



**BOARD OF DIRECTORS**  
**Regular Study Meeting - 5:30 PM**  
**June 7, 2022**  
**364 S Park St**  
**Walla Walla, WA 99362**

**IMPORTANT MEETING NOTICE:** Per State of Washington Department of Health guidance, the wearing of a face mask is optional. Pursuant to Board Policy 1400, written public comment for this meeting will be accepted until 12:00 noon the day of the meeting. Comments are to be submitted to [sgolden@wwps.org](mailto:sgolden@wwps.org) or Susie Golden, 364 S. Park Street, Walla Walla, WA 99362.

Spanish Agenda / Agenda Español: <https://www.wwps.org/district/information/school-board/board-meeting-schedule>

- I. **CALL TO ORDER:** (5:30 p.m.) *Mrs. Ladderud*
- II. **FLAG SALUTE:** *Mrs. Terri Trick, Board of Directors*
- III. **ROLL CALL:**  
Mrs. Ruth Ladderud, President    Mr. Eric Rindal  
Mrs. Terri Trick, Vice President    Mr. Derek Sarley  
Ms. Kathy Mulkerin
- IV. **APPROVAL OF AGENDA:** *Mrs. Ladderud*
- V. **CONSENT AGENDA:** *Mrs. Ladderud*
  - 1. Personnel Report 2
  - 2. Extracurricular Athletic Contracts 3
  - 3. June 7 Accounts Payable and May Payroll 4
  - 4. Resolution 05-2022 Cancellation of Outstanding Warrants 5
  - 5. 2022-2023 Student Insurance 7
  - 6. Head Start Grant Renewal 8
  - 7. Regular Business Meeting Minutes of May 17, 2022 86
- VI. **STUDY ITEMS:** (5:35 p.m.) *Mrs. Ladderud*
  - 1. Student Voice Discussion: *Mr. Derek Sarley & Ms. Kathy Mulkerin*
    - Discussion Topics
      - WWPS Board Student Representative(s)
      - Student Committees
      - Student Building Representatives
      - Student Inclusion in Program Presentations
  - 2. Phase I Strategic Planning: Thought Exchange Survey Results: *Dr. Wade Smith* 88
- VII. **ADJOURNMENT:** (7:00 p.m.) *Mrs. Ladderud*



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**PERSONNEL REPORT**

June 7, 2022 – Board Meeting

Date: June 2, 2022

**EMPLOYMENT**

Administrative: Lisa Franklin, Assistant Principal (2022-23), Pioneer Middle School

Certificated: Jami Parsons, Temporary Fifth Grade Teacher (2022-23), Prospect Point Elementary School

**RESIGNATION/RETIREMENT/NON-RENEWAL**

Administrative: Amy Ruff, Director of Health Services, 5 years

Certificated: David Cress Solis, Kindergarten Teacher, Berney Elementary School, 1 year  
Emily Stein, Physical Therapist, Special Education, 1 year

Classified: Mervat Alziadin, Para-Educator, WWCCF, 1 year  
Thomas Beebe, Para-Educator, Walla Walla high School, 6 years  
Karli Cortez, Intervention Specialist, Prospect Point Elementary School, 4 years  
Karli was on a leave of absence for the 2021-22 school year  
Karen Romo, Head Start Head Secretary, WWCCF, 3 years  
Rob Snow, Para-Educator, Edison Elementary School, 5 months  
Jacqueline Ramirez, Para-Educator, Walla Walla High School & Prospect Point Elementary School, 7 months  
Tatiana Wells, Para-Educator, Prospect Point Elementary School, 1 year

**EXTRA-CURRICULAR ATHLETIC CONTRACTS 2021-2022**

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Jeffrey Bockert	Garrison Middle School	Track 6th Grade
Nathan Carrara	Garrison Middle School	Track 6th Grade
Ruben Garanzuay	Garrison Middle School	Track 6th Grade
Genie Huntemann	Walla Walla High School	Summer Weights HS
Gregory Lupfer	Walla Walla High School	Summer Weights HS
Stevie Noble	Garrison Middle School	Track 6th Grade

## 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 June 7 the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		<b>General Fund</b>		
6/7/2022	212827	Through	212978	\$ 759,538.90
6/7/2022	212200425	Wire Transfer	212200474	\$ 13,298.16

		<b>Capital Projects</b>		
6/7/2022	210147	Through	210158	\$ 3,397,840.71

		<b>ASB</b>		
6/7/2022	210340	Through	210353	\$ 9,365.70
6/7/2022	212200475	Wire Transfer	212200478	\$ 673.75

		<b>Transportation Vehicle</b>		
		Through		

		<b>Payroll</b>		
5/31/2022	212776	Through	212826	\$ 2,157,417.05
5/31/2022	1401193	Wire Transfer	1401199	\$ 3,275,572.70
5/31/2022	NA	Payroll Taxes	NA	\$ 1,092,544.87

<b>TOTAL:</b>	<b>\$ 10,706,251.84</b>
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**SCHOOL BOARD PRESIDENT:**

**SECRETARY TO THE BOARD:**

\_\_\_\_\_  
Mrs. Ruth Ladderud

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



To: Board of Directors

From: Nancy Taylor, Director of Fiscal Services

Date: May 20, 2022

RE: Board Resolution to Cancel Outstanding Warrants

We reviewed the list of warrants that are still considered outstanding by the Country Treasurer's office. We contacted the vendors who did not cash these warrants. Many of the vendors contacted were pleased to complete the required paperwork to have the warrants reissued; however, some did not respond to our correspondence and others decided they did not want their warrants reissued.

The total of the remaining outstanding warrants is \$176.80. The majority of these warrants were issued to exited seniors that had remaining meal balances.

I would like to ask the Board to cancel these outstanding warrants via Board Resolution #05-2022 at the June 7, 2022 meeting. Please let me know if you any questions.

Attachment

NT



**RESOLUTION #05-2022**

**June 7, 2022**

**CANCELLATION OF OUTSTANDING WARRANTS**

WHEREAS, the Walla Walla Public Schools has warrants outstanding in the General Fund; and

WHEREAS, the Walla Walla County Treasurer is requesting authorization from the Walla Walla Public Schools Board of Directors to cancel outstanding warrants in the amount of \$176.80.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Walla Walla Public Schools authorizes the cancellation of outstanding warrants in the amount of \$176.80.

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

\_\_\_\_\_  
Ruth Ladderud, School Board President

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

**Adopted at a regular meeting of the Board of Directors June 7, 2022**



TO: Dr. Wade Smith - Superintendent

FROM: Nancy Taylor – Director of Fiscal Services

DATE: May 26, 2022

RE: Student Accident Insurance

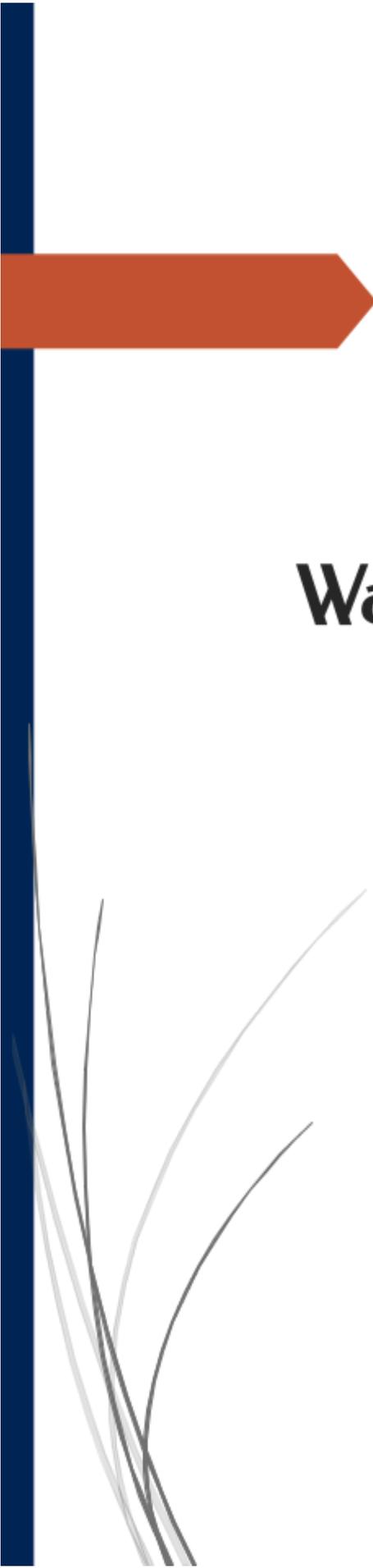
David Borth from McDonald Zaring Insurance notified me that the rates and coverage for the 2022-2023 student accident plans from Myers-Stevens & Toohey & Co., Inc. will remain the same as the 2021-2022 school year.

For many years, we have worked with Myers-Stevens & Toohey & Co., Inc. for our student accident insurance plans. I am satisfied with services provided to students and their families. It is my recommendation that we continue to offer the plans available from Myers-Stevens & Toohey & Co., Inc. for the 2022-2023 school year.



June 2, 2022

Walla Walla Public Schools Board of Directors approval of the Head Start Grant Renewal.



# Walla Walla Head Start Self-Assessment 2022



## Participants

Samantha Bowen- Director  
Casey Richards-Site Coordinator  
Jennifer Avina- ERSEA Coordinator  
Jessica Grimes- Education Manager  
Christine Ludwig- Family Services and Mental Health Coordinator  
Griselda Patino- Health, Safety and Nutrition Coordinator  
Rhoda Erhman- Family Advocate  
Itzel Cuevas- Head Start Lead Teacher  
Gris Aceves - Head Start Teachers Assistant  
Teresa Martinez- Head Start Teachers Assistant  
Brisa Maya- Head Start Lead Teacher  
Cindy Ramirez- Family Advocate  
Yuri Orozco de Corpus- Head Start Teachers Assistant  
Helen Freer- Head Start Lead Teacher  
Mayra Vargas Rodriguez- Head Start Teachers Assistant  
Belen Alvarez- Head Start Teachers Assistant  
Jeanette Nuno- Head Start Lead Teacher  
Yahaira Cruz- Head Start Teachers Assistant  
Serah Johnson- Head Start Teachers Assistant  
Carlea Guess- Head Start Teachers Assistant  
Viola Sardina- Head Start Lead Teacher  
Tina Rawlins- Head Start Assistant Teacher  
Gabriela Reyes- Head Start Teachers Assistant  
Maria Uribe Meza- Head Start Teachers Assistant  
Martha Ibarra- Head Start Lead Teacher  
Rebecca Benzal- Head Start Lead Teacher  
Yesenia Campos- Head Start Teachers Assistant  
Cynthia Zuniga- Family Advocate  
Fatima Robles- Family Advocate

## Purpose

In accordance with Head Start Program Performance Standards and to ensure continuous quality improvement, Walla Walla Public Schools Head Start conducts an annual Self-Assessment. The purpose of the annual Self-Assessment is to compile and analyze current program data and information from a variety of sources within the program's component areas to determine if high-quality program services are being implemented and are working effectively for children & families. The annual Self-Assessment also allows Head Start staff the opportunity to celebrate achievements and successes in order to continue implementing the identified quality elements of our program. Lastly, our annual Self-Assessment will bring forth aspects of our program that require advanced development and enhancement. Pinpointing these areas of deficiency will help guide our staff and focus our resources on specific areas where improvement is necessary.

## Methodology

Utilizing staff's knowledge, insight and experience, we conducted a S.W.O.T/B analysis of our program. Staff helped identify our program's **S**trengths, **W**eaknesses, potential **O**pportunities and **T**hreats/**B**arriers. After creating these lists, using a data walk model, participants rotated in small groups to 4 different stations with data focusing on: Education and Disabilities, Health, Safety and Nutrition, Family Services and Mental Health and ERSEA. Each group reviewed multiple data sets to gain insight into each component area. Participants then identified areas of strength as well as areas of needed improvement based on how they interpreted the data provided to them by component area coordinators. Upon completion of the data review and identification of strengths and weaknesses, administrative staff identified commonalities and trends, which lead to selection of desired areas of focused improvement.

### **The Self-Assessment uses program data to measure:**

- Success in meeting program goals
- Compliance with head start program performance standards
- Effectiveness of the professional development and family engagement systems in promoting school readiness
- Student progress and development



## Program Description

Walla Walla Public Schools is a strong advocate for early learning. Children eligible for enrollment into our program receive a high-quality preschool experience designed to prepare them for kindergarten.

Head Start is a family development program that provides comprehensive education, health, and social services for children and their families. Head Start preschool is funded by the federal government.

Walla Walla Head Start has 136 slots for children in a mix of full-day and part-day sessions. The program is designed to serve the unique needs of our community. Due to recent covid restrictions, we have capped our enrollment for the year at 102.

## Five-Year Program Goals

**GOAL 1:** Walla Walla Head Start will prepare children and families for kindergarten through effective teaching practices, cohesive leadership, and integrated systems of service.

### Year Two Progress 2021-2022:

- All staff received Creative Curriculum training
- Education Manager trained on fidelity tool
- Teachers trained on fidelity tool beginning Spring 2022
- Survey for interest in wellness committee and activities
- Trained teachers on “Harmony” Social-Emotional Curriculum
- Increased collaboration with school district Social-Emotional Team on Tier 1 and Tier 2 supports
- Mental Health Consult has been identified and will begin providing services Fall 2022
- Provide Focus of Concern training to all classroom staff

**GOAL 2:** Walla Walla Head Start will provide continuous data informed quality improvement.

### Year Two Progress 2021-2022:

- Implemented monthly component reports
- Established collaboration process with sped team
- Established a Student Support Team (SST) that meets weekly to discuss students who need Tier 2 and 3 interventions

**GOAL 3:** Walla Walla Head Start children and families will live in a safe and healthy community demonstrating a sense of belonging.

