



BOARD OF DIRECTORS
Regular Business Meeting & Executive Session - 5:30 PM
December 13, 2022
364 S Park St
Walla Walla, WA 99362

Watch Live: <https://wwps-org.zoom.us/j/99427341814>

Listen: Dial 1-253-215-8782 and enter the Webinar ID: 994 2734 1814

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 | 3 |
| 2. Extracurricular Athletic Contracts | 4 |
| 3. Non-Athletic Extra & Co-Curricular Contracts | 5 |
| 4. December 13 Accounts Payable and November Payroll | 6 |
| 5. November Financial Report | 7 |
| 6. Regular Business Meeting Minutes of November 15, 2022 | 11 |
| 7. Special Meeting Minutes of November 29, 2022 | 13 |

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS: (5:35 p.m.) *Mrs. Ladderud*

1. Recognition of High School State Champions: *Dr. Wade Smith*
 - a. Cross Country
 - Brody Hartley - 2nd Place
 - b. Civilian Marksmanship Program - Washington State Sporter Class Rifle Championship
 - Sporter Team – 1st Place (Saphira Rynaski, Isabel Dalan, Chanze Martz, Aviella Wilson)
 - c. Civilian Marksmanship Program Washington State Sporter Class Rifle Championship
 - Saphira Rynaski – 1st Place
 - Isabel Dalan – 2nd Place
 - Chanze Martz – 3rd Place
 - d. Civilian Marksmanship Program Washington State Rifle Championship
 - Precision Class Team – 3rd Place (Ben Nelson, Kaden Kerr, Raquelle Justice, Micah Vawter)
2. Building Belonging Recognition: *Dr. Julie Perron*
 - Trooper Academy Students and RISE Students

VII. STUDENT REPRESENTATIVE: (5:50 p.m.) *Mrs. Ladderud*

VIII. CITIZENS' COMMENTS: (5:55 p.m.) Mrs. Ladderud	14
IX. REPORTS: (6:10 p.m.) Mrs. Ladderud	
1. Board of Directors Report: Mrs. Ladderud	
2. Superintendent's Report: Dr. Wade Smith	
a. Monthly Enrollment Report	
3. Monthly Financial Dashboard Report: Mrs. Nancy Taylor	15
4. Review and Discuss Draft Strategic Plan Pillars and Strategies: Dr. Wade Smith and Board	18
5. Announce Upcoming Strategic Plan Summit Event (Date in late January/Early February TBD): Mrs. Ladderud	
6. Policy Second Reading: Mr. Chris Gardea	39
1400 Meeting Conduct, Order of Business and Quorum	
3411 Accommodating Students with Seizure Disorders or Epilepsy	
3432 Emergencies	
4060 Distribution of Materials to Students/Families	
4210 Regulation of Dangerous Weapons on School Premises	
4218 Language Access	
5001 Hiring of Retired School Employees	
5011 Sexual Harassment of Staff Prohibited	
6700 Nutrition, Health & Physical Education	
X. ACTION: (7:10 p.m.) Mrs. Ladderud	
1. Policy Second Reading:	68
1400 Meeting Conduct, Order of Business and Quorum	
3411 Accommodating Students with Seizure Disorders or Epilepsy	
3432 Emergencies	
4060 Distribution of Materials to Students/Families	
4210 Regulation of Dangerous Weapons on School Premises	
4218 Language Access	
5001 Hiring of Retired School Employees	
5011 Sexual Harassment of Staff Prohibited	
6700 Nutrition, Health & Physical Education	
XI. ELECTION OF OFFICERS FOR BOARD OF DIRECTORS: (7:15 p.m.) Mrs. Ladderud	
XII. RECESS TO EXECUTIVE SESSION: Board President	
The Board of Directors has scheduled an executive session to review the performance of a public employee. The executive session is not open to the public and is expected to last approximately 45 minutes.	
XIII. RECONVENE REGULAR MEETING & ADJOURNMENT: (approximately 8:00 p.m.) Board President	



PERSONNEL REPORT

December 13, 2022 – Board Meeting

Date: December 8, 2022

EMPLOYMENT

Administrative: Robert Foster, Director of Facilities and Operations, Facilities and Operations

Classified: Jennifer Finney, Secretary to Middle School Assistant Principal, Garrison Middle School
Tatiana Fox, Bilingual Para-Educator, Green Park Elementary School
Caleb Thompson, Para-Educator, Sharpstein Elementary School
Natalie Weiler, Para-Educator, Pioneer Middle School

RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Administrative: Michael Kay, Director of Facilities and Operations, Facilities and Operations, 5 years

Classified: Natalia Cabrera Sandoval, Bus Assistant, SE Washington Transportation Co-Op, 1 year
Esther Dutton, Assistant Secretary, Walla Walla High School, 6 years
Jessica Grimes, Head Start Preschool Education Manager, WWCCF, 3 years
Julia Kajita, Para-Educator, Sharpstein Elementary School, 1 year
Heather Stearns, Head Start Assistant Teacher, WWCCF, 4 months

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2022-2023

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Andraya Anderson	Green Park Elementary	Girls Basketball
Charlie Arias	Garrison Middle School	Assistant Boys Basketball
Jeffrey Bartlow	Pioneer Middle School	Assistant Girls Basketball 7th/8th
Michael Braddock	Garrison Middle School	Assistant Girls Basketball 8th
Nathaniel Carrara	Garrison Middle School	Head Girls Basketball 8th Grade
Brooke Cramer	Garrison Middle School	Girls Basketball 6th Grade
Amber Davin	Garrison Middle School	Assistant Girls Basketball 7th
To Be Determined	Garrison Middle School	Head Wrestling 7th grade
To Be Determined	Edison Elementary	Girls Basketball
To Be Determined	Pioneer Middle School	Girls Basketball 6th Grade
To Be Determined	Pioneer Middle School	Girls Basketball 6th Grade
To Be Determined	Garrison Middle School	Girls Basketball 6th Grade
To Be Determined	Pioneer Middle School	Assistant Wrestling
Nathan Ferraro	Garrison Middle School	Head Girls Basketball 7th Grade
Pablo Grimaldi	Garrison Middle School	Head Wrestling 8th grade
Robert Hoppen	Walla Walla High School	Assistant Bowling Coach
Kate Keyes	Sharpstein Elementary	Girls Basketball
James Lux	Pioneer Middle School	Head Girls Basketball 8th Grade
Daniel Mears	Pioneer Middle School	Head Wrestling
Michael Patterson	Prospect Point Elementary	Girls Basketball
Kristin Richard	Pioneer Middle School	Head Girls Basketball 7th Grade
Ryan VanDyke	Berney Elementary	Girls Basketball

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2022-2023

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Stephanie Beltran	GA	Annual
Yaneth Hernandez	GA	Annual

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 December 13, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
11/29/2022	220968	Through	221092	\$ 526,254.08
12/13/2022	221094	Through	221206	\$ 408,465.49
11/29/2022	222300162	Wire Transfer	222300191	\$ 4,812.04
12/13/2022	222300194	Wire Transfer	222300220	\$ 5,788.93

		Capital Projects		
11/29/2022	220061	Through	220068	\$ 437,924.60
12/13/2022	220069	Through	220079	\$ 525,832.61

		ASB		
11/29/2022	220048	Through	220051	\$ 4,008.77
12/13/2022	220052	Through	220056	\$ 15,971.34
11/29/2022	222300192	Wire Transfer	222300193	\$ 321.34
12/13/2022	222300221	Wire Transfer	222300221	\$ 65.44

		Transportation Vehicle		
		Through		

		Payroll		
11/30/22	2200921	Through	220967	\$ 2,332,716.05
11/30/22	1401097	Wire Transfer	1401108	\$ 3,652,717.56
11/30/22	NA	Payroll Taxes	NA	\$ 1,223,426.72

TOTAL:	\$ 9,138,304.97
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SCHOOL BOARD PRESIDENT:

SECRETARY TO THE BOARD:

Mrs. Ruth Ladderud

Dr. Wade Smith, Superintendent



TO: Dr. Wade Smith - Superintendent
FROM: Nancy Taylor – Director of Fiscal Services
DATE: December 9, 2022
RE: November's Financial Report

7

Attached is the November financial report consisting of:

- Revenues, expenditures and fund balance for all five funds.
 - General Fund ending balance is 5.3% of expenditures
- General Fund trend charts
- Payroll trend chart

Please let me know if you have any questions.

Attachments

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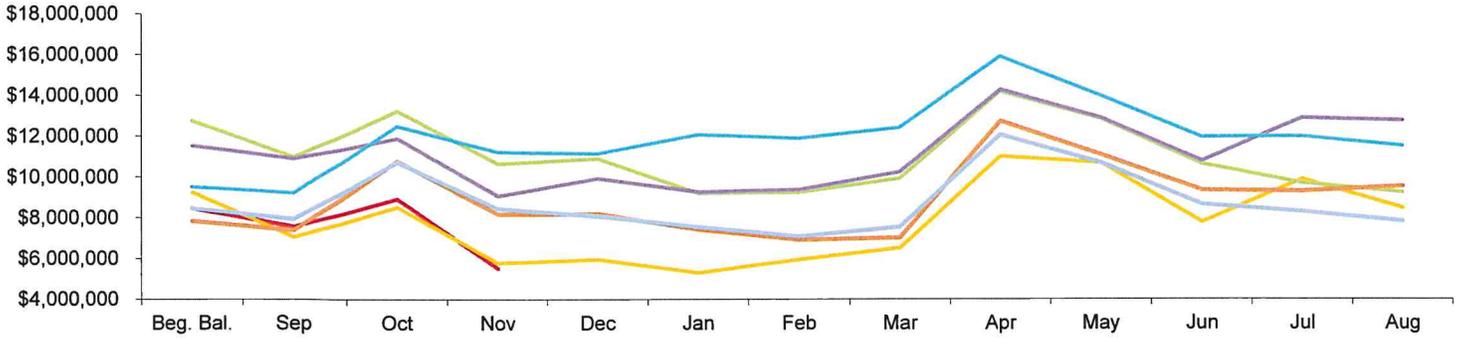
Walla Walla School District

Monthly Financial Report
November 2022

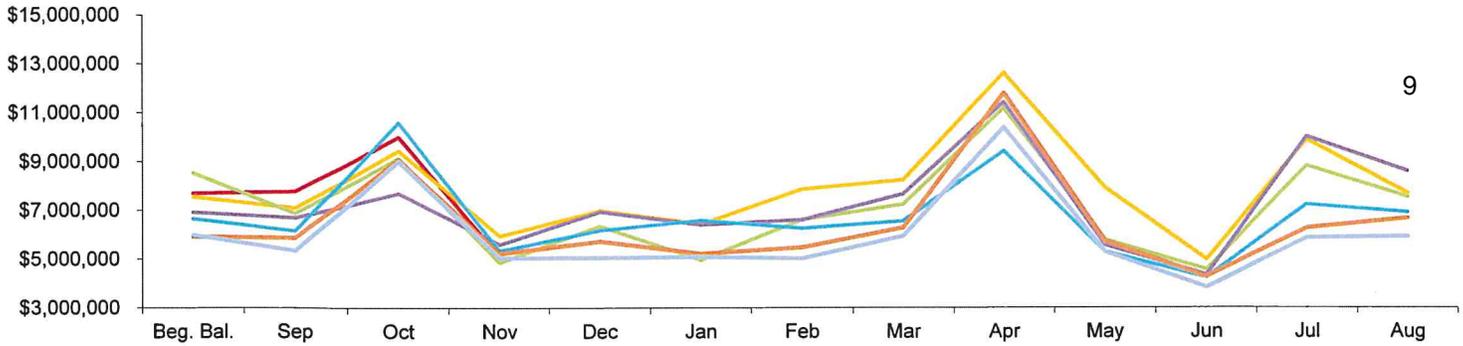
	<u>Adopted Budget</u>	<u>Working Budget</u>	<u>Year to Date</u>	
<u>GENERAL FUND</u>				
Beginning Fund Balance	\$ 6,879,949	\$ 8,768,380	\$ 8,754,173	
Revenues	\$ 95,098,347	\$ 95,098,347	\$ 21,225,193	
Expenditures	\$ (93,468,217)	\$ (93,468,217)	\$ (25,016,613)	
Transfers	\$ (800,000)	\$ (800,000)	\$ -	
Ending Fund Balance	\$ 7,710,079	\$ 9,598,510	\$ 4,962,753	5.3%
<u>CAPITAL PROJECTS</u>				
Beginning Fund Balance	\$ 3,743,645	\$ 3,743,645	\$ 10,074,032	
Revenues	\$ 15,405,004	\$ 15,405,004	\$ 64,701	
Expenditures	\$ (15,300,000)	\$ (15,300,000)	\$ (2,778,898)	
Transfers	\$ -	\$ -	\$ -	
Ending Fund Balance	\$ 3,848,649	\$ 3,848,649	\$ 7,359,836	
<u>DEBT SERVICE</u>				
Beginning Fund Balance	\$ 2,474,250	\$ 2,559,814	\$ 2,461,107	
Revenues	\$ 4,737,399	\$ 4,737,399	\$ 1,824,358	
Expenditures	\$ (4,553,325)	\$ (4,553,325)	\$ (300)	
Ending Fund Balance	\$ 2,658,324	\$ 2,743,888	\$ 4,285,166	
<u>ASB FUND</u>				
Beginning Fund Balance	\$ 536,300	\$ 515,855	\$ 515,855	
Revenues	\$ 181,000	\$ 116,020	\$ 164,748	
Expenditures	\$ (301,000)	\$ -	\$ (47,122)	
Ending Fund Balance	\$ 416,300	\$ 631,875	\$ 633,481	
<u>TRANSPORTATION VEHICLE</u>				
Beginning Fund Balance	\$ 284,905	\$ 284,739	\$ 284,739	
Revenues	\$ 1,323,463	\$ 321	\$ 11,972	
Expenditures	\$ (1,429,358)	\$ -	\$ -	
Transfers			\$ -	
Ending Fund Balance	\$ 179,010	\$ 285,060	\$ 296,712	

WALLA WALLA PUBLIC SCHOOLS GENERAL FUND

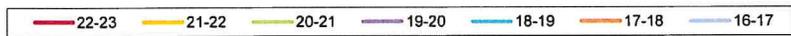
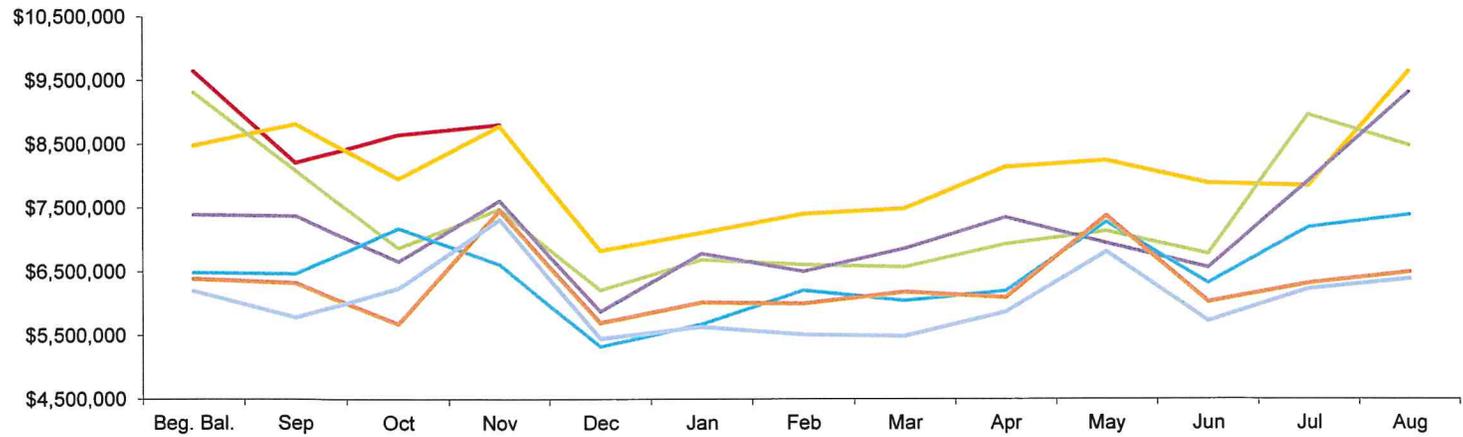
NET CASH & INVESTMENTS



