

BOARD OF DIRECTORS
Regular Study Meeting - 5:30 PM
September 5, 2023
364 S Park St
Walla Walla, WA 99362

IMPORTANT MEETING NOTICE: Pursuant to Board Policy 1400, written public comment for this meeting will be accepted until 12:00 noon the day of the meeting. Comments are to be submitted to sgolden@wwps.org or Susie Golden, 364 S. Park Street, Walla Walla, WA 99362.

Individuals with disabilities and those individuals who may have difficulty attending a board meeting due to issues such as mobility limitations may contact the superintendent’s office at 509-526-6715 no later than three days before a regular meeting and as soon as possible in advance of a special meeting so the district can arrange for them to participate.

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

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

II. **FLAG SALUTE:** *Mr. Eric Rindal, Board of Directors*

III. **ROLL CALL:**

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

IV. **APPROVAL OF AGENDA:** *Mr. Sarley*

V. **NEW STUDENT REPRESENTATIVE OATH OF OFFICE:** (5:35 p.m.) *Mr. Sarley*

- Ms. Hailey Thrall

VI. **CONSENT AGENDA:** *Mr. Sarley*

- | | |
|---|----|
| 1. Personnel Report | 3 |
| 2. Extracurricular Athletic Contracts | 4 |
| 3. Non-Athletic Extra & Co-Curricular Contracts | 11 |
| 4. September 5 Accounts Payable and August Payroll | 12 |
| 5. Washington State School Directors' Association Boards of Distinction Application | 13 |
| 6. Regular Business Meeting Minutes of August 15, 2023 | 24 |

VII. **STUDY ITEMS:** (5:35 p.m.) *Mr. Sarley*

- | | |
|--|----|
| 1. Beginning of School Review: <i>Principals</i> | |
| 2. Strategic Plan Strategies 4 and 6: <i>Mr. Chris Gardea, Mr. Jerry Maher, Mrs. Jennifer Matson and Committee Members</i> | 26 |
| 3. Review of Proposed Modifications to Policy/Procedure 5253-Maintaining | |

Professional Staff/Student Boundaries, First Reading: *Mr. Derek Sarley*
VIII. **ADJOURNMENT:** (7:00 p.m.) *Mr. Sarley*

PERSONNEL REPORT

September 5, 2023 – Board Meeting

Date: August 31, 2023

EMPLOYMENT

Certificated: Jacqueline Calderon, Transitional Kindergarten Teacher, WWCCF
Ruby Chavez Garcia, Second Grade Dual Language Teacher, Green Park Elementary School

Classified: Isabel Bahena, Bilingual Para-Educator, Walla Walla High School
Kathy Bronkhorst, Bus Assistant, SE Washington Transportation Co-Op
Damien Daniel, Para-Educator, Walla Walla High School
Brett Hainline, Technology Specialist, Technology Department
Axel Patino, Head Start Family Advocate, WWCCF
Javier Sanchez Ortega, Para-Educator, Pioneer Middle School
Isabella Santos, Para-Educator, Pioneer Middle School
Ariana Valverde, Bilingual Para-Educator, WWCCF
Nicole Violet, Para-Educator, Pioneer Middle School
Cynthia Wohr, Head Start Assistant Teacher, WWCCF
Hannah Wright, Para-Educator, WWCCF

RESIGNATION/RETIREMENT/SEPARATION OF EMPLOYMENT

Classified: Rebecca “Becky” Benzel, Head Start Associate Teacher, WWCCF, 2 years
Sabrina Bert, Bus Driver, SE Washington Transportation Co-Op, 2 years
Juan Faba Lopez, Para-Educator, Berney Elementary School, 8 years
Helen Freer, Head Start Family Advocate, WWCCF, 2 years
Brian Lopez, Para-Educator, Green Park Elementary School, 1 year
Maggie Nicholson, Para-Educator, Edison Elementary School, 2 years

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Heather Alexenko	CCF	Social Emotional Learning Team
Jonathan Arthur	PI	TSA Advisor
Rachelle Baerlocher	PI	Social Emotional Learning Team
Wendy Baldwin	PP	Guiding Coalition Team
Stephanie Beltran	GA	Annual
Laura Berg	SH	Guiding Coalition Team
Michael Bertram	GA	FIRST Robotics Advisor
Michael Bertram	GA	TSA Advisor
Kristopher Bland	LI	Technology Coordinator II
Kristopher Bland	LI	Guiding Coalition Team
Rebecah Boeckman	GP	Guiding Coalition Team
Angela Bona	BE	Guiding Coalition Team
Jennifer Butenhoff	W	Department Head Special Ed
Neida Campa	GP	Social Emotional Learning Team
Helen Cantero	SH	Guiding Coalition Team
Terry Carlsen	W	Knowledge Bowl Supervisor
Terry Carlsen	W	Technology Coordinator I
Russell Carroll	ED	Social Emotional Learning Team
Brian Casey	GA	Social Emotional Learning Team
Kimberly Cassetto	W	National Honor Society
Kimberly Cassetto	W	Technology Coordinator II
Krystal Ceron	W	Social Emotional Learning Team
Ashley Cesena	AD	SEW Fair Coordinator
Elizabeth Clearman	GA	Guiding Coalition Team
V. Caleb Condie	GA	Middle School Vocal
V. Caleb Condie	GA	Middle School Orchestra
V. Caleb Condie	GA	Elementary Orchestra

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NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Allyssa Contreras	GP	Social Emotional Learning Team
Itsel Corona Madrigal	ED	Social Emotional Learning Team
Jennifer Crane	W	CTSO Advisor (FFA)
Stefanie Crumpacker	SH	Elementary Vocal
Katharine Curles	SH	Social Emotional Learning Team
Laura Curtis	W	High School Accompanist
Megan Davin	BE	Guiding Coalition Team
Lisa Davis	BE	Technology Coordinator II
Alyssa Drader	W	CTSO Advisor (FFA)
Nathan Dross	PI	Guiding Coalition Team
Jami Eggart	GA	National Jr. Honor Society
Kyle Eggers	W	Social Emotional Learning Team
Maria Espinosa	ED	Guiding Coalition Team
Tanya Esquivel	GP	Social Emotional Learning Team
Nathan Ferraro	GA	Guiding Coalition Team
Lori Finn	W	Annual (Yearbook)
Lori Finn	W	Newspaper
Jacqueline Fisbeck	BE	Guiding Coalition Team
Conor Fish	GA	Technology Coordinator II
Conor Fish	GA	Guiding Coalition Team
Brylie Fitzgerald	GP	Elementary Vocal
Dakotah Fryatt	PI	Sources of Strength Advisor
Dakotah Fryatt	PI	Social Emotional Learning Team
Anastasia Garcia	CCF	Social Emotional Learning Team
Araceli Garcia	GP	Guiding Coalition Team
Roger Garcia	GA	Middle School Band
Roger Garcia	GA	Guiding Coalition Team

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NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Roger Garcia	GA	Jazz Band
Stephanie Garcia	W	AVID Advisor
Jennifer Golden	GA	Social Emotional Learning Team
Jennifer Golden	GA	Guiding Coalition Team
Stephanie Gomsrud	LI	Annual
Stephanie Gomsrud	LI	Guiding Coalition Team
Carrie Gonzalez	BE	Social Emotional Learning Team
Erik Gordon	LI	Social Emotional Learning Team
Ashley Goss	SH	Social Emotional Learning Team
Amy Heinzman	PP	Guiding Coalition Team
Yaneth Hernandez	GA	Annual
Yaneth Hernandez	GA	Social Emotional Learning Team
Kristin Hessler	W	Play Director - 1st Semester
Jennifer Holbrook	BE	Guiding Coalition Team
Kelley Hubbard	BE	Guiding Coalition Team
Heather Hudec	PP	Social Emotional Learning Team
R. Clayton Hudiburg	W	Department Head Science
Genie Huntemann	W	Department Head Fine Arts
Genie Huntemann	W	Social Emotional Learning Team
Denise Hurst	PP	Elementary Vocal
Stephanie Huse	CCF	Guiding Coalition Team
Stephanie Huse	CCF	Social Emotional Learning Team
Shayna Hutchens	W	Sources of Strength Advisor
Shayna Hutchens	W	Social Emotional Learning Team
Denyse Hutchinson	SH	Guiding Coalition Team
Nicole Hyatt	SH	Social Emotional Learning Team
Jeffrey Irland	PP	Technology Coordinator I

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Laura James	PP	Guiding Coalition Team
Denise Jausoro	PP	Guiding Coalition Team
Jessica Johnson	W	CTSO Advisor (FFA)
Melissa Johnson	GP	Guiding Coalition Team
Dallas Jones	W	Department Head Physical Ed
Kim Kearby	BE	Guiding Coalition Team
Jamie Kemano	W	Department Head English
Dominique Kiefel	PI	Guiding Coalition Team
Brendan King	W	CTSO Advisor (SkillsUSA)
Emma Kubrock	CCF	Social Emotional Learning Team
Christina Kuhlman	GA	Sources of Strength Advisor
Stephanie Kytola	PI	National Jr. Honor Society
Stephanie Kytola	PI	Social Emotional Learning Team
Victoria Lidzbarski	LI	Social Emotional Learning Team
Michael Locati	W	CTSO Advisor (HOSA)
Richele Locati	SH	Guiding Coalition Team
Chantell Lopez	ED	Elementary Vocal
Jazmin Lopez	ED	Guiding Coalition Team
Melissa Lopez	GP	Guiding Coalition Team
James Lux	GP	Safety Patrol
Bernard Ma	W	CTSO Advisor (FBLA)
Scott Magnaghi	W	Department Head Math
Alexsandra Mahan	PP	Guiding Coalition Team
Matthew Manley	PI	Sources of Strength Advisor
Matthew Manley	PI	Guiding Coalition Team
Anthony Marrero	W	JROTC (bi-annual 09/01/23 - 02/28/24)
Aaron Martin	W	Department Head World Languages

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Yara Martinez	SH	Social Emotional Learning Team
Eric Matson	SEA	CTSO Advisor (SkillsUSA)
Jose Maya	GP	Guiding Coalition Team
Mikayla McFetridge	PP	Social Emotional Learning Team
Patrick McFetridge	ED	Social Emotional Learning Team
Mark Mebes	W	JROTC (bi-annual 09/01/23 - 02/28/24)
Marilyn Melgoza Ochoa	W	Social Emotional Learning Team
Jill Meliah	W	Department Head Social Studies
Lacey Mendoza	SH	Guiding Coalition Team
Sarah Moore	W	CTSO Advisor (FCCLA)
Joyce Moreno	ED	Guiding Coalition Team
Nicole Mueller	GA	Sources of Strength Advisor
Marybeth Norby	BE	Elementary Vocal
Denise Parodi	BE	Social Emotional Learning Team
Margaret Payne	W	CTSO Advisor (FFA)
Keven Peck	W	CTSO Advisor (SkillsUSA)
Gregory Pegel	PP	Safety Patrol
Stephanie Penrose	GA	TSA Advisor
Shelly Phipps	LI	Social Emotional Learning Team
Shelly Phipps	LI	Sources of Strength Advisor
Steve Pitzer	GA	Social Emotional Learning Team
James Polson	SEA	CTSO Advisor (SkillsUSA)
Jasiah Ponti	W	Auditorium Coordinator
Vanessa Prull	PP	Guiding Coalition Team
Deanna Real	GP	Guiding Coalition Team
Amy Reed	W	Department Head CTE
Claudia Saldivar	ED	Guiding Coalition Team

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Andrew Sayers	SEA	CTSO Advisor (SkillsUSA)
Jason Schafer	ED	Guiding Coalition Team
Makenzie Sheets	BE	Social Emotional Learning Team
Marquilyn Shields	W	Social Emotional Learning Team
Todd Smith	SEA	CTSO Advisor (SkillsUSA)
Cecilia Solis	ED	Guiding Coalition Team
Kimberlee Spanish-Endres	GA	Guiding Coalition Team
Susan Stege	PI	Social Emotional Learning Team
Sara Strickland	PI	Technology Coordinator II
Ethan Stutz	PI	Middle School Vocal
Ethan Stutz	PI	Middle School Band
Ethan Stutz	PI	Jazz Band
Ethan Stutz	W	High School Band (Pep Band)
TBD TBD	PI	Annual
TBD TBD	GP	Technology Coordinator I
TBD TBD	TBD	Sources of Strength Advisor
Martin Telstad	ED	Technology Coordinator II
Lori Thomas	CCF	Guiding Coalition Team
Sandra Thomas	SEA	CTSO Advisor (HOSA)
Sarah Thomson	W	High School Vocal
Jean Tobin	GP	Social Emotional Learning Team
Erika Torres	CCF	Technology Coordinator I
Andrew Ueckert	W	High School Band
Benjamin VanDonge	SH	Safety Patrol
Benjamin VanDonge	SH	Guiding Coalition Team
Sarah Villanueva	SH	Technology Coordinator I
Yvonne Vinyard	BE	Social Emotional Learning Team