### Year Two progress 2021-2022:

- All staff trained on active supervision procedures
- Implemented active supervision and monitoring plan
- Increased parent involvement in HSAC

## Data and Documents Utilized in Self-Assessment

Component Area	Data/Documents
Education & Child Development	<ul style="list-style-type: none"> <li>• School Readiness Goals/Parent Education Goals</li> <li>• Teaching Strategies GOLD Data – Fall Checkpoint</li> <li>• ASQ Scores</li> <li>• IEPs and Special Education referrals</li> </ul>
Family Services and Mental Health	<ul style="list-style-type: none"> <li>• Family Outcomes</li> <li>• Student absenteeism/barriers</li> </ul>
Health & Nutrition	<ul style="list-style-type: none"> <li>• Well-Child Exams</li> <li>• Health Beginnings Dental Screenings</li> <li>• Dental &amp; Medical Insurance</li> <li>• COVID/Sick Child Data</li> </ul>
ERSEA: Eligibility, Recruitment, Selection, Enrollment, & Attendance	<ul style="list-style-type: none"> <li>• Demographics (i.e. Age, Gender, Race, Parental Status)</li> <li>• Family Income Range</li> <li>• Eligibility Factors</li> <li>• Drop Reasons</li> <li>• Child Care Data</li> <li>• Selection Criteria</li> </ul>
Program Management & Fiscal Operations	<ul style="list-style-type: none"> <li>• 5-Year Goals</li> <li>• School Readiness Goals</li> <li>• Community Needs Assessment updates</li> <li>• 2021-2022 Training and Technical Assistance Plan</li> <li>• Data Management Plan</li> </ul>

## Findings and Recommendations

Content Area	Strengths	Recommendations For Improvement
Program Operations & Governance	<ul style="list-style-type: none"> <li>• Leadership staff present and available to assist</li> <li>• Management staff communication and follow through</li> <li>• Head Start students have designated P.E. time each week</li> </ul>	<ul style="list-style-type: none"> <li>• Provide more PE opportunities</li> <li>• Improved on-boarding process for new staff</li> </ul>
Education & Child Development	<ul style="list-style-type: none"> <li>• Education Manager supportive and responsive</li> <li>• TSG/Creative Curriculum Training</li> <li>• Tier 1 interventions consistent among classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Continue offering behavior support and training</li> <li>• Additional staff in classrooms to help with behavioral needs</li> </ul>
Health, Safety & Nutrition Services	<ul style="list-style-type: none"> <li>• Most well-child exams in history</li> <li>• Implementing Healthy Beginnings Dental Screenings</li> <li>• 100% of students have medical insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Increase communication with teaching staff about student health concerns</li> <li>• Students receive weekly food bags to help with food insecurity</li> </ul>
Mental Health & Family Services	<ul style="list-style-type: none"> <li>• Family Advocates willing to help assist in classrooms to support behavior concerns</li> <li>• More gains than losses in Family Outcomes</li> <li>• In-person Mom's and Dad's group events</li> <li>• Have identified Mental Health Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize Mental Health Consultant roles and responsibilities</li> <li>• Consistent attendance policy and enforcement</li> </ul>
ERSEA: Eligibility, Recruitment, Selection, Enrollment, & Attendance	<ul style="list-style-type: none"> <li>• Involving all staff and parents in recruitment efforts</li> <li>• Implementation of online application</li> <li>• Serve more categorically eligible students and families within FPL</li> </ul>	<ul style="list-style-type: none"> <li>• Create an improved enrollment, orientation and classroom placement process</li> </ul>

## Quality Improvement Plan 2022-2023

Recommendations were made in the following areas:

- Mental Health Services
- Program Operations and Governance
- Professional Development and Social/Emotional Supports and Resources

Concern	Strategy	Responsibility	Timeline	Resources	Monitoring
<ul style="list-style-type: none"> <li>• Lack of mental health resources and support</li> </ul>	<ul style="list-style-type: none"> <li>• Create plan to serve more students with Mental Health concerns</li> <li>• Identify students in need of services</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Family Services Coordinator</li> <li>• Site Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2022- Spring 2023</li> </ul>	<ul style="list-style-type: none"> <li>• District SEL Team</li> <li>• Kristen Duede from District Office Student Support Team</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent schedule for classroom observations and staff support</li> <li>• Student referrals</li> </ul>
<ul style="list-style-type: none"> <li>• Improved onboarding and training process for new staff</li> </ul>	<ul style="list-style-type: none"> <li>• Create intentional onboarding process for consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Site Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2022- Spring 2023</li> </ul>	<ul style="list-style-type: none"> <li>• Human Resources Department</li> <li>• Check list of all new hire requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Finalized tracking form to ensure all requirements are being met</li> </ul>
<ul style="list-style-type: none"> <li>• Staff need more training and resources for handling behaviors and Social/Emotional deficiencies in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Seek out trainings that will meet the needs of behavioral &amp; Social Emotional concerns in our classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Site Coordinator</li> <li>• Education Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Preservice 2022</li> </ul>	<ul style="list-style-type: none"> <li>• List of approved training for staff to attend</li> </ul>	<ul style="list-style-type: none"> <li>• Check list of all new hire requirements</li> </ul>

**Walla Walla School District Head Start  
Selection Criteria  
2022-2023**

**Priority 1:**  
Age Range-DOB between 09/01/2017-08/31/2018  
**Priority 2:**  
Age Range: DOB between 09/01/2018 - 08/31/2019  
**Priority 3:**  
Age Range: DOB between 09/01/2019-12/31/2019

Exceptions to 4 yr. old Walla Walla residents receiving preference: 3yr old Walla Walla residents who are categorically eligible, including: foster children, homeless families, children with IEP's, EHS transitions/transfers and children from families receiving public assistance such as TANF ,SNAP or SSI cash benefits.

Children who reside in other cities in Walla Walla County will be considered for enrollment after all eligible children in Walla Walla have been enrolled

<b>Child or Family Risk Factor</b>	<b>Points Assigned to Student</b>	<b>Child or Family Risk Factor</b>	<b>Points Assigned to Student</b>
<b>Foster Child (State Placement) Categorical Eligibility</b>	100	<b>Unemployment</b>	20
<b>Homeless Categorical Eligibility</b>	100	<b>Age 4 by August 31st.</b>	20
<b>TANF/ Student SSI / SNAP Categorical Eligibility</b>	100	<b>Previously enrolled in an early intervention program</b>	10
<b>Diagnosed Disability Categorical Eligibility</b>	98	<b>Concerns for Child (behavior,development, other)</b>	10
<b>Concerns for Family (Health, food insecurity, housing, literacy, transportation, substance abuse, mental health, teen parent, other)</b>	60	<b>No Medical or Dental Insurance</b>	5

<b>Early Head Start</b>	50	<b>Migrant</b>	10
<b>Crisis</b>	40	<b>One Parent Household</b>	5
<b>Parent Disability</b>	25	<b>ESL</b>	5

### 2022-2023 Poverty Guidelines Chart

<b>Persons in the family</b>	<b>100% FPL</b>	<b>130% FPL</b>
1	\$13,590	\$17,667
2	\$18,310	\$23,803
3	\$23,030	\$29,939
4	\$27,750	\$36,075
5	\$32,470	\$42,211
6	\$37,190	\$48,347
7	\$41,910	\$54,483
8	\$46,630	\$60,619
9	\$51,350	\$66,755
10	\$56,070	\$72,891
11	\$60,790	\$79,027
12	\$65,510	\$85,163
<b>For each additional person</b>	<b>Add \$4,720</b>	<b>Add \$6,136</b>
<b>Eligibility Age Range: 09/01/2017– 12/31/2019</b>		

# GRANT PACKAGE

FY2022<sup>19</sup>

Walla Walla Head Start



Grantee: Walla Walla School District # 140  
 Grant No. 10CH011798  
 Year: 2022-2023

## Walla Walla Head Start FY 2022 Grant Package

### Section I. Program Approach to Service Delivery

The Walla Walla School District Head Start budget reflects funding for 76 part-day slots and 60 full-day slots for a total of 136 federally funded slots for the budget period of September 1, 2022 through August 31, 2023.

### Section II. Budget

The Walla Walla School District Head Start budget has been prepared to meet the fiscal guidelines and requirements of the funding letter from the Administration for Children and Families. The total grant amount is **\$1,806,921**. This includes projected funding for Program Operations (\$1,738,866) and Training and Technical Assistance (\$18,409). The projected funding for the Cost-of-Living Adjustment (COLA) is \$39,646; which will be used to cover increased negotiated staff salaries for FY 2022 and funding for Quality Improvement (\$10,000) to support instruction coaching. The total non-federal share (NFS) supporting the program is \$449,739.

20

Object Class Categories	Grant Program, Function, or Activity				Total
	Program Operations	Training & Technical Assistance (TTA)	Cost of Living Adjustment (COLA)	Quality Improvement (QI)	
a. Personnel	\$992,514	\$0	\$30,365	\$0	<b>\$1,022,879</b>
b. Fringe Benefits	\$551,323	\$0	\$6,146	\$0	<b>\$557,469</b>
c. Travel	\$6,600	\$3,400	\$0	\$0	<b>\$10,000</b>
d. Equipment	\$0	\$0	\$0	\$0	<b>\$0</b>
e. Supplies	\$27,711	\$7,289	\$0	\$0	<b>\$35,000</b>
f. Contractual	\$0	\$7,720	\$0	\$10,000	<b>\$17,720</b>
g. Construction	\$0	\$0	\$0	\$0	<b>\$0</b>
h. Other	\$49,757	\$0	\$0	\$0	<b>\$49,757</b>
i. Total Direct Charges	\$0	\$0	\$0	\$0	<b>\$0</b>
j. Indirect Charges	\$110,961	\$0	\$3,135	\$0	<b>\$114,096</b>
<b>k. TOTALS</b>	<b>\$1,738,866</b>	<b>\$18,409</b>	<b>\$39,646</b>	<b>\$10,000</b>	<b>\$1,806,921</b>

### Section III. Five-Year Program Goals

#### **GOAL 1: Walla Walla Head Start will prepare children and families for kindergarten through effective teaching practices, cohesive leadership, and integrated systems of service.**

- **Objective 1.** (2023) WWHS will develop a system to ensure 100% of teachers achieve fidelity when implementing Creative Curriculum.
- **Objective 2.** (2024) WWHS will develop a process to ensure quality mental health services are provided for children and families.
- **Objective 3.** (2021) WWHS will increase health and wellness for children, families, and staff through the development and implementation of a Wellness Committee.
- **Objective 4.** (2023) Social and Emotional curriculum will be implemented to fidelity in 100% of classrooms.
- **Objective 5.** (2025) Children who have additional social emotional support needs will receive services, as documented in the behavioral support system.

21

#### **GOAL 2: Walla Walla Head Start will provide continuous data informed quality improvement.**

- **Objective 1.** (2025) WWHS will have a comprehensive ongoing monitoring system in place and fully integrated.
- **Objective 2.** (2025) Ensure that all staff know how to accurately gather and annotate data on behaviors in the classroom that capture an accurate depiction of a child's needs.

#### **GOAL 3: Walla Walla Head Start children and families will live in a safe and healthy community demonstrating a sense of belonging.**

- **Objective 1.** (2022) Implement Active Supervision strategies in all areas where children are present to decrease child accidents and behavioral incidents.
- **Objective 2.** (2021) Increase parent involvement in the program's Health Services Advisory Committee to ensure parent input and participation.

**Section IV. Selection Criteria**

See attached proposed Selection Criteria for the 2022-2023 academic year.

**Section V. Self-Assessment**

See attached 2022 Walla Walla Head Start Self-Assessment

**Section VI. Audit**

See attached Financial Statements and Federal Single Audit Report

For the period September 1, 2020 through August 31, 2021

**SECTION I – SUMMARY OF AUDITOR’S RESULTS**

The results of our audit of Walla Walla School District No. 140 are summarized below in accordance with Title 2 *U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

**Federal Awards**

Internal Control over Major Programs:

- *Significant Deficiencies:* We reported no deficiencies in the design or operation of internal control over major federal programs that we consider to be significant deficiencies.
- *Material Weaknesses:* We identified no deficiencies that we consider to be material weaknesses.



## Financial Statements and Federal Single Audit Report

# Walla Walla School District No. 140

For the period September 1, 2020 through August 31, 2021

*Published April 28, 2022*

Report No. 1030263



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**Office of the Washington State Auditor  
Pat McCarthy**

April 28, 2022

Superintendent and Board of Directors  
Walla Walla School District No. 140  
Walla Walla, Washington

**Report on Financial Statements and Federal Single Audit**

Please find attached our report on Walla Walla School District No. 140's financial statements and compliance with federal laws and regulations.

We are issuing this report in order to provide information on the District's financial condition.

Sincerely,

A handwritten signature in cursive script that reads "Pat McCarthy".

Pat McCarthy, State Auditor  
Olympia, WA

***Americans with Disabilities***

*In accordance with the Americans with Disabilities Act, we will make this document available in alternative formats. For more information, please contact our Office at (564) 999-0950, TDD Relay at (800) 833-6388, or email our webmaster at [webmaster@sao.wa.gov](mailto:webmaster@sao.wa.gov).*

## TABLE OF CONTENTS

Schedule of Findings and Questioned Costs.....	4
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards.....	6
Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance in Accordance With the Uniform Guidance .....	9
Independent Auditor's Report on the Financial Statements.....	12
Financial Section.....	16
About the State Auditor's Office.....	63

# SCHEDULE OF FINDINGS AND QUESTIONED COSTS

## Walla Walla School District No. 140 September 1, 2020 through August 31, 2021

### SECTION I – SUMMARY OF AUDITOR’S RESULTS

The results of our audit of Walla Walla School District No. 140 are summarized below in accordance with Title 2 *U.S. Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

#### Financial Statements

We issued an unmodified opinion on the fair presentation of the District’s financial statements in accordance with its regulatory basis of accounting. Separately, we issued an adverse opinion on the fair presentation with regard to accounting principles generally accepted in the United States of America (GAAP) because the financial statements are prepared using a basis of accounting other than GAAP.

Internal Control over Financial Reporting:

- *Significant Deficiencies:* We reported no deficiencies in the design or operation of internal control over financial reporting that we consider to be significant deficiencies.
- *Material Weaknesses:* We identified no deficiencies that we consider to be material weaknesses.

We noted no instances of noncompliance that were material to the financial statements of the District.

#### Federal Awards

Internal Control over Major Programs:

- *Significant Deficiencies:* We reported no deficiencies in the design or operation of internal control over major federal programs that we consider to be significant deficiencies.
- *Material Weaknesses:* We identified no deficiencies that we consider to be material weaknesses.

We issued an unmodified opinion on the District’s compliance with requirements applicable to each of its major federal programs.

We reported no findings that are required to be disclosed in accordance with 2 CFR 200.516(a).

### **Identification of Major Federal Programs**

The following programs were selected as major programs in our audit of compliance in accordance with the Uniform Guidance.

<u>CFDA No.</u>	<u>Program or Cluster Title</u>
84.010	Title I Grants to Local Educational Agencies
93.600	Head Start Cluster – Head Start

The dollar threshold used to distinguish between Type A and Type B programs, as prescribed by the Uniform Guidance, was \$750,000.

The District qualified as a low-risk auditee under the Uniform Guidance.

### **SECTION II – FINANCIAL STATEMENT FINDINGS**

None reported.

### **SECTION III – FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

None reported.

## INDEPENDENT AUDITOR'S REPORT

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

### **Walla Walla School District No. 140 September 1, 2020 through August 31, 2021**

Superintendent and Board of Directors  
Walla Walla School District No. 140  
Walla Walla, Washington

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Walla Walla School District No. 140, as of and for the year ended August 31, 2021, and the related notes to the financial statements, which collectively comprise the District's financial statements, and have issued our report thereon dated April 21, 2022.

We issued an unmodified opinion on the fair presentation of the District's financial statements in accordance with its regulatory basis of accounting. We issued an adverse opinion on the fair presentation with regard to accounting principles generally accepted in the United States of America (GAAP) because, as described in Note 1, the *Accounting Manual for Public School Districts in the State of Washington* does not require the District to prepare the government-wide statements presenting the financial position and changes in financial position of its governmental activities as required by GAAP. The effects on the financial statements of the variances between the basis of accounting described in Note 1 and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material.

As discussed in Note 1 to the financial statements, during the year ending August 31, 2021 the District implemented the provision of GASB Statement 84, *Fiduciary Activities*, which establishes criteria for identifying and reporting fiduciary activities.

As discussed in Note 17 to the financial statements, the full extent of the COVID-19 pandemic's direct or indirect financial impact on the District is unknown. Management's plans in response to this matter are also described in Note 17.

## INTERNAL CONTROL OVER FINANCIAL REPORTING

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## COMPLIANCE AND OTHER MATTERS

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of the District's compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## PURPOSE OF THIS REPORT

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control

and compliance. Accordingly, this communication is not suitable for any other purpose. However, this report is a matter of public record and its distribution is not limited. It also serves to disseminate information to the public as a reporting tool to help citizens assess government operations.

A handwritten signature in black ink that reads "Pat McCarthy". The signature is written in a cursive style with a large, sweeping initial "P".