RECEIPTS

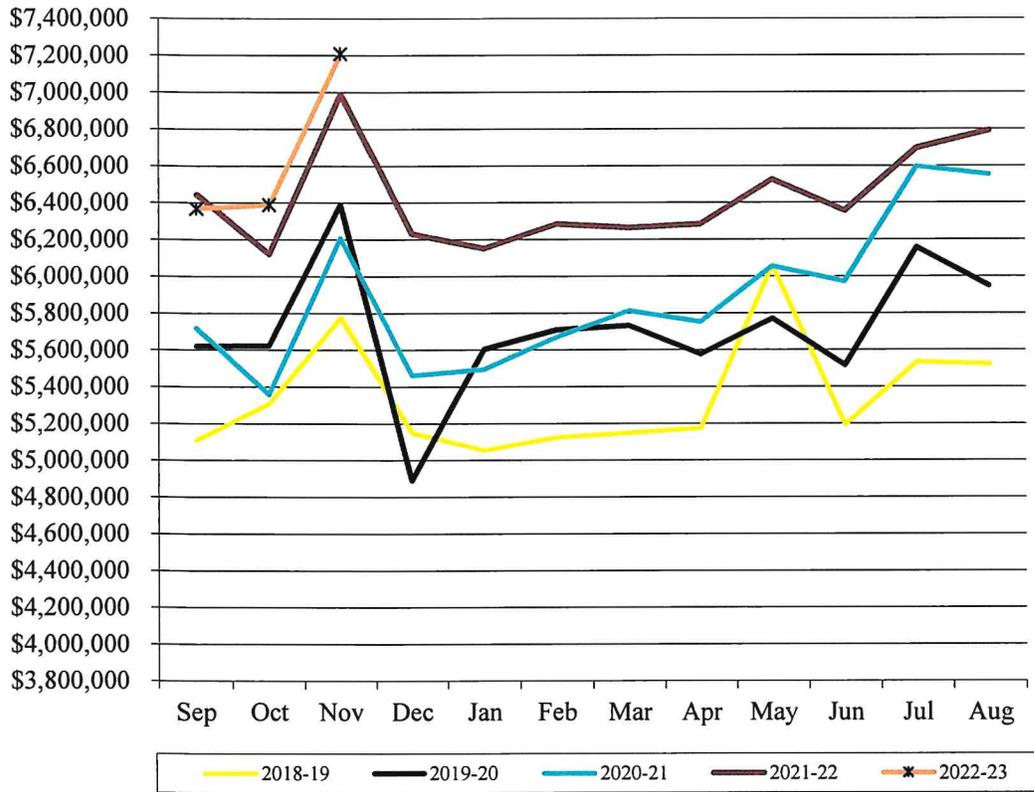


EXPENDITURES



WALLA WALLA PUBLIC SCHOOLS

Monthly Payroll



BOARD OF DIRECTORS
Regular Business Meeting – 5:30 p.m.
November 15, 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
Mrs. Nancy Taylor, Director of Fiscal Services

AUDIENCE

Including board members, administrators and guests, approximately 50 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 Mr. Rindal 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) non-athletic extra & co-curricular contracts; 4) November 15 accounts payable; 5) October financial report; and 6) regular study meeting minutes of November 1, 2022. The motion carried unanimously.

VI. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

American Education Week, November 13-19, 2022: Dr. Smith read a proclamation highlighting American Education Week is November 13-19, 2022, and an opportunity to celebrate public education and honor individuals who ensure every child receives a quality education.

VII. STUDENT REPRESENTATIVE

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

VIII. CITIZENS' COMMENTS

Public comment was received by four individuals.

IX. REPORTS

Board of Directors Report: The Board members shared of events and activities in which they participated or attended since the last Board meeting, noting board committee meetings, school events, legislative meetings, technology conference and also appreciation of staff in honor of American Education Week.

Superintendent's Report: Dr. Smith shared of this week's activity for students at Cordiner Hall in honor of Native American Heritage Month, several recent statewide presentations on college in high school and preserving funding for transitional kindergarten and early learning, Walla Walla High School's Veterans Day assembly, and his recent ride-along with Robb Lincoln's bus route; announced \$300,000 of unspent 2018 Bond funds will be returned to the Debt Service Fund to lower costs for taxpayers, also the district's new driver's education and financial literacy course which will be available to students beginning second semester; congratulated community partner and youth advocate Peggy Needham for receiving the Lifetime Achievement Award at the recent Washington State Prevention Summit; and noted November enrollment is 5478 FTE.

Schools Foundation Update: Mrs. Elsa Watson and Mrs. Cindy Meyer provided an update on the WWPS Schools Foundation, which was created to enrich and enhance the educational experiences of WWPS students.

Ending Fund Balance and Long Term Financial Planning Discussion: Dr. Smith and Mrs. Taylor facilitated discussion of Ending Fund Balance reports, review of the district's current fiscal position and long term financial planning.

Superintendent Evaluation Process Review: Dr. Smith reviewed the process used for his annual evaluation. His rating is based on meeting national performance standards and progress towards meeting established performance goals. The process concludes with a comprehensive narrative evaluation review which is made available to the public.

Policy First Reading: Mr. Gardea presented the following policies for first reading. Board members requested an update to Policy 4060, which will be included for second reading at the December 13 school board meeting.

- 1400 Meeting Conduct, Order of Business and Quorum
- 3411 Accommodating Students with Seizure Disorders or Epilepsy
- 3432 Emergencies
- 4060 Distribution of Materials to Students/Families
- 4210 Regulation of Dangerous Weapons on School Premises
- 4218 Language Access
- 5001 Hiring of Retired School Employees
- 5011 Sexual Harassment of Staff Prohibited
- 6700 Nutrition, Health & Physical Education

X. ACTION ITEMS**XI. ADJOURNMENT**

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

Minutes to be presented for board approval on December 13, 2022.

APPROVED:

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

Ruth Ladderud
School Board President

BOARD OF DIRECTORS
Special Meeting – 5:30 p.m.
November 29, 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
Mrs. Christy Krutulis, Executive Director of Teaching & Learning
Mrs. Barb Casey, Director of Special Education
Mrs. Michelle Carpenter, Principal of Berney Elementary School
Mrs. Kris Duncan, Principal of Pioneer Middle School
Mr. Rob Ahrens, Assistant Principal of Walla Walla High School

The Board of Directors conducted a special meeting on November 29 to review and discuss results from a recent teacher survey and to hear from staff and students regarding pupil attendance and behavior trends. All board members were present. There was no school board final action at this meeting. The special meeting concluded at 7:48 p.m. and was open to the public.

Minutes to be presented for board approval on December 13, 2022.

APPROVED:

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

Ruth Ladderud
School Board President

~ CITIZENS' COMMENTS ~

We welcome your comments and questions during the time set aside in regular business meetings for citizens' comments. Attendees sign up to provide public comment using the sign-in form in the boardroom prior to the start of the Citizens' Comments period of the meeting.

Citizens' Comment Script:

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

We also ask that you adhere to the following guidelines:

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

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

01/03/2022

MONTHLY REVENUE REPORT

MONTH	LOCAL TAXES	LOCAL NONTAX	STATE GEN PURP	FED GEN PURP	FED SPEC PURP	REV (SD)	REV (OTHER)	TOTAL PROJ.	TOTAL ACT.	VARIANCE	
SEP PROJECTED	\$ 233,596	\$ 49,582	\$ 5,621,056	\$ 5,777	\$ 259,900	\$ 32,845	\$ -	\$ 6,202,755		\$ -	0.00%
SEP ACTUAL	\$ 233,596	\$ 49,582	\$ 5,621,056	\$ 5,777	\$ 259,900	\$ 32,845			\$ 6,202,755	\$ -	YTD
OCT PROJECTED	\$ 3,470,341	\$ 44,457	\$ 5,356,255	\$ 5,783	\$ 887,573	\$ 10,500	\$ -	\$ 9,774,909		\$ 133,222	1.36%
OCT ACTUAL	\$ 3,606,659	\$ 57,322	\$ 5,352,766	\$ 5,874	\$ 873,606	\$ 11,904			\$ 9,908,131	\$ 133,222	YTD
NOV PROJECTED	\$ 650,111	\$ 97,090	\$ 4,210,183	\$ 5,783	\$ 646,255	\$ 4,695	\$ -	\$ 5,614,117			0.00%
NOV ACTUAL									\$ -		YTD
DEC PROJECTED	\$ 64,780	\$ 36,660	\$ 5,941,119	\$ 5,783	\$ 1,145,635	\$ 9,978	\$ -	\$ 7,203,955			0.00%
DEC ACTUAL									\$ -	\$ -	YTD
JAN PROJECTED	\$ 27,762	\$ 31,594	\$ 5,571,970	\$ 5,783	\$ 960,651	\$ 3,320	\$ -	\$ 6,601,080			0.00%
JAN ACTUAL									\$ -	\$ -	YTD
FEB PROJECTED	\$ 38,174	\$ 21,440	\$ 5,892,502	\$ 5,783	\$ 1,214,575	\$ 6,084	\$ -	\$ 7,178,558			0.00%
FEB ACTUAL									\$ -	\$ -	YTD
MAR PROJECTED	\$ 1,272,458	\$ 386,680	\$ 5,885,752	\$ 5,783	\$ 1,023,851	\$ 1,660	\$ -	\$ 8,576,184			0.00%
MAR ACTUAL									\$ -	\$ -	YTD
APR PROJECTED	\$ 4,865,999	\$ 72,342	\$ 6,794,416	\$ 5,783	\$ 1,142,893	\$ 9,260	\$ -	\$ 12,890,693			0.00%
APR ACTUAL									\$ -	\$ -	YTD
MAY PROJECTED	\$ 636,229	\$ 34,528	\$ 4,014,262	\$ 5,783	\$ 1,796,619	\$ 4,150	\$ -	\$ 6,491,571			0.00%
MAY ACTUAL									\$ -	\$ -	YTD
JUN PROJECTED	\$ 38,174	\$ 59,144	\$ 4,423,624	\$ 5,783	\$ 948,011	\$ 2,573	\$ -	\$ 5,477,309			0.00%
JUN ACTUAL									\$ -	\$ -	YTD
JUL PROJECTED	\$ 35,861	\$ 138,992	\$ 8,937,187	\$ 5,783	\$ 1,049,132	\$ 3,320	\$ -	\$ 10,170,275			0.00%
JUL ACTUAL									\$ -	\$ -	YTD
AUG PROJECTED	\$ 100,640	\$ 77,672	\$ 6,939,832	\$ 2,888	\$ 1,516,817	\$ 5,810	\$ -	\$ 8,643,659			0.00%
AUG ACTUAL									\$ -	\$ -	YTD
Total Projected	\$ 11,434,125	\$ 1,050,181	\$ 69,588,158	\$ 66,495	\$ 12,591,911	\$ 94,195	\$ -	\$ 94,825,065			
Adopted Budget	\$ 11,434,125	\$ 1,155,679	\$ 69,719,404	\$ 66,000	\$ 12,640,139	\$ 83,000	\$ -	\$ 95,098,347			
Variance	\$ (0)	\$ (105,498)	\$ (131,246)	\$ 495	\$ (48,228)	\$ 11,195	\$ -	\$ (273,282)			
TOTAL ACTUAL	\$ 3,840,255	\$ 106,904	\$ 10,973,822	\$ 11,651	\$ 1,133,505	\$ 44,749	\$ -	\$ 16,110,886	FORECAST ACTUAL	\$ 94,958,286	
% collected to PRO	33.59%	10.18%	15.77%	17.52%	9.00%	47.51%	#DIV/0!	16.99%			

NOTES:

LEGEND	Above or within 2.00% of projection	Between 2.01% & 5.00% below	Below 5.01% of projection
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MONTHLY EXPENDITURE REPORT

MONTH	PROJ. P/R	ACTUAL P/R	PROJ. A/P	ACTUAL A/P	TOTAL	VARIANCE
SEPTEMBER PROJECTED	\$ 6,126,524		\$ 2,586,688		\$ 8,713,212 MONTHLY	\$ - 0.00%
SEPTEMBER ACTUAL		\$ 6,126,524		\$ 2,586,688	\$ 8,713,212 YTD	\$ - 0.00%
OCTOBER PROJECTED	\$ 6,374,849		\$ 1,146,405		\$ 7,521,254 MONTHLY	\$ 0 0.00%
OCTOBER ACTUAL		\$ 6,377,085		\$ 1,144,170	\$ 7,521,254 YTD	\$ 0 0.00%
NOVEMBER PROJECTED	\$ 6,551,785		\$ 1,645,525		\$ 8,197,310 MONTHLY	\$ 0 0.00%
NOVEMBER ACTUAL					\$ - YTD	\$ 0 0.00%
DECEMBER PROJECTED	\$ 5,730,537		\$ 863,071		\$ 6,593,608 MONTHLY	\$ 0 0.00%
DECEMBER ACTUAL					\$ - YTD	\$ 0 0.00%
JANUARY PROJECTED	\$ 5,660,537		\$ 1,116,453		\$ 6,776,990 MONTHLY	\$ 0 0.00%
JANUARY ACTUAL					\$ - YTD	\$ 0 0.00%
FEBRUARY PROJECTED	\$ 5,828,640		\$ 1,044,884		\$ 6,873,524 MONTHLY	\$ 0 0.00%
FEBRUARY ACTUAL					\$ - YTD	\$ 0 0.00%
MARCH PROJECTED	\$ 5,743,752		\$ 1,232,821		\$ 6,976,573 MONTHLY	\$ 0 0.00%
MARCH ACTUAL					\$ - YTD	\$ 0 0.00%
APRIL PROJECTED	\$ 5,763,000		\$ 1,842,293		\$ 7,605,293 MONTHLY	\$ 0 0.00%
APRIL ACTUAL					\$ - YTD	\$ 0 0.00%
MAY PROJECTED	\$ 6,056,274		\$ 1,722,632		\$ 7,778,906 MONTHLY	\$ 0 0.00%
MAY ACTUAL					\$ - YTD	\$ 0 0.00%
JUNE PROJECTED	\$ 5,931,636		\$ 1,546,142		\$ 7,477,778 MONTHLY	\$ 0 0.00%
JUNE ACTUAL					\$ - YTD	\$ 0 0.00%
JULY PROJECTED	\$ 6,430,016		\$ 2,133,370		\$ 8,563,386 MONTHLY	\$ 0 0.00%
JULY ACTUAL					\$ - YTD	\$ 0 0.00%
AUGUST PROJECTED	\$ 6,854,956		\$ 2,386,488		\$ 9,241,444 MONTHLY	\$ 0 0.00%
AUGUST ACTUAL					\$ - YTD	\$ 0 0.00%
TOTAL PROJECTED	\$ 73,052,506		\$ 19,266,772		\$ 92,319,278	
ADOPTED BUDGET	\$ 74,391,445		\$ 19,076,772		\$ 93,468,217	
VARIANCE	\$ 1,338,939		\$ (190,000)		\$ 1,148,939	
TOTAL ACTUAL		\$ 12,503,609		\$ 3,730,858	\$ 16,234,467	FORECAST ACT \$ 92,319,279
% spent to projected		17.12%		19.36%	17.59%	
Notes:						
LEGEND	Below or within 2.00%	Between 2.01% & 5.00% above			Above 5.01% of projection	