NON-ATHLETIC EXTRA/CO-CURRICULAR CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>	
Felipe Virrueta	PI	Guiding Coalition Team	
Erica Wauchek	LI	Guiding Coalition Team	
Hannah Webber	PP	Social Emotional Learning Team	
Shari Widmer	W	Department Head Counselor	
Julie Wiley	PP	Social Emotional Learning Team	
Nilda Williams	ED	Social Emotional Learning Team	
Quin Wise	W	Debate Advisor	
Julia Woods	W	High School Orchestra	
Julia Woods	PI	Middle School Orchestra	
Julia Woods	PI	Elementary Orchestra	10
Agnes Wooters	GA	Guiding Coalition Team	

EXTRA-CURRICULAR ATHLETIC CONTRACTS 2023-2024

<u>Name</u>	<u>School</u>	<u>Assignment</u>
Ambrea Heimgartner	Garrison Middle School	Assistant Volleyball
Brendan King	Walla Walla High School	Game Supervision Fall
Alexis Neal	Pioneer Middle School	Volleyball 6th Grade

WARRANT SUMMARY

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

As of September 5th, the Board, by a majority vote, does approve for payment those vouchers and electronic transfers included in the following list and described as follow:

Warrant Date	Warrant Number	Fund	Warrant Number	Amount
		General Fund		
9/5/2023	230000	Through	230147	\$ 2,522,886.77
9/5/2023	23240002	Wire Transfer	232400032	\$ 9,356.85

		Capital Projects		
9/5/2023	230000	Through	230009	\$ 433,494.56
		Wire Transfer		

		ASB		
9/5/2023	230000	Through	230014	\$ 33,652.53
		Wire Transfer		

		Transportation Vehicle		
9/5/2023	230000	Through	230000	\$ 425,028.88
		Wire Transfer		

		Payroll		
8/31/2023	223919	Through	223964	\$ 2,408,136.68
8/31/2023	1400001	Wire Transfer	1400952	\$ 3,251,669.42
8/31/2023	NA	Payroll Taxes	NA	\$ 1,121,594.82

TOTAL:	\$ 10,205,820.51
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SCHOOL BOARD PRESIDENT:

SECRETARY OF THE BOARD:

Derek Sarley

Dr. Wade Smith, Superintendent



Boards of Distinction

INSPECT. IDENTIFY. INSPIRE.

Before you begin

Applicants for Boards of Distinction regularly tell us this process is a valuable opportunity to reflect on their work. We hope that will be your experience too!

Here are some tips for succeeding with your application:

1. Apply by the September 15, 2023 **deadline**.
2. Your submission must describe board work within the *2022-2023 school year*.

SECTION I: DISTRICT INFORMATION

School District *

Walla Walla Public Schools

Address *

364 S Park St

Address Line 1

Address Line 2

Walla Walla

City

Washington

State

99362

ZIP Code

Student enrollment: *

- Under 2,000 2,001 - 9,000 9,001 and over

Board Chair *

Derek

First Name

Sarley

Last Name

Board Chair email *

dsarley@wwps.org

Superintendent *

Dr. Wade

First Name

Smith

Last Name

Superintendent email *

wsmith@wwps.org

SECTION II: BOARDSMANSHIP

What is the date of your most recent superintendent evaluation? *

March 7, 2023

What is the date of your most recent board self-assessment? *

July 2023

Do you have a current strategic/district improvement plan? *

Yes No

What years does it cover? *

2023-2030

SECTION III: BOARD PROFESSIONAL DEVELOPMENT

Professional development is a common element among highly successful boards. In a short paragraph or a few bullet points, please describe professional development activities your board completed together, as well as the outcomes.

We always attend the Annual WSSDA Conference, benefitting from relevant professional learning and developing personal relationships.

We held three board retreats in 2022-2023. An annual retreat activity is reviewing our annual WSSDA board self-assessment. With the successful completion of the prior strategic plan and celebrations of completing major bond construction, we spent time learning about options for student voice on the board, focusing on the work of developing the next strategic plan, understanding the next learning levy, especially as it relates to a potential athletic capital levy and finally tying the new strategic plan to board and superintendent goals. At our regular board meetings, we followed up on these topics by appointing a student representative, setting dates for reviewing the strategic plan initiatives and adopted Superintendent goals (which he then reinforced by linking these to the building principal goals). We will be making levy decisions this fall.

SECTION IV: CLOSING OPPORTUNITY GAPS

In this section please provide an essay and upload up to three pages of supporting evidence. In your essay (3000 characters), please address all of the following items:

1. What decisions or actions did your board take this past year to positively impact opportunity gaps?
2. What evidence of success resulted from these decisions or actions by the board?
3. Demonstrate how your board analyzes data and applies the results toward closing opportunity gap.

Opportunity Gap Essay:

As the Board closed out the 2017-2022 strategic plan and is implementing the successor, Vision 2030, it is noteworthy the vision of “Developing Washington’s Most Sought-After Graduates” is being refined to be intentionally more inclusive. We devote significant meeting time to reviewing our plan outcomes, each of which has an “Achieved Through” way for the board to monitor progress. We continue to stay the course, taking a long-term view of providing the support and accountability needed for the professional educators in the district to embrace a culture of urgency for high achievement by each student. We again celebrated graduation rate success, knowing it takes continued effort to build on this success.

Progress is also happening at the lower, foundational grades. Third grade reading and math performance are bellwether indicators for a student’s future success in their school and life. Preliminary SBA assessment data from the 2022-23 school year reveals Walla Walla third graders have made great strides in comparison to their statewide counterparts. In just four years’ time, third grade math, which lagged behind the state by 14%, now only trails by 3%. Similarly, third grade ELA, which was 16% below the state four years ago, is now within 6% of statewide levels. Despite the district’s poverty level, which is almost 20% above the state, in addition to English Language Learner and Special Education numbers that are also well above the state, WWPS is poised to exceed statewide performance by the close of the 2023-24 school year based on our current trajectory.

In addition to focusing on “hard data,” we are supporting a new strategic plan that will expand on programs that foster inclusiveness, such as “We All Belong Here” and partnering with Communities in Schools. We continue to work towards highly functioning Professional Learning Communities at all levels in the district, and are exploring how Universal Learning Design and the Science of Reading can assist in helping each student succeed.

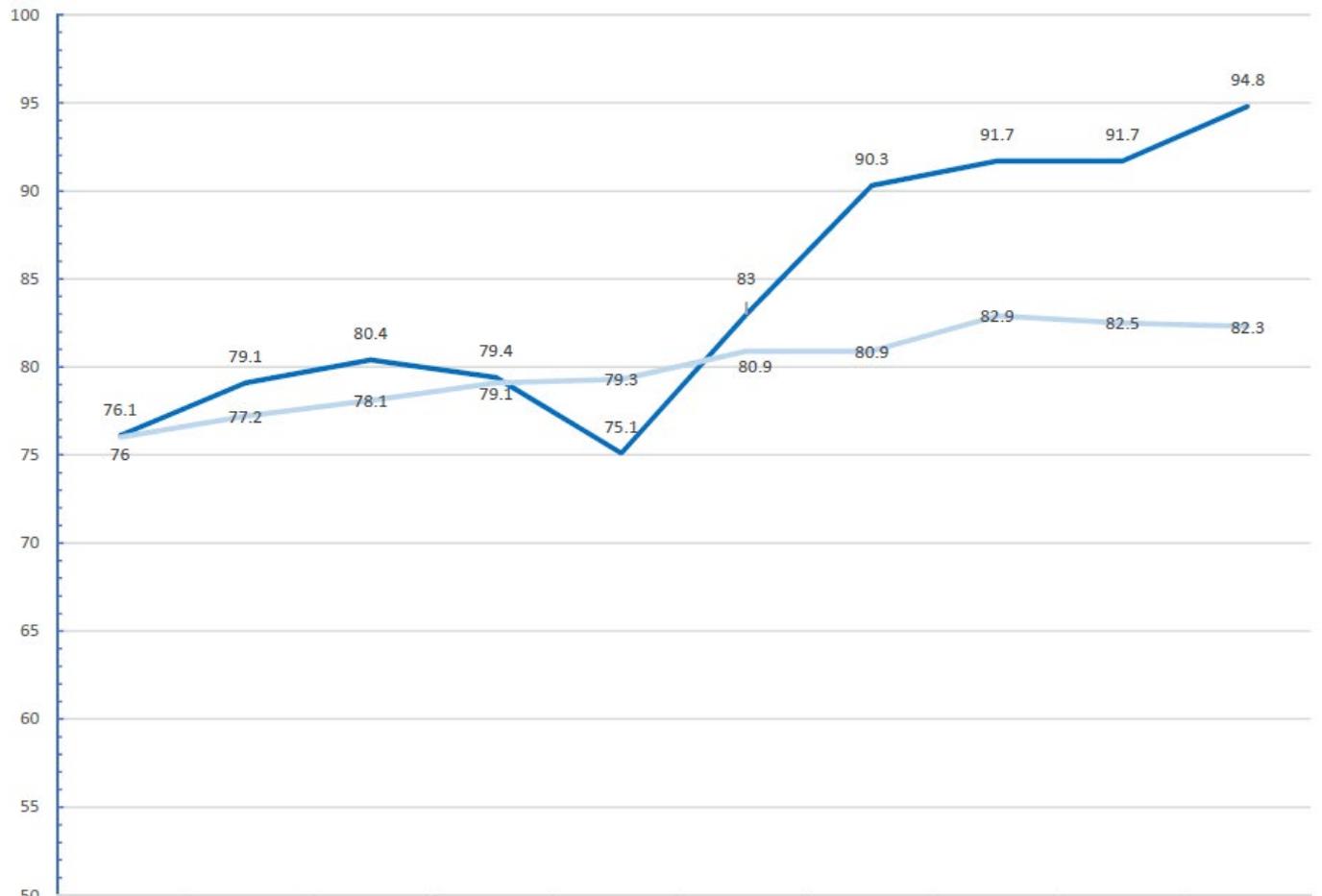
After a year of research, the board has selected the first of two student board representatives. We feel strongly that having a student voice will help us gain important insights and better understand the impacts of our decisions on all students.

The Board understands that resource and stewardship deficits can cause an achievement gap to persist. We celebrated the completion of a “promises made, promises kept” bond effort that renovated one middle school and both high schools, giving all these students a learning place that communicates to them that they are valued. We celebrated successful grants that allowed Walla Walla to add three electric buses, the first ones in Eastern Washington. Environmental stewardship may not be our paramount focus, but it is an important equity issue.

