

BOARD OF DIRECTORS
Regular Business Meeting - 5:30 PM
March 17, 2020
Walla Walla Public Schools Administration Building
364 S Park St
Walla Walla, WA 99362

I. CALL TO ORDER: (5:30 p.m.) *Mr. Wells*

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

III. ROLL CALL:

Mr. Sam Wells, President Mr. Eric Rindal
Mr. Derek Sarley, Vice President Mrs. Terri Trick
Mrs. Ruth Ladderud

IV. APPROVAL OF AGENDA: *Mr. Wells*

V. CONSENT AGENDA: *Mr. Wells*

1. Personnel Report
2. Extracurricular Athletic Contracts
3. March 17 Accounts Payable
4. February Financial Report
5. Annual Energy Management Report
6. Asset Preservation Program
7. Regular Study Meeting Minutes of March 3, 2020

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS: (5:35 p.m.) *Mr. Wells*

1. School Retirees Appreciation Week, March 16-22, 2020: *Dr. Wade Smith*

VII. COMMUNICATIONS: *Mr. Wells*

VIII. CITIZENS' COMMENTS: (5:45 p.m.) *Mr. Wells*

IX. REPORTS: (5:50 p.m.) *Mr. Wells*

1. Student Representative: *Ms. Jaden Bergevin*
2. Board of Directors Report: *Mr. Wells*
3. Superintendent's Report: *Dr. Wade Smith*
 - a. Bond Program Update
4. Resolution 04-2020 - Emergency - Suspension of Policy: *Dr. Wade Smith*
5. Enrollment Report: *Dr. Wade Smith*
6. Preliminary Budget Planning Parameters Discussion: *Dr. Wade Smith*
7. Policy 2nd Readings: *Dr. Wade Smith*
 - 2410-High School Graduation Requirements
 - 2413-Equivalency Credit and Career Technical Education Courses
 - 2418-Waiver of High School Graduation Credits
 - 3110-Qualifications of Attendance and Placement
 - 3115-Students Experiencing Homelessness - Enrollment Rights & Services

- 3120-Enrollment
- 3220-Freedom of Expression
- 3240-Student Conduct, Expectations and Reasonable Sanctions
- 3241-Student Discipline
- 3510-Associated Student Bodies

X. ACTION: (6:55 p.m.) *Mr. Wells*

1. Resolution 04-2020 - Emergency - Suspension of Policy
2. Policy 2nd Readings
 - 2410-High School Graduation Requirements
 - 2413-Equivalency Credit and Career Technical Education Courses
 - 2418-Waiver of High School Graduation Credits
 - 3110-Qualifications of Attendance and Placement
 - 3115-Students Experiencing Homelessness - Enrollment Rights & Services
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 - 3220-Freedom of Expression
 - 3240-Student Conduct, Expectations and Reasonable Sanctions
 - 3241-Student Discipline
 - 3510-Associated Student Bodies

XI. ADJOURNMENT: (7:00 p.m.) *Mr. Wells*



PERSONNEL REPORT

March 17, 2020 – Board Meeting

Date: March 12, 2020

EMPLOYMENT

Certificated: Maria Green, Math (20-21), Walla Walla High School
Chantal Ramirez, Bilingual Transitional Kindergarten (20-21),
Walla Walla Center for Children & Families
Abigail Smyth, Special Education (20-21), Green Park Elementary School

Classified: George Flippo, Bus Driver, SE Washington Transportation Co-Op

RESIGNATION/RETIREMENT

Certificated: Barbara Buttice, Family & Consumer Science, Walla Walla High School, 36 years

Classified: Andrea Cortinas, Para-Educator, Edison Elementary School, 7 years
Patricia Crowe, Kitchen Assistant, Garrison Middle School, 4 years
Ruben Hernandez, Campus Security Specialist, Lincoln High School, 4 months

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2019-2020

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Joshua Ashley	Walla Walla High School	Track Asst.
Rachelle Baerlocher	Pioneer Middle School	Track 6th Grade
Kody Bartlett	Garrison Middle School	Track Asst.
Spencer Hessler	Pioneer Middle School	Track 6th Grade
Elize Jordan	Pioneer Middle School	Head Softball 8th Grade
Bradley Ludwig	Pioneer Middle School	Track 6th Grade
Christine Lyons	Walla Walla High School	Track Asst.
Jon Wright	Garrison Middle School	Track Asst.

WARRANT SUMMARY

Vouchers audited and certified by the auditing officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 17, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
3/17/2020	192339	Through	192438	\$ 631,255.14
3/17/2020	192439	Through	192439	\$ 1,423.12
3/17/2020	192000571	Wire Transfer	192000616	\$ 6,672.22

		Capital Projects		
3/17/2020	190081	Through	190086	\$ 85,150.94
3/17/2020	190087	Through	190087	\$ 306.07

		ASB		
3/17/2020	190156	Through	190170	\$ 44,460.99
3/17/2020	190171	Through	190171	\$ 84.38

		Transportation Vehicle		
3/17/2020	190001	Through	19001	\$ 66,994.24

		Payroll		

TOTAL:	\$836,347.10
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BOARD OF DIRECTORS:

President

Member

Member

Member

Member

SECRETARY TO THE BOARD:

Dr. Wade Smith, Superintendent



TO: Dr. Wade Smith - Superintendent
FROM: Nancy Taylor – Director of Fiscal Services *nt*
DATE: March 14, 2020
RE: February Financial Report

Attached is the February financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
 - General Fund ending balance is 10.6% of expenditures
- General Fund trend charts
- Payroll trend chart

Please let me know if you have any questions.

Attachments

NT

Walla Walla School District

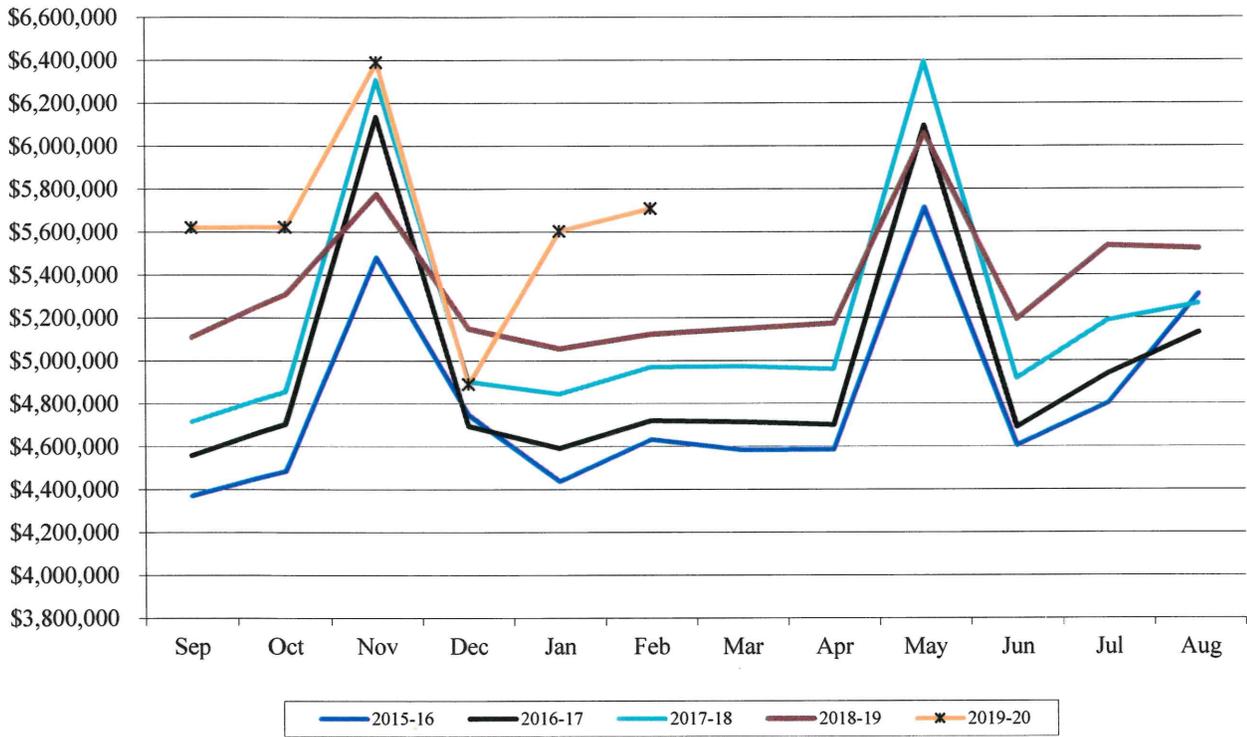
Monthly Financial Report

February 2020

	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>
<u>GENERAL FUND</u>			
Beginning Fund Balance	\$ 9,248,585	\$ 9,248,585	\$ 10,234,277
Revenues	\$ 85,611,237	\$ 85,612,448	\$ 38,411,435
Expenditures	\$ (86,037,667)	\$ (86,038,875)	\$ (38,701,806)
Transfers	\$ (800,000)	\$ (800,000)	\$ (800,000)
Ending Fund Balance	\$ 8,022,155	\$ 8,022,158	\$ 9,143,906 10.6%
<u>CAPITAL PROJECTS</u>			
Beginning Fund Balance	\$ 63,500,000	\$ 63,500,000	\$ 62,948,328
Revenues	\$ 1,157,500	\$ 1,157,500	\$ 1,063,671
Expenditures	\$ (20,649,250)	\$ (20,649,250)	\$ (6,537,506)
Transfers	\$ -	\$ -	\$ 800,000
Ending Fund Balance	\$ 44,008,250	\$ 44,008,250	\$ 58,274,493
<u>DEBT SERVICE</u>			
Beginning Fund Balance	\$ 2,222,979	\$ 2,222,979	\$ 2,279,279
Revenues	\$ 4,442,249	\$ 4,442,249	\$ 1,830,184
Expenditures	\$ (4,553,750)	\$ (4,553,750)	\$ (3,111,725)
Ending Fund Balance	\$ 2,111,478	\$ 2,111,478	\$ 997,739
<u>ASB FUND</u>			
Beginning Fund Balance	\$ 435,157	\$ 435,157	\$ 446,580
Revenues	\$ 951,602	\$ 951,602	\$ 276,240
Expenditures	\$ (940,659)	\$ (940,659)	\$ (184,300)
Ending Fund Balance	\$ 446,100	\$ 446,100	\$ 538,520
<u>TRANSPORTATION VEHICLE</u>			
Beginning Fund Balance	\$ 229,982	\$ 229,982	\$ 456,186
Revenues	\$ 254,500	\$ 254,500	\$ 14,904
Expenditures	\$ (235,000)	\$ (235,000)	\$ (226,328)
Transfers			\$ -
Ending Fund Balance	\$ 249,482	\$ 249,482	\$ 244,761

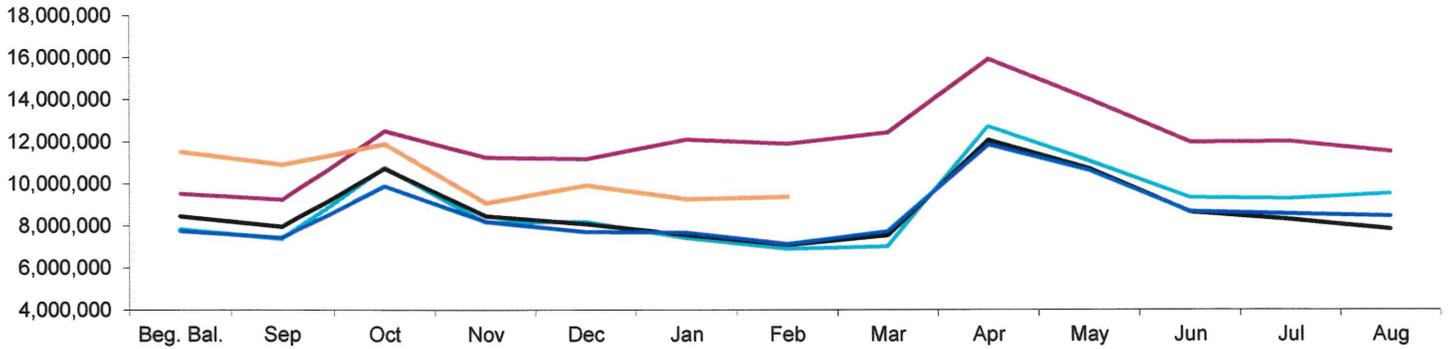
WALLA WALLA PUBLIC SCHOOLS

Monthly Payroll

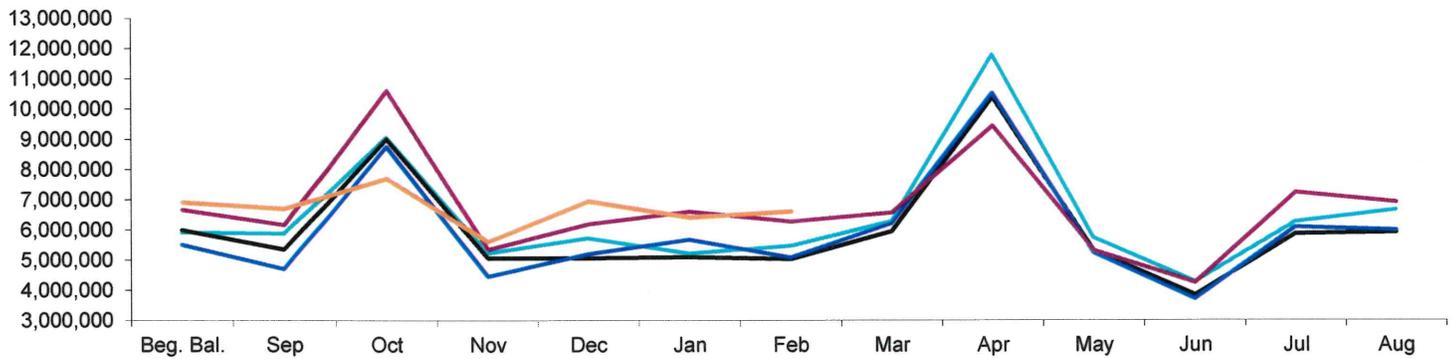


WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

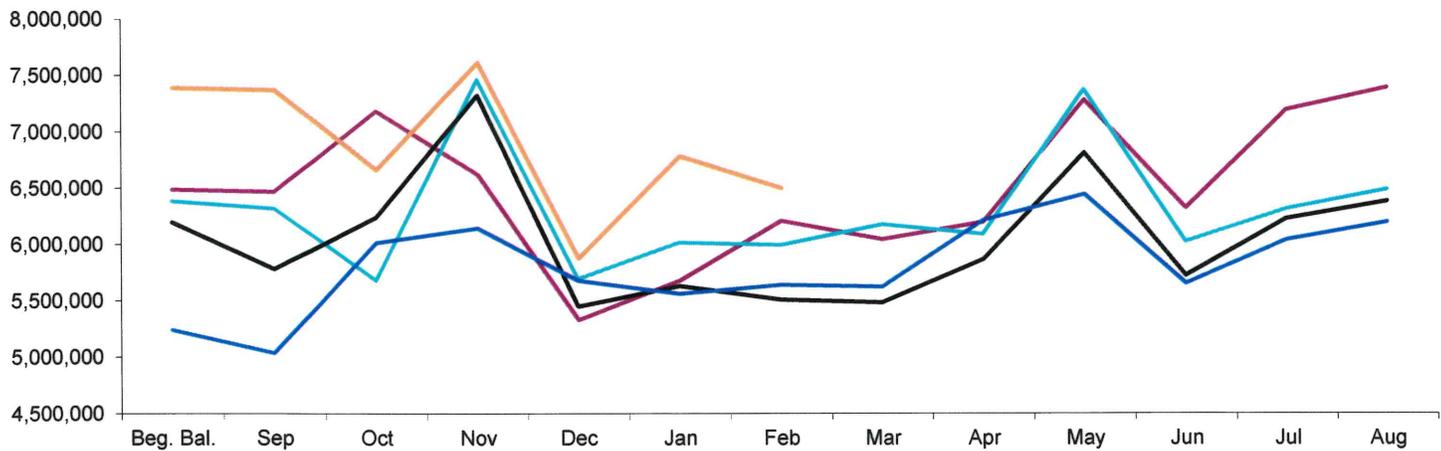
NET CASH & INVESTMENTS



RECEIPTS



EXPENDITURES



— 18-19
 — 17-18
 — 16-17
 — 15-16
 — 19-20

The Energy Educator



ENERGY MANAGEMENT

YEAR 20

Walla Walla Public Schools
364 S. Park
Walla Walla, WA 99362
Phone: 509-520-7987
Fax: 509-527-4553
Email: jbutenhoff@wwps.org

The Energy Management Program

Purpose: To avoid wasting utilities in order to save money to be used for instructional needs.

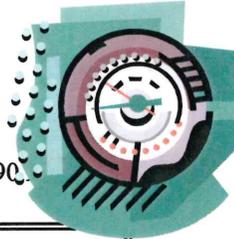
Guiding Rules:

- Do not interfere with the classroom instructional program.
- Do not light areas that are not in use.
- Do not heat or cool unoccupied areas. Establish and practice equipment shutdown procedures for daily and holiday savings.

Three Steps to Energy Savings

1. Turn off lights when you leave the room.
2. Turn off all electronic equipment at the end of the day.
3. Turn off or setback the thermostat every day.

Settings for Setback: Heating 55 Degrees/Cooling 90°
(Fans set on Auto.)



Special points of interest:

- There was a total reduction of \$105,000 in energy costs in the 1st year of the Energy management program.
- The Energy Management program uses Energy CAP software to track utilities and Automated Logic: Supervision to control energy systems.
- Utilities Tracked: Electricity, Gas, Water / Sewer/, Sanitation.
- Energy Saving Achievements this far: Reduced water meter usage in WA-HI's Agriculture field will save more then \$20,000.00 annually. Rebated \$35,000.00 on an sewer charges at WA-HI. Rebated \$2,500.00 on overcharged water meter at Prospect Point. Rebated \$10,000.00 on overcharged water meter at WA-HI. Rebated \$800.00 on overcharged water meter at Pioneer Middle School. Removal of 4 meters that were not being used, but were being charged for. Reduction of \$200.00 to \$500.00 monthly on sanitation charges at various schools.
- Less energy is used even with the addition of a larger Support Services and Transportation building and the additional SeaTech Building.
- Over the 20 years WWPS Energy Management Program has saved over 25% and 6.9 Million dollars.