MONTHLY ENDING FUND BALANCE REPORT

DATE		Revenue	Expenditure	Ending Fund Balance	Variance		EFB Monthly Projection for Year End
Beginning Fund Balance (Projected)				\$ 6,879,949			
Beginning Fund Balance (Actual)					\$ 8,754,173		
September	PROJECTED	\$ 6,202,755	\$ 8,713,212	\$ 4,369,492			
	ACTUAL	\$ 6,202,755	\$ 8,713,212	\$ 6,243,716	\$ 1,874,224	42.89%	12.05%
October	PROJECTED	\$ 9,774,909	\$ 7,521,254	\$ 6,623,147			
	ACTUAL	\$ 9,908,131	\$ 7,521,254	\$ 8,630,592	\$ 2,007,445	30.31%	12.19%
November	PROJECTED	\$ 5,614,117	\$ 8,197,310	\$ 4,039,954			
	ACTUAL	\$ -	\$ -			0.00%	
December	PROJECTED	\$ 7,203,955	\$ 6,593,608	\$ 4,650,301			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
January	PROJECTED	\$ 6,601,080	\$ 6,776,990	\$ 4,474,391			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
February	PROJECTED	\$ 7,178,558	\$ 6,873,524	\$ 4,779,425			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
March	PROJECTED	\$ 8,576,184	\$ 6,976,573	\$ 6,379,036			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	17
April	PROJECTED	\$ 12,890,693	\$ 7,605,293	\$ 11,664,436			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
May	PROJECTED	\$ 6,491,571	\$ 7,778,906	\$ 10,377,101			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
June	PROJECTED	\$ 5,477,309	\$ 7,477,778	\$ 8,376,632			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
July	PROJECTED	\$ 10,170,275	\$ 8,563,386	\$ 9,983,520			
	ACTUAL	\$ -	\$ -			0.00%	
August	PROJECTED	\$ 8,643,659	\$ 9,241,444	\$ 9,385,735			
	ACTUAL	\$ -	\$ -	\$ -		0.00%	
PRELIMINARY PROJECTED EFB		\$ 94,825,065	\$ 92,319,278	\$ 9,385,735			10.04%
ACTUALS TO DATE		\$ 16,110,886	\$ 16,234,467				
FORECASTED ACTUALS*		\$94,958,286	\$92,319,279	\$10,593,180	YEAR END PROJECTION		11.33%
Monthly Variance	Above or within 2.00% of projection		Between 2.01% & 5.00% below projection		Below 5.01% of projection		
Yr End Projection	Above 8.00%		Between 6.00% to 7.99%		Below 6.00%		

*Calculated using actuals through the current month and projected revenue and expenditures for future months. Includes August Maint Res Transfer of \$800K



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!

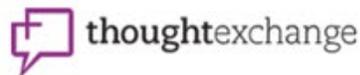
Walla Walla Public Schools is launching an inclusive strategic planning development process that spans from spring 2022 through spring 2023. This comprehensive outreach will involve multiple layers of engagement with all stakeholders.

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](#)

Phase #1: Introduction



ThoughtExchange Engagement

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

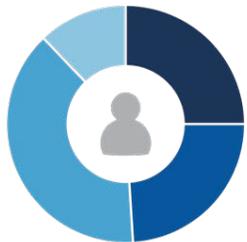


253
Thoughts



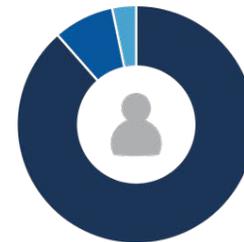
8,797
Ratings

What best describes your relationship with the district.



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

The primary language spoke in my home is



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



THOUGHTS

Top 12 Thoughts

All Respondents

<p>Respect No matter where you go in life, respecting others will get you further.</p>	<p>4.3 (41 🗳️) Ranked #1 of 253</p>	
<p>Knowing how to deal with real life problems such as taxes and bills. 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>They need to learn to be accountable for their own actions. 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>Problem Solving! 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>Students need to learn that they can do hard things and learn to persevere 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>Interpersonal skills, communication, conflict resolution, problem solving, volunteering, trades, global citizenship, languages, Resilience, kindness. They are attributes of leaders.</p>	<p>4.1 (42 🗳️) Ranked #6 of 253</p>	
<p>Critical thinking skills 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>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 Our graduates will be our leaders, followers and will make important decisions</p>	<p>4.1 (36 🗳️) Ranked #8 of 253</p>	
<p>Flexibility, proficiency, a basic understanding of financial management, the ability to come to a compromise, and a strong optimistic mindset. 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>Students should have the ability to present and defend their thoughts in public settings. 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>Some important skills to gain is the ability to work with others and understand a diverse group of people. This is important because it allows for effective and cooperative communication.</p>	<p>4.1 (18 🗳️) Ranked #11 of 253</p>	
<p>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.</p>	<p>4.0 (47 🗳️) Ranked #12 of 253</p>	





Phase #2: Gathering Input

- 4 surveys
- 21 focus groups
- Over 50 key communicators meetings
- Community Thought Exchange

Objective	Stakeholder Group	Format	Suggested Question and/or Deliverable	Timeline	Goal/Intended Outcome
Phase #2: Gather Input	Student	Survey	Healthy Youth Survey (Grades 6, 8, 10 and 12)	Completed Fall 21	Bi-annual measure of student perceptions around health, well-being, risk factors, behaviors, and other indicators
	Parent	CEE Survey	Educational Effectiveness Survey (EES)	Completed Late Fall 21	Annual measure of the 9 characteristics of high performing schools
	Student	CEE Survey	Educational Effectiveness Survey (EES)	Completed Late Fall 21	Annual measure of the 9 characteristics of high performing schools
	Staff	CEE Survey	Educational Effectiveness Survey (EES)	Completed Late Fall 21	Annual measure of the 9 characteristics of high performing schools
	Parent: Spanish Speaking	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented parent voice
	Community: English Speaking	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate community voice
	Community: Spanish Speaking	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented community voice
	Staff: Principals	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate staff voice
	Staff: Principals of Color	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented staff voice
	Staff: EEASE Teacher Task Force	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate staff voice
	Staff: Teachers of Color	Focus Group	EdNw Focus Group	Completed Spring 22	Elevate underrepresented staff voice
	Key Communicators	Individual Meetings With Superintendent	Individual meetings with approximately 50 key community leaders, parents, and stakeholders	September/October	Elevate community voice
	All Stakeholders	Thought Exchange Engagement	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?	September	Revisit a shared vision for student success. Reaffirm current practices and/or identify new priorities.
	Parent: English Speaking	Zoom Focus Group	What do you value most about your child's Walla Walla school experience and what can we do better to meet their needs?	September	Reaffirm current practices and/or identify new priorities.
	Parent: Spanish Speaking	Zoom Focus Group	What do you value most about your child's Walla Walla school experience and what can we do better to meet their needs?	September	Reaffirm current practices and/or identify new priorities.
	Student (ELE)	5 th Grade Focus Group	What do you value most about your Walla Walla school experience and what can we do better to meet your current and future needs?	September	Reaffirm current practices and/or identify new priorities.
	Student (MS)	Separate Garrison and Pioneer Focus Group	What do you value most about your Walla Walla school experience and what can we do better to meet your current and future needs?	September	Reaffirm current practices and/or identify new priorities.
	Student (HS)	Separate WaHi, Lincoln and ALE Focus Group	What do you value most about your Walla Walla school experience and what can we do better to meet your current and future needs?	September	Reaffirm current practices and/or identify new priorities.
	Staff (ELE, MS, HS)	½ day Focus Group Listening	What do you value most about Walla Walla Public Schools and what can we do	September	Reaffirm current practices and/or identify new priorities.



PARTICIPATION

Breakdown of Participation



134
Participants



96
Thoughts



2,189
Ratings

What best describes your relationship with the district.



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

The primary language spoke in my home is



%	Person Icon	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



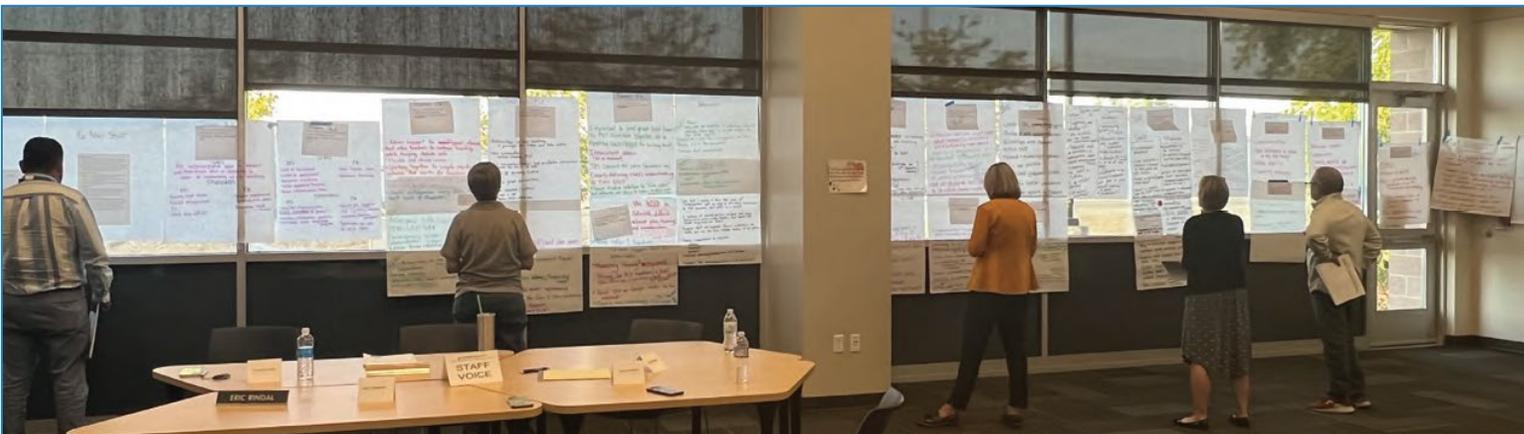
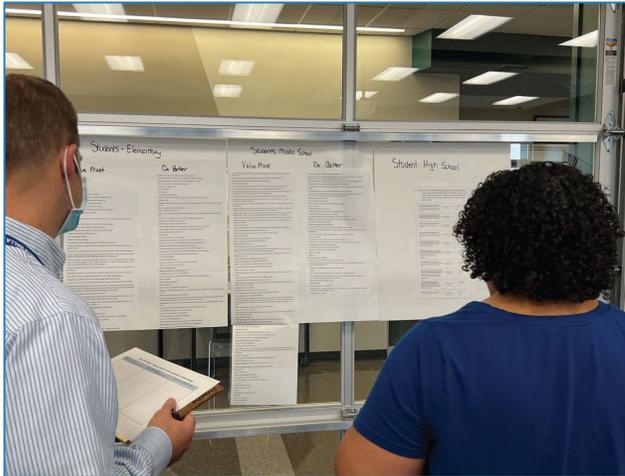


Phase #3: Synthesize Information

Objective	Stakeholder Group	Format	Suggested Question and/or Deliverable	Timeline	Goal/Intended Outcome
Phase #3: Synthesize Information	Senior Leadership and Board	Retreat Setting	From what we have learned so far, what are the most significant priorities you feel we need to build into our multi-year strategic plan?	October/November	Formulate plan priorities.



Board-Admin Phase #3 Retreat



Student Presentation to Board





Phase #3: What are our students saying?

What's Going Well?

1. Students Report that Teachers and Staff are Caring, Supportive and Helpful
2. They Feel They are Making Positive Connections With Their Peers
3. Students Value the Variety and Choices Available to Them
4. Students Report Enjoying Hands-on Learning Experiences When They are Made Available

What Needs Refinement?

1. Students Long for a More Universal Experience Where All Staff and Peers Value and Respect Them as Individuals
2. They Report a Desire for More Social Opportunities to Engage With Their Peers Throughout the Day
3. At the Secondary Level, Students Wish for More Real-World Focused Choices
4. Students Share a Common Concern About Needing More Support During Transition Years (e.g. elementary to middle school and middle school to high school)
5. Students Wish to Build and Improve Upon Student Voice Opportunities Already Established



Phase #3: What are our staff saying?

What's Going Well?

1. Staff Report a Strong Commitment to the PLC Process and Collaborative Staff Culture
2. Faculty Report an Increased Sense of Belonging for Both Staff and Students
3. Staff Believe There is an Improved Sense of Climate and Culture Throughout, Coupled With Strong Administrative Support

What Needs Refinement?

1. Faculty Desire More Systems to Address Student Behaviors and Improved Ways to Support Accountability
2. Staff Note a Lack of Personnel-related Resources (e.g. supervision support, additional adult support for classroom teachers)
3. Secondary Staff Identify a Need for More Systematic Interventions for Academic Support at Their Level

30

Phase #3: What are parents/ community saying?



What's Going Well?

1. Parents Value the Individual Relationships Between Staff, Students and Families
2. Parents Commend the District's Efforts to Improve Access for Students (e.g. eliminating barriers, removing financial obstacles and fees, no-cost meals, providing school supplies)
3. Families Value the Variety of Program Offerings and Experiences Available for Students
4. Community and Parents Shared Praise for District Accomplishments, Specifically Around:
 - a. Bond Program and Facilities Improvements
 - b. Educational Programming/Quick Response During COVID
 - c. District Communication Efforts

What Needs Refinement?

1. They Desire More Opportunities Available for Student Instruction Around Basic Life Skills (e.g. financial literacy, 21st century skills, outdoor experiences, ensuring strong instructional core)
2. Parents Desire More Opportunities for Family Partnerships and Involvement (e.g. how families can help their students, resources for parents, streamlined communication)
3. Parents Share a Concern Around Access to Rigorous Programs for All Students (e.g. access to honors/advanced tracks for more students, access for students with disabilities)
4. Stakeholders Requested Clarification Surrounding Curriculum, Books and Similar Instructional Materials





Phase IV: Develop and Refine Draft Plan

Objective	Stakeholder Group	Format	Suggested Question and/or Deliverable	Timeline	Goal/Intended Outcome
Phase #4: Develop and Refine Draft Plan	Senior Leadership	Ad Council Workgroup	Develop draft pillars, priorities and strategies based on Phase 3 input.	November/December	Develop draft framework for board review.
	Board Leadership	Meetings/Retreats	Does this draft strategic plan framework reflect what was shared, learned and discovered as part of your engagement, research and thinking?	December/January	Test and refine strategic plan priorities.
	Community Wide (Staff, Students, Parents & Community)	Strategic Summit	What additional input, thoughts or questions do you have on the proposed Strategic Plan Draft?	January/February	Ensure the draft strategic plan priorities are thoroughly vetted and revised if necessary.



Ad Council Work Session: DRAFT Framework Development

- Pillar #1:
 - Ambitious Learning for All
- Pillar #2:
 - Partnering with Parents and Community
- Pillar #3:
 - Relevant and Challenging Educational Experiences
- Pillar #4:
 - Culture of Belonging and Support





Pillar #1: Ambitious Learning for All

Outcome Statement: Supporting a districtwide culture where all instructional staff collaborate with their peers to identify promise standards, analyze and respond to student learning, share and enhance their instructional practice, and maintain collective urgency that all students can and will achieve at high levels.

Achieved Through	Strategies	Success Indicators
Collective Teacher Efficacy	<ul style="list-style-type: none"> Fostering a productive climate of collaboration (PLC's) where staff analyze student data, are encouraged to take risks, learn from successes/failures, and explore new and different instructional approaches in order to maximize student learning. 	<ul style="list-style-type: none"> EES staff survey data
Guaranteed and Viable Curriculum	<ul style="list-style-type: none"> Ensuring district-wide Promise Standards are taught, assessed and met for every student. 	<ul style="list-style-type: none"> K-8 fall to winter iReady growth SBA achievement (3rd-HS) 6th and 9th grade course passing rates
A Shared Sense of Urgency	<ul style="list-style-type: none"> Fostering a collective sense of urgency and responsibility to ensure high expectations of learning for all. 	<ul style="list-style-type: none"> EES staff survey data



Pillar #2: Partnering with Parents and Community

Outcome Statement: Expanding parent, community and industry partnerships in order to collaboratively support student learning, educational experience and post-secondary success.

