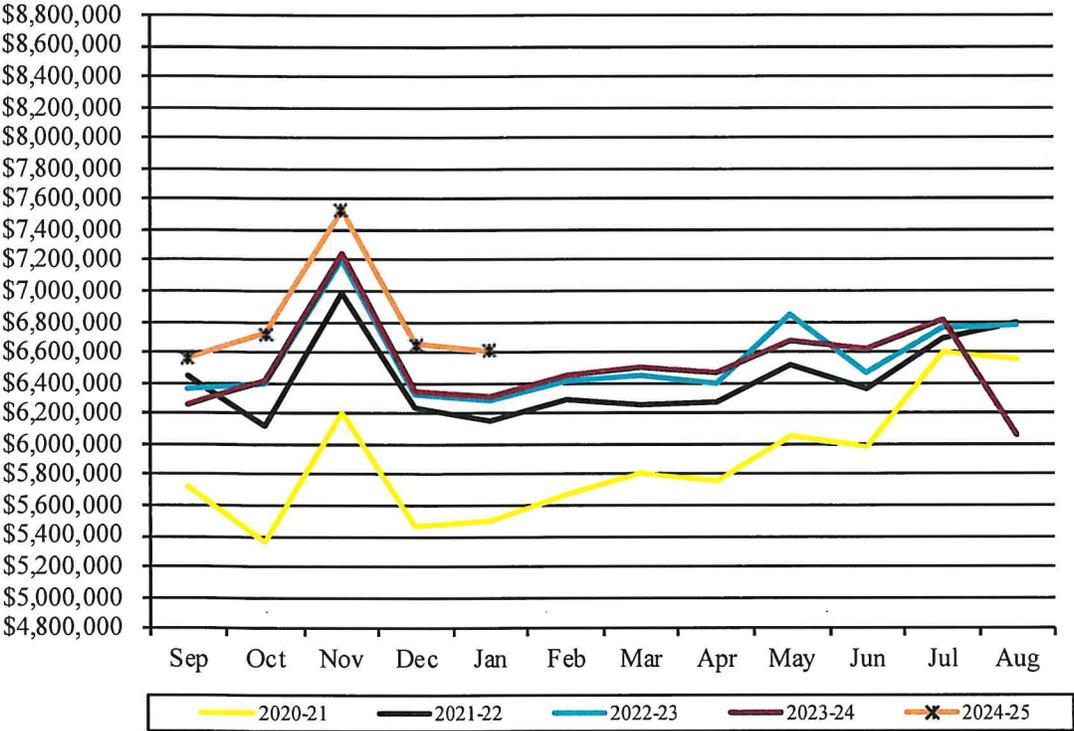


24-25 23-24 22-23 21-22 20-21 19-20 18-19

2023-24 Cash In/out



# WALLA WALLA PUBLIC SCHOOLS Monthly Payroll





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**MEMORANDUM OF UNDERSTANDING**

**Confederated Tribes of the Umatilla Indian Reservation  
and  
Walla Walla Public Schools**

The Confederated Tribes of the Umatilla Indian Reservation (CTUIR) and the Walla Walla Public Schools (District) shall work together to address the educational needs, issues and challenges of Native American students in order to increase their academic achievement and success. This Memorandum of Understanding (MOU) will also support appropriate educational services and opportunities for all students, educators and members of the CTUIR. This MOU has been reviewed and approved by the Board of Trustees of the Confederated Tribes of the Umatilla Indian Reservation and Walla Walla Public Schools.

Each party named shall follow the intent of this MOU so far as reasonably possible, and consistent with applicable State, Tribal and Federal constitutions, laws, statutes, educational acts, and treaties.

This MOU is not legally binding on either party, nor is it a contract. However, should any oral or written materials result from implementation of this MOU, CTUIR shall retain any and all ownership rights to information and/or products that may be published, disclosed, distributed, or otherwise utilized in developing and implementing CTUIR history and cultural curriculum; culturally responsive pedagogy training materials; systems of review; or other materials created with the intention that they will be provided to students or educators at the District schools.

The CTUIR and the District agree to work collaboratively through this MOU in the following areas:

1. To encourage Native American students to achieve academic excellence and to identify and address barriers that keep them from progressing toward that goal.
2. To ensure equal access and participation in all school programs and/or activities and clubs for Native American students at every grade level and to promote and acknowledge the month of November as Native American Heritage Month.
3. To collaboratively develop and implement a CTUIR history and cultural curriculum to be provided to all students at all District schools.
4. To foster opportunities by integrating CTUIR Tribal language into the learning environment.
5. To ensure that the CTUIR has a voice in District decisions affecting their children, including establishing a system of review for proposed curriculum, text, or other materials to ensure suitability for Native American students.

6. To develop programs and services that foster an increase in high school graduation rates and to promote college and career readiness for Native American students.
7. To work toward the elimination of discrimination in all aspects.
8. To have CTUIR aid the District in the design and delivery of culturally responsive pedagogy training materials and professional development which may assist the District in meeting the unique needs of Native American students within the District.
9. To educate all students in the history and culture of the CTUIR, CTUIR will foster access to, and assist in vetting, materials for use.
10. To acknowledge the cultural significance of Tribal regalia within participation of formal District ceremonies.

**IN WITNESS WHEREOF**, the Signatory Parties have executed this Memorandum of Understanding as set forth below.

**CONFEDERATED TRIBES OF THE UMATILLA INDIAN RESERVATION:**

By: \_\_\_\_\_  
 Gary I. Burke, *Chairman - CTUIR Board of Trustees*

Date: \_\_\_\_\_

By: \_\_\_\_\_  
 Boots Pond, *Education and Training Committee Chair*

Date: \_\_\_\_\_

By: \_\_\_\_\_  
 Jaimie Crane, *CTUIR Education Director*

Date: \_\_\_\_\_

**WALLA WALLA PUBLIC SCHOOLS:**

By: \_\_\_\_\_  
 Derek Sarley, *WWPS Board President*

Date: \_\_\_\_\_

By: \_\_\_\_\_  
 Dr. Wade Smith, *WWPS Superintendent*

Date: \_\_\_\_\_

**BOARD OF DIRECTORS  
Special Meeting/Executive Session – 3:30 p.m.  
January 21, 2025  
WWPS Administration Building / 364 S. Park Street**

The Board of Directors met in executive session on January 21 at 3:30 p.m. for evaluation of the qualifications of applicants for public employment. All board members were present. The executive session concluded at 5:02 p.m. and was not open to the public

Minutes to be presented for board approval on February 18, 2025.

**APPROVED:**

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Derek Sarley  
School Board President

**BOARD OF DIRECTORS**  
**Regular Business Meeting – 5:30 p.m.**  
**January 21, 2025**  
**WWPS Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

Derek Sarley, President  
Ruth Ladderud, Vice President  
Alayna Brinton  
Kathy Mulkerin  
Terri Trick  
Eva Maxwell, Student Representative  
Ari Kim-Leavitt, Student Representative

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Chris Gardea, Assistant Superintendent  
Janette Jeffris, Director of Fiscal Services

**AUDIENCE**

Including board members, administrators and guests, approximately 21 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 Derek Sarley.

**II. FLAG SALUTE**

The flag salute and pledge of allegiance was led by President Derek Sarley.

**III. ROLL CALL**

All board members were present.

**IV. APPROVAL OF AGENDA**

Motion by Ruth Ladderud and seconded by Alayna Brinton to approve the agenda as presented; the motion carried unanimously.

**V. CONSENT AGENDA**

Motion by Alayna Brinton and seconded by Ruth Ladderud to approve the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) Resolution 01-2025 Request for Waiver from Minimum 180-Day School Year; 5) January 7 & 21 accounts payable and December payroll; 6) December financial report; 7) special meeting/executive session minutes of December 16, 2024; 8) regular business meeting minutes of December 17, 2024; 9) special meeting minutes of January 6, 2025; and 10) special meeting minutes of January 7, 2025. The motion carried unanimously.

**VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS**

**School Board Recognition Month:** Superintendent Dr. Wade Smith announced January is School Board Recognition Month. He thanked board members for their dedication and service to the students, staff and community of Walla Walla Public Schools.

**Walla Walla Public Schools Foundation:** Walla Walla Public Schools Foundation Executive Director Elsa Watson provided a program update to school board members. She reported now in its third year, the WWPS Foundation is providing vast opportunities for students to thrive outside of the classroom. This year alone 3,427 students across the district have spent 16,800 hours on field trips and overnight adventures supplementing their classroom learning.

**VII. ASSOCIATED STUDENT BODY STUDENT REPRESENTATIVE REPORT**

ASB President Maddy VanCleve 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 the recent WASA/WSSDA/WASBO Legislative Conference, student club meetings, as well as finalizing the student board representative onboarding manual.

**Superintendent's Report:** Superintendent Dr. Wade Smith recognized student board representatives Eva Maxwell and Ari Kim-Leavitt for their outstanding leadership and contributions at the recent Legislative Conference. He also expressed gratitude to Nutrition Services Director Kara Carlson and her team for their exceptional effort in supporting and preparing the Cabinet leadership team's staff appreciation breakfasts across the district. Additionally, he reported that January enrollment stands at 5,316 FTE.

**Superintendent Search Update:** Dr. Kristine McDuffy, John Bash, and Dr. Anthony Smith from Hazard, Young, Attea & Associates (HYA) provided an overview of the national search timeline for the district's next superintendent. They emphasized that staff, students, parents and community members will have numerous opportunities to share their input during this pivotal hiring process. The school board aims to appoint the new superintendent by late March or early April.

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

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

- 3206 Pregnant and Parenting Students
- 3210 Nondiscrimination - Students
- 3432 Emergencies
- 4130 Title I, Part A Family Engagement
- 4301 Addressing Immigration Enforcement in Schools
- 5010 Nondiscrimination and Affirmative Action
- 5012 Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff
- 5400 Personnel Leaves
- 5404 Family, Medical, and Maternity Leave
- 6220 Bid Requirements

**X. ACTION ITEMS****XI. ADJOURNMENT**

President Sarley declared the meeting adjourned at 6:12 p.m.

Minutes to be presented for board approval on February 18, 2025.

**APPROVED:**


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

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Derek Sarley  
School Board President

**BOARD OF DIRECTORS  
Special Meeting/School Board Retreat – 1:30 p.m.  
January 27, 2025  
525 Campus Loop/Walla Walla, WA 99362**

The Board of Directors conducted a special meeting on January 21 at 1:30 p.m. for the purpose of a school board retreat, including board professional development and planning. All elected board members were present, and the student board representatives arrived to participate at 3:45 p.m. The special meeting concluded at 5:41 p.m. and was open to the public.

Minutes to be presented for board approval on February 18, 2025.

**APPROVED:**

\_\_\_\_\_  
Dr. Wade Smith, Superintendent  
and Secretary of the Board

\_\_\_\_\_  
Derek Sarley  
School Board President

**BOARD OF DIRECTORS**  
**Regular Study Meeting – 5:30 p.m.**  
**February 4, 2025**  
**WWPS Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

Derek Sarley, President  
Ruth Ladderud, Vice President  
Alayna Brinton  
Kathy Mulkerin  
Terri Trick  
Eva Maxwell, Student Representative  
Ari Kim-Leavitt, Student Representative

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Chris Gardea, Assistant Superintendent  
Christy Krutulis, Executive Director of Teaching & Learning

**AUDIENCE**

Approximately 17 individuals, including board members, administrators and guests, were in attendance.

**I. CALL TO ORDER**

The meeting was called to order at 5:30 p.m. in the Administration Building Anne Golden Boardroom by Vice President Ruth Ladderud, as President Derek Sarley attended remotely.

**II. FLAG SALUTE**

The flag salute and Pledge of Allegiance were led by Student Representative Ari Kim-Leavitt.

**III. ROLL CALL**

All board members were present.

**IV. APPROVAL OF AGENDA**

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

**V. STUDY ITEMS**

**Legislative Update:** District Legislative Lobbyist Marie Sullivan provided school board members a legislative report. She reviewed bills related to K-12 educational issues and noted upcoming legislative events. This year's "Big 3" areas of interest to public education center on special education funding, Materials, Supplies, and Operating Costs (MSOC) allocation to school districts and student transportation funding.

**Superintendent Search Update:** Consultants Dr. Kristine McDuffy and Dr. Anthony Smith of Hazard, Young, Attea & Associates (HYA) are in town this week to meet with district stakeholders, staff, students, and community members as part of their effort to gather input on the district's next superintendent. They will provide their next update to the board on February 18, which will include a leadership profile report.

**Confederated Tribes of the Umatilla Indian Reservation MOU:** Executive Director of Teaching & Learning Christy Krutulis outlined a draft of a potential historic Memorandum of Understanding between Walla Walla Public Schools and the Confederated Tribes of the Umatilla Indian Reservation.

**VI. ADJOURNMENT**

Vice President Ladderud adjourned the meeting at 6:32 p.m.

Minutes to be presented for board approval on February 18, 2025.

**APPROVED:**

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

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Ruth Ladderud  
School Board Vice President

## ~ CITIZENS' COMMENTS ~

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

### Citizens' Comment Script:

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

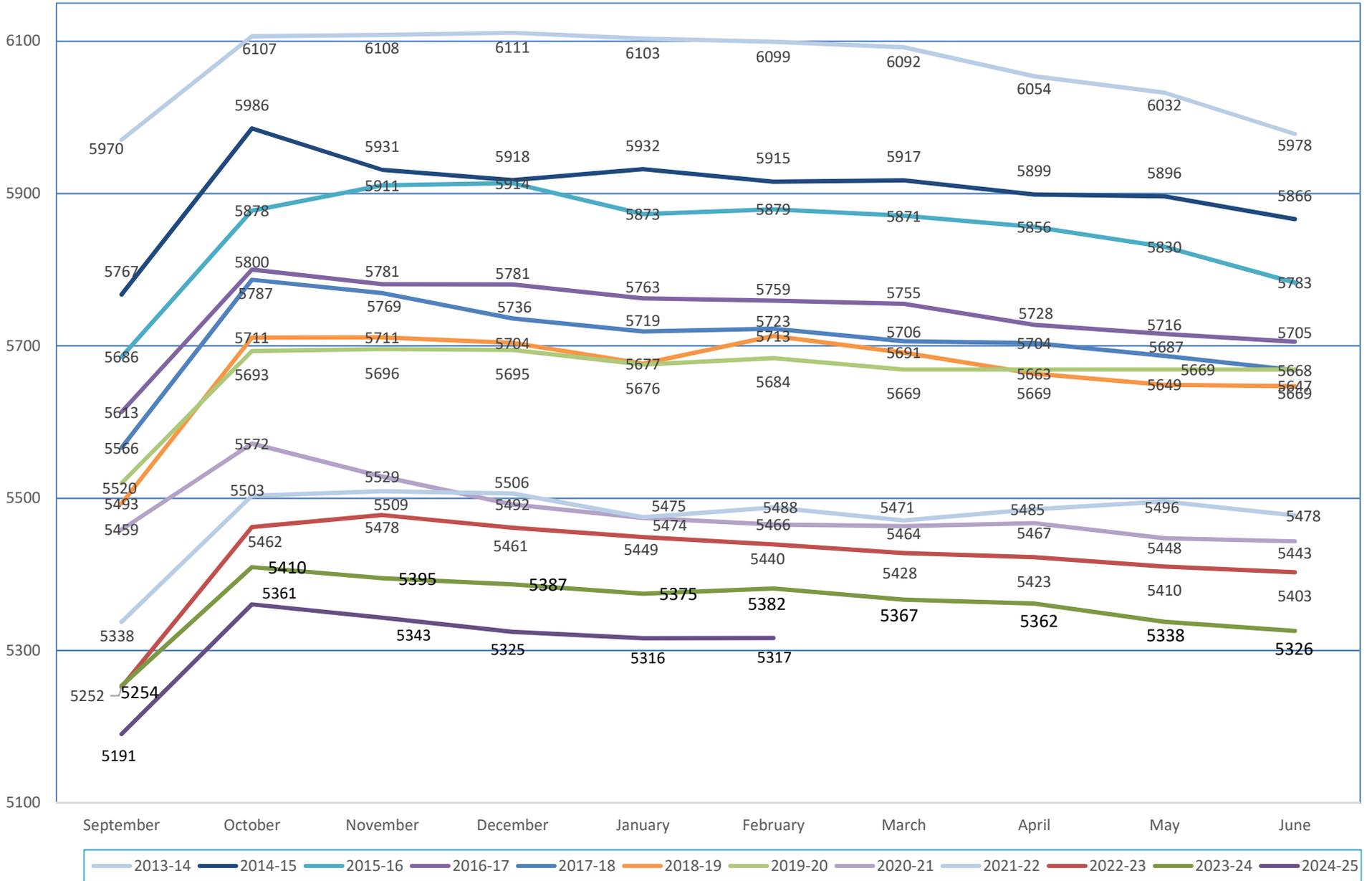
We also ask that you adhere to the following guidelines:

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

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

01/03/2022

WWPS Enrollment Trends: 2013 to Present Student FTE Counts



Target Avg Class Size

2024-2025	24		25		27		27		28		28		TOTALS
	Kindergarten		First		Second		Third		Fourth		Fifth		
<b>Berney</b>	Brown, A	21	Diaz Madrigal, A	18	Kearbey, K	23	Baker, T	25	Ambler, C	22	Clearman, D	22	
	Hubbard, K	20	Gonzales, C	19	Parodi, D	22	Pekar, Katie	26	Bona, A	22	Holbrook, J	24	
			Morrison, S	17					Hartelius, S	21	James, I	22	
Behavior Prg K-5	Merrill, L		Merrill, L	1	Merrill, L	4	Merrill, L	1	Merrill, L	2	Merrill, L	1	
<b>SECTIONS</b>	<b>15</b>	41		54		45		51		65		68	324
slots available	31		21		9		3		19		16		Ratio 21.60
<b>Edison</b>	Espinosa, M	21	Maycumber, Y	23	Hobbs, S	18	Aceves, J	25	Ledesma, M	24	Ochoa, F	25	
	Helm, E	22	Berumen, B	22	Parsons, S	17	Estrada, A	26	Reed, J	24	Solis Martinez, V	24	
	Matson, E	17	Moreno, J	23	Saldivar, C	17	Lopez, J	25	Schafer, J	24	Solis, C	24	
	Valencia, A	20	Phillips, L	22	Williams, N	18							
<b>SECTIONS</b>	<b>21</b>	80		90		70		76		72		73	461
slots available*	4		(6)		14		5		12		11		Ratio 21.95
<b>Green Park</b>	Goble, E	22	Bahena-Flores, R	25	Chavez, R	21	Contreras, A	21	Esquivel, T	28	Maya, J	19	
	Nuno, J	20	Garcia, A	24	Salazar, I	24	Mora, G	20	Johnson, M	25	Lopez, M	18	
	Lamanna, S	18	Collins, A	21	Shuler, A	20	Boeckman, R	22	Tobin, J	26	Ambler, D	28	
	Katsel, E	16	James, L	24	Real, D	17	Gregoire, L	22			Lux, J	27	
Lifeskills Program	Angotti, E	5	Angotti, E	2	Angotti, E		Angotti, E	1	Angotti, E		Angotti, E	2	
	Scarborough, M	2	Scarborough, M	1	Scarborough, M		Scarborough, M	5	Scarborough, M	1	Scarborough, M		
<b>SECTIONS</b>	<b>23</b>	76		94		82		85		79		92	508
slots available	20		6		26		45		5		20		Ratio 22.09
<b>Prospect Point</b>	Ferraro, A	21	Hanson, K	22	Babbit, H	18	Jausoro, D	22	Prull, V	26	Mahan, L	26	
	Heinzman, A	19	Humphreys, S	21	Baldwin, W	20	Kuhlmann, K	21	Taylor, L	26	Parodi, D	25	
	Kaup Rose, S	20	Pederson, R	22	McFetridge, M	18	Reese, N	21	Watson, K	27	Pegel, G	25	22
<b>SECTIONS</b>	<b>19</b>	60		65		72		64		79		76	416
slots available*	36		10		36		17		5		8		Ratio 21.89
<b>Sharpstein</b>	Gillin, L	18	Locati, R	17	Berg, L	19	Hutchinson, D	26	Keyes, K	27	Mendoza, L	23	
	Wilson, H	18	Russell, J	17	Griffith, R	19	Villanueva, S	26	VanDonge, B	27	Shirley, C	23	
			Ruvalcaba, G	15	York, L	18					Woiblet, B	23	
Developmental Prog Autism Program	Stimmel, M	5	Stimmel, M	3	Stimmel, M	2	Stimmel, M	-					
	Amundson	-	Amundson	-	Amundson	3	Amundson	2	Amundson	6	Amundson	1	
	Vaughan	3	Vaughan	2	Vaughan	1	Vaughan	2	Vaughan	-	Vaughan	1	
<b>SECTIONS</b>	<b>15</b>	36		49		56		52		54		69	316
slots available	31		23		25		2		2		15		Ratio 21.07
<b>WW Online/Homelink</b>		6		7		6		5		11		13	
		6		7		6		5		11		13	48
slots available													
<b>TOT SLOTS AVAIL</b>	122		54		110		72		43		70		
<b>GRADE LVL TOTAL</b>		293		352		325		328		349		378	2025
<b>GRADE LVL SECTNS</b>	15		17		17		14		14		16		
<b>AVERAGE LOADS</b>		19.53		20.71		19.12		23.43		24.93		23.63	
<b>TOTAL SC SPED</b>		12		7		9		9		9		4	50
<b>TOTAL ENROLLED</b>		311		366		340		342		369		395	2123

Dual classes



Walla Walla Public Schools

# LEADERSHIP PROFILE REPORT

February 18, 2025

## Executive Summary

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) beginning in August for the new superintendent of Walla Walla Public Schools. The data contained herein was obtained from input the HYA consultants received from internal and external stakeholders of the Walla Walla Community via an online survey, individual interviews, focus groups, and staff/community forums.