Pat McCarthy, State Auditor

Olympia, WA

April 21, 2022

## INDEPENDENT AUDITOR'S REPORT

Report on Compliance for Each Major Federal Program and Report on Internal Control over Compliance in Accordance with the Uniform Guidance

### Walla Walla School District No. 140 September 1, 2020 through August 31, 2021

Superintendent and Board of Directors  
Walla Walla School District No. 140  
Walla Walla, Washington

## REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM

We have audited the compliance of Walla Walla School District No. 140, with the types of compliance requirements described in the U.S. *Office of Management and Budget (OMB) Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended August 31, 2021. The District's major federal programs are identified in the accompanying Schedule of Findings and Questioned Costs.

### Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

### Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 *U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination on the District's compliance.

### **Opinion on Each Major Federal Program**

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2021.

## **REPORT ON INTERNAL CONTROL OVER COMPLIANCE**

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program in order to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose. However, this report is a matter of public record and its distribution is not limited. It also serves to disseminate information to the public as a reporting tool to help citizens assess government operations.

A handwritten signature in black ink that reads "Pat McCarthy". The signature is written in a cursive style with a large, sweeping initial "P".

Pat McCarthy, State Auditor

Olympia, WA

April 21, 2022

# INDEPENDENT AUDITOR'S REPORT

## Report on the Financial Statements

### **Walla Walla School District No. 140 September 1, 2020 through August 31, 2021**

Superintendent and Board of Directors  
Walla Walla School District No. 140  
Walla Walla, Washington

#### **REPORT ON THE FINANCIAL STATEMENTS**

We have audited the accompanying financial statements of Walla Walla School District No. 140, as of and for the year ended August 31, 2021, and the related notes to the financial statements, which collectively comprise the District's financial statements, as listed on page 16.

#### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the financial reporting provisions of state law and the *Accounting Manual for Public School Districts in the State of Washington* (Accounting Manual) described in Note 1. This includes determining that the basis of accounting is acceptable for the presentation of the financial statements in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### **Auditor's Responsibility**

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of

expressing an opinion on the effectiveness of the District’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant account estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### **Unmodified Opinion on Regulatory Basis of Accounting (Accounting Manual)**

As described in Note 1, the District has prepared these financial statements to meet the financial reporting requirements of state law using accounting practices prescribed by the Accounting Manual. Those accounting practices differ from accounting principles generally accepted in the United States of America (GAAP). The difference in these accounting practices is also described in Note 1.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Walla Walla School District No. 140, as of August 31, 2021, and the changes in financial position thereof for the year then ended in accordance with the basis of accounting described in Note 1.

### **Basis for Adverse Opinion on U.S. GAAP**

Auditing standards issued by the American Institute of Certified Public Accountants (AICPA) require auditors to formally acknowledge when governments do not prepare their financial statements, intended for general use, in accordance with GAAP. GAAP requires presentation of government-wide financial statements to display the financial position and changes in financial position of its governmental activities.

As described in Note 1, the Accounting Manual does not require the District to prepare the government-wide financial statements, and consequently such amounts have not been determined or presented. We are therefore required to issue an adverse opinion on whether the financial statements are presented fairly, in all material respects, in accordance with GAAP.

### **Adverse Opinion on U.S. GAAP**

The financial statements referred to above were not intended to, and in our opinion they do not, present fairly, in accordance with accounting principles generally accepted in the United States of America, the financial position of Walla Walla School District No. 140, as of August 31, 2021, or the changes in financial position or cash flows thereof for the year then ended, due to the significance of the matter discussed in the above “Basis for Adverse Opinion on U.S. GAAP” paragraph.

## **Matters of Emphasis**

As discussed in Note 1 to the financial statements, during the year ending August 31, 2021 the District implemented the provision of GASB Statement 84, *Fiduciary Activities*, which establishes criteria for identifying and reporting fiduciary activities. Our opinion is not modified with respect to this matter.

As discussed in Note 17 to the financial statements, the full extent of the COVID-19 pandemic's direct or indirect financial impact on the District is unknown. Management's plans in response to this matter are also described in Note 17. Our opinion is not modified with respect to this matter.

## **Other Matters**

### ***Supplementary and Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by Title 2 *U.S. Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). The Schedule of Long-Term Liabilities is also presented for purposes of additional analysis, as required by the prescribed Accounting Manual. These schedules are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements, and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements taken as a whole.

## **OTHER REPORTING REQUIRED BY GOVERNMENT AUDITING STANDARDS**

In accordance with *Government Auditing Standards*, we have also issued our report dated April 21, 2022 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral

part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "Pat McCarthy".

Pat McCarthy, State Auditor

Olympia, WA

April 21, 2022

## FINANCIAL SECTION

### **Walla Walla School District No. 140 September 1, 2020 through August 31, 2021**

#### **FINANCIAL STATEMENTS**

Balance Sheet – Governmental Funds – 2021  
Statement of Revenues, Expenditures and Changes in Fund Balance – Governmental  
Funds – 2021  
Statement of Net Position – Fiduciary Funds – 2021  
Statement of Changes in Fiduciary Net Position – Fiduciary Funds – 2021  
Notes to Financial Statements – 2021

#### **SUPPLEMENTARY AND OTHER INFORMATION**

Schedule of Long-Term Liabilities – 2021  
Schedule of Expenditures of Federal Awards – 2021  
Notes to the Schedule of Expenditures of Federal Awards – 2021

Walla Walla Public Schools No. 140  
 Balance Sheet - Governmental Funds  
 August 31, 2021

	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
<b>Assets</b>							
Cash and Cash Equivalents	11,563,026.38	604,863.07	2,376,597.61	16,516,180.43	279,711.03	0.00	31,340,378.52
Minus Warrants Outstanding	-2,330,550.29	-2,495.00	0.00	0.00	0.00	0.00	-2,333,045.29
Taxes Receivable	4,077,210.22	0.00	1,894,047.92	0.00	0.00	0.00	5,971,258.14
Due From Other Funds	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due From Other Governmental Units	814,286.50	0.00	0.00	5,362,845.44	0.00	0.00	6,177,131.94
Accounts Receivable	34,998.09	0.00	0.00	0.00	0.00	0.00	34,998.09
Interfund Loans Receivable	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accrued Interest Receivable	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Inventory	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Items	352,224.68	0.00	0.00	0.00	0.00	0.00	352,224.68
Investments	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Investments/Cash With Trustee	5,060.99	0.00	0.00	0.00	0.00	0.00	5,060.99
Investments-Deferred Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Self-Insurance Security Deposit	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL ASSETS</b>	<b>14,516,256.57</b>	<b>602,368.07</b>	<b>4,270,645.53</b>	<b>21,879,025.87</b>	<b>279,711.03</b>	<b>0.00</b>	<b>41,548,007.07</b>
<b>DEFERRED OUTFLOWS OF RESOURCES:</b>							
Deferred Outflows of Resources - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<b>14,516,256.57</b>	<b>602,368.07</b>	<b>4,270,645.53</b>	<b>21,879,025.87</b>	<b>279,711.03</b>	<b>0.00</b>	<b>41,548,007.07</b>
<b>LIABILITIES</b>							
Accounts Payable	1,294,520.22	7,950.89	0.00	12,584,619.08	0.00	0.00	13,887,090.19
Contracts Payable Current	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accrued Interest Payable	0.00	0.00	0.00	0.00	0.00	0.00	0.00

The accompanying notes are an integral part of this financial statement.

Walla Walla Public Schools No. 140  
 Balance Sheet - Governmental Funds  
 August 31, 2021

	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
Accrued Salaries	409,583.97	0.00	0.00	0.00	0.00	0.00	409,583.97
Anticipation Notes Payable	0.00		0.00	0.00	0.00	0.00	0.00
<b>LIABILITIES:</b>							
Payroll Deductions and Taxes Payable	72,603.20			0.00			72,603.20
Due To Other Governmental Units	300,303.41	0.00	0.00	0.00	0.00	0.00	300,303.41
Deferred Compensation Payable	0.00			0.00			0.00
Estimated Employee Benefits Payable	0.00			0.00			0.00
Due To Other Funds	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interfund Loans Payable	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deposits	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Matured Bonds Payable			0.00	0.00	0.00	0.00	0.00
Matured Bond Interest Payable			0.00	0.00	0.00	0.00	0.00
Arbitrage Rebate Payable	0.00		0.00	0.00	0.00	0.00	0.00
<b>TOTAL LIABILITIES</b>	<b>2,077,010.80</b>	<b>7,950.89</b>	<b>0.00</b>	<b>12,584,619.08</b>	<b>0.00</b>	<b>0.00</b>	<b>14,669,580.77</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>							
Unavailable Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unavailable Revenue - Taxes Receivable	4,077,210.22		1,894,047.92	0.00	0.00		5,971,258.14
<b>TOTAL DEFERRED INFLOWS OF RESOURCES</b>	<b>4,077,210.22</b>	<b>0.00</b>	<b>1,894,047.92</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,971,258.14</b>
<b>FUND BALANCE:</b>							
Nonspendable Fund Balance	352,225.00	0.00	0.00	0.00	0.00	0.00	352,225.00
Restricted Fund Balance	868,431.70	594,417.18	2,376,597.61	16,057.68	279,711.03	0.00	4,135,215.20
Committed Fund Balance	6,701,555.55	0.00	0.00	0.00	0.00	0.00	6,701,555.55
Assigned Fund Balance	439,823.30	0.00	0.00	9,278,349.11	0.00	0.00	9,718,172.41

The accompanying notes are an integral part of this financial statement.

Walla Walla Public Schools No. 140

Balance Sheet - Governmental Funds

August 31, 2021

	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
Unassigned Fund Balance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL FUND BALANCE</b>	<b>8,362,035.55</b>	<b>594,417.18</b>	<b>2,376,597.61</b>	<b>9,294,406.79</b>	<b>279,711.03</b>	<b>0.00</b>	<b>20,907,168.16</b>
DEFERRED INFLOW OF RESOURCES, AND FUND BALANCE	14,516,256.57	602,368.07	4,270,645.53	21,879,025.87	279,711.03	0.00	41,548,007.07

The accompanying notes are an integral part of this financial statement.

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds

For the Year Ended August 31, 2021

	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
<b>REVENUES:</b>							
Local	10,854,229.88	175,983.75	4,534,402.14	786,920.13	762.41		16,352,298.31
State	65,696,385.69		0.00	10,609,897.64	236,002.99		76,542,286.32
Federal	8,491,727.15		0.00		0.00		8,491,727.15
Other	72,427.36			10,176.25	0.00	0.00	82,603.61
<b>TOTAL REVENUES</b>	<b>85,114,770.08</b>	<b>175,983.75</b>	<b>4,534,402.14</b>	<b>11,406,994.02</b>	<b>236,765.40</b>	<b>0.00</b>	<b>101,468,915.39</b>
<b>EXPENDITURES:</b>							
<b>CURRENT:</b>							
Regular Instruction	44,500,388.50						44,500,388.50
Special Education	9,532,781.02						9,532,781.02
Vocational Education	2,526,423.08						2,526,423.08
Skill Center	895,798.72						895,798.72
Compensatory Programs	8,587,274.72						8,587,274.72
Other Instructional Programs	485,360.37						485,360.37
Federal Stimulus COVID-19	0.00						0.00
Community Services	156,406.15						156,406.15
Support Services	17,070,670.78						17,070,670.78
Student Activities/Other		128,984.74				0.00	128,984.74
<b>CAPITAL OUTLAY:</b>							
Sites				0.00			0.00
Building				50,289,681.09			50,289,681.09
Equipment				277,482.51			277,482.51
Instructional Technology				0.00			0.00
Energy				0.00			0.00
Transportation Equipment					367,780.40		367,780.40
Sales and Lease				0.00			0.00
Other	2,824,922.62						2,824,922.62
<b>DEBT SERVICE:</b>							
Principal			1,740,000.00	0.00	0.00		1,740,000.00

The accompanying notes are an integral part of this financial statement.

Statement of Revenues, Expenditures, and Changes in Fund Balance - Governmental Funds

For the Year Ended August 31, 2021

	General Fund	ASB Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund	Permanent Fund	Total
Interest and Other Charges	0.00		2,649,550.00	0.00	0.00		2,649,550.00
Bond/Levy Issuance				0.00	0.00		0.00
<b>TOTAL EXPENDITURES</b>	<b>86,580,025.96</b>	<b>128,984.74</b>	<b>4,389,550.00</b>	<b>50,567,163.60</b>	<b>367,780.40</b>	<b>0.00</b>	<b>142,033,504.70</b>
REVENUES OVER (UNDER) EXPENDITURES	-1,465,255.88	46,999.01	144,852.14	-39,160,169.58	-131,015.00	0.00	-40,564,589.31
<b>OTHER FINANCING SOURCES (USES):</b>							
Bond Sales & Refunding Bond Sales	0.00		0.00	0.00	0.00		0.00
Long-Term Financing	0.00		0.00	0.00	0.00		0.00
Transfers In	0.00		0.00	803,811.50	0.00		803,811.50
Transfers Out (GL 536)	-803,811.50		0.00	0.00	0.00		-803,811.50
Other Financing Uses (GL 535)	0.00		0.00	0.00	0.00		0.00
Other	0.00		0.00	0.00	6,861.00		6,861.00
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>-803,811.50</b>		<b>0.00</b>	<b>803,811.50</b>	<b>6,861.00</b>	<b>0.00</b>	<b>6,861.00</b>
<b>EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER (UNDER) EXPENDITURES AND OTHER FINANCING USES</b>	<b>-2,269,067.38</b>	<b>46,999.01</b>	<b>144,852.14</b>	<b>-38,356,358.08</b>	<b>-124,154.00</b>	<b>0.00</b>	<b>-40,557,728.31</b>
<b>BEGINNING TOTAL FUND BALANCE</b>	<b>10,631,102.93</b>	<b>547,418.17</b>	<b>2,231,745.47</b>	<b>47,650,764.87</b>	<b>403,865.03</b>	<b>0.00</b>	<b>61,464,896.47</b>
Prior Year(s) Corrections or Restatements	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>ENDING TOTAL FUND BALANCE</b>	<b>8,362,035.55</b>	<b>594,417.18</b>	<b>2,376,597.61</b>	<b>9,294,406.79</b>	<b>279,711.03</b>	<b>0.00</b>	<b>20,907,168.16</b>

The accompanying notes are an integral part of this financial statement.

Walla Walla Public Schools No. 140  
Statement of Fiduciary Net Position  
August 31, 2021

	Custodial Funds	Private Purpose Trust
<b>ASSETS:</b>		
Imprest Cash	0.00	0.00
Cash On Hand	0.00	0.00
Cash On Deposit with Cty Treas	670,955.39	6,675.25
Minus Warrants Outstanding	0.00	0.00
Due From Other Funds	0.00	0.00
Accounts Receivable	0.00	0.00
Accrued Interest Receivable	0.00	0.00
Investments	0.00	0.00
Investments/Cash With Trustee	0.00	0.00
Other Assets	0.00	0.00
Capital Assets, Land	0.00	0.00
Capital Assets, Buildings	0.00	0.00
Capital Assets, Equipment	0.00	0.00
Accum Depreciation, Buildings	0.00	0.00
Accum Depreciation, Equipment	0.00	0.00
<b>TOTAL ASSETS</b>	<b>670,955.39</b>	<b>6,675.25</b>
<b>LIABILITIES:</b>		
Accounts Payable	0.00	0.00
Due To Other Funds	0.00	0.00
<b>TOTAL LIABILITIES</b>	<b>0.00</b>	<b>0.00</b>
<b>NET POSITION:</b>		
<b>Held in trust for:</b>		
Held In Trust For Intact Trust Principal	0.00	0.00
Held In Trust For Private Purposes	0.00	0.00
Held In Trust For Pension Or Other Post-Employment Benefits	670,955.39	6,675.25
Held In Trust For Other Purposes	0.00	0.00
<b>TOTAL NET POSITION</b>	<b>670,955.39</b>	<b>6,675.25</b>

The accompanying notes are an integral part of this financial statement.