Achieved Through	Strategies	Success Indicators
Maximize Parent/Family Engagement	<ul style="list-style-type: none"> • Advance strategies, systems, and opportunities to maximize parental/family engagement. • Increase outreach, support and access to enhance parental involvement in their child’s learning and post high school success plans. 	<ul style="list-style-type: none"> • EES family, staff and student survey data • Parent/Teacher conference data • Parent/Family SchoolLinks engagement
Increase Community Volunteerism and Involvement Within our Schools	<ul style="list-style-type: none"> • Enhance systems, outreach and opportunities in order to increase volunteerism and community involvement with schools. 	<ul style="list-style-type: none"> • Annual review of volunteer data and metrics
Increase Partnerships and Collaboration with Business and Industry	<ul style="list-style-type: none"> • Expand student internship opportunities and exposure through enhanced partnerships with business and industry. 	<ul style="list-style-type: none"> • EES student and family survey data • Annual review of internship data and metrics



Pillar #3: Relevant and Challenging Educational Experiences

Outcome Statement: Ensuring all students are intellectually and academically challenged with engaging learning experiences that are relevant to their future goals.

Achieved Through	Strategies	Success Indicators
Post-Secondary Plans	<ul style="list-style-type: none"> Enhancing PK-12 pathways and opportunities to ensure all students graduate enrolled, enlisted or gainfully employed with a plan for their future. 	<ul style="list-style-type: none"> Senior presentation for all seniors that include post high school goals and steps they have taken to meet their goals Graduate senior survey that tracks post high school measures Culminating presentation at the conclusion of 5th and 8th grades
Access to Rigorous Curriculum and Courses	<ul style="list-style-type: none"> Ensuring all students have access to rigorous and challenging courses by expanding opportunities to compact learning opportunities, increase integrated honors course offerings at middle school, and enhance the number of college credit bearing classes and certifications offered at the high school level. 	<ul style="list-style-type: none"> Track and report annually on the increase of college credits and certificates earned by high school students Increase enrollment of minority and historically underrepresented students in honors, AP, and college credit bearing courses
Developing 21st Century Skills	<ul style="list-style-type: none"> Collaborate with industry and post high school partners to develop a PK-12 set of 21st Century Skill Promise Standards to be addressed by grade level/band. Develop curriculum and/or courses to ensure 21st Century Skill attainment. 	<ul style="list-style-type: none"> Development of 21st Century Promise Standards and accompanying curriculum/courses EES family survey data



Pillar #4: Culture of Belonging and Support

Outcome Statement: Ensuring all students feel a sense of belonging throughout their educational experience where they develop connections with peers and adults in a safe and supportive environment.

Achieved Through	Strategies	Success Indicators
We All Belong Here Efforts	<ul style="list-style-type: none"> Continue to promote, prioritize and celebrate We All Belong Here Efforts. Ensure opportunities for student voice and agency are provided through the establishment of student advisory committees at every campus. 	<ul style="list-style-type: none"> EES student survey data Chronic absenteeism rates Student attendance at activities/events Student representation and engagement on school Board and district committees
Implementing Inclusionary Practices	<ul style="list-style-type: none"> Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for students with disabilities. 	<ul style="list-style-type: none"> Inclusionary Practices staff survey OSPI LRE report EES family survey data (Parents of students with disabilities)
A Climate of Support and Accountability	<ul style="list-style-type: none"> Prioritize and promote the building of positive adult-student relationships and connection. Provide the training, support and accountability to ensure all staff implement with fidelity PBIS strategies and building-level behavior plans to ensure a safe, consistent and supportive learning environment for all. 	<ul style="list-style-type: none"> EES student, staff and family survey data Development of building-level PBIS plans and expectations



Board Discussion and Guidance

Objective	Stakeholder Group	Format	Suggested Question and/or Deliverable	Timeline	Goal/Intended Outcome
Phase #4: Develop and Refine Draft Plan	Senior Leadership	Ad Council Workgroup	Develop draft pillars, priorities and strategies based on Phase 3 input.	November/December	Develop draft framework for board review.
	Board Leadership	Meetings/Retreats	Does this draft strategic plan framework reflect what was shared, learned and discovered as part of your engagement, research and thinking?	December/January	Test and refine strategic plan priorities.
	Community Wide (Staff, Students, Parents & Community)	Strategic Summit	What additional input, thoughts or questions do you have on the proposed Strategic Plan Draft?	January/February	Ensure the draft strategic plan priorities are thoroughly vetted and revised if necessary.

- What resonates with you?
- What if anything is missing?
- What additional information do you need?

Walla Walla Public Schools

BOARD POLICY

Policy No. 1400

Page 1 of 6

MEETING CONDUCT, ORDER OF BUSINESS AND QUORUM

The board will schedule its meetings in compliance with the law, and as deemed by the board to be in the best interests of the district and community. The board will function through (1) regular meetings, (2) special meetings, and (3) emergency meetings.

Regular Meetings: Business and Study Meetings

Annually, on or before August 31, the board will approve and advertise its regular meeting schedule for the upcoming school year. The schedule will identify the times, dates and locations for the board's regular business and study meetings. The board reserves the right to modify such meetings when necessary, provided public notification requirements are met. An agenda of the business that the board will transact will be posted on the district website not less than twenty-four (24) hours in advance of the published start time of the meeting.

If the board intends to hold regular meetings at places or times other than adopted, the board will provide notice of the meeting in the same manner as provided for special meetings. All regular meetings of the board will be held within the district boundaries.

Special Meetings

Special meetings may be called by the president or at the request of a majority of the board members. A written notice of a special meeting, stating the time and place of the special meeting and the business to be transacted, will be provided to each board member. Written notice will also be delivered to each newspaper and radio or television station that has filed a written request for such notices. Written notice may be delivered personally, by mail, facsimile or email~~electronic mail~~. The notice must be posted on the district's website.

The district must also prominently display the notice at the main entrance of the district's headquarters as well as at the location of the meeting if the meeting is held at a location other than the headquarters. During a declared emergency that prevents a meeting from being held in-person with reasonable safety, the district may post notice of a remote meeting without a physical location on the district website, or the website hosted or shared by another agency.

All required notices must be delivered or posted not less than twenty-four (24) hours prior to the meeting.

A board member waives the written notice requirement if that board member~~he or she~~:

1. Submits a written waiver of notice to the board secretary at or prior to the time the meeting convenes. The waiver may be given by telegram, fax, or email~~electronic mail~~; or
2. Is actually present at the time the meeting convenes.

The board will not take final disposition on any matter other than those items stated in the meeting notice. If the district calls a special meeting of the board to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage, or when the required notice cannot be posted or displayed with reasonable safety, including but not limited

Walla Walla Public Schools

BOARD POLICY

Policy No. 1400

Page 2 of 6

to declared emergencies in which travel to physically post notice is barred or advised against, the board may meet immediately with no prior notice.

Emergency Meetings

~~In the event of an emergency involving fire, flood, earthquake, possible personal injury or property damage, the board may meet immediately and take official action without prior notification.~~

If the district determines, by reason of fire, flood, earthquake, or other emergency, that there is a need for expedited action by the board to meet the emergency, the president may provide for a meeting site other than the regular meeting site, for a remote meeting without a physical location, or for a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency. The president may provide for an emergency meeting without providing notice.

If, after the declaration of an emergency by a local or state government or agency, or by the federal government, the district determines that it cannot hold a board meeting with its members or with public attendance in person with reasonable safety because of the emergency, the district will either:

1. Hold a remote meeting without a physical location, or
2. Hold a meeting at which the physical attendance by some or all members of the public is limited due to the declared emergency.

Members of the board may appear at a remote meeting telephonically or by other electronic means that allows for real-time, remote communication.

For a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency, the district must provide an option for the public to listen to the proceedings telephonically or by using a readily available alternative in real-time that does not require any additional cost to access the program.

The district will provide notice for remote meetings or meetings at which the physical attendance by some or all members of the public is limited due to a declared emergency according to this Policy. The notice for meetings pursuant to a declared emergency must include instructions on how the public may listen live to proceedings and how the public may access any other electronic means of remote access offered by the district.

The district will not take final disposition on any matter during a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency unless the district has provided an option for the public to listen to the proceedings, except for an executive session, pursuant to this Policy.

Walla Walla Public Schools

BOARD POLICY

Policy No. 1400

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The board will give proper public notice for any special meeting; or whenever a regular meeting is adjourned to another time; ~~or when a regular meeting is to be held at a place other than formally approved.~~ The board may provide notice for an emergency meeting in accordance with this Policy.

All meetings will be open to the public with the exception of executive or closed sessions authorized by law. The board will take final action resulting from executive session discussions during a meeting open to the public as required by law.

Individuals with disabilities who may need a modification to participate in a meeting, and those who may have difficulty attending a meeting in person due to conditions such as physical mobility limitations, should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

During the interim between meetings, the office of the superintendent, as board secretary, will be the office of the board. The district's public records will be open for inspection in the manner provided by and subject to the limitation of the law.

Live Video Broadcasting and Recording

In an effort to maximize public viewership and transparency, the board intends to live video broadcast and record all regular business meetings for those interested in viewing remotely or at a later date. Additionally, if spectator capacity or other exigent circumstances warrant, the board may choose to broadcast and record study, special or emergency meetings. Information on how to access the live stream feature and recording, when available, will be included in the public notice.

Quorum and Voting

A quorum consists of the majority of all board members. For school boards with five members, three board members constitute a quorum. A quorum is required for the transaction of business, including voting. Board members are not required to be physically present to attend a board meeting. Any or all board members may attend a board meeting and vote via any communication platform that provides real-time verbal simultaneous aural communication without being in the same physical location with those in attendance.

Additionally, any meeting held via a communication platform must: 1) include proper notice with any required passwords or authorization codes; 2) be known and accessible to the public; and 3) reasonably accommodate any member of the public who wishes to participate.

The board will take no action by secret ballot at any meeting required to be open to the public. The board votes on motions and resolutions as outlined and allowed by Roberts Rules of Order (Revised), Art, VII. However, a majority vote of *all* board members is required to elect or select a superintendent or board officer, or fill a vacancy on the board, and the board must vote on these matters by an oral roll call. The board will vote by an oral roll call whenever required by law.

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Meeting Conduct and Order of Business

The board will conduct all board meetings in a civil, orderly, and business-like manner. The board uses Roberts Rules of Order (Revised) as a guide, except when board bylaws or policies supersede such rules. During board meetings, board members will refrain from communicating electronically (e.g., by e-mail, text, social media) with their fellow board members.

The board will use the agenda to establish its regular order of business. However, either the superintendent or a board member may request additions or changes to the prepared agenda, and the board may adopt a revised agenda or order of business by a majority vote of the board members present. After adoption, motions to amend the agenda require two-thirds or larger majorities to pass. At a special meeting, the board may take final action only on that business contained in the notice of the special meeting.

It is unlawful for any member of the public to knowingly carry onto, or to possess on, any area of a facility being used for official school board meetings, a dangerous weapon, including but not limited to a firearm, "nun-chu-ka sticks," "throwing stars," air gun or pistol, stun gun, or other dangerous weapon as listed in RCW 9.41.280. The board will ensure that signs providing notice of the restrictions on possession of firearms and other weapons are posted at facilities being used for official meetings of the board.

Public Attendance and Comment

Any member of the public may attend board meetings. The board may ask, but will not require people to sign in, complete questionnaires, or establish other conditions for attendance.

The board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of public comment, with the exception of emergency situations, the board will provide a period at or before every during regular business meetings at which final action is to take place for public comment. During public comment period, when visitors may address the board on any topic within the scope of the board's responsibility. Public comment may occur orally or through written comments submitted before the meeting. Written comments must adhere to the standards of civility discussed below and must be received by 12:00 noon the day of the board meeting. All written public comments timely submitted will be distributed to each board member.

The board may structure the oral public comment period, including determining the total time allotted for public comment and equally apportioning the minutes for each speaker. The board is not obligated to provide additional public comment time to accommodate everyone in attendance who wishes to speak. Any structure the board imposes will be content neutral.

The board may require those who wish to speak (but not all attendees) to sign in so that the board has a tally of individuals who wish to speak and can call them forward. When called forward, individuals will identify themselves and proceed to make comments within the time limits established by the board. The Board President may adjust time limits as needed to comply with the agenda. The board is not obligated to respond to questions or challenges made during the public comment period and the board's silence

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will not signal agreement or endorsement of the speaker's remarks. The board may control the time, place, and manner of public comment. The president may terminate an individual's statement when the allotted time has passed and may interrupt a speaker to require the same standard of civility that the board imposes on itself. Examples of uncivil comments include comments that:

- Are libelous or slanderous under a legal standard;
- Are an unwarranted invasion of privacy;
- Are obscene or indecent pursuant to the Federal Communications Act or any rule or regulation of the Federal Communications Commission;
- Violate school district policy or procedure related to harassment, intimidation, bullying, or discrimination;
- Incite an unlawful act on school premises or violate a lawful school regulation; or
- Create a material and substantial disruption of the orderly operation of the board meeting.

The board as a whole has the final decision in determining the appropriateness of all such rulings and can maintain order by removing those who are disruptive. However, the board recognizes the distinction between uncivil discourse, which it will not tolerate, and comments about the board, district, and/or staff that are negative yet still civil in nature. The board, and will exercise its authority to maintain order in a content neutral manner.

In addition to the public comment period during at the beginning of the meeting, the board may identify the ~~The board will also allow individuals to express an opinion prior to board action on~~ agenda items that ~~the board determines~~ require or would will benefit from additional opportunity for public comment. ~~Normally this opportunity will occur during the public comment period, but the board may provide additional opportunities as part of the meeting agenda before taking final action.~~ Individuals or groups who wish to present to the board on an agenda item are encouraged to request and schedule such presentations in advance. Opportunity for public comment—both oral and written—is required before the board adopts or amends a policy that is not expressly or by implication authorized under state or federal law, but which will promote the education of K-12 students, or will promote the effective, efficient, or safe management and operation of the district. Individuals wishing to be heard by the board will first be recognized by the Board President.

Cross Reference:

Board Policy 1220	Board Officers and Duties of Board Members
Board Policy 1410	Executive or Closed Sessions
Board Policy 1420	Proposed Agenda and Consent Agenda

Legal References:

RCW28A.330.020	Certain board elections, manner and vote required – Selection of personnel, manner
RCW 28A.320.040	Bylaws for board and school government
RCW 28A.330.070	Office of board - Records available for public inspection

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RCW 28A.343.370	Vacancies
RCW 28A.343.380	Meetings
RCW 28A.343.390	Quorum - Failure to attend meetings
RCW 42.30.030	Meetings declared open and public
RCW 42.30.050	Interruptions - Procedure
RCW 42.30.060	Ordinances, rules, resolutions, regulations, etc., adopted at public meetings – Notice – Secret voting prohibited
RCW 42.30.070	Times and places for meetings – Emergencies - Exception
RCW 42.30.080	Special Meetings
<u>RCW 9.41.280</u>	<u>Possessing dangerous weapons on school facilities — Penalty — Exceptions</u>
42 USC 12101-12213	Americans with Disabilities Act

Adopted: July 16, 2002

Revised: February 19, 2019

Second Reading/Revision: April 19, 2022

First Reading/Revision: November 15, 2022

BOARD POLICY

Policy No. 3411

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ACCOMMODATING STUDENTS WITH SEIZURE DISORDERS OR EPILEPSY

The district will develop and follow an individual health plan for each student with seizure disorder or epilepsy. Each individual health care plan will include an individual emergency plan element. The health plans will be updated annually, and more frequently as needed.