The survey, interviews, focus groups and forums were structured to gather information to assist the Walla Walla Board of Directors in determining the primary characteristics desired and needed in the new superintendent. Additionally, HYA consultants collected feedback regarding the strengths of the District as well as current and future challenges.

## Participation

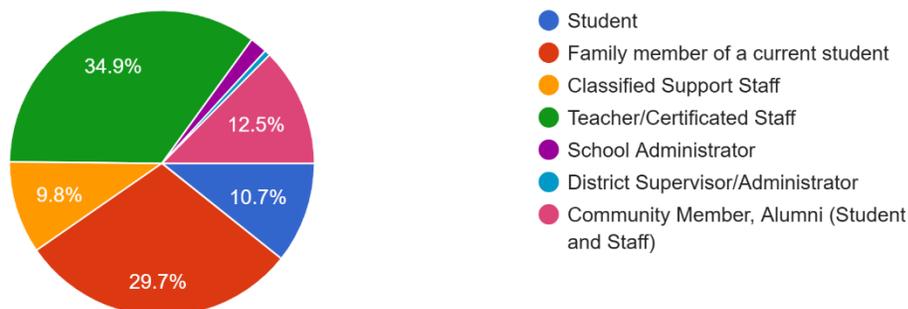
The numbers of participants, by stakeholder group, in all methods of data gathering are listed in the following chart. We had personal engagement with 154 individuals. There were 327 responses to the survey.

<b>Group</b>	<b>Interviews, Focus Groups, Forums &amp; Survey</b>
Students	39
Family Members	117
Community	126
Certificated Staff	119
Classified Staff	42
Administrators/ Supervisors	38
<b>Total</b>	<b>481</b>

## Survey Results:

What is your primary connection to Walla Walla Public Schools?

327 responses



## Summary of Stakeholder Input

All discussions were thoughtful, insightful, and very helpful. HYA associates conducting the focus groups, forums and interviews would like to thank the participants for giving so freely of their time and for the depth of the discussions regarding Walla Walla Public Schools during the sessions.

It should be emphasized that the data from focus groups and forums are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups. Items were included if they emerged as a significant theme or, in the consultants' professional judgment, they warranted the board's attention.

## Strengths of the District

Data collected through personal contacts and survey responses provided overall an encouraging and optimistic view of the district. The following themes surfaced often and across these multiple data sources:

### 1. Dedicated and Caring Staff

- Teachers, administrators, and support staff are highly committed to student success.
- Many educators go above and beyond to support students academically, socially, and emotionally.
- Strong relationships between staff and students create a positive learning environment.

## **2. Strong Community Support and Engagement**

- The community consistently supports the schools through levies, bonds, and advocacy.
- Partnerships with local organizations, colleges, and businesses enhance student opportunities.
- A close-knit, small-town feel fosters strong connections between families and schools.

## **3. Diversity, Inclusion, and Equity**

- The district promotes a sense of belonging for all students.
- Programs and policies support students of diverse backgrounds, including bilingual education and special education services.
- A commitment to social-emotional learning and wraparound family services.

## **4. Wide Range of Academic and Extracurricular Opportunities**

- Strong Career & Technical Education (CTE) programs, dual enrollment, AP courses, and alternative learning environments.
- Extensive extracurricular activities, including arts, music, drama, and athletics.
- Programs like the Dual Language Program and SEA-Tech offer specialized learning pathways.

## **5. Financial Stability and Effective Leadership**

- The district is fiscally responsible and has successfully passed bonds/levies and managed resources.
- Leadership, particularly the superintendent and school board, is praised for transparency, communication, and strategic planning.
- Strong collaboration between administration and the teachers' union.

## **6. High-Quality Facilities and Resources**

- Recent facility improvements, including new buildings and upgraded infrastructure.
- Well-maintained campuses with modern resources that support learning.
- Free access to sports, meals, and extracurricular activities for students.

## **7. Commitment to Innovation and Continuous Improvement**

- Focus on aligning curriculum with best practices, such as Universal Design for Learning (UDL) and Professional Learning Communities (PLCs).
- Proactive approach to challenges, including technology integration and evolving educational needs.
- Strong emphasis on academic excellence while maintaining flexibility to meet diverse student needs.

These themes highlight the strengths of Walla Walla Public Schools as a district that values its people, prioritizes student success, and fosters a strong connection between education and the broader community.

## Challenges and Issues Facing the District

No district, of course, is without challenges. The following emerged as common themes:

### 1. **Declining Enrollment and Budget Constraints**

- A declining enrollment trend impacts funding, staffing, and program sustainability.
- Budget cuts are leading to reductions in intervention specialists, mental health support, and classroom resources.
- Fewer young families moving to Walla Walla due to high housing costs and limited job opportunities.

### 2. **Diversity, Equity, and Inclusion Gaps**

- There is demographic disparity between staff and a diverse student body.
- Latino students are underrepresented in advanced courses (AP, honors, dual enrollment).
- A desire for more action to increase equity, cultural competence, and inclusivity efforts.

### 3. **Student Behavior, Mental Health, and Support Services**

- Rising behavioral challenges in classrooms, particularly in younger grades.
- Need for more social-emotional learning (SEL) support, counselors, and mental health resources.
- Lack of discipline enforcement and perceived inequities in disciplinary policies.

### 4. **Staffing Challenges and Morale**

- Teacher and support staff shortages, especially bilingual and special education staff.
- Declining resources are impacting levels of program support and staff workload.

### 5. **Academic Achievement and Rigor**

- Concerns about lowering academic standards to push students through the system.
- Need for more support in foundational skills (reading, math, science).
- Desire for stronger college and career preparation, particularly in STEM and technical education.

## **6. Communication, Trust, and Transparency**

- Staff expressed a need for more clarity, consistency, and timeliness of school and district communications related to student discipline, staffing decisions, and resource allocation.

## **7. Political and Community Divides**

- Struggles to balance different and sometimes opposing political expectations within the community while maintaining a focus on student needs.

## **8. Special Education and Inclusion Challenges**

- Concerns about inadequate training and staffing for special education programs.
- Inclusion efforts not meeting the needs of students with disabilities.
- Parents reporting frustration with lack of support, resources, and communication regarding IEPs.

## **9. Technology and Classroom Disruptions**

- Widespread concerns about student cell phone use interfering with learning.
- Over-reliance on technology for instruction, with some parents and teachers preferring traditional methods.
- Need for better integration of AI and modern technology while maintaining effective teaching practices.

## **10. Community Engagement and Family Involvement**

- Struggles to engage families, particularly those from underrepresented backgrounds.
- Need for better outreach to Latino families regarding early learning and school opportunities.
- Concerns about declining parental involvement in school activities, PTOs, and community events.

These challenges highlight the complexity of navigating educational leadership, balancing community expectations, and ensuring that Walla Walla Public Schools continue to provide high-quality, equitable education for all students.

## **Desired Characteristics**

Participating stakeholders were asked to name the desired characteristics for the next superintendent of Walla Walla Public Schools. The following summary of personal characteristics, attributes, skills, and experiences reflect input gathered:

# DESIRED CHARACTERISTICS

## Superintendent Walla Walla Public Schools

1. **Strong, Transparent, and Inclusive Leadership**
  - Proven leadership experience with a clear vision for the district.
  - Transparent communication and decision-making with all stakeholders.
  - Ability to unify and foster collaboration among students, staff, and the community.
2. **Community Engagement & Accessibility**
  - Active and visible presence in schools and the community.
  - Builds strong relationships with students, families, staff, and local leaders.
  - Committed to listening to diverse perspectives and acting on community input.
3. **Student-Centered & Equity-Focused**
  - Prioritizes student needs, well-being, and diverse learning opportunities.
  - Values equity, inclusion, and cultural competency, particularly for marginalized students.
  - Strong advocate for special education, dual-language programs, and CTE pathways.
4. **Effective Communication & Relationship Building**
  - Excellent interpersonal and public speaking skills.
  - Engages with all stakeholders, including Spanish-speaking families.
  - Builds trust through honesty, integrity, and accountability.
5. **Educational Experience & Instructional Leadership**
  - Background in teaching and school administration.
  - Knowledge of curriculum development, academic excellence, and behavioral support.
  - Commitment to balancing traditional and innovative education practices.
6. **Fiscal Responsibility & Strategic Planning**
  - Experience managing budgets, securing funding, and passing bonds/levies.
  - Makes financially sound decisions while prioritizing student success.
  - Forward-thinking approach to addressing declining enrollment and staffing challenges.
7. **Commitment to Staff Support & Professional Growth**
  - Advocates for teachers and staff, ensuring fair workloads and professional development.
  - Supports morale and retention through a positive, collaborative work culture.

- Holds district leaders accountable for creating an effective learning environment.

**8. Adaptability & Visionary Thinking**

- Open-minded and able to navigate changing educational and societal landscapes.
- Strong decision-making skills with the ability to implement meaningful improvements.
- Invested in long-term success and the evolving needs of students and the district.

These themes reflect the community’s desire for a superintendent who is approachable, knowledgeable, and committed to fostering an inclusive, high-achieving, and well-supported school district.

**Conclusion**

We would like to thank all the participants who attended focus group meetings, forums, individual interviews, or participated in the survey. We would also like to thank Susie Golden and Mark Higgins for their incredible support with planning and logistics.

We found this to be an amazing school district and community with so many assets and opportunities. Thank you for the opportunity to serve!

Respectfully submitted,

*Kris*

Dr. Kristine McDuffy  
Senior Associate

*John*

Mr. John Bash  
Senior Associate

*Anthony*

Dr. Anthony Smith  
Associate



**HYA** | HAZARD  
YOUNG  
ATTEA  
ASSOCIATES



# Walla Walla Public Schools

Superintendent Search  
***Leadership Profile Report***  
February 18, 2025

# FOUR PHASES

**\*ENGAGEMENT**

**\*RECRUITMENT**

**\*SELECTION**

**\*TRANSITION**



# SUCCESSFUL COMMUNITY ENGAGEMENT

BOARD PLANNING MEETING

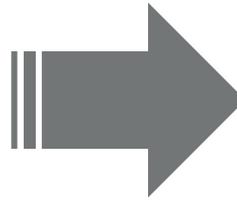
BOARD INTERVIEWS

INDIVIDUAL INTERVIEWS

FOCUS GROUPS

COMMUNITY FORUMS

STAKEHOLDER SURVEY



- Leadership Profile Report
- Selection criteria and desired characteristics that determine candidate qualities that match the Walla Walla Public Schools' needs.

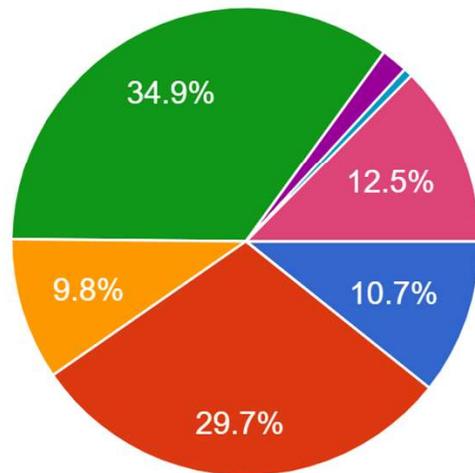
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Group	Personal interviews, focus groups, forums & survey
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## What is your primary connection to Walla Walla Public Schools?

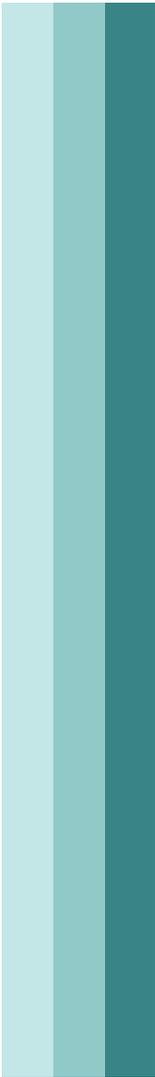
327 responses



- Student
- Family member of a current student
- Classified Support Staff
- Teacher/Certificated Staff
- School Administrator
- District Supervisor/Administrator
- Community Member, Alumni (Student and Staff)

## QUESTION #1

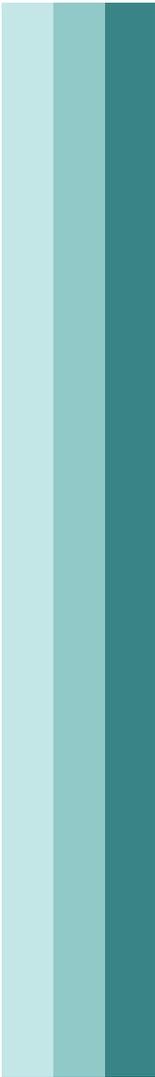
# Strengths



Dedicated & Caring Staff  
Strong Community Support &  
Engagement  
Diversity, Inclusion & Equity  
Academic & Extra Curricular  
Opportunities  
Financial Stability & Effective  
Leadership  
High-Quality Facilities &  
Resources  
Commitment to Innovation &  
Improvement

## QUESTION #2

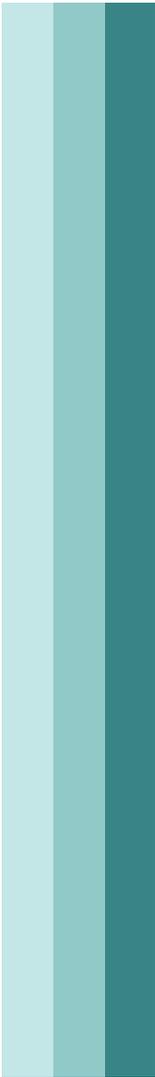
# Challenges



Declining Enrollment & Budget  
Constraints  
Diversity, Equity & Inclusion Gaps  
Student Behavior, Mental Health &  
Supports  
Staffing Challenges & Morale  
Academic Achievement & Rigor  
Communication, Trust &  
Transparency  
Political and Community Divides  
Special Education & Inclusion  
Challenges  
Technology & Classroom  
Disruptions  
Community Engagement & Family  
Involvement

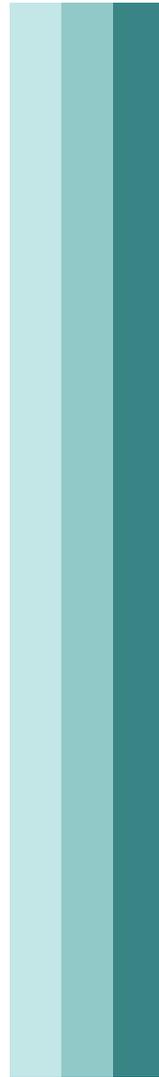
## QUESTION #3

# Desired Characteristics



Strong, Transparent & Inclusive  
Leadership  
Community Engagement &  
Accessibility  
Student-Centered & Equity-  
Focused  
Effective Communication &  
Relationship Building  
Educational Experience &  
Instructional Leadership  
Fiscal Responsibility & Strategic  
Planning  
Commitment to Staff Support &  
Professional Growth  
Adaptability & Visionary Thinking

# QUESTIONS



*Thank  
You*

***With gratitude and  
great respect,***

***Kris, John & Anthony***

40

Dr. Kristine McDuffy

Mr. John Bash

Dr. Anthony Smith

***Your HYA Associates***

**HYA** | HAZARD  
YOUNG  
ATTEA  
ASSOCIATES

**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	\$ 235,000	\$ 60,212	\$ 6,495,493	\$ -	\$ 171,928	\$ 9,375	\$ -	\$ 6,972,008		\$ (86,658)	-1.24%
SEP ACTUAL	\$ 238,489	\$ 107,384	\$ 6,357,939	\$ -	\$ 174,152	\$ 7,387			\$ 6,885,350	\$ (86,658)	YTD
OCT PROJECTED	\$ 3,725,622	\$ 60,212	\$ 5,954,175	\$ 6,378	\$ 452,428	\$ 9,375	\$ -	\$ 10,208,190		\$ 521,180	5.11%
OCT ACTUAL	\$ 3,878,128	\$ 273,629	\$ 6,058,212	\$ 13,821	\$ 496,594	\$ 8,985			\$ 10,729,370	\$ 434,523	YTD
NOV PROJECTED	\$ 480,000	\$ 60,212	\$ 3,961,416	\$ 35,378	\$ 965,852	\$ 9,375	\$ -	\$ 5,512,233		\$ 331,816	6.02%
NOV ACTUAL	\$ 543,837	\$ 118,515	\$ 3,996,869	\$ 6,911	\$ 1,174,050	\$ 3,867			\$ 5,844,049	\$ 766,339	YTD
DEC PROJECTED	\$ 30,000	\$ 60,212	\$ 6,579,828	\$ 23,378	\$ 756,877	\$ 9,375	\$ -	\$ 7,459,670		\$ 565,260	7.58%
DEC ACTUAL	\$ 117,363	\$ 100,150	\$ 6,921,046	\$ 6,911	\$ 877,445	\$ 2,016			\$ 8,024,930	\$ 1,331,599	YTD
JAN PROJECTED	\$ 15,000	\$ 60,212	\$ 6,193,983	\$ 23,378	\$ 765,427	\$ 9,375	\$ -	\$ 7,067,375			
JAN ACTUAL									\$ -	\$ 1,331,599	YTD
FEB PROJECTED	\$ 55,000	\$ 60,212	\$ 6,583,743	\$ 23,378	\$ 756,877	\$ 9,375	\$ -	\$ 7,488,585			
FEB ACTUAL									\$ -	\$ 1,331,599	YTD
MAR PROJECTED	\$ 1,757,520	\$ 60,212	\$ 6,589,523	\$ 23,378	\$ 871,496	\$ 9,375	\$ -	\$ 9,311,504			
MAR ACTUAL									\$ -	\$ 1,331,599	YTD
APR PROJECTED	\$ 5,333,955	\$ 60,212	\$ 7,019,323	\$ 23,378	\$ 880,046	\$ 9,375	\$ -	\$ 13,326,289			
APR ACTUAL									\$ -	\$ 1,331,599	YTD
MAY PROJECTED	\$ 1,450,000	\$ 60,212	\$ 4,097,668	\$ 23,378	\$ 984,996	\$ 9,375	\$ -	\$ 6,625,629			
MAY ACTUAL									\$ -	\$ 1,331,599	YTD
JUN PROJECTED	\$ 40,000	\$ 60,212	\$ 4,452,458	\$ 23,378	\$ 871,496	\$ 9,375	\$ -	\$ 5,456,919			
JUN ACTUAL									\$ -	\$ 1,331,599	YTD
JUL PROJECTED	\$ 40,591	\$ 60,212	\$ 9,461,318	\$ 23,378	\$ 766,546	\$ 9,375	\$ -	\$ 10,361,420			41
JUL ACTUAL									\$ -	\$ 1,331,599	YTD
AUG PROJECTED	\$ 105,768	\$ 60,212	\$ 7,504,948	\$ 23,378	\$ 1,302,769	\$ 9,375	\$ -	\$ 9,006,450			
AUG ACTUAL									\$ -	\$ 1,331,599	YTD
<b>Total Projected</b>	<b>\$ 13,268,456</b>	<b>\$ 722,544</b>	<b>\$ 74,893,876</b>	<b>\$ 252,153</b>	<b>\$ 9,546,738</b>	<b>\$ 112,500</b>	<b>\$ -</b>	<b>\$ 98,796,267</b>			
<b>Adopted Budget</b>	<b>\$ 13,544,008</b>	<b>\$ 676,000</b>	<b>\$ 76,052,154</b>	<b>\$ 255,000</b>	<b>\$ 9,872,684</b>	<b>\$ 112,500</b>	<b>\$ -</b>	<b>\$ 100,512,346</b>			
<b>Variance</b>	<b>\$ (275,552)</b>	<b>\$ 46,544</b>	<b>\$ (1,158,278)</b>	<b>\$ (2,847)</b>	<b>\$ (325,946)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (1,716,079)</b>			
TOTAL ACTUAL	\$ 4,777,817	\$ 599,677	\$ 23,334,066	\$ 27,642	\$ 2,722,241	\$ 22,255	\$ -	\$ 31,483,699	<b>FORECAST ACTUAL</b>	\$	<b>100,127,866</b>
% collected to PRO	36.01%	83.00%	31.16%	10.96%	28.51%	19.78%	#DIV/0!	31.87%			

