

BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
October 4, 2022
364 S Park St
Walla Walla, WA 99362

IMPORTANT MEETING NOTICE: 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 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:** *Mr. Derek Sarley, 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. Teachers Assigned Out of Endorsement Area 3
 - 3. October 4 Accounts Payable and September Payroll 4
 - 4. Regular Business Meeting Minutes of September 20, 2022 5
- VI. **STUDY ITEMS:** (5:35 p.m.) *Mrs. Ladderud*
 - 1. Legislative Discussion and Advocacy: *Mrs. Marie Sullivan* 7
 - 2. Thought Exchange and Focus Group Feedback: *Dr. Wade Smith* 9
- VII. **ADJOURNMENT:** (7:00 p.m.) *Mrs. Ladderud*



PERSONNEL REPORT

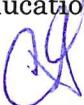
October 4, 2022 – Board Meeting

Date: September 29, 2022

EMPLOYMENT

Classified: Kase Humbert, Custodian, Pioneer Middle School
Zachary Huxel, Custodian, Green Park Elementary School/Sharpstein Elementary School
Krystal Knudson, Para-Educator, Garrison Middle School



Date: September 29, 2022
To: The Board of Education
From: Chris Gardea 
RE: 2022-23 Annual Request for Approval of Teachers:
• Assigned Out of Endorsement Area

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

Out of Endorsement:

3

- Burt, Mary – CTE Electives, Online Course, Walla Walla Online
- Hessler, Spencer – Anatomy, Alternative Learning Experience, Lincoln High School
- Jepson, Dawn – World Language, Online Course, Walla Walla Online
- Kahler, Phil – Health, Pottery, Alternative Learning Experience, Opportunity Program
- Reibel, Tresa – Credit Retrieval, Online Course, Walla Walla High School
- Smith, Kenny – ELA, Alternative Learning Experience, Opportunity Program
- Spalding, Marie – ELA 9-12, Online Course, Walla Walla Online

Thank you for your consideration.

CG/jh

WARRANT SUMMARY

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

As of October 4, 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
10/4/2022	220318	Through	220460	\$ 1,591,672.69
10/4/2022	222300058	Wire Transfer	222300078	\$ 2,404.30

		Capital Projects		
10/4/2022	220025	Through	220035	\$ 1,096,408.84

		ASB		
10/4/2022	220011	Through	220020	\$ 6,546.38
		Wire Transfer		

		Transportation Vehicle		
		Through		

		Payroll		
9/30/2022	220269	Through	220317	\$ 2,145,767.78
9/30/2022	1400950	Wire Transfer	1400952	\$ 3,158,409.06
9/30/2022	NA	Payroll Taxes	NA	\$ 1,063,848.40

TOTAL:	\$ 9,065,057.45
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SCHOOL BOARD PRESIDENT:

SECRETARY TO THE BOARD:

Mrs. Ruth Ladderud

Dr. Wade Smith, Superintendent

BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
September 20, 2022
WWPS 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
Dr. Julie Perron, Director of Equity & Dual Programs
Mrs. Nancy Taylor, Director of Fiscal Services

AUDIENCE

Including board members, administrators and guests, approximately 45 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 Ms. Kathy Mulkerin, Board of Directors.

III. ROLL CALL

All board members were present.

IV. APPROVAL OF AGENDA

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

V. CONSENT AGENDA

Mrs. Trick moved and Mr. Sarley seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) September 20 accounts payable; 4) August financial report; 5) regular study meeting minutes of September 6, 2022; and 6) Christian Aid Center letter of support. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

Special Presentation: Superintendent Dr. Wade Smith presented Walla Walla High School senior Miki Joshua the Washington Association of School Administrators Student Leadership Award for her civic leadership.

VII. COMMUNICATIONS

VIII. CITIZENS' COMMENTS

Public comment was received by eight individuals.

IX. REPORTS

Student Representative Report: Student Representative Mr. Joseph Segovia reported on student activities at Walla Walla High School.

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting National Hispanic Heritage Month and attendance at district sporting events.

Superintendent's Report: Dr. Smith reported meeting with many community stakeholders to gather input for the district's strategic planning process, State Superintendent Chris Reykdal's recent visit to Walla Walla, the district's new contracted services with Hazel Health for mental health services for students and families, Sharpstein is now Blue Zone certified, and a ThoughtExchange update. Dr. Smith also provided a bond project update and reminder of the upcoming ribbon cutting ceremonies and tours, and noted September enrollment is 5252 FTE.

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

Findings from Focus Group Listening Sessions: Director of Equity & Dual Programs Dr. Julie Perron shared an update about focus group listening sessions recently conducted by Education Northwest. The study aims to deepen understanding of students' experiences including what barriers impact success in school.