Walla Walla Public Schools No. 140  
Statement of Changes in Fiduciary Net Position  
For the Year Ended August 31, 2021

	Custodial Funds	Private Purpose Trust
<b>ADDITIONS:</b>		
<b>Contributions:</b>		
Private Donations	0.00	0.00
Employer		0.00
Members		0.00
Other	228,887.07	0.00
<b>TOTAL CONTRIBUTIONS</b>	<b>228,887.07</b>	<b>0.00</b>
<b>Investment Income:</b>		
Net Appreciation (Depreciation) in Fair Value	0.00	0.00
Interest and Dividends	3,584.66	39.58
Less Investment Expenses	0.00	0.00
Net Investment Income	3,584.66	39.58
<b>Other Additions:</b>		
Rent or Lease Revenue	0.00	0.00
Total Other Additions	0.00	0.00
<b>TOTAL ADDITIONS</b>	<b>232,471.73</b>	<b>39.58</b>
<b>DEDUCTIONS:</b>		
Benefits		0.00
Refund of Contributions	0.00	0.00
Administrative Expenses	0.00	0.00
Scholarships	0.00	0.00
Other	0.00	0.00
<b>TOTAL DEDUCTIONS</b>	<b>0.00</b>	<b>0.00</b>
Net Increase (Decrease)	232,471.73	39.58
Net Position--Prior Year August Beginning	438,483.66	6,635.67
Prior Year F-196 Manual Revision	0.00	0.00
Net Position - Total	438,483.66	6,635.67
Prior Year(s) Corrections or Restatements	0.00	0.00
<b>NET POSITION--ENDING</b>	<b>670,955.39</b>	<b>6,675.25</b>

The accompanying notes are an integral part of this financial statement.

**WALLA WALLA SCHOOL DISTRICT**  
**Notes to the Financial Statements**  
**September 1, 2020 Through August 31, 2021**

**NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The Walla Walla School District is a municipal corporation organized pursuant to Title 28A of the Revised Code of Washington (RCW) for the purposes of providing public school services to students in grades K–12. Oversight responsibility for the District’s operations is vested with the independently elected board of directors. Management of the District is appointed by and is accountable to the board of directors. Fiscal responsibility, including budget authority and the power to set fees, levy property taxes, and issue debt consistent with provisions of state statutes, also rests with the board of directors.

The District presents governmental fund financial statements and related notes on the modified accrual basis of accounting in accordance with the *Accounting Manual for Public School Districts in the State of Washington*, issued jointly by the State Auditor’s Office and the Superintendent of Public Instruction by the authority of RCW 43.09.200, RCW 28A.505.140, RCW 28A.505.010(1) and RCW 28A.505.020. This manual prescribes a financial reporting framework that differs from generally accepted accounting principles (GAAP) in the following manner:

- (1) Districtwide statements, as defined in GAAP, are not presented.
- (2) A Schedule of Long-Term Liabilities is presented as supplementary information.
- (3) Supplementary information required by GAAP is not presented.
- (4) Property Taxes collected after the end of the fiscal period are not considered available for revenue accrual as described below.

**Fund Accounting**

Financial transactions of the District are reported in individual funds. Each fund uses a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures (or expenses) as appropriate. All funds are considered major funds. The various funds in the report are grouped into governmental (and fiduciary) funds as follows:

**Governmental Funds**

General Fund

This fund is used to account for all expendable financial resources, except for those that are required to be accounted for in another fund. In keeping with the principle of having as few funds as are necessary, activities such as food services, maintenance, data processing, printing, and student transportation are included in the General Fund.

### Capital Projects Funds

These funds account for financial resources that are to be used for the construction or acquisition of major capital assets. There are two funds that are considered to be of the capital projects fund type: the Capital Projects Fund and the Transportation Vehicle Fund.

Capital Projects Fund. This fund is used to account for resources set aside for the acquisition and construction of major capital assets such as land and buildings.

Transportation Vehicle Fund. This fund is used to account for the purchase, major repair, rebuilding, and debt service expenditures that relate to pupil transportation equipment.

### Debt Service Fund

This fund is used to account for the accumulation of resources for and the payment of matured general long-term debt principal and interest.

### Special Revenue Fund

In Washington state, the only allowable special revenue fund for school districts is the Associated Student Body (ASB) Fund. This fund is accounted for in the District's financial statements as the financial resources legally belong to the District. As a special revenue fund, amounts within the ASB Fund may only be used for those purposes that relate to the operation of the Associated Student Body of the District.

### Permanent Funds

These funds are used to report resources that are legally restricted such that only earnings, and not principal, may be expended. Amounts in the Permanent Fund may only be spent in support of the District's programs and may not be used to the benefit of any individual.

### **Fiduciary Funds**

Fiduciary funds include pension and other employee benefit trust funds, private-purpose trust funds, and custodial funds, and are used to account for assets that are held by the District in a fiduciary capacity.

### Private-Purpose Trust Fund

This fund is used to account for resources that are legally held in trust by the District. The trust agreement details whether principal and interest may both be spent, or whether only interest may be spent. Money from a Private-Purpose Trust Fund may not be used to support the District's programs, and may be used to benefit individuals, private organizations, or other governments.

## Pension (and Other Employee Benefit) Trust Fund

This fund is used to account for resources to be held for the members and beneficiaries of a pension plan or other employee benefit plans.

### **Measurement focus, basis of accounting, and fund financial statement presentation**

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered “measurable” if the amount of the transaction can be readily determined. Revenues are considered “available” when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days after year-end. Categorical program claims and interdistrict billings are measurable and available and are accrued. Property taxes not collected by the fiscal year end are measurable and recorded as a receivable, however the receivable is not considered available revenue and is recorded as a deferred inflow of resources.

Expenditures are recognized under the modified accrual basis of accounting when the related fund liability is incurred, except for unmatured principal and interest on long-term debt which are recorded when due. Purchases of capital assets are expensed during the year of acquisition. For federal grants, the recognition of expenditures is dependent on the obligation date. (Obligation means a purchase order has been issued, contracts have been awarded, or goods and/or services have been received.)

### ***Budgets***

Chapter 28A.505 RCW and Chapter 392-123 Washington Administrative Code (WAC) mandate school district budget policies and procedures. The board adopts annual appropriated budgets for all governmental funds. These budgets are appropriated at the fund level. The budget constitutes the legal authority for expenditures at that level. Appropriations lapse at the end of the fiscal period.

Budgets are adopted on the same modified accrual basis as used for financial reporting. Fund balance is budgeted as available resources and, under statute, may not be negative, unless the District enters into binding conditions with state oversight pursuant to RCW 28A.505.110.

**The government’s policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net assets are available.**

The District receives state funding for specific categorical education-related programs. Amounts that are received for these programs that are not used in the current fiscal year may be carried forward into the subsequent fiscal year, where they may be used only for the same purpose as they were originally received. When the District has such carryover, those funds are expended before any amounts received in the current year are expended.

Additionally, the District has other restrictions placed on its financial resources. When expenditures are recorded for purposes for which a restriction or commitment of fund balance is available, those funds that are restricted or committed to that purpose are considered first before any unrestricted or unassigned amounts are expended.

***The government's fund balance classifications policies and procedures.***

The District classifies ending fund balance for its governmental funds into five categories.

Nonspendable Fund Balance. The amounts reported as Nonspendable are resources of the District that are not in spendable format. They are either non-liquid resources such as inventory or prepaid items, or the resources are legally or contractually required to be maintained intact.

Restricted Fund Balance. Amounts that are reported as Restricted are those resources of the District that have had a legal restriction placed on their use either from statute, WAC, or other legal requirements that are beyond the control of the board of directors. Restricted fund balance includes anticipated recovery of revenues that have been received but are restricted as to their usage.

Committed Fund Balance. Amounts that are reported as Committed are those resources of the District that have had a limitation placed upon their usage by formal action of the District's board of directors. Commitments are made either through a formal adopted board resolution or are related to a school board policy. Commitments may only be changed when the resources are used for the intended purpose or the limitation is removed by a subsequent formal action of the board of directors.

Assigned Fund Balance. In the General Fund, amounts that are reported as Assigned are those resources that the District has set aside for specific purposes. These accounts reflect tentative management plans for future financial resource use such as the replacement of equipment or the assignment of resources for contingencies. Assignments reduce the amount reported as Unassigned Fund Balance, but may not reduce that balance below zero.

In other governmental funds, Assigned fund balance represents a positive ending spendable fund balance once all restrictions and commitments are considered. These resources are only available for expenditure in that fund and may not be used in any other fund without formal action by the District's board of directors and as allowed by statute.

The Board of Directors or designee are the only persons who have the authority to create Assignments of fund balance.

Unassigned Fund Balance. In the General Fund, amounts that are reported as Unassigned are those net spendable resources of the District that are not otherwise Restricted, Committed, or Assigned, and may be used for any purpose within the General Fund.

In other governmental funds, Unassigned fund balance represents a deficit ending spendable fund balance once all restrictions and commitments are considered.

A negative Unassigned fund balance means that the legal restrictions and formal commitments of the District exceed its currently available resources.

### **Cash and Cash Equivalents**

All of the District's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition.

### **Inventory**

Inventory is valued at cost using the first-in, first-out method. The consumption method of inventory is used, which charges inventory as an expenditure when it is consumed. A portion of fund balance, representing inventory, is considered Nonspendable. USDA commodity inventory consists of food donated by the United States Department of Agriculture. It is valued at the prices paid by the USDA for the commodities.

### **Accounting and Reporting Changes Fiduciary Activities**

During the year ended August 31, 2021, the District implemented the provisions of GASB Statement No. 84, Fiduciary Activities, which establishes criteria for identifying and reporting fiduciary activities. The implementation of this statement has resulted in changing the presentation of the financial statements. The title Agency Funds is replaced with Custodial Funds and ending net position is presented for custodial funds which was not previously required. Beginning net position has been restated to reflect this change.

## **NOTE 2: DEPOSITS AND INVESTMENTS**

All of the District's bank balances are insured by the Federal Depository Insurance Corporation (FDIC) or by collateral held in a multiple financial institution collateral pool administered by the Washington Public Deposit Protection Commission (PDPC).

Statutes authorize the District to invest in (1) securities, certificates, notes, bonds, short-term securities, or other obligations of the United States, and (2) deposits in any state bank or trust company, national banking association, stock savings bank, mutual savings bank, savings and loan association, and any branch bank engaged in banking in the state in accordance with RCW 30.04.300 if the institution has been approved by the Public Deposit Protection Commission to hold public deposits and has segregated eligible collateral having a value of not less than its maximum liability.

The Walla Walla County Treasurer is the *ex officio* treasurer for the District and holds all accounts of the District. The District directs the County Treasurer to invest those financial resources of the District that the District has determined are not needed to meet the current financial obligations of the District.

The district's deposits and certificates of deposit are mostly covered by federal depository insurance (FDIC) or by collateral held in a multiple financial institution collateral pool administered by the Washington Public Deposit Protection Commission (PDPC).

The district's participation in the Walla Walla County Investment Pool is voluntary and the pool does not have a credit rating. The district reports its investment in the pool at the fair value amount, which is the same as the value of the pool per share. The fair value of the district's investment in the pool is measured using a net asset value (NAV) as determined by the pool. The pool maintains a weighted average maturity of 1 days.

All of the District's investments during the year and at year-end were insured or registered and held by the District or its agent in the District's name.

Washington State statutes authorize the district to invest in the following types of securities:

- Certificates, notes, or bonds of the United States, its agencies, or any corporation wholly owned by the government of the United States,
- Obligations of government-sponsored corporations which are eligible as collateral for advances to member banks as determined by the Board of Governors of the Federal Reserve System,
- Bankers' acceptances purchased on the secondary market,
- Repurchase agreements for securities listed in the three items above, provided that the transaction is structured so that the public treasurer obtains control over the underlying securities,
- Investment deposits with qualified public depositories,
- Washington State Local Government Investment Pool, and

- County Treasurer Investment Pools.

The District's investments as of August 31, 2021, are as follows

Type of Investment	District's own investments	Investments held by district as an agent for other organizations	Total
County Treasurer's Investment Pool	\$0.00	\$670,955.39	\$670,955.39
Total	\$0.00	\$670,955.39	\$670,955.39

### **NOTE 3: SIGNIFICANT CONTINGENT LIABILITIES**

#### **Litigation**

The district has a current litigation complaint which could potentially result in a settlement award. Any settlement award would be covered under our current insurance policies.

## **NOTE 4: PENSION PLANS**

### **General Information**

The Washington State Department of Retirement Systems (DRS), a department within the primary government of the state of Washington, prepares a stand-alone annual comprehensive financial report that includes financial statements and required supplementary information for each pension plan. The pension plan's basic financial statement is accounted for using the accrual basis of accounting. The measurement date of the pension plans is June 30. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

The school district is reporting the net pension liability in the notes and on the Schedule of Long-term Liabilities calculated as the district's proportionate allocation percentage multiplied by the total plan collective net pension liability. The DRS total collective net pension liabilities for the pension plans school districts participate in are shown here.

### **The Collective Net Pension Liability (Asset)**

The collective net pension liability or asset for the pension plans districts participated in are reported in the following tables

The Collective Net Pension Liability or as of June 30, 2021				
	Total Pension Liability	Plan fiduciary net position	Participating employers' net pension liability or (Asset)	Plan fiduciary net position as a percentage of the total pension liability
PERS 1	10,847,066,000	9,625,832,000	1,221,234,000	88.74%
SERS 2/3	7,586,243,000	8,659,940,000	(1,073,697,000)	114.15%
TRS 1	7,850,211,000	7,176,913,000	673,298,000	91.42%
TRS 2/3	20,032,702,000	22,781,509,000	(2,748,807,000)	113.72%

Detailed information about the pension plans' fiduciary net position is available in the separately issued DRS report. Copies of the report may be obtained by contacting the Washington State Department of Retirement Systems, P.O. Box 48380, Olympia, WA 98504-8380; or online at [Annual Financial Reports](#) or <http://www.drs.wa.gov/administrations/annual-report>.

### **Membership Participation**

Substantially all school district full-time and qualifying part-time employees participate in one of the following three contributory, multi-employer, cost-sharing statewide retirement systems managed by DRS: Teachers' Retirement System (TRS), Public Employees' Retirement System (PERS) and School Employees' Retirement System (SERS).

Membership participation by retirement plan as of June 30, 2021, was as follows:

Plan	Retirees and Beneficiaries Receiving Benefits	Inactive Plan Members Entitled to but not yet Receiving Benefits	Active Plan Members
PERS 1	42,886	241	875
SERS 2	12,235	6,634	28,835
SERS 3	12,348	9,363	33,615
TRS 1	30,762	84	162
TRS 2	6,594	3,016	24,269
TRS 3	16,963	8,400	55,328

### **Membership & Plan Benefits**

Certificated employees are members of TRS. Classified employees are members of PERS (if Plan 1) or SERS. Plan 1 under the TRS and PERS programs are defined benefit pension plans whose members joined the system on or before September 30, 1977. TRS 1 and PERS 1 are closed to new entrants.