**NOTES:**

<b>LEGEND</b>	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	\$ 6,509,497		\$ 2,733,011		\$ 9,242,508 MONTHLY	\$ (157,796) -1.71%
SEPTEMBER ACTUAL		\$ 6,559,056		\$ 2,525,656	\$ 9,084,712 YTD	\$ (157,796) -1.71%
OCTOBER PROJECTED	\$ 6,568,028		\$ 1,595,210		\$ 8,163,238 MONTHLY	\$ (131,821) -1.61%
OCTOBER ACTUAL		\$ 6,716,042		\$ 1,315,376	\$ 8,031,417 YTD	\$ (289,616) -1.66%
NOVEMBER PROJECTED	\$ 7,534,789		\$ 1,248,016		\$ 8,782,804 MONTHLY	\$ 234,419 2.67%
NOVEMBER ACTUAL		\$ 7,528,291		\$ 1,488,932	\$ 9,017,223 YTD	\$ (55,198) -0.21%
DECEMBER PROJECTED	\$ 6,599,954		\$ 1,295,309		\$ 7,895,263 MONTHLY	\$ (83,538) -1.06%
DECEMBER ACTUAL		\$ 6,650,945		\$ 1,160,781	\$ 7,811,726 YTD	\$ (138,735) -0.41%
JANUARY PROJECTED	\$ 6,569,007		\$ 1,300,014		\$ 7,869,021 MONTHLY	
JANUARY ACTUAL					\$ - YTD	\$ (138,735) -0.33%
FEBRUARY PROJECTED	\$ 6,707,509		\$ 1,293,334		\$ 8,000,843 MONTHLY	
FEBRUARY ACTUAL					\$ - YTD	\$ (138,735) -0.28%
MARCH PROJECTED	\$ 6,763,092		\$ 1,204,576		\$ 7,967,668 MONTHLY	
MARCH ACTUAL					\$ - YTD	\$ (138,735) -0.24%
APRIL PROJECTED	\$ 6,717,718		\$ 944,039		\$ 7,661,757 MONTHLY	
APRIL ACTUAL					\$ - YTD	\$ (138,735) -0.21%
MAY PROJECTED	\$ 6,945,253		\$ 1,363,500		\$ 8,308,753 MONTHLY	
MAY ACTUAL					\$ - YTD	\$ (138,735) -0.19%
JUNE PROJECTED	\$ 6,891,532		\$ 1,293,596		\$ 8,185,128 MONTHLY	
JUNE ACTUAL					\$ - YTD	\$ (138,735) -0.17%
JULY PROJECTED	\$ 7,083,719		\$ 1,098,742		\$ 8,182,460 MONTHLY	
JULY ACTUAL					\$ - YTD	\$ (138,735) -0.15%
AUGUST PROJECTED	\$ 6,814,762		\$ 3,668,682		\$ 10,483,444 MONTHLY	
AUGUST ACTUAL					\$ - YTD	\$ (138,735) -0.14%
TOTAL PROJECTED	\$ 81,704,860		\$ 19,038,027		\$ 100,742,887	
ADOPTED BUDGET	\$ 81,357,348		\$ 19,763,023		\$ 101,120,371	
VARIANCE	\$ (347,512)		\$ 724,996		\$ 377,484	
TOTAL ACTUAL		\$ 27,454,334		\$ 6,490,744	\$ 33,945,078	<b>FORECAST ACT \$ 100,604,152</b>
% spent to projected		33.60%		34.09%	33.69%	
Notes:						
<b>LEGEND</b>	<b>Below or within 2.00%</b>	<b>Between 2.01% &amp; 5.00% above</b>			<b>Above 5.01% of projection</b>	

## MONTHLY ENDING FUND BALANCE REPORT

DATE		Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
Beginning Fund Balance (Projected)				\$ 10,500,000			
Beginning Fund Balance (Actual)				\$ 11,493,655			
September	PROJECTED	\$ 6,972,008	\$ 9,242,508	\$ 8,229,500			
	ACTUAL	\$ 6,885,350	\$ 9,084,712	\$ 9,294,293	\$ 1,064,793	12.94%	8.77%
October	PROJECTED	\$ 10,208,190	\$ 8,163,238	\$ 10,274,452			
	ACTUAL	\$ 10,729,370	\$ 8,031,417	\$ 11,992,246	\$ 1,717,794	16.72%	9.41%
November	PROJECTED	\$ 5,512,233	\$ 8,782,804	\$ 7,003,880			
	ACTUAL	\$ 5,844,049	\$ 9,017,223	\$ 8,819,071	\$ 1,815,191	25.92%	9.51%
December	PROJECTED	\$ 7,459,670	\$ 7,895,263	\$ 6,568,287			
	ACTUAL	\$ 8,024,930	\$ 7,811,726	\$ 9,032,275	\$ 2,463,989	37.51%	10.16%
January	PROJECTED	\$ 7,067,375	\$ 7,869,021	\$ 5,766,640			
	ACTUAL	\$ -	\$ -	\$ 9,032,275			
February	PROJECTED	\$ 7,488,585	\$ 8,000,843	\$ 5,254,382			
	ACTUAL	\$ -	\$ -	\$ 9,032,275			
March	PROJECTED	\$ 9,311,504	\$ 7,967,668	\$ 6,598,218			
	ACTUAL	\$ -	\$ -	\$ 9,032,275			43
April	PROJECTED	\$ 13,326,289	\$ 7,661,757	\$ 12,262,750			
	ACTUAL	\$ -	\$ -	\$ 9,032,275			
May	PROJECTED	\$ 6,625,629	\$ 8,308,753	\$ 10,579,625			
	ACTUAL	\$ -	\$ -	\$ 9,032,275			
June	PROJECTED	\$ 5,456,919	\$ 8,185,128	\$ 7,851,416			
	ACTUAL	\$ -	\$ -	\$ 9,032,275			
July	PROJECTED	\$ 10,361,420	\$ 8,182,460	\$ 10,030,375			
	ACTUAL	\$ -	\$ -	\$ 9,032,275			
August	PROJECTED	\$ 9,006,450	\$ 10,483,444	\$ 8,553,380			
	ACTUAL	\$ -	\$ -	\$ 9,032,275			
<b>PRELIMINARY PROJECTED EFB</b>		<b>\$ 98,796,267</b>	<b>\$ 100,742,887</b>	<b>\$ 8,553,380</b>			8.42%
<b>ACTUALS TO DATE</b>		<b>\$ 31,483,699</b>	<b>\$ 33,945,078</b>				
<b>FORECASTED ACTUALS*</b>		<b>\$100,127,866</b>	<b>\$100,604,152</b>	<b>\$10,217,369</b>	<b>YEAR END PROJECTION</b>		10.16%
<b>Monthly Variance</b>	<b>Above or within 2.00% of projection</b>		<b>Between 2.01% &amp; 5.00% below projection</b>		<b>Below 5.01% of projection</b>		
<b>Yr End Projection</b>	<b>Above 8.00%</b>		<b>Between 6.00% to 7.99%</b>		<b>Below 6.00%</b>		

\*Calculated using actuals through the current month and projected revenue and expenditures for future months. Includes August Maint Res Transfer of \$800K



# Materials Adoption Update 6-12 English Language Arts

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BOARD OF DIRECTORS MEETING

FEBRUARY 18, 2025

Christy Krutulis and Jamie Kemano



**Walla Walla Public Schools**

Developing Washington's Most Sought-After Graduates

# Policy 2020: Course Design, Selection and Adoption of Instructional Materials

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Instructional materials shall be selected to ensure alignment with state learning standards and enable all students to master foundational skills and knowledge to achieve college, career, and civic readiness.

- The primary objective in selecting instructional materials is to implement, enrich and support the educational program of the schools. All instructional materials will be selected in conformance with:
  - Applicable state and federal laws;
  - Goals and/or learning standards of the district and state; and
  - Procedures monitored by the instructional materials committee.

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## WWPS CORE MATERIALS ADOPTION CYCLE IMPLEMENTED AND ANTICIPATED 2025-2030

	BEFORE 2025	2025-26	2026-27	2027-28	2028-29	2029-30
Elementary	2023-24 ELA/SLA 2021-22 Science 2021-22 SEL 2019-20 Science 2017-18 Health	Pause to align to OSPI Standard Review		Health/PE	Math SEL	Science
Middle School	2024-25 ELA/SLA 2022-23 Science 2021-22 SEL 2020-2021 World Language 2019-20 Social Studies 2017-18 Health	Pause to align to OSPI Standard Review		Health/PE World Language	Math SEL	Social Studies
High School	2024-25 ELA/SLA 2021-22 SEL 2020-2021 World Language 2019-20 Social Studies 2018-19 Science 2017-18 Health	Pause to align to OSPI Standard Review	Math	Health/PE World Language	SEL	Social Studies

## 13 Step Comprehensive and Inclusive Curriculum Adoption Process

### WWPS Comprehensive Core Curriculum Adoption Process

Established 2016

Step	Activity	Summary
1	Curriculum Identified for Possible Upgrade	Curriculum identified for upgrade/adoption based on WWPS Adoption Cycle (e.g. approximately every 6 years for most core curriculum), or other need triggers review (e.g. lagging student performance data, change in State/National standards)
2	Board Apprised of Adoption Process	School Board notified of year-long curriculum upgrade process, engagement activities and milestones
3	Preliminary Practitioner Input	Classroom teacher preliminary input sought (e.g. strengths/weaknesses of current materials, specific department/program needs, program alignment considerations)
4	Practitioner Materials Research Team Identified	Teachers/staff identified to serve on the practitioner team to explore material options, review state and district curricular standards, and evaluate preliminary teacher input
5	Publisher Engagement	Curriculum publishers engaged to present research-based materials to practitioner team for review and consideration
6	Curriculum Finalists Identified	Practitioner team narrows curriculum to finalists for deep review and consideration using "Indicators of Quality Rubric," among other factors
7	Possible Pilot	When appropriate, practitioner team may recommend piloting curriculum finalists in order to broaden teacher input and more deeply explore curriculum tools/resources
8	Draft Recommendation Identified	Practitioner team compares strengths/weaknesses and pilot experiences in order to identify up to two, top curriculum finalists
9	Parent/Stakeholder Review and Input	Families contacted via phone/text/email, invited to attend curriculum presentation event or to review/inspect materials under consideration at their own leisure. Additionally, ads are taken out in the newspaper as well as social media posts, advertising the same opportunity for community review. All input received is provided to the Instructional Materials Committee.
10	Final Recommendation to IMC	Following parent/stakeholder input, the Practitioner team endorses final recommendation based on parent/stakeholder input and prior findings
11	WWPS Instructional Materials Committee (IMC)	WWPS convenes comprehensive review committee (IMC) to deeply evaluate recommended curriculum and process utilized by the research team. The IMC consists of: 3 principals (1 elementary, 1 middle school, 1 high school) 7 teachers (2 elementary, 2 middle school, 2 high school, 1 special education), 1-3 students (as appropriate), CTE Director, Curriculum Coordinator, Bilingual Coordinator, Executive Director of Teaching and Learning, School Board Member (non-voting) Assistant Superintendent/Superintendent. Committee criteria can be found at: <a href="https://www.wwps.org/district/information/school-board/procedures/series-2000/5126-2020-course-design,-selection-and-adoption-of-instructional-materials">https://www.wwps.org/district/information/school-board/procedures/series-2000/5126-2020-course-design,-selection-and-adoption-of-instructional-materials</a>
12	Preliminary School Board Recommendation	If recommendation is approved by the IMC, the Teaching and Learning Department and key practitioner staff present recommendation to the School Board for review/consideration. Community comment/feedback welcomed at School Board meeting.
13	Final School Board Decision	After at least two weeks has elapsed, the School Board will consider final adoption. Additional community comment/feedback welcomed prior to Board decision.

# Why 6-12 ELA Adoption

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- Current SpringBoard materials will no longer be available after 2026
- Teachers seeking materials that provide many “windows and mirrors” for our students so that they not only see their own lives in the materials, but also see into other people’s experiences as they expand their understanding of the world.

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# Process Overview

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## September 2024

- District teachers surveyed to identify their priorities for materials and a team of teachers gathered to develop a materials evaluation rubric

## October 2024

- Publisher presentations from five publishers and materials review team evaluated materials

## November 2024

- Materials selected for pilot and piloting team developed

## December 2024

- Pilot materials training and use of materials began

## January-April 2025

- Materials pilot (13 weeks)

## April-May 2024

- Selection of materials to recommend, community input, Instructional Materials Committee, final recommendation to Board of Directors

# Review and Pilot Participants

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**Materials review included 16 teachers from all secondary schools/programs:**

Agnes Wooters, Donnetta Elsasser, Jacob Heezen, Jacqueline Hellie, Jamie Kemano, Kim Endres, Karli Hart, Kristen Wegner, Lindsay Britton, Lani Kiefel, Matthew Manley, Nate Ferraro, Nathan McClure, Patrick Kofler, Richard Moro, Shauna Millett, Susan Nakonieczny

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**Pilot participants included 14 teachers from four schools:**

- **Garrison:** Agnes Wooters, Kim Endres, Nate Ferraro
- **Pioneer:** Lani Kiefel, Matthew Manley
- **Lincoln:** Patrick Kofler
- **WaHi:** Jacob Heezen, Jamie Kemano, Karli Hart, Kristen Wegner, Lindsay Britton, Nathan McClure, Richard Moro, Shauna Millett

# Materials Selected to Pilot

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- **HMH: Into Literature**  
HMH Into Literature is a comprehensive English language arts program developed by a major publisher. The program can be purchased as print materials, digital materials, or as a blended format.
- **CommonLit360**  
CommonLit360 is research based, Open Educational Resource (OER), online and PDF lessons to print, designed around high-interest themes and rigorous grade-level content.

# Highlights of Pilot Materials

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## HMH Into Literature

- Includes many different components and resources in addition to the core
- Offers scaffolded lessons at four different levels
- Includes digital writing add-on program that offers AI supported feedback on student writing

## CommonLit360

- Engaging thematic units with diverse high quality texts
- Ease of planning for teachers
- Data available on the digital platform is rich and informative

# Next Steps

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## February – April

- Continued professional learning support from publishers
- Visits to piloting classrooms to view materials and provide support
- Students surveyed to gather input
- Pilot team meetings to compare/contrast materials

## April

- Pilot team collaborates to select which materials are a best fit for Walla Walla teachers and students
- Public review of recommended materials will be on display at the district office and digital access will be linked to the district web page

## May

- Parent/Community meeting to provide an overview of the materials and opportunities for questions
- Instructional Materials Committee review
- Recommend materials to board for adoption on May 6
- Board of Directors adoption vote on May 20
- Anticipated training on new materials

# Questions

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Developing Washington's Most Sought-After Graduates

Desarrollando a los graduados más solicitados de Washington



# VISION 2030

GOAL #1: STRATEGY #3  
PROFICIENT ELEMENTARY READERS  
MID YEAR CHECK IN AND UPDATE

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CHRISTY KRUTULIS AND DR. JULIE PERRON

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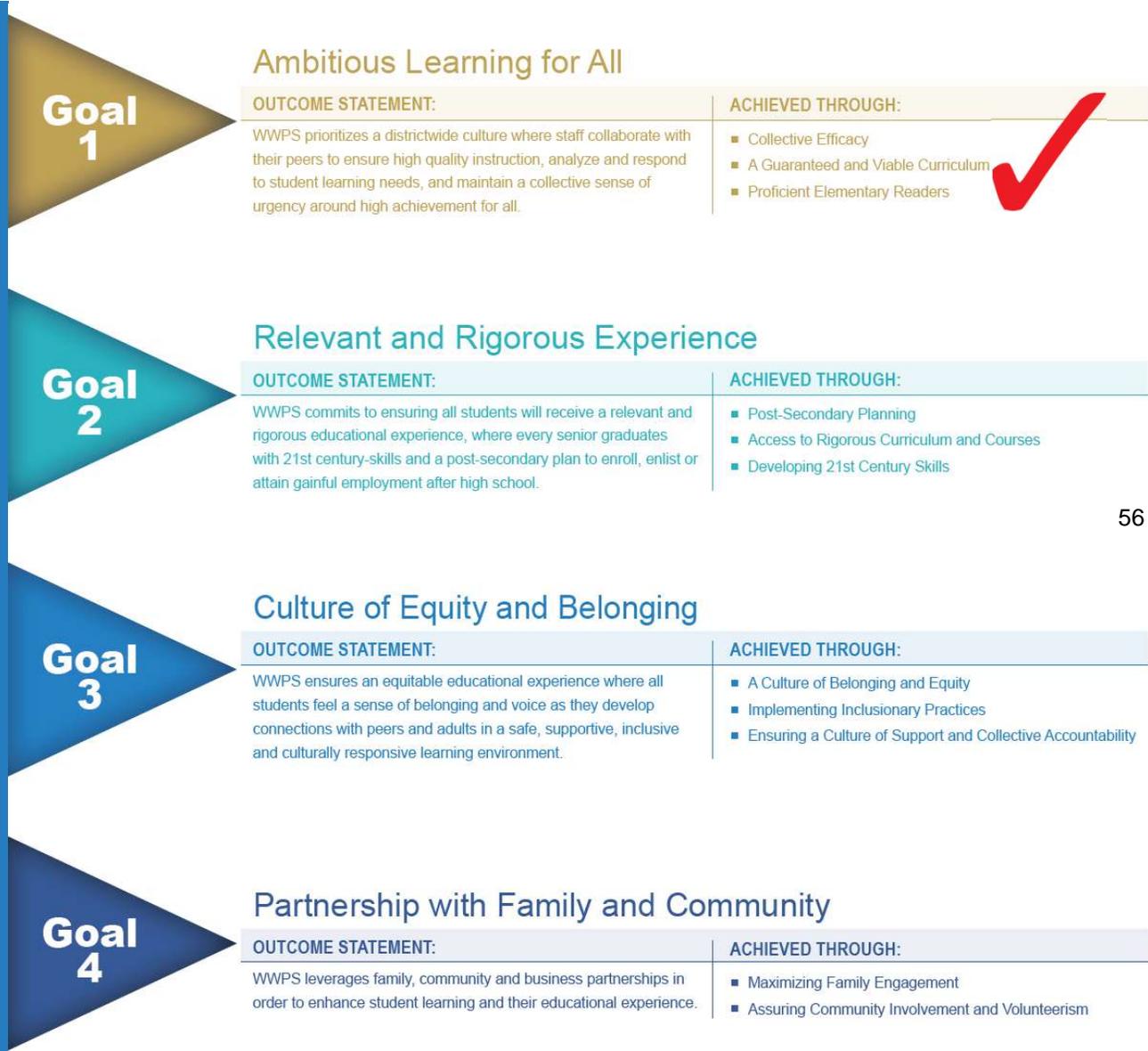
**Walla Walla Public Schools**

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: <ul style="list-style-type: none"> <li>Board review of K-5 promise standard attainment in math by standard (Winter and Spring).</li> <li>Annual EES Survey (family). Monitor for Progress: "This school communicates with me about my student's progress"</li> </ul>	December and June Business Meetings
	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.	<ul style="list-style-type: none"> <li>LETRS course completion data for staff</li> <li>DIBELS 2<sup>nd</sup> Grade Composite Score - Spring 24 target 60%, then 67%, 74%, 84%, 88%, 92% and 95% (25-30)</li> <li>Lectura 2<sup>nd</sup> Grade Composite Score - Spring 24 target 59%, then 62%, 68%, 74%, 80%, 88%, and 95% (25-30)</li> </ul>	November Study Meeting, February and July Business Meetings
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.	<ul style="list-style-type: none"> <li>SchoolLinks access and utilization reporting</li> <li>Graduate survey that tracks post-secondary experiences over time</li> <li>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."</li> </ul>	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.	<ul style="list-style-type: none"> <li>Annually analyze enrollment including minority and historically underrepresented students in honors, AP, and college credit bearing courses</li> <li>Annual EES Survey (family). Monitor for Progress: "My student is challenged with a rigorous course of study at this school."</li> <li>(Student): "Student placement in advanced classes is not influenced by race, gender or socio-economic levels."</li> </ul>	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.	<ul style="list-style-type: none"> <li>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."</li> <li>Monitor and report enrollment/participation data in financial literacy</li> <li>Monitor and report the number of students/credits earned through internships</li> </ul>	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.	<ul style="list-style-type: none"> <li>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."</li> </ul>	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.	<ul style="list-style-type: none"> <li>WASA IPP Teacher Input Survey (Fall/Spring)</li> <li>OSPI Least Restrictive Environment (LRE) Report</li> <li>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."</li> </ul>	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.	<ul style="list-style-type: none"> <li>Semi-annual review of student discipline data with Board</li> <li>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."</li> </ul>	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.	<ul style="list-style-type: none"> <li>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."</li> <li>Attendance/participation at parent/family events</li> </ul>	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: <ul style="list-style-type: none"> <li>Number of volunteers who have created accounts</li> <li>Number of opportunities each school has listed</li> <li>Volunteer hours per school</li> <li>Volunteer feedback</li> </ul>	August Business Meeting



# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- 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” (Vision 2030)

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# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like?
  - By 2030, all students are reading at or above grade level in their language of instruction by the end of 2nd grade as a result of systematic and explicit structured literacy instruction. Students feel safe and confident in reading, writing and speaking as they build knowledge about the world.