File Required — Opportunity Gap Evidence

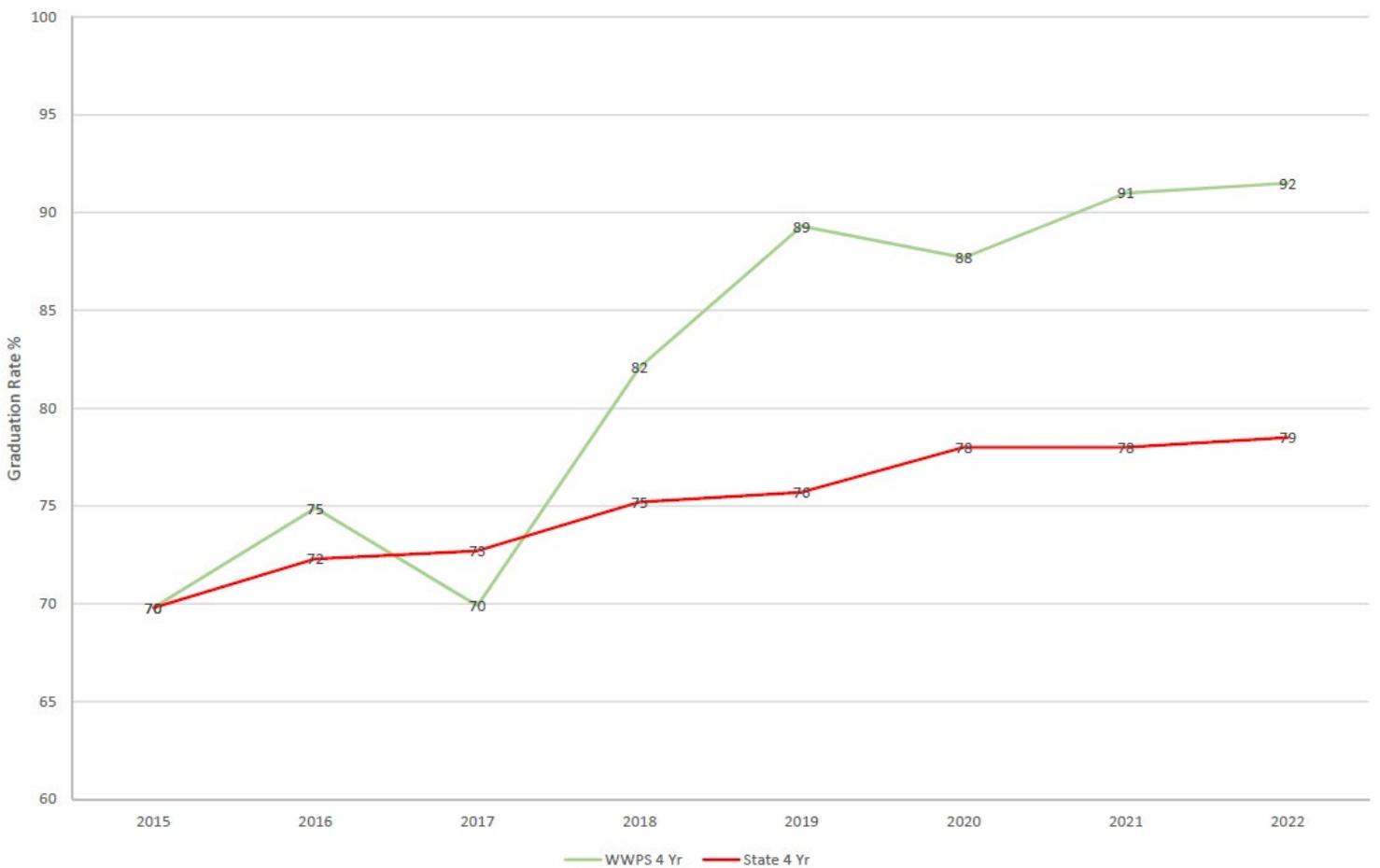
- WWPS 4-yr graduation rates
- Focus on Education Fall 2022 edition

WWPS 4-Year Graduation Rates vs Wa State



	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
WWPS 4 Yr	76.1	79.1	80.4	79.4	75.1	83	90.3	91.7	91.7	94.8
State 4 Yr	76	77.2	78.1	79.1	79.3	80.9	80.9	82.9	82.5	82.3

WWPS 4-Year Graduation Rate vs. WA State for Hispanic/Latino Students



Walla Walla Public Schools Focus on Education

Your School District Newsletter | Fall 2022 | Volume 25 | Issue 1



Historic 2018 Bond Delivering on our Promise

All Bond projects came in on schedule and on budget

History was made on the campuses of Walla Walla High School, Lincoln High School and Pioneer Middle School this fall as hundreds of district supporters and alumni flocked to these schools to celebrate during the official ribbon cutting ceremonies.

Guests also toured the campuses to see the updated classrooms and renovated facilities made possible thanks

Ribbon Cuttings continued inside . . .

“ Thanks to the voters for making these dreams come true. We now have beautiful facilities because of the support of our community. ”

Ruth Ladderud,
School Board President

17 Inside This Issue:

- Superintendent's Message ■
- School Board of the Year ■
- Native American Heritage Event ■
- Maintenance Projects Update ■
- Paul Schneidmiller Bond Update ■
- Dick Neher Legacy Scholarship ■
- Ribbon Cutting Recap ■
- First Responders Support ■
- Where are They Now? ■

CONTENTS

Our Vision
“Developing Washington's Most Sought-After Graduates”

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

www.wwps.org

Where are they Now?

Washington's Most Sought-After Graduates

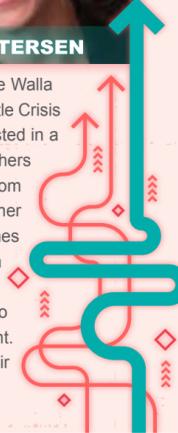
Walla Walla High School Class of 1986 graduate Jill Peitersen is currently Deputy Prosecutor for Walla Walla County, a position she has held for almost 16 years. Earlier in her career she worked for the Northwest Justice Project, was a law clerk in Kootenai Co, Idaho and in private practice.

Jill attended Garrison Jr. HS and Prospect Point and Edison Elementary schools as a child. She earned her Bachelor in Arts degree and Juris Doctor from the University of Idaho and paralegal certificate from the College of Legal Arts.

Jill has been active in service clubs and organizations in the past, including the Walla Walla County Bar Association, Exchange Club, Junior Club, AAUW and Sand Castle Crisis Nursery. She also served on the Blue Mountain Humane Society board and assisted in a fundraising project to build the new animal shelter. Jill says there were several teachers who had a positive influence on her life. She says Bill Perrault and Phil Rolfe from Garrison Junior High and Richard Poole and Mary Jo Geidl from Wa-Hi all taught her the power of words and language and how to use them. Jill's husband, Jim, teaches at Walla Walla Community College and their daughter Jena recently graduated from WWCC. Jill enjoys reading, walks with her dogs, hiking, travel, spending time with family and gardening. She says when she no longer works full-time, she hopes to travel more to far away places, learn a new language and how to play an instrument. She also hopes to foster dogs who need a temporary home while they find their forever home, and volunteer more time at the local animal shelter.



JILL PEITERSEN



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WALLA WALLA, WA 99362
Permit No. 35

Board of Directors:

- Ruth Ladderud
- Kathy Mulkerin
- Eric Rindal
- Derek Sarley
- Terri Trick

BOARD



Walla Walla Public Schools

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

COMPREHENSIVE NONDISCRIMINATION STATEMENT

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

- Title IX Coordinator & Civil Rights Compliance Coordinator
DR. MINDY MEYER, Dir of Human Resources
364 S. Park Street
Walla Walla, WA 99362
(509) 527-3000
mmeyer@wwps.org
- Section 504/ADA Coordinator
BARB CASEY, Director of Special Education
364 S. Park Street
Walla Walla, WA 99362
(509) 527-3000
bcasey@wwps.org

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

Walla Walla Public Schools

State Board of the Year



Board of Directors recognized for excellence

Walla Walla Public Schools Board of Directors received the Washington State School Directors Association Board of the Year award for medium-sized school districts. WSSDA recognized the WWPS school board out of all 74 medium-sized districts in the state. They were honored for their successful bond program that delivered on its promises. They were also lauded for their leadership throughout the pandemic and their academic recovery response. WSSDA also noted their commendable transparent and open communications with students and parents, and their continued work to close the opportunity gap for students.

"It is such an honor to have our hard work recognized at the state level," said School Board President Ruth Ladderud. "This acknowledgment highlights ways we have successfully worked to close the achievement gap and communicate openly and transparently. We are all the more motivated to further support the success of all students and to improve communication and involvement with our students and families."

Maintenance Progress

Preserving our community's investments

The district's preventative maintenance program was in full swing this summer as local businesses partnered with the district to help preserve its facilities. The maintenance projects listed below, and many more, were completed over the summer as part of the district's efforts to be good stewards of taxpayer dollars.



SK Mountain Construction put a new roof on historic Sharpstein Elementary this summer.



Thanks to Big Blue Boosters' generous donation to help fund Wa-Hi's 30-yr-old gym floor refurbishing & design.



Local arborists representing Walla Walla Public Schools, Whitman College, the City of Walla Walla and local businesses converged at Jeannette C. Hayner Park on the campus of Walla Walla High School for tree regular maintenance and clean up on the world's largest London Plane tree.

District welcomes Confederated Tribes of the Umatilla Indian Reservation

Walla Walla Public Schools is proud to partner with the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) for a special performance in Walla Walla Nov. 17 to celebrate Native American Heritage Month. District 4th and 7th grade students will travel to Cordiner Hall on the campus of Whitman College to be part of this event. Walla Walla Public Schools is working with CTUIR to further enhance opportunities for students to explore the heritage, culture and experience of Indigenous peoples both historically and in American life today.



Wa-Hi student Adam Bauer performs at the 2022 Wildhorse Pow Wow. Photo by Dallas Dick of the CTUIR.

Staff Spotlight

TRESA REIBEL

New Walla Walla High School Girls Varsity Basketball Coach Tresa (Oliver) Reibel is focused on bringing back the tradition and culture she knew as player for the Blue Devils as a 1991 graduate.

"Returning to Walla Walla felt like home right away," said Reibel, who will be in her first year as head coach this season. "Walking on campus, I instantly felt the connection and nostalgia settle in. It feels good to be back and have an opportunity to make new memories as a Wa-Hi Blue Devil."

Reibel has coached basketball for the past 19 years in the Phoenix, Arizona area. Her coaching experience includes middle and high school teams, 12-17U club teams and a 17U national AAU team.

"It is an honor to be asked to lead the girls basketball program, which I am grateful to have had the privilege of being part of as a player," said Reibel. "My plan is to bring a new level of competition and intensity to the program, as well as create opportunities for Wa-Hi girls basketball players to go on and play at higher levels."

She says building a winning high school program starts in elementary school with skill development and getting the girls playing when they are young. She appreciates coaches and parents who are volunteering their time to develop these young athletes.

Reibel married her childhood sweetheart Ryan Reibel. Ryan's mother is retired Pioneer Middle School Principal Lyla Reibel. Tresa and Ryan met in 9th grade on a basketball road trip and their love for each other and basketball remains strong as the couple recently celebrated their 28th wedding anniversary. They have three daughters and a son.

“
Superintendent’s
Message
”

Fall Focus | 2022

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Connected!
» Web: wwpsbond.org
» Twitter: @bondwwps

FINAL BOND REPORT

DELIVERING ON OUR PROMISE! ON SCHEDULE. ON BUDGET.

A Fall for the History Books

We have so much to celebrate across our schools, and this fall was truly one for the history books. We successfully completed the largest school construction program ever tackled in our district’s history, delivering on every bond project promise made when voters overwhelmingly approved the measure in November 2018. Despite the pandemic, skyrocketing inflation, and global supply chain issues, we were able to partner with over 50 local contractors and vendors who helped us complete every project on time and on budget.

As the district finishes the last of the site improvements this fall, thanks to the careful stewardship of the citizen-led Bond Oversight Committee, over \$300,000 of leftover bond funds will be credited back, helping further reduce tax rates for voters. I would like to thank the hundreds of community members, families and distinguished guests who helped commemorate this historic accomplishment at the various fall ribbon cutting celebrations.

While students across our campuses rebound and recover from COVID-related school interruptions, there is a remarkable energy that permeates our schools and classrooms. Having persevered over two years of learning disruptions due to mandated closures and other impacts, we are now seeing historic-level participation and involvement taking place. For example, our Center for Children and Families (formerly Blue Ridge Elementary) is abuzz, serving hundreds of our valley’s preschool children for the first time. A decades-long dream is now a reality following the School Board’s thoughtful decision to repurpose the former elementary school into a wall-to-wall community early learning center. This facility and programming will help ensure every student who enters kindergarten is ready with the requisite social and foundational skills for success.

Additionally, we have more students than ever participating in athletics and activities across our secondary campuses. We are seeing all-time high turnout for high school ASB events. Nearly 1,000 students attended the recent homecoming dance. Spirit assemblies are more raucous and energized than ever, and more and more fans are coming out to support our student-athletes thanks to the elimination of fees. The return to “normal” has truly brought a renewed sense of school spirit and appreciation and our students are taking full advantage of these opportunities across our campuses.

Finally, in the vein of historic accomplishments, our WWPS Board of Directors recently learned they were selected as the state’s Board of the Year for all medium-sized districts. This is the state’s highest honor for school boards, earning the top honor out of all 74 medium-sized districts.

This is truly a fall and school year worth celebrating!



Walla Walla Public Schools mails the Focus on Education newsletter to the homes of residents three times per year. This publication serves as a platform to keep our community informed and connected to the school district.

We appreciate your involvement and support. The Board of Directors and I value your input and welcome your ideas as we strive to “Develop Washington’s Most Sought-After Graduates.”

Dr. Wade Smith
Superintendent
(509) 526-6715
wsmith@wwps.org
Twitter: @WallaWallaSup



Paul H. Schneidmiller attended Green Park Elementary, Pioneer Jr. HS and graduated from Wa-Hi (Class of 1970)

Delivering on Our Promise!

by Paul H. Schneidmiller

Thank you Walla Wallans for your overwhelming support (73% yes) for our 2018 facilities bond measure. This successful campaign has provided our Walla Walla Public Schools system with \$120M in local and matching state funds to complete critical infrastructure and safety updates at most of our district’s facilities, most especially major renovations at our Wa-Hi, Pioneer and Lincoln campuses.