#### TRS Plan Information

TRS was established in 1938, and its retirement provisions are contained in RCW Chapters 41.34 and 41.32. TRS is a cost-sharing multi-employer retirement system comprised of three separate plans for membership purposes: Plans 1 and 2 are defined benefit plans and Plan 3 is a defined benefit plan with a defined contribution component. TRS eligibility for membership requires service as a certificated, public school employee working in an instructional, administrative or supervisory capacity.

TRS is comprised of three separate plans for accounting purposes: Plan 1, Plan 2/3, and Plan 3. Plan 1 accounts for the defined benefits of Plan 1 members. Plan 2/3 accounts for the defined benefits of Plan 2 members and the defined benefit portion of benefits for Plan 3 members. Plan 3 accounts for the defined contribution portion of benefits for Plan 3 members. Although members can only be a member of either Plan 2 or Plan 3, the defined benefit portions of Plan 2 and Plan 3 are accounted for in the same pension trust fund. All assets of this Plan 2/3 defined benefit plan may legally be used to pay the defined benefits of any of the Plan 2 or Plan 3 members or beneficiaries, as defined by the terms of the plan. Therefore, Plan 2/3 is considered to be a single plan for accounting purposes.

TRS Plan 1 provides retirement, disability and death benefits. TRS 1 members were vested after the completion of five years of eligible service. Retirement benefits are determined as two percent of the average final compensation (AFC), for each year of service credit, up to a maximum of 60 percent, divided by twelve. The AFC is the total earnable compensation for the two consecutive highest-paid fiscal years, divided by two. Members are eligible for retirement at any age after 30 years of service, or at the age of 60 with five years of service, or at the age of 55 with 25 years of service. Other benefits include temporary and permanent disability payments, an optional cost-of-living adjustment (COLA), and a one-time duty-related death benefit, if found eligible by the Department of Labor and Industries.

TRS Plan 2/3 provides retirement, disability and death benefits. Retirement benefits are determined as two percent of the average final compensation (AFC) per year of service for Plan 2 members and one percent of AFC for Plan 3 members. The AFC is the monthly average of the 60 consecutive highest-paid service credit months. There is no cap on years of service credit. Members are eligible for normal retirement at the age of 65 with at least five years of service credit. Retirement before age 65 is considered an early retirement. TRS Plan 2/3 members, who have at least 20 years of service credit and are 55 years of age or older, are eligible for early retirement with a reduced benefit.

The benefit is reduced by a factor that varies according to age, for each year before age 65. TRS Plan 2/3 members who have 30 or more years of service credit, were hired prior to May 1, 2013, and are at least 55 years old, can retire under one of two provisions: With a benefit that is reduced by three percent for each year before age 65; or with a benefit that has a smaller (or no) reduction (depending on age) that imposes stricter return-to-work rules. TRS Plan 2/3 members hired on or after May 1, 2013, have the option to retire early by accepting a reduction of five percent for each year of retirement before age 65. This option is available only to those who are age 55 or older and have at least 30 years of service. TRS Plan 2/3 retirement benefits are also actuarially reduced to reflect the choice of a survivor benefit. Other benefits include duty and non-duty disability payments, a cost-of-living allowance (based on the Consumer Price Index), capped at three percent annually and a one-time duty-related death benefit, if found eligible by the Department of Labor and Industries.

#### PERS Plan Information

PERS was established in 1947, and its retirement benefit provisions are contained in RCW Chapters 41.34 and 41.40. PERS is a cost-sharing, multi-employer retirement system. PERS Plan 1 provides retirement, disability and death benefits. PERS 1 members were vested after the completion of five years of eligible service. Retirement benefits are determined as two percent of the member's average final compensation (AFC) times the member's years of service. The AFC is the average of the member's 24 highest consecutive service months. Members are eligible for retirement from active status at any age with at least 30 years of service, at age 55 with at least 25 years of service, or at age 60 with at least five years of service.

Members retiring from inactive status prior to the age of 65 may receive actuarially reduced benefits. PERS Plan 1 retirement benefits are actuarially reduced to reflect the choice of a survivor benefit. Other benefits include duty and non-duty disability payments, an optional cost-of-living adjustment (COLA), and a one-time duty-related death benefit, if found eligible by the Department of Labor and Industries.

#### SERS Plan Information

SERS was established by the legislature in 1998, and the plan became effective in 2000. SERS retirement benefit provisions are established in RCW Chapters 41.34 and 41.35. SERS is a cost-sharing, multiemployer retirement system comprised of two separate plans for membership purposes. SERS Plan 2 is a defined benefit plan and SERS Plan 3 is a defined benefit plan with a defined contribution component. SERS members include classified employees of school districts and educational service districts.

SERS is reported as two separate plans for accounting purposes: Plan 2/3 and Plan 3. Plan 2/3 accounts for the defined benefits of Plan 2 members and the defined benefit portion of benefits for Plan 3 members. Plan 3 accounts for the defined contribution portion of benefits for Plan 3 members. Although members can only be a member of either Plan 2 or Plan 3, the defined benefit portions of Plan 2 and Plan 3 are accounted for in the same pension trust fund. All assets of this Plan 2/3 defined benefit plan may legally be used to pay the defined benefits of any of the Plan 2 or Plan 3 members or beneficiaries. Therefore, Plan 2/3 is considered to be a single plan for accounting purposes.

SERS provides retirement, disability and death benefits. Retirement benefits are determined as two percent of the member's average final compensation (AFC) times the member's years of service for Plan 2 and one percent of AFC for Plan 3. The AFC is the monthly average of the member's 60 highest-paid consecutive service months before retirement, termination or death. There is no cap on years of service credit. Members are eligible for retirement with a full benefit at 65 with at least five years of service credit. Retirement before age 65 is considered an early retirement. SERS members, who have at least 20 years of service credit and are 55 years of age or older, are eligible for early retirement with a reduced benefit.

The benefit is reduced by a factor that varies according to age, for each year before age 65. SERS members who have 30 or more years of service credit and are at least 55 years old can retire under one of two provisions, if hired prior to May 2, 2013: With a benefit that is reduced by three percent for each year before age 65; or with a benefit that has a smaller (or no) reduction (depending on age) that imposes stricter return-to-work rules. SERS members hired on or after May 1, 2013, have the option to retire early by accepting a reduction of five percent for each year of retirement before age 65. This option is available only to those who are age 55 or older and have at least 30 years of service. SERS retirement benefits are also actuarially reduced to reflect the choice of a survivor benefit. Other benefits include duty and non-duty disability payments, a cost-of-living allowance (based on the Consumer Price Index), capped at three percent annually and a one-time duty-related death benefit, if found eligible by the Department of Labor and Industries.

## Plan Contributions

The employer contribution rates for PERS, TRS, and SERS (Plans 1, 2, and 3) and the TRS and SERS Plan 2 employee contribution rates are established by the Pension Funding Council based upon the rates set by the Legislature. The methods used to determine the contribution requirements are established under chapters 41.34 and 41.40 RCW for PERS, 41.34 and 41.35 RCW for SERS, and 41.32 and 41.34 RCW for TRS. Employers do not contribute to the defined contribution portions of TRS Plan 3 or SERS Plan 3. Under current law the employer must contribute 100 percent of the employer-required contribution. The employee contribution rate for Plan 1 in PERS and TRS is set by statute at six percent and does not vary from year to year.

The employer and employee contribution rates for all plans were effective as of September 1, 2020. PERS contribution rates changed on July 1, 2021. TRS and SERS plans will not have a contribution rate change until September 1, 2021. The pension plan contribution rates (expressed as a percentage of covered payroll) for fiscal year 2021 are listed below:

<b>Pension Contribution Rates from September 01, 2020 to June 30, 2021</b>			
	Employer	Employee	
PERS Plan 1	12.97%	6.00%	
<b>Pension Contribution Rates from July 01, 2021 to August 31, 2021</b>			
	Employer	Employee	
PERS Plan 1	10.252%	6.00%	
<b>Pension Contribution Rates from September 01, 2020 to August 31, 2021</b>			
	Employer	Employee	
TRS Plan 1	15.74%	6.00%	
TRS Plan 2/3	15.74%	7.77%	*/**
SERS Plan 2/3	13.30%	8.25%	*/**
<i>Note: The Employer rates include .0018 DRS administrative expense.</i>			
* – TRS and SERS Plan 3 Employee Contribution Variable from 5% to 15% based on rate selected by the employee member.			
** – TRS and SERS Plan 2/3 Employer Contributions for defined benefit portion only.			

## The School District's Proportionate Share of the Net Pension Liability (Asset)

At June 30, 2021, the school district reported a total liability of **\$4,022,072** for its proportionate shares of the individual plans' collective net pension liability and **\$17,675,502** for its proportionate shares of net pension assets. Proportions of net pension amounts are based on annual contributions for each of the employers participating in the DRS administered plans. At

June 30, 2021 the district's proportionate share of each plan's net pension liability is reported below:

June 30, 2021	PERS 1	SERS 2/3	TRS 1	TRS 2/3
District's Annual Contributions	639,938	1,078,727	2,426,801	2,680,297
Proportionate Share of the Net Pension Liability (Asset)	1,049,172	(5,500,936)	2,972,899	(12,174,566)

At June 30, 2021, the school district's percentage of the proportionate share of the collective net pension amount was as follows and the change in the allocation percentage from the prior period is illustrated below.

Change in Proportionate Shares	PERS 1	SERS 2/3	TRS 1	TRS 2/3
Current year proportionate share	.085911%	.512336%	.441543%	.442904%
Prior year proportionate share	.089599%	.508708%	.434694%	.436427%
Net difference percentage	-.003688%	.003628%	.006849%	.006477%

## Actuarial Assumptions

The total pension liabilities for TRS 1, TRS 2/3, PERS 1 and SERS 2/3 were determined by actuarial valuation as of June 30, 2020, with the results rolled forward to June 30, 2021, using the following actuarial assumptions, applied to all prior periods included in the measurement:

Inflation	2.75% total economic inflation, 3.50% salary inflation
Salary increases	In addition to the base 3.50% salary inflation assumption, salaries are also expected to grow by promotions and longevity.
Investment rate of return	7.40%

### Mortality Rates

Mortality rates used in the plans were developed using the Society of Actuaries' Pub.H-2010 Mortality rates, which vary by member status as the base table. OSA applies age offsets for each system to better tailor the mortality rates to the demographics of each plan. OSA applied the long-term MP-2017 generational improvement scale to project mortality rates for every year after the 2010 base table. The actuarial assumptions used in the June 30, 2020, valuation were based on the results of the *2013–2018 Demographic Experience Study Report and the 2019 Economic Experience Study*. Additional assumptions for subsequent events and law changes are current as of the 2019 actuarial valuation report.

### Long-term Expected Rate of Return

OSA selected a 7.40% long-term expected rate of return on pension plan investments using a building-block method. In selecting the assumptions, OSA reviewed the historical experience data, considered the historical conditions that produced past annual investment returns, and considered Capital Market Assumptions (CMAs) and simulated expected investment returns the Washington State Investment Board (WSIB) provided.

The CMAs contain three pieces of information for each class of assets the WSIB currently invest in:

- Expected annual return
- Standard deviation of the annual return
- Correlations between the annual returns of each asset class with every other asset class

WSIB uses the CMAs and their target asset allocation to simulate future investment returns over various time horizons.

The expected future rates of return are developed by the WSIB for each major asset class.

Best estimates of arithmetic real rates of return for each major asset class included in the pension plans' target asset allocation as of June 30, 2021, are summarized in the following table:

TRS 1, TRS 2/3, PERS 1, and SERS 2/3		
Asset Class	Target Allocation	% Long-term Expected Real Rate of Return
Fixed Income	20.00%	2.20%
Tangible Assets	7.00%	5.10%
Real Estate	18.00%	5.80%
Global Equity	32.00%	6.30%
Private Equity	23.00%	9.30%

The inflation component used to create the above table is 2.20% and represents WSIB's most recent long-term estimate of broad economic inflation.

### Discount Rate

The discount rate used to measure the total pension liability was 7.40%. To determine the discount rate, an asset sufficiency test was completed to test whether the pension plan's fiduciary net position was sufficient to make all projected future benefit payments of current plan members. Based on the assumptions described in the DRS Certification Letter, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return, a 7.40% on pension plan investments was applied to determine the total pension liability.

## Sensitivity of the Net Pension Liability (Asset)

The following table presents the Walla Walla School District's proportionate share of the collective net pension liability or asset calculated using the discount rate of 7.40%, as well as what the net pension liability or asset would be if it were calculated using a discount rate that is one percentage-point lower (6.40%) or one percentage-point higher (8.40%) than the current rate. Amounts are calculated using the school district's specific allocation percentage, by plan, to determine the proportionate share of the collective net pension liability or asset.

<b>Sensitivity of the Net Pension Liability or Asset to Changes in the Discount Rate</b>			
	1% Decrease (6.40%)	Current Discount Rate (7.40%)	1% Increase (8.40%)
<b>PERS 1</b>	\$2,080,441,000	\$1,221,234,000	\$471,917,000
Allocation Percentage	0.085911%	0.085911%	0.085911%
Proportionate Share	\$1,787,325	\$1,049,172	\$405,428
<b>SERS 2/3</b>	(\$11,793,000)	(\$1,073,697,000)	(\$1,952,101,000)
Allocation Percentage	0.512336%	0.512336%	0.512336%
Proportionate Share	(\$60,420)	(\$5,500,936)	(\$10,001,315)
<b>TRS 1</b>	\$1,290,542,000	\$673,298,000	\$134,647,000
Allocation Percentage	0.441543%	0.441543%	0.441543%
Proportionate Share	\$5,698,296	\$2,972,899	\$594,524
<b>TRS 2/3</b>	\$479,331,000	(\$2,748,807,000)	(\$5,382,150,000)
Allocation Percentage	0.442904%	0.442904%	0.442904%
Proportionate Share	\$2,122,974	(\$12,174,566)	(\$23,837,738)

## **NOTE 5: ANNUAL OTHER POST-EMPLOYMENT BENEFIT COST AND NET OPEB OBLIGATIONS**

The state, through the Health Care Authority (HCA), administers a defined benefit other post-employment benefit (OPEB) plan that is not administered through a qualifying trust. The Public Employees Benefits Board (PEBB), created within the HCA, is authorized to design benefits, and determine the terms and conditions of employee and retired employee participation and coverage, including establishment of eligibility criteria for both active and retired employees. Benefits purchased by PEBB include medical, dental, life insurance and long-term disability insurance.

The relationship between the PEBB OPEB plan and its member employers and their employees and retirees is not formalized in a contract or plan document. Rather, the benefits are provided in accordance with a substantive plan. A substantive plan is one, which the employers and plan members understand the plan terms. This understanding is based on communications between the HCA, employers and plan members, and historical pattern of practice with regards to sharing of benefit costs.

Employers participating in the plan include the state of Washington (which includes general government agencies and higher education institutions), political subdivisions and tribal governments. Additionally, the PEBB plan is available to the retirees of the K–12 school districts and ESDs. The District's retirees (approximately 286) are eligible to participate in the PEBB plan under this arrangement.

### Eligibility

District members are eligible for retiree medical benefits after becoming eligible for service retirement pension benefits (either reduced or full pension benefits) Under PERS 1, 2, 3; TRS 1, 2, or 3; or SERS 2 and 3 plans.

Former members who are entitled to a deferred vested pension benefit are not eligible to receive medical and life insurance benefits after pension benefit commencement. Survivors of covered members who die are eligible for medical benefits.