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# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

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### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
  - All K-2 teachers, support staff and principals understand the science of reading and structured literacy
  - Strong implementation of structured literacy practices using district adopted core curriculum materials
  - Instructional coaching for teachers and paras
  - Consistent data review to analyze student growth and make informed changes to instruction

# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

- How will growth/success be measured, tracked and reported?
  - End of Year LETRS course completion data
  - Spring DIBELS (English) 2nd Grade Composite Score
  - Spring Lectura (Spanish) 2nd Grade Composite

## What is DIBELS?

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- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are fluency measures that detect risk and monitor the development of early literacy and early reading skills.
- The measures are consistent with many of the Common Core State Standards in Reading, especially those for Foundational Skills.

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## What is Lectura?

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- An authentic Spanish assessment built specifically for bilingual students learning to read.
- Lectura is a universal screener for K–6 built on modern Spanish literacy research. It helps educators accelerate reading growth for Spanish-speaking students by delivering complete parity between English and Spanish reading assessments.

# Goal 1

## Ambitious Learning for All

### OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

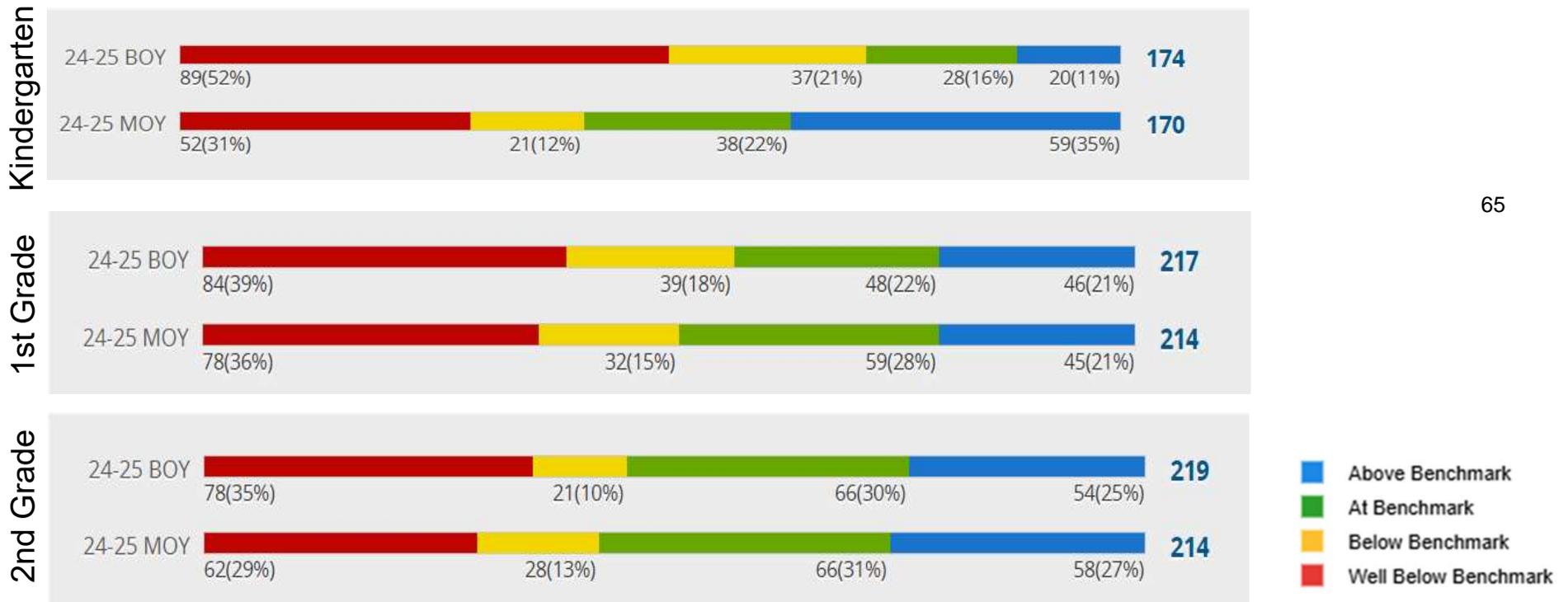
### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

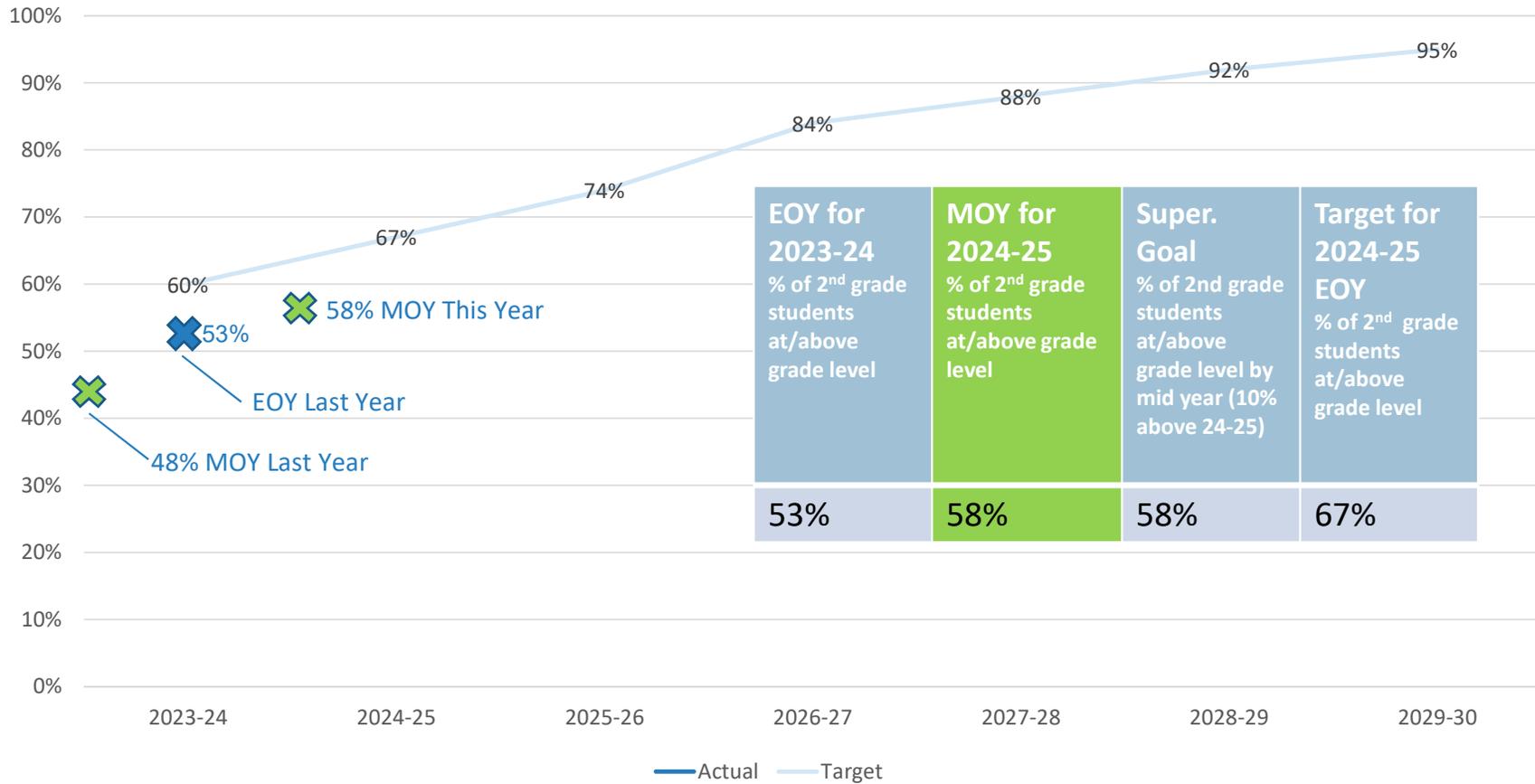
- Superintendent Goals Aligned to District Targets
  - Increase Winter DIBELS 8 composite proficiency by 10% over 2023-24 results:
    - Therefore, 58% of 2nd grade students will score at or above benchmark on the winter DIBELS 8 composite.
  - Increase Winter Lectura Composite proficiency by 10% over 2023-24 results:
    - Therefore, 74% of 2nd grade students will score at or above benchmark on the winter Lectura composite.

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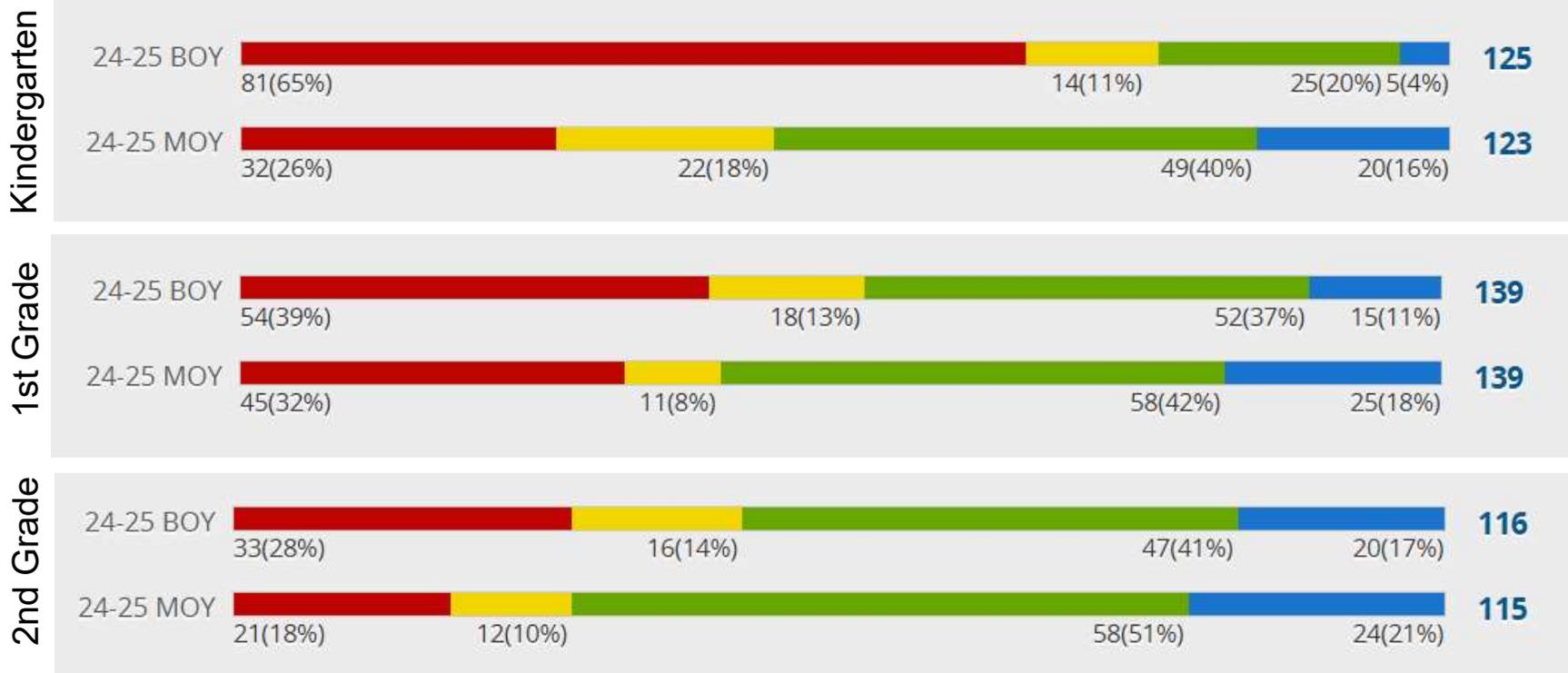
# Beginning of Year (BOY) to Middle of Year (MOY) DIBELS Composite Scores



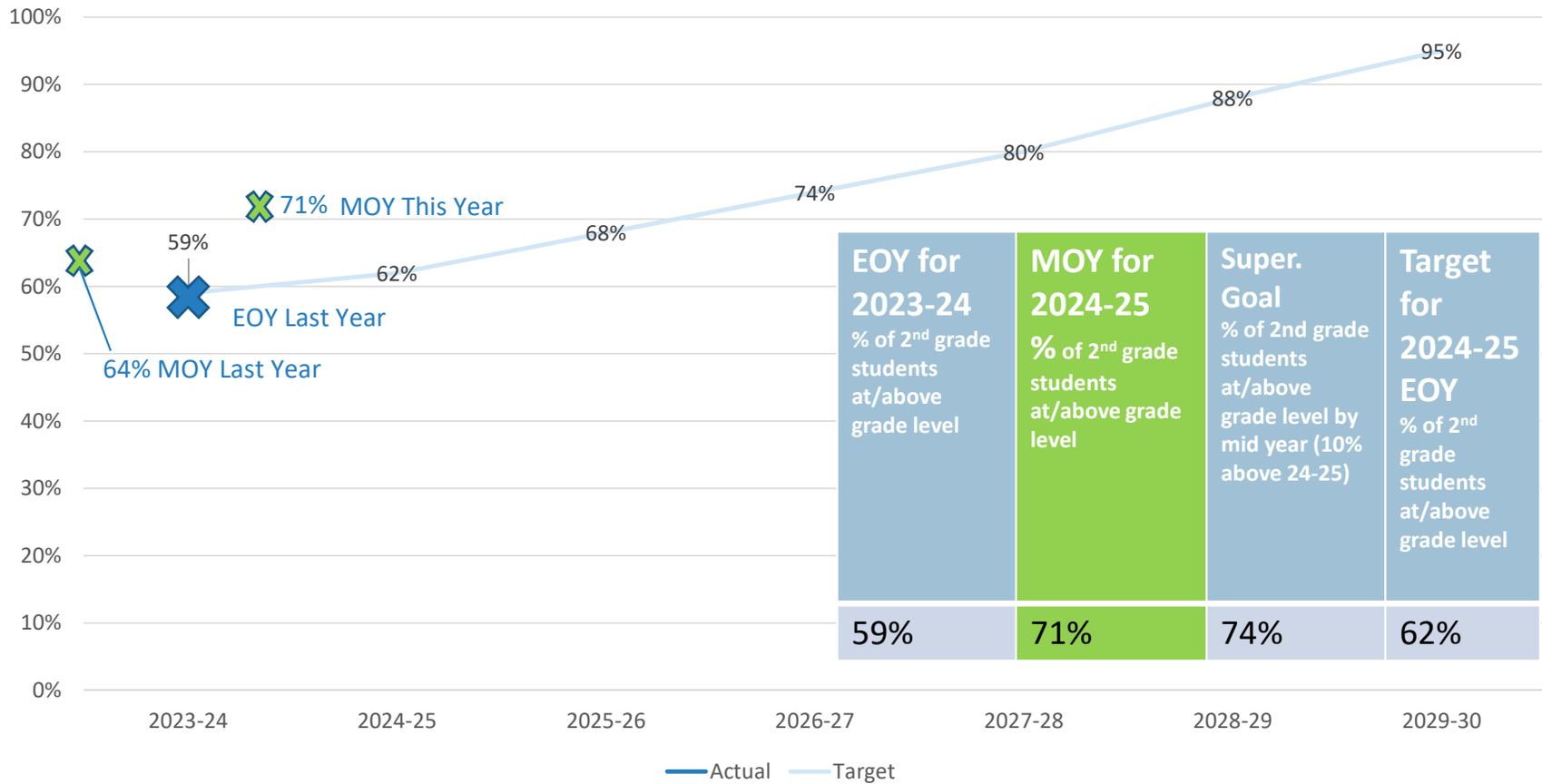
## DIBELS Vision 2030 Proficiency



# BOY to MOY Lectura Composite Scores



## Lectura Vision 2030 Proficiency

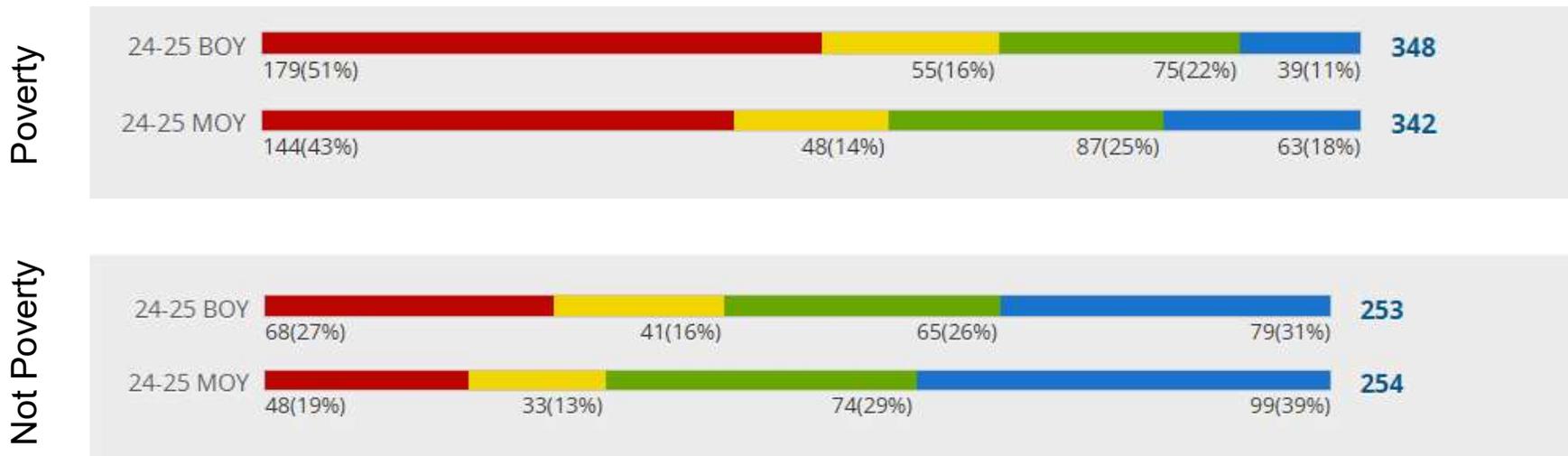


# A Deeper Look at Poverty

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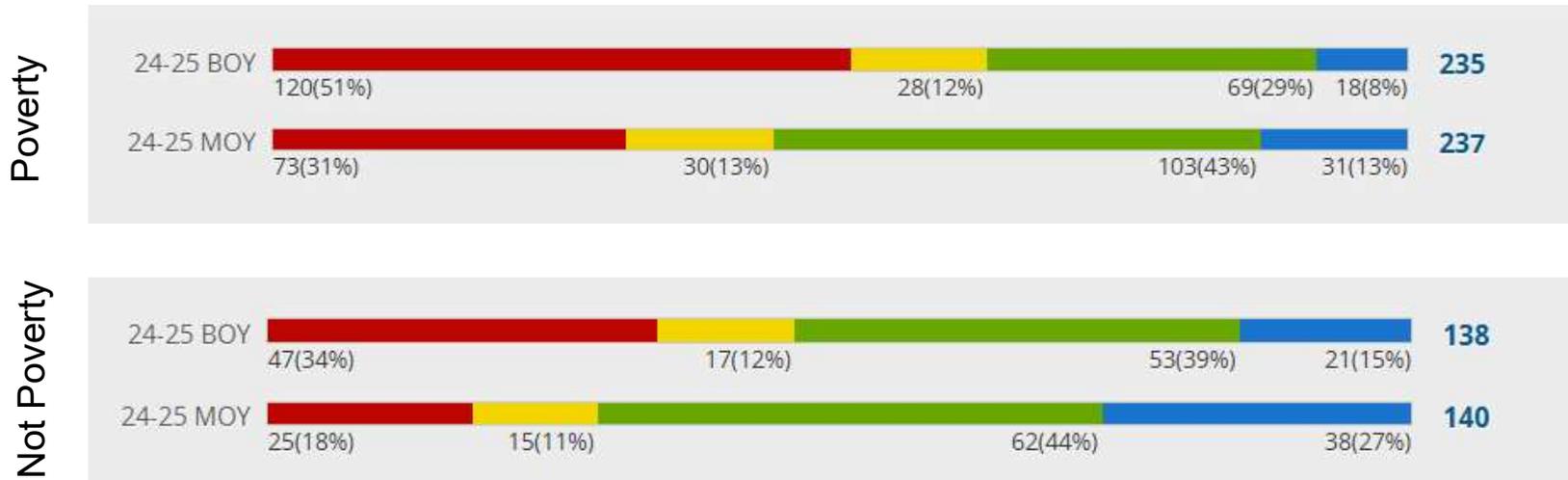
# BOY to MOY DIBELS Composite Scores Poverty vs. Not Poverty



70

- Above Benchmark
- At Benchmark
- Below Benchmark
- Well Below Benchmark

# BOY to MOY Lectura Composite Scores Poverty vs. Not Poverty



71

- Above Benchmark
- At Benchmark
- Below Benchmark
- Well Below Benchmark

# Summary of Mid Year Check-in Results

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- MOY 2<sup>nd</sup> grade data shows growth above the national average (60%) on DIBELS (73%) and Lectura (81%).
  - Met Superintendent Goal of 10% growth over last year at this time on DIBELS
  - Nearly met Superintendent Goal of 10% growth on Lectura (7% growth)
- Data shows strong results in English classrooms where there is strong implementation of UFLI.
- We have already exceeded our end-of-year target for Lectura.
- Rate of kinder growth gives us confidence for sustained efforts for intentional instruction rolling up year to year.
- Students in poverty continue to lag in growth.
- While we've exhibited strong growth in our 2<sup>nd</sup> grade cohort, we need to close the gap to meet our Vision 2030 long term trajectory.

