Walla Walla Public Schools

364 S. Park Street • Walla Walla, WA 99362 • (509) 527-3000 • www.wwps.org

BOARD OF DIRECTORS
Regular Study Meeting & Executive Session - 5:30 PM
October 6, 2020
Online/Virtual Zoom Meeting

<u>**IMPORTANT MEETING NOTICE:**</u> Pursuant to the Governor's Proclamation No. 20-28, school board meetings during the COVID-19 disease outbreak must not take place in-person, but occur remotely. Members of the public are invited to attend by utilizing the following methods:
Watch: https://zoom.us/j/95163435835
Listen: Dial 1-253-215-8782 and enter the Webinar ID: 951 6343 5835

I. **CALL TO ORDER:** *(5:30 p.m.) Mr. Wells*
II. **FLAG SALUTE:** *Temporarily suspended for online/virtual meetings*
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
2. Non-Athletic Extra & Co-curricular Contracts	3
3. 2020-2021 Teachers Assigned Out of Endorsement Area	4
4. October 6 Accounts Payable and September Payroll	5
5. Annual Highly Capable Program Compliance	6
6. Regular Business Meeting Minutes of September 15, 2020	28
7. Special Meeting Minutes of September 29, 2020	30

VI. **STUDY ITEMS:** *(5:35 p.m.) Mr. Wells*

1. CEE, Community & Blue Ridge Survey Review: *Dr. Wade Smith*	
2. Special Education Services Review, Fall 2020: *Mrs. Libby Thompson*	32
3. Budget Update: *Dr. Wade Smith & Mrs. Nancy Taylor*	
4. Review Current COVID-19 Case Count: *Dr. Wade Smith*	40

VII. **ACTION:** *(6:20 p.m.) Mr. Wells*
        1. Safely Reopening Schools: Transition to Yellow Stage Consideration
VIII. **RECESS TO EXECUTIVE SESSION:** *(approximately 6:30 p.m.) Mr. Sarley*
The Board of Directors has scheduled an executive session on October 6 at the conclusion/prior to adjournment of the regular meeting, approximately 6:30 p.m., for discussion with legal counsel regarding potential litigation to which the District is likely to become a party. The executive session is not open to the public and is expected to conclude at approximately 7:00 p.m.
IX. **RECONVENE REGULAR MEETING & ADJOURNMENT:** *(approximately 7:00 p.m.) Mr. Sarley*

The Walla Walla School District is an Equal Opportunity Employer and complies with all requirements of the ADA.

Walla Walla Public Schools
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Human Resources
364 S. Park Street
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PERSONNEL REPORT

October 6, 2020 – Board Meeting

Date: October 1, 2020

EMPLOYMENT

Classified: Ben Pena, Grounds, Facilities & Operations

RESIGNATION/RETIREMENT

Classified: Margi Ault, Administrative Assistant, Human Resources, 26 years
Tania Farrens, Para-Educator, Berney Elementary School, 8 years
Julie Fletcher, Para-Educator, Walla Walla High School, 8 years

LEAVE OF ABSENCE

Certificated: Chantal Ramirez, Transitional Kindergarten, WWCCF, 2 months
- November 23, 2020 – January 29, 2021 student teaching practicum

Brisa Maya, Para-Educator, Green Park Elementary School, 5 years
- 2020-2021 school year

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2020-2021

Name	School	Assignment
Helen Cantero	SH	Guiding Coalition Team
Joshua Reed	ED	Guiding Coalition Team

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Date: October 1, 2020

To: The Board of Education

From: Chris Gardea

RE: 2020-2021 Annual Request for Approval of Teachers:
          • Assigned Out of Endorsement Area

We are requesting your annual approval of the following staff who are teaching subject(s) out of their endorsement area (WAC 181-82-110).

Out of Endorsement:
- Glogower, Seth – Social Studies
- Huntemann, Genie - Physics
- Porter, Tom – Art, History, Physical Education
- Smith, Kenny – English Language Arts

Thank you for your consideration.