### Medical Benefits

Upon retirement, members are permitted to receive medical benefits. Retirees pay the following monthly rates for pre-65 medical coverage for 2021.

<b>Members not eligible for Medicare (or enrolled in Part A only)</b>			
<b>Descriptions</b>	<b>Type of Coverage</b>		
	<b>Employee</b>	<b>Employee &amp; Spouse</b>	<b>Full Family</b>
Kaiser Permanente NW Classic	\$745.66	\$1,485.75	\$2,040.82
Kaiser Permanente NW CDHP	\$618.76	\$1,226.30	\$1,638.21
Kaiser Permanente WA Classic	\$775.39	\$1,545.22	\$2,122.58
Kaiser Permanente WA CDHP	\$619.29	\$1,227.86	\$1,640.54
Kaiser Permanente WA Sound Choice	\$641.43	\$1,277.28	\$1,754.17
Kaiser Permanente WA Value	\$698.96	\$1,392.34	\$1,912.38
UMP Classic	\$691.72	\$1,377.86	\$1,892.47
UMP Select	\$623.50	\$1,241.43	\$1,704.88
UMP CDHP	\$618.52	\$1,226.31	\$1,638.41
UMP Plus-Puget Sound High Value Network	\$658.79	\$1,312.02	\$1,801.93
UMP Plus-UW Medicine Accountable Care Network	\$658.79	\$1,312.02	\$1,801.93

Retirees enrolled in Medicare Parts A and B receive an explicit subsidy in the form of reduced premiums on Medicare supplemental plans. Retirees pay the following monthly rates.

<b>Members enrolled in Part A and B of Medicare</b>			
<b>Descriptions</b>	<b>Type of Coverage</b>		
	<b>Employee</b>	<b>Employee &amp; Spouse<sup>1</sup></b>	<b>Full Family<sup>1</sup></b>
Kaiser Permanente NW Senior Advantage	\$174.41	\$343.27	\$898.34
Kaiser Permanente WA Medicare Plan	\$177.10	\$348.64	N/A
Kaiser Permanente WA Classic	N/A	N/A	\$926.01
Kaiser Permanente WA Sound Choice	N/A	N/A	\$825.54
Kaiser Permanente WA Value	N/A	N/A	\$868.68
UMP Classic	\$336.30	\$667.04	\$1,181.65

Note 1: Employee–Spouse and Full Family with two Medicare eligible subscribers.

### Funding Policy

The School Employees Benefits Board (SEBB) Program administers health insurance and other benefits to all employees in school districts and charter schools, and union-represented employees of educational service districts in Washington. The SEBB studies, designs, and approves comprehensive and cost-effective insurance benefit plans for school employees and establishes eligibility criteria for participation in these plans. The SEB Board is separate and independent from the Public Employees Benefits Board (PEBB).

The funding policy is based upon pay-as-you go financing.

The SEBB collects benefit premiums from all school district entities for covered employees. The premium includes a fee, established in state law. The purpose of this fee is to cover the impact

of the subsidized rate of health care benefits for school retirees who elect to purchase their health care benefits through the state Health Care Authority PEBB plan. The amount collected is set forth in the state's operating budget and is subject to change on an annual basis. This amount is not actuarially determined and is not placed in a trust to pay the obligations for post-employment health care benefits.

For the fiscal year 2020-21, the Walla Walla School District paid \$10,172,725.98 in total to HCA-SEBB.

The District has no control over the benefits offered to retirees, the rates charged to retirees, nor the fee paid to the Health Care Authority. The District does not determine its annual required contribution, nor the net other post-employment benefit obligation associated with this plan. These amounts are not shown on the financial statements.

For further information on the results of the actuarial valuation of the employer provided subsidies associated with the state's PEBB plan, refer to the [Office of the State Actuary](#). The plan does not issue a separate report; however, additional information is included in the State of Washington Annual Comprehensive Financial Report, which is available on the [OFM](#) website

**NOTE 6: COMMITMENTS UNDER LEASES**

For the fiscal year(s) ended August 31, 2021, the District had incurred additional long-term debt as follows:

Lessor	Amount	Annual Installment	Final Installment Date	Interest Rate	Balance
<b>Other Long-Term Commitments</b>					
Watson & Watson (building lease)	\$175,764.00	\$ 86,583.24 - \$ 89,181	Aug 31, 2023	N/A	\$175,764.00
Port of Walla Walla (furniture storage)	\$ 85,758.40	\$ 54,163.20	Dec 31, 2022	N/A	\$ 18,054.40
Port of Walla Walla (equipment storage)	\$ 26,996.80	\$ 24,594.86	June 30, 2022	N/A	\$ 24,594.86
US Bank Equipment (copier lease)	\$ 14,788.08	\$ 14,788.08	Aug 31, 2022	N/A	\$ 14,788.08
US Bank Equipment (copier lease)	\$ 15,530.04	\$ 15,530.04	Aug 31, 2022	N/A	\$ 15,530.04
US Bank Equipment (copier lease)	\$115,074.00	\$115,074.00	Aug 31, 2022	N/A	\$115,074.00
<i>Total Other Long-Term Commitments</i>					\$363,805.38
<i>Watson lease is the learning location for Open Doors &amp; Reengagement students. Port of Walla Walla is short-term lease to store school furniture and equipment during school renovations under our bond program.</i>					

## **NOTE 7: OTHER SIGNIFICANT COMMITMENTS**

The District has active construction projects as of August 31, 2021:

Project	Project Authorization Amount	Expended as of 8/31/21	Additional Local Funds Committed	Additional State Funds Committed
2018 UTGO Bond	\$ 65,681,296	\$65,681,296		
State Matching Funds	\$ 59,036,936	\$ 8,086,525		\$50,950,411
Total	\$124,718,232	\$73,767,821		\$50,950,411

## **NOTE 8: REQUIRED DISCLOSURES ABOUT CAPITAL ASSETS**

The District's capital assets are insured in the amount of \$351,141,658 for fiscal year 2021. In the opinion of the District's insurance consultant, the amount is sufficient to adequately fund replacement of the District's assets.

## **NOTE 9: LONG-TERM DEBT**

### **Long-Term Debt**

Long-term debt at August 31, 2021, are comprised of the following individual issues:

Issue Name	Amount Authorized	Annual Installments	Final Maturity	Interest Rate(s)	Amount Outstanding
General Obligation Bonds					
2018 UTGO Bond	\$58,145,000	\$3,504,800-\$5,836,200	12/1/2036	4.00% - 5.00%	\$54,670,000
<b>Total</b>	<b>\$58,145,000</b>				<b>\$54,670,000</b>

Debt service requirements on long-term debt as of August 31, 2021, are as follows:

Years Ending August 31	Bonds		Total
	Principal	Interest	
2022	\$ 1,900,000	\$2,566,950	\$ 4,466,950
2023	\$ 2,085,000	\$2,467,325	\$ 4,552,325
2024	\$ 2,280,000	\$2,358,200	\$ 4,638,200
2025	\$ 2,490,000	\$2,238,950	\$ 4,728,950
2026	\$ 2,710,000	\$2,108,950	\$ 4,818,950
2027-2031	\$17,325,000	\$8,175,125	\$25,500,125
2032-2036	\$22,510,000	\$3,077,525	\$25,587,525
2036	\$ 3,370,000	\$ 67,400	\$ 3,437,400
<b>Total</b>	<b>\$54,670,000</b>	<b>\$23,060,425</b>	<b>\$77,730,425</b>

At August 31, 2021, the District had \$2,376,597.61 available in the Debt Service Fund to service the general obligation bonds.

**NOTE 10: INTERFUND BALANCES AND TRANSFERS**

The following table depicts interfund transfer activity:

Transferred From (Fund) 535 or 536	Transferred To (Fund) 965 9900 or 9901	Amount	Description
(10) 536	(20) 965.9900	\$800,000	Per adopted budget

The school board adopted in the FY 20-21 budget a transfer of local funds to the capital project fund to support building projects (capital improvements and repairs) not covered under the 2018 UTGO Bond issue.

## **NOTE 11: ENTITY RISK MANAGEMENT ACTIVITIES**

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

### **Workers' Compensation**

In fiscal year 1985, school districts within Educational Service District (ESD) #123 joined together to form the Southeast Washington Workers Compensation Cooperative Trust, a public entity risk pool currently operating as a common risk management and insurance program for industrial insurance. For fiscal year 2020-2021, there are nineteen school districts, including ESD #123, in the pool. The pool allows members to pool their self-insured losses and jointly purchases insurance and administrative services, such as risk management, claims administration, etc. Coverage is on an "occurrence" basis. The district pays an annual contribution to the fund based on their total payroll hours and claims history for the past three years. The pool is fully funded by its member participants. The pool acquires insurance from unrelated underwriters. The pool's per-occurrence retention limit is \$450,000 and the one year aggregate retention is \$4,645,953. The maximum coverage under the excess insurance contract is \$4,645,953. Since the pool is a cooperative program, there is a joint liability among the participating members. The financial statements of the pool may be obtained by contacting Educational Service District No. 123.

A Cooperative Board that is comprised of one designated representative from each participating member and a six member Executive Board governs the Pool. The Executive Board has five members elected by the Cooperative Board and the ESD Superintendent. ESD #123 is responsible for conducting the business affairs of the Pool.

### **Unemployment**

In fiscal year 1978, school districts within Educational Service District (ESD) #123 joined together to form the Cooperative Unemployment Compensation Insurance Pool, a public entity risk pool currently operating as a common risk management and insurance program for unemployment compensation. Seventeen districts, including ESD #123, have joined the Pool. Members pool their self-insured losses and administrative services and have established a plan of self-insurance and related services, such as risk management, claims administration, etc. Coverage is on an "occurrence" basis. Members make contributions to the fund based on their total gross payroll and unemployment history during the preceding year. The pool is fully funded by its member participants. The financial statements of the pool may be obtained by contacting Educational Service District No. 123. During the 2018-19 school year, the program began to operate as a risk-based program and the funding process started to transition as a result of this operation change.

The Pool is governed by a Cooperative Board, which is comprised of one designated representative from each participating member and a six-member Executive Board. Five members elected by the Cooperative Board and the ESD Superintendent comprise the Executive Board. ESD #123 is responsible for conducting the business affairs of the Pool.

## **NOTE 12: PROPERTY TAXES**

Property tax revenues are collected as the result of special levies passed by the voters in the District. Taxes are levied on January 1. The taxpayer has the obligation of paying all taxes on April 30 or one-half then and one-half on October 31. Typically, slightly more than half of the collections are made on the April 30 date. The tax collections occurring after the end of the fiscal period are unavailable for revenue accrual. Therefore, the fall portion of property taxes is not accrued as revenue. Instead, the property taxes due after the end of the fiscal period are recorded as a deferred inflow of resources.

## **NOTE 13: JOINT VENTURES AND JOINTLY GOVERNED ORGANIZATIONS**

The District is a member of the King County Director's Association (KCDA). KCDA is a purchasing cooperative designed to pool the member districts' purchasing power. The board authorized joining the association in May 1974 and has remained in the joint venture ever since. The District's current equity of \$26,833.03 is the accumulation of the annual assignment of KCDA's operating surplus based upon the percentage derived from KCDA's total sales to the District compared to all other districts applied against paid administrative fees. The District may withdraw from the joint venture and will receive its equity in ten annual allocations of merchandise or 15 annual payments.

### **Transportation Cooperative:**

Operation of a cooperative program to service the district's buses and those of neighboring districts are included in these financial statements. For fiscal year 2020-21, these General Fund cooperative revenues totaled \$55,602.86, as compared to the preceding year's revenues of \$39,251.26. Expenditures related to the cooperative totaled \$70,548.94, as compared to the preceding year's expenditures of \$42,394.46. For fiscal year 2020-21, Capital Projects cooperative revenues totaled \$10,176.25, as compared to the preceding year's revenue of \$7,623.00, for payment to fund the local share cost of construction of the facility. This cooperative consists of three neighboring districts.

### **Dental Trust:**

The Eastern Washington School Dental Trust was formed in December 1975. The current Trust Agreement includes two school districts in Southeastern Washington. The purpose of the Eastern Washington School Dental Trust is to provide for group dental benefits for certain classes of employees of the employers and their eligible family members. Walla Walla School District holds the insurance reserves in a Trust Fund with the County Treasurer and is indicated under "other Trust" on the District's financial statements.

### **Compensated Absences Pool:**

In fiscal year 2020-21, five school districts and Educational Service District (ESD) #123 make up the membership of a Compensated Absences Pool. The purpose of the Pool is to allow members to accumulate funds for payments of accrued sick and/or annual leave due to annual cash out, termination, retirement and/or death of employees. Members make contributions to the pool based on a self selected percentage of their total gross payroll. Payroll contributions are made to the Pool at the time leave is earned to reserve assets for expenditures related to leave buy out consist with district policy. Such expenditures are recorded at the time leave is earned rather than at the time of cash out. Expenditures of leave taken during employment continue to be recorded when paid. The pool is fully funded by its member participants. The financial statements of the Pool may be obtained by contacting Educational Service District No. 123.

**Skill Center:**

The District operates SEA – Tech Skill Center, which is a Branch Campus of the Tri-Tech Skill Center and is hosted by the Walla Walla Public School District. A Skill Center is a regional cooperative program designed to enhance the learning opportunities for career and technical education for students of participating districts by avoiding unnecessary duplication of course offerings and allowing students from many districts to participate.

A Branch Campus provides three or more career and technical education programs at a location separate from the Core Campus. Branch campuses report their own enrollment, separate from the Core Campus, and receive direct apportionment funding as if they were a Core Campus.

The District is the host district for the SEA-Tech Skill Center, a regional program designed to provide career and technical education opportunities to students in participating districts. The purpose of a Skill Center is to enhance the career and technical education course offerings among districts by avoiding unnecessary duplication of courses.

The SEA-Tech Skill Center was created through an agreement of the 6 member districts. The Skill Center is governed by an Administrative Council, comprised of the superintendents, or their appointed representatives, of each member district. The Skill Center administration is handled through a director, employed by the District.

As host district, the District has the following responsibilities:

1. Employ staff of the Skill Center.
2. Act as fiscal agent for the Skill Center and maintain separate accounts and fund balances for each fund.
3. Review and adopt the Skill Center budget as a part of the District's overall budget.
4. Provide such services as may be mutually agreed upon by the District and the Skill Center.

**Sources of Funding**

The Skill Center is primarily funded by state apportionment, based on the number of students who attend the Skill Center. Other sources of income include federal grants from the Carl D. Perkins program, fees, and payments from member districts.

**Capital Improvements**

The District collected a one-time fee from all participating districts for the Capital Projects Maintenance Fund. These funds are used to for the maintenance and related capital improvements of Skill Center facilities. Fees are collected from each member district in accordance with the interlocal agreement signed by all member districts. Any amounts collected that have not been expended for capital purposes are recorded as a restriction of the District's Capital Projects Fund balance.

## **Unspent Funds**

Any funds remaining at the end of the year from Skill Center operations are recorded as a restriction of the District's General Fund balance, and are to be used for financing future operations of the Skills Center. Member districts do not have claim to any unspent funds of the Skill Center.

The following districts are member districts of the Skill Center: College Place, Dayton, Prescott, Touchet, Waitsburg, and Walla Walla.

## **NOTE 14: FUND BALANCE CLASSIFICATION DETAILS**

The District's financial statements include the following amounts presented in the aggregate.