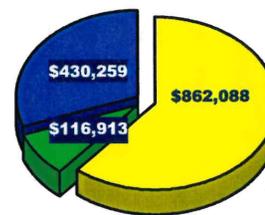
Year 20 Summary:

- Utility Rate increases = \$810,383
- Technology/Utility Load/Weather = \$146,796
- Anticipated Energy Cost = \$1,919,764
- Even with added Buildings/Tech./Use we use:
8% Less Electricity, 20% Less Gas, 8% Less Water.
 - Total Cost Avoidance = \$506,716

Oct. 2018– Sept. 2019

	Percent Saved
ADMINISTRATION	14%
BERNEY ELEMENTARY	39%
BLUE RIDGE ELEMENTARY	40%
EDISON ELEMENTARY	8%
GARRISON MIDDLE SCHOOL	22%
GREEN PARK	25%
LINCOLN CAMPUS	36%
PIONEER MIDDLE SCHOOL	18%
PROSPECT POINT	18%
SHARPSTEIN	17%
SUPPORT SERVICES	-12%
WALLA WALLA HIGH SCH.	37%
Grand Totals:	26%
Saved:	\$506,716
Electrical 30%	Gas 23%
Water 5%	

Year 20 Costs: \$1,413,049



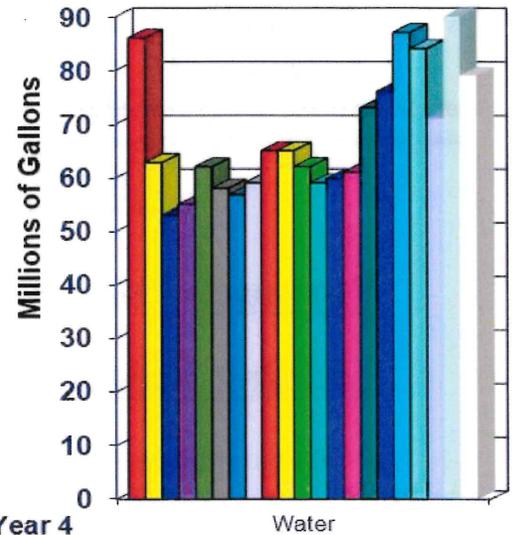
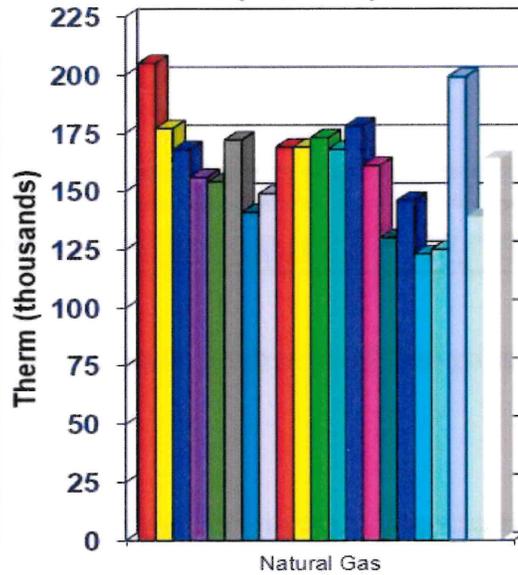
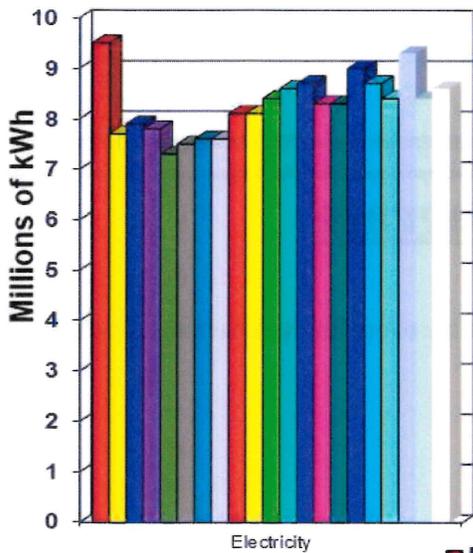
Base Year Costs:	\$748,288
Year 1 Costs:	\$645,033
Year 2 Costs:	\$681,280
Year 3 Costs:	\$749,180
Year 4 Costs:	\$767,412
Year 5 Costs:	\$811,367
Year 6 Costs:	\$812,237
Year 7 Costs:	\$881,543
Year 8 Costs:	\$967,473
Year 9 Costs:	\$962,116
Year 10 Costs:	\$1,083,937
Year 11 Costs:	\$1,107,411
Year 12 Costs:	\$1,183,950
Year 13 Costs:	\$1,198,623
Year 14 Costs:	\$1,204,623
Year 15 Costs:	\$1,371,314
Year 16 Costs:	\$1,446,727
Year 17 Costs:	\$1,425,695
Year 18 Costs:	\$1,464,601
Year 19 Costs:	\$1,458,549

Walla Walla Public School System Consumption Comparison

Electricity
Saved 782,120 kWh
8% (9.5 - 8.6)

Natural Gas
Saved 40,521 Therms
20% (205 - 164)

Water/Sewer
Saved 6.7 Million Gallons
8% (86 - 79)



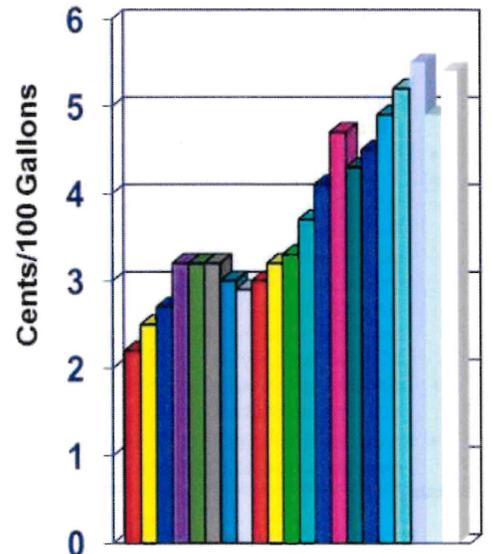
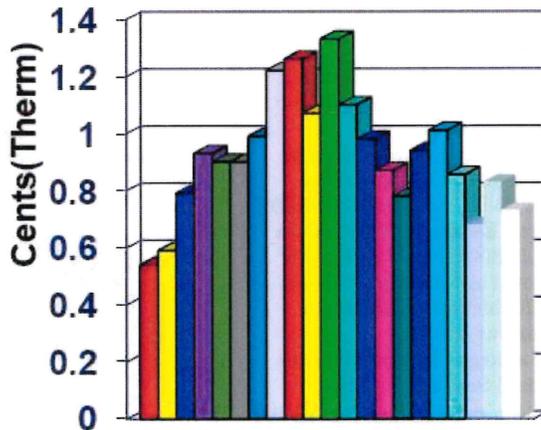
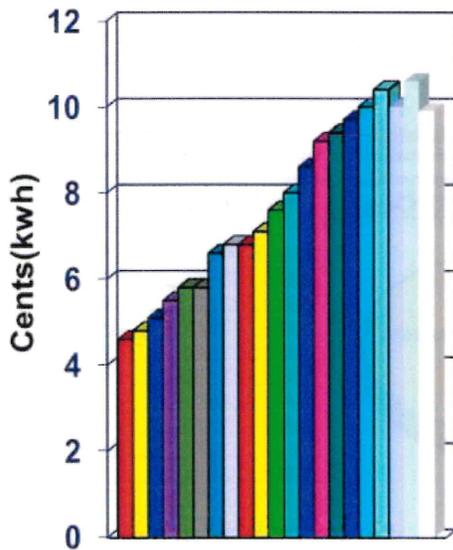
- Base ■ Year 1 ■ Year 2 ■ Year 3 ■ Year 4
- Year 5 ■ Year 6 ■ Year 7 ■ Year 8 ■ Year 9
- Year 10 ■ Year 11 ■ Year 12 ■ Year 13 ■ Year 14
- Year 15 ■ Year 16 ■ Year 17 ■ Year 18 ■ Year 19
- Year 20

Walla Walla Public School System Utility Rate Comparison

Electricity
Up 113% (\$.10)

Natural Gas
Up 35% (\$.73)

Water/Sewer
Up 139% (\$.54/100 Gallons)



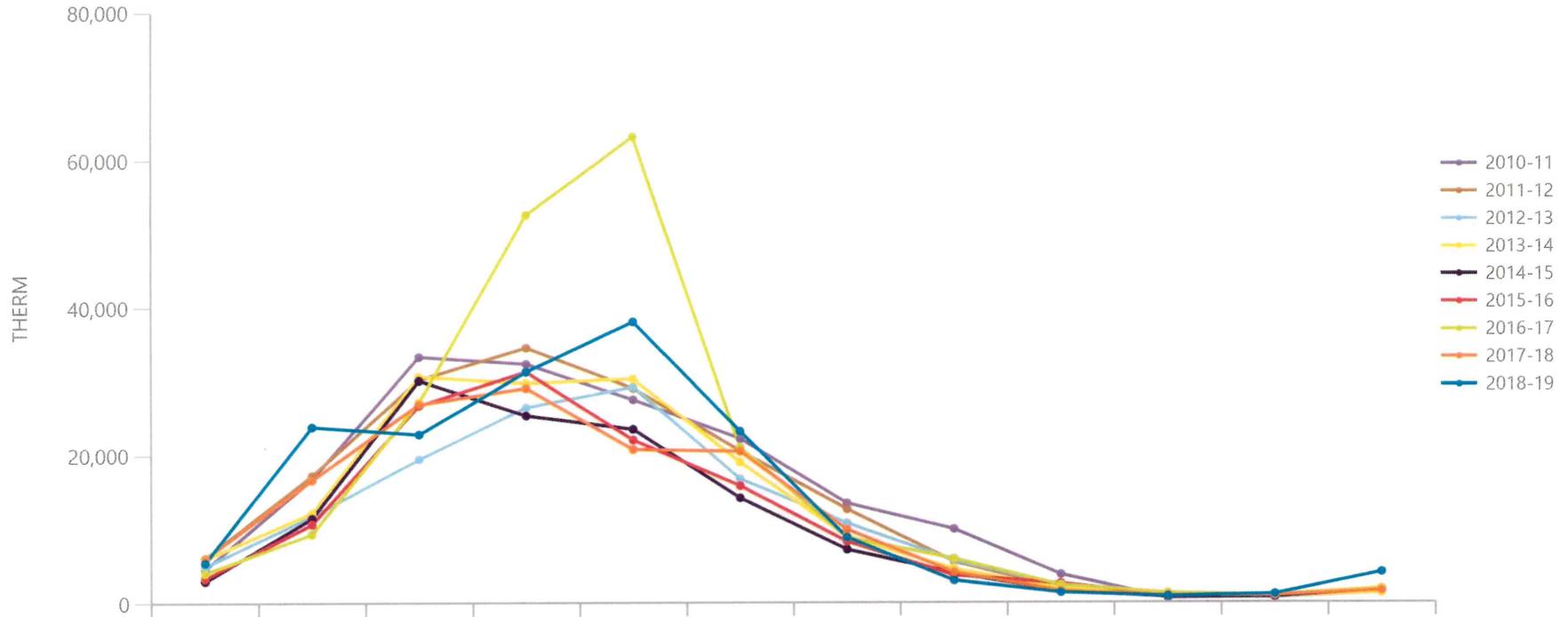
- Base ■ Year 1 ■ Year 2
- Year 3 ■ Year 4 ■ Year 5
- Year 6 ■ Year 7 ■ Year 8
- Year 9 ■ Year 10 ■ Year 11
- Year 12 ■ Year 13 ■ Year 14
- Year 15 ■ Year 16 ■ Year 17
- Year 18 ■ Year 19 ■ Year 20



Monthly Use by Year (Oct - Sep)

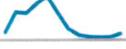
Executive Summary (THERM)

Monthly Use by Year (Oct - Sep)





Monthly Use by Year (Oct - Sep)

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Total
 2010-11	4,606	16,795	33,351	32,383	27,577	22,283	13,505	10,008	3,838	612	784	1,493	167,235
 2011-12	6,122	17,264	30,259	34,591	29,124	20,619	12,707	5,565	1,983	820	642	1,757	161,453
 2012-13	4,991	11,774	19,485	26,522	29,286	16,816	10,818	5,719	2,338	1,034	659	1,310	130,752
 2013-14	6,019	12,201	30,710	29,818	30,440	19,124	9,028	4,584	1,874	1,008	761	1,342	146,909
 2014-15	2,971	11,473	30,148	25,391	23,556	14,213	7,218	4,041	1,514	758	790	1,727	123,800
 2015-16	3,369	10,690	26,771	31,318	22,087	15,859	8,307	3,728	2,598	996	995	1,814	128,532
 2016-17	4,105	9,361	27,228	52,645	63,275	21,092	8,846	6,015	2,394	1,322	1,023	1,924	199,230
 2017-18	6,111	16,657	26,935	29,116	20,803	20,550	9,947	4,129	1,583	970	961	1,665	139,427
 2018-19	5,485	23,857	22,850	31,327	38,124	23,276	8,858	2,994	1,355	873	1,154	4,152	164,305



Monthly Use by Year (Oct - Sep)

**Monthly Trends - Comparing Year-to-Year
Report-01**

Wednesday, January 15, 2020 4:46 PM (Eastern Standard Time)

Tabular report, with an optional chart, to compare values across years by month. Yellow and red color coding highlight variance exceptions. Spark lines show general trend for each year. Filters can be used to group data together into single page views. This replaces the following reports: AN01, AN01PT, AN01CC, AN02, AN02CC, AN03, AN04, AN06, AN06A, AN10, AN10A, AN11A, AN25, AN25PT, AN26PT AN26, BL01, BL02, BL03, BL04, CAP03, CAP03A, CAP04, CAP04A, CAL02, CAL03, CAL06, CAL06PT, CAL07, CAL26-D, CAL27, NORM02, NORM03, NORM09, NORM10, NORM11, YY14 and YY15 (SSRS)

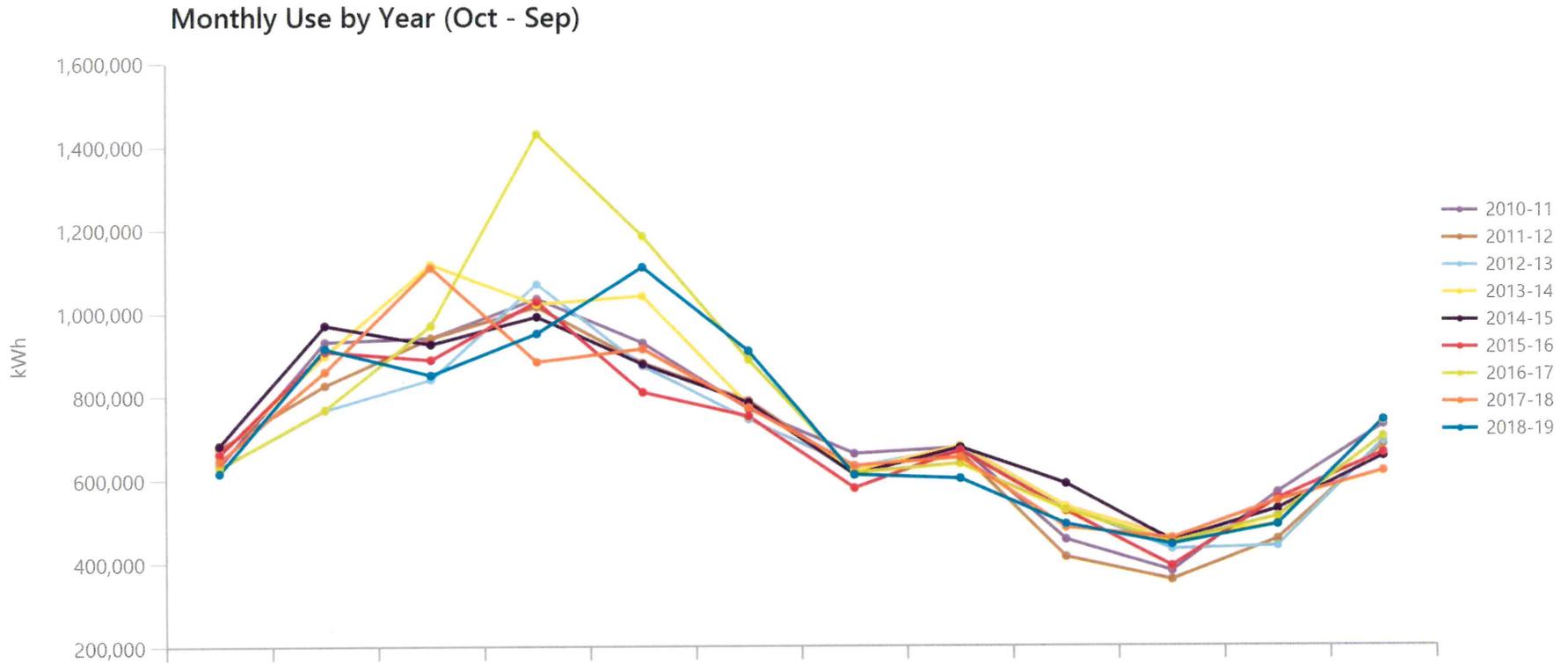
Filters Used

- Data Displayed equals Actual
- First Month (1-12) equals 10
- Include Account Charges equals False
- Include Accruals equals False
- Value Displayed equals Use
- Account is Active equals True
- Bill is Void equals False
- Billing Period between 201010 and 201909
- Commodity equals Natural Gas



Monthly Use by Year (Oct - Sep)

Executive Summary (kWh)





Monthly Use by Year (Oct - Sep)

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Total
 2010-11	634,910	931,599	941,451	1,035,972	929,374	769,530	662,472	677,099	455,780	379,901	568,765	731,255	8,718,108
 2011-12	676,893	827,530	940,750	1,016,538	881,247	789,817	621,581	665,876	414,022	358,941	456,528	684,619	8,334,342
 2012-13	630,132	767,900	841,732	1,071,012	873,792	744,818	630,150	675,181	533,470	432,188	439,626	692,507	8,332,508
 2013-14	663,689	899,061	1,117,950	1,022,691	1,042,112	779,325	619,643	681,597	535,871	459,994	492,258	740,964	9,055,155
 2014-15	682,905	970,924	925,904	992,117	878,128	785,248	611,553	677,172	589,655	451,795	528,943	655,786	8,750,130
 2015-16	662,232	908,972	888,884	1,028,931	810,520	751,858	579,913	669,409	524,217	391,719	552,987	664,019	8,433,661
 2016-17	630,669	769,218	970,950	1,432,106	1,186,642	888,453	616,902	638,292	526,911	449,197	510,899	703,812	9,324,051
 2017-18	645,746	860,575	1,110,212	883,911	914,717	772,592	633,244	653,125	485,065	458,228	548,691	620,264	8,586,370
 2018-19	616,774	914,972	852,159	951,795	1,110,980	909,325	611,537	602,332	492,505	443,864	491,308	742,461	8,740,012



Monthly Use by Year (Oct - Sep)

Monthly Trends - Comparing Year-to-Year Report-01

Wednesday, January 15, 2020 5:32 PM (Eastern Standard Time)

Tabular report, with an optional chart, to compare values across years by month. Yellow and red color coding highlight variance exceptions. Spark lines show general trend for each year. Filters can be used to group data together into single page views. This replaces the following reports: AN01, AN01PT, AN01CC, AN02, AN02CC, AN03, AN04, AN06, AN06A, AN10, AN10A, AN11A, AN25, AN25PT, AN26PT AN26, BL01, BL02, BL03, BL04, CAP03, CAP03A, CAP04, CAP04A, CAL02, CAL03, CAL06, CAL06PT, CAL07, CAL26-D, CAL27, NORM02, NORM03, NORM09, NORM10, NORM11, YY14 and YY15 (SSRS)