The board of directors shall designate a professional person licensed under chapter 18.71, 18.57, or 18.79 RCW as it applies to registered nurses and advanced registered nurse practitioners, to consult and coordinate with the student's parents and health care provider, and train and supervise the appropriate school district personnel in proper procedures for care for students with epilepsy or other seizure disorders to ensure a safe, therapeutic learning environment. Training required may also be provided by a national organization that offers training for school nurses for managing students with seizures and seizure training for school personnel.

In addition to adhering to the requirements of each individual health care plan, for the general care of students with seizure disorder or epilepsy, the district will:

- A. Acquire necessary parent requests and instructions for treatment;
- B. Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority;
- C. Provide sufficient and secure storage for medical equipment and medication provided by the parent;
- D. Establish school policy exceptions necessary to accommodate students' needs related to epilepsy or other seizure disorders, as described in the individual health plan;
- E. Ensure the development of individual emergency plans;
- F. Ensure the possession of legal documents for parent-designated adults to provide care, if needed;
- G. Ensure the review of each individual health plan at least annually; and
- H. Ensure each student's individual health care plan will be distributed to appropriate staff based on the student's needs and the staff member's contact with the student.

Parents of students with seizure disorders or epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate.

"Parent-designated adult" means a parent-designated adult who is not licensed under chapter 18.79 and: (A) Volunteers for the designation; (B) receives additional training from a health care professional or expert in care for epilepsy or other seizure disorders selected by the parents; and (C) provides care for the child consistent with the individual health plan.

A parent-designated adult may be a school district employee. Parent-designated adults who are school employees will file a voluntary, written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with seizures from the school nurse (~~insert title of appropriate~~

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~~staff member~~) or from a parent-selected health care professional or appropriate personnel from a national epilepsy organization that offers seizure training and education for school nurses and other school personnel. If a school district employee who is not licensed under chapter 18.79 RCW chooses not to file a letter under this section, the employee may not be subject to any employer reprisal or disciplinary action for refusing to file a letter.

Parent-designated adults who are not school employees are required to show evidence of comparable training and meet school district requirements for volunteers. Parent-designated adults must receive additional training from a parent-selected health care professional or expert in seizure care to provide the care requested by the parent. The ~~school nurse~~ ~~(insert appropriate staff member)~~ is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

The district, its employees, agents, or parent-designated adults who act in good faith and in substantial compliance with a student's individual health care plan and the instructions of the student's health care provider will not be criminally or civilly liable for services provided under RCW 28A.210.355.

Cross References:

Board Policy 5630 - Volunteers

Board Policy 3416 - Medication at School

Board Policy 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References:

42 U.S.C. §§ 12101 et seq. Americans with Disabilities Act

RCW 28A.210.350 – Students with diabetes or epilepsy or other seizure disorders

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EMERGENCIES

The district is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The district and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery.

Drills

~~Each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. These drills will teach students the following three basic functional drill responses:~~ Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Shelter-in-Place

Students will receive instruction so that in the case of a hazardous vapor release that doesn't allow time to evacuate the campus, they will be able to remain inside, and take the steps necessary to eliminate or minimize the health and safety hazard.

Lockdowns

Students will receive instruction so that in the event of the breach of security of a school building or campus; staff, students and visitors will be able to take positions in secure enclosures.

Evacuations

Students will receive instruction so that in the event the school or district needs to be evacuated, due to threats such as fires or oil train spills, they will be able to leave the building in the shortest time possible and take the safest route possible to another school or facility.

The above safety-related drills will incorporate the use of the school mapping information system in at least one of the drills.

These safety-related drills may also incorporate an earthquake drill using the state-approved earthquake safety technique "drop, cover, and hold."

The superintendent is directed to develop emergency evacuation procedures for each building.

Earthquakes

The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities shall be designed and maintained in a manner that recognizes the potential danger

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from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

The superintendent shall establish procedures should an earthquake occur while school is in session.

Bomb Threats

The superintendent shall establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

Emergency School Closure

When weather conditions or other circumstances make it unsafe to operate schools, the superintendent shall determine whether schools should be started late, closed for the day or transportation provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

Pandemic/Epidemic

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

The superintendent will establish procedures for the emergency closure of a building or department.

Legal References:

Board Policy 4310 District Relationships with Law Enforcement and other Government Agencies
RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules
RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations

Adopted: July 16, 2002

Revised: November 20, 2018

First Reading/Revision: November 15, 2022

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DISTRIBUTION OF MATERIALS TO STUDENTS/FAMILIES

The board recognizes that local nonprofit organizations may want to distribute materials in the school district that are non-curricular but that have social, recreational or educational value for students.

Flyers, from local nonprofit organizations, distributed in Walla Walla Public Schools must be submitted through the district's electronic flyer distribution platform and meet the district's E-Flyer Guidelines for Distribution and be approved by district staff. ~~Any nonprofit group wishing to distribute informational material must first submit, to the superintendent or a designee, a copy of the material and a completed request form. Generally, materials are approved to be posted in select areas of the campus at the discretion of the principal. Any materials and/or fliers approved to be disseminated individually to students are required to be translated, and copies made, at the expense of the requestor.~~

The primary purpose of the standards is to prevent the exploitation of students by individuals or groups.

It is the responsibility of the superintendent to draft procedures regarding this policy.

Cross References: 3220 - Freedom of Expression
 2340 - Religious-Related Activities and Practices

Revised: May 16, 2017

First Reading/Revision: November 15, 2022

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Policy No. 4210

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REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES

Unless specifically authorized by this policy, it is a violation of district policy for any person to knowingly carry a firearm or dangerous weapon on district property or on school-provided transportation, areas of other facilities being used exclusively for school activities, or areas of facilities being used for official meetings of the school board. The term “school premises”, includes property, or portion(s) of property ~~This prohibition applies to any facility~~ owned, rented, or leased by the District, when the property, or portion(s) of property, is being used exclusively for district activities. ~~If the District leases or rents part of a property for District use, firearms and dangerous weapons are prohibited on any portion of the premises where the district has the right of exclusive use.~~

~~Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is also a criminal offense.~~ It is the policy of this District that the presence of firearms and other dangerous weapons in the workplace or educational environment is to be minimized as much as possible. As such, the following activities are prohibited by this policy regardless of whether such possession would violate state law, and regardless of whether the weapon is secured in a vehicle or possessed by a person with a concealed weapons permit:

1. No District employee may bring any firearm or dangerous weapon onto any District property without prior authorization of the Superintendent.
2. No person or entity renting, leasing, or otherwise being granted the right to temporary use of District-owned property may possess, or allow its guests to possess, firearms or dangerous weapons on District-owned property.

The superintendent is directed to see that all school facilities post "Gun-Free Zone" signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the Superintendent of Public Instruction.

Dangerous Weapons

The term “dangerous weapons” under state law includes:

- Any firearm;
- Any device commonly known as “nunchaku sticks,” consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as “throwing stars,” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the

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device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;

- Any device, object, or instrument that is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade that is automatically released by a spring mechanism or other mechanical device;
 - Any knife having a blade that opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
 - Any razor with an unguarded blade;
- Any slung shot, sandbag, or sand club;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

Reporting Dangerous Weapons

Students

If the District believes that a student has violated this policy, an appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy.

Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis.

Further, the District may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.

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All expulsion and/or suspension and all other discipline of students who violate this policy will be subject to District Policy 3241 – Student Discipline.

Staff

If a District employee believes that another District employee has violated this policy, the employee will report his or her concerns to an appropriate school or District authority for further inquiry. Any disciplinary action of an employee who willfully violates this policy will be subject to District Policy 5281 – Disciplinary Action and Discharge.

Exceptions

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in District-authorized military or law enforcement or School Resource Officer activities;
- B. Persons involved in a District Superintendent authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in District Superintendent authorized firearm or air gun competitions;
- D. Any federal, state or local law enforcement officer;
- E. Students/faculty participating in official JROTC training or events; and
- F. Students/faculty participating in official criminal justice training or events.

The following persons who are over eighteen years of age, not employed by the District, not renting or leasing District facilities, and not enrolled as students may possess firearms on school property under only the following limited circumstances:

- A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and

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- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle. Pursuant to RCW 9.41.~~051~~050, no one may lawfully possess a loaded handgun in a vehicle unless the person has a valid concealed pistol permit.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized activity or class such as a martial arts class.

Personal Protection Spray

Persons over eighteen years of age, and persons between fourteen and eighteen years with written parental or guardian permission, may possess personal protection spray devices on school property. No one eighteen or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

Cross References:

Board Policy 3241 ~~Classroom~~ Student Discipline
Board Policy 4260 Use of School Facilities
Board Policy 5281 Disciplinary Action and Discharge
Board Policy 6112 Rental or lease of District Real Property

Legal References:

RCW 9A.16.020 Use of force – when lawful
9.41.250 Dangerous weapons - Penalty
9.41.280 Dangerous weapons on facilities - Penalty - Exceptions
9.91.160 Personal Protection Spray devices
9.94A.~~82~~25 Deadly weapon special verdict - definition
28A.600.420 Firearms on school premises, transportation, or facilities -- Penalty – Exemptions

Adopted: July 16, 2002

Revised: July 21, 2020

First Reading/Revision: November 15, 2022

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BOARD POLICY

Policy No. 4218

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LANGUAGE ACCESS ~~PLAN~~

The Board of Directors is committed to improving meaningful, two-way communication and promoting access to District programs, services and activities for students and their parents and families. The Board recognizes that students whose family members are multilingual English learners are assets to the community. It is crucial that the District seek to address language barriers and do so free of charge. ~~for students and parents who are English Language Learners (ELL).~~ To that end and as required by law, the Board of Directors requires the District will develop and adopt a plan for to implementing and maintaining a language access plan program that is culturally responsive, provides for systematic family engagement developed through meaningful stakeholder engagement, and is tailored to the District's current ELL parent population population of students and families who are considered multilingual English learners.

At a minimum, the District's plan for a language access plan program will adhere to the principles of an effective language access program for culturally responsive, systematic family engagement, which are:

- Accessibility and equity. This means that schools provide access to all; two-way communication is a priority and is woven into the design of all programs and services.
- Accountability and transparency. This means that the language access program and decision-making processes at all levels are: Open, accessible, and usable to families; readily available; continuously improved based on ongoing feedback from families and staff; and regulated by a clear and just complaint process.
- Responsive culture. This means that schools are safe, compassionate places where each family's opinions are heard, needs are met, and contributions are valued. School staff are humble and empathetic towards families.
- Focus on relationships. This means that schools seek to understand families without judgment on an individual level, building trust through respectful relationships that recognize the unique strengths that each family and student possesses.

~~incorporate the procedures that accompany this policy and address:~~

Parent Identification of Families Needing Language Access Services

The District will accurately and in a timely manner identify ~~ELL parents/family members of students~~ who are multilingual English learners and provide them information in a language they can understand regarding the language service resources available within the District.

Oral Interpretation

The District will take reasonable steps to provide ~~ELL parents/family members~~ who are considered multilingual English learners with competent oral interpretation of materials or information about any program, service, and activity provided to ~~non-ELL~~ ⁵⁴parents who are multilingual English learners and

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to facilitate any interaction with district staff significant to the student's education. The District will provide such services upon request ~~of the ELL parent(s)~~ and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation

The District will provide a written translation of vital documents for any group that constitutes at least 5 percent of the District's total parent population or 1000 persons, whichever is less. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District's Language Access Plan and Program related services or resources available;
- school closure information; and
- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand through competent oral interpretation.

Staff Guidance

The Superintendent will designate a staff member to serve as the Language Access Liaison/Coordinator, who will monitor and facilitate compliance with state and federal laws related to language access and family engagement. The Language Access Coordinator's name and contact information will be widely shared so parents, school staff, and community members may contact them to inquire about language access services.

All school administrators, particularly those who have the most interaction with the public such as registrars and enrollment staff, certificated staff and other appropriate staff as determined by the ~~superintendent~~ Language Access Liaison/Coordinator, will receive guidance on meaningful communication with ~~ELL~~ parents/family members who are considered multilingual English learners, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District and other information deemed necessary

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by the ~~superintendent~~ Language Access Coordinator/Liaison to effectuate the language access plan and program.

Appropriate district staff, as determined by the ~~superintendent~~ Language Access Coordinator/Liaison, will also receive guidance on the interaction between this policy and the District's policy on effective communication with students, families, and community members with disabilities.

The superintendent is authorized to establish procedures and practices for implementing this policy.

Cross references:

Board Policy 3210

Board Policy 4129

Board Policy 4217

Nondiscrimination

Family Involvement

Effective Communication

Legal references:

RCW28A.642

RCW 49.60

WAC 392-400

WAC 392-400-215

Title VI of the Civil Rights Act of 1964

Discrimination prohibition

Discrimination - Human Rights Commission

Discipline

Student rights

Adopted: October 18, 2016

Revised: November 21, 2017

First Reading/Revision: November 15, 2022

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BOARD POLICY

Policy No. 5001

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HIRING OF RETIRED SCHOOL EMPLOYEES

The Walla Walla school District will recruit, select and employ the best-qualified individuals as employees. The district may employ persons retired from the Teachers' Retirement System (TRS), the School Employees' Retirement System (SERS) or the Public Employees' Retirement System (PERS). A retired employee will only be rehired pursuant to this district policy.

TRS Plan 1 Retirees

TRS Plan 1 retirees who reenter employment more than one calendar month after their accrual date may be employed in a non-administrative position for up to 867 hours in a school year without suspension of their pension benefits.

Until July 1, 2025, TRS Plan 1 retirees who enter reemployment more than one calendar month after their accrual date may work in a school district in a non-administrative position for up to 1,040 hours in a school year and continue to receive their pension payments.

TRS Plan 2 & Plan 3 Retirees

TRS Plan 2 and Plan 3 retirees who reenter employment more than one calendar year after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

TRS Plan 2 and Plan 3 retirees who have retired under the alternate early retirement provisions of RCW 41.32.765(3)(b) or 41.32.875(3)(b) and who reenter employment more than one calendar month after their accrual date and after June 9, 2016, may be employed in a non-administrative capacity for up to 867 hours in a calendar year without suspension of their pension benefits.

Until July 1, 2025, TRS Plan 2 and Plan 3 retirees who enter reemployment more than one calendar month after their accrual date may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

SERS Plan 2 & 3 Retirees

SERS Plan 2 and Plan 3 retirees who reenter employment more than one calendar year after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

SERS Plan 2 and Plan 3 retirees who have retired under the alternate early retirement provisions of RCW 41.35.420(3)(b) and who reenter employment more than one calendar month after their accrual date may be employed in a non-administrative capacity for up to 867 hours in a calendar year without suspension of their pension benefits.