	General Fund	ASB Fund	Capital Projects Fund	Debt Service Fund	Transportation Vehicle Fund
<b>Nonspendable Fund Balance</b>					
Inventory and Prepaid Items	\$352,224.68				
<b>Restricted Fund Balance</b>					
For Fund Purpose		\$594,417.18			\$279,711.03
For Carryover of Restricted Revenues	\$652,415.90				
For Skill Centers	\$120,685.59				
For Carryover of Food Service Revenue	\$95,330.21				
For Debt Service				\$2,376,597.61	
Restricted from State Proceeds			\$16,057.68		
<b>Committed Fund Balance</b>					
Other Commitments	\$6,701,555.55				
<b>Assigned Fund Balance</b>					
Other Purposes	\$439,823.30				
Fund Purposes			\$9,278,349.11		
<b>Unassigned Fund Balance</b>	\$0.32				

## **NOTE 15: DEFINED CONTRIBUTION PENSION AND OPEB PLANS**

### **457 Plan – Deferred Compensation Plan**

District employees have the option of participating in a deferred compensation plan as defined in §457 of the Internal Revenue Code that is administered by the state deferred compensation plan, or the District. The District does not make employer contributions to the plan.

### **403(b) Plan – Tax Sheltered Annuity (TSA)**

The District offers a tax deferred annuity plan for its employees. The plan permits participants to defer a portion of their salary until future years under two types of deferrals: elective deferrals (employee contribution) and non-elective contribution (employer matching) at {contribution rate in dollars or as a percentage of salary}. The employer contribution rate is set by {authority under which rates are established, such as the District’s governing body or a union contract}.

The District complies with IRS regulations that require school districts to have a written plan to include participating investment companies, types of investments, loans, transfers, and various requirements. The plan is administered by a third party administrator. Plan assets are assets of the District employees, not the school district, and are therefore not reflected on the financial statements. For the year ended August 31, 2021, the District made \$8,600.82 in discretionary employer contributions to the plan and had a \$0.00 liability for contributions at year end.

## **NOTE 16: TERMINATION BENEFITS**

### **Compensated Absences**

Employees earn sick leave at a rate of 12 days per year up to a maximum of one contract year.

Under the provisions of RCW 28A.400.210, sick leave accumulated by District employees is reimbursed at death or retirement at the rate of one day for each four days of accrued leave, limited to 180 accrued days. This chapter also provides for an annual buyout of an amount up to the maximum annual accumulation of 12 days. For buyout purposes, employees may accumulate such leave to a maximum of 192 days, including the annual accumulation, as of December 31 of each year.

These expenditures are recorded when paid, except termination sick leave that is accrued upon death, retirement, or upon termination provided the employee is at least 55 years of age and has sufficient years of service. Vested sick leave was computed using the vesting method.

## **NOTE 17: SIGNIFICANT EFFECTS OF SUBSEQUENT EVENTS**

### **COVID-19 Pandemic**

In February 2020, Governor Inslee declared a state of emergency in response to the spread of a deadly new virus. In the weeks following the declaration, precautionary measures to slow the spread of the virus were ordered. These measures included closing schools, canceling public events, limiting gathering sizes, and requiring people to stay home unless they were leaving for an essential function. On April 6, 2020, the Governor closed all public and private K–12 school buildings throughout the remainder of the 2019–20 school year and continuing through the 2020-21 school year. The school district, however, continues to operate, educating students using continuous learning models.

Many of the precautionary measures put in place during the 2019–20 school year remain in effect; and are affecting the district for the 2021–2022 school year in new ways.

The district continues to follow CDC and DOH guidance on hygiene, social distancing and masking. Costs associated with these needs were budgeted against ESSER relief funds.

While the district anticipated and adjusted the annual budget to reflect a continued reduction in FTE, the number of students not returning to school was greater than expected. This has impacted our overall apportionment allocation for FY 21-22 by \$1.5 million dollars.

Concerns over the social-emotional impacts of remote learning and overall learning loss due to the pandemic were cause to prioritize ESSER funds be used to focus on student acceleration and success. The district hired counselors, learning and intervention specialist to engage and bridge learning gaps. The district will need to eventually adjust the staffing model to account for the reduction and loss of ESSER funds which pay for these staff.

The district recognizes the influx of ESSER funds to support learning loss and other COVID related impacts will cease in the coming years and needs to continue to plan for the necessary fiscal reductions this may entail.

Walla Walla Public Schools No. 140  
Schedule of Long-Term Liabilities  
For the Year Ended August 31, 2021

Description	Beginning Outstanding Debt September 1, 2020	Amount Issued / Increased	Amount Redeemed / Decreased	Ending Outstanding Debt August 31, 2021	Amount Due Within One Year
<b>Voted Debt</b>					
Voted Bonds	56,410,000.00	0.00	1,740,000.00	54,670,000.00	4,466,950.00
LOCAL Program Proceeds Issued in Lieu of Bonds	0.00	0.00	0.00	0.00	0.00
<b>Non-Voted Debt and Liabilities</b>					
Non-Voted Bonds	0.00	0.00	0.00	0.00	0.00
LOCAL Program Proceeds	0.00	0.00	0.00	0.00	0.00
Capital Leases	0.00	0.00	0.00	0.00	0.00
Contracts Payable	0.00	0.00	0.00	0.00	0.00
Non-Cancellable Operating Leases	0.00	0.00	0.00	0.00	0.00
Claims & Judgements	0.00	0.00	0.00	0.00	0.00
Compensated Absences	4,091,421.81	291,447.55	0.00	4,382,869.36	544,046.08
Long-Term Notes	0.00	0.00	0.00	0.00	0.00
Anticipation Notes Payable	0.00	0.00	0.00	0.00	0.00
Lines of Credit	0.00	0.00	0.00	0.00	0.00
Other Non-Voted Debt	0.00	0.00	0.00	0.00	0.00
<b>Other Liabilities</b>					
<b>Non-Voted Notes Not Recorded as Debt</b>	0.00	0.00	0.00	0.00	0.00
Net Pension Liabilities:					
Net Pension Liabilities TRS 1	10,470,847.00	0.00	7,497,948.00	2,972,899.00	
Net Pension Liabilities TRS 2/3	6,703,435.00	0.00	6,703,435.00	0.00	
Net Pension Liabilities SERS 2/3	2,706,143.00	0.00	2,706,143.00	0.00	
Net Pension Liabilities PERS 1	3,163,317.00	0.00	2,114,144.00	1,049,173.00	
<b>Total Long-Term Liabilities</b>	<b>83,545,163.81</b>	<b>291,447.55</b>	<b>20,761,670.00</b>	<b>63,074,941.36</b>	<b>5,010,996.08</b>

Other postemployment benefits other than pensions (OPEB) liabilities are not presented in the Schedule of Long Term Liabilities.

**Walla Walla School District No. 140**  
**Schedule of Expenditures of Federal Awards**  
**For the Year Ended August 31, 2021**

Federal Agency (Pass-Through Agency)	Federal Program	CFDA Number	Other Award Number	Expenditures			Passed through to Subrecipients	Note
				From Pass- Through Awards	From Direct Awards	Total		
<b>Child Nutrition Cluster</b>								
FOOD AND NUTRITION SERVICE, AGRICULTURE, DEPARTMENT OF (via OSPI)	National School Lunch Program	10.555	6998	307,726	-	307,726	-	5
FOOD AND NUTRITION SERVICE, AGRICULTURE, DEPARTMENT OF (via OSPI)	Summer Food Service Program for Children	10.559	WA1121	2,352,113	-	2,352,113	-	1
	<b>Total Child Nutrition Cluster:</b>			<b>2,659,839</b>	<b>-</b>	<b>2,659,839</b>	<b>-</b>	
<b>Forest Service Schools and Roads Cluster</b>								
FOREST SERVICE, AGRICULTURE, DEPARTMENT OF (via OFFICE OF STATE TREASURER)	Schools and Roads - Grants to States	10.665	55-5500	780	-	780	-	1
	<b>Total Forest Service Schools and Roads Cluster:</b>			<b>780</b>	<b>-</b>	<b>780</b>	<b>-</b>	
<b>Department of Defense</b>								
Department of Defense	Junior Reserve Officer Training Corp	12.U01	52-5200	-	34,136	34,136	-	1,4
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION, EDUCATION, DEPARTMENT OF (via OSPI)	Title I Grants to Local Educational Agencies	84.010	270547	35,000	-	35,000	-	1
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION, EDUCATION, DEPARTMENT OF (via OSPI)	Title I Grants to Local Educational Agencies	84.010	203695	1,218,490	-	1,218,490	-	1,4,6
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION, EDUCATION, DEPARTMENT OF (via OSPI)	Title I Grants to Local Educational Agencies	84.010	270578	4,893	-	4,893	-	1
	<b>Total CFDA 84.010:</b>			<b>1,258,383</b>	<b>-</b>	<b>1,258,383</b>	<b>-</b>	
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION, EDUCATION, DEPARTMENT OF (via OSPI)	Migrant Education State Grant Program	84.011	282461	56,340	-	56,340	-	1,4
<b>Special Education Cluster (IDEA)</b>								

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES, EDUCATION, DEPARTMENT OF (via OSPI)	Special Education Grants to States	84.027	307068	1,143,477	-	1,143,477	-	1,4
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES, EDUCATION, DEPARTMENT OF (via OSPI)	Special Education Preschool Grants	84.173	366462	27,081	-	27,081	-	1,4
<b>Total Special Education Cluster (IDEA):</b>				<b>1,170,568</b>		<b>1,170,568</b>		
Office of Career, Technical, and Adult Education, EDUCATION, DEPARTMENT OF (via OSPI)	Career and Technical Education -- Basic Grants to States	84.048	174642	28,234	-	28,234	-	1,4
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION, EDUCATION, DEPARTMENT OF (via OSPI)	Twenty-First Century Community Learning Centers	84.287	991446	413,695	-	413,695	-	1,4
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION, EDUCATION, DEPARTMENT OF (via OSPI)	Twenty-First Century Community Learning Centers	84.287	991527	536,358	-	536,358	-	1,4
<b>Total CFDA 84.287:</b>				<b>950,053</b>		<b>950,053</b>		
OFFICE OF POSTSECONDARY EDUCATION, EDUCATION, DEPARTMENT OF (via WASHINGTON STATE UNIVERSITY)	Gaining Early Awareness and Readiness for Undergraduate Programs	84.334	79-0414	6,961	-	6,961	-	1
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION, EDUCATION, DEPARTMENT OF (via OSPI)	English Language Acquisition State Grants	84.365	403005	33,117	-	33,117	-	1,4
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION, EDUCATION, DEPARTMENT OF (via OSPI)	Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)	84.367	525066	170,778	-	170,778	-	1,4
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION (via OSPI)	School Improvement Grant	84.377	225398	6,756	-	6,756	-	1
EDUCATION, DEPARTMENT OF, EDUCATION, DEPARTMENT OF (via OSPI)	Student Support and Academic Enrichment Program	84.424	430781	41,103	-	41,103	-	1,4

EDUCATION, DEPARTMENT OF, EDUCATION, DEPARTMENT OF (via OSPI)	COVID 19 - Education Stabilization Fund	84,425	84.425D 130168	23,133	-	23,133	-	1,4
ADMINISTRATION FOR CHILDREN AND FAMILIES, HEALTH AND HUMAN SERVICES, DEPARTMENT OF (via OSPI)	Every Student Succeeds Act/Preschool Development Grants	93,434	710734	10,001	-	10,001	-	1,4
<b>Head Start Cluster</b>								
ADMINISTRATION FOR CHILDREN AND FAMILIES, HEALTH AND HUMAN SERVICES, DEPARTMENT OF	Head Start	93,600	10CH011780102	-	1,617,423	1,617,423	-	1,4
<b>Total Head Start Cluster:</b>				-	<b>1,617,423</b>	<b>1,617,423</b>	-	
<b>Total Federal Awards Expended:</b>				<b>6,416,036</b>	<b>1,651,559</b>	<b>8,067,595</b>	-	

**WALLA WALLA SCHOOL DISTRICT NO. 140**  
**NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**Fiscal Period 9/1/2020 - 8/31/2021**

**Note 1 - Basis of Accounting**

This Schedule is prepared on the same basis of accounting as the Walla Walla School District #140 financial statement. The Walla Walla School District #140 uses the modified accrual basis of accounting. Expenditures represent only the federally funded portions of the program. District records should be consulted to determine amounts expended or matched from non-federal sources.

**Note 2 - Federal De Minimis Indirect Rate**

The Walla Walla School District did not use the 10% de minimis cost rate allowed under the Uniform Guidance. The district used the federal restrict rate of 3.42%

**Note 4 - Program Costs/ Matching Contributions**

The amounts shown as current year expenses represent only the federal grant portion of the program costs. Entire program costs, including the Walla Walla School District #140 local matching share, may be more than shown. Such expenditures are recognized following, as applicable, either the cost principles in the OMB Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments, or the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

**Note 5 - Noncash Awards**

The amount of \$307,725 reported on the schedule is the value of commodities distributed by the Walla Walla School District #140 during the current year and priced as prescribed by NSLP/USDA.

**Note 6 - Schoolwide Programs**

The Walla Walla School District #140 operates a schoolwide program in four elementary buildings. Using federal funding, schoolwide programs are designed to upgrade an entire educational program within a school for all students, rather than limit services to certain targeted students. The following federal program amounts were expended by the Walla Walla School District #140 in its schoolwide program: Title I (84.010) (\$513,816); Migrant Education (84.011) (\$0).

## ABOUT THE STATE AUDITOR'S OFFICE

The State Auditor's Office is established in the Washington State Constitution and is part of the executive branch of state government. The State Auditor is elected by the people of Washington and serves four-year terms.

We work with state agencies, local governments and the public to achieve our vision of increasing trust in government by helping governments work better and deliver higher value.

In fulfilling our mission to provide citizens with independent and transparent examinations of how state and local governments use public funds, we hold ourselves to those same standards by continually improving our audit quality and operational efficiency, and by developing highly engaged and committed employees.

As an agency, the State Auditor's Office has the independence necessary to objectively perform audits, attestation engagements and investigations. Our work is designed to comply with professional standards as well as to satisfy the requirements of federal, state and local laws. The Office also has an extensive quality control program and undergoes regular external peer review to ensure our work meets the highest possible standards of accuracy, objectivity and clarity.

Our audits look at financial information and compliance with federal, state and local laws for all local governments, including schools, and all state agencies, including institutions of higher education. In addition, we conduct performance audits and cybersecurity audits of state agencies and local governments, as well as state whistleblower, fraud and citizen hotline investigations.

The results of our work are available to everyone through the more than 2,000 reports we publish each year on our website, [www.sao.wa.gov](http://www.sao.wa.gov). Additionally, we share regular news and other information via an email subscription service and social media channels.

We take our role as partners in accountability seriously. The Office provides training and technical assistance to governments both directly and through partnerships with other governmental support organizations.

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**BOARD OF DIRECTORS**  
**Regular Study Meeting – 5:30 p.m.**  
**May 17, 2022**  
**WWSD Administration Building / 364 S. Park Street**

**PRESENT**

**BOARD OF DIRECTORS**

Mrs. Ruth Ladderud, President  
Mrs. Terri Trick, Vice President  
Ms. Kathy Mulkerin  
Mr. Eric Rindal  
Mr. Derek Sarley

**ADMINISTRATORS**

Dr. Wade Smith, Superintendent  
Mr. Chris Gardea, Assistant Superintendent  
Mrs. Nancy Taylor, Director of Fiscal Services  
Mrs. Christy Krutulis, Executive Director of Teaching & Learning  
Dr. Julie Perron, Director of Equity & Dual Programs

**STUDENT REPRESENTATIVE**

Ms. Rachel Clark, WaHi

**AUDIENCE**

Including board members, administrators and guests, approximately 85 were in attendance.