Filters Used

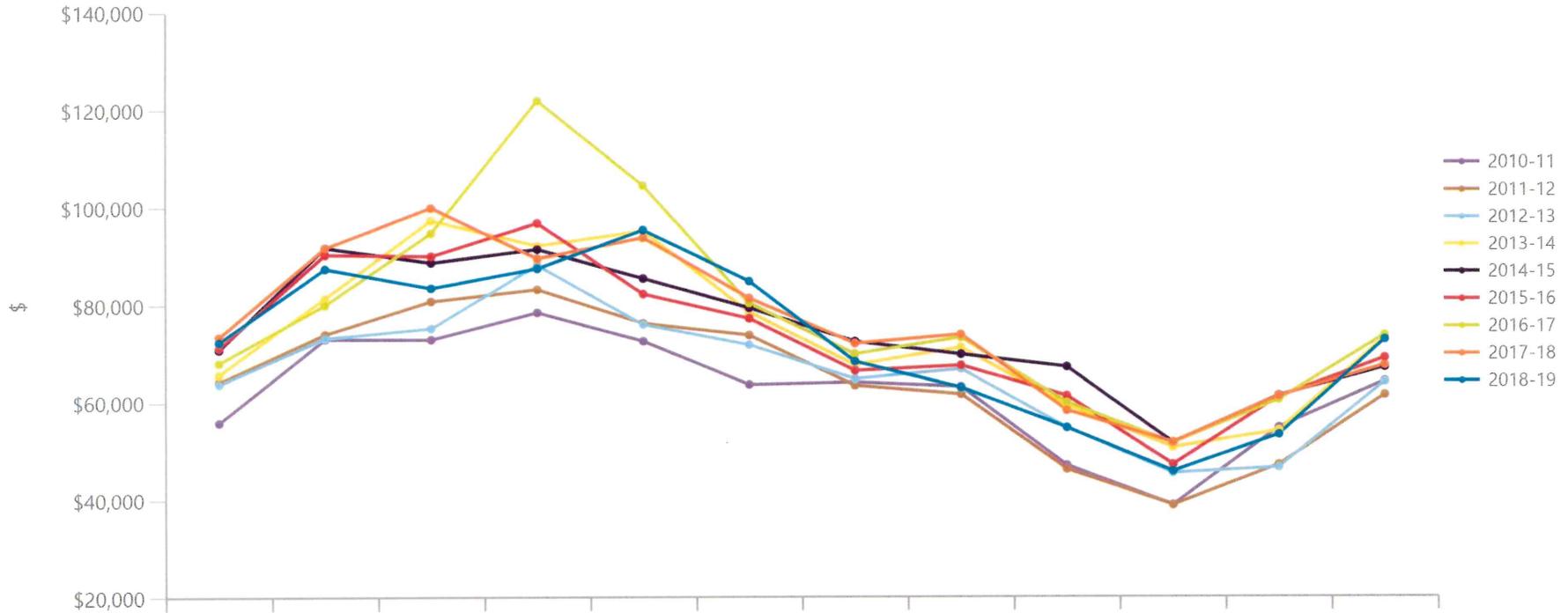
- Data Displayed equals Actual
- First Month (1-12) equals 10
- Include Account Charges equals False
- Include Accruals equals False
- Value Displayed equals Use
- Account is Active equals True
- Bill is Void equals False
- Billing Period between 201010 and 201909
- Commodity equals Electric



Monthly Cost by Year (Oct - Sep)

Executive Summary (\$)

Monthly Cost by Year (Oct - Sep)





Monthly Cost by Year (Oct - Sep)

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Total
 2010-11	\$55,922	\$73,082	\$73,024	\$78,592	\$72,702	\$63,784	\$64,275	\$63,327	\$47,127	\$38,983	\$54,929	\$64,534	\$750,282
 2011-12	\$64,263	\$74,092	\$80,892	\$83,349	\$76,385	\$73,937	\$63,571	\$61,784	\$46,337	\$38,950	\$47,250	\$61,672	\$772,482
 2012-13	\$63,778	\$73,250	\$75,298	\$88,297	\$76,099	\$71,910	\$64,933	\$66,947	\$54,855	\$45,527	\$46,698	\$64,343	\$791,933
 2013-14	\$65,751	\$81,482	\$97,514	\$92,336	\$95,408	\$78,689	\$67,818	\$71,362	\$59,527	\$50,825	\$54,295	\$73,354	\$888,361
 2014-15	\$70,886	\$91,848	\$88,807	\$91,579	\$85,602	\$79,524	\$72,611	\$69,982	\$67,410	\$51,775	\$61,514	\$67,369	\$898,908
 2015-16	\$71,196	\$90,411	\$90,148	\$96,954	\$82,406	\$77,368	\$66,640	\$67,710	\$61,468	\$47,283	\$61,250	\$69,306	\$882,140
 2016-17	\$68,149	\$80,055	\$94,897	\$122,148	\$104,777	\$80,526	\$70,031	\$73,456	\$60,063	\$51,745	\$60,651	\$74,008	\$940,506
 2017-18	\$73,468	\$91,810	\$100,079	\$89,671	\$93,969	\$81,552	\$72,226	\$74,091	\$58,444	\$51,865	\$61,429	\$67,776	\$916,380
 2018-19	\$72,371	\$87,504	\$83,578	\$87,613	\$95,552	\$85,010	\$68,479	\$63,128	\$54,851	\$45,899	\$53,450	\$73,045	\$870,480



Monthly Cost by Year (Oct - Sep)

**Monthly Trends - Comparing Year-to-Year
Report-01**

Wednesday, January 15, 2020 5:33 PM (Eastern Standard Time)

Tabular report, with an optional chart, to compare values across years by month. Yellow and red color coding highlight variance exceptions. Spark lines show general trend for each year. Filters can be used to group data together into single page views. This replaces the following reports: AN01, AN01PT, AN01CC, AN02, AN02CC, AN03, AN04, AN06, AN06A, AN10, AN10A, AN11A, AN25, AN25PT, AN26PT AN26, BL01, BL02, BL03, BL04, CAP03, CAP03A, CAP04, CAP04A, CAL02, CAL03, CAL06, CAL06PT, CAL07, CAL26-D, CAL27, NORM02, NORM03, NORM09, NORM10, NORM11, YY14 and YY15 (SSRS)

Filters Used

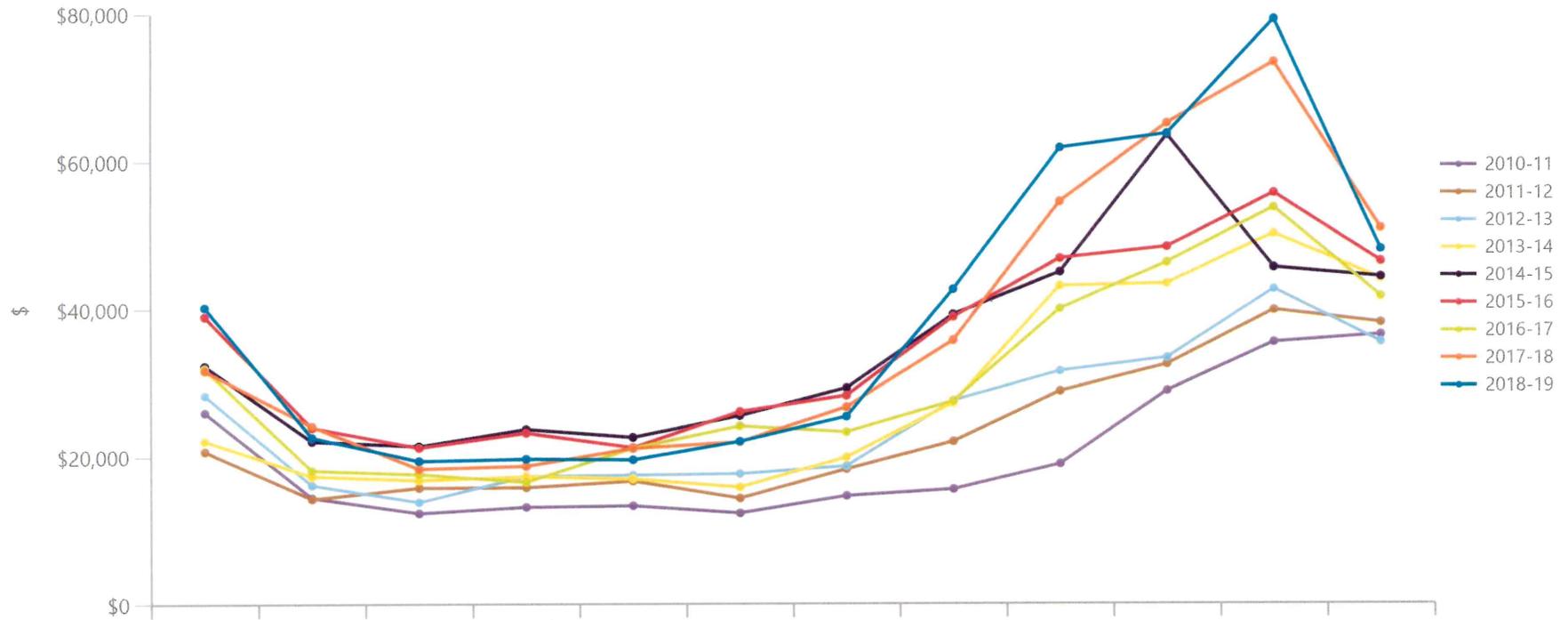
- Data Displayed equals Actual
- First Month (1-12) equals 10
- Include Account Charges equals False
- Include Accruals equals False
- Value Displayed equals Cost
- Account is Active equals True
- Bill is Void equals False
- Billing Period between 201010 and 201909
- Commodity equals Electric



Monthly Cost by Year (Oct - Sep)

Executive Summary (\$)

Monthly Cost by Year (Oct - Sep)





Monthly Cost by Year (Oct - Sep)

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Total
 2010-11	\$26,026	\$14,485	\$12,398	\$13,234	\$13,406	\$12,399	\$14,734	\$15,635	\$19,063	\$28,990	\$35,594	\$36,638	\$242,602
 2011-12	\$20,776	\$14,341	\$15,836	\$15,880	\$16,749	\$14,419	\$18,361	\$22,107	\$28,902	\$32,586	\$39,983	\$38,303	\$278,242
 2012-13	\$28,334	\$16,192	\$13,892	\$17,394	\$17,571	\$17,727	\$18,772	\$27,644	\$31,656	\$33,484	\$42,845	\$35,623	\$301,134
 2013-14	\$22,211	\$17,403	\$16,862	\$17,362	\$17,048	\$15,920	\$19,976	\$27,340	\$43,262	\$43,593	\$50,424	\$44,298	\$335,699
 2014-15	\$32,318	\$22,132	\$21,471	\$23,770	\$22,674	\$25,597	\$29,332	\$39,324	\$45,108	\$63,810	\$45,774	\$44,528	\$415,837
 2015-16	\$39,013	\$23,993	\$21,272	\$23,261	\$21,279	\$26,149	\$28,292	\$39,004	\$46,951	\$48,555	\$55,957	\$46,624	\$420,349
 2016-17	\$31,980	\$18,200	\$17,673	\$16,624	\$21,209	\$24,204	\$23,390	\$27,608	\$40,148	\$46,450	\$53,999	\$41,892	\$363,378
 2017-18	\$31,679	\$24,182	\$18,404	\$18,787	\$21,172	\$22,041	\$26,755	\$35,813	\$54,721	\$65,408	\$73,749	\$51,195	\$443,906
 2018-19	\$40,268	\$22,653	\$19,460	\$19,740	\$19,633	\$22,117	\$25,483	\$42,753	\$62,014	\$63,966	\$79,581	\$48,291	\$465,957



Monthly Cost by Year (Oct - Sep)

Monthly Trends - Comparing Year-to-Year Report-01

Wednesday, January 15, 2020 6:27 PM (Eastern Standard Time)

Tabular report, with an optional chart, to compare values across years by month. Yellow and red color coding highlight variance exceptions. Spark lines show general trend for each year. Filters can be used to group data together into single page views. This replaces the following reports: AN01, AN01PT, AN01CC, AN02, AN02CC, AN03, AN04, AN06, AN06A, AN10, AN10A, AN11A, AN25, AN25PT, AN26PT AN26, BL01, BL02, BL03, BL04, CAP03, CAP03A, CAP04, CAP04A, CAL02, CAL03, CAL06, CAL06PT, CAL07, CAL26-D, CAL27, NORM02, NORM03, NORM09, NORM10, NORM11, YY14 and YY15 (SSRS)

Filters Used

- Data Displayed equals Actual
- First Month (1-12) equals 10
- Include Account Charges equals False
- Include Accruals equals False
- Value Displayed equals Cost
- Account is Active equals True
- Bill is Void equals False
- Billing Period between 201010 and 201909
- Commodity equals Water



Monthly Cost by Year (Oct - Sep)

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Total
 2010-11	\$5,196	\$16,957	\$32,466	\$31,473	\$26,869	\$21,702	\$13,245	\$9,833	\$3,865	\$807	\$919	\$1,610	\$164,940
 2011-12	\$6,101	\$16,171	\$26,555	\$29,255	\$24,619	\$17,475	\$10,825	\$4,837	\$1,819	\$845	\$697	\$1,641	\$140,839
 2012-13	\$4,343	\$9,514	\$15,161	\$20,605	\$22,657	\$13,090	\$8,495	\$4,545	\$1,957	\$953	\$665	\$1,172	\$103,157
 2013-14	\$4,849	\$10,907	\$28,962	\$28,125	\$28,637	\$18,096	\$8,614	\$4,458	\$1,920	\$1,105	\$876	\$1,434	\$137,984
 2014-15	\$2,985	\$11,691	\$30,514	\$25,753	\$23,907	\$14,500	\$7,447	\$4,245	\$1,701	\$939	\$968	\$1,632	\$126,282
 2015-16	\$3,001	\$9,182	\$22,690	\$26,478	\$18,726	\$13,580	\$7,150	\$3,305	\$2,353	\$1,013	\$1,003	\$1,595	\$110,076
 2016-17	\$3,280	\$7,328	\$21,048	\$40,475	\$30,293	\$16,297	\$6,942	\$4,776	\$1,999	\$1,195	\$955	\$1,647	\$136,235
 2017-18	\$4,876	\$13,757	\$22,541	\$24,274	\$17,423	\$17,195	\$8,419	\$3,588	\$1,482	\$977	\$993	\$1,550	\$117,076
 2018-19	\$4,578	\$17,378	\$16,341	\$22,289	\$27,102	\$16,869	\$7,024	\$2,477	\$1,316	\$907	\$1,119	\$3,488	\$120,887



Monthly Cost by Year (Oct - Sep)

**Monthly Trends - Comparing Year-to-Year
Report-01**

Wednesday, January 15, 2020 6:25 PM (Eastern Standard Time)

Tabular report, with an optional chart, to compare values across years by month. Yellow and red color coding highlight variance exceptions. Spark lines show general trend for each year. Filters can be used to group data together into single page views. This replaces the following reports: AN01, AN01PT, AN01CC, AN02, AN02CC, AN03, AN04, AN06, AN06A, AN10, AN10A, AN11A, AN25, AN25PT, AN26PT AN26, BL01, BL02, BL03, BL04, CAP03, CAP03A, CAP04, CAP04A, CAL02, CAL03, CAL06, CAL06PT, CAL07, CAL26-D, CAL27, NORM02, NORM03, NORM09, NORM10, NORM11, YY14 and YY15 (SSRS)

Filters Used

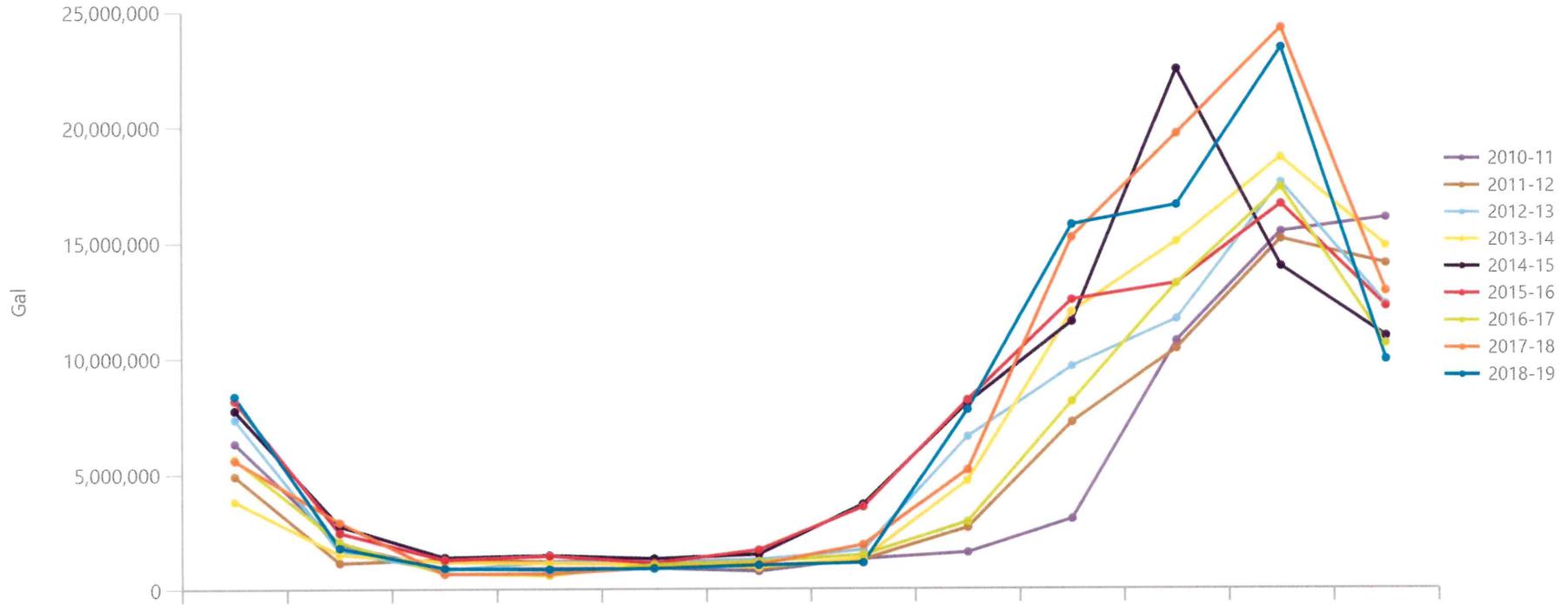
- Data Displayed equals Actual
- First Month (1-12) equals 10
- Include Account Charges equals False
- Include Accruals equals False
- Value Displayed equals Cost
- Account is Active equals True
- Bill is Void equals False
- Billing Period between 201010 and 201909
- Commodity equals Natural Gas



Monthly Use by Year (Oct - Sep)

Executive Summary (Gal)

Monthly Use by Year (Oct - Sep)





Monthly Use by Year (Oct - Sep)

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Total
 2010-11	6,347,629	1,975,732	888,743	906,697	914,926	771,291	1,306,183	1,584,476	3,044,767	10,772,640	15,527,564	16,134,273	60,174,920
 2011-12	4,921,002	1,149,082	1,297,205	1,191,723	1,307,679	876,773	1,274,014	2,669,221	7,264,051	10,441,232	15,201,392	14,142,082	61,735,456
 2012-13	7,375,518	1,644,324	838,620	1,178,258	1,196,212	1,266,533	1,695,943	6,630,410	9,665,452	11,713,750	17,669,374	12,366,093	73,240,486
 2013-14	3,822,043	1,517,147	1,187,983	1,130,379	1,080,256	940,362	1,325,633	4,719,015	12,021,219	15,092,169	18,757,859	14,922,351	76,516,416
 2014-15	7,774,255	2,753,756	1,379,496	1,464,780	1,321,145	1,502,933	3,678,408	8,096,686	11,596,983	22,556,711	14,008,140	10,981,948	87,115,240
 2015-16	8,208,782	2,458,257	1,277,007	1,447,574	1,131,875	1,698,187	3,570,681	8,214,138	12,542,645	13,271,294	16,715,546	12,277,817	82,813,803
 2016-17	5,673,590	2,055,031	690,748	604,721	1,073,279	1,192,871	1,476,749	2,925,512	8,162,206	13,265,980	17,469,245	10,664,346	65,254,278
 2017-18	5,611,502	2,907,999	668,979	686,208	919,351	1,062,561	1,921,318	5,186,862	15,257,916	19,765,125	24,367,535	12,941,375	91,296,731
 2018-19	8,389,433	1,789,596	900,498	850,586	892,582	1,024,944	1,129,079	7,801,742	15,811,572	16,673,355	23,501,130	9,976,162	88,740,680



Monthly Use by Year (Oct - Sep)

Monthly Trends - Comparing Year-to-Year Report-01

Wednesday, January 15, 2020 4:44 PM (Eastern Standard Time)

Tabular report, with an optional chart, to compare values across years by month. Yellow and red color coding highlight variance exceptions. Spark lines show general trend for each year. Filters can be used to group data together into single page views. This replaces the following reports: AN01, AN01PT, AN01CC, AN02, AN02CC, AN03, AN04, AN06, AN06A, AN10, AN10A, AN11A, AN25, AN25PT, AN26PT AN26, BL01, BL02, BL03, BL04, CAP03, CAP03A, CAP04, CAP04A, CAL02, CAL03, CAL06, CAL06PT, CAL07, CAL26-D, CAL27, NORM02, NORM03, NORM09, NORM10, NORM11, YY14 and YY15 (SSRS)

