

BOARD OF DIRECTORS
Adjourned Regular Business Meeting & Executive Session of September 21, 2021 - 5:30 PM
September 28, 2021
Online/Virtual Zoom Meeting

IMPORTANT MEETING NOTICE: The board will hold this meeting virtually via Zoom. There is no option to attend in-person. Members of the public who wish to attend may utilize the following methods:

- Watch: <https://wwps-org.zoom.us/j/98127355599>
- Listen: Dial 1-253-215-8782 and enter the Webinar ID: 981 2735 5599
- Spanish Access/Acceso Español:
- Subtitles in Spanish/Subtítulos en Español: <https://wwps-org.zoom.us/j/98127355599> (Selecione "Live Translation" en el menú inferior).
- Spanish Agenda/Agenda Español: <https://www.wwps.org/district/information/school-board/board-meeting-schedule>

The meeting will resume with agenda item VIII. CITIZENS' COMMENTS, with opportunities to speak provided for the two remaining individuals who had signed up to address the school board.

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

II. FLAG SALUTE: *Mr. Sam Wells, Board of Directors*

III. ROLL CALL:

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

IV. APPROVAL OF AGENDA: *Mr. Sarley*

V. CONSENT AGENDA: *Mr. Sarley*

- | | |
|---|----|
| 1. Personnel Report | 3 |
| 2. Extracurricular Athletic Contracts | 4 |
| 3. September 21 Accounts Payable | 5 |
| 4. August Financial Report | 6 |
| 5. Minimum Basic Education Requirement Compliance | 10 |
| 6. Regular Study Meeting Minutes of September 7, 2021 | 22 |

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

VII. COMMUNICATIONS: *Mr. Sarley*

VIII. CITIZENS' COMMENTS: (5:45 p.m.) *Mr. Sarley* **24**

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

- | | |
|---|----|
| 1. Student Representative: <i>Ms. Rachel Clark</i> | |
| 2. Board of Directors Report: <i>Mr. Derek Sarley</i> | |
| 3. Superintendent's Report: <i>Dr. Wade Smith</i> | |
| a. Bond Program Update | 25 |
| b. Monthly Enrollment Report | 41 |
| 4. Monthly Financial Dashboard Report: <i>Mrs. Nancy Taylor</i> | 43 |
| 5. Safely Back to School Update: <i>Mrs. Amy Ruff and Dr. Wade Smith</i> | |
| 6. 2023-2028 Strategic Plan Preparation: <i>Mr. Derek Sarley and Dr. Wade Smith</i> | 46 |

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

XI. RECESS TO EXECUTIVE SESSION: (approximately 7:00 p.m.) *Mr. Sarley*

The Board of Directors has scheduled an executive session at the conclusion/prior to adjournment of the regular business meeting, approximately 7:00 p.m., to discuss with legal counsel representing the district matters related to district enforcement actions, or litigation or potential litigation to which the district, the board, or a member acting in an official capacity is, or is likely to become, a party, when public knowledge regarding the discussion is likely to result in an adverse legal or financial consequence to the district. The executive session is not open to the public and is expected to conclude at approximately 7:45 p.m.

XII. RECONVENE REGULAR MEETING & ADJOURNMENT: (approximately 7:45 p.m.) *Mr. Sarley*



PERSONNEL REPORT

September 21, 2021 – Board Meeting

Date: September 16, 2021

EMPLOYMENT

Classified: Cody Finn, Para-Educator, Walla Walla High School
Ian Moffitt, Para-Educator, Garrison Middle School
Nandu Nair, Data Engineer, Technology Department
Aline Raber, Para-Educator, WWCCF
Marcia Rowland, Para-Educator, Walla Walla High School
Luis Sanchez, Custodian, Walla Walla High School

RESIGNATION/RETIREMENT

Classified: Mat Roe, Bus Driver, SE Washington Transportation, 31 years
Yvonne Segovia, Head Start Family Advocate, WWCCF, 7 years
Valerie Vicari, Head Custodian, Prospect Point Elementary School, 12 years
Patience Young, Para-Educator, Sharpstein Elementary School, 1 week

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2021-2022

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Lori Finn	Lincoln High School	Head Volleyball
Jordyn Thrall	Walla Walla High School	Assistant Cheer

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 September 21, 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		
9/21/2021	210144	Through	210254	\$ 1,631,546.73
9/21/2021	212200021	Wire Transfer	212200042	\$ 2,850.63

		Capital Projects		
9/21/2021	210010	Through	210012	\$ 17,926.34

		ASB		
9/21/2021	210009	Through	210011	\$ 2,843.65

		Transportation Vehicle		
		Through		

		Payroll		
		Through		
		Wire Transfer		
		Payroll Taxes		

TOTAL:	\$ 1,655,167.35
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SCHOOL BOARD PRESIDENT:

SECRETARY TO THE BOARD:

Mr. Derek Sarley

Dr. Wade Smith, Superintendent



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

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

TO: Dr. Wade Smith - Superintendent

FROM: Nancy Taylor – Director of Fiscal Services *NT*

DATE: September 13, 2021

RE: August Financial Report

Attached is the July financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
 - General Fund ending balance is 9.8% of expenditures
- General Fund trend charts
- Payroll trend chart

Please let me know if you have any questions.

Attachments

nt

Walla Walla School District

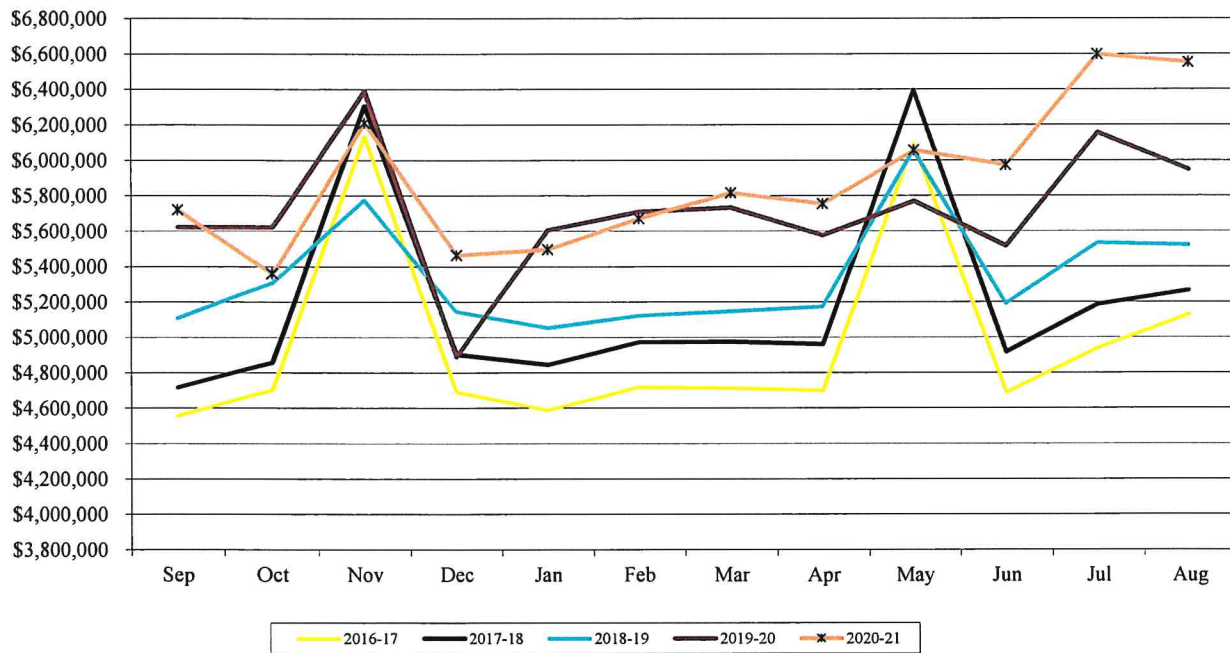
Monthly Financial Report

August 2021

	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>	
<u>GENERAL FUND</u>				
Beginning Fund Balance	\$ 10,672,360	\$ 10,845,793	\$ 10,631,103	
Revenues	\$ 87,706,953	\$ 87,706,953	\$ 83,991,643	
Expenditures	\$ (90,256,342)	\$ (90,256,342)	\$ (84,987,125)	
Transfers	\$ (800,000)	\$ (800,000)	\$ (803,812)	
Ending Fund Balance	\$ 7,322,971	\$ 7,496,404	\$ 8,831,809	9.8%
<u>CAPITAL PROJECTS</u>				
Beginning Fund Balance	\$ 46,903,816	\$ 47,650,765	\$ 47,650,765	
Revenues	\$ 2,686,104	\$ 2,686,104	\$ 6,847,960	
Expenditures	\$ (43,748,333)	\$ (43,748,333)	\$ (43,540,266)	
Transfers	\$ -	\$ -	\$ -	
Ending Fund Balance	\$ 5,841,587	\$ 6,588,536	\$ 10,958,459	
<u>DEBT SERVICE</u>				
Beginning Fund Balance	\$ 2,205,557	\$ 2,231,745	\$ 2,231,745	
Revenues	\$ 4,543,358	\$ 4,543,358	\$ 4,534,402	
Expenditures	\$ (4,390,250)	\$ (4,390,250)	\$ (4,389,550)	
Ending Fund Balance	\$ 2,358,665	\$ 2,384,853	\$ 2,376,598	
<u>ASB FUND</u>				
Beginning Fund Balance	\$ 547,571	\$ 547,571	\$ 547,418	
Revenues	\$ 662,023	\$ 662,023	\$ 174,823	
Expenditures	\$ (650,004)	\$ (650,004)	\$ (127,701)	
Ending Fund Balance	\$ 559,590	\$ 559,590	\$ 594,540	
<u>TRANSPORTATION VEHICLE</u>				
Beginning Fund Balance	\$ 38,500	\$ 403,865	\$ 403,865	
Revenues	\$ 240,568	\$ 240,568	\$ 243,626	
Expenditures	\$ (250,000)	\$ (250,000)	\$ (367,780)	
Transfers			\$ -	
Ending Fund Balance	\$ 29,068	\$ 394,433	\$ 279,711	