Until July 1, 2025, SERS Plan 2 and Plan 3 retirees who enter reemployment more than one calendar month after their accrual date, including those who have retired under the alternate early retirement

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provisions of RCW 41.35.420(3)(b) or 41.35.680(3)(b), may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

PERS Retirees

PERS retirees who reenter employment more than one calendar year after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

Until July 1, 2025, PERS retirees who enter reemployment more than 100 days after their accrual date, including those who have retired under the alternate early retirement provisions of RCW 41.40.630(3)(b) or 41.40.820(3)(b), may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments. ~~Until August 1, 2020, the district may employ teachers in TRS Plan 2 or 3 who have retired under the alternate early retirement provisions of RCW 41.32.765(3)(b) or RCW 41.32.875(3)(b). Such employment is subject to the following conditions: 1) One calendar month must have elapsed since the retiree's accrual date; 2) the retiree must be employed exclusively as either a substitute teacher as defined in RCW 41.32.010(48)(a) or in an instructional capacity (as opposed to an administrative or supervisory capacity); and 3) the district must compensate its substitute teachers at a rate that is at least 85% of the full daily amount allocated by the state to the district for substitute teacher compensation.~~

~~All retirees of TRS, SERS or PERS may work an annual threshold of eight hundred sixty seven (867) hours per year while receiving retirement benefits. The annual threshold for TRS Plan 1 retirees is calculated per fiscal year. All other plans are calculated per calendar year. Qualified hours are determined by whether the retiree works in an eligible position as defined by RCW 41.32.010(48)(a) or by the Department of Retirement Systems (DRS).~~

District Responsibilities

The district will abide by the following process when considering a retiree for employment:

1. The board of directors will approve a process for recruitment and selection of employees, including those vacancies for which a retiree applicant may be considered;
2. Applicant(s) will be evaluated and considered equally, selecting the candidate who best meets the needs of the district;
3. There will be no prearranged employment agreement or commitment to rehire an employee after retirement. Mere inquiries about post-retirement employment do not constitute an agreement;
4. Employment will be limited to a maximum of a one-year, non-continuing contract or appointment;

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5. Subject to any applicable bargaining agreements, vacancies filled by retirees will be annually reviewed by the board to determine whether the retiree will be rehired for another year of employment;
6. The district will provide the retiree with the same terms and conditions of employment as other appointees or employees in comparable positions with the exception of sick-leave cash-out; and
7. The district will report the number of hours worked by the retiree to DRS.

Retired Employee Responsibilities

The following conditions of employment will apply to retirees that are re-employed:

1. Retired applicants will disclose to the district whether they are retired from a Washington state retirement plan.
2. Employees must satisfy the DRS requirement for separation and retirement from service prior to accepting a retire/rehire position with the district.
3. Retirees are subject to the same collective bargaining membership as other one-year temporary employees.
4. Retirees are responsible for tracking service hours during post-retirement employment among multiple employers.

Cross References:

Board Policy 5610 - Substitute Employment

Board Policy 5050 – Contracts

Legal References:

[RCW 28A.405.900 Certain certificated employees exempt from chapter provisions](#)

[Chapter 41.32 RCW Teachers' retirement](#)

[RCW 41.32.570 Post-retirement employment—Reduction or suspension of pension payments](#)

[RCW 41.32.802 Reduction of retirement allowance upon reemployment or if covered by plan under](#)

[RCW 28B.10.400—Reestablishment of membership](#)

[RCW 41.32.862 Reduction of retirement allowance upon reemployment or if covered by plan under](#)

[RCW 28B.10.400—Reestablishment of membership](#)

[Chapter 41.35 RCW Washington school employees' retirement system](#)

[RCW 41.35.060 Reduction of retirement allowance upon reemployment or if covered by plan under](#)

[RCW 28B.10.400—Reestablishment of membership](#)

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Chapter 41.40 RCW Washington public employees' retirement system

RCW 41.40.037 Service by retirees—Break in employment requirement—Reduction of retirement allowance upon reemployment—Reestablishment of membership

~~Legal References: RCW 41.32 Teachers' retirement~~

~~RCW 41.40 Washington public employees' retirement system~~

Adopted by the Board: September 4, 2007

Revised: October 18, 2016

First Reading/Revision: November 15, 2022

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SEXUAL HARASSMENT OF STAFF PROHIBITED

The district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is made a term or condition, either stated or implied, in obtaining a work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

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Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or a third party involved in school district activities. A formal complaint filed by an employee or filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy and Procedures 3205.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

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Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent or designee will annually review ~~will make an annual report to the board reviewing~~ the use and efficacy of this policy and related procedures. ~~Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, and volunteers and parents in the review process.~~

Cross References:

Board Policy 3205 - Sexual Harassment of Students Prohibited
Board Policy 3207 - Prohibition of Harassment, Intimidation and Bullying
Board Policy 3210 - Nondiscrimination – Students
Board Policy 3211 - Transgender Students
Board Policy 3240 - Student Conduct Expectations and Reasonable Sanctions
Board Policy 3421 - Child Abuse, Neglect, and Exploitation Prevention
Board Policy 5010 - Nondiscrimination and Affirmative Action

Legal References:

RCW 28A.640.020 - Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies.

WAC 392-190-056-058 - Sexual Harassment
20 U.S.C. 1681-1688

Adopted: July 16, 2002

Revised: 10.07.03; 05.21.13; 08.15.17; December 14, 2021

First Reading/Revision: November 15, 2022

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NUTRITION, HEALTH, AND PHYSICAL EDUCATION

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who eat well-balanced meals and engage in regular exercise are more likely to learn in the classroom. Good nutrition and physical fitness are essential for the lifelong health and wellbeing of our district's youth. The board supports the district's increased emphasis on nutrition, health, physical education, and physical activity at all grade levels to enhance the well-being of the district's students. Therefore, it is the policy of the Board of Directors to provide students with access to nutritious food, emphasize health education and physical education, and provide students with opportunities for physical activity. The board also recognizes the benefits of scheduling at least 20 minutes of seat time for lunch for every student and scheduling recess before lunch for elementary students. Therefore, to the extent appropriate and feasible, the Superintendent will strive to identify and remove barriers to these practices.

Wellness Policy

The district, through the School Health Advisory Committee (SHAC), will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

Nutrition and Food Services Program

The Board of Directors supports the philosophy of the National School Lunch and School Breakfast Program and will provide wholesome and nutritious meals for children in the District's schools. The Board authorizes the Superintendent to administer the food services program, provided that any decision to enter into a contract with a food service management company will require the approval of the Board. Expenditures for food supplies shall not exceed the estimated revenues.

The Superintendent is responsible for:

- Annually distributing meal applications and determining eligibility for school meals;
- Protecting the identity of students eligible for free and reduced-price meals;
- Ensuring meals meet USDA meal pattern requirements;
- Ensuring meal periods are in compliance with USDA regulations;
- Establishing a Food Safety Plan;
- Determining meal prices annually;
- Using the full entitlement of USDA Foods;
- Maintaining a nonprofit school food service account;
- Ensuring all revenues are used solely for the school meal program;
- Establishing a meal charge policy; if not serving meals at no cost to students;
- Accommodating children with special dietary needs;
- Ensuring compliance with USDA nondiscrimination policies;
- Following proper procurement procedures; and
- Ensuring compliance with the Smart Snacks in School standards.

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Health and Physical Education Program

The District's K-12 health and physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge and skills to be physically active, eat nutritiously, to access reliable health information and services, communicate effectively, and set health-enhancing goals.

The District will ensure that the following requirements are met:

- All students in grades one through eight receive an average of one hundred instructional minutes per week of physical education per year.
- All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.
- Any student who is excused from participation on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with District policy.
- The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).
- All students have equal and equitable opportunities for health and physical education.
- All students, from kindergarten through grade 12, will have access to a quality, standards-based health and physical education program.
- OSPI- developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).

Additionally, school districts must conduct an annual review of their PE programs. The review must consist of numerous provisions, including:

- The number of individual students completing a PE class during the school year;
- The average number of minutes per week of PE received by students in grades 1 through 8, expressed in appropriate reporting ranges;
- The number of students granted waivers (excused from participation) from PE requirements;
- An indication of whether all PE classes are taught by instructors who possess a valid health and fitness endorsement;
- The PE class sizes, expressed in appropriate reporting ranges;
- An indication of whether, as a matter of policy or procedure, the district routinely modifies and adapts its PE curriculum for students with disabilities; and
- An indication of whether the district routinely excludes students from PE classes for disciplinary reasons.

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As a best practice and subject to available funding, the district will strive to ensure:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All schools will have certificated physical education teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

Physical Activity

Physical education class is not to be used or withheld as punishment for any reason. All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program (CSPAP) recommended by the Centers for Disease Control and Prevention, and will provide the following:

- Quality physical education;
- Physical activity during the school day (brain boosters/energizers);
- Extracurricular opportunities;
- Recess (which, under most circumstances, will not be used or withheld as punishment-);
- Family and community engagement;
- Staff wellness and health promotion;
- Promotion of active transportation; and
- School district facilities.

Cross References:

Board Policy 2150 - Co-Curricular Program

Board Policy 2151 - Interscholastic Activities

Board Policy 2161 - Special Education and Related Services for Eligible Students

Board Policy 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Board Policy 2410 - High School Graduation Requirements

Board Policy 3210 - Nondiscrimination

Board Policy 3422 - Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest

Board Policy 4260 - Use of School Facilities

Legal References:

RCW 28A.210.365 - Food choice, physical activity, childhood fitness — Minimum standards — District waiver or exemption policy.

RCW 28A.230.040 - Physical Education – Grades 1-8

RCW 28A.230.050 - Physical Education in High Schools

RCW 28A.230.095 - Essential academic learning requirements and assessments — Verification reports.

RCW 28A.235.120 - Meal Programs — Establishment and Operation — Personnel — Agreements

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RCW 28A.235.130 - Milk for children at school expense

RCW 28A.235.140 - School breakfast programs

RCW 28A.235.145 - School breakfast and lunch programs –Use of state funds

RCW 28A.235.150 - School breakfast and lunch programs – Grants to increase participation – Increased state support

RCW 28A.235.160 - Requirements to implement school breakfast, lunch and summer food service programs – Exemptions

RCW 28A.235.170 - Washington grown fresh fruit and vegetable grant program

RCW 28A.623.020 - Nonprofit program for elderly — Authorized — Restrictions

RCW 69.04 - Intrastate Commerce in Food, Drugs and Cosmetics

RCW 69.06.010 - Food and beverage service worker's permit — Filing, duration — Minimum training requirements

RCW 69.06.020 - Permit exclusive and valid throughout state — Fee

RCW 69.06.030 - Diseased persons — May not work — Employer may not hire

RCW 69.06.050 - Permit to be secured within fourteen days from time of employment.

RCW 69.06.070 - Limited duty permit

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

WAC 392-157-125 - Time for meals

WAC 392-410-135 - Physical Education – Grade school and high school requirement.

WAC 392-410-136 - Physical Education Requirement-Excuse

2 CFR Part 200 - Procurement

7 CFR, Parts 210 - and 220

7 CFR, Part 245.5

Adopted: July 19, 2005

Revised: 07.21.20; August 16, 2022

First Reading/Revision: November 15, 2022

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MEETING CONDUCT, ORDER OF BUSINESS AND QUORUM

The board will schedule its meetings in compliance with the law, and as deemed by the board to be in the best interests of the district and community. The board will function through (1) regular meetings, (2) special meetings, and (3) emergency meetings.

Regular Meetings: Business and Study Meetings

Annually, on or before August 31, the board will approve and advertise its regular meeting schedule for the upcoming school year. The schedule will identify the times, dates and locations for the board's regular business and study meetings. The board reserves the right to modify such meetings when necessary, provided public notification requirements are met. An agenda of the business that the board will transact will be posted on the district website not less than twenty-four (24) hours in advance of the published start time of the meeting.

If the board intends to hold regular meetings at places or times other than adopted, the board will provide notice of the meeting in the same manner as provided for special meetings. All regular meetings of the board will be held within the district boundaries.

Special Meetings

Special meetings may be called by the president or at the request of a majority of the board members. A written notice of a special meeting, stating the time and place of the special meeting and the business to be transacted, will be provided to each board member. Written notice will also be delivered to each newspaper and radio or television station that has filed a written request for such notices. Written notice may be delivered personally, by mail, facsimile or email~~electronic mail~~. The notice must be posted on the district's website.

The district must also prominently display the notice at the main entrance of the district's headquarters as well as at the location of the meeting if the meeting is held at a location other than the headquarters. During a declared emergency that prevents a meeting from being held in-person with reasonable safety, the district may post notice of a remote meeting without a physical location on the district website, or the website hosted or shared by another agency.

All required notices must be delivered or posted not less than twenty-four (24) hours prior to the meeting.

A board member waives the written notice requirement if that board member~~he or she~~:

1. Submits a written waiver of notice to the board secretary at or prior to the time the meeting convenes. The waiver may be given by telegram, fax, or email~~electronic mail~~; or
2. Is actually present at the time the meeting convenes.

The board will not take final disposition on any matter other than those items stated in the meeting notice. If the district calls a special meeting of the board to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage, or when the required notice cannot be posted or displayed with reasonable safety, including but not limited

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to declared emergencies in which travel to physically post notice is barred or advised against, the board may meet immediately with no prior notice.

Emergency Meetings

~~In the event of an emergency involving fire, flood, earthquake, possible personal injury or property damage, the board may meet immediately and take official action without prior notification.~~

If the district determines, by reason of fire, flood, earthquake, or other emergency, that there is a need for expedited action by the board to meet the emergency, the president may provide for a meeting site other than the regular meeting site, for a remote meeting without a physical location, or for a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency. The president may provide for an emergency meeting without providing notice.

If, after the declaration of an emergency by a local or state government or agency, or by the federal government, the district determines that it cannot hold a board meeting with its members or with public attendance in person with reasonable safety because of the emergency, the district will either:

1. Hold a remote meeting without a physical location, or
2. Hold a meeting at which the physical attendance by some or all members of the public is limited due to the declared emergency.

Members of the board may appear at a remote meeting telephonically or by other electronic means that allows for real-time, remote communication.

For a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency, the district must provide an option for the public to listen to the proceedings telephonically or by using a readily available alternative in real-time that does not require any additional cost to access the program.

The district will provide notice for remote meetings or meetings at which the physical attendance by some or all members of the public is limited due to a declared emergency according to this Policy. The notice for meetings pursuant to a declared emergency must include instructions on how the public may listen live to proceedings and how the public may access any other electronic means of remote access offered by the district.

The district will not take final disposition on any matter during a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency unless the district has provided an option for the public to listen to the proceedings, except for an executive session, pursuant to this Policy.

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The board will give proper public notice for any special meeting; or whenever a regular meeting is adjourned to another time; ~~or when a regular meeting is to be held at a place other than formally approved.~~ The board may provide notice for an emergency meeting in accordance with this Policy.

All meetings will be open to the public with the exception of executive or closed sessions authorized by law. The board will take final action resulting from executive session discussions during a meeting open to the public as required by law.

Individuals with disabilities who may need a modification to participate in a meeting, and those who may have difficulty attending a meeting in person due to conditions such as physical mobility limitations, should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

During the interim between meetings, the office of the superintendent, as board secretary, will be the office of the board. The district's public records will be open for inspection in the manner provided by and subject to the limitation of the law.

Live Video Broadcasting and Recording

In an effort to maximize public viewership and transparency, the board intends to live video broadcast and record all regular business meetings for those interested in viewing remotely or at a later date. Additionally, if spectator capacity or other exigent circumstances warrant, the board may choose to broadcast and record study, special or emergency meetings. Information on how to access the live stream feature and recording, when available, will be included in the public notice.

Quorum and Voting

A quorum consists of the majority of all board members. For school boards with five members, three board members constitute a quorum. A quorum is required for the transaction of business, including voting. Board members are not required to be physically present to attend a board meeting. Any or all board members may attend a board meeting and vote via any communication platform that provides real-time verbal ~~simultaneous aural~~ communication without being in the same physical location with those in attendance.

Additionally, any meeting held via a communication platform must: 1) include proper notice with any required passwords or authorization codes; 2) be known and accessible to the public; and 3) reasonably accommodate any member of the public who wishes to participate.

The board will take no action by secret ballot at any meeting required to be open to the public. The board votes on motions and resolutions as outlined and allowed by Roberts Rules of Order (Revised), Art, VII. However, a majority vote of *all* board members is required to elect or select a superintendent or board officer, or fill a vacancy on the board, and the board must vote on these matters by an oral roll call. The board will vote by an oral roll call whenever required by law.