CG/ma

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 October 6, 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		
10/6/2020	200242	Through	200377	$ 866,336.12
10/6/2020	202100016	Wire Transfer	202100035	$ 1,748.24

		Capital Projects		
10/6/2020	200015	Through	200027	$ 1,390,523.87

		ASB		
10/6/2020	200009	Through	200013	$ 5,794.43

		Transportation Vehicle		
10/6/2020	200000	Through	200000	$ 119,164.60

		Payroll		
9/30/2020	200209	Through	200241	$ 1,964,306.59
9/30/2020	1400953	Wire Transfer	1400971	$ 3,756,805.98
9/30/2020	N/A	Payroll Taxes	N/A	$ 930,589.68

TOTAL:	**$9,035,269.51**

SCHOOL BOARD PRESIDENT: **SECRETARY TO THE BOARD:**

_____   _____

Mr. Sam Wells   Dr. Wade Smith, Superintendent

217 Highly Capable Program Plan
Fiscal Year: 20-21
Milestone: Draft (Printed 9/15/2020)

District: Walla Walla Public Schools
Organization Code: 36140
ESD: Educational Service District 123

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2020-21 school year.

- **Page 1 must be updated annually:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.

- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page.

    REMINDER: The Highly Capable funding formula is based on 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

    Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2020-21), click **Print All**, to the right of Save. **(WAC 392.170.025)**

    Program Monitoring and Review

    OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under **RCW 28A.150.220(3)(g)3)**.

Updated Pages

Updates have been made to the following pages:

☐ Page 2
☐ Page 3
☐ Page 4
☐ Page 5
☐ Page 6
☐ Page 7

Assurances: Comply with State Law and Regulation

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NOTE: As part of **RCW 28A.150.220(3)(g)**, the instructional program of basic education provided by

each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See **RCW 28A.185.020** (1) and (2).

Please check only one box below:

☑ **LEA** <u>**accepts**</u> **Highly Capable allocation for 2020-21 school year. LEA agrees to the comply with:**

    a. **RCW 28A.150.220(3)(g)(3)**
    The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.

    b. **RCW 28A.185.020**
    Highly Capable program requirements provided in state law.

    c. **WAC 392-170-012**
    Highly Capable program requirements provided under OSPI rules. **WAC 392-170**

    d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*

    e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

    f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*

    g. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

    h. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☐ **LEA** <u>**DOES NOT accept**</u> **Highly Capable allocation for the 2020-21 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with **RCW 28A.150.220(3)(g)**. This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

    a. *Annually report the students served in the district's Highly Capable program in CEDARS.*

    b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*

    c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

    d. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

    e. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☑ District officials have read, and the district complies with, the laws and regulations above.		
Authorized Representative Name:	Christy Krutulis	7
Authorized Representative Title:	Executive Director of Teaching and Learning	

Date: (MM/DD/YY)	9/15/2020

Highly Capable Program Coordinator	
Contact Name:	Christy Krutulis
Organization:	Walla Walla Public Schools
Email:	ckrutulis@wwps.org
Phone:	509-526-6733
Contact Name:	Chris Gardea
Organization:	Walla Walla Public Schools

Highly Capable Program Parent Organization	
Is there a parent organization in your area? ☑ **Yes** ☐ **No**	
Contact Name:	Becky Waggoner-Schwartz
Organization:	Explorer Parents Organization
Email:	bwaggoner@earlyoutreach.wsu.edu
Phone:	509-527-3020

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170 | 035 | 036

Instructions

1. Select one check box.

2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.

☑ District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.

☐ District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the Highly Capable program.

☑ Yes   ☐ No

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, WACs 392-170 | 042 | 045 | 047 | 055 | 060 | 070 | 075

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's Highly Capable students should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.

2. Write your response where indicated.

A. Annual Notification   WAC 392-170-042

Assurances

☑   Public notification for parents and students before any major identification activity.

Public Notification

☑   Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.

☑   Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process   WAC 392-170-045 | 055

Assurances

☑   District uses a specific process to refer students for the Highly Capable program

☑   Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission   WAC 392-170-047

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

☑   District gets permission to assess.