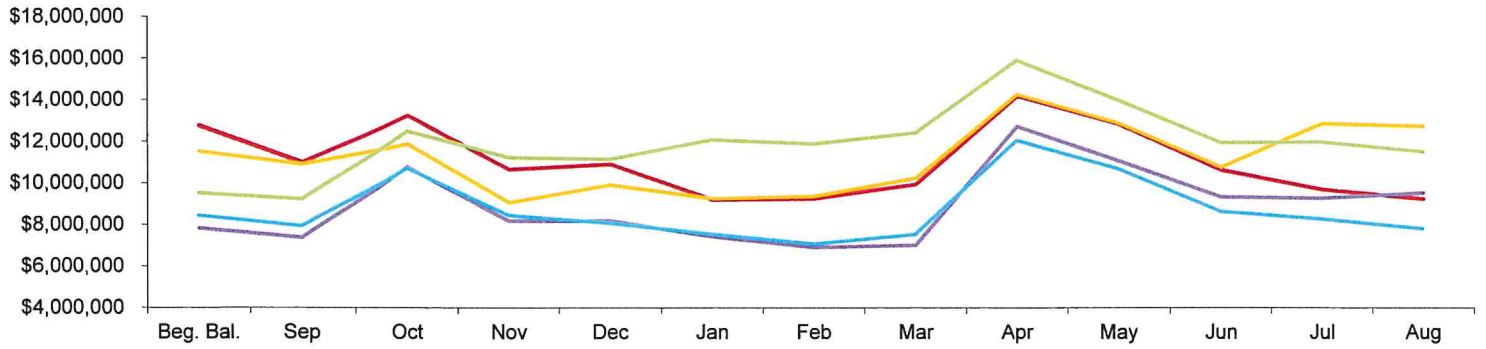
WALLA WALLA PUBLIC SCHOOLS

Monthly Payroll

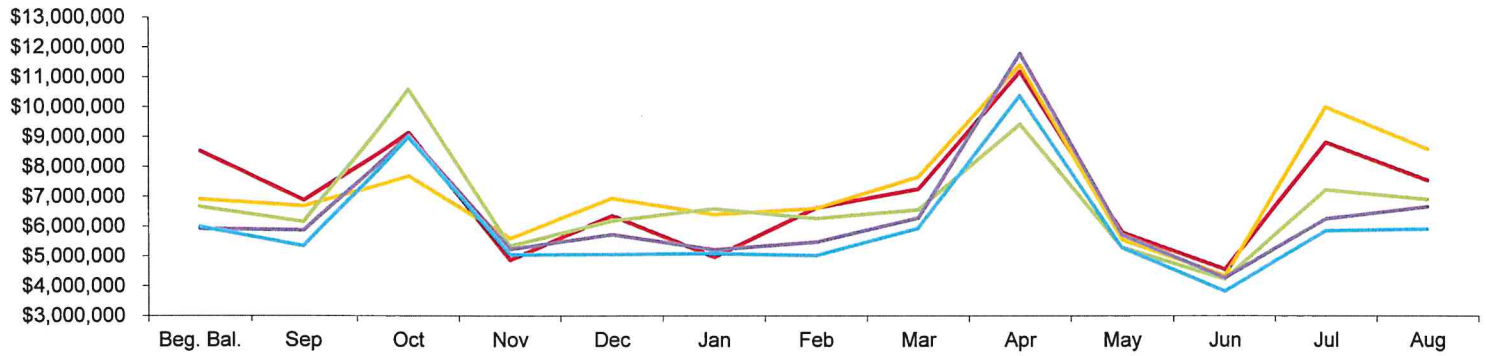


WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

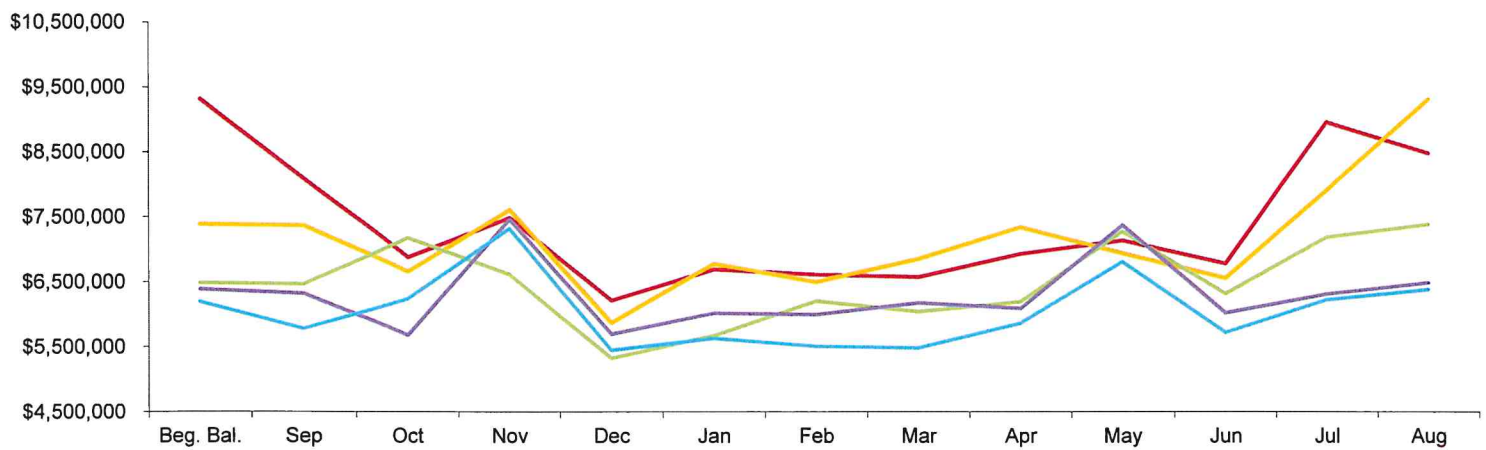
NET CASH & INVESTMENTS



RECEIPTS



EXPENDITURES



20-21 19-20 18-19 17-18 16-17

Form Package 600 - Minimum Basic Education Requirement Compliance

1. Minimum Basic Education Requirement Compliance and District Survey

1. Name and contact information of you or the person we should contact if we have questions about survey responses

First Name

Chris

Last Name

Gardea

Email

cgardea@wwps.org

2. Name of your school district

Walla Walla School District

2. Instructional Hours, Days, and School Schedules

3. Kindergarten Minimum Instructional Hour Offering

([RCW 28A.150.220](#), [RCW 28A.150.205](#), [RCW 28A.150.315](#))

Will the school district make available to students enrolled in kindergarten at least a minimum instructional hour offering of 1,000 hours.

Yes

Briefly explain why you will not offer 1000 hours of instruction for kindergarten.

4. How will your school district meet the minimum instructional hour offering?

Approach B

How many instructional hours for grades 1 through 8 will your school district offer through Approach A?

How many instructional hours for grades 9 through 12 will your school district offer through Approach A?

5. How many instructional hours will your school district offer through Approach B?

1027

How many instructional hours will your school district offer through the Other Approach?

Briefly explain the Other Approach your school district used to make the minimum instructional hour calculation.

6. Minimum 180-Day School Year

([RCW 28A.150.220](#), [RCW 28A.150.203](#), [RCW 28A.150.315](#))

The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education or Superintendent of Public Instruction. A district that has been granted a waiver of the minimum 180-day school year requirement is considered in compliance with RCW 28A.150.220 provided the district meets the conditions of the waiver.

Will your school district make accessible to all legally eligible students 180 days of instruction?

Yes

7. Waivers from School Day Requirement

Has the district obtained a waiver from the 180-day school year from the State Board of Education or Office of Superintendent of Public Instruction?

Yes

8. What type(s) of waiver from the 180-day requirement did the district receive? Please select each type of waiver that applies to your school district.

Parent-teacher conferencing waiver

How many days will be waived as allowed under your 180-day waiver for the improvement of student learning?

How many days will be waived as allowed under your Economy and Efficiency Waiver?

9. How many days will be waived as allowed under your Parent-Teacher Conferencing Waiver?

2

How many days will be waived as allowed under your Emergency Closure Waiver?

10. How many school days will the district offer after the use of any and all waivers from the 180-day requirement?

178

11. Bell Schedule

What is the predominant bell schedule in a typical school year for the high schools in the school district?

Six-Period Day

Briefly describe the "Other" bell schedule that is the predominant schedule used by the high schools in the school district.

12. Has the district adopted a Continuity of Operations Plan under WAC 180-16-212, published under WSR 21-16-044, to transition to modalities other than in-person in the event of an emergency? For more information on the Washington State Register filing click [here](#).

Yes

Provide a brief explanation as to why the school district has not adopted a Continuity of Operations Plan

13. Will your school district administer a school climate survey to students?

Yes, the Healthy Youth Survey and at least one other school climate survey

14. If you have an outside vendor to support the collection and analysis of your school climate survey data, who is that vendor?

Center for Educational Effectiveness (CEE)

Who is the "Other" vendor" (other than CEE or Panorama) supporting the school district's school climate survey?

15. Does your school district award high school diplomas?

Yes

16. Lowest Grade Level Served

What is the lowest grade level that the district serves?

Transitional Kindergarten

17. Highest Grade Level Served

What is the highest grade level that the district serves?

Twelfth

3. Graduation Requirements: Subject Areas and Credits, Graduation Pathway Options, the High School and Beyond Plan, and Local Graduation Requirements

18. For the Class of 2022, does the school district require at least the state minimum core subject area requirements (WAC 180-51-210)?

4 credits of English

3 credits of math (including the courses specified in WAC 180-51-210)

3 credits of social studies (including the courses specified in WAC 180-51-210)

3 credits of science (including at least 2 credits of lab science)

0.5 credits of health

1.5 credits of physical education

1 credit of arts

1 credit of Career and Technical Education (or a course that meets program standards for an exploratory Career and Technical Education course)

Yes

Provide a brief explanation as to why the school district does not require at least the state minimum core subject area requirements (WAC 180-51-210)?

19. Does the school district offer the opportunity for high school students to earn flexible subject area requirements, including personalized pathway requirements and electives (WAC 180-51-210)?

Including at minimum:

2 credits of world languages (which may include American Sign Language)

1 arts credit (in addition to 1 core credit in arts)

Yes

Briefly explain why the district does not offer the opportunity for high school students to earn flexible subject area requirements, including personalized pathway requirements and electives (WAC 180-51-210)?

20. For the Class of 2022, does the district require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC?

Yes

Briefly explain why the school district does not require at least 24 credits for a student to graduate from high school under the framework in Chapter 180-51 WAC and what elements have yet to be implemented?

21. To which electronic or online HSBP platform is your district providing students access? ([WAC 180-51-220](#))

School Links

What is the "Other" HSBP platform your school district is making available for students?

Electronic High School and Beyond Plans were required starting SY 2020-2021. Please enter the school year (e.g. 2021-22) when this requirement will be implemented.

22. What grade level does the district start each student's High School and Beyond Plan?

Grade 8

You indicated the school district does not start the High School and Beyond Plan process in the 6th, 7th, or 8th grades. In which grade do the school district start the High School and Beyond Plan process for students?

23. How does the district offer the High School and Beyond Plan (HSBP)?

For partial credit each year through Advisory, Homeroom or a series of HSBP activities completed annually

Describe the "Other" High School and Beyond Plan delivery method or offering your school district provides?

24. Has your school district developed and implemented a district-wide formal plan, policy, or communication protocol for the 2021-22 school year to inform students of the graduation pathway options?

Yes

25. In communicating with students about their graduation pathway options, please mark the check boxes of the strategies that will be most commonly used in the 2021-22 school year?

Graduation pathway information will be discussed with all students during their annual High School and Beyond Planning process.

Students will have information about pathways shared with them at least once during high school in a formalized manner to be developed by the high school counselors or administration.

Graduation pathway information will be shared with all incoming high school students.

We will encourage all students to take a college placement test (ACT or SAT), to help ensure students meet a pathway.

26. Which of the following graduation pathway options are available to students in your district for the Class of 2022? Please select all that apply,

State Assessments in ELA and Math

Running Start courses in ELA or Math

Career and Technical Education dual credit course(s) that qualify as graduation pathway options

Advanced Placement (AP) course(s) that qualify as graduation pathway options

SAT

ACT

Bridge to College/Transition course in math

Bridge to College/Transition course in ELA

Armed Services Vocational Aptitude Battery (ASVAB)

Sequence of Career and Technical Education Courses that qualify as graduation pathway options

College in the High School: Do any of the following apply to how this graduation pathway option is delivered ? (Mark all that apply.)

27. Running Start: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply.)

Free for some students based on need
Pathway can be met at all High Schools in the District

28. Career and Technical Education-Dual Credit Courses: Do any of the following apply to how this graduation pathway option is delivered? (Mark all that apply.)

Free for some students based on need
Pathway can be met at all High Schools in the District

29. How many CTE course sequence graduation pathway options are available in your district?

21

What are the reasons your school district is unable to offer a CTE sequence that is a graduation pathway option?

30. Advanced Placement (AP): Indicate all that apply to how the AP test that meets the graduation pathway option is offered in your district.

Free for some students based on need
Pathway is Available at all High Schools in the District

International Baccalaureate (IB): Indicate all that apply to how the IB test graduation pathway option is offered in your district.

Cambridge: Indicate all that apply to how the Cambridge test graduation pathway option is offered in your district.

31. SAT: Do any of the following apply to how this graduation pathway option is offered in your district?

Free for some students based on need
Administration during the school day

32. ACT: Do any of the following apply to how this graduation pathway option is offered in your district?

Free for all students regardless of need
Administration during the school day
Available at each high school

33. Armed Services Vocational Aptitude Battery: Do any of the following apply to how this graduation pathway option is offered in your district?

Administration During the School Day

34. Sequence of Career and Technical Education Courses (WAC 180-51-230((5)(h))): Do any of the following apply to how this graduation pathway option is offered in your district?

Free for some students based on need
CTE Sequences are Available at all High Schools in the District

35. Local graduation requirement: Does the district require community service?

Required but Not-For-Credit

What is the "Other" way that community service factors into the school district local graduation requirements?

36. Local graduation requirement: Does the district require a culminating project?

Required but Not-For-Credit

What is the "Other" way that the culminating project factors into the school district local graduation requirements?

37. Has the school district adopted a Tribal History and Culture curriculum (i.e. Since Time Immemorial) under the requirements of RCW 28A.320.170?

Yes

38. Has the school district implemented comprehensive sexual health for each student under the requirements of RCW 28A.300.475? This will be required no later than the 2022-2023 school year.

Yes.

39. Under RCW 28A.230.020 and WAC 392-410-115, does the school district provide instruction at all grade levels about conservation, natural resources, and the environment in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment?

Yes

40. "During the school week preceding the eleventh day of November of each year, there shall be presented in each common school as defined in RCW 28A.150.020 educational activities suitable to the observance of Veterans' Day." (RCW 28A.230.160) Does the district provide educational activities in observance of Veterans' Day each year?

Yes

41. Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities." (RCW 28A.230.158). Does the district conduct or promote educational activities for Disabilities History Month?

Yes

42. Each district board of directors shall adopt an AIDS prevention education program. (RCW 28A.230.070). Does the district have an AIDS prevention education program?

Yes

43. The office of the superintendent of public instruction adopted social-emotional learning standards and benchmarks on January 1, 2020. ([RCW 28A.300.478](#)).

Has the district implemented social-emotional learning-specific policies or procedures?

No

44. Every public middle school, junior high school, and high school is strongly encouraged to include in its curriculum instruction of the events of the period in modern world history known as the Holocaust; may include other examples of genocide and crimes against humanity. (RCW 28A.300.115). Does the district provide Holocaust education?

Yes

45. Districts are encouraged to commemorate the history of civil rights at least once a year, "providing an opportunity for students to learn about the personalities and convictions of heroes of the civil rights movement and the importance of the fundamental principle and promise of equality under our nation's Constitution." (RCW 28A.230.178). Does the district commemorate the history of civil rights at least once a year?

Yes

46. Public schools in grades 7 to 12 are encouraged to offer a course in ethnic studies; public schools in grades K-6 are encouraged to incorporate ethnic studies materials and resources. (RCW 28A.300.112) Has the district incorporate ethnic studies materials and resources in grades K-6 and/or offered a courses or courses in ethnic studies in grades 7 to 12?

No

High Schools)

47. Does the school district provide the opportunity to all students in grades nine through twelve to access financial education under RCW 28A.300.468?

Yes.

48. How do you meet the financial education requirement?

For-Credit as a Standalone Course

49. Beginning with the 2020-21 school year, all school districts with a high school must provide a financial aid advising day. Districts must provide both a financial aid advising day and notification of financial aid opportunities at the beginning of each school year to parents and guardians of any student entering the twelfth grade. (RCW 28A.300.815, RCW 28A.230.310)

Does the district provide a financial aid advising day?

Yes

50. Does the school district provide an opportunity to access an elective computer science course that is available to all high school students under RCW 28A.230.300? This will be required no later than the 2022-2023 school year.

Yes

51. Does your school district provide a mandatory one-half credit stand-alone course in civics for each high school student under RCW 28A.230.094? Civics content and instruction that is embedded in other social studies courses does not meet this requirement unless the social studies courses are for dual credit, offering students the opportunity to earn both high school and postsecondary credit.

Yes.

52. The study of the U.S. and Washington Constitutions is a prerequisite to graduation (RCW 28A.230.170). Does the district provide for the study of the US and Washington constitutions to all graduating students?