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Meeting Conduct and Order of Business

The board will conduct all board meetings in a civil, orderly, and business-like manner. The board uses Roberts Rules of Order (Revised) as a guide, except when board bylaws or policies supersede such rules. During board meetings, board members will refrain from communicating electronically (e.g., by e-mail, text, social media) with their fellow board members.

The board will use the agenda to establish its regular order of business. However, either the superintendent or a board member may request additions or changes to the prepared agenda, and the board may adopt a revised agenda or order of business by a majority vote of the board members present. After adoption, motions to amend the agenda require two-thirds or larger majorities to pass. At a special meeting, the board may take final action only on that business contained in the notice of the special meeting.

It is unlawful for any member of the public to knowingly carry onto, or to possess on, any area of a facility being used for official school board meetings, a dangerous weapon, including but not limited to a firearm, "nun-chu-ka sticks," "throwing stars," air gun or pistol, stun gun, or other dangerous weapon as listed in RCW 9.41.280. The board will ensure that signs providing notice of the restrictions on possession of firearms and other weapons are posted at facilities being used for official meetings of the board.

Public Attendance and Comment

Any member of the public may attend board meetings. The board may ask, but will not require people to sign in, complete questionnaires, or establish other conditions for attendance.

The board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of public comment, with the exception of emergency situations, the board will provide a period at or before every during regular business meetings at which final action is to take place for public comment. During public comment period, when visitors may address the board on any topic within the scope of the board's responsibility. Public comment may occur orally or through written comments submitted before the meeting. Written comments must adhere to the standards of civility discussed below and must be received by 12:00 noon the day of the board meeting. All written public comments timely submitted will be distributed to each board member.

The board may structure the oral public comment period, including determining the total time allotted for public comment and equally apportioning the minutes for each speaker. The board is not obligated to provide additional public comment time to accommodate everyone in attendance who wishes to speak. Any structure the board imposes will be content neutral.

The board may require those who wish to speak (but not all attendees) to sign in so that the board has a tally of individuals who wish to speak and can call them forward. When called forward, individuals will identify themselves and proceed to make comments within the time limits established by the board. The Board President may adjust time limits as needed to comply with the agenda. The board is not obligated to respond to questions or challenges made during the public comment period and the board's silence

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will not signal agreement or endorsement of the speaker's remarks. The board may control the time, place, and manner of public comment. The president may terminate an individual's statement when the allotted time has passed and may interrupt a speaker to require the same standard of civility that the board imposes on itself. Examples of uncivil comments include comments that:

- Are libelous or slanderous under a legal standard;
- Are an unwarranted invasion of privacy;
- Are obscene or indecent pursuant to the Federal Communications Act or any rule or regulation of the Federal Communications Commission;
- Violate school district policy or procedure related to harassment, intimidation, bullying, or discrimination;
- Incite an unlawful act on school premises or violate a lawful school regulation; or
- Create a material and substantial disruption of the orderly operation of the board meeting.

The board as a whole has the final decision in determining the appropriateness of all such rulings and can maintain order by removing those who are disruptive. However, the board recognizes the distinction between uncivil discourse, which it will not tolerate, and comments about the board, district, and/or staff that are negative yet still civil in nature. The board, and will exercise its authority to maintain order in a content neutral manner.

In addition to the public comment period during at the beginning of the meeting, the board may identify the ~~The board will also allow individuals to express an opinion prior to board action on~~ agenda items that ~~the board determines~~ require or would will benefit from additional opportunity for public comment. ~~Normally this opportunity will occur during the public comment period, but the board may provide additional opportunities as part of the meeting agenda before taking final action.~~ Individuals or groups who wish to present to the board on an agenda item are encouraged to request and schedule such presentations in advance. Opportunity for public comment—both oral and written—is required before the board adopts or amends a policy that is not expressly or by implication authorized under state or federal law, but which will promote the education of K-12 students, or will promote the effective, efficient, or safe management and operation of the district. Individuals wishing to be heard by the board will first be recognized by the Board President.

Cross Reference:

Board Policy 1220	Board Officers and Duties of Board Members
Board Policy 1410	Executive or Closed Sessions
Board Policy 1420	Proposed Agenda and Consent Agenda

Legal References:

RCW28A.330.020	Certain board elections, manner and vote required – Selection of personnel, manner
RCW 28A.320.040	Bylaws for board and school government
RCW 28A.330.070	Office of board - Records available for public inspection

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RCW 28A.343.370	Vacancies
RCW 28A.343.380	Meetings
RCW 28A.343.390	Quorum - Failure to attend meetings
RCW 42.30.030	Meetings declared open and public
RCW 42.30.050	Interruptions - Procedure
RCW 42.30.060	Ordinances, rules, resolutions, regulations, etc., adopted at public meetings – Notice – Secret voting prohibited
RCW 42.30.070	Times and places for meetings – Emergencies - Exception
RCW 42.30.080	Special Meetings
<u>RCW 9.41.280</u>	<u>Possessing dangerous weapons on school facilities — Penalty — Exceptions</u>
42 USC 12101-12213	Americans with Disabilities Act

Adopted: July 16, 2002

Revised: February 19, 2019

Second Reading/Revision: April 19, 2022

First Reading/Revision: November 15, 2022

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Policy No. 3411

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ACCOMMODATING STUDENTS WITH SEIZURE DISORDERS OR EPILEPSY

The district will develop and follow an individual health plan for each student with seizure disorder or epilepsy. Each individual health care plan will include an individual emergency plan element. The health plans will be updated annually, and more frequently as needed.

The board of directors shall designate a professional person licensed under chapter 18.71, 18.57, or 18.79 RCW as it applies to registered nurses and advanced registered nurse practitioners, to consult and coordinate with the student's parents and health care provider, and train and supervise the appropriate school district personnel in proper procedures for care for students with epilepsy or other seizure disorders to ensure a safe, therapeutic learning environment. Training required may also be provided by a national organization that offers training for school nurses for managing students with seizures and seizure training for school personnel.

In addition to adhering to the requirements of each individual health care plan, for the general care of students with seizure disorder or epilepsy, the district will:

- A. Acquire necessary parent requests and instructions for treatment;
- B. Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority;
- C. Provide sufficient and secure storage for medical equipment and medication provided by the parent;
- D. Establish school policy exceptions necessary to accommodate students' needs related to epilepsy or other seizure disorders, as described in the individual health plan;
- E. Ensure the development of individual emergency plans;
- F. Ensure the possession of legal documents for parent-designated adults to provide care, if needed;
- G. Ensure the review of each individual health plan at least annually; and
- H. Ensure each student's individual health care plan will be distributed to appropriate staff based on the student's needs and the staff member's contact with the student.

Parents of students with seizure disorders or epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate.

"Parent-designated adult" means a parent-designated adult who is not licensed under chapter 18.79 and: (A) Volunteers for the designation; (B) receives additional training from a health care professional or expert in care for epilepsy or other seizure disorders selected by the parents; and (C) provides care for the child consistent with the individual health plan.

A parent-designated adult may be a school district employee. Parent-designated adults who are school employees will file a voluntary, written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with seizures from the school nurse (~~insert title of appropriate~~

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~~staff member~~) or from a parent-selected health care professional or appropriate personnel from a national epilepsy organization that offers seizure training and education for school nurses and other school personnel. If a school district employee who is not licensed under chapter 18.79 RCW chooses not to file a letter under this section, the employee may not be subject to any employer reprisal or disciplinary action for refusing to file a letter.

Parent-designated adults who are not school employees are required to show evidence of comparable training and meet school district requirements for volunteers. Parent-designated adults must receive additional training from a parent-selected health care professional or expert in seizure care to provide the care requested by the parent. The school nurse (~~insert appropriate staff member~~) is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

The district, its employees, agents, or parent-designated adults who act in good faith and in substantial compliance with a student's individual health care plan and the instructions of the student's health care provider will not be criminally or civilly liable for services provided under RCW 28A.210.355.

Cross References:

Board Policy 5630 - Volunteers

Board Policy 3416 - Medication at School

Board Policy 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References:

42 U.S.C. §§ 12101 et seq. Americans with Disabilities Act

RCW 28A.210.350 – Students with diabetes or epilepsy or other seizure disorders

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EMERGENCIES

The district is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The district and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery.

Drills

~~Each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. These drills will teach students the following three basic functional drill responses:~~ Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Shelter-in-Place

Students will receive instruction so that in the case of a hazardous vapor release that doesn't allow time to evacuate the campus, they will be able to remain inside, and take the steps necessary to eliminate or minimize the health and safety hazard.

Lockdowns

Students will receive instruction so that in the event of the breach of security of a school building or campus; staff, students and visitors will be able to take positions in secure enclosures.

Evacuations

Students will receive instruction so that in the event the school or district needs to be evacuated, due to threats such as fires or oil train spills, they will be able to leave the building in the shortest time possible and take the safest route possible to another school or facility.

The above safety-related drills will incorporate the use of the school mapping information system in at least one of the drills.

These safety-related drills may also incorporate an earthquake drill using the state-approved earthquake safety technique "drop, cover, and hold."

The superintendent is directed to develop emergency evacuation procedures for each building.

Earthquakes

The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. Facilities shall be designed and maintained in a manner that recognizes the potential danger

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from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

The superintendent shall establish procedures should an earthquake occur while school is in session.

Bomb Threats

The superintendent shall establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

Emergency School Closure

When weather conditions or other circumstances make it unsafe to operate schools, the superintendent shall determine whether schools should be started late, closed for the day or transportation provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

Pandemic/Epidemic

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

The superintendent will establish procedures for the emergency closure of a building or department.

Legal References:

Board Policy 4310 District Relationships with Law Enforcement and other Government Agencies
RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules
RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations

Adopted: July 16, 2002

Revised: November 20, 2018

First Reading/Revision: November 15, 2022

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DISTRIBUTION OF MATERIALS TO STUDENTS/FAMILIES

The board recognizes that local nonprofit organizations may want to distribute materials in the school district that are non-curricular but that have social, recreational or educational value for students.

Flyers, from local nonprofit organizations, distributed in Walla Walla Public Schools must be submitted through the district's electronic flyer distribution platform and meet the district's E-Flyer Guidelines for Distribution and be approved by district staff. ~~Any nonprofit group wishing to distribute informational material must first submit, to the superintendent or a designee, a copy of the material and a completed request form. Generally, materials are approved to be posted in select areas of the campus at the discretion of the principal. Any materials and/or fliers approved to be disseminated individually to students are required to be translated, and copies made, at the expense of the requestor.~~

The primary purpose of the standards is to prevent the exploitation of students by individuals or groups.

It is the responsibility of the superintendent to draft procedures regarding this policy.

Cross References: 3220 - Freedom of Expression
 2340 - Religious-Related Activities and Practices

Revised: May 16, 2017

First Reading/Revision: November 15, 2022

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REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES

Unless specifically authorized by this policy, it is a violation of district policy for any person to knowingly carry a firearm or dangerous weapon on district property or on school-provided transportation, areas of other facilities being used exclusively for school activities, or areas of facilities being used for official meetings of the school board. The term “school premises”, includes property, or portion(s) of property ~~This prohibition applies to any facility~~ owned, rented, or leased by the District, when the property, or portion(s) of property, is being used exclusively for district activities. ~~If the District leases or rents part of a property for District use, firearms and dangerous weapons are prohibited on any portion of the premises where the district has the right of exclusive use.~~

~~Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is also a criminal offense.~~ It is the policy of this District that the presence of firearms and other dangerous weapons in the workplace or educational environment is to be minimized as much as possible. As such, the following activities are prohibited by this policy regardless of whether such possession would violate state law, and regardless of whether the weapon is secured in a vehicle or possessed by a person with a concealed weapons permit:

1. No District employee may bring any firearm or dangerous weapon onto any District property without prior authorization of the Superintendent.
2. No person or entity renting, leasing, or otherwise being granted the right to temporary use of District-owned property may possess, or allow its guests to possess, firearms or dangerous weapons on District-owned property.

The superintendent is directed to see that all school facilities post "Gun-Free Zone" signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the Superintendent of Public Instruction.

Dangerous Weapons

The term “dangerous weapons” under state law includes:

- Any firearm;
- Any device commonly known as “nunchaku sticks,” consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as “throwing stars,” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the

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device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;

- Any device, object, or instrument that is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
 - Any dirk or dagger;
 - Any knife with a blade longer than three inches;
 - Any knife with a blade that is automatically released by a spring mechanism or other mechanical device;
 - Any knife having a blade that opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
 - Any razor with an unguarded blade;
- Any slung shot, sandbag, or sand club;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

Reporting Dangerous Weapons

Students

If the District believes that a student has violated this policy, an appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy.

Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to RCW 28A.600.420. The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis.

Further, the District may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.

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All expulsion and/or suspension and all other discipline of students who violate this policy will be subject to District Policy 3241 – Student Discipline.

Staff

If a District employee believes that another District employee has violated this policy, the employee will report his or her concerns to an appropriate school or District authority for further inquiry. Any disciplinary action of an employee who willfully violates this policy will be subject to District Policy 5281 – Disciplinary Action and Discharge.

Exceptions

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in District-authorized military or law enforcement or School Resource Officer activities;
- B. Persons involved in a District Superintendent authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in District Superintendent authorized firearm or air gun competitions;
- D. Any federal, state or local law enforcement officer;
- E. Students/faculty participating in official JROTC training or events; and
- F. Students/faculty participating in official criminal justice training or events.

The following persons who are over eighteen years of age, not employed by the District, not renting or leasing District facilities, and not enrolled as students may possess firearms on school property under only the following limited circumstances:

- A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and

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- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle. Pursuant to RCW 9.41.~~051~~050, no one may lawfully possess a loaded handgun in a vehicle unless the person has a valid concealed pistol permit.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized activity or class such as a martial arts class.

Personal Protection Spray

Persons over eighteen years of age, and persons between fourteen and eighteen years with written parental or guardian permission, may possess personal protection spray devices on school property. No one eighteen or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

Cross References:

Board Policy 3241 ~~Classroom~~ Student Discipline
Board Policy 4260 Use of School Facilities
Board Policy 5281 Disciplinary Action and Discharge
Board Policy 6112 Rental or lease of District Real Property

Legal References:

RCW 9A.16.020 Use of force – when lawful
9.41.250 Dangerous weapons - Penalty
9.41.280 Dangerous weapons on facilities - Penalty - Exceptions
9.91.160 Personal Protection Spray devices
9.94A.~~82~~25 Deadly weapon special verdict - definition
28A.600.420 Firearms on school premises, transportation, or facilities -- Penalty – Exemptions

Adopted: July 16, 2002

Revised: July 21, 2020

First Reading/Revision: November 15, 2022

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Policy No. 4218

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LANGUAGE ACCESS ~~PLAN~~

The Board of Directors is committed to improving meaningful, two-way communication and promoting access to District programs, services and activities for students and their parents and families. The Board recognizes that students whose family members are multilingual English learners are assets to the community. It is crucial that the District seek to address language barriers and do so free of charge. ~~for students and parents who are English Language Learners (ELL)~~. To that end and as required by law, the Board of Directors requires the District will develop and adopt a plan for to implementing and maintaining a language access plan program that is culturally responsive, provides for systematic family engagement developed through meaningful stakeholder engagement, and is tailored to the District's current ELL parent population population of students and families who are considered multilingual English learners.

At a minimum, the District's plan for a language access plan program will adhere to the principles of an effective language access program for culturally responsive, systematic family engagement, which are:

- Accessibility and equity. This means that schools provide access to all; two-way communication is a priority and is woven into the design of all programs and services.
- Accountability and transparency. This means that the language access program and decision-making processes at all levels are: Open, accessible, and usable to families; readily available; continuously improved based on ongoing feedback from families and staff; and regulated by a clear and just complaint process.
- Responsive culture. This means that schools are safe, compassionate places where each family's opinions are heard, needs are met, and contributions are valued. School staff are humble and empathetic towards families.
- Focus on relationships. This means that schools seek to understand families without judgment on an individual level, building trust through respectful relationships that recognize the unique strengths that each family and student possesses.