**I. CALL TO ORDER**

The meeting was called to order in the administration building Anne Golden Boardroom at 5:30 p.m. by President Mrs. Ruth Ladderud.

**II. FLAG SALUTE**

The flag salute and pledge of allegiance was led by Mr. Eric Rindal, Board of Directors.

**III. ROLL CALL**

All board members were present.

**IV. APPROVAL OF AGENDA**

Ms. Mulkerin moved and Mr. Rindal 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) teachers assigned out of endorsement area; 3) May 17 accounts payable; 4) April financial report; and 5) regular study meeting minutes of May 3, 2022. The motion carried unanimously.

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

**Partners in Learning Proclamation:** Dr. Smith announced Walla Walla Public Schools has proclaimed May as Partners in Learning Month to recognize the individuals, businesses, organizations and agencies who partner with the district throughout the year to support our students; and read a proclamation created in honor of Partners in Learning Month.

**Partners of the Year Recognition:** Dr. Smith recognized the Walla Walla Public Schools' 2021-2022 Partners of the Year: Chervenell Construction, Jackson Contractor Group, Big Blue Boosters and Walla Walla Valley Disability Network.

**Building Belonging Recognition:** Director of Equity and Dual Programs Dr. Julie Perron presented Building Belonging awards to Garrison student James Shipp and Prospect Point student Isaac Destito. Dr. Perron noted this award was established to recognize students who promote activities that create and sustain a sense of belonging, fairness, and justice for all.

## VII. COMMUNICATIONS

### VIII. CITIZENS' COMMENTS

Public comment was received by four individuals regarding instruction and district policies and procedures.

### IX. REPORTS

**Student Representative Report:** Student Representative Ms. Rachel Clark reported on student activities at Walla Walla High School. Mrs. Ladderud and Mrs. Trick presented Ms. Clark with a recognition plaque for serving as 2021-2022 student representative to the school board.

**GEAR UP Program Update:** GEAR UP staff Ms. Becky Waggoner-Schwartz and Ms. Rachel Hicks reported on GEAR-UP program activities.

**Board of Directors Report:** The Board members shared of events and activities in which they participated or attended since the last Board meeting, including attendance at district music, drama, and sports events, and board committee meetings. They collectively congratulated the spring sports teams for their successful seasons.

**Superintendent's Report:** Dr. Smith reported on the ThoughtExchange process, encouraged all to watch the video series highlighting high school seniors, congratulated the sports teams on their successful seasons, provided a bond project update and noted May enrollment is 5496 FTE.

**Superintendent's Student Advisory Council Adult-Life Prep Class Review:** Curriculum Coordinator Ms. Casey Monahan and WaHi teacher Ms. Katie Woolcutt reported how they are working with the Superintendent's Student Advisory Council members in preparation for developing a new Adult-Life Prep course. SAC students identified the need for an Adult-Life Prep Class as one of their priorities. This Adulting 101 course would teach financial literacy, 21<sup>st</sup> Century skills, mental wellbeing, maintenance and career exploration.

**Monthly Financial Dashboard Report:** Mrs. Taylor provided a review of revenues, expenditures and ending fund balance.

**K-5 Science & K-12 Social Emotional Learning Adoption Recommendation:** Executive Director of Teaching & Learning Mrs. Christy Krutulis recommended adoption of Amplify Science for grades K-5 and Social and Emotional Learning Curriculum PurposeFull People and Character Strong for Grades K-12. Mrs. Krutulis will seek approval from the school board in June.

### X. ACTION ITEMS

### XI. ADJOURNMENT

President Ladderud declared the meeting adjourned at 7:08 p.m.

Minutes to be presented for board approval on June 7, 2022.

**APPROVED:**

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

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Mrs. Ruth Ladderud  
School Board President



WALLA WALLA PUBLIC SCHOOLS  
**STRATEGIC  
PLANNING PROCESS**  
2022-2023



**COVID-19 Safety Protocols**

**Our Next Strategic Plan**

ThoughtExchange

Strategic Plan (2017-2022)



Home • Strategic Plan

A+ A A-

# Our Next Strategic Plan

[Print Email](#)

## Our Next Strategic Plan Journey Has Begun!

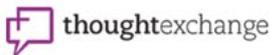
Walla Walla Public Schools is launching an inclusive strategic planning development process that spans from spring 2022 through spring 2023. This comprehensive outreach will involve multiple layers of engagement with all stakeholders.

Walla Walla Public Schools Board of Directors understands how critical it is that they deeply involve the entire community, from student to staff to parent to stakeholder, in this important process. The district has established a deliberate, six-phase plan (see below) that concludes in spring 2023. WWPS will be utilizing a number of different modes to elicit input. Tools such as **ThoughtExchange**, an online survey and feedback instrument, face-to-face listening sessions in both English and Spanish, and focus groups will all be incorporated to ensure exhaustive and inclusive feedback.

In fall of 2022 Walla Walla Public Schools will enter the next phase of its process that prioritizes gathering significant stakeholder input. District leaders will begin to synthesize this feedback in late fall and then work on developing and refining a draft plan by winter. The district's work will conclude in spring 2023 after the school board and leadership team have operationalized and finalized the plan in preparation for a 2023-24 school year implementation.

Below is an outline of the planning process. Thank you for joining this journey as we continue striving to meet our vision of "Developing Washington's Most Sought-After Graduates."

### Our Next Strategic Plan Video Spring 2022



**ThoughtExchange Online Survey**



# Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

## Phase #1: Introduction

### Exchange Summary

As we work towards achieving our vision of Developing Washington's Most Sought-After Graduates, what are the most important skills and attributes our graduates must gain in school in order to prepare them for success after graduation?



## PARTICIPATION

### Breakdown of Participation



436

Participants



253

Thoughts



8,797

Ratings

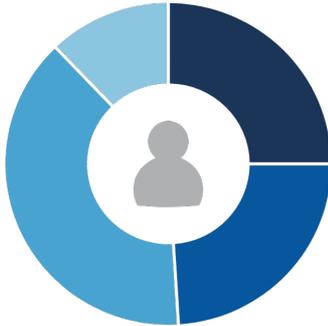


## PARTICIPATION

### Breakdown of Participation



What best describes your relationship with the district.



%		Answer
25%	(104)	 Parent
24%	(97)	 Employee
39%	(163)	 Student
12%	(49)	 Community Member

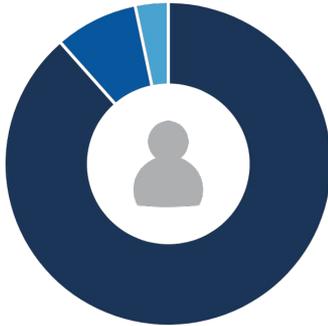


## PARTICIPATION

### Breakdown of Participation



The primary language spoke in my home is



%		Answer
89%	(366)	 English
8%	(35)	 Spanish
3%	(12)	 Other



## THOUGHTS

### Top 5 Thoughts - Parents



<b>Accountability and responsibility</b>	4.2 ★★★★★ (20 🧑) Ranked #1 of 252
<b>Critical thinking skills</b> The ability to take in information from several sources and make sound decisions that can impact them or others around them.	4.2 ★★★★★ (18 🧑) Ranked #2 of 252
<b>Problem solving; time management; productive communication with others; collaboration; flexibility; purpose; behavior management/impulse control.</b> These are life skills that have denigrated over time.	4.2 ★★★★★ (17 🧑) Ranked #3 of 252
<b>Actual life skills, knowledge of what's out there besides obtaining a 4 year degree.</b> Not all students want to go to a 4 year.	4.2 ★★★★★ (14 🧑) Ranked #4 of 252
<b>The unvarnished history of this country.</b> You cannot make solid choices going forward if you do not know where you have been	4.1 ★★★★★ (22 🧑) Ranked #5 of 252



## THOUGHTS

### Top 5 Thoughts - Students



<p><b>Knowing how to deal with real life problems such as taxes and bills.</b> Nobody gets taught that and that is the one real thing we could benefit from learning in school and actually use it later on.</p>	4.3  (26 🗿) Ranked #1 of 228
<p><b>I feel like talking more about college and life after high school would be beneficial in our classes. Also being taught how to do taxes, etc</b></p>	4.2  (30 🗿) Ranked #2 of 228
<p><b>Learn how to manage time and earn money</b> These are the important things after highschool</p>	4.2  (28 🗿) Ranked #3 of 228
<p><b>How to be able to manage things in life like taxes, etc</b> It can help the student once they become adults and be able to manage their life better</p>	4.2  (26 🗿) Ranked #4 of 228
<p><b>How to do taxes and probably more how to run and own a business would be nice</b> It's important because you always will need to know how to do taxes later.</p>	4.2  (25 🗿) Ranked #5 of 228



## THOUGHTS

### Top Thoughts - Staff



**Problem Solving!** It's applicable to ANY aspect of life and will help students succeed no matter what they choose to do.

4.1  (21   
Ranked #1 of 249

**Interpersonal skills, communication, conflict resolution, problem solving, volunteering, trades, global citizenship, languages, Resilience, kindness.** They are attributes of leaders.

4.1  (12   
Ranked #2 of 249

**Problem solving with resilience** Solving academic problems and/or social/emotional problems with resilience - a life long skill that, when employed properly, makes the world better.

4.0  (24   
Ranked #3 of 249

**Resiliency , adaptability and self control** Students must learning to overcome adversity to thrive in a constantly changing world. They must understand that actions have consequences.

4.0  (23   
Ranked #4 of 249

**A strong work ethic, honesty, and personal responsibility are critical attributes to success.** Employers are not going to put up with an employee that is ineffective, dishonest, and makes excuses. Students need to be ready for a dose reality.

4.0  (22   
Ranked #5 of 249



## THOUGHTS

### Top Thoughts - Community



**Strong ability to read and write well, think critically, have a sense of how our community works as well as our country, have a sense of world history** Ou graduates will be our leaders, followers and will make important decisions

4.3 ★★★★★ (9 👤)

Ranked #1 of 251

**Critical thinking, curiosity, perseverance, and empathy (which leads to better communication) are important skills and attributes for graduates** In our rapidly changing global economy problem solving and strong communication skills are essential. Our graduates need to be life long learners.

4.1 ★★★★★ (9 👤)

Ranked #2 of 251

**Showing us how the real world works.** Not everyone in our school is going on to college, so the school should prepare everyone, not just college bound students.

4.0 ★★★★★ (9 👤)

Ranked #3 of 251

**Train each student in critical thinking** Crucial to be able to make informed opinions and decisions.

4.0 ★★★★★ (9 👤)

Ranked #4 of 251

**A balanced education in terms of arts and sciences.** We need scientists, engineers, tech leaders, but we also need the creatives.

4.0 ★★★★★ (8 👤)

Ranked #5 of 251



## THOUGHTS

### Top Thoughts - Spanish Speaking Households



<p><b>Respect</b> No matter where you go in life, respecting others will get you further.</p>	<p>4.1  (9 🗿) Ranked #1 of 206</p>
<p><b>culture. the importance of being respectful to others no matter the race, religion, gender, or sexual orientation</b></p>	<p>4.1  (9 🗿) Ranked #2 of 206</p>
<p><b>I think they should learn how to be responsible and how to manage time.</b> If someone is responsible and knows how to manage time, I think that's one of the best attributes for a student.</p>	<p>4.1  (7 🗿) Ranked #3 of 206</p>
<p><b>More career classes and opportunities to do things like explore multiple types of jobs and careers so students can figure out what they want to do.</b> It's very difficult to figure out what you wanna do in high-school so just a good program to really help students would be great.</p>	<p>4.1  (7 🗿) Ranked #4 of 206</p>
<p><b>I feel like talking more about college and life after high school would be beneficial in our classes. Also being taught how to do taxes, etc</b></p>	<p>4.0  (8 🗿) Ranked #5 of 206</p>



# Overall, what are our stakeholders saying we should prioritize?





# THOUGHTS

## Top 12 Thoughts

### All Respondents

<p><b>Respect</b> No matter where you go in life, respecting others will get you further.</p>	<p>4.3 ★★★★★ (41 ♂) Ranked #1 of 253</p>	
<p><b>Knowing how to deal with real life problems such as taxes and bills.</b> Nobody gets taught that and that is the one real thing we could benefit from learning in school and actually use it later on.</p>	<p>4.3 ★★★★★ (39 ♂) Ranked #2 of 253</p>	
<p><b>They need to learn to be accountable for their own actions.</b> If you never own up to anything, you never learn to be responsible for anything damaging to you or others.</p>	<p>4.2 ★★★★★ (41 ♂) Ranked #3 of 253</p>	
<p><b>Problem Solving!</b> It's applicable to ANY aspect of life and will help students succeed no matter what they choose to do.</p>	<p>4.1 ★★★★★ (48 ♂) Ranked #4 of 253</p>	
<p><b>Students need to learn that they can do hard things and learn to persevere</b> It's important because it is a life skill. SO many kids are coming to school with no skill set as far as working through things that are difficult.</p>	<p>4.1 ★★★★★ (45 ♂) Ranked #5 of 253</p>	
<p><b>Interpersonal skills, communication, conflict resolution, problem solving, volunteering, trades, global citizenship, languages, Resilience, kindness.</b> They are attributes of leaders.</p>	<p>4.1 ★★★★★ (42 ♂) Ranked #6 of 253</p>	
<p><b>Critical thinking skills</b> The ability to take in information from several sources and make sound decisions that can impact them or others around them.</p>	<p>4.1 ★★★★★ (40 ♂) Ranked #7 of 253</p>	
<p><b>Strong ability to read and write well, think critically, have a sense of how our community works as well as our country, have a sense of world history</b> Ou graduates will be our leaders, followers and will make important decisions</p>	<p>4.1 ★★★★★ (36 ♂) Ranked #8 of 253</p>	
<p><b>Flexibility, proficiency, a basic understanding of financial management, the ability to come to a compromise, and a strong optimistic mindset.</b> The listed attributes are commonly desirable traits within the work and education industry; having these traits would result in more success later on</p>	<p>4.1 ★★★★★ (34 ♂) Ranked #9 of 253</p>	
<p><b>Students should have the ability to present and defend their thoughts in public settings.</b> Someone with intelligent ideas and also able to share them and explain them to people at various levels will be sought after in all industries.</p>	<p>4.1 ★★★★★ (23 ♂) Ranked #10 of 253</p>	
<p><b>Some important skills to gain is the ability to work with others and understand a diverse group of people.</b> This is important because it allows for effective and cooperative communication.</p>	<p>4.1 ★★★★★ (18 ♂) Ranked #11 of 253</p>	
<p><b>A strong work ethic, honesty, and personal responsibility are critical attributes to success.</b> Employers are not going to put up with an employee that is ineffective, dishonest, and makes excuses. Students need to be ready for a dose reality.</p>	<p>4.0 ★★★★★ (47 ♂) Ranked #12 of 253</p>	





# THOUGHTS Next Steps



<b>Phase #2: Gather Input</b>	Community Wide	TE	As we work together to realize our vision, what new directions and opportunities will have the greatest impact on the success of our students?	September
	Student	SAC Focus Group / MS Focus Group	What do you value most about your Walla Walla experience and what can we do better to meet your current and future needs?	September 10
	Underrepresented Community Members	Community Focus Group	In person focus group listening sessions (English/Spanish). SWOT analysis approach.	September