Yes

53. Each school district that operates a high school must offer instruction in cardiopulmonary resuscitation (CPR) to students as provided in this section. Beginning with the 2013-14 school year, instruction in CPR must be included in at least one health class necessary for graduation. ([RCW 28A.230.179](#))

Does the district offers instruction in CPR in at least one health class required for graduation?

Yes

54. On January 16th of each year or the preceding Friday when January 16th falls on a nonschool day, there shall be observed within each public school "Temperance and Good Citizenship Day." Social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors. Voter sign up and registration must be available to all students who will be 18 by the next general election. ([RCW 28A.230.150](#)).

Does the school provide the opportunity for voter registration for all students who will be 18 by the next general election?

Yes

55. By the 2021-22 school year, each school district board of directors shall adopt an academic acceleration policy for high school students. ([RCW 28A.320.195](#))

Does the district have an academic acceleration policy for high school students?

Yes

56. School districts are encouraged to award the seal of biliteracy to graduating high school students who meet the criteria established by the office of the superintendent of public instruction. ([RCW 28A.300.575](#)).

Does the district award the seal of biliteracy to qualifying graduating high school students?

Yes

6. Mastery-based Learning

57. Does your district have a written policy to award mastery/competency-based credit?

Yes (Permanent Policy)

58. In which subjects areas? Please check all that apply.

World Language

Math

English Language Arts

7. 2020-2021 Emergency Waiver Administration and Data

59. Did the school district apply for and receive approval to waive certain graduation requirements for students graduating in the 2020-2021 school year?

Yes

60. Did the school district grant any students an emergency waiver from high school graduation requirements or receive any requests from students for this waiver?

Yes

8. 2020-2021 Emergency Waiver Administration and Data Details

61. Did the school district administer the emergency waiver of graduation requirements in accordance with program rules established in Chapter 180-111 WAC?

Yes

62. Please describe the actions the school district took to ensure equity in administration of the emergency waiver.

Principals and high school counselors identified which seniors were eligible for the Graduation Requirement Emergency Waivers. Counselors individually met with all of the identified students and parents to review HS&B plans, credit retrieval opportunities, graduation pathways, and create individual plans.

63. To what degree did the district provide individual student advising on the following topics to students being considered for the emergency waiver?

	Not Provided	Provided for Some	Provided for Most	Provided for All
What supports the individual student needs to be successful				X
How the individual student might meet the graduation requirements, including the feasibility of summer or a partial or full additional year of high school enrollment				X
Whether the emergency waiver is appropriate for the individual student				X

64. If the school district provided other advising for individual students regarding strategies for meeting graduation requirements, please describe below.

65. To what degree did the district use the following options to support individual students in meeting credit and course-based graduation pathway requirements?

	Not Used	Used for Some	Used for Most	Used for All
Provision of additional academic supports to aid student completion			X	
Awarding credits based on the student's demonstrated proficiency/mastery of the state's learning standards under WAC 180-51-050, 180-51-051, and 392-410-300, including credits, grades, and courses transcribed on the high school transcript		X		
Awarding credit through expanded learning opportunities, dual credit programs, work-based learning (WAC 392-410-315), traditional online, summer learning, CTE course equivalencies, and other local credit options for awarding credit outside of school			X	

66. If the school district provided other academic supports for meeting graduation requirements or awarded credits in another manner, please describe below.

67. To what degree did the district use the following options to support individual students in meeting an exam-based graduation pathway requirement?

	Not Used	Used for Some	Used for Most	Used for All
Efforts to ensure students are aware of the SAT, ACT, ASVAB, AP, IB, Cambridge International, and state assessment options			X	
Efforts to ensure students can access, online or by other alternative access options, the applicable assessment		X		
Reduced or eliminated any cost to students in using these options			X	

68. If the school district provided other supports for meeting the exam-based graduation pathway requirement, please describe below.

69. Did the school district receive any requests from students for an emergency waiver from graduation requirements?

No

9. Student-Initiated Graduation Requirement Emergency Waivers

From which graduation requirement(s) did students request an emergency waiver? Please check all that apply.

How many students requested a waiver of credit(s)? And how many of those requests did the school district deny?

	Number of students who requested a waiver of credit(s)	Number of students whose request for waiver of credit(s) was denied
All Students		

How many students requested a waiver of credit(s)? And how many of those requests did the school district deny?

Please provide the breakdown by race/ethnicity in the table below.

	Number of students who requested a waiver of credit(s)	Number of students whose request for waiver of credit(s) was denied
Native American or Alaskan Native		
Asian		
Black / African American		
Hispanic or Latinx		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Unknown race/ethnicity		

How many students requested a waiver of credit(s)? And how many of those requests did the school district deny?

Please provide the breakdown by program participation in the table below.

	Number of students who requested a waiver of credit(s)	Number of students whose request for waiver of credit(s) was denied
Students qualifying for free or reduced-price lunch		
Students receiving transitional bilingual education services		
Students from migrant families		
Students receiving special education services		
Students with Section 504 plans		

How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?

	Number of students who requested a pathway waiver	Number of students whose request for a pathway waiver was denied
All Students		

How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?

Please provide the breakdown by race/ethnicity in the table below.

	Number of students who requested a pathway waiver	Number of students whose request for a pathway waiver was denied
Native American or Alaskan Native		
Asian		
Black / African American		
Hispanic or Latinx		
Native Hawaiian or Other Pacific Islander		
White		
Two or More Races		
Unknown race/ethnicity		

How many students requested a waiver of the graduation pathway requirement? And how many of those requests did the school district deny?

Please provide the breakdown by program participation in the table below.

	Number of students who requested a pathway waiver	Number of students whose request for a pathway waiver was denied
Students qualifying for free or reduced-price lunch		
Students receiving transitional bilingual education services		
Students from migrant families		
Students receiving special education services		
Students with Section 504 plans		

Did the school district receive any appeals from students whose GREW waiver requests were not granted?

How many appeals did the district receive?

Please provide the breakdown by race/ethnicity in the table below.

	Number of appeals received
Native American or Alaskan Native	
Asian	
Black / African American	
Hispanic or Latinx	
Native Hawaiian or Other Pacific Islander	
White	
Two or More Races	
Unknown race/ethnicity	

How many appeals did the district receive?

Please provide the breakdown by program participation in the table below.

	Number of appeals received
Students qualifying for free or reduced-price lunch	
Students receiving transitional bilingual education services	
Students from migrant families	
Students receiving special education services	
Students with Section 504 plans	

10. Review of Responses

70. Optional: Provide a few brief comments about this new reporting platform.

BOARD OF DIRECTORS
Regular Study Meeting – 5:30 p.m.
September 7, 2021
WWSD Administration Building / 364 S. Park Street

PRESENT

BOARD OF EDUCATION

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

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Mrs. Amy Ruff, Director of Health Services
Mr. Ron Higgins, Principal of Walla Walla High School
Mrs. Kris Duncan, Principal of Pioneer Middle School

AUDIENCE

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

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. Derek Sarley.

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

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

V. CONSENT AGENDA

Mr. Rindal moved and Mrs. Trick 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) September 7 accounts payable and August payroll; 5) Washington State School Directors Association boards of distinction application; and 6) regular business meeting minutes of August 17, 2021. The motion carried unanimously.

VI. STUDY ITEMS

Back to School Update: District Music Coordinator Mr. Roger Garcia, Pioneer Middle School Principal Mrs. Kris Duncan, Walla Walla High School Principal Mr. Ron Higgins, Walla Walla High School Football Coach Mr. Greg Lupfer, Walla Walla High School Drama Director Mrs. Kristin Hessler and Prospect Point Kindergarten Teacher Mrs. Suzann Rose shared highlights from the first day of school. Collectively the presenters said this first day of school was extra special following 18 months of schedule interruptions and alternative learning models due to the pandemic. They reported students and staff were happy to be back on campus.

Washington State Department of Health COVID Quarantine Process and Procedures: District Health Services Director Mrs. Amy Ruff reviewed the district's Quarantine Learning Contingency Plans. The plans were developed for continued learning should individual students, classrooms or entire schools be required to quarantine if COVID outbreaks occur in schools.

Dr. Smith provided a brief review of preliminary enrollment. Kindergarten and first grade numbers appear to be well below budgeted numbers.

VII. ADJOURNMENT

President Sarley declared the meeting adjourned at 6:56 p.m.

Minutes to be presented for board approval on September 21, 2021.

APPROVED:

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

Mr. Derek Sarley
School Board President

~ CITIZENS' COMMENTS ~

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.

09/07/2021



Wa-Hi

- In Building 2 (Old Science) was punch listed and received TCO. Courtyard landscaping was completed as was exterior painting. Lights were installed inside and out. Final cleaning took place and furniture was moved into the space.
- Building 3 (Commons), framing in interior continued including the student store area. Insulation was added to the exterior and prep for exterior finishes continued. HVAC, electrical and plumbing work continued.
- Building 4 (Library) was pre-punch listed. Finished were completed including the finish polishing of the culinary arts floor. Electrical was completed throughout the building. Library shelving was installed. Culinary arts equipment was installed, and fire tested and approved. Projectors were mounted and prepared for school opening.
- Building 5, Abatement continued in various areas. Demolition work in main floor and mezzanine work was on going in various areas.
- Building 6 (Gym) mechanical, electrical, plumbing, and fire sprinklers continued to be installed. Screen and projectors were hung in main gym. HVAC was finished in old gym and floor was uncovered and turned over to the district. Finishes were added to the fitness room and weights and lifting racks were installed. Hydro baths were installed.
- Building 7 (Auditorium) had interior work continued. A/V equipment was installed. Bathroom were tiled and partitions were installed.
- The parking lot at Falbo Field had heights of manholes etc. set and patched. The parking lot by the gym work continued including the demolition of the old fitness building. Sod was placed around building 2. Pathways were laid with gravel for the student walkways. Irrigation continued to be placed throughout the project area.
- The tree south of building 2 was removed per the city arborist and the stump was ground in perpetration of landscaping.
- The new pedestrian bridge railing was painted and installed.
- The design team worked with Jackson to complete and return submittals and answer construction question as they arose, in order to facilitate that the project continues to be able to keep up with the schedule.
- Across the site, Jackson continued to move fences and provide pathways to ensure campus and student safety.
- Wenaha, Jackson, and the School district worked on coordinating efforts to ensure the summer phases can be initiated while also accommodate staff and moving activities out for next school year's remodel/update.

Pioneer

- East parking Striping and signage completed and ready for use.
- North classroom area saw big changes as work to get it ready for school was the primary focus this month. Restrooms and trenching down hallways went from exposed dirt to complete with flooring and finishes. Ceilings, drywall, paint, and cabinets installed. Fire-sprinklers, new lights and projectors were also installed.
- Main Gym, locker room insulation and drywall installed. Fire-line install ongoing in mechanical mezzanine.
- Administration area 5, paint and casework went in as well as, restrooms.

August 2021 Project Update



- Area 1 classrooms drywall and window install continued this month.
- Wenaha, Jackson, and WWPS district continued to work together to coordinate efforts to ensure critical summer phases will be completed in preparation for students returning in Fall.

Lincoln

- Chervenell Construction was awarded the Lincoln project and contract executed.
- Pre-construction meetings were held on 8/30/21, for both the City of Walla Walla and Chervenell. Contractor began mobilization.