~~incorporate the procedures that accompany this policy and address:~~

Parent Identification of Families Needing Language Access Services

The District will accurately and in a timely manner identify ~~ELL parents/family members of students~~ who are multilingual English learners and provide them information in a language they can understand regarding the language service resources available within the District.

Oral Interpretation

The District will take reasonable steps to provide ~~ELL parents/family members~~ who are considered multilingual English learners with competent oral interpretation of materials or information about any program, service, and activity provided to ~~non-ELL parents~~ who are multilingual English learners and

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to facilitate any interaction with district staff significant to the student's education. The District will provide such services upon request ~~of the ELL parent(s)~~ and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation

The District will provide a written translation of vital documents for any group that constitutes at least 5 percent of the District's total parent population or 1000 persons, whichever is less. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District's Language Access Plan and Program related services or resources available;
- school closure information; and
- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand through competent oral interpretation.

Staff Guidance

The Superintendent will designate a staff member to serve as the Language Access Liaison/Coordinator, who will monitor and facilitate compliance with state and federal laws related to language access and family engagement. The Language Access Coordinator's name and contact information will be widely shared so parents, school staff, and community members may contact them to inquire about language access services.

All school administrators, particularly those who have the most interaction with the public such as registrars and enrollment staff, certificated staff and other appropriate staff as determined by the ~~superintendent~~ Language Access Liaison/Coordinator, will receive guidance on meaningful communication with ~~ELL~~ parents/family members who are considered multilingual English learners, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District and other information deemed necessary

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by the ~~superintendent~~ Language Access Coordinator/Liaison to effectuate the language access plan and program.

Appropriate district staff, as determined by the ~~superintendent~~ Language Access Coordinator/Liaison, will also receive guidance on the interaction between this policy and the District's policy on effective communication with students, families, and community members with disabilities.

The superintendent is authorized to establish procedures and practices for implementing this policy.

Cross references:

Board Policy 3210

Board Policy 4129

Board Policy 4217

Nondiscrimination

Family Involvement

Effective Communication

Legal references:

RCW28A.642

RCW 49.60

WAC 392-400

WAC 392-400-215

Title VI of the Civil Rights Act of 1964

Discrimination prohibition

Discrimination - Human Rights Commission

Discipline

Student rights

Adopted: October 18, 2016

Revised: November 21, 2017

First Reading/Revision: November 15, 2022

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Policy No. 5001

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HIRING OF RETIRED SCHOOL EMPLOYEES

The Walla Walla school District will recruit, select and employ the best-qualified individuals as employees. The district may employ persons retired from the Teachers' Retirement System (TRS), the School Employees' Retirement System (SERS) or the Public Employees' Retirement System (PERS). A retired employee will only be rehired pursuant to this district policy.

TRS Plan 1 Retirees

TRS Plan 1 retirees who reenter employment more than one calendar month after their accrual date may be employed in a non-administrative position for up to 867 hours in a school year without suspension of their pension benefits.

Until July 1, 2025, TRS Plan 1 retirees who enter reemployment more than one calendar month after their accrual date may work in a school district in a non-administrative position for up to 1,040 hours in a school year and continue to receive their pension payments.

TRS Plan 2 & Plan 3 Retirees

TRS Plan 2 and Plan 3 retirees who reenter employment more than one calendar year after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

TRS Plan 2 and Plan 3 retirees who have retired under the alternate early retirement provisions of RCW 41.32.765(3)(b) or 41.32.875(3)(b) and who reenter employment more than one calendar month after their accrual date and after June 9, 2016, may be employed in a non-administrative capacity for up to 867 hours in a calendar year without suspension of their pension benefits.

Until July 1, 2025, TRS Plan 2 and Plan 3 retirees who enter reemployment more than one calendar month after their accrual date may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

SERS Plan 2 & 3 Retirees

SERS Plan 2 and Plan 3 retirees who reenter employment more than one calendar year after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

SERS Plan 2 and Plan 3 retirees who have retired under the alternate early retirement provisions of RCW 41.35.420(3)(b) and who reenter employment more than one calendar month after their accrual date may be employed in a non-administrative capacity for up to 867 hours in a calendar year without suspension of their pension benefits.

Until July 1, 2025, SERS Plan 2 and Plan 3 retirees who enter reemployment more than one calendar month after their accrual date, including those who have retired under the alternate early retirement

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provisions of RCW 41.35.420(3)(b) or 41.35.680(3)(b), may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments.

PERS Retirees

PERS retirees who reenter employment more than one calendar year after their accrual date may be employed in an eligible position as defined in RCW 41.32.010, 41.35.010, or 41.40.010 for up to 867 hours in a calendar year without suspension of their pension benefits.

Until July 1, 2025, PERS retirees who enter reemployment more than 100 days after their accrual date, including those who have retired under the alternate early retirement provisions of RCW 41.40.630(3)(b) or 41.40.820(3)(b), may work in a school district in a non-administrative position for up to 1,040 hours in a calendar year and continue to receive their pension payments. ~~Until August 1, 2020, the district may employ teachers in TRS Plan 2 or 3 who have retired under the alternate early retirement provisions of RCW 41.32.765(3)(b) or RCW 41.32.875(3)(b). Such employment is subject to the following conditions: 1) One calendar month must have elapsed since the retiree's accrual date; 2) the retiree must be employed exclusively as either a substitute teacher as defined in RCW 41.32.010(48)(a) or in an instructional capacity (as opposed to an administrative or supervisory capacity); and 3) the district must compensate its substitute teachers at a rate that is at least 85% of the full daily amount allocated by the state to the district for substitute teacher compensation.~~

~~All retirees of TRS, SERS or PERS may work an annual threshold of eight hundred sixty seven (867) hours per year while receiving retirement benefits. The annual threshold for TRS Plan 1 retirees is calculated per fiscal year. All other plans are calculated per calendar year. Qualified hours are determined by whether the retiree works in an eligible position as defined by RCW 41.32.010(48)(a) or by the Department of Retirement Systems (DRS).~~

District Responsibilities

The district will abide by the following process when considering a retiree for employment:

1. The board of directors will approve a process for recruitment and selection of employees, including those vacancies for which a retiree applicant may be considered;
2. Applicant(s) will be evaluated and considered equally, selecting the candidate who best meets the needs of the district;
3. There will be no prearranged employment agreement or commitment to rehire an employee after retirement. Mere inquiries about post-retirement employment do not constitute an agreement;
4. Employment will be limited to a maximum of a one-year, non-continuing contract or appointment;

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5. Subject to any applicable bargaining agreements, vacancies filled by retirees will be annually reviewed by the board to determine whether the retiree will be rehired for another year of employment;
6. The district will provide the retiree with the same terms and conditions of employment as other appointees or employees in comparable positions with the exception of sick-leave cash-out; and
7. The district will report the number of hours worked by the retiree to DRS.

Retired Employee Responsibilities

The following conditions of employment will apply to retirees that are re-employed:

1. Retired applicants will disclose to the district whether they are retired from a Washington state retirement plan.
2. Employees must satisfy the DRS requirement for separation and retirement from service prior to accepting a retire/rehire position with the district.
3. Retirees are subject to the same collective bargaining membership as other one-year temporary employees.
4. Retirees are responsible for tracking service hours during post-retirement employment among multiple employers.

Cross References:

Board Policy 5610 - Substitute Employment

Board Policy 5050 – Contracts

Legal References:

[RCW 28A.405.900 Certain certificated employees exempt from chapter provisions](#)

[Chapter 41.32 RCW Teachers' retirement](#)

[RCW 41.32.570 Post-retirement employment—Reduction or suspension of pension payments](#)

[RCW 41.32.802 Reduction of retirement allowance upon reemployment or if covered by plan under](#)

[RCW 28B.10.400—Reestablishment of membership](#)

[RCW 41.32.862 Reduction of retirement allowance upon reemployment or if covered by plan under](#)

[RCW 28B.10.400—Reestablishment of membership](#)

[Chapter 41.35 RCW Washington school employees' retirement system](#)

[RCW 41.35.060 Reduction of retirement allowance upon reemployment or if covered by plan under](#)

[RCW 28B.10.400—Reestablishment of membership](#)

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Chapter 41.40 RCW Washington public employees' retirement system

RCW 41.40.037 Service by retirees—Break in employment requirement—Reduction of retirement allowance upon reemployment—Reestablishment of membership

~~Legal References: RCW 41.32 Teachers' retirement~~

~~RCW 41.40 Washington public employees' retirement system~~

Adopted by the Board: September 4, 2007

Revised: October 18, 2016

First Reading/Revision: November 15, 2022

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SEXUAL HARASSMENT OF STAFF PROHIBITED

The district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communications that interferes with an individual's employment performance or creates an intimidation, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is made a term or condition, either stated or implied, in obtaining a work opportunity or other benefit;
- sexual demands where submission or rejection is a factor in a work or other school-related decision affecting an individual.

A "hostile environment" for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidation, hostile, or abusive.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sexual harassment, eliminate the hostile environment, prevent its occurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report, complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

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Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or a third party involved in school district activities. A formal complaint filed by an employee or filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy and Procedures 3205.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

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Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent or designee will annually review ~~will make an annual report to the board reviewing~~ the use and efficacy of this policy and related procedures. ~~Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, and volunteers and parents in the review process.~~

Cross References:

Board Policy 3205 - Sexual Harassment of Students Prohibited
Board Policy 3207 - Prohibition of Harassment, Intimidation and Bullying
Board Policy 3210 - Nondiscrimination – Students
Board Policy 3211 - Transgender Students
Board Policy 3240 - Student Conduct Expectations and Reasonable Sanctions
Board Policy 3421 - Child Abuse, Neglect, and Exploitation Prevention
Board Policy 5010 - Nondiscrimination and Affirmative Action

Legal References:

RCW 28A.640.020 - Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies.

WAC 392-190-056-058 - Sexual Harassment
20 U.S.C. 1681-1688

Adopted: July 16, 2002

Revised: 10.07.03; 05.21.13; 08.15.17; December 14, 2021

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NUTRITION, HEALTH, AND PHYSICAL EDUCATION

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who eat well-balanced meals and engage in regular exercise are more likely to learn in the classroom. Good nutrition and physical fitness are essential for the lifelong health and wellbeing of our district's youth. The board supports the district's increased emphasis on nutrition, health, physical education, and physical activity at all grade levels to enhance the well-being of the district's students. Therefore, it is the policy of the Board of Directors to provide students with access to nutritious food, emphasize health education and physical education, and provide students with opportunities for physical activity. The board also recognizes the benefits of scheduling at least 20 minutes of seat time for lunch for every student and scheduling recess before lunch for elementary students. Therefore, to the extent appropriate and feasible, the Superintendent will strive to identify and remove barriers to these practices.

Wellness Policy

The district, through the School Health Advisory Committee (SHAC), will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

Nutrition and Food Services Program

The Board of Directors supports the philosophy of the National School Lunch and School Breakfast Program and will provide wholesome and nutritious meals for children in the District's schools. The Board authorizes the Superintendent to administer the food services program, provided that any decision to enter into a contract with a food service management company will require the approval of the Board. Expenditures for food supplies shall not exceed the estimated revenues.

The Superintendent is responsible for:

- Annually distributing meal applications and determining eligibility for school meals;
- Protecting the identity of students eligible for free and reduced-price meals;
- Ensuring meals meet USDA meal pattern requirements;
- Ensuring meal periods are in compliance with USDA regulations;
- Establishing a Food Safety Plan;
- Determining meal prices annually;
- Using the full entitlement of USDA Foods;
- Maintaining a nonprofit school food service account;
- Ensuring all revenues are used solely for the school meal program;
- Establishing a meal charge policy; if not serving meals at no cost to students;
- Accommodating children with special dietary needs;
- Ensuring compliance with USDA nondiscrimination policies;
- Following proper procurement procedures; and
- Ensuring compliance with the Smart Snacks in School standards.

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Health and Physical Education Program

The District's K-12 health and physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge and skills to be physically active, eat nutritiously, to access reliable health information and services, communicate effectively, and set health-enhancing goals.

The District will ensure that the following requirements are met:

- All students in grades one through eight receive an average of one hundred instructional minutes per week of physical education per year.
- All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.
- Any student who is excused from participation on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with District policy.
- The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).
- All students have equal and equitable opportunities for health and physical education.
- All students, from kindergarten through grade 12, will have access to a quality, standards-based health and physical education program.
- OSPI- developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).

Additionally, school districts must conduct an annual review of their PE programs. The review must consist of numerous provisions, including:

- The number of individual students completing a PE class during the school year;
- The average number of minutes per week of PE received by students in grades 1 through 8, expressed in appropriate reporting ranges;
- The number of students granted waivers (excused from participation) from PE requirements;
- An indication of whether all PE classes are taught by instructors who possess a valid health and fitness endorsement;
- The PE class sizes, expressed in appropriate reporting ranges;
- An indication of whether, as a matter of policy or procedure, the district routinely modifies and adapts its PE curriculum for students with disabilities; and
- An indication of whether the district routinely excludes students from PE classes for disciplinary reasons.

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As a best practice and subject to available funding, the district will strive to ensure:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All schools will have certificated physical education teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

Physical Activity

Physical education class is not to be used or withheld as punishment for any reason. All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program (CSPAP) recommended by the Centers for Disease Control and Prevention, and will provide the following:

- Quality physical education;
- Physical activity during the school day (brain boosters/energizers);
- Extracurricular opportunities;
- Recess (which, under most circumstances, will not be used or withheld as punishment-);
- Family and community engagement;
- Staff wellness and health promotion;
- Promotion of active transportation; and
- School district facilities.

Cross References:

Board Policy 2150 - Co-Curricular Program

Board Policy 2151 - Interscholastic Activities

Board Policy 2161 - Special Education and Related Services for Eligible Students

Board Policy 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Board Policy 2410 - High School Graduation Requirements

Board Policy 3210 - Nondiscrimination

Board Policy 3422 - Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest

Board Policy 4260 - Use of School Facilities

Legal References:

RCW 28A.210.365 - Food choice, physical activity, childhood fitness — Minimum standards — District waiver or exemption policy.

RCW 28A.230.040 - Physical Education – Grades 1-8

RCW 28A.230.050 - Physical Education in High Schools

RCW 28A.230.095 - Essential academic learning requirements and assessments — Verification reports.

RCW 28A.235.120 - Meal Programs — Establishment and Operation — Personnel — Agreements

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RCW 28A.235.130 - Milk for children at school expense

RCW 28A.235.140 - School breakfast programs

RCW 28A.235.145 - School breakfast and lunch programs –Use of state funds

RCW 28A.235.150 - School breakfast and lunch programs – Grants to increase participation – Increased state support

RCW 28A.235.160 - Requirements to implement school breakfast, lunch and summer food service programs – Exemptions

RCW 28A.235.170 - Washington grown fresh fruit and vegetable grant program

RCW 28A.623.020 - Nonprofit program for elderly — Authorized — Restrictions

RCW 69.04 - Intrastate Commerce in Food, Drugs and Cosmetics

RCW 69.06.010 - Food and beverage service worker's permit — Filing, duration — Minimum training requirements

RCW 69.06.020 - Permit exclusive and valid throughout state — Fee

RCW 69.06.030 - Diseased persons — May not work — Employer may not hire

RCW 69.06.050 - Permit to be secured within fourteen days from time of employment.

RCW 69.06.070 - Limited duty permit

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

WAC 392-157-125 - Time for meals

WAC 392-410-135 - Physical Education – Grade school and high school requirement.

WAC 392-410-136 - Physical Education Requirement-Excuse

2 CFR Part 200 - Procurement

7 CFR, Parts 210 - and 220

7 CFR, Part 245.5

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