Filters Used

- Data Displayed equals Actual
- First Month (1-12) equals 10
- Include Account Charges equals False
- Include Accruals equals False
- Value Displayed equals Use
- Account is Active equals True
- Bill is Void equals False
- Billing Period between 201010 and 201909
- Commodity equals Water



Cost Avoidance by Building

Billing Period between 201810 and 201909

	BATCC Cost	Actual Cost	Cost Avoidance	Cost Avoidance %
VARIOUS STREET LIGHTS [SL_1]	\$395	\$217	\$178	45.0%
BLUE RIDGE ELEMENTARY [BR_1]	\$123,151	\$73,679	\$49,472	40.2%
BERNEY ELEMENTARY [BE_1]	\$108,060	\$66,387	\$41,674	38.6%
WALLA WALLA HIGH SCHOOL [WH_1]	\$597,181	\$375,625	\$221,557	37.1%
LINCOLN CAMPUS [LIN_1]	\$59,794	\$37,977	\$21,816	36.5%
OPPORTUNITY [OPP_1]	\$10,167	\$7,297	\$2,871	28.2%
GREEN PARK [GP_1]	\$116,200	\$87,284	\$28,916	24.9%
GARRISON MIDDLE SCHOOL [GMS_1]	\$186,533	\$145,290	\$41,243	22.1%
SEATECH SKILLS CENTER [SEA_1]	\$48,728	\$38,110	\$10,618	21.8%
PROSPECT POINT [PP_1]	\$123,474	\$101,281	\$22,193	18.0%
PIONEER MIDDLE SCHOOL [PMS_1]	\$162,364	\$133,376	\$28,988	17.9%
SHARPSTEIN [SE_1]	\$120,655	\$100,096	\$20,560	17.0%
ADMINISTRATION [AD_1]	\$50,584	\$43,311	\$7,274	14.4%
VOCATIONAL [VOC]	\$25,114	\$22,545	\$2,570	10.2%
ATHELETICS/MURR FIELD [MU]	\$42,403	\$38,474	\$3,929	9.3%
EDISON ELEMENTARY [EE_1]	\$88,026	\$80,726	\$7,300	8.3%
TRANSPORTATION [TRN_1]	\$22,158	\$22,205	(\$47)	-0.2%
SUPPORT SERVICES [SS_1]	\$34,776	\$39,171	(\$4,396)	-12.6%
Total	\$1,919,764	\$1,413,049	\$506,716	26.4%



Cost Avoidance Report-14

Wednesday, January 15, 2020 7:30 PM (Eastern Standard Time)

Tabular report that summarizes Cost and Use Avoidance savings. Select your desired Place Type and sort order. This replaces the following reports: CAP01APT, CAP01A-1PT, CAP01A-2PT, CAP01B, CAP01B-1, CAP01B-2, CAP01B-3, CAP01E-0, CAP01E-1, CAP01F, CAP01G, CAP01BU, CAP01EU, CAP01BU-3, CAP01C (SSRS)

Filters Used

- Group Data By equals Place Type - Building
- Sort Report By equals Avoidance %
- Value Displayed equals Cost
- Account is Active equals True
- Billing Period between 201810 and 201909

Monthly Summary

	2018 - 2019		
	Cost Avoid \$	Cost Avoid %	* Total \$
Oct	30,782	21.0	30,782
Nov	51,185	28.7	51,185
Dec	48,437	28.9	48,437
Jan	52,911	29.1	52,911
Feb	59,618	29.6	59,618
Mar	22,025	15.1	22,025
Apr	19,921	16.6	19,921
May	24,335	18.9	24,335
Jun	39,045	26.3	39,045
Jul	40,453	28.3	40,453
Aug	63,157	33.9	63,157
Sep	54,845	31.8	54,845
Total	506,716	26.4	506,716

* The Total \$ column is the sum of Cost Avoidance Savings and Other Savings.

Energy Summary

	Use				Cost				
	BATCC	Actual	Avoid	Avoid %	BATCC	Actual	Avoid	Avoid %	Total Savings \$
Electric (KWH)	12,502,133	8,688,268	3,813,865	30.5	1,248,961	862,088	386,873	31.0	386,873
Natural Gas (THERM)	212,285	164,282	48,003	22.6	157,138	120,702	36,436	23.2	36,436
Water (GAL)	84,014,411	79,369,350	4,645,061	5.5	513,665	430,259	83,406	16.2	83,406
Total (MMBTU)	63,886	46,073	17,813	27.9	1,919,764	1,413,049	506,716	26.4	506,716

Requested by: johnbutenhoff

Version:

Report Version: 7

Filters: Billing Period Between Oct 2018 and Sep 2019; ; ; Topmost Place Name Equals Walla Walla Public Schools - WA; ; Bill is from External Vendor Equals 1

Monthly Summary

	2018 - 2019		
	Cost Avoid \$	Cost Avoid %	* Total \$
Oct	30,782	21.0	30,782
Nov	51,185	28.7	51,185
Dec	48,437	28.9	48,437
Jan	52,911	29.1	52,911
Feb	59,618	29.6	59,618
Mar	22,025	15.1	22,025
Apr	19,921	16.6	19,921
May	24,335	18.9	24,335
Jun	39,045	26.3	39,045
Jul	40,453	28.3	40,453
Aug	63,157	33.9	63,157
Sep	54,845	31.8	54,845
Total	506,716	26.4	506,716

* The Total \$ column is the sum of Cost Avoidance Savings and Other Savings.

Energy Summary

	Use				Cost				
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Electric (KWH)	12,502,133	8,688,268	3,813,865	30.5	1,248,961	862,088	386,873	31.0	386,873
Natural Gas (THERM)	212,285	164,282	48,003	22.6	157,138	120,702	36,436	23.2	36,436
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Total (MMBTU)	63,886	46,073	17,813	27.9	1,919,764	1,413,049	506,716	26.4	506,716

Requested by: johnbutenhoff

Version:

Report Version: 7

Filters: Billing Period Between Oct 2018 and Sep 2019; ; ; Topmost Place Name Equals Walla Walla Public Schools - WA; ; Bill is from External Vendor Equals 1

The Energy Educator



ENERGY MANAGEMENT

YEAR 20

Walla Walla Public Schools
364 S. Park
Walla Walla, WA 99362
Phone: 509-520-7987
Fax: 509-527-4553
Email: jbutenhoff@wwps.org

The Energy Management Program

Purpose: To avoid wasting utilities in order to save money to be used for instructional needs.

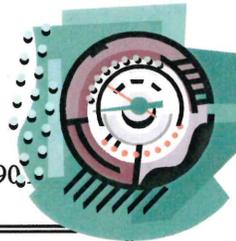
Guiding Rules:

- Do not interfere with the classroom instructional program.
- Do not light areas that are not in use.
- Do not heat or cool unoccupied areas. Establish and practice equipment shutdown procedures for daily and holiday savings.

Three Steps to Energy Savings

1. Turn off lights when you leave the room.
2. Turn off all electronic equipment at the end of the day.
3. Turn off or setback the thermostat every day.

Settings for Setback: Heating 55 Degrees/Cooling 90.
(Fans set on Auto.)



Special points of interest:

- There was a total reduction of \$105,000 in energy costs in the 1st year of the Energy management program.
- The Energy Management program uses Energy CAP software to track utilities and Automated Logic: Supervision to control energy systems.
- Utilities Tracked: Electricity, Gas, Water / Sewer/, Sanitation.
- Energy Saving Achievements this far: Reduced water meter usage in WA-HI's Agriculture field will save more than \$20,000.00 annually. Rebated \$35,000.00 on an sewer charges at WA-HI. Rebated \$2,500.00 on overcharged water meter at Prospect Point. Rebated \$10,000.00 on overcharged water meter at WA-HI. Rebated \$800.00 on overcharged water meter at Pioneer Middle School. Removal of 4 meters that were not being used, but were being charged for. Reduction of \$200.00 to \$500.00 monthly on sanitation charges at various schools.
- Less energy is used even with the addition of a larger Support Services and Transportation building and the additional SeaTech Building.
- Over the 20 years WWPS Energy Management Program has saved over 25% and 6.9 Million dollars.

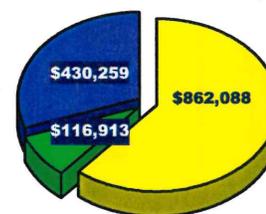
Year 20 Summary:

- Utility Rate increases = \$810,383
- Technology/Utility Load/Weather = \$146,796
- Anticipated Energy Cost = \$1,919,764
- Even with added Buildings/Tech./Use we use:
8% Less Electricity, 20% Less Gas, 8% Less Water.
 - Total Cost Avoidance = \$506,716

Oct. 2018– Sept. 2019

	<u>Percent Saved</u>
ADMINISTRATION	14%
BERNEY ELEMENTARY	39%
BLUE RIDGE ELEMENTARY	40%
EDISON ELEMENTARY	8%
GARRISON MIDDLE SCHOOL	22%
GREEN PARK	25%
LINCOLN CAMPUS	36%
PIONEER MIDDLE SCHOOL	18%
PROSPECT POINT	18%
SHARPSTEIN	17%
SUPPORT SERVICES	-12%
WALLA WALLA HIGH SCH.	37%
Grand Totals:	26%
Saved:	\$506,716
Electrical 30%	Gas 23%
	Water 5%

Year 20 Costs: \$1,413,049



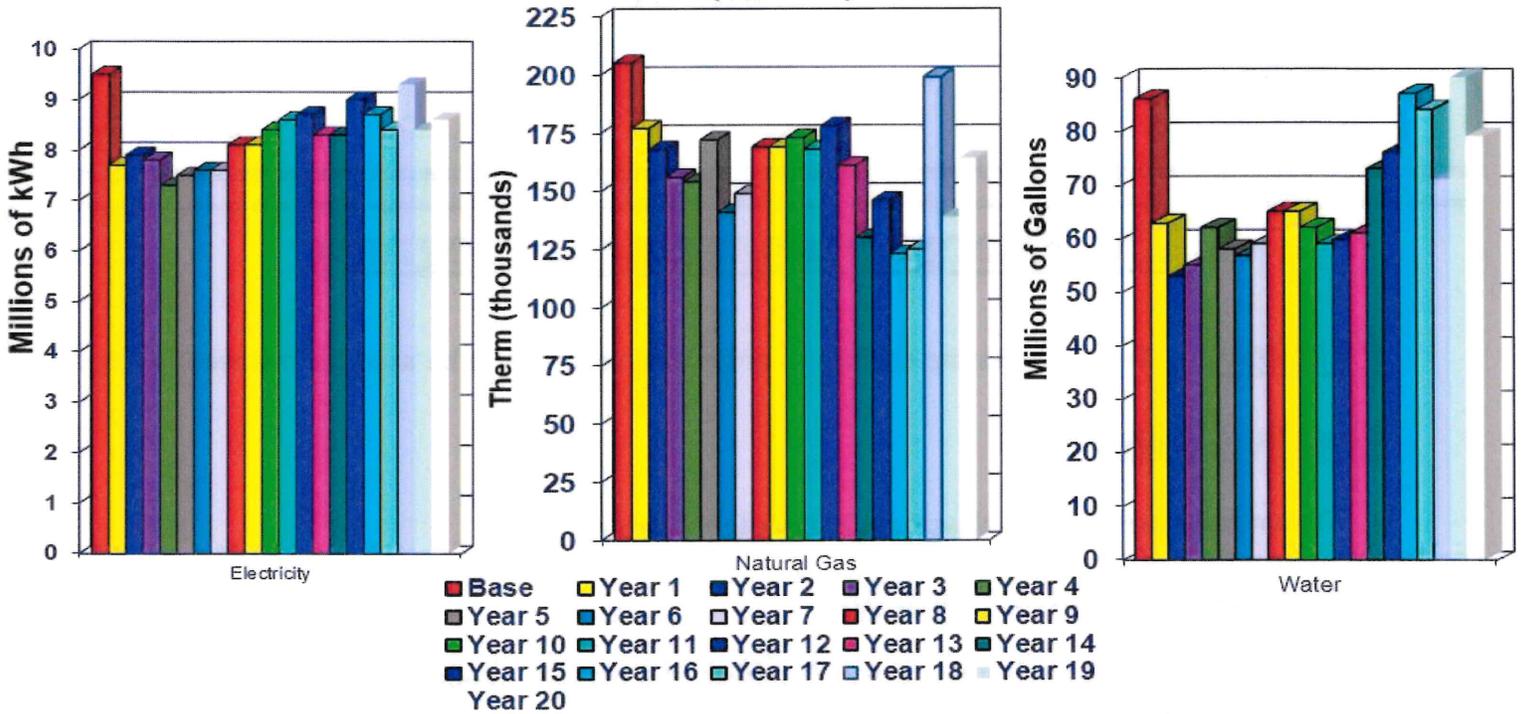
Base Year Costs:	\$748,288
Year 1 Costs:	\$645,033
Year 2 Costs:	\$681,280
Year 3 Costs:	\$749,180
Year 4 Costs:	\$767,412
Year 5 Costs:	\$811,367
Year 6 Costs:	\$812,237
Year 7 Costs:	\$881,543
Year 8 Costs:	\$967,473
Year 9 Costs:	\$962,116
Year 10 Costs:	\$1,083,937
Year 11 Costs:	\$1,107,411
Year 12 Costs:	\$1,183,950
Year 13 Costs:	\$1,198,623
Year 14 Costs:	\$1,204,623
Year 15 Costs:	\$1,371,314
Year 16 Costs:	\$1,446,727
Year 17 Costs:	\$1,425,695
Year 18 Costs:	\$1,464,601
Year 19 Costs:	\$1,458,549

Walla Walla Public School System Consumption Comparison

Electricity
Saved 782,120 kWh
8% (9.5 – 8.6)

Natural Gas
Saved 40,521 Therms
20% (205 - 164)

Water/Sewer
Saved 6.7 Million Gallons
8% (86 - 79)

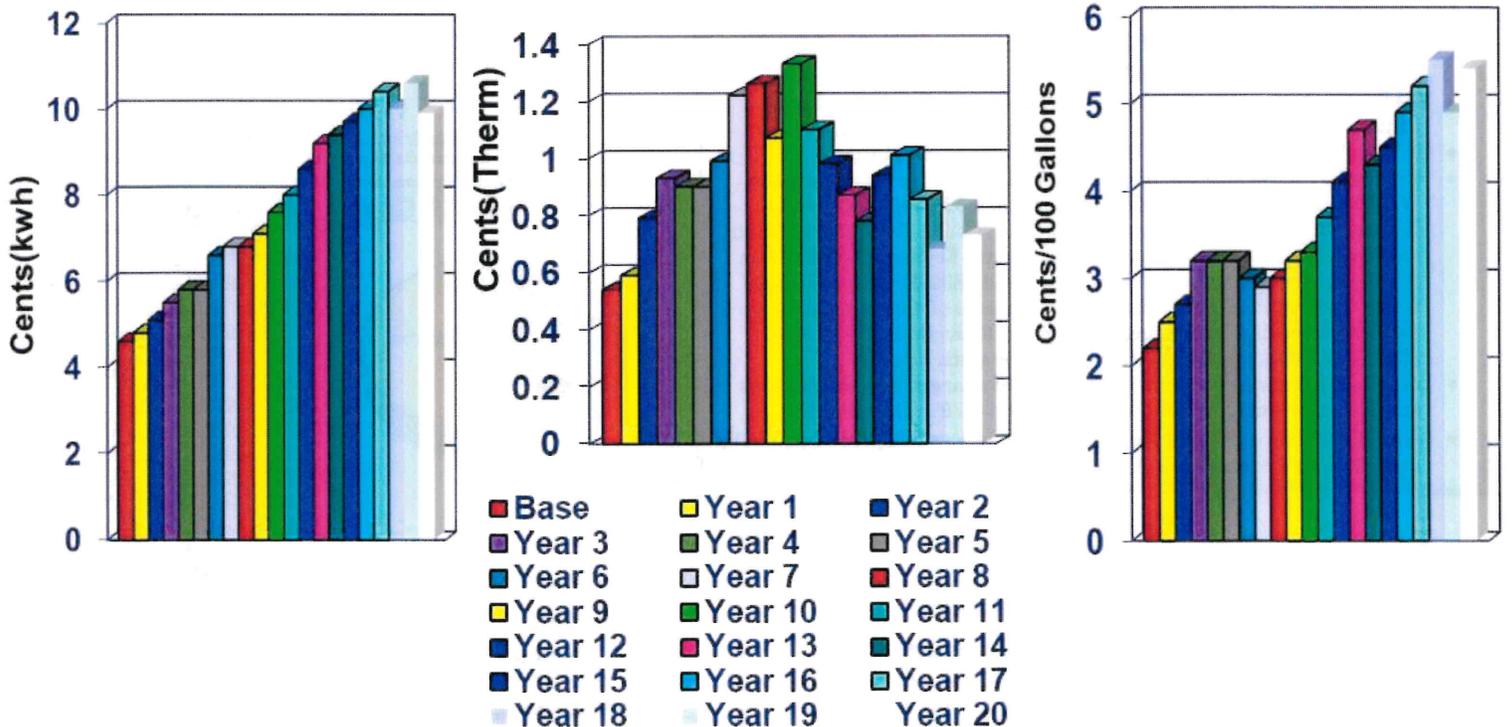


Walla Walla Public School System Utility Rate Comparison

Electricity
Up 113% (\$.10)

Natural Gas
Up 35% (\$.73)

Water/Sewer
Up 139% (\$.54/100 Gallons)





Edison Elementary School - Main Building

Building Details

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

This building is required to comply with the Asset Preservation Program

REPORTING YEAR	APP YEAR	BUILDING CONDITION ASSESSMENT	ANNUAL REVIEW COMPLETED BY	BOARD REPORT PRESENT DATE
2019-2020	10	94.11	Consultant	3/17/2020
2018-2019	9	94.35	District	3/19/2019
2017-2018	8	94.41	District	3/20/2018
2016-2017	7	95.77	Consultant	3/21/2017
2015-2016	6	98.31	District	3/15/2016
2014-2015	5	Not Reviewed	Incomplete	3/3/2015

The next certified BCA is due: 2026

Building Inventory

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

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Foundations	Standard Foundation	A1010		100.00% Excellent
Subgrade Enclosures	Walls for Subgrade Enclosures	A2010		100.00% Excellent
Water and Gas Mitigation	Building Subdrainage	A6010		100.00% Excellent
Superstructure	Floor Construction	B1010		100.00% Excellent



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

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Superstructure	Roof Construction	B1020		100.00% Excellent
	Stairs	B1080		100.00% Excellent
Exterior Vertical Enclosures	Exterior Walls	B2010		90.00% Good
	Exterior Windows	B2020		90.00% Good
	Exterior Doors and Grilles	B2050		90.00% Good
	Exterior Louvers and Vents	B2070		90.00% Good
Exterior Horizontal Enclosures	Roofing	B3010		100.00% Excellent
	Roof Appurtenances	B3020		100.00% Excellent
	Horizontal Openings	B3060		100.00% Excellent
	Overhead Exterior Enclosures	B3080		100.00% Excellent
Interior Construction	Interior Partitions	C1010		90.00% Good
	Interior Windows	C1020		100.00% Excellent
	Interior Doors	C1030		90.00% Good
	Suspended Ceiling Construction	C1070		100.00% Excellent
Interior Finishes	Wall Finishes	C2010		90.00% Good
	Interior Fabrications	C2020		90.00% Good
	Flooring	C2030		90.00% Good
	Stair Finishes	C2040		90.00% Good
	Ceiling Finishes	C2050		90.00% Good
Conveying	Vertical Conveying Systems	D1010		100.00% Excellent
Plumbing	Domestic Water Distribution	D2010		100.00% Excellent
	Sanitary Drainage	D2020		100.00% Excellent
	Building Support Plumbing Systems	D2030		100.00% Excellent



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

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
HVAC	Facility Fuel Systems	D3010		100.00% Excellent
	Heating Systems	D3020		90.00% Good
	Facility HVAC Distribution Systems	D3050		90.00% Good
	Ventilation	D3060		90.00% Good
Fire Protection	Fire Suppression	D4010		90.00% Good
	Fire Protection Specialties	D4030		90.00% Good
Electrical	Facility Power Generation	D5010		100.00% Excellent
	Electrical Services and Distribution	D5020		100.00% Excellent
	General Purpose Electrical Power	D5030		100.00% Excellent
	Lighting	D5040		90.00% Good
Communications	Data Communications	D6010		100.00% Excellent
	Voice Communications	D6020		100.00% Excellent
	Audio-Video Communications	D6030		90.00% Good
	Distributed Communications and Monitoring	D6060		90.00% Good
Electronic Safety and Security	Access Control and Intrusion Detection	D7010	Medium	100.00% Excellent
	<i>Causes:</i>	Equipment Obsolescence		
	<i>Comments:</i>	Improving access control		
	Electronic Surveillance	D7030	Medium	90.00% Good
	Detection and Alarm	D7050		90.00% Good
Integrated Automation	Integrated Automation Facility Controls	D8010		90.00% Good
Furnishings	Fixed Furnishings	E2010		90.00% Good



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

Building Components

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

BOARD OF DIRECTORS
Regular Study Meeting – 5:30 p.m.
March 3, 2020
WWSD Administration Building / 364 S. Park Street

PRESENT

BOARD OF EDUCATION

Mr. Sam Wells, President
Mr. Derek Sarley, Vice President
Mrs. Ruth Ladderud
Mrs. Terri Trick
Mr. Eric Rindal

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Mr. Chris Gardea, Assistant Superintendent
Mrs. Nancy Taylor, Director of Fiscal Services

AUDIENCE

Including board members, administrators and guests, approximately 20 were in attendance. The press was not represented.