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# Goal 1

## Ambitious Learning for All

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WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

### ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

## ■ Questions?





# Walla Walla School District Board Meeting Focus Group Findings

**Focus Group Findings**  
**February 18, 2025**



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# Focus Groups Overview

- Number of focus groups:  
6
- Participants included:
  - Admin
  - Staff
  - Students
  - Families/Guardians
  - Community members





# Focus Group Questions

- What are your hopes and dreams around an equity policy?
- What are the strengths of the district that we can build upon in regard to equity?
- When you think of the terms equity or equity policy - what are some things you think should be embedded in an equity policy?



# Focus Group Questions

- How can we ensure that all students - regardless of background - feel a sense of belonging in school?
- What are some concrete actions the district could take to create a more inclusive and equitable environment for students and families?
- Anything else you would like us to know?

# Summary of Findings





# Finding 1: Representation

- The policy should ensure all groups are represented, including students with disabilities and those from various socioeconomic backgrounds.
- Work towards a staff that better reflects the diversity of the students.
- Work to ensure that AP/Honors classes include representation of students from diverse backgrounds. Seek out ways for families and students to be informed and empowered to access these opportunities.
- School curriculum should reflect the diverse experiences and histories of students.
- Continue to ensure that materials are provided in multiple languages to ensure communication is accessible to all families.



## Finding 2: Structure of Policy

- The policy should outline **specific, actionable steps** that are not just broad goals.
- The policy should be written in **user-friendly language** so it is accessible to all.
- The policy should include procedures for how to **report and track** when the policy is not adhered to.
- The policy should include **curriculum and resources** that teachers can use across grade levels to address topics of equity
- The policy should include a **glossary** that outlines specific language referenced in the policy.
- The policy should include **measurable outcomes** to track how the district is adhering to the policy.
- The policy should be written as an **ongoing document** that is adaptable to the changing needs of the community.

## Finding 3: Teacher Training

- Staff should continue to receive professional development on culturally responsive strategies.
- Adult behaviors must be addressed and corrected if a staff member is found to have engaged in biased or culturally/socially insensitive behavior. This includes ensuring that behavioral consequences are equitable for all students involved.





## Finding 4: Students' Sense of Belonging

- Research barriers, such as after-school transportation, that may be limiting student access to extracurricular activities such as sports and clubs.
- Ensure clubs and activities represent the diverse needs of the students and offer opportunities for students to connect with others who share similar identities or interests.
- Seek out ways to celebrate students' diverse cultures and identities throughout the year.
- Teachers and staff should consistently work to develop relationships with individual students, where each student feels they have a connection to a caring adult.

## Finding 5: Strengths of the District to Build Upon

- The work done by the board and superintendent has provided a solid foundation for equity work.
- The district already has some pathways for retaining a diverse workforce, like programs encouraging students to give back to the community or to enter teaching, especially from the local Latino population.
- There is a commitment from leadership to address weaknesses and hear feedback from the community (i.e. PD training on identity slurs, district equity department, focus groups)





# Student Quotes

"We want to see a comprehensive policy that includes race but also focuses on equal access and the tools students need to succeed."

"We have a lot of resources and pathways for our students. We do a good job of working with our majority minority school district, but there's room for growth."

"Dr. Smith is willing to be open and hear our voices and address deficits."

"Staff diversity should reflect the diversity of the students."

"Celebrate people's cultures and not put them down."

"Allow students to organically form strong club and student connection cultures."



# Student Quotes

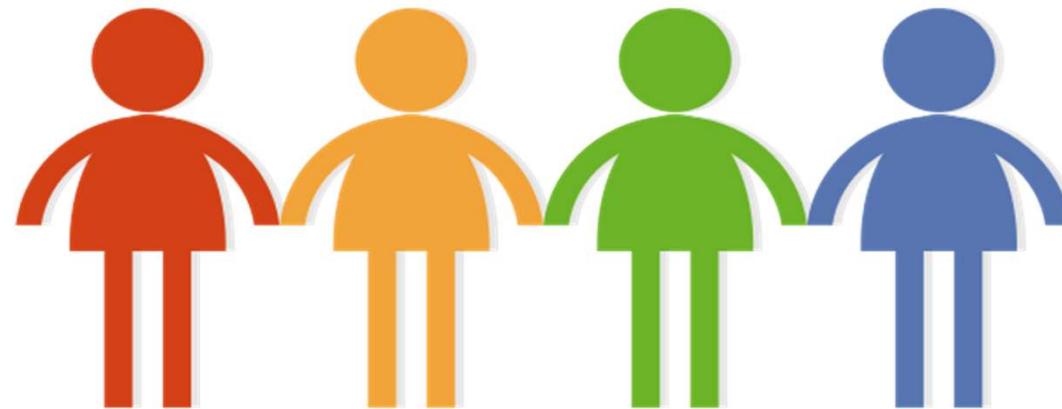
"We should not let XX grade teachers decide who gets into honors or advanced classes. There's gatekeeping based on power and language barriers."

"Teachers should connect with students about increasing their expectations and letting them know they are capable."

"Parents should be better informed and educated about the honors classes and how to advocate for their students."

"The main problem for diverse students is access to the parents. There was no communication about honors classes when I was a sophomore."

# Discussion and Reflection



# Recommended Timeline

Date	Activity
February 18 <sup>th</sup>	Review Focus Group Findings
March 11 <sup>th</sup> Study Meeting	Equity Policy “Gallery Walk” or Similar Activity to Begin Framing Draft Policy
March 18 <sup>th</sup> Business Meeting	Equity Policy Draft – Review and Discussion
Late March/ Early April	Consultants Share Draft Policy for Stakeholder Feedback
April 15 <sup>th</sup> Business Meeting	Board Reviews Feedback on Draft Policy (360 Review)
May 6 <sup>th</sup> Study Meeting	First Reading Draft Policy
May 20 <sup>th</sup> Business Meeting	Second Reading and Adoption of Policy

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3210

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### NONDISCRIMINATION - STUDENTS

The district is committed to complying with anti-discrimination laws.

#### Definition

“Protected status” is short for the phrase “sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.”

#### Nondiscrimination Statement

The district will adopt a nondiscrimination statement that must include the following:

1. Notice that the district may not discriminate in any programs or activities based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal.
2. The name or title, office address, and telephone number of the employee designated as the compliance officer under this policy, the Section 504 Coordinator, and the Title IX Coordinator.
3. Notice that the district provides equal access to the Boy Scouts of America and any other youth group listed in Title 36 of the United States Code as a patriotic society.

The district will include this statement in written announcements, notices, recruitment materials, employment application forms, and other publications made available to all students, parents, or employees.

The district may combine the statement described above with the notice described in Policy 3205.

#### Model Student Handbook Language

The district will adopt the model student handbook language described in RCW 28A.300.286 and include the language in any student, parent, employee, and volunteer handbook it or its schools publish and on its and its schools' websites.

#### Discriminatory Harassment

Students have a right to be free from discriminatory harassment. The district violates that right if the following conditions are met:

1. The alleged conduct is based on a student's protected status.
2. The alleged conduct creates a hostile environment. A hostile environment is created if the alleged conduct is sufficiently severe, persistent, or pervasive that it limits or denies a student's ability to participate in or benefit from the district's course offerings, including any educational program or activity. A hostile environment could impact a student's life in many ways. Physical illness, anxiety about going to school, or a decline in grades or attendance could signal a hostile environment.

## BOARD POLICY

Policy No. 3210

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3. After receiving notice of the alleged conduct, the district fails to take prompt and appropriate action to investigate it or fails to take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects as appropriate. The district has notice of discriminatory harassment if a reasonable employee knew or, in the exercise of reasonable care, should have known about the harassment. Employees may have notice of discriminatory harassment if they receive an oral report from a student, parent, or other individual; receive a written complaint; witness harassing conduct; or become aware of harassment by members of the community or the media.

Harassing conduct may include verbal acts and name-calling, graphic and written statements, or other conduct that may be physically threatening, harmful, or humiliating.

When the district receives notice of potential discriminatory harassment, it will take prompt and appropriate action to investigate and, as applicable, take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. Examples of the steps the district might take include imposing discipline, separating individuals, developing a safety plan, offering counseling, and providing additional training and instruction. These steps will not penalize the student who was harassed.

### **Complaint Procedure**

The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all students, parents, and employees of it. The district will provide the notice in a language each parent can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

### **Compliance Officer**

The superintendent will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

The compliance officer is responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.

### **Training**

The district will train all administrators, certificated personnel, and classroom personnel regarding their responsibilities under this policy and chapter 392-190 WAC. The training will aim to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability.

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3210

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### Retaliation Prohibited

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

Any person who retaliates will be subject to appropriate discipline.

### Cross References:

Board Policy 2020 Course design, Selection and Adoption of Curriculum and Instructional Materials  
Board Policy 2030 Service Animals in Schools  
Board Policy 2140 Guidance and Counseling  
Board Policy 2150 Co-Curricular Program  
Board Policy 2151 Interscholastic Activities  
Board Policy 3211 Transgender Students  
Board Policy 4260 Use of School Facilities and Equipment

### Legal References:

RCW 28A.640 Sexual Equality  
RCW 28A.642 Discrimination prohibition  
RCW 49.60 Discrimination – Human rights commission  
WAC 392-190-020 Training—Staff responsibilities—Bias awareness  
WAC 392-190-060 Compliance – School district designation of responsible employee - Notification  
WAC 392-400-215 Student rights  
20 U.S.C. § 7905 Boy Scouts of America Equal Access Act  
42 U.S.C. §§ 12101- 12213 Americans with Disabilities Act

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

**Revised: 10.07.03; 05.21.13; 08.15.17**

**Second Reading/Revision: February 18, 2025**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3432

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### EMERGENCIES

The district is committed to having current safe school plans and procedures in place to maximize safety for all students and staff per RCW 28A.320.125. A commitment to safety supports teaching and learning. The district and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery.

#### Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

#### Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold on):

#### Shelter-in-Place

Shelter-in-place is designed to limit the exposure of student and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that in the case of a hazardous vapor release that doesn't allow time to evacuate the campus, they will be able to remain inside, and take the steps necessary to eliminate or minimize the health and safety hazard.

#### Lockdowns

A **lockdown** is meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus; staff, students and visitors will be able to take precautionary measures. Lockdown drills will not include live simulations of, or reenactments of, active shooter scenarios that are not trauma-informed and age and developmentally appropriate.

A **secure building** is a precaution taken to keep staff and students safe indoors when there is a hazard outside the school building. This may include medical emergencies on campus, or an emergency near the vicinity of the school. Staff and students will receive instruction on how to secure the classroom/campus when outside events or emergencies may impact the normal operations.

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3432

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### **Evacuations**

Students will receive instruction so that in the event the school or district needs to be evacuated, due to threats such as fires, gas leaks, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to another school or facility.

### **Earthquakes**

The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities shall be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop-cover-hold” is the basic functional earthquake response. The superintendent or designee shall establish procedures should an earthquake occur while school is in session.

The above safety-related drills will incorporate the use of the school mapping information system in at least one of the drills and may also incorporate an earthquake drill using the state-approved earthquake safety technique “drop, cover, and hold.”

The superintendent or designee is directed to develop emergency evacuation procedures for each building.

### **Additional Drills**

In addition to the above four functional response drills the district shall, at a minimum, also develop response plans for the following:

### **Bomb Threats**

The superintendent or designee shall establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

### **Emergency School Closure**

When weather conditions or other circumstances make it unsafe to operate schools, the superintendent or designee shall determine whether schools should be started late, closed for the day or transportation provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

### **Pandemic/Epidemic**

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The superintendent or designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3432

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When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

The superintendent or designee will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. District and school plans shall comply with RCW 28A.320.125 requirements. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

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#### Cross References:

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

#### Legal References:

RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, and schools

RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations

**Adopted: July 16, 2002**

**Revised: 11.20.2018; 12.13.2022**

**Second Reading/Revision: February 18, 2025**

## BOARD POLICY

Policy No. 4130

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### TITLE I, PART A FAMILY ENGAGEMENT

The board recognizes that parent/guardian and family engagement helps students participating in Title I, Part A programs achieve academic standards. To promote parent/guardian and family engagement, the board adopts the following policy, which lists the components at both the district and school levels.

#### District-Wide Parent/Guardian and Family Engagement

The district will do the following to promote parent/guardian and family engagement:

- A. The district will involve parents/guardians and family members in jointly developing the district's Title I, Part A plan.
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent/guardian and family involvement activities to improve student academic achievement and school performance.
- C. The district will conduct, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I, Part A schools. At that meeting, the following will be identified:
  - Barriers to greater participation by parents/guardians in Title I, Part A activities;
  - The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective family engagement and to revise this policy if necessary.

The district will facilitate removing barriers to family engagement by doing the following:

- Provide opportunities to attend meetings at various times of the day and evening;
- Make live interpretation available;
- Provide written communication in at least English and Spanish;
- Conduct joint parent/guardian meetings with other programs;
- Arrange for in-home conferences when needed;
- Provide transportation and childcare solutions to facilitate parent/guardian attendance at meetings.

## BOARD POLICY

Policy No. 4130

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- D. The district will involve parents/guardians of Title I, Part A students in decisions about how the Title I, Part A funds reserved for parent/guardian and family engagement are spent. The district must use Title I, Part A funds reserved for parent/guardian and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
- E. The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents/guardians, and the community to improve student academic achievement:
1. Provide assistance to parents/guardians of Title I, Part A students, as appropriate, in understanding the following topics:
    - Washington’s challenging academic standards;
    - State and local academic assessments, including alternate assessments;
    - The requirements of Title I, Part A;
    - How to monitor their child’s progress. A tutorial for accessing grades is available to all parents/guardians through each school’s website; and
    - How to work with educators to improve the achievement by their children. The district will provide a brochure of information and resources relevant to each school in the district. This brochure will be located at each school and on the Walla Walla Public Schools website in both English and Spanish.
  2. Provide materials and training to help parents/guardians work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster family engagement.
  3. Educate teachers, specialized instructional support personnel, principals, other school leaders and other staff who assist parents/guardians, in the value and utility of contributions of parents/guardians and how to do the following:
    - Reach out, communicate with, and work with parents/guardians as equal partners;
    - Implement and coordinate parent/guardian programs; and
    - Build ties between parents/guardians and the school.
  4. Coordinate and integrate parent/guardian and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
    - Head Start;
    - Learning Assistance Program (LAP); and
    - Special Education.

## BOARD POLICY

Policy No. 4130

Page 3 of 4

5. Ensure that information related to the school and parent/guardian programs, meetings, and other activities, is sent to the parents/guardians of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand. The district will provide information through a variety of methods:
  - Walla Walla Public Schools website and social media accounts;
  - Individual school websites and social media accounts;
  - Flyers and other school communication sent home with students;
  - District Notification System for calls, texts and emails.

### **School-Based Parent/Guardian and Family Engagement Policies**

Each school offering Title I, Part A services will have a separate parent/guardian and family engagement policy, which will be developed with parents/guardians and family members of Title I, Part A students. Parents/Guardians and family members will receive notice of their school's parent/guardian and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

Each school-based policy will describe how each school will do the following:

- A. Convene an annual meeting at a convenient time, to which all parents/guardians of Title I, Part A students will be invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I, Part A, to explain the requirements of Title I, and to explain the rights that parents/guardians have under Title I, Part A;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- C. Involve parents/guardians in an organized, ongoing and timely way in the planning, reviewing and improving of Title I, Part A programs; and
- D. Provide parents/guardians of Title I, Part A students the following:
  1. Timely information about Title I, Part A programs;
  2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the achievement levels of the challenging state academic standards; and
  3. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

## BOARD POLICY

Policy No. 4130

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Each school-based policy will include a school-parent/guardian compact that outlines how parents/guardians, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I, Part A students to meet Washington's challenging academic standards and describe the ways in which each parent/guardian will be responsible for supporting their children's learning, volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents/guardians on an ongoing basis through the following:
  1. Annual parent/guardian-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements;
  2. Frequent reports to parents/guardians on their children's progress;
  3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
  4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

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### Legal References:

20 USC 6311 State plans ("Every Student Succeeds Act")  
20 USC 6312 Local educational agency plans  
20 USC 6318 Parent and family engagement

**Adopted: July 16, 2002**

**Revised: 07/2010, 06/2015, 08.21.18**

**Second Reading/Revision: February 18, 2025**

## BOARD POLICY

Policy No. 4301

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### ADDRESSING IMMIGRATION ENFORCEMENT IN SCHOOLS

#### Applicability of Policies to Immigration Enforcement

- Walla Walla Public Schools adheres to all requirements of federal and state law.
- The provisions of this policy shall apply to Walla Walla Public Schools and all school facilities, which include, but are not limited to, adjacent sidewalks, parking areas, sports facilities, playgrounds and entrances and exits from said building spaces.
- Walla Walla Public Schools policies prohibiting participation or aid in immigration enforcement shall apply for enforcement activity against students and their families, staff and volunteers.
- Walla Walla Public Schools personnel shall presume that activities by federal immigration authorities, including surveillance, constitute immigration enforcement.

#### Access to Schools

- Walla Walla Public Schools has a responsibility to ensure that all students who reside within their boundaries can safely access a free public K-12 education.
- Walla Walla Public Schools does not exclude students from receiving an education or unlawfully discriminate against anyone because of their race, color, national origin, age, disability, gender identity, immigration or citizenship status, sex, creed, use of a trained dog guide or service animal by a person with a disability, sexual orientation, or on any other basis prohibited by federal, state, or local law.

#### Immigration Enforcement on School Campus

1. Walla Walla Public Schools does not grant permission for any person engaging in or intending to engage in immigration enforcement, including: surveillance, access to nonpublic areas of Walla Walla Public Schools facilities, property, equipment, databases or other areas on school grounds or their immediate vicinity.
2. District staff shall direct anyone engaging in, or intending to engage in, immigration enforcement, including federal immigration authorities with official business, to the Superintendent or their authorized designee prior to permitting entrance to school grounds.
3. If anyone attempts to engage in immigration enforcement on or near school grounds, including requesting access to a student, employee, or school property:
  - a. District staff shall immediately alert and direct the person to the Superintendent or authorized designee, who shall: verify and record the person's credentials (at least, name, agency, and badge number), record the names of all persons they intend to contact, collect the nature of the person's business at the school, request a copy of the court order or judicial warrant, log the date and time, and forward the request to legal counsel for review.
  - b. District staff shall request that any person desiring to communicate with a student regarding immigration enforcement, enter school grounds, or conduct an arrest first produce a valid court order or judicial warrant.