☑   District gets permission to start services.

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Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑	Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑
Explanation of the **process for appealing the selection decision** of the multidisciplinary selection committee.	☑	Explanation of the **process for appealing the selection decision** of the multidisciplinary selection committee.	☑
Explanation of the **procedures to exit a student** from the program.	☑	Explanation of the **procedures to exit a student** from the program.	☑
Information on the **district's program and the options** that will be available to identified students.	☑	Information on the district's **program and the options** that will be available to identified students.	☑

D. Screening Procedures OPTIONAL   WAC 392-170-045 | 055 | 060 | 075

Instructions

The referral process could include a method to screen out students who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process.   Yes ☑   No ☐

If yes, click the **NEW** button and complete the tables to document the type of screener by grade level.

If no, continue to **Part E.**

Do Not Lose Your Data - Click Save!
Click **Save** at the top of the page after you complete each table.

> **Screening Procedures**
>
> **Assurances**
> Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.
>
> ☑   District has a clearly defined and documented screening process.
>
> ☑   All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*
>
> **Instructions**
>
> **MSC Considers Screening and Assessment Data**
> Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.
>
> **WAC 392-170-075 Selection of Most Highly Capable**
> [selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055, and other data collected in the assessment process."

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If you checked the **K12 box**, do NOT check the boxes below individual grades.

Cognitive	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
CogAt 7-Full Battery	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐	☐	☐
MAP for Primary Grades (MPG)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) iReady Reading and Math	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐

Creativity	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking (TTCT)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐	☐	☐	☐
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☑												
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
Report Card	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

E. Assessment Process   WAC 392-170-055 | 060

Assurances
Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

☑ District has a clearly defined and documented assessment process.

☑ All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests.*

Instructions

Use **up-to-date assessment tools.** Contact individual publishing companies for more information on each assessment.

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Other - Name the other data sources you use.

If K12 is marked, do not check any of the individual grade level boxes for the measure.

ALERT: Districts that screen must use different instruments in the assessment process.

Assessment Measures

Cognitive	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAT 7-Screening Form	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 8-Screening Form	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 7-Full Battery	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 8-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MAP for Primary Grades (MPG)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Kaufman Test of Educational Achievement (KTEA)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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Creativity	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Torrance Test of Creative Thinking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Research-Based Rating Scale	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Gifted Rating Scales, 2003 (GRS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☑												
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

F. Selection   WAC 392-170- 075

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data
If you screen, make sure your multidisciplinary selection committee reviews all the data you collect —
through your screening procedures and your assessment process.

> **WAC 392-170-075 Selection of Most Highly Capable**
> Shall be based on a selection system that determines which students are the most Highly

Capable as defined under **WAC 392-170-055**, and other data collected in the assessment process."

Assurances

☑ District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.

☑ Board Policy and Procedure Number **2190**

☐ If not, 2190: Board Policy and Procedure Name or Number

G. Multidisciplinary Selection Committee (MSC)   WAC 392-170- 070 | 075 | 038

Assurances

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

☑ The district's MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.

☑ Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

HCP Services: Continuum and Variety
RCW 28A-185-030, WAC 392-170-030

A. Program Services Management   WAC 392-170-078 | 080

Assurances

☑ District provides educational opportunities that take into account each student's needs and capabilities.

☑ District reviews services for each student periodically to ensure services meet each student's needs and capabilities.

B. Variety and Continuum of Program Services   WAC 392-170-078 | 080

Instructions

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services**/Programs, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their Highly Capable students.

ALERT: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

Complete the Gifted Value Tables
For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐
Instructional Strategies and Curricula Modification														

☑ Differentiation	☑ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☑ Independent study	☑ Independent projects

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☑ Pacing	☐ Content acceleration
☐ Supplemental instruction in area of interest	☑ Supplemental materials in area of interest
☑ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental pull-out program	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐
Specialty online course or courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s) PBL during Distance Learning	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☑ Differentiation	☑ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☑ Independent study	☑ Independent projects
☑ Pacing	☑ Content acceleration
☑ Supplemental instruction in area of interest	☑ Supplemental materials in area of interest
☑ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑
Cambridge AICE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
College in the High School	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Concurrent or dual enrollment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑
Credit by examination	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑
Early entrance middle school, high school or college	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Grade level advancement	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Honors/Advanced	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
International Baccalaureate (IB)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Online course(s) for subject acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Running Start	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑
Subject-based acceleration	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☑ Differentiation	☐ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☑ Independent study	☑ Independent projects
☑ Pacing	☑ Content acceleration
☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Collaborative partnership with industry	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cooperative arrangement with ESD	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cooperative arrangement with other district(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental academic competitions	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐
Supplemental summer enrichment or acceleration	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐
Supplemental before or after school services and extra-curricular academic activities	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification

☑ Differentiation	☐ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☐ Independent study	☑ Independent projects
☐ Pacing	☐ Content acceleration
☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

Program Goals, Monitoring and Evaluation   WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

A. District Program Goals   **WAC 392-170-030**

Assurance

☑   District has defined goals for the Highly Capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the sate Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance   **WAC 392-170-095** | **RCW 28A.185.050** | **RCW 28A.150.220**

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

Assurance

☑   District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation   **WAC 392-170-030** | **RCW 28A.185.050** | **RCW 28A.150.220**

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

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Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

Program Administration / Operations	Reviewed	Timeframe by Month(s) example September, December, April
		Review and Analysis
Program Administration/Operation		
District Policy	☑	Annual as information is shared with teachers, parents/guardians and building staff, or as updates come from OSPI and WSSDA.
Program Expenditures	☑	Budget is established at the beginning of the year and monitored monthly.
Compliance to WAC 392-170	☑	Annually with school board approval of our annual plan.
District Procedures	☑	Annual as information is shared with teachers, parents/guardians and building staff, or as updates come from OSPI and WSSDA.
Goals for District Program	☑	Annually when we provide the universal screener and during the referral period. Goals are also reviewed during the master schedule course development for the following school year, starting in March.
Academic Goals for HCP Students	☑	October (goal setting), February (conferences) and April for course selection for the following school year
Communications	☑	September, December, January, April, at least.
Variety of Services at Grade Levels	☑	December when information is sent to families for referral, and also inMarch-April for the course selection for the following school year
Continuum of Services	☑	Annual as part of master schedule planning.
Other: Name(s)	☐	

C2. Evaluation   **WAC 392-170-030** | **RCW 28A.185.050** | **RCW 28A.150.220**

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

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Evaluation Methods and Activities	Grades	Timeframe by Month(s) example September, December, April	
		Collect or Administer	Review
Grades and Tests			
AP Tests	☐ Elementary ☑ Secondary	April	May
Cambridge AICE Tests	☐ Elementary ☐ Secondary		
Classroom-based Assessments	☑ Elementary ☑ Secondary	Ongoing in content area Ongoing in content area	After assessment is given, often in collaborative teams After assessment is given, often in collaborative teams
District Assessments	☑ Elementary ☑ Secondary	Sept. Jan. May Sept. Jan. May	At building and district level after each benchmark window At building and district level after each
IB Tests	☐ Elementary ☐ Secondary		
Performance Assessment	☑ Elementary ☑ Secondary	Oct., Feb. May Oct., Feb. May	At the building level by classroom teachers, principals and Title/LAP and bilingual staff At the building level by classroom teachers, principals and Title/LAP and bilingual staff
Progress Reports	☑ Elementary ☑ Secondary	October Ongoing	Fall conferences Ongoing
Report Cards	☑ Elementary ☑ Secondary	Feb. May Feb. May	
State Assessments	☑ Elementary ☑ Secondary	Individual buildings set dates within state and district window Individual buildings set dates within state and district window	When results are available When results are available
Student Growth Percentiles (SGP) comparing academic peers	☑ Elementary ☐ Secondary	October, January	October, January
Other: Name(s)	☐ Elementary ☐ Secondary		

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Qualitative Data

Staff Anecdotal Observation	☐ Elementary ☐ Secondary		
Student Reflection	☐ Elementary ☐ Secondary		
Student Interviews	☐ Elementary ☐ Secondary		
Other: Name(s)	☐ Elementary ☐ Secondary		

Surveys

Administrator	☑ Elementary ☑ Secondary	TBD...waiting until December to finalize plans depending on distance learning TBD...waiting until December to finalize plans depending on distance learning	
Parent	☑ Elementary ☑ Secondary	TBD...waiting until December to finalize plans depending on distance learning TBD...waiting until December to finalize plans depending on distance learning	
Student	☑ Elementary ☑ Secondary	TBD...waiting until December to finalize plans depending on distance learning TBD...waiting until December to finalize plans depending on distance learning	
Teacher	☑ Elementary ☑ Secondary	TBD...waiting until December to finalize plans depending on distance learning TBD...waiting until December to finalize plans depending on distance learning	
Other: Name(s)	☐ Elementary ☐ Secondary		

Other Data Sources

Attendance	☑ Elementary ☑ Secondary	Taken daily Taken daily	Review as necessary for student achievement Review as necessary for student achievement
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	☐ Elementary ☐ Secondary		

Program Participation	☑ Elementary ☑ Secondary	Quarterly Quarterly	Review as necessary for student achievement Review as necessary for student achievement
Other: Name(s)	☐ Elementary ☐ Secondary		

A. Estimate of Students Expected to Serve   WAC 392-170-030

Instructions

Estimate the number of students your district expects to serve at each grade — across the district's total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
5	5	12	12	26	38	41	45	45	40	61	36	33	399

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval
WAC 392-170-020 | 025

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.

2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.

3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 10/6/2020

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

Equitable Identification of Low-Income Students RCW 28A.185.020

Update as needed how you address equitable identification of low-income students as required by law RCW 28A.185.020.

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

   Christy Krutulis, Executive Director of Teaching and Learning
   Chris Gardea, Assistant Superintendent

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

   OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

   Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2020-21 identification cycle.

   During the 2020-21 school year, the following actions in WWPS will ensure we are prioritizing equitable identification of low-income students:
   -Universal screening of all 2nd and 5th grade students during the school day
   -Use of locally normed data, including state, local and classroom based assessments
   -Spanish options provided for CogAT screening and the full CogAT
   -Possible pilot of a screener that removes language and background information as potential barriers to identification
   -WaKIDS, iReady, teacher and parent referrals for kindergarten students
   -Review of files of new students to determine placement opportunities in the elementary pull-out program, or access to honors classes at the middle school
   -Referral communication goes to families in Spanish and English, is posted on our district website, and in each building
   -Addition of professional development and onsite support for classroom teachers to build capacity in recognizing highly capable characteristics

Criteria for Identification RCW 28A.300.770

Explain how you address criteria for identification as required by RCW 28A.300.770.

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2020-21 identification cycle.**

   LEAs must have identification procedures for Highly Capable programs that are clearly stated

and implemented using the following criteria:

    a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.

    b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.

    c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment**. These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.

    d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

    -All students who are identified for assessment are tested, with parent permission. This identification for assessment could be from a parent request, teacher request, review of universal screener scores at the district level, site based referral based on multiple data points, or student self-referral, for example.
    -State, local and classroom based assessments are reviewed and locally normed as part of the screening and identification process.
    -Universal screening for all 2nd and 5th grade students.
    -Assessments are offered to students in Spanish when the assessment has this option.
    -A Highly Capable Review Committee meets to review available data, recommendations and CogAT scores for identification and program placement.
    -Our Highly Capable Program is outlined on our district website:
    http://www.wwps.org/programs/explorers?
    highlight=WyJoaWdobHkiLCJjYXBhYmxlIiwiaGlnaGx5IGNhcGFibGUiXQ==
    -Current policy and procedures for 2190, "Highly Capable Programs".
    -Annual review of our highly capable program by the school board.

4. **Briefly outline actions that were conducted or planned in 2019-20 school year to identify students for Highly Capable services in light of school closures resulting from COVID-19.** For example, district may have completed identification during school year following typical practice; district may complete identification in summer of 2020 using existing data; district may conduct assessments in summer 2020 and complete identification; district may conduct identification at start of 2020-21 school year to identify and serve as soon as possible in 2020-21 school year.

For middle school students who did not complete the process we used all other available data points, consulted with teachers and provided families options. For our elementary students who didn't complete the process members of the committee reviewed all available data points including the screener scores of 2nd and 5th graders. Students who showed strong scores and growth over time were offered the opportunity to participate in an extension while we are in distance learning and until the process can be completed. Several students were identified due to the highest possible screener scores, indicating they would complete the whole assessment with the same strengths. This grant is due at the end of September and we will not have students back in buildings, nor would our community COVID numbers allow for us to bring in students at this time. We will continue to monitor conditions and will have an updated plan in place by Winter Break so that we can resume the referral process this winter whether we are in-person or not.

Walla Walla Public Schools

BOARD OF DIRECTORS
Regular Study Meeting – 5:30 p.m.
September 15, 2020
Online/Virtual Board Meeting
(Note: Pursuant to the Governor's Proclamation No. 20-28,
school board meetings during the COVID-19 disease outbreak
must not take place in-person, but occur remotely.)

PRESENT

BOARD OF EDUCATION	ADMINISTRATORS
Mr. Sam Wells, President	Dr. Wade Smith, Superintendent
Mr. Derek Sarley, Vice President	Mr. Chris Gardea, Assistant Superintendent
Mrs. Ruth Ladderud	Mrs. Nancy Taylor, Director of Fiscal Services
Mr. Eric Rindal	Mrs. Michelle Carpenter, Principal of Berney Elementary
Mrs. Terri Trick	Mrs. Kris Duncan, Principal of Pioneer Middle School
	Mr. Ron Higgins, Principal of Walla Walla High School
STUDENT REPRESENTATIVE	Mrs. Carina Stillman, Director of Walla Walla Online
Ms. Jaden Bergevin, WaHi	

AUDIENCE
Including board members, administrators and guests, approximately 23 were in attendance.

I. **CALL TO ORDER**
The meeting was called to order at 5:30 p.m. by President Mr. Sam Wells.

II. **FLAG SALUTE**
Mr. Wells announced the flag salute has been temporarily suspended while meetings are being held online.

III. **ROLL CALL**
All board members were present.

IV. **APPROVAL OF AGENDA**
Mrs. Ladderud moved and Mrs. Trick 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) non-athletic extra & co-curricular contracts; 3) September 15 accounts payable; 4) August financial report; and 5) regular study meeting minutes of September 1, 2020. The motion carried unanimously.

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

VII. **COMMUNICATIONS**
Mr. Wells noted receipt of a communication from a parent regarding distance learning.

VIII. CITIZENS' COMMENTS

IX. REPORTS

Student Representative Report: Student Representative Ms. Jaden Bergevin reported student leaders are planning virtual student activities, including assemblies.

Board of Directors Report: Mrs. Trick commended all who worked on recent classified staff negotiations; Mr. Rindal congratulated Walla Walla High School Intervention Specialist Mr. Melito Ramirez for being named 2020 Washington Classified School Employee of the Year; Mrs. Ladderud reported on her recent visit to the new Wa-Hi Science building; and Mr. Sarley reported his experience with distance learning at the elementary and secondary level with his two daughters.

Superintendent's Report: Dr. Smith thanked all involved in recent classified staff bargaining, including Assistant Superintendent Mr. Chris Gardea and Director of Human Resources Mrs. Liz Campeau; congratulated Mr. Ramirez on his recent honor in being named 2020 Washington Classified School Employee of the Year; reported the school year is off to a good start with Distance Learning 2.0 and new Walla Walla Online School; and noted the importance of getting students back to school, reporting recent county COVID-19 case counts are down, lending to the possibility of entering the yellow phase (~45 cases), serving TK-2nd grades in an AM/PM hybrid model.

Dr. Smith also provided an update of bond activities, highlighting local contractor Jackson Contractor Group was recently awarded the Pioneer Middle School bid. Dr. Smith also noted the district has reached a historic milestone as over $50M of bond project work has been awarded to local Walla Walla contractors.

Week 1 Review - DL 2.0 & Walla Walla Online: Mrs. Carpenter, Mrs. Duncan, Mr. Higgins and Mrs. Stillman reported on their first week of school experiences.

Enrollment Report: Dr. Smith reported September's unofficial enrollment count is 5443 FTE.

Budget Report: Dr. Smith and Mrs. Taylor reviewed updated enrollment counts, staffing adjustments, including furlough and state shared work provisions, and other COVID-19 related impacts to the 2020-2021 budget.

Second Reading Board Policy No. 6106: Dr. Smith presented Policy 6106 – Allowable Costs for Federal Programs for second reading.

X. ACTION ITEMS

Second Reading Board Policy No. 6106: Mr. Sarley moved and Mr. Rindal seconded approval of Policy 6106 – Allowable Costs for Federal Programs as presented; the motion carried unanimously.

XI. ADJOURNMENT

President Wells declared the meeting adjourned at 6:54 p.m.

Minutes to be presented for board approval on October 6, 2020.

APPROVED:

_____   _____
Dr. Wade Smith, Superintendent   Mr. Sam Wells
and Secretary of the Board   School Board President
 - Mrs. Susie Golden, Recorder

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BOARD OF DIRECTORS
Special Meeting – 5:30 p.m.
September 29, 2020
Online/Virtual Board Meeting
(Note: Pursuant to the Governor's Proclamation No. 20-28,
school board meetings during the COVID-19 disease outbreak
must not take place in-person, but occur remotely.)

<u>PRESENT</u>
BOARD OF EDUCATION   ADMINISTRATORS
Mr. Sam Wells, President   Dr. Wade Smith, Superintendent
Mr. Derek Sarley, Vice President
Mrs. Ruth Ladderud
Mrs. Terri Trick

<u>AUDIENCE</u>
Including board members, administrators and guests, approximately 70 were in attendance.

I.   <u>CALL TO ORDER</u>
      The meeting was called to order at 5:30 p.m. by President Mr. Sam Wells.

II.   <u>ROLL CALL</u>
      All board members were present except Director Rindal who was excused.

III. <u>CONSENT AGENDA</u>
      Mrs. Ladderud moved and Mr. Sarley seconded approval of the consent agenda consisting of the following item: 1) excused absence for Director Mr. Rindal. The motion carried unanimously.

IV.   <u>CITIZENS' COMMENTS</u>
      Citizens' comments regarding the district's discussion of safely reopening schools, transition to yellow stage, were received from Margarita & Matt Banderas, Michael Sion & Leah Wilson-Velasco, Josh Adams and Becky McNeil.

V.   <u>REPORTS</u>
      Safely Reopening Schools: Transition to Yellow Stage Discussion: Dr. Smith and school board members discussed COVID-19 viral conditions recently released from the Walla Walla County Department of Community Health. While COVID cases have improved greatly in recent weeks, and are closing in on required targets, the Board noted they are not where they need to be to transition to the yellow stage to bring back PK-2nd graders for AM/PM hybrid learning. Consistent with guidance from the state Department of Health and the Walla Walla County Department of Community Health, the district's agreed-upon threshold to transition to the yellow stage is ~45 new cases or less over a two-week period. Walla Walla County COVID-19 cases for the previous 14 days is 73. District staff will continue making preparations to transition to the yellow stage once conditions are met.

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VI.   <u>**ACTION ITEMS**</u>
      Safely Reopening Schools: Transition to Yellow Stage Consideration: No motion was made.

VII.   <u>**ADJOURNMENT**</u>
      President Wells declared the meeting adjourned at 6:17 p.m.

Minutes to be presented for board approval on October 6, 2020.

APPROVED:

_____   _____
Dr. Wade Smith, Superintendent   Mr. Sam Wells
and Secretary of the Board   School Board President
 - Mrs. Susie Golden, Recorder

Special Education Services Review

PROGRAM DELIVERY DURING COVID-19

Walla Walla Public Schools
Developing Washington's Most Sought-After Graduates

Introductions

- Libby Thompson, Director

- Nate Dross, Pioneer MS Resource Room Teacher

- Michelle Paine, Garrison MS Self-contained Teacher

- Marcia Frandsen, Green Park Resource Room Teacher

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Learning Objectives

- What we learned from last spring

- Special education services under the district's two learning models:
  - Distance Learning 2.0.
  - Walla Walla Online

- Experiences from the field

- Q and A

What We Learned From Our Spring Experience/Parent Feedback

- Themes: Parent feedback from multiple surveys and engagements
  - Parents and students need a predictable schedule.
  - Parents need on-going communication from their child's special education teacher.
  - For many students with higher needs, distance learning was a challenge.
  - Who to contact, seek help, answer questions?
  - Meeting my student's IEP?

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2020-21 Educational Options

Option #1: Begin in Comprehensive Distance Learning 2.0 and pivot to in-person AM/PM Model as soon as it is safe to do so

- The district will begin with a Comprehensive Distance Learning 2.0 program for most students on September 8
- As soon as viral conditions allow, the district will pivot to the AM/PM in-person model as outlined in the Roadmap to Safely Reopening Schools plan

Option #2: Fully online experience through Walla Walla Online for the 2020-21 School Year

- This model may be preferable for families where in-person instruction in 2020-21 presents health/safety concerns, in situations where students experience better success in an online learning model, or where the learning flexibility best matches family circumstances
- Student/family commitment to at least a full semester, preferably for a year
- The program will continue beyond 2020-21.

WALLA WALLA ONLINE

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Special Education Services Model During COVID-19

- Who is being served onsite now under AM/PM?
  - About 100 students in self-contained programs such as life skills, autism, SEL, STEP (18-21 age) & PS

- Resource Room Students Under D.L. 2.0
  - Inclusion
  - Individual IEP Support

- Speech/Motor Services Delivered Remotely
  - New platform to deliver services virtually

- Special Education Students Attending Walla Walla Online

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Experiences From the Field

- Experience this fall from the field:
  - What's going well?
  - What have we heard from parents/students?
  - What work remains?

- Nate Dross

- Michelle Paine

- Marcia Frandsen

- Libby Thompson

Q and A

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WALLA WALLA COUNTY DEPARTMENT OF COMMUNITY HEALTH

Risk Key:
High	
Medium	
Low	

Includes penit. counts. 53 community cases.

September 19– October 2, 2020

14 Day Date Range

Geographic Area	Population	Case Cutoff	7/26 to 8/8	8/2 to 8/15	8/9 to 8/22	8/16 to 8/29	8/23 to 9/5/20	8/30 to 9/12/20	9/5 to 9/18/20	9/12 to 9/25	9/19 to 10/2
Walla Walla Co.	62,580	46	192	214	154	129	101	68	77	73	67
Walla Walla	44,650	35	95	81	66	81	66	52	56	46	33
College Place	9,780	7	25	21	16	13	12	7	13	19	13
Waitsburg	1,240	1	0	0	0	0	1	1	0	0	0
Prescott	330	0	5	2	4	4	2	1	1	2	2
Touchet	407	0	2	3	5	2	1	1	0	0	0
Burbank	3378	3	5	8	9	5	2	2	4	4	3
Dixie	495	0	1	0	1	1	0	0	0	1	2
WA St. Penitentiary	2300	NA	59	99	53	23	17	4	3	1	14

COVID-19 Cases in Children

Ages	# of Cases since March 21, 2020
0 to 4 years	7
5 to 11 years	21
12 to 14 years	19
15 to 18 years	50
Total	97

Trends in Transmission:

Correctional Facility	14
Household	13
Long Term Care	1
Workplace	10
Travel out of county	1
Social	16
Unknown/other	12
Total	67

Community Health: Always working for a safer and healthier Walla Walla County