I. CALL TO ORDER

The meeting was called to order in the administration building Anne Golden Boardroom at 5:30 p.m. by President Mr. Sam Wells.

II. FLAG SALUTE

The flag salute and pledge of allegiance was led by Mrs. Ruth Ladderud, Board of Directors.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

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

V. CONSENT AGENDA

Mr. Sarley moved and Mrs. Ladderud seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) non-athletic extra & co-curricular contracts; 4) March 3 accounts payable and February payroll; 5) superintendent's evaluation; 6) superintendent's contract renewal; and 7) regular business meeting & executive session minutes of February 18, 2020. The motion to approve the consent agenda included four ayes and one nay, therefore President Wells called for individual consent agenda item approval as follows. Discussion and voting of individual items occurred but was later determined that individual voting per each item was not necessary.

VI. STUDY ITEMS

The Health Center Update: Ms. Lindsay Engh, The Health Center Director, provided a report of The Health Center services at Lincoln High School, Blue Ridge Elementary School, Pioneer Middle School and Walla Walla High School.

Walla Walla County Health Department Director Mrs. Meghan DeBolt, WWPS Director of Health Services Mrs. Amy Ruff and WWPS Director of Facilities & Operations Mr. Mike Kay were present to answer board members' questions and report on coordination efforts and communication during the Coronavirus (COVID-19) outbreak.

Legislative Update with Lobbyist (via phone conference): Dr. Smith and the board received an update on this year's Legislative session via phone conference with lobbyist Mrs. Marie Sullivan.

2019-2020 Projected Ending Fund Balance: Dr. Smith and Director of Fiscal Services Mrs. Nancy Taylor provided an update on the projected ending fund balance for 2019-2020.

VII. ADJOURNMENT

President Wells declared the meeting adjourned at 7:09 p.m.

Minutes to be presented for board approval on March 17, 2020.

APPROVED:

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

Mr. Sam Wells
President of the Board

The State of Washington



Proclamation

WHEREAS, the Washington State School Retirees' Association (WSSRA) recognizes all retired school employees; and

WHEREAS, the WSSRA educates and assists retirees in meeting the special challenges retirement brings and works to improve their general welfare; and

WHEREAS, the WSSRA aids in advancing education by supporting high educational standards; and

WHEREAS, the WSSRA promotes group and individual involvement in charitable projects and activities, sponsors scholarships, and maintains interest and participation in educational and community activities; and

WHEREAS, the WSSRA supports and encourages retired educators to remain active in the education profession through volunteer activities associated with learning;

NOW, THEREFORE, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim March 16-22, 2020 as

School Retirees Appreciation Week

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



Signed this 18th day of December, 2019

Governor Jay Inslee

~ Citizens Comment Script ~

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

We also ask that you adhere to the following guidelines:

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

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

02/28/2017

March 2020 Project Update

(for progress during prior month)



Wa-Hi

- Science Building construction is continuing to progress nicely. The exterior wall and interior bearing wall framing was completed. The roof beams and joists were also set and completed. In addition, Jackson started sheathing the walls.
- Jackson continues to work through product submittals and procurements.
- Wenaha, Jackson, and Wade Smith met with the staff at WaHi to discuss the upcoming summer work while also giving an update on the larger project.
- The project team produced final stamped documents of design for the early infrastructure bid package.
- Jackson planned & phased the infrastructure project in an effort to minimize impact to staff, students, and the public while also trying to entice more subcontractor bids.
- The Infrastructure Package went out for bid with the bid openings being scheduled for March 5.
- Architects West continued to work with the district on product selections.

Pioneer

- The design team continued with the CD (beyond 50% design completion) phase of design development and produced several renderings that will be shared with stakeholders in February.
- The temporary structure planning continued through February with a March 6th date scheduled for stamped construction documents.

Blue Ridge

- A kickoff meeting was held on March 7th to discuss plans for the construction phase of the Blue Ridge project.
- Wellens Farwell used February as a month to plan the project with an eye towards breaking ground in March.

Lincoln

- Schematic Design drawings were completed by the design team and submitted for review and cost estimating.
- A cost estimate was completed for use in determining adjustments to balance project scope and budget.
- Wenaha Group assembled a Value Engineering team and held a session to review the plans with an eye towards finding ways to meet the needs of the school and community while being efficient with the available funds.

March 2020 Project Update

(for progress during prior month)

Attachment A: Wa-Hi Progress Photos



Framing Progress of Science Building

March 2020 Project Update

(for progress during prior month)



Framing Progress of Science Building

March 2020 Project Update

(for progress during prior month)



Framing Progress of Science Building



March 2020 Project Update

(for progress during prior month)



Framing Progress of Science Building



March 2020 Project Update

(for progress during prior month)



Framing Progress of Science Building



March 2020 Project Update

(for progress during prior month)



Framing Progress of Science Building



Framing Progress of Science Building

March 2020 Project Update

(for progress during prior month)



Framing Progress of Science Building

March 2020 Project Update

(for progress during prior month)



Framing Progress of Science Building



Framing Progress of Science Building

March 2020 Project Update

(for progress during prior month)



Framing Progress of Science Building



Walla Walla Public Schools - 2018 Bond Projects

MASTER BUDGET DASHBOARD

Updated 3/7/2020



Walla Walla High School

% of Const Complete	5%		# Months Construction Complete / Total Months	5/36		Risks & Opportunities
Design Phase	Sci - Const Campus - DD					
	Budget	Costs to Date	% Spent	Forecast Total	Budget vs. Forecast Under / (Over)	
Project Budget (including contingency)	\$ 77,247,547	\$ 5,635,877	7.30%	\$ 77,247,547	\$ -	

Lincoln High School

% of Const Complete	0%		# Months Construction Complete / Total Months	0 / 18		Risks & Opportunities
Design Phase	Ed Specs					
	Budget	Costs to Date	% Spent	Forecast Total	Budget vs. Forecast Under / (Over)	
Project Budget (including contingency)	\$ 10,964,781	\$ 268,943	2.45%	\$ 10,964,781	\$ -	

Pioneer Middle School

% of Const Complete	0%		# Months Construction Complete / Total Months	0 / 20		Risks & Opportunities
Design Phase	DD					
	Budget	Costs to Date	% Spent	Forecast Total	Budget vs. Forecast Under / (Over)	
Project Budget (including contingency)	\$ 23,349,229	\$ 1,113,156	4.77%	\$ 23,354,229	\$ -	

District-Wide Upgrades

% of Const Complete	66%		# Months Construction Complete / Total Months	9 / ?		Risks & Opportunities Berney and Green Park complete. Blue Ridge has been awarded
	Budget	Costs to Date	% Spent	Forecast Total	Budget vs. Forecast Under / (Over)	
Project Budget (including contingency)	\$ 6,699,739	\$ 4,446,592	66.37%	\$ 6,699,739	\$ -	

RESOLUTION #04-2020
March 17, 2020

EMERGENCY - SUSPENSION OF POLICY

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including adopting, revising, and suspending local board policies;

WHEREAS the Board has adopted Policy 3432 - Emergencies, which addresses pandemics/epidemics and designates the District Superintendent or a designee to act as a liaison for the school district to ensure the health and safety of students, staff, and the community;

WHEREAS, on February 29, 2020, the Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52 and 43.06 RCW, and directed implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19);

WHEREAS, on March 11, 2020, the World Health Organization characterized COVID-19 as a pandemic;

WHEREAS, on March 13, 2020, the U.S. President declared a national state of emergency and Governor Inslee ordered closure of all public and private K-12 schools in Washington State from March 17, 2020 until April 24, 2020 to contain the spread of COVID-19; and

WHEREAS, the Office of Superintendent of Public Instruction (OSPI), which has authority to waive instructional hours and school days, to interpret graduation requirements, and to oversee the allocation of resources for nutrition, transportation, and other crucial aspects of public education is providing written guidance to Washington school districts on issues related to COVID -19, including but not limited to student attendance, distance/online learning, high school credit, meal distribution, and other issues;

NOW, THEREFORE BE IT RESOLVED, that Walla Walla Public Schools hereby suspends provisions of and/or entire board policies and/or administrative procedures, as identified by the District Superintendent or designee, if such suspension is deemed necessary by the Superintendent to implement written directives from OSPI, the Governor of the State of Washington, the President of the United States, or others with authority over the School District relating to the emergency caused by COVID-19.



BE IT FURTHER RESOLVED that the District Superintendent will consult with the Board as feasible and appropriate and will timely report to the Board regarding the emergency closure and the efforts to address the emergency caused by COVID-19.

BE IT FURTHER RESOLVED that the Board of Directors authorizes the District Superintendent, to the extent such authorization does not currently exist (directly or by implication), to manage and/or close any school facility without further action by the Board of Directors as deemed in the best interests of the District.

BE IT FURTHER RESOLVED that, pursuant to RCW 28A.160.080, the Board of Directors authorizes the Superintendent, on behalf of the Board, to rent or lease school buses to governmental agencies for the purpose of transportation of personnel, supplies or evacuees pursuant to the terms of RCW 28A.160.080 and .090.

BE IT FURTHER RESOLVED that the Board of Directors authorizes the District Superintendent, to the extent such authorization does not currently exist (directly or by implication), to direct or redirect employees, their assignments, and their job duties, as deemed in the best interests of the District and, to the extent necessary and practical, in consultation with union leadership.

BE IT FURTHER RESOLVED that the Board of Directors authorizes the District Superintendent, to the extent such authorization does not currently exist (directly or by implication), to permit and restrict access to public school grounds and public school buildings of the District as deemed by the Superintendent to be in the best interest of the District and community at large.

BE IT FURTHER RESOLVED that in light of this district-wide emergency closure, the Board declares the existence of an emergency and waives the competitive bid requirements of RCW 28A.335.190 as to any purchase or contract when the public interest or property of the district would likely suffer immediate material injury or damage in the absence of prompt remedial action. The Superintendent will document the condition or conditions likely to result in immediate physical injury to persons or to property of the school district in the absence of prompt remedial action.

BE IT FURTHER RESOLVED that the District Superintendent will consult with the Board as feasible and appropriate and timely report to the Board regarding the emergency closure and efforts to implement written guidance from health and government agencies as disseminated by OSPI.



BE IT FURTHER RESOLVED that in the interest of public health, the board may encourage the public to attend its open public meetings via live streaming on television and/or the internet and to limit public comment to written comments. The board reserves the right to adjust board meeting dates, times, and locations during the district-wide emergency closure in a manner consistent with the Open Public Meetings Act, and notes that, as per current law, any or all board members may attend board meetings via conference call.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument.

BE IT FURTHER RESOLVED that this Resolution shall continue until such time as the Board revokes or modifies the Resolution in open session at a duly organized public meeting.

WALLA WALLA SCHOOL DISTRICT NO. 140
Walla Walla County, Washington

BOARD OF DIRECTORS

Sam Wells, President

Derek Sarley, Vice President

Eric Rindal, Board Member

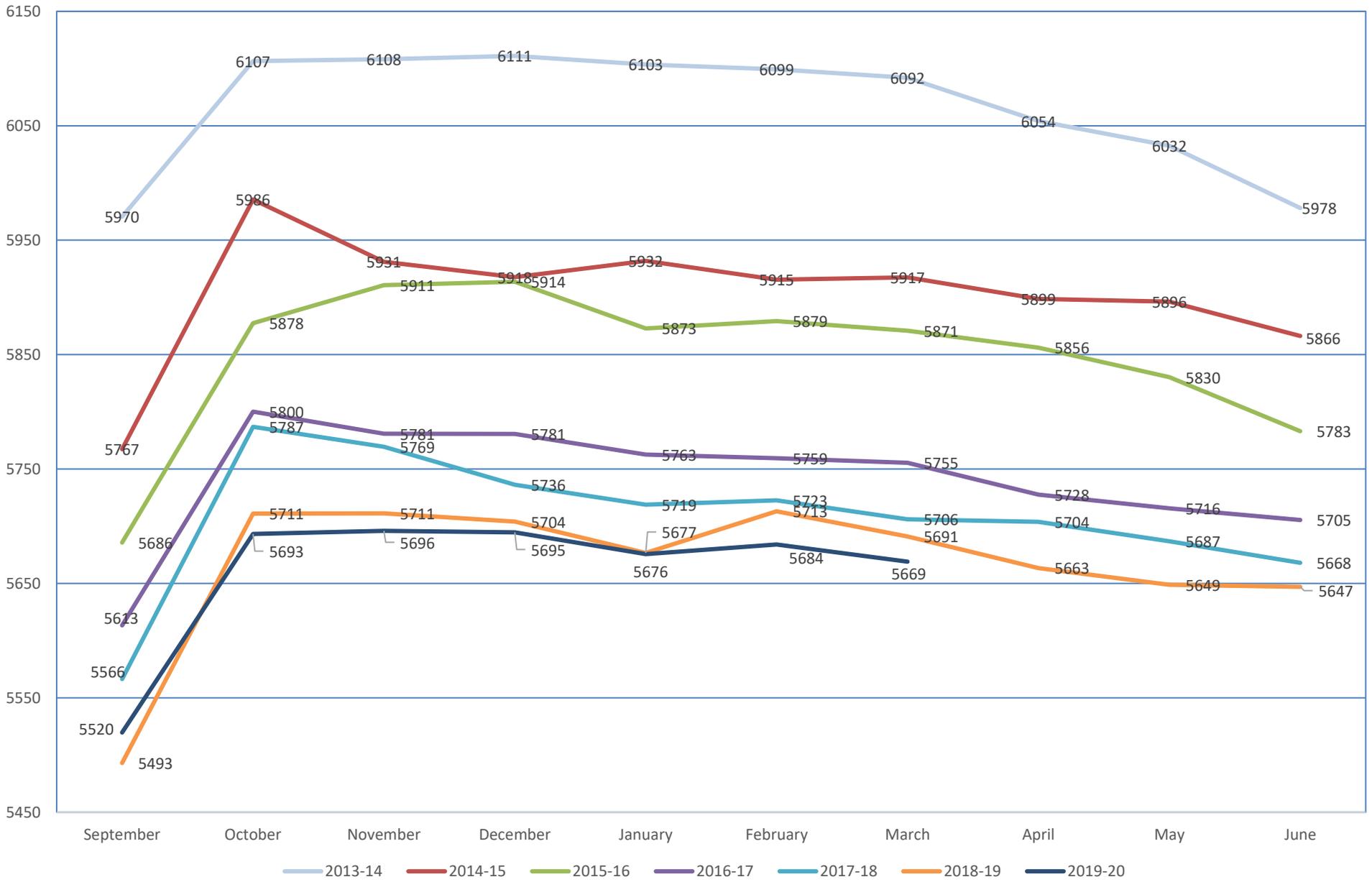
Ruth Ladderud, Board Member

Terri Trick, Board Member

ATTEST: _____
Dr. Wade Smith, Secretary of the Board

Adopted at a regular meeting of the Board of Directors March 17, 2020

WWPS Enrollment Trends 2013 to Present



2019-2020	24 MAX		25 MAX		27 MAX		27 MAX		28 MAX		28 MAX		TOTALS
	Kindergarten		First		Second		Third		Fourth		Fifth		
Berney	Hubbard, K	22	Braddock, L	23	Holbrook, J	22	Davin, M	27	Bona, A	26	Baker, T	28	
Michelle Carpenter	James, I	24	Brown, A	24	Kearbey, K	23	Fisbeck, J	26	Gribnau, J	22	Clearman, D	28	
Principal	Thomas, L	23	Morrison, S	24	Parodi, D	23	Gonzales, C	27	Ponti, R	22	Schade, D	28	
LAP													
Behavior Prg K-5	Merrill, L	2	Merrill, L	1	Merrill, L	2	Merrill, L	2	Merrill, L	6	Merrill, L	3	
SECTIONS 18		71		72		70		82		76		87	458
slots available	3		4		13		1		14		0		
Blue Ridge	Hutchinson, D	21	Garanzuay, P Dual	22	Garcia, A	23	Virrueta, F	17	Carroll, R	22	Esquivel, T	20	
Juston Vernon			Berg, L	25	Garcia, K	26	Hobbs, C	26	Prull, V	17	Carlson, B	26	
Principal													
Title & LAP							SpEd Only 1						
SECTIONS 11		21		47		49		43		39		46	245
slots available	3		3		5		11		17		10		
Edison	Bahena, Y	21	Berumen, B	20	Hobbs, Siomara	20	Shirley, C	21	Hernandez, C	21	Anhorn, N	28	
Joel Chavez	Helm, E	23	Maycumber, Y	23	Reed, J	19	Lopez, J	20	Oakland, M	21	Phillips, L	28	
Principal	Matson, E	21	Moreno, E	23	Saldivar, C	19	Reese, N	24	Telstad, M	20	Gerbino, T	24	
Title & LAP	Valencia, A	20	Moreno, J	20	Williams, N	19							
SECTIONS 21		85		86		77		65		62	SpEd Only 1	80	455
slots available*	(1)		(2)		4		16		22		4		
Green Park	Lopez, M	24	Holbrook, T	24	Boeckman, R	26	Hobbs, B	17	Rodriguez, L	18	Contreras, A	13	
Rick Kline	Priore, A	24	Wright, L	24	Reiter, L	25	Gregoire, L	25	Johnson, M	26	Ambler, D	27	
Principal	Katsel, E	22					Timm Ballard, D	22	Tobin, J	27	Lux, J	28	
Lifeskills Program	Lovejoy, T	22											
Autism Program	Angotti	2	Angotti	2	Angotti	3	Angotti	0	Angotti	0	Angotti	0	
Title & LAP	Ingram	1	Ingram	4	Ingram	1	Ingram	3	Ingram	3	Ingram	2	
SECTIONS 17		95		54		55		67		74	SpEd Only 1	70	415
slots available	4		2		3		17		13		16		
Prospect Point	Greenwood, D	21	Hanson, K	21	Baldwin, W	26	Briones, M	23	Smyth, D	22	Mahan, L	28	
Barbara Casey	Heinzman, A	20	James, L	21	Hudec, H	26	Jausoro, D	24	Taylor, L	23	Parodi, D	28	
Principal	Rose, S	20	McKiernan, M	21	Paul, M	27	Kuhlmann, K	22	Watson, K	23	Pegel, G	28	
LAP	Wilson, B	19	Pederson, R	22									
Developmental Prog	Cochran	9	Cochran	5	Cochran		Cochran						
Autism Program	Loree	0	Loree	4	Loree	2	Loree	2	Loree	4	Loree	5	
SECTIONS 20	SpEd Only 1	89		94	SpEd Only 2	81		71	SpEd Only 1	72		89	496
slots available*	4		(1)		2		12		16		0		
Sharpstein	Cantero, H	23	Humphreys, S	21	Humbert, K	22	Parsons, S	20	Diaz, A	27	Keyes, K	20	
Maria Garcia	Darby, D	23	Locati, R	19	Hill, J	24	Villanueva, S	20	Mendoza, L	21	James, J	23	
Principal	Wilson, H	21	Ruvalcaba, G	17	Griffith, R	23	Bostwick, M	25	Woiblet, B	22	VanDonge, B	24	
Title & LAP													
SECTIONS 18		67		57		69		65	SpEd Only 1	70		67	395
slots available	5		18		12		16		14		17		
TOTAL SC SPED		14		16		8		7		13		10	
TOT SLOTS AVAIL	18		24		39		73		96		47		
TOTAL ENROLLED		428		410		401		393		393		439	2464
SECTIONS	19		18		17		17		17		17		
AVERAGE LOADS		21.79		21.89		23.12	60	22.71		22.35		25.24	
Dual classes													

*Adjusted to account for rollup



Budget Development

2020-21 PROCESS, TIMELINE & PLANNING PARAMETERS



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

2020-21 Budget Development Timeline

- March 3rd
 - 2019-20 Projected EFB Report
 - Legislative Update
- March 17th
 - Preliminary “Look Ahead”
 - Budget Planning Parameter Discussion
 - Review draft parameter discussion (EFB, enrollment, revenue/expenditure, etc)
 - Additional parameters/considerations needed?
- April 21st
 - Review possible additional parameters/considerations/updated state data
- May 5th
 - Draft Budget Planning Parameters Reviewed and Finalized
- May 19th
 - Budget Planning Parameters Approved
- July 21st
 - Final 2019-20 Projected EFB Report
- August 18th
 - Budget approval



Policy 6000 - Budget Preparation

Prior to presentation of the proposed budget for adoption, the superintendent shall prepare for the board's study and consideration appropriate documentation supporting his/her recommendations, which shall be designed to meet the needs of students within the limits of anticipated revenues consistent with reasonable management practices.