Attachment A: Wa-Hi Progress Photos



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



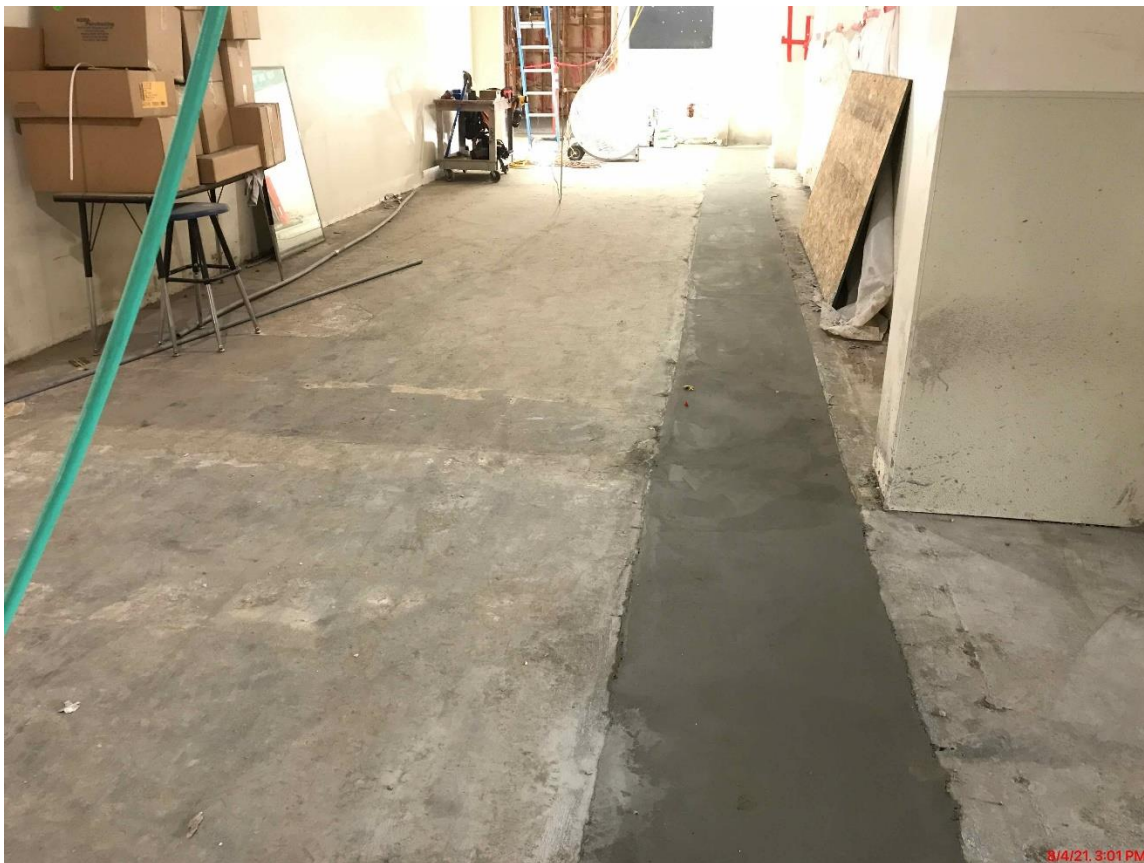
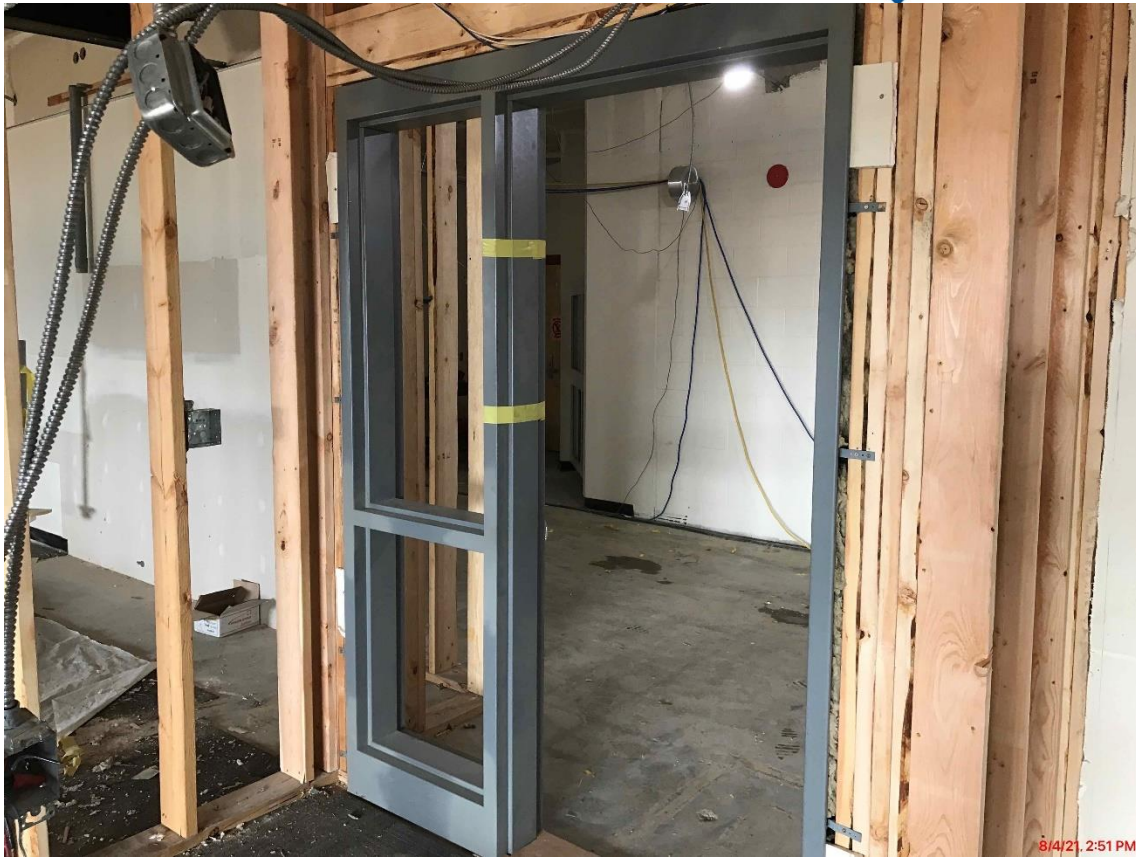
Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



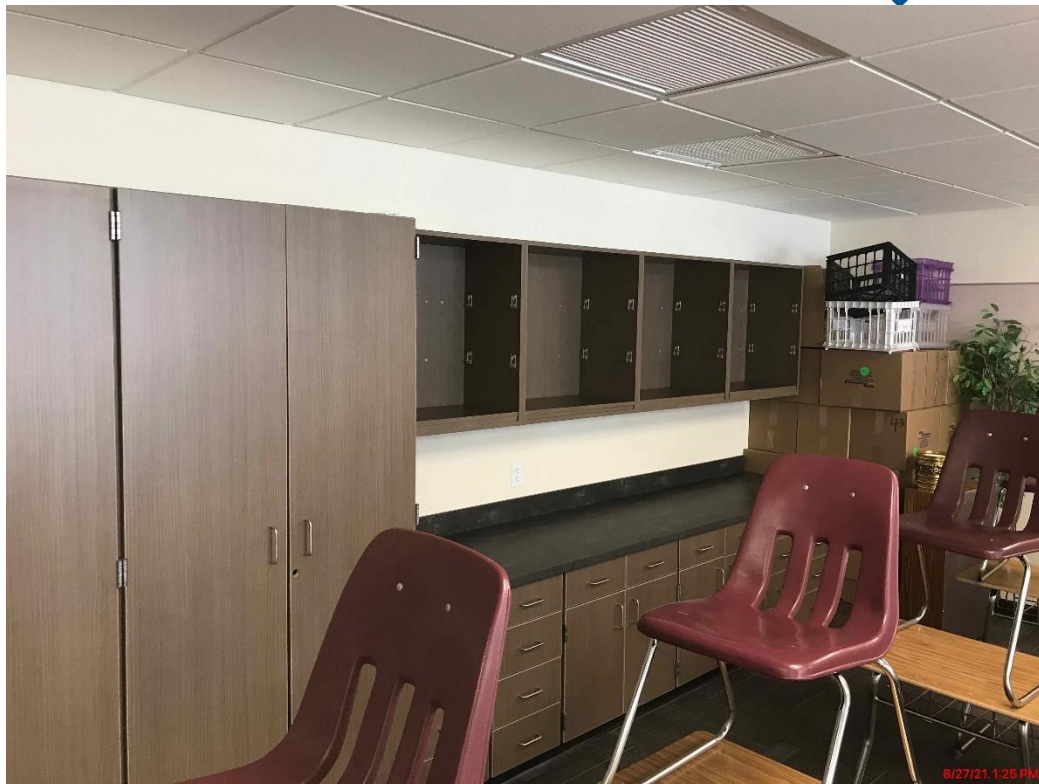
Attachment B: Pioneer Progress Photos



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update



Walla Walla Public Schools - 2018 Bond Project
August 2021 Project Update





Walla Walla Public Schools - 2018 Bond Projects

MASTER BUDGET DASHBOARD

Updated 9/1/2021



Walla Walla High School

		# Months Construction Complete / Total Months		21/36		Risks & Opportunities
Design Phase	CD					
	Budget*	Costs to Date	% Spent	Project Contingency	Contingency Accessed to Date	
Project Budget (includes contractor's contingency under GCCM)	\$ 78,464,223	\$ 43,363,752	55.27%	\$ 3,180,557	\$2,500,000	

Lincoln High School

Design Phase		CD		# Months Construction Complete / Total Months		0 / 18		Risks & Opportunities
		Budget*		Costs to Date		% Spent		
Project Budget		\$ 12,879,010		\$ 1,184,131		9.19%		

Pioneer Middle School

		# Months Construction Complete / Total Months		13/ 20		Risks & Opportunities
Design Phase	CD					
	Budget*	Costs to Date	% Spent	Project Contingency	Contingency Accessed to Date	
Project Budget	\$ 27,311,473	\$ 17,473,888	63.98%	\$ 2,045,563	\$1,450,000	

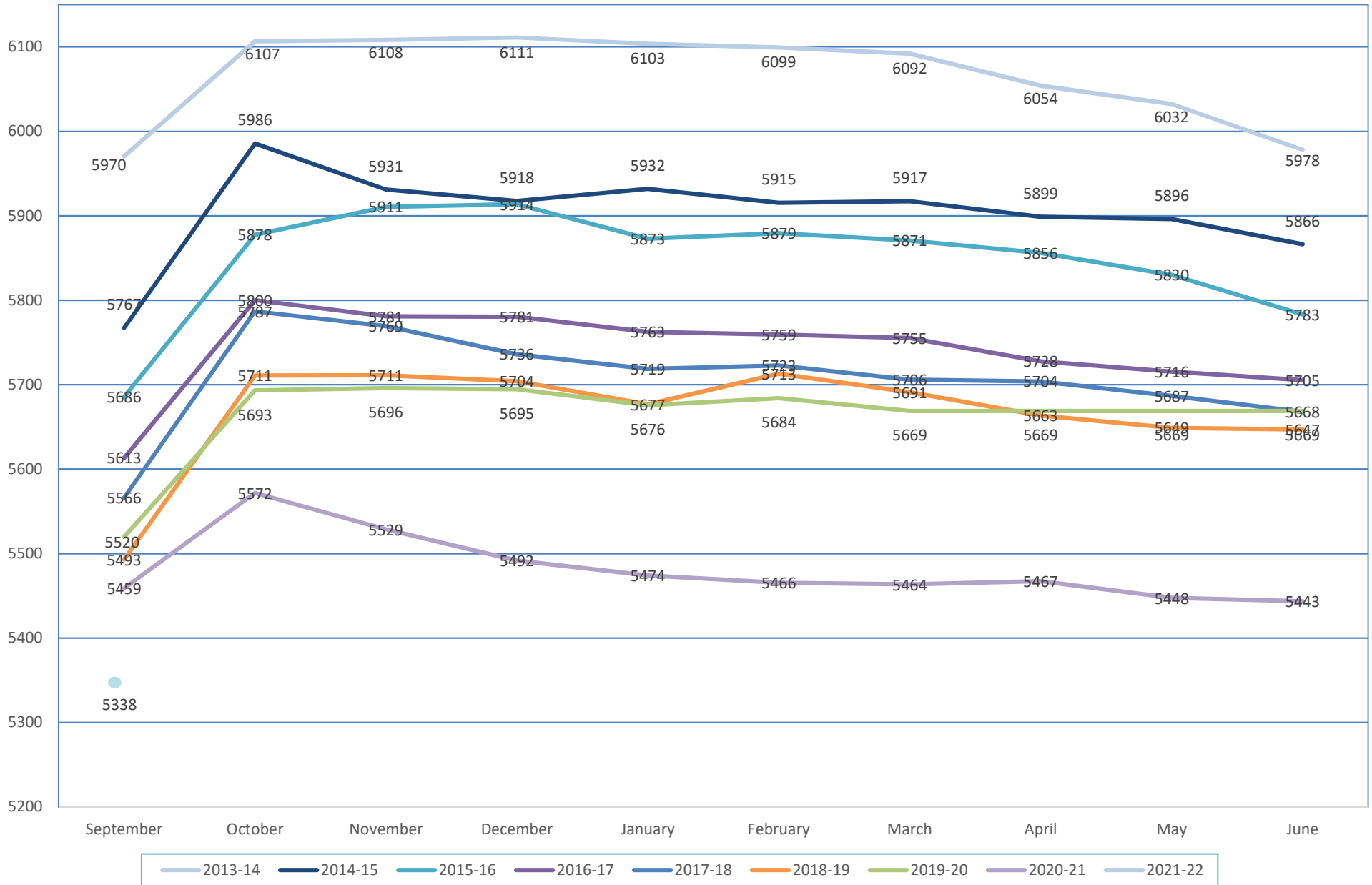
District-Wide Upgrades

		# Months Construction Complete / Total Months		NA	Risks & Opportunities	
	Budget	Costs to Date	% Spent			
Project Budget (including contingency)	\$ 6,699,738	\$ 6,120,768	91.36%			