I am so proud of our community for investing in our children’s futures. Our committee’s mission was to undertake and complete a comprehensive review of the district’s 11 facilities. This included extensive research, reviewing reams of data, in-depth tours of the district’s buildings, and lively discussions as we then put together a proposal for our WWPS Board of Directors to consider.

During this process it became clear to our committee that we would recommend a renovation and preservation approach as opposed to tearing down our historic buildings and starting over from scratch. Our committee’s proposal, which included a no increase in tax rates, was unanimously passed by our school board.

My thanks go out to Dr. Wade Smith and his outstanding administrative staff, who provided our committee with the necessary information and arranged and conducted our facilities site visits over an 18-month period.

Thank You!

Legendary Principal's Legacy Lives On



Neher Challenge Coin

Neher Plaza Bronze Plaque

DICK NEHER STUDENT PLAZA

This fall the district announced the naming of the new student plaza outside the Wa-Hi Commons as the Dick Neher Student Plaza, after the legendary principal who served from 1970 to 1990. Mr. Neher passed away in 2018, just three weeks following the successful bond. He narrated an informational video, recorded in July of 2018, which was viewed by thousands, serving as an anchor to the measure’s communications platform. A special bronze plaque affixed to a sizable rock in the plaza notes Mr. Neher’s impact on the campus and community. Mr. Neher’s son Mike said the naming of the student plaza would have been his father’s greatest honor.

DICK NEHER LEGACY SCHOLARSHIP

A new Dick Neher Legacy Scholarship was also announced this fall which will provide funding for future graduates to pursue higher education. The scholarship will get its seed money from one-of-a-kind Challenge Coins with Mr. Neher’s photo and logo of Walla Walla High School. Only 100 are being made and are available through the Blue Mountain Community Foundation for \$1000. Donors will also have their names included on a special plaque to be mounted in the newly renovated entry of the school.

TO MAKE A SCHOLARSHIP DONATION

Contact Blue Mountain Community Foundation
(509) 529-4371 | bmcf@bluemountainfoundation.org

RIBBON CUTTING CELEBRATIONS



Wa-Hi

Mike Neher says naming the new student plaza at Wa-Hi outside the Commons after his father Dick Neher would have been his dad’s proudest moment.



Hundreds of supporters attended the Wa-Hi Ribbon Cutting ceremony and then toured the campus to see the extensive improvements and expansions.



Pioneer MS

Former Superintendent Dr. Ellen Wolf (1990-2000) was a guest speaker at Pioneer’s Ribbon Cutting ceremony. She spoke of the 1990 fire that damaged part of the school.



The halls were filled with guests checking out all of the bond-funded improvements.



Lincoln HS

Former Lincoln High School Principal Jim Sporleder spoke at the ribbon cutting, lauding the improvements at the school.



The new Esports classroom at Lincoln High School is a hit.



SAFETY FIRST!

First responders support schools

This fall WWPS emergency preparedness leaders Mark Higgins (Director of Communications) and Mike Kay (Director of Facilities and Operations) met with Bob Yancey (WW City Fire), Rocky Eastman (District 4 Fire), John Golden (District 4 Fire), Joe Klundt (WW Sheriff’s Dept) and Kevin Bayne (WW Police Dept) to review school emergency procedures.

This group will meet three times during the school year to support school readiness for crisis prevention, management and recovery. Area first responders will also visit schools to observe state required emergency drills and help lead table top training exercises. School safety remains the district’s top priority and the district appreciates all the support it receives from local first responders.

(Photo L-R) Mike Kay, John Golden, Kevin Bayne, Bob Yancey, Rocky Eastman, Mark Higgins and Joe Klundt.

Ribbon Cutting » Cont. from page 1.

to the successful November 2018 bond measure overwhelmingly approved by voters with a 73 percent yes vote.

“The district would like to thank the citizens of Walla Walla for your ongoing support and trust,” said Superintendent Dr. Wade Smith. “Your vote of confidence in these historic improvements will help shape the lives of Walla Walla children for generations to come.”

SECTION V: MEETING THE WASHINGTON STATE BOARD STANDARDS

Standard 2/Benchmark C

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by: Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.

Indicators:

1. Does the board, in collaboration with staff and the community, formulate and maintain a current plan with goals and outcomes?
2. Does the board incorporate educational research, local issues, educational legislative initiatives, and national and global trends in the district planning process?
3. Does the board ensure that stakeholders, staff, and constituents have easy access to and understand the vision/goals/mission articulated in the district plan?
4. Does the board base its ongoing policy development, decision-making and budgeting on the district plan?
5. Does the board continually monitor implementation of the district plan and progress toward the plan's goals and outcomes?

Benchmark Essay:

In 2016, the board hired Wade Smith as superintendent. He then guided the extensive outreach and research that would result in the 2017-2022 Strategic Plan. That plan identified many opportunities for our district to grow, and the board learned how to focus resources and accountability on a well-designed plan.

Understanding the power of grounding the work of the board and district in a solid strategic plan, the board with the superintendent again gathered input from all our stakeholders (community, employees, parents and students) to determine a new plan. By spring 2023 the board had what we needed to approve Vision 2030. That said, many of the details were/are still being worked out by in-district committees, with reports scheduled for five board meetings between June and October.

The past and current strategic plan goals and outcomes are embedded in the work of the board. We use a planning calendar to ensure performance indicators are reviewed at appropriate intervals. The plan also anchors our discussions of budgeting and policy. There are four goals to Vision 2030, each of which has clearly articulated outcome statements and general statements about how they will be achieved.

Benchmark Essay (continued):

The first goal is paramount: “Ambitious Learning for All.” The expected outcome is there will be staff collaboration to ensure high quality instruction, analysis and response to student learning needs with a sense of urgency around high achievement. To achieve this, we will define and measure collective efficacy, provide a guaranteed and viable curriculum and have proficient elementary readers. The board has scheduled reports covering each of these. Professional Learning Communities (PLC’s) are the means to collective efficacy, and to support this the board has made significant investments in training (at all levels in the district, including board level) and we are tracking the progress of this long-term process. The board has committed to levels of funding for both materials and training needed to continue timely curriculum updating. Every student will be taught and assessed for meeting the district-wide promise standards that have been adopted. A commitment to proficient elementary readers in Walla Walla means each student will be a fluent reader in their language of instruction by the end of second grade. The second goal, “Relevant and Rigorous Experience,” also leans into the expectation for a world-class education for all students.

The plan is the basis for board expectations for superintendent performance, which in turn becomes building expectations and on down to our students. By reviewing data that measures student learning, including how our data looks when disaggregated and when compared to the state and other districts with similar demographics or in our geographic area, we are able to set specific goals that keep the focus on learning and achievement for all students.

File Required — Benchmark Evidence

- Vision 2030 PPT Slide 3 – goals and strategies
- Vision 2030 PPT Slide 8, Initiative planning and development timeline
- 2022-23 board planning calendar

Goals & Strategies

MISSION

In partnership with families and community, Walla Walla Public Schools ensures a culture of equity and belonging, where every student achieves ambitious levels of learning through relevant and rigorous educational experiences.

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.

ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

Goal 4

Partnership with Family and Community

OUTCOME STATEMENT:

WWPS leverages family, community and business partnerships in order to enhance student learning and their educational experience.

ACHIEVED THROUGH:

- Maximizing Family Engagement
- Assuring Community Involvement and Volunteerism

Initiative Planning Development and Approval Timeline

		Plan Review and Board Approval Timeline
G o a l # 1	Strategy #1 - Collective Efficacy: Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/failures and continue to refine professional practices in order to maximize student learning.	June 6
	Strategy #2 - Guaranteed and Viable Curriculum: Ensure district-wide Promise Standards are taught, assessed and met for every student.	August 15
	Strategy #3 - Proficient Elementary Readers: Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade.	October 24
G o a l # 2	Strategy #4 - Post Secondary Plans: Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	September 5
	Strategy #5 - Access to Rigorous Curriculum and Courses: Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.	October 24
	Strategy #6 - Developing 21st Century Skills: Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.	September 5
G o a l # 3	Strategy #7 - A Culture of Belonging and Equity: Continue to promote, prioritize and celebrate "We All Belong Here" strategies. Prioritize and promote the building of positive adult-student relationships and connection. Implement culturally responsive practices and curriculum.	August 15
	Strategy #8 - Implementing Inclusionary Practices: Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students.	June 6
	Strategy #9 - Ensuring a Culture of Support and Collective Accountability: In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.	September 19
G o a l # 4	Strategy #10 -Maximizing Family and Community Involvement: Implement systems and opportunities to maximize family engagement with schools and each other. Increase two-way outreach, support and access to maximize family inclusion in their child's learning and post-secondary plans. Promote family involvement in after school activities/extra-curricular experiences.	September 19
	Strategy #11 - Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	June 6

2022-23 Board Planning Calendar

Regular Board Meetings	Meeting Type	Topic 1	Topic 2	Curriculum Adoption	Budget/Levy Process	
August 16	Business Meeting	After School Program Performance and Discussion	Review and Discuss Budget		Approve 2022-2023 Budget and 4 year plan	
September 6	Study Meeting	Building Goal Discussions With Principals	Strategic Plan/Thought Exchange Spring Data Review: Survey & Focus Group Announcement			
September 20	Business Meeting	EdNW Equity Audit Presentation				
October 4	Study Meeting	Update on TE and Focus Group Feedback	Legislative Discussion and Advocacy			
October 6	Special Meeting - Retreat @SEATech 4:30-7:30pm	Strategic Plan Development Meeting with Board and Leadership Team and Next Steps (Comm Survey)				
October 18	Business Meeting	Strategic Plan Preliminary Priority Discussion and Refinement and 30				
November 1	Study Meeting	Fall iReady Data Review	Student Voice-strategic plan			
November 15	Business Meeting	Schools Foundation Update	EFB Discussion & PBIS/Behavior Inventory			
November 29	Special Study Meeting	Roundtable discussion around student behavior				
December 13	Business Meeting	Review and Discuss Draft Strategic Plan Initiatives and Announce				
January 10	Special Meeting - Retreat @Port of WW, 310 A St	Mid Year Retreat (Board Goals, Board Professional Development, TBD) Levy planning				
January 17	Business Meeting	Return of Bond Proceeds Discussion and Announcement	Promise Standards Update			
February 7	Study Meeting	Dual Credit Options in WWPS	Legislative Update			
February 21	Business Meeting	Fall to Winter iReady Data Review				
February 21	Exec Session @Supt Conf Rm; 7-8pm (Bd & Wade)	Superintendent shares self-evaluation summary for priority standards and performance goal data. Part I(for priority standards)/Part II (Goals)				
February 23	Strategic Planning Summit @WaHi Commons 5:00pm	Strategic Planning Community Summit				
February 28	Exec Session @SEATech 4-7pm (Board only)	Board president presents individual work in a consolidated format. Board reaches collective consensus and finalizes draft evaluation.				
March 2	Exec Session @Supt Conf Rm; 5-6pm (Bd & Wade)	Board presents draft document to Superintendent. Possible input/refinement provided by Superintendent.				
March 7	Study Meeting	Student Voice; Logan - Student Reps	Strategic Summit Review and Draft Framework			
March 21	Business Meeting	Athletic Facility Committee Board Update from coaches/staff. Community Athletic Facilities Task Force Announced.		MS Science Curriculum Adoption Review		
April 18	Business Meeting	Board progress update from Community Athletic Facilities Task Force	Strategic Plan Review	MS Science Curriculum Adoption		
May 2	Study Meeting	PLC Review and Preliminary Budget Discussion	Approve Strategic Plan (consent)	MS Science Curriculum Adoption		Preliminary Budget Planning Discussion
May 16	Business Meeting	Student Advisory Member Update				
June 6	Study Meeting	SP Strategy 1, 8 and 11			Preliminary Budget Review	
June 20	Business Meeting	SOR (Science of Reading)	Athletic Facilities Task Force recommendation			
July 18	Business Meeting	Apt Student Rep			Draft Budget Finalized	
July 19	Special Meeting - Retreat @SEATech 1-7pm	Summer Retreat				
August 15	Business Meeting	SP Strategy 2 and 7			Approve 2023-2024 Budget and 4 year plan(include public hearing on agenda)	

BOARD OF DIRECTORS
Regular Business Meeting – 4:00 p.m.
August 15, 2023
WWPS Administration Building / 364 S. Park Street

PRESENT

BOARD OF DIRECTORS

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

ADMINISTRATORS

Dr. Wade Smith, Superintendent
Mr. Chris Gardea, Assistant Superintendent
Mrs. Christy Krutulis, Executive Director of Teaching & Learning
Dr. Julie Perron, Director of Equity & Dual Programs
Mrs. Janette Jeffris, Director of Fiscal Services
Mr. John Schumacher, Principal of Walla Walla High School
Mrs. Claudia Salazar, Asst Principal of Walla Walla High School
Mrs. Michelle Carpenter, Principal of Berney Elementary School

AUDIENCE

Including board members, administrators and guests, approximately 35 were in attendance.