The budget will be prepared for board review and adoption in accordance with the procedures and timelines established by state law and the Superintendent of Public Instruction.

The board places responsibility with the superintendent for administering the operating budget, once adopted.

Traditional Approach vs Superintendent Smith's Recommended Approach

Traditional Approach:

Superintendent Works With Staff to Develop Budget to Deliver on District Goals/Outcomes

Board Reviews and Approves

My Recommendation:

Board Provides Superintendent Guidance on Planning Parameters (e.g. bumpers)

Superintendent Works With Staff to Develop Budget to Deliver on District Goals/Outcomes within Planning Parameters

Board Reviews and Approves



Starting Point: Budget Revenue & Expenditure Assumptions

- Revenue
 - OSPI Multi-year Tool estimates (OSPI's "best guess" estimate)
 - Levy/LEA projections (Local projections based on approved tax authority)
 - Federal revenue projections (Federal funding speculation/other leading indicators)
- Expenditures
 - Known contract/employee costs through 21-22 (80%+ of the budget)
 - Known inflation and roll-up costs for outside contract agreements and projected "5-9" expenditures (utilities, contracted services)

Budget Drivers That Need Consideration

- Student FTE/Enrollment Assumptions?
 - Flat or decline?
 - TK enrollment assumptions.
- Does the Board wish to maintain the 6% EFB policy/threshold?
- Deficit spending tolerance?
- Continued Capital Preservation Expenditures?
 - Facility preservation/capital projects to support Long Range Facility Planning Program
- Possible 21-23 Biennial Adjustments?
 - Will the legislature enhance the prototypical model?
 - Will there be any LEA fixes?
 - Will there be any SEBB fixes?



Sample Board Planning Parameters

- Enrollment Assumptions
 - “Roll Up”, -25 FTE from Roll Up, -50 FTE from Roll Up
- Ending Fund Balance Target
 - 6% minimum by policy. (5%, 7% alternatives)
- Deficit Spending Consideration
 - What level of annual deficit spending is the Board comfortable with?
 - \$500K, \$1.0M, \$1.5M?
- Annual Capital Preservation Investment
 - Remain at \$800K? Increase to \$1M? Decrease to \$600K?
- 2021-23 Biennial Budget Adjustments
 - Status quo, 1% inc, 2% inc



Enrollment Planning Parameter

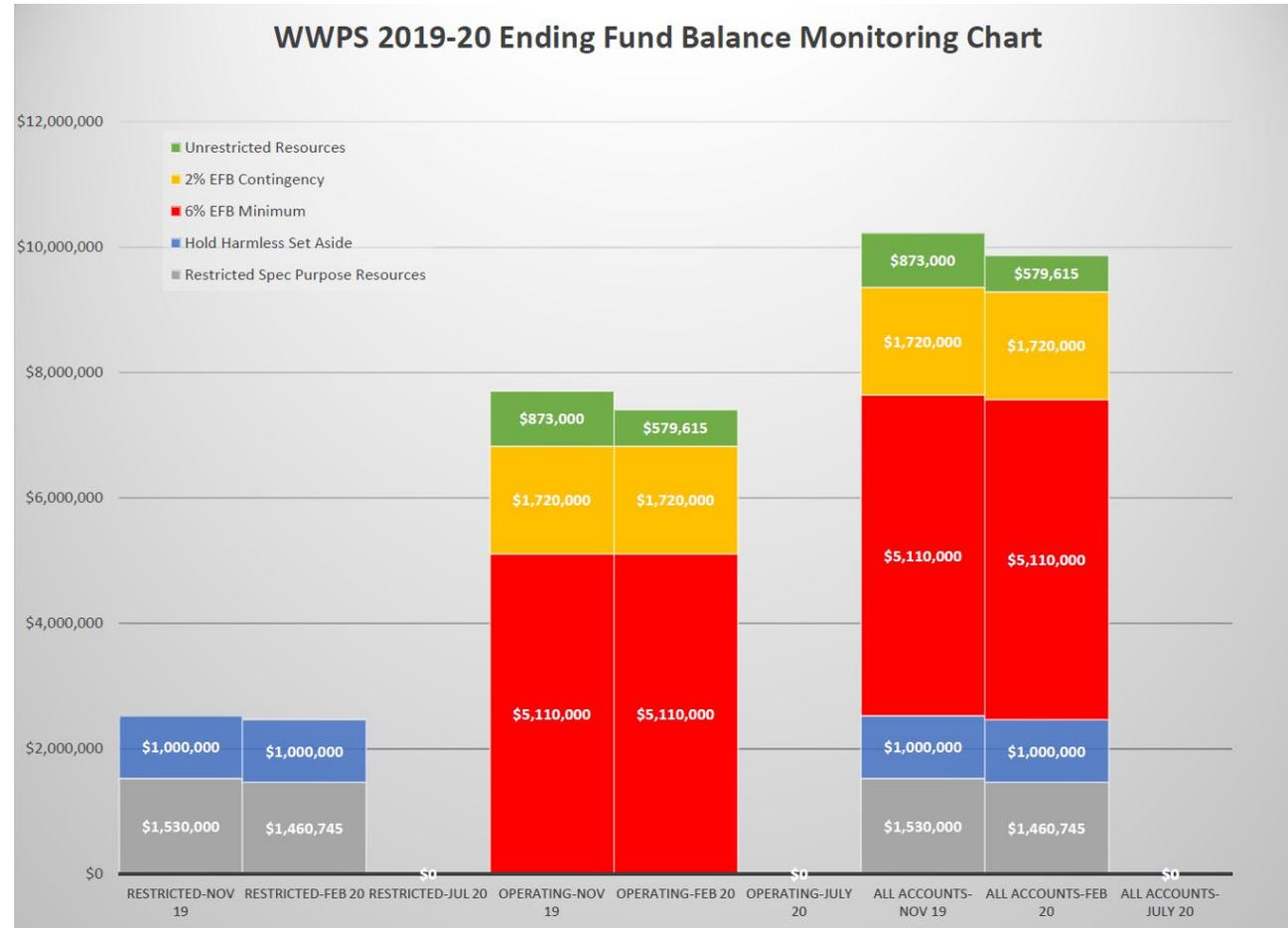
- “Roll Up” Assumption (Assumes Status Quo with Willow)
 - 5710 (20-21) and 5736 (21-22)
- 2 Additional, More Conservative Assumptions
 - Less 25 or less 50 from roll up

	2019-20	2020-21	2021-22
TK		60	80
KINDERGARTEN	425	420	420
FIRST	412	425	420
SECOND	397	412	425
THIRD	400	397	412
FOURTH	387	400	397
FIFTH	432	387	400
SIXTH	412	432	387
SEVENTH	407	412	432
EIGHTH	393	407	412
NINTH	470	393	407
TENTH	474	470	393
ELEVENTH	414	474	470
TWELFTH	443	414	474
Running Start	113	113	113
OD	94	94	94
Total	5673	5710	5736

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	AVERAGE
KINDERGARTEN	422.66	425.84	425.87	428.55	422.99						425.18
FIRST	413.46	414.82	411.46	410.61	410.61						412.19
SECOND	399.72	397.86	395.45	397.45	395.58						397.21
THIRD	403.01	405.28	399.28	399.28	394.27						400.22
FOURTH	384.21	383.30	387.89	391.07	390.07						387.31
FIFTH	432.74	433.39	431.08	432.19	435.20						432.92
SIXTH	413.76	411.86	410.95	412.02	412.02						412.12
SEVENTH	403.73	404.73	406.73	409.08	411.08						407.07
EIGHTH	390.81	394.10	394.06	393.93	394.35						393.45
NINTH	471.64	472.52	470.64	469.91	464.93						469.93
TENTH	472.24	474.42	474.22	474.25	474.23						473.87
ELEVENTH	421.58	415.01	413.15	413.03	409.94						414.54
TWELFTH	445.12	447.81	447.47	440.24	438.41						443.81
*** TOTALS	5,474.68	5,480.94	5,468.25	5,471.61	5,453.68						5,469.83

Ending Fund Balance Parameter

- Board Policy 6022: “The superintendent will present a general fund budget that includes a commitment of at least 6-8 percent of the current year’s expenditures towards a minimum fund balance.”
 - Does the Board wish to change?



Deficit Spending

- How comfortable is the Board with spending down reserves to maintain operations and programs?
 - The board strategically set aside hold harmless money in 2019-20 to offset projected roll up costs, understanding that deficit spending will be necessary
 - What is the Board's level of tolerance with respect to deficit spending in 20-21 and then in 21-22?
 - \$500K, \$1.0M, \$1.5M?

Capital Preservation Investment Parameter

- In 2018 the Facility Task Force spent considerable time, with the assistance of our consultants, going school by school identifying urgent (need to be addressed now), critical (need to be addressed in 1-5 yrs), and important (need to be addressed in 5-10yrs), worth of facility needs. They identified \$6.68M in urgent (that was included and provided in the bond) and an additional \$8.37M was considered critical (reflective in the 15 cent bond increase that the Board chose not put before voters). There was an additional \$3.94M classified as important (5 years and more out) that neither bond option considered.
- An \$800K annual investment, implemented this year, places us on a path to address the critical needs over 10-12 years (rather than the 5 recommended).

 - Possible changes?



WWPS Long-Term Facility Master Plan Summary



Funding Source	2018 Draft Bond Proposal	2030-35 Time Frame	2045-50 Time Frame
District General Fund Maintenance and Operations Budget	District continues to fund preventative maintenance projects, temporary facility needs if applicable (e.g. modular classroom acquisition, facility leases) and critical Small Works Roster* projects <i>(*\$300,000 and less)</i>		
Bond and/or Capital Levy	<ul style="list-style-type: none"> WaHi Renovation Pioneer MS Renovation Lincoln HS Renovation Large-scope capital repair projects 	<ul style="list-style-type: none"> Berney Renovation (52+ years old) Prospect Point Renovation (61+ years old) Blue Ridge Renovation (48+ years old) Garrison and Green Park Minor Renovation (35+ years old since remodel) Large-scope capital repair projects 	<ul style="list-style-type: none"> Sharpstein Renovation (45+ years old since remodel) Edison Elementary Minor Renovation (36+ years old) SeaTech Skills Center Minor Renovation (31+ years old) Large-scope capital repair projects
Community, Grant, & Other Resources	Common sources of revenue often used to support program specific improvements such as new athletic facilities/complexes and other non-curricular enhancements		

Biennial Budget Projections

- As the district considers forecasting, assumptions for the 2021-23 biennial budget leaves considerable room for speculation. Current projections are based on the Multi-Year tool (published last year) which only take into account projected IPD (inflation for staff salary multipliers) and select, statutory increases (e.g. additional professional development day)
 - Note: IPD changes will impact MYT forecasts (e.g. current MYT assumes 2.1%, current forecast is at 1.6%)
- Other than the biennium surrounding the great recession, educational funding for subsequent biennia consistently exceeded prior forecasts.
- What level above current 21-23 forecasts, if any, does the Board wish to consider? 1% above? 2% above?

Detailed Planning Sheets

Preliminary Worksheets

- Levy/LEA Worksheet
- FTE Assumptions (Roll Up, Less 25, Less 50)
 - Assumes cont'd \$800K maintenance
 - Takes into account contract roll up costs
 - Assumes continuation of strategic plan investments, staffing, and plans for the following two years

Levy Planning Sheet

Summary:

-Based on "Roll up" FTE (however, loss of enrollment does not greatly impact total revenue due to LEA)

Assumptions				
Calendar Year	2020	2021	2022	
Max Per Pupil	\$ 2,570	\$ 2,629	\$ 2,687	
Max Tax Rate	\$ 2.50	\$ 2.50	\$ 2.50	
LEA Max Per Pupil	\$ 1,593	\$ 1,630	\$ 1,666	
LEA Max Tax Rate	\$ 1.50	\$ 1.50	\$ 1.50	
CPI	2.8%	2.3%	2.2%	
Walla Walla Voter Approved Levy	\$ 11,921,427	\$ -	\$ -	
Input Alternate Voter Approved Levy:	11,921,427	11,010,000	11,290,000	
Enrollment / Outyears includes caseload forecast	5,676.9	5,711.7	5,794.6	
Input alternate enrollment estimate:	5,673.00	5,710.00	5,736.00	
High / Non-high enrollment Transfer & Innovative Academy	(13.0)	(13.0)	(13.0)	
Input alternate enrollment transfer:				
Assessed Value w/Timber	\$ 3,566,311,358	\$ 3,770,142,540	\$ 3,894,139,637	
Input alternate Assessed Value:	\$ 3,809,180,673	\$ 3,961,547,900	\$ 4,120,009,816	
	Actual	4%	4%	
Estimated Levy Revenue				
Calendar Year	2020	2021	2022	
Total Enrollment From Above (G)	5,660.0	5,697.0	5,723.0	
Max Levy Per Tax Rate (B * I / \$1,000)	\$ 9,522,952	\$ 9,903,870	\$ 10,300,025	
Max Levy Per Pupil (J * A)	\$ 14,546,200	\$ 14,978,040	\$ 15,377,417	
Maximum Levy: Lesser of Pupil (L) or Tax Rate (K)	\$ 9,522,952	\$ 9,903,870	\$ 10,300,025	
Rollback (If (R > M, R - M))	\$ 2,398,475	\$ 1,106,130	\$ 989,975	
Estimated Payable Levy Revenue Calendar Year	\$ 9,522,952	\$ 9,903,870	\$ 10,300,025	
Estimated Local Effort Assistance (LEA)				
Calendar Year	2020	2021	2022	
Per Pupil Eligible for LEA (I * D / \$1,000) / J	\$ 1,009.50	\$ 1,043.06	\$ 1,079.86	
Max LEA per Pupil (A - P)	\$ 584	\$ 587	\$ 586	
Voter Approved Levy (F)	\$ 11,921,427	\$ 11,010,000	\$ 11,290,000	
Voter Approved Levy Rate (R / F * \$1,000)	\$ 3.13	\$ 2.78	\$ 2.74	
Estimated Maximum LEA (Q * J)	\$ 3,304,873	\$ 3,344,063	\$ 3,353,984	
Estimated Max Payable LEA (T * (Min(S,D)/D))	\$ 3,304,873	\$ 3,344,063	\$ 3,353,984	
Estimated LEA Payable Calendar Year	\$ 3,304,873	\$ 3,344,063	\$ 3,353,984	
School Year Totals				
School Year	2019-20	2020-21	2021-22	
Spring Levy 52.62%	\$ 5,010,977	\$ 5,211,416	\$ 5,419,873	
Fall Levy 47.38%		\$ 4,511,975	\$ 4,692,453	
2019 Fall only 47.38%	\$ 2,508,043			
School Year Levy Total	\$ 7,519,020	\$ 9,723,391	\$ 10,112,326	
January-August LEA 72% ⁷⁵	\$ 2,379,509	\$ 2,407,725	\$ 2,414,868	
September-December LEA 28%		\$ 925,364	\$ 936,338	
2019 September - December LEA only 28%	\$ 917,307			
School Year LEA Total	\$ 3,296,816	\$ 3,333,090	\$ 3,351,206	
Total Estimated Local Funds (Levy + LEA)	\$ 10,815,836	\$ 13,056,480	\$ 13,463,532	

Roll-Up Less 25 FTE Assumption

Summary:

- Maintains 7.1% EFB After 2 Years
- Maintains Capital Projects Funding
- ~\$970K deficit spending in 20-21 and \$1.86M in 2021-22

	School Years		
	2019-20	2020-21	2021-22
Revenue			
Student FTE Assumption (OSPI MYT)	5682	5682	5682
Student FTE Assumption (20-21 Roll Up Less 25)	5673	5685	5711
Student FTE Ratio	0.9984	1.0005	1.0051
Basic Ed Program Total (OSPI MYT)	62.02	63.2	64.3
Basic Ed Program Total (Forecasted)	61.92	63.23	64.63
PLT/SEBB(OSPI MYT)	0.98	1.81	1.79
PLT/SEBB	0.98	1.81	1.79
LEA	3.30	3.33	3.36
Levy	7.52	9.73	10.11
Total State and Local (Forecasted)	73.72	78.10	79.89
Hold Harmless	2.10	0.00	0.00
Other Revenue (2000, 5000-8000)	9.76	9.76	9.76
Total Revenue Projected	85.58	87.86	89.65
Beginning Fund Balance	9.5	9.91	8.94
Expenditures			
Budgeted Baseline	86.03	86.03	89.73
Preventative Maintenance Enhancement	Already Includes 800K	Inc	Inc
Contract Rollups	Inc	3.50	2.50
5-9's and Contract/Inflation Increases	Inc	0.20	0.20
Budgeted Total	86.03	89.73	92.43
Projected (99% of Budgeted)	85.17	88.83	91.51
EFB	9.91	8.94	7.08
6% EFB Threshold	5.16	5.38	5.55
Assumptions/Realities			
	2019-20	2020-21	2021-22
Enrollment(K-12)	-30 Budgeted / Actual -9	Flat	Flat
Enrollment (TK)	NA	3 classrooms	4 classrooms
Deficit Spending	0.41	(0.97)	(1.86)
77	Wade Smith: Due primarily to higher than anticipated enrollment and 1-month SEBB savings	Wade Smith: A concern and above historical deficit spending projections	Wade Smith: A non sustainable trend

Side-by-side Comparison With 2% MYT Revenue Assumption in 21-22

	Scenario 1	Scenario 1a	Scenario 2	Scenario 2a	Scenario 3	Scenario 3a
Enrollment	Roll Up	Roll up	-25	-25	-50	-50
EFB (6% Min)	Maintain	Maintain	Maintain	Maintain	Maintain	Maintain
Capital Investment	Maintain \$800K	Maintain \$800K	Maintain \$800K	Maintain \$800K	Maintain \$800K	Maintain \$800K
21-22 Revenue Assumptions	OSPI MYT	OSPI MYT w/ 2% Increase	OSPI MYT	OSPI MYT w/ 2% Increase	OSPI MYT	OSPI MYT w/ 2% Increase
Deficit Spending (20-21)	\$700K		\$970K		\$1.26M	
20-21 EFB	10.3%		9.9%		9.6%	
Deficit Spending (21-22)	\$1.57M	\$270K	\$1.86M	\$560K	\$2.15M	\$860K
21-22 EFB	8.3%	8.9%	7.1%	8.4%	6.5%	7.8%

Discussion

- Are there additional planning parameters the Board wishes to consider or not consider besides?
 - Enrollment Assumptions
 - Ending Fund Balance Target
 - Deficit Spending Consideration
 - Annual Capital Preservation Investment
 - 2021-23 Biennial Budget Adjustments
- Be thinking about planning parameter levels for our next meeting/discussion

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HIGH SCHOOL GRADUATION REQUIREMENTS

The board will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) demonstrate career and college readiness by completing a high school and beyond plan; and (3) meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

II. IMPLEMENTATION

The superintendent will develop procedures for implementing this policy according to applicable state law.