## BOARD POLICY

Policy No. 4301

Page 2 of 3

- c. The Superintendent, authorized designee, and/or legal counsel shall review the court order or judicial warrant for signature by a judge and validity. For Walla Walla Public Schools to consider it valid, any court order or judicial warrant must state the purpose of the enforcement activity, identify the specific search location, name the specific person to whom access must be granted, include a current date and be signed by a judge.
- d. The Superintendent, authorized designee and/or legal counsel shall review written authority signed by an appropriate level director of an officer's agency that permits them to enter school district property, for a specific purpose. If no written authority exists, the Superintendent, authorized designee and/or legal counsel shall contact the appropriate level director for the officer's agency to confirm permission has been granted to enter school district property for the specific purpose identified.
- e. Upon receipt and examination of the required information, the Superintendent, authorized designee and/or legal counsel will determine whether the District will allow access to contact or question the identified individual.
- f. The Superintendent, authorized designee and/or legal counsel shall make a reasonable effort, to the extent allowed by the Family Educational Rights and Privacy Act (FERPA), to notify the parent/guardian of any immigration enforcement concerning their student, including contact or interview.
- g. The Superintendent, authorized designee and/or legal counsel shall request a District representative be present during any interview.
- h. The District shall not permit access to information, records or areas beyond that specified in the court order, judicial warrant or other legal requirement.

### **Responding to Requests for Information:**

1. District staff shall not share, provide or disclose personal information about any person for immigration enforcement purposes without a court order or judicial warrant requiring the information's disclosure and approval by the Superintendent or authorized designee. Requests by federal immigration authorities shall be presumed to be for immigration enforcement purposes.
2. District staff shall immediately report receipt of any information request relating to immigration enforcement to the Superintendent or their authorized designee, who shall document the request and refer the request to legal counsel. The Superintendent, authorized designee and/or legal counsel shall review the request to ensure compliance with FERPA, Keep Washington Working Act (KWW), the Public Records Act (PRA), and other relevant federal and state laws. This review shall be conducted expeditiously, but before any production of information is granted to the requesting party.
3. Walla Walla Public Schools shall, to the extent allowed by FERPA, notify an affected student's parent(s) and/or guardian(s) immediately of any request for information relating to immigration enforcement unless advised otherwise by legal counsel.

## BOARD POLICY

Policy No. 4301

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### Use of School Resources

1. District resources shall not be used for immigration enforcement.

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### Legal References:

RCW 43.10.310 – Immigration enforcement model policies

**Adopted: December 17, 2024**

**Second Reading/Revision: February 18, 2025**

DRAFT

## BOARD POLICY

Policy No. 5010

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### NONDISCRIMINATION AND AFFIRMATIVE ACTION

#### Definition

“Protected status” is short for the phrase “age, sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.”

#### Nondiscrimination

The district is committed to an educational and working environment free from discrimination and harassment based on a person’s protected status.

The district will not deny any person the benefit of, or subject any person to discrimination in employment, recruitment, promotion, advancement, consideration or selection in connection with employment based on their protected status.

The district will make all employment decisions in a non-discriminatory manner and will not limit, segregate or classify any person in a way that could adversely affect their employment opportunities or status based on their protected status.

The district will not enter into any contractual or other relationship that directly or indirectly results in the discrimination of any person in connection with employment based on their protected status.

The district will not grant preferential treatment to applications for employment based on an applicant’s enrollment at any education institution or entity that only predominantly admits students based on sex, race, color, or national origin if the giving of such preferences has the effect of discriminating based on sex, race, color or national origin.

#### Equal Employment Opportunity

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training.

#### Examples of Employment Discrimination

Employment discrimination may include the following:

1. Unfair treatment based on an employee’s protected status, including unfair or separate treatment in pay scale, assignment of duties, opportunities for advancement, conditions of employment, hiring practices, leaves of absence, hours of employment and assignment of instructional and non-instructional duties.
2. Harassment based on an employee’s protected status by supervisors, co-workers, or others in the workplace that is so severe or persistent that it creates a hostile environment.

## BOARD POLICY

Policy No. 5010

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3. Denial of a reasonable workplace accommodation that an employee needs because of religious beliefs or a disability.
4. Retaliation because an employee complained about employment discrimination or assisted with an employment discrimination investigation or lawsuit.
5. Making employment or placement decisions based on stereotypes or assumptions about one's protected status.
6. Discriminating against individuals married to or otherwise associated with people of a certain group.
7. Prohibiting an employee from using the restroom consistent with his or her gender identity.

These are examples of employment discrimination and are not an exhaustive list.

### **Discriminatory Harassment**

The district prohibits discriminatory harassment in the workplace. Discriminatory harassment is unwelcome or offensive conduct directed toward a person based on their protected status that is sufficiently severe or pervasive to create an environment that a reasonable person would consider intimidating, hostile or offensive: Petty slights, annoyances, or isolated incidents, unless extremely serious, will not rise to the level of discriminatory harassment.

Harassing conduct may include, but is not limited to, offensive jokes, slurs, epithets, name-calling, physical assaults, threats, intimidation, ridicule, mockery, insults, put-downs, offensive objects or pictures, and interference with work performance.

When the district becomes aware of potential discriminatory harassment, it will promptly investigate the conduct and, as appropriate, take reasonable steps to prevent and promptly correct the harassing conduct.

### **Employment of Persons with Disabilities**

To fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

1. The district will not discriminate against a qualified individual based on their disability, nor will the district limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects their opportunities or status because of their disability. This prohibition applies to all aspects of employment from recruitment to promotions, and includes fringe benefits and other elements of compensation.

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 5010

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2. The district will reasonably accommodate the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship. Reasonable accommodations may include:
  - making facilities used by staff readily accessible and usable by persons with disabilities;
  - job restructuring; part-time or modified work schedules; acquisition or modification of equipment or devices; the provision of readers or interpreters; and other similar actions.

An undue hardship means an accommodation would be unduly costly, extensive, substantial or disruptive or would fundamentally alter the nature or operation of the district. In determining whether an accommodation would impose an undue hardship on the district, the district may consider, among other things, the cost of the accommodation, the district's size, the district's financial resources, and the nature and structure of its operations.

3. The district will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related, and the district will not use such tests or criteria if alternative tests or criteria that do not screen out persons with disabilities are available.
4. While the district may not make pre-employment inquiries as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.

### **Nondiscrimination for Military Service**

The district will not discriminate against any person who is a member of, applies to be a member of, or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of their participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

### **Affirmative Action Program**

The district will develop an affirmative action employment plan or program that includes appropriate provisions designed to eliminate discrimination based on protected status.

Regarding sex discrimination, the district's affirmative action employment plan or program must include the requirements to maintain credential requirements for all personnel without regard to sex; make no differentiation in pay scale based on sex; make no differentiation in the assignment of school duties based on sex except where an assignment would involve duty areas or situations such as, but not limited to, a shower room, where persons might be disrobed; provide the same opportunities for advancement for males and females; and make no differentiation in conditions of employment based on sex, including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of or payment for instructional or noninstructional duties.

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 5010

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### **Complaint Procedure**

The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all employees of it. The district will provide the notice in a language each employee can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

### **Compliance Officer**

The superintendent will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

The compliance officer is responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.

### **Retaliation Prohibited**

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

Any person who retaliates will be subject to appropriate discipline.

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#### Cross References:

Board Policy 2030 Service Animals in Schools  
Board Policy 5011 Sex Discrimination and Sex-Based Harassment of District Staff  
Board Policy 5270 Resolution of Staff Complaints  
Board Policy 5407 Military Leave

#### Legal References:

RCW 28A.400.310 Law against discrimination applicable to district's employment practices  
RCW 28A.640.020 Regulations, guidelines to eliminate discrimination—Scope – Sexual harassment policies  
RCW 28A.642 Discrimination prohibition  
RCW 49.60 Discrimination – Human rights commission  
RCW 49.60.030 Freedom from discrimination – Declaration of civil rights  
RCW 49.60.180 Unfair practices of employer

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## BOARD POLICY

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RCW 49.60.400 Discrimination, preferential treatment prohibited

RCW 73.16 Employment and Re-employment

WAC 392-190 Equal Education Opportunity – Unlawful Discrimination Prohibited

WAC 392-190-0591 Public school employment and contract practices - Nondiscrimination

WAC 392-190-0592 Public school employment--Affirmative action program

8 USC 1324 (IRCA) Immigration Reform and Control Act of 1986

20 USC 1681-1688 Title IX Educational Amendments of 1972

29 USC 794 Vocational Rehabilitation Act of 1973

38 USC 4212 Vietnam Era Veterans Readjustment Act of 1974 (VEVRAA)

38 USC 4301-4333 Uniformed Services Employment and Reemployment Rights Act

42 USC 2000e1-2000e10 Title VII of the Civil Rights Act of 1964

42 USC 12101-12213 Americans with Disabilities Act

34 CFR 104 Nondiscrimination on the basis of handicap in Programs of activities receiving federal financial assistance

**Adopted: July 16, 2002**

**Revised: 10.07.03; 10.04.05; 11.21.06; 05.21.13**

**Revised: August 15, 2017**

**Second Reading/Revision: February 18, 2025**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 5400

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### PERSONNEL LEAVES

Upon the recommendation of the superintendent/designee and in accordance with the law and district policy, staff may be granted leaves pursuant to the following conditions, unless the applicable collective bargaining agreement or employment guide provides otherwise:

- A. **Leave at Full Pay Unless Stated Otherwise.** Leaves will be with pay unless otherwise stated. If leaves are to include expenses to be paid by the district, that also will be specifically stated.
- B. **Leaves in Units of Full or Half Days.** Leaves may be granted in units of half or full days only.
- C. **Prior Notice of Application.** Reasonable advance notice is required for all leaves, with specific advance notice as stated in district policy.
- D. **Flexibility in Granting Leaves.** The superintendent/designee, with approval of the board, may grant leaves to individuals who might not otherwise be covered, or extend leave in excess of the number of days provided by district policy, in unusual or exceptional circumstances.
- E. **Leaves Prorated for Part-Time Staff.** Part-time staff shall be entitled to leave benefits, unless otherwise stated in district policy, provided that the length of leaves shall be prorated according to the ratio of days and/or hours worked to the number of days and/or hours worked by a full-time staff member in the same or a similar position.
- F. **Noncumulative.** Leaves shall be non-cumulative from year to year unless otherwise stated.

### Unpaid Leaves

Upon employee request, the superintendent or designee has discretion to consider providing unpaid leave to employees. The option to provide unpaid leave does not obligate the district to do so or in any way limit or prevent the district from pursuing other responses.

### Cross References:

Board Policy 5410 Holidays

Board Policy 5407 Military Leave

Board Policy 5406 Leave Sharing

Board Policy 5404 Family, Pregnancy Disability and Military Caregiver Leave

Board Policy 5401 Sick Leave

### Legal References:

RCW 28A.400.300 Hiring and discharging employees – Leaves for employees –Seniority and leave benefits, retention upon transfers between schools

AGO 1980 No. 22 Limitation on compensated leave for school district employees

Adopted: July 16, 2002

Revised: November 5, 2002; February 27, 2018

First Reading/Revision: February 18, 2025

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 5404

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### FAMILY, MEDICAL, AND MATERNITY LEAVE

#### I. State Paid Family and Medical Leave

Paid family and medical leave are benefits administered by the Washington State Employment Security Department. Employees interested in applying for these benefits must follow the process described in Chapter 192-610 WAC. Employees who have questions regarding the application process may contact the Employment Security Department or visit its website at [paidleave.wa.gov](http://paidleave.wa.gov). The district will post notices made available by the Employment Security Department that provide pertinent information regarding paid family and medical leave benefits.

A brief description of the paid family and medical leave benefits program is provided below. The description is not meant to capture every aspect of the program; rather, it is meant to give a general overview.

#### Eligibility

Employees who have worked 820 hours during the first four of the last five completed calendar quarters or the last four completed calendar quarters are eligible for paid family and medical leave.

#### Reasons for leave

Family leave means leave taken by an employee from work for the following reasons:

- A. To participate in providing care, including physical or psychological care, for a family member made necessary by a serious health condition of the family member;
- B. To bond with the employee's child during the first 12 months after the child's birth, or the first 12 months after the placement of a child under the age of eighteen within the employee; or
- C. Because of any qualifying exigency as permitted under the federal family and medical leave act for family members as defined by RCW 50A.05.010(10).

Medical leave means any leave taken by an employee from work made necessary by the employee's own serious health condition as defined by RCW 50A.05.010(20).

#### Amount of leave

Employees may take up to 12 weeks of paid family leave during a period of 52 consecutive calendar weeks.

Employees may take up to 12 weeks of paid medical leave during a period of 52 consecutive calendar weeks. Paid medical leave may be extended by two weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.

Employees may take a combined 16 weeks of paid family and paid medical leave during a period of 52 consecutive calendar weeks. The combined total may be extended to 18 weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.

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## BOARD POLICY

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### Employee notice to district

An employee must provide the district at least 30 days written notice before paid family or medical leave is to begin if the need for the leave is foreseeable based on an expected birth, placement of a child or planned medical treatment for a serious health condition.

An employee must provide the district written notice as soon as practicable when 30 days' notice is not possible because of a lack of knowledge of approximately when leave will be required to begin, because of a change in circumstances, or because of a medical emergency.

An employee must provide the district written notice as soon as is practicable for foreseeable leave due to a qualifying military exigency, regardless of how far in advance such leave is foreseeable.

The notice must be in writing and contain at least the anticipated timing and duration of the leave.

### District notice to employee

Whenever the district becomes aware that an employee is absent from work for more than seven consecutive days to take family or medical leave, the district will provide the employee with a written statement provided by the Employment Security Department of the employee's rights.

The notice will be sent by the fifth business day after the employee's seventh consecutive missed day of work due to family or medical leave or by the fifth business day after the employer becomes aware that the employee's absence is due to family or medical leave, whichever is later.

### Employment restoration

Upon return from paid family or medical leave, an employee is entitled to be restored to the position of employment held by the employee when the leave commenced or to be restored to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment.

As a condition of restoration for employees who have taken medical leave, the district may require those employees to receive certification from their health care provider that they are able to resume work.

The district may deny restoration to any salaried employee who is among the highest paid ten percent of its employees if the following apply:

- A. Denial is necessary to prevent substantial and grievous economic injury to the operations of the employer;
- B. The district notifies the employee of its intent to deny restoration on such basis at the time the district determines the injury would occur; and
- C. The leave has commenced and the employee elects not to return to employment after receiving the notice.

The district may also deny restoration if the employee would not otherwise have been employed at the time of reinstatement.

## BOARD POLICY

Policy No. 5404

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If the district chooses to deny restoration, it will provide written notice of such denial in person or by certified mail. The notice will include a statement that the district intends to deny employment restoration when the leave has ended, the reasons behind the decision to deny restoration, an explanation that health benefits will still be paid for the duration of the leave, and the date on which eligibility for employer-provided health benefits ends.

The rights described above only apply in the following circumstances: the district has 50 or more employees; the employee has been employed by the district for twelve months or more; and the employee has worked for the district for at least 1,250 hours during the 12 months immediately preceding the date on which leave will commence.

### II. Federal Family and Medical Leave

#### General provisions

Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) workweeks of family leave during any twelve (12) month period to do the following:

- A. Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child;
- B. Care for a spouse, parent or child of the employee who has a serious health condition, or the employee may obtain leave for their own serious health condition if it renders the employee unable to perform their job; or
- C. Respond to a qualifying exigency occurring because the employee's spouse, child, or parent is on active duty or has been notified of pending active duty in support of a contingency operation.

An employee who is the spouse, child, parent or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to twenty six (26) weeks of unpaid leave in a 12 month period to care for the service member.

Family leave authorized under this policy must be taken full-time and consecutively unless an alternative schedule is approved by the superintendent or designee or where intermittent or reduced leave is medically necessary. Instructional staff may not take reduced or intermittent leave when it would constitute 20 percent of the number of working days in the period during which the leave would extend without the approval of the superintendent or designee. An instructional employee may be transferred to an alternative equivalent position that would accommodate reduced or intermittent leave, if such a position is available.

A period of family leave is in addition to any sick leave taken due to the employee's temporary disability attributable to pregnancy or childbirth.

The superintendent or designee may require written verification from the employee's health care provider when the employee is taking medical leave based on their own serious health condition.

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## BOARD POLICY

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The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility for family leave, the two health care providers will select a third provider, whose opinion, obtained at the employer's expense, will be conclusive.

### Birth or adoption

Leave taken for newborn or adopted childcare will be completed within one year after the date of birth or placement for adoption.

The district will grant leave upon the same terms to male employees as is available to female employees upon the birth or adoption of the employee's child. Leave will be granted upon the same terms to employees who become adoptive parents or stepparents, at the time of birth or initial placement for adoption of a child under the age of six, as is available to employees who become biological parents. Such leave is available only when the child lives in the employee's household at the time of birth or initial placement.

Employee requests for leave of absence due to birth or initial placement for adoption of a child will be submitted in writing to the superintendent or designee not less than 30 days prior to the beginning date of the leave. The notice will include the approximate beginning and ending dates for the leave requested.

If both parents of a newborn or newly adopted child are employed by the school district, they will be entitled to a total of twelve workweeks of family leave during any twelve-month period, and leave will be granted to only one parent at a time. There is no pooling effect for spouses if the family leave is related to a serious health condition.

### Employment restoration

Any employee returning from an authorized family leave will be entitled to the same position held by the employee when the leave commenced, or to a position with equivalent benefits and pay.

An employee may be denied restoration under the following circumstances: a) the specific job is eliminated by a bona fide restructuring, or a reduction-in-force resulting from lack of funds or lack of work, b) an employee on family leave takes a position with another employer outside the home, c) the employee fails to provide the required notice of intent to take family leave or fails to return on the established ending date of leave, d) or as otherwise allowed by law. If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave.

Instructional staff may be required to delay their return from family leave to the beginning of the next semester under the following circumstances:

- A. The employee began leave five or more weeks before the end of the semester, the leave is for more than three weeks, and the employee would otherwise return to work within three weeks of the end of the semester.

## BOARD POLICY

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- B. The employee began family leave (except for a personal health condition) less than five weeks before the end of the semester, the leave is for more than two weeks, and the employee would otherwise return to work within two weeks of the end of the semester.
- C. The employee began family leave (except for a personal health condition) three or fewer weeks before the end of the semester and the period of leave is more than five working days.

### III. Maternity Leave

A staff member may use accumulated paid sick leave for the period of actual disability attributable to pregnancy or childbirth. This period will extend from the date of birth for a period of not more than 60 days, unless an actual period of disability which begins prior to the date of birth or continues beyond 60 days is otherwise verified in writing by the employee's physician.

If the employee's accumulated sick leave is exhausted during the period of maternity, the district will grant a leave of absence without pay or fringe benefits, upon the staff member's request, for the remainder of the period of actual disability due to pregnancy or childbirth.

During any unpaid portion of such leave of absence, the staff member may pay the premiums for any district insurance plans to keep coverage in effect for the employee and her family.

#### Notice

A pregnant staff member is requested to notify her immediate supervisor and the superintendent or designee by the beginning of the fifth month of pregnancy.

At the time of such notice, the staff member will submit a written request to her immediate supervisor and the superintendent or designee for one or more of the following:

- A. Maternity leave for the period of her actual disability due to pregnancy or childbirth;
- B. Family leave for a period of up to 12 weeks, in addition to any period of maternity disability leave, the district will extend the employee's health benefit during this period of unpaid leave;
- C. Leave of absence for a period of up to the beginning of the next school term or school year. Such extended leave of absence may be approved at the discretion of the superintendent or designee based upon consideration of educational program needs and the desires of the staff member, together with the recommendation of her personal physician or licensed practitioner; or
- D. Termination of employment by resignation.

The notice to the district will include the approximate beginning and ending dates for the leave.

#### Employment conditions

A pregnant staff member may continue working as long as she is capable of performing her normal duties, with the written approval of her physician or licensed practitioner.

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## BOARD POLICY

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The staff member may return to work when physically able to perform her duties. If the employee intends to return to work within 60 days of childbirth, her personal physician or licensed practitioner must certify that the staff member is in good health and ready to resume her duties.