I. CALL TO ORDER

The meeting was called to order in the administration building Anne Golden Boardroom at 4:00 p.m. by President Mr. Derek Sarley.

II. FLAG SALUTE

The flag salute and pledge of allegiance was led by Mrs. Ruth Ladderud, Board of Directors.

III. ROLL CALL

IV. PUBLIC HEARING FOR 2023-2024 BUDGET ADOPTION AND FOUR-YEAR BUDGET SUMMARY

President Sarley opened the public hearing for comments, which is pursuant to RCW and WAC to review and adopt the 2023-24 budget and four-year plan as advertised in the Walla Walla Union Bulletin. Being there were no comments, President Sarley moved and Ms. Mulkerin seconded to close the public hearing; the motion carried unanimously.

V. APPROVAL OF AGENDA

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

VI. CONSENT AGENDA

Ms. Mulkerin moved and Mrs. Ladderud seconded approval of the consent agenda consisting of the following items: 1) personnel report; 2) extracurricular athletic contracts; 3) approval of teachers who hold a limited teaching certificate; 4) August 1 & August 15 accounts payable and July payroll; 5) 2023-2024 board meeting schedule; 6) regular business meeting minutes of July 18, 2023; and 7) special board meeting/school board retreat minutes of July 19, 2023. The motion carried unanimously.

VII. SPECIAL PROGRAMS/INTRODUCTIONS/ANNOUNCEMENTS

Walla Walla Public Schools Education Foundation: Walla Walla Public Schools Foundation Chief Executive Officer Mrs. Elsa Watson provided school board members an update on the foundation. The goal of the Foundation is to raise funds and create partnerships that allow every WWPS student, K-8, to take part in at least one field trip each year. Also, to provide funding for overnight, outdoor experiences for high school students at both high schools.

VIII. CITIZENS' COMMENTS

Public comment was received by four individuals.

IX. REPORTS

Board of Directors Report: The Board members shared of meetings in which they participated or attended since the last Board meeting.

Superintendent's Report: Dr. Smith reported on many staff in service meetings taking place throughout the month of August in preparation for the start of school.

Strategic Plan Strategies 2 and 7: Mrs. Krutulis, Dr. Perron and committee members briefed the school board on Vision 2030 progress for Strategic Initiatives 2 & 7. Goal 1 - Strategy 2: A Guaranteed and Viable Curriculum - Ensure district-wide Promise Standards are taught, assessed and met for every student. Goal 3 - Strategy 7: A Culture of Belonging and Equity - Continue to promote, prioritize and celebrate "We All Belong Here" strategies. Prioritize and promote the building of positive adult-student relationships and connection. Implement culturally responsive practices and curriculum.

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

2023-2024 Budget and Four-Year Budget Summary: Dr. Smith and Mrs. Jeffris reviewed the proposed 2023-2024 budget based on estimated enrollment of 5328 FTE, with appropriations of \$101M.

Policies Second Reading: Dr. Smith presented the following policies for second reading:

6035 Lease Capitalization Threshold

6036 Capitalization Threshold for Subscription-Based Information Technology Arrangements (SBITA)

X. ACTION ITEMS

Resolution 09-2023 – 2023-2024 Budget and Four-Year Budget Summary: Mr. Rindal moved and Mrs. Trick seconded approval of Resolution 09-2023 – 2023-2024 Budget and Four-Year Budget Summary as presented, the motion carried unanimously.

Policy second readings: Mrs. Ladderud moved and Ms. Mulkerin seconded approval of policies 6035 & 6036 as presented; the motion carried unanimously.

XI. ADJOURNMENT

President Sarley declared the meeting adjourned at 5:46 p.m.

Minutes to be presented for board approval on September 5, 2023.

APPROVED:

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

Derek Sarley
School Board President



VISION 2030

WALLA WALLA PUBLIC SCHOOLS
VISION
2030
Developing Washington's Most
Sought-After Graduates
Desarrollando a los graduados más solicitados de Washington

SCHOOL BOARD INITIATIVE PRESENTATIONS
STRATEGIES 4 & 6

Goals & Strategies

MISSION

In partnership with families and community, Walla Walla Public Schools ensures a culture of equity and belonging, where every student achieves ambitious levels of learning through relevant and rigorous educational experiences.

Goal 1

Ambitious Learning for All

OUTCOME STATEMENT:

WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

ACHIEVED THROUGH:

- Collective Efficacy
- A Guaranteed and Viable Curriculum
- Proficient Elementary Readers

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

Goal 3

Culture of Equity and Belonging

OUTCOME STATEMENT:

WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.

ACHIEVED THROUGH:

- A Culture of Belonging and Equity
- Implementing Inclusionary Practices
- Ensuring a Culture of Support and Collective Accountability

Goal 4

Partnership with Family and Community

OUTCOME STATEMENT:

WWPS leverages family, community and business partnerships in order to enhance student learning and their educational experience.

ACHIEVED THROUGH:

- Maximizing Family Engagement
- Assuring Community Involvement and Volunteerism

10 Committees Developed to Operationalize the Plan

Goal #1: Ambitious Learning for All - WWPS prioritizes a districtwide culture where staff collaborate with their peers to ensure high quality instruction, analyze and respond to student learning needs, and maintain a collective sense of urgency around high achievement for all.

Yes I would like to be considered for this committee

Committee #1 - Collective Efficacy: Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/failures and continue to refine professional practices in order to maximize student learning.

Committee #2 - Guaranteed and Viable Curriculum: Ensure district-wide Promise Standards are taught, assessed and met for every student.

Committee #3 - Proficient Elementary Readers: Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their native language by the end of 2nd grade.

Goal #2: Relevant and Rigorous Experience - WWPS commits to ensuring students will receive a relevant and rigorous educational experience, where senior graduates with 21st century-skills and a post-secondary plan to enroll or attain gainful employment after high school.

Yes I would like to be considered for this committee

Committee #4 - Post Secondary Plans: Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.

Committee #5 - Access to Rigorous Curriculum and Courses: Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.

Committee #6 - Developing 21st Century Skills: Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.

Goal #3: Culture of Equity and Belonging - WWPS ensures an equitable educational experience where all students feel a sense of belonging and voice as they develop connections with peers and adults in a safe, supportive, inclusive and culturally responsive learning environment.

Yes I would like to be considered for this committee

Committee #7 - A Culture of Belonging and Equity: Continue to promote, prioritize and celebrate "We All Belong Here" strategies. Prioritize and promote the building of positive adult-student relationships and connection. Implement culturally responsive practices and curriculum.

Committee #8 - Implementing Inclusionary Practices: Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students.

Committee #9 - Ensuring a Culture of Support and Collective Accountability: In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.

Goal #4: Partnerships with Family and Community - WWPS leverages family, community and business partnerships in order to enhance student learning and their educational experience.

Yes I would like to be considered for this committee **28**

Committee #10 - Maximizing Family and Community Involvement: Implement systems and opportunities to maximize family engagement with schools and each other. Increase two-way outreach, support and access to maximize family inclusion in their child's learning and post-secondary plans. Promote family involvement in after school activities/extra-curricular experiences. Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.

Initiative Planning Development and Approval Timeline

		Plan Review and Board Approval Timeline
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	Strategy #11 - Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	June 6

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- Post-secondary Planning
 - “Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations” (Vision 2030).

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

■ Committee Makeup

- Becky Waggoner-Schwartz, Carina Stillman, Eva Maxwell, Hailey Thrall, Jerry Maher, Keith Ross, Kim Doepker, Lisa Franklin, Makenzie Sheets, Marci Knauft, Marilyn Melgoza, Melanie Medina, Pam Jacobson, Peggy Payne, Shari Widmer, Steve Pitzer, Victoria Libzbarski

■ Committee Process

- The committee reviewed the three components of Washington State's High School Diploma and reviewed how Walla Walla Public Schools ensures students meet: 1.) Credit & Subject Requirements 2.) High School & Beyond Plan 3.) Graduation Pathway Options. The committee identified ways to refine and enhance our current process. The committee then identified actions to improve student/parent understanding and ownership and involvement of their post-secondary plans.

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

Post-Secondary Planning

What will a successful, full implementation of this strategy look like?

- Our vision is to unleash the potential of every graduate from Walla Walla Public Schools by offering a comprehensive High School and Beyond Plan. This transformative plan will open doors to a multitude of career and educational paths, empowering students to explore their passions, interests, and talents. By guiding students through self-discovery and providing exposure to diverse career opportunities, we will enable them to make informed choices and create a purposeful academic journey that paves the way for post-secondary success.

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - Provide 6th-12th grade students and families with comprehensive information about graduation pathway options.
 - Provide students and families information about course offerings aligned to student's career interests.
 - Provide a predictable structure for 8th-12th grade students to engage in post-secondary planning activities.
 - Identify post-secondary activities for 6th and 7th grade.
 - Implement a semi-annual review of SchoolLinks data to identify career interests.
 - Annual update High School & Beyond Plan by students that is reviewed and approved by families and counselors.
 - Create feedback survey for SchoolLinks
 - Senior culminating presentation that includes their post-secondary goals, experiences and steps they have taken to prepare them for their future.
 - Training for counselors, staff, students and parents with online platform (SchoolLinks) for High School & Beyond Plan.
 - Inventory career exploration experiences for secondary students that align to career clusters.
 - Identify community partners that align to student interests, and develop district-wide schedule.
 - Develop a bank of volunteering, job shadowing, internship opportunities aligned to career clusters.



Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- What specific resources or supports are needed?
 - Personnel/Programs
 - Secondary Principals, CTE Director, Secondary Counselors, GearUp, Walla Walla Public Schools Foundation
 - Resources
 - SchoolLinks subscription for secondary students
 - Green Sheet or release time for training and support with SchoolLinks
 - Communication materials
 - Graduate Survey research and costs
 - Field trips (career, college, etc.)

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

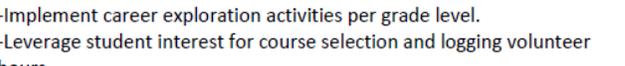
ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- How will growth/success be measured, tracked and reported?
 - SchoolLinks access and utilization reporting
 - Graduate survey that tracks post-secondary experiences over time
 - EES student survey analysis
 - Adults in this school help me plan and set goals for my future
 - EES family survey analysis
 - This school is doing a good job of preparing my student for a successful future

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Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Relevant and Rigorous Experience		Achieved Through: Post-Secondary Plans		Committee Lead: Chris Gardea	
Strategy Statements: Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.					
Committee Membership: Becky Waggoner-Schwartz, Carina Stillman, Eva Maxwell, Hailey Thrall, Jerry Maher, Keith Ross, Kim Doepker, Lisa Franklin, Makenzie Sheets, Marci Knauff, Marilyn Melgoza, Melanie Medina, Pam Jacobson, Peggy Payne, Shari Widmer, Steve Pitzer, Victoria Libzbarski					
Brief Description of Committee Work and Process: The committee reviewed the three components of Washington State's High School Diploma and reviewed how Walla Walla Public Schools ensures students meet: 1.) Credit & Subject Requirements 2.) High School & Beyond Plan 3.) Graduation Pathway Options. The committee identified ways to refine and enhance our current process. The committee then identified actions to improve student/parent understanding and ownership and involvement of their post-secondary plans.					
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Our vision is to unleash the potential of every graduate from Walla Walla Public Schools by offering a comprehensive High School and Beyond Plan. This transformative plan will open doors to a multitude of career and educational paths, empowering students to explore their passions, interests, and talents. By guiding students through self-discovery and providing exposure to diverse career opportunities, we will enable them to make informed choices and create a purposeful academic journey that paves the way for post-secondary success.					
	Themes	2023-24 School Year	2024-25 School Year		
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	<u>Graduation Requirements</u>	-Provide 6 th -12 th grade students and families with comprehensive information about graduation pathway options. -Provide students and families information about course offerings aligned to student's career interests.			
	<u>Predictable Structure</u>	-Provide a predictable structure for 8 th -12 th grade students to engage in post-secondary planning activities. -Identify post-secondary activities for 6 th and 7 th grade. -Implement a semi-annual review of SchoolLinks data to identify career interests. -Annual update High School & Beyond Plan by students that is reviewed and approved by families and counselors. -Create feedback survey for SchoolLinks -Senior culminating presentation that includes their post-secondary goals, experiences and steps they have taken to prepare them for their future.			
	<u>Professional Learning</u>	-Training for counselors, staff, students and parents with online platform (SchoolLinks) for High School & Beyond Plan.			
	<u>College & Career Exploration</u>	-Inventory career exploration experiences for secondary students that align to career clusters. -Identify community partners that align to student interests, and develop district-wide schedule. -Develop a bank of volunteering, job shadowing, internship opportunities aligned to career clusters.			
Who are the key personnel, people who will help lead this work?	Secondary Principals, CTE Director, Secondary Counselors, GearUp, Walla Walla Public Schools Foundation				
What specific resources or supports are needed to accomplish the above-described actions?	SchoolLinks subscription for secondary students, Green Sheet or release time for training and support with SchoolLinks, Communication materials, Field trips, Graduate Survey research and costs				
How will growth/success be measured, tracked and reported?	Monitor for Improvement: SchoolLinks access and utilization reporting Graduate survey that tracks post-secondary experiences over time EES student survey analysis - Adults in this school help me plan and set goals for my future EES family survey analysis - This school is doing a good job of preparing my student for a successful future				
Estimated funding necessary	~ \$15,000 per year for SchoolLinks ~\$5,000 for additional hours Costs associated with post-high school survey				

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

■ Questions?