Cross References:

Board Policy 2418 - Waiver of High School Graduation Credits

Board Policy 3520 - Student Fees, Fines, or Charges

Board Policy 3241 - Student Discipline

Board Policy 3110 - Qualification of Attendance and Placement

Legal References:

Laws of 2019, ch. 252, § 201 Graduation pathway options for the graduating class of 2020 and subsequent classes

RCW 28A.155.045 Certificate of individual achievement

RCW 28A.230.090 High school graduation requirements or equivalencies — High school and beyond plans — Career and college ready graduation requirements and waivers — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies

RCW 28A.230.097 Career and technical high school course equivalencies

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

RCW 28A.230.122 International baccalaureate diplomas

RCW 28A.600.300 400 Running start program - Definition

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

WAC 180-51 High school graduation requirements

WAC 392-121-182 Alternative learning experience requirements

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WAC 392-169	Special service programs - Running start program
WAC 392-348	Secondary education
WAC 392-410	Courses of study and equivalencies
WAC 392-410-350	Seal of Biliteracy
WAC 392-415-070	Mandatory high school transcript contents – Items – Timelines

Adopted: July 16, 2002
Revised: November 20, 2018
Second Reading/Revised: March 17, 2020

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EQUIVALENCY CREDIT FOR CAREER AND TECHNICAL EDUCATION COURSES

I. Career and Technical Education Courses

Until September 1, 2021, the district will provide high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the office of the superintendent of public instruction under RCW 28A.700.070.

On or after September 1, 2021, any statewide equivalency course offered by the district or accessed at a skill center will be offered for academic credit.

The district may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.

II. Computer Science Courses

AP courses

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course.

Competency-based credits

The district may award academic credit for computer science to students based on student completion of a competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).

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To receive competency-based credits for computer science, a student must take a competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the competency examination.

The competency examination must be offered in a proctored setting with appropriate technology.

The student will be responsible for the cost of taking a competency examination. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced lunch.

The district will receive official test results for each student who takes a competency examination. The district will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass."

In awarding academic credit for computer science, the district will follow the course equivalency approval procedure described above for career and technical courses.

Courses taken before attending high school

The district will award high school credit for computer science courses taken before attending high school if either of following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district determined by the board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

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Cross References:

Board Policy 2170 - Career and Technical Education

Board Policy 2410 - High School Graduation Requirements

Legal References:

RCW 28A.230.010 Course content requirements—Access to career and technical course equivalencies—Duties of school boards of directors—Waivers

RCW 28A.230.097 Career and technical high school course equivalencies.

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

Laws of 2019, ch. 180, § 2 High school computer science courses—Availability—Competency testing

WAC 180-51 High School Graduation Requirements

WAC 392-410 Courses of Study and Equivalencies

Adopted: August 20, 2013

Revised: February 19, 2019

Second Reading/Revised: March 17, 2020

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WAIVER OF HIGH SCHOOL GRADUATION CREDITS

The board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the board acknowledges circumstances may arise that prevent a student from earning all twenty-four credits required for high school graduation. Such circumstances may include, but are not limited to, the following:

- Homelessness;
- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements; and
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the district's Application for Waiver of High School Graduation Credits (Form 2418F) with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (three English, three Math, three Science, three Social Studies, two Health and Fitness, two Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Cross References:

Board Policy 2410 High School Graduation Requirements

Legal References:

RCW 28A.345.080 Model policy and procedure for granting waivers of credit for high school graduation.

RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies

WAC 180-51-068 State subject and credit requirements for high school graduation – Students entering ninth grade on or after July 1, 2015

WAC 180-51-050 High school credit – Definition.

Adopted: February 7, 2017

Second Reading/Revised: March 17, 2020

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QUALIFICATIONS OF ATTENDANCE AND PLACEMENT

Age of Admission

Attending the schools of the district shall be recognized as a right and responsibility for those who meet the requirements prescribed by law. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the district's schools until he/she completes high school graduation requirements. Children of at least age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent shall exercise his/her authority to grant exceptions when he/she determines that the student:

- A. Is lawfully and regularly employed, and has permission of a parent/guardian, or is emancipated pursuant to Chapter 13.64 RCW, or
- B. Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and shall be entitled to take any course, receive any ancillary services and take or receive any combination of courses and ancillary services which are offered by a public school to full-time students.

Entrance Qualifications

To be admitted to a kindergarten program which commences in the fall of the year a child must be not less than 5 years of age prior to September 1 of that school year. To be admitted to a first grade program which commences in the fall of the year a child must be not less than 6 years of age prior to September 1 of that school year. Any student not otherwise eligible for entry to the first grade who has successfully completed a state approved kindergarten program of 1000 or more hours including instruction consistent with Washington State Learning Standards and other subjects that the district determines are appropriate will be permitted entry into the first-grade program. If necessary, the student may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination will be made no later than the 30th calendar day following the student's first day of attendance.

Exemptions for Early Entrance

Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program. The superintendent will identify screening processes and instruments that provide reliable estimates of the child's skills and abilities, develop procedures for implementing this policy and establish fees to cover actual expenses incurred in the administration of preadmission screening processes. The district will provide a fee waiver or a reduction in fees for low income students whose parents are unable to pay the full cost of preadmission screening.

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Transitional Kindergarten

The transitional kindergarten (TK) program is primarily for four-year-old resident students who demonstrate a need or otherwise do not have access to high-quality early learning experiences prior to kindergarten. Eligible students must be 4 years old by August 31 to participate. Students who are 5 years old August 31 must be enrolled in the traditional kindergarten program.

A screening process is used to help identify students who demonstrate a need of additional preparation to be successful in kindergarten the following year. Additionally, students who otherwise may not demonstrate a need or lack access, but whose families wish to participate, may do so through a space-available, tuition-based process.

Admission of Students Aged Twenty-One or Older

A student aged 21 or older may enroll in a school in the district under the following conditions:

- A. There is available space in the school and program which the student shall attend;
- B. Tuition is prepaid;
- C. The student provides his/her own transportation;
- D. The student resides in the state of Washington; and
- E. In the judgment of the superintendent, no adult education program is available at reasonable costs and the district's program is appropriate to the needs of the student.

Placement of Students on Admission

The decision of where to place a student seeking admission to the district rests with the principal. Generally, students meeting the age of admission requirements or transferring from a public or approved private school shall be placed in kindergarten or first grade, or the grade from which they transferred. The principal shall evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

Cross References:

Board Policy 2100 - Education Opportunities for Military Children

Board Policy 2108 - Special Programs

Board Policy 2121 - Substance Abuse Program

Board Policy 2140 - Guidance and Counseling

Board Policy 3114 - Part-time, Home-based, or Off-campus Students

Board Policy 3122 - Excused and Unexcused Absences

Board Policy 4220 - Complaints Concerning Staff or Programs

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Legal References:

RCW 28A.225.010	Attendance mandatory--Age--Person having custody shall cause child to attend public school -- When excused
RCW 28A.225.020	School's duties upon juvenile's failure to attend school
RCW 28A.225.160	Attendance age eligibility
RCW 28A.225.220	Adults, children from other districts, agreements for attending school--Tuition
WAC 180-39	Uniform Entry Qualifications
WAC 392-134-010	Attendance rights of part-time public school students
WAC 392-137	District policies--Procedures and criteria for release of resident students and admission of nonresident students
WAC 392-335	Pupils - Uniform Entry Qualifications

Adopted by the Board: July 16, 2002

Revised: May 16, 2017

Second Reading/Revised: March 17, 2020

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STUDENTS EXPERIENCING HOMELESSNESS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with students experiencing homelessness and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment and attendance of students experiencing homelessness not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that students experiencing homelessness are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Students experiencing homelessness will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Students experiencing homelessness are defined as lacking a fixed, regular and adequate nighttime residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship;
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Abandoned in hospitals;
- E. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations;
- F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
- G. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's McKinney-Vento liaison for students experiencing homelessness and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

The principal of each elementary, middle and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

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Best interest determination

In making a determination as to which school is in the student experiencing homelessness' best interest to attend, the district will presume that it is normally in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian or unaccompanied youth. Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reason therefor, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The District Homeless Liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be denied or delayed due to missed application deadlines, fees, fines, or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's Address Confidentiality Program when necessary. However, emergency contact information cannot be demanded in a form or manner that creates a barrier to enrollment and/or attendance at school.

Students experiencing homelessness are entitled to transportation to their school or origin or the school where they are to be enrolled. If the school of origin is in a different district, or a student experiencing homelessness is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for students experiencing homelessness and their families shall coordinate with local social service agencies that provide services to students experiencing homelessness and youths and their families; other school districts on issue of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of students experiencing homelessness where such children receive services under the McKinley-Vento Act, such as in schools, family shelters and

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other locations where homeless families/youth are likely to see them. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs. The district liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of students experiencing homelessness.

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for students experiencing homelessness (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting an annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with

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the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Cross References:

Board Policy 3116	Students in Foster Care
Board Policy 3120	Enrollment
Board Policy 3231	Student Records
Board Policy 3413	Student Immunizations and Life-Threatening Conditions
Board Policy 4218	Language Access Plan

Legal References:

RCW 28A.225.215	Enrollment of children without legal Residences
RCW 7.70.065	Informed consent—Persons authorized to provide for patients who are not competent—Priority
20 U.S.C. 6301 et seq.	Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
RCW 28A.320.145	Support for homeless students
42 U.S.C. 11431 et seq.	McKinney-Vento Homeless Assistance Act
RCW 28A.320	Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session) Laws of 2018, ch. 271 – School Meals

Revised: November 20, 2018

Second Reading/Revised: March 17, 2020

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ENROLLMENT

The superintendent will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent/guardian and student will be required to briefly indicate in writing whether or not the student has any history of placement in a special education program; any past, current or pending disciplinary actions; any history of violent behavior or convictions, adjudications or diversion agreements related to a violent offense, a sex offense, inhaling toxic fumes, a drug offense, a liquor violation, assault, kidnapping, harassment, stalking or arson; any unpaid fines or fees from other schools; and any health conditions affecting the student's educational needs.

If the district receives information that a student has a history of disciplinary actions, criminal or violent behavior, or other behavior that indicates the student could be a threat to the safety of staff or students, the student's teachers and building security personnel will be informed.

A district may require students or their parents to provide proof of residence within the district, such as copies of phone and water bills or lease agreement. If a student does not have a legal residence the school district shall not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Students Experiencing Homelessness: Enrollment Rights And Services). A district will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians. The district will conditionally accept applications, including electronic applications, for enrollment and course registration for a student of a military family transferred to, or is pending transfer to, a military installation within the state (see 2100 – Educational Opportunities for Military Children). The student, parent/guardian may make the request for enrollment.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, staff will be diligent in maintaining such records.

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Cross Reference:

Board Policy 2100 Educational Opportunities for Military Children
Board Policy 2255 Alternative Learning Experience Programs
Board Policy 3115 Students Experiencing Homelessness - Enrollment Rights and Services

Legal References:

RCW 28A.225.215 Enrollment of children without legal residences
RCW 28A.225.330 Enrolling Students from other districts -- Requests for information and permanent records
Withheld transcripts – Immunity from liability –Notification to teachers and security personnel
WAC 392-121-108 Enrollment exclusions
WAC 392-121-122 Definitions- Full-time equivalent students
WAC 392-121-182 Alternative learning experience requirements
WAC 392-169-022 Running Start student--definition

Revised: December 18, 2012

Second Reading/Revised: March 17, 2020

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FREEDOM OF EXPRESSION

The free expression of student opinion is an important part of education in a democratic society. The district encourages students' verbal and written expression of opinion on school premises so long as it does not substantially disrupt the operation of the school. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

Student Publications

Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. Although substantively financed and operated by the district, student editors of school-sponsored media are responsible for determining the news, opinion, feature, and advertising content of the media, consistent with chapter 28A.600 RCW. Material appearing in such publications may reflect various areas of student interest, including topics about which there may be controversy and dissent. When engaging with a controversial issue, student publications should strive to provide in-depth treatment and represent a variety of viewpoints. Such materials may not:

- Be libelous or slanderous;
- Be an unwarranted invasion of privacy;
- Be obscene or profane, such that it would violate federal or state laws, rules or regulations or incite others to violate federal or state laws, rules or regulations, including the standards established by the federal communications act or applicable federal communication commission rules or regulations;
- Cause a substantial disruption of the school;
- Violate district policy or procedure related to harassment, intimidation, bullying, or related to the prohibition on discrimination pursuant to RCW 28A.642.010;
- Violate federal or state laws, rules, regulations, or advocate the violation of such laws; or
- Advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent will develop guidelines, assuring that students are able to exercise freedom of expression so long as it does not present a material and substantial disruption of the orderly operation of the school, implementing the standards above, and establishing procedures for the prompt review of any materials that appear not to comply with the standards.

Distribution of Materials

Students and district staff may distribute student publications or other materials on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property.

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Students responsible for the distribution of material that leads to a substantial disruption of school activity or otherwise interferes with school operations will be subject to corrective action, including suspension or expulsion, consistent with student discipline policies.

Cross Reference:

Board Policy 2340 Religious-related Activities and Practices

Board Policy 3241 Student Discipline

Legal References:

WAC 392-400-215 Student rights

RCW 28A.600

Adopted: July 16, 2002

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Second Reading/Removal: March 17, 2020

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STUDENT DISCIPLINE

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

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

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

Minimizing exclusion, engaging with families, and supporting students

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

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

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

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

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

Staff authority

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

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

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

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

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Development and review

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

Distribution of policies and procedures

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

Cross References:

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

Legal References:

- 42 U.S.C. 2000d et seq. Civil Rights Act of 1964
- 34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
- Chapter 392-400 WAC Pupils
- WAC 392-190-048 Access to course offerings – Student discipline
- Chapter 28A.600 RCW Students

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RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
Chapter 28A.320, RCW	Provisions applicable to all districts
Chapter 28A.225, RCW	Compulsory school attendance and admission
RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
RCW 9A.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 9A.16.100	Use of force on children — Policy — Actions presumed unreasonable

Adopted: November 15, 2016

Second Reading/Revised: March 17, 2020

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Policy No. 3510

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ASSOCIATED STUDENT BODIES

An associated student body (ASB) will be formed in each school within the district whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the district. An associated student body shall be a formal organization of students, including sub-components or affiliated student groups. Each associated student body will submit a constitution and bylaws to the board for approval. The constitution and bylaws will identify how student activities become approved as student body activities and establish standards for their supervision, governance and financing. Subject to such approval process, any lawful activity that promotes the educational, recreational or cultural growth of students as an optional extracurricular or co-curricular activity may be considered for recognition as an associated student body activity. Any lawful fund raising practices that are consistent with the goals of the district and which do not bring disrespect to the district or its students may be acceptable methods and means for raising funds for student body activities. The board of directors may act or delegate the authority to a staff member to act as the associated student body for any school which contains no grade higher than grade six.

The principal will designate a staff member as the primary advisor to the ASB and assure that all groups affiliated with the ASB have an advisor assigned to assist them. Advisors will have the authority and responsibility to intervene in any activities that are inconsistent with district policy, ASB standards, student safety or ordinarily accepted standards of behavior in the community. When in doubt, advisors will consult the principal regarding the propriety of proposed student activities. Student activities cannot include support or opposition to any political candidate or ballot measure.

Each ASB shall prepare and submit annually a budget for the support of the ASB program to the board for approval. All property and money acquired by ASBs, except private nonassociated student body funds, will be district funds and will be deposited and disbursed from the district's associated student body program fund.

Money acquired by associated student body groups through fundraising and donations for scholarships, student exchanges and charitable purposes will be private nonassociated student body fund moneys.

Solicitation of funds for nonassociated student body fund purposes must be voluntary and must be accompanied by notice of the intended use of the proceeds and the fact that the district will hold the funds in trust for their intended purpose. Nonassociated student body fund moneys will be disbursed as determined by the groups raising the money. Private nonassociated student body funds will be held in trust by the district for the purposes indicated during the fund raising activities, until the student group doing the fund raising requests disbursement of the funds and accounts of the fundraising are complete and reconciled.

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Cross References:

Board Policy 2150	Co-Curricular Program
Board Policy 3515	Student Incentives
Board Policy 4200	Safe and Orderly Learning Environment
Board Policy 6020	System of Funds and Accounts

Legal References:

RCW 28A.325.020	Associated student bodies--Powers and responsibilities affecting
RCW 28A.325.030	Associated student body program fund—Fundraising activities--Nonassociated student body program fund moneys.
WAC Ch.392-138	Finance - Associated student body moneys

Adopted: July 16, 2002

Revised: October 7, 2003

Second Reading/Revised: March 17, 2020

RESOLUTION #04-2020
March 17, 2020

EMERGENCY – SUSPENSION OF POLICY

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including adopting, revising, and suspending local board policies;

WHEREAS the Board has adopted Policy 3432 - Emergencies, which addresses pandemics/epidemics and designates the District Superintendent or a designee to act as a liaison for the school district to ensure the health and safety of students, staff, and the community;

WHEREAS, on February 29, 2020, the Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52 and 43.06 RCW, and directed implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19);

WHEREAS, on March 11, 2020, the World Health Organization characterized COVID-19 as a pandemic;

WHEREAS, on March 13, 2020, the U.S. President declared a national state of emergency and Governor Inslee ordered closure of all public and private K-12 schools in Washington State from March 17, 2020 until April 24, 2020 to contain the spread of COVID-19; and

WHEREAS, the Office of Superintendent of Public Instruction (OSPI), which has authority to waive instructional hours and school days, to interpret graduation requirements, and to oversee the allocation of resources for nutrition, transportation, and other crucial aspects of public education is providing written guidance to Washington school districts on issues related to COVID -19, including but not limited to student attendance, distance/online learning, high school credit, meal distribution, and other issues;

NOW, THEREFORE BE IT RESOLVED, that Walla Walla Public Schools hereby suspends provisions of and/or entire board policies and/or administrative procedures, as identified by the District Superintendent or designee, if such suspension is deemed necessary by the Superintendent to implement written directives from OSPI, the Governor of the State of Washington, the President of the United States, or others with authority over the School District relating to the emergency caused by COVID-19.

BE IT FURTHER RESOLVED that the District Superintendent will consult with the Board as feasible and appropriate and will timely report to the Board regarding the emergency closure and the efforts to address the emergency caused by COVID-19.