No later than 30 days after the date of birth, the staff member is requested to notify the superintendent or designee of the specific date when she will return to work. Unless the superintendent or designee approves an earlier date of return, the employee will give at least 14 days advance notice of the actual date of return.

The staff member will return to her duties following an extended leave of absence on the date approved by the superintendent or designee. If the employee is still experiencing a disability due to pregnancy, miscarriage, abortion, childbirth or recovery which prevents the employee from performing her duties on the scheduled date of return, an additional period of unpaid leave of absence may be approved at the discretion of the superintendent or designee based upon consideration of educational program needs and the recommendation of the employee's personal physician or licensed practitioner.

### Assignment upon return

An employee who has taken a leave of absence only for the actual period of disability relating to pregnancy or childbirth or up to twelve weeks of family leave will return to the same assignment, or a similar position for which she is qualified with at least the same pay and benefits, as she held prior to the maternity leave or family leave.

Upon return from an extended maternity leave, a staff member will be entitled to a position in the district subject to the availability of a position for which she is qualified. An effort will be made to place the staff member in her original position or in a comparable position.

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### Cross References:

Board Policy 5021 Conflicts Between Policy and Bargaining Agreements

### Legal References:

RCW 28A.400.300 Hiring and discharging of employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers

Title 50A RCW Family and Medical Leave

WAC 162-30-020 Pregnancy, childbirth, and pregnancy related conditions

29 USC Sec 2601 Family and Medical Leave Act of 1993

**Adopted: November 19, 2002**

**Revised: April 17, 2018**

112 **Second Reading/Revision: February 18, 2025**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 6220

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### BID REQUIREMENTS

The superintendent or designee is responsible for establishing and maintaining procedures and an approval process for the procurement of all materials (including lease contracts), equipment, and services for the school district, including ASBs.

It is the intent of the board of directors to conduct open, fair, and competitive purchasing and to exercise local preference when competitive factors are equal. To this end, the district, when purchasing furniture, supplies (except books), equipment, building improvements, or repairs shall comply with all requirements of RCW 28A.335.190.

Bid procedures shall be waived when the board declares an emergency, for purchases involving special facilities or market conditions, for purchases of insurance or bonds, or when purchases are clearly limited to a single source of supply. Any time bid requirements are waived pursuant to this provision, a document explaining the factual basis for the exception and the contract shall be recorded and open for public inspection.

The board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call. The board reserves the right to purchase through an inter-local cooperative agreement with another governmental agency provided such agency has complied with the bidding requirements that are applicable to school districts.

The board shall include in each contract a proviso requiring the contractor to prohibit any of its employees who has ever been convicted of or pled guilty to any of the child related felonies as specified under RCW 28A.400.322 from working where they would have contact with public school children. The contract shall also provide that failure to comply with this requirement is grounds for immediate termination of the contract.

The superintendent or designee will notify the Board when there is a change in bid parameters.

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#### Legal References:

RCW 28A.335.190 Advertising for bids - Competitive bid procedures - Purchases from inmate work programs - Telephone or written quotation solicitation, limitations - Emergencies

28A.335.330 Crimes Against Children – Contractor employees – Termination of Contract

39.04.155 Small Works roster--Contract award--Process

39.04.280 Competitive bidding requirements--Exemptions

39.30.060 Bids on public works -- Subcontractors must be identified -- When

43.19.1911 Competitive Bids -- Notice of Modification or Cancellation -- Cancellation Requirements

--Lowest Responsible Bidder -- Preferential Purchase -- Life Cycle Costing

**Adopted: July 16, 2002**

**Revised: February 19, 2019**

**Second Reading/Revision: February 18, 2025**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3210

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### NONDISCRIMINATION - STUDENTS

The district is committed to complying with anti-discrimination laws.

#### Definition

“Protected status” is short for the phrase “sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.”

#### Nondiscrimination Statement

The district will adopt a nondiscrimination statement that must include the following:

1. Notice that the district may not discriminate in any programs or activities based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal.
2. The name or title, office address, and telephone number of the employee designated as the compliance officer under this policy, the Section 504 Coordinator, and the Title IX Coordinator.
3. Notice that the district provides equal access to the Boy Scouts of America and any other youth group listed in Title 36 of the United States Code as a patriotic society.

The district will include this statement in written announcements, notices, recruitment materials, employment application forms, and other publications made available to all students, parents, or employees.

The district may combine the statement described above with the notice described in Policy 3205.

#### Model Student Handbook Language

The district will adopt the model student handbook language described in RCW 28A.300.286 and include the language in any student, parent, employee, and volunteer handbook it or its schools publish and on its and its schools' websites.

#### Discriminatory Harassment

Students have a right to be free from discriminatory harassment. The district violates that right if the following conditions are met:

1. The alleged conduct is based on a student's protected status.
2. The alleged conduct creates a hostile environment. A hostile environment is created if the alleged conduct is sufficiently severe, persistent, or pervasive that it limits or denies a student's ability to participate in or benefit from the district's course offerings, including any educational program or activity. A hostile environment could impact a student's life in many ways. Physical illness, anxiety about going to school, or a decline in grades or attendance could signal a hostile environment.

## BOARD POLICY

Policy No. 3210

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3. After receiving notice of the alleged conduct, the district fails to take prompt and appropriate action to investigate it or fails to take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects as appropriate. The district has notice of discriminatory harassment if a reasonable employee knew or, in the exercise of reasonable care, should have known about the harassment. Employees may have notice of discriminatory harassment if they receive an oral report from a student, parent, or other individual; receive a written complaint; witness harassing conduct; or become aware of harassment by members of the community or the media.

Harassing conduct may include verbal acts and name-calling, graphic and written statements, or other conduct that may be physically threatening, harmful, or humiliating.

When the district receives notice of potential discriminatory harassment, it will take prompt and appropriate action to investigate and, as applicable, take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. Examples of the steps the district might take include imposing discipline, separating individuals, developing a safety plan, offering counseling, and providing additional training and instruction. These steps will not penalize the student who was harassed.

### **Complaint Procedure**

The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all students, parents, and employees of it. The district will provide the notice in a language each parent can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

### **Compliance Officer**

The superintendent will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

The compliance officer is responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.

### **Training**

The district will train all administrators, certificated personnel, and classroom personnel regarding their responsibilities under this policy and chapter 392-190 WAC. The training will aim to raise awareness of and eliminate bias based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability.

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3210

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### Retaliation Prohibited

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

Any person who retaliates will be subject to appropriate discipline.

### Cross References:

Board Policy 2020 Course design, Selection and Adoption of Curriculum and Instructional Materials  
Board Policy 2030 Service Animals in Schools  
Board Policy 2140 Guidance and Counseling  
Board Policy 2150 Co-Curricular Program  
Board Policy 2151 Interscholastic Activities  
Board Policy 3211 Transgender Students  
Board Policy 4260 Use of School Facilities and Equipment

### Legal References:

RCW 28A.640 Sexual Equality  
RCW 28A.642 Discrimination prohibition  
RCW 49.60 Discrimination – Human rights commission  
WAC 392-190-020 Training—Staff responsibilities—Bias awareness  
WAC 392-190-060 Compliance – School district designation of responsible employee - Notification  
WAC 392-400-215 Student rights  
20 U.S.C. § 7905 Boy Scouts of America Equal Access Act  
42 U.S.C. §§ 12101- 12213 Americans with Disabilities Act

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

**Revised: 10.07.03; 05.21.13; 08.15.17**

**Second Reading/Revision: February 18, 2025**

## BOARD POLICY

Policy No. 3432

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### EMERGENCIES

The district is committed to having current safe school plans and procedures in place to maximize safety for all students and staff per RCW 28A.320.125. A commitment to safety supports teaching and learning. The district and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery.

#### Drills

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

#### Basic Functional Drills

The basic functional responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold on):

#### Shelter-in-Place

Shelter-in-place is designed to limit the exposure of student and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that in the case of a hazardous vapor release that doesn't allow time to evacuate the campus, they will be able to remain inside, and take the steps necessary to eliminate or minimize the health and safety hazard.

#### Lockdowns

A **lockdown** is meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus; staff, students and visitors will be able to take precautionary measures. Lockdown drills will not include live simulations of, or reenactments of, active shooter scenarios that are not trauma-informed and age and developmentally appropriate.

A **secure building** is a precaution taken to keep staff and students safe indoors when there is a hazard outside the school building. This may include medical emergencies on campus, or an emergency near the vicinity of the school. Staff and students will receive instruction on how to secure the classroom/campus when outside events or emergencies may impact the normal operations.

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 3432

Page 2 of 3

### **Evacuations**

Students will receive instruction so that in the event the school or district needs to be evacuated, due to threats such as fires, gas leaks, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to another school or facility.

### **Earthquakes**

The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities shall be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop-cover-hold” is the basic functional earthquake response. The superintendent or designee shall establish procedures should an earthquake occur while school is in session.

The above safety-related drills will incorporate the use of the school mapping information system in at least one of the drills and may also incorporate an earthquake drill using the state-approved earthquake safety technique “drop, cover, and hold.”

The superintendent or designee is directed to develop emergency evacuation procedures for each building.

### **Additional Drills**

In addition to the above four functional response drills the district shall, at a minimum, also develop response plans for the following:

### **Bomb Threats**

The superintendent or designee shall establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

### **Emergency School Closure**

When weather conditions or other circumstances make it unsafe to operate schools, the superintendent or designee shall determine whether schools should be started late, closed for the day or transportation provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

### **Pandemic/Epidemic**

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The superintendent or designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

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When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

The superintendent or designee will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. District and school plans shall comply with RCW 28A.320.125 requirements. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

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#### Cross References:

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

#### Legal References:

RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, and schools

RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations

**Adopted: July 16, 2002**

**Revised: 11.20.2018; 12.13.2022**

**Second Reading/Revision: February 18, 2025**

## BOARD POLICY

Policy No. 4130

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### TITLE I, PART A FAMILY ENGAGEMENT

The board recognizes that parent/guardian and family engagement helps students participating in Title I, Part A programs achieve academic standards. To promote parent/guardian and family engagement, the board adopts the following policy, which lists the components at both the district and school levels.

#### District-Wide Parent/Guardian and Family Engagement

The district will do the following to promote parent/guardian and family engagement:

- A. The district will involve parents/guardians and family members in jointly developing the district's Title I, Part A plan.
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent/guardian and family involvement activities to improve student academic achievement and school performance.
- C. The district will conduct, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I, Part A schools. At that meeting, the following will be identified:
  - Barriers to greater participation by parents/guardians in Title I, Part A activities;
  - The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective family engagement and to revise this policy if necessary.

The district will facilitate removing barriers to family engagement by doing the following:

- Provide opportunities to attend meetings at various times of the day and evening;
- Make live interpretation available;
- Provide written communication in at least English and Spanish;
- Conduct joint parent/guardian meetings with other programs;
- Arrange for in-home conferences when needed;
- Provide transportation and childcare solutions to facilitate parent/guardian attendance at meetings.

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- D. The district will involve parents/guardians of Title I, Part A students in decisions about how the Title I, Part A funds reserved for parent/guardian and family engagement are spent. The district must use Title I, Part A funds reserved for parent/guardian and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
- E. The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents/guardians, and the community to improve student academic achievement:
1. Provide assistance to parents/guardians of Title I, Part A students, as appropriate, in understanding the following topics:
    - Washington’s challenging academic standards;
    - State and local academic assessments, including alternate assessments;
    - The requirements of Title I, Part A;
    - How to monitor their child’s progress. A tutorial for accessing grades is available to all parents/guardians through each school’s website; and
    - How to work with educators to improve the achievement by their children. The district will provide a brochure of information and resources relevant to each school in the district. This brochure will be located at each school and on the Walla Walla Public Schools website in both English and Spanish.
  2. Provide materials and training to help parents/guardians work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster family engagement.
  3. Educate teachers, specialized instructional support personnel, principals, other school leaders and other staff who assist parents/guardians, in the value and utility of contributions of parents/guardians and how to do the following:
    - Reach out, communicate with, and work with parents/guardians as equal partners;
    - Implement and coordinate parent/guardian programs; and
    - Build ties between parents/guardians and the school.
  4. Coordinate and integrate parent/guardian and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
    - Head Start;
    - Learning Assistance Program (LAP); and
    - Special Education.

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5. Ensure that information related to the school and parent/guardian programs, meetings, and other activities, is sent to the parents/guardians of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand. The district will provide information through a variety of methods:
  - Walla Walla Public Schools website and social media accounts;
  - Individual school websites and social media accounts;
  - Flyers and other school communication sent home with students;
  - District Notification System for calls, texts and emails.

### **School-Based Parent/Guardian and Family Engagement Policies**

Each school offering Title I, Part A services will have a separate parent/guardian and family engagement policy, which will be developed with parents/guardians and family members of Title I, Part A students. Parents/Guardians and family members will receive notice of their school's parent/guardian and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

Each school-based policy will describe how each school will do the following:

- A. Convene an annual meeting at a convenient time, to which all parents/guardians of Title I, Part A students will be invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I, Part A, to explain the requirements of Title I, and to explain the rights that parents/guardians have under Title I, Part A;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- C. Involve parents/guardians in an organized, ongoing and timely way in the planning, reviewing and improving of Title I, Part A programs; and
- D. Provide parents/guardians of Title I, Part A students the following:
  1. Timely information about Title I, Part A programs;
  2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the achievement levels of the challenging state academic standards; and
  3. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

## BOARD POLICY

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Each school-based policy will include a school-parent/guardian compact that outlines how parents/guardians, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I, Part A students to meet Washington's challenging academic standards and describe the ways in which each parent/guardian will be responsible for supporting their children's learning, volunteering in their child's classroom and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents/guardians on an ongoing basis through the following:
  1. Annual parent/guardian-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements;
  2. Frequent reports to parents/guardians on their children's progress;
  3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
  4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

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### Legal References:

20 USC 6311 State plans ("Every Student Succeeds Act")  
20 USC 6312 Local educational agency plans  
20 USC 6318 Parent and family engagement

**Adopted: July 16, 2002**

**Revised: 07/2010, 06/2015, 08.21.18**

**Second Reading/Revision: February 18, 2025**

## BOARD POLICY

Policy No. 4301

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### ADDRESSING IMMIGRATION ENFORCEMENT IN SCHOOLS

#### Applicability of Policies to Immigration Enforcement

- Walla Walla Public Schools adheres to all requirements of federal and state law.
- The provisions of this policy shall apply to Walla Walla Public Schools and all school facilities, which include, but are not limited to, adjacent sidewalks, parking areas, sports facilities, playgrounds and entrances and exits from said building spaces.
- Walla Walla Public Schools policies prohibiting participation or aid in immigration enforcement shall apply for enforcement activity against students and their families, staff and volunteers.
- Walla Walla Public Schools personnel shall presume that activities by federal immigration authorities, including surveillance, constitute immigration enforcement.

#### Access to Schools

- Walla Walla Public Schools has a responsibility to ensure that all students who reside within their boundaries can safely access a free public K-12 education.
- Walla Walla Public Schools does not exclude students from receiving an education or unlawfully discriminate against anyone because of their race, color, national origin, age, disability, gender identity, immigration or citizenship status, sex, creed, use of a trained dog guide or service animal by a person with a disability, sexual orientation, or on any other basis prohibited by federal, state, or local law.

#### Immigration Enforcement on School Campus

1. Walla Walla Public Schools does not grant permission for any person engaging in or intending to engage in immigration enforcement, including: surveillance, access to nonpublic areas of Walla Walla Public Schools facilities, property, equipment, databases or other areas on school grounds or their immediate vicinity.
2. District staff shall direct anyone engaging in, or intending to engage in, immigration enforcement, including federal immigration authorities with official business, to the Superintendent or their authorized designee prior to permitting entrance to school grounds.
3. If anyone attempts to engage in immigration enforcement on or near school grounds, including requesting access to a student, employee, or school property:
  - a. District staff shall immediately alert and direct the person to the Superintendent or authorized designee, who shall: verify and record the person's credentials (at least, name, agency, and badge number), record the names of all persons they intend to contact, collect the nature of the person's business at the school, request a copy of the court order or judicial warrant, log the date and time, and forward the request to legal counsel for review.
  - b. District staff shall request that any person desiring to communicate with a student regarding immigration enforcement, enter school grounds, or conduct an arrest first produce a valid court order or judicial warrant.

## BOARD POLICY

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- c. The Superintendent, authorized designee, and/or legal counsel shall review the court order or judicial warrant for signature by a judge and validity. For Walla Walla Public Schools to consider it valid, any court order or judicial warrant must state the purpose of the enforcement activity, identify the specific search location, name the specific person to whom access must be granted, include a current date and be signed by a judge.
- d. The Superintendent, authorized designee and/or legal counsel shall review written authority signed by an appropriate level director of an officer's agency that permits them to enter school district property, for a specific purpose. If no written authority exists, the Superintendent, authorized designee and/or legal counsel shall contact the appropriate level director for the officer's agency to confirm permission has been granted to enter school district property for the specific purpose identified.
- e. Upon receipt and examination of the required information, the Superintendent, authorized designee and/or legal counsel will determine whether the District will allow access to contact or question the identified individual.
- f. The Superintendent, authorized designee and/or legal counsel shall make a reasonable effort, to the extent allowed by the Family Educational Rights and Privacy Act (FERPA), to notify the parent/guardian of any immigration enforcement concerning their student, including contact or interview.
- g. The Superintendent, authorized designee and/or legal counsel shall request a District representative be present during any interview.
- h. The District shall not permit access to information, records or areas beyond that specified in the court order, judicial warrant or other legal requirement.

### **Responding to Requests for Information:**

1. District staff shall not share, provide or disclose personal information about any person for immigration enforcement purposes without a court order or judicial warrant requiring the information's disclosure and approval by the Superintendent or authorized designee. Requests by federal immigration authorities shall be presumed to be for immigration enforcement purposes.
2. District staff shall immediately report receipt of any information request relating to immigration enforcement to the Superintendent or their authorized designee, who shall document the request and refer the request to legal counsel. The Superintendent, authorized designee and/or legal counsel shall review the request to ensure compliance with FERPA, Keep Washington Working Act (KWW), the Public Records Act (PRA), and other relevant federal and state laws. This review shall be conducted expeditiously, but before any production of information is granted to the requesting party.
3. Walla Walla Public Schools shall, to the extent allowed by FERPA, notify an affected student's parent(s) and/or guardian(s) immediately of any request for information relating to immigration enforcement unless advised otherwise by legal counsel.

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### Use of School Resources

1. District resources shall not be used for immigration enforcement.

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### Legal References:

RCW 43.10.310 – Immigration enforcement model policies

**Adopted: December 17, 2024**

**Second Reading/Revision: February 18, 2025**

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Policy No. 5010

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### NONDISCRIMINATION AND AFFIRMATIVE ACTION

#### Definition

“Protected status” is short for the phrase “age, sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression, gender identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.”

#### Nondiscrimination

The district is committed to an educational and working environment free from discrimination and harassment based on a person’s protected status.

The district will not deny any person the benefit of, or subject any person to discrimination in employment, recruitment, promotion, advancement, consideration or selection in connection with employment based on their protected status.

The district will make all employment decisions in a non-discriminatory manner and will not limit, segregate or classify any person in a way that could adversely affect their employment opportunities or status based on their protected status.

The district will not enter into any contractual or other relationship that directly or indirectly results in the discrimination of any person in connection with employment based on their protected status.

The district will not grant preferential treatment to applications for employment based on an applicant’s enrollment at any education institution or entity that only predominantly admits students based on sex, race, color, or national origin if the giving of such preferences has the effect of discriminating based on sex, race, color or national origin.

#### Equal Employment Opportunity

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training.

#### Examples of Employment Discrimination

Employment discrimination may include the following:

1. Unfair treatment based on an employee’s protected status, including unfair or separate treatment in pay scale, assignment of duties, opportunities for advancement, conditions of employment, hiring practices, leaves of absence, hours of employment and assignment of instructional and non-instructional duties.
2. Harassment based on an employee’s protected status by supervisors, co-workers, or others in the workplace that is so severe or persistent that it creates a hostile environment.

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3. Denial of a reasonable workplace accommodation that an employee needs because of religious beliefs or a disability.
4. Retaliation because an employee complained about employment discrimination or assisted with an employment discrimination investigation or lawsuit.
5. Making employment or placement decisions based on stereotypes or assumptions about one's protected status.
6. Discriminating against individuals married to or otherwise associated with people of a certain group.
7. Prohibiting an employee from using the restroom consistent with his or her gender identity.