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- Developing 21st Century Skills
 - “Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.” (Vision 2030).

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

■ Committee Makeup

- Amity Priore, Maria Garcia, Robin Ponti, Katharine Curles, Hannah Webber, Dakota Fryatt, Rob Ahrens, Marci Knauft, Eric Matson, Lori Finn, Andrew Sayers, Jayne Eacker, Stephanie Penrose, Carrie LaRoy, Alex Esparza, Kevin DeSantiago, Rick Pummel, Christy Doyle, Vanessa Curry, Jaime Iseminger, and Dennis Richardson:

■ Committee Process

- This committee consisted of staff representatives from early childhood, elementary, middle, high school, skills center/CTE, building administration, district office staff, and industry members. Work began by defining what 21st Century Skills a 2030 Graduate should master and what internship and/or career connected experiences they should have. The committee then participated in a protocol to identify what is already being done districtwide, opportunities to improve, and what can be done to reach our vision for a 2030 graduate. The aforementioned data was utilized to complete this framework through backwards planning so Walla Walla Public Schools can implement a plan to collaborate with staff, parents, students, industry, post-secondary partners, etc. to develop and implement a PK-12 set of 21st Century Skill Promise Standards and expand student internship opportunities and exposure through increased partnerships with business and industry. This strategic planning committee encourages opportunities to pilot or complete milestones ahead of schedule if opportunities present themselves.

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Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

Developing 21st Century Skills

What will a successful, full implementation of this strategy look like?

- Every Walla Walla Public Schools Graduate will have mastered 21st Century Promise Standards, equipping them with the critical skills and assets necessary for life and career after high school.

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- What specific actions will need to occur to achieve the Vision 2030 stretch goal?
 - 21st Century Skills
 - Begin identification of standards; vertically align PK-12 promise standards and implement curriculum; implement, assess, and evaluate promise standards; refine and improve practices
 - Financial Literacy Delivery
 - Research best practices for a comparative analysis and present findings to Administrative Cabinet; pilot recommendations and/or recommend policies for adoption; implement adoptions/policies
 - Internships and Exposure
 - Inventory current opportunities and research best practices for a comparative analysis of current practices; identify and pilot additional opportunities and align with new state law to offer general elective work for credit; systemize current and new resources and practices; expand internships and exposure PK-12

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

■ What specific resources or supports are needed?

■ Personnel/Programs

- District Wide committee of Guiding Coalition, SEL, Counselors, Admin, Teaching and Learning Dept. and CTE Director, Business Marketing Advisory, Counselors, CTE Director, Secondary Admin, WSL Coordinator, College and Career Committee, Gear, Up, PK -12 Staff, Community partners

■ Resources

- Release time/compensation and subcommittee to plan
- Collaboration with partner/area school districts
- Industry partners, and staff member(s) to support targeted outreach for internships/exposure onsite with industry partners
- Resources to procure curriculum and train necessary staff
- Up to 1.0 staff FTE to be funded by CTE Program, Perkins, and/or other grant funds to supervise internships

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

- How will growth/success be measured, tracked and reported?
 - 21st Century Skills
 - Student and Parent EES Data (monitor for improvement): “This school is doing a good job of preparing my student for a successful future”
 - Financial Literacy Delivery
 - Monitor and report enrollment/participation data
 - Internships and Exposure
 - Monitor and report the number of student experiences/credits earned

Vision 2030: Strategic Planning Implementation Framework and Action Plan

Goal: Relevant and Rigorous Experience	Achieved Through: Developing 21 st Century Skills				Committee Lead: Jerry Maher and Jennifer Matson	
Strategy Statements: Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.						
Committee Membership: Amity Priore, Maria Garcia, Robin Ponti, Katharine Curles, Hannah Webber, Dakota Fryatt, Rob Ahrens, Marci Knauff, Eric Matson, Lori Finn, Andrew Sayers, Jayne Eacker, Stephanie Penrose, Carrie LaRoy, Alex Esparza, Kevin DeSantiago, Rick Pummel, Christy Doyle, Vanessa Curry, Jaime Iseminger, and Dennis Richardson						
Brief Description of Committee Work and Process: This committee consisted of staff representatives from early childhood, elementary, middle, high school, skills center/CTE, building administration, district office staff, and industry members. Work began by defining what 21st Century Skills a 2030 Graduate should master and what internship and/or career connected experiences they should have. The committee then participated in a protocol to identify what is already being done districtwide, opportunities to improve, and what can be done to reach our vision for a 2030 graduate. The aforementioned data was utilized to complete this framework through backwards planning so Walla Walla Public Schools can implement a plan to collaborate with staff, parents, students, industry, post-secondary partners, etc. to develop and implement a PK-12 set of 21st Century Skill Promise Standards and expand student internship opportunities and exposure through increased partnerships with business and industry. This strategic planning committee encourages opportunities to pilot or complete milestones ahead of schedule if opportunities present themselves.						
Vision 2030 Stretch Goal: What will a successful, full implementation of this strategy look like in 2030? Every Walla Walla Public Schools Graduates will have mastered 21st Century Promise Standards, equipping them with the critical skills and assets necessary for life and career after high school.						
	2023-24 School Year	2024-25 School Year	2025-26 School Year	2026-27 School Year	2027-28 School Year	2028-29 School Year
What specific actions will need to occur to achieve the Vision 2030 Stretch Goal?	21st Century Skills Begin identification of standards Financial Literacy Delivery Research best practices for a comparative analysis and present findings to Administrative Cabinet Internships and Exposure Inventory current opportunities and research best practices for a comparative analysis of current practices	21st Century Skills Vertically align PK-12 promise standards and implement curriculum Financial Literacy Delivery Pilot recommendations and/or recommend policies for adoption Internships and Exposure Identify and pilot additional opportunities and align with new state law to offer general elective work for credit	21st Century Skills Implement, assess, and evaluate promise standards Financial Literacy Delivery Implement adoptions/policies Internships and Exposure Systemize current and new resources and practices	21st Century Skills Refine and improve practices Financial Literacy Delivery Monitor implementation Internships and Exposure Expand internships and exposure PK-12	21st Century Skills Monitor implementation Financial Literacy Delivery Full implementation Internships and Exposure Continue to monitor and expand	21st Century Skills Full implementation with consistent practices and common language Internships and Exposure Reflect and refine systems and practices
Who are the key personnel, people who will help lead this work?	21st Century Skills District Wide committee of Guiding Coalition, SEL, Counselors, Admin, Teaching and Learning Dept. and CTE Director Financial Literacy Delivery Business Marketing Advisory, Counselors, CTE, Director, Secondary Admin Internships and Exposure CTE Director, Advisories, Secondary Admin, WSL Coordinator, College and Career Committee, Gear, Up, PK -12 Staff, Community partners	21st Century Skills Building staff and GC, Elem Admin Team, MS Admin Team, HS Admin Team, SEL team, Counselors Financial Literacy Delivery Secondary Admin/CTE Directory (follow curriculum review committee process) Internships and Exposure CTE Director, Advisories, Secondary Admin, WSL Coordinator, College and Career Committee, PK -12 Staff	21st Century Skills Building staff and GC, Elem Admin Team, MS Admin Team, HS Admin Team, SEL team, Counselors Financial Literacy Delivery TBD based on model (i.e. Bus/Mrkt Dept, through Advisory, etc.) Internships and Exposure CTE Director, Advisories, Secondary Admin, WSL Coordinator, College and Career Committee, PK -12 Staff	21st Century Skills Building staff and GC, Elem Admin Team, MS Admin Team, HS Admin Team, SEL team, Counselors Financial Literacy Delivery Teachers, Admin, School Board Internships and Exposure CTE Advisories, District Wide Staff, PK -12 Staff, Other TBD	21st Century Skills Building staff and GC, Elem Admin Team, MS Admin Team, HS Admin Team, SEL team, Counselors Financial Literacy Delivery Administrators Internships and Exposure CTE Advisories, District Wide Staff, PK -12 Staff, Other TBD	21st Century Skills All WWPS staff Financial Literacy Delivery All staff who deliver/supervise implementation Internships and Exposure All staff who deliver/supervise implementation
What specific resources or supports are needed to accomplish the above-described actions?	21st Century Skills Release time/compensation and subcommittee to plan Financial Literacy Delivery	21st Century Skills Release time or compensation to attend planning meetings Financial Literacy Delivery	21st Century Skills Release time/Professional Development/Compensations for planning meetings, curriculum and/or management systems Financial Literacy Delivery	21st Century Skills Time for collaboration/planning; curriculum and/or management systems Financial Literacy Delivery	21st Century Skills Time for collaboration/planning; curriculum and/or management systems Financial Literacy Delivery	21st Century Skills Time for collaboration/planning; curriculum and/or management systems Financial Literacy Delivery

	<p>Collaboration with partner/area school districts; release time/compensation and subcommittee to research</p> <p>Internships and Exposure 2c Strategic Planning Committee notes; examples from other districts of current practices; student/parent input</p>	<p>Release time/compensation and subcommittee and/or consultant to finalize report/findings</p> <p>Internships and Exposure 2c Strategic Planning Committee notes; baseline data of current work based learning/worksite learning offerints; include Pk-5</p>	<p>Release time/compensation and subcommittee to approve guaranteed and viable curriculum</p> <p>Internships and Exposure Industry partners, and staff member(s) to support targeted outreach for internships/exposure onsite with industry partners</p>	<p>Curriculum, staffing, professional development, time built into the schedule</p> <p>Internships and Exposure Industry partners, and staff member(s) to support targeted outreach for internships/exposure onsite with industry partners</p>	<p>Curriculum, staffing, professional development</p> <p>Internships and Exposure Industry partners, and staff member(s) to support targeted outreach for internships/exposure onsite with industry partners</p>	<p>Curriculum, staffing, professional development</p> <p>Internships and Exposure Industry partners, and staff member(s) to support targeted outreach for internships/exposure onsite with industry partners</p>
How will growth/success be measured, tracked and reported?	<p>21st Century Skills Student and Parent EES Data (monitor for improvement): "This school is doing a good job of preparing my student for a successful future"</p> <p>Financial Literacy Delivery Monitor and report enrollment/participation data</p> <p>Internships and Exposure Monitor and report the number of students/credits earned</p>					
Estimated funding necessary	<p>21st Century Skills \$5-10K for compensation/travel to complete research and planning</p> <p>Financial Literacy Delivery \$5-10K for compensation/travel to complete research (i.e. grant funding, CTE program funds)</p> <p>Internships and Exposure \$5-10K for compensation/travel to complete research (i.e. grant funding, CTE program funds)</p>	<p>21st Century Skills \$5-10K for compensation/travel to complete research and planning; Curriculum adoption costs (\$50k)</p> <p>Financial Literacy Delivery \$5-10K for compensation/travel to complete research (i.e. grant funding, CTE program funds)</p> <p>Internships and Exposure \$5-10K for compensation/travel to complete research (i.e. grant funding, CTE program funds)</p>	<p>21st Century Skills \$5-10K for compensation/travel to complete research and planning; Curriculum costs</p> <p>Financial Literacy Delivery TBD</p> <p>Internships and Exposure Up to 1.0 staff FTE to be funded by CTE Program, Perkins, and/or other grant funds</p>	<p>21st Century Skills Curriculum costs</p> <p>Financial Literacy Delivery TBD</p> <p>Internships and Exposure Up to 1.0 staff FTE to be funded by CTE Program, Perkins, and/or other grant funds</p>	<p>21st Century Skills Curriculum costs</p> <p>Financial Literacy Delivery TBD</p> <p>Internships and Exposure Up to 1.0 staff FTE to be funded by CTE Program, Perkins, and/or other grant funds</p>	<p>21st Century Skills Curriculum costs</p> <p>Financial Literacy Delivery TBD</p> <p>Internships and Exposure Up to 1.0 staff FTE to be funded by CTE Program, Perkins, and/or other grant funds</p>

Goal 2

Relevant and Rigorous Experience

OUTCOME STATEMENT:

WWPS commits to ensuring all students will receive a relevant and rigorous educational experience, where every senior graduates with 21st century-skills and a post-secondary plan to enroll, enlist or attain gainful employment after high school.