BE IT FURTHER RESOLVED that the Board of Directors authorizes the District Superintendent, to the extent such authorization does not currently exist (directly or by implication), to manage and/or close any school facility without further action by the Board of Directors as deemed in the best interests of the District.

BE IT FURTHER RESOLVED that, pursuant to RCW 28A.160.080, the Board of Directors authorizes the Superintendent, on behalf of the Board, to rent or lease school buses to governmental agencies for the purpose of transportation of personnel, supplies or evacuees pursuant to the terms of RCW 28A.160.080 and .090.

BE IT FURTHER RESOLVED that the Board of Directors authorizes the District Superintendent, to the extent such authorization does not currently exist (directly or by implication), to direct or redirect employees, their assignments, and their job duties, as deemed in the best interests of the District and, to the extent necessary and practical, in consultation with union leadership.

BE IT FURTHER RESOLVED that the Board of Directors authorizes the District Superintendent, to the extent such authorization does not currently exist (directly or by implication), to permit and restrict access to public school grounds and public school buildings of the District as deemed by the Superintendent to be in the best interest of the District and community at large.

BE IT FURTHER RESOLVED that in light of this district-wide emergency closure, the Board declares the existence of an emergency and waives the competitive bid requirements of RCW 28A.335.190 as to any purchase or contract when the public interest or property of the district would likely suffer immediate material injury or damage in the absence of prompt remedial action. The Superintendent will document the condition or conditions likely to result in immediate physical injury to persons or to property of the school district in the absence of prompt remedial action.

BE IT FURTHER RESOLVED that the District Superintendent will consult with the Board as feasible and appropriate and timely report to the Board regarding the emergency closure and efforts to implement written guidance from health and government agencies as disseminated by OSPI.



BE IT FURTHER RESOLVED that in the interest of public health, the board may encourage the public to attend its open public meetings via live streaming on television and/or the internet and to limit public comment to written comments. The board reserves the right to adjust board meeting dates, times, and locations during the district-wide emergency closure in a manner consistent with the Open Public Meetings Act, and notes that, as per current law, any or all board members may attend board meetings via conference call.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument.

BE IT FURTHER RESOLVED that this Resolution shall continue until such time as the Board revokes or modifies the Resolution in open session at a duly organized public meeting.

WALLA WALLA SCHOOL DISTRICT NO. 140
Walla Walla County, Washington

BOARD OF DIRECTORS

Sam Wells, President

Derek Sarley, Vice President

Eric Rindal, Board Member

Ruth Ladderud, Board Member

Terri Trick, Board Member

ATTEST: _____
Dr. Wade Smith, Secretary of the Board

Adopted at a regular meeting of the Board of Directors March 17, 2020

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BOARD POLICY

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HIGH SCHOOL GRADUATION REQUIREMENTS

The board will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) demonstrate career and college readiness by completing a high school and beyond plan; and (3) meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.

II. IMPLEMENTATION

The superintendent will develop procedures for implementing this policy according to applicable state law.

Cross References:

Board Policy 2418 - Waiver of High School Graduation Credits

Board Policy 3520 - Student Fees, Fines, or Charges

Board Policy 3241 - Student Discipline

Board Policy 3110 - Qualification of Attendance and Placement

Legal References:

Laws of 2019, ch. 252, § 201 Graduation pathway options for the graduating class of 2020 and subsequent classes

RCW 28A.155.045 Certificate of individual achievement

RCW 28A.230.090 High school graduation requirements or equivalencies — High school and beyond plans — Career and college ready graduation requirements and waivers — Reevaluation of graduation requirements — Language requirements — Credit for courses taken before attending high school — Postsecondary credit equivalencies

RCW 28A.230.097 Career and technical high school course equivalencies

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

RCW 28A.230.122 International baccalaureate diplomas

RCW 28A.600.300 400 Running start program - Definition

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

WAC 180-51 High school graduation requirements

WAC 392-121-182 Alternative learning experience requirements

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WAC 392-169	Special service programs - Running start program
WAC 392-348	Secondary education
WAC 392-410	Courses of study and equivalencies
WAC 392-410-350	Seal of Biliteracy
WAC 392-415-070	Mandatory high school transcript contents – Items – Timelines

Adopted: July 16, 2002
Revised: November 20, 2018
Second Reading/Revised: March 17, 2020

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EQUIVALENCY CREDIT FOR CAREER AND TECHNICAL EDUCATION COURSES

I. Career and Technical Education Courses

Until September 1, 2021, the district will provide high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the office of the superintendent of public instruction under RCW 28A.700.070.

On or after September 1, 2021, any statewide equivalency course offered by the district or accessed at a skill center will be offered for academic credit.

The district may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.

II. Computer Science Courses

AP courses

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course.

Competency-based credits

The district may award academic credit for computer science to students based on student completion of a competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).

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To receive competency-based credits for computer science, a student must take a competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the competency examination.

The competency examination must be offered in a proctored setting with appropriate technology.

The student will be responsible for the cost of taking a competency examination. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced lunch.

The district will receive official test results for each student who takes a competency examination. The district will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass."

In awarding academic credit for computer science, the district will follow the course equivalency approval procedure described above for career and technical courses.

Courses taken before attending high school

The district will award high school credit for computer science courses taken before attending high school if either of following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district determined by the board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

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Cross References:

Board Policy 2170 - Career and Technical Education

Board Policy 2410 - High School Graduation Requirements

Legal References:

RCW 28A.230.010 Course content requirements—Access to career and technical course equivalencies—Duties of school boards of directors—Waivers

RCW 28A.230.097 Career and technical high school course equivalencies.

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

Laws of 2019, ch. 180, § 2 High school computer science courses—Availability—Competency testing

WAC 180-51 High School Graduation Requirements

WAC 392-410 Courses of Study and Equivalencies

Adopted: August 20, 2013

Revised: February 19, 2019

Second Reading/Revised: March 17, 2020

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Policy No. 2418

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WAIVER OF HIGH SCHOOL GRADUATION CREDITS

The board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the board acknowledges circumstances may arise that prevent a student from earning all twenty-four credits required for high school graduation. Such circumstances may include, but are not limited to, the following:

- Homelessness;
- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements; and
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the district's Application for Waiver of High School Graduation Credits (Form 2418F) with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (three English, three Math, three Science, three Social Studies, two Health and Fitness, two Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Cross References:

Board Policy 2410 High School Graduation Requirements

Legal References:

RCW 28A.345.080 Model policy and procedure for granting waivers of credit for high school graduation.

RCW 28A.230.090 High school graduation requirements or equivalencies—High school and beyond plans—Career and college ready graduation requirements and waivers—Reevaluation of graduation requirements—Language requirements—Credit for courses taken before attending high school—Postsecondary credit equivalencies

WAC 180-51-068 State subject and credit requirements for high school graduation – Students entering ninth grade on or after July 1, 2015

WAC 180-51-050 High school credit – Definition.

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QUALIFICATIONS OF ATTENDANCE AND PLACEMENT

Age of Admission

Attending the schools of the district shall be recognized as a right and responsibility for those who meet the requirements prescribed by law. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the district's schools until he/she completes high school graduation requirements. Children of at least age 8 and less than age 18 are required by law to attend a public school, an approved private school or educational center, unless they are receiving approved home based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent shall exercise his/her authority to grant exceptions when he/she determines that the student:

- A. Is lawfully and regularly employed, and has permission of a parent/guardian, or is emancipated pursuant to Chapter 13.64 RCW, or
- B. Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and shall be entitled to take any course, receive any ancillary services and take or receive any combination of courses and ancillary services which are offered by a public school to full-time students.

Entrance Qualifications

To be admitted to a kindergarten program which commences in the fall of the year a child must be not less than 5 years of age prior to September 1 of that school year. To be admitted to a first grade program which commences in the fall of the year a child must be not less than 6 years of age prior to September 1 of that school year. Any student not otherwise eligible for entry to the first grade who has successfully completed a state approved kindergarten program of 1000 or more hours including instruction consistent with Washington State Learning Standards and other subjects that the district determines are appropriate will be permitted entry into the first-grade program. If necessary, the student may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination will be made no later than the 30th calendar day following the student's first day of attendance.

Exemptions for Early Entrance

Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program. The superintendent will identify screening processes and instruments that provide reliable estimates of the child's skills and abilities, develop procedures for implementing this policy and establish fees to cover actual expenses incurred in the administration of preadmission screening processes. The district will provide a fee waiver or a reduction in fees for low income students whose parents are unable to pay the full cost of preadmission screening.

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Transitional Kindergarten

The transitional kindergarten (TK) program is primarily for four-year-old resident students who demonstrate a need or otherwise do not have access to high-quality early learning experiences prior to kindergarten. Eligible students must be 4 years old by August 31 to participate. Students who are 5 years old August 31 must be enrolled in the traditional kindergarten program.

A screening process is used to help identify students who demonstrate a need of additional preparation to be successful in kindergarten the following year. Additionally, students who otherwise may not demonstrate a need or lack access, but whose families wish to participate, may do so through a space-available, tuition-based process.

Admission of Students Aged Twenty-One or Older

A student aged 21 or older may enroll in a school in the district under the following conditions:

- A. There is available space in the school and program which the student shall attend;
- B. Tuition is prepaid;
- C. The student provides his/her own transportation;
- D. The student resides in the state of Washington; and
- E. In the judgment of the superintendent, no adult education program is available at reasonable costs and the district's program is appropriate to the needs of the student.

Placement of Students on Admission

The decision of where to place a student seeking admission to the district rests with the principal. Generally, students meeting the age of admission requirements or transferring from a public or approved private school shall be placed in kindergarten or first grade, or the grade from which they transferred. The principal shall evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

Cross References:

Board Policy 2100 - Education Opportunities for Military Children

Board Policy 2108 - Special Programs

Board Policy 2121 - Substance Abuse Program

Board Policy 2140 - Guidance and Counseling

Board Policy 3114 - Part-time, Home-based, or Off-campus Students

Board Policy 3122 - Excused and Unexcused Absences

Board Policy 4220 - Complaints Concerning Staff or Programs

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Legal References:

RCW 28A.225.010	Attendance mandatory--Age--Person having custody shall cause child to attend public school -- When excused
RCW 28A.225.020	School's duties upon juvenile's failure to attend school
RCW 28A.225.160	Attendance age eligibility
RCW 28A.225.220	Adults, children from other districts, agreements for attending school--Tuition
WAC 180-39	Uniform Entry Qualifications
WAC 392-134-010	Attendance rights of part-time public school students
WAC 392-137	District policies--Procedures and criteria for release of resident students and admission of nonresident students
WAC 392-335	Pupils - Uniform Entry Qualifications

Adopted by the Board: July 16, 2002

Revised: May 16, 2017

Second Reading/Revised: March 17, 2020

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STUDENTS EXPERIENCING HOMELESSNESS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with students experiencing homelessness and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment and attendance of students experiencing homelessness not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that students experiencing homelessness are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Students experiencing homelessness will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Students experiencing homelessness are defined as lacking a fixed, regular and adequate nighttime residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship;
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Abandoned in hospitals;
- E. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations;
- F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
- G. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's McKinney-Vento liaison for students experiencing homelessness and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

The principal of each elementary, middle and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

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Best interest determination

In making a determination as to which school is in the student experiencing homelessness' best interest to attend, the district will presume that it is normally in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian or unaccompanied youth. Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reason therefor, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The District Homeless Liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be denied or delayed due to missed application deadlines, fees, fines, or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's Address Confidentiality Program when necessary. However, emergency contact information cannot be demanded in a form or manner that creates a barrier to enrollment and/or attendance at school.

Students experiencing homelessness are entitled to transportation to their school or origin or the school where they are to be enrolled. If the school of origin is in a different district, or a student experiencing homelessness is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for students experiencing homelessness and their families shall coordinate with local social service agencies that provide services to students experiencing homelessness and youths and their families; other school districts on issue of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of students experiencing homelessness where such children receive services under the McKinney-Vento Act, such as in schools, family shelters and

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other locations where homeless families/youth are likely to see them. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs. The district liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of students experiencing homelessness.

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for students experiencing homelessness (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting an annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with

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the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Cross References:

Board Policy 3116	Students in Foster Care
Board Policy 3120	Enrollment
Board Policy 3231	Student Records
Board Policy 3413	Student Immunizations and Life-Threatening Conditions
Board Policy 4218	Language Access Plan

Legal References:

RCW 28A.225.215	Enrollment of children without legal	Residences
RCW 7.70.065	Informed consent—Persons authorized to provide for patients who are not competent—Priority	
20 U.S.C. 6301 et seq.	Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]	
RCW 28A.320.145	Support for homeless students	
42 U.S.C. 11431 et seq.	McKinney-Vento Homeless Assistance Act	
RCW 28A.320	Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session) Laws of 2018, ch. 271 – School Meals	

Revised: November 20, 2018

Second Reading/Revised: March 17, 2020

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ENROLLMENT

The superintendent will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent/guardian and student will be required to briefly indicate in writing whether or not the student has any history of placement in a special education program; any past, current or pending disciplinary actions; any history of violent behavior or convictions, adjudications or diversion agreements related to a violent offense, a sex offense, inhaling toxic fumes, a drug offense, a liquor violation, assault, kidnapping, harassment, stalking or arson; any unpaid fines or fees from other schools; and any health conditions affecting the student's educational needs.

If the district receives information that a student has a history of disciplinary actions, criminal or violent behavior, or other behavior that indicates the student could be a threat to the safety of staff or students, the student's teachers and building security personnel will be informed.

A district may require students or their parents to provide proof of residence within the district, such as copies of phone and water bills or lease agreement. If a student does not have a legal residence the school district shall not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Students Experiencing Homelessness: Enrollment Rights And Services). A district will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians. The district will conditionally accept applications, including electronic applications, for enrollment and course registration for a student of a military family transferred to, or is pending transfer to, a military installation within the state (see 2100 – Educational Opportunities for Military Children). The student, parent/guardian may make the request for enrollment.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, staff will be diligent in maintaining such records.

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Cross Reference:

Board Policy 2100 Educational Opportunities for Military Children
Board Policy 2255 Alternative Learning Experience Programs
Board Policy 3115 Students Experiencing Homelessness - Enrollment Rights and Services

Legal References:

RCW 28A.225.215 Enrollment of children without legal residences
RCW 28A.225.330 Enrolling Students from other districts -- Requests for information and permanent records
Withheld transcripts – Immunity from liability –Notification to teachers and security personnel
WAC 392-121-108 Enrollment exclusions
WAC 392-121-122 Definitions- Full-time equivalent students
WAC 392-121-182 Alternative learning experience requirements
WAC 392-169-022 Running Start student--definition

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FREEDOM OF EXPRESSION

The free expression of student opinion is an important part of education in a democratic society. The district encourages students' verbal and written expression of opinion on school premises so long as it does not substantially disrupt the operation of the school. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

Student Publications

Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. Although substantively financed and operated by the district, student editors of school-sponsored media are responsible for determining the news, opinion, feature, and advertising content of the media, consistent with chapter 28A.600 RCW. Material appearing in such publications may reflect various areas of student interest, including topics about which there may be controversy and dissent. When engaging with a controversial issue, student publications should strive to provide in-depth treatment and represent a variety of viewpoints. Such materials may not:

- Be libelous or slanderous;
- Be an unwarranted invasion of privacy;
- Be obscene or profane, such that it would violate federal or state laws, rules or regulations or incite others to violate federal or state laws, rules or regulations, including the standards established by the federal communications act or applicable federal communication commission rules or regulations;
- Cause a substantial disruption of the school;
- Violate district policy or procedure related to harassment, intimidation, bullying, or related to the prohibition on discrimination pursuant to RCW 28A.642.010;
- Violate federal or state laws, rules, regulations, or advocate the violation of such laws; or
- Advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent will develop guidelines, assuring that students are able to exercise freedom of expression so long as it does not present a material and substantial disruption of the orderly operation of the school, implementing the standards above, and establishing procedures for the prompt review of any materials that appear not to comply with the standards.

Distribution of Materials

Students and district staff may distribute student publications or other materials on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property.

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Students responsible for the distribution of material that leads to a substantial disruption of school activity or otherwise interferes with school operations will be subject to corrective action, including suspension or expulsion, consistent with student discipline policies.

Cross Reference:

Board Policy 2340 Religious-related Activities and Practices

Board Policy 3241 Student Discipline

Legal References:

WAC 392-400-215 Student rights

RCW 28A.600

Adopted: July 16, 2002

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Second Reading/Removal: March 17, 2020

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STUDENT DISCIPLINE

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

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

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

Minimizing exclusion, engaging with families, and supporting students

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

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

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

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

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

Staff authority

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

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

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

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

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Development and review

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

Distribution of policies and procedures

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

Cross References:

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

Legal References:

- 42 U.S.C. 2000d et seq. Civil Rights Act of 1964
- 34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
- Chapter 392-400 WAC Pupils
- WAC 392-190-048 Access to course offerings – Student discipline
- Chapter 28A.600 RCW Students

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RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
Chapter 28A.320, RCW	Provisions applicable to all districts
Chapter 28A.225, RCW	Compulsory school attendance and admission
RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty
RCW 9A.16.100	Possessing dangerous weapons on school facilities — Penalty — Exceptions
RCW 9A.16.100	Use of force on children — Policy — Actions presumed unreasonable

Adopted: November 15, 2016

Second Reading/Revised: March 17, 2020

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ASSOCIATED STUDENT BODIES

An associated student body (ASB) will be formed in each school within the district whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the district. An associated student body shall be a formal organization of students, including sub-components or affiliated student groups. Each associated student body will submit a constitution and bylaws to the board for approval. The constitution and bylaws will identify how student activities become approved as student body activities and establish standards for their supervision, governance and financing. Subject to such approval process, any lawful activity that promotes the educational, recreational or cultural growth of students as an optional extracurricular or co-curricular activity may be considered for recognition as an associated student body activity. Any lawful fund raising practices that are consistent with the goals of the district and which do not bring disrespect to the district or its students may be acceptable methods and means for raising funds for student body activities. The board of directors may act or delegate the authority to a staff member to act as the associated student body for any school which contains no grade higher than grade six.

The principal will designate a staff member as the primary advisor to the ASB and assure that all groups affiliated with the ASB have an advisor assigned to assist them. Advisors will have the authority and responsibility to intervene in any activities that are inconsistent with district policy, ASB standards, student safety or ordinarily accepted standards of behavior in the community. When in doubt, advisors will consult the principal regarding the propriety of proposed student activities. Student activities cannot include support or opposition to any political candidate or ballot measure.

Each ASB shall prepare and submit annually a budget for the support of the ASB program to the board for approval. All property and money acquired by ASBs, except private nonassociated student body funds, will be district funds and will be deposited and disbursed from the district's associated student body program fund.

Money acquired by associated student body groups through fundraising and donations for scholarships, student exchanges and charitable purposes will be private nonassociated student body fund moneys.

Solicitation of funds for nonassociated student body fund purposes must be voluntary and must be accompanied by notice of the intended use of the proceeds and the fact that the district will hold the funds in trust for their intended purpose. Nonassociated student body fund moneys will be disbursed as determined by the groups raising the money. Private nonassociated student body funds will be held in trust by the district for the purposes indicated during the fund raising activities, until the student group doing the fund raising requests disbursement of the funds and accounts of the fundraising are complete and reconciled.

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Cross References:

Board Policy 2150	Co-Curricular Program
Board Policy 3515	Student Incentives
Board Policy 4200	Safe and Orderly Learning Environment
Board Policy 6020	System of Funds and Accounts

Legal References:

RCW 28A.325.020	Associated student bodies--Powers and responsibilities affecting
RCW 28A.325.030	Associated student body program fund—Fundraising activities--Nonassociated student body program fund moneys.
WAC Ch.392-138	Finance - Associated student body moneys

Adopted: July 16, 2002

Revised: October 7, 2003

Second Reading/Revised: March 17, 2020