These are examples of employment discrimination and are not an exhaustive list.

### **Discriminatory Harassment**

The district prohibits discriminatory harassment in the workplace. Discriminatory harassment is unwelcome or offensive conduct directed toward a person based on their protected status that is sufficiently severe or pervasive to create an environment that a reasonable person would consider intimidating, hostile or offensive: Petty slights, annoyances, or isolated incidents, unless extremely serious, will not rise to the level of discriminatory harassment.

Harassing conduct may include, but is not limited to, offensive jokes, slurs, epithets, name-calling, physical assaults, threats, intimidation, ridicule, mockery, insults, put-downs, offensive objects or pictures, and interference with work performance.

When the district becomes aware of potential discriminatory harassment, it will promptly investigate the conduct and, as appropriate, take reasonable steps to prevent and promptly correct the harassing conduct.

### **Employment of Persons with Disabilities**

To fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

1. The district will not discriminate against a qualified individual based on their disability, nor will the district limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects their opportunities or status because of their disability. This prohibition applies to all aspects of employment from recruitment to promotions, and includes fringe benefits and other elements of compensation.

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2. The district will reasonably accommodate the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship. Reasonable accommodations may include:
  - making facilities used by staff readily accessible and usable by persons with disabilities;
  - job restructuring; part-time or modified work schedules; acquisition or modification of equipment or devices; the provision of readers or interpreters; and other similar actions.

An undue hardship means an accommodation would be unduly costly, extensive, substantial or disruptive or would fundamentally alter the nature or operation of the district. In determining whether an accommodation would impose an undue hardship on the district, the district may consider, among other things, the cost of the accommodation, the district's size, the district's financial resources, and the nature and structure of its operations.

3. The district will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related, and the district will not use such tests or criteria if alternative tests or criteria that do not screen out persons with disabilities are available.
4. While the district may not make pre-employment inquiries as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.

### **Nondiscrimination for Military Service**

The district will not discriminate against any person who is a member of, applies to be a member of, or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of their participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

### **Affirmative Action Program**

The district will develop an affirmative action employment plan or program that includes appropriate provisions designed to eliminate discrimination based on protected status.

Regarding sex discrimination, the district's affirmative action employment plan or program must include the requirements to maintain credential requirements for all personnel without regard to sex; make no differentiation in pay scale based on sex; make no differentiation in the assignment of school duties based on sex except where an assignment would involve duty areas or situations such as, but not limited to, a shower room, where persons might be disrobed; provide the same opportunities for advancement for males and females; and make no differentiation in conditions of employment based on sex, including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of or payment for instructional or noninstructional duties.

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### **Complaint Procedure**

The district will adopt a complaint procedure in accordance with chapter 392-190 WAC.

Annually, the district will publish a notice of the complaint procedure in a way that is reasonably calculated to inform all employees of it. The district will provide the notice in a language each employee can understand, which may require language assistance in accordance with Title VI of the Civil Rights Act of 1964 for those with limited English proficiency.

The district will not adopt any policy, procedure, or practice that would limit a person's right to file a complaint under the complaint procedure.

### **Compliance Officer**

The superintendent will designate an employee who is responsible for monitoring and coordinating the district's compliance with chapter 392-190 WAC and the guidelines the Office of the Superintendent of Public Instruction has adopted under WAC 392-190-005.

The compliance officer is responsible for ensuring that all complaints filed under the complaint procedure are promptly investigated and resolved.

### **Retaliation Prohibited**

The district will not intimidate, threaten, coerce, or discriminate against any individual who seeks to secure their rights under this policy or chapter 392-190 WAC or because the individual has filed a complaint under the complaint procedure. Further, the district will not tolerate someone else retaliating against another because they sought to secure their rights under this policy or chapter 392-190 WAC or because they have filed a complaint under the complaint procedure.

Any person who retaliates will be subject to appropriate discipline.

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#### Cross References:

Board Policy 2030 Service Animals in Schools

Board Policy 5011 Sex Discrimination and Sex-Based Harassment of District Staff

Board Policy 5270 Resolution of Staff Complaints

Board Policy 5407 Military Leave

#### Legal References:

RCW 28A.400.310 Law against discrimination applicable to district's employment practices

RCW 28A.640.020 Regulations, guidelines to eliminate discrimination—Scope – Sexual harassment policies

RCW 28A.642 Discrimination prohibition

RCW 49.60 Discrimination – Human rights commission

RCW 49.60.030 Freedom from discrimination – Declaration of civil rights

RCW 49.60.180 Unfair practices of employer

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RCW 49.60.400 Discrimination, preferential treatment prohibited

RCW 73.16 Employment and Re-employment

WAC 392-190 Equal Education Opportunity – Unlawful Discrimination Prohibited

WAC 392-190-0591 Public school employment and contract practices - Nondiscrimination

WAC 392-190-0592 Public school employment--Affirmative action program

8 USC 1324 (IRCA) Immigration Reform and Control Act of 1986

20 USC 1681-1688 Title IX Educational Amendments of 1972

29 USC 794 Vocational Rehabilitation Act of 1973

38 USC 4212 Vietnam Era Veterans Readjustment Act of 1974 (VEVRAA)

38 USC 4301-4333 Uniformed Services Employment and Reemployment Rights Act

42 USC 2000e1-2000e10 Title VII of the Civil Rights Act of 1964

42 USC 12101-12213 Americans with Disabilities Act

34 CFR 104 Nondiscrimination on the basis of handicap in Programs of activities receiving federal financial assistance

**Adopted: July 16, 2002**

**Revised: 10.07.03; 10.04.05; 11.21.06; 05.21.13**

**Revised: August 15, 2017**

**Second Reading/Revision: February 18, 2025**

# Walla Walla Public Schools

## BOARD POLICY

Policy No. 5400

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### PERSONNEL LEAVES

Upon the recommendation of the superintendent/designee and in accordance with the law and district policy, staff may be granted leaves pursuant to the following conditions, unless the applicable collective bargaining agreement or employment guide provides otherwise:

- A. **Leave at Full Pay Unless Stated Otherwise.** Leaves will be with pay unless otherwise stated. If leaves are to include expenses to be paid by the district, that also will be specifically stated.
- B. **Leaves in Units of Full or Half Days.** Leaves may be granted in units of half or full days only.
- C. **Prior Notice of Application.** Reasonable advance notice is required for all leaves, with specific advance notice as stated in district policy.
- D. **Flexibility in Granting Leaves.** The superintendent/designee, with approval of the board, may grant leaves to individuals who might not otherwise be covered, or extend leave in excess of the number of days provided by district policy, in unusual or exceptional circumstances.
- E. **Leaves Prorated for Part-Time Staff.** Part-time staff shall be entitled to leave benefits, unless otherwise stated in district policy, provided that the length of leaves shall be prorated according to the ratio of days and/or hours worked to the number of days and/or hours worked by a full-time staff member in the same or a similar position.
- F. **Noncumulative.** Leaves shall be non-cumulative from year to year unless otherwise stated.

### Unpaid Leaves

Upon employee request, the superintendent or designee has discretion to consider providing unpaid leave to employees. The option to provide unpaid leave does not obligate the district to do so or in any way limit or prevent the district from pursuing other responses.

### Cross References:

Board Policy 5410 Holidays

Board Policy 5407 Military Leave

Board Policy 5406 Leave Sharing

Board Policy 5404 Family, Pregnancy Disability and Military Caregiver Leave

Board Policy 5401 Sick Leave

### Legal References:

RCW 28A.400.300 Hiring and discharging employees – Leaves for employees – Seniority and leave benefits, retention upon transfers between schools

AGO 1980 No. 22 Limitation on compensated leave for school district employees

Adopted: July 16, 2002

Revised: November 5, 2002; February 27, 2018

First Reading/Revision: February 18, 2025

## BOARD POLICY

Policy No. 5404

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### FAMILY, MEDICAL, AND MATERNITY LEAVE

#### I. State Paid Family and Medical Leave

Paid family and medical leave are benefits administered by the Washington State Employment Security Department. Employees interested in applying for these benefits must follow the process described in Chapter 192-610 WAC. Employees who have questions regarding the application process may contact the Employment Security Department or visit its website at [paidleave.wa.gov](http://paidleave.wa.gov). The district will post notices made available by the Employment Security Department that provide pertinent information regarding paid family and medical leave benefits.

A brief description of the paid family and medical leave benefits program is provided below. The description is not meant to capture every aspect of the program; rather, it is meant to give a general overview.

#### Eligibility

Employees who have worked 820 hours during the first four of the last five completed calendar quarters or the last four completed calendar quarters are eligible for paid family and medical leave.

#### Reasons for leave

Family leave means leave taken by an employee from work for the following reasons:

- A. To participate in providing care, including physical or psychological care, for a family member made necessary by a serious health condition of the family member;
- B. To bond with the employee's child during the first 12 months after the child's birth, or the first 12 months after the placement of a child under the age of eighteen within the employee; or
- C. Because of any qualifying exigency as permitted under the federal family and medical leave act for family members as defined by RCW 50A.05.010(10).

Medical leave means any leave taken by an employee from work made necessary by the employee's own serious health condition as defined by RCW 50A.05.010(20).

#### Amount of leave

Employees may take up to 12 weeks of paid family leave during a period of 52 consecutive calendar weeks.

Employees may take up to 12 weeks of paid medical leave during a period of 52 consecutive calendar weeks. Paid medical leave may be extended by two weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.

Employees may take a combined 16 weeks of paid family and paid medical leave during a period of 52 consecutive calendar weeks. The combined total may be extended to 18 weeks if the employee experiences a serious health condition with a pregnancy that results in incapacity.

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### Employee notice to district

An employee must provide the district at least 30 days written notice before paid family or medical leave is to begin if the need for the leave is foreseeable based on an expected birth, placement of a child or planned medical treatment for a serious health condition.

An employee must provide the district written notice as soon as practicable when 30 days' notice is not possible because of a lack of knowledge of approximately when leave will be required to begin, because of a change in circumstances, or because of a medical emergency.

An employee must provide the district written notice as soon as is practicable for foreseeable leave due to a qualifying military exigency, regardless of how far in advance such leave is foreseeable.

The notice must be in writing and contain at least the anticipated timing and duration of the leave.

### District notice to employee

Whenever the district becomes aware that an employee is absent from work for more than seven consecutive days to take family or medical leave, the district will provide the employee with a written statement provided by the Employment Security Department of the employee's rights.

The notice will be sent by the fifth business day after the employee's seventh consecutive missed day of work due to family or medical leave or by the fifth business day after the employer becomes aware that the employee's absence is due to family or medical leave, whichever is later.

### Employment restoration

Upon return from paid family or medical leave, an employee is entitled to be restored to the position of employment held by the employee when the leave commenced or to be restored to an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment.

As a condition of restoration for employees who have taken medical leave, the district may require those employees to receive certification from their health care provider that they are able to resume work.

The district may deny restoration to any salaried employee who is among the highest paid ten percent of its employees if the following apply:

- A. Denial is necessary to prevent substantial and grievous economic injury to the operations of the employer;
- B. The district notifies the employee of its intent to deny restoration on such basis at the time the district determines the injury would occur; and
- C. The leave has commenced and the employee elects not to return to employment after receiving the notice.

The district may also deny restoration if the employee would not otherwise have been employed at the time of reinstatement.

## BOARD POLICY

Policy No. 5404

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If the district chooses to deny restoration, it will provide written notice of such denial in person or by certified mail. The notice will include a statement that the district intends to deny employment restoration when the leave has ended, the reasons behind the decision to deny restoration, an explanation that health benefits will still be paid for the duration of the leave, and the date on which eligibility for employer-provided health benefits ends.

The rights described above only apply in the following circumstances: the district has 50 or more employees; the employee has been employed by the district for twelve months or more; and the employee has worked for the district for at least 1,250 hours during the 12 months immediately preceding the date on which leave will commence.

### II. Federal Family and Medical Leave

#### General provisions

Every employee of the district who has worked for the district at least one year and for at least 1,250 hours in the preceding year is entitled to twelve (12) workweeks of family leave during any twelve (12) month period to do the following:

- A. Care for a newborn child, an adopted child of the employee who is under the age of eighteen at the time of placement for adoption, or a newly placed foster child;
- B. Care for a spouse, parent or child of the employee who has a serious health condition, or the employee may obtain leave for their own serious health condition if it renders the employee unable to perform their job; or
- C. Respond to a qualifying exigency occurring because the employee's spouse, child, or parent is on active duty or has been notified of pending active duty in support of a contingency operation.

An employee who is the spouse, child, parent or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to twenty six (26) weeks of unpaid leave in a 12 month period to care for the service member.

Family leave authorized under this policy must be taken full-time and consecutively unless an alternative schedule is approved by the superintendent or designee or where intermittent or reduced leave is medically necessary. Instructional staff may not take reduced or intermittent leave when it would constitute 20 percent of the number of working days in the period during which the leave would extend without the approval of the superintendent or designee. An instructional employee may be transferred to an alternative equivalent position that would accommodate reduced or intermittent leave, if such a position is available.

A period of family leave is in addition to any sick leave taken due to the employee's temporary disability attributable to pregnancy or childbirth.

The superintendent or designee may require written verification from the employee's health care provider when the employee is taking medical leave based on their own serious health condition.

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The district may obtain the opinion of a second health care provider, at district expense, concerning any information pertinent to the employee's leave request. If the opinions of the health care providers differ on any matter determinative of the employee's eligibility for family leave, the two health care providers will select a third provider, whose opinion, obtained at the employer's expense, will be conclusive.

### Birth or adoption

Leave taken for newborn or adopted childcare will be completed within one year after the date of birth or placement for adoption.

The district will grant leave upon the same terms to male employees as is available to female employees upon the birth or adoption of the employee's child. Leave will be granted upon the same terms to employees who become adoptive parents or stepparents, at the time of birth or initial placement for adoption of a child under the age of six, as is available to employees who become biological parents. Such leave is available only when the child lives in the employee's household at the time of birth or initial placement.

Employee requests for leave of absence due to birth or initial placement for adoption of a child will be submitted in writing to the superintendent or designee not less than 30 days prior to the beginning date of the leave. The notice will include the approximate beginning and ending dates for the leave requested.

If both parents of a newborn or newly adopted child are employed by the school district, they will be entitled to a total of twelve workweeks of family leave during any twelve-month period, and leave will be granted to only one parent at a time. There is no pooling effect for spouses if the family leave is related to a serious health condition.

### Employment restoration

Any employee returning from an authorized family leave will be entitled to the same position held by the employee when the leave commenced, or to a position with equivalent benefits and pay.

An employee may be denied restoration under the following circumstances: a) the specific job is eliminated by a bona fide restructuring, or a reduction-in-force resulting from lack of funds or lack of work, b) an employee on family leave takes a position with another employer outside the home, c) the employee fails to provide the required notice of intent to take family leave or fails to return on the established ending date of leave, d) or as otherwise allowed by law. If an employee fails to return from family leave, the district may recover the costs of the employee's health benefits paid during the leave.

Instructional staff may be required to delay their return from family leave to the beginning of the next semester under the following circumstances:

- A. The employee began leave five or more weeks before the end of the semester, the leave is for more than three weeks, and the employee would otherwise return to work within three weeks of the end of the semester.

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- B. The employee began family leave (except for a personal health condition) less than five weeks before the end of the semester, the leave is for more than two weeks, and the employee would otherwise return to work within two weeks of the end of the semester.
- C. The employee began family leave (except for a personal health condition) three or fewer weeks before the end of the semester and the period of leave is more than five working days.

### III. Maternity Leave

A staff member may use accumulated paid sick leave for the period of actual disability attributable to pregnancy or childbirth. This period will extend from the date of birth for a period of not more than 60 days, unless an actual period of disability which begins prior to the date of birth or continues beyond 60 days is otherwise verified in writing by the employee's physician.

If the employee's accumulated sick leave is exhausted during the period of maternity, the district will grant a leave of absence without pay or fringe benefits, upon the staff member's request, for the remainder of the period of actual disability due to pregnancy or childbirth.

During any unpaid portion of such leave of absence, the staff member may pay the premiums for any district insurance plans to keep coverage in effect for the employee and her family.

#### Notice

A pregnant staff member is requested to notify her immediate supervisor and the superintendent or designee by the beginning of the fifth month of pregnancy.

At the time of such notice, the staff member will submit a written request to her immediate supervisor and the superintendent or designee for one or more of the following:

- A. Maternity leave for the period of her actual disability due to pregnancy or childbirth;
- B. Family leave for a period of up to 12 weeks, in addition to any period of maternity disability leave, the district will extend the employee's health benefit during this period of unpaid leave;
- C. Leave of absence for a period of up to the beginning of the next school term or school year. Such extended leave of absence may be approved at the discretion of the superintendent or designee based upon consideration of educational program needs and the desires of the staff member, together with the recommendation of her personal physician or licensed practitioner; or
- D. Termination of employment by resignation.

The notice to the district will include the approximate beginning and ending dates for the leave.

#### Employment conditions

A pregnant staff member may continue working as long as she is capable of performing her normal duties, with the written approval of her physician or licensed practitioner.

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The staff member may return to work when physically able to perform her duties. If the employee intends to return to work within 60 days of childbirth, her personal physician or licensed practitioner must certify that the staff member is in good health and ready to resume her duties.

No later than 30 days after the date of birth, the staff member is requested to notify the superintendent or designee of the specific date when she will return to work. Unless the superintendent or designee approves an earlier date of return, the employee will give at least 14 days advance notice of the actual date of return.

The staff member will return to her duties following an extended leave of absence on the date approved by the superintendent or designee. If the employee is still experiencing a disability due to pregnancy, miscarriage, abortion, childbirth or recovery which prevents the employee from performing her duties on the scheduled date of return, an additional period of unpaid leave of absence may be approved at the discretion of the superintendent or designee based upon consideration of educational program needs and the recommendation of the employee's personal physician or licensed practitioner.

### Assignment upon return

An employee who has taken a leave of absence only for the actual period of disability relating to pregnancy or childbirth or up to twelve weeks of family leave will return to the same assignment, or a similar position for which she is qualified with at least the same pay and benefits, as she held prior to the maternity leave or family leave.

Upon return from an extended maternity leave, a staff member will be entitled to a position in the district subject to the availability of a position for which she is qualified. An effort will be made to place the staff member in her original position or in a comparable position.

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### Cross References:

Board Policy 5021 Conflicts Between Policy and Bargaining Agreements

### Legal References:

RCW 28A.400.300 Hiring and discharging of employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers

Title 50A RCW Family and Medical Leave

WAC 162-30-020 Pregnancy, childbirth, and pregnancy related conditions

29 USC Sec 2601 Family and Medical Leave Act of 1993

**Adopted: November 19, 2002**

**Revised: April 17, 2018**

138 **Second Reading/Revision: February 18, 2025**

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### BID REQUIREMENTS

The superintendent or designee is responsible for establishing and maintaining procedures and an approval process for the procurement of all materials (including lease contracts), equipment, and services for the school district, including ASBs.

It is the intent of the board of directors to conduct open, fair, and competitive purchasing and to exercise local preference when competitive factors are equal. To this end, the district, when purchasing furniture, supplies (except books), equipment, building improvements, or repairs shall comply with all requirements of RCW 28A.335.190.

Bid procedures shall be waived when the board declares an emergency, for purchases involving special facilities or market conditions, for purchases of insurance or bonds, or when purchases are clearly limited to a single source of supply. Any time bid requirements are waived pursuant to this provision, a document explaining the factual basis for the exception and the contract shall be recorded and open for public inspection.

The board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call. The board reserves the right to purchase through an inter-local cooperative agreement with another governmental agency provided such agency has complied with the bidding requirements that are applicable to school districts.

The board shall include in each contract a proviso requiring the contractor to prohibit any of its employees who has ever been convicted of or pled guilty to any of the child related felonies as specified under RCW 28A.400.322 from working where they would have contact with public school children. The contract shall also provide that failure to comply with this requirement is grounds for immediate termination of the contract.

The superintendent or designee will notify the Board when there is a change in bid parameters.

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#### Legal References:

RCW 28A.335.190 Advertising for bids - Competitive bid procedures - Purchases from inmate work programs - Telephone or written quotation solicitation, limitations - Emergencies

28A.335.330 Crimes Against Children – Contractor employees – Termination of Contract

39.04.155 Small Works roster--Contract award--Process

39.04.280 Competitive bidding requirements--Exemptions

39.30.060 Bids on public works -- Subcontractors must be identified -- When

43.19.1911 Competitive Bids -- Notice of Modification or Cancellation -- Cancellation Requirements

--Lowest Responsible Bidder -- Preferential Purchase -- Life Cycle Costing

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