ACHIEVED THROUGH:

- Post-Secondary Planning
- Access to Rigorous Curriculum and Courses
- Developing 21st Century Skills

■ Questions?

Initiative Planning Development and Approval Timeline

		Plan Review and Board Approval Timeline
G o a l # 1	Strategy #1 - Collective Efficacy: Ensure a productive climate of collaboration (PLC's) where all instructional staff analyze student data, are encouraged to take risks, learn from successes/failures and continue to refine professional practices in order to maximize student learning.	June 6
	Strategy #2 - Guaranteed and Viable Curriculum: Ensure district-wide Promise Standards are taught, assessed and met for every student.	August 15
	Strategy #3 - Proficient Elementary Readers: Successfully train staff and implement science of reading literacy strategies, interventions and supports to ensure students are fluent readers in their language of instruction by the end of 2nd grade.	October 24
G o a l # 2	Strategy #4 - Post Secondary Plans: Enhance, refine and promote PK-12 pathways and opportunities. Develop student advocacy and ownership towards their post-secondary plans and aspirations.	September 5
	Strategy #5 - Access to Rigorous Curriculum and Courses: Intentionally advocate and promote student access to rigorous and challenging courses by expanding opportunities to accelerate learning for all students. Increase integrated honors course offerings, where students access advanced levels of rigor while in a traditional setting. Increase access to and the number of college credit bearing classes and industry certifications available.	October 24
	Strategy #6 - Developing 21st Century Skills: Collaborate with industry and post-secondary partners to develop and implement a PK-12 set of 21st Century Skill Promise Standards. Expand student internship opportunities and exposure through increased partnerships with business and industry.	September 5
G o a l # 3	Strategy #7 - A Culture of Belonging and Equity: Continue to promote, prioritize and celebrate "We All Belong Here" strategies. Prioritize and promote the building of positive adult-student relationships and connection. Implement culturally responsive practices and curriculum.	August 15
	Strategy #8 - Implementing Inclusionary Practices: Facilitate training, support and implementation of inclusionary practices and Universal Design for Learning in order to increase access and opportunity for all students.	June 6
	Strategy #9 - Ensuring a Culture of Support and Collective Accountability: In order to ensure a safe and supportive learning environment, all staff will implement PBIS (Positive Behavioral Interventions and Support) strategies, trauma-informed practices and building-level behavior plans with fidelity.	September 19
G o a l # 4	Strategy #10 -Maximizing Family and Community Involvement: Implement systems and opportunities to maximize family engagement with schools and each other. Increase two-way outreach, support and access to maximize family inclusion in their child's learning and post-secondary plans. Promote family involvement in after school activities/extra-curricular experiences.	September 19
	Strategy #11 - Advance systems, outreach and opportunities in order to increase volunteerism and community inclusion across our schools. Implement training and coordination to maximize effectiveness and the experience for volunteers and the schools/classrooms they serve.	June 6

BOARD POLICY

Policy No. 5253

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MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

Purpose

The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff, school board members and volunteers. For purposes of this policy and its procedure, the terms “district staff,” “staff member(s),” and “staff” also include volunteers, contractors and school board members.

General Standards

The board expects all staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

The interactions and relationships between district staff and students should be based upon mutual respect, trust, and commitment to the professional boundaries between staff and students in and outside of the educational setting, and consistent with the educational mission of the district.

District staff will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member’s duties in the district. Inappropriate boundary invasions can take various forms. Any type of sexual conduct with a student is an inappropriate boundary invasion.

Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another staff member’s conduct is inappropriate or constitutes a violation of this policy.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members shall pro-actively discuss these circumstances with their building administrator or supervisor.

Use of Technology

Walla Walla Public Schools

BOARD POLICY

Policy No. 5253

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The board supports the use of technology to communicate for educational purposes. However, when the communication is unrelated to school work or other legitimate school business district staff are prohibited from communicating with students by phone, e-mail, text, instant messenger, or other forms of electronic or written communication unless there is a familial or pre-existing social relationship with the parents or guardians and students. District staff members are prohibited from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards. This prohibition includes prohibiting staff from “friending” and/or “following” students on social media unless there is a legitimate educational interest or when a familial or pre-existing social relationship with the parents or guardians and students is present.

Staff whose conduct violates this policy may face discipline and/or termination consistent with the district’s policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

The superintendent/designee will develop protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

Cross References:

- 3205 - Sexual Harassment of Students Prohibited
- 3207 - Prohibition of Harassment, Intimidation, and Bullying of Students
- 3210 - Nondiscrimination
- 3421 - Child Abuse and Neglect

Legal References:

- Title IX of the Education Amendments of 1972
- Chapter 9A.44, RCW – Sex Offenses
- Chapter 9A.88, RCW Indecent exposure - Prostitution
- RCW 28A.400.320 Crimes against children — Mandatory termination of classified employees — Appeal — Recovery of salary or compensation by district
- RCW 28A.405.470 Crimes against children — Mandatory termination of certificated employees — Appeal — Recovery of salary or compensation by district
- RCW 28A.405.475 Termination of certificated employee based on guilty plea or conviction of certain felonies — Notice to superintendent of public instruction - Record of notices
- RCW 28A.410.090 Revocation or suspension of certificate or permit to teach — Criminal basis — Complaints — Investigation - Process
- RCW 28A.410.095 Violation or noncompliance — Investigatory powers of superintendent of public instruction — Requirements for

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investigation of alleged sexual misconduct towards a child
— Court orders — Contempt — Written findings required
RCW 28A.410.100 Revocation of authority to teach — Hearings
Chapter 28A.640, RCW Sexual Equality Chapter 28A.642, RCW
Discrimination Prohibition
Chapter 49.60, RCW – Washington State Law Against Discrimination
Chapter 181-87 WAC Professional certification — Acts of unprofessional
conduct
Chapter 181-88 WAC Definitions of sexual misconduct, verbal and physical
abuse - Mandatory disclosure — Prohibited agreements

DRAFT

Adopted: May 16, 2017

First Reading/Revision: September 5, 2023

Walla Walla Public Schools

BOARD POLICY

Policy No. 5253

Page 1 of 2

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

Purpose

~~The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct and boundary invasions by adults. The provisions of this policy apply to all district staff and volunteers relative to their conduct with students. For the purposes of this policy, staff and volunteers are referred to as “adults.”~~

General Standards

~~The board expects all staff members and volunteers to maintain the highest professional, moral and ethical standards in their interaction with students. Adults are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries.~~

~~The interactions and relationships between adults and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistent with the educational mission of the district.~~

~~Adults will not intrude on a student’s physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the adult’s duties in the district. Additionally, adults are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other adults when interacting with students. Adults will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another adult’s conduct is inappropriate or constitutes a violation of this policy.~~

Use of Technology

~~The board supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking websites that violates the law, district policies or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district’s policies, acceptable use agreement and collective bargaining agreements, as applicable.~~

~~The superintendent/designee will develop protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.~~

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Legal References:	RCW 28A.400.320	Crimes against children — Mandatory termination of classified employees — Appeal — Recovery of salary or compensation by district
	RCW 28A.405.470	Crimes against children — Mandatory termination of certificated employees — Appeal — Recovery of salary or compensation by district
	RCW 28A.405.475	Termination of certificated employee based on guilty plea or conviction of certain felonies — Notice to superintendent of public instruction - Record of notices
	RCW 28A.410.090	Revocation or suspension of certificate or permit to teach — Criminal basis — Complaints — Investigation - Process
	RCW 28A.410.095	Violation or noncompliance — Investigatory powers of superintendent of public instruction — Requirements for investigation of alleged sexual misconduct towards a child — Court orders — Contempt — Written findings required
	RCW 28A.410.100	Revocation of authority to teach — Hearings
	Chapter 181-87 WAC	Professional certification — Acts of unprofessional conduct
	Chapter 181-88 WAC	Definitions of sexual misconduct, verbal and physical abuse - Mandatory disclosure — Prohibited agreements

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MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

Many educators or volunteers who cross the line of professional boundaries may not consciously begin with predatory motivation in mind. Instead, they allow themselves to develop a special relationship with a student that results in situations where their professionalism is compromised. Sometimes, this leads to sexual misconduct. All of this can be prevented by maintaining professional boundaries with students.

Educators, volunteers, students, parents, and other concerned adults are the key to stopping unprofessional conduct against students. The following information will protect students and the profession.

Reporting Violations

All school staff members, board members or volunteers must promptly notify the supervisor of a staff member, contractor or volunteer suspected of engaging in a boundary invasion toward a student.

Reporters should:

- Not wait before reporting suspicious behavior or try to determine whether there is an innocent explanation;
- Not confront or discuss the matter with the staff member or volunteer at issue or with anyone else, but maintain confidentiality to protect privacy and avoid rumors; and
- Document for their own records, that they notified an administrator, including to whom and what they reported.

Students, parents/guardians and community members should also notify the principal (or other administrator) if they believe a staff member, contractor or volunteer may be engaging in inappropriate boundary invasion conduct with a student. If a student, parent/guardian or community member are uncomfortable reporting to the principal or administrator, they may make a report using the district's Safe Schools Tip Line at 855-976-8772 or through the online portal at: <https://wwps-wa.safeschoolsalert.com/>.

When an administrator receives a report that an employee, volunteer, or contractor has perpetrated sexual misconduct against a student or a suspicion of such, the administrator will follow the district's reporting and documentation protocols. Based on the circumstances, the Assistant Superintendent or Human Resources Director might need to inform the following individuals:

- The Superintendent
- The Title IX coordinator
- The district's legal counsel

The administrator should consider whether state or local laws require informing the local police and/or state or local child protection authorities.

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The administrator should take immediate steps to prevent further harm to the alleged victim or other students, such as removing the alleged abuser from the program or activity or limiting that individual's contact with students pending resolution of the matter.

Boundary Invasion

A boundary invasion is an act or pattern of behavior by a staff member or volunteer that does not have a bona fide health, safety, or educational purpose for the student. Such situations are the opposite of maintaining professional boundaries with students.

The board recognizes that familial or pre-existing social relationships with parents, guardians and their students outside of school may impact how staff, volunteers, contractors and school board members interact with specific students. While on school grounds and during school-related activities, staff should seek to maintain appropriate, adult-student boundaries consistent with these procedures. If a staff member, contractor, school board member or volunteer has questions about their relationship and interaction with students outside of school, they should visit with their supervisor or school administrator.