Second Reading of Policy No. 6035 – Lease Capitalization Threshold: Dr. Smith presented Policy No. 6035 Lease Capitalization Threshold for second reading.

X. ACTION ITEMS

Second Reading of Policy No. 6035 – Lease Capitalization Threshold: Ms. Mulkerin moved and Mrs. Trick seconded approval of Policy No. 6035 Lease Capitalization Threshold as presented; the motion carried unanimously.

XI. ADJOURNMENT

President Ladderud declared the meeting adjourned at 6:59 p.m.

Minutes to be presented for board approval on October 4, 2022.

APPROVED:

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

Ruth Ladderud
School Board President

Walla Walla Public Schools 2023 Legislative Priorities

Preserve High Quality Transitional Kindergarten

High quality Transitional Kindergarten offers a way to ensure all students – not just those who qualify for state/federally-funded programs, or who can afford or are fortunate enough to have access to private-pay preschool, are prepared and ready to succeed.

Working closely with the community, Walla Walla Public Schools developed a shared enrollment and recruitment process, which includes local, licensed preschool and childcare programs. The district offers both state and federally funded preschool in one location, providing multiple placement options to serve children with disabilities in the least restrictive environment alongside typically developing peers. Transitional Kindergarten is a critical tool in the community's education toolbox.

Walla Walla Public Schools supports legislation that sets consistent parameters to operate Transitional Kindergarten while maintaining flexibility to allow school districts to meet the needs of their underserved learners and their families, and continued funding for TK as part of Basic Education.

Fully Fund Special Education

While the state has increased the safety net and professional development for inclusionary practices in the classroom, the gap between what the state funds and what it costs to provide services to support students with disabilities still falls short. In Walla Walla, the deficit is more than \$1.0M a year. This forces the district to use enrichment levies which should not be used to cover state obligations to support our students with special needs.

Walla Walla Public Schools calls on the Legislature to close the gap between what it costs to provide services to students with disabilities who are being served by an Individual Education Plan. In addition, the district supports policies that would remove the arbitrary 13.5% cap that, in many cases, underrepresents the actual population being served.

Ensure Small District Participation and Access to Regional Skill Center Programming and Opportunities

When students attend skill centers, their funding is pro-rated between the sending district and the skill center. For example, when a student attends classes at their attending school for half-day and a skill center for a half-day, the sending district funding is reduced to .5 FTE.

For state-identified small high schools (high schools less than 300 FTE), the loss of .5 FTE from one student who attends a regional skill center may not have a large fiscal impact. However, when several students attend the skill center to take advantage of programming not available in their resident small high school, the cost to these remote schools is significant since they don't have the economies of scale to absorb the lost revenue like their large high school counterparts. Take for example, a small district with only 20 high school seniors. Five of those seniors may choose to attend a regional skill center's nursing science program, which also provides their senior level English credit through course equivalency. The remaining 15 seniors in the home district still must be provided English class, yet the home district has lost 1/4th of their funding and can no longer afford to cover the cost of the English teacher. While not intended, these fiscal impacts can serve as a financial barrier for smaller districts to support student attendance at skill centers and negatively impacts the educational experience and opportunity for students who remain at their home school.

Walla Walla Public Schools supports legislation and budget that would hold harmless state-identified small high schools (<300 FTE) when at least 10 percent of the sending high school's combined 11th and 12th grade student headcount is enrolled at the skill center. To qualify for the hold harmless funding (1.0 FTE), students in the sending district must be a full time enrolled student (1.0 FTE), and attend half or more of their day at the skill center.

Maintain Experience Factor

In the 2017 session, the Legislature eliminated the state Salary Allocation Model and staff mix in favor of an average annual salary. For districts with younger and less educated workforce, this resulted in significantly more funding to pay staff. However, for districts like Walla Walla, which has consistently maintained a higher percentage of teachers with above-average experience and education necessitating a higher salary, this caused an immediate \$1.5M funding gap. This gap was partially addressed by the addition of a 4% experience factor (2018 session). It is uncertain if the experience factor funding ends in fiscal year 2023, or if the state's salary rebase efforts intends to eliminate or modify this critical resource for unique districts like Walla Walla. While the entering and top salary for Walla Walla teachers remains below the state average and comparison districts, due to its experienced and highly educated workforce, the average teacher in Walla Walla still earns thousands more that the state provides per teacher through the 2017 funding model changes. Failure to maintain this critical experience factor adjustment will require the district to eliminate or greatly reduce community funded levy programming such as music, art, advanced placement, nursing, and safety, in order to backfill the gap between what the state pays and what our average teacher currently earns.

Walla Walla Public Schools seeks stable and predictable funding to attract educators and retain its current work force. This includes a funding enhancement for districts whose average teacher experience and education are in excess of the state's average, necessary to close the gap between what the state provides an average teacher salary and the actual cost a district incurs as a result of an experienced and highly educated workforce. Also, any district that receives the 4% experience factor shall have its funding maintained for at least two school years if the formula splits percentages for above average experience and education.

Exchange Summary

Walla Walla Public Schools
September 6, 2022

What do you value most about Walla Walla Schools and what can we do better to prepare our students for the challenges and opportunities of the future?



PARTICIPATION

Breakdown of Participation



134
Participants



96
Thoughts



2,189
Ratings

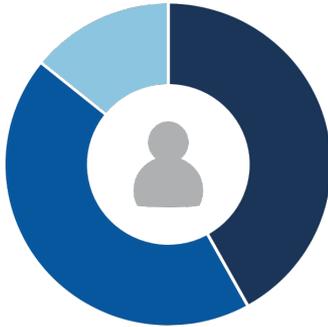


PARTICIPATION

Breakdown of Participation



What best describes your relationship with the district.



%		Answer
42%	(53)	■ Parent
44%	(56)	■ Employee
14%	(18)	■ Community Member



PARTICIPATION

Breakdown of Participation



The primary language spoke in my home is



%		Answer
98%	(123)	English
1%	(2)	Spanish
1%	(1)	Other



TOP 10 THOUGHTS



We have bright, caring teachers! Relationships are most important!



Increase student voice. Bring students to the table so we know what they are learning or not and what they need.



I value the teachers dedication and hard work to create valuable learning environments for our children. When a teacher creates a positive learning environment that leads to a positive attitude to education.



The teachers and the relationships they build with the students is what I value most.



We have staff that genuinely care about kids There are so many caring adults that make meaningful relationships with students. This is present from all levels of admin/teachers/support/coaches



Culture of caring. Some of the best people in our community are our teachers. Our children need a whole community to raise them. Kindness and compassion are important.



The work of belonging is a good idea but the district isn't quite there yet. Belonging is a must for inclusion and higher levels of learning.



I appreciate how forward thinking this school district is. During the pandemic you were a leader in our state in preparedness . Our students need to be exposed to the newest technologies, critical thinking skills, and social-emotional well-being.



Students need to learn about diversity and our history. We are a global society and everything throughout the world is connected.



WWPS does a great job communicating with the community regarding plans and changes they are needing to make. It allows for more trust in the decisions that are being made. You can't share the reason why all decisions are made but the openness allows for trust





THOUGHTS

Caring



We have bright, caring teachers! Relationships are most important!

4.3  (34 )

We have staff that genuinely care about kids There are so many caring adults that make meaningful relationships with students. This is present from all levels of admin/teachers/support/coaches

4.2  (34 )

Caring staff and faculty Child's self esteem

3.9  (28 )



THOUGHTS Value



I value the teachers dedication and hard work to create valuable learning environments for our children. When a teacher creates a positive learning environment that leads to a positive attitude to education.

4.2  (34 )

The work of belonging is a good idea but the district isn't quite there yet. Belonging is a must for inclusion and higher levels of learning.

4.2  (13 )

I value the commitment that all students can and need to learn as well as the intentional focus on belonging for all staff and students. This is vital because as an educator I was always taught that my number one job is to provide a safe learning environment where all students can learn

4.1  (19 )



THOUGHTS Community



Culture of caring. Some of the best people in our community are our teachers. Our children need a whole community to raise them. Kindness and compassion are important.

4.2  (32 )

I value how fluid the district is when it comes to adapting to circumstances and the changing needs of the community it serves. Education is for the students. Staying on top of their needs and being open to adapt shows the district is here to be in service of them.

4.0  (34 )

I like that WWPS seems to be always trying to do what's best with what we have and what we can get. The district seems to be forward-thinking. This is important because it not only improves the quality of education but also helps our community be proud of its school district and its work.

3.9  (33 )



THOUGHTS Learning



Increase student voice. Bring students to the table so we know what they are learning or not and what they need.

4.3  (11 )

Collaboration for students Students learn from good teachers -- and teacher collaboration leads to great teaching.

4.1  (29 )

Your willingness to teach the truth and teach students to think. Your program of acceptance and inclusion is great. As adults, they will need to think for themselves. If they don't learn to discern the truth, they will accept lies and disinformation.

4.0  (6 )



THOUGHTS Program



Standardized tests (iReady) need not take up so much time throughout the year, especially at the elementary level. Twice a year is more than enough! Standardized testing is becoming less and less necessary, even for college entrance. Why spend 18 days a year on iReady testing alone?

4.0  (35 )

What I most value is the commitment to the We All Belong vision to make students and staff feel safe and accepted I would like to see the highly capable program renamed and revamped and opening MS honors classes up to any student who can keep their grades up.

4.0  (6 )

More advanced options for kids who don't test into the Highly Capable Program Programs like this miss so many gifted students who are bored in class because it is only based on the test, despite saying it includes teacher rec.

3.8  (22 )



THOUGHTS Build



The teachers and the relationships they build with the students is what I value most.

4.2  (34 )

I value that educators acknowledge and build on each student's strengths and interests.

I believe it's important to build on an individual's best qualities and interests so that they can fully contribute to our community/society.

4.0  (32 )

I value stakeholder input and I want to see our schools bring out the best in each student.

Education is a pillar of our democracy. Enhancing our students' aptitudes and interests will help us build a strong democracy.

3.9  (35 )



THOUGHTS Kids



Communication and safety I feel communication between the district and parents. The school and parents and the teacher and parents is key success for kids. 4.0  (24 )

I appreciate the lengths the district office goes to in order to receive input from parents and staff. Feeling heard and understood is the essential first step to any positive communication and relationship. 3.9  (35 )

I value the thoughtfulness that the teachers at Lincoln and the other schools are putting in to making sure my kid/other kids feel like they can attend Because they want to feel wanted and they need that space with their peers. Covid really took that away from these kids. Time to take their lives back 3.9  (29 )



THOUGHTS

Miscellaneous



I appreciate how forward thinking this school district is. During the pandemic you were a leader in our state in preparedness . Our students need to be exposed to the newest technologies, critical thinking skills, and social-emotional well-being. 4.2  (7 )

Students need to learn about diversity and our history. We are a global society and everything throughout the world is connected. 4.1  (36 )

WWPS does a great job communicating with the community regarding plans and changes they are needing to make. It allows for more trust in the decisions that are being made. You can't share the reason why all decisions are made but the openness allows for trust 4.1  (36 )



THOUGHTS High Levels



- WWPS need to have higher expectations for all students.** Kids in poverty and minorities deserve the chance to achieve at high levels instead of making excuses for the lack of achievement. **3.8**  (28 )
- I value high WA state standards.** Every student needs to know the standards so that they have the opportunity to reach high to attain and exceed the standards to be competitive. **3.7**  (35 )
- High level of computer and Engineering classes are needed** The world is in desperate need of individuals with high level computer skills. **3.7**  (34 )



THOUGHTS Skills



Continue to expand career and life skills oriented options. Many students require earlier opportunities to develop life and career skills along with basic education. 3.7  (24 )

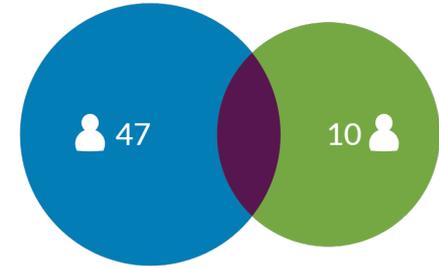
I would like to see more technical skills training and blue-collar job programs offered/introduced at the high-school level. We will always need builders, masons, mechanics, etc. While white-collar jobs are being outsourced abroad, local skilled labor is in high demand. 3.6  (7 )

Teach the basics of reading writing and arithmetic. More daily life skills. Because other things are pushed into our kids learning day. Kids need to learn skills like a signature, house skills, basic finances. 3.3  (35 )



DIFFERENCES

Culture Of Belonging | Standards and Value [47 | 10]



Side A

WWPS does a great job communicating with the community regarding plans and changes they are needing to make. It allows for more trust in the decisions that are being made. You can't share the reason why all decisions are made but the openness allows for trust

★ 4.5 ★ 2.5

I value our diversity and unique culture. I would like to see improvement on belonging and inclusion by creating a stronger culture of belonging. Diversity is an asset and making sure all our children and their

Side A/B Common (high)

We have bright, caring teachers! Relationships are most important!

★ 4.5 ★ 4.0

We have staff that genuinely care about kids There are so many caring adults that make meaningful relationships with students. This is present from all levels of admin/teachers/support/coaches

★ 4.4 ★ 4.3

Side B

WWPS need to focus on academic standards only. Political and social agendas are confusing students. Students should never know a teachers political party or religion. Teachers need to teach facts.

★ 1.3 ★ 4.9

I have concerns about sex education, that the curriculum is fine but personal agendas exist to promote values we disagree with. I wouldn't know if an individual teacher were promoting these values privately in their classroom, things not in the curriculum.



Next Steps



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