*Reflects adjustments in state match and capitalized investments

2021-2022	24 MAX Kindergarten	25 MAX First	27 MAX Second	27 MAX Third	28 MAX Fourth	28 MAX Fifth	TOTALS					
WWCCF Samantha Bowen Director	Priore, A Ramirez, C Razo, Elizabeth Thomas, Lori											
SECTIONS 4	0	0	0	0	0	0	0					
slots available	80											
Berney Michelle Carpenter Principal	Hubbard, K Brown, A Solis, D	Braddock, L Fisbeck, J Morrison, S	20 20 19	Holbrook, J Kearbey, K Parodi, D	24 21 24	Davin, M Baker, T Gonzales, C	25 26 27	Bona, A Gribnau, J Tonn, S	22 22 21	Ambler, C Clearman, D James, I Ponti, R Merrill, L	19 21 19 21 80	354
Behavior Prg K-5 SECTIONS 19	Merrill, L	Merrill, L	59	Merrill, L	1 70	Merrill, L	2 80	Merrill, L	65			
slots available	72	16	12	3	19	32						
Edison Jenny Foster Principal	Espinosa, M Helm, E Matson, E Valencia, A	Berumen, B Maycumber, Y Moreno, J Phillips, L	17 19 20 17	Hobbs, S Parsons, S Saldivar, C Williams, N	19 20 19 18	Aceves, J Lopez, J Estrada, A	25 25 25	Ledesma, M Reed, J Schafer, J	25 23 24	Ochoa, F Solis, C Solis Martinez, V	19 20 18	
SECTIONS 21	0		73		76		75		72		57	353
slots available*	84	11	8	6	12	27						
Green Park Rick Kline Principal	Bahena-Flores, R Lopez, M Lovejoy, T Katsel, E	Garanzuay, P Garcia, A Holbrook, T Wright, L	16 16 20 20	Salazar, I Martinez, N Boeckman, R Reiter, L Real, D	22 20 15 17 13	Hobbs, B Gregoire, L Timm Ballard, D	22 20 22	Carroll, R Johnson, M Tobin, J	20 25 24	Contreras, A Maya, J Ambler, D Lux, J	15 13 24 21	
Lifeskills Program Autism Program SECTIONS 23	Angotti, E Roberts, Z	Angotti, E Roberts, Z	1 3 76	Angotti, E Roberts, Z	2 1 90	Angotti, E Roberts, Z	2 2 68	Angotti, E Roberts, Z	1 1 71	Angotti, E Roberts, Z	3 - 76	381
slots available	96	28	48	17	15	39						
Prospect Point Barbara Casey Principal	Greenwood, D Heinzman, A Rose, S Wilson, B	Hanson, K James, L McKiernan, M Pederson, R	20 19 20 19	Baldwin, W Hudec, H Paul, M Babbitt, H	20 20 20 20	Grove, J Jausoro, D Kuhlmann, K Reese, N	26 26 26 26	Smyth, D Taylor, L Watson, K Prull, V	21 23 22 22	Hayes, B Mahan, L Parodi, D Pegel, G	23 24 23 22	
SECTIONS 24	0		78		80	104			88		92	442
slots available*	96	22	28	4	24	20						
Sharpstein Maria Garcia Principal	Cantero, H Gillin, L Lamanna, S Wilson, H Cochran	Humphreys, S Locati, R Ruvalcaba, G Berg, L Cochran	10 10 10 11 4 45	Humbert, K Griffith, R Hill, J Cochran	24 22 22 3 71	Hutchinson, D Shirley, C Villanueva, S Cochran	19 17 18 2 56	Diaz Madrigal, A Mendoza, L Woiblet, B	23 22 23 68	Keyes, K James, J VanDonge, B	20 26 19	
Developmental Prog SECTIONS 20	0										65	305
slots available	96	59	13	27	16	19						
Walla Walla Online Amy Ford Director	McFetridge, M	McFetridge, M	5	Baker, T	8	Baker, T	11	Mires, D	5	Mires, D	5	
slots available			5		8		11		5		5	34
TOTAL SC SPED	0	8	7	6	2	3						
TOT SLOTS AVAIL	524	136	109	57	86	137						
TOTAL ENROLLED	0	336	395	394	369	375	1869					
SECTIONS	24	20	20	17	17	19						
AVERAGE LOADS	0.00	16.15	19.00	22.18	21.29	19.32						
Dual classes												

WWPS Enrollment Trends: 2013 to Present Student FTE Counts



MONTHLY REVENUE REPORT											
MONTH	LOCAL TAXES	LOCAL NONTAX	STATE GEN PURP	FED GEN PURP	FED SPEC PURP	REV (SD)	REV (OTHER)	TOTAL PROJ.	TOTAL ACT.	VARIANCE	
SEP PROJECTED	\$ 206,014	\$ 129,102	\$ 5,244,050	\$ 3,006	\$ 132,185	\$ 3,524	\$ -	\$ 5,717,881		\$ 301,885	5.28%
SEP ACTUAL	\$ 228,664	\$ 26,371	\$ 5,471,209	\$ 2,797	\$ 287,515	\$ 3,211	\$ -		\$ 6,019,766	\$ 301,885	YTD
OCT PROJECTED	\$ 2,989,076	\$ 128,427	\$ 5,326,424	\$ 2,988	\$ 484,220	\$ 3,398	\$ -	8,934,533		\$ 193,078	2.16%
OCT ACTUAL	\$ 3,108,889	\$ 50,685	\$ 5,498,947	\$ 2,797	\$ 464,965	\$ 1,328	\$ -		\$ 9,127,611	\$ 494,963	YTD
NOV PROJECTED	\$ 196,008	\$ 159,175	\$ 4,471,385	\$ 2,988	\$ 813,039	\$ 3,179	\$ -	\$ 5,645,774		\$ (774,665)	-13.72%
NOV ACTUAL	\$ 408,138	\$ 49,490	\$ 3,799,523	\$ 2,797	\$ 595,526	\$ 15,635	\$ -		\$ 4,871,109	\$ (279,701)	YTD
DEC PROJECTED	\$ 27,956	\$ 137,673	\$ 5,878,433	\$ 3,060	\$ 625,431	\$ 2,893	\$ -	\$ 6,675,446		\$ (178,912)	-2.68%
DEC ACTUAL	\$ 134,025	\$ 37,949	\$ 5,718,886	\$ 2,797	\$ 586,001	\$ 16,877	\$ -		\$ 6,496,534	\$ (458,613)	YTD
JAN PROJECTED	\$ 15,843	\$ 37,125	\$ 4,629,619	\$ 2,988	\$ 554,761	\$ 2,835	\$ -	\$ 5,243,171		\$ (80,031)	-1.53%
JAN ACTUAL	\$ 15,492	\$ 31,354	\$ 4,585,307	\$ 2,782	\$ 525,511	\$ 2,694	\$ -		\$ 5,163,140	\$ (538,644)	YTD
FEB PROJECTED	\$ 30,258	\$ 28,309	\$ 5,908,311	\$ 2,988	\$ 538,848	\$ 3,171	\$ -	\$ 6,511,885		\$ 144,849	2.22%
FEB ACTUAL	\$ 31,997	\$ 35,365	\$ 5,939,287	\$ 2,880	\$ 641,716	\$ 5,490	\$ -		\$ 6,656,734	\$ (393,795)	YTD
MAR PROJECTED	\$ 878,611	\$ 39,374	\$ 5,268,353	\$ 2,988	\$ 642,828	\$ 2,767	\$ 500	\$ 6,835,421		\$ 405,721	5.94%
MAR ACTUAL	\$ 1,141,197	\$ 38,642	\$ 5,442,646	\$ 2,881	\$ 615,776	\$ -	\$ -		\$ 7,241,142	\$ 11,926	YTD
APR PROJECTED	\$ 3,751,187	\$ 36,962	\$ 6,245,282	\$ 2,988	\$ 713,306	\$ 2,462	\$ -	\$ 10,752,187		\$ 552,966	5.14%
APR ACTUAL	\$ 3,978,930	\$ 156,244	\$ 6,416,935	\$ 3,661	\$ 743,928	\$ 5,456	\$ -		\$ 11,305,153	\$ 564,892	YTD
MAY PROJECTED	\$ 834,146	\$ 39,972	\$ 3,754,772	\$ 2,988	\$ 694,608	\$ 3,416	\$ -	\$ 5,329,902		\$ 354,886	6.66%
MAY ACTUAL	\$ 518,484	\$ 45,036	\$ 4,196,186	\$ 2,881	\$ 910,837	\$ 11,364	\$ -		\$ 5,684,788	\$ 919,779	YTD
JUN PROJECTED	\$ 68,187	\$ 43,920	\$ 3,694,247	\$ 2,988	\$ 553,853	\$ 3,132	\$ -	\$ 4,366,327		\$ 195,407	4.48%
JUN ACTUAL	\$ 29,446	\$ 44,516	\$ 3,743,643	\$ 2,881	\$ 740,698	\$ 550	\$ -		\$ 4,561,734	\$ 1,115,185	YTD
JUL PROJECTED	\$ 69,047	\$ 46,414	\$ 7,405,729	\$ 2,988	\$ 783,761	\$ 2,779	\$ 1,500	\$ 8,312,218		\$ 963,226	11.59%
JUL ACTUAL	\$ 32,670	\$ 587,495	\$ 8,063,454	\$ 2,881	\$ 586,982	\$ 1,962	\$ -		\$ 9,275,444	\$ 2,078,411	YTD
AUG PROJECTED	\$ 95,099	\$ 175,000	\$ 6,629,825	\$ 3,042	\$ 1,009,730	\$ 2,959	\$ -	\$ 7,915,655			0.00%
AUG ACTUAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ -		YTD
Total Projected	\$ 9,161,432	\$ 1,001,453	\$ 64,456,430	\$ 36,000	\$ 7,546,570	\$ 36,515	\$ 2,000	\$ 82,240,400			
Adopted Budget	\$ 9,769,706	\$ 1,847,000	\$ 68,204,220	\$ 66,000	\$ 7,740,027	\$ 60,000	\$ 20,000	\$ 87,706,953			
Variance	\$ (608,274)	\$ (845,547)	\$ (3,747,790)	\$ (30,000)	\$ (193,457)	\$ (23,485)	\$ (18,000)	\$ (5,466,553)			
TOTAL ACTUAL	\$ 9,627,932	\$ 1,103,146	\$ 58,876,022	\$ 32,034	\$ 6,699,455	\$ 64,566	\$ -	\$ 76,403,156	FORECAST ACTUAL	\$ 84,318,811	
% collected to PRO	105.09%	110.15%	91.34%	88.98%	88.77%	176.82%	0.00%	92.90%			
NOTES:											
LEGEND		Above or within 2.00% of projection				Between 2.01% & 5.00% below			Below 5.01% of projection		

MONTHLY EXPENDITURE REPORT								
MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL		VARIANCE	
SEPTEMBER PROJECTED	\$ 5,200,173		\$ 1,351,621		\$ 6,551,794	MONTHLY	\$ 173,368	2.65%
SEPTEMBER ACTUAL		\$ 5,721,113		\$ 1,004,049	\$ 6,725,162	YTD	\$ 173,368	2.65%
OCTOBER PROJECTED	\$ 5,554,931		\$ 987,884		\$ 6,542,815	MONTHLY	\$ (215,753)	-3.30%
OCTOBER ACTUAL		\$ 5,359,916		\$ 977,912	\$ 6,327,062	YTD	\$ (42,385)	-0.32%
NOVEMBER PROJECTED	\$ 6,107,016		\$ 971,821		\$ 7,078,837	MONTHLY	\$ 405,302	5.73%
NOVEMBER ACTUAL		\$ 6,210,948	\$ -	\$ 1,273,191	\$ 7,484,139	YTD	\$ 362,917	1.80%
DECEMBER PROJECTED	\$ 5,348,523		\$ 936,482		\$ 6,285,005	MONTHLY	\$ (73,166)	-1.16%
DECEMBER ACTUAL		\$ 5,464,514		\$ 747,325	\$ 6,211,839	YTD	\$ 289,752	1.10%
JANUARY PROJECTED	\$ 5,534,483		\$ 984,671		\$ 6,519,154	MONTHLY	\$ 151,396	2.32%
JANUARY ACTUAL		\$ 5,496,506		\$ 1,174,044	\$ 6,670,550	YTD	\$ 441,148	1.34%
FEBRUARY PROJECTED	\$ 5,559,152		\$ 923,475		\$ 6,482,627	MONTHLY	\$ 176,963	2.73%
FEBRUARY ACTUAL		\$ 5,671,128		\$ 988,461	\$ 6,659,590	YTD	\$ 618,111	1.57%
MARCH PROJECTED	\$ 5,772,781		\$ 1,688,765		\$ 7,461,546	MONTHLY	\$ (60,430)	-0.81%
MARCH ACTUAL		\$ 5,804,601		\$ 1,596,515	\$ 7,401,116	YTD	\$ 557,681	1.19%
APRIL PROJECTED	\$ 5,522,600		\$ 338,309		\$ 5,860,909	MONTHLY	\$ 179,136	3.06%
APRIL ACTUAL		\$ 5,754,148		\$ 285,897	\$ 6,040,045	YTD	\$ 736,817	1.40%
MAY PROJECTED	\$ 6,293,853		\$ 1,289,436		\$ 7,583,289	MONTHLY	\$ (450,593)	-5.94%
MAY ACTUAL		\$ 6,056,037		\$ 1,076,659	\$ 7,132,696	YTD	\$ 286,224	0.47%
JUNE PROJECTED	\$ 5,561,747		\$ 1,597,950		\$ 7,159,697	MONTHLY	\$ (383,284)	-5.35%
JUNE ACTUAL		\$ 5,963,246		\$ 813,167	\$ 6,776,413	YTD	\$ (97,060)	-0.14%
JULY PROJECTED	\$ 5,760,335		\$ 2,221,541		\$ 7,981,876	MONTHLY	\$ 901,476	11.29%
JULY ACTUAL		\$ 6,586,747		\$ 2,296,605	\$ 8,883,352	YTD	\$ 804,416	1.07%
AUGUST PROJECTED	\$ 6,108,060		\$ 2,996,342		\$ 9,104,402	MONTHLY		0.00%
AUGUST ACTUAL					\$ -	YTD		0.00%
TOTAL PROJECTED	\$ 68,323,654		\$ 16,288,297		\$ 84,611,951			
ADOPTED BUDGET	\$ 72,367,859		\$ 17,888,464		\$ 90,256,323			
VARIANCE	\$ 4,044,205		\$ 1,600,167		\$ 5,644,372			
TOTAL ACTUAL		\$ 64,088,906		\$ 12,233,825	\$ 76,311,965	FORECAST ACT	\$ 85,416,367	
% spent to projected		93.80%		75.11%	90.19%			
Notes:		Backordered chromebooks recvd/pd \$556k Nov 17 AP April 6 AP posted to March. Adjusted April projected accordingly. Dec P/R Corrected July Payroll high due to Summer Sol						
LEGEND		Below or within 2.00%		Between 2.01% & 5.00% above		Above 5.01% of projection		

MONTHLY ENDING FUND BALANCE REPORT

DATE		Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
Beginning Fund Balance (Projected)				\$ 10,672,360			
Beginning Fund Balance (Actual)				\$ 10,631,103			
September	PROJECTED	\$ 5,717,881	\$ 6,551,794	\$ 9,838,447			
	ACTUAL	\$ 6,019,766	\$ 6,725,162	\$ 9,925,707	\$ 87,260	0.89%	8.83%
October	PROJECTED	\$ 8,934,533	\$ 6,542,815	\$ 12,230,165			
	ACTUAL	\$ 9,127,611	\$ 6,327,062	\$ 12,726,256	\$ 496,091	4.06%	9.26%
November	PROJECTED	\$ 5,645,774	\$ 7,078,837	\$ 10,797,102			
	ACTUAL	\$ 4,871,109	\$ 7,484,139	\$ 10,113,226	\$ (683,876)	-6.33%	8.02%
December	PROJECTED	\$ 6,675,446	\$ 6,285,005	\$ 11,187,543			
	ACTUAL	\$ 6,496,534	\$ 6,211,839	\$ 10,397,921	\$ (789,622)	-7.06%	7.91%
January	PROJECTED	\$ 5,243,171	\$ 6,519,154	\$ 9,911,560			
	ACTUAL	\$ 5,163,140	\$ 6,670,550	\$ 8,890,511	\$ (1,021,049)	-10.30%	7.67%
February	PROJECTED	\$ 6,511,885	\$ 6,482,627	\$ 9,940,818			
	ACTUAL	\$ 6,656,734	\$ 6,659,590	\$ 8,887,655	\$ (1,053,163)	-10.59%	7.63%
March	PROJECTED	\$ 6,835,421	\$ 7,461,546	\$ 9,314,693			
	ACTUAL	\$ 7,241,142	\$ 7,401,116	\$ 8,727,682	\$ (587,011)	-6.30%	8.12%
April	PROJECTED	\$ 10,752,187	\$ 5,860,909	\$ 14,205,971			
	ACTUAL	\$ 11,305,153	\$ 6,040,045	\$ 13,992,789	\$ (213,182)	-1.50%	8.52%
May	PROJECTED	\$ 5,329,902	\$ 7,583,289	\$ 11,952,584			
	ACTUAL	\$ 5,684,788	\$ 7,132,696	\$ 12,544,881	\$ 592,297	4.96%	9.37%
June	PROJECTED	\$ 4,366,327	\$ 7,159,697	\$ 9,159,214			
	ACTUAL	\$ 4,561,734	\$ 6,776,413	\$ 10,330,202	\$ 1,170,988	12.78%	9.98%
July	PROJECTED	\$ 8,312,218	\$ 7,981,876	\$ 9,489,556			
	ACTUAL	\$ 9,275,444	\$ 8,883,352	\$ 9,922,294	\$ 432,738	4.56%	9.20%
August	PROJECTED	\$ 7,915,655	\$ 9,104,402	\$ 8,300,809			
	ACTUAL	\$ -	\$ -			0.00%	
PRELIMINARY PROJECTED EFB		\$ 82,240,400	\$ 84,611,951	\$ 8,300,809			10.09%
ACTUALS TO DATE		\$ 76,403,156	\$ 76,311,965				
FORECASTED ACTUALS*		\$84,318,811	\$85,416,367	\$9,533,547	YEAR END PROJECTION		10.04%
Monthly Variance	Above or within 2.00% of projection		Between 2.01% & 5.00% below projection		Below 5.01% of projection		
Yr End Projection	Above 8.00%		Between 6.00% to 7.99%		Below 6.00%		

*Calculated using actuals through the current month and projected revenue and expenditures for future months



2017-2021(22) Strategic Plan Process Review

WALLA WALLA BOARD OF DIRECTORS



It Began With New Superintendent & Entry Plan

Entry Plan For Superintendent Wade Smith



2016 – 17 School Year



Entry Plan Goal:

I will “hit the ground learning” through intentional engagement, reflective listening, and active participation, in order to ensure a transparent, thoughtful, and supportive transition for Walla Walla Public School students, staff, and stakeholders.

Entry Plan Timeline:

The entry plan process extends formally over a six-month period and is sequenced into four phases:

- Phase 1: Introduction (July – August, 2016)
- Phase 2: Listening to Understand (September – October 2016)
- Phase 3: Making Sense (October – November 2016)
- Phase 4: Engagement & Planning (November – December 2016)

Following Phase 4

Strategic Plan Development
(January 2017 – June 2017)



Entry Plan Commitments and Shared Understanding:

- Although a change in leadership can be an exciting time for a school district and its stakeholders, it is also important to embrace the reality that there will be confusion. It will take time for students, staff and our community to make the transition, to get to know me, to build trust, and to understand my leadership style and personality.
- It is my intention to engage as many stakeholders as possible, both within the organization and outside, in order to understand our current reality. I look forward to learning about the hopes, dreams, concerns, and ideas we all share for our students and their collective success.
- I will structure purposeful interactions throughout the first six months of the year to ensure a diverse and deliberate opportunity for stakeholder input.
- I will listen reflectively to the feedback received and affirm that significant changes to current practice will not be initiated during this transition time.
- I will openly process and share my findings with the Board of Education and community.
- Together, we will use the information gathered to establish a collective vision, deliberate goals for student learning, and a shared consensus around how best to achieve and support our objectives through strategic planning.

Introduction (July – August, 2016) The purpose of this first phase is to provide direction for the first two months of entry into the superintendent position. The activities described below are meant to provide personal introductions and begin establishing relationships with both internal and external stakeholders. I will,

- Structure opportunities to meet and greet the various constituent groups, such as school board members, administration, professional and support staff, and community organizations.
- Partner with the previous superintendent, current district leadership, and central office team to ensure a smooth start to the school year for students and faculty.
- Use initial observations and reflections to generate inquiry questions during phase two.

Phase 1

Listening to Understand (September – October 2016) In Phase Two, intentional meetings are held with members of the various constituent groups (e.g. school board, administration, teachers, support staff, parents, students, community). During these meetings, opportunity is created for me to listen and learn, as well as to begin capturing critical feedback, perceptions, and information to be used in order to develop a picture of both our past and present reality. The activities described below also work to generate trust, respect, credibility, and stability. I will,

- Engage in active conversations, in one-on-one or small group settings, with school board members, district and building leadership, professional and support staff, parents, students, and community stakeholders.
- Actively participate in as many community and school-based activities as my schedule permits.
- Be visible in the schools, committing myself to at least one day a week for classroom visits and staff/student engagement.
- Collect, review, and organize a comprehensive profile of the school district based upon multiple measures categorized by previous perception surveys, student performance results, and other indicators demonstrating student learning and success criteria.

Phase 2



Making Sense (October – November 2016) Phase Three provides members of the constituent groups with the collective results from the *Listening to Understand* phase. The findings from the interactions, coupled with the data profile of the district, are used to create a picture of the present realities in order to help inspire a collective vision for the future. The activities conducted in this phase are used to build understanding, consensus and new thinking. I will,

- Facilitate an internal review, with district administration and board of education, of the present realities and patterned perceptions, insights, processes, and performance data gained from the first two phases of the entry plan process.
- Meet with staff and various constituent groups to share the collective data.
- Through shared dialogue, interaction, and reflection, begin developing a common awareness and understanding of the perceived strengths, weaknesses, opportunities, and challenges facing Walla Walla Public Schools.

Phase 3

Engagement & Planning (November – December, 2016) Phase four of the entry plan synthesizes and communicates the prior three phases of work in order to partner with stakeholders as we begin to plot a vision and direction for the future of Walla Walla Public Schools. A deliberate action plan with identified target outcomes will be created, providing the framework for the districts' strategic planning process (January – June 2017) and final product.

Together, We Will,

- Use the information gathered, in partnership with school board members and district stakeholders, to begin the work necessary to plot a future vision and direction for the district that is innovative, responsible, accountable, and well-communicated.
- Work with school board members and district stakeholders to begin identifying and creating actionable strategies necessary to understand and realize the vision.
- Establish a long term Strategic Plan by July 2017 that is focused, attainable, well-understood, and supported in order to provide consistency, clarity, and purpose to our core mission of educating current and future students of Walla Walla Public Schools.

Phase 4

Please feel free to contact me at wsmith@wwps.org, via phone at 509.526.6715, or follow me on Twitter @wallawallasup

Findings From Entry Plan & Data Dive

- Flat or regressive performance in 32 of 35 indicators
- A real disconnect between what we “perceived” our performance was and what the facts revealed
- We are a different Walla Walla as a result of shifting demographics

Tab	Performance*	Grade Span	Grade Level Association	Quantitative Data	Description of Measure	Term	Historical Tracking
1	S	All	K-12	Attendance	Attendance	NA	3 years
2	S	All	K-12	Attendance	Attendance	NA	3 years
3	S	All	K-12	Attendance	Attendance	NA	3 years
4	S	All	K-12	Attendance	Attendance	NA	3 years
5	S	All	K-12	Attendance	Attendance	NA	3 years
6	S	All	K-12	Attendance	Attendance	NA	3 years
7	S	All	K-12	Attendance	Attendance	NA	3 years
8	S	All	K-12	Attendance	Attendance	NA	3 years
9	S	All	K-12	Attendance	Attendance	NA	3 years
10	S	All	K-12	Attendance	Attendance	NA	3 years
11	S	All	K-12	Attendance	Attendance	NA	3 years
12	S	All	K-12	Attendance	Attendance	NA	3 years
13	S	All	K-12	Attendance	Attendance	NA	3 years
14	S	All	K-12	Attendance	Attendance	NA	3 years
15	S	All	K-12	Attendance	Attendance	NA	3 years
16	S	All	K-12	Attendance	Attendance	NA	3 years
17	S	All	K-12	Attendance	Attendance	NA	3 years
18	S	All	K-12	Attendance	Attendance	NA	3 years
19	S	All	K-12	Attendance	Attendance	NA	3 years
20	S	All	K-12	Attendance	Attendance	NA	3 years
21	S	All	K-12	Attendance	Attendance	NA	3 years
22	S	All	K-12	Attendance	Attendance	NA	3 years
23	S	All	K-12	Attendance	Attendance	NA	3 years
24	S	All	K-12	Attendance	Attendance	NA	3 years
25	S	All	K-12	Attendance	Attendance	NA	3 years
26	S	All	K-12	Attendance	Attendance	NA	3 years
27	S	All	K-12	Attendance	Attendance	NA	3 years
28	S	All	K-12	Attendance	Attendance	NA	3 years
29	S	All	K-12	Attendance	Attendance	NA	3 years
30	S	All	K-12	Attendance	Attendance	NA	3 years
31	S	All	K-12	Attendance	Attendance	NA	3 years
32	S	All	K-12	Attendance	Attendance	NA	3 years
33	S	All	K-12	Attendance	Attendance	NA	3 years
34	S	All	K-12	Attendance	Attendance	NA	3 years
35	S	All	K-12	Attendance	Attendance	NA	3 years

* Key

S (performance decreased or regressive)

S (performance generally stayed about the same and is at or below state averages)

S (performance had generally improved or represents consistent results superior to state averages)

In 1963 only 1 in 10 kids
were living in poverty



And Only 1 in 10 ethnically diverse



Fast forward 25 years to 1988: Not much had changed. Only 2 in 10 kids were living in poverty and less than 2 in 10 diverse





Fast forward 30 years to 2017. Now
6 in 10 kids are living in poverty and
over 4 in 10 ethnically diverse

WWPS Board-Established Strategic Planning Commitments

- An open and transparent process
- Multiple opportunities for stakeholder involvement, participation, and feedback
 - Staff, Parents, Students, Community
- Focused on our core mission of how best to serve, educate, and prepare our students

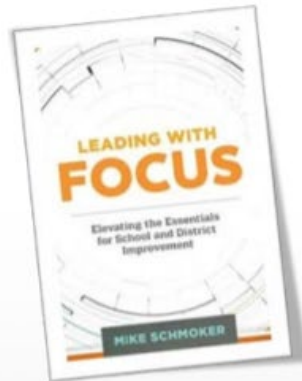
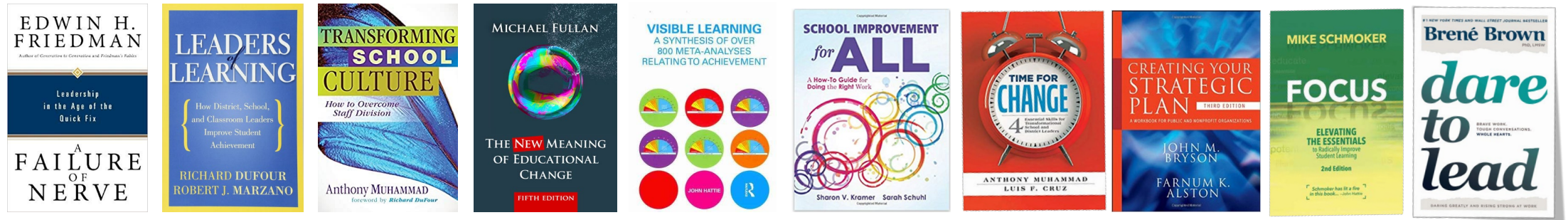
Intended Outcome

- A concise and straightforward five-year plan
- A focused plan that identifies no more than 4 core initiatives that are well-understood, organizationally supported, and coherent
- A plan that provides consistency, clarity, and purpose to our core mission of educating current and future students of Walla Walla Public Schools

Guiding Board Question?

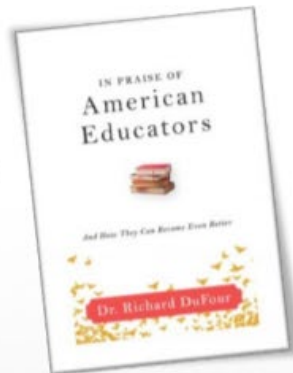
Can we be disciplined enough to identify a few high-yield strategies/initiatives, practice them, support them, and actually get good at them before we move on to something different?

Professional Development Informs Process, Outcome & Cont'd Learning



What

+



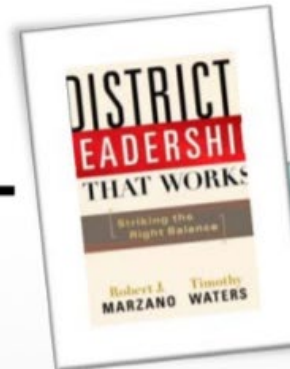
Why

+



Current Reality

+



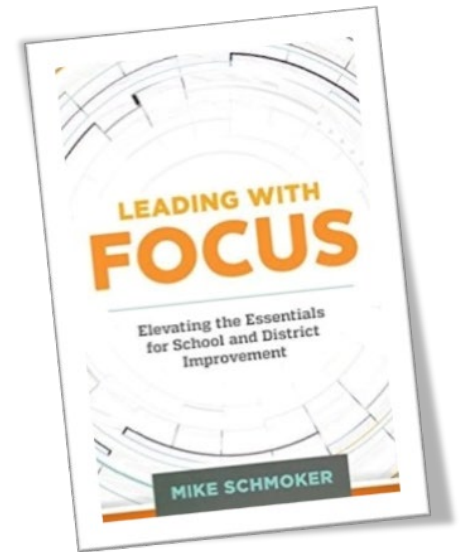
How

Walla Walla Public Schools 2016-17 Strategic Planning Process



Schmoker: Focus

- “To succeed best, leaders must severely limit their focus to the most effective actions and repeatedly—even obsessively—clarify their expectations around those actions.” (No more than 5 initiatives)
 - “Research carefully”
 - “Reduce until it hurts”
 - “Create a coherent curriculum”



What Does the Research Say?

Hattie (>.4 is a difference-maker)

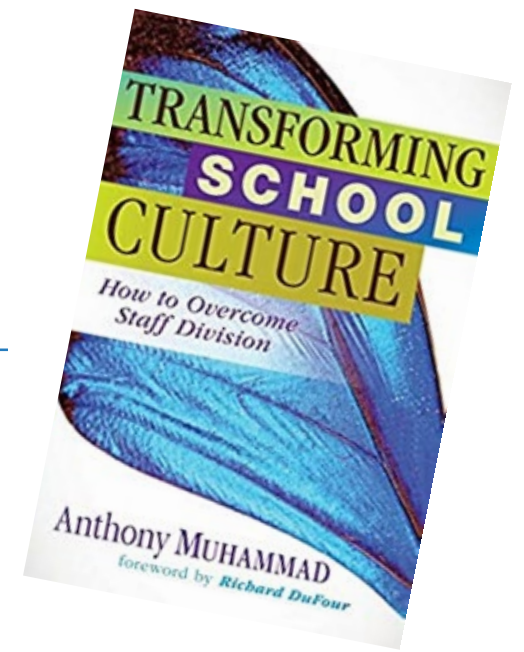
- 1. PLC's for Teachers >1.44
- 2. Student Expectations 1.44
- 3. Classroom Discussion .82
- 4. Feedback .73
- 5. Student- Teacher Relationships .72
- 6. Teaching Study Skills .63
- 7. Parent Involvement .51
- 8. Cooperative Learning .41
- 9. Homework .29
- 10. Class size .21
- 11. Web-based learning .19
- 12. Project/Problem Based Learning .15
- 13. Changing School Calendars.09
- 14. Retention -.13



Transforming School Culture

Technical vs Cultural Change

- Common misconceptions
 - Changing the structure will lead to higher levels of productivity (“rearranging the seats on the Titanic”).
 - Technical changes make up for human deficiencies like poor instruction or unprofessional behavior.
 - Technical changes will fix kids or fix schools which are broken (dress codes, longer school day).
- Healthy vs Toxic School Culture
- 4 types of people: Believers, Fundamentalists, Survivors, and Tweeners



The Process: 3 Phases



Phase #1 Listening & Input Process

September 2016

COMPLETED

- Review and adopt Strategic Planning process
- [Data Review and American Educators Publication](#)

October 2016

COMPLETED

- Community input review from Community and Staff Strategic Summits, ThoughtExchange, surveys
- [Stakeholder Data Review](#)
- [Data Review and Marzano Book Study](#)
- [Quantitative Data Review](#)

November 2016

COMPLETED

- District Strengths, Weakness, Opportunities, Challenges review (from Superintendent's Listening sessions, WWPS surveys, staff and community listening sessions, focus groups)
- [SWOT_Analysis_Strategic_Planning.pdf](#)
- Develop draft Vision, Mission, Values statement
- [Vision, Mission and Beliefs Statements](#)
- Seek internal and external feedback on draft Vision, Mission, Values statement
- Listening sessions and prior data/feedback review opportunities



Phase #1 Listening & Input Process

Qualitative Data Review

Detailed review of 11 internal and external surveys and stakeholder feedback opportunities:

Children's Forum 13'
WSU Survey 14'
Healthy Youth Survey 14-15'
Thought Exchange Spring 15'
Thought Exchange Fall 15'
Comm. Summit Fall 15'
Staff Summit Winter 16'
Thought Exchange Spring 16'
Sup. Search Spring 16'
C2C Outreach Spring 16'
Comm. Council Summer 16'

Quantitative Data Review

Comprehensive review of 35 diverse performance indicators

(e.g. district demographic trends, early childhood indicators, kindergarten readiness, district financial trends, student performance, graduation and dropout rates, student attendance and discipline, post secondary success, college remediation rates, ACT[®] and Advanced Placement[®] performance, student involvement in activities and athletics)

SWOT/C Listening Sessions

Strengths, weaknesses, opportunities & threats(concerns) listening sessions:

- Superintendent listening sessions with students
- Carrie Center Latino outreach input session (in Spanish)
- Staff input sessions (3 total)
- Administrative/leadership input session
- Parent/stakeholder input session
- Online survey opportunity
- Over 200 individual stakeholder meetings with Superintendent
- Board of Directors' SWOT Analysis

Phase #1 Outcomes

- Identification of the four core pillars
 - High quality instruction
 - Aligned and coherent systems
 - Addressing student social and emotional needs
 - Safe and engaging environment for all students

Phase #2: Where do We Want to Go?

December 2016

COMPLETED

- [Approved Vision, Mission and Belief Statements](#)

January 2017

COMPLETED

- [Draft Strategic Plan Goals and Initiatives](#)

February 2017

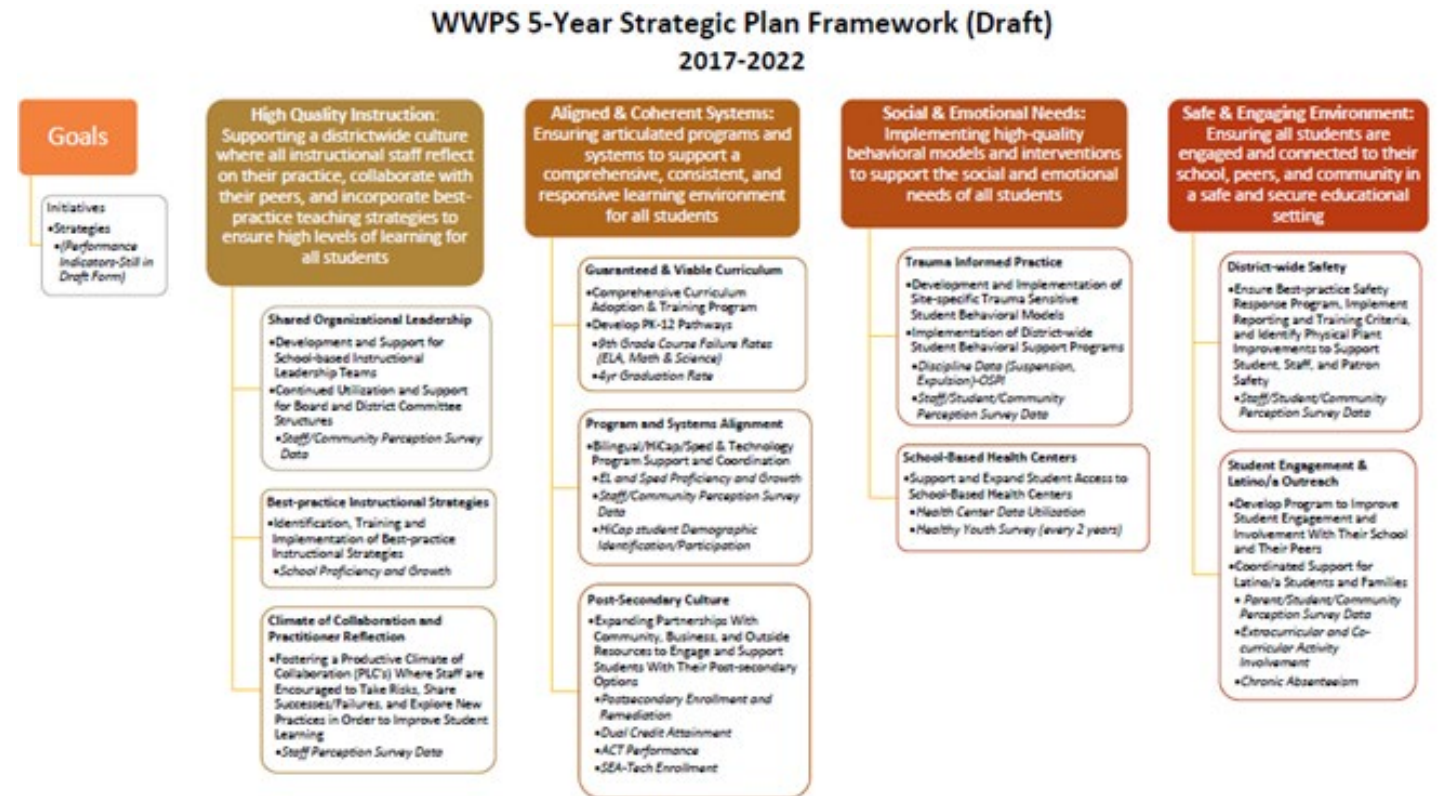
COMPLETED

- Form Strategic Planning Teams (SPTs will develop operational plans for the strategic initiatives)
- Finalize strategic initiatives



Phase #2 Outcomes

■ Framework for draft initiatives, strategies, and performance indicators



Phase #3 Outcomes

March 2017

- Strategic Planning Teams provide progress reports on initiative development
- [2017-2018 Budget Process](#)



April 2017

- Refine operational plans for strategic initiatives
- Announce proposed Strategic Plan



June 2017

- Review proposed final Strategic Plan - [Final Strategic Plan Presentation 060617](#)
- Adopt Strategic Plan - [Approved 2017-2022 Strategic Plan](#)



Phase #3 Outcomes: Board Prioritizes Through Investment

- Investments selected & performance indicators identified based on resourced levels

	Option 1	Option 2	Option 3	Option 4
Revenue Assumptions	\$0	\$490,000	\$650,000	\$860,000
Projected EFB	8.8%	8.2%	8.0%	~7.7%
Strategic Initiatives	Current	Enhanced	Comprehensive	
Curriculum	\$0(\$400,000)	\$100,000	\$140,000	
Technology	\$0	\$183,000	\$379,000	
Post-Secondary Culture	\$0	\$60,000	\$105,000	
DW Behavioral Support	\$0	\$180,000	\$270,000	
DW Safety and Security	\$0	\$85,000	\$195,000	
Student Engagement	\$0	\$151,000 (\$130,000 yr2)	\$226,000	
Latino Student and Family	\$0	\$71,000	\$204,000	

WWPS Strategic Plan

- Vision:

- Developing Washington's Most Sought-after Graduates

- Mission:

- Walla Walla Public Schools ensures all students receive high quality instruction in an aligned and coherent system while addressing their social and emotional needs in a safe and engaging environment.

- We believe:

- in challenging and supporting all students
- quality instruction is critical to student success
- in investing in staff to ensure excellence
- in maximizing the impact of our resources
- in collaborative and transparent operation
- in the importance of family and community
- diversity is a strength



Pillar #1: High Quality Instruction

Outcome Statement: Supporting a districtwide culture where all instructional staff reflect on their practice, collaborate with their peers, and incorporate best-practice teaching strategies to ensure high levels of learning for all students.

Achieved Through	Strategies	Success Indicators
Shared Organizational Leadership	• Development and support for school-based instructional leadership teams • Continued utilization and support for board and district committee structures	• Staff/community perception survey data
Best-practice Instructional Strategies	• Identification, training, and implementation of best-practice instructional strategies	• Annual progress monitoring of building specific five-year instructional support plans • School-level proficiency and growth results in ELA and math (SBAC)
Climate of Collaboration and Practitioner Reflection	• Fostering a productive climate of collaboration (PLC's) where staff are encouraged to take risks, share successes/failures, and explore new practices in order to improve student learning	• Staff perception survey data

Pillar #2: Aligned and Coherent Systems

Outcome Statement: Ensuring articulated programs and systems to support a comprehensive, consistent, and responsive learning environment for all students.

Achieved Through	Strategies	Success Indicators
Guaranteed and Viable Curriculum	• Comprehensive curriculum adoption and training program • Development of PK-12 pathways	• 9th grade course failure rates in ELA, math and science as measured by OSPI • 4yr & 5yr graduation rates
Program and Systems Alignment	• Bilingual/highly capable/special education and technology program support and coordination	• EL and special education proficiency and growth results in ELA and math (SBAC) • Staff/community perception survey data
Post-Secondary Culture	• Expanding partnerships with community, business, and outside resources to engage, expose, and support students with post-secondary options	• Post-secondary enrollment and remediation rates as measured by OSPI • ACT performance

Pillar #3: Social and Emotional Needs

Outcome Statement: Implementing high-quality behavioral models and interventions to support the social and emotional needs of all students.

Achieved Through	Strategies	Success Indicators
Trauma Informed Practice	• Development and implementation of site-specific trauma sensitive student behavioral models • Implementation of district-wide student behavioral support programs	• Annual progress monitoring of building specific five-year behavioral support plans • Staff/student/community perception survey data
School-Based Health Centers	• Support and expand student access to school-based health centers	• Health center data utilization and educational impacts • Healthy youth survey (suicide prevention focus)

Pillar #4: Safe and Engaging Environment

Outcome Statement: Ensuring all students are engaged and connected to their school, peers, and community in a safe and secure educational setting.

Achieved Through	Strategies	Success Indicators
District-wide Safety	• Ensure best-practice safety response program, implement reporting and training criteria, and identify physical plant improvements to support student, staff, and patron safety	• Staff/student/community perception survey data (bullying prevention focus)
Student Engagement and Latino/a Outreach	• Develop program to improve student engagement and involvement with their school and their peers • Coordinated support for Latino/a students and families	• Parent/student/community perception survey data • Extracurricular, clubs and co-curricular activity involvement data • Chronic absenteeism as measured by OSPI

DEVELOPING WASHINGTON'S MOST SOUGHT-AFTER GRADUATES



OUR MISSION

Walla Walla Public Schools ensures all students receive high quality instruction in an aligned and coherent system while addressing their social and emotional needs in a safe and engaging environment.

OUR BELIEFS

We believe...

- » in challenging and supporting all students
- » quality instruction is critical to student success
- » in investing in staff to ensure excellence
- » in maximizing the impact of our resources
- » in collaborative and transparent operation
- » in the importance of family and community
- » diversity is a strength

OUR GOALS

GOAL 1:

- » High Quality Instruction

GOAL 2:

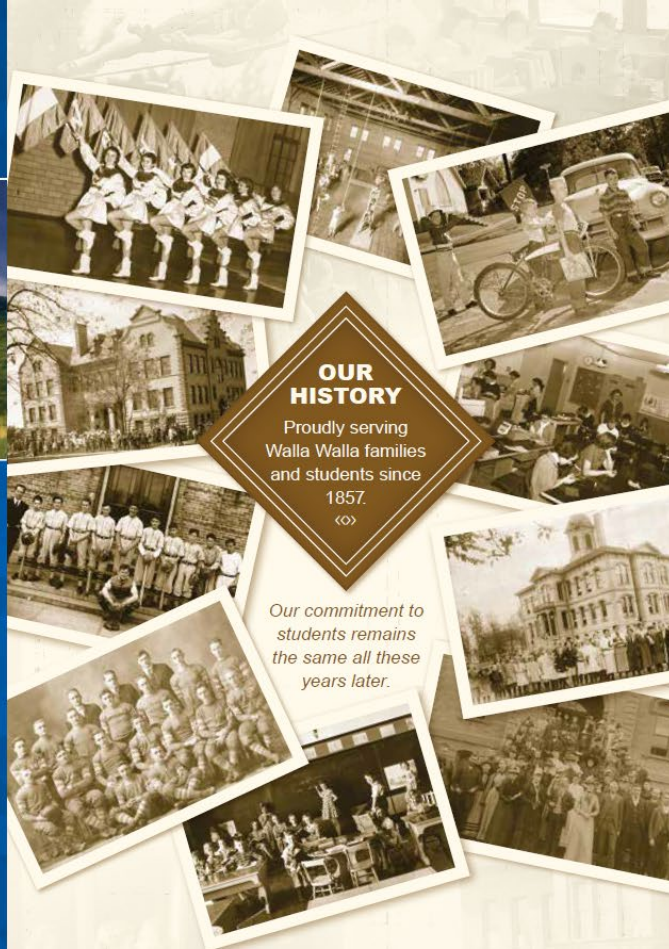
- » Aligned and Coherent Systems

GOAL 3:

- » Social and Emotional Needs

GOAL 4:

- » Safe and Engaging Environment



OUR HISTORY

Proudly serving
Walla Walla families
and students since
1857.
<0>

*Our commitment to
students remains
the same all these
years later.*

Walla Walla Public Schools

364 S. Park Street | Walla Walla, WA 99362 | (509) 527-3000

website: www.wwps.org

Walla Walla Public Schools is an Equal Opportunity Employer and complies with all requirements of the ADA.

COMPREHENSIVE NONDISCRIMINATION STATEMENT

Walla Walla Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator & Civil Rights Compliance Coordinator

LIZ CAMPEAU

Director of Human Resources

364 S. Park St. | Walla Walla, WA 99362 | (509) 527-3000

lcampeau@wwps.org

Section 504/ADA Coordinator

CHRISTY KRUTULIS

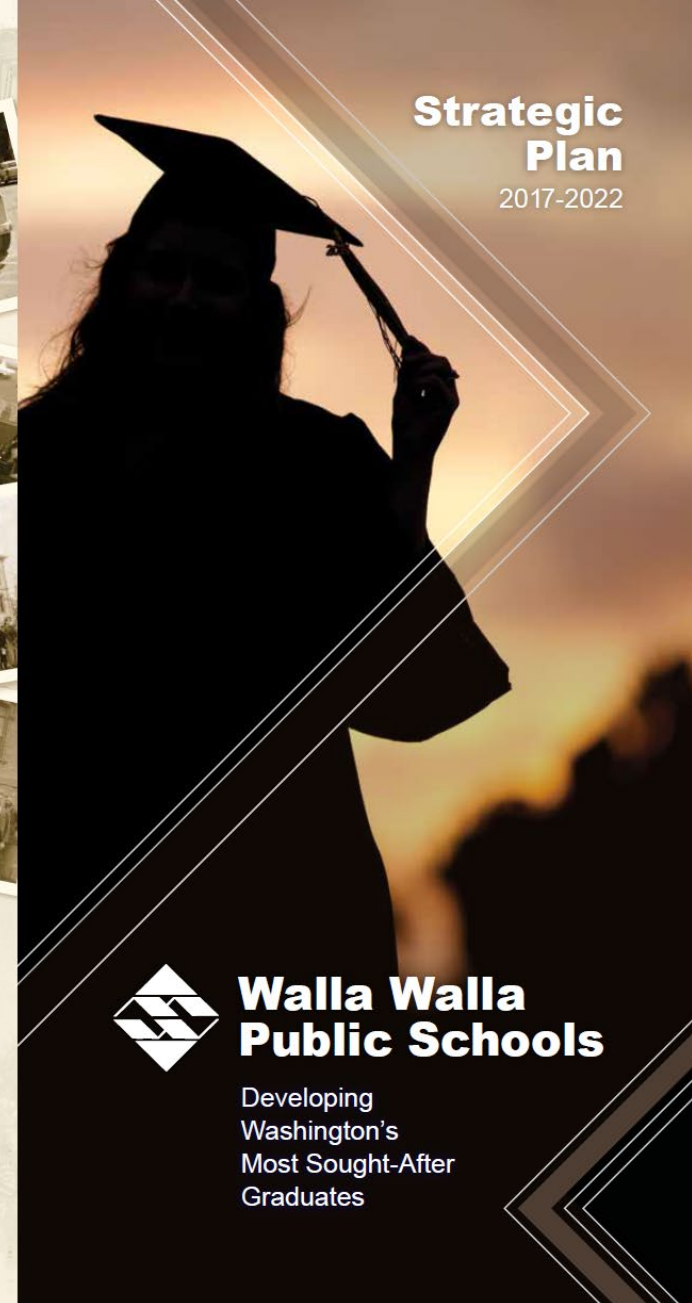
Executive Director of Teaching and Learning

364 S. Park St. | Walla Walla, WA 99362 | (509) 527-3000

ckrutulis@wwps.org

Strategic Plan

2017-2022



Walla Walla Public Schools

Developing
Washington's
Most Sought-After
Graduates



2017-2022 STRATEGIC PLAN

Inclusive Process

Walla Walla Public Schools launched an inclusive strategic planning process during the 2016-2017 school year involving multiple layers of dialogue with students, staff, parents and community members. Four student-centered goals surfaced during this collaboration: high quality instruction, aligned and coherent systems, social and emotional needs, and a safe and engaging environment. The Strategic Planning process also resulted in new Vision, Mission and Beliefs statements centered on student success. Walla Walla Public Schools would like to thank community stakeholders, parents, students and staff for their input, reflection and support in the development of this plan.

Improving Student Performance

To ensure high levels of learning for all students, the Board of Directors established lofty expectations for increased student performance as identified in the district's new 2017-2022 Strategic Plan. Bold and courageous student success indicators were established to guide district actions and investments to meet community expectations for improved academic achievement. This renewed focus on performance and skill development will ensure Walla Walla students graduate prepared for today's competitive world, whether college or career bound. This new and ambitious strategic plan affirms the community's collective expectation for a world-class education for all students.

NOTE: To view the Strategic Plan in detail, please visit our website at » WWPS.ORG/STRATEGICPLAN

ACCOUNTABILITY

Walla Walla Public Schools will use a variety of Key Student Success Indicators to measure progress as the district strives to reach its vision of "Developing Washington's Most Sought-After Graduates."



SNAPSHOT -Select Student Success Targets

READING AND MATH (3rd-8th grades)
» **TARGET GOAL: 2.5% improvement per year**

CHRONIC ABSENTEEISM
» WWPS: 16.2% » STATE: 16.7%
» **TARGET GOAL: 10% - by 2021-2022**

ACT SCORES (composite scores)
» WWPS: 19.9
» **TARGET GOAL: 22 - by 2021-2022**

9TH GRADE COURSE FAILURES
» WWPS: 25.4% » STATE: 22.5%
» **TARGET GOAL: 15% - by 2021-2022**

4 AND 5 YEAR GRADUATION RATES
» WWPS 4 year rate: 79.4% » STATE: 79.1%
» **TARGET 4 YEAR GOAL: 85% - by 2021-2022**
» WWPS 5 year rate: 83.5% » STATE: 81.9%
» **TARGET 5 YEAR GOAL: 90% - by 2021-2022**

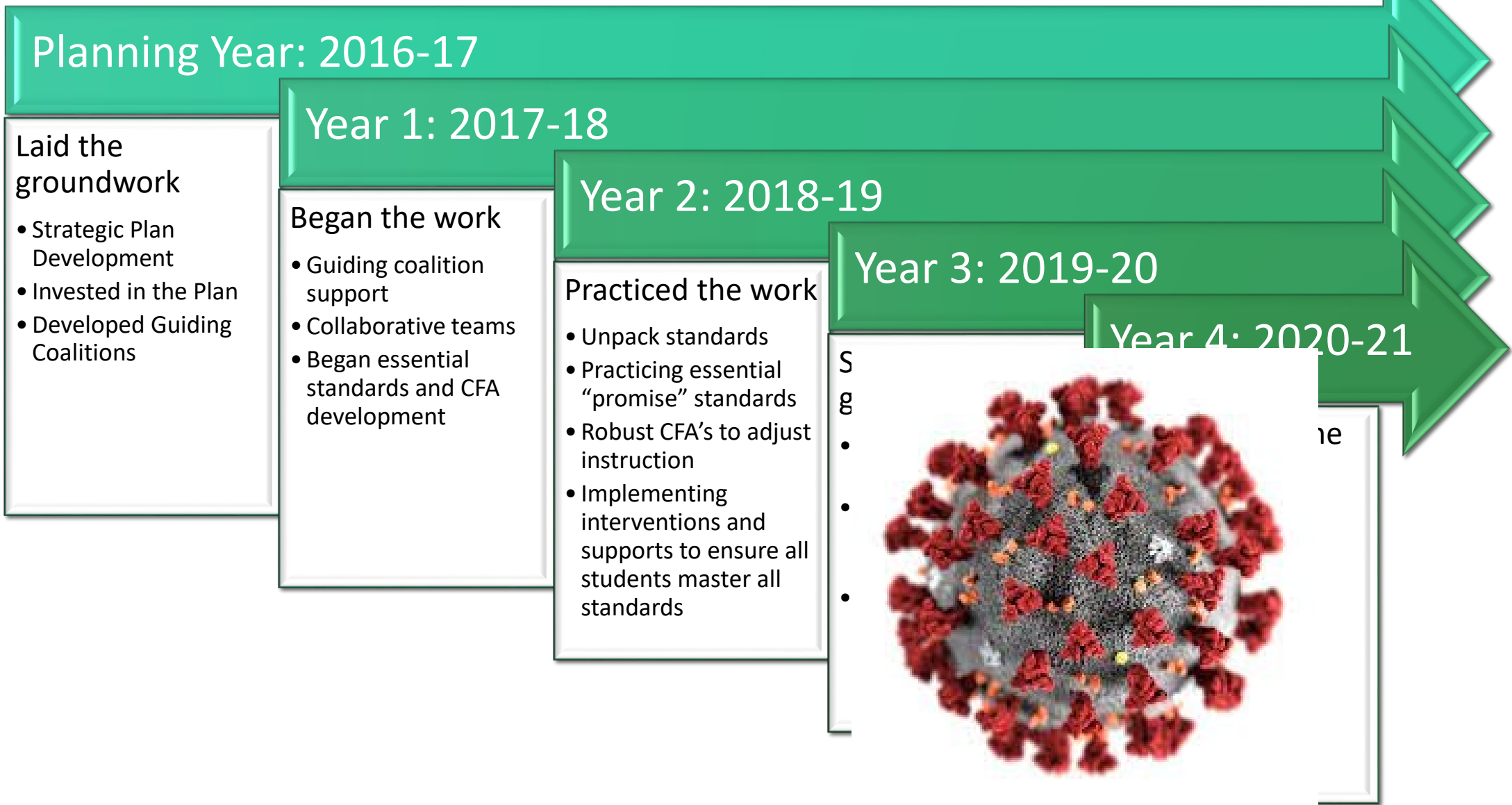
2 AND 4 YEAR COLLEGE ENROLLMENT
» WWPS college attendance rate: 67% » STATE: 60%
» **MONITOR FOR CONTINUED IMPROVEMENT**

COLLEGE REMEDIATION RATES
(Graduates enrolled in college who take a remediation course)
» WWPS: 50% » STATE: 33%
» **MONITOR FOR CONTINUED IMPROVEMENT**

SUCCESS INDICATORS

WWPS 5-Year Plan

At-a-glance



Next Steps: Draft Plan Milestones and Board Discussion