Staff members and volunteers shall not engage in boundary invasions of students, which include, but are not limited to, the following:

- A. Any type of inappropriate physical or sexual contact with a student or any other conduct that violates the board's policies regarding student welfare, the educational environment, or conduct toward current or former students. Inappropriate physical conduct includes hugging, kissing, or being "overly touchy" with students without any legitimate educational or professional purpose;
- B. Showing intimate or unduly revealing photos to a student or asking a student to provide intimate or unduly revealing photos;
- C. Taking inappropriate photographs of a student, or taking an inordinate number of photographs of a student;
- D. Any kind of flirtatious or sexual communications with a student;
- E. Singling out a particular student or students for personal attention and friendship beyond the professional staff/student relationship; This includes, but is not limited to, favoring one or more students with special privileges, allowing them to remain in the classroom during non-class times, unilaterally removing a student from another class or activity, or engaging in "peer like" behavior with one or more students;
- F. Providing alcohol, drugs, or tobacco to students, failing to report their use of these substances, or socializing where students are illegally consuming alcohol, drugs or tobacco;

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- G. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members shall refer the student to appropriate guidance/counseling staff when appropriate;
- H. Sending students on personal errands unrelated to any educational purpose;
- I. Banter, allusions, jokes or innuendos of a sexual nature with students;
- J. Favorably commenting on a student's appearance if it is unduly revealing or if the comments have no educational value;
- K. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students;
- L. Addressing students or permitting students to address staff members or volunteers with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- M. Maintaining personal contact (including "friending" or "following") a student on any social networking application or device unless there is a legitimate educational interest or when a familial or pre-existing social relationship with the parents or guardians and students is present;
- N. Sending phone, e-mail, text, instant messenger, or other forms of written or electronic communication to individual students when the communication is unrelated to school work or other legitimate school business, and when there is not a familial or pre-existing social relationship exemption. If staff members have educational or legitimate school business to conduct, they shall normally use district email or the approved district communication tool (e.g. ParentSquare). All communication will respect adult-student boundaries as outlined in policy and procedures. When it is necessary to communicate with an individual student using means other than district email or approved communication tool, such as text, messenger or other form, the staff member shall also include a parent/guardian, colleague or a school administrator on the communication, or promptly notify their school administrator of the communication;
- O. Exchanging or providing personal gifts, cards, or personal letters with an individual student, except when there are familial, pre-existing social relationship with families, or customary recognition or celebrations of accomplishment (e.g. graduation cards, recognition of athletic or academic accomplishments);
- P. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities) outside of school-sponsored events, except as participants in organized community activities, unless there is a familial or pre-existing social relationship with the parents or guardians and student;

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- Q. Giving a student a ride in a vehicle in a non-emergency situation without a legitimate professional purpose unless parental approval is given or there is a familial or pre-existing social relationship with the parents or guardians and student;
- R. Providing a student with information or views about other students or staff members without a legitimate professional purpose;
- S. Asking a student to keep a secret or not to disclose any inappropriate communications or conduct;
- T. Unnecessarily invading a student's privacy, (e.g. intentionally walking in on the student in the bathroom or a hotel room on a field trip);
- U. Being alone with an individual student out of the view of others unless parental approval is given or there is a familial or pre-existing social relationship with the parents or guardians and students.; and/or
- V. Any home visits unless other adults are present unless parental approval is given or there is a familial or pre-existing social relationship with the parents or guardians and students.

Additional Guidelines

- A. Preventing One-on-One Access to Students
 - 1. Interior classroom windows should not be intentionally covered except in lockdown situations.
 - 2. When an educator meets in the classroom alone with a student, the door should remain open.
 - 3. Discourage educators from one-on-one contact with students in private settings.
 - 4. Require educators and students to meet in places observable by others, such as offices with windows or outdoors, if privacy is needed.
 - 5. When a counselor or administrator meets alone with a student, the door should have windows that are not covered.
 - 6. Assign at least two educators to monitor bathrooms and locker rooms of their gender, when possible.

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7. When dealing with a toileting incident, two adults should assist the student if possible.
8. Prohibit educators from
 - a. taking a student without another adult or student present to private areas, such as storage closets, hotel rooms, or personal vehicles;
 - b. sleeping in the same room overnight with students, unless the student's parent or guardian is present; and
 - c. taking a student into the educator's home, unless parental approval is given or there is a familial or pre-existing social relationship with the parents or guardians and student.
9. When feasible, encourage staff and volunteers to use separate bathrooms. Staff should never change or use showers in the presence of students.
10. While under a distance learning model, utilizing official district email, telephone and approved videoconferencing technology for the explicit purpose of communicating individually with students related to school business may be necessary. Staff will ensure their communication is always appropriate and respects professional teacher-student boundaries. Additional communication safeguards to consider under remote learning may include:
 - When feasible, emailing and videoconferencing with more than one student at a time.
 - A parent may request to monitor individual phone, email or video conferencing sessions by informing their child and notifying their teacher(s) in advance.
 - When practical, having another adult in the same area/room of the teacher while one-on-one communication transpires.
 - Families may arrange for additional adult proximity to their child while any one-on-one communication transpires.
 - When other accommodations listed above cannot be implemented, the opportunity to record one-on-one videoconferencing sessions to protect students and staff may be considered. Under this scenario, sessions may be recorded by the teacher and securely stored for archive purposes only. Parents/guardians who do not consent to recording one-on-one sessions for student safety purposes must notify their child's teacher or school administrator in writing.

B. Enforcing Professional Boundaries with Supervision

1. Require that supervisors
 - a. receive training on professional boundaries;
 - b. make periodic unannounced visits in class and during activities to observe whether educators are following professional boundaries;
 - c. document specific observations about how educators interact with students;

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- d. correct and provide prompt feedback to educators regarding their adherence to professional boundaries; and
- e. stop any interaction with a student that appears suspicious.

C. Coaching Sports

1. In coaching any sport, be mindful of touching involved from coaches, and seek ways to mitigate.
2. Coaches should inform players that coaching generally involves physical touch for the purpose of teaching the sport, but anyone uncomfortable can ask not to be touched and the coach will strive to respect the student's wishes. Students should have the opportunity to inform the coach privately that they do not want coaching to include touch, and coaches should not publicly reveal such communication, but should share it with any assistant coaches.
3. If possible, assign two coaches or a second adult at practices.

Investigation and Documentation

When an administrator receives information that a boundary invasion has occurred or might have occurred, the administrator must document, in writing, the concern and provide a copy of the documentation to the Assistant Superintendent or Director of Human Resources. The Assistant Superintendent or Director of Human Resources will see that the matter is investigated and documented, and if a boundary invasions have occurred without a legitimate educational or safety purpose, that appropriate action is taken and documented. The use of an outside investigator may be considered depending on the circumstances. The Assistant Superintendent or Director of Human Resources will maintain a file documenting reports, letters of direction, and discipline relating to professional boundary investigations. When it is determined that a boundary violation has occurred, the Superintendent shall be notified.

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Reminder About Reporting Sexual Abuse

In some situations, the person engaging in boundary invasions with a student may also have engaged in child abuse or sexual abuse, which is defined in Board Policy 3421 - Child Abuse and Neglect. Remember that according to law (RCW 26.44.020) and Board Policy 3421, all school personnel who have reasonable cause to believe that a student has experienced sexual abuse by an adult or student are required to make a report to Child Protective Services and/or law enforcement. (See Board Policy 3421.) Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.

Disciplinary Action

Staff member or volunteer violations of this policy may result in disciplinary action up to and including dismissal. Violations of this policy may occur by ignoring professional boundaries as well as failing to report another staff member or volunteer who is ignoring professional boundaries. In any disciplinary situation, the Superintendent should consider whether the conduct violates the Code of Professional Conduct in Chpt. WAC 181-87 and whether to report a certificated employee to the Office of Professional Practices is warranted.

Training

All new staff members, contractors and volunteers will receive training on appropriate staff/student boundaries within three months of employment or beginning of service. Such initial training may be on-line training. Site administration and classified employee supervisors shall see to it that more detailed, live training covering this entire procedure shall occur every two years for all schools and work sites. Site administration and classified employee supervisors will also address professional boundaries at staff meetings early in the year.

Dissemination of Policy and Reporting Protocols

This policy and procedure will be included on the district website and in all employee and volunteer handbooks. Annually, all administrators and staff will receive copies of the district's reporting protocol. The district shall also provide access to this policy and procedure to students and their parents each school year.

Revised: September 2020
(Proposed Revised): September 2023

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MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

Boundary Invasions

~~In a professional staff/student relationship, staff maintain boundaries that are consistent with the legal and ethical duty of care that school personnel have for students.~~

~~A boundary invasion is an act or omission by a staff member that violates professional staff/student boundaries and has the potential to abuse the staff/student relationship.~~

~~An inappropriate boundary invasion means an act, omission, or pattern of such behavior by a staff member that does not have an educational purpose and results in abuse of the staff/student professional relationship.~~

Inappropriate Boundary Invasion Examples

~~Examples of possible inappropriate boundary invasions by staff members include, but are not limited to, the following:~~

- ~~A. Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under the district's policy on Sexual Harassment of Students Prohibited (Policy 3205); Prohibition of Harassment, Intimidation and Bullying (Policy 3207); Nondiscrimination - Student (Policy 3210); Title IX of the Education Amendments of 1972 (Title IX); the Washington State Law Against Discrimination (Chapter 49.60 RCW); or that constitutes misconduct under RCW 28A.640 and .642 or WAC 181-88-060; or any conduct that would constitute a violation of Chapter 9A.44 or 9A.88 RCW;~~
- ~~B. Showing pornography to a student;~~
- ~~C. Singling out a particular student or students for personal attention and friendship beyond the professional staff/student relationship;~~
- ~~D. Socializing where students are consuming alcohol, drugs or tobacco;~~
- ~~E. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;~~
- ~~F. Sending students on personal errands unrelated to any educational purpose;~~
- ~~G. Banter, allusions, jokes or innuendos of a sexual nature with students;~~
- ~~H. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students;~~

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- ~~I. Addressing students or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;~~
- ~~J. Maintaining personal contact with a student outside of school by phone, e-mail, instant messenger or Internet chat rooms, social networking websites, or letters beyond homework or other legitimate school business without including the building administrator/supervisor and parent/guardian;~~
- ~~K. Exchanging personal gifts, cards, or letters with an individual student;~~
- ~~L. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling and recreational activities) outside of school-sponsored events, except as participants in organized community activities;~~
- ~~M. Giving a student a ride alone in a vehicle in a non-emergency situation;~~
- ~~N. Unnecessarily invading a student's privacy, (e.g. walking in on the student in the bathroom);~~
- ~~O. Soliciting phone, email, text messages or other forms of written or electronic communication to students without building administrator/supervisor and parent permission when the communication is unrelated to school work or other legitimate school business; or~~
- ~~P. Any other conduct that fails to maintain professional staff/student boundaries.~~

~~Appearances of Impropriety~~

~~The following activities are boundary invasions and can create an actual impropriety or the appearance of impropriety. Whenever possible, staff should avoid these situations. If unavoidable, these activities should be pre-approved by the appropriate administrator. If not pre-approved, the staff member must report the occurrence to the appropriate administrator as soon as possible.~~

- ~~A. Being alone with an individual student out of the view of others;~~
- ~~B. Inviting or allowing individual students to visit the staff member's home;~~
- ~~C. Visiting a student's home; and/or~~
- ~~D. Sending or soliciting email, text messages or other electronic communications to the student, even when the communication relates to school business, except where the parent or guardian and building administrator/supervisor has consented to such communications and receives a copy of the communication. Staff should use school email addresses and phone numbers and the parent/guardian phone numbers for communications with students, except in emergency situations.~~

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~~E. While under a distance learning model, utilizing official district email, telephone and approved videoconferencing technology for the explicit purpose of communicating individually with students related to school business may be necessary. Staff will ensure their communication is always appropriate and respects professional teacher-student boundaries. Additional communication safeguards to consider under remote learning may include:~~

- ~~• When feasible, emailing and videoconferencing with more than one student at a time.~~
- ~~• A parent may request to monitor individual phone, email or video conferencing sessions by informing their child and notifying their teacher(s) in advance.~~
- ~~• When practical, having another adult in the same area/room of the teacher while one-on-one communication transpires.~~
- ~~• Families may arrange for additional adult proximity to their child while any one-on-one communication transpires.~~
- ~~• When other accommodations listed above cannot be implemented, the opportunity to record one-on-one videoconferencing sessions to protect students and staff may be considered. Under this scenario, sessions may be recorded by the teacher and securely stored for archive purposes only. Parents/guardians who do not consent to recording one-on-one sessions for student safety purposes must notify their child's teacher or school administrator in writing.~~

Reporting Violations

~~Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.~~

~~Staff members are required to promptly notify the principal or the supervisor of the employee or volunteer suspected of engaging in inappropriate conduct that violates this policy or procedure.~~

~~The administrator to whom a boundary invasion concern is reported must document, in writing, the concern and provide a copy of the documentation to the Assistant Superintendent or Director of Human Resources. The Assistant Superintendent or Director of Human Resources will maintain a file documenting reports of this nature which are made.~~

Reporting Sexual Abuse

~~All professional school personnel who have reasonable cause to believe that a student has experienced sexual abuse by a staff member, volunteer, or agency personnel working in the school are required to make a report to Child Protective Services or law enforcement pursuant to board policy and procedure 3421, Child Abuse, Neglect and Exploitation Prevention, and Chapter 26.44, RCW. Reporting suspected abuse to the building principal or supervisor does not relieve professional school personnel from their reporting responsibilities and timelines.~~

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~~Disciplinary Action~~

~~Staff violations of this policy may result in disciplinary action up to and including dismissal. The violation may also be reported to the state Office of Professional Practices.~~

~~Training~~

~~All new employees and volunteers will receive training on appropriate staff/student boundaries within three months of employment or service. Continuing staff will receive training every three years.~~

~~Dissemination of Policy and Reporting Protocols~~

~~This policy and procedure will be included on the district website and in all employee, student, and volunteer handbooks. Annually, all administrators and staff will receive copies of the district's reporting protocol.~~

Revised